Counselor Education Department Evaluation Report: 2022-2023

Overview: Program Evaluation

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

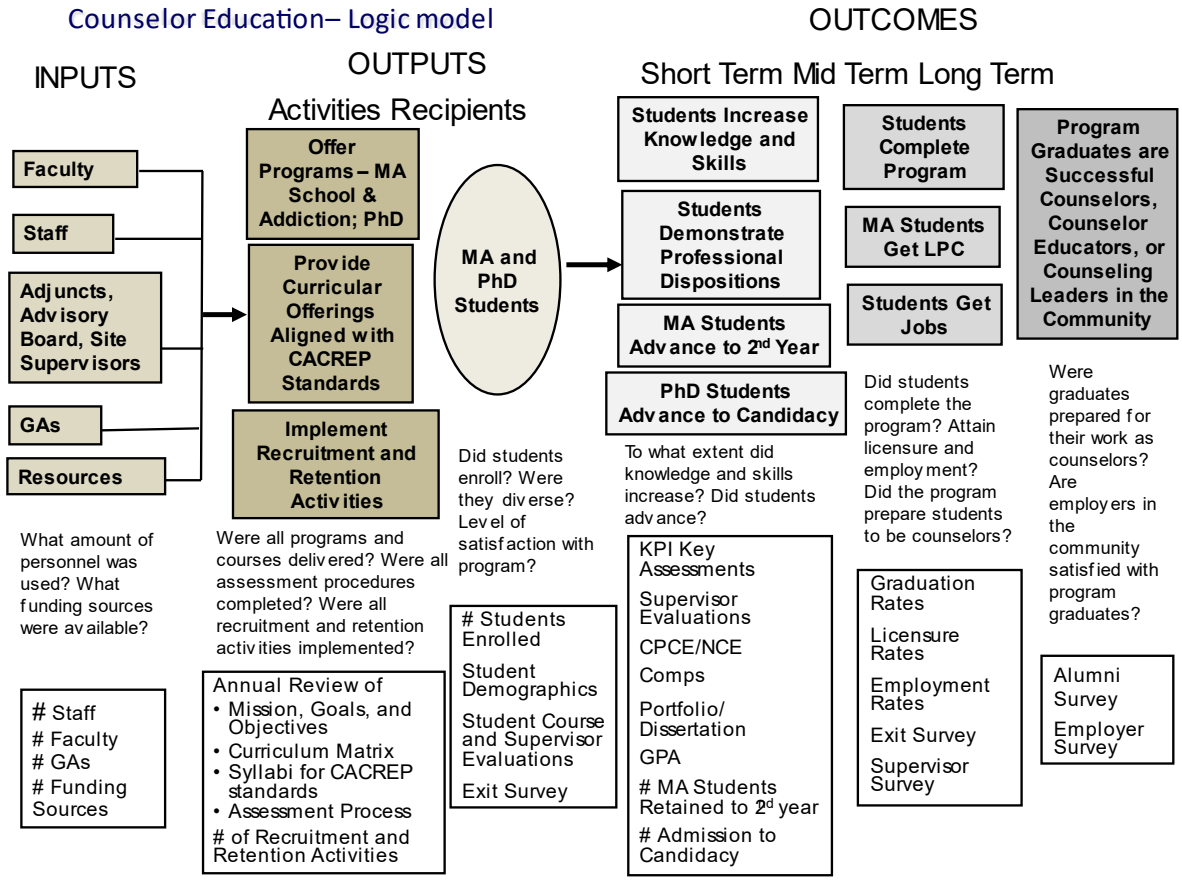
7. Sharing findings and suggested changes with students, administration, site supervisors, advisory board members, program graduates and others interested in the Counseling Masters' and Doctoral Program at Boise State.

The Program Evaluation Process is overseen by the Chair and 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

