

Counselor Education Department Evaluation Report: 2023-2024

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:

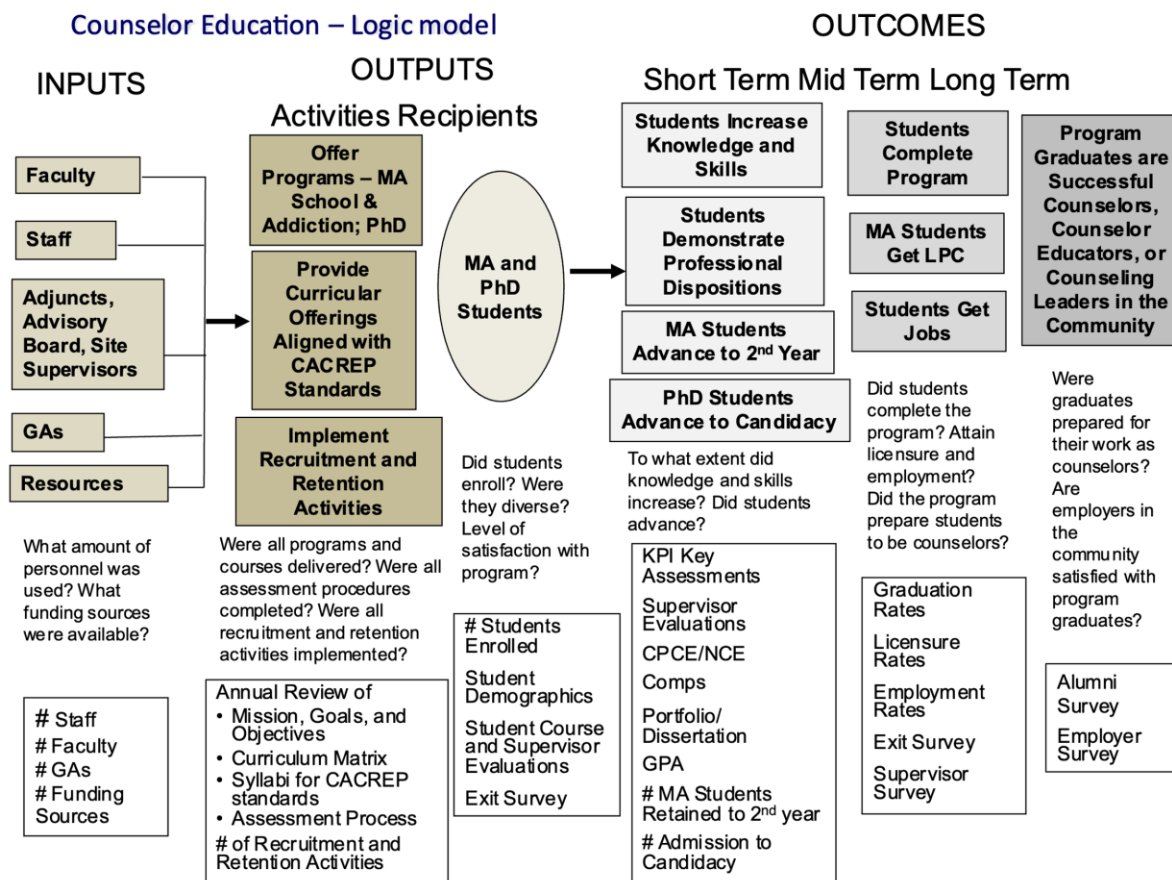
1. University reports on current students' academic progress.
2. Faculty review of professional, personal, and academic dispositions and development (PPADD) and evaluations of student achievement as related to the key performance indicators (KPI) of the program and specialty areas.
3. Departmental surveys 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

