Department of Counselor Education

MS, Addiction Counseling

MS, Clinical Mental Health Counseling

Annual Report

2022-2023

INTRODUCTION:

Johnson & Wales University offers two advanced degree options in the field of Counselor Education, an M.S. in Clinical Mental Health Counseling (CMHC) and an M.S. in Addiction Counseling (AC). These degrees are housed in Department of Counselor Education in the College of Arts & Sciences. The department has the responsibility for preparing students to become professional counselors in the fields of Clinical Mental Health and Addiction Counseling. The goal of the department is to prepare learners to become competent clinicians in their areas of specialization.

MISSION STATEMENT:

The mission of the Department of Counselor Education is to educate students to have the skills and knowledge to become ethically conscious and professionally disposed counselors. Our program fosters evidence-based practices to prepare students to meet the diverse needs of the populations they will serve in a variety of community settings as well as for lifelong personal and professional growth. Faculty represent diverse professional backgrounds, theoretical orientations and clinical experiences who value experiential learning practices to contribute to student development.

PROGRAM OBJECTIVES:

CACREP Professional Standard	JWU Program Objectives for the M.S. in Clinical Mental Health Counseling and the M.S. in Addiction Counseling
Professional Orientation and Identity	Demonstrate professional proficiency and exhibit familiarity with professional orientation and ethical practices as advocated by the American Counseling Association (ACA) Code of Ethics.
Social and Cultural Diversity	Illustrate the importance of multicultural issues in the counseling profession when working with diverse clients.
Human Growth and Development	Provide illustrations of human growth and developmental theories framed in the principles of assessment and appraisal.
Career Development	Demonstrate planning and implementation of career development practices and theoretical perspectives.
Helping Relationships	Show command of counseling theories and how to conceptualize cases from a wellness perspective.
Group Work	Exhibit knowledge of group dynamics, group leadership, group development and the ability to apply these concepts in a variety of group types.
Assessment	Implement basic and advanced assessment techniques in the framework of helping relationships.
Research and Program Evaluation	Demonstrate the role of research in advancing the counseling profession.
Program Area Standards/CMHC	Articulate and demonstrate knowledge and skills necessary to identify and treat behaviors and situations and apply counseling theories, models and approaches to individuals and groups who face a variety of mental health disorders.
Program Area Standards/AC	Articulate and demonstrate knowledge and skills necessary to identify and treat behaviors and situations and apply counseling theories, models and approaches to individuals and groups who face addiction.

PROGRAM HIGHLIGHTS:

Faculty proudly attended May 2023 commencement.

Professors Yesim Girensulu Ph. D, Evan Smarinsky Ph.D., and Jessica Paulhus Ph.D. attend May 2023 graduation.

*Courage was a resounding theme at JWU Providence Graduate Commencement ceremony, with a speech from **MS Clinical Mental Health Counseling student speaker Meghan Marchetti '23** who called upon her classmates to make a difference for others — the message is that kindness and moral courage are far more important than material accolades.*

Excerpts from Ms. Marchetti's speech are included in the Appendix of this document.

FACULTY PUBLICATIONS, PROFESSIONAL DEVELOPMENT AND PRESENTATIONS:

During AY 2022-23, Counselor Education Faculty actively researched, published, and delivered presentations at regional and national workshops and conferences.

- Drs. Cheryl Almeida and Yesim Giresunlu attended a training workshop on "How to Write a CACREP Self-Study" in Baltimore MD in 2022.

- Drs. Yesim Giresunlu & Evan Smarinsky co-presented at the North Atlantic Regional Association for Counselor Education and Supervision in November of 2022. Their session was entitled "Creating a Culture of Accountability. Recommendations for CES Programs to Improve Gatekeeping."

Drs. Yesim Giresunlu & Evan Smarinsky at the North Atlantic Regional
Association for Counselor Education and Supervision

- Dr. Evan Smarinsky presented virtually in September of 2022 at the Zarrow Mental Health Symposium "Getting Started with Neurofeedback, Addressing Indigenous Family Systems, and Family Wellbeing through Oklahoma adventure therapy." He also presented a workshop on the subject of "Creating a Culture of Accountability: Recommendations for CES Programs to Improve Gatekeeping."

- Dr. Evan Smarinsky has authored an article "A neurofeedback device to reduce high school student anxiety using a single-case research design," to be published in the *Journal of Counseling and Development*.

PROGRAM DEVELOPMENT:

The Department of Counselor Education offers two advanced degree options, an M.S. in Clinical Mental Health Counseling (CMHC) and an M.S. in Addiction Counseling (AC). Each degree option offers a 60-credit program required for licensure in all states. Our practicum and internship program has expanded to include over 50 clinical sites, with more than 70 clinical site supervisors including LMHC's, LPC's, LICSW's and Ph.D.'s.

Building relationships with clinical sites is a priority for JWU counseling faculty. In November 2022, faculty visited TIDES Family Services for a collaborative luncheon with administrators, clinicians, JWU interns and alumni. TIDES has been a strong supporter of our program and regularly supervises our practicum and internship students.

Program faculty visited TIDES Family Services for a collaborative luncheon with administrators, clinicians, JWU interns and alumni.

CACREP ACCREDITATION PROCESS:

In summer 2023, the program completed and submitted its self-study report in pursuit of CACREP accreditation. This accreditation review process will continue throughout the upcoming academic year.

PROGRAM STATISTICS:

During the calendar year 2022 and 2023e, the department had four full-time faculty teaching courses. In keeping with CACREP standard Sec.1.S, "*to ensure that students are taught primarily by core counseling education program faculty, for any calendar year, the combined number of course credit hours taught by non-core faculty must not exceed the number of credit hours taught by core faculty.*" As shown in the chart below, we met this criterion.

	# of Courses offered	# of Credits per semester	Credits carried by core graduate faculty	Credits carried by adjunct faculty	% of credits carried by core graduate faculty each semester
Spring 2022	13	42	30	12	71%
Summer 2022	14	48	27	21	56%
Fall 2022	14	48	39	9	81%
Total 2022	41	138	96	42	70%

	# of Courses offered	# of Credits per semester	Credits carried by core graduate faculty	Credits carried by adjunct faculty	% of credits carried by core graduate faculty each semester
Spring 2023	13	45	42	3	93%
Summer 2023	13	42	21	21	50%
Fall 2023	14	51	45	6	88%
Total 2023	40	138	108	30	78%

Program Enrollment AY 2022-23:

The M.S. Clinical Mental Health Counseling (CMHC) and M.S. Addiction Counseling (AC) programs welcomed two cohorts to the university during AY 2022-23. In September of 2022, Cohort 11 entered the program with 16 students and Cohort 12 entered in the spring (January) of 2023 with 10 students.