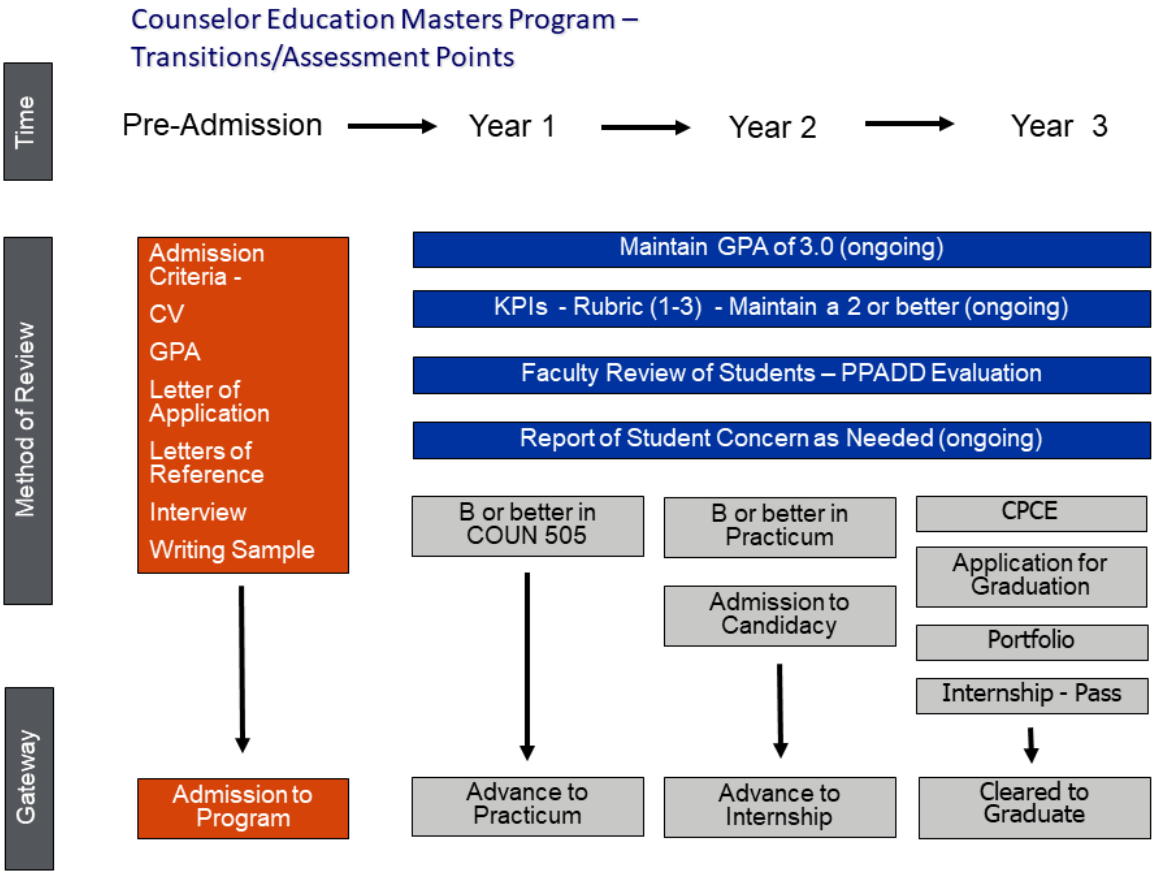


Figure 3. PhD Program Assessment and Transition Points

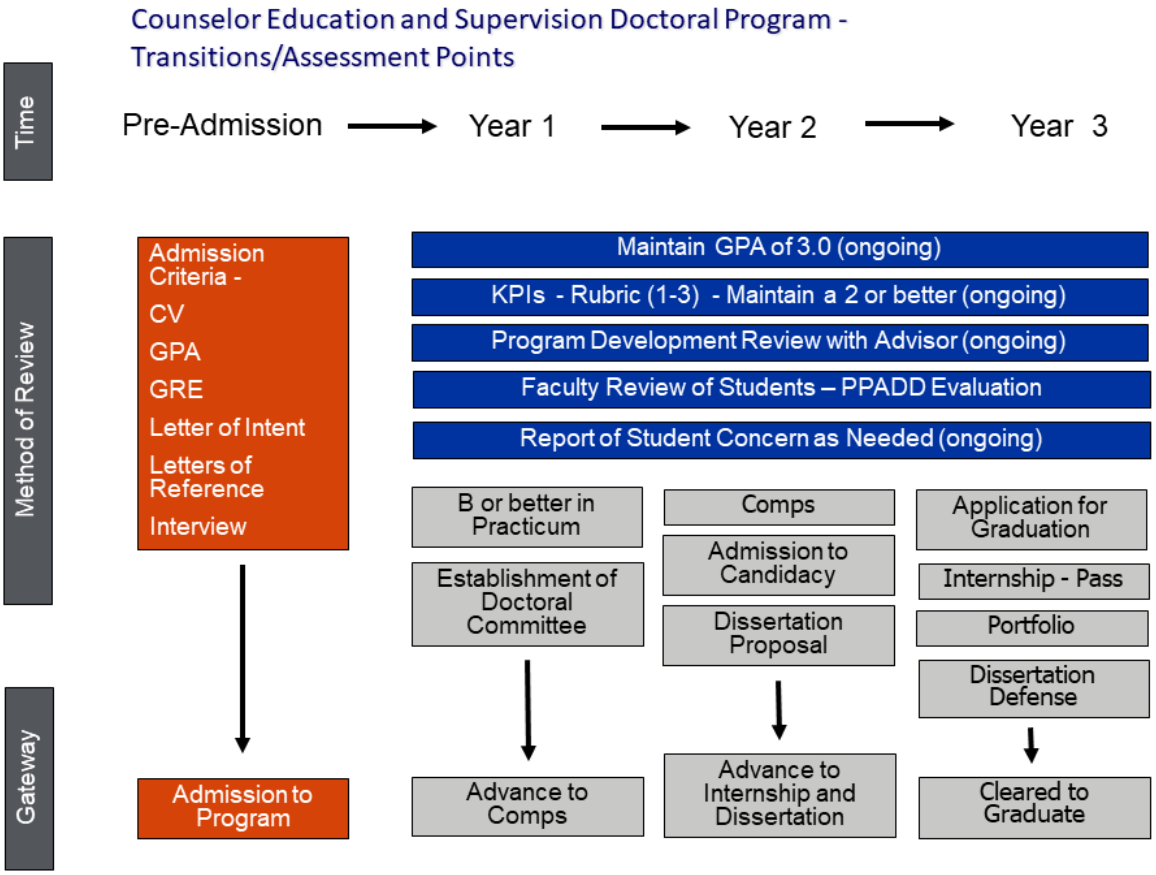


Table 1 Program Objectives and corresponding measures.

