Counselor Education Department Evaluation Report: 2017-2018

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

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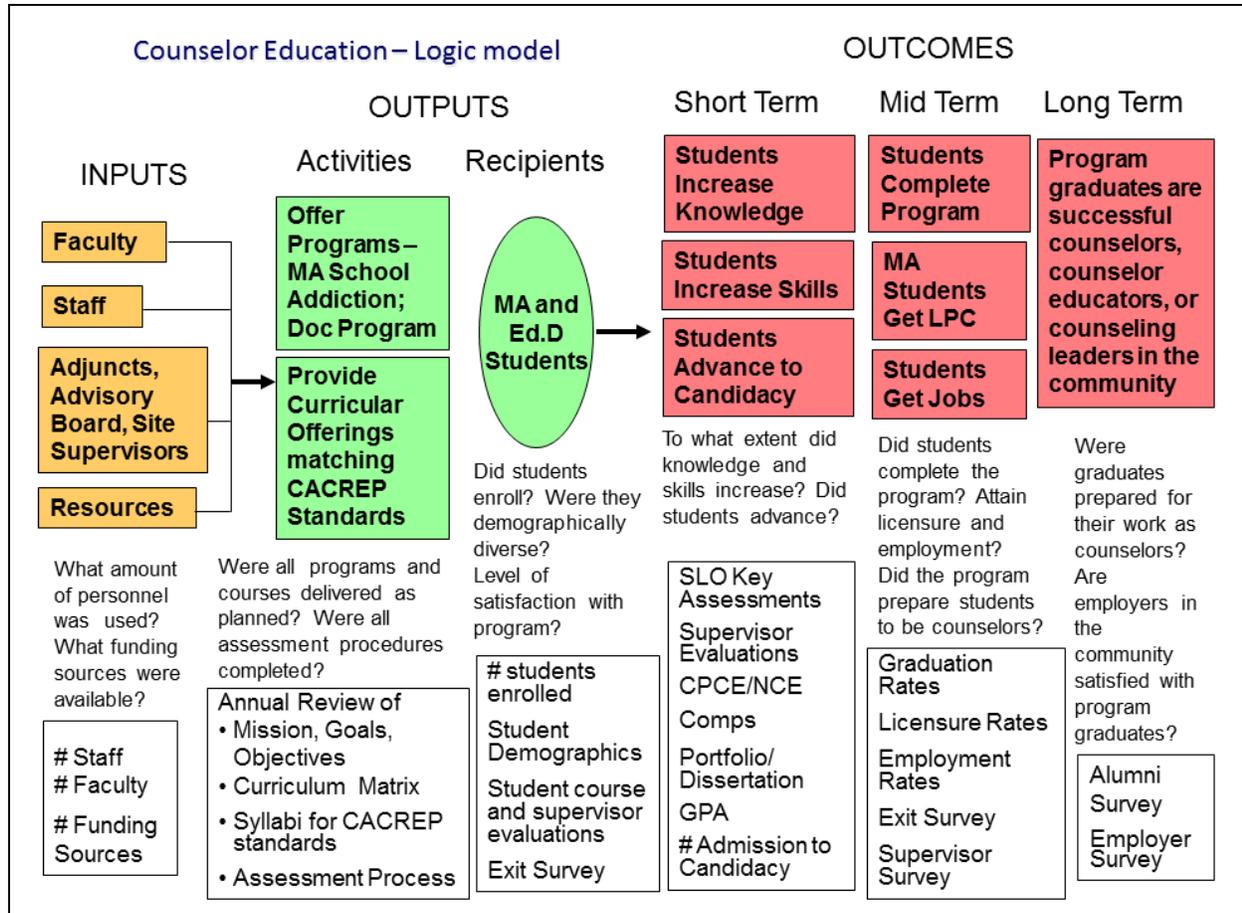
The assessment and transition points for short term outcomes for the MA Program and Doctoral Program are depicted in Figures 2 and 3.

