

# **Counselor Education Department Evaluation Report: 2014-2015**

## **Overview: Program Evaluation**

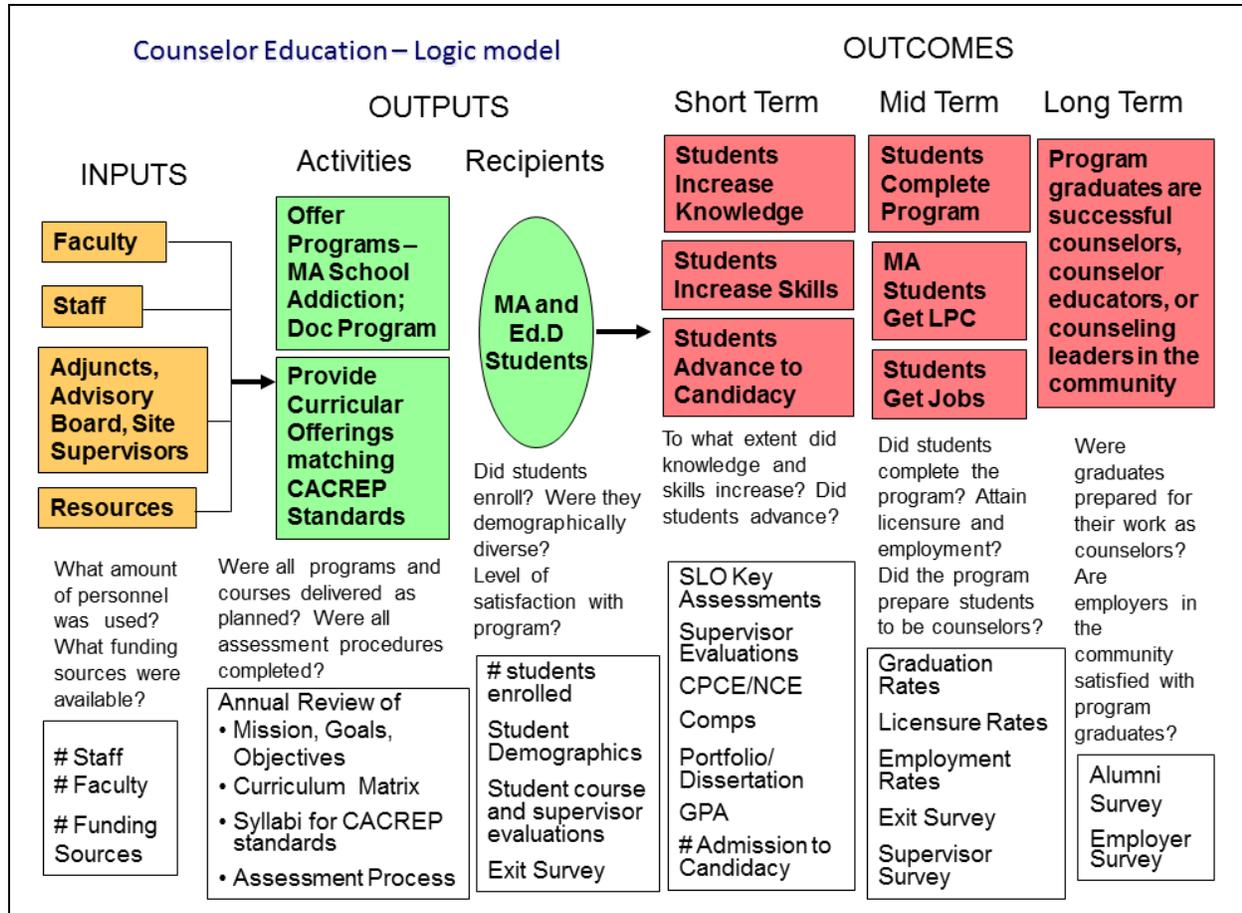
Stakeholders, including current students, faculty, site supervisors, alumni, and community employers, are involved in the evaluation process. The process of evaluation consists of:

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 3<sup>rd</sup> 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 3<sup>rd</sup> 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

