

Counselor Education Department Evaluation Report: 2016-2017

Overview: Program Evaluation

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

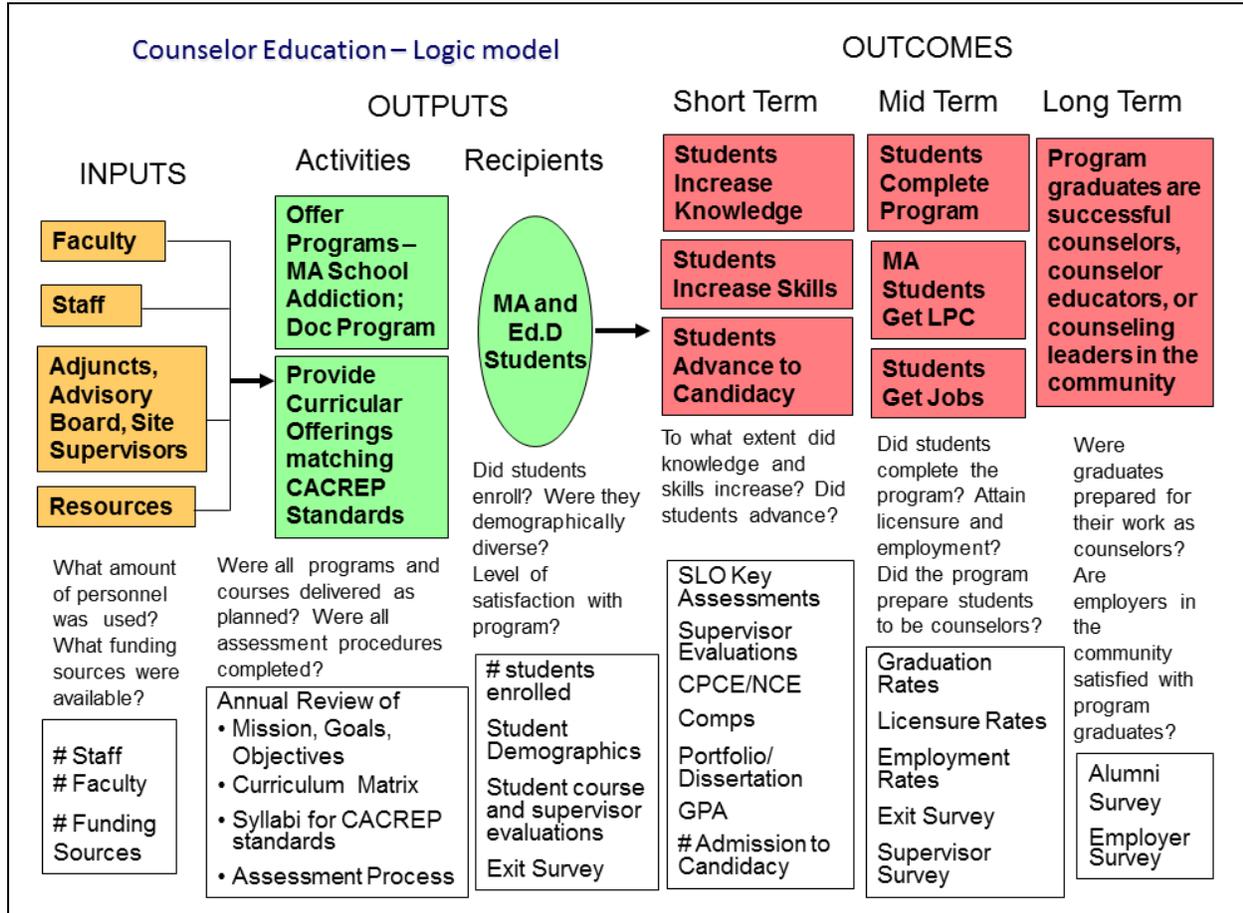
1. University reports on current students' academic progress.
2. Faculty review of professional, personal, and academic development (PPAD) and evaluations of student achievement as related to the student learning outcomes (SLOs) of the program and specialty areas.
3. Departmental surveys of current students,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

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

current students and program outcomes. Graduates are evaluated by assessing alumni knowledge of student learning outcomes and employer evaluations.

