

# Barry University

Adrian Dominican School of Education, Leadership and Human Development  
Counseling Program  
**Annual Program Assessment Report**  
**2022-2023**

Dear Stakeholder:

Thank you for your investment in the Barry University Counseling Program. The counseling program has the privilege and obligation to report the outcomes of our annual program evaluation. Barry University counseling program faculty have an annual evaluation cycle in which we continuously collect, analyze, and disseminate program data and develop and implement an annual program improvement plan based upon this data. Our review complies with our accreditation body, the Council for Accreditation of Counseling and Related Educational Programs (CACREP). This report corresponds to the 2022-2023 academic year.

**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 them 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 apply this knowledge to the counseling process.

**The Barry University Counseling Program collects and analyzes** student- and program-level data. In a typical academic year, reviews are completed for 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.

Data are collected and analyzed from the following program-level sources:

- 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.

The Counseling Program has established a benchmark of 80% to determine that a Key Performance Indicator (KPI) has been met at a satisfactory level.

### Student-Level Data

- Level of attainment on key performance indicators (KPIs)
  - **Core MS KPIs**
    - **Assessment and Testing – Skills and Knowledge: 97.65 % of students MET this KPI. (were evaluated as sophisticated or acceptable)**
    - 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, Item 1 b-d, and the Group Counseling Question, Item 2, a-f.
    - **Counseling and Helping Relationships- Skills and Knowledge: 92.4 % of students MET (were evaluated as sophisticated or acceptable) this KPI.**
    - For this KPI, data that was obtained from 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; as well as 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.
    - **Career Development- Skills and knowledge: 97.88% of students MET (were evaluated as sophisticated or acceptable) this KPI.**
    - 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. For this KPI, standards are assessed also 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.

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- **Group Counseling & Group Work- Knowledge and Skills: 97.2% of students MET this KPI. (Were evaluated as sophisticated or acceptable)**
- For this KPI, standards are assessed by the Counseling Program's Comprehensive Examination on the Group Counseling Question (Items 2.a-d), and the Reflection on Group Experience in the CSL 658: Group Counseling course. For this KPI, standards are also assessed by the Counseling Program's Comprehensive Examination on the Group Counseling Question (Item 2), and the Experiential Group Exercise and Process in the CSL 658 - Group Counseling course and the Site & Faculty Supervisor Evaluations of Student (Item: II.8).
  
- **Human Growth & Development: 94.1% of students MET this KPI. (Were evaluated as sophisticated or acceptable)**
- For this KPI, standards are assessed by the Counseling Program's Comprehensive Examination on the Developmental Assessment Question, Item 1.b, and the Assessment of Case Summary Analysis assignment in the CSL 610 – Human Growth and Development course.
  
- **Professional Counseling Orientation & Ethical Practice- Skills and Knowledge: 97.1% of students MET this KPI. (Were evaluated as sophisticated or acceptable)**
- For this KPI, data was unavailable for 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” and “Communication,” which is completed at the end of the CSL 652 – Individual Counseling Procedures course, and CSL 694- Counseling Practicum. For this KPI, standards are also assessed by the Counseling Program's Comprehensive Examination on the Legal and Ethical Considerations Question, Items 1.f, 2.f, and 3.f. As well as 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.
  
- **Social and Cultural Diversity- Skills and Knowledge: 80.1% of students MET this KPI. (Were evaluated as sophisticated or acceptable)**

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- 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. As well as the Service Learning Project assignment in the CSL 629 – Social and Cultural Issues in Counseling course. For this KPI, data was also obtained through 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.
- **Research and Program Evaluation:**
- For this KPI, data was unavailable for the Research Prospectus and Program Evaluation assignments in the EDR 601- Methodology of Research course.
- **Specialty KPIs**
  - **Clinical Mental Health Counseling Specialization**
  - For this KPI, standards are assessed by the Clinical Mental Health Counseling Specialization Comprehensive Exam Question (Item 4). The Role Play and Comprehensive Report in the CSL 589- Introduction to Mental Health Counseling course and Site & Faculty Supervisor Evaluations of Students in CSL 695: Clinical Mental Health Counseling Internship. As well as the Program Development & Evaluation Assignment in the CSL 589- Introduction to Mental Health Counseling course and Site & Faculty Supervisor Evaluations of Students in CSL 695: Clinical Mental Health Counseling Internship.
    - **Foundations: 94% of students MET this KPI** (Were evaluated as sophisticated or acceptable).
    - **Contextual Dimensions: 93.9% of students MET this KPI.** (Were evaluated as sophisticated or acceptable)
    - **Practice: 96% of students MET this KPI.** (Were evaluated as sophisticated or acceptable).
  - **Couples, Marital, and Family Counseling Specialization**
    - For this KPI, standards are assessed by the Marital, Couples, and Family Counseling Comprehensive Exam Specialization Question (Item 4). Data is also obtained through the assessment rubrics for CSL 687 Family Systems, and CSL 690 couples and Marriage Counseling Through the Lifespan.
    - **Foundations: 79.4% of students MET this KPI** (Were evaluated as sophisticated or acceptable).

