

## Counselor Education Department Evaluation Report: 2011-2012

The Evaluation Plan is systematic and ongoing from year to year. Multiple methods of assessment are used throughout the academic year. All departmental Faculty are participants in the evaluation process. 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 curriculum, programs, 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. Table 1 presents the timeline used to complete the assessment.

*Table 1. Evaluation Timeline*

<b>Formative/Process Evaluation</b>		
Assessment Measure	Responsible Party	Schedule
# Students Enrolled	Advisor	September
Student Demographics	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	Evaluation Coordinator	April
<b>Summative/Outcome Evaluation</b>		
Assessment Measure	Responsible Party	Schedule
Professional, Personal, Academic Review of Students	All Faculty	September and ongoing
CPCE pass rate	Advisor	November
Supervisor Evaluations	Practicum and Internship Supervisors	December, May
GPA	Advisor	December, May
# Admission to Candidacy	Advisor	February
Licensure Rates	Evaluation Coordinator	April
Employment Rates	Evaluation Coordinator	April
Exit Survey	Seminar Instructor	April
Alumni Survey	Evaluation Coordinator	April
Supervisor Survey	Evaluation Coordinator	April

Employer Survey	Evaluation Coordinator	April
Portfolio	Advisor	May
Graduation Rates	Advisor	May

**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.
3. Departmental surveys of program alumni, employers, and site supervisors.
4. Compilation and analysis of data from the multiple evaluation methods.
5. Annual Faculty Retreats 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 evaluation report.
7. Sharing findings and suggested changes with students, administration, site supervisors, advisory board members, alumni and others interested in the Counseling MA Program at Boise State.

**Assessment Findings for MA Counseling Students**

**Masters' Students Accomplishments in Meeting Standards and CACREP SLOs**

CPCE scores were reviewed to assess knowledge and performance on Professional Identity Standards. Table 2 shows the sections that were not passed by at least one student and the number of students who did not pass each section.

*Table 2. CPCE Results*

Human Growth & Development	Group Work	Social & Cultural Foundations	Helping Relationships	Appraisal	Professional Orientation & Ethics
2	1	4	2	1	1

**Summary of findings**

Of the 20 students who took the CPCE, 7 students (35%) did not pass one or more sections. Students were given the opportunity to write an essay on the section(s) not passed. One student did not pass and was given an oral examination which was passed.

Program objectives/student learning outcomes and key assessments are currently under development and/or revision.

### Masters' Student Academic Review

Students that received below standard Grades (C or lower) are reported in Table 3.

*Table 3. Grades of C or Lower.*

Term	Cohort	Course	Grade	Current GPA
Fall 2011	2011	COUN 550	C	3.63

### Masters' Student Professional, Personal, and Academic Development

All masters students were reviewed in 2011-2012 during faculty meetings. All Faculty participated in the review.

#### Summary of findings

One student was reviewed by the full faculty in the department regarding fitness to remain in the program for academic performance. The student was required to meet with the Cohort Advisor to discuss an action plan.

#### Follow-up of Graduates of the Master's Programs: Alumni Survey

The Alumni Survey was disseminated to students who graduated from the MA program the prior year. The following results represent 10 respondents. Table 4 presents results of the alumni survey.

*Table 4. Alumni Survey Results*

Confidence in Ability to Perform Specific Counseling Tasks	Continued Personal Growth
4.5	4.16

Review of the survey results indicates the following areas of strength and need for improvement are shown in Table 5.

*Table 5. Areas of Program Strength and Need for Improvement*

Areas of Strength	Areas in Need of Improvement
Ability to counsel a child or a child from a different ethnic background	Ability to administer and interpret a measurement tool
Ability to advocate for students	Ability to explain to staff the validity/reliability of a given test
Ability to lead a personal growth group	Ability to present at a state or regional conference
Ability to connect with people in the community in which you live/work	Ability to collect data, run basic statistics, and write up a research report
Ability to comfortably address concerns with	Ability to diagnose a student using the DSM IV

Counselor Education faculty	
Growth in self-understanding	Spiritual growth
Growth in the appreciation of scholastic work, expertise, and drive to pursue knowledge	

Summary of Findings

Overall, alumni reported high levels of confidence in their abilities and high levels of personal growth. Areas of strength included counseling children, advocacy, and positive relationships with others. Areas in need for improvement include comfort with measurement tools, research, and diagnosis, as well as spiritual growth.