Table 1a-d. Boise State University Department of Counselor Education Program Objectives and Corresponding Measures

Table 1a. Student dispositions (CACREP Section 4.B1)

Student Dispositions and Development	
Program Objective	Measures
Program Objective 1. Support the whole student through annual assessment of personal and professional dispositions and development (PPADD) and through ongoing advising and program coordination.	% of student scored 2 or above on the PPADD annual assessment, # of students who receive a remediation plan, % of students who received remediation plan and continue enrolled in the program, exit survey % of students satisfied with advising, exit survey % of students satisfied with program

Table 1b. Access and impact (CACREP Sections 4.B2&3)

Access and Impact	
Program Objective	Measures
Program Objective 1: Implement recruitment and retention strategies to recruit, enroll, and graduate a diverse student body	Recruitment: # of recruitment activities, # of GAs assigned to responding to inquiries, # of faculty assigned to responding to inquiries, # of students enrolled in 1st year cohort (goal n = 24); demographic characteristic of students
	Retention and Graduation: # of retention activities, % of students retained to second year, % of students retained to graduation, 3- and 5-year graduation rates, # of degrees awarded, demographic characteristic of students
Program Objective 2: Systematically and continuously improve curriculum and program areas to increase student and program graduate satisfaction and learning through providing high quality, rigorous, and innovative training	Score on Exit Surveys, Scores on KPIs, CPCE Pass Rate
Program Objective 3: Prepare our graduates to obtain high job placement rates immediately upon graduation	Assessment: Responses to Program Graduate Survey (job placement and licensure)

Table 1c. Student learning - Masters program (CACREP section 4.B1)

MA in Counseling Program Student Learning (Knowledge and Skills) Objectives*			
Program Area	Program Objective	Key Performance Indicator	Assessment
Professional Counseling 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.	KPI 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.	COUN 501 Advocacy Activity COUN 501 Ethical Decision-Making Model Project COUN 526 Supervisor Evaluation
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.	KPI 2: Students will demonstrate cultural competence that enables them to meet the individual needs of clients in a multicultural society.	COUN 509 Exam COUN 514/516 Case Conceptualization COUN 526/528 Supervisor Evaluation
Human Growth and Development	Program Objective 3: Students will learn how bio-psycho-social factors influence development and functioning across the lifespan and integrate a developmental perspective in their counseling practice.	KPI 3: Students will identify bio-psycho-social factors that influence development and functioning across the lifespan and apply developmental theories to work with individuals.	COUN 526 Supervisor Evaluation
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	KPI 4: Students will demonstrate an understanding of career theories, assessments, career resources, and the interrelationship between career and other life roles.	COUN 507 Career Report

	career-related challenges.		
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.	KPI 5a: Students will demonstrate an understanding of counseling theories and models for client conceptualization.	COUN 502 Personal Theory Paper COUN 528 Integrated Theory Paper
		KPI 5b: Students will demonstrate the ability to establish and maintain the therapeutic alliance and utilize case conceptualization and treatment planning skills.	COUN 505 Skills Rubric COUN 514/516 Client Conceptualization Paper COUN 526/528 Supervisor Evaluation
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.	KPI 6: Students will demonstrate knowledge of group theories and stages, as well as demonstrate group facilitation and leadership skills.	COUN 513 Exam COUN 513 Leader Plan Assignment
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.	KPI 7: Students will demonstrate knowledge of the selection, implementation, and interpretation of different types of assessment tools used within counseling.	COUN 550 Biopsychosocial Report COUN 504 Assessment Report
Research and Program Evaluation	Program Objective 8: Students will acquire knowledge and skills related to research methodology, statistical methods, and the use of	KPI 8: Students will demonstrate the ability to design a counseling program evaluation and the ability to collect, analyze, and	COUN 512 Program Evaluation Assignment

	qualitative and quantitative findings to guide data-informed decision making and evaluation of counseling practice.	use data to evaluate their counseling practice.	COUN 514/516 Counseling Evaluation Assignment COUN 529 Counseling Practice Evaluation Poster
Specialties (Addiction and School)	Program Objective 9: Students will acquire knowledge and skills for competent practice in their counseling specialty area.	Addiction Counseling Specialty KPI 9a: Students will identify roles, theories, and models related to addiction counseling and apply empirically supported approaches to work with clients.	COUN 545 Exam or Paper COUN 548 Evidence Based Practice Paper and Presentation COUN 526/528 CADTP Paper COUN 526/528 Supervisor Evaluation
		School Counseling Specialty KPI 9b: 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.	COUN 533 Paper and Project COUN 526 ASCA Paper

***** In addition to Key Performance Indictors, MA in Counseling Student Learning Objectives are also measured through the CPCE, supervisor evaluations, exit surveys, and supervisor, alumni, and employer surveys.

Table 1d. Student learning -Doctoral program (CACREP section 4.B1)

PhD Program Student Learning (Knowledge and Skills) Objectives *			
Program Area	Program Objective	Key Performance Indicator	Assessment
Counseling	Program Objective: Prepare advanced professional counselors who demonstrate clinical skills in counseling grounded in empirically supported, theory-based approaches to helping.	KPI: 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	Program Objective: Students learn theories and models of clinical supervision and have opportunities to practice ethical and culturally appropriate supervision.	KPI: 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; Evaluation of Supervision COUN 626 Practicum supervisees' evaluation of Supervisor
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.	KPI: 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 (from students); Faculty Evaluation
Research and Scholarship	Program Objective: Students will demonstrate the ability to design and implement quantitative and qualitative research and	KPI: Students will demonstrate the ability to formulate research questions, design research methodology to investigate those	COUN 620 Conference Presentation Proposal

	to disseminate research through professional conference presentations and publication.	questions, collect and analyze data, and disseminate results through professional conferences and peer-reviewed journals.	COUN 620 Journal Article Submission COUN 693 Dissertation
Leadership and Advocacy	Program Objective: Prepare advanced clinicians, supervisors, and educators who serve as leaders and advocates in their respective communities.	KPI: 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; Leadership Paper COUN 592 Documentation of Leadership position

* In addition to Key Performance Indictors PhD in CES Student Learning Objectives are also measured through supervisor evaluations, exit surveys, and supervisor, alumni, and employer surveys.

Table 2 presents the timeline used to complete the assessment.