Total Program Enrollment AY 2022-23:

Current Students					
	Graduate		Undergrad Accelerated		
AY 2022-2023	Addiction Counseling	Clinical Mental Health Counseling	Psychology BS/MS Addiction Counseling	Psychology BS/MS Clinical Mental Health	Total
Full Time	7	51	0	12	70
Part Time	1	8	0	0	9
Total	8	59	0	12	79
FTE	7	53.7	0	12	73

CURRENT COHORT DEMOGRAPHICS:

Cohort 11 September 2022 (202310)				
ETHNICITY	**MALE**	**FEMALE**	**TOTAL**	**PERCENTAGE**
BLACK OR AFRICAN AMERICAN	0	1	1	6%
AMERICAN INDIAN OR ALASKAN NATIONAL	0	1	1	6%
HISPANIC OR LATINO	1	1	2	13%
TWO OR MORE RACES	0	0	0	0%
WHITE	3	8	11	69%
OTHER	0	1	1	6%
TOTAL COHORT	**4**	**12**	**16**	**100%**

Cohort 12 January 2023 (202320)				
ETHNICITY	**MALE**	**FEMALE**	**TOTAL**	**PERCENTAGE**
ASIAN	0	1	1	10%
BLACK OR AFRICAN AMERICAN	1	2	3	30%
AMERICAN INDIAN OR ALASKAN NATIONAL	0	0	0	0%
HISPANIC OR LATINO	0	1	1	10%
TWO OR MORE RACES	0	0	0	0%
WHITE	1	4	5	50%
TOTAL COHORT	**2**	**8**	**10**	**100%**

*Demographic gathered from Institutional Research database

Cohorts 9-10: Student Retention Rate and Student Full Time Graduation rate within 18 and 24 months

1YR Retention- Cohort 9 June 2021 (202140)			Full Time Graduation Rate- Cohort 9 June 2021 (202140)					
Total Cohort (FT + PT)	Count Retained or Graduated at 1YR	%	Cohort	Count Graduated	Count Graduated w/in 18 MO	%	Count Graduated w/in 24 MO	%
15	14	93.3%	13	12	8	61.5%	12	92.3%
1YR Retention- Cohort 10 Jan 2022 (202230)			Full Time* Graduation Rate- Cohort 10 January 2022 (202230)					
Total Cohort (FT + PT)	Count Retained or Graduated at 1YR	%	Cohort	Count Graduated	Count Graduated w/in 18 MO	%	*Count Graduated w/in 24 MO	*%
8	8	100.0%	8	6	2	25.0%	6	*75.0%

* "True" graduation rate cannot be calculated until 24 Month Completion Term has passed

Graduates 2023:

2023 MS Counseling Graduates with Dr. Smarinsky

Graduates for the Past 4 Years				
	2019-20	2020-21	2021-22	2022-23
Addiction Counseling	2	4	2	3
Clinical Mental Health Counseling	13	26	31	24
Total:	15	30	33	27

PROGRAM MODIFICATIONS:

Program Outcomes & Assessment:

Each year in late August or early September, the University holds an "Outcomes Assessment Day." Each university program reviews programmatic data reports for the preceding academic year. The Department of Counselor Education has a fully developed outcomes plan that assesses all eight program objectives and two specialization objectives for each of the degree options. Common assignments are embedded in courses to assess each objective formatively and summatively. Each outcome is summarized below. A full description of data gathered for each outcome is included in the Appendix of this document.

Program Outcome #:1 *Demonstrate professional proficiency and exhibit familiarity with professional orientation and ethical practices as advocated by the American Counseling Association (ACA) Code of Ethics.*

- Formative outcome is assessed in CSLG 5250 Professional Orientation and Ethics "Current Topics" Presentation.
- Summative outcome is assessed in CSLG 6899 Internship II "Ethics Paper" Assignment. This assignment has two parts: Part 1 "Ethical Autobiography" and Part 2 "Resolving Ethical Dilemmas". Both parts are assessed using the same rubric.

Findings and Recommendations:

Formative Outcome
- Results indicated 66.8% of the Addiction Counseling students (n = 3) met expectations and 33.33% (n=1) student exceeded expectations. For Clinical Mental Health Counseling students, one was (6.67%) approaching criteria, eight (53.33%) meeting expectation and six (40%) Exceeds expectations in AY 2022- 2023.Rubric points "Application of Professional Standards/ Advancing Professional Standards", "Presentation Element: Historical events influencing this population's life in the US" and "Presentation Element: Discussion of potential perceptions this group might have of counseling" does not accurately correspond with the purpose of the presentation and it does not reflect PO #1. Faculty decided that this rubric requires amendment.

Summative Outcome
- Overall results indicated 100% of the addiction students (n = 1), were approaching expectations and total of 4 clinical mental health students were approaching (22.22%), 9 met (50%) and 5 exceeded (27.78%) expectations. In reviewing the autobiography portion of this assignment, it was clear students spent more time focusing on the second part of the assignment (the ethical scenarios). As a result, faculty will move Part 1, "Ethical Autobiography" of the "Ethics Paper" to CSLG 6888 and make a separate assignment. Continue using the rubric as the summative assessment for P.O. #1 assignment.

Program Outcome #: 2 *Illustrate the importance of multicultural issues in the counseling profession when working with diverse clients.*

- Formative assessment was assessed in CSLG 5250 Professional Orientation and Ethical Practice. Upon review, faculty found the assignment did not fully assess "working with diverse clients." In the future faculty will be assessing formatively in CSLG 5170 Multicultural Theories and Techniques.
- Summative assessment in CSLG 5170 Multicultural Counseling Theories & Techniques: All students met or exceeded expectations for this outcome.

Findings and Recommendations:

Formative Outcome
- Upon review, faculty found the assignment did not fully assess "working with diverse clients." Going forward, faculty will be assessing formatively in CSLG 5170 Multicultural Theories and Techniques.

Summative Outcome
- Faculty will develop a Summative common assignment which will be conducted in CSLG 6888: Counseling Internship I. The assignment will focus on counseling a diverse population paper and presentation assignment.

Program Outcome #: 3 *Provide illustrations of human growth and developmental theories framed in the principles of assessment and appraisal.*

- Formative assessment is assessed in CSLG 5150 Counseling Across the Lifespan through a Paper and Presentation.
- Summative assessment is conducted in CSLG 5400 Psychopathology and Treatment Planning. The assignment is the development of a treatment plan for a targeted stage of the lifespan.

