

Counselor Education Department Evaluation Report: 2012-2013

Overview: Program Evaluation

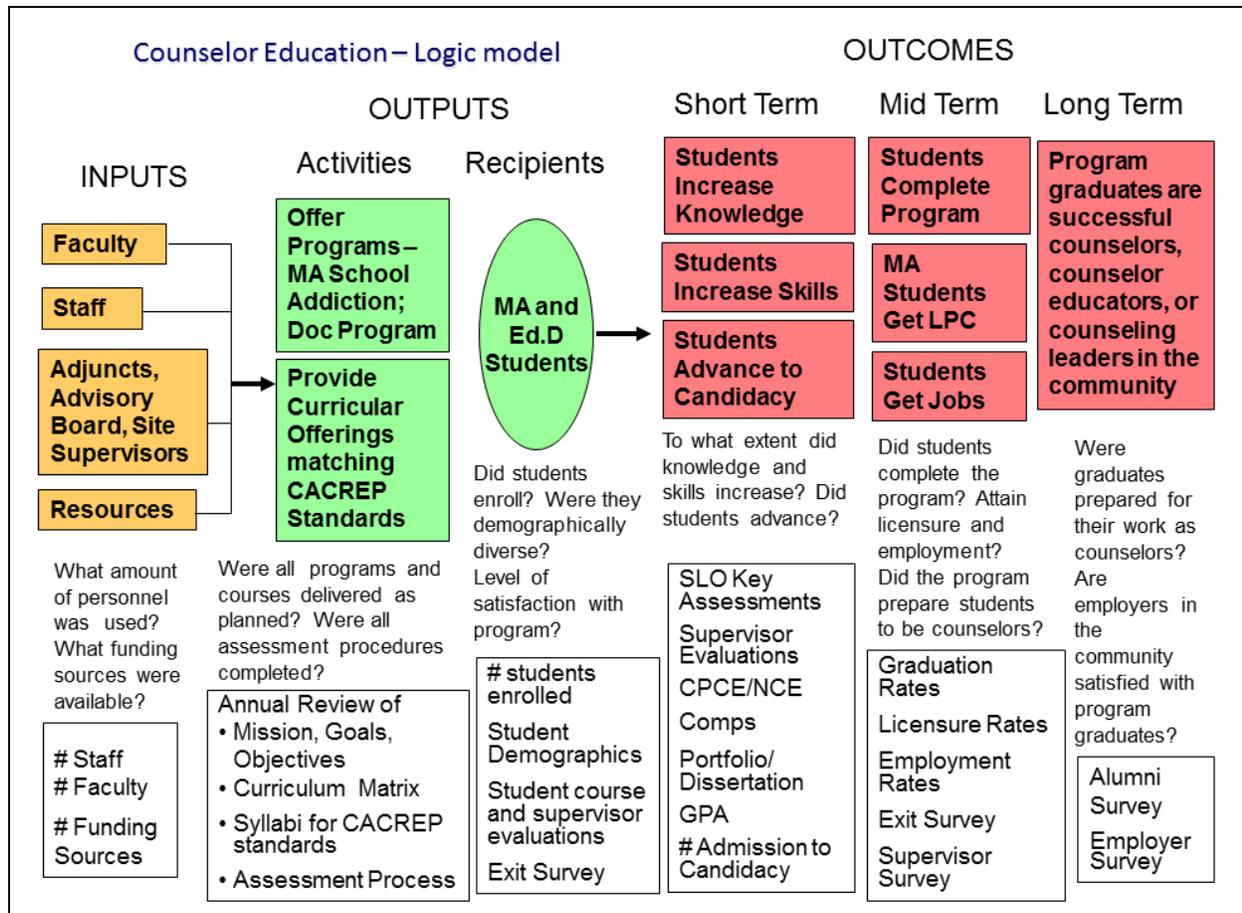
Stakeholders, including current students, faculty, site supervisors, alumni, and community employers, are involved in the evaluation process. The process of evaluation consists of:

1. University reports on current students' academic progress.
2. Faculty review of personal/professional 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