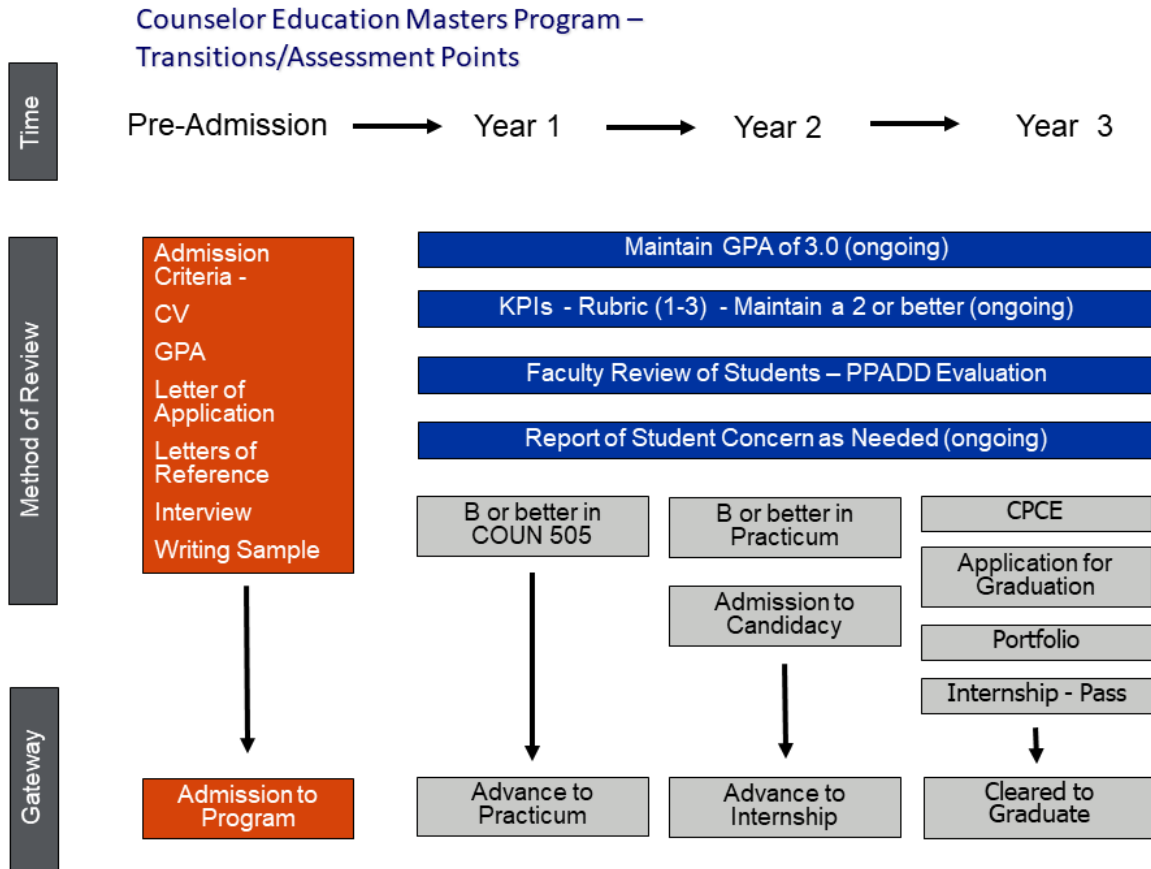


Figure 3. PhD Program Assessment and Transition Points

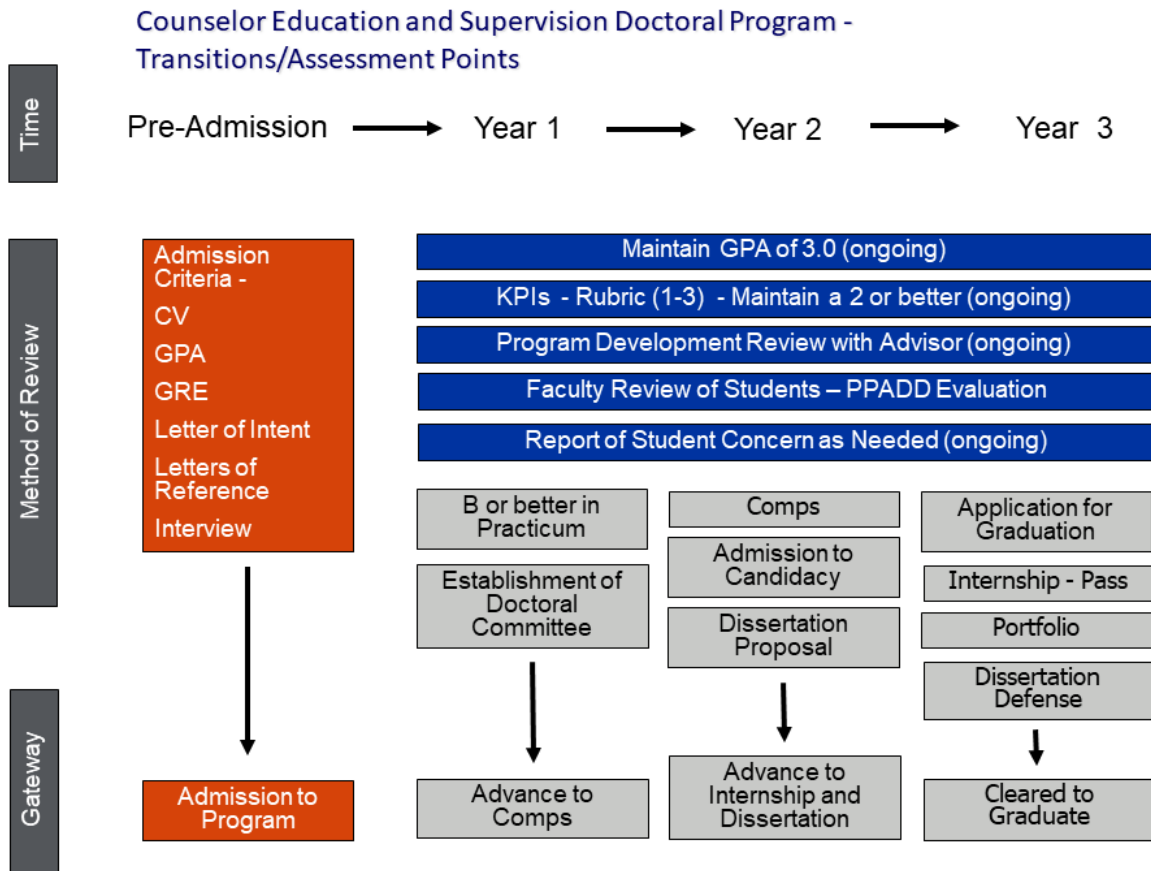


Table 1 Program Objectives and corresponding measures.

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	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

	individuals develop a career plan and address 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	KPI 8: Students will demonstrate the ability to design a counseling	COUN 512 Program

	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.	program evaluation and the ability to collect, analyze, and use data to evaluate their counseling practice.	Evaluation Assignment 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 Indicators, 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 Indicators 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 2 nd year, 3- and 5-year graduation rates	Chair, Advisors, and CACREP Coordinator review in May and August	Chair tracks retention to 2 nd 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 five full-time faculty members in total, four 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 totaling 79 credits (COUN 514 had four sections – 3 credits each, COUN 526 and COUN 528 each had two sections- 3 credits each) and three elective courses, totaling 3 credits. Of the required courses, core faculty members taught 16 classes (40 credits) and non-core faculty taught 15 classes (39 credits). 