Findings and Recommendations:

Formative Outcome
- One student in the addiction major (N=1) was approaching expectations (100%). All clinical mental health majors (N=3) either met (2/66.67%) or exceeded expectations (1/33.33%).

Summative Outcome
- 17 students were assessed in CSLG 5400. In the addiction major (N=3), one student met expectations (33.33%) and 2 students exceeded expectations (67.67%). In the CMHC major 8 students met expectations and 6 students exceeded expectations.
- Significant improvement has been made from the formative assessment results. No further action will be taken at this time. Faculty believe this improvement is the result of improvement in inter-rater assessments. Faculty now receive a rubric at the beginning of the semester in CSLG 5400 which elucidates the criteria which will be assessed. It is the faculty's belief that this modification improves understanding of the assessment and what is the purpose of the scoring rubric.

Program Outcome #: 4 *Demonstrate planning and implementation of career development practices and theoretical perspectives.*
- Formative Assessment is assessed CSLG 5100 Advanced Career Counseling using a multiple-choice Pre-test.
- Summative Assessment is assessed CSLG 5100 Advanced Career Counseling developing a career counseling program appropriate for a selected population and present the project to the class. A summative multiple-choice post-test is also administered.

Findings and Recommendations:

Formative Outcome:
- The Pre-test results over the past two years have consistently produced scores of "does not meet" expectations (0-32%) "approaching" expectations (33-65%). Past experiences with the pre-test provided data that concluded what was already known: students would score poorly given their lack of knowledge in this content area thus, not meeting the outcomes so early in the semester, with the AC student (N=1) scoring 33% and the CMHC students (N=4) scoring an average of 57.2%

Summative Outcome:
- Given the pre-test as not an accurate assessment of students meeting outcomes, it was decided to eliminate the use of the pre-test assuming the baseline for pre-treatment students will be less than 65%. This score will become the baseline for comparison. The multiple-choice post-test and presentation will continue to be used as summative assessments outcome measures.
- Scores of the assessment resulted with AC students (N=1) scoring meets expectations (100%) and CMHC students (N=4), 75% met expectations and 25% exceeded expectations.

Program Outcome #: 5
Show command of counseling theories and how to conceptualize cases from a wellness perspective.
- Formative Assessment assessed through abbreviated rubric (using 4 of 7 criteria) used in CSLG 5300 Individual Counseling Theories and Techniques I. The areas assessed include: - 1. Counseling Relationship, 2. Comprehensive use of skills, 3. Structure and direction of session and 4. Accurate Attention to affect, content and meaning.
- Summative Assessment is assessed in CSLG 6150 Advanced Mental Health Counseling using a 7-criteria rubric assessing the baseline and advanced counseling skills. See 1-4 listed above. 5. Professional Role Skills. 6. Case Conceptualization Skills. 7. Professional Growth Skills.

Findings and Recommendations:

Formative outcome
- Results indicated 100% of the Addiction Counseling students (n = 1) met expectations. Clinical Mental Health Counseling students (N=22), 15 (68.18%) met expectations and 7 (31.82%) Exceeded expectations.

Summative outcome
- Results for Outcome #5 indicated Addiction Counseling students (N=2), one student met expectations (50%) and one student exceeded expectations (50%). Clinical Mental Health students (N=10), 2 students were approaching expectations (20%), 2 students met expectations (20%) and 6 students (60%) exceeded expectations.
- Since students in CSLG 6150 are assessed on 7 higher level skills, it is not unusual for scores at meeting or exceeding expectations. Students approaching expectations is a concern.
- As a result of these findings and the need to provide more advanced skills earlier in the program, this course, CSLG 6150, been restructured to better address the advanced skills and will now follow CSLG 5300 in the curriculum sequence.
- Results will be reviewed in the Fall of 2023 in order to analyze results of this reconfiguration.

Program Outcome #: 6

Exhibit knowledge of group dynamics, group leadership, group development and the ability to apply these concepts in a variety of group types.

- Formative assessment is assessed in CSLG 5500 Advanced Group Counseling Theories & Techniques. Students co-facilitate a psychoeducation group in a classroom setting.
- Summative assessment is assessed in CSLG 6899 Counseling Internship II through site supervisor evaluations.

Findings and Recommendations

Formative Outcome

- The assessment of skills resulted in Addiction Counseling students (N=2), 1 student met expectations (50%) and 1 student exceeded expectations (50%). Clinical Mental Health students (N=14), 5 students (38.46%) met expectations and 8 students (61.54%) exceeded expectations.

Summative Outcome

- The assessment of students in Addiction Counseling (N=2), 1 student was approaching expectations and 1 student met expectations. Clinical Mental Health students, (N=10), 3 students (13.64%) were approaching expectations, 11 students (50%) met expectations and 8 students (36.36%) exceeded expectations.
- To improve formative results, faculty recommend the cap of this skills-based course be reduced to 15 which is more in keeping with evidence-based practices of groups remaining between 7-9. Currently the cap is 19 and it becomes challenging to provide supervision for a class of this size given the necessity for hands-on learning.
- Analyzing the summative results, we must first understand that the formative assessment is done in a supervised, classroom study. The assignment is to co-facilitate a psychoeducational group. Site supervisors are assessing students in a clinical setting where they may be facilitating therapeutic groups as well as psychoeducational.

Program Outcome #: 7

Implement basic and advanced assessment techniques in the framework of helping relationships.

- Formative Assessment is conducted in CSLG 5450 Testing and Assessment in Counseling. Students are required to create a novel Assessment Tool, present the document to the class, and submit a research-based paper supporting their development of this new too.
- Summative Assessment is conducted in CSLG 5400 Psychopharmacology and Treatment Planning. Students develop a treatment plan including use of and rationale for various test measures.

Findings and Recommendations:

Formative Outcomes

- In this formative assessment, one AC student met expectations. CMHC students were approaching expectations (1) and 75% either met (2) or exceeded (1) expectations.

Summative Outcomes:

- 17 students were assessed. In the addiction major 1 student met expectations and 2 students exceeded expectations. In the CMHC major 8 students met expectations and 6 students exceeded expectations.
- Since this summative assessment tool is used to assess 2 areas, faculty will review the rubric to assure that each area is being thoroughly and individually assessed.