Table 2. 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), in September and at throughout the program, through graduation.	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, # GAs	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
# of Recruitment Activities, # of GAs and # of Faculty Assigned to Respond to Inquiries	Chair reviews in May and December	Chair discusses recruitment activities and works with all program faculty and staff and invites stakeholders to

		participate. Chair requests GAs from Dean and assigns to program faculty. Chair assigns all faculty to respond to inquiries.
# of Retention Activities	Chair reviews in May and December	Chair discusses retention activities and works with all program faculty, staff, and other stakeholders to carry them out.
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 data and report in Evaluation Report
Key Performance Indicators (B.1)	All Counselor Education Faculty 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 and make determinations for change based on patterns. Discuss with Practicum Coordinator and/or Chair as needed
GPA (B.1)	Advisor reviews in May and December	Advisors review and discuss any concerns with students

% of MA Students retained to 2nd year, 3- and 5-year graduation rates	Chair, Advisors, and CACREP Coordinator review in May and August	Chair tracks retention to 2nd year and CACREP Coordinator tracks graduation rates
# Admission to Candidacy (B.3)	Advisor reviews by October	Advisor reviews and approves all candidacy applications and reports to the Chair
# of Degrees Awarded	Chair and Advisor review in May	Chair counts number of degree awarded and compares to program goal (N = 20 MA in Counseling Degrees)
Licensure Rates (B.3)	CACREP Coordinator reviews in May	CACREP Coordinator sends survey to program graduates and reports in Evaluation Report
Employment Rates (B.3)	CACREP Coordinator reviews in May	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 (or alternatively identify 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 May	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 May	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 May	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	Advisor 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, and GAs

The Department of Counselor Education has six full-time faculty members in total, five tenure-track faculty members and one clinical faculty member. Tenure-track faculty workload consists of teaching, research, service, and administrative activities. Clinical faculty workload consists of teaching, service, and limited administrative activities. We offered 31 required courses (COUN

514 had four sections, COUN 526 and COUN 528 each had two sections) and five elective courses. Of the required courses, core faculty members taught 25 and non-core faculty taught four. Doctoral students under the supervision of Counselor Education faculty members taught two of the required courses and were counted as non-core. Of the elective courses, core faculty members taught one, non-core taught two, and a doctoral student taught one. Additionally, we hire professional counselors licensed and registered as supervisors in the state of Idaho to provide practicum lab live supervision. For the Doctoral program, Counselor Education Faculty taught all of the Counselor Education and Supervision core courses. The Department has one full time Management Assistant. The Department hired 7 GAs for 2022-2023 (1 PhD, 6 MA).

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.

Evaluation of Program Outputs

Program Activities

The Counselor Education Department offered a MA in Counseling Program with a School Counseling cognate and Addiction Counseling cognate. The Department also maintains a PhD in Counselor Education and Supervision program.

The MA and PhD curriculum were reviewed during bi-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 was reviewed this year and we included additional information to align with the 2016 CACREP standards. We will continue to seek input from program stakeholders, including a review of program objectives, key program indicators, and key program indicator measures in 2024.

Access and Impact Program Objective 1: Implement recruitment and retention strategies to recruit, enroll, and graduate a diverse student body.

To recruit, enroll, and graduate a diverse student body, program faculty engaged in a variety of activities involving all department stakeholders (i.e., students and their family and friends, alumni, supervisors, non-core faculty, core faculty and staff) throughout the year. We hosted an Open House and conducted two recruitment-oriented classroom visits. We also conducted four activities to foster a sense of community and celebrate students in our program to increase retention – (1) August friends and family picnic, (2) 1st year dinner, (3) 2nd year dinner, and (4) 3rd year breakfast. Additionally, we assign cohort advisors for the MA program who monitor each

student's progress through the program including the submission and approval of a candidacy form to the Graduate College and the completing of a graduation application.

Program Applications and Enrollment

In 2022-2023, we received 52 completed applications for our MA program (28 with the expressed interest in the school cognate, 24 with the expressed interest in the addiction cognate) and 1 completed application for our doctoral program. There were 67 students enrolled in the MA Counseling Program and 3 students enrolled in the Doctoral Program for fall 2022. Table 3 presents number of students enrolled by cohort year and program. Demographic diversity is presented in Tables: 4a-b, 5a-b, 6a-b.

Table 3. Access and Impact Program Objective 1 - Enrollment MA Program and PhD Program

	MA Program			**PhD in CES Program**
Year	**School**	**Addiction**	**Total**	
2020	13	10	23	2
2021	15	8	23	1
2022	10	11	21	0
TOTAL	38 57%	29 43%	67	3

Table 4a. Access and Impact Program Objective 1 - Student Demographics – School Program

Cohort	Gender			Ethnicity					
	Male	Female	Did not disclose	White	Hispanic	Asian-American	African-American	Native American	Other or Not Known
2020	1	11	1	11	0	1	0	0	1
2021	2	13	0	14	1	0	0	0	0
2022	0	10	0	9	0	1	0	0	0
TOTAL	3 8%	34 89%	1 3%	34 89%	1 3%	2 5%	0 0%	0 0%	1 3%

Table 4b. Access and Impact Program Objective 1 - Student Demographics – School Program

All Enrolled School Students - Ethnicity by Gender						
	White	Hispanic	Asian-American	African-American	Native American	Other or Not Known
Male	2	1	0	0	0	0
Female	32	0	2	0	0	0
Did not disclose	0	0	0	0	0	1

Table 5a. Access and Impact Program Objective 1 - Student Demographics – Addiction Program

