

Counselor Education Department Evaluation Report: 2019-2020

Overview: Program Evaluation

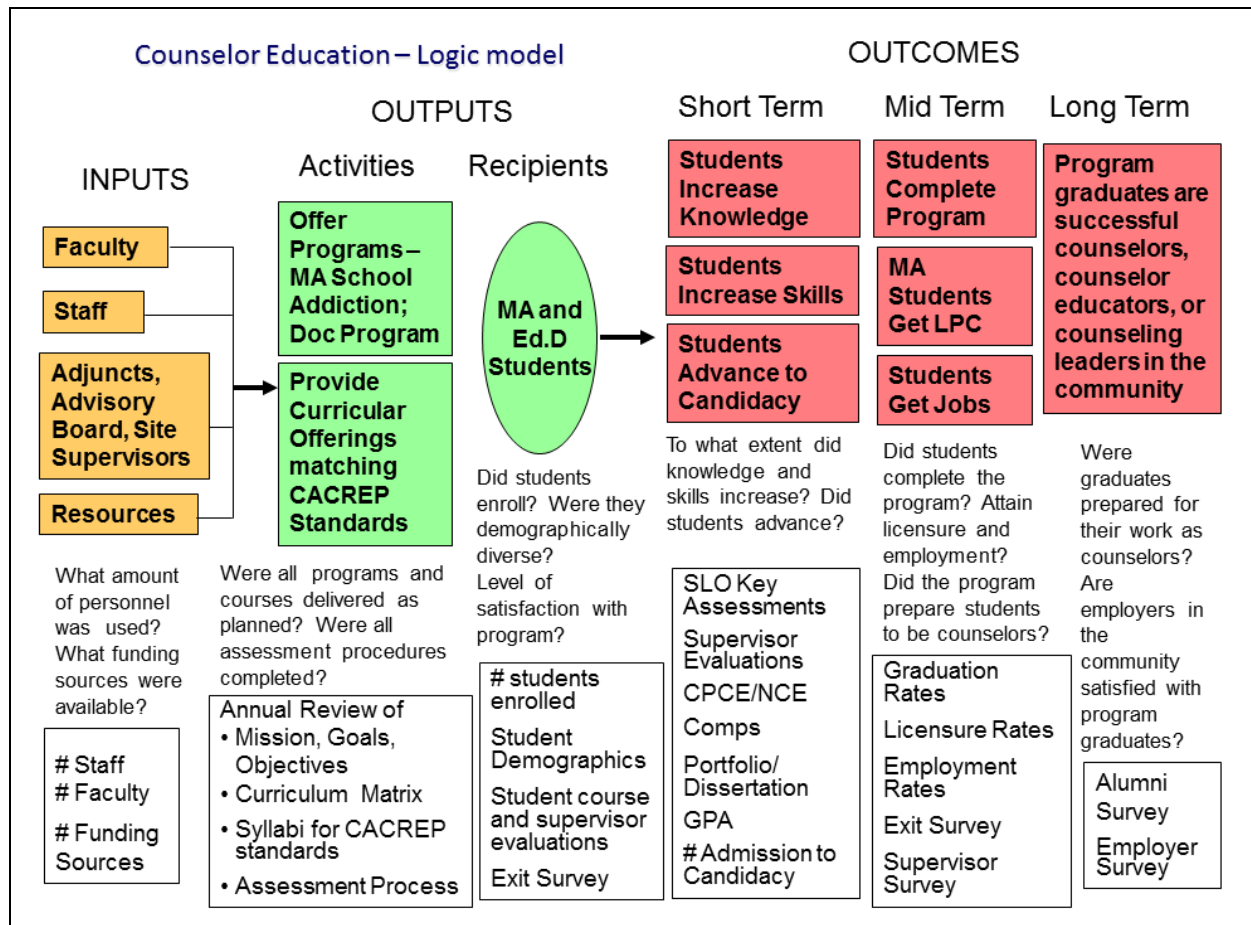
Stakeholders, including current students, faculty, site supervisors, alumni, and community employers, are involved in the evaluation process. The process of evaluation consists of:

1. University reports on current students' academic progress.
2. Faculty review of professional, personal, and academic development (PPAD) and evaluations of student achievement as related to the student learning outcomes (SLOs) of the program and specialty areas.
3. Departmental surveys of current students, program alumni, site supervisors, and employers. Masters' students in their 3rd year and 1-, 3-, and 5-year program alumni are asked to provide feedback regarding their experiences in the counseling program through an exit survey and alumni survey. Respondents are asked to rate their level of preparedness on professional identity standards, program objectives, and specialty area program objectives. The exit survey and alumni survey also contain questions regarding program satisfaction. Site supervisors of 3rd year students and employers of 1-, 3-, and 5-year alumni are asked to provide feedback regarding preparedness of their supervisee/employee on professional identity standards, program objectives, and specialty area program objectives. Surveys include quantitative and qualitative measures.
4. Compilation and analysis of data from the multiple evaluation methods.
5. Annual Faculty Work Meetings to review findings, assess current status of all aspects of the programs and suggest changes/modifications in the curriculum, coursework, departmental functioning, faculty activities, student selection and retention activities, student monitoring and other aspects of existing programs.
6. Generation of Annual Evaluation Report.
7. Sharing findings and suggested changes with students, administration, site supervisors, advisory board members, alumni and others interested in the Counseling Masters' and Doctoral Program at Boise State.