Follow-up of Graduates of the Master's Programs: Supervisor Survey

The Supervisor Survey was disseminated to internship site supervisors. The following results represent 2 respondents. Table 6 presents results of the employer survey.

*Table 6. Supervisor Survey Results*

Confidence in Ability to Perform Specific Counseling Tasks	Continued Personal Growth
4.29	4.68

Review of the survey results indicates the following areas of strength and need for improvement are shown in Table 7.

*Table 7. Areas of Program Strength and Need for Improvement*

Areas of Strength	Areas in Need of Improvement
Ability to identify an ethical dilemma	Ability to administer and interpret a measurement tool
Ability to counsel a child from a different gender or ethnic background	Ability to explain to staff the validity/reliability of a given test
Ability to consult with supervisor as needed	Ability to present at a national conference
Ability to identify and use appropriate interventions with a suicidal student or client	Ability to collect data, run basic statistics, and write up a research report
Growth in critical thinking ability	Ability to identify a student or client with a substance use problem
Growth in self-understanding	Ability to diagnose a client using the DSM IV

Summary of Findings

Overall, supervisors reported high levels of confidence in their students' abilities and high levels of personal growth. Areas of strength included identifying an ethical dilemma, counseling children, consulting, and working with suicidal clients. Areas in need for improvement include comfort with measurement tools, research, identifying clients with SUD, and diagnosis.

Follow-up of Graduates of the Master's Programs: Employer Survey

The Employer Survey was disseminated to employers identified by students completing the alumni survey. The following results represent 2 respondents. Table 8 presents results of the employer survey.

*Table 8. Employer Survey Results*

Confidence in Ability to Perform Specific Counseling Tasks	Continued Personal Growth	Level of Skill
3.64	3.91	4.53

Review of the survey results indicates the following areas of strength and need for improvement are shown in Table 9.

*Table 9. Areas of Program Strength and Need for Improvement*

Areas of Strength	Areas in Need of Improvement
Ability to connect with people in the community in which you live/work	Ability to counsel a child
Ability to identify a student or client with a substance abuse problem	Ability to administer and interpret a measurement tool
Ability to diagnose a client	Ability to explain to staff the validity/reliability of a given test
Lead a workshop	Do career counseling
Ability to identify and use appropriate interventions with a suicidal student or client	Ability to collect data, run basic statistics, and write up a research report
Ability to use school or agency crisis intervention plan	Ability to design and implement a program evaluation for your counseling program
Growth in ability to demonstrate ethical behaviors and core counseling conditions	Ability to manage political problems in a difficult work environment
Growth in critical thinking ability	Spiritual growth
Growth in professional skills	
Effectively conducts intake interviews	
Effectively builds rapport	
Submits documentation accurately and timely	
Maintains ethical and professional standards	
Appropriately uses supervision	
Demonstrates willingness to work as a team member	
Committed to professional development	

*Summary of Findings*

Overall, alumni reported confidence in graduates' level of ability and high levels of confidence in their skills and levels of personal growth. Areas of strength include working with suicidal clients, ability to use crisis plans, core counseling skills and professionalism. Areas in need for improvement include comfort with measurement tools, research and program evaluation, and spiritual growth.

**Summary of Findings**

Faculty reviewed all students in the areas of professional, personal, and academic development. One student received a grade of C in COUN 550. This student met with the Cohort Advisor to discuss an action plan. Faculty did not identify any students of concern in the area of professional or personal development in the 2011-2012 academic year.

Results of the alumni and supervisor surveys indicated high levels of confidence in ability to perform tasks and high levels of personal growth. Results of the employer survey were somewhat lower in the area of ability to perform tasks, but gave graduates very high ratings on personal growth and skills. Areas of strength identified across the three surveys included identifying an ethical dilemma, counseling children, working with suicidal clients, ability to use crisis plans, consulting, advocacy, core counseling skills, professionalism and positive relationships with others. Areas in need for improvement identified across the three surveys included comfort with measurement tools, research and program evaluation, diagnosis, identifying clients with SUD, as well as spiritual growth.