Figure 2. MA Programs (School and Addiction) Assessment and Transition Points
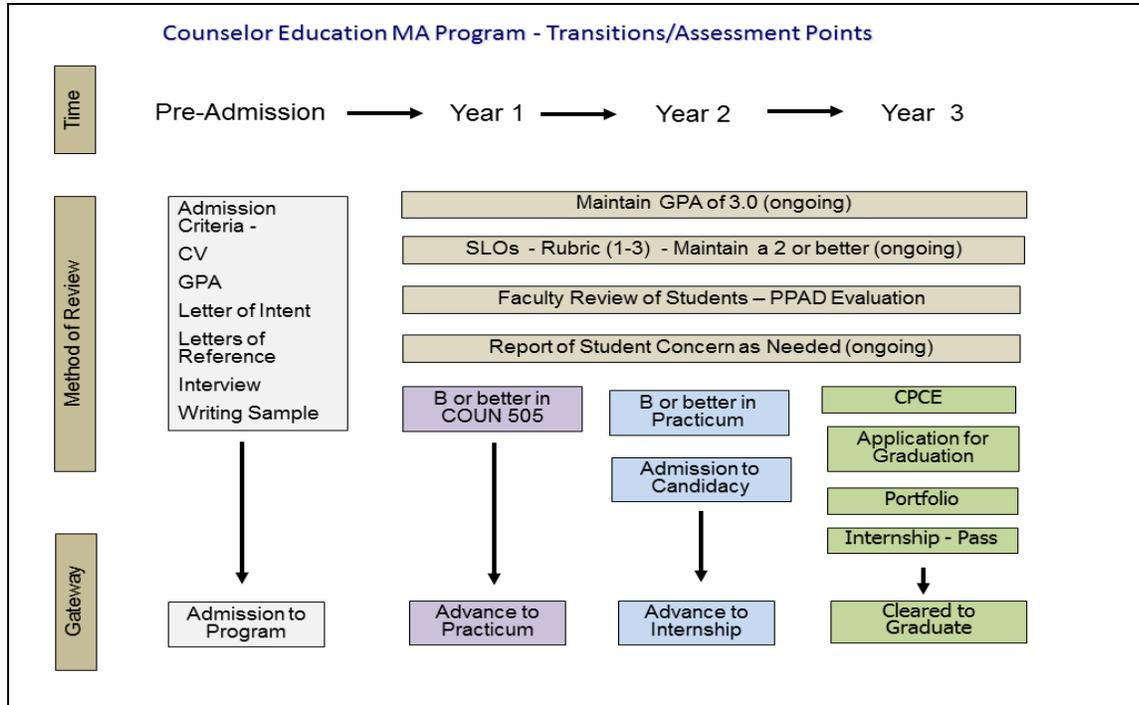

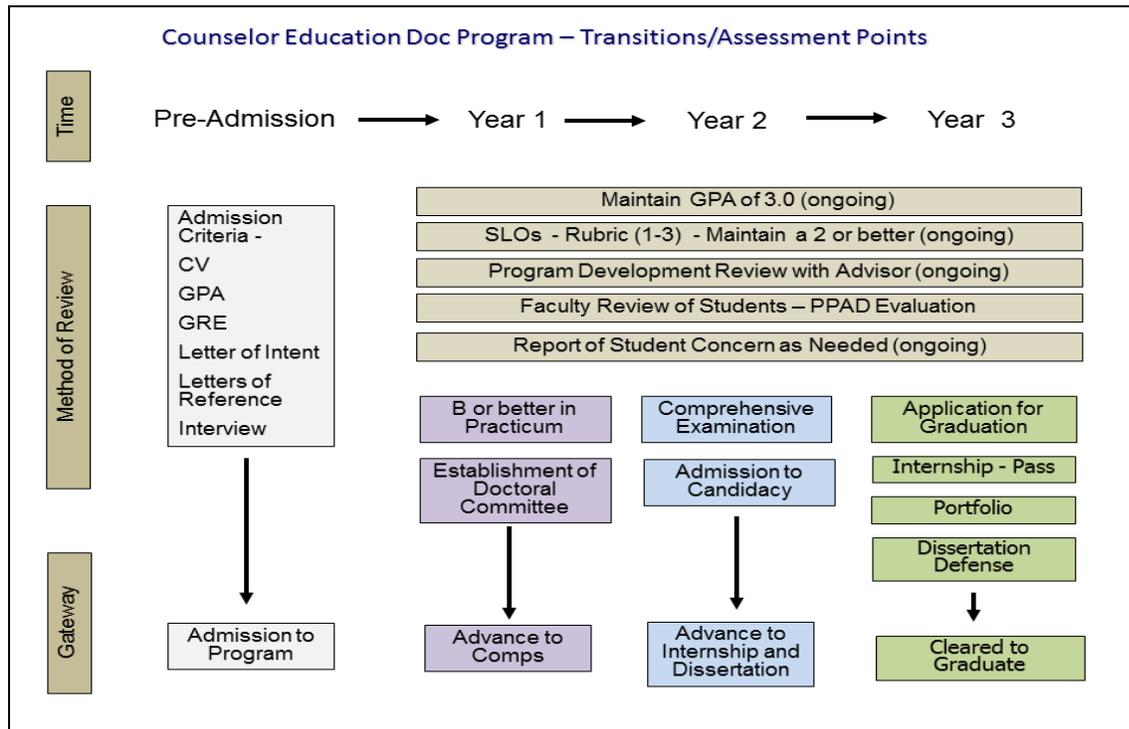*Figure 3. Doctoral Program Assessment and Transition Points*