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 and a non-core taught two. Additionally, we hired 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 6 GAs for 2023-2024 (1 PhD, 5 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 contributes feedback through email-based surveys and/or in-person meetings related to 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 no changes were made. 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 five

activities to foster a sense of community and celebrate students in our program to increase retention – (1) August post-orientation picnic, (2) 1st year dinner, (3) 2nd year dinner, (4) 3rd year breakfast and (5) an end-of-year program reception and celebration. 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 2023-2024, we received 64 completed applications for our MA program (39 with the expressed interest in the school cognate, 25 with the expressed interest in the addiction cognate) and 2 completed application for our doctoral program. There were 68 students enrolled in the MA Counseling Program and 3 students enrolled in the Doctoral Program for fall 2023. 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

Year	MA Program School Cognate	MA Program Addiction Cognate	MA Program Total	PhD in CES Program
2021	14	8	22	3*
2022	10	12	22	0
2023	9	15	24	0
TOTAL	33 49%	35 51%	68	3
				*2 PhD students were from cohorts prior to 2021

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
2021	2	12	0	13	1	0	0	0	0
2022	0	10	0	9	0	1	0	0	0
2023	2	7	0	9	0	0	0	0	0
TOTAL	4	29	0	31	1	1	0	0	0
	12%	88%	0%	94%	3%	3%	0%	0%	0%

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	3	1	0	0	0	0
Female	27	0	1	0	0	0
Did not disclose	0	0	0	0	0	0

