



performance

semester in addition to disposition assessments and to refer to advisors individual students for whom there are concerns. The disposition ratings for all students are maintained in the program files and will continue to be reviewed to ensure student success and fit for the program and profession.

### ***Fieldwork Counseling Performance***

Each semester practicum and internship site supervisors are asked to provide feedback on their students' performance. The program compiles and reviews these results, individually and in aggregate, to determine student needs and suitability of fieldwork sites. We are able to access internship site supervisors annually through students who are completing their placements at the time of survey administration. The survey administration in fall 2022 yielded 51

2016-2017

Fall  
2016

71

3.24

Addictions

4

3.27

CMHC

24

3.38

School

43

3.06

PhD CES

6

6.5

Spring  
2017

29

2.57

Addictions

0

0

CMHC

9

2.6

School

20

2.54

2017-2018

Fall

	School		57		2.91
	PhD CES		8		N/A
Spring 2020		51		2.7	
	Addictions		5		2.5
	CMHC		20		2.83
	School		26		2.78
2020-2021					
Fall 2020		65			



undertake recruitment efforts that celebrate our diversity, including internal recruitment efforts, targeteM tar

***Demographic Data for Enrolled Students***

***Program Objectives: 9***

The demographic data for students currently enrolled in the Counseling master's programs is provided below. The classifications are provided by the Office of Institutional Research. This year, we gathered data for the three accredited master's programs: Addictions Counseling, Clinical Mental Health Counseling, and School Counseling. The diversity of our enrolled students remains a priority for continued exploration and recruitment and retention efforts. The faculty are not satisfied that the largest percentage of students in each concentration is primarily White. At a Hispanic Serving Institution and a program that prides itself on diversity, an approximately 29% Hispanic/Latinx student enrollment is below that of the University as a whole. Students who do not identify as White comprise approximately 21% of enrollment. The percentages of enrolled students are consistent with the applicant demographic

Asian descent	13
Black or African American	25
White Non-Hispanic or Latinx	51
White and Hispanic or Latinx	1
Hispanic or Latinx	4
Multiracial	12
Did not disclose racial/ethnic identity	3

Having a disability	11
Not having a disability	91
Did not disclose ability status	9

Veteran status revealed that the vast majority of candidates (108) did not identify as veterans, while only 2 candidates identified themselves as veterans. Below, we present a demographic breakdown of each of the four faculty lines.

For the 2022-2023 academic year, there were 37 applicants for the role of Assistant Professor of Counseling/Counselor Education.

Male	10
Female	24
Did not identify as female, male, or transgender	1

Asian descent	4
Black or African American	10
White Non-Hispanic or Latinx	12
Hispanic or Latinx	1
Multiracial	7
Did not disclose racial/ethnic identity	1

Having a disability	4
Not having a disability	30
Did not disclose ability status	3

Out of the total subgroup, 34 applicants did not identify as veterans.

For the 2023-2024 academic year, there are 40 applicants for the role of Assistant Professor of Counseling/Counselor Education (i.e., generalist).

Male	9
Female	26
Did not identify as female, male, or transgender	1
Did not disclose gender	2

Asian descent	6
Black or African American	5
White Non-Hispanic or Latinx	23
Hispanic or Latinx	2
Multiracial	3
Did not disclose racial/ethnic identity	1

Having a disability	6
Not having a disability	31
Did not disclose ability status	3

Among this subgroup, 1 applicant identified as a veteran, while 39 applicants did not identify as veterans.

For the 2023-2024 academic year, there are 23 applicants for the role of Assistant Professor of Counseling/School Counseling.

Male	8
Female	15

Asian descent	2
Black or African American	6
White Non-Hispanic or Latinx	11
Hispanic or Latinx	1
Multiracial	1
Did not disclose racial/ethnic identity	1

Not having a disability	20
Did not disclose ability status	3

Among them, 1 applicant identified as a veteran.

For the 2023-2024 academic year, there are 12 applicants for the role of Post-Doctoral Teaching and Learning Fellow.

Male	3
Female	9
Asian descent	1
Black or African American	4
White Non-Hispanic or Latinx	5
White and Hispanic or Latinx	1
Multiracial	
Having a disability	1
Not having a disability	10
None of the applicants	

significantly enriched our program. The loss of our valued colleague prompted the initiation of a search for a suitable candidate to assume the vacant position for the forthcoming academic year of 2023-2024. As a result, an evolution in the demographic profile of faculty is expected in the approaching year.

A challenge to a large program is that we have many students seeking field placements simultaneously. The Clinical Coordinator tracks application for fieldwork alongside actual placements, with the goal of better assisting students with finding and securing sites. The 2023 placement rates can be found in Appendix I. Our goal is to ensure 100% placement each semester. The placement rate by semester was lowest for Practicum, the first semester of fieldwork for students, ranging from 79% to 85%. Moving forward, the Clinical Coordinator will collect information about students' placement and non-placement, determining the reasons for not beginning their fieldwork. In addition, the program faculty continue to work

school year and we hope that this will further enable faculty and students to more readily and meaningfully engage and provide an opportunity for greater variety of elective offerings. We are also considering how students can better access program information. We are hoping to improve our website through the university services to be more student-friendly and accessible. We update students via email consistently to ensure equitable access to pertinent information about the program.

Counseling is a stand-alone department in a newly

greater engagement with social media will hopefully assist with the tracking of graduates and their employers.

***Advisory Committee Feedback***

In addition to the aforementioned surveys we also gain meaningful information from our MA Counseling Program Advisory Board for the masters counseling program. Attached are a copy of the minutes from 6/2023 reflecting the sharing of information and student input in our program planning (Appendix L).



		Explore use of software system to administer site supervisor surveys and evaluations.
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The following changes were

## List Appendices

Appendix A: 2023 Evaluation Plan

Appendix B: MA and PhD Program Objectives

Appendix C: Key Performance Indicators

Appendix D: 2022-23 Key Performance Indicators Assessments

Appendix E: Student Dispositions

Appendix F: Internship Site Supervisor Comments (Fall 2022, Spring 2023)

Appendix G: CPCE Results (2022-2023)

Appendix H: Demographic Data of Applicants

Appendix I: Fieldwork Placement Rates

Appendix J: Internship II Student Survey - Spring 2023

Appendix K: Alumni Survey

Appendix L: June 2023 Advisory Board Minutes