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 8 courses and provided practicum lab supervision. The number of courses taught by adjunct faculty was high this year due to teaching buyouts from faculty grants. 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.

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 and school emphasis curriculum, internship experience, and other issues specific to the addiction and school programs. Advisory board members were also surveyed this year to gather feedback about the MA applications interview process.

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 CE trainings for the community. Active external grants and contracts for 2017-2018 total $317K; internal grants total $37K. Faculty submitted two internal grants – a College of Education Civility Grant to develop a social justice advocacy course for teacher education majors (funded) and a College of Education Civility Grant to develop a teacher module to accompany a student bullying bystander program (funded). Faculty submitted 3 external grants – National Institute of General Health, CTR-IN to evaluate a bullying bystander intervention for mixed-race schools (funded), Eunice Kennedy Shriver National Institute of Child Health and Human Development to evaluate a bullying bystander intervention for high school students (not funded, resubmitted), and an Idaho State Liquor Division for an alcohol media campaign (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 seventh doctoral student for summer 2018 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. This year the faculty held a curriculum retreat which resulted in several curriculum changes for the MA and Doctoral programs.

The assessment and evaluation procedure were reviewed this year. The procedure was approved and will be reviewed again next year. The faculty agreed to review the mission, goals, and objectives of the Counselor Education Department in fall 2018. The mission, goals, and objects are aligned with those of the University and the College.

Program Applications and Enrollment

In 2017-2018, we received 65 applications for our MA programs (38 school, 17 addiction, 3 unspecified, 7 incomplete) and 1 application for our doctoral program. There are 71 students enrolled in the MA Counseling Program and 3 students enrolled in the Doctoral Program for fall 2018. Table 2 presents number of students enrolled by cohort year and program. Demographic diversity is presented in Tables 3 - 5.

Table 2. Enrollment MA Program and Doctoral Program

Year	MA Program			Doctoral Program
	School	Addiction	Total	
2016	16	7	23	1
2017	15	8	23	1
2018	19	6	25	1
TOTAL	50 (70%)	21 (30%)	71	3

Table 3. Student Demographics – School Program

Cohort	Gender		Ethnicity					
	Male	Female	White	Hispanic	Asian-American	African-American	Native American	Other or Not Known
2016	4	12	11	4	0	1	0	0
2017	1	13	9	1	1	2	1	0
2018	1	18	14	3	0	0	0	1
TOTAL	5 (10%)	43 (90%)	34 (71%)	8 (17%)	1 (2%)	3 (6%)	1 (2%)	1 (2%)

All Enrolled School Students - Ethnicity by Gender						
	White	Hispanic	Asian-American	African-American	Native American	Other or Not Known
Male	4	1	0	1	0	0
Female	41	7	1	2	1	0

Table 4. Student Demographics – Addiction Program

Cohort	Gender		Ethnicity					
	Male	Female	White	Hispanic	Asian-American	African-American	Native American	Other or Not Known
2016	0	6	6	0	0	0	0	0
2017	1	7	5	2	0	1	0	0
2018	1	5	5	0	0	1	0	0
TOTAL	2 (10%)	18 (80%)	16 (80%)	2 (10%)	0 (0%)	2 (10%)	0 (0%)	0 (0%)

All Enrolled Addiction Students - Ethnicity by Gender						
	White	Hispanic	Asian-American	African-American	Native American	Other or Not Known
Male	2	0	0	0	0	0
Female	14	2	0	2	0	0

Table 5. Student Demographics – Doctoral Program

Cohort	Gender		Ethnicity					
	Male	Female	White	Hispanic	Asian-American	African-American	Native American	Other or Not Known
2016	0	1	1	0	0	0	0	0
2017	0	1	1	0	0	0	0	0
2018	0	1	1	0	0	0	0	0
TOTAL	0 (0%)	3 (100%)	3 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

All Enrolled Doctoral Students - Ethnicity by Gender						
	White	Hispanic	Asian-American	African-American	Native American	Other or Not Known
Male	0	0	0	0	0	0
Female	3	0	0	0	0	0

Summary of Findings

The MA program has an average of 20 - 25 students per cohort with about 70% in the school program and 30% in the addiction program. Students are predominantly female and white. The Doctoral program currently admits one student per year. Six 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 - 27 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.

