

Georgian Court University
Clinical Mental Health Counseling MA Program
Assessment Report
AY 2022-2023

I. University Mission: Georgian Court University, founded by the Sisters of Mercy of New Jersey in 1908 and sponsored by the Institute of the Sisters of Mercy of America since January of 2007, provides a comprehensive liberal arts education in the Roman Catholic tradition. The university has a special concern for women and is a dynamic community committed to the core values of justice, respect, integrity, service and compassion, locally and globally. Georgian Court provides students with

- A curriculum broad enough to be truly liberal, yet specialized enough to support further study and future careers;
- An environment for the entire university community to grow through shared educational, cultural, social and spiritual experiences; and
- The will to translate concern for social justice into interaction.

II. School: Arts & Sciences

Program/Degree: Department of Psychology & Counseling; Clinical Mental Health Counseling MA Program

Mission of the School: To offer discipline-specific and interdisciplinary major and minor programs and to serve the campus and community with a variety of intellectual, scientific, aesthetic, and cultural events and activities.

Goals/Objectives: The Clinical Mental Health Counseling program is aligned with the 2016 Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards. This document can be accessed at:

<https://www.cacrep.org/for-programs/2016-cacrep-standards/>

III. Summary of Assessment Findings

Please provide a brief summary of the key findings based upon the results of your program's assessment plan.

A. Key Performance Indicators: Assessment of Student Knowledge and Skills

Core Area and CACREP Standard	KPI Measure and Criterion	Semester Measured	Outcome	Conclusion/Action Taken
Common Core Area 1: Professional Counseling Orientation and Ethical Practice CACREP 2016 Standard: 2.F.1.i ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	Formative: Ethics Qualifying Exam. Criterion for success: Exam score of 80% or higher.	CMH5600 The Counseling Profession. Fall 2022	Seven students took the Ethics Qualifying exam, and all earned a score of 80% or better.	Formative assessment indicates consistent successful performance. No alteration of curriculum needed.
	Summative: Supervisor and instructor ratings of student intern in Rubric item: Demonstrates adherence to the ethical standards of professional practice. Criterion for success: Rating of Effective or Very Effective	CMH5800 Practicum; Fall 2022; CMH5802 Internship I; Spring 2023; CMH5804 Internship II. Summer 2023	In CMH5800, 9/10 students met the criterion. In CMH5802, 7/7 students met the criterion. In CMH5804, 6/6 students met the criterion	Clear progress to consistent successful performance is demonstrated. No alterations of curriculum needed.
Common Core Area 2: Social and Cultural Diversity CACREP 2016 Standard: 2.F.2.d the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	Formative: Group Project: Students will be asked to explore a cultural group of their choice and develop a plan to build knowledge and understanding about the identified group through a paper and presentation. Criterion for Success: 80% or higher	CMH5200, Multicultural Counseling Cultural Exploration Spring 2023	Eight students completed this project, and all earned a score of 80% or better.	Formative assessment indicates consistent successful performance. No alteration of curriculum needed.
	Summative: Students complete a capstone paper of their studies in	CMH600, Proseminar, or CMH5357, Seminar in Addictions Treatment	Eight students completed this project,	Summative assessment indicates consistent successful performance.

	clinical mental health counseling and addictions. Criterion for success: paper grade of 80% or higher	and Prevention, the parallel proseminar course for students studying addictions counseling. Fall 2022	and all earned a score of 80% or better.	No alteration of curriculum needed.
Common Core Area 3: Human Growth and Development CACREP 2016 Standard: 2.F.3.a theories of individual and family development across the lifespan	Formative: Course performance at the level of 80% or better.	CMH5400 Lifespan Development. Spring 2023	Three students completed this course and all earned grades of 80% or higher.	Formative assessment indicates consistent successful performance. No alteration of curriculum needed.
	Summative: Rating of Systems Orientation – understands that schools, families, and organizations are systems; recognizes and effectively uses rules, policies, and other characteristics of systems. Criterion for success: Rating of Effective or Very Effective	CMH5800 Practicum; Fall 2022; CMH5802 Internship I; Spring 2023; CMH5804 Internship II. Summer 2023	In CMH5800, 7/10 students met the criterion. In CMH5802, 7/7 students met the criterion. In CMH5804, 6/6 students met the criterion	Clear progress to consistent successful performance is demonstrated. No alterations of curriculum needed.
Common Core Area 4: Career Development CACREP 2016 Standard: 2.F.4.i methods of identifying and using assessment tools and techniques relevant to career planning and decision making	Formative: Course performance at the level of 80% or better.	CMH5302, Appraisal of the Individual. Spring 2023	Eleven students completed this course, with all earning grades above 90% and 9/11 earning grades above 95%	Formative assessment indicates consistent successful performance. No alteration of curriculum needed.
	Summative: Mock Intake Assignment. Criterion for success:	CMH5500 Organizational Counseling & Career Development Fall 2022	Ten students completed this course, with all earning grades of 80%	Summative assessment indicates consistent successful performance.