Program Outcome #: 8
Demonstrate the role of research in advancing the counseling profession.
- Formative Assessment is conducted in PSYC 5200 Advanced Neuroscience and Psychopharmacology. This is a change to the assessment plan. Originally the formative assessment was conducted in RSCH 5150 Applied Research in Counseling. This course has been incorporated into the RSCH 6100 & 6150. Over the past year we developed a common assignment and rubric which will be piloted in the spring of 2024.
- Summative Assessment Results for Addiction Counseling resulted in one student failing the course and one student meeting expectations. Also, in CMHC one student failed the course and 4 either met expectations (60%) or exceeded expectations (20%).

Findings and Recommendations

Formative Outcome
- A common assignment and a rubric have been developed over this academic year. The assessments will be piloted in the spring of 2024.

Summative Outcomes:
- The results for Addiction Counseling (N=2) are skewed because of a small sample and one student failing the course. One student did not meet expectations and one student met expectations.
- The results for CMHC are affected as well by the smaller sample (N=5) and the one student failing the course. Although the instructor worked with the student outside of class, but the student was unwilling to commit to the remediation. Of the remaining students, 3 students met expectations (60%) and 1 student (20%) exceeded expectations.
- In the future, it will be important to identify outliers that skew the findings and provide explanations.
- Research has historically been a course where students experience high levels of anxiety due to the subject matter. This has resulted in the instructor providing study sessions, tutorials, and additional explanatory assignments.

Program Outcome #9: Specialization CMHC
Articulate and demonstrate knowledge and skills necessary to identify and treat behaviors and situations and apply counseling theories, models and approaches to individuals and groups who face a variety of mental health disorders.
- Formative Assessments for the specialization outcomes is assessed through abbreviated rubric (using 1-4 of the 7 criteria) used in CSLG 5300 Individual Counseling Theories and Techniques I - 1. Counseling Relationship, 2. Comprehensive use of skills, 3. Structure and direction of session and 4. Accurate Attention to affect, content and meaning.
- Summative Assessments is assessed in CSLG 6150 Individual Counseling Theories and Techniques using a 7-criteria rubric assessing the baseline and advanced counseling skills. The areas assessed include: - 1. Counseling Relationship, 2. Comprehensive use of skills, 3. Structure and direction of session and 4. Accurate Attention to affect, content and meaning.5. Professional Role Skills. 6. Case Conceptualization Skills. 7. Professional Growth Skills.
  - Summative evaluations of specific counseling skills are also conducted by Clinical Site Supervisors in CSLG 6899 Counseling Internship II.

Findings and Recommendations:

Formative Outcomes
- are assessed in CSLG 6150 Advanced Co-occurring Disorders using the role play and video presentation focusing on issues related to SUD. The rubric is the 7-criteria rubric assessing the baseline and advanced counseling skills. See 1-4 listed above. 5. Professional Role Skills. 6. Case Conceptualization Skills. 7. Professional Growth Skills. Clinical Mental Health Counseling students (N=22), 15 (68.18%) met expectations and 7 (31.82%) Exceeded expectations.

Summative Outcomes
- For Clinical Mental Health Counseling students, four (28.57%) were meeting expectation and 10 (71.43%) exceeded expectations. All site supervisors evaluated students as meeting or exceeding expectations.
- Students are completing their field experiences with very good to excellent ratings by their clinical site supervisors.
- No action is recommended for this assessment piece. Clinical faculty will continue to monitor all internship placements to maintain the successful skills development currently occurring.

Program Outcome #10: Specialization Addiction Counseling
Articulate and demonstrate knowledge and skills necessary to identify and treat behaviors and situations and apply counseling theories, models and approaches to individuals and groups who face addiction.
- Formative Assessments for the specialization outcomes is assessed through abbreviated rubric (using 1-4 of the 7 criteria) used in CSLG 5300 Individual Counseling Theories and Techniques I - 1. Counseling Relationship, 2. Comprehensive use of skills, 3. Structure and direction of session and 4. Accurate Attention to affect, content and meaning.
- Summative Assessment are assessed in CSLG 6100 Advanced Co-occurring Disorders using the role play and video presentation focusing on issues related to SUD. The rubric is the 7-criteria rubric assessing the baseline and advanced counseling skills. See 1-4 listed above. 5. Professional Role Skills. 6. Case Conceptualization Skills. 7. Professional Growth Skills.

Findings and Recommendations

Formative Outcomes
- The results indicated 100% of the Addiction Counseling students (n = 1) met expectations.

Summative Outcomes
- For addiction counseling students (N=2) one student (50%) was meeting expectation and 1 student (50%) exceeded expectations.
- Summative evaluations of specific counseling skills are also conducted by Clinical Site Supervisors in CSLG 6899 Counseling Internship II. All site supervisors evaluated these students as meeting expectations.
- Faculty will continue to monitor all internship placements and seek site supervisor feedback for all student interns.

Based on the review of findings for each outcome we have identified the following OVERALL emerging themes or issues within the program's data set:

1. Preparedness: While reviewing the outcomes data, faculty found that in several instances students did not have the foundational skills/knowledge to meet the target goals. Faculty developed a "theories" course for students to take during their first semester. This course will be piloted in the Fall 2023 semester.
2. A summative common assignment to assess Program Outcome #2 "illustrate the importance of multicultural issues in the counseling profession when working with diverse clients" will be developed and implemented in CSLG 5899 Counseling Practicum in the summer of 2024.
3. A common assignment developed in PSYC 5200 as the formative assessment for Program Outcome #8 "Demonstrate the role of research in advancing the counseling profession in the context of clinical mental health counseling and addiction counseling.
4. It is recommended that the cap for CSLG 5500 Group Counseling Theories and Techniques, a skills-based course, be reduced to 15 which is more in keeping with evidence-based practices of groups remaining between 7-9. Currently the cap is 19 and it becomes challenging to provide supervision for a class of this size given the necessity for hands-on learning.
5. Investigate options for Comprehensive Examination. Faculty are unanimously in favor of a comprehensive assessment. During the upcoming term, options for administering this assessment will be identified and a pilot would be ready for the fall 2024 incoming cohort.

EXIT SURVEYS:

Twice a year, in May and December, faculty ask graduating cohorts for feedback. Student feedback for the AY 2022-2023 includes exit data from two cohorts, 9 and 10. Sixteen (16) students responded to the exit survey.

Graduating students were asked to rate their experience in the program on the following items using a five-point scale Extremely Satisfied (4), Satisfied (3), Neither Satisfied/Not Satisfied (2), Somewhat Dissatisfied (1) and Extremely Dissatisfied. The areas of concern are defined as scores lower than 2.50 (83%).