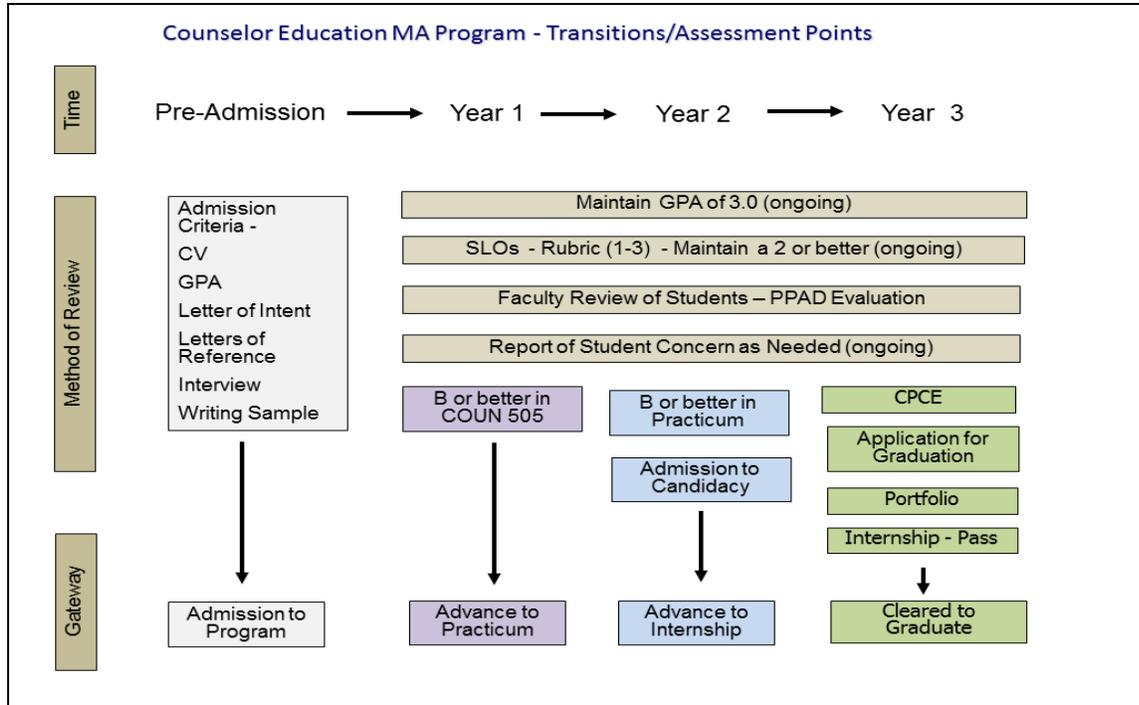


Figure 3. Doctoral Program Assessment and Transition Points

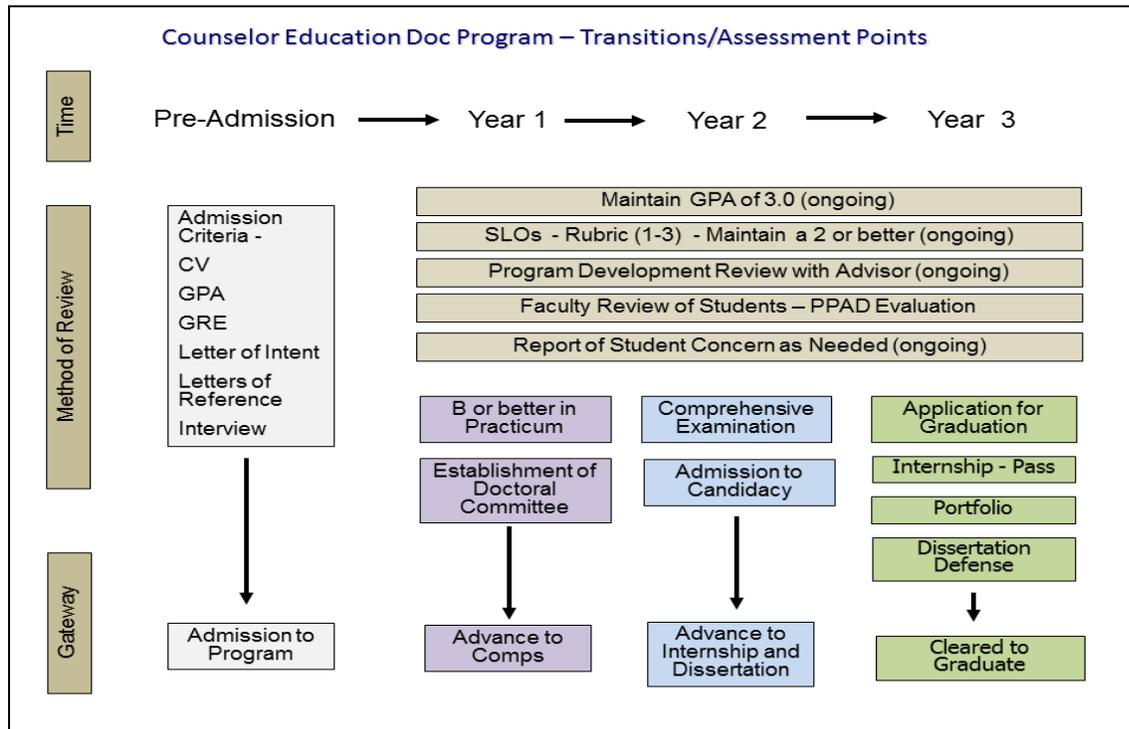


Table 1 presents the timeline used to complete the assessment.

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	April
Student Learning Outcomes	Faculty	December, May
Supervisor Evaluations	Practicum and Internship Supervisors	December, May
GPA	Advisor	December, May
# Admission to Candidacy	Advisor	February
Licensure Rates	Ass and Eval Committee Chair	April
Employment Rates	Ass and Eval Committee Chair	April
Exit Survey	Seminar Instructor	April
Alumni Survey	Ass and Eval Committee Chair	April
Supervisor Survey	Ass and Eval Committee Chair	April
Employer Survey	Ass and Eval Committee Chair	April
Program Development Review	Advisor	April
PPAD	All Faculty	April
Portfolio	Advisor	May
Doctoral Comps	Dissertation Chair	May
Dissertation	Dissertation Chair	May

Evaluation of Program Inputs

Faculty, Adjunct Faculty, Staff

The Department of Counselor Education has 5 full-time faculty members. Faculty workload consists of teaching, research, service, and administrative activities, with 50% of time typically devoted to teaching. Of the 22 required courses and 4 specialty area courses in the MA Program, adjunct faculty taught or co-taught 4 courses and provided practicum lab supervision. For the Doctoral program, Counselor Education Faculty taught 3 Counselor Education Core courses and College of Education Faculty taught 2 Research courses and 2 Education courses. The Department has one part time Administrative Assistant.