### Use of Findings to Inform Program Modifications

Suggestions and modifications were reviewed during faculty meetings and retreats. Upon review of the program and data collected, faculty recommended the following:

1. Faculty identified a need to revise the mission statement and program objectives to more accurately reflect current program philosophy. This revision will occur in the 2012-2013 academic year.
2. Faculty reviewed the current assessment and evaluation plan and identified areas in need of revision. Faculty identified a need to create an overall framework for the evaluation plan and to identify an Evaluation Coordinator. The Evaluation Coordinator will create a revised evaluation plan and oversee the creation of new and/or revised assessment tools and implementation of the plan.
3. Faculty identified a need for feedback from students at the end of the program in addition to feedback acquired through alumni surveys. Faculty also identified a need for assessment of student satisfaction of the program. Faculty decided to develop an exit survey in 2012-2013 to align with program objectives. This survey will include quantitative and qualitative measures of program objectives and student satisfaction with the program
4. Faculty will continue to design the assessment plan for SLOs for the school and addiction programs. Formal assessment of SLOs will begin in the 2012-2013 academic year.
5. Faculty identified a need for a more formalized process of systematically reviewing each students' professional, personal, and academic development. Faculty project that this assessment tool will be ready for pilot testing in spring 2013.
6. Faculty identified a need to revise the admission process to improve the quality of students accepted to the program as well as retention of students from acceptance in the spring to beginning the program in fall. Recommendations included strictly adhering to the GPA  $\geq$  3.0. revising interview questions for 2012-2013 to create standardized questions for the school and addiction programs, and creating an informed consent to provide to applicants at interview and for students accepted to sign at orientation.
7. Faculty identified a need to expand demonstration of learning and performance in the core professional identity standards. The CPCE has been used as the assessment for learning and performance in the 8 core areas. Faculty agreed to include at least one multiple choice examination in every course that includes Professional Identity

Standards or Addiction and/or School SLOs to provide an additional measure of learning and performance.

8. Based on the CPCE data, faculty will review the course(s) in which Social and Cultural Foundations core material is covered. Although faculty anticipate one or two students may not pass a particular section of the CPCE exam, four students did not pass this section. Faculty believe this warrants a review of the curriculum in this area.
9. Based on survey data, faculty will consider and/or make the following revisions to the curriculum:
  - a. Revise COUN 504 to increase students' comfort and familiarity with commonly used measurement tools, including revision of course content and purchasing new assessment tools so students will gain more familiarity and comfort with those measurement tools.
  - b. Revise COUN 512 to increase students' knowledge and performance in research and program evaluation. Statistics method of instruction revised to include statistics assignments to be conducted independently in statistics lab. Content and assignments in COUN 512 to be revised to increase emphasis on action research and program evaluation. Revise COUN 527 to be 2 credit course and revise the applied research project to require students to conduct action research or a program evaluation at their internship site. Additionally, faculty developed a plan to include self-evaluation of counseling in practicum through student analysis of client satisfaction ratings.
  - c. Revise COUN 550 to increase in class small group work to increase learning and performance in diagnosis and treatment planning. Additionally, students will be required to write-up intake assessments with a 5-Axis Diagnosis in COUN 550 (all students), practicum (all students), COUN 548 (addiction students), and Internship (addiction students). These assignments are designed to increase student's performance in the area of diagnosis.
  - d. Revise content of COUN 550 to include more information on screening for substance use. Revise content of COUN 547 to improve learning in the area of prevention of substance use disorders. All students are required to take COUN 550 and COUN 547 so revision of content in these courses will provide an opportunity for all students to improve in their ability to identify substance use disorders through knowledge of risk factors and screening tools and procedures.
  - e. To address the area of spiritual growth, faculty will consider the possibility of offering the Spirituality elective every year, reducing course credit from 2 credits to 1 credit to encourage more students to take the elective, and/or adding Spirituality to the curriculum as a required course. Additionally, a spirituality module will be added to Family Systems.