16 Graduates were asked to rate the following questions:	ES	S	N S/D	SD	ED	Strategies to address the concern
Rate your content area knowledge	2	11	2	1	0	81% responded as extremely satisfied or satisfied
Rate your comprehension of professional standards including the ACA Code of Ethics	4	9	3	0	0	81% responded as extremely satisfied or satisfied; there were no dissatisfied responses
Rate your comprehension of state standards and the licensing process	4	9	3	0	0	81% responded as extremely satisfied or satisfied; there were no dissatisfied responses
Rate your ability to apply professional and pedagogical knowledge conducting a counseling session	4	12	0	0	0	100% responded as extremely satisfied or satisfied
The curriculum/coursework and clinical experiences help acquire knowledge, skills and dispositions delineated in professional, state and institutional standards	3	5	6	2	0	50% responded as extremely satisfied or satisfied; this is an area of concern; a modification to the survey will be made to elicit more specific information
Rate the extent the curriculum and clinical field experiences help you to work with diverse clients.	2	8	4	2	0	63% responded as extremely satisfied or satisfied; working with diverse populations is essential and understanding of these populations is addressed in multiple courses and at internship sites. Further documentation is necessary
Rate the extent the program helped you to understand the importance of developing a range of skill sets to work with a diverse client population	3	9	1	3	0	100% responded as extremely satisfied or satisfied; these responses appear to contradict the previous data
Rate the extent to which the faculty demonstrated in-depth knowledge of the content areas they teach	10	6	0	0	0	100% responded as extremely satisfied or satisfied
Rate the extent to which the faculty value each student's development and learning	1	11	3	1	0	75% responded as extremely satisfied or satisfied.
Rate the extent the faculty reflect the dispositional characteristics of a professional counselor	3	11	1	1	0	88% responded as extremely satisfied or satisfied

Rate the extent to which the faculty foster critical thinking and problem solving	0	4	2	8	2	25% responded as satisfied; this is not an acceptable response and faculty will review assignments and best practices to infuse critical thinking and problem solving throughout the curriculum
Rate the extent to which faculty are knowledgeable of current developments in their field of counseling	5	10	1	0	0	94% responded as extremely satisfied or satisfied; there were no dissatisfied responses
Rate the overall quality of the curriculum	2	12	2	0	0	88% responded as extremely satisfied or satisfied
Rate the availability of faculty of advising	3	9	3	1		75% responded as extremely satisfied or satisfied
Rate the quality of advising you received	3	10	3			81% responded as extremely satisfied or satisfied; there were no dissatisfied responses
Rate the value of your field/clinical experiences	4	10	2			88% responded as extremely satisfied or satisfied; there were no dissatisfied responses
Rate the overall quality of the program	4	7	4			69% responded as extremely satisfied or satisfied; there were no dissatisfied responses

Based on the review of findings from the exit survey the following key findings and remediation steps will be put into place:

- As a result of students' request for more information regarding the licensure process, faculty have integrated an overview of the licensure process for RI in CSLG 6899 Counseling Internship
- As a result of students' request for additional training focusing on specific therapeutic skills, in the fall of 2023 the counseling faculty will offer a DBT/trauma 4 hours training for students enrolled in the program. Additional trainings will be offered. Topics will be determined from student input.
- As prompted by students' suggestions, faculty will conduct 3-5 random exit interviews, using a structured survey every semester.
- Focusing on students' desire to have input in student governance, once the program is successfully accredited, there are plans to institute a chapter of Chi Sigma Iota honor society.
- Faculty will review assignments and best practices to infuse critical thinking and problem solving throughout the curriculum.
- Students suggested matching new students with seasoned students as mentors. Faculty will pilot this initiative with the incoming students in the Spring.

PLACEMENT:

In terms of program effectiveness, as measured by employment, the following table provides data for the past five (5) graduating cohorts between 2017 and 2022 (Cohorts 3-8). There were 120 graduates surveyed. 77 graduates replied to the survey. 97% of respondents reported that they are working in the field of counseling.

Survey: Total Number of Graduates 2017-2022		
Cohorts 3-8	120 surveyed graduates	
Employed in field	77	64%
Employed out of field	2	2%
No response	41	34%

Seventy-nine of 120 graduates (64%) responded to the survey. Seventy-seven respondents are employed in the field, 7 of these individuals are continuing or planning to continue their education. Two respondents are employed outside of the counseling field. This survey will be reissued in the fall of 2023.

LICENSE ACQUISITION:

License Acquisition by Cohort			
Cohort # Entry Year	Enrollment	LMHC/LPC	%
1 2013	15	3	20%
2 2014	20	11	55%
3 2015	16	10	63%
4 2016	22	13	59%
5 2017	16	13	81%
6 2018	31	2	3%
7 2019	23	2	9%

Most of the graduates from Cohort 6 and all but one of the graduates from Cohort 6 and 7 are still completing the supervision and client contact hours before they can apply for licensure. Cohorts 8-12 are not eligible for licensure at this time.

PASS RATES ON CREDENTIALING EXAMINATIONS:

The program annually surveys all its graduates and requests updates on examinations taken, pass rates for examinations and certifications and licensing documentation. This data is gathered via an annual survey and review of RI Department of Health, which lists active Licensed Mental Health Counselors in the state. Because this information is based on the voluntary sharing of alumni data and program efforts to review state records, it is necessarily incomplete. As of the writing of this report, 49 graduates have passed the NCMHCE credentialing exam and are Licensed Mental Health Counselors in Rhode Island. Two graduates are Licensed Professional Counselors in Connecticut. This number (54) represents 36% of the 151 eligible graduates from the first six cohorts. (Cohort 6 became eligible in 2023).

SITE SUPERVISOR FEEDBACK:

Clinical Site Supervisors are surveyed annually. They are asked to share their impressions of the program on a five-point scale. A survey distributed via Qualtrics to 70 site supervisors asked supervisors to assess student performance for professional behaviors and skills, professional dispositions and counseling and leadership skills. Sixteen responses were received (23%) after a second distribution. Below are the responses from these supervisors:

1. To what degree do the practicum/internship students that you have supervised demonstrate professional behaviors and skills?