The Program Evaluation Process is overseen by the Chair of the Department Assessment and Evaluation Coordinator. All department faculty are participants in the evaluation process. The Evaluation Plan is systematic and ongoing from year to year. Multiple methods of assessment are used throughout the academic year. Annual assessments include evaluations of current students' academic, professional, and personal development, level of learning based on students' accomplishment of student learning outcomes, development in professional identity, including research and advocacy, ethical and legal issues, advanced counseling skills, and professional and personal growth. All faculty members evaluate the programs, curriculum, coursework, admissions process, and current student functioning. Site supervisors evaluate current students and program outcomes. Graduates are evaluated by assessing alumni knowledge of student learning outcomes and employer evaluations.

The Logic Model that guides the overall evaluation process is depicted in Figure 1.

Figure 1. LOGIC MODEL



The assessment and transition points for short term outcomes for the MA Program and Doctoral Program are depicted in Figures 2 and 3.

Figure 2. MA Programs (School and Addiction) Assessment and Transition Points

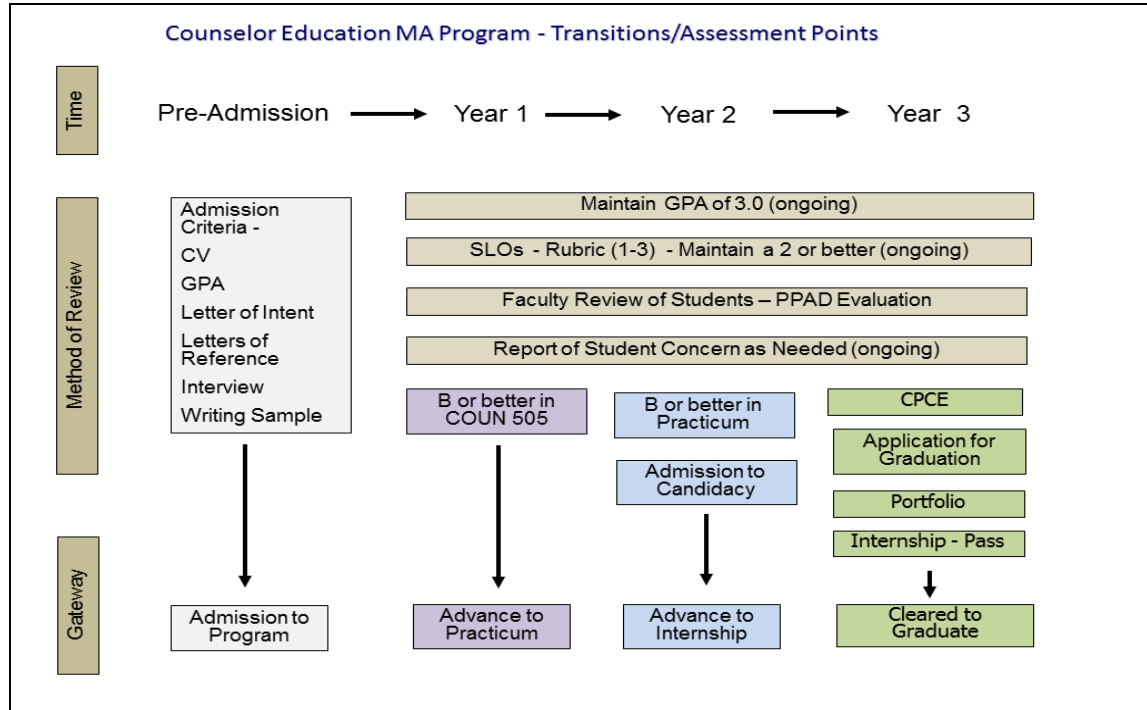


Figure 3. Doctoral Program Assessment and Transition Points

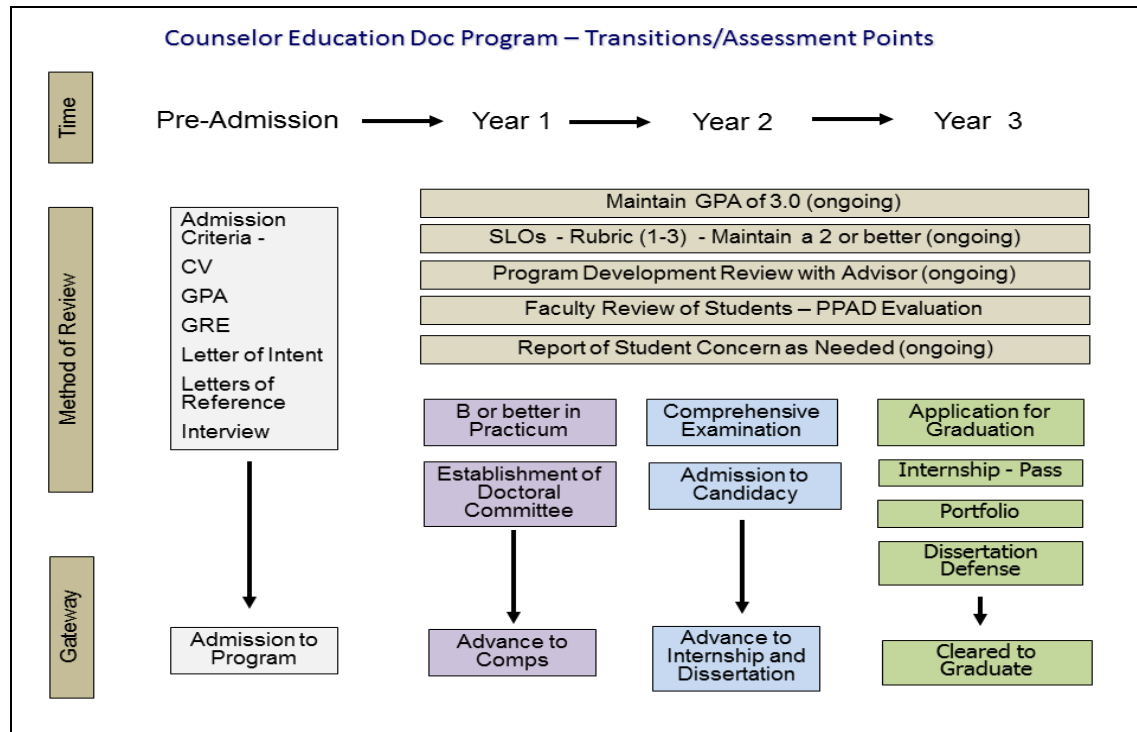


Table 1 presents the timeline used to complete the assessment.

Table 1. Evaluation Timeline

| Process Evaluation | | |
|--|--------------------------------------|---------------|
| Assessment Measure | Responsible Party | Schedule |
| # Students Enrolled | Chair and Advisor | September |
| Student Demographics | Chair and Advisor | September |
| Student Course Evaluations | Faculty | December; May |
| Student Supervisor Evaluations | Practicum and Internship Instructors | December; May |
| # Staff; # Faculty, # Adjuncts | Chair | February |
| Internal and External Funding Sources | Chair | February |
| Review of Mission, Goals, and Objectives | Faculty | April |
| Review of Curriculum Matrix | Faculty | April |
| Review of Syllabi | Faculty | April |
| Review of Assessment Process | Ass and Eval Committee Chair | April |
| Outcome Evaluation | | |
| Assessment Measure | Responsible Party | Schedule |
| CPCE pass rate | Advisor | November |
| NCE pass rate | Advisor | May |
| Student Learning Outcomes | Faculty | December, May |
| Supervisor Evaluations | Practicum and Internship Supervisors | December, May |
| GPA | Advisor | December, May |
| # Admission to Candidacy | Advisor | February |
| Licensure Rates | Ass and Eval Committee Chair | April |
| Employment Rates | Ass and Eval Committee Chair | April |
| Exit Survey | Seminar Instructor | April |
| Alumni Survey | Ass and Eval Committee Chair | April |
| Supervisor Survey | Ass and Eval Committee Chair | April |
| Employer Survey | Ass and Eval Committee Chair | April |
| Program Development Review | Advisor | April |
| PPAD | All Faculty | April |
| Portfolio | Advisor | May |
| Doctoral Comps | Dissertation Chair | May |
| Dissertation | Dissertation Chair | May |

Evaluation of Program Inputs

Faculty, Adjunct Faculty, Staff

