

**Barry University**  
**Counseling Program Annual Report**  
**(Published FALL 2019)**

Dear Stakeholder:

Thank you for your investment in the Barry University Counseling Program. As current Counseling Program Directors, we have the privilege and obligation to report the outcomes of our annual program evaluation. In order to engage in a continuous cycle of evaluation and improvement of our program and comply with our accreditation body, the Council for Accreditation of Counseling and Related Educational Programs (CACREP), Barry University counseling program faculty have an annual evaluation cycle in which we continuously collect, analyze and disseminate program data, as well as develop and implement an annual program improvement plan based upon this data. **This report includes a summary of the program evaluation results, as well as a list of subsequent program modifications and other substantial program changes.**

**As such, the Barry University Counseling Program has established the following program objectives:**

1. Develop the knowledge of counseling theories and the respective skills and techniques, and their application in counseling relationships with individuals, couples, families, and groups within a variety of practice settings and contexts in a multicultural society.
2. Develop the knowledge and skills to interpret the results of clinical assessments, evaluate professional research, and apply to counseling practice.
3. Develop a counselor professional identity, adhere to ethical counseling practice, and promote social justice, advocacy, and wellness.
4. Develop knowledge of social and cultural diversity, advocacy, human growth and development, career development, and group work, and to apply this knowledge to the counseling process.

In order to evaluate the program objectives, the Barry University Counseling Program collects and analyzes student- and program-level data. Below you will find summaries of the following student-level data:

- level of attainment on key performance indicators (KPIs) based upon the evaluation of required course assignments in alignment with CACREP standards,
- evaluation of student performance in practicum & internship by supervisors,
- performance on comprehensive exams, and
- results of a professional performance review, which is an assessment of student's professional behaviors and dispositions.

Below you will also find summaries of the following program-level data:

- course and advisor evaluations (completed by students),
- site supervisor and site placement evaluations (completed by students),
- program evaluation surveys (completed by students),

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- feedback from our annual advisory board meeting,
- feedback from site supervisors, and
- program outcome data from the annual CACREP outcomes report.

**Student-Level Data**

- **Level of attainment on key performance indicators (KPIs)**
  - **Core Master of Science in Counseling**

**KPIs Masters students are evaluated on a scale of sophisticated, acceptable, bridging or developing, and inadequate. The benchmark established for Master’s KPIs to show satisfactory performance is an 80% combination of sophisticated and acceptable scores. The following Key Performance Indicators (KPI) were assessed in the Masters Program in Counseling during the 2018-2019 academic year:**

    - **Assessment and Testing – Skills: 96% of students MET (were evaluated as sophisticated or acceptable) this KPI (353 out of 369 student evaluations)**
    - For this KPI, standards are assessed by the Counseling Program’s Comprehensive Examination on the Assessment Question, Item 1, letters a, c-d, and f, and a Clinical Self-Assessment Project in the CSL 621 – Psychological Measurements course. To address the CACREP Standards assessed by this KPI, consider adding more curriculum and practice using didactic instruction and/or a project in additional courses, possibly CSL 600 – Legal and Ethical Issues in Counseling and/or CSL 501 – Orientation to the Counseling Profession
    - **Assessment and Testing – Knowledge: 98% of students MET (were evaluated as sophisticated or acceptable) this KPI (313 out of 319 student evaluations)**
    - For this KPI, standards are assessed by the Counseling Program’s Comprehensive Examination on the Assessment Question, Item 2, a-f, and the Group Counseling Question, Item 2, a-f, and a Test Review and Paper Presentation in the CSL 621 – Psychological Measurements course. To address the CACREP Standards assessed by this KPI, consider adding more curriculum and practice using didactic instruction and/or a project in additional courses, possibly CSL 600 – Legal and Ethical Issues in Counseling and/or CSL 501 – Orientation to the Counseling Profession
    - **Counseling and Helping Relationships- Skills: 85% of students MET (were evaluated as sophisticated or acceptable) this KPI (177 out of 209 student evaluations)**

