

Counselor Education Department Evaluation Report: 2015-2016

Overview: Program Evaluation

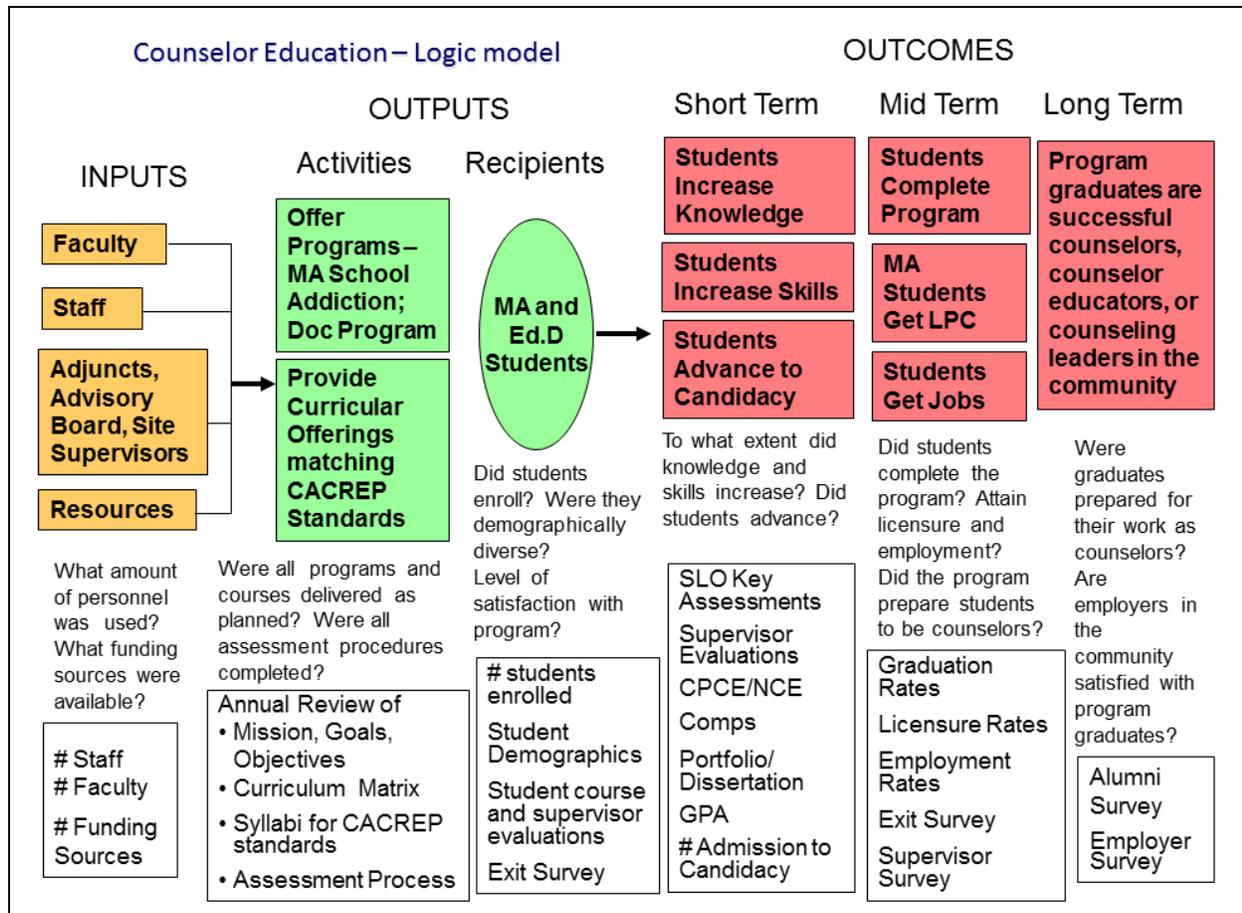
Stakeholders, including current students, faculty, site supervisors, alumni, and community employers, are involved in the evaluation process. The process of evaluation consists of:

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

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

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

Figure 1. LOGIC MODEL



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

Figure 2. MA Program Assessment and Transition Points

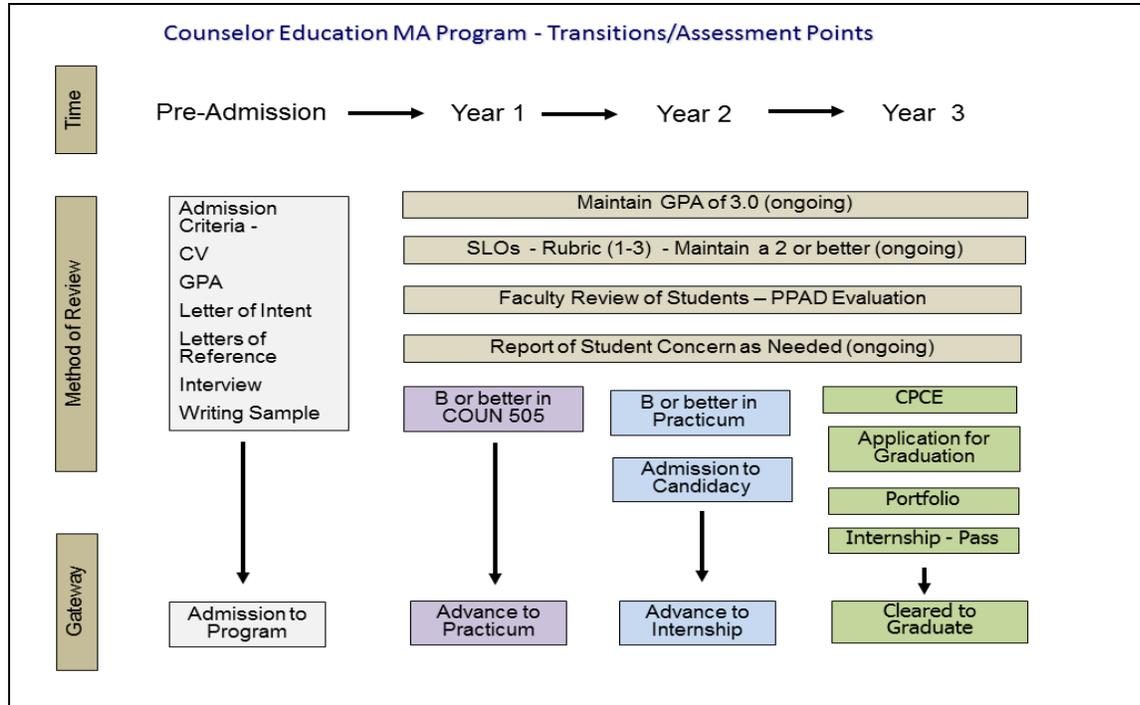


Figure 3. Doctoral Program Assessment and Transition Points

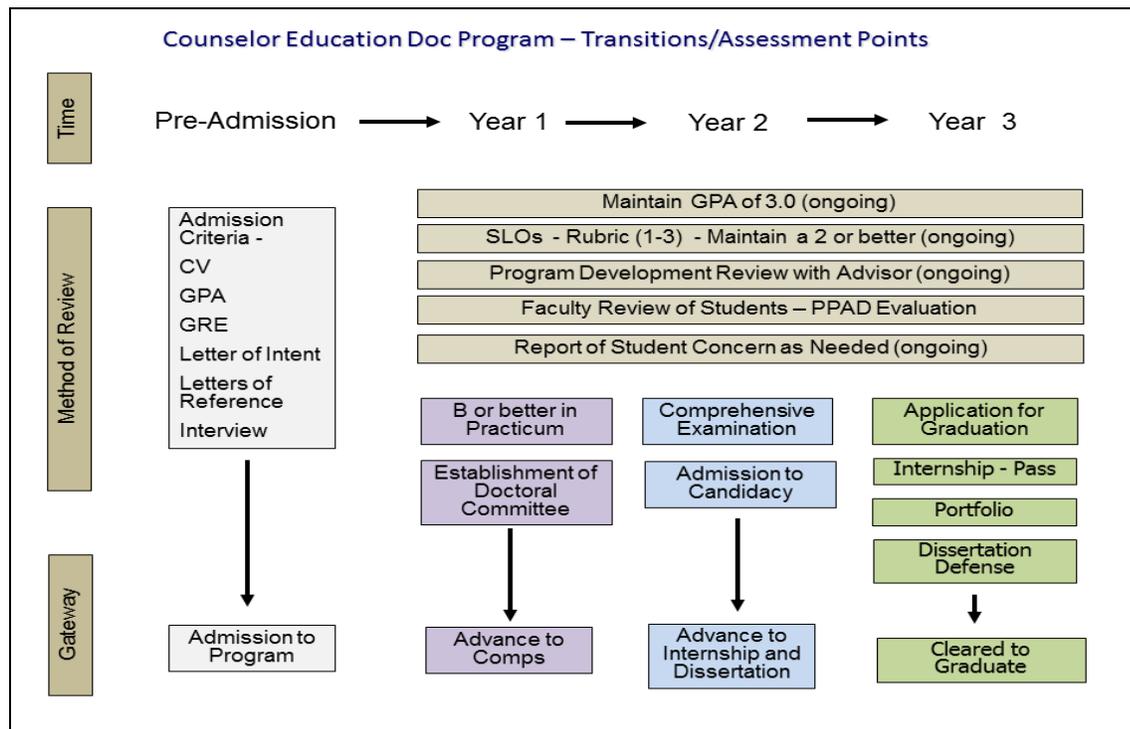


Table 1 presents the timeline used to complete the assessment.

Table 1. Evaluation Timeline

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

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 vacant faculty line and 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 2015, faculty collectively published 13 peer-reviewed papers and delivered 9 presentations at professional conferences. Faculty engage students in their research programs with 9 students publishing as co-authors and 1 student presenting at professional conferences in 2015.

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 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 program.

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

Resources

There were no significant changes in appropriated funding for the program for this fiscal year. Funds were raised internally by faculty through offering CEU trainings for the community and hosting a conference through the Initiative for Play Therapy. Active external grants and contracts for 2015-2016 total \$225K; internal grants total \$23K. Faculty submitted two internal grants – a College of Education Seed Grant to evaluate play therapy research (funded) and a College of Education Seed Grant to evaluate an online alcohol intervention (funded). Faculty submitted 5 external grants – National Institute of General Health, CTR-IN to evaluate online alcohol intervention (funded), SAMHSA Block Grant to evaluate online alcohol intervention (funded), Idaho State Liquor Division to provide training workshops on addiction and the adolescent brain (not funded), Blue Cross of Idaho to provide training workshops on addiction and the adolescent brain to school districts (not funded), Idaho Millennium Grant Fund to