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

Figure 1. LOGIC MODEL



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

Figure 2. MA Program Assessment and Transition Points

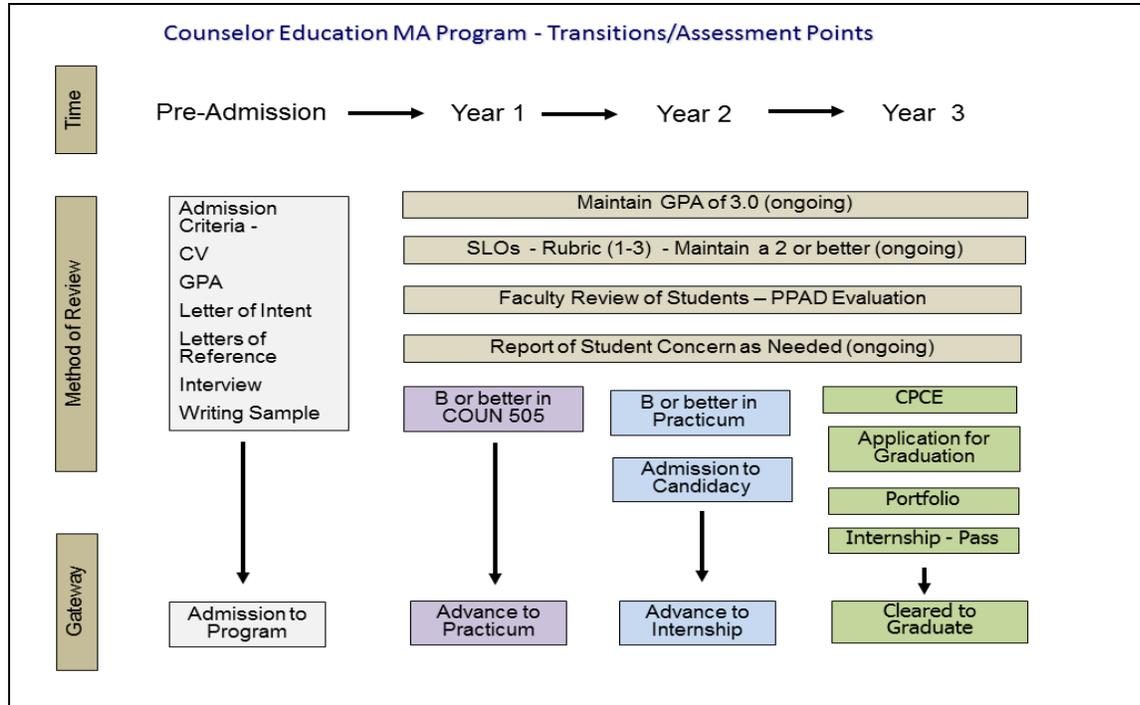


Figure 3. Doctoral Program Assessment and Transition Points

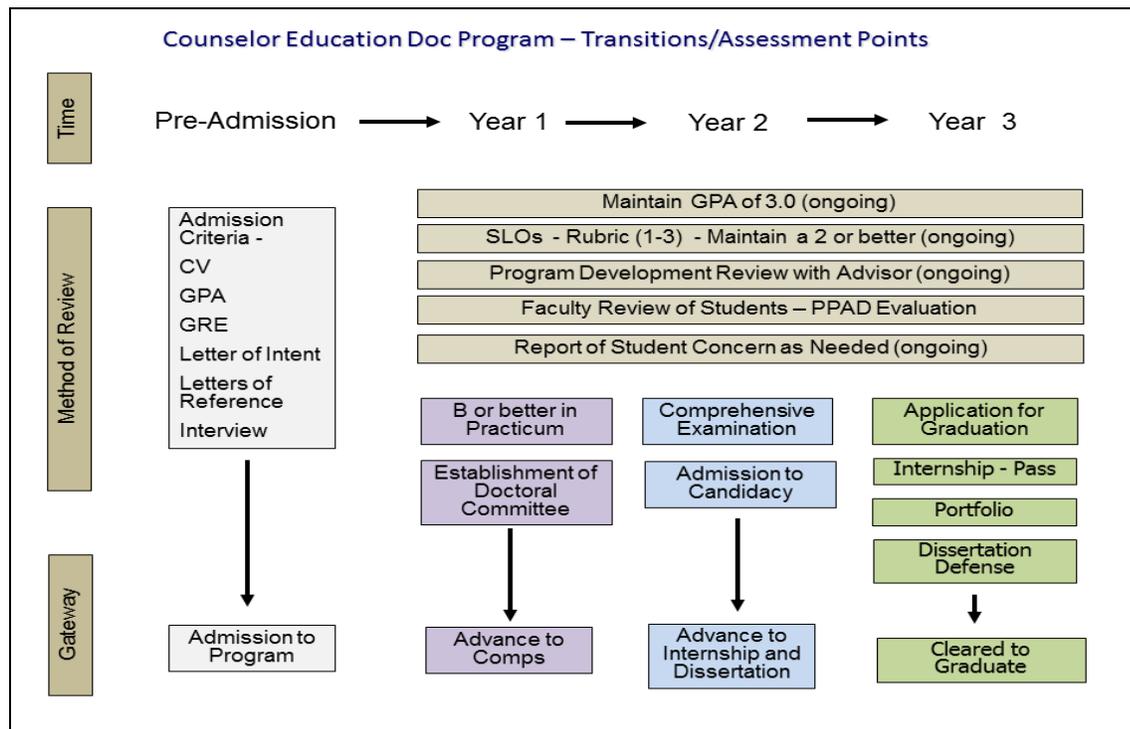


Table 1 presents the timeline used to complete the assessment.

Table 1. Evaluation Timeline

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

Program Overview

The Department offers a 60-credit Masters of Arts (MA) in Counseling. We have two cognate areas, Addiction Counseling Cognate and School Counseling. Each cognate requires 60-credit hours for completion and prepares students to be licensed professional counselors (LPC) in the state of Idaho. Students in both cognates are required to complete a minimum of 700 internship and 100 practicum clock-hours as part of their program of study. The Department also offers a 66-credit (post MA in Counseling) Ed.D. program in Curriculum & Instruction in Counselor Education and Supervision. All three of our programs are CACREP Accredited under the 2009 standards.

Evaluation of Program Inputs

Faculty, Adjunct Faculty, Staff

The Department of Counselor Education has 5 full-time faculty members. Faculty workload consists of teaching, research, service, and administrative activities, with 50% of time typically devoted to teaching. The Department has one part-time Administrative Assistant.

Faculty actively engage in research activities, with 20% of time typically devoted to scholarship. In 2016, faculty collectively published 21 peer-reviewed papers and delivered 12 presentations at professional conferences. Faculty engaged students in their research programs with 5 students publishing as co-authors and 5 students presenting at professional conferences.

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

Resources

There were no significant changes in appropriated funding for the program for this fiscal year. Funds were raised internally by faculty through offering CEU trainings for the community. Active external grants and contracts for 2016-2017 total \$481,500K; internal grants total \$38K. Faculty submitted 2 internal grants – a College of Education Seed Grant to evaluate bullying research (funded) and a College of Education Seed Grant to evaluate (funded). Faculty submitted 4 external grants – Health Resources & Services Administration (HRSA) Grant to train counselors to work with at-risk youth in underserved communities- \$215K (funded), National Institute of Alcohol Abuse and Alcoholism R21 to evaluate an online alcohol program- \$380K (with administrative council), National Institute of General Medical Sciences CTR-IN Mini-Grant to evaluate a bullying intervention program – 12.5K (funded), and Blue Cross of Idaho grant to evaluate suicide training for school counselors (not funded). Faculty also had additional active grants in 2016.

Evaluation of Program Outputs

Program Activities

The Counselor Education Department offered a MA in Counseling Program with a School Counseling cognate area and Addiction Counseling cognate area. The Department also accepted its sixth doctoral student for fall 2017 to the Counselor Education and Supervision Cognate in the Curriculum and Instruction EdD.

The MA and Doctoral curriculum were reviewed during faculty working meetings and bi-weekly faculty meetings. Curricular offerings are aligned with CACREP standards and SLOs and key assessments have been placed throughout the program offerings. Knowledge SLOs are generally measured in the early part of the program, whereas skill SLOs, which build upon knowledge, are generally measured in the final year of the program.

The mission, goals, and objectives of the Counselor Education Department were reviewed and approved by the faculty at a spring 2016 faculty meeting. The mission, goals, and objects are aligned with those of the University and the College. The assessment and evaluation procedure were also reviewed this year. The procedure was approved and will be reviewed again next year.

Admissions, Program Recipients, Enrollment, and Retention

In 2016, the program received 93 applications for the MA in Counseling Program and 2 applications for the EdD Program. In 2017, we received 66 applications for the MA program and 4 applications for the EdD program. There are currently 71 students enrolled in the MA Counseling Program and three students enrolled in the Doctoral Program. Table 1 presents number of students by cohort year and emphasis area. Demographic diversity is presented in Table 2. Retention from orientation attendance to fall enrollment and fall enrollment to graduation are presented in Table 4. Student retention in Table 3 and retention by ethnicity is reported in Table 4.