Site Supervisors and Advisory Board

Internship Site Supervisors continue to play an invaluable role in the education and development of our students. Site supervisors provide ratings on 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. The Addiction Advisory Board also met to discuss the addiction emphasis curriculum, placement of SLOs within the curriculum, internship experience, and other issues specific to the addiction emphasis.

Resources

There were no significant changes in appropriated funding for the program for this fiscal year. Budget requests for next fiscal year include a doctoral GA, a .5 MA GA, and additional funding for adjunct faculty.

Funds were raised internally by faculty through offering CEU trainings for the community and hosting a conference through the Initiative for Play Therapy. Faculty submitted three internal grants to support faculty research, of which two were awarded. The grants provided support activities for the Initiative for Play Therapy and for a program evaluation of an alcohol intervention in the Boise School District. Faculty also submitted two grants for federal funding targeting the reduction of underage drinking in the community and through the school curriculum (NIH; SAMHSA). The NIH grant received a score and is under revision. The SAMHSA grant is currently under initial review.

Evaluation of Program Outputs

Program Activities

The Counselor Education Department offered MA Programs in School Counseling and Addiction Counseling. The Department also accepted the first doctoral student in summer 2012 in the Curriculum and Instruction Ed.D. offered through the College of Education. The cognate area has been designed to align with CACREP standards. The Department recruited the second doctoral student this spring with courses beginning in summer 2013.

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 significantly revised this year. The mission, goals, and objects are aligned with those of the University and the College. All faculty agreed upon the revised mission, goals, and objectives.

The assessment and evaluation procedure were also significantly revised this year. Faculty created a logic model to guide the assessment and evaluation process. Measures for Professional Identity Standards, SLOs, Program Objectives, Professional, Personal, and Academic Development were reviewed and revised. Alumni, Supervisor, and Employer surveys were revised and a student Exit Survey was developed. Portfolio, the capstone experience, was also revised to align with the revised Program Objectives.

Program Recipients, Enrollment, and Retention

There are currently 61 students enrolled in the MA Counseling Program and one student enrolled in the Doctoral Program. Table 2 presents number of students by cohort year and emphasis area.

Table 2. Enrollment

Cohort	School	Addiction	Doctoral	TOTAL
2009	1	0	0	1
2010	14	6	0	20
2011	8	11	0	19
2012	14	7	1	22
TOTAL	37 (60%)	24 (39%)	1 (1%)	62

Demographic diversity is presented in Table 3.

Table 3. Student Demographics

Cohort	Gender		Ethnicity					
	Male	Female	White	Hispanic	Asian-American	African-American	Native American	Other

2009	1	0	1	0	0	0	0	0
2010	4	16	18	1	1	0	0	0
2011	4	15	13	2	1	1	1	1
2012	4	18	19	1	0	0	1	1
TOTAL	13 (21%)	49 (79%)	51 (82%)	4 (7%)	2 (3%)	1 (2%)	2 (3%)	2 (3%)

Retention from orientation attendance to fall enrollment, orientation attendance to graduation, and fall enrollment to graduation are presented in Table 4.

Table 4. Enrollment and Retention MA Program

Measures	2011-2012	2012-2013
Retention Rate from Orientation to Enrollment	93%	88%
Retention Rate from Enrollment to Graduation	84%	91%

Summary of Findings

The MA program has an average of 20 students per cohort with about 60% in the school program and 40% in the addiction program. Students are predominantly female (79%) and white (82%). The Doctoral program currently admits one student per year. The students have both been female and white.

The MA program aims to graduate approximately 20 students per year. In general, 25 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. We do not anticipate attrition from the doctoral program at this time.

Comparison of measures from 2011-2012 to 2012-2013 indicate decrease in retention from orientation to enrollment and an increase in retention from enrollment to graduation, indicating a need to focus efforts on retaining students from orientation to fall enrollment.

Student Satisfaction with Program

Student program satisfaction is measured by course evaluations, evaluations of site supervisors, and the Student Exit Survey and Alumni Survey. Results from these measures are shown in Tables 5 – 7.

Table 5. MA and Doctoral Student Course Evaluations (1 – 5 scale)

MA Program			
	Core Faculty	Adjunct Faculty	All Faculty
Summer 2012	4.8	4.8	4.8
Fall 2012	4.5	4.3	4.4
Spring 2013	4.8	4.3	4.7
Annual Average	4.7	4.5	4.6
Doctoral Program			
	Core Faculty	Adjunct Faculty	All Faculty
Summer 2012	-	-	-
Fall 2012	5.0	-	5.0
Spring 2013	5.0	-	5.0
Annual Average	5.0	-	5.0

Table 6. MA Student Evaluation of Site Supervisors by Emphasis Area

Area of Evaluation	School	Addiction	All Students
Supervision Skills	4.8	4.9	4.8
Supervisor Expertise	4.9	4.8	4.8
Overall Satisfaction with Site	4.7	5.0	4.8

Table 7. MA 3rd Year Students Satisfaction with Program (1-5 scale)

Program Area*	Mean
Faculty	3.6
Faculty Expertise	4.1
Faculty Accessibility	3.6
Quality of Instruction	4.0
Quality of Advising	3.2
Assistance with Licensure and Certification	3.2
Curriculum	3.9
Content Coverage	4.1

Course Sequencing	4.0
Course Availability	4.1
Number of Electives	3.8
Program Flexibility	3.6
Clinical Courses	4.2
Practicum Quality	4.5
Internship Availability	3.6
Internship Quality	4.4
3rd Year Student Overall Satisfaction	4.0
Alumni Overall Satisfaction*	4.2

*Note. N = 20, Response Rate = 95%; *Note. N = 25, Response Rate = 66%.