disseminate evidence-based practices through resources, training and consultation (not funded).

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 fifth doctoral student for summer 2016 to the Counselor Education and Supervision Cognate in the Curriculum and Instruction Ed.D.

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

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

Program Recipients, Enrollment, and Retention

There are currently 58 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 and fall enrollment to graduation are presented in Table 4. Student retention by ethnicity are reported in Table 5.

Table 2. Enrollment

Cohort	School	Addiction	Doctoral	TOTAL
2013	15	8	0	23
2014	7	5	1	13
2015	18	5	1	24
TOTAL	40 (67%)	18 (30%)	2 (3%)	60

Table 3. Student Demographics

Cohort	Gender		Ethnicity					
	Male	Female	White	Hispanic	Asian-American	African-American	Native American	Other
2013	4	19	18	3	1	0	0	1
2014	1	12	10	2	0	0	0	1
2015	8	16	21	2	1	0	0	0
TOTAL	13 (22%)	47 (78%)	49 (82%)	7 (12%)	2 (3%)	0 (0%)	0 (0%)	2 (3%)

Table 4. Retention

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

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

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

Table 5. Student Graduation Rates by Ethnicity

Cohort	Ethnicity					
	White			Non-White		
	Enrolled	Graduated	Rate	Enrolled	Graduated	Rate

2011	13	12	92.3%	5	4	80%
2012	15	10	67%	2	1	50%
2013	15	14	93%	4	4	100%
TOTAL	47	40	85%	11	9	82%

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

Summary of Findings

The MA program has an average of 20 students per cohort with about 65% in the school program and 35% in the addiction program. Students are predominantly female (78%) and white (82%). The Doctoral program currently admits one student per year. Four 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 - 30 students are admitted as faculty anticipate a 15% attrition rate from orientation to fall enrollment and an additional 10% attrition rate from fall orientation to graduation. The department now includes an informed consent during orientation in an effort to increase retention from orientation to enrollment.