Student Satisfaction with Program

Student program satisfaction is measured and the Student Exit Survey and Alumni Survey. Results are presented in Table 6.

Table 6. MA and Doctoral Program 3rd Year Students Satisfaction with Program (Percent Satisfied or Very Satisfied)

Program Area	MA Program* Mean	Doc Program** Mean
Faculty		
Faculty Expertise	4.6	5.0
Faculty Accessibility	4.6	5.0
Quality of Instruction	4.6	5.0
Quality of Advising	4.2	5.0
Assistance with Licensure and Certification	3.7	-
Curriculum		
Content Coverage	4.2	5.0
Course Sequencing	3.8	5.0
Course Availability	4.4	5.0
Number of Electives	3.6	5.0
Program Flexibility	3.7	5.0
Clinical Courses		
Practicum Quality	4.3	5.0
Internship Availability	4.4	5.0
Internship Quality	3.9	5.0
3rd Year Student Overall Satisfaction	**4.3**	**5.0**
Alumni Overall Satisfaction+	**4.4**	**5.0**

*Note. N = 18; ** N = 1; +Note. N = 9, MA Program; N = 1, Doctoral Program.

Summary of Findings

Quantitative data indicate overall satisfaction with the program. Quantitative findings from the Exit Survey indicate current 3rd year student were most satisfied faculty expertise, accessibility, and quality of instruction and least satisfied with assistance with licensure and certification, course sequencing, program flexibility, and number of electives offered. 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 7 indicates average scores on the PPAD in the areas of professional, personal, and academic development by cohort.

Table 7. Faculty Ratings of Students' Professional, Personal, and Academic Development (PPAD – 1-3 scale)

	MA 2015 Cohort	MA 2016 Cohort	MA 2017 Cohort	All Doc Students
Compliance with ACA Standard C.5	100%	100%	100%	100%
Compliance with ACA Standard F.8.a	100%	100%	100%	100%
Professional Development	2.8	2.1	2.0	2.4
Personal Development	2.8	2.0	2.1	2.3
Academic Development	2.7	2.1	2.1	2.3
Total PPAD	**2.8**	**2.1**	**2.1**	**2.3**

There were 5 students who received scores of < 2.0 on one or more of the PADD areas. Table 8 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 was one additional students identified outside of the PPAD process.

Table 8. Professional, Personal, and Academic Development Problems

Cohort	Area of Concern	PPAD Rating	Action
2015	Professional	N/A	Student met with advisor and was put on a remediation plan which was successfully completed and student graduated.

2016	Professional Personal	1.9 1.6	Student met with advisor and was sent a letter of concern.
2016	Academic	1.8	Student met with advisor and was sent a letter of concern.
2016	Personal	1.8	Student met with advisor and was sent a letter of concern.
2017	Professional Personal Academic	1.9 1.8 1.8	Student met with advisor and was sent a letter of concern.
2017	Academic	1.8	Student met with advisor and was sent a letter of concern.

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 year 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 9 indicates the term, cohort, course where problems occurred and action taken by faculty in response to the academic problem.

Table 9. Academic Development Problems

Term	Cohort	Course	Grade	Action
Fall 2017	2015	COUN 597	C	Instructor met with student.

Summary of findings
Five MA students were identified by the faculty regarding personal, professional, or academic areas on the PPAD. In all cases, the advisor discussed the concern with the students. One additional student was placed on a remediation plan which was successfully completed. There was also one student who received a C in an elective and this was discussed with the instructor. There were no problems identified for our doctoral students in the areas of professional, personal, or academic development.

CACREP Professional Identity Standards
CPCE scores were reviewed to assess knowledge and performance on Professional Identity Standards for MA students. Fall 2017 CPCE pass rates by specific identity standard area are shown in Table 10. All students who did not pass the original CPCE area were given the opportunity to take an exam in fall 2017. All students passes all sections.