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- **Contextual Dimensions: 86.8% of students MET this KPI.** (Were evaluated as sophisticated or acceptable)
- **Practice: 77.34% of students MET this KPI.** (Were evaluated as sophisticated or acceptable).
- **School Counseling Specialization:**
  - For this KPI, standards are assessed by the School Counseling Comprehensive Exam Specialization Question (Item 4). Data for the Advocacy Plan Paper & Presentation in CSL 613: Counseling Children and Adolescents. For this KPI, data was also obtained from the Consultation Project and Logs assignment in CSL 682: Consultation Procedures and the Site and Faculty Supervisor Evaluations in CSL 693: School Counseling Internship.
  - **Foundations: 97.9% of students MET this KPI** (Were evaluated as sophisticated or acceptable).
  - **Contextual Dimensions: 98% of students MET this KPI.** (Were evaluated as sophisticated or acceptable)
  - **Practice: 98.2% of students MET this KPI.** (Were evaluated as sophisticated or acceptable).
- **PhD KPIs**
  - **Counseling: 85.4% of students MET this KPI.** (Were evaluated as sophisticated or acceptable).
  - **Supervision: 100% of students MET this KPI.** (Were evaluated as sophisticated or acceptable).
  - **Teaching: 100% of students MET this KPI.** (Were evaluated as sophisticated or acceptable).
  - **Research and Scholarship: 100% of students MET this KPI.** (Were evaluated as sophisticated or acceptable).
  - **Leadership and Advocacy: 100% of students MET this KPI.** (Were evaluated as sophisticated or acceptable).
- Evaluation of student performance in practicum & internship by supervisors
  - **MS Practicum & Internship Data**
    - **Counseling Practicum (CSL 694)**
      - Site supervisors evaluated students as meeting or exceeding expectations in 98% of assessed items in their midterm and final evaluations.
      - Faculty supervisors evaluated students as meeting or exceeding expectations in 95.7% of assessed items in their midterm and final evaluations.

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- **CSL 693: School Counseling Internship**
  - Site supervisors evaluated students as meeting or exceeding expectations in 98.52% of assessed items in their midterm and final evaluations.
  - Faculty supervisors evaluated students as meeting or exceeding expectations in 94.5% of assessed items in their midterm and final evaluations.
  
- **CSL 695: Clinical Mental Health Counseling Internship**
  - Site supervisors evaluated students as meeting or exceeding expectations in 99.7% of assessed items in their midterm and final evaluations.
  - Faculty supervisors evaluated students as meeting or exceeding expectations in 98.8% of assessed items in their midterm and final evaluations.
  
- **CSL 696: Couple, Marital, and Family Counseling Internship**
  - Site supervisors evaluated students as meeting or exceeding expectations in 94.34 % of assessed items in their midterm and final evaluations.
  - Faculty supervisors evaluated students as meeting or exceeding expectations in 86.63% of assessed items in their midterm and final evaluations.
  
- **PhD Internship Data**
  - **Counseling Supervision Internship**
    - **Fall 2022**
      - 100% of students were evaluated at effective, very effective or outstanding by their site supervisors.
      - 100% of students were evaluated at effective, very effective or outstanding by their faculty supervisors.
  
  - **Counseling Teaching Internship**
    - **Spring 2023**
      - 100% of students were evaluated at effective, very effective or outstanding by their site/individual supervisors.
      - 99% of students were evaluated at effective, very effective or outstanding by their faculty/group supervisors.
  
