Annual Program Report
2023-2024

(For programs not using Planning & Self Study software for the annual report)

The report(s) should be inclusive of all levels, degrees (i.e. certificates, bachelor's and master's), modalities and locations.

Program: **Counseling**

Program Chair: **Daneen Deptula**

Department Assessment Committee Contact: **Daneen Deptula**

This document is to be kept in the department and an electronic file is due to the AVP of Institutional Research and Planning by June 1, 2024.

Section I: Program Assessment (please complete this section for each program in your department)

Note: The school counseling program (MS and CAGs) is now accredited through AAQEP. Therefore, Section I of this program assessment report will focus on the mental health program assessment.

Program: __Counseling M.S. (Mental Health)_____

A. Program Learning Outcomes (PLOs) (Educational Objectives)

I. List of PLOs and the timeline for assessment

PLO #	PLO – Stated in assessable terms	Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	Timing of assessment (annual, semester, bi-annual, etc.)	When was the last assessment of the PLO completed?

1.	Students will demonstrate effective counseling skills	Website: https://www.fitchburgstate.edu/academics/programs/clinical-mental-health-counseling-counseling-ms Student Manual: https://www.fitchburgstate.edu/media/4177	Across all three stages of the program (COUN 7010, 7030, other Stage 2 classes, and internship).	Spring 2023
2.	Students will engage in professional behavior	Website: https://www.fitchburgstate.edu/academics/programs/clinical-mental-health-counseling-counseling-ms Student Manual: https://www.fitchburgstate.edu/media/4177	Across all three stages of the program (COUN 7010, 7030, other Stage 2 classes, and internship).	Spring 2023
3.	Students will display caring for others	Website: https://www.fitchburgstate.edu/academics/programs/clinical-mental-health-counseling-counseling-ms Student Manual: https://www.fitchburgstate.edu/media/4177	Across all three stages of the program (COUN 7010, 7030, other Stage 2 classes, and internship).	Spring 2023
4.	Students will demonstrate effective written and oral communication skills	Website: https://www.fitchburgstate.edu/academics/programs/clinical-mental-health-counseling-counseling-ms Student Manual: https://www.fitchburgstate.edu/media/4177	Across all three stages of the program (COUN 7010, 7030, other Stage 2 classes, and internship).	Spring 2023

II.   **PLO Assessment** (Please report on the PLOs assessed and/or reviewed this year. Programs should be assessing at least one each year.)

Using the table below, list and briefly describe the **direct method(s)** used to collect information assessing whether students are learning the core sets of knowledge (K), skills (S) and attitudes (A) identified as essential.

Note: The assessment plan has a typo, as it incorrectly stated that PLOs 3 and 4 would be measured with internship data. All 4 PLOs should be assessed using Stage 1 (COUN 7010/7030) data

PLO # (from above)	Assessment description (exam, observation, national standardized exam, oral presentation with rubric, etc.)	When assessment was administered in student program (internship, 4ᵗʰ year, 1ˢᵗ year, etc.)	To which students were assessments administered (all, only a sample, etc.)	What is the target set for the PLO? (criteria for success)	Reflection on the results: How was the "loop closed"?
2	Disposition Assessment (A). Items 2, 3, 4, 9, and 10 in COUN 7010 and 7030	Data from COUN 7010 and 7030 were utilized for this report. Although there is some flexibility in course ordering, these courses are generally taken at the start of the program.	All mental health students taking 7010/7020 between Spring 2022-Spring 2024.	80% of students meeting criteria	In COUN 7010, 100% were rated as proficient on all items except 9 (meeting obligations), where 93% were rated as proficient (N between 27 and 28). In COUN 7030, 100% were rated as proficient on all items except 9 (meeting obligations) where 96% were rated as proficient (N = 30)
3	Disposition Assessment (S). Item 8 in COUN 7010 and 7030	Data from COUN 7010 and 7030 were utilized for this report. Although there is some flexibility in course ordering, these courses are	All mental health students taking 7010/7020 between Spring 2022-Spring 2024.	80% of students meeting criteria	In COUN 7010, 100% were rated as proficient in this area.

					In COUN 7030, 100% were rated as proficient in this area.
4	Disposition Assessment (S). Item 1 in COUN 7010 and 7030	Data from COUN 7010 and 7030 were utilized for this report. Although there is some flexibility in course ordering, these courses are generally taken at the start of the program.	All mental health students taking 7010/7020 between Spring 2022-Spring 2024.	80% of students meeting criteria	In COUN 7010, 86% were rated as proficient in this area. In COUN 7030, 100% were rated as proficient in this area.