Table 1. Enrollment

Cohort	School Enrollment	Addiction Enrollment	Doctoral Enrollment	TOTAL
2015	10	9	0	19
2016	16	7	1	24
2017	17	9	1	27
TOTAL	43 (60.6%)	25 (35.2 %)	3* (4.2%)	71

* Includes 1 student from 2014 cohort scheduled to graduate December 2017

Table 2. Student Demographics for all Programs

Cohort	Gender		Ethnicity					
	Male	Female	White	Hispanic	Asian-American	African-American	Native American	Other
2015	4	15	17	2	0	0	0	1
2016	5	19	18	5	0	1	0	5
2017*	1	21	20	3	1	2	1	0
TOTAL	11** (16.7%)	55 (83.3%)	50 (70.4%)	10 (14.1%)	1 (1.4%)	3 (4.2%)	1 (1.4%)	6 (8.5%)

* Some students elected not to indicate gender

**includes 1 doctoral student from 2014 cohort scheduled to graduate December 2017

Table 3. Retention

MA Program				
Measures	2013 Cohort	2014 Cohort	2015 Cohort	2016 Cohort
Retention Rate from Orientation to Enrollment	83%	71%	100%	90%

MA Program				
Measures	2011 Cohort	2012 Cohort	2013 Cohort	2014 Cohort
Retention Rate from Enrollment to Graduation	90%	68% (73%*)	90% (95%*)	41% (50%*)
Doctoral Program				
Measures	2011 Cohort	2012 Cohort	2013 Cohort	2014 Cohort
Retention Rate from Enrollment to Graduation	-	100%	0%	-

* Includes students who are still in the program but have not yet graduated.

Table 4. Student Graduation Rates by Ethnicity

Cohort	Ethnicity					
	White			Non-White		
	Enrolled	Graduated	Rate	Enrolled	Graduated	Rate
2011	13	12	92.3%	5	4	80%
2012	15	10	67%	2	1	50%
2013	15	14	93%	4	4	100%
2014	10	6	60%	3	2	67%
TOTAL	53	42	79.2%	14	11	78.6%

Note. Data only reflect students who indicated ethnicity on admission documents.

Summary of Findings

The MA program has an average of 22 students per cohort with about 60.6% in the school cognate and 35.2% in the addiction cognate. Students are predominantly female (83.3%), however those who did not indicate gender are likely male, and white (70.4%). The Doctoral program currently admits one student per year. Five of the students admitted have been female, one male, and all have been White.

Comparison of measures from 2014-2015 (2012 cohort) to 2015-2016 (2013 cohort) indicate an increase in retention from enrollment to graduation. However, we experienced a significant decline in retention in 2016-2017 (2014 cohort). To address this concern, faculty implemented an extensive program including activities designed to increase retention from orientation to completion of year 1. Faculty will continue to monitor retention rates and engage in student support activities to address this concern.

Evaluation of Program Outcomes

Professional, Personal, and Academic Review

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

Faculty concerns regarding individual students were discussed at faculty meetings and students were reviewed by the faculty using the Professional, Personal, and Academic Development form (PPAD). The PPAD was developed by the faculty in 2013. Table 5 indicates average scores on the PPAD in the areas of professional, personal, and academic development by cohort.

Table 5. Faculty Ratings of Students' Professional, Personal, and Academic Development (PPAD – 1-3 scale)

	2014 Cohort	2015 Cohort	2016 Cohort	All MA Students	All Doc Students
Compliance with ACA Standard C.5	100%	100%	100%	100%	100%
Compliance with ACA Standard F.8.a	100%	100%	100%	100%	100%
Professional Development	2.2	2.1	2.0	2.1	2.9
Personal Development	2.2	2.1	2.0	2.1	2.9
Academic Development	2.3	2.1	2.1	2.2	2.8
Total PPAD	2.2	2.1	2.0	2.1	2.9

There were 3 students who received scores of < 2.0 on one or more of the PADD areas. Table 10 indicates the cohort, area of concern, PPAD rating, and action taken by faculty in response to the area of concern.

Faculty also review student issues at faculty meetings as needed. These discussions may also result in areas of professional, personal, and academic development and remediation/dismissal from program. There were no additional students identified.

Table 6. Professional, Personal, and Academic Development Problems

Cohort	Area of Concern	PPAD Rating	Action
2016	Academic	1.8	Student was informed of concerns via faculty letter and individual meeting. No remediation plan generated. Faculty will continue to monitor student.
2016	Professional	1.9	Student was informed of concerns via faculty letter and individual meeting. No remediation plan generated. Faculty will continue to monitor student.
2014	Professional Personal Academic	1.7 1.6 1.3	Student met with advisor as part of ongoing remediation. Faculty will continue to monitor student.