The Department of Counselor Education has 5 full-time faculty members. Faculty workload consists of teaching, research, service, and administrative activities, with 50% of time typically devoted to teaching. Of the 25 required courses and 4 specialty area courses in the MA Program, adjunct faculty taught 8 courses and provided practicum lab supervision, and doctoral students taught 4 courses under the direction of full-time faculty. The number of courses taught by adjunct faculty was high this year due to teaching buyouts from faculty grants. For the Doctoral program, Counselor Education Faculty taught all of the Counselor Education and Supervision core courses and College of Education Faculty taught additional courses for the doctorate. The Department has one part time Administrative Assistant.

Site Supervisors and Advisory Board

Internship Site Supervisors continue to play an invaluable role in the education and development of our students. Site supervisors provide ratings on internship evaluations during the 3rd year of the MA Program.

Advisory Board members participate in the selection of MA students each year by reviewing applications and participating in applicant interviews. The Advisory Board also met to discuss the addiction and school emphasis curriculum, internship experience, and other issues specific to the addiction and school programs.

Site Supervisors and Advisory Board Members, along with current students and alumni, are also called upon to review the mission statement and program objectives. Input from these key stakeholders is used to modify the mission statement and program objectives.

Evaluation of Program Outputs

Program Activities

The Counselor Education Department offers an MA in Counseling Degree with a School Counseling cognate area and Addiction Counseling cognate area. The MA and Doctoral curriculum were reviewed during faculty meetings. Curricular offerings are aligned with CACREP standards.

The assessment and evaluation procedure were revised this year. The faculty met in the Fall 2020 semester to review the mission, goals, and objectives of the Counselor Education Department. In order to transition to the 2016 CACREP standards, the faculty developed 10 new program objectives (one for each of the eight common core areas, and one for each specialty area). The development of these objectives was guided by feedback from the current students via course evaluations, input from the student advisory board, input from supervisors interacting with practicum and internship students, alumni of the program, and employers of program alumni. The mission, goals, and objectives are aligned with those of the University and the College.

An important note is that in addition to the revision to the program evaluation process for the 2019-2020 year, collection of data during the Spring 2020 time was disrupted due to the

COVID-19 pandemic. This resulted in a change to the typical program evaluation process that will be accounted for with a new timeline moving forward. Program stakeholders will be alerted to this change in the upcoming academic year.

Program Enrollments

There were 70 students enrolled in the MA Counseling Program and 2 students enrolled in the Doctoral Program for the 2019-2020 academic year. Table 2 presents number of students enrolled by cohort year and program. Demographic diversity is presented in Tables 3 - 5.

