Counselor Education Department Evaluation Report: 2020-2021

Overview: Program Evaluation

Stakeholders, including current students, faculty, site supervisors, program graduates, and community employers, are involved in the evaluation process. This section outlines (Section 4. A.1) the data that will be collected, (Section 4.A.2) a procedure for how and when data will be collected, and (3) a method for how data will be reviewed or analyzed (Section 4.A.3). The process of evaluation consists of:

1. University reports on current students' academic progress.

2. Faculty review of professional, personal, and academic dispositions and development (PPADD) and evaluations of student achievement as related to the key performance indicators (KPI) of the program and specialty areas.

3. Departmental surveys of current students, program graduates, site supervisors, and employers. Masters' students in their 3rd year and 1-, 3-, and 5-year program graduates are asked to provide feedback regarding their experiences in the counseling program through an exit survey and program graduates 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 program graduates survey also contain questions regarding program satisfaction. Site supervisors of 3rd year students and employers of 1-, 3-, and 5-year program graduates 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.

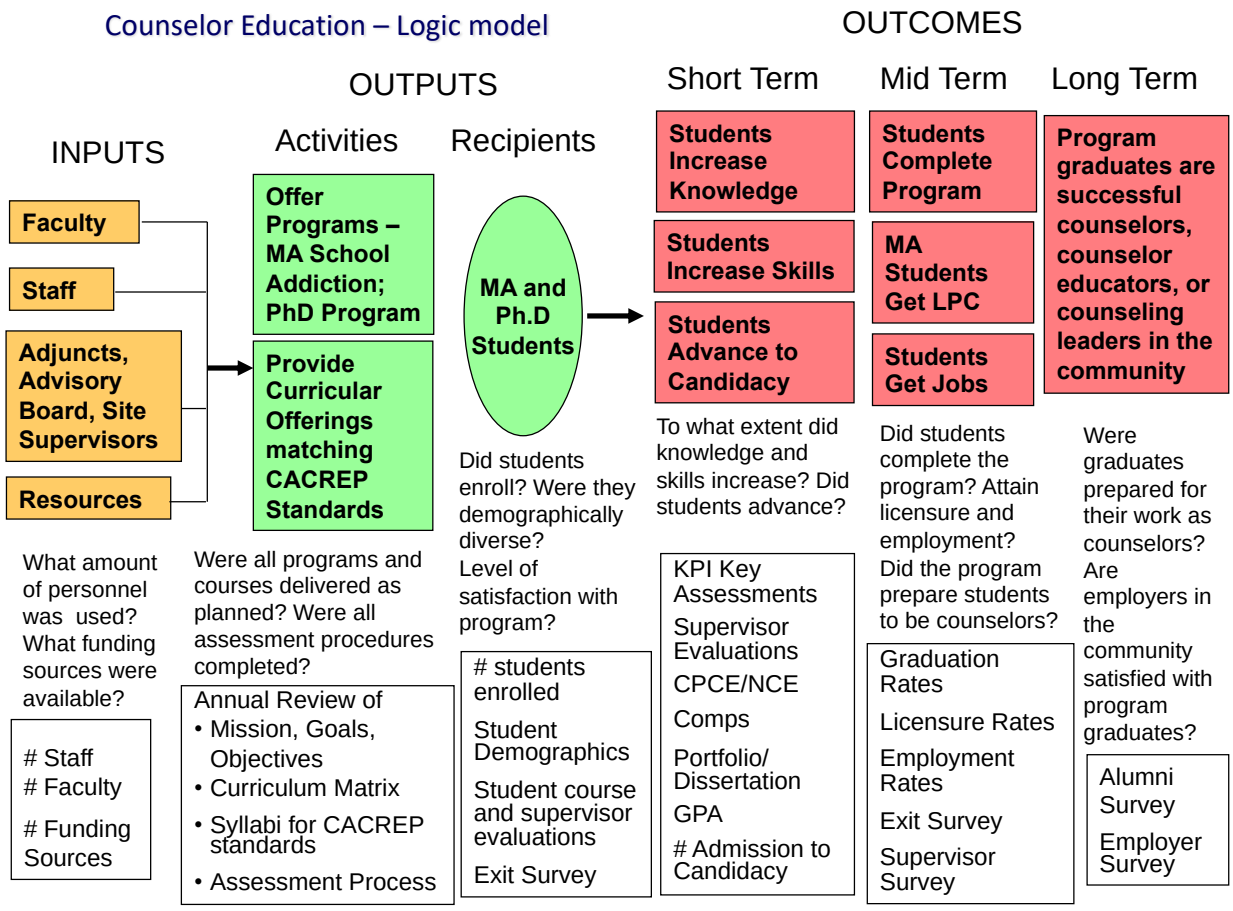
7. Sharing findings and suggested changes with students, administration, site supervisors, advisory board members, program graduates and others interested in the Counseling Masters' and Doctoral Program at Boise State.

The Program Evaluation Process is overseen by the Chair of the CACREP Coordinator (or Co-Coordinators). 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 dispositions and development, level of learning based on students' accomplishment of key performance indicators, as well as demographic and other

characteristics of applicants, students, and graduates. 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 program objectives 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 PhD Program are depicted in Figures 2 and 3.