Quantitative data was supplemented by qualitative data. Qualitative data indicate overall satisfaction with quality of program faculty and the cohort model. Suggestions for improvement regarding faculty included more personal advising and the advisor teaching more courses. Suggestions for improvement for course work included more assessment specific to addictions and requiring the DSM course for all students. Additionally, there was a trend in reporting lower levels of satisfaction with three courses: Career, Group, and Assessment and Measurement.

Summary of Findings

Student teaching evaluations indicate MA students are satisfied with the quality of course instruction for courses taught by core faculty ($M = 4.7$) and adjunct faculty ($M = 4.5$). Similarly, doctoral student course evaluations indicate supervision with core faculty ($M = 5.0$).

Student evaluation of Internship site supervisors also indicate that MA students are satisfied with the quality of supervision ($M = 4.8$) and supervision sites ($M = 4.8$).

Quantitative data from the Exit Survey and Alumni survey indicate students are generally satisfied with the program with 75% students and 85% of alumni indicating they were satisfied or very satisfied with the program and overall satisfaction rating of 4.0 for 3rd year students and 4.2 for alumni. Findings from the Exit Survey also indicate current 3rd year student were most satisfied with the quality of their practicum and internship experiences and least satisfied with the quality of advising and assistance with licensure and certification.

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 and was used in spring 2013 for the first time. Table 8 indicates average scores on the PPAD in the areas of professional, personal, and academic development by cohort.

Table 8. Faculty Ratings of Students' Professional, Personal, and Academic Development (PPAD – 1-3 rating scale)

	2010 Cohort	2011 Cohort	2012 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	2.8	2.3	2.0	2.4	3.0
Personal Development	2.8	2.0	2.0	2.3	3.0
Academic Development	2.8	2.2	2.0	2.3	3.0
Total PPAD	2.8	2.2	2.0	2.3	3.0

There were 9 students who received scores of < 2.0 on one or more of the PADD areas. Table 9 indicates the cohort, area of concern, PPAD rating, and action taken by faculty in response to the area of concern.

Table 9. Professional, Personal, and Academic Development Problems

Cohort	Area of Concern	PPAD Rating	Action
2009	Personal	1.8	Student met with advisor and was placed on a Remediation Plan which was successfully completed.
2010	Professional	1.7	Student met with advisor and received supervision.
2010	Personal	1.8	Student met with advisor and received supervision.
2011	Professional, Personal, and Academic	1.8 1.4 1.8	Student met with advisor and received Letter of Concern.
2011	Academic	1.8	Student met with advisor and received a Letter of Concern

			regarding academic progress.
2011	Personal and Academic	1.8 1.5	Student met with advisor and was placed on a Remediation Plan which was successfully completed.
2012	Academic	1.7	Student scored < 2.0 on one SLO; student was asked to re-do assignment and achieved a score of > 2.0 on SLO.
2012	Academic	1.8	Student met with advisor; student and advisor made decision for student to withdraw from one course and re-enroll when personal situation improved.
2012	Academic	1.5	Student met with advisor and received a Letter of Concern regarding academic progress.

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. There were 3 MA students who had problems in the area of academic achievement in coursework. Table 10 indicates the term, cohort, course where problems occurred and action taken by faculty in response to the academic problem.

Table 10. Academic Development Problems

Term	Cohort	Course	Grade	Action
Fall 2012	2011	COUN 514	C	Student cannot advance to Internship; Remedial Plan
Fall 2012	2011	COUN 514	C	Student cannot advance to Internship; Remedial Plan
Fall 2012	2012	COUN 533	C	Student sent Letter of Concern regarding Academic Progress

Summary of findings

Two students were identified by the faculty regarding fitness to remain in the program Academic performance and professional/personal development was a concern for both of those students. Both students were required to meet with the Cohort Advisor to discuss a Remediation Plan. One additional student received a letter of concern regarding academic achievement in

coursework. Each of these students also received a score of < 2.0 on at least one area of the PPAD. An additional 4 students received scores of < 2.0 on the PPAD in at least one area of development.

There were no problems identified for our doctoral student in the areas of professional, personal, or academic development in review of GPA, course grades, the Program Development Form, or the PPAD. The doctoral student was admitted to the program with Provisional Status pending successful completion of COUN510 (Intro to Statistics). The student received an A in the course and her status was changed to Regular Status.

The PPAD Assessment process was determined as very satisfactory. Faculty supported the continued use of the PPAD process to monitor students' professional, personal, and academic development. Faculty also discussed the best timing for implementation of the PPAD.

CACREP Professional Identity Standards

CPCE and NCE scores were reviewed to assess knowledge and performance on Professional Identity Standards for MA students. CPCE pass rates by specific identity standard area NCE pass rates and are shown in Table 11.