Table 10. 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	95%	100%
Human Growth and Development	100%	100%
Career Development	100%	100%
Helping Relationships	100%	100%
Group Work	100%	100%
Assessment	100%	100%
Research and Program Evaluation	100%	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 11. All doctoral professional identity standards were met.

Table 11. 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.	2.9
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.	3.0
Design, implementation, and analysis of quantitative and qualitative research.	2.9
Knows models and methods of instrument design.	2.5
Ethical and legal considerations in counselor education and supervision (e.g., ACA Code of Ethics, other relevant codes of ethics, standards of practice.	2.9

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 12.

Table 12. MA Professional Identity Standards (1-5 Scale)

MA Program Professional Identity Standards	Mean			
	Mid-Term Outcomes		Long-Term Outcomes	
	Exit Survey (N = 18)	Supervisor Survey (N = 17)	Alumni Survey (N = 9)	Employer Survey (N = 2)
Core Average	**4.2**	**4.5**	**4.2**	**4.9**
Professional orientation and ethical practice including an understanding aspects of professional functioning	4.6	4.8	4.7	5.0
Social and cultural diversity including an understanding of the cultural context of relationships, issues, and trends in a multicultural society	4.3	4.8	4.3	5.0
Human growth and development including an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts	4.4	4.7	3.9	5.0
Career development including an understanding of career development and related life factors	3.3	4.1	3.6	5.0
Helping relationships including an understanding of the counseling process in a multicultural society	4.4	4.8	4.4	5.0
Group work including an understanding of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society	4.3	4.6	4.2	5.0
Assessment including an understanding of individual and group approaches to assessment and evaluation in a multicultural society	4.0	4.0	4.1	5.0
Research and program evaluation including an understanding of research methods, statistical analysis, needs assessment, and program evaluation	4.1	4.3	4.2	4.0

Overall, data for MA students indicate lower levels of knowledge in Career Counseling relative to other courses. This course is offered as a summer course and is the only online course in the program, potentially contributing to the lower scores on knowledge in this area. Relatively lower scores are also evident for both mid-term and long-term outcomes in the area of Assessment.

Summary of Findings
All MA students passed all sections of the CPCE, indicating the majority of 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 – 4.5 for mid-term outcomes and from 4.2 – 4.9 for long-term outcomes. Survey data indicate relative areas of weakness are in Career 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 13 indicates the term, cohort, and course where the problem occurred and actions taken by the faculty. All doctoral student SLOs measured in 2017-2018 were passed.

Table 13. Academic Development Problems

Term	Cohort	Course	SLO	# of Students	Action
Fall 2017	2015	COUN 526	Addiction B.1	1	Student worked with instructor on these SLOs during supervision. SLOs achieved at >2.0.
Fall 2017	2015	COUN 526	Addiction D.5	1	Student worked with instructor on these SLOs during supervision. SLOs achieved at >2.0.
Fall 2017	2015	COUN 526	Addiction D.7	1	Student worked with instructor on these SLOs during supervision. SLOs achieved at >2.0.
Fall 2017	2015	COUN 526	Addiction H.4	1	Student worked with instructor on these SLOs during supervision. SLOs achieved at >2.0.
Fall 2017	2015	COUN 526	Addiction H.5	1	Student worked with instructor on these SLOs during supervision. SLOs achieved at >2.0.

Fall 2017	2017	COUN 545	Addiction A.3	1	Student re-did assessment. SLO achieved at $\geq$2.0.
Fall 2017	2017	COUN 545	Addiction A.4	1	Student re-did assessment. SLO achieved at $\geq$2.0.
Fall 2017	2017	COUN 545	Addiction A.5	3	Students re-did assessment. SLO achieved at $\geq$2.0.
Fall 2017	2017	COUN 545	Addiction E.4	3	Students re-did assessment. SLO achieved at $\geq$2.0.
Fall 2017	2017	COUN 545	Addiction C.7	1	Student re-did assessment. SLO achieved at $\geq$2.0.
Fall 2017	2017	COUN 545	Addiction E.3	1	Student re-did assessment. SLO achieved at $\geq$2.0.
Fall 2017	2017	COUN 545	Addiction E.4	1	Student re-did assessment. SLO achieved at $\geq$2.0.
Spring 2018	2016	COUN 534	School C.1	1	Student assigned remediation assignment due August 1, 2018.
Spring 2018	2016	COUN 534	School C.3	2	Students assigned remediation assignment due August 1, 2018.