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

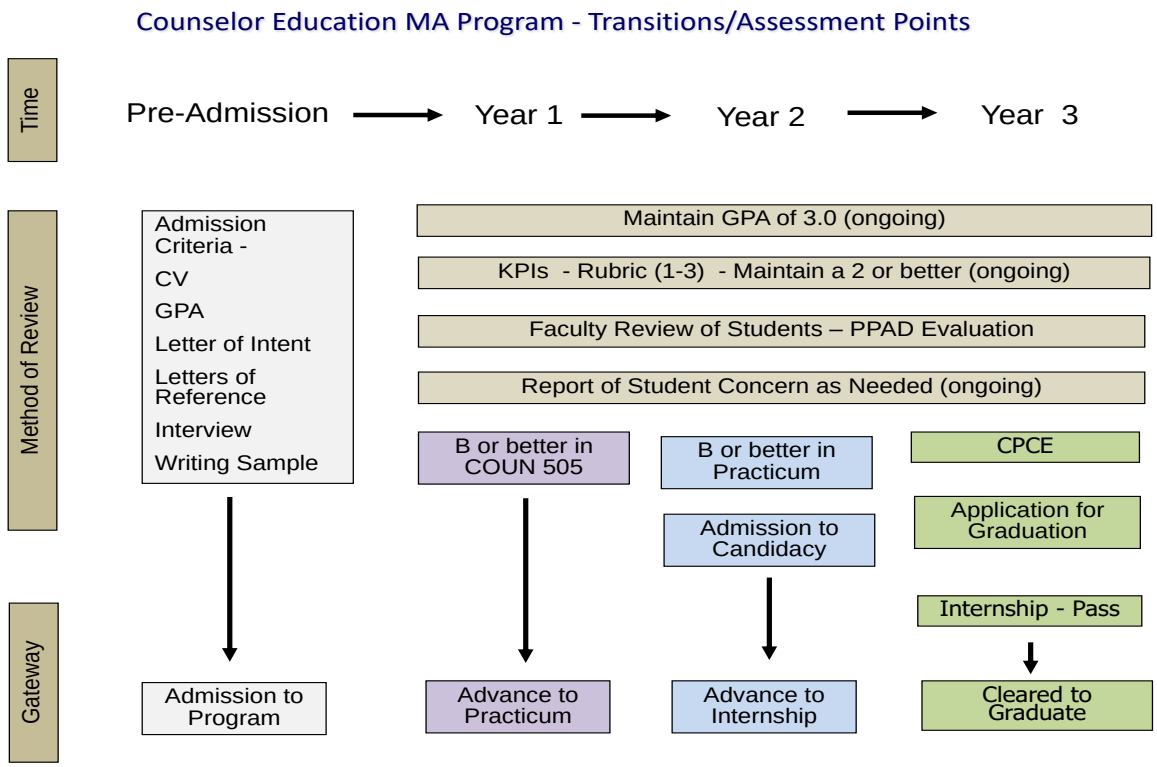


Figure 3. PhD Program Assessment and Transition Points

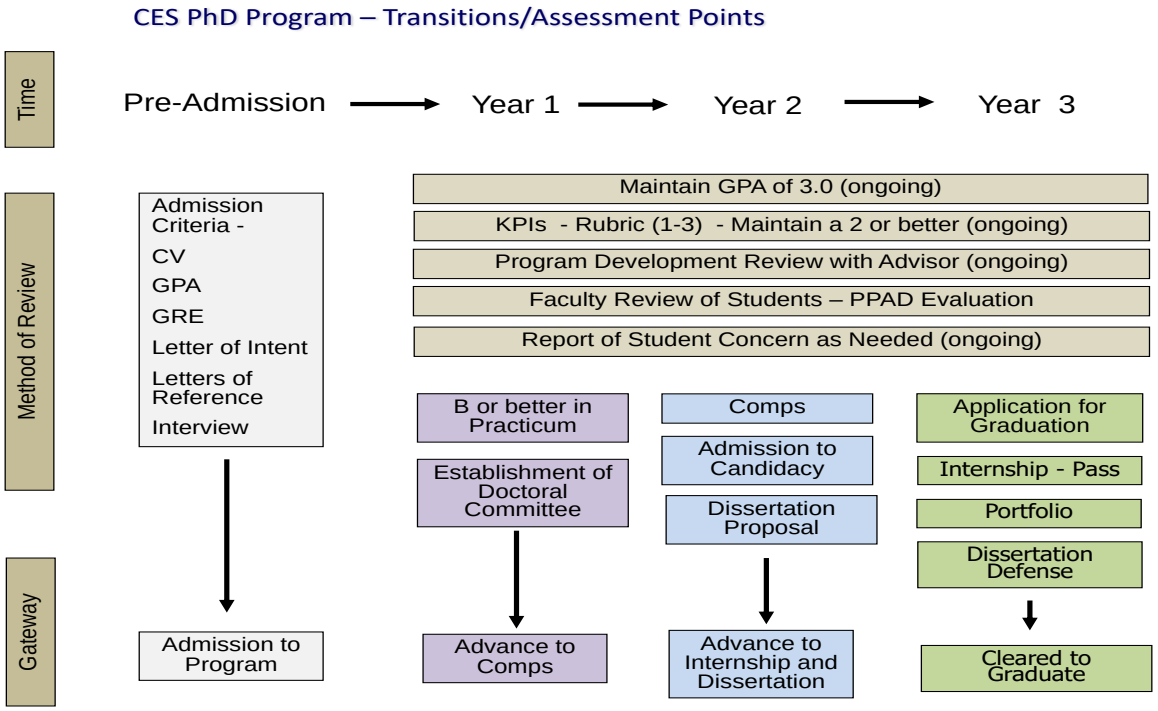


Table 1 presents the timeline used to complete the assessment.