  - **Advanced Counseling Practicum**
    - **Summer 2023**

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- 100% of students were evaluated at effective, very effective or outstanding by their site supervisors.
  - 98.8% of students were evaluated at effective, very effective or outstanding by their faculty supervisors.
  - **Counseling Leadership and Advocacy Internship**
    - **Summer 2023**
      - 100% of students were evaluated at effective, very effective or outstanding by their site supervisors.
      - 98% of students were evaluated at effective, very effective or outstanding by their faculty supervisors.
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- Performance on comprehensive exams
    - **MS Data**
      - Master-level students in Miami Shores had a passing rate of 82.7% during the 2022-2023 academic year on their comprehensive exam.
      - Master-level students in Nassau, Bahamas – No student in The Bahamas program took the comprehensive exam this year.
    - **PhD Data** – Starting in the 2022-2023 year, the schedule of the doctoral comprehensive exam was changed from the fall to the summer semester.
      - **Fall 2022:** Seven out of ten students passed all questions of the comprehensive exam on their first attempt. The remaining three students passed all the questions of the comprehensive exam on their second attempt.
      - **Summer 2023:** Five out of six students passed all questions of the comprehensive exam on their first attempt. One student will re-take the comprehensive exam in the Fall 2023 semester.
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- Professional Performance Reviews
    - The professional performance reviews done with all MS and PhD students during the 2022-2023 academic year indicated that:
      - 90% of students met all criteria in the professional performance review.
      - 9.7% of students were assessed as approaching in some criteria of the professional performance review.
      - Only 0.3% of students were assessed as not meeting some criteria in the professional performance review.

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Program-Level Data
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- Course and advisor evaluations
  - Student course evaluations from Fall 2022 semester indicate 90.2% of students either agree or strongly agreed with the successful performance of their course instructors, in all items of the faculty evaluation instrument, for the classes taught by both core and non-core faculty in the semester.
  - Student course evaluations from Spring 2023 semester indicate 93.4.% of students either agree or strongly agreed with the successful performance of their course instructors, in all items of the faculty evaluation instrument, for the classes taught by both core and non-core faculty in the semester.
  - Student course evaluations from Summer 2023 semester indicate 94.5% of students either agree or strongly agreed with the successful performance of their course instructors, in all items of the faculty evaluation instrument, for the classes taught by both core and non-core faculty in the semester.
  
- Site supervisor and placement evaluations by students
  - **MS Counseling Practicum**
    - 96.8% of students who completed CSL 694 Counseling Practicum evaluated their individual/site supervisor as effective, very effective or outstanding.
    - 95% of students who completed CSL 694 Counseling Practicum evaluated their group/faculty supervisor as effective, very effective or outstanding.
  - **MS School Counseling Internship**
    - 98% of students who completed CSL 693 School Counseling Internship evaluated their individual/site supervisor as effective, very effective or outstanding.
    - 96.8% of students who completed CSL 693 School Counseling Internship evaluated their group faculty supervisor as effective, very effective or outstanding.
  - **MS Clinical Mental Health Counseling Internship**
    - 97% of students who completed CSL 695 Clinical Mental Health Counseling Internship evaluated their individual/site supervisor as effective, very effective or outstanding.
    - 96.8% of students who completed CSL 695 Clinical Mental Health Counseling Internship evaluated their group faculty supervisor as effective, very effective or outstanding.
  - **MS Marital, Couple and Family Counseling Internship**
    - 93% of students who completed CSL 696 Marital, Couple and Family Counseling Internship evaluated their individual/site supervisor as effective, very effective or outstanding.



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- 95% of students who completed CSL 696 Marital, Couple and Family Counseling Internship evaluated their group faculty supervisor as effective, very effective or outstanding.
- **PhD Advanced Counseling Practicum**
  - 100% of students who completed CSL 794 Advanced Counseling Practicum evaluated their group faculty supervisor as very effective or outstanding.
  - 98% of students who completed CSL 794 Advanced Counseling Practicum evaluated their individual/site faculty supervisor as effective, very effective or outstanding.
- **PhD Counseling Supervision Internship**
  - 100% of students who completed CSL 786 Counseling Supervision Internship evaluated their group faculty supervisor as outstanding.
  - 100% of students who completed CSL 786 Counseling Supervision Internship evaluated their individual/site faculty supervisor as effective, very effective or outstanding.
- **PhD Counseling Teaching Internship**
  - 100% of students who completed CSL 795 Counseling Teaching Internship evaluated their group faculty supervisor as outstanding.
  - 100% of students who completed CSL 795 Counseling Teaching Internship evaluated their individual/site faculty supervisor as outstanding.
- **PhD Counseling Leadership and Advocacy Internship**
  - 100% of students who completed CSL 792 Counseling Leadership and Advocacy Internship evaluated their individual/site faculty supervisor as very effective or outstanding.
  - % of students who completed CSL 792 Counseling Leadership and Advocacy Internship evaluated their group faculty supervisor as very effective or outstanding.
- Program evaluation surveys for both MS and PhD
  - Data was unavailable for the 2022-2023 year.
- Feedback from our annual advisory board meeting  
The main discussion and recommendations from the 2022-2023 Counseling Program Advisory Board meeting 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 to address the concerns raised by the board.
- Program outcome data from the annual CACREP outcomes report
  - **MS Data**