You may use this comment box to provide any additional information, if applicable:

PLO 1 is assessed at later stages in the program. Additional assessment measures are utilized in other stages of the program. However, assessment at the beginning of the program (Stage 1 courses) is limited to disposition assessments, collected from 2 separate faculty members.

There was a high level of agreement across the two courses, with two different raters. The difference in raters/ratings for PLO 4 is likely due to the nature of the course, as 7010 more strongly focuses on written communication and APA format while 7030 reflects a balance between oral and written skills. It is possible that entering students are stronger in oral communication than written communication skills. Faculty in 7010 have strongly promoted the use of the writing center.

Summary of Findings: Briefly summarize the results of the PLO assessments reported in Section II above combined with other relevant evidence gathered and show how these are being reviewed/discussed. How are you "closing the loop"?

Reflection Prompt	Narrative Response

Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	Across the program, we use multiple sets of informants, including professors and external supervisors. Faculty complete disposition assessments and an assessment of a writing sample for the Stage 1 courses (COUN 7010 and 7030). As students progress in the program, external supervisors provide feedback during field experiences as well. Although not a focus of this annual report, for CMH students, we ask internship supervisors if they would hire our student. Of the data submitted for 2024 (n = 16), 93.75% of supervisors said yes. Although we would like to examine the results of the licensure tests for the LMHC students, that information is not available to us.
Who interprets the evidence? **What is the process?** **(e.g. annually by the curriculum committee)**	The chair, who is also the advisor of the program, is responsible for monitoring the assessment results of the Stage 1 and 2 reports to identify any students who need action or remediation. Any concerns are brought to the committee throughout the year. Although the plan is to review the assessment data as part of the April meeting, the heavy time demands of student issues this semester absorbed scheduled committee time. This report will be presented at the first meeting of the Fall 2024 semester.
What changes have been made as a result of using the data/evidence? (close the loop)	As students have been meeting benchmarks, no changes have been made based on this specific evidence (or similar evidence reviewed in the 2022 report). Of note, it does appear that student performance in these areas strengthens over the program. For instance, last year's assessment reported ratings between 96% to 100% of students who were proficient in writing and communication skills.

Program: __**Special Issues in Counseling Certificate** _____

B. Program Learning Outcomes (PLOs) (Educational Objectives)

III.   List of PLOs and the timeline for assessment

PLO #	PLO – Stated in assessable terms	Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	Timing of assessment (annual, semester, bi-annual, etc.)	When was the last assessment of the PLO completed?
1.	Exhibit empathy and understanding the process of helping others	Student Manual: https://www.fitchburgstate.edu/media/4177 Website: https://www.fitchburgstate.edu/academics/programs/special-issues-counseling-graduate-certificate	Every course offering for COUN 7030 Exit Survey at program completion	N/A
2.	Critically analyze our understanding of mental health, in terms of differentiation of diagnoses as well as connection to the broader field of integrated wellness (e.g., physical, educational)	Student Manual: https://www.fitchburgstate.edu/media/4177 Website: https://www.fitchburgstate.edu/academics/programs/special-issues-counseling-graduate-certificate	Exit Survey at program completion	N/A

3.	Articulate an application of their coursework to their professional development goals	Student Manual: https://www.fitchburgstate.edu/media/4177 Website: https://www.fitchburgstate.edu/academics/programs/special-issues-counseling-graduate-certificate	Exit Survey at program completion	N/A
4.	Demonstrate effective oral and written communication skills.	Student Manual: https://www.fitchburgstate.edu/media/4177 Website: https://www.fitchburgstate.edu/academics/programs/special-issues-counseling-graduate-certificate	Every course offering for COUN 7030 Exit Survey at program completion	N/A

IV.   **PLO Assessment** (Please report on the PLOs assessed and/or reviewed this year. Programs should be assessing at least one each year.)

Using the table below, list and briefly describe the **direct method(s)** used to collect information assessing whether students are learning the core sets of knowledge (K), skills (S) and attitudes (A) identified as essential.

PLO # (from above)	Assessment description (exam, observation, national standardized exam, oral presentation with rubric, etc.)	When assessment was administered in student program (internship, 4th year, 1st year, etc.)	To which students were assessments administered (all, only a sample, etc.)	What is the target set for the PLO? (criteria for success)	Reflection on the results: How was the "loop closed"?
1	Disposition Assessment (S). Item 7 and 8 in COUN 7030	Data from 7030 were utilized for this report. Although there is some flexibility in course ordering, this course is	All certificate students	80% of students meeting criteria	There have been 5 certificate students since 2016. 100% were rated as

		generally taken at the start of the program.			proficient on these 2 items.
2	Exit Survey	Currently in development	Planned for all certificate students	80% of students meeting criteria	Not assessed this year
3	Exit Survey	Currently in development	Planned for all certificate students	80% of students meeting criteria	Not assessed this year
4	Disposition Assessment (S). Item 1 in COUN 7030	Data from 7030 were utilized for this report. Although there is some flexibility in course ordering, this course are generally taken at the start of the program.	All certificate students	80% of students meeting criteria	There have been 5 certificate students since 2016. 100% were rated as proficient on this assessment.