Table 1. Evaluation Procedure

Process Evaluation		
Data Collected (A.1)	Procedure and When Data is Collected (A.2)	Methods for Review or Analysis (A.3)
# Students Enrolled (B.2)	Chair reviews enrollment data prior to Summer (May), Fall (August) and Spring (December) Semesters	Compare expected vs. actual enrollment
Student Demographics (B.2)	Chair and Advisor review during admissions (application self-report) and in September	Review trends and comparison to overall State demographics
Student Course Evaluations (B.2)	Faculty review in December, May and August	Review University generated output and make determinations for change based on patters. Discuss with the Chair and/or peers as needed
Student Supervisor Evaluations (B.2)	Practicum and Internship Instructors in December and May	Review student evaluations make determinations for change based on patters. Discuss with Practicum Coordinator and/or Chair as needed
# Staff; # Faculty, # Adjuncts	Chair reviews contracts in May and December	Chair determines instructional needs based on grant buyouts, CACREP caps and ratios
Review of Mission, Goals, and Objectives (B.1)	All Counselor Education Core Faculty and Part-Time Lecturers review in August	Revisions are made based on aligning with CACREP standards, community needs, and Boise State's, College of Education, and Department's Strategic Goals
Review of Curriculum Matrix (B.1)	CACREP Coordinator reviews matrix and syllabi prior to Summer (May), Fall (August) and Spring (December) Semesters	CACREP Coordinators checks that syllabi include standards and KPIs and facilitates a conversation with all

		Core and part-Time Lectures as needed regarding curriculum placement for standards and KPIs
Review of Syllabi (B.1)	All Counselor Education Program Faculty review syllabi prior to Summer (May), Fall (August) and Spring (December) Semesters	Faculty update syllabi based on most current practices and readings and reviews standards and KPIs are included based on matrix and review and update assignments, expectations, and delivery methods as needed
Review of Assessment Process (B1-3)	CACREP Coordinator and Chair in August and January	CACREP Coordinator and Chair review assessment activities and outputs including surveys that need to be collected and reported for the academic year
Outcome Evaluation		
Data Collected (A.1)	Procedure and When Data is Collected (A.2)	Method for review of Analysis (A.3)
CPCE pass rate (B.3)	CPCE Course Instructor reviews scores in January - March	If students score below 1 SD below the national mean, students retake the section(s). Students complete a multiple-choice exam (70% to pass). Procedure is described in detail in MA Handbook
NCE pass rate (B.3)	CACREP Coordinator assesses pass rates through Exit surveys of graduating students in May	CACREP Coordinator and Chair review dat and report in Evaluation Report
Key Performance Indicators (B.1)	All Counselor Education Faculty report submit completed rubrics and CACREP Coordinator reviews in May, August, and December	CACREP Coordinator facilitates a discussion as needed during faculty meeting to review scores and reports KPI scores in Evaluation Report

Supervisor Evaluations (B.3)	Practicum and Internship Instructors in December and May	Review student evaluations make determinations for change based on patters. Discuss with Practicum Coordinator and/or Chair as needed
GPA (B.1)	Advisor reviews in May and December	Advisors reviews and discusses any concerns with students
# Admission to Candidacy (B.3)	Advisor reviews by February	Advisor reviews and approves all candidacy applications and reports to the Chair
Licensure Rates (B.3)	CACREP Coordinator reviews in April	CACREP Coordinator sends survey to program graduates and reports in Evaluation Report
Employment Rates (B.3)	CACREP Coordinator reviews in April	CACREP Coordinator sends survey to program graduates and reports in Evaluation Report
Exit Survey (B.3)	CACREP Coordinator and Internship Instructor ask students to complete during Internship class in May	CACREP Coordinator reviews, discusses with faculty during faculty meetings, and reports in Evaluation Report
Program Graduates Survey (B.3)	CACREP Coordinator reviews in April	CACREP Coordinator sends survey to program graduates, discusses with faculty during faculty meetings, and reports in Evaluation Report
Supervisor Survey (B.3)	CACREP Coordinator reviews in April	CACREP Coordinator sends survey to program supervisors, discusses with faculty during faculty meetings, and reports in Evaluation Report
Employer Survey (B.3)	CACREP Coordinator reviews in April	CACREP Coordinator sends survey to employers, discusses with faculty during faculty meetings, and

		reports in Evaluation Report
Program Development Review (B.2)	Advisor reviews with student in Fall and Spring as needed	Advisor works with students during Fall 1 to complete the Program Development form and then works with students as needed to make revisions. This form is used by the student to apply for candidacy during year 3
PPADD (B.1)	All Core Counselor Education Faculty and Part-Time Lectures conduct the assessment in April	Advisors reviews scores and sends a Letter of Concern or Remediation Plan if a student scores less than 2 on any item
Portfolio (B.1)	PhD Advisor reviews in during Spring 3	Advisor applies rubrics to review and grade Portfolio and assess KPIs
Doctoral Comps (B.1)	Dissertation Chair and Student during Spring 2	Student has options described in PhD Handbook and Chair mentors student and submits grade
Dissertation (B.1)	Dissertation Chair beginning as early as Fall 1 and completed by Spring 3	Student has options described in PhD Handbook (article based on traditional dissertation) and Chair mentors student and submits grade

Through individual instructor review and analysis, CACREP Coordinator and Chair review and analysis, and all counselor education core faculty and part-time lecturer review and analysis of measures described above, decisions are made for curriculum and program improvement (Section 4. A.4) including, but not limited to modifying KPIs, course curriculum and sequencing, course delivery, as well as recruitment and retention efforts, training implementation for supervisors.