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
2021	3	5	0	7	0	0	1	0	0
2022	6	6	0	12	0	1	0	0	0
2023	4	11	0	15	0	2	0	0	0
TOTAL	13	22	0	34	0	3	1	0	0
	37%	63%	0%	89%	0%	8%	3%	0%	0%

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	12	0	2	1	0	0
Female	22	0	1	0	0	0
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
2021	1	2	0	3	0	0	0	0	0
2022	0	0	0	0	0	0	0	0	0
2023	0	0	0	0	0	0	0	0	0
TOTAL	1	2	0	3	0	0	0	0	0
	33%	66%	0%	100%	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 23 students per cohort with about 49% of students in the school cognate and 51% in the addiction cognate. Students are predominantly female and White; however, we have ethnic/racial 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, three 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.

Table 7. 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
<i>Faculty</i>		
Faculty Expertise	81%	100%
Faculty Availability	94%	100%
Quality of Instruction	94%	100%
Quality of Advising	62%	100%
<i>Curriculum</i>		
Content Coverage	81%	100%
Course Sequencing	75%	100%
Number of Electives	50%	100%
<i>Clinical Courses</i>		
Practicum Quality	100%	100%
Internship Availability	94%	100%
Internship Quality	100%	100%
<i>3rd Year Student Overall Satisfaction (via Exit Survey)</i>		

Program Graduates Overall Satisfaction (via Program Graduates Survey)	94%	100%
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Note. MA Exit Survey N = 16, Doctoral Program Graduates N=1.

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). They were least satisfied with advising, the number of electives, and course sequencing. The percentage of overall satisfaction for the program went up significantly this year, from 61% in 2023 to 94% in 2024.

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 throughout 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 2021 Cohort	MA 2022 Cohort	MA 2023 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	2.73	2.16	2.3	3.0
Personal Development	2.73	2.16	2.0	3.0

Academic Development	2.72	2.43	2.0	3.0
Total PPADD	2.73	2.14	2.0	3.0

There were six 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 2023-2024.

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 – problems in communication of concerns with supervisors and faculty	1	Student met with the course instructor and advisor to discuss ongoing concerns with the existing remediation plan. Students' graduation was extended to Fall 2024.
2022	Academic- Failed KPI Personal Professional	1	Student met with instructor and advisor to discuss the score on the KPI and retaking the course in Fall of 2024; the student is aware that they will need to pass the course in Fall of 2024 to continue to move forward in the program.
2022	Academic –frequent absences and/or excessive tardiness; late assignments	1	Student met with course instructors and their advisor to discuss concerns and establish a remediation plan. Student demonstrated improvement in the areas of concern across the fall and spring semesters. Student will continue to be monitored for these issues during their third and final year in the program.
2022	Personal and Academic – low levels of confidence in self; late assignments	1	Student met with advisor to discuss concerns. Student decided to pause program in Spring 2024 to address personal challenges and will rejoin in Fall 2024.

2022	Professional- lack of reflection, lack of openness to feedback, poor relationship-building skills	1	Student met with instructor to discuss concerns and demonstrated improvement over the course of the semester (Fall 2023 into Spring 2024).
2023	Academic, Professional – failed KPI assignment, concerns with personal impairment impacting professional work	1	Student met with course instructor and their advisor in late Spring 2024. Student and advisor established a remediation plan that will be in effect throughout the 2024-2025 academic year. Student will resubmit KPI and has to earn a “2” or higher before moving on to practicum.

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 2023	2021	COUN 526 Internship I	Incomplete	Student was unable to complete all assignments at their internship site due to no fault of their own. The student earned an Incomplete in COUN 526 for Fall 2023, but successfully completed the assignments in Spring 2024 and earned a “Pass” in the course.