	80% or higher on assignment		or higher on the Mock Intake Assignment.	No alteration of curriculum needed.
Common Core Area 5: Counseling and Helping Relationships CACREP 2016 Standard: 2.F.5.f counselor characteristics and behaviors that influence the counseling process	Formative: Final Role Play Presentation. Criterion for Success: 80% or higher.	CMH5100: Introduction to Counseling Skills. Fall 2022	8/8 students met the criterion for success, all earning grades of 90% or higher.	Formative assessment indicates consistent successful performance. No alteration of curriculum needed.
	Summative: Two rubric items are averaged using the instructor rating: Attending/Listening Skills – attends to important communications; listens attentively; and Effective Interpersonal Relations – relates effectively to colleagues, faculty, supervisors, and clients. Criterion for success: Rating of Effective or Very Effective.	CMH5804 Internship II Summer 2023	10/10 students met the criterion for success on both items.	Summative assessment indicates consistent successful performance. No alteration of curriculum needed.
Common Core Area 6: Group Counseling and Group Work CACREP 2016 Standard: 2.F.6.b dynamics associated	Formative: Students participate in a group experience for at least 10 hours during the semester. Criterion for success: Grade of 80% or better in course.	CMH5303, Techniques of Group Counseling Fall 2022	Ten students took CMH5303 in Fall 2022, and all of them earned grades of 90% or better, with the majority (8/10) earning grades of 95% or better.	Formative assessment indicates consistent successful performance. No alteration of curriculum needed.

with group process and development	Summative: The supervisor rating rubric includes “Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.” Criterion for success: Rating of 4 or higher.	CMH5802 Internship I, Spring 2023, and CMH5804 Internship II, Summer 2023	In CMH5800, 9/10 students met the criterion. In CMH5802, 7/7 students met the criterion. In CMH5804, 6/6 students met the criterion	Summative assessment indicates consistent successful performance. No alteration of curriculum needed.
Common Core Area 7: Assessment and Testing CACREP 2016 Standard: 2.F.7.e use of assessments for diagnostic and intervention planning purposes	Formative: Students complete personality inventories and write a case conceptualization paper based on the assessment results. Course performance at the level of 80% or better.	CMH5302, Appraisal of the Individual. Spring 2023	Eleven students completed this course, with all earning grades above 90% and 9/11 earning grades above 95%	Summative assessment indicates consistent successful performance. No alteration of curriculum needed.
	Summative: Students complete a Career Case Write Up paper: a case conceptualization based on assessments given to a mock client. Criterion for success: Grade of 80% or better on paper.	CMH 5500: Organizational Counseling and Career Development, Spring 2023	8/10 students achieved a paper grade of 80% or higher. The remaining 2 students earned scores of 78.5 and 79.	The instructor revised the course, requiring a draft of the assignment due in the middle of the semester. Part of class time was used for peer evaluation of these drafts along with classroom discussion.

Common Core Area 8: Research and Program Evaluation CACREP 2016 Standard: 2.F.8.i analysis and use of data in counseling	Formative: Individual Research Proposal paper: Students develop a research project and write a proposal, including an IRRB application. Criterion for Success: 80% or better.	CMH5700: Applied Research Methods. Spring 2023	15/16 students achieved a score of 80% or higher.	The one student who failed to meet the criterion for success received an unsatisfactory grade for the course and must retake it. No alteration of curriculum is indicated.
	Summative: Capstone paper assignment Rubric rating: Demonstrates appropriate presentation of current literature. Criterion for success: Rating of 3 or 4.	CMH600, Proseminar, or CMH5357, Seminar in Addictions Treatment and Prevention, the parallel proseminar course for students studying addictions counseling. Fall 2022	Eight students completed this assignment, and 100% met the criterion for success.	Formative assessment indicates consistent successful performance. No alteration of curriculum needed.
Standard 5.C: Clinical Mental Health Counseling CACREP 2016 Standard: 5.C.1.b theories and models related to clinical mental health counseling	Formative: Case Theory Demonstration. Rubric item rates demonstration of theory: "The elements of the theory are clearly demonstrated (at least at times) during the counseling session Student has provided the timestamp of events significant to the theory." Criterion for success: Rating of at least 16 of 20 points.	CMH5300: Counseling Theories. Spring 2023	Seven students completed this course, and 100% achieved the criterion for success.	Summative assessment indicates consistent successful performance. No alteration of curriculum needed.