Table 2. Enrollment MA Program and Doctoral Program

| | MA Program | | | Doctoral Program |
|--------------|-------------|-------------|-------|------------------|
| Year | School | Addiction | Total | |
| 2017 | 17 | 7 | 24 | 1 |
| 2018 | 19 | 5 | 24 | 1 |
| 2019 | 15 | 7 | 22 | 0 |
| TOTAL | 51 (73%) | 19 (27%) | 70 | 2 |

Table 3. Student Demographics – School Program

| Cohort | Gender | | | Ethnicity | | | | | | |
|--------------|-----------|-------------|------------------|---------------|-----------------------------------|----------------|------------------|-----------------|--------------------|-------------|
| | Male | Female | Did not Disclose | White | Hispanic/Latino or Spanish Origin | Asian-American | African-American | Native American | Other or Not Known | Biracial |
| 2017 | 1 | 16 | 0 | 10 | 2 | 1 | 1 | 0 | 0 | 3 |
| 2018 | 1 | 18 | 0 | 15 | 2 | 0 | 0 | 0 | 1 | 1 |
| 2019 | 2 | 13 | 0 | 14 | 1 | 0 | 0 | 0 | 0 | 0 |
| TOTAL | 4 (8%) | 47 (92%) | 0 (0%) | 39 (76.5%) | 5 (9.8%) | 1 (1.9%) | 1 (1.9%) | 0 (0%) | 1 (1.9%) | 4 (7.8%) |

Table 4. Student Demographics – Addiction Program

| Cohort | Gender | | | Ethnicity | | | | | | |
|--------------|--------------|---------------|------------------|---------------|-----------------------------------|----------------|------------------|-----------------|--------------------|-------------|
| | Male | Female | Did not Disclose | White | Hispanic/Latino or Spanish Origin | Asian-American | African-American | Native American | Other or Not Known | Biracial |
| 2017 | 1 | 5 | 1 | 5 | 0 | 0 | 1 | 0 | 0 | 1 |
| 2018 | 0 | 5 | 0 | 4 | 0 | 0 | 1 | 0 | 0 | 0 |
| 2019 | 1 | 6 | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL | 2 (10.5%) | 16 (84.2%) | 1 (5.3%) | 16 (84.2%) | 0 (0%) | 0 (0%) | 2 (10.5%) | 0 (0%) | 0 (0%) | 1 (5.3%) |

Table 5. Student Demographics – Doctoral Program

| Cohort | Gender | | Ethnicity | | | | | |
|--------------|-----------|-------------|-------------|-----------|----------------|------------------|-----------------|--------------------|
| | Male | Female | White | Hispanic | Asian-American | African-American | Native American | Other or Not Known |
| 2017 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 |
| 2018 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 |
| 2019 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL | 0 (0%) | 2 (100%) | 2 (100%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) |

Summary of Findings

The MA program has an average of 20 - 25 students per cohort with 73% in the school program and 27% in the addiction program. Students are predominantly female and white. The Doctoral program currently admits one student per year. Six of the students admitted have been female, one male, and all have been white.

The MA program aims to graduate approximately 20 students per year. In general, 25 - 27 students are admitted as faculty anticipate a 10% attrition rate from orientation to fall enrollment and an additional 10% attrition rate from fall orientation to graduation.

Student Satisfaction with Program

Student program satisfaction is measured and the Student Exit Survey. Results are presented in Table 6.

Table 6. MA and Doctoral Program 3rd Year Students Satisfaction with Program (5 point scale, 1= very dissatisfied, 5=very satisfied)

| | MA Program* | Doc Program** |
|--|--------------------|----------------------|
| Program Area | Mean | Mean |
| <i>Faculty</i> | | |
| Faculty Expertise | 4.3 | 4.0 |
| Faculty Accessibility | 3.8 | 5.0 |
| Quality of Instruction | 4.0 | 5.0 |
| Quality of Advising | 2.5 | 5.0 |
| Assistance with Licensure and Certification | 3.5 | - |
| <i>Curriculum</i> | | |
| Content Coverage | 4.0 | 3.0 |
| Course Sequencing | 3.4 | 4.0 |
| Course Availability | 3.7 | 5.0 |
| Number of Electives | 2.4 | 3.0 |
| Program Flexibility | 3.5 | 2.0 |
| <i>Clinical Courses</i> | | |
| Practicum Quality | 4.0 | 3.0 |
| Internship Availability | 3.9 | 2.0 |
| Internship Quality | 4.0 | 2.0 |
| <i>3rd Year Student Overall Satisfaction</i> | 3.8 | 4.0 |

*Note: N=19 (79% response rate); **Note: N=1 (100% response rate)

Summary of Findings

Quantitative data indicate general satisfaction with the program. Quantitative findings from the Exit Survey indicate current 3rd year student were most satisfied faculty expertise, quality of instruction, content coverage and clinical course quality. Quantitative findings indicate that students were least satisfied with quality of advising, course sequencing, and number of electives offered. Overall, quantitative data indicate moderate levels of satisfaction with both the MA and Doctoral Programs.

Evaluation of Program Outcomes

Professional, Personal, and Academic Review

All students are reviewed at least once a year to assess professional, personal, and academic development. All faculty participate in the review. Students are required to meet a standard of professional ethical behavior, and appropriate personal behavior, as well as participate in professional and personal growth and development activities.

Faculty concerns regarding individual students were discussed at faculty meetings and students were reviewed by the faculty using the Professional, Personal, and Academic Development form (PPAD). The PPAD was developed by the faculty in 2013. Table 7 indicates average scores on the PPAD in the areas of professional, personal, and academic development by cohort.