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 semester to determine expected progress in academic development.

Students are also sent a letter of concern when they receive a C in any of their coursework or dismissal from the program if retention and remediation planning are not successful and this pattern continues. Table 11 indicates the term, cohort, course where problems occurred and action taken by faculty in response to the academic problem.

Table 7. Academic Development Problems

Term	Cohort	Course	Grade	Action
N/A				

Summary of findings

Three MA students were identified by the faculty regarding concerns in personal, professional, or academic areas. In two cases, the advisor sent student a letter of concern and met with with the student to discuss areas that need improvement; in the other case the advisor met with the student to discuss on-going Remediation Plan. There were no problems identified for our doctoral students in the areas of professional, personal, or academic development.

CACREP Professional Identity Standards

CPCE and NCE scores were reviewed to assess knowledge and performance on Professional Identity Standards for MA students. Fall 2016 CPCE pass rates by specific identity standard area NCE pass rates and are shown in Table 8. All students who did not pass the original CPCE area were given the opportunity to take an exam in fall 2016. All students passed all sections.

Table 8. NCE and CPCE Pass Rates by Professional Identity Standard Area

Professional Identity Standard	Initial Pass Rate	Final Pass Rate
CPCE		
Professional Orientation and Ethical Practice	100%	100%
Social and Cultural Diversity	91%	100%
Human Growth and Development	100%	100%
Career Development	91%	100%
Helping Relationships	100%	100%
Group Work	100%	100%

Assessment	91%	100%
Research and Program Evaluation	100%	100%
NCE	Pass Rate	
Total	100%	

Admission to Candidacy, Graduation, Licensure, and Employment as a Counselor

Of the students who were on target to graduate in 2017, 100% applied for admission to candidacy. Program and university records were used to determine the graduation rate. Graduation rate was calculated as percent of students graduating of those who started the program. Licensure and employment rates were gathered through the Alumni Survey. Graduation, licensure, and employment rates for MA students are shown in Table 9. Table 10 show number of graduates in 2017 per cognate area.

Table 9. Graduation, Licensure, and Employment Rates MA Students

Number of Graduates in 2017 (2014 Cohort)	Number of Graduates from Diverse Backgrounds 2017	Graduation Rate 2014 Cohort	Licensure Rate 2008, 2010, 2012, 2013 Cohorts (N = 34)	Employment as a Counselor 2008, 2010, 2012 2013 Cohorts (N = 34)
10	2	50%	97%	97%

Table 10. Graduates per Cognate

Number of Graduates in Addiction Counseling 2017 (2014 Cohort)	Number of Graduates in School Counseling 2017 (2014 Cohort)
4 (50%)	6 (38%)

Summary of Findings

The MA program did not meet the target of graduating 20 students in 2017, having an unusually low retention rate for the 2014 cohort. Results, however, indicate 100% of graduates passed the CPCE and NCE. Additionally, 97% of students who graduated in 2016 reported being licensed and employed as a counselor in 2017.

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. Faculty decided to report results of comprehensive evaluation bi-annually to align with College of Education assessment cycle. Faculty, however, will continue to report abbreviated annual data including CACREP Vital statistics annually.
2. Faculty discussed beginning to transition student learning outcome assessments to align with 2016 CACEP standards. The program is accredited under the 2009 standards.
3. Overall scholarly productivity (peer-reviewed publications, grant funding, and peer-reviewed presentations) for program faculty as a whole has increased from previous years.
4. Faculty reviewed the process of using the PPAD to monitor students' professional, personal, and academic development and agreed it is satisfactory.
5. Faculty reviewed application and admissions trends. Faculty actively engaged in a variety of new recruitment activities including securing funds in fall 2016 to host an Open House for Highly Qualified Traditionally Underrepresented Students, as well as a host an Open House for all undergraduate students interested in Counselor Education. Further, faculty visited undergraduate classrooms to share about the Program to recruit applicants. Additionally, to increase enrollment, faculty secured funds for a one-year, 20-hour graduate assistantship for an incoming Highly Qualified Traditionally Underrepresented Student.
6. Faculty reviewed graduation and retention rates. The graduation and retention rate for the 2014 cohort was unusually low. Faculty implemented a comprehensive retention program to address the low number of graduates in 2017. First year students (2015 cohort) engaged in a variety of activities designed to promote social integration to increase retention and number of program graduates.