		Min	Max	Mean
a.	Receptive to feedback	2.00	5.00	4.19
b.	Works cooperatively	2.00	5.00	4.25
c.	Communication skills	2.00	5.00	4.00
d.	Listening skills	2.00	5.00	4.00
e.	Interpersonal skills	2.00	5.00	3.94
f.	Time management	2.00	5.00	3.88
g.	Critical thinking	2.00	5.00	3.88
h.	Working with diverse populations	2.00	5.00	4.00
i.	Professional conduct	2.00	5.00	3.88
j.	Legal and ethical knowledge	2.00	5.00	4.06

2. To what degree do the practicum/internship students that you have supervised demonstrate professional dispositions?

		Min	Max	Mean
a.	Self-awareness	3.00	5.00	4.07
b.	Empathy	4.00	5.00	4.43
c.	Maturity	3.00	5.00	4.07
d.	Integrity	3.00	5.00	4.36
e.	Professional commitment	3.00	5.00	4.21
f.	Ethical responsibility	3.00	5.00	4.21
g.	Professional decorum	3.00	5.00	4.00

3. To what degree do the practicum/internship students you have supervised demonstrate counseling and leadership skills?

		Min	Max	Mean
a.	Individual counseling	3.0	6.00	4.14
b.	Group counseling	3.0	6.00	4.71
c.	Diagnosis	2.0	6.00	3.79
d.	Understanding of DSM 5	2.00	6.00	3.71
e.	Leadership	2.00	5.00	3.71

This survey was revised to incorporate additional criteria. Although results are similar to past surveys, there is not a one-to-one correspondence since this version has been altered. Based on the results of these surveys, counseling faculty have identified 5 areas where faculty will focus attention including development of leadership skills, increasing understanding and use of DSM 5, improving diagnoses skills, clarifying professional disposition especially in the areas of professional conduct, and time management. Counseling faculty have identified courses where emphasis will be directed toward the development of these skills. A careful review of 2023 survey results will determine if our interventions have been effective.

CONCLUSION:

The Department of Counselor Education strives to continuously improve the student experience at Johnson & Wales University. Faculty are constantly assessing program objectives and student performances in order to provide a premier program experience for students in our degree options. Our program deeply values the contributions of our students, faculty, staff, graduates, and other program stakeholders to the continued quality of our counselor training. Faculty strive to train students in academic and dispositional competencies and develop professional competencies. In the late summer of 2023, faculty submitted our self-study for CACREP accreditation. Seeking this accreditation has been a goal since the program's inception. Faculty anticipate a response from CACREP to our self-study submission in late 2023 indicating next steps.

APPENDIX

Below is an analysis of each objective based on the results of the formative and summative assignments as reported in Taskstream (the university's data management system): In each chart, the program outcome is listed, the formative and summative assessment tools are described, the scores and the department's recommendations are shared:

Program Outcome #:1					
Demonstrate professional proficiency and exhibit familiarity with professional orientation and ethical practices as advocated by the American Counseling Association (ACA) Code of Ethics.					
Formative Summary					
		Average of criterion for Addiction			N=3
Custom Distribution					
Level/Range	Does not meet (0-32%)	Approaching (33-65%)	Meets Expectations (66-89%)0	Exceeds Expectations (90-100%)	
Count	0	0	3/100%	0	
		Average of criterion for Clinical Mental Health			N=15
Custom Distribution					
Level/Range	Does not meet (0-32%)	Approaching (33-65%)	Meets Expectations (66-89%)	Exceeds Expectations (90-100%)	
Count	0	1/6.67%	12/80%	2/13.33%	
Summative Summary					
		Average of criterion for Addiction			N=1
Custom Distribution					
Level/Range	Does not meet (0-32%)	Approaching (33-65%)	Meets Expectations (66-89%)	Exceeds Expectations (90-100%)	
Count	0	1/100%	0	0	
		Average of criterion for Clinical Mental Health			N=18
Custom Distribution					
Level/Range	Does not meet (0-32%)	Approaching (33-65%)	Meets Expectations (66-89%)	Exceeds Expectations (90-100%)	
Count	0	4/22.22%	9/50%	5/27.78%	

Recommendations:
Formative Outcome
• Rubric points "Application of Professional Standards/ Advancing Professional Standards", "Presentation Element: Historical events influencing this population's life in the US" and "Presentation Element: Discussion of potential perceptions this group might have of counseling" does not accurately correspond with the purpose of the presentation and it does not reflect PO #1. Faculty decided that amendment of this rubric is necessary.

Summative Outcome			
• Move Part 1, "Ethical Autobiography" on the "Ethics Paper" to CSLG 6888 and make a separate assignment. Continue using the rubric it as the summative assessment for P.O. #1 assignment. Create a separate rubric that corresponds with P.O. #1			
Acceptable Target Achievement:	Approaching	Met	Exceeds
Ideal Target Achievement: *(Only applies to outcomes with multiple years of data.)*	Approaching	Met	Exceeds

Program Outcome #: 2
Illustrate the importance of multicultural issues in the counseling profession when working with diverse clients.

Formative Summary				
	Average of criterion for Addiction			N=0
Custom Distribution				
Level/Range	Does not meet (0-32%)	Approaching (33-65%)	Meets Expectations (66-89%)0	Exceeds Expectations (90-100%)
Count	0	0	0	0
		Average of criterion for Clinical Mental Health		N=0
Custom Distribution				
Level/Range	Does not meet (0-32%)	Approaching (33-65%)	Meets Expectations (66-89%)	Exceeds Expectations (90-100%)
Count	0	0	0	0
Summative Summary				
	Average of criterion for Addiction			N=3
Custom Distribution				
Level/Range	Does not meet (0-32%)	Approaching (33-65%)	Meets Expectations (66-89%)	Exceeds Expectations (90-100%)
Count	0	0	0	0 3/100%
		Average of criterion for Clinical Mental Health		N=16
Custom Distribution				
Level/Range	Does not meet (0-32%)	Approaching (33-65%)	Meets Expectations (66-89%)	Exceeds Expectations (90-100%)
Count	0	0	2/12.5%	14/87.5%

Recommendations:
This assessment was originally used as a summative assessment. It is currently offered in the first semester of the curriculum. Since the course is offered early in the curriculum, this assessment belongs as a formative assessment. A summative assessment will be conducted later in the program.

Originally diversity was assessed in two courses, 5250 (Professional Orientation and Ethical Practices) and 5170 Multicultural counseling. After a review of the CSLG 5250 common assignment, it was decided that the assignment did not adequately assess the components of the objective. As a result, CSLG 5250 assignment will no longer be used and assessment. The formative assessment will be conducted in 5170 only.

- A summative assessment will be developed during the current semester.

Acceptable Target Achievement:	Approaching	Met	Exceeds
Ideal Target Achievement: *(Only applies to outcomes with multiple years of data.)*	Approaching	Met	Exceeds

Program Outcome #: 3
Provide illustrations of human growth and developmental theories framed in the principles of assessment and appraisal.