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- For this KPI, standards are assessed by the Out of Class Peer Counseling Sessions with Typescript, Self-Assessments, and Supervision assignment in the CSL 652 – Individual Counseling Procedures course and by Site and Faculty Supervisor Evaluations of Students, Items I.2, I.3, II.1-3, II.9 & III.1-11. To address the CACREP Standards assessed by this KPI, consider adding more curriculum and practice using didactic instruction and/or a project in additional courses, possibly CSL 501 – Orientation to the Counseling Profession and/or CSL 629 – Social and Cultural Issues in Counseling.
  
- **Counseling and Helping Relationships- Knowledge: 97% of students MET (were evaluated as sophisticated or acceptable) this KPI (200 out of 206 student evaluations)**
- For this KPI, standards are assessed by the Case Conceptualization and Theory Integration Paper assignment in the CSL 686 – Counseling Theories course and by Site and Faculty Supervisor Evaluations of Students, Items I.1, I.3, III.4 & III.5. To address the CACREP Standards assessed by this KPI, consider adding more curriculum and practice using didactic instruction and/or a project in additional courses, possibly CSL 652 – Individual Counseling Procedures.
  
- **Career Development- Skills: 100% of students MET (were evaluated as sophisticated or acceptable) this KPI (329 out of 329 student evaluations)**
- For this KPI, standards are assessed by the Counseling Program’s Comprehensive Examination on the Career Development Question, Item 3, c-f, and a Special Topic Presentation in the CSL 653 – Career Development and Life Work Planning course. As all students achieved either “sophisticated” or “acceptable,” there are no recommendations to make at this time.
  
- **Career Development- Knowledge: 90% of students MET (were evaluated as sophisticated or acceptable) this KPI (173 out of 192 student evaluations)**
- For this KPI, standards are assessed by the Counseling Program’s Comprehensive Examination on the Career Development Question, Item 3, a-c, and by the Career Socialization Paper assignment in the CSL 653 – Career Development and Life Work Planning course. To address the CACREP Standards assessed by this KPI, consider adding more curriculum and practice using didactic instruction and/or a project in additional courses, possibly CSL 501 – Orientation to the Counseling Profession.

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- **Group Counseling & Group Work- Knowledge: 100% of students MET (were evaluated as sophisticated or acceptable) this KPI (102 out of 102 student evaluations)**
- For this KPI, standards are assessed by the Reflection on Group Experience in the CSL 658: Group Counseling course and the Counseling Program's Comprehensive Examination on the Group Counseling Question (Items 2.a-d). As all students achieved either "sophisticated" or "acceptable," there are no recommendations to make at this time.
  
- **Group Counseling & Group Work- Skills: 100% of students MET (were evaluated as sophisticated or acceptable) this KPI (176 out of 176 student evaluations)**
- For this KPI, standards are assessed by the Experiential Group Exercise and Process in the CSL 658 - Group Counseling course, the Counseling Program's Comprehensive Examination on the Group Counseling Question (Items 2.a-f), and the Site & Faculty Supervisor Evaluations of Student (Item: II.8). As all students achieved either "sophisticated" or "acceptable," there are no recommendations to make at this time.
  
- **Human Growth & Development- Knowledge: 94% of students MET (were evaluated as sophisticated or acceptable) this KPI (666 out of 709 student evaluations)**
- For this KPI, standards are assessed by the Counseling Program's Comprehensive Examination on the Developmental Assessment Question, Item 1.b, and by the Assessment of Case Summary Analysis assignment in the CSL 610 – Human Growth and Development course. To address the CACREP Standards assessed by this KPI, consider adding more curriculum and practice using didactic instruction and/or a project in additional courses, possibly CSL 605 – Substance Abuse: Diagnosis and Treatment in Counseling, CSL 588 – Crisis Intervention, CSL 600 – Legal and Ethical Issues in Counseling, and CSL 629 – Social and Cultural Issues in Counseling.
  