Term	Cohort	Course	Grade	Action
Fall 2023	2021	COUN 526 Internship I	Incomplete	Student was removed from one of their internship site placements and was unable to obtain the required hours by December 2023. Student received an Incomplete for COUN 526. Student completed hours in the Spring of 2024 and the grade was changed to "Pass".
Fall 2023	2021	COUN 526 Internship I	Incomplete	Student had a delayed start to internship and was unable to obtain required hours by December 2024. Student earned an Incomplete initially and then later (Spring 2024) completed required hours and earned a "Pass" for COUN 526
Spring 2024	2022.	COUN 59, Internship Prep	Incomplete	Student failed to secure an internship site for fall 2024 by the end of the course. Once the student secures a site and and submits internship agreement paperwork, the grade will be changed to "Pass"
Spring 2024	2022.	COUN 597 Internship Prep	Incomplete	Student failed to secure an internship site for fall 2024 by the end of the course. Once the student secures a site and and submits internship agreement paperwork, the grade will be changed to "Pass"
Spring 2024	2021	COUN 528 Internship II	Incomplete	Student did not meet hours requirements for COUN 528 and will continue internship in Fall 2024.
Spring 2024	2021	COUN 528 Internship II	Incomplete	Student did not meet hours requirements for COUN 528 and will continue internship in Fall 2024.

Term	Cohort	Course	Grade	Action
Spring 2023	2022	COUN 534 Child and Adolescent Counseling	Incomplete	Student met with instructor to discuss requirements to resolve the incomplete. Student successfully submitted work and received a grade for the course in Spring 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	97.5%	100%
Social and Cultural Diversity	97.5%	100%
Human Growth and Development	95%	100%
Career Development	100%	100%
Counseling and Helping Relationships	100%	100%
Group Counseling and Group Work	100%	100%
Assessment and Testing	95%	100%
Research and Program Evaluation	97.5%	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 = 16)	Supervisor Survey (N = 15)	Program Graduates Survey (N = 20)	Employer Survey (N = 4)
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	4.2	4.6	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.	4.4	4.1	4.6	5.0
Students will learn how biopsychosocial factors influence development and functioning across the lifespan and integrate a developmental perspective in their counseling practice.	4.4	4.1	4.7	4.75
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.	3.4	3.9	3.8	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	4.3	4.4	5.0

Students will learn theories and processes related to group formation and facilitation in a variety of settings.	4.2	4.2	4.4	5.0
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.	3.7	4.3	3.6	5.0
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.	3.6	4.1	4.0	4.75

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 = 13)	Supervisor Survey (N=11)	Program Graduates Survey (N=14)	Employer Survey (N = 1)
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.	4.1	4.1	4.1	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 = 3)	Supervisor Survey (N = 4)	Program Graduates Survey (N = 4)	Employer Survey (N = 3)

Students will identify roles, theories, and models related to addiction counseling and apply empirically supported approaches to work with clients.	5.0	4.3	4.3	4.0
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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 career development, assessment, research and program evaluation.

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., passionate, experienced, caring, helpful, supportive, engaging), appreciation for opportunities to develop clinical skills as a school counseling student and the overall scaffolding of learning, and appreciation for opportunities to engage in self-reflection and growth. Students also spoke positively overall about their practicum and internship experiences and improvements in the school counseling program, with some constructive feedback related to wanting more feedback on documentation and more opportunities for supervisors within the schools. Responses related to areas of improvement included dissatisfaction with faculty no longer involved in the program and the courses those faculty members taught (e.g., multicultural, school cognate courses, research, and assessment), desire for more opportunities to learn contemporary counseling approaches (e.g., DBT, ACT, EMDR, play therapy, trauma-informed theories, etc.), and more advising support and guidance for licensure. Feedback on the cohort model was generally positive with many students identifying it as a highlight and strength of the program, however, a few students noted inter-cohort conflict as a frustration.

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.

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 a 2 or higher on the assignment
COUN 501 Ethical Decision-Making Model – 100% of students earned a 2 or higher on the assignment
COUN 526 Supervisor Evaluation – 100% of students earned a 2 or higher on the assignment
COUN 690 Comprehensive Examination – 100% of students passed the 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- 100% of students earned a 2 or higher on the assignment
COUN 514 Case Conceptualization - 100% of students earned a 2 or higher on the assignment
COUN 526/528 Supervisor Evaluation – 100% of students earned a 2 or higher on the 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 2 or higher on the 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 a 2 or higher on the 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.a. Students will demonstrate an understanding of counseling theories and models for client conceptualization.