Evaluation of Program Inputs

Faculty, Adjunct Faculty, Staff

The Department of Counselor Education has 5 full-time faculty members and 1 part-time faculty member. Faculty workload consists of teaching, research, service, and administrative activities, with 50% of time typically devoted to teaching. Of the 23 required courses and 4 specialty area

courses in the MA Program, adjunct faculty taught 5 courses and provided practicum lab supervision. Doctoral students under the supervision of Counselor Education faculty taught 3 courses. For the Doctoral program, Counselor Education Faculty taught all of the Counselor Education and Supervision core courses. The Department has one full 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 skill-based measures during the 3rd year of the MA Program, as well as completing a survey assessing Professional Identity Standards and Program Objectives.

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 program graduates, 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 offered a MA in Counseling Program with a School Counseling cognate area and Addiction Counseling cognate area. The Department also accepted a student for Fall 2020 to the PhD in Counselor Education and Supervision program.

The MA and PhD curriculum were reviewed during tri-weekly faculty meetings. Curricular offerings are aligned with CACREP standards and KPIs and associated measurements have been placed throughout the program offerings.

The assessment and evaluation procedure were reviewed this year. In the Spring 2020 faculty, with the input of all program stakeholders, updated the program objectives, key program indicators, and key program indicator measures. Following the updating of the program objectives, the program stakeholders were surveyed. A total of 98% of the respondents surveyed reported agreement with the KPIs as appropriate for the program.

Program Applications and Enrollment

In 2020-2021, we received 44 completed applications for our MA programs (28 school, 15 addiction, 1 unspecified) and 3 completed applications for our doctoral program. There are 69 students enrolled in the MA Counseling Program and 2 students enrolled in the Doctoral Program for fall 2020. 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 PhD Program

	MA Program			PhD in CES Program
Year	**School**	**Addiction**	**Total**	
2018	16	4	20	1
2019	13	9	22	0
2020	15	12	27	1
TOTAL	44 (64%)	25 (36%)	69	2

Table 3. Student Demographics – School Program

Cohort	**Gender**			**Ethnicity**					
	Male	Female	Did not disclose	White	Hispanic	Asian-American	African-American	Native American	Other or Not Known
2018	0	14	2	12	3	0	0	0	1
2019	1	12	0	12	1	0	0	0	0
2020	1	13	1	13	0	1	0	0	1
TOTAL	2 (4%)	39 (89%)	3 (7%)	37 (84%)	4 (9%)	1 (2%)	0 (0%)	0 (0%)	2 (5%)

All Enrolled School Students - Ethnicity by Gender						
	White	Hispanic	Asian-American	African-American	Native American	Other or Not Known
Male	2	0	0	0	0	0
Female	34	4	1	0	0	0
Did not disclose	1	0	0	0	0	2

Table 4. Student Demographics – Addiction Program

Cohort	**Gender**	**Ethnicity**

	Male	Female	White	Hispanic	Asian-American	African-American	Native American	Other or Not Known
2018	0	4	3	0	0	1	0	0
2019	1	8	9	0	0	0	0	0
2020	2	10	9	2	0	0	0	1
TOTAL	3 (12%)	22 (88%)	21 (84%)	2 (8%)	0 (0%)	1 (4%)	0 (0%)	1 (4%)

All Enrolled Addiction Students - Ethnicity by Gender						
	White	Hispanic	Asian-American	African-American	Native American	Other or Not Known
Male	2	0	0	0	0	1
Female	19	2	0	1	0	0

Table 5. Student Demographics – Doctoral Program

Cohort	**Gender**		**Ethnicity**					
	Male	Female	White	Hispanic	Asian-American	African-American	Native American	Other or Not Known
2018	0	1	1	0	0	0	0	0
2019	0	0	0	0	0	0	0	0
2020	0	1	1	0	0	0	0	0
TOTAL	0 (0%)	2 (100%)	2 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

All Enrolled Doctoral Students - Ethnicity by Gender						
	White	Hispanic	Asian-American	African-American	Native American	Other or Not Known
Male	0	0	0	0	0	0
Female	2	0	0	0	0	0

Summary of Findings

The MA program has an average of 20 - 25 students per cohort with about 64% of students in the school cognate and 36% in the addiction cognate. Students are predominantly female and

White; however, we have minority representation that is representative of our state. The Doctoral program currently admits one student per year. Eight 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, 22 - 24 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 and Program Graduates Survey. Results are presented in Table 6.

Table 6. MA and PhD Program 3rd Year Students Satisfaction with Program (Percent Satisfied or Very Satisfied)

	MA Program*	**Doc Program****
Program Area	Mean	Mean
Faculty		
Faculty Expertise	4.7	4.0
Quality of Instruction	4.4	5.0
Quality of Advising	4.3	5.0
Curriculum		5.0
Content Coverage	4.0	-
Course Sequencing	4.3	
Number of Electives	4.0	3.0
Clinical Courses		4.0
Practicum Quality	4.4	5.0
Internship Availability	4.4	3.0
Internship Quality	4.5	2.0
3rd Year Student Overall Satisfaction	**4.3**	
Program Graduates Overall Satisfaction⁺	**4.4**	3.0

Note. *N = 16, MA Program; ** N = 0, Doctoral Program (no graduates this year); *** Data from 2019-2020. ⁺N= 11

Summary of Findings

Quantitative data indicate overall satisfaction with the program. Quantitative findings from the Exit Survey indicate current 3rd year student were most satisfied faculty expertise, quality of

instruction, and internship quality and least satisfied with assistance with content coverage, and number of electives offered. Overall, quantitative data indicate high levels of satisfaction with the MA Program.