- **Professional Counseling Orientation & Ethical Practice- Skills: 93% of students MET (were evaluated as sophisticated or acceptable) this KPI (228 out of 246 student evaluations)**
- For this KPI, standards are assessed by the Site Visit/Interview and Advocacy Project assignment in the CSL 501 – Orientation to the Counseling Profession course, the Self-Assessment and Site and Faculty Supervisor Evaluations of Student (Items I.7, II.4, II.12, & II.14) in the CSL 694 – Counseling Practicum course, and the Professional Performance Review Questions about "Cooperation"

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and “Communication,” which is completed at the end of the CSL 652 – Individual Counseling Procedures course, and CSL 694- Counseling Practicum. To address the CACREP Standards assessed by this KPI, consider adding more curriculum and practice using didactic instruction and/or a project in additional courses, possibly CSL 588 – Crisis Intervention, CSL 600 – Legal and Ethical Issues in Counseling, and CSL 652 – Individual Counseling Procedures.

- **Professional Counseling Orientation & Ethical Practice- Knowledge: 99% of students MET (were evaluated as sophisticated or acceptable) this KPI (335 out of 338 student evaluations)**
- For this KPI, standards are assessed by the Counseling Program’s Comprehensive Examination on the Legal and Ethical Considerations Question, Items 1.f, 2.f, and 3.f, by the Legal and Ethical Case Study Review and Presentation assignment in the CSL 600 – Legal and Ethical Issues in Counseling course, and by the Site and Faculty Supervisor Evaluations of Students (Items I.5 & II.15) in the CSL 694 – Counseling Practicum course. To address the CACREP Standards assessed by this KPI, consider adding more curriculum and practice using didactic instruction and/or a project in additional courses, possibly CSL 501 – Orientation to the Counseling Profession.
  
- **Social and Cultural Diversity- Skills: 100% of students MET (were evaluated as sophisticated or acceptable) this KPI (143 out of 143 student evaluations)**
- For this KPI, standards are assessed by the Counseling Program’s Comprehensive Examination on the Multicultural Counseling Considerations Question, Items 1.e, 2.e, and 3.e, and by the Service Learning Project assignment in the CSL 629 – Social and Cultural Issues in Counseling course. As all students achieved either “sophisticated” or “acceptable,” there are no recommendations to make at this time.
  
- **Social and Cultural Diversity- Knowledge: 100% of students MET (were evaluated as sophisticated or acceptable) this KPI (148 out of 148 student evaluations)**
- For this KPI, standards are assessed by the Immersion Experience assignment in the CSL 629 – Social and Cultural Issues in Counseling course and by the Self-Assessment and Site and Faculty Supervisor Evaluations of Student (Items I.6 & II.16) in the CSL 694 – Practicum in Counseling course. As all students

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achieved either “sophisticated” or “acceptable,” there are no recommendations to make at this time.

- **Research and Program Evaluation- Knowledge: 52.5% of students MET (were evaluated as sophisticated or acceptable) this KPI (42 out of 80 student evaluations)**
- For this KPI, standards are assessed by the Research Prospectus and Program Evaluation assignments in the EDR 601- Methodology of Research course.
  - **GOAL 1: Add curriculum related to the Research and Program Evaluation- Knowledge KPI into core courses, in addition to EDR 601: Methodology of Research.**
- **Master of Science in Counseling Specialty KPIs**
  - **Clinical Mental Health Counseling Specialization**
  - **Knowledge: 100% of students MET (were evaluated as sophisticated or acceptable) this KPI (71 out of 71 student evaluations)**
  - For this KPI, standards are assessed by the Role Play and Comprehensive Report in the CSL 589- Introduction to Mental Health Counseling course, Site & Faculty Supervisor Evaluations of Students in CSL 695: Clinical Mental Health Counseling Internship, and the Clinical Mental Health Counseling Specialization Comprehensive Exam Question (Item 4). As all students achieved either “sophisticated” or “acceptable,” there are no recommendations to make at this time.
  - **Skills: 100% of students MET (were evaluated as sophisticated or acceptable) this KPI (45 out of 45 student evaluations)**
  - For this KPI, standards are assessed by the Program Development & Evaluation Assignment in the CSL 589- Introduction to Mental Health Counseling course and the Site & Faculty Supervisor Evaluations of Students in CSL 695: Clinical Mental Health Counseling Internship. As all students achieved either “sophisticated” or “acceptable,” there are no recommendations to make at this time.
  - **Couples, Marital and Family Counseling Specialization**
  - **Knowledge: 79% of students MET (were evaluated as sophisticated or acceptable) this KPI (636 out of 801 student evaluations)**
  - For this KPI, standards are assessed by the final paper on systemic thought and assessment and application in CSL 687: Marital and Family Systems, Site & Faculty Supervisor Evaluations in CSL