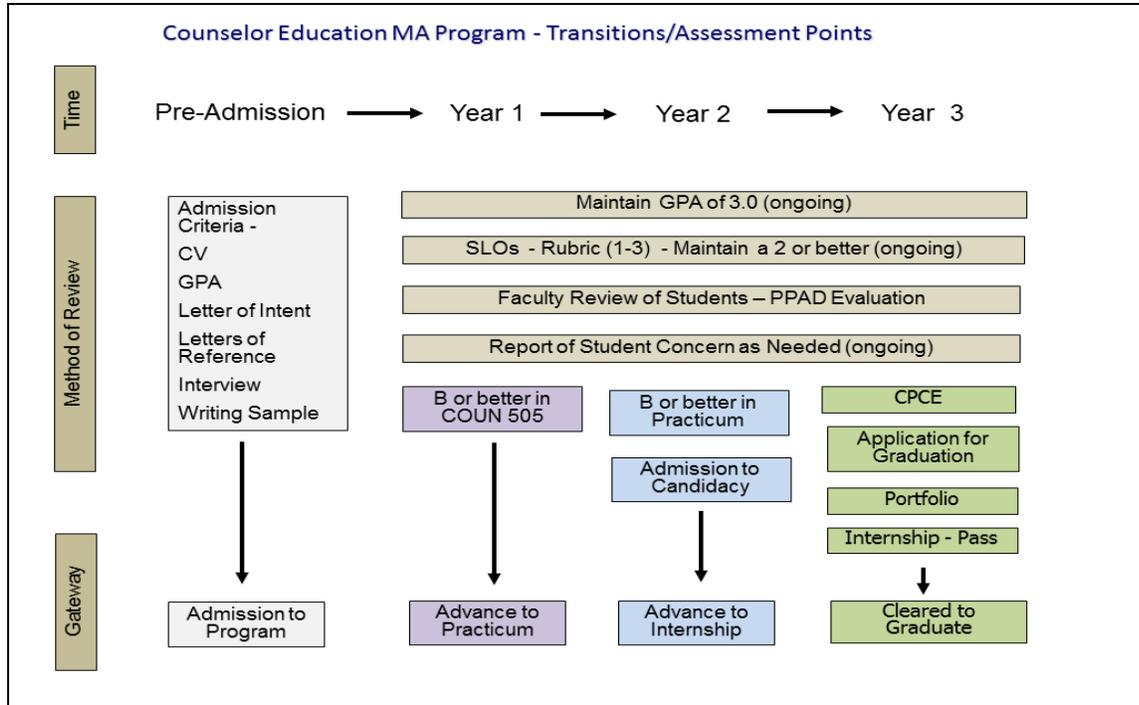


Figure 3. Doctoral Program Assessment and Transition Points

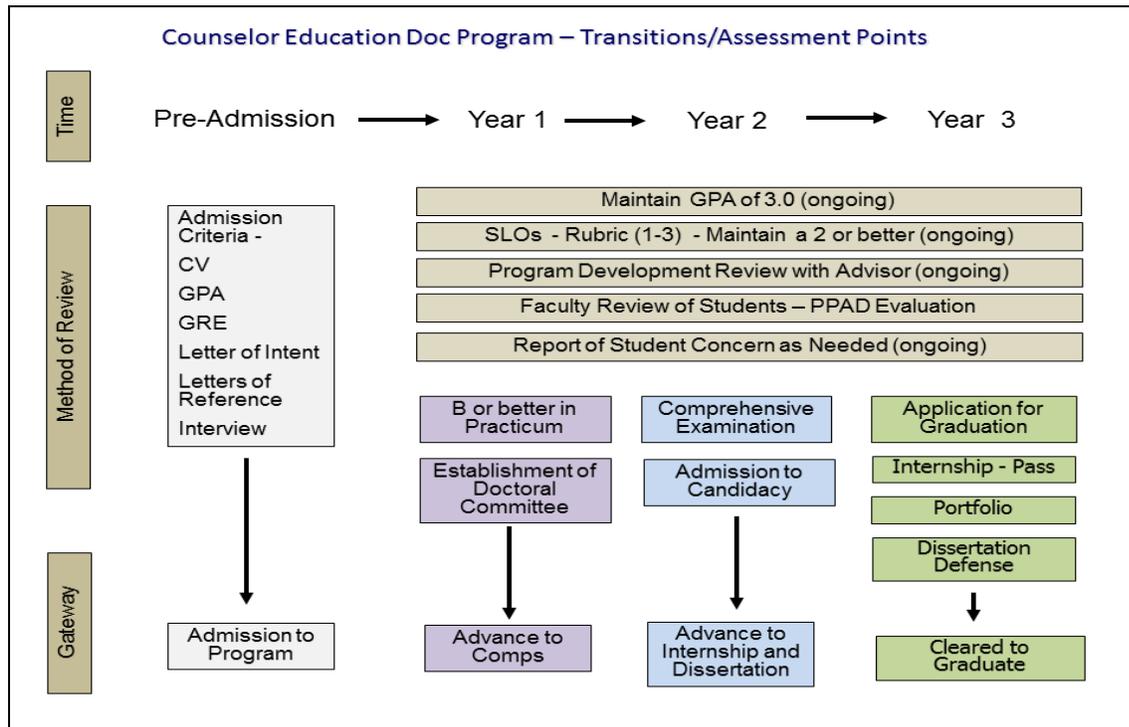


Table 1 presents the timeline used to complete the assessment.

Table 1. Evaluation Timeline

<b>Process Evaluation</b>		
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
<b>Outcome Evaluation</b>		
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

## 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 10 courses and provided practicum lab supervision. The number of courses taught by adjunct faculty was high this year due to a faculty sabbatical. For the Doctoral program, Counselor Education Faculty taught all of the Counselor Education and Supervision core courses and College of Education Faculty taught additional courses for the doctorate. The Department has one part time Administrative Assistant.

Faculty also actively engage in research activities, with 20% of time typically devoted to scholarship. In 2014, faculty collectively published 10 peer-reviewed papers and presented at 9 professional conferences. Faculty engage students in their research programs with 8 students publishing as co-authors and 11 students presenting at professional conferences in 2014.

### 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 3<sup>rd</sup> year of the MA Program, as well as completing a survey assessing Professional Identity Standards and Program Objectives.

Advisory Board members participate in the selection of MA students each year by reviewing applications and participating in applicant interviews. The Advisory Board also met to discuss the addiction emphasis curriculum, placement of SLOs within the curriculum, internship experience, and other issues specific to the addiction emphasis.

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. There were no budget requests for the next fiscal year. Funds were raised internally by faculty through offering CEU trainings for the community and hosting a conference through the Initiative for Play Therapy. Faculty secured a 4-year evaluation contact from DrugFree Idaho to serve as the program evaluator for a SAMHSA Strategic Prevention Framework State Incentive Grant. Faculty submitted two internal grants – a Service Learning Grant funded to support faculty and doctoral student travel to present research at the American Counseling Association (funded) and an Osher Grant targeting bullying prevention (not funded). Faculty also submitted six external grants – one to the Whittenberger Foundation to evaluate the effectiveness of CCPT for traumatized refugee children (not funded), one to the Idaho State Liquor Division to provide training workshops on addiction and the adolescent brain (not funded), one to the Idaho Millennium Grant Fund to disseminate evidence-based practices through resources, training and supervision (funded), one to the Idaho Office of Drug Policy to provide a school-based

program to prevent underage drinking (funded), and two federal grants targeting the reduction of underage drinking in high school seniors (NIAAA not funded; National Institute of General Medical Sciences under review). One internal grant (\$800) and 2 external grants were funded (\$146K).