You may use this comment box to provide any additional information, if applicable:

Assessment of the certificate program has been more challenging due to the low numbers of students in the program. Of the 5 students, 2 started in the master's program and transitioned to the certificate program to reflect work they had already done. Three applied directly for the certificate program.

Summary of Findings: Briefly summarize the results of the PLO assessments reported in Section II above combined with other relevant evidence gathered and show how these are being reviewed/discussed. How are you "closing the loop"?

Reflection Prompt	Narrative Response

Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	Currently, only the disposition assessment and the exit survey are planned.
Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	The chair, who is also the advisor of the program, is responsible for monitoring the COUN 7030 reports to determine if there are any concerns, which are brought to the committee throughout the year. This report will be presented at the first meeting of the Fall 2024 semester.
What changes have been made as a result of using the data/evidence? (close the loop)	Not enough data has been available to utilize to generate changes. This is the first reporting of assessment data separately for the certificate program. It does appear that the certificate students are meeting expectations, and there are no signs that they differ from Master's students. Therefore, any changes made for the Master's program would likely be appropriate for certificate students.

B.   Assessment Plan for Program/Department

I.   Insert the program or department Assessment Plan (This is an independent plan from what is reported in this document).

See separate document on website

II.   Explain any changes in the assessment plan including new or revised PLOs, new assessments that the program/department plans to implement and new targets or goals set for student success.

This is the first year that data for the certificate program has been pulled out to examine separately. As noted above, an exit survey for the certificate program is also in development.

In addition, a great deal of assessment work has been done this year with regards to the school counseling program, which is now under AAQEP accreditation. Measures (e.g., Pre-Service Performance Assessment and Counselor Work Sample) have been updated to reflect new standards, both specific to DESE SMKs as well as AAQEP standards. In addition, plans are underway to update the disposition assessment this summer, which will apply to all programs. The clinical skills rubric is also planned to be updated this summer. Finally, the process for Stage 3 for school counseling was adjusted to allow the Education Unit to better track certain assessments (Clinical Skills Rubric and Practicum Demographic form).

III.   If you do not have a plan, would you like help in developing one?   **N/A**

C.   Program Review Action Plan or External action Letter/Report
Annual Reflection/Follow-up on Action Plan from last Program Review or external accreditation (only complete the table that is appropriate for your program

I.   **Programs that fall under Program Review: Mental Health Counseling**

i. Date of most recent Review: **2019**
ii. Insert the Action Plan table from your last Program Review and give any progress towards completing the tasks or achieving targets set forth in the plan.

i.

Specific area where improvement is needed	Evidence to support the recommended change	Person Responsible for Implementing the Change	Timeline for Implementation	Resources Needed	Assessment Plan	Progress Made This Year
#1 Assessment: Strengthen Clinical Skills Rubric.	Program Review	Megan Krell will revise the rubric based on past observations. Multiple faculty will pilot-test new version.	2019-2020	None	Examination of assessment results in the 2019-2020 year.	The assessment continues to be successful with field supervisors completing the measure. In addition, adjustments for AAQEP with regards to Standard 2d will be added/tested for 2024-2025.
#1 Assessment: Automation.	Program review and External reviewer	Daneen Deptula will work with faculty to pilot-test using aspects of TK20 to collect data.	2019-2020	Assistance of assessment office	Will review pilot testing at end of 2020.	No further updates, but a lower-tech version utilizing excel and multiple entry points throughout the year appears to be successful.