Cohort	Gender			Ethnicity					
	Male	Female	Did not disclose	White	Hispanic	Asian-American	African-American	Native American	Other or Not Known
2020	1	9	0	7	1	0	0	0	2
2021	3	5	0	7	0	0	1	0	0
2022	5	6	0	11	0	1	0	0	0
TOTAL	9 31%	20 69%	0 0%	25 83%	1 3%	1 3%	1 3%	0 0%	2 7%

Table 5b. Access and Impact Program Objective 1 - Student Demographics – Addiction Program

All Enrolled Addiction Students - Ethnicity by Gender						
	White	Hispanic	Asian-American	African-American	Native American	Other or Not Known
Male	7	0	1	1	0	1
Female	18	1	0	0	0	1
Did not disclose	0	0	0	0	0	0

Table 6a. Access and Impact Program Objective 1 - Student Demographics – Doctoral Program

Cohort	**Gender**			**Ethnicity**					
	Male	Female	Did not disclose	White	Hispanic	Asian-American	African-American	Native American	Other or Not Known
2020	0	2	0	2	0	0	0	0	0
2021	1	0	0	1	0	0	0	0	0
2022	0	0	0	0	0	0	0	0	0
TOTAL	1 33%	2 67%	0 0%	3 100%	0 0%	0 0%	0 0%	0 0%	0 0%

Table 6b. Access and Impact Program Objective 1 - Student Demographics – Doctoral Program

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

Summary of Findings

The MA program has an average of 22 students per cohort with about 57% of students in the school cognate and 43% in the addiction cognate. Students are predominantly female and White; however, we have minority representation that is representative of our state's demographics. The Doctoral program currently admits one student per year. Eight of the students admitted have been female, two males, and 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 Dispositions and Development Objective 1: Support the whole student through annual assessment of personal and professional dispositions and development (PPADD) and through ongoing advising and program coordination.

Access and Impact Program Objective 2: Systematically and continuously improve curriculum and program areas to increase student and program graduate satisfaction and learning through providing high quality, rigorous, and innovative training.

Student program satisfaction is measured and the Student Exit Survey and Program Graduates Survey. Results are presented in Table 7.

Table7. Student Dispositions and Development Objective 1 and Access and Impact Objective 2 - MA and PhD Program 3rd Year Students Satisfaction with Program (Percent Satisfied or Very Satisfied)

	MA Program	**Doc Program**
Program Area	Mean and % Satisfied or Very Satisfied	Mean % Satisfied or Very Satisfied
Faculty		
Faculty Expertise	3.4- 61%	4.0- 100%
Faculty Availability	3.7- 72%	3.0- 0%
Quality of Instruction	3.7- 72%	4.0- 100%
Quality of Advising	4.1- 78%	3.0- 0%
Curriculum		
Content Coverage	3.7- 78%	4.0- 100%
Course Sequencing	3.8- 72%	4.0- 100%
Number of Electives	3.4- 56%	4.0- 100%
Clinical Courses		
Practicum Quality	4.1- 89%	5.0- 100%
Internship Availability	3.8- 78%	5.0- 100%
Internship Quality	4.3- 83%	4.0- 100%
3rd Year Student Overall Satisfaction (via Exit Survey)	**3.5- 61%**	**4.0- 100%**

Program Graduates Overall Satisfaction (via Program Graduates Survey)	**4.3- 83%**	**3.3- 75%**

Note. MA Exit Survey N = 18, MA Program Graduates N=12., No doctoral graduates in 2023, as such we used scores from 2022

Summary of Findings

Quantitative data indicate the majority of students are satisfied or very satisfied with the program. Quantitative findings from the Exit Survey indicate current 3rd year students were most satisfied with aspects of their clinical courses (practicum and internship quality) and the quality of their advising. They were least satisfied with faculty expertise and number of electives. The percent of overall satisfaction for the program went down from 2021-2022 from both surveys. In 2022, 79% percent of 3rd year students reported being satisfied or very satisfied with the program, whereas only 61% reported this in 2023. A similar decrease was shown in the program graduates survey, with a decrease in overall satisfaction from 100% to 83%.

Evaluation of Program Outcomes

Professional, Personal, and Academic Dispositions and Development Review

Student Dispositions and Development Objective 1: Support the whole student through annual assessment of personal and professional dispositions and development (PPADD) and through ongoing advising and program coordination.

All students are reviewed at least once a year to assess professional, personal, and academic dispositions and development. All core faculty members teaching and advising students 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 through the academic year and students were reviewed by faculty using the Professional, Personal, and Academic Development form (PPADD). The PPADD was developed by faculty in 2013 and reviewed annually and updated as needed. Table 8 indicates average scores on the PPADD in the areas of professional, personal, and academic development by cohort.

Table 8. Student Dispositions and Development Objective 1 - Faculty Ratings of Students' Professional, Personal, and Academic Dispositions and Development (PPADD – 1-3 scale)

	MA 2020 Cohort	MA 2021 Cohort	MA 2022 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	2.95	2.43	2.08	2.66
Personal Development	2.91	2.35	2.09	2.66
Academic Development	2.95	2.44	2.18	2.66
Total PPADD	**2.93**	**2.41**	**2.12**	**2.66**

There were two students who received a score of < 2.0 on one or more of the PADD areas. Table 9 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 were additional students who were on remediation plans in 2022-2023.