### 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 fourth doctoral student for summer 2015 to the Counselor Education and Supervision Cognate in the Curriculum and Instruction Ed.D. offered through the College of Education.

The MA and Doctoral curriculum were reviewed during faculty working meetings and bi-weekly faculty meetings. In particular, a large portion of the faculty retreat in spring 2015 concerned curriculum review. 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 the spring 2015 retreat. 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.

#### Program Recipients, Enrollment, and Retention

There are currently 50 students enrolled in the MA Counseling Program and two students enrolled in the Doctoral Program. Table 2 presents number of students by cohort year and emphasis area. Demographic diversity is presented in Table 3. Retention from orientation attendance to fall enrollment, orientation attendance to graduation, and fall enrollment to graduation are presented in Table 4. Student retention by ethnicity are reported in Table 5.

*Table 2. Enrollment*

<b>Cohort</b>	<b>School</b>	<b>Addiction</b>	<b>Doctoral</b>	<b>TOTAL</b>
2012	8	4	1	13
2013	17	7	0	24
2014	8	6	1	15
<b>TOTAL</b>	33 (63%)	17 (33%)	2 (4%)	52

Table 3. Student Demographics

Cohort	Gender		Ethnicity					
	Male	Female	White	Hispanic	Asian-American	African-American	Native American	Other
2012	1	12	11	0	0	0	1	1
2013	4	20	20	3	1	0	0	0
2014	2	13	11	2	0	0	1	1
<b>TOTAL</b>	7 (13%)	45 (87%)	42 (81%)	5 (10%)	1 (2%)	0 (0%)	2 (3.5%)	2 (3.5%)

Table 4. Enrollment and Retention Program

MA Program			
Measures	2012-2013	2013-2014	2014-2015
Retention Rate from Orientation to Enrollment	88%	92%	67%
Retention Rate from Enrollment to Graduation	91%	81%	70%
Doctoral Program			
Measures	2012-2013	2013-2014	2014-2015
Retention Rate from Enrollment to Graduation	-	-	100%

Table 5. Student Retention Rates by Ethnicity

Cohort	Ethnicity					
	White			Non-White		
	Enrolled	Graduated	Retention Rate	Enrolled	Graduated	Retention Rate
2010	20	19	95%	2	2	100%
2011	13	12	92.3%	5	4	80%

2012	15	10	67%	2	1	50%
<b>TOTAL</b>	48	41	<b>85.4%</b>	9	7	<b>77.7%%</b>

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

Summary of Findings

The MA program has an average of 15-20 students per cohort with about 65% in the school program and 35% in the addiction program. Students are predominantly female (87%) and white (81%). The Doctoral program currently admits one student per year. Three of the students admitted have been female, one male, and all have been white.

The MA program aims to graduate approximately 20 students per year. In general, 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. Last year the department included an informed consent during orientation in an effort to increase retention from orientation to enrollment.

Comparison of measures from 2013-2014 to 2014-2015 indicate a decrease in retention from orientation to enrollment. A survey was sent to student who attended orientation but did not enroll in fall semester to collect information on attrition from orientation to fall semester. Survey respondents (n = 5) indicated reasons including decision to obtain different degree, moving out of state for personal reasons, and re-evaluation of commitment to program with small children. A survey was also sent out at the end of the spring semester to students who declined admission for fall 2015. Survey respondents (n = 6, 60% response rate) reasons included selecting either 2-year programs or schools with a mental health or marriage and family. Faculty will continue to use monitor retention rates from orientation to fall semester. Data also indicate a decrease in retention from enrollment to graduation. This number, however, is not representative of actual attrition from the program as several students in this cohort slowed down their program and will graduate next year.

The program graduated its first doctoral student and had no attrition in the doctoral program this year.

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 6 – 8.

*Table 6. MA and Doctoral Student Course Evaluations (1-5 scale)*

<b>MA Program</b>			
	Core Faculty	Adjunct Faculty	All Faculty
Summer 2013	4.1	4.8	4.5

Fall 2013	4.6	4.6	4.6
Spring 2014	4.7	4.3	4.5
<b>Annual Average</b>	<b>4.5</b>	<b>4.4</b>	<b>4.5</b>
<b>Doctoral Program</b>			
	Core Faculty	Adjunct Faculty	All Faculty
Summer 2013	4.8	-	4.8
Fall 2013	4.8	-	4.8
Spring 2014	5.0	-	5.0
<b>Annual Average</b>	<b>4.9</b>	<b>-</b>	<b>4.9</b>

Table 7. Student Evaluation of Internship Site Supervisors (1-5 scale)

<b>MA Program</b>			
<b>Area of Evaluation</b>	<b>School</b>	<b>Addiction</b>	<b>All Students</b>
Supervision Skills	4.7	4.3	4.6
Supervisor Expertise	4.6	4.3	4.7
Overall Satisfaction with Site	4.7	4.6	4.7
<b>Doctoral Program</b>			
<b>Area of Evaluation</b>	<b>All Students</b>		
Supervision Skills	4.9		
Supervisor Expertise	4.9		
Overall Satisfaction with Site	5.0		

Table 8. MA 3<sup>rd</sup> Year Students Satisfaction with Program (1-5 scale)

	<b>MA Program*</b>	<b>Doc Program**</b>
<b>Program Area</b>	Mean	Mean
<b>Faculty</b>	<b>3.8</b>	<b>4.8</b>
Faculty Expertise	4.3	5.0
Faculty Accessibility	3.9	5.0
Quality of Instruction	4.5	4.0
Quality of Advising	3.3	5.0

Assistance with Licensure and Certification	3.1	-
<b>Curriculum</b>	<b>4.1</b>	<b>4.8</b>
Content Coverage	4.3	5.0
Course Sequencing	4.3	5.0
Course Availability	4.5	5.0
Number of Electives	3.7	4.0
Program Flexibility	3.7	5.0
<b>Clinical Courses</b>	<b>3.9</b>	<b>5.0</b>
Practicum Quality	4.6	5.0
Internship Availability	3.6	5.0
Internship Quality	4.6	5.0
<b>3<sup>rd</sup> Year Student Overall Satisfaction</b>	<b>4.3</b>	<b>4.8</b>
<b>Alumni Overall Satisfaction*</b>	<b>3.8</b>	<b>-</b>

\*Note.  $N = 12$ , Response Rate = 100%; \*\*Note.  $N = 1$ , Response Rate = 100%; †Note.  $N = 6$ , Response Rate = 10%.