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

Table 14. CACREP School Counseling SLOs (1-3 scale)

CACREP School Counseling SLOs		
Standard	**Student Learning Outcome Area**	**Score**
A.1 – A.7	Foundations - Knowledge	2.8
B.1 – B.2	Foundations - Skills	2.8
C.1 – C.6	Counseling, Prevention, and Intervention - Knowledge	2.7

D.1 – D.5	Counseling, Prevention, and Intervention - Skills	2.9
E.1 – E.4	Diversity and Advocacy - Knowledge	3.0
F.1 – F.4	Diversity and Advocacy - Skills	2.9
G.1 – G.3	Assessment – Knowledge	2.5
H.1 – H.5	Assessment - Skills	2.9
I.1 – I.5	Research and Evaluation - Knowledge	2.6
J.1 – J.3	Research and Evaluation - Skills	2.9
K.1 – K.3	Academic Development - Knowledge	3.0
L.1 – L.3	Academic Development - Skills	2.9
M.1 – M.7	Collaboration and Consultation - Knowledge	2.7
N.1 – N.5	Collaboration and Consultation - Skills	2.9
O.1 – O.5	Leadership - Knowledge	2.5
P.1 – P.2	Leadership - Skills	2.9

Table 15. 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	2.3
C.1 – C.8	Counseling, Prevention, and Intervention - Knowledge	2.8

D.1 – D.9	Counseling, Prevention, and Intervention - Skills	2.8
E.1 – E.4	Diversity and Advocacy - Knowledge	2.7
F.1 – F.3	Diversity and Advocacy - Skills	2.6
G.1 – G.4	Assessment – Knowledge	2.9
H.1 – H.5	Assessment - Skills	2.8
I.1 – I.3	Research and Evaluation - Knowledge	2.6
J.1 – J.3	Research and Evaluation - Skills	3.0
K.1 – K.4	Diagnosis - Knowledge	2.8
L.1 – L.2	Diagnosis - Skills	2.8

Table 16. 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	2.8
B.1 – B.2	Supervision - Skills	3.0
C.1 – C.3	Teaching - Knowledge	2.8
D.1 – D.3	Teaching - Skills	2.8
E.1 – E.4	Research and Scholarship - Knowledge	2.7
F.1 – F.6	Research and Scholarship - Skills	2.7
G.1 – G.4	Counseling – Knowledge	2.7
H.1 – H.3	Counseling - Skills	2.7

I.1 – I.4	Leadership and Advocacy - Knowledge	2.9
J.1 – J.2	Leadership and Advocacy - Skills	2.8

Summary of Findings
SLO ratings indicate students are meeting the student learning outcomes in both the MA school and addiction programs, as well as the doctoral program.

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 17.

Table 17. MA and Doctoral Program Objectives Measured by Performance in Portfolio (1-3 scale)

MA Program Objectives – Short-Term Outcomes	Mean
Professional Identity	**> 2.0**
Mastery of core counseling knowledge necessary for licensure, certification, and counseling practice in a multicultural and pluralistic society	
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	
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	
Use the research literature to enhance counseling practice and develop, manage, and evaluate counseling practice through action research and program evaluation	
Ethical and Legal Practice	**> 2.0**
Identifying an ethical decision making model that will serve as a guide for navigating ethical issues that arise in practice Use of ethical decision making in counseling practice	
Use of ethical decision making in counseling practice	

Advanced Counseling Skills	> 2.0
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	
Theoretical case conceptualization, the ability to formulate counseling goals, and the use of counseling skills consistent with theoretical orientation	
Development and maintenance of culturally responsive counseling relationships	
Professional and Personal Growth and Wellness	> 2.0
Developing a plan for professional and personal growth and wellness	
Recognizing one's own strengths and limitations through participation in counseling supervision and professional and personal development activities	
Participating in seminars, workshops or other activities that contribute to professional and personal growth	

Doctoral Program Objectives – Short-Term Outcomes	Mean
Professional Identity	> 2.0
Demonstrates knowledge of ethical issues, practices, codes of ethics, and legal guidelines in counseling	
Demonstrates leadership, advocacy, and service in professional counseling organizations	
Counselor Education and Supervision	> 2.0
Demonstrates a consistent instructional theory and diverse methods of instruction relevant to counselor education, including attention to current social and cultural issues	
Demonstrates a consistent theory of counselor supervision and the ability to supervise counselors in training	
Counseling Practice	> 2.0
Demonstrate knowledge and skills of an advanced level counselor through consistent theoretically-based clinical practice with clients of diverse backgrounds and presenting issues	
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	

Research	> 2.0
Designs and implements quantitative and qualitative research	
Disseminates research through professional conference presentations and publication	

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 18 – 21.