Table 7. Faculty Ratings of Students' Professional, Personal, and Academic Development (PPAD – 1-3 scale)

| | MA 2017 Cohort | MA 2018 Cohort | MA 2019 Cohort | All Doc Students |
|------------------------------------|----------------|----------------|----------------|------------------|
| Compliance with ACA Standard C.5 | 100% | 100% | 100% | 100% |
| Compliance with ACA Standard F.8.a | 100% | 100% | 100% | 100% |
| Professional Development | 2.9 | 2.0 | 2.0 | 3.0 |
| Personal Development | 2.9 | 2.0 | 2.0 | 3.0 |
| Academic Development | 2.9 | 2.0 | 2.0 | 3.0 |
| Total PPAD | 2.9 | 2.0 | 2.0 | 3.0 |

There was 1 student who received scores of < 2.0 on one or more of the PADD areas. Table 8 indicates the cohort, area of concern, PPAD rating, and action taken by faculty in response to the area of concern.

Faculty also review student issues at faculty meetings as needed. These discussions may also result in areas of professional, personal, and academic development and remediation/dismissal from program. There was one additional student identified outside of the PPAD process.

Table 8. Professional, Personal, and Academic Development Problems

| Cohort | Area of Concern | PPAD Rating | Action |
|---------------|------------------------|--------------------|--|
| 2018 | Personal | 1.8 | Student met with advisor and was sent a letter of concern. |

Students are also required to maintain a GPA of 3.0 or higher, achieve grades of C or better in all graduate level courses, and achieve a B- or better in COUN 505 (Counseling Skills) and COUN514/516 (MA Practicum I and II), COUN614 and COUN 616 (Doc Practicum I and II), and a Pass in COUN526/528 (MA Internship I and II), COUN626 and COUN628 (Doc Internship I and II), and COUN592/692 (MA and Doc Portfolio). Doctoral students also complete a Program Development Form with the Doctoral Advisor every year to determine expected progress in academic development.

Students are also sent a letter of concern when they receive a C in any of their coursework or dismissal from the program if retention and remediation planning are not successful and this pattern continues. Table 9 indicates the term, cohort, course where problems occurred and action taken by faculty in response to the academic problem.

Table 9. Academic Development Problems

| Term | Cohort | Course | Grade | Action |
|---|---------------|---------------|--------------|---------------|
| No students were identified for academic development problems in 2019-2020. | | | | |

Summary of findings

One MA student was identified by the faculty regarding personal, professional, or academic areas on the PPAD. In this case, the advisor discussed the concern with the student. This student was placed on a remediation plan. There was also one student placed on a remediation plan as a result of a concern outside of the PPAD process. There were no problems identified for our doctoral students in the areas of professional, personal, or academic development.

CACREP Professional Identity Standards

CPCE scores were reviewed to assess knowledge and performance on Professional Identity Standards for MA students. Fall 2018 CPCE pass rates by specific identity standard area are shown in Table 10. All students who did not pass the original CPCE area were given the opportunity to take an exam in fall 2018. All students passed all sections.

Table 10. CPCE Pass Rates by Professional Identity Standard Area

| Professional Identity Standard | Initial Pass Rate | Final Pass Rate |
|---|--------------------------|------------------------|
| CPCE | | |
| Professional Orientation and Ethical Practice | 100% | 100% |
| Social and Cultural Diversity | 86.4% | 100% |
| Human Growth and Development | 100% | 100% |

| | | |
|---------------------------------|-------|------|
| Career Development | 100% | 100% |
| Helping Relationships | 100% | 100% |
| Group Work | 95.6% | 100% |
| Assessment | 86.4% | 100% |
| Research and Program Evaluation | 91% | 100% |

Summary of Findings

All MA students passed all sections of the CPCE, indicating the majority of students are demonstrating knowledge in all areas of CACREP Professional Standards in the short-term.

Program Learning Outcomes

The new program learning outcomes for the MA in Counseling program began being measured in the Spring 2020 semester. The Doctoral program outcomes will have the first reports available following the 2020-2021 academic year.

Table 11. MA Program Learning Outcomes

| Program Learning Outcomes (PLO) | Measures Used to Assess Outcomes | Outcomes |
|--|---|--|
| PLO 1. Students will demonstrate knowledge of the multiple roles and responsibilities of the professional counselor including the role of advocate, interdisciplinary team member, and ethical practitioner. | <ol style="list-style-type: none"> 1. COUN 501 Advocacy Activity 2. COUN 501 Ethical Decision-Making Model Project 3. COUN 526 Internship Individual Supervisor Evaluation 4. COUN 690 Comprehensive Examination score on national exit exam (C1: Professional Counseling Orientation and Ethical Practice) | <p>Scores for the COUN 501 Advocacy Activity assignments indicate 100% of students received a score of 90 or above out of 100. Scores for the and Ethical Design-Making Model indicate that 81% of students scored 80 out of 100. Internship individual supervisor evaluations for COUN 526 indicate 100% of students received a score of 3 or above out of 5, which indicates they have demonstrated the required skills applying the PLO 1 into practice during their internship experience. 100% of students scored within 1 SD of the national norm on section C1 on the nation exit exam, indicating they mastered this PLO.</p> |
| PLO 2. Students will demonstrate cultural competence that enables them to meet the individual needs of clients in a multicultural society. | <ol style="list-style-type: none"> 1. COUN 509 Exam 2. COUN 514/516 Case Conceptualization 3. COUN 526/528 Individual Supervisor Evaluation 4. COUN 690 Comprehensive Examination score on national exit exam (C2: Social and Cultural Diversity) | <p>Scores on COUN 509 Exam indicate 96% of students passed with a score of 88 or above out of 100. 516 Case Conceptualization scores indicate 100% of students received a passing score (Pass/Fail assignment), which indicates they have demonstrated the required skills applying the PLO 2 into practice during their practicum experience. Internship individual supervisor evaluations indicate 100% of students received a score of 3 or above out of 5, which indicates they have demonstrated the required skills applying the PLO 2 into practice during their internship experience. 86.36% of students scored within 1 SD of the national norm on section C2 on</p> |