Quantitative data indicate overall satisfaction with the program. Quantitative findings from the Exit Survey indicate current 3<sup>rd</sup> year student were most satisfied with the quality of their practicum and internship experiences and least satisfied with the quality of advising, program flexibility, and availability of electives. Additionally, students reported problems with internship availability. This may be largely due to a bottleneck occurring within school internships due to the limited availability of school counselors who are licensed and registered supervisors.

#### Summary of Findings

Student teaching evaluations indicate MA students are satisfied with the quality of course instruction for courses taught by core faculty ( $M = 4.5$ ) and adjunct faculty ( $M = 4.4$ ). Similarly, doctoral student course evaluations indicate supervision with core faculty ( $M = 4.9$ ). Student evaluation of Internship site supervisors also indicate that MA students are satisfied with the quality of supervision ( $M = 4.6-4.7$ ) and supervision sites ( $M = 4.7$ ). Doctoral students also report satisfaction the quality of supervision ( $M = 4.9$ ) and supervision sites ( $M = 5.0$ ).

Quantitative data from the Exit Survey and Alumni survey indicate 3<sup>rd</sup> year students were slightly more satisfied with the program than alumni. Compared to last year, 3<sup>rd</sup> year students reported higher levels of satisfaction with most aspects of the program. Quantitative data indicate high levels of satisfaction with both the MA and Doctoral Programs.

### **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 9 indicates average scores on the PPAD in the areas of professional, personal, and academic development by cohort.

*Table 9. Faculty Ratings of Students' Professional, Personal, and Academic Development (PPAD – 1-3 scale)*

	2012 Cohort	2013 Cohort	2014 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	2.6	2.4	2.1	2.3	2.5
Personal Development	2.6	2.4	2.1	2.3	2.5
Academic Development	2.6	2.2	2.1	2.3	2.5
<b>Total PPAD</b>	<b>2.6</b>	<b>2.3</b>	<b>2.1</b>	<b>2.3</b>	<b>2.5</b>

There were 5 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 10. Professional, Personal, and Academic Development Problems*

Cohort	Area of Concern	PPAD Rating	Action
2012	Professional Personal Academic	1.9 1.8 1.7	Student met with advisor and received a Letter of Concern and was placed on a remediation plan. Student successfully completed plan and graduated from the program.
2014	Professional Personal	1.9 1.6	Student met with advisor and discussed relevant issues of concern. No remediation plan generated. Faculty will continue to

			monitor student.
2014	Professional Personal Academic	1.4 1.4 1.6	Student met with advisor and received a Letter of Concern and was placed on a remediation plan. Student decided to take a leave of absence from the program.
2014	Academic	1.8	Student met with advisor to discuss class attendance.
2014	Academic	1.7	Student met with advisor to discuss failed SLOs and successfully completed assignment to remediate failed SLOs.

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 11. Academic Development Problems*

Term	Cohort	Course	Grade	Action
Fall 2014	2014	COUN 501; COUN 550	C+; C	Student sent Letter of Concern regarding Academic Progress; Retention and Remediation Plan; Meeting with Advisor

Summary of findings

Five MA students were identified by the faculty regarding fitness to remain in the program. The students were required to meet with the Cohort Advisor to discuss a Remediation Plan. There were no problems identified for our doctoral students in the areas of professional, personal, or academic development in review of GPA, course grades, the Program Development Form, or the PPAD.

CACREP Professional Identity Standards

CPCE and NCE scores were reviewed to assess knowledge and performance on Professional Identity Standards for MA students. Fall 2014 CPCE pass rates by specific identity standard area NCE pass rates and are shown in Table 12. All students who did not pass the original CPCE area were given the opportunity to take an exam in fall 2014 and a final opportunity in spring 2015. All students passes all sections.

Table 12. CPCE Pass Rates by Professional Identity Standard Area

Professional Identity Standard	Initial Pass Rate	Final Pass Rate
<b>CPCE</b>		
Professional Orientation and Ethical Practice	100%	100%
Social and Cultural Diversity	100%	100%
Human Growth and Development	92%	100%
Career Development	100%	100%
Helping Relationships	100%	100%
Group Work	100%	100%
Assessment	100%	100%
Research and Program Evaluation	100%	100%
<b>NCE</b>	<b>Pass Rate</b>	
Total	100%	

Performance on key assessments in doctoral courses was reviewed to assess knowledge and performance on Professional Identity Standards for doctoral students. Ratings on key assessments by specific identity standard area are shown in Table 13. All doctoral professional identity standards were met.

Table 13. Doctoral Professional Identity Standards (1-3 scale)

Doctoral Professional Identity Standard	Rating
Theories pertaining to the principles and practice of counseling, career development, group, systems, consultation, and crises, disasters, and other trauma-causing events.	2.7
Theories and practices of counselor supervision.	3
Instructional theories and methods relevant to counselor education.	3
Pedagogy relevant to multicultural issues and competencies, including social change theory and advocacy action planning.	2.5
Design, implementation, and analysis of quantitative and qualitative research.	2.6
Knows models and methods of instrument design.	2.9
Ethical and legal considerations in counselor education and supervision (e.g., ACA Code of Ethics, other relevant codes of ethics, standards of practice.	3

CACREP Professional Identity Standards for MA and Doctoral students are also assessed through Exit, Supervisor, Alumni, and Employer Surveys. Survey results for MA and Doctoral students are shown in Table 14 and Table 15. There are no data on doctoral program long-term outcomes to date as our first doctoral student just graduated.