KPI Measures:

COUN 502 Personal Theory Paper – 100% of students earned a 2 or higher on the assignment
COUN 528 Integrated Theory Paper – 100% of students earned a 2 or higher on the 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 - 95% of students earned a 2 or higher on the assignment, 5% earned a 1 on the assignment. The student was put on a remediation plan to address failed KPI, as described in the above section.
COUN 514 Client Conceptualization Paper -100% of students earned a 2 or higher on the assignment
COUN 526/528 Supervisor Evaluation – 100% of students earned a 2 or higher on the 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 a 2 or higher on the 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 - 100% of students earned a 2 or higher on the assignment

COUN 550 Biopsychosocial Report - 100% of students earned a 2 or higher on the 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 – 100% of students earned a 2 or higher on the assignment

COUN 514 Counseling Evaluation Assignment – 100% of students earned a 2 or higher on the assignment

COUN 529 Counseling Practice Evaluation Poster - 100% of students earned a 2 or higher on the 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 a 2 or higher on the assignment

COUN 526 ASCA Paper - 100% of students earned a 2 or higher on the assignment

COUN 526/528 Supervisor Evaluation – 100% of students earned a 2 or higher on the 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 a 2 or higher on the assignment

COUN 526 Clinical Assessment and Treatment Planning Paper – 100% of students earned a 2 or higher on the assignment

COUN 528 Supervisor Evaluation - 100% of students earned a 2 or higher on the assignment

COUN 548 Evidenced Based Approach Paper and Presentation- 100% of students earned a 2 or higher on the assignment

Summary of Findings

Overall, students passed all CPCE core areas, with no more than one student initially failing any area of the test. On the surveys assessing program objectives, the lowest relative scores were in areas related to career, assessment, and research. KPI scores on Key Assessments were generally high with most students earning a “2” or higher on assignments.

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 (N = 1)	Supervisor Survey (N = 2)	Program Graduates Survey (N = 4)	Employer Survey (N = 1)
<i>Counseling</i>				
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
<i>Supervision</i>				
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
<i>Teaching</i>				
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
<i>Research and Scholarship</i>				

Students will demonstrate the ability to design and implement quantitative and qualitative research and to disseminate research through professional conference presentations and publication.	5.0	5.0	4.0	5.0
<i>Leadership and Advocacy</i>				
Prepare advanced clinicians, supervisors, and educators who serve as leaders and advocates in their respective communities.	5.0	5.0	3.75	5.0

*Table 15 Exit Study data is from 2024. All other data is from May 2022.

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 2023-2024
- COUN 614 Case Conceptualization – This course was not offered in 2023-2024
- COUN 616 Supervisor Evaluation – This course was not offered in 2023-2024

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 – This course was not offered in 2023-2024
- COUN 624 Evaluation of Supervision – This course was not offered in 2023-2024

COUN 624 Practicum Supervisees' Evaluation of Supervisor – This course was not offered in 2023-2024

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 2023-2024

COUN 613 Observation of Teaching Evaluation – This course was not offered in 2023-2024

COUN 626 Course Evaluations (Students) – Student earned a 3 on KPI rubric.

COUN 626 Faculty Evaluation – Student earned a 3 on KPI rubric.

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 2023-2024

COUN 620 Journal Article Submission – This course was not offered in 2023-2024

COUN 693 Dissertation – One student completed dissertation and successfully defended. Two other students still have their dissertations 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 – This course was not offered in 2023-2024
COUN 592 Documentation of Leadership Position – This course was not offered in 2023-2024

Summary of Findings

All doctoral KPIs collected through course assignments for enrolled students in 2023-2024 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 2023- 2024	Number of Graduates from Diverse Racial or Ethnic Backgrounds AY 2023-2024
School	12	0
Addiction	7	0
PhD	1	0

Table 17. Access and Impact

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
2017	93%	100%	88%	100%	0%	0%
2018	84%	100%	75%	75%	0%	0%
2019	87%	87%	78%	78%	0%	0%
2020	87%	87%	83%	92%	0%	0%
2021	71%	71%	57%	57%	100%	100%
Average	84%	86%	76%	80%	20%	20%

Program Objective 1 – Completion Rate by Program

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 2021 Cohort* (2024 Graduates)	Licensure Rate* 2019, 2021, 2023 Graduates	Job Placement as a Counselor (MA)/Counselor Educator (PhD)** 2019, 2021, 2023 Graduates
School	100%	86%	93%
Addiction	100%	100%	100%
PhD	N/A	N/A	100%

*Data from NCE Report survey (n=13 responses; n=9 who took the NCE – 6 school and 3 addiction); **Data from Program Graduates survey (n=20; 6 Addiction and 14 School)

Summary of Findings

The MA program graduated 19 students, with two students from the 2021 cohort on track to graduate in December 2024. 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). Most reporting graduates are employed as counselors.