Table 18. Program Objectives (1-5 Scale)

MA Program Objectives	Mean			
	Mid-Term Outcomes		Long-Term Outcomes	
	Exit Survey (*N* = 18)	Supervisor Survey (*N* = 17)	Alumni Survey (*N* = 9)	Employer Survey (*N* = 2)
Professional Identity				
Mastery of core counseling knowledge necessary for licensure, certification, and counseling practice in a multicultural and pluralistic society	4.6	4.9	4.3	4.5
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	4.6	4.8	4.3	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	4.7	4.6	4.6	5.0
Use the research literature to enhance counseling practice and develop, manage, and evaluate counseling	4.6	4.4	4.1	5.0

practice through action research and program evaluation				
Ethical and Legal Practice				
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	4.8	4.7	4.9	5.0
Use of ethical decision making in counseling practice	4.8	4.9	5.0	5.0
Advanced Counseling Skills				
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	4.8	5.0	4.7	5.0
Theoretical case conceptualization, the ability to formulate counseling goals, and the use of counseling skills consistent with theoretical orientation	3.8	4.7	4.4	5.0
Development and maintenance of culturally responsive counseling relationships	4.4	4.6	4.2	5.0
Professional and Personal Growth and Wellness				
Developing a plan for professional and personal growth and wellness	4.4	4.3	4.2	5.0
Recognizing one's own strengths and limitations through participation in counseling supervision and professional and personal development activities	4.7	4.7	4.6	5.0
Participating in seminars, workshops or other activities that contribute to professional and personal growth	4.6	4.4	4.4	5.0
Average Program Objectives	**4.6**	**4.7**	**4.5**	**5.0**

Table 19. School Program Objectives (1-5 Scale)

School Program Objectives	Mean			
	Exit Survey (*N* = 9)	Supervisor Survey (*N* = 15)	Alumni Survey (*N* = 6)	Employer Survey (*N* = 1)
Understand professional issues specifically related to school counseling	3.2	4.6	4.2	4.0
Provide classroom guidance to promote the academic, career, and personal/social development of students	2.8	4.2	4.0	5.0
Assess student's strengths, needs, and barriers that impeded development, with attention to uniqueness in cultures, language, values, backgrounds, and abilities	3.8	4.6	4.8	5.0
Consult with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development	4.1	4.3	4.2	5.0
Use peer helping strategies in the school counseling program	3.6	4.5	3.4	5.0
Participate in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program	3.1	4.4	4.2	5.0
Plan and present school counseling-related educational programs for use with parents and teachers	3.1	4.1	4.2	5.0
Counsel clients in your area of specialization (e.g. elementary-aged children, adolescents)	4.1	4.7	4.8	5.0
Average School Program Objectives	**3.5**	**4.4**	**4.2**	**4.9**

Table 20. Addiction Program Objectives (1-5 Scale)

Addiction Program Objectives	Mean			
	Exit Survey (*N* = 9)	Supervisor Survey (*N* = 4)	Alumni Survey (*N* = 4)	Employer Survey (*N* = 1)
Understand professional issues specifically related to addiction counseling	4.6	4.3	3.8	5.0
Use principles and practices of diagnosis, treatment, referral, and prevention of substance use disorders and co-occurring disorders to initiate, maintain, and terminate counseling.	4.2	4.5	4.5	5.0
Counsel clients with addiction and co-occurring disorders	4.3	4.5	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	4.7	4.8	5.0	5.0
Screen for withdrawal symptoms, aggression and danger to self and/or others, as well as co-occurring disorders	4.4	4.0	4.3	5.0
Use diagnostic tools, including the current edition of the DSM and ASAM criteria, to describe the symptoms and clinical presentation of clients with substance use disorders and co-occurring disorders	4.3	4.3	4.8	5.0
Counsel clients in your area of specialization (e.g. adolescents, adults)	4.2	5.0	4.0	5.0
Average Addiction Program Objectives	**4.4**	**4.5**	**4.4**	**5.0**