| | | |
|---|---|---|
| | | the nation exit exam, indicating they mastered this PLO. |
| PLO 3. Students will identify biopsychosocial factors that influence development and functioning across the lifespan and apply developmental theories to work with individuals. | <ol style="list-style-type: none"> 1. COUN 526 Individual Supervisor Evaluation 2. COUN 690 Comprehensive Examination (C3: Human Growth and Development) | Internship individual supervisor evaluations for COUN 526 indicate 100% of students received a score of 3 or above out of 5, which indicates they have demonstrated the required skills applying the PLO 3 into practice during their internship experience. 100% of students scored within 1 SD of the national norm on section C3 on the nation exit exam, indicating they mastered this PLO. |
| PLO 4. Students will demonstrate an understanding of career theories, assessments, career resources, and the interrelationship between career and other life roles. | <ol style="list-style-type: none"> 1. COUN 507 Career Report 2. COUN 690 Comprehensive Examination (C4: Career Development) | We will have scores for COUN 507 Career Report Fall 2020, which will be reported in our next annual evaluation. 100% of students scored within 1 SD of the national norm on section C4 on the nation exit exam, indicating they mastered this PLO. |
| PLO 5.a. Students will demonstrate an understanding of counseling theories and models for client conceptualization. | <ol style="list-style-type: none"> 1. COUN 502 Personal Theory Paper 2. COUN 528 Integrated Theory Paper 3. COUN 690 Comprehensive Examination (C5: Counseling and Helping Relationships) | We will have scores for COUN 502 Personal Theory Paper Fall 2020 which will be reported in our next annual evaluation. 100% of students earned a passing score (pass/fail assignment) on COUN 528 Integrated Theory Paper indicating the curriculum content is appropriate for students to master PLO 5.a. 100% of students scored within 1 SD of the national norm on section C5 on the nation exit exam, indicating they mastered this PLO. |
| PLO 5.b. Students will demonstrate the ability to establish and maintain the therapeutic alliance and utilize case conceptualization and treatment planning skills. | <ol style="list-style-type: none"> 1. COUN 505 Skills Rubric Evaluating Role-Play Demonstrations 2. COUN 514/516 Client Conceptualization Paper 3. COUN 526/528 Individual Supervisor Evaluation | We will have scores for COUN 505 Skills Rubric Demonstrations Spring 2021 which we will report in our next annual evaluation. 100% of students received a passing score (Pass/Fail assignment) on COUN 516 Client Conceptualization Paper. Internship individual supervisor evaluations indicate 100% of students received a score of 3 or above out of 5, which indicates they have demonstrated the required skills applying the PLO 5.b into practice during their internship experience |
| PLO 6. Students will demonstrate knowledge of group theories and stages, as well as demonstrate group facilitation and leadership skills. | <ol style="list-style-type: none"> 1. COUN 513 Final Exam 2. COUN 513 Leader Plan Assignment 3. COUN 690 Comprehensive Examination (C6: Group Counseling and Group Work) | Of the students who opted to take the final exam, 100% scored a 92% or above (46 points out of 50 points) on COUN 513 Exam, and 100% received a score of 93.3% or above (28 points out of 30 points) on Leader Plan. 95.45% of students passed section C6 in exit exam. 1 student did not pass this section. |

| | | |
|---|---|---|
| <p>PLO 7. Students will demonstrate knowledge of the selection, implementation, and interpretation of different types of assessment tools used within counseling.</p> | <ol style="list-style-type: none"> 1. COUN 504 Assessment Report 2. COUN 550 Biopsychosocial Report 3. COUN 690 Comprehensive Examination (C7: Assessment and Testing) | <p>We will have scores on COUN 504 Assessment Report from the Summer 2020 reported in our next annual evaluation. 100% of students received a score of 8 or above out of 10 on COUN 550 Biopsychosocial Report. 90.91% of students passed section C7 in exit exam.</p> |
| <p>PLO 8. Students will demonstrate the ability to design a counseling program evaluation and the ability to collect, analyze, and use data to evaluate their counseling practice.</p> | <ol style="list-style-type: none"> 1. COUN 512 Program Evaluation Assignment 2. COUN 514/516 Counseling Evaluation Assignment 3. COUN 529 Counseling Practice Evaluation Poster 4. COUN 690 Comprehensive Examination (C8: Research and Program Evaluation) | <p>Scores from the COUN 529 Counseling Practice Evaluation Poster indicate that 100% of students earned a B or better, with 83% earning an A. Scores for COUN 512 Program Evaluation will be gathered in the next evaluation cycle. 100% of students received a passing score (Pass/Fail assignment) on COUN 516 Counseling Evaluation Assignment. 90.91% of students passed section C8 in exit exam.</p> |
| <p>PLO 9.a. (Addiction Counseling Cognate) Students will identify roles, theories, and models related to addiction counseling and apply empirically supported approaches to work with clients.</p> | <ol style="list-style-type: none"> 1. COUN 545 Exam or Paper 2. COUN 526 Clinical Assessment and Treatment Planning Paper 3. COUN 526/528 Individual Supervisor Evaluation | <p>We will have scores for COUN 545 Exam Fall 2020, which we will report in our next annual evaluation. 100% of students received a score of 3 or above out of 5 on COUN 526 Clinical Assessment and Treatment Planning Paper. 100% of students received a score of 3 or above out of 5 on 528 Individual Supervisor Evaluation measuring PLO 9.a.</p> |
| <p>PLO 9.b. (School Counseling Cognate) Students will demonstrate an understanding of the multiple roles school counselors have as leaders, advocates, and systems change agents in P-12 schools and be able to evaluate components of a comprehensive school counseling program.</p> | <ol style="list-style-type: none"> 1. COUN 533 Paper and Project 2. COUN 526 ASCA Paper 3. COUN 526/528 Individual Supervisor Evaluation | <p>We will have scores for COUN 533 Paper and Project Fall 2020 which we will report in our next annual evaluation. 100% of students received a passing score (Pass/Fail assignment) on COUN 526 ASCA Paper. 100% of students received a score of 3 or above out of 5 on 528 Individual Supervisor Evaluation measuring PLO 9.b.</p> |