Formative Summary					
		Average of criterion for Addiction		N=1	
Custom Distribution					
Level/Range	Does not meet (0-32%)	Approaching (33-65%)	Meets Expectations (66-89%)0	Exceeds Expectations (90-100%)	
Count	0	1/100%	0	0	
		Average of criterion for Clinical Mental Health		N=3	
Custom Distribution					
Level/Range	Does not meet (0-32%)	Approaching (33-65%)	Meets Expectations (66-89%)	Exceeds Expectations (90-100%)	
Count	0	0	2/66.67%	1/33.33%	
Summative Summary					
		Average of criterion for Addiction		N=3	
Custom Distribution					
Level/Range	Does not meet (0-32%)	Approaching (33-65%)	Meets Expectations (66-89%)0	Exceeds Expectations (90-100%)	
Count	0	0	1/33.33%	2/66.67%	
		Average of criterion for Clinical Mental Health		N=14	
Custom Distribution					
Level/Range	Does not meet (0-32%)	Approaching (33-65%)	Meets Expectations (66-89%)	Exceeds Expectations (90-100%)	
Count	0	0	8/57.14%	6/42.86%	

Recommendations:			
Significant improvement has been made from the formative assessment results. No further action will be taken at this time.			
Acceptable Target Achievement:	Not Met	Met	
Ideal Target Achievement: *(Only applies to outcomes with multiple years of data.)*	Moving Away	Approaching	Exceeded

Program Outcome #: 4
Demonstrate planning and implementation of career development practices and theoretical perspectives.

Formative Summary					
		Average of criterion for Addiction		N=1	
Custom Distribution					
Level/Range	Does not meet (0-32%)	Approaching (33-65%)	Meets Expectations (66-89%)0	Exceeds Expectations (90-100%)	
Count	0	1/100%	0	0	
		Average of criterion for Clinical Mental Health		N=4	
Custom Distribution					
Level/Range	Does not meet (0-32%)	Approaching (33-65%)	Meets Expectations (66-89%)	Exceeds Expectations (90-100%)	
Count	0	4/100%			
Summative Summary					
		Average of criterion for Addiction		N=1	
Custom Distribution					
Level/Range	Does not meet (0-32%)	Approaching (33-65%)	Meets Expectations (66-89%)0	Exceeds Expectations (90-100%)	
Count	0	0	1/100%		
		Average of criterion for Clinical Mental Health		N=4	
Custom Distribution					
Level/Range	Does not meet (0-32%)	Approaching (33-65%)	Meets Expectations (66-89%)	Exceeds Expectations (90-100%)	
Count	0	0	3/75%	1/25%	

Recommendations:				
Significant improvement has been made from the formative assessment results.				
Acceptable Target Achievement:		Approaching	Met	Exceeds
Ideal Target Achievement: *(Only applies to outcomes with multiple years of data.)*		Approaching	Met	Exceeds

Program Outcome #: 5
Show command of counseling theories and how to conceptualize cases from a wellness perspective.

Formative Summary					
		Average of criterion for Addiction		N=1	

Custom Distribution					
Level/Range	Does not meet (0-32%)	Approaching (33-65%)	Meets Expectations (66-89%)0	Exceeds Expectations (90-100%)	
Count	0	0	01/100%	0	

		Average of criterion for Clinical Mental Health		N=14	

Custom Distribution					
Level/Range	Does not meet (0-32%)	Approaching (33-65%)	Meets Expectations (66-89%)	Exceeds Expectations (90-100%)	
Count	0	0	4/28.57%	10/71.43%	

Summative Summary					
		Average of criterion for Addiction		N=1	
Custom Distribution					
Level/Range	Does not meet (0-32%)	Approaching (33-65%)	Meets Expectations (66-89%)0	Exceeds Expectations (90-100%)	
Count	0	0	1/100%		
		Average of criterion for Clinical Mental Health		N=10	
Custom Distribution					
Level/Range	Does not meet (0-32%)	Approaching (33-65%)	Meets Expectations (66-89%)	Exceeds Expectations (90-100%)	
Count	0	2/20%	2/20%	6/60%	

Recommendations:
- As a result of these findings and the need to provide more advanced skills earlier in the program, this course, CSLG 6150, been restructured to better address the advanced skills and will now follow CSLG 5300 in the curriculum sequence.
- Results will be reviewed in the Fall of 2023 in order to analyze results of this reconfiguration.

Acceptable Target Achievement:	Approaching	Met	Exceeds
Ideal Target Achievement: *(Only applies to outcomes with multiple years of data.)*	Approaching	Met	Exceeds

Program Outcome #: 6				
Exhibit knowledge of group dynamics, group leadership, group development and the ability to apply these concepts in a variety of group types.				

Formative Summary				
		Average of criterion for Addiction		N=1

Custom Distribution				
Level/Range	Does not meet (0-32%)	Approaching (33-65%)	Meets Expectations (66-89%)0	Exceeds Expectations (90-100%)	
Count	0	0	1/50%	1/50%	

		Average of criterion for Clinical Mental Health		N=14

Custom Distribution				
Level/Range	Does not meet (0-32%)	Approaching (33-65%)	Meets Expectations (66-89%)	Exceeds Expectations (90-100%)	
Count	0	0	5/38.46%	8/61.54%	

Summative Summary				
		Average of criterion for Addiction		N=2

Custom Distribution				
Level/Range	Does not meet (0-32%)	Approaching (33-65%)	Meets Expectations (66-89%)0	Exceeds Expectations (90-100%)	
Count	0	1/50%	1/50%	0	

		Average of criterion for Clinical Mental Health		N=10

Custom Distribution				
Level/Range	Does not meet (0-32%)	Approaching (33-65%)	Meets Expectations (66-89%)	Exceeds Expectations (90-100%)	
Count	0	3/13.64%	11/50%	8/36.36%	

Recommendations:
• Faculty recommend that the cap of this skills-based course be reduced to 15 which is more in keeping with evidence-based practices of groups remaining between 7-9. Currently the cap is 19 and it becomes challenging to provide supervision for a class of this size given the necessity for hands-on learning.

Acceptable Target Achievement:	Approaching	Met	Exceeds
Ideal Target Achievement: *(Only applies to outcomes with multiple years of data.)*	Approaching	Met	Exceeds

Program Outcome #: 7
Implement basic and advanced assessment techniques in the framework of helping relationships.