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696: Couples, Marital and Family Counseling Internship, and the Marital, Couples and Family Counseling Comprehensive Exam Specialization Question (Item 4). To address the CACREP standards assessed by this KPI consider placing more emphasis on gender, aging and intergenerational issues, the legal system, cultural factors, psychopharmacology, and physical health in CSL 689 and more emphasis on the history and changing constitution of couples in CSL 688.

- **GOAL 2: Enhance curriculum in psychopharmacology in CSL 569 and CSL 605, and Lesbian, Gay, Bisexual and Transgender topics in CSL 650.**

- **Skills: 75% of students MET (were evaluated as sophisticated or acceptable) this KPI (341 out of 452 student evaluations)**
- For this KPI, standards are assessed by the Observation Logs and Case Analysis in CSL 688: Marital and Couples Counseling, the Case Conceptualization in CSL 689: Issues in Marriage and Family Counseling, Site & Faculty Supervisor Evaluations in CSL 696: Couples, Marital and Family Counseling Internship, and the Marital, Couples and Family Counseling Specialization Comprehensive Exam Question (Item 4). To address the CACREP standards assessed by this KPI consider including more practice with the shift from individual to a systems perspective in CSL 687 and including more practice with family assessments, and diagnostic interviews in CSL 680.
- **School Counseling Specialization:**
- **Knowledge: 100% of students MET (were evaluated as sophisticated or acceptable) this KPI (201 out of 201 student evaluations).** For this KPI, standards are assessed by the Consultation Project and Logs assignment in CSL 682: Consultation Procedures and the Site and Faculty Supervisor Evaluations in CSL 693: School Counseling Internship. As 81% of students achieved “sophisticated” and 19% achieved “acceptable,” there are no recommendations to make at this time.
- **Skills: 100% of students MET (were evaluated as sophisticated or acceptable) this KPI (27 out of 27 student evaluations)**
- For this KPI, standards are assessed by the Advocacy Plan Paper & Presentation in CSL 612: Child and Adolescent Counseling and the School Counseling Comprehensive Exam Specialization Question (Item 4). As all students achieved “sophisticated,” there are no recommendations to make at this time.

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- **Clinical Rehabilitation Counseling Specialization:**
  - **Knowledge: 92% of students MET (were evaluated as sophisticated or acceptable) this KPI (44 out of 48 student evaluations)**
  - For this KPI, standards are assessed by the Disability Analysis assignment in CSL 635- Medical and Psychological Aspects of Disability course and the Clinical Rehabilitation Counseling Specialization Comprehensive Exam Question (Item 4). To address the CACREP standards assessed by this KPI: (1) consider including more material/curriculum about mental health diagnosis and the DSM-5 (CSL 569, 605, 635), (2) consider embedding ethical considerations into courses on legislation and government policy (CSL 672, 677), and (3) consider adding more curriculum in legislation and government policy related to rehabilitation counseling (CSL 672, 677).
  