Action Steps for each PLO:

PLO 1: Scores for the COUN 501 Advocacy Activity assignments indicate 100% of students received a score of 90 or above out of 100. Scores for the and Ethical Design-Making Model indicate that 81% of students scored 80 out of 100. Internship individual supervisor evaluations for COUN 526 indicate 100% of students received a score of 3 or above out of 5, which indicates they have demonstrated the required skills applying the PLO 1 into practice during their internship experience. 100% of students scored within 1 SD of the national norm on section C1 on the nation exit exam, indicating they mastered this PLO.

PLO 2: Scores on COUN 509 Exam indicate 96% of students passed with a score of 88 or above out of 100. 516 Case Conceptualization scores indicate 100% of students received a passing score (Pass/Fail assignment), which indicates they have demonstrated the required skills applying the PLO 2 into practice

during their practicum experience. Internship individual supervisor evaluations indicate 100% of students received a score of 3 or above out of 5, which indicates they have demonstrated the required skills applying the PLO 2 into practice during their internship experience. 86.36% of students scored within 1 SD of the national norm on section C2 on the nation exit exam, indicating they mastered this PLO.

PLO 3: Internship individual supervisor evaluations for COUN 526 indicate 100% of students received a score of 3 or above out of 5, which indicates they have demonstrated the required skills applying the PLO 3 into practice during their internship experience. 100% of students scored within 1 SD of the national norm on section C3 on the nation exit exam, indicating they mastered this PLO.

PLO 4: We will have scores for COUN 507 Career Report Fall 2020, which will be reported in our next PAR. 100% of students scored within 1 SD of the national norm on section C4 on the nation exit exam, indicating they mastered this PLO.

PLO 5a: We will have scores for COUN 502 Personal Theory Paper Fall 2020 which will be reported in our next PAR. 100% of students earned a passing score (pass/fail assignment) on COUN 528 Integrated Theory Paper indicating the curriculum content is appropriate for students to master PLO 5.a. 100% of students scored within 1 SD of the national norm on section C5 on the nation exit exam, indicating they mastered this PLO.

PLO 5b: We will have scores for COUN 505 Skills Rubric Demonstrations Spring 2021. 100% of students received a passing score (Pass/Fail assignment) on COUN 516 Client Conceptualization Paper. Internship individual supervisor evaluations indicate 100% of students received a score of 3 or above out of 5, which indicates they have demonstrated the required skills applying the PLO 5.b into practice during their internship experience

PLO 6: Of the students who opted to take the final exam, 100% scored a 92% or above (46 points out of 50 points) on COUN 513 Exam, and 100% received a score of 93.3% or above (28 points out of 30 points) on Leader Plan. 95.45% of students passed section C6 in exit exam. 1 student did not pass this section.

PLO 7: We will have scores on COUN 504 Assessment Report Summer 2020. 100% of students received a score of 8 or above out of 10 on COUN 550 Biopsychosocial Report. 90.91% of students passed section C7 in exit exam.

PLO 8: Scores from the COUN 529 Counseling Practice Evaluation Poster indicate that 100% of students earned a B or better, with 83% earning an A. Scores for COUN 512 Program Evaluation will be gathered in the next evaluation cycle. 100% of students received a passing score (Pass/Fail assignment) on COUN 516 Counseling Evaluation Assignment. 90.91% of students passed section C8 in exit exam.

PLO 9a: We will have scores for COUN 545 Exam Fall 2020. 100% of students received a score of 3 or above out of 5 on COUN 526 Clinical Assessment and Treatment Planning Paper. 100% of students received a score of 3 or above out of 5 on 528 Individual Supervisor Evaluation measuring PLO 9.a.

PLO 9b: We will have scores for COUN 533 Paper and Project Fall 2020. 100% of students received a passing score (Pass/Fail assignment) on COUN 526 ASCA Paper. 100% of students received a score of 3 or above out of 5 on 528 Individual Supervisor Evaluation measuring PLO 9.b.