	<p>Summative: The supervisor rating rubric includes “Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.”</p>	<p>CMH5802 Internship I, Spring 2023, and CMH5804 Internship II, Summer 2023</p>	<p>In CMH5800, 4/5 students met the criterion. 5 students were rated “not applicable.”</p> <p>In CMH5802, 6/6 students met the criterion. One student was rated “not applicable.”</p> <p>In CMH5804, 6/6 students met the criterion</p>	<p>Summative assessment indicates consistent successful performance. No alteration of curriculum needed.</p>
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B. Key Professional Dispositions: Assessment of Student Professional Dispositions

Eight students (the incoming 2022-2023 cohort) were evaluated for their Key Professional Dispositions (KPDs) at the end of Fall 2022 and the end of Spring 2023.

For the Fall evaluation two students were under 80% in the Fall, one 76.3% and the other 69.72%. All students had a one on one session with their advisor, KPD feedback was given, and students made SMART goals for the Spring semester. The student who scored 76% was advised that she would be withheld from practicum if there was no improvement. The other with 69% was asked to decrease to taking only one class a semester and an improvement plan created.

For the Spring evaluation, the student who had been at 76% in the Fall scored 86% with only minor improvements not seen. As a result, the faculty approved her for progressing into practicum. The student who had been at 69% in the Fall scored 42.44%. Advising included a conversation about program fit. Student decided to continue in program and to improve KPDs. Student was restricted to taking only one class a semester with a reevaluation at the end of the Fall semester. Additionally, there was a student whose Fall score was 88.61% and decreased to 83%. In advising it was agreed that the student would continue academic progress, but not take practicum.

C. Demographic and Other Characteristics of Applicants

Georgian Court University Clinical Mental Health Counseling MA Program 2022 Report on Program Demographics

The data reported below are collected at the time of application through Slate, our Admissions Client Response Management System.

Race/Ethnicity (IPEDS Classification)

For All Applicants to the Clinical Mental Health Counseling MA Program

Year	# of Applicants	% White	% Asian	% Black/ Afr. Am.	% Multi-racial	% Hispanic
2018	49	77.6	0.0	6.1	8.2	2.0
2019	70	80.0	0.0	5.7	5.7	5.7
2020	71	62.0	2.8	8.5	1.4	14.1
2021	91	69.2	0.0	11.0	2.2	11.0
2022	79	65.8	1.3	10.1	2.5	10.1

For All Students Enrolled in the Clinical Mental Health Counseling MA Program

Year	# of Students	% White	% Asian	% Black/ Afr. Am.	% Multi-racial	% Hispanic
2018	12	66.7	0.0	8.3	16.7	0.0
2019	16	93.8	0.0	0.0	6.3	0.0
2020	13	69.2	0.0	7.7	0.0	15.4
2021	11	81.8	0.0	0.0	0.0	18.2
2022	10	80.0	0.0	10.0	0.0	10.0

For All Graduates of the Clinical Mental Health Counseling MA Program

Year	# of Graduates	% White	% Asian	% Black/ Afr. Am.	% Multi-racial	% Hispanic
2018	11	63.6	0.0	9.1	18.2	0.0
2019	9	100.0	0.0	0.0	0.0	0.0
2020	7	42.9	0.0	14.3	0.0	28.6
2021						
2022						

Conclusion: Applicant pool has a trend toward greater ethnic and racial diversity. The increase in students identifying as Hispanic is particularly notable. There is no indication that students differentially enroll or graduate out of proportion to the applicant pool.

D. Follow-up Surveys of Graduates, Site Supervisors, and Employers of Graduates

These data are gathered on a three-year cycle and are not reported this year.

IV. Using Assessment Findings for Improvement

Based on the assessment results, the following changes/challenges in courses were noted and will be addressed in the 2023-2024 academic year:

- 1) This was the first year of implementation of an updated KPD assessment. Students were evaluated each semester by the program faculty, and two modifications were introduced for the next academic year:
 - a. A pre-probationary intervention will be made for students who are in danger of not meeting satisfactory progress in their KPDs.
 - b. A standardized feedback form was developed for presenting the KPD assessment to students.
- 2) In CMH5500: Organizational Counseling and Career Development, students did not consistently meet the criterion for successful performance. The instructor revised the course, requiring a draft of the assignment due in the middle of the semester. Part of class time was used for peer evaluation of these drafts along with classroom discussion.
- 3) CMH5700: Applied Research Methods was offered in the fourth semester, the same semester as internship and appraisal. It was decided to move it to the second semester.

The following reasons were considered:

- a. Students voiced a struggle with the course load of the two academic classes and gaining hours at their sites
- b. Faculty noted a drop in quality of work for that semester
- c. Faculty noted that many of the skills taught in 5700 were lacking and thus having it earlier would, theoretically, strengthen their field experiences, and ability to apply evidence-based practices
- d. Faculty believed that having them gain the skills in 5700 earlier would help in improving graduates adherence to APA writing and capacity to use the library effectively, which could allow them higher quality of work in the second year.