Table 11. CPCE Pass Rates by Professional Identity Standard Area

Professional Identity Standard	Pass Rate
CPCE	
Professional Orientation and Ethical Practice	100%
Social and Cultural Diversity	100%
Human Growth and Development	100%
Career Development	100%
Helping Relationships	100%
Group Work	100%
Assessment	100%
Research and Program Evaluation	100%
NCE	
Total	95%

CACREP Professional Identity Standards for MA and Doctoral students are also assessed through Exit, Supervisor, Alumni, and Employer Surveys. Survey results for MA students are shown in Table 12. There are no data to date as our doctoral student is in her first year.

Table 12. Professional Identity Standards (Ratings based on a 1-5 scale)

Professional Identity Standards*	Mean			
	Mid-Term Outcomes		Long-Term Outcomes	
	Exit Survey (N = 20)	Supervisor Survey (N = 25)	Alumni Survey (N = 25)	Employer Survey (N = 2)
Core Average	3.6	4.0	3.8	4.6
Professional orientation and ethical practice including an understanding aspects of professional functioning	3.5	4.1	4.2	5.0
Social and cultural diversity including an understanding of the cultural context of relationships, issues, and trends in a multicultural society	3.8	4.3	4.0	5.0
Human growth and development including an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts	3.6	4.0	3.9	4.5
Career development including an understanding of career development and related life factors	3.3	3.9	3.3	4.0
Helping relationships including an understanding of the counseling process in a multicultural society	4.0	4.3	4.2	4.5
Group work including an understanding of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society	3.5	3.9	3.7	4.5
Assessment including an understanding of individual and group approaches to assessment and evaluation in a multicultural society	3.4	3.9	3.3	4.5
Research and program evaluation including an understanding of research methods, statistical analysis, needs assessment, and program evaluation	3.9	3.7	3.8	4.5

*Note. Exit Survey: Response Rate = 95%; Alumni Survey: Response Rate = 66%; Supervisor Survey: Response Rate = 68%; Employer Survey: Response Rate = 22%

Qualitative indicated lower levels of satisfaction with Career, Group, and Assessment and Measurement relative to other courses. Other feedback included the need for additional training in the area of assessment and diagnosis.

Summary of Findings

All students passed all sections of the CPCE and 95% of students passed the NCE, indicating students are demonstrating knowledge in all areas of CACREP Professional Standards in the short-term. Additionally, findings from surveys also indicate students are demonstrating performance in all areas of CACREP Professional Standards, with an average performance from 3.6 – 4.0 for mid-term outcomes and from 3.8 – 4.6 for long-term outcomes. Survey data indicate relative areas of weakness are in Career, Group, and Assessment and Measurement.

CACREP SLOs

SLOs were measured through Key Assessments in both core and specialty courses. Performance on SLOs are rated through rubrics with a 1-3 scale (1 = Does Not Meet Standard; 2 = Meets Standard; 3 = Exceeds Standard). Students are required to achieve a minimum score of 2.0 on each SLO. Students receiving a score lower than a 2.0 on an SLO are required to complete additional assignments until the SLO is met at a level of at least a 2.0. One MA student did not meet the cutoff score for one SLO. All doctoral student SLOs measured in 2013-2014 were passed. Table 13 indicates the term, cohort, and course where the problem occurred and actions taken by the faculty.

Table 13. Academic Development Problems

Term	Cohort	Course	SLO	Action
Spring 2013	2012	COUN 512	School I.1	Student revised assignment. SLO achieved at 2.4.

Average CACREP SLOs for the MA in School Counseling, MA in Addiction Counseling, and the Doctoral Program are reported by SLO area in Tables 14 - 16.

Table 14. CACREP School Counseling SLOs (Ratings based on a 1-3 scale)

CACREP School Counseling SLOs		
Standard	Student Learning Outcome Area	Score
A.1 – A.7	Foundations - Knowledge	-
B.1 – B.2	Foundations - Skills	2.9
C.1 – C.6	Counseling, Prevention, and Intervention - Knowledge	-

D.1 – D.5	Counseling, Prevention, and Intervention - Skills	2.8
E.1 – E.4	Diversity and Advocacy - Knowledge	-
F.1 – F.4	Diversity and Advocacy - Skills	2.8
G.1 – G.3	Assessment – Knowledge	-
H.1 – H.5	Assessment - Skills	2.9
I.1 – I.5	Research and Evaluation - Knowledge	2.6
J.1 – J.3	Research and Evaluation - Skills	2.8
K.1 – K.3	Academic Development - Knowledge	-
L.1 – L.3	Academic Development - Skills	2.8
M.1 – M.7	Collaboration and Consultation - Knowledge	-
N.1 – N.5	Collaboration and Consultation - Skills	2.9
O.1 – O.5	Leadership - Knowledge	-
P.1 – P.2	Leadership - Skills	2.7

Table 15. CACREP Addiction Counseling SLOs (Ratings based on a 1-3 scale)

CACREP Addiction Counseling SLOs		
Standard	Student Learning Outcome Area	Score
A.1 – A.10	Foundations - Knowledge	-
B.1 – B.2	Foundations - Skills	2.4
C.1 – C.8	Counseling, Prevention, and Intervention - Knowledge	2.5
D.1 – D.9	Counseling, Prevention, and Intervention - Skills	2.8

