

Barry University

College of Health and Wellness
Counseling Program
Annual Program Assessment Report
2023-2024

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 2023-2024 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),

Barry University

College of Health and Wellness
Counseling Program
Annual Program Assessment Report
2023-2024

- program evaluation surveys (completed by students),
- 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: 100 % 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: 96% 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: 100% 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.

Barry University

College of Health and Wellness
Counseling Program
Annual Program Assessment Report
2023-2024

- **Group Counseling & Group Work- Knowledge and Skills: 100% 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 2F6 a-h), 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: (80%) 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: 94% 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.

Barry University

College of Health and Wellness
Counseling Program
Annual Program Assessment Report
2023-2024

- **Social and Cultural Diversity- Skills and Knowledge: (93.5%) 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 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: 100% of students MET this KPI. (Were evaluated as sophisticated or acceptable).** For this KPI, standards were assessed via the Research Proposal and Article (Quantitative, Qualitative, Mixed Method) Review in the CSL 601: Methodology of Research course. For this KPI, standards were also assessed by the Counseling Program's Comprehensive Examination on the Research and Program Evaluation items.
- **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: (95%) of students MET this KPI.** (Were evaluated as sophisticated or acceptable)
 - **Practice: (95%) of students MET this KPI.** (Were evaluated as sophisticated or acceptable).

Barry University

College of Health and Wellness
Counseling Program
Annual Program Assessment Report
2023-2024

- **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 680 Family Counseling, CSL 687 Family Systems, and CSL 690 couples and Marriage Counseling Through the Lifespan.
 - **Foundations: (95%) of students MET this KPI** (Were evaluated as sophisticated or acceptable).
 - **Contextual Dimensions: (95%) of students MET this KPI.** (Were evaluated as sophisticated or acceptable)
 - **Practice: (98%) 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: (95%) of students MET this KPI** (Were evaluated as sophisticated or acceptable).
 - **Contextual Dimensions: (93)% of students MET this KPI.** (Were evaluated as sophisticated or acceptable)
 - **Practice: (92)% of students MET this KPI.** (Were evaluated as sophisticated or acceptable).
- **PhD KPIs**
 - **Counseling: (92) % of students MET this KPI.** (Were evaluated as sophisticated or acceptable).
 - **Supervision: (96) % 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: (86) % 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).

Barry University

College of Health and Wellness
Counseling Program
Annual Program Assessment Report
2023-2024

- 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 (97.34)% of assessed items in their midterm and final evaluations.
 - Faculty supervisors evaluated students as meeting or exceeding expectations in (93.17)% of assessed items in their midterm and final evaluations.
 - **CSL 693: School Counseling Internship**
 - Site supervisors evaluated students as meeting or exceeding expectations in (93)% of assessed items in their midterm and final evaluations.
 - Faculty supervisors evaluated students as meeting or exceeding expectations in (96.98)% 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 (94.70)% of assessed items in their midterm and final evaluations.
 - Faculty supervisors evaluated students as meeting or exceeding expectations in (94.51)% 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 (89.92) % of assessed items in their midterm and final evaluations.
 - Faculty supervisors evaluated students at meeting or exceeding expectations in (73.66)% of assessed items in their midterm and final evaluations.
 - **PhD Internship Data**
 - **Counseling Supervision Internship**
 - **Fall 2023**
 - 94.23% of students were evaluated as effective, very effective or outstanding by their site supervisors.