Comparison of measures from 2014-2015 (2012 cohort) to 2015-2016 (2013 cohort) indicate an increase in retention from enrollment to graduation. Faculty will continue to use monitor retention rates from orientation to fall semester.

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)

MA Program			
	Core Faculty	Adjunct Faculty	All Faculty
Summer 2015	4.6	4.4	4.5
Fall 2015	4.6	4.4	4.5
Spring 2016	4.4	4.3	4.4
Annual Average	4.5	4.4	4.5
Doctoral Program			
	Core Faculty	Adjunct Faculty	All Faculty
Summer 2015	-	-	-

Fall 2015	4.4	-	4.4
Spring 2016	4.8	-	4.8
Annual Average	4.6	-	4.6

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

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

*2015 Data

Table 8. MA and Doctoral Program 3rd Year Students Satisfaction with Program (1-5 scale)

	MA Program*	Doc Program**
Program Area	Mean	Mean
Faculty	3.5	4.8
Faculty Expertise	3.9	5.0
Faculty Accessibility	3.1	5.0
Quality of Instruction	3.7	4.0
Quality of Advising	3.5	5.0
Assistance with Licensure and Certification	3.5	-
Curriculum	3.8	4.8
Content Coverage	3.9	5.0
Course Sequencing	3.9	5.0
Course Availability	4.2	5.0
Number of Electives	3.8	4.0
Program Flexibility	3.4	5.0

Clinical Courses	3.9	5.0
Practicum Quality	4.1	5.0
Internship Availability	3.4	5.0
Internship Quality	4.3	5.0
3rd Year Student Overall Satisfaction	4.0	4.8
Alumni Overall Satisfaction⁺	4.3	5.0

*Note. N = 21, Response Rate = 100%; ** 2015 Data N = 1, Response Rate = 100%

+Note. N = 13, Response Rate = 29% MA Program; N = 1, Response Rate = 100% Doctoral Program.

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 ($M = 4.6$). Student evaluation of Internship site supervisors also indicate that MA students are satisfied with the quality of supervision ($M = 4.7-4.9$) and supervision sites ($M = 4.8$). Doctoral students also report satisfaction the quality of supervision ($M = 4.9$) and supervision sites ($M = 5.0$).

Quantitative data indicate overall satisfaction with the program. Quantitative findings from the Exit Survey indicate current 3rd year student were most satisfied with the quality of their practicum and internship experiences and least satisfied with the availability of. Availability of faculty may be related to less core faculty on site due to faculty sabbaticals and vacant lines. 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. Overall, 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)

	2013 Cohort	2014 Cohort	2015 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	3.0	2.1	2.0	2.4	2.5
Personal Development	3.0	2.1	2.0	2.4	2.5
Academic Development	3.0	2.1	2.1	2.4	2.6
Total PPAD	3.0	2.1	2.0	2.4	2.5

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
2015	Personal	1.8	Student met with course instructor to discuss relevant issues of concern. No remediation plan generated. Faculty will continue to monitor student.
2015	Personal	1.8	Student met with course instructor to discuss relevant issues of concern. No remediation plan generated. Faculty will continue to monitor student.
2015	Academic	1.8	Student met with advisor to discuss class attendance. Faculty will continue to monitor student.
2015	Academic	1.7	Student met with advisor to discuss class attendance. Faculty will continue to monitor student.

2014	Professional Academic	1.8 1.8	Student met with advisor and was placed on a remediation plan which was successfully completed.
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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 2015	2013	COUN 527	C	Student sent Letter of Concern regarding Academic Progress; Meeting with Advisor

Summary of findings

Five MA students were identified by the faculty regarding personal, professional, or academic areas. In some cases, the course instructor discussed the concern with the students; in other cases 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.

CACREP Professional Identity Standards

CPCE and NCE scores were reviewed to assess knowledge and performance on Professional Identity Standards for MA students. Fall 2015 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 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
CPCE		
Professional Orientation and Ethical Practice	100%	100%
Social and Cultural Diversity	100%	100%
Human Growth and Development	100%	100%

Career Development	91%	100%
Helping Relationships	91%	100%
Group Work	100%	100%
Assessment	100%	100%
Research and Program Evaluation	100%	100%
NCE	Pass Rate	
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.	3.0
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.	2.5
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.	2.3

CACREP Professional Identity Standards for MA students are also assessed through Exit, Supervisor, Alumni, and Employer Surveys. Survey results for MA students are shown in Table 14.