Table 14. MA Professional Identity Standards (1-5 scale)

MA Program Professional Identity Standards	Mean			
	Mid-Term Outcomes		Long-Term Outcomes	
	Exit Survey (N = 12)	Supervisor Survey (N = 14)	Alumni Survey (N = 6)	Employer Survey (N = 0)
<b>Core Average</b>	<b>4.2</b>	<b>4.4</b>	<b>3.7</b>	<b>-</b>
Professional orientation and ethical practice including an understanding aspects of professional functioning	4.3	4.9	4.3	-
Social and cultural diversity including an understanding of the cultural context of relationships, issues, and trends in a multicultural society	4.5	4.7	4.7	-
Human growth and development including an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts	4.4	4.6	3.5	-
Career development including an understanding of career development and related life factors	3.7	4.0	2.2	-
Helping relationships including an understanding of the counseling process in a multicultural society	4.5	4.9	4.5	-
Group work including an understanding of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society	4.3	4.2	3.0	-
Assessment including an understanding of individual and group approaches to assessment and evaluation in a multicultural society	3.7	4.1	3.7	-
Research and program evaluation including an understanding of research methods, statistical analysis, needs assessment, and program evaluation	4.0	3.9	4.0	-

Table 15. Doctoral Professional Identity Standards (1-3 scale)

Doctoral Program Professional Identity Standards*	Mean
	Mid-Term Outcomes
	Exit Survey (N = 1)
<b>Average</b>	<b>2.8</b>
Theories pertaining to the principles and practice of counseling, career development, group, systems, consultation, and crises, disasters, and other trauma-causing events.	2.7
Theories and practices of counselor supervision.	3.0
Instructional theories and methods relevant to counselor education.	3.0
Pedagogy relevant to multicultural issues and competencies, including social change theory and advocacy action planning.	2.5
Design, implementation, and analysis of quantitative and qualitative research.	2.6
Knows models and methods of instrument design.	2.9

Overall, data for MA students indicate lower levels of knowledge in Career, Group, and Assessment relative to other courses.

#### Summary of Findings

All MA students passed all sections of the CPCE and 100% 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 MA students are demonstrating performance in all areas of CACREP Professional Standards, with an average performance from 4.2 – 4.4 for mid-term outcomes and from 3.7 – 4.1 for long-term outcomes. Survey data indicate relative areas of weakness are in Career, Group, and Assessment knowledge. Doctoral Professional Identity Standards were all met.

#### 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. Table 16 indicates the term, cohort, and course where the problem occurred and actions taken by the faculty. All doctoral student SLOs measured in 2014-2015 were passed.

Table 16. Academic Development Problems

Term	Cohort	Course	SLO	# of Students	Action
Fall 2014	2012	COUN 526	School D.1	1	Student revised assignment. SLO achieved at $\geq 2.0$ .
Fall 2014	2012	COUN 526	School F.4	3	Students revised assignment. SLO achieved at $\geq 2.0$ .
Fall 2014	2012	COUN 526	School N.1	3	Students revised assignment. SLO achieved at $\geq 2.0$ .
Fall 2014	2012	COUN 526	School N.4	3	Students revised assignment. SLO achieved at $\geq 2.0$ .
Fall 2014	2012	COUN 526	School P.1	1	Student revised assignment. SLO achieved at $\geq 2.0$ .
Fall 2014	2012	COUN 526	School P.2	3	Students revised assignment. SLO achieved at $\geq 2.0$ .
Fall 2014	2014	COUN 545	Addiction A.2	1	Student revised assignment. SLO achieved at $\geq 2.0$ .
Fall 2014	2014	COUN 545	Addiction A.4	1	Student revised assignment. SLO achieved at $\geq 2.0$ .
Fall 2014	2014	COUN 545	Addiction A.5	1	Student revised assignment. SLO achieved at $\geq 2.0$ .
Fall 2014	2014	COUN 545	Addiction E.3	1	Student revised assignment. SLO achieved at $\geq 2.0$ .
Fall 2014	2012	COUN 527	Addiction J.1-J.3	1	Student revised assignment. SLOs achieved at $\geq 2.0$ .
Fall 2014	2012	COUN 527	School J.1-J.3	1	Student revised assignment. SLOs achieved at $\geq 2.0$ .
Spring 2015	2013	COUN 534	C.3	4	Students completed multiple choice questions. SLO achieved at $\geq 2.0$ .

Spring 2015	2013	COUN 534	G.1	1	Student completed multiple choice questions. SLO achieved at $\geq 2.0$ .
Spring 2015	2013	COUN 534	M.7	1	Student completed multiple choice questions. SLO achieved at $\geq 2.0$ .

Average CACREP SLOs for the MA in School Counseling, MA in Addiction Counseling, and the Doctoral Program are reported by SLO area in Tables 17 - 19.

*Table 17. CACREP School Counseling SLOs (1-3 scale)*

<b>CACREP School Counseling SLOs</b>		
<b>Standard</b>	<b>Student Learning Outcome Area</b>	<b>Score</b>
A.1 – A.7	Foundations - Knowledge	2.7
B.1 – B.2	Foundations - Skills	2.7
C.1 – C.6	Counseling, Prevention, and Intervention - Knowledge	2.7
D.1 – D.5	Counseling, Prevention, and Intervention - Skills	2.7
E.1 – E.4	Diversity and Advocacy - Knowledge	3.0
F.1 – F.4	Diversity and Advocacy - Skills	2.7
G.1 – G.3	Assessment – Knowledge	2.6
H.1 – H.5	Assessment - Skills	2.6
I.1 – I.5	Research and Evaluation - Knowledge	2.6
J.1 – J.3	Research and Evaluation - Skills	2.5
K.1 – K.3	Academic Development - Knowledge	2.9
L.1 – L.3	Academic Development - Skills	2.5
M.1 – M.7	Collaboration and Consultation - Knowledge	2.6