Table 9. Student Dispositions and Development Objective 1 - Professional, Personal, and Academic Dispositions and Development Problems

Cohort	Area of Concern	PPADD Rating and/or KPI Rating	Action
2021	Professional	1.0	Student met with Associate Chair to discuss concerns. Student and Associate Chair developed a remediation plan in February 2023.
2020	Academic- Failure to submit Internship Paperwork	1.0	Advisor emailed student expressing concern. Student responded by completing required academic tasks by deadline.
2021	Academic Integrity/Plagiarism	1.0	Instructor met with student to discuss concerns and completed a remediation plan in spring 2023. Student resubmitted assignments and completed spring courses successfully. Instructors will continue to monitor student's academic integrity.
2022	Academic- Failed KPI	1.0	Instructor met with student to discuss assignment. Student resubmitted assignment and passed the course.
2022	Academic- Failed KPI	1..0	Instructor met with student to review assignment and was provided the opportunity to redo assignment in the fall of 2024. Student's advisor

			created a remediation plan, effective summer 2023.

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.

Faculty members talk with students to express concern when they receive a C in any of their coursework, a B- or lower in a clinical course, and Incomplete, or dismissal from the program if retention and remediation planning are not successful and this pattern continues. Table 10 indicates the term, cohort, course where problems occurred and action taken by faculty in response to the academic problem.

Table 10. Student Dispositions and Development Objective 1 - Academic Development Problems

Term	Cohort	Course	Grade	Action
Fall 2022	2020	COUN 526	I	Student worked with internship instructor to complete required internship hours the following semester. Student graduated May 2023.
Fall 2022	2021	COUN 514	I	Student met with instructor and outlined plan to complete hours in the spring. Student completed all practicum hours and requirements in the spring of 2023.
Spring 2023	2022	COUN 505	I	Student is working with course instructor and advisor to remediate KPI in the fall 2024.

Summary of findings

Two MA students were identified by faculty as having concerns in personal, professional, or academic areas on the PPADD. Additional students were identified over the course of the academic year as having academic, professional, and/or personal concerns. In all cases, the advisor, course instructor, and/or Associate Chair discussed concerns with the students. Students placed on remediation plans will continue to be monitored in the next academic year. 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

Access and Impact Program Objective 2: Systematically and continuously improve curriculum and program areas to increase student and program graduate satisfaction and learning through providing high quality, rigorous, and innovative training.

CPCE scores were reviewed to assess knowledge and performance on Professional Identity Standards for MA students. Spring 2023 CPCE pass rates by specific identity standard area are shown in Table 11. All students who did not pass the original CPCE area were given the opportunity to take an exam in Spring 2023. Of the 23 students who completed the exam, three required further remediation across five areas. After remediation, all students passed all sections.

Table 11. 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	100%	100%
Human Growth and Development	96%	100%
Career Development	96%	100%
Counseling and Helping Relationships	96%	100%
Group Counseling and Group Work	100%	100%
Assessment and Testing	91%	100%
Research and Program Evaluation	96%	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 12-14.

Table 12. Access and Impact Program Objective 2 and MA Program Student Learning (Knowledge and Skills) Objectives (1-5 Scale)

MA Program Objectives	Mean			
	Mid-Term Outcomes		Long-Term Outcomes	
	Exit Survey (*N* = 18)	Supervisor Survey (*N* = 14)	Program Graduates Survey	Employer Survey (*N* = 5)

			(*N* =14)	
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.	4.1	4.7	4.3	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.	4.2	4.6	4.1	5.0
Students will learn how biopsychosocial factors influence development and functioning across the lifespan and integrate a developmental perspective in their counseling practice.	4.2	4.4	3.9	5.0
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.	3.8	4.1	3.7	4.75
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.	4.1	4.6	4.1	4.8
Students will learn theories and processes related to group formation and facilitation in a variety of settings.	4.2	4.2	3.6	4.6
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.	3.3	4.4	3.1	4.4
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.	2.9	4.0	3.4	4.4

Table 13. Access and Impact Program Objective 2 and School Program Student Learning (Knowledge and Skills) Objectives (1-5 Scale)

School Program Objectives	Mean			
	Exit Survey (*N* = 9)	Supervisor Survey (*N* =7)	Program Graduates Survey (*N* =11)	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 schools and be able to evaluate components of a comprehensive school counseling program.	3.8	4.6	3.8	5.0

Table 14. Access and Impact Program Objective 2 and Addiction Program Student Learning (Knowledge and Skills) Objectives (1-5 Scale)

Addiction Program Objectives	Mean			
	Exit Survey (*N* = 9)	Supervisor Survey (*N* = 7)	Program Graduates Survey (*N* = 3)	Employer Survey (*N* = 3)
Students will identify roles, theories, and models related to addiction counseling and apply empirically supported approaches to work with clients.	3.1	4.3	4.0	4.0

Findings from the surveys (ratings on a 5-point scale) indicate MA students are achieving Program Objectives, with an average performance above a 4.0 in most short- and long-term outcomes. The lowest scores relative to all outcomes were areas related assessment, research and program evaluation, and cognate specific outcomes (Exit Survey data).

Current and former students (program exit survey, program graduates survey) were asked to respond to open prompts inquiring about positive aspects of their program experience and areas that need improvement. Responses related to positive aspects included appreciation for many of the core and non-core faculty members (e.g., supportive, encouraging, helpful, knowledgeable, passionate, authentic), appreciation for relationships formed with peers through

the cohort model and the Program community as a whole, and appreciation for opportunities to engage in personal exploration and growth. Responses related to areas of improvement included acknowledgement that the uncertainty and Program and course changes due to COVID-19 created challenges for faculty and students, dissatisfaction with faculty turnover and some new faculty hires, preference for more constructive feedback on assignments and supervision, desire for more course electives (e.g., trauma informed care, play therapy, sand tray therapy, private practice, specific therapeutic interventions), and some frustration with overall program organization and communication. Some students commented on the need for more education on the administrative roles of school counselors (school students) and on the ASAM criteria (addiction students), more support in broaching sensitive topics in counseling (e.g., sex, abortion, trauma, etc.), and better instruction in assessment and research courses in particular. Feedback on preparation for licensure was mixed, with some students indicating they felt adequately supported and prepared for licensures and others expressing a desire for more support in this area.