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

MA Program Professional Identity Standards	Mean			
	Mid-Term Outcomes		Long-Term Outcomes	
	Exit Survey (N = 21)	Supervisor Survey (N = 22)	Alumni Survey (N = 13)	Employer Survey (N = 3)

Core Average	3.9	4.0	3.9	4.8
Professional orientation and ethical practice including an understanding aspects of professional functioning	4.3	4.3	4.0	5.0
Social and cultural diversity including an understanding of the cultural context of relationships, issues, and trends in a multicultural society	4.1	4.1	4.4	5.0
Human growth and development including an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts	3.5	3.8	4.1	4.7
Career development including an understanding of career development and related life factors	3.5	3.8	3.4	4.5
Helping relationships including an understanding of the counseling process in a multicultural society	4.4	4.1	4.3	4.7
Group work including an understanding of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society	3.8	4.0	3.8	4.7
Assessment including an understanding of individual and group approaches to assessment and evaluation in a multicultural society	3.5	3.9	3.4	4.7
Research and program evaluation including an understanding of research methods, statistical analysis, needs assessment, and program evaluation	3.7	3.8	4.2	4.7

Overall, data for MA students indicate lower levels of knowledge in Career and Human Growth and Development relative to other courses. Exit survey results indicated lower levels of knowledge in Human Growth and Development relative to previous years. This course was offered online for the first time for this cohort and this may have contributed to the decrease in knowledge in this area.

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 3.9 – 4.0 for mid-term outcomes and from 3.9 – 4.8 for long-term outcomes. Survey data indicate relative areas of weakness are in Career and Assessment knowledge, with

a decrease in Human Growth and Development knowledge relative to other years. 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 15 indicates the term, cohort, and course where the problem occurred and actions taken by the faculty. All doctoral student SLOs measured in 2015-2016 were passed.

Table 15. Academic Development Problems

Term	Cohort	Course	SLO	# of Students	Action
Fall 2015	2013	COUN 527	School J.1-J.3	1	Student revised assignment. SLOs achieved at ≥ 2.0 .
Spring 2016	2015	COUN 505	School D.4	2	Student re-did assessment. SLO achieved at ≥ 2.0 .
Spring 2016	2015	COUN 505	Addiction D.4	2	Student re-did assessment. SLO achieved at ≥ 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 16 - 18.

Table 16. CACREP School Counseling SLOs (1-3 scale)

CACREP School Counseling SLOs		
Standard	Student Learning Outcome Area	Score
A.1 – A.7	Foundations - Knowledge	3.0
B.1 – B.2	Foundations - Skills	3.0
C.1 – C.6	Counseling, Prevention, and Intervention - Knowledge	2.8
D.1 – D.5	Counseling, Prevention, and Intervention - Skills	2.8
E.1 – E.4	Diversity and Advocacy - Knowledge	3.0

F.1 – F.4	Diversity and Advocacy - Skills	2.3
G.1 – G.3	Assessment – Knowledge	2.8
H.1 – H.5	Assessment - Skills	2.5
I.1 – I.5	Research and Evaluation - Knowledge	2.6
J.1 – J.3	Research and Evaluation - Skills	2.3
K.1 – K.3	Academic Development - Knowledge	3.0
L.1 – L.3	Academic Development - Skills	2.4
M.1 – M.7	Collaboration and Consultation - Knowledge	2.8
N.1 – N.5	Collaboration and Consultation - Skills	2.4
O.1 – O.5	Leadership - Knowledge	3.0
P.1 – P.2	Leadership - Skills	2.2

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

CACREP Addiction Counseling SLOs		
Standard	Student Learning Outcome Area	Score
A.1 – A.10	Foundations - Knowledge	2.8
B.1 – B.2	Foundations - Skills	2.8
C.1 – C.8	Counseling, Prevention, and Intervention - Knowledge	2.8
D.1 – D.9	Counseling, Prevention, and Intervention - Skills	2.6
E.1 – E.4	Diversity and Advocacy - Knowledge	2.6