Evaluation of Program Outcomes

Professional, Personal, and Academic Dispositions and Development Review

All students are reviewed at least once a year to assess professional, personal, and academic dispositions and 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 (PPADD). The PPADD was developed by the faculty in 2013 and reviewed annually and updated as needed. Table 7 indicates average scores on the PPADD in the areas of professional, personal, and academic development by cohort.

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

	MA 2018 Cohort	MA 2019 Cohort	MA 2020 Cohort	All PhD 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	2.4	2.0	3.0
Personal Development	2.9	2.2	2.0	3.0
Academic Development	2.9	2.2	2.0	3.0
Total PPADD	**2.9**	**2.25**	**2.0**	**3.0**

There were 2 students who received scores of < 2.0 on one or more of the PADD areas. Table 8 indicates the cohort, area of concern, PPADD rating, and action taken by faculty in response to the area of concern.

Faculty also review student issues at faculty meetings on an ongoing basis 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 PPADD process that required remediation.

Table 8. Professional, Personal, and Academic Dispositions and Development Problems

Cohort	Area of Concern	PPADD Rating	Action
2019	Professional Academic	1.71 1.83	Student received letter of concern.
2019	Academic	1.5	Student was sent a letter of concern, met with advisor and was on a remediation plan.

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
Fall 2020	2018	COUN 526	I	Instructor met with student, and student placed on remediation plan.

Summary of findings

Two MA students were identified by the faculty regarding personal, professional, or academic areas on the PPADD. In all cases, the advisor discussed the concern with the students. One additional student was placed on a remediation plan which was successfully completed. There were no problems identified for our doctoral students in the areas of professional, personal, or academic development.

MA Program

CACREP Professional Counseling Identity Standards

CPCE scores were reviewed to assess knowledge and performance on Professional Identity Standards for MA students. Spring 2021 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 Spring 2021. All students passed all sections.

Table 10. CPCE Pass Rates by Professional Counseling Identity Standard Area

Professional Counseling Identity Standard	**Initial Pass Rate**	**Final Pass Rate**
CPCE		
Professional Orientation and Ethical Practice	100%	100%
Social and Cultural Diversity	95%	100%
Human Growth and Development	100%	100%
Career Development	100%	100%
Counseling and Helping Relationships	95%	100%
Group Counseling and Group Work	95%	100%
Assessment and Testing	95%	100%
Research and Program Evaluation	90%	100%

CACREP Professional Counseling Identity Standards for MA students are also assessed through Exit, Supervisor, Program Graduates, and Employer Surveys. Survey results for MA students are shown in Table 11-13.

Table 11. MA Program Objectives (1-5 Scale)

MA Program Objectives	Mean			
	Mid-Term Outcomes		Long-Term Outcomes	
	Exit Survey (*N* = 16)	Supervisor Survey (*N* = 27)	Program Graduates Survey (*N* = 20)	Employer Survey (*N* = 3)
Core Average				
Students will develop a strong identity as professional counselors who embrace ethical practice, advocacy, and reflection within the context of a multicultural and pluralistic society.	4.75	4.63	4.0	5.0
Students engage in self-reflection while learning theories and models that facilitate effectively working with a diversity of clients. Students consider elements of power and privilege as they adapt their counseling practice to meet the needs of their clients.	4.69	4.44	4.1	4.67

Students will learn how biopsychosocial factors influence development and functioning across the lifespan and integrate a developmental perspective in their counseling practice.	4.75	4.3	4.25	4.67
Students learn the significance of career development across the lifespan. Students will learn strategies (e.g., assessment, resource identification, and advocacy) to help individuals develop a career plan and address career-related challenges.	4.13	3.96	3.65	4.33
Students will learn theories and skills that promote a personalized approach grounded in evidence-based practice for working with clients. Students will learn common factors underlying ethical and effective counseling practice.	4.69	4.59	4.4	4.67
Students will learn theories and processes related to group formation and facilitation in a variety of settings.	4.25	4.04	4.2	3.67
Students will gain the knowledge needed to administer, interpret, and/or utilize assessment tools in an ethical and culturally appropriate manner to guide clinical and educational decisions.	4.19	3.73	3.2	4.0
Students will acquire knowledge and skills related to research methodology, statistical methods, and the use of qualitative and quantitative findings to guide data-informed decision making and evaluation of counseling practice.	3.81	3.77	4.05	3.0

Table 12. School Program Objectives (1-5 Scale)

School Program Objectives	Mean			
	Exit Survey (*N* = 11)	Supervisor Survey (*N* = 25)	Program Graduates Survey (*N* = 14)	Employer Survey (*N* = 2)
Students will demonstrate an understanding of the multiple roles school counselors have as leaders, advocates, and systems change agents in P-12	4.27	4.48	4.5	3.5

schools and be able to evaluate components of a comprehensive school counseling program.				

Table 13. Addiction Program Objectives (1-5 Scale)

Addiction Program Objectives	Mean			
	Exit Survey (*N* = 4)	Supervisor Survey (*N* = 2)	Alumni Survey (*N* = 6)	Employer Survey (*N* = 1)
Students will identify roles, theories, and models related to addiction counseling and apply empirically supported approaches to work with clients.	4.5	4.5	4.33	5.0

Findings from the surveys (ratings on a 5-point scale) indicate MA students are achieving Program Objectives, with an average performance from 4.2– 4.4 for mid-term outcomes and 4.0 – 4.3 for long-term outcomes for MA Program Objectives, 4.4 for mid-term outcomes and 3.0 for long-term outcomes for School Program Objectives, and 4.5 for mid-term outcomes and 4.7 for long-term outcomes for Addiction Program Objectives.