N.1 – N.5	Collaboration and Consultation - Skills	2.8
O.1 – O.5	Leadership - Knowledge	2.8
P.1 – P.2	Leadership - Skills	2.4

Table 18. CACREP Addiction Counseling SLOs (1-3 scale)

<b>CACREP Addiction Counseling SLOs</b>		
<b>Standard</b>	<b>Student Learning Outcome Area</b>	<b>Score</b>
A.1 – A.10	Foundations - Knowledge	2.8
B.1 – B.2	Foundations - Skills	2.9
C.1 – C.8	Counseling, Prevention, and Intervention - Knowledge	2.9
D.1 – D.9	Counseling, Prevention, and Intervention - Skills	2.8
E.1 – E.4	Diversity and Advocacy - Knowledge	2.4
F.1 – F.3	Diversity and Advocacy - Skills	2.9
G.1 – G.4	Assessment – Knowledge	2.8
H.1 – H.5	Assessment - Skills	2.6
I.1 – I.3	Research and Evaluation - Knowledge	2.9
J.1 – J.3	Research and Evaluation - Skills	2.3
K.1 – K.4	Diagnosis - Knowledge	2.7
L.1 – L.2	Diagnosis - Skills	3.0

Table 19. CACREP Doctoral Program SLOs (1-3 scale)

CACREP Doctoral Standards Counselor Education and Supervision SLOs		
Standard	Student Learning Outcome Area	Score
A.1 – A.4	Supervision - Knowledge	3.0
B.1 – B.2	Supervision - Skills	3.0
C.1 – C.3	Teaching - Knowledge	2.8
D.1 – D.3	Teaching - Skills	3.0
E.1 – E.4	Research and Scholarship - Knowledge	2.8
F.1 – F.6	Research and Scholarship - Skills	3.0
G.1 – G.4	Counseling – Knowledge	2.8
H.1 – H.3	Counseling - Skills	2.8
I.1 – I.4	Leadership and Advocacy - Knowledge	2.6
J.1 – J.2	Leadership and Advocacy - Skills	3.0

Summary of Findings

SLO ratings indicate students are meeting the student learning outcomes in both the school and addiction emphasis. Several students did not meet the cutoff score for school SLOs and remediation of the SLOs resulted in satisfactory achievement of the SLOs. Two students did not meet an addiction SLO (one of these students did not meet three SLOs) and remediation also resulted in satisfactory achievement. Close examination of the failed school SLOs indicated a need to change how the SLOs were measured. 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 and Doctoral program objectives are shown in Table 20.

Table 20. Program Objectives Measured by Performance in Portfolio (1-3 scale)

<b>MA Program Objectives – Short-Term Outcomes</b>	<b>Mean</b>
<b><i>Professional Identity</i></b>	<b>2.8</b>
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	2.8
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	2.8
Use the research literature to enhance counseling practice and develop, manage, and evaluate counseling practice through action research and program evaluation	2.8
<b><i>Ethical and Legal Practice</i></b>	<b>2.8</b>
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	2.8
Use of ethical decision making in counseling practice	2.7
<b><i>Advanced Counseling Skills</i></b>	<b>2.6</b>
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	2.6
Theoretical case conceptualization, the ability to formulate counseling goals, and the use of counseling skills consistent with theoretical orientation	2.6
Development and maintenance of culturally responsive counseling relationships	2.8
<b><i>Professional and Personal Growth and Wellness</i></b>	<b>2.7</b>
Developing a plan for professional and personal growth and wellness	2.8
Recognizing one’s own strengths and limitations through participation in counseling supervision and professional and personal development activities	2.8
Participating in seminars, workshops or other activities that contribute to professional and personal growth	2.6
<b><i>Average Program Objectives</i></b>	<b>2.7</b>

<b>Doctoral Program Objectives – Short-Term Outcomes</b>	<b>Mean</b>
<b><i>Professional Identity</i></b>	<b>3.0</b>
Demonstrates knowledge of ethical issues, practices, codes of ethics, and legal guidelines in counseling	3.0
Demonstrates leadership, advocacy, and service in professional counseling organizations	3.0
<b><i>Counselor Education and Supervision</i></b>	<b>3.0</b>
Demonstrates a consistent instructional theory and diverse methods of instruction relevant to counselor education, including attention to current social and cultural issues	3.0
Demonstrates a consistent theory of counselor supervision and the ability to supervise counselors in training	3.0
<b><i>Counseling Practice</i></b>	<b>3.0</b>
Demonstrate knowledge and skills of an advanced level counselor through consistent theoretically-based clinical practice with clients of diverse backgrounds and presenting issues	3.0
Demonstrate knowledge of theories pertaining to the principles and practice of counseling, career development, group work, systems, consultation, and crises, disasters, and other trauma causing events	3.0
<b><i>Research</i></b>	<b>3.0</b>
Designs and implements quantitative and qualitative research	3.0
Disseminates research through professional conference presentations and publication	3.0
<b><i>Average Program Objectives</i></b>	<b>3.0</b>

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 and Doctoral program are shown in Table 21 – 24. There is no long-term doctoral program outcome data as our first doctoral student graduated this year.