F.1 – F.3	Diversity and Advocacy - Skills	2.8
G.1 – G.4	Assessment – Knowledge	3.0
H.1 – H.5	Assessment - Skills	2.5
I.1 – I.3	Research and Evaluation - Knowledge	2.8
J.1 – J.3	Research and Evaluation - Skills	2.6
K.1 – K.4	Diagnosis - Knowledge	2.9
L.1 – L.2	Diagnosis - Skills	2.5

Table 18. 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	2.5
B.1 – B.2	Supervision - Skills	2.8
C.1 – C.3	Teaching - Knowledge	2.8
D.1 – D.3	Teaching - Skills	3.0
E.1 – E.4	Research and Scholarship - Knowledge	2.7
F.1 – F.6	Research and Scholarship - Skills	3.0
G.1 – G.4	Counseling – Knowledge	2.9
H.1 – H.3	Counseling - Skills	3.0
I.1 – I.4	Leadership and Advocacy - Knowledge	2.8
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. Three 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 and remediation also resulted in satisfactory achievement. 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 19.

Table 19. Program Objectives Measured by Performance in Portfolio (1-3 scale)

MA Program Objectives – Short-Term Outcomes	Mean
<i>Professional Identity</i>	2.8
Mastery of core counseling knowledge necessary for licensure, certification, and counseling practice in a multicultural and pluralistic society	3.0
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	2.7
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	2.6
<i>Ethical and Legal Practice</i>	2.6
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	2.7
Use of ethical decision making in counseling practice	2.5
<i>Advanced Counseling Skills</i>	2.4
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,	2.3

and the use of counseling skills consistent with theoretical orientation	
Development and maintenance of culturally responsive counseling relationships	2.4
Professional and Personal Growth and Wellness	2.6
Developing a plan for professional and personal growth and wellness	2.6
Recognizing one's own strengths and limitations through participation in counseling supervision and professional and personal development activities	2.7
Participating in seminars, workshops or other activities that contribute to professional and personal growth	2.5
Average Program Objectives	2.6

Doctoral Program Objectives – Short-Term Outcomes*	Mean
Professional Identity	3.0
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
Counselor Education and Supervision	3.0
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
Counseling Practice	3.0
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
Research	3.0
Designs and implements quantitative and qualitative research	3.0
Disseminates research through professional conference presentations and	3.0

publication	
Average Program Objectives	3.0

* Data from 2015

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 20 – 23. There is no short-term doctoral program outcome data for 2015-2016 as there are no doctoral student in their terminal year.

Table 20. Program Objectives (1-5 scale)

MA Program Objectives	Mean			
	Mid-Term Outcomes		Long-Term Outcomes	
	Exit Survey (N = 21)	Supervisor Survey (N = 22)	Alumni Survey (N = 13)	Employer Survey (N = 3)
Professional Identity	4.3	4.2	4.5	4.9
Mastery of core counseling knowledge necessary for licensure, certification, and counseling practice in a multicultural and pluralistic society	4.0	4.5	4.5	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	4.2	4.5	4.5	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 that are equitable	4.6	4.1	4.7	5.0
Use the research literature to enhance counseling practice and develop, manage, and evaluate counseling practice through action research and program evaluation	4.4	3.8	4.2	4.7
Ethical and Legal Practice	4.7	4.6	4.7	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	4.5	4.5	4.5	4.7
Use of ethical decision making in counseling practice	4.9	4.6	4.9	5.0
Advanced Counseling Skills	4.3	3.9	4.4	4.9
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	4.4	4.1	4.4	5.0
Theoretical case conceptualization, the ability to formulate counseling goals, and the use of counseling skills consistent with theoretical orientation	4.3	3.8	4.4	4.7
Development and maintenance of culturally responsive counseling relationships	4.1	3.9	4.3	5.0
Professional and Personal Growth and Wellness	4.3	4.3	4.5	4.9
Developing a plan for professional and personal growth and wellness	4.3	4.2	4.1	4.7
Recognizing one's own strengths and limitations through participation in counseling supervision and professional and personal development activities	4.3	4.5	4.5	5.0
Participating in seminars, workshops or other activities that contribute to professional and personal growth	4.2	4.1	4.8	5.0
Average Program Objectives	4.4	4.2	4.5	4.9

Table 21. School Program Objectives (1-5 scale)