MA COUNSELING – Student Learning (Knowledge and Skills) Objectives - **Enrolled Student Outcomes – KPIs**

Access and Impact Program Objective 2: Systematically and continuously improve curriculum and program areas to increase student and program graduate satisfaction and learning through providing high quality, rigorous, and innovative training.

*Note: If students earned an “A” or “B” on the assignment, they earned a “2” or “3” on the KPI. Failed KPIs are identified in Table 9 above.

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 – 100% of students earned an A 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/Paper- 70% of students earned an on assignment; 30% earned a B on assignment
COUN 514 Case Conceptualization - 83%of students earned an A; 17% earned a B
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 – 100% of students earned an A.
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 – 80% of students earned an A on assignment; 20% of students earned a B
COUN 528 Integrated Theory Paper – 100% of students earned a Pass 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 - 75% of students earned an A on assignment, 20% earned a B on assignment, 5% (1 student) earned an F on Assignment. Student was put on a remediation plan to address failed KPI, as described in above section.
COUN 514 Client Conceptualization Paper -83 % of students earned an A; 17% of students earned a B.
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 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 - 96% of students earned an A on assignment; 4% of students earned a B on assignment

COUN 550 Biopsychosocial Report - 77% of students earned an A on assignment, 18% earned a B on assignment, and 5% (1 student) earned a C 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 – 95% of students earned an A on assignment, 5% (1 student) earned an F on assignment – student was placed on a remediation plan.

COUN 514 Counseling Evaluation Assignment – 100% of students earned an A on assignment

COUN 529 Counseling Practice Evaluation Poster - 91% of students earned an A on assignment, 9% earned a B 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 - 91% of students earned an A on assignment, 9% (1 student) earned an “I” after failing a KPI standard – student remediated KPI and passed the course.

COUN 526 ASCA Paper - 100% of students earned Pass 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 – 100% of students earned a Pass on assignment
COUN 528 Supervisor Evaluation - 100% of students earned a Pass on assignment
COUN 548 Evidenced Based Approach Paper and Presentation- 86% of students earned an A on this assignment, 14% (1 student) earned a B on assignment

Summary of Findings

Overall, CPCE data for MA students indicate the lowest level of knowledge in *Assessment and Testing* relative to other core areas. On the surveys assessing program objectives, the lowest relative scores were in areas related to assessment and research. KPI scores on Key Assessments were generally high with most students earning As on most assignments, indicating they earned a “2” or “3” on their KPI rubric.

PhD Program

Access and Impact Program Objective 2: Systematically and continuously improve curriculum and program areas to increase student and program graduate satisfaction and learning through providing high quality, rigorous, and innovative training.

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 15.

Table 15. Access and Impact Program Objective 2 and Doctoral Program Student Learning (Knowledge and Skills) Objectives (1-5 Scale)*

PhD Program Objectives	Mean			
	Mid-Term Outcomes*		Long-Term Outcomes*	
	Exit Survey	Supervisor Survey	Program Graduates	Employer Survey

	(*N* = 1)	(*N* = 2)	Survey (*N* = 4)	(*N* = 1)
Counseling				
Prepare advanced professional counselors who demonstrate clinical skills in counseling grounded in empirically supported, theory-based approaches to helping.	4.0	5.0	3.5	5.0
Supervision				
Students learn theories and models of clinical supervision and have opportunities to practice ethical and culturally appropriate supervision.	5.0	5.0	4.0	5.0
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.	5.0	5.0	4.0	5.0
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.	4.0	5.0	4.0	5.0
Leadership and Advocacy				
Prepare advanced clinicians, supervisors, and educators who serve as leaders and advocates in their respective communities.	4.0	5.0	3.75	5.0

*Table 15 data is from May 2022. No new data for this table was collected in 2023.

PHD COUNSELOR EDUCATION AND SUPERVISION – Student Learning (Knowledge and Skills) Objectives - **Enrolled Student Outcomes - KPIs**

Access and Impact Program Objective 2: Systematically and continuously improve curriculum and program areas to increase student and program graduate satisfaction and learning through providing high quality, rigorous, and innovative training.

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 – This course was not offered in 2022-2023
COUN 614 Case Conceptualization – This course was not offered in 2022-2023
COUN 616 Supervisor Evaluation – This course was not offered in 2022-2023

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 – 100% of students earned an A on assignment
COUN 624 Evaluation of Supervision – 100% of students earned an A on assignment
COUN 624 Practicum Supervisees' Evaluation of Supervisor – Student earned a 4.25/5 average on practicum supervision evaluation.

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 – This course was not offered in 2022-2023
COUN 613 Observation of Teaching Evaluation – 100% of students earned an A on the assignment.
COUN 626 Course Evaluations (Students) – This course was not offered in 2022-2023
COUN 626 Faculty Evaluation – This course was not offered in 2022-2023

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 – This course was not offered in 2022-2023

COUN 620 Journal Article Submission – This course was not offered in 2022-2023

COUN 693 Dissertation – Dissertation in progress.

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 – 100% of students earned an A on assignment.

COUN 592 Documentation of Leadership Position – This course was not offered in 2022-2023

Summary of Findings

No new graduate program objective data was collected in 2023. All doctoral KPIs collected through course assignments for enrolled students in 2022-2023 were satisfactory.