The PhD program had one graduate in May 2024. The student accepted a tenure-track faculty position in Counselor Education at a R1 University. 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. Overall satisfaction with the program increased significantly this year and this increase appeared to be related to both stability of faculty and an overall sense of appreciation for current program faculty. The vast majority of responses to the open-ended questions highlighted positive aspects of the program such as instructors (core faculty and part-time lecturers) and general faculty-related comments. Given the importance of program faculty to student satisfaction, the Department will continue efforts to respond to student feedback when possible in terms of retaining faculty that are well received by students.
2. As with previous years, current and former students (via Exit Survey and Program Graduates Survey) noted the desire for elective options, especially in the fall and spring semesters, and for content related to contemporary counseling approaches and trauma-informed techniques. To address this feedback, we are offering more independent study options that include opportunities to explore specific areas of interest (e.g., attending theory-specific or specialty-specific conferences and trainings) during the fall and spring semesters. We are exploring new elective offerings for Summer 2025 and have added a new trauma and grief course to the curriculum.
3. Faculty reviewed the current assessment and evaluation plan and agreed that it is satisfactory. Faculty discussed the ongoing need of increasing response rates for alumni and employer surveys and plan to collect non-Boise State emails as part of the Exit survey and explore the potential value of a Counseling Program LinkedIn page.
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. Faculty decided to rename the evaluation Student Progress Evaluation (SPE). Faculty also agreed to form a committee to further review our approach to student progress across all three areas (professional, personal, and academic) in light of the new 2024 CACREP Standards. The committee will form and meet after the completion of our spring 2025 CACREP site visit.
6. Faculty reviewed enrollment trends. MA student applications were higher than the previous year (64 compared to 52). This increase is more in line with historical program application trends and represents a positive shift in interest in the field of counseling. Faculty noted that there has been a shift in the number of students in each cognate, with increasing numbers of students enrolled in the addiction cognate and decreasing numbers of students enrolled in the school counseling cognate. Faculty discussed external factors contributing to fewer students pursuing school counseling careers. Faculty expressed intentions to look for external funding opportunities that could help

incentivize students to enroll in the school counseling cognate (e.g., grants that provide stipends to school counseling students). Faculty also identified the value of engaging in advocacy work that helps address potential external factors contributing to lower interest in school counseling careers (e.g., lower pay, workload demands, aligning professional roles with ASCA Model, policy pressures, and so forth). PhD student enrollment remains consistent with the apprenticeship model.

7. Faculty reviewed graduation and retention rates. The MA program neared the target of graduating 20 students (N = 19). Two students who were expected to graduate in May 2024 are expected to graduate in December 2024. Faculty members discussed the current retention plan and agreed to continue current retention activities. Faculty noted that students are graduating in 4 or 5 years and noted this could have been impacted by COVID years. Cohort advisors have been supportive of students changing needs and worked to retain them when they needed to slow down. Faculty members noted there was no attrition among ethnically/racially diverse students. The doctoral program has high retention (100%), but lower graduation rates due to students not having yet completed their dissertation.
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 decided to remove COUN 551 Psychopharmacology and replace it with a new 2-credit required course on trauma and grief counseling. Standards related to psychopharmacology will be integrated into COUN 550 Assessment, Diagnosis, and Treatment Planning.

Appendix A: Alt text for Figure 1. LOGIC Model

INPUTS: Faculty; Staff; Adjuncts, Advisory Board, Site Supervisors; GAs; Resources. **What amount of personnel was used? What funding sources were available?** [# Staff, # Faculty, # GAs, Funding Sources]

OUTPUTS (Activities): Offer Programs – M.A. School & Addiction; Ph.D.; Provide Curricular Offerings Aligned with CACREP Standards; Implement Recruitment and Retention Activities. Were all programs and courses delivered? **Were all recruitment and retention activities implemented?** [Annual Review of Mission, Goals, and Objectives, Curriculum Matrix, Syllabi for CACREP Standards, Assessment Process, # of Recruitment and Retention Activities]

OUTPUTS (Recipients): M.A. and Ph.D. Students. Did students enroll? Were they diverse? Level of satisfaction with the program? [# students enrolled, student demographics, student course and supervisor evaluations, exit survey.]

