

# MPCAC Annual Survey: 2019 – 2020

In accordance with its standards, MPCAC requires programs to report program statistics (applications, admissions, graduations) and program outcomes on their websites. MPCAC also needs to report on these data for all of our programs in our annual report as part of our own public accountability.

**The deadline for the survey is December 1.**

Please answer the questions below. If you have more than one program, please complete a form for each program. **We define an academic year as the 12 months from June 1 to May 31.**

Q1. Name of program & institution MA in Counseling Psychology; Delaware Valley University

Q2. Applications received to matriculate in academic year (AY) 2019-2020	14
Q3. Of those applications, number of students admitted	13
Q4. Of those admitted, number newly enrolled in 2019-2020	9
Q5. Of those who were newly enrolled in AY 2019-2020, number who continued this fall (fall 2020) into year two (first year retention rate)	9 (100%)
Q6. Total number of students enrolled in the program during the AY 2019-2020	37
Q7. Number of students who graduated in the AY 2019-2020	15
Q8. Number of full-time students who started the program and graduated within the expected time frame (two or three years, depending on your program length). This would NOT include part-time students who graduated in the AY 2019-2020	15 (88%)
Q9. Percent of students who enrolled in the program in fall 2015 (AY 2015-2016) who graduated from the program (5-year graduation rate)	75%
Q10. Percent of those who graduated in the years 2016 to 2018 who became fully licensed and/or credentialed (as mental health counselors, professional counselors, BCBA, substance abuse counselors or other similar titles)	46 %
Q11. Percent of those who graduated in 2019-2020 who became certified or licensed (depending on your state's regulations) as school counselors	NA
Q12. Please enter the percentage of courses taught by adjunct or part-time faculty over the 2019-2020 AY	71 %

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Q13. Race/Ethnicity of Full time Faculty:                      Total number of faculty   3  

African American/Black	<u>          </u>	Asian American/Asian	<u>          </u>
European American/White	<u>  3  </u>	Hispanic/Latinx	<u>          </u>
Indigenous	<u>          </u>	Multiracial	<u>          </u>
Other	<u>          </u>		

Q14. Gender Identify of Full Time Faculty

Female	<u>  2  </u>	Male	<u>  1  </u>		
Transgender	<u>          </u>	Non-binary	<u>          </u>	Other	<u>          </u>

Q15. Please describe how the relationship between your institution and the sites for you students' internships is formalized, that is, how it is established and maintained (e.g., contracts, meetings between faculty and supervisor, internship coordinator, etc.).

- Delaware Valley University's GCP program has a full-time clinical coordinator who oversees these processes. Potential practicum and internship sites are identified via a variety of means, including current professional contacts, word-of-mouth, outreach from potential sites, and outreach to potential sites by the clinical coordinator.
- These sites are then evaluated for their ability provide our GCP students with an appropriate developmental clinical experience, required client contact and non-client contact hours, and supervision requirements necessary for graduation from our program. Discussions are also ongoing about 'best fit' between students and sites.
- Sites that cannot provide GCP students with the minimum requirements for practicum and internship do not result in a partnership.
- The GCP program does not have a formal affiliation agreement for each site; however, some sites require our program to sign one. This process is handled by the legal/risk management teams of the University and the respective field placement site. The clinical coordinator is kept apprised of this progress and is involved in the process of reviewing any renewals of such agreements. Our GCP program does have separate practicum and internship placement agreements that each site is required to sign for each student participating in the relevant field placement experience at their site during any given semester. That is, a student participating in both practicum and internship at the same site – or at different sites for each field placement experience - requires that both our practicum placement agreement and internship placement agreements be signed.
- The clinical coordinator makes an initial in-person (virtual, during Covid-19) visit to the site prior to any students starting at a site. The purpose of this initial site visit is to meet the site supervisor and any other relevant personnel, to see the office space, to discuss the details of the field placement experiences, and any other information pertinent to the field placement experience. Copies of our practicum and internship manual, our practicum and internship hours' tracking log, and practicum and internship student evaluations are shared with the site supervisor.
- The clinical coordinator coordinates at least one in-person (virtual, during Covid-19) site visit to each practicum and internship site each semester that a student is participating at that site. This may mean multiple visits to the same site if more than one student is placed there. Additional visits (virtual or in-person) can occur as needed (e.g. student remediation). The clinical coordinator stays in contact with site supervisors via phone and/or email as appropriate

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throughout the field placement experiences. Site supervisors are invited to be in contact with the clinical coordinator at any time, even when no students are currently at that site.

- The clinical coordinator works with sites to develop appropriate communication processes to inform students of available openings for practicum and internship and any changes to the practicum or internship experience/requirements (from either the site or the GCP program).
- Site supervisors are asked to evaluate practicum students at the end of the practicum experience and internship students at the 6-week mark during internship and at the end of both semesters of internship. These are formal outcome evaluations. The clinical coordinator initiates this evaluation process via email with the student and their respective site supervisor at the appropriate times during the field placement experiences.
- Site supervisors are also sent a formal anonymous feedback form at the end of each semester regarding their experience with the program.

Q16. Please describe any substantial changes in your program (number of credits, modifications in the curriculum, program director change, load changes, etc.).

Full time faculty (non-tenure track) Dr. Kathy Wu left at the end of the 2019 school year to accept a tenure track position elsewhere. That full time faculty line was not filled for the 2019-2020 school year. The administrative director (admission focus), Julia Colvin, left during the spring 2020 semester. The ½ time administrative director position was filled by Allison Keen in August 2020. Dr. Brianna Morgis began as a full-time non-tenure track faculty in fall 2020 (replacing Dr. Wu's vacated line).

Q17. Any additional or other information you think it would be helpful for us to include in next year's survey?

Perhaps CPCE or NCE pass rates?

Q18. Name and email address of person completing this survey (in case of questions):

Audrey Ervin, Ph.D. Audrey.ervin@delval.edu

Q19. URL of program website (where program statistics will be reported):

<https://delval.edu/programs/graduate-programs/counseling-psychology-ma>

**Thank you! Please email completed survey to: [mpcacinc@gmail.com](mailto:mpcacinc@gmail.com)**