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- Based upon the results of the most recent 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 report states that 93% of MS in Marital, Couple and Family Counseling graduates, 89% of MS in Clinical Mental Health Counseling graduates, and 100% of MS in School Counseling worked in the counseling field.
  - Based upon the results of the most recent annual program outcomes report, the program completion rate is 65% for MS in Marital, Couple and Family Counseling students, 78% for MS in Clinical Mental Health Counseling Students, and 75% for MS in School Counseling students.
- **PhD Data**
    - Based upon the results of the most recent 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 report states that 100% of PhD in Counseling graduates worked in the counseling field.
    - Based upon the results of the annual program outcomes report, the program completion rate was 50% for PhD in Counseling students.

Continuous Improvement Program Modifications Made
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The following program modifications were made since and based on the last annual program assessment report:

1. The observation and recording equipment at The CARE center, our on-campus training clinic where students receive live supervision went through a \$40,000 renovation.
2. The CARE center adopted CareCloud as our electronic record keeping system.
3. The Counseling Program has hired a master's level counseling professional to serve as the Practicum and Internship Coordinator. This role was traditionally fulfilled by a faculty member.
4. **The format for the doctoral comprehensive exam was changed from a two day 9:00 am to 1:00 pm schedule to a weekend schedule.**
5. **The counseling program submitted a substantive change report to CACREP for the approval of additional digital delivery options for the master and doctoral programs.**
6. **The counseling program obtained CACREP accreditation for the digital delivery of the master and doctoral programs.**

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## New Curriculum and Programmatic Recommendations

Although only two KPI were not met at the 80% benchmark level, foundations (79.4%) and practice (77.34%) of couple and family counseling, we are including curriculum and programmatic recommendations to improve the program performance on these and other areas that were recommended for improvement.

The following are the main recommendations made by faculty in the counseling program, as well as other stakeholders related to the results of the 2022-2023 Annual Program Evaluation Report:

1. Curriculum Recommendations
  - a. To include more experiential exercises for the learning and application of multicultural competences in all areas of the curriculum.
  - b. **Offer regular workshops and seminars that provide practical training in cultural competency. Emphasize the importance of addressing diverse family structures and cultural contexts.**
  - c. **Ensure the courses in the couple, marital and family specialization address both theoretical and practical aspects.**
  - d. **Provide more opportunities for students to practice couple, marital and family counseling skills through role-playing in class, and their supervised counseling sessions at the CARE Center.**
  - e. **Ensure that the curriculum clearly defines the learning objectives and competencies that students are expected to master by the time they take the comprehensive exam.**
  - f. **Review and update the doctoral and master's level comprehensive exam to ensure that they align with current curriculum and areas of focus, counseling best practices, and evolving industry standards.**
  - g. **Continue organizing review sessions of the comprehensive exam led by the Beta Upsilon Chapter of Chi Sigma Iota and lead by experienced counselors to help students better understand the exam format and content expectations.**
2. Programmatic Recommendations
  - a. Work closely with the Justice, Equity, Diversity, and Inclusion (JEDI) office to survey, train faculty, and implement initiatives based on student and faculty feedback.
  - b. **Foster collaborations with local organizations, community leaders, and practitioners to bring real-world diversity issues into the program and to Encourage students to participate in community outreach and advocacy efforts.**
  - c. **Hire more faculty and employ more clinical supervisors with specialization in couple, marital and family counseling.**

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- d. Support ongoing professional development to keep faculty updated with the latest research and practices in the field of couple, marital and family counseling.**
- e. Ensure that students have access to supervised practicum and internship experiences at the CARE Center and at the off-campus placement sites specifically focused on couple, marital, and family counseling.**
- f. Offer alternative formats for the master's level comprehensive exam such as the National Clinical Mental Health Counselor Examination (NCMHCE), as well as regularly review and update the comprehensive exam to align with current counseling best practices and evolving industry standards.**

If you have any questions or concerns about this report or the Barry University Counseling Program, please contact Dr. Sade Smith, Assistant Professor and MS Program Director, Dr. George Vera, Professor and PhD Program Director, or Dr. Raul Machuca, Associate Dean, using the information below.

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

Sincerely,

**Sade Reid, Ph.D.**

**Assistant Professor and Program Director**

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