MA COUNSELING – Enrolled student outputs

CACREP 2.F.1. Professional Orientation and Ethical Practice

Program Objective:

1. Students will develop a strong identity as professional counselors who embrace ethical practice, advocacy, and reflection within the context of a multicultural and pluralistic society.

Key Performance Indicator:

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.

KPI Measures:

COUN 501 Advocacy Activity - 100% of students earned an A on assignment

COUN 501 Ethical Decision-Making Model – 57% of students earned an A on assignment; 33% of students earned a B on assignment; 10% of students earned a C on assignment

COUN 526 Supervisor Evaluation – 100% of students earned a Pass on assignment

COUN 690 Comprehensive Examination – 100% of students Passed comprehensive exam

CACREP 2.F.2. Social and Cultural Diversity

Program Objective:

2. Students engage in self-reflection while learning theories and models that facilitate effectively working with a diversity of clients. Students consider elements of power and privilege as they adapt their counseling practice to meet the needs of their clients.

Key Performance Indicator:

2. Students will demonstrate cultural competence that enables them to meet the individual needs of clients in a multicultural society.

KPI Measures:

COUN 509 Exam
COUN 514/516 Case Conceptualization - 100% of students earned an A on assignment
COUN 526/528 Supervisor Evaluation – 100% of students earned a Pass on assignment
COUN 690 Comprehensive Examination – 100% of students Passed comprehensive exam

CACREP 2.F.3. Human Growth and Development

Program Objective:

3. Students will learn how biopsychosocial factors influence development and functioning across the lifespan and integrate a developmental perspective in their counseling practice.

Key Performance Indicator:

3. Students will identify biopsychosocial factors that influence development and functioning across the lifespan and apply developmental theories to work with individuals.

KPI Measures:

COUN 526 Supervisor Evaluation – 100% of students earned a Pass on assignment
COUN 690 Comprehensive Examination – 100% of students Passed comprehensive exam

CACREP 2.F.4. Career Development

Program Objective:

4. Students learn the significance of career development across the lifespan. Students will learn strategies (e.g., assessment, resource identification, and advocacy) to help individuals develop a career plan and address career-related challenges.

Key Performance Indicator:

4. Students will demonstrate an understanding of career theories, assessments, career resources, and the interrelationship between career and other life roles.

KPI Measures:

COUN 507 Career Report – 95% of students earned an A and 5% earned a B, 100% all students passed
COUN 690 Comprehensive Examination – 100% of students Passed comprehensive exam

CACREP 2.F.5. Counseling and Helping Relationships

Program Objective:

5. Students will learn theories and skills that promote a personalized approach grounded in evidence-based practice for working with clients. Students will learn common factors underlying ethical and effective counseling practice.

Key Performance Indicator:

5.a. Students will demonstrate an understanding of counseling theories and models for client conceptualization.

KPI Measures:

COUN 502 Personal Theory Paper – 82% of students earned an A on assignment; 7% of students earned a B; 4% earned a C; 7% failed the assignment
COUN 528 Integrated Theory Paper – 95% of students earned an A on assignment; 5% of students earned a B on assignment
COUN 690 Comprehensive Examination – 100% of students Passed comprehensive exam

CACREP 2.F.5. Counseling and Helping Relationships

Program Objective:

5. Students will learn theories and skills that promote a personalized approach grounded in evidence-based practice for working with clients. Students will learn common factors underlying ethical and effective counseling practice.

Key Performance Indicator:

5.b. Students will demonstrate the ability to establish and maintain the therapeutic alliance and utilize case conceptualization and treatment planning skills.

KPI Measures:

COUN 505 Skills Rubric - 100% of students earned an A on assignment
COUN 514/516 Client Conceptualization Paper - 100% of students earned an A on assignment
COUN 526/528 Supervisor Evaluation – 100% of students earned a Pass on assignment

CACREP 2.F.6. Group Counseling and Group Work

Program Objective:

6. Students will learn theories and processes related to group formation and facilitation in a variety of settings.

Key Performance Indicator:

6. Students will demonstrate knowledge of group theories and stages, as well as demonstrate group facilitation and leadership skills.

KPI Measures:

COUN 513 Exam – 52% of students earned an A on assignment; 33% earned a B; 10% earned a C; 5% failed the assignment
COUN 513 Leader Plan Assignment – 100% of students earned an A on assignment
COUN 690 Comprehensive Examination – 100% of students Passed comprehensive exam

CACREP 2.F.7. Assessment and Testing

Program Objective:

7. Students will gain the knowledge needed to administer, interpret, and/or utilize assessment tools in an ethical and culturally appropriate manner to guide clinical and educational decisions.

Key Performance Indicator:

7. Students will demonstrate knowledge of the selection, implementation, and interpretation of different types of assessment tools used within counseling.

KPI Measures:

COUN 504 Assessment Report - 90% of students earned an A on assignment; 5% of students earned a B on assignment; 5% (1 student) earned an Incomplete on the course and is working to complete all assignments

COUN 550 Biopsychosocial Report - 88% of students earned an A on assignment; 12% of students earned a B on assignment

COUN 690 Comprehensive Examination – 100% of students Passed comprehensive exam

CACREP 2.F.8. Research and Program Evaluation

Program Objective:

8. Students will acquire knowledge and skills related to research methodology, statistical methods, and the use of qualitative and quantitative findings to guide data-informed decision making and evaluation of counseling practice.