Table 21. Program Objectives (1-5 scale)

MA Program Objectives	Mean			
	Mid-Term Outcomes		Long-Term Outcomes	
	Exit Survey (N = 12)	Supervisor Survey (N = 14)	Alumni Survey (N = 6)	Employer Survey (N = 0)
<b>Professional Identity</b>	<b>4.4</b>	<b>4.8</b>	<b>4.1</b>	<b>-</b>
Mastery of core counseling knowledge necessary for licensure, certification, and counseling practice in a multicultural and pluralistic society	4.0	4.9	4.2	-
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	4.3	4.9	4.0	-
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	4.5	4.9	4.2	-
Use the research literature to enhance counseling practice and develop, manage, and evaluate counseling practice through action research and program evaluation	4.6	4.3	4.0	-
<b>Ethical and Legal Practice</b>	<b>4.8</b>	<b>4.9</b>	<b>4.5</b>	<b>-</b>
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	4.7	4.8	4.2	-
Use of ethical decision making in counseling practice	4.8	4.9	4.7	-
<b>Advanced Counseling Skills</b>	<b>4.7</b>	<b>4.7</b>	<b>3.9</b>	<b>-</b>
Advanced counseling skills and the ability to work with students and/or clients from	4.9	4.9	4.0	-

diverse backgrounds for a variety of presenting problems and developmental issues utilizing individual and group interventions				
Theoretical case conceptualization, the ability to formulate counseling goals, and the use of counseling skills consistent with theoretical orientation	4.5	4.6	3.5	-
Development and maintenance of culturally responsive counseling relationships	4.6	4.6	4.3	-
<b>Professional and Personal Growth and Wellness</b>	<b>4.7</b>	<b>4.7</b>	<b>3.8</b>	<b>-</b>
Developing a plan for professional and personal growth and wellness	4.6	4.7	3.0	-
Recognizing one's own strengths and limitations through participation in counseling supervision and professional and personal development activities	4.8	4.6	4.3	-
Participating in seminars, workshops or other activities that contribute to professional and personal growth	4.7	4.9	4.2	-
<b>Average Program Objectives</b>	<b>4.7</b>	<b>4.8</b>	<b>4.1</b>	<b>-</b>

Table 22. School Program Objectives (1-5 scale)

School Program Objectives	Mean			
	Exit Survey (N = 7)	Supervisor Survey (N = 11)	Alumni Survey (N = 1)	Employer Survey (N = 0)
Understand professional issues specifically related to school counseling	4.0	4.6	4.0	-
Provide classroom guidance to promote the academic, career, and personal/social development of students	3.3	4.6	4.0	-
Assess student's strengths, needs, and barriers that impeded development, with attention to uniqueness in cultures, language, values, backgrounds, and abilities	4.3	4.8	4.0	-
Consult with teachers, staff, and	3.7	4.6	4.0	-

community-based organizations to promote student academic, career, and personal/social development				
Use peer helping strategies in the school counseling program	3.3	4.5	4.0	-
Participate in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program	4.3	4.8	4.0	-
Plan and present school counseling-related educational programs for use with parents and teachers	3.7	3.8	4.0	-
Counsel clients in your area of specialization (e.g. elementary-aged children, adolescents)	4.3	4.7	5.0	-
<b>Average School Objectives</b>	<b>3.9</b>	<b>4.6</b>	<b>4.1</b>	<b>-</b>

Table 23. Addiction Program Objectives (1-5 scale)

Addiction Program Objectives	Mean			
	Exit Survey (N = 4)	Supervisor Survey (N = 4)	Alumni Survey (N = 4)	Employer Survey (N = 0)
Understand professional issues specifically related to addiction counseling	4.0	4.0	3.3	-
Use principles and practices of diagnosis, treatment, referral, and prevention of substance use disorders and co-occurring disorders to initiate, maintain, and terminate counseling.	4.0	3.3	3.0	-
Counsel clients with addiction and co-occurring disorders	4.5	3.5	3.3	-
Conduct an intake interview, a mental status evaluation, a bio-psycho-social history, a mental health history, and a psychological assessment for treatment planning	4.8	3.5	3.0	-
Screen for withdrawal symptoms, aggression and danger to self and/or others, as well as co-occurring disorders	4.3	3.5	2.5	-

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	3.5	4.0	3.0	-
Counsel clients in your area of specialization (e.g. adolescents, adults)	4.0	4.2	3.3	-
<b>Average Addiction Objectives</b>	<b>4.2</b>	<b>3.7</b>	<b>2.7</b>	<b>-</b>

Table 24. Doctoral Program Objectives (1-5 scale)

Doctoral Program Objectives	Mean	
	Mid-Term Outcomes	
	Exit Survey (N = 1)	Supervisor Survey (N = 1)
<b>Professional Identity</b>	<b>4.5</b>	<b>5.0</b>
Demonstrates knowledge of ethical issues, practices, codes of ethics, and legal guidelines in counseling	4.0	5.0
Demonstrates leadership, advocacy, and service in professional counseling organizations	5.0	5.0
<b>Counselor Education and Supervision</b>	<b>5.0</b>	<b>-</b>
Demonstrates a consistent instructional theory and diverse methods of instruction relevant to counselor education, including attention to current social and cultural issues	5.0	-
Demonstrates a consistent theory of counselor supervision and the ability to supervise counselors in training	5.0	-
<b>Counseling Practice</b>	<b>4.5</b>	<b>5.0</b>
Demonstrate knowledge and skills of an advanced level counselor through consistent theoretically-based clinical practice with clients of diverse backgrounds and presenting issues	5.0	5.0

Demonstrate knowledge of theories pertaining to the principles and practice of counseling, career development, group work, systems, consultation, and crises, disasters, and other trauma causing events	4.0	5.0
<b>Research</b>	<b>5.0</b>	<b>-</b>
Designs and implements quantitative and qualitative research	5.0	-
Disseminates research through professional conference presentations and publication	5.0	-
<b>Average Program Objectives</b>	<b>4.8</b>	<b>5.0</b>

### Summary of Findings

Findings from Portfolio indicate students are achieving short-term Program Objectives with an average performance of 2.7 for the MA Program and 3.0 for the Doctoral Program (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 4.7– 4.8 for mid-term outcomes and 4.1 for long-term outcomes for MA Program Objectives, from 3.9 – 4.6 for mid-term outcomes and 4.1 for long-term outcomes for School Program Objectives, and from 3.7 – 4.2 for mid-term outcomes and 2.7 for long-term outcomes for Addiction Program Objectives, and from 4.8 – 5.0 for mid-term outcomes for Doctoral Program Objectives.