#1 Assessment: Development of measures of missing CACREP competences.	External reviewer	Daneen Deptula will coordinate with faculty teaching those content areas to develop assessments.	2020-2022	None	New assessment measures developed.	The current uncertainty about the viability of applying for CACREP resulted in putting a hold on this action item. This hold is still in place.
#1 Assessment: Development of formalized system of assessment reporting.	External reviewer	Daneen Deptula will work with the graduate faculty, and in response to the result of assessment data automation pilot.	2025	None	Yearly assessment reports.	This is the fourth assessment report conducted by Counseling.
#2 Increase student enrollment: Marketing.	Program review and external reviewer	Daneen Deptula in combination with GCE staff, marketing department, and admissions.	All years	Admissions data, including diversity	Admissions reports/Class seats list.	Enrollment continues to be concerning, including now for the mental health program in addition to the school counseling program. Discussed need for marketing at the May 7, 2024 SGOCE meeting. Have been

						promoting the program on social media.
#2 Increase student enrollment: Community partnerships through advisory board.	Program review	Daneen Deptula	Starting in 2019-2020 year	Funding for refreshments	Admissions reports	Although the program was involved in conversations with Open Sky to explore paid internship opportunities, those conversations have currently stalled. Have discussed the possibility of a 4+2 program with faculty, SGOCE and Deans and will be pursing in 2024-2025 year.
#3 Increase faculty involvement. Form focus group for adjunct faculty to discuss assessment and curriculum.	Program review and external reviewer, particularly with respect to involvement in assessment	Daneen Deptula	Starting in 2020-2021 year	Funding for refreshments	Reports of number of participating faculty at focus groups.	Faculty involvement was obtained as part of the AAQEP process.

#3 Increase faculty involvement. Invite more graduate faculty to join graduate committee	Program review	Daneen Deptula	2019-2021	None	Reports of number of participating faculty	Lynn D'Agostino joined the faculty this year, although Henry Culver retired as a faculty member.
#3 Increase faculty involvement. Increase full-time teaching at graduate level	Program review	Discussions between administration and Daneen Deptula	Across all years	Unknown	Reports of numbers of participating faculty	At the current time, no full-time faculty have been added. Progress on this goal is also questionable due to uncertainties regarding seeking CACREP accreditation.
#4 Address CACREP accreditation issue	Program review and external report	Discussions between administration and Daneen Deptula. The external reviewer recommends meeting once per semester.	Across all years	Unknown	TBA	No further updates: Current faculty would not meet requirements for CACREP, and MPCAC is now requiring full-time faculty for program accreditation. The primary issue is transferability of licensure, and the landscape is being carefully

					monitored by the committee.

iii. If you do not have an action plan, would you like help in developing one based on your last program review and needs of the program?   **N/A**

II.   **Programs with external Accreditation:**

i. Professional, specialized, State, or programmatic accreditations currently held by the program/department.

AAQEP for school counseling (Master's and CAGs)

ii. Date of most recent accreditation action by each listed agency.

2024

Iii. Date and nature of next review and type of review.

List key issues for continuing accreditation identified in accreditation action letter or report.	Key performance indicators as required by agency or selected by program (licensure, board or bar pass rates; employment rates, etc.) (If required.)	Update on fulfilling the action letter/report or on meeting the key performance indicators.
2b: Culturally responsive practices with diverse learners.	N/A	We do currently collect data on diversity in student placements (pre-practicum and practicum) but have not yet analyzed it. Developed process for Ed Unit to start providing information on this data.

		Our next step will be to see if a policy will be necessary.
2d: International and global perspectives.	N/A	Counseling has updated their exit survey to address standards such as 2d which was implemented this year (2024). Assessment of "culturally appropriate" was added to the Counselor Work Sample. There are also plans to update the Clinical Skills rubric with regards to this item as well.
2f: Collaborate with colleagues.	N/A	Measured in exit survey but could also be included in the clinical skills rubric potentially or measured through practicum class which involves collaboration through peer supervision. More work needed in this area.
3c: Engaging with multiple stakeholders.	N/A	Plans to survey both alumni and supervisors

Section II - Departmental Outcomes

A. Departmental Strategic Initiatives

Accomplished Initiatives AY23-24 Add more rows as needed	Corresponding Strategic Plan Goal & Strategy Goal # followed by Strategy # ex: 1.3	Indicate (X) if a Diversity, Equity and Inclusiveness (DEI) Goal

Progression on assessment plan for Certificate program, including the start of analyzing data separately for certificate students.	1.2	

Planned Initiatives for AY 24-25 **Add more rows as needed**	Associated Strategic Plan Goal & Strategy **Goal # followed by Strategy # ex: 1.3**	Indicate (X) if a Diversity, Equity and Inclusiveness (DEI) Goal
Development of 4+2 program for counseling	1.4, 1.5, 5.3	X
Updating of assessment measures to address AAQEP, but will also strengthen all programs	1.2	

B. Departmental Accomplishments and Reflection:

Take this section to reflect on--

1. *23-24 Accomplishments not captured above*

2. *Initiatives that you may be considering for 24-25 academic year that you did not already capture above*

3. *Any other thoughts or information that you would like to share*