Barry University

College of Health and Wellness
Counseling Program
Annual Program Assessment Report
2023-2024

- 100% of students were evaluated as effective, very effective or outstanding by their faculty supervisors.
- **Counseling Teaching Internship**
 - **Spring 2024**
 - 100% of students were evaluated as effective, very effective or outstanding by their site/individual supervisors.
 - 100% of students were evaluated as effective, very effective or outstanding by their faculty/group supervisors.
- **Advanced Counseling Practicum**
 - **Summer 2024**
 - 99.43% of students were evaluated as effective, very effective or outstanding by their site supervisors.
 - 100% of students were evaluated as effective, very effective or outstanding by their faculty supervisors.
- **Counseling Leadership and Advocacy Internship**
 - **Summer 2024**
 - 100% of students were evaluated as effective, very effective or outstanding by their site supervisors.
 - 100% of students were evaluated as effective, very effective or outstanding by their faculty supervisors.
- Performance on comprehensive exams
 - **MS Data**
 - Master-level students in Miami Shores had a passing rate of 100% during the 2023-2024 academic year on their comprehensive exam.
 - Master-level students in Nassau, Bahamas had a passing rate of 100% during the 2023-2024 academic year on their comprehensive exam.
 - **PhD Data** – Starting in the 2023-2024 year, the schedule of the doctoral comprehensive exam was changed from the fall to the summer semester.
 - **Fall 2023:** One (01) out of one (01) student (100%) passed all questions of the comprehensive exam on their first attempt.
 - **Summer 2024:** Eight out (8) of Eight (8) students (100%) passed all questions of the comprehensive exam on their first attempt.
- Professional Performance Reviews
 - The professional performance reviews done with all MS students during the 2023-2024 academic year indicated that:

Barry University

College of Health and Wellness
Counseling Program
Annual Program Assessment Report
2023-2024

- 92.8% of students met all criteria in the professional performance review.
 - 7% of students were assessed as approaching some criteria of the professional performance review.
 - Only 0.2% of students were assessed as not meeting some criteria in the professional performance review.
- The professional performance reviews done with all PhD students during the 2023-2024 academic year indicated that:
 - 85% of students met all criteria in the professional performance review.
 - 12% of students were assessed as approaching some criteria of the professional performance review.
 - Only 3% of students were assessed as not meeting some criteria in the professional performance review.

Program-Level Data

- Course and advisor evaluations
 - Student course evaluations from Fall 2023 semester indicate 95% 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 2024 semester indicate 97% 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 2024 semester indicate 95% 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**
 - 97.34% of students who completed CSL 694 Counseling Practicum evaluated their individual/site supervisor as effective, very effective or outstanding.
 - 93.17% of students who completed CSL 694 Counseling Practicum evaluated their group/faculty supervisor as effective, very effective or outstanding.
 - **MS School Counseling Internship**

Barry University

College of Health and Wellness
Counseling Program
Annual Program Assessment Report
2023-2024

- 93% of students who completed CSL 693 School Counseling Internship evaluated their individual/site supervisor as effective, very effective or outstanding.
- 96.98% 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**
 - 94.70% of students who completed CSL 695 Clinical Mental Health Counseling Internship evaluated their individual/site supervisor as effective, very effective or outstanding.
 - 94.51% 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**
 - 89.92% of students who completed CSL 696 Marital, Couple and Family Counseling Internship evaluated their individual/site supervisor as effective, very effective or outstanding.
 - 73.66% 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**
 - 99.43% of students who completed CSL 794 Advanced Counseling Practicum evaluated their group faculty supervisor as very effective or outstanding.
 - 100% 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**
 - 94.23% 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**

Barry University

College of Health and Wellness
Counseling Program
Annual Program Assessment Report
2023-2024

- 100% of students who completed CSL 792 Counseling Leadership and Advocacy Internship evaluated their individual/site faculty supervisor as very effective or outstanding.
 - 100% of students who completed CSL 792 Counseling Leadership and Advocacy Internship evaluated their group faculty supervisor as very effective or outstanding.
- Program Evaluation Surveys

The MS and PhD programs in Counseling received **consistently excellent marks** across most areas of assessment in recent program evaluation surveys, reflecting the programs' commitment to academic excellence, professional preparation, and inclusive learning environments. Highlights from the evaluation include:

- Curriculum Relevance and Rigor: Students reported high satisfaction with the breadth and depth of course content, noting strong alignment with CACREP standards and professional competencies required for licensure and advanced clinical or academic practice.
 - Faculty Effectiveness: Respondents praised faculty members for their expertise, mentorship, and accessibility. Faculty were noted for fostering inclusive classroom environments, delivering high-quality instruction, and providing meaningful academic and career guidance.
 - Advising and Student Support: Both MS and PhD students rated academic advising and student support services as highly effective. Students felt well-informed about degree requirements, professional opportunities, and pathways to graduation.
 - Practicum and Internship Preparation: Internship and practicum experiences were rated as well-organized and impactful, with students indicating strong confidence in their clinical skills and supervision experience. Site placements were seen as diverse, relevant, and supportive of professional growth.
 - Diversity, Equity, and Inclusion (DEI): Both programs were highly rated for creating a culturally responsive and inclusive environment. Students felt respected, seen, and supported in their social identities, and appreciated the integration of DEI content throughout the curriculum and supervision.
- Feedback from our annual advisory board meeting
The main discussion and recommendations from the 2023-2024 Counseling Program Advisory Board meeting were:

Barry University

College of Health and Wellness Counseling Program Annual Program Assessment Report 2023-2024

- Adopt the CPCE Exam as COMP for the Master Level students, which will be congruent to the trend on using standardized exams for Counseling Graduate program.
- Mediation training is recommended- would give an extra “punch” to graduate’s resumes; conflict resolution and mediation skills are essential for counselors, especially those working with families.
- Consider expanding our program and work to working with older adults.
- The program will review MCFC courses for the inclusion of older adults within the family.
- To attract more P&I sites, we support site supervisors in becoming qualified supervisors with the state of Florida and offer free CE training.
- Adding education about the “business side” of the counseling profession is important and not well covered in the counseling curriculum
- offers training and certification in telehealth
- Technology, including AI, could be covered more comprehensively in the program
- Train students to assess trauma and abuse in children, elders, and other populations
- Program outcome data from the annual CACREP outcomes report
 - **MS 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 98% of MS in Marital, Couple and Family Counseling graduates, 99% 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 80% for MS in Marital, Couple and Family Counseling students, 85% 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 90% 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 89 % for PhD in Counseling students.

Barry University

College of Health and Wellness
Counseling Program
Annual Program Assessment Report
2023-2024

Continuous Improvement Program Modifications Made

The following program modifications were made based on the last annual program assessment report:

1. Due to Barry University's new strategic plan, which includes the reorganization of all programs in the School of Education, Leadership and Human Development, where the Counseling Program was formerly housed, the University decided to relocate the Counseling Program to the College of Health and Wellness. The main purpose of this change was to increase the efficiency in the use of resources, as well as to align programs with academic units that facilitate higher collaboration and synergies.
2. Since July first, 2024, the Counseling Programs, faculty, staff, and students are housed at the College of Health and Wellness. Therefore, the following organizational and procedural changes took place:
 - a. The Department of Counseling and School Psychology (DCSP) was established.
 - b. The School Psychology Program was assigned to this new DCSP.
 - c. Budget responsibilities were assigned to the DCSP
 - d. At the curriculum level, doctoral level research courses that the School of Education managed, codes HSE 705, HSE 706, HSE 707, and HSE 708, are now managed by the DCPS; therefore, those codes labeled were changed to CSL, preserving the same numeration. Likewise, the Master level research course EDR 601 was changed to CSL 601.
 - e. Another organizational step was to assign faculty as coordinators per counseling specialization; therefore, the flow of work and responsibility in leading each specialization was better distributed. This decision also has created space for continuing mentoring and development of junior faculty to progressively assume more leadership roles and ensure more effectiveness of the DCSP.
3. As consequences of housing the Counseling Program in the College of Health and Wellness and the creation of the Department of Counseling and School Psychology, a Substantive Change Report was prepared and submitted (04/30/2024) to the Council for Accreditation of Counseling and Related Educational Programs (CACREP). This Report was needed to seek approval and preserve the Master and PhD Programs accreditation. The Substantive Change Report was approved without conditions by CACREP Board on 07/13/2024.
4. Another CACREP accreditation milestone was the preparation and submission of Accreditation approval for the newly developed digitally delivered program