Key Performance Indicator:

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.

KPI Measures:

COUN 512 Program Evaluation Assignment – 80% of students earned an A on assignment; 20% earned a B

COUN 514/516 Counseling Evaluation Assignment - 100% of students earned an A on assignment

COUN 529 Counseling Practice Evaluation Poster - 100% of students earned an A on assignment

COUN 690 Comprehensive Examination – 100% of students Passed comprehensive exam

CACREP 5.G. School Counseling Specialty

Program Objective:

9. Students will acquire knowledge and skills for competent practice in their counseling specialty area.

Key Performance Indicator:

9.b. 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.

KPI Measures:

COUN 533 Paper and Project - 100% of students earned an A on assignment
COUN 526 ASCA Paper - 100% of students earned an A on assignment
COUN 526/528 Supervisor Evaluation – 100% of students earned a Pass on assignment

CACREP 5.A. Addiction Counseling Specialty

Program Objective:

9. Students will acquire knowledge and skills for competent practice in their counseling specialty area.

Key Performance Indicator:

9.a. Students will identify roles, theories, and models related to addiction counseling and apply empirically supported approaches to work with clients.

KPI Measures:

COUN 545 Exam or Paper – 100% of students earned an A on assignment
COUN 526 Clinical Assessment and Treatment Planning Paper – 66% of students earned an A on assignment, 33% of students received an Incomplete for the course
COUN 528 Supervisor Evaluation - 100% of students earned a Pass on assignment

Summary of Findings

Overall, CPCE data for MA students indicate lower levels of knowledge in *Research and Program Evaluation* relative to other core areas. Relatively lower scores are also evident for both mid-term and long-term outcomes in the core areas of Assessment (COUN 504) and Research (COUN 512). KPI scores on Key Assessments in the areas of Ethics and Foundation, Group, and Addiction reflect lower test scores relative to previous years, potentially due to online teaching due to COVID.

PhD Program

Doctoral Professional Identity Standards and PhD Program Objectives for PhD students are assessed through Exit, Supervisor, Program Graduates, and Employer Surveys. Survey results for PhD students are shown in Table 14.

Table 14. Doctoral Program Objectives (1-5 Scale)

PhD Program Objectives	Mean			
	Mid-Term Outcomes*		Long-Term Outcomes*	
	Exit Survey (*N* = 0)	Supervisor Survey (*N* = 0)	Program Graduates Survey (*N* = 0)	Employer Survey (*N* = 0)

Counseling				
Prepare advanced professional counselors who demonstrate clinical skills in counseling grounded in empirically supported, theory-based approaches to helping.	n/a	n/a	n/a	n/a
Supervision				
Students learn theories and models of clinical supervision and have opportunities to practice ethical and culturally appropriate supervision.	n/a	n/a	n/a	n/a
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.	n/a	n/a	n/a	n/a
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.	n/a	n/a	n/a	n/a
Leadership and Advocacy				
Prepare advanced clinicians, supervisors, and educators who serve as leaders and advocates in their respective communities.	n/a	n/a	n/a	n/a

*Data will be collected for 2021-2022 cycle

PHD COUNSELOR EDUCATION AND SUPERVISION – Enrolled Student Data

CACREP 6.B.1. Counseling

Program Objective:

Prepare advanced professional counselors who demonstrate clinical skills in counseling grounded in empirically supported, theory-based approaches to helping.

Key Performance Indicator:

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.

KPI Measures:

COUN 602 Theory Paper - 100% of students earned an A on assignment

COUN 614 Case Conceptualization - 100% of students earned an A on assignment

COUN 616 Supervisor Evaluation - 100% of students earned an A on assignment

CACREP 6.B.2. Supervision

Program Objective:

Students learn theories and models of clinical supervision and have opportunities to practice ethical and culturally appropriate supervision.

Key Performance Indicator:

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.

KPI Measures:

COUN 624 Supervision Paper – Course not offered 2020-2021
COUN 624 Evaluation of Supervision – Course not offered 2020-2021
COUN 626 Practicum Supervisees' Evaluation of Supervisor – student received evaluations that exceeded 3/5 which are a passing score

CACREP 6.B.3. Teaching

Program Objective:

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.

Key Performance Indicator:

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.

KPI Measures:

COUN 603 Instructional Theory Paper - 100% of students earned an A on assignment
COUN 613 Observation of Teaching Evaluation - 100% of students earned an A on assignment
COUN 626 Course Evaluations (Students) – student received evaluations of 3.6/5 which is a passing score
COUN 626 Faculty Evaluation - student received evaluations of 5/5 which is a passing score

CACREP 6.B.4. Research and Scholarship

Program Objective:

Students will demonstrate the ability to design and implement quantitative and qualitative research and to disseminate research through professional conference presentations and publication.

Key Performance Indicator:

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.

KPI Measures:

COUN 620 Conference Presentation Proposal – Course not offered 2020-2021
COUN 620 Journal Article Submission – Course not offered 2020-2021
COUN 693 Dissertation – Course not offered 2020-2021

CACREP 6.B.5. Leadership and Advocacy

Program Objective:

Prepare advanced clinicians, supervisors, and educators who serve as leaders and advocates in their respective communities.

Key Performance Indicator:

Students will demonstrate knowledge and skills of effective leadership and advocacy in the counseling profession and process of educating counselors.