School Program Objectives	Mean			
	Exit Survey (N= 15)	Supervisor Survey (N= 19)	Alumni Survey (N= 10)	Employer Survey (N= 1)
Understand professional issues specifically	3.8	3.9	3.8	5.0

related to school counseling				
Provide classroom guidance to promote the academic, career, and personal/social development of students	3.7	3.8	3.9	5.0
Assess student's strengths, needs, and barriers that impeded development, with attention to uniqueness in cultures, language, values, backgrounds, and abilities	4.3	3.8	4.5	5.0
Consult with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development	4.0	3.8	4.6	5.0
Use peer helping strategies in the school counseling program	3.4	3.4	3.6	5.0
Participate in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program	3.8	3.1	4.1	5.0
Plan and present school counseling-related educational programs for use with parents and teachers	3.6	3.3	4.5	5.0
Counsel clients in your area of specialization (e.g. elementary-aged children, adolescents)	4.1	3.9	4.5	5.0
Average School Objectives	3.8	3.6	4.2	5.0

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

Addiction Program Objectives	Mean			
	Exit Survey (N = 6)	Supervisor Survey (N = 3)	Alumni Survey (N = 3)	Employer Survey (N = 2)
Understand professional issues specifically related to addiction counseling	4.8	5.0	4.0	4.5
Use principles and practices of diagnosis, treatment, referral, and prevention of substance use disorders and co-occurring disorders to initiate, maintain, and terminate counseling.	4.7	5.0	4.0	4.5

Counsel clients with addiction and co-occurring disorders	4.8	5.0	4.3	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	4.8	5.0	4.3	5.0
Screen for withdrawal symptoms, aggression and danger to self and/or others, as well as co-occurring disorders	4.7	4.7	4.3	4.5
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	4.7	4.7	4.3	5.0
Counsel clients in your area of specialization (e.g. adolescents, adults)	4.8	4.7	3.7	5.0
Average Addiction Objectives	4.8	4.9	4.1	4.8

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

Doctoral Program Objectives	Mean			
	Mid-Term Outcomes		Long-Term Outcomes	
	Exit Survey* (N = 1)	Supervisor Survey* (N = 1)	Alumni Survey (N = 1)	Employer Survey (N = 1)
Professional Identity	4.5	5.0	5.0	5.0
Demonstrates knowledge of ethical issues, practices, codes of ethics, and legal guidelines in counseling	4.0	5.0	5.0	5.0
Demonstrates leadership, advocacy, and service in professional counseling organizations	5.0	5.0	5.0	5.0
Counselor Education and Supervision	5.0	-	5.0	4.5

Demonstrates a consistent instructional theory and diverse methods of instruction relevant to counselor education, including attention to current social and cultural issues	5.0	-	5.0	4.0
Demonstrates a consistent theory of counselor supervision and the ability to supervise counselors in training	5.0	-	5.0	5.0
Counseling Practice	4.5	5.0	5.0	4.5
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	5.0	4.0
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	5.0	5.0
Research	5.0	-	5.0	4.5
Designs and implements quantitative and qualitative research	5.0	-	5.0	4.0
Disseminates research through professional conference presentations and publication	5.0	-	5.0	5.0
Average Program Objectives	4.8	5.0	5.0	4.6

* Data from 2015

Summary of Findings

Findings from Portfolio indicate students are achieving short-term Program Objectives with an average performance of 2.6 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 4.2– 4.4 for mid-term outcomes and 4.5 - 4.9 for long-term outcomes for MA Program Objectives, from 3.6 – 3.8 for mid-term outcomes and 4.2 – 4.5 for long-term outcomes for School Program Objectives, and from 4.8 – 4.9 for mid-term outcomes and 4.1 – 4.8 for long-term outcomes for Addiction Program Objectives, and from 4.8 – 5.0 for mid-term outcomes and 4.6 – 5.0 for long-term outcomes for Doctoral Program Objectives.

Relative areas of weakness for the School Program Objectives are in using peer helping strategies and providing educational programs. Areas of relative weakness for the Addiction Program Objectives include counseling clients within one's specialty area, although this was indicated on the alumni survey only, suggesting that this area may be being addressed better in the current curriculum.

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

Of the students who enrolled in the program in 2013, 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 and Doctoral Program students are shown in Table 24 and Table 25.