Relative areas of weakness for the School Program Objectives are in 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 and using diagnostic tools. Alumni survey scores were lower this year. With a small sample size of  $n = 6$  it is difficult to determine if this is related to specific students, or to training issues.

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

Of the 21 MA students who enrolled in the program in 2013, 20 (95%) 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 25.

*Table 25. Graduation, Licensure, and Employment Rates MA Students*

Number of Graduates 2015 (2012 Cohort)	Number of Graduates from Diverse Backgrounds 2015	Graduation Rate 2012 Cohort*	Licensure Rate 2007, 2009, 2011 Cohorts (N= 6)	Employment as a Counselor 2007, 2009, 2011 Cohorts (N= 6)
12	1	60%*	100%	100%

\*Note. Another 25% slowed down their program and will graduate in spring 2016, for a true graduation rate of 85%.

Table 26. Graduation and Employment Rates Doctoral Students

Number of Graduates 2015 (2012 Cohort)	Number of Graduates from Diverse Backgrounds 2015	Graduation Rate 2012 Cohort*	Employment as a Counselor Educator (N = 1)
1	0	100%	100%

### Summary of Findings

The MA program did not meet the target of graduating 20 students and the graduation rate was low. Of the original 20 students, 25% dropped out of the program and another 15% slowed down their program and will graduate in spring 2016. The reported licensure rate for alumni (100%) is very high. Additionally, results indicate 100% of alumni participating in the survey are employed as counselors.

### Use of Findings to Inform Program Modifications

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

1. All program media (e.g., website, graduate catalog, brochures, student handbook) was reviewed and modified based on suggestions from the CACREP team report. In particular, language was developed to accurately describe the current programs and the language was made to be consistent across all program media.
2. Several curriculum changes were made this year. The most significant change was to create official cognates in school counseling and addiction counseling leading to a change in degree transcription which will now include the cognate name on the transcript. Other curriculum changes included changing the course description for COUN 545 to reflect revised content; adding prerequisites to COUN 548 to ensure students have adequate counseling knowledge prior to enrollment, and changing the name and course description for COUN 527 to reflect revised course content. Other curriculum changes discussed are increasing COUN 550 from 2 to 3 credits, decreasing COUN 501 from 3 credits to 2 credits, and eliminating COUN 526 (Seminar on Special Populations). These changes will be submitted next year.
3. Faculty discussed the 10 hours of group experience and proposed modifications. Faculty agreed to remove the experience from COUN 501 where it is currently housed to create an independent experience which will occur during spring of Year 2 and be led by a community counselor.
4. In response to the CACREP team report, group supervision was increased from 12 hours to 18 hour per semester, effective fall 2015. In order to accommodate an increasing need for live lab supervision, student fees were initiated. These fees will support live supervisors, as well as equipment needs for the lab.

5. Survey results indicated students reported problems with school internship availability. This may be largely due to a bottleneck occurring within school internships due to the limited availability of school counselors who are licensed and registered supervisors. The department will offer a free 15-hour course to school counselors who are licensed in order to provide the didactic coursework needed to become a registered supervisor.
6. Faculty reviewed the current assessment and evaluation plan and agreed that is satisfactory. Of note, however, was the low level of alumni responding to the alumni survey also resulting in only two employers identified and no employers responding to the employer survey. Faculty will discuss ways to increase response rates prior to the next survey administration.
7. Faculty reviewed the process of evaluating SLOs, Program Objectives. Faculty agreed that the assessment of MA and Doctoral Program Objectives is satisfactory.
8. Faculty reviewed the process of using the PPAD to monitor students' professional, personal, and academic development and agreed it is satisfactory.
9. Faculty reviewed enrollment trends. Due to a high attrition rate from orientation to fall enrollment, faculty sent a survey to students who did not enroll in fall course – no trend was identified. Additionally, faculty surveyed students who declined offers for fall 2015 admission. Data indicated that the majority of students who declined either went to a 2-year program or to a program with a mental health or marriage and family track. Faculty discussed ways of increasing enrollment and developed a recruitment plan including providing an expanded interview process including group meetings with all faculty and GAs, in addition to the individual interviews. Faculty also discussed emphasizing the merits of a 60-credit CACREP accredited program regarding licensure and employment opportunities (e.g., VA).
10. Faculty reviewed the graduation rate and retention rate. The MA program did not meet the target of graduating 20 students and the graduation rate was low. Of the original 20 students, 25% dropped out of the program and another 15% slowed down their program and will graduate in spring 2016. Faculty discussed ways to increase retention and developed a retention plan including increased mentoring by both students and faculty.
11. Based on curriculum review and survey data, faculty will consider and/or make the following revisions to the curriculum:
  - a. Several students did not meet the cutoff score for school SLOs and remediation of the SLOs resulted in satisfactory achievement of the SLOs. Close examination of the failed SLOs indicated a need to change how the SLOs were measured. Revisions were made in COUN 526 in the ASCA Paper so that instructions were more clear and consistent with the grading rubric.
  - b. Survey data continue to indicate Assessment and Measurement and Career as relative areas of weakness relative to other core courses. Modifications were made last year – the current survey participants took both of these courses prior

to the modifications. We will continue to monitor these courses to see if survey scores improve next year.

- c. Survey data indicated a need for more training in screening for withdrawal, aggression, danger, and co-occurring disorders within the Addiction Program. Faculty revised 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. The current survey participants took both of these courses prior to the modifications. We will continue to monitor these courses to see if survey scores improve next year.
- d. Survey data indicated a need for more training in the areas of using peer helping strategies and providing educational programs to teachers/parents within the School Program. The current survey participants took both of these courses prior to the modifications. We will continue to monitor these courses to see if survey scores improve next year.
- e. Faculty reviewed the Doctoral program curriculum and agreed no modifications are needed at this time.