E.1 – E.4	Diversity and Advocacy - Knowledge	2.6
F.1 – F.3	Diversity and Advocacy - Skills	3.0
G.1 – G.4	Assessment – Knowledge	2.9
H.1 – H.5	Assessment - Skills	2.8
I.1 – I.3	Research and Evaluation - Knowledge	2.9
J.1 – J.3	Research and Evaluation - Skills	2.9
K.1 – K.4	Diagnosis - Knowledge	2.7
L.1 – L.2	Diagnosis - Skills	2.8

Table 16. CACREP Doctoral Program SLOs (Ratings based on a 1-3 scale)

CACREP Doctoral Standards Counselor Education and Supervision SLOs		
Standard	Student Learning Outcome Area	Score
A.1 – A.4	Supervision - Knowledge	N/A
B.1 – B.2	Supervision - Skills	N/A
C.1 – C.3	Teaching - Knowledge	3.0
D.1 – D.3	Teaching - Skills	3.0
E.1 – E.4	Research and Scholarship - Knowledge	N/A
F.1 – F.6	Research and Scholarship - Skills	N/A
G.1 – G.4	Counseling – Knowledge	2.9
H.1 – H.3	Counseling - Skills	3.0
I.1 – I.4	Leadership and Advocacy - Knowledge	3.0

J.1 – J.2	Leadership and Advocacy - Skills	N/A
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Summary of Findings

SLO ratings indicate students are meeting the student learning outcomes in both the school and addiction emphasis. One student did not meet the cutoff score for one SLO and remediation of the SLO resulted in satisfactory achievement of the SLO. Findings indicate that the average SLO rating for our doctoral student is 3.0. There are no issues, to date, with our doctoral student achieving SLOs.

Program Objectives

The Counselor Education Department has established Program Objectives for the MA and Doctoral Program. MA objectives are in the areas of Professional Identity, Ethical and Legal Issues, Advanced Counseling Skills, and Professional and Personal Growth and Wellness. Doctoral objectives are in the areas of Professional Identity, Counselor Education and Supervision, Counseling Practice, and Counseling Research.

Program Objectives are measured by performance in Portfolio, which is the program capstone experience for both the MA and Doctoral Programs. Average scores on the MA program objectives are shown in Table 17. To date, no doctoral students have enrolled in Portfolio.

Table 17. Program Objectives Measured by Performance in Portfolio (Ratings based on a 1-3 scale)

Program Objectives – Short-Term Outcomes	Mean
Professional Identity	3.0
Mastery of core counseling knowledge necessary for licensure, certification, and counseling practice in a multicultural and pluralistic society	2.9
Identification of a guiding theory of counseling that will serve as a foundation for counseling and demonstrate knowledge of the techniques/ procedures, processes, cultural applications, and limitations of the guiding theory	3.0
Development of a counselor identity including holding membership in professional counseling organizations, attaining certifications and licensure within the counseling profession, and advocating for policies, programs, and services that are equitable	3.0
Use the research literature to enhance counseling practice and develop, manage, and evaluate counseling practice through action research and program evaluation	2.9*
Ethical and Legal Practice	3.0
Identifying an ethical decision making model that will serve as a guide for navigating ethical issues that arise in practice Use of ethical decision making in counseling practice	3.0
Use of ethical decision making in counseling practice	3.0
Advanced Counseling Skills	2.9

Advanced counseling skills and the ability to work with students and/or clients from diverse backgrounds for a variety of presenting problems and developmental issues utilizing individual and group interventions	2.9
Theoretical case conceptualization, the ability to formulate counseling goals, and the use of counseling skills consistent with theoretical orientation	2.9
Development and maintenance of culturally responsive counseling relationships	2.9
Professional and Personal Growth and Wellness	2.7
Developing a plan for professional and personal growth and wellness	2.5
Recognizing one's own strengths and limitations through participation in counseling supervision and professional and personal development activities	3.0
Participating in seminars, workshops or other activities that contribute to professional and personal growth	2.5
Average Program Objectives	2.9

*Not included in Portfolio 2013 – Score derived from Applied Research Paper

Program objectives for the MA Program, specialty area programs (School and Addiction), and Doctoral program objectives are also assessed through Exit, Supervisor, Alumni, and Employer Surveys. Survey results for the MA program are shown in Table 18 – 20. There are no data to date as our doctoral student is in her first year.

Table 18. MA Program Objectives (Ratings based on a 1-5 scale)

Program Objectives*	Mean			
	Mid-Term Outcomes		Long-Term Outcomes	
	Exit Survey (N = 20)	Supervisor Survey (N = 19)	Alumni Survey (N = 25)	Employer Survey (N = 2)
Professional Identity	3.8	4.2	3.9	4.9
Mastery of core counseling knowledge necessary for licensure, certification, and counseling practice in a multicultural and pluralistic society	3.5	4.4	3.8	5.0
Identification of a guiding theory of counseling that will serve as a foundation for counseling and demonstrate knowledge of the techniques/procedures, processes, cultural applications, and limitations of the guiding theory	4.1	4.3	4.1	5.0
Development of a counselor identity including holding membership in professional counseling organizations, attaining certifications and licensure within the counseling profession, and advocating for policies, programs, and services	3.9	4.2	3.8	5.0