Formative Summary					
		Average of criterion for Addiction		N=1	
Custom Distribution					
Level/Range	Does not meet (0-32%)	Approaching (33-65%)	Meets Expectations (66-89%)0	Exceeds Expectations (90-100%)	
Count	0	0	1/50%		
		Average of criterion for Clinical Mental Health		N=4	
Custom Distribution					
Level/Range	Does not meet (0-32%)	Approaching (33-65%)	Meets Expectations (66-89%)	Exceeds Expectations (90-100%)	
Count	0	1/25%	2/50%	1/25%	
Summative Summary					
		Average of criterion for Addiction		N=3	
Custom Distribution					
Level/Range	Does not meet (0-32%)	Approaching (33-65%)	Meets Expectations (66-89%)	Exceeds Expectations (90-100%)	
Count	0		1/33.33%	2/66.67%	
		Average of criterion for Clinical Mental Health		N=14	
Custom Distribution					
Level/Range	Does not meet (0-32%)	Approaching (33-65%)	Meets Expectations (66-89%)	Exceeds Expectations (90-100%)	
Count	0		8/67.14%	6/42.86%	

Recommendations:
- Since this summative assessment tool is used to assess 2 areas, faculty will review the rubric to assure that each area is being thoroughly and individually assessed.
- faculty will continue to review student performance indicators to inform curriculum updates/changes each year.

Acceptable Target Achievement:	Approaching	Met	Exceeds
Ideal Target Achievement: *(Only applies to outcomes with multiple years of data.)*	Approaching	Met	Exceeds

Program Outcome #: 8
Demonstrate the role of research in advancing the counseling profession.

Formative Summary					
		Average of criterion for Addiction		N=0	
Custom Distribution					
Level/Range	Does not meet (0-32%)	Approaching (33-65%)	Meets Expectations (66-89%)0	Exceeds Expectations (90-100%)	
Count	0	0	0	0	
		Average of criterion for Clinical Mental Health		N=0	
Custom Distribution					
Level/Range	Does not meet (0-32%)	Approaching (33-65%)	Meets Expectations (66-89%)	Exceeds Expectations (90-100%)	
Count	0	0	0	0	
Summative Summary					
		Average of criterion for Addiction		N=3	
Custom Distribution					
Level/Range	Does not meet (0-32%)	Approaching (33-65%)	Meets Expectations (66-89%)	Exceeds Expectations (90-100%)	
Count	1/50%		1/50%		
		Average of criterion for Clinical Mental Health		N=5	
Custom Distribution					
Level/Range	Does not meet (0-32%)	Approaching (33-65%)	Meets Expectations (66-89%)	Exceeds Expectations (90-100%)	
Count	1/20%		3/60%	1/20%	

Recommendations:

- Results for Addiction Counseling resulted in one student failing the course and one student meeting expectations.
- Also, in CMHC one student failed the course and 4 either met expectations (60%) or exceeded expectations (20%).
- The results for Addiction Counseling are skewed because of a small sample and one student failing the course. This outlier has resulted in significantly low scores for AC research.
- The results for CMHC are affected as well by the smaller sample and the one student failing the course.

Acceptable Target Achievement:	Approaching	Met	Exceeds
Ideal Target Achievement: *(Only applies to outcomes with multiple years of data.)*	Approaching	Met	Exceeds

Program Outcome #9: Specialization CMHC

Articulate and demonstrate knowledge and skills necessary to identify and treat behaviors and situations and apply counseling theories, models and approaches to individuals and groups who face a variety of mental health disorders.

Formative Summary

		Average of criterion for Clinical Mental Health	N=14

Custom Distribution

Level/Range	Does not meet (0-32%)	Approaching (33-65%)	Meets Expectations (66-89%)	Exceeds Expectations (90-100%)	
Count	0	0	4/28.57%	10/71.43%	

Summative Summary

		Average of criterion for Clinical Mental Health	N=14

Custom Distribution					
Level/Range	Does not meet (0-32%)	Approaching (33-65%)	Meets Expectations (66-89%)	Exceeds Expectations (90-100%)	
Count	0	0	4/28.57%	10/71.41%	

Recommendations:

- Students are completing their field experiences with very good to excellent ratings by their clinical site supervisors.
- No action is recommended for this assessment piece. Clinical faculty advisors will continue to monitor student success in all for the field placement sites.

Acceptable Target Achievement:	Approaching	Met	Exceeds
Ideal Target Achievement: *(Only applies to outcomes with multiple years of data.)*	Approaching	Met	Exceeds

Program Outcome #10: Specialization Addiction Counseling

Articulate and demonstrate knowledge and skills necessary to identify and treat behaviors and situations and apply counseling theories, models and approaches to individuals and groups who face addiction.

Formative Summary				
		Average of criterion for Addiction		N=1

Custom Distribution

Level/Range	Does not meet (0-32%)	Approaching (33-65%)	Meets Expectations (66-89%)0	Exceeds Expectations (90-100%)	
Count	0	0	01/100%	0	

Summative Summary				
		Average of criterion for Clinical Mental Health		N=2

Custom Distribution					
Level/Range	Does not meet (0-32%)	Approaching (33-65%)	Meets Expectations (66-89%)	Exceeds Expectations (90-100%)	
Count	0	0	1/50%	1/50%	

Recommendations:

- Students are completing their field experiences with very good to excellent ratings by their clinical site supervisors.
- No action is recommended for this assessment piece. Clinical faculty advisors will continue to monitor student success in all for the field placement sites.

Acceptable Target Achievement:	Approaching	Met	Exceeds
Ideal Target Achievement: *(Only applies to outcomes with multiple years of data.)*	Approaching	Met	Exceeds

Excerpts from 2023 graduate student speaker Meghan Marchetti's speech:

Marchetti's focus is on improving the lives of others — particularly their mental health. She had a clear message for her fellow graduates: "It's easy to find ourselves doubting the magnitude of the impact we have on others. But my time here at Johnson & Wales, paired with my professional journey, has reassured me that our actions, big or small, don't go unnoticed."

That positive feedback loop can be found in professional settings — for example, the counseling patient who told Marchetti, "Thank you for making everybody feel like somebody." But it's also found in the JWU community, where multiple opportunities exist to bolster others. "I reflect on this message here today because YOU have left a mark on ME," Marchetti said. "We are all future leaders, with sincere enthusiasm for our industries, innovative outlooks, and values that we carry at the core of our work."

She ended with a collective appeal: "We have a powerful voice, and we can use it to serve others and to make each place we touch a little better. So, wherever the future takes you — identify your purpose and use your platform for good. Class of 2023, you embody the type of leadership that makes everybody feel like somebody."