Table 24. Graduation, Licensure, and Employment Rates MA Students

Number of Graduates 2016 (2013 Cohort)	Number of Graduates from Diverse Backgrounds 2016	Graduation Rate 2013 Cohort	Licensure Rate 2008, 2010, 2012 Cohorts (N = 13)	Employment as a Counselor 2008, 2010, 2012 Cohorts (N = 13)
23	4	95%	100%	100%

Table 25. Graduation and Employment Rates Doctoral Students

Number of Graduates 2016 (2013 Cohort)	Number of Graduates from Diverse Backgrounds 2016	Graduation Rate 2013 Cohort	Employment as a Counselor Educator (N = 1)
0	0	-	100%

Summary of Findings

The MA program met the target of graduating 20 students and the graduation rate was high. The reported licensure rate for alumni (100%) is very high. Additionally, results indicate 100% of alumni participating in the survey are employed as counselors. The one doctoral program alumni is employed as a Counselor Educator at a CACREP accredited program.

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. Several curriculum changes were made this year. Curriculum changes included 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). Prerequisites

were also added to both Practicum (COUN 514) and Internship (COUN 526) to ensure students have taken all required courses prior to entering those clinical experiences. This is particularly necessary to be clear about prerequisites for students who have slowed their program down and are not following the standard program of study.

2. 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 summer of Year 2 and be led by a community counselor.
3. Survey results indicated students continue to report 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 offered a free 15-hour course to school counselors who are licensed in order to provide the didactic coursework needed to become a registered supervisor. Ten school counselors attended the course. The department will consider offering this course again.
4. Faculty reviewed the current assessment and evaluation plan and agreed that is satisfactory. Of note, however, was the low level of employers responding to the employer survey. Faculty will discuss ways to increase response rates prior to the next survey administration.
5. Faculty reviewed the process of evaluating SLOs, Program Objectives. Faculty agreed that the assessment of MA and Doctoral Program Objectives is satisfactory. Faculty also agreed that the CACREP Coordinator would begin the process of reviewing 2016 CACREP Standards in 2016-2017 with initial steps to begin in 2017-2018 to begin the transition to the 2016 Standards.
6. Faculty reviewed the process of using the PPAD to monitor students' professional, personal, and academic development and agreed it is satisfactory.
7. Faculty reviewed enrollment trends. Enrollment from orientation to enrollment and enrollment to graduation have both increased. Faculty did, however, institute a new interview process that includes a group interview with Graduate Assistants. This experience was included to increase spring acceptance rates (operationalized as # students attending orientation/# of offers made) to the program. Examination of acceptance rates from 2015 to 2016 indicated a similar acceptance rate of 85% for both years. Faculty are in favor of retaining the new interview procedure, but will track fall enrollment rates 2015 to 2016 and discuss modification of the procedure as needed.
8. Faculty reviewed the graduation rate and retention rate. The MA program met the target of graduating 20 students and the graduation rate was high (N = 22). Faculty discussed the retention plan that was put in place for 2015-2016 and decided to retain the mentoring program and 1st year picnic.
9. 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/addiction SLO D.4. Remediation of the SLOs resulted in satisfactory achievement of the SLOs. Revisions will be made in COUN 505 including development of a flow chart for suicide assessment and teaching all skills related to suicide assessment prior to the assignment in which students demonstrate this skill.
- b. Survey data indicated a decrease in knowledge in the area of Human Growth and Development on the Exit Survey. The Lifespan Course was offered online for this cohort. Faculty agreed that the Lifespan Course will return to being offered as an in-person course.
- c. Survey data continue to indicate Assessment and Measurement and Career as relative areas of weakness relative to other core courses. We will continue to monitor these courses to see if survey scores improve next year.
- d. Prior 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 this course after the modifications and the scores on these items improved substantially relative to last year.
- e. Prior 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. Modifications were made in COUN 533 (Introduction to School Counseling) to address these data. The current survey data suggest the same areas of weakness. However, the current survey participants took COUN 533 prior to the modifications. We will continue to monitor this courses to see if survey scores improve next year.
- f. Faculty reviewed the Doctoral program curriculum and agreed no modifications are needed at this time. This will be reviewed again as the program adopts the 2016 CACREP Standards.