that are equitable				
Use the research literature to enhance counseling practice and develop, manage, and evaluate counseling practice through action research and program evaluation	3.8	4.0	3.8	4.5
Ethical and Legal Practice	3.9	4.7	4.6	4.8
Identifying an ethical decision making model that will serve as a guide for navigating ethical issues that arise in practice Use of ethical decision making in counseling practice	3.8	4.7	4.6	4.5
Use of ethical decision making in counseling practice	4.0	4.6	4.6	5.0
Advanced Counseling Skills	4.0	4.3	3.8	4.8
Advanced counseling skills and the ability to work with students and/or clients from diverse backgrounds for a variety of presenting problems and developmental issues utilizing individual and group interventions	4.0	4.4	4.4	5.0
Theoretical case conceptualization, the ability to formulate counseling goals, and the use of counseling skills consistent with theoretical orientation	3.9	4.3	3.9	4.5
Development and maintenance of culturally responsive counseling relationships	4.0	4.3	3.0	5.0
Professional and Personal Growth and Wellness	3.8	4.1	4.2	4.8
Developing a plan for professional and personal growth and wellness	3.8	4.2	4.0	4.5
Recognizing one's own strengths and limitations through participation in counseling supervision and professional and personal development activities	3.9	3.9	4.3	5.0
Participating in seminars, workshops or other activities that contribute to professional and personal growth	3.8	4.3	4.3	5.0
Average Program Objectives	3.9	4.3	4.1	4.8

*Note. Exit Survey: Response Rate = 95%; Alumni Survey: Response Rate = 66%; Supervisor Survey: Response Rate = 68%; Employer Survey: Response Rate = 22%

Table 19. School Program Objectives (Ratings based on a 1-5 scale)

School Program Objectives	Mean			
	Exit Survey (N = 15)	Supervisor Survey (N = 15)	Alumni Survey (N = 13)	Employer Survey (N = 1)
Understand professional issues specifically related to school counseling	3.5	4.4	3.7	5.0
Provide classroom guidance to promote the academic, career, and personal/social development of students	2.9	3.9	3.3	5.0
Assess student's strengths, needs, and barriers that impeded development, with attention to uniqueness in cultures, language, values, backgrounds, and abilities	3.2	4.5	3.7	5.0
Consult with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development	3.1	4.4	3.3	5.0
Use peer helping strategies in the school counseling program	3.1	3.9	3.2	5.0
Participate in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program	3.5	3.8	3.9	5.0
Plan and present school counseling-related educational programs for use with parents and teachers	3.0	3.5	3.3	5.0
Counsel clients in your area of specialization (e.g. elementary-aged children, adolescents)	3.7	4.5	3.7	5.0
Average School Objectives	3.2	4.1	3.5	5.0

Table 20. Addiction Program Objectives (Ratings based on a 1-5 scale)

Addiction Program Objectives	Mean			
	Exit Survey (N = 8)	Supervisor Survey (N = 5)	Alumni Survey (N = 14)	Employer Survey (N = 1)
Understand professional issues specifically related to addiction counseling	3.1	3.7	3.6	4.0

Use principles and practices of diagnosis, treatment, referral, and prevention of substance use disorders and co-occurring disorders to initiate, maintain, and terminate counseling.	3.3	4.0	3.4	4.0
Counsel clients with addiction and co-occurring disorders	3.6	3.8	3.4	5.0
Conduct an intake interview, a mental status evaluation, a bio-psycho-social history, a mental health history, and a psychological assessment for treatment planning	3.5	3.7	3.7	5.0
Screen for withdrawal symptoms, aggression and danger to self and/or others, as well as co-occurring disorders	3.5	3.8	3.0	4.0
Use diagnostic tools, including the current edition of the DSM and ASAM criteria, to describe the symptoms and clinical presentation of clients with substance use disorders and co-occurring disorders	3.6	4.2	3.3	5.0
Counsel clients in your area of specialization (e.g. adolescents, adults)	3.6	4.2	3.7	5.0
Average Addiction Objectives	3.5	3.9	3.5	4.6

Summary of Findings

Findings from Portfolio indicate students are achieving short-term Program Objectives with an average performance of 2.9 (on a 3-point scale). Findings from the surveys (ratings on a 5-point scale) also indicate students are achieving Program Objectives, with an average performance from 3.8 – 4.3 for mid-term outcomes and from 4.1 – 4.8 for long-term outcomes for MA Program Objectives, from 3.2 – 4.1 for mid-term outcomes and from 3.5 – 5.0 for long-term outcomes for School Program Objectives, and from 3.5 – 3.9 for mid-term outcomes and from 3.5 – 4.6 for long-term outcomes for Addiction Program Objectives. In general, 3rd year students and alumni rated their preparedness lower than site supervisors and employers.

Areas of relative weakness for the School Program Objectives include classroom guidance, using peer helping strategies, and providing educational programs. Areas of relative weakness for the Addiction Program Objectives include screening for withdrawal, aggression, danger, and co-occurring disorders.

The Exit, Supervisor, Alumni, and Employer Surveys were determined as satisfactory tools for measuring Program Objectives. Faculty supported the continued use of these surveys. Although the sample size and response rates were acceptable for the Exit, Supervisor, and Alumni Survey, the sample size and response rate were low for the Employer Survey. Sample size for employer survey

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

Of the 22 MA students who enrolled in the program in 2010, 20 (91%) applied for admission to candidacy. One additional student who entered into the program in 2009 applied for admission to candidacy, for a total of 21 students.

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 21.