Table 12. Doctoral Program Learning Outcomes and Program Evaluation Plan.

| Doctoral Professional Identity Area | Program Objective | Key Performance Indicator | KPI Measures |
|--|--|---|---|
| Counseling | Prepare advanced professional counselors who demonstrate clinical skills in counseling grounded in empirically supported, theory-based approaches to helping. | Students will demonstrate ethical and culturally relevant proficiency in counseling practice that allows for case conceptualization, theoretical integration, and application of empirically supported approaches to helping. | COUN 602 Theory Paper COUN 614 Case Conceptualization COUN 616 Supervisor Evaluation |
| Supervision | Students learn theories and models of clinical supervision and have opportunities to practice ethical and culturally appropriate supervision. | Students will identify purposes, roles, and approaches to clinical supervision and demonstrate the development of a personal style of clinical supervision that incorporates attention to legal, ethical, and culturally aware practices. | COUN 624 Supervision Paper COUN 616 Evaluation of Supervision COUN 626 Practicum Supervisees' Evaluation of Supervisor |
| Teaching | Students understand the various roles of the counselor educator related to teaching and mentoring and learn how to apply culturally sensitive, relevant, and developmental instruction within the field. | Students will demonstrate knowledge of the roles and responsibilities related to educating counselors and be able to apply ethical and culturally relevant andragogy to counselor education. | COUN 603 Instructional Theory Paper COUN 613 Observation of Teaching Evaluation COUN 626 Course Evaluations (Students) COUN 626 Faculty Evaluation |
| Research and Scholarship | Students will demonstrate the ability to design and implement quantitative and qualitative research and to disseminate research through professional conference presentations and publication. | Students will demonstrate the ability to formulate research questions, design research methodology to investigate those questions, collect and analyze data, and disseminate results through professional conferences and peer-reviewed journals. | COUN 620 Conference Presentation Proposal COUN 620 Journal Article Submission COUN 693 Dissertation |
| Leadership and Advocacy | Prepare advanced clinicians, supervisors, and educators who serve as leaders and advocates in their respective communities. | Students will demonstrate knowledge and skills of effective leadership and advocacy in the counseling profession and process of educating counselors. | COUN 610 Advocacy Event Participation COUN 610 Leadership Paper COUN 592 Documentation of Leadership Position |

Outcome data for Doctoral Program Learning Objectives will be available in our next annual evaluation.

Graduation, Program Completion, Licensure, and Job Placement Rates

Program and university records were used to determine number of graduates and completion rates. Licensure and job placement rates were gathered through the Alumni Survey. Number of graduates and completion rates for MA and Doctoral Program students are shown in Tables 22 and 23. Licensure and job placement rates are shown by program in Table 24.

Table 13. Number of Graduates by Program 2020

| | Number of Graduates AY 2019 - 2020 | Number of Graduates from Diverse Backgrounds AY 2019 - 2020 |
|-----------|---------------------------------------|---|
| School | 17 | 7 |
| Addiction | 7 | 2 |
| Doctoral | 1 | 0 |

Table 14. Completion Rate by MA Cognates and Doctoral Program

| Cohort | MA School Program | | MA Addiction Program | | Doctoral Program | |
|-----------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | Completion in 3 years | Completion in 5 years | Completion in 3 years | Completion in 5 years | Completion in 3 years | Completion in 5 years |
| 2011 | 88% | 88% | 82% | 91% | - | - |
| 2012 | 63% | 77% | 43% | 72% | 100% | 100% |
| 2013 | 94% | 100% | 100% | 100% | 0% | 0% |
| 2014 | 63% | 80% | 67% | 80% | 0% | 100% |
| 2015 | 62% | 77% | 73% | 73% | 0% | 0% |
| 2016 | 93% | 100% | 100% | 100% | 100% | 0% |
| 2017 | 94% | - | 88% | - | 100% | 100% |
| Average* | 80% | 87% | 79% | 86% | 50% | 50% |

Table 15. NCC and Licensure Rates MA Students

| | NCE Pass Rate 2015, 2016 Cohorts | Licensure Rate 2015, 2016 Cohorts |
|-----------|-------------------------------------|--------------------------------------|
| School | 97% | 81% |
| Addiction | 100% | 100% |

Table 16. Job Placement Rates MA and Doctoral 2020 Graduates

| | Job Placement with Degree |
|-----------|---------------------------|
| School | 59% |
| Addiction | 86% |
| Doctoral | 100% |

Summary of Findings

The MA program was four students above (n = 24) of meeting the target of graduating 20 students. Program completion within 3 years increased from 62% from the 2015 cohort, to 93% for the last two graduating cohorts. Program completion within 5 years for the 2016 cohort was 100%. Doctoral program completion remains steady with a 50% completion rate within 3 and 5 years of beginning the program.

Use of Findings to Inform Program Modifications

Suggestions and modifications were reviewed during bi-monthly faculty meetings. Upon review of the program and data collected, faculty recommended the following:

1. Several curriculum changes were proposed in the previous academic year and were instituted for this year's first year cohort. Faculty will monitor the data in relation to the curricular changes that occurred.
2. Faculty reviewed the current assessment and evaluation plan and agreed that is satisfactory given the new nature of the evaluation plan. Will monitor in the future and make changes as necessary.
3. Faculty reviewed the process of evaluating PLOs. Faculty agreed that the assessment of MA Program Objectives is satisfactory. Faculty will explore the evaluation process for Doctoral PLOs throughout the upcoming academic year.
4. Faculty reviewed the process of using the PPAD to monitor students' professional, personal, and academic development and agreed it is satisfactory.

5. Faculty reviewed enrollment trends. Faculty continue to assess the admissions process, and will make changes as needed.
6. Faculty reviewed the graduation rate and retention rate. The MA program were above to meeting the target of graduating 20 students (N = 24). Faculty continue to discuss the current retention plan and agreed to continue current retention activities.