KPI Measures:

COUN 610 Advocacy Event Participation – Course not offered 2020-2021
COUN 610 Leadership Paper – Course not offered 2020-2021
COUN 592 Documentation of Leadership Position – Course not offered 2020-2021

Summary of Findings

Data will be collected for the 2021-2022 cycle on Program Objectives from all stakeholders. KPIs were measured through Key Assessments in both core and specialty courses. All doctoral student KPIs measured in 2020-2021 were satisfactory. Relative to all other KPIs, students had lowest score on teaching evaluations. Although all scores were in the satisfactory range, continued mentorship in teaching will be provided.

Graduation, Program Completion, Licensure, and Job Placement Rates

Program and university records were used to determine number of graduates and completion rates. Number of graduates and completion rates for MA and Doctoral Program students are shown in Tables 16 and 17. Licensure and job placement rates are shown by program in Table 18.

Table 15. Number of Graduates by Program

	Number of Graduates AY 2020- 2021	Number of Graduates from Diverse Racial or Ethnic Backgrounds AY 2020-2021
School	14	2
Addiction	4	0
PhD	0	0

Table 16. Completion Rate by 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
2016	93%	100%	100%	100%	100%	100%
2017	94%	100%	88%	100%	100%	100%
2018	82%	-	40%	-	0%	-
Average*	**90%**	**100%**	**76%**	**100%**	**67%**	**100%**

* For MA program, average for 3-year completion is over 5 years and average for 5-year completion is over 3 years.

Table 17. NCC, Licensure, and Job Placement Rates MA Students

	NCE Pass Rate 2018 Cohort*	Licensure Rate 2016, 2018, 2020 Graduates	Job Placement as a Counselor* 2016, 2018, 2020 Graduates
School	75%	93%	100%
Addiction	100%	100%	100%

*Data from Program Graduates survey

Summary of Findings

The MA program was two students short (n = 18) of meeting the target of graduating 20 students. The NCE pass rate for graduating students and the reported licensure rate for program graduates is high - only one student surveyed reported they were not licensed and this student is a school counselor. Additionally, results indicate 100% of program graduates participating in the survey are employed as counselors.

Use of Findings to Inform Program Modifications

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

1. Several curriculum changes were made for next year. Curriculum changes included changing our Practicum courses from 2, 50-hour courses to 1, 100-hour course. Instead of enrolling in COUN 514 and 516 as year-long experience, now students will enroll in COUN 514 either in Fall or Spring. We have added additional individual and/or triadic supervisions to the course. We made these changes to align with the 2016 CACREP standards.

2. We added 1 elective credit and now provide students with a list of electives they can take throughout their program of study to easily complete the 5 required elective credits.

3. Faculty will track KPIs by student and develop and utilize a rubric to capture each KPI. That way students can be tracked individually and individual remediation of any KPI that is not passed is conducted and tracked.

4. Faculty reviewed the current assessment and evaluation plan and agreed that it is satisfactory, with the inclusion of evaluating KPIs individually by student. Of note, however, was the continued low level of employers responding to the employer survey. Faculty will discuss ways to increase response rates prior to the next survey administration such as a raffle for a prize.

5. Faculty will aim to increase program graduates connection through consultation opportunities and continued opportunities for CEs.

6. Faculty reviewed the process of evaluating KPI's and Program Objectives. Faculty agreed that the assessment of MA and Doctoral Program Objectives is satisfactory.

7. Faculty reviewed the process of using the PPADD to monitor students' professional, personal, and academic development and agreed it is satisfactory.

8. Faculty reviewed enrollment trends. Faculty continue to assess the admissions process and considered extending admission process through August. Faculty also noted lower numbers of completed applications relative to previous years (possibly due to COVID). Faculty also discussed enrollment trends related to ethnic/racial diversity and will continue intentional recruitment efforts to increase student diversity.

9. Faculty reviewed the graduation rate and retention rate. The MA program were close to meeting the target of graduating 20 students (N = 18). Faculty discussed the current retention plan and agreed to continue current retention activities. Faculty noted there was no attrition among ethically/racially diverse students.

10. We reviewed our program Mission, Strategic Objectives, and Program Goals. Faculty agreed that our mission reflects our program goals and aspirations. We made minor changes to program objectives and identified areas of focus for the year. We also made minor changes to program goals.

11. Based on curriculum review and survey data, faculty will consider and/or make the following revisions to the curriculum:

a. Survey data continue to indicate knowledge in Career as a relative area of weakness relative to other core courses. We will continue to monitor scores in the Career domain.

b. Survey data continue to indicate knowledge in Assessment and Measurement as a relative area of weakness compared to other core courses. We revised the course and changed the instructor from a school psychologist to a counselor educator.

c. Survey data continue to indicate knowledge in Research and Program Evaluation as a relative area of weakness compared to other core courses. We decided that continuing to develop our scholarship as a community is a strategic goal for the year, particularly encouraging MA students to participate in research and present at conferences with financial support from the department. It is possible that engaging in “real life” research experiences will translate to feeling better prepared in that area.

d. Faculty reviewed the Doctoral program curriculum. Curriculum changes included changing our Practicum courses from 2, 50-hour courses to 1, 100-hour course. Instead of enrolling in COUN 614 and 616 as year-long experience, now students will enroll in COUN 614 either in Fall and begin their supervision course series their first Spring semester. We added an additional supervision course, 614 where students will learn theoretical materials and provide supervision to MA students, under supervision of program faculty. We have added additional individual and/or triadic supervisions to COUN 614. We made these changes to align with the 2016 CACREP standards.