Table 21. Graduation, Licensure, and Employment Rates

Number of Graduates 2013	Graduation Rate 2010 Cohort	Licensure Rate 2005, 2007, 2009 Cohorts (N = 25)	Employment as a Counselor 2005, 2007, 2009 Cohorts (N = 25)
21	91%	88%	96%

To date, no doctoral students have applied for Admission to Candidacy or graduated.

Summary of Findings

Findings indicate the MA program met the target of graduating 20 students. Additionally, the graduation rate (91%) and reported employment rate for alumni (96%) are is high. Although a rate of 88% for licensure is acceptable, faculty agreed to a target rate of 90%. The 3 alumni who reported that they are not LPCs were all in the school emphasis area.

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 identified a need to revise the mission statement and program objectives to more accurately reflect current program philosophy. The mission, goals, and objectives significantly revised and aligned with those of the University and the College. Program objectives will be sent to advisory board members, site supervisors, alumni, and current students for review fall 2014.
2. Faculty review of syllabi indicated a need to update the technology table. A new technology table was created and will be inserted into syllabi and revised by course instructors in 2013-2014 academic year.
3. Faculty reviewed the Practicum experience and made the decision to limit practicum client contact to the Counselor Education Practicum Lab. This will place an increase demand on the Practicum Lab; additional funding for Practicum Lab supervision was

requested for the 2013-2014 budget and additional hours will be added to the Practicum Lab in 2013-2014.

4. Faculty reviewed the recruitment and retention of students. Faculty developed an informed consent procedure which is handed out during the interview process and signed at orientation to increase retention from orientation to fall enrollment. Faculty also identified a new procedure for recruiting doctoral students and will develop an informed consent procedure for recruitment activities in 2013-2014.
5. Faculty reviewed alumni licensure rates. Faculty agreed the on a target rate of 90%. Data from the Alumni Survey indicated a rate of 88%. Further examination indicated all students reporting they were not licensed were in the School Emphasis area. Faculty agreed to emphasize the program objective of attaining licensure, even though the LPC license is not required of school counselors.
6. Faculty reviewed the current assessment and evaluation plan and identified areas in need of revision. The assessment and evaluation plan was significantly revised. Revisions included the creation of a logic model to guide the assessment and evaluation process; revision of measures for Professional Identity Standards, SLOs, Program Objectives, Professional, Personal, and Academic Development; revision of Alumni, Supervisor, and Employer surveys; development of a student Exit Survey; and the revision of Portfolio content to align with Program Objectives.
7. The sample size ($N = 2$) response rate (22%) for the Employer Survey were quite low. Faculty discussed modifications including revising the Alumni Survey to make procedure for providing contact information for employer more clear.
8. Formal assessment of SLOs began this year. Excel files were developed for entry of SLO data from course rubrics. Faculty identified a need to streamline this process. Faculty also made the decision not to tie SLO rating to grades, but to assign points to assignments independently from the SLO rating. Modifications will be made for the 2013-2014 academic year.
9. Faculty identified a need for a more formalized process of systematically reviewing each student's professional, personal, and academic development. Faculty piloted the PPAD this spring and found it satisfactory. Faculty supported the continued use of the PPAD process to monitor students' professional, personal, and academic development. Faculty also discussed the best timing for implementation of the PPAD and made the decision to implement the PPAD earlier in the spring semester to leave time to address concerns prior to the end of the academic year.
10. Suggestions from the Exit Survey regarding faculty included more personal advising and the advisor teaching more courses. Faculty identified the possibility of removing the Chair from the advising rotation as other faculty teach more classes and may be more available for advising. This plan will be implemented in the 2013 – 2014 academic year.
11. Based on curriculum review and survey data, faculty will consider and/or make the following revisions to the curriculum:

- a. Survey data indicate Assessment and Measurement, Career, and Group as a relative areas of weakness relative to other core courses. The following recommendations for modification were made by the faculty:
 - i. Revise COUN 504 (Assessment and Measurement) to increase students' comfort and familiarity with commonly used measurement tools, including revision of course content and purchasing new assessment tools so students will gain more familiarity and comfort with those measurement tools.
 - ii. Revise COUN 507 (Career) to offer it as an online course and move the service learning component with refugee families to COUN 509 for a better fit for course content.
 - iii. COUN 513 (Group) was moved from summer to the fall semester based on comments from students who believe the course material would be better delivered across a full semester.
- b. Survey data indicated a need for more training in screening for withdrawal, aggression, danger, and co-occurring disorders within the Addiction Program. Faculty will revise content of COUN 548 (Assessment and Intervention) to include more screening information and encourage school emphasis area students to take COUN 548 as an elective if they are interested in assessment and treatment of addiction.
- c. Survey data indicated a need for more training in the areas of classroom guidance, using peer helping strategies, and providing educational programs to teachers/parents within the School Program. Faculty discussed that course content and assignments have been revised since the curriculum change occurred in 2011. The school curriculum changes involved changing school specific content from 4 to 6 credits. These changes were not experienced by all of our outgoing students. In the next introduction to school course, COUN 533, more emphasis on classroom guidance, peer-helping strategies, and educational programs for teachers and parents will be provided."
- d. Review of the Doctoral program curriculum resulted in the following changes:
 - i. Removal of COUN 597(Clinical Supervision) – include COUN 597 or equivalent as a prerequisite for COUN 524 (Advanced Supervision).
 - ii. Add Portfolio as a capstone experience to assess program objectives and research SLOs.