  - **Skills: 100% of students MET (were evaluated as sophisticated or acceptable) this KPI (24 out of 24 student evaluations)**
  - For this KPI, standards are assessed by the Role Play assignment in CSL 672- Foundations of Rehabilitation Counseling course and the Site & Faculty Supervisor Evaluations of Students in CSL 697: Clinical Rehabilitation Counseling Internship. As all students achieved “acceptable,” there are no recommendations to make at this time.
- **Doctoral Program in Counseling KPIs**  
**Doctoral students are evaluated on a scale of sophisticated, acceptable, bridging or developing, and inadequate. The benchmark established for doctoral KPIs to show satisfactory performance is an 80% combination of sophisticated and acceptable scores. The following Key Performance Indicators (KPI) were assessed in the Doctoral Program in Counseling during the 2018-2019 academic year:**

**Counseling**

- Implementation of advanced modalities of counseling treatment: 80% of students were evaluated as sophisticated, 20% of students were evaluated as acceptable.
- Evaluation of counseling effectiveness: 80% of students were evaluated as sophisticated, 20% of students were evaluated as acceptable.
- Demonstration of ethical and culturally relevant counseling in multiple settings: 80% of students were evaluated as sophisticated, 20% of students were evaluated as acceptable.



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**Supervision**

- Application of supervision theory: 83% of students were evaluated as sophisticated, 17% of students were evaluated as acceptable.
- Demonstration of supervision skills: 94% of students were evaluated as sophisticated, 6% of students were evaluated as acceptable.
- Evaluation of supervisees and the supervision process: 86% of students were evaluated as sophisticated, 14% of students were evaluated as acceptable.
- Demonstration of culturally relevant strategies for conducting clinical supervision: 83% of students were evaluated as sophisticated, 17% of students were evaluated as acceptable.

**Teaching**

- Understanding of teaching and learning theory as applied to counselor education: 30% of students were evaluated as sophisticated, 70% of students were evaluated as acceptable.
- Implementation of effective teaching skills in counselor education: 54% of students were evaluated as sophisticated, 66% of students were evaluated as acceptable.
- Assessment of learning: 20% of students were evaluated as sophisticated, 80% of students were evaluated as acceptable.
- Demonstration of counselor education identity: 20% of students were evaluated as sophisticated, 80% of students were evaluated as acceptable.
- Demonstration of ethical and culturally relevant strategies used in counselor preparation: 38% of students were evaluated as sophisticated, 62% of students were evaluated as acceptable.

**Research and Scholarship**

- Implementation of appropriate quantitative and qualitative research projects: 25% of students were evaluated as sophisticated, 54% of students were evaluated as acceptable, 21% of students were evaluated as bridging or developing competence.
- Design of program evaluations: 67% of students were evaluated as sophisticated, 23% of students were evaluated as acceptable.
- Development of scholarship in counseling: 67% of students were evaluated as sophisticated, 23% of students were evaluated as acceptable.
- Development of grant applications: 67% of students were evaluated as sophisticated, 25% of students were evaluated as acceptable, and 8% of students were evaluated as bridging or developing competence.

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- Demonstration of ethical and culturally relevant strategies for conducting research: 100% of students were evaluated as sophisticated.
  - **GOAL 3: Add a required assignment to the PhD curriculum that includes the creation of a finalized research grant proposal.**