Barry University

College of Health and Wellness
Counseling Program
Annual Program Assessment Report
2023-2024

- pathway for these counseling specialties areas Clinical Mental Health Counseling (M.S degree); Marriage, Couple, and Family Counseling (M.S degree); School Counseling (M.S degree); and Counseling Education and Supervision (PhD degree). On January 14, 2023, the Board approved the substantive change without conditions. Therefore, the accreditation for these specialty areas and the doctoral program now includes the fully digitally delivered pathway for program completion. Likewise, the new digital delivery pathway includes digital synchronous learning and synchronous learning options for the students.
5. A final critical CACREP accreditation event was the preparation of Mid-Cycle Report submitted for the Clinical Mental Health Counseling, Marriage, Couple and Family Counseling, School Counseling specialty areas and the Counselor Education and Supervision doctoral program. The CACREP Board approved this Report on January 13/2024. Therefore, the Board decided to continue accreditation of specialty areas and the doctoral program. This accreditation cycle runs through October 31, 2027. Accordingly, the Department faculty has started the preparation of the new Self-study report and application for reaffirmation of accreditation. This new Self-Study report will be prepared in accordance with the new CACREP 2024 Standards.
 6. Another important development for the international visibility of the Counseling Program and its global competitiveness is related to the application to be acknowledge by the International Registry for Counselor Education Program (IRCEP) Registration (an CACREP affiliated institution), an application packet to IRCEP was submitted on 07/10/24 and approved for recognition and additions to the Registry of Approved Programs on 10/11/24 for a five-year cycle.

New Curriculum and Programmatic Recommendations

Although all KPIs were met at the 80% benchmark level, two specific areas of assessment were scored below this benchmark, the internship evaluation of students by faculty and the internship student evaluation of group faculty supervisor. As such, we are including curriculum and programmatic recommendations to improve the program performance in these 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 2023-2024 Annual Program Evaluation Report:

1. Curriculum Recommendations

Barry University

College of Health and Wellness
Counseling Program
Annual Program Assessment Report
2023-2024

a. Due to the new CACREP Accreditation Standards (2024); the faculty of the counseling program has started the process of considering some curriculum changes to meet the new standards. Although this process is still underway, one critical recommendation for decisions is being considered:

- For a PhD Program, the new accreditation standards require sixty (60) credits. Our Program is currently fifty-seven (57) credits. Therefore, 3 (three) new credits are needed. Since the program offers one elective advanced research class CSL-706 Advanced Qualitative Methods or CSL 708 Advanced Quantitative Methods, the faculty is considering adopting this class as part of the research cognate. It will be part of students' plan of study instead of being an elective course. Therefore, the students will have both courses.

2. Programmatic Recommendations

- a. Enhance Curriculum and Clinical Preparation in the marital, couple and family specialization: Review and revise coursework and pre-internship training to strengthen student readiness in core clinical and systemic competencies.
- b. Strengthen Faculty Supervision Quality for the internship in marital, couple and family counseling internship: Provide targeted professional development for group faculty supervisors in effective, culturally responsive, and developmentally appropriate supervision practices.
- c. Implement Structured Feedback and Support Systems: Standardize group supervision formats and offer individualized remediation plans for underperforming students.
- d. Use Data for Continuous Program Improvement: Analyze quantitative and qualitative evaluation data to identify trends, inform strategic changes, and engage stakeholders in ongoing program development.

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.

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Barry University

College of Health and Wellness
Counseling Program
Annual Program Assessment Report
2023-2024

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