OUTCOMES (Short Term): Students Increase Knowledge and Skills; Students Demonstrate Professional Dispositions; M.A. Students Advance to 2nd Year; Ph.D. Students Advance to Candidacy. **To what extent did knowledge and skills increase? Did students advance?** [KPI Key Assessments, Supervisor Evaluations, CP CE/NCE, Comps, Portfolio/Dissertation, GPA, # M.A. Students retained to 2nd year, # Admission to Candidacy.]

OUTPUTS (Mid-Term): Students Complete Program; M.A. Students Get LPC; Students Get Jobs. **Did students complete the program? Attain licensure and employment? Did the program prepare students to be counselors?** [Graduation Rates, Licensure Rates, Employment Rates, Exit Survey, Supervisor Survey.]

OUTPUTS (Long Term): Program Graduates are Successful Counselors, Counselor Educators, or Counseling Leaders in the Community. **Were graduates prepared for their work as counselors? Are employers in the community satisfied with program graduates?** [Alumni Survey, Employer Survey]

Appendix B: Alt text for Figure 2. MA Programs (School and Addiction) Assessment and Transition Points

Pre-Admission

Method of Review: Admission Criteria

- CV
- GPA
- Letter of Application
- Letters of Reference
- Interview
- Writing Sample

Gateway: Admission to Program

Year 1

Method of Review:

- Maintain GPA of 3.0 (ongoing)
- KPIs – Rubric (1-3) – Maintain a 2 or better (ongoing)
- Faculty review of students – PPADD Evaluation
- Report of student concern as needed (ongoing)
- B or better in COUN 505

Gateway: Advance to Practicum

Year 2

Method of Review:

- Maintain GPA of 3.0 (ongoing)
- KPIs – Rubric (1-3) – Maintain a 2 or better (ongoing)
- Faculty review of students – PPADD Evaluation
- Report of student concern as needed (ongoing)
- B or Better in Practicum
- Admission to Candidacy

Gateway: Advance to Internship

Year 3

Method of Review:

- Maintain GPA of 3.0 (ongoing)
- KPIs – Rubric (1-3) – Maintain a 2 or better (ongoing)
- Faculty review of students – PPADD Evaluation
- Report of student concern as needed (ongoing)
- CPCE
- Application for Graduation
- Portfolio
- Internship - Pass

Gateway: Cleared to Graduate

Appendix C: Alt text for Figure 3. Ph.D. Program Assessment and Transition Points

Pre-Admission

Method of Review: Admission Criteria

- CV
- GPA
- GRE
- Letter of Intent
- Letters of Reference
- Interview

Gateway: Admission to Program

Year 1

Method of Review:

- Maintain GPA of 3.0 (ongoing)
- KPIs – Rubric (1-3) – Maintain a 2 or better (ongoing)
- Program Development Review with Advisor (ongoing)
- Faculty review of students – PPADD Evaluation
- Report of student concern as needed (ongoing)
- B or better in Practicum
- Establishment of Doctoral Committee

Gateway: Advance to Comps

Year 2

Method of Review:

- Maintain GPA of 3.0 (ongoing)
- KPIs – Rubric (1-3) – Maintain a 2 or better (ongoing)
- Program Development Review with Advisor (ongoing)
- Faculty review of students – PPADD Evaluation
- Report of student concern as needed (ongoing)
- Comps
- Admission to Candidacy
- Dissertation Proposal

Gateway: Advance to Internship and Dissertation

Year 3

Method of Review:

- Maintain GPA of 3.0 (ongoing)
- KPIs – Rubric (1-3) – Maintain a 2 or better (ongoing)
- Program Development Review with Advisor (ongoing)
- Faculty review of students – PPADD Evaluation

- Report of student concern as needed (ongoing)
- Application for Graduation
- Internship - Pass
- Portfolio
- Dissertation Defense

Gateway: Cleared to Graduate