**Leadership and Advocacy**

- Understanding of leadership theory: 100% of students were evaluated as sophisticated.
  - Application of leadership skills: 100% of students were evaluated as sophisticated.
  - Understanding of advocacy theory: 100% of students were evaluated as sophisticated.
  - Application of advocacy skills: 100% of students were evaluated as sophisticated.
  - Demonstration of ethical and culturally relevant leadership and advocacy practices: 100% of students were evaluated as sophisticated.
- **Evaluation of student performance in practicum & internship by supervisors**
    - **MS Practicum & Internship Data**
      - **Counseling Practicum (CSL 694)**
        - **Summer 2018:** Faculty and site supervisors rated almost all practicum students in the Summer 2018 term as “outstanding,” “very effective” or “effective” in meeting criteria. For those students who were rated as “improvement requested,” faculty supervisors met with the site supervisor and the student to discuss improvement.
        - **Fall 2018:** Final evaluations of practicum students indicated that faculty and site supervisors rated students 100% outstanding, very effective, or effective across all indicators.  
**Spring 2019:** Site supervisors rated practicum students as outstanding, very effective, or effective across all indicators for both midterm and final evaluations. Faculty supervisors rated the majority of practicum students as Very Effective or Effective across all indicators.
      - **CSL 693: School Counseling Internship:**
        - **Summer 2018:** Faculty supervisor evaluations of interns in the school counseling specialization indicate that supervisors rated all interns outstanding or very effective across all indicators.

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- **Fall 2018:** Faculty supervisor evaluations of interns in the school counseling specialization indicate that supervisors rated all interns outstanding or very effective across all indicators.
- **Spring 2019:** Faculty and site supervisor evaluations of interns in the school counseling specialization indicate that supervisors rated all interns outstanding or very effective across all indicators.
  
- **CSL 695: Clinical Mental Health Counseling Internship:**
  - **Summer 2018:** Faculty and site supervisors rated all students in the Summer 2018 term at exceeds expectations or meets expectations on all standards assessed for clinical mental health.
  - **Fall 2018:** Faculty supervisors and site supervisors rated all students in the Fall 2018 term at exceeds expectations or meets expectations on almost all standards that were able to be assessed for clinical mental health for their final evaluation. Of those students who were rated near expectations by site supervisors for the midterm evaluations, faculty supervisors discussed the concerns with the site supervisor and most of the concerns were resolved for the final evaluation. One student remained at near expectations for DSM knowledge and 2 students were near expectations related to knowledge of substance abuse concerns.
  - **Spring 2019:** Midterm and final evaluations of interns in the clinical mental health specialization indicate that the site and faculty supervisors rated the majority of interns outstanding, very effective or effective across all indicators. For those students who were rated as “improvement requested,” faculty supervisors met with the site supervisor and the student to discuss improvement.
  
- **CSL 696: Couple, Marital and Family Counseling Internship:**
  - **Summer 2018:** N/A
  - **Fall 2018:** Faculty supervisors rated students at “exceeds expectations” or “meets expectations” on all assessed standards.
  - **Spring 2019:** N/A
  
- **CSL 697: Clinical Rehabilitation Counseling Internship:** N/A

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- **PhD Internship Data**
  - Teaching Internship Data: Individual supervisor evaluated 100% of students as outstanding in all areas of performance. Group supervisor evaluated 100% of students as outstanding in all areas of performance.
  - Leadership and Advocacy Internship Data: Individual supervisors evaluated 100% of students as outstanding in all areas of performance. Group supervisor evaluated 100% of students as outstanding in all areas of performance.
  - Advanced Practicum Data: No advanced practicum took place in 2018-2019.
  - Supervision Internship Data: No supervision internship course took place in 2018-2019.
  
- **Performance on comprehensive exams**
  - **MS Data**
    - Master level students in Miami Shores had a passing rate of 97% during the 2018-2019 academic year on their comprehensive exam (29 out of 30 students passed).
    - Master level students in Nassau, Bahamas had a passing rate of 100% during the 2018-2019 academic year on their comprehensive exam (9 out of 9 students passed).
    -
  - **PhD Data**
    - Doctoral students had a passing rate of 100% during the 2018-2019 academic year on their comprehensive exam (1 out of 1 students passed).
  
- **Results of professional performance reviews**
  - **Ph.D. and MS Data**
    - Most students “met” standards (78%) or were “approaching” standards (17%) on this measure. The three students who were not at least “approaching” on all standards were discussed in an annual “Student Progress” faculty meeting for potential remediation efforts. The areas most often “approaching” were “relationships with clients” in the “ethical” subscale and “cultural awareness” and “bias and prejudice” in the subscale of “multicultural competence.”