Graduation, Program Completion, Licensure, and Job Placement Rates

Access and Impact Program Objective 1: Implement recruitment and retention strategies to recruit, enroll, and graduate a diverse student body.

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 16. Access and Impact Program Objective 1 - Number of Graduates by Program

	Number of Graduates AY 2022- 2023	Number of Graduates from Diverse Racial or Ethnic Backgrounds AY 2022-2023
School	13	1
Addiction	10	2
PhD	0	0

Table 17. Access and Impact Program Objective 1 – 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	83%	83%	40%	60%	0%	0%
2019	88%	88%	75%	75%	0%	0%
2020	67%	67%	79%	79%	0%	0%
Average	**85%**	**87.6%**	**76.4%**	**82.8%**	**40%**	**40%**

Access and Impact Program Objective 3: Prepare our graduates to obtain high job placement rates immediately upon graduation.

Table 18. Access and Impact Program Objective 3 – NCC, Licensure, and Job Placement Rates MA and PhD Students

	NCE Pass Rate 2020 Cohort* (2023 Graduates)	Licensure Rate* 2018, 2020, 2022 Graduates	Job Placement as a Counselor (MA)/Counselor Educator (PhD)** 2018, 2020, 2022 Graduates
School	86%	82%	100%
Addiction	100%	100%	100%

PhD	N/A	100%	100%

*Data from NCE Report survey (n=14); **Data from Program Graduates survey (n=14; 3 Addiction and 11 School)

Summary of Findings

The MA program exceeded the target of graduating 20 students (23 students graduated in 2022-2023). The NCE pass rate for graduating students and the reported licensure rate for program graduates is high - only two students surveyed reported they were not licensed, and these students were school counselors (only a certificate is required for school counselors in the state of Idaho). All reporting graduates are employed as counselors.

The PhD program did not have any graduates this year as we did not accept any students in 2020. All of our PhD students are licensed in the state of ID, as we require licensure for them to supervise MA students in practicum. Job placement rates are 100%. We have students working in academic settings and clinical practice.

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. Third-year student satisfaction rates were lower last year than in previous years (only 61% of students indicated they were satisfied or very satisfied with the program overall). Based on qualitative student feedback on the exit survey and other reports from students, we believe this lower satisfaction rate can be largely attributed to one faculty member who is no longer working in the program. Recruiting and retaining quality faculty members remains one of the highest priorities of the program. We will engage in a national search for a new core faculty member in the fall of 2023 (for a fall 2024 start date). Feedback on the two newest faculty members (i.e., school counseling coordinator, and clinical faculty member who began in their positions in the fall of 2022) was overwhelmingly positive. Tenured faculty will continue to provide mentorship and support to pre-tenured and clinical faculty members through regular check-ins and connection to campus teaching and research resources.

2. Current and former students (via Exit Survey and Program Graduates Survey) noted the desire for more elective courses, content additions, and an increase in the amount of feedback given in existing courses. We continue to add elective offerings to our schedule, especially in the summer (e.g., new for 2023: Trauma and Grief and Adlerian Interventions for Encouragement). Related to the specific feedback regarding content, we will be more intentional about discussing the administrative roles of school counselors (school students) and ASAM (addiction students). Faculty and supervisors will work to increase constructive feedback provided to students. Faculty added an Internship Preparation 1-credit elective to the spring semester. Student feedback about the course was positive with students indicating that they found the course informative and helpful to their internship search process. They recommended we continue to offer the course in the future and we are in the process of a curriculum change to add it as a required course in the future.

3. Faculty reviewed the current assessment and evaluation plan and agreed that it is satisfactory. Of note, however, was the continued lower level of survey responses from program graduates (approximately 20% response rate). Low program response rates also impact employer survey responses because we collect employer contact information from the program graduate survey. One barrier to data collection of program graduates is that we primarily retain students' Boise State student email and use this email for all contact. Many students, however, do not continue to check their student email and thus likely miss the opportunity to provide feedback. Making an effort to obtain students' personal emails for future post-graduation contact could help with feedback rates. We will add an item asking students to share personal emails on the 3rd year exit survey. An additional limitation to employer survey rates is the high number of graduates who are self-employed.

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

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

6. Faculty reviewed enrollment trends. MA student applications were lower than the previous year (52 compared to 70). Other than 2020 (44 MA applications), program applications averaged around 70 for 2018, 2019, and 2021. A drop in applications to 50 in 2023 is significantly lower than most prior years. Faculty will discuss strategies for increasing interest in the program. Although the doctoral program is approximately 12 years old, it has only been a PhD in Counselor Education and Supervision for four years and is, therefore not well-known. Faculty members will continue to discuss PhD program recruitment strategies, including increasing visibility of the program.

7. Faculty reviewed graduation and retention rates. The MA program exceeded the target of graduating 20 students (N = 23). Faculty members discussed the current retention plan and agreed to continue current retention activities. Faculty members noted there was no attrition among ethically/racially diverse students. The doctoral program has high retention (100%), but low graduation rates (currently 0%). All three current doctoral students are on track to graduate May and August of 2024 and thus, we expect graduation rate numbers to increase next year.

8. We reviewed our program Mission and Program Objectives. Faculty agreed that our mission reflects our program goals and aspirations. We continue to make minor changes to our strategic plan to continue meaningful alignment with the College and University's strategic goals.

9. 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 Assessment and Measurement and Research and Program Evaluation as relative areas of weakness compared to other core courses. A new instructor taught the assessment course (COUN 504) in the summer of 2023 and an instructor who taught the research and program evaluation course prior to 2022 and received good evaluations will teach the course again in the spring of 2024.

b. Faculty reviewed the Doctoral program curriculum and outcomes. No changes were made.