**Program-Level Data**

- **Course and advisor evaluations**
  - Course and advisor evaluations report that students are generally satisfied with the learning experiences in their counseling courses, as well as their advisors and advising experiences.

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- Average ratings on the 2018-19 course evaluations for core faculty in the Master of Science in Counseling program (on a 4-point scale) were 3.5. Average ratings on the 2018-19 course evaluations for associated and adjunct faculty in the Master of Science in Counseling program (on a 4-point scale) were 3.6.
- Average ratings on the 2018-19 course evaluations for full-time faculty in the Doctoral Program in Counseling (on a 4-point scale) were 3.7. Average ratings on the 2018-19 course evaluations for associated and adjunct faculty in the Doctoral Program in Counseling (on a 4-point scale) were 3.64.
- Average ratings on the 2018-19 evaluations of academic advisors in the Master of Science in Counseling program and the Doctoral Program in Counseling (on a 4-point scale) were 3.7.
  
- **Site supervisor and placement evaluations by students**
  - This area of the annual program assessment includes data from student evaluation of site supervisors, as well as student evaluation of placement sites.
  - Most master and doctoral students rated their site supervisors as at least “adequate”. Their evaluations of placement sites also revealed most placement sites to be “moderately satisfactory” and “very satisfactory”.
  - Site supervisor and site placement surveys also confirm the need for continuous two-way communication and vetting of our practicum and internship sites and supervisors. Dr. Fay Roseman, our current practicum and internship coordinator, maintains high standards for our practicum and internship sites and supervisors and conducts regular site visits and vetting of all sites and supervisors.
  
- **Program evaluation surveys**
  - **MS Data**
    - Program surveys are sent out annually to current students to assess their satisfaction with the program. At the Masters level, out of 501 responses, 86% indicated that students were at least “somewhat satisfied.” 49.9% of the responses were “very satisfied,” and 36.1% were “somewhat satisfied.”
    - Per the program evaluation comments, areas identified for improvement include:
      - Securing sites and developing more relationships with mental health counseling practicum and internship sites in Nassau, Bahamas
      - Customer service and availability of university-level administration and staff (e.g., registrar’s office)
      - For faculty to grade assignments and maybe even offer a “mid-point grade,” rather than waiting until the end of the semester to grade all assignments
      - Limited number of courses offered in the summer

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- **GOAL 4: Modify the practicum and internship experience in the Bahamas to include a live supervision format.**
  - **PhD Data**
    - At the PhD level, a minimum number responses were collected from current students. As a result, out of 6 (18.75%) responses received, 47% of the responses were “very satisfied,” 43% indicated that students were at least “somewhat satisfied,” 8% were “somewhat dissatisfied, and 1% were “very dissatisfied.
- **Feedback from our annual advisory board meeting**
  - Counseling program faculty value and appreciate our advisory board members very much. Their feedback from the annual advisory board is extremely beneficial to the counseling program faculty as we develop goals for the upcoming academic year. The annual advisory board meeting is also an opportunity to share our understandings of current trends in counseling and in the larger society that will affect us and our clients. Relevant issues that were discussed were additional services needed for the elderly, as well as changes in technology and its effects on delivery of services. As a program, we are in discussions about upgrading the technology in our clinic and electronic records in order to address the concerns raised by the board.
- **Feedback from site supervisors**
  - Counseling program faculty value and appreciate our site supervisors very much. Their feedback from the annual site supervisor meeting reflects that they feel supervising our practicum and internship students is a mutually beneficial process. Overall, they seem pleased with the level of training our students receive in the program. They did mention it would be helpful to teach more diagnostic and clinical interviewing skills so students are more prepared to “hit the ground running” when entering practicum at their sites.
  - Site supervisors provided positive feedback about their annual site supervisor training and orientation meeting. Listed under “what [they] valued most about the meeting” included, “Being able to connect with other professionals in the community,” “clear guidelines for the program and its students,” and “Reinforce my understanding of student-intern development and good supervision practices.” “Family therapy” was mentioned as a beneficial future professional development topic.
- **Program outcome data from the annual CACREP outcomes report**
  - **MS Data**
    - Based upon the results of the annual program outcomes report, the program admits and graduates a diverse group of students, most of whom get hired in the field. The most recent program outcomes

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report (from the 2018-19 academic year) states that 67% of graduates who took the National Clinical Mental Health Counselor Exam (NCMHCE) passed it, and 100% of MS in Marital, Couple and Family Counseling graduates, 75% of MS in Clinical Mental Health Counseling graduates, and 100% of MS in School Counseling were working in the counseling field.

○ **PhD Data**

- Based upon the results of the annual program outcomes report, the program admits and graduates a diverse group of students, almost all of who get hired in the field. The most recent program outcomes report (from the 2018-19 academic year) states that 100% of PhD in Counseling graduates were working in the counseling field. The program completion rate was 50%. This is an area for further exploration.

**Based upon the 2017-18 annual program data, the following program modifications were implemented:**

1. Faculty reviewed and revised the comprehensive exam for the Miami Shores and Nassau, Bahamas locations.  
ACTIONS TAKEN:
  - a. The MS comprehensive exam cases were reviewed and updated for cultural relevancy.
  - b. MS exam was modified to accommodate students pursuing multiple specialties. Specialty questions were designed to evaluate various combinations of specialties.
2. Design and implement comprehensive and standard-based assessments for all doctoral internship experiences.  
ACTIONS TAKEN:
  - a. Evaluation rubrics were created for all PhD-level practicum and internship experiences to assess the attainment of the KPIs as dictated by the 2016 CACREP standards
3. Re-distribute curriculum content corresponding to the counseling, teaching, and leadership and advocacy standards.  
ACTIONS TAKEN:
  - a. Doctoral curriculum was modified to include three revised courses: CSL 745 Teaching in Counselor Education, CSL 766 Leadership, Advocacy and Advanced Professional Issues in Counseling, and CSL 769 Scholarship and Professional Development in Counseling.
4. Review advisor roles and responsibilities with faculty.  
ACTIONS TAKEN:
  - a. The School of Education is launching an advising training and handbook in Fall 2019.

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- b. The counseling program has developed a faculty professional development Canvas site that includes advising information and resources.

**Based upon the analysis of the 2018-19 data, counseling program faculty believe we have met the overall program objectives.** Additionally, in response to this data the following 2019-20 program modifications have been identified for continuous program improvement:

1. **GOAL #1: Add curriculum related to the Research and Program Evaluation-Knowledge KPI into core courses in addition to EDR 601: Methodology of Research.**
2. **GOAL #2: Enhance curriculum in psychopharmacology in CSL 569 and CSL 605 and Lesbian, Gay, Bisexual and Transgender topics in CSL 650.**
3. **GOAL #3: Add a required assignment to the PhD curriculum that includes the creation of a finalized research grant proposal.**
4. **GOAL #4: Modify the practicum and internship experience in the Bahamas to include a live supervision format.**

**Other substantial program change.**

- **Removal of elective from CMHC program:** With recent additions to the core courses such as the CSL 588 Crisis Intervention class, students in the Clinical Mental Health Counseling specialization are no longer required to take an elective to complete the minimum 60 program credits.

If you have any questions or concerns about this report or anything related to the Barry University Counseling Program, please do not hesitate to contact Dr. Lauren Shure, Associate Professor and MS Program Director, or Dr. Raul Machuca, Associate Professor and PhD Program Director, using the information below.

Thank you for your time, attention and investment in our program.

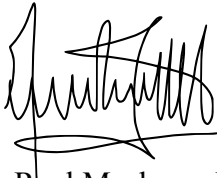
Sincerely,

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