Table 21. 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				
Demonstrates knowledge of ethical issues, practices, codes of ethics, and legal guidelines in counseling	5.0	5.0	5.0	5.0
Demonstrates leadership, advocacy, and service in professional counseling organizations	4.0	4.0	5.0	5.0
Counselor Education and Supervision				
Demonstrates a consistent instructional theory and diverse methods of instruction relevant to counselor education, including attention to current social and cultural issues	5.0	4.0	5.0	5.0
Demonstrates a consistent theory of counselor supervision and the ability to supervise counselors in training	5.0	5.0	5.0	5.0
Counseling Practice				
Demonstrate knowledge and skills of an advanced level counselor through consistent theoretically-based clinical practice with clients of diverse backgrounds and presenting issues	4.0	-	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	5.0

Research				
Designs and implements quantitative and qualitative research	5.0	-	5.0	5.0
Disseminates research through professional conference presentations and publication	4.0	-	5.0	5.0
Average Doctoral Program Objectives	**4.5**	**4.5**	**5.0**	**5.0**

Summary of Findings
Findings from Portfolio indicate MA and Doctoral students are achieving short-term Program Objectives with scores > 2 for the MA Program and 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 4.6– 4.7 for mid-term outcomes and 4.5 - 5.0 for long-term outcomes for MA Program Objectives, from 3.5 – 4.4 for mid-term outcomes and 4.2 – 4.9 for long-term outcomes for School Program Objectives, and from 4.4 – 4.5 for mid-term outcomes and 4.4 – 5.0 for long-term outcomes for Addiction Program Objectives, and 4.5 for mid-term outcomes and 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.

Graduation, Program Completion, Licensure, and Job Placement Rates
Program and university records were used to determine number of graduates and completion rates. Licensure and job placement rates were gathered through the Alumni Survey. Number of graduates and completion rates for MA and Doctoral Program students are shown in Tables 22 and 23. Licensure and job placement rates are shown by program in Table 24.

Table 22. Number of Graduates by Program

	Number of Graduates AY 2017 - 2018	Number of Graduates from Diverse Backgrounds AY 2017 - 2018
School	10	0
Addiction	9	1
Doctoral	1	0

Table 23. Completion Rate by Program

Cohort	MA School Program		MA Addiction Program		Doctoral Program	
	Completion in 3 years	Completion in 5 years	Completion in 3 years	Completion in 5 years	Completion in 3 years	Completion in 5 years
2011	88%	88%	82%	91%	-	-
2012	63%	77%	43%	72%	100%	100%
2013	94%	100%	100%	100%	0%	0%
2014	63%	-	67%	-	0%	100%
2015	62%	-	80%	-	0%	0%
Average*	**74%**	**88%**	**73%**	**88%**	**25%**	**50%**

* For MA program, average for 3 year completion is over 5 years and average for 5 year completion is over 3 years.

Table 24. NCC, Licensure, and Job Placement Rates MA Students

	NCE Pass Rate 2015 Cohort	Licensure Rate* 2010, 2012, 2014 Cohorts	Job Placement as a Counselor* 2010, 2012, 2014 Cohorts
School	100%	75%	100%
Addiction	100%	100%	100%
Doctoral	-	-	100%

* Data from Alumni Survey

Summary of Findings

The MA program was one student short (n = 19) of meeting the target of graduating 20 students. The NCE pass rate for graduating students and the reported licensure rate for alumni is high - only one student surveyed reported they were not licensed and this student is a school counselor. Additionally, results indicate 100% of alumni participating in the survey are employed as counselors. The one doctoral program alumni who responded to the Alumni Survey 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 for next year. Curriculum changes included discontinuing COUN 508 (Ethics) and increasing COUN 501 from 2 credits to 3 credits to incorporate ethics and then infusing ethics into core courses, discontinuing COUN 547 (CD and Violence Prevention) and COUN 511 (Family Systems) and including this material in COUN 506 (Lifespan) which was increased from 2 credits to 3 credits and COUN 502 (Theories), adding required courses including Motivational Interviewing, Suicide Assessment and Crisis Intervention, Clinical Supervision, and Psychopharmacology, and adding a required specialty course to both cognates. Doctoral program curriculum changes included discontinuing COUN 611 (Family) and COUN 607 (Career) and adding a 2 credit Leadership and Advocacy Course, a 1 credit Pedagogy Course, and a 1 credit Scholarship in CES course. COUN 512 (Research and Statistics) was also increased from a 2 credit to 3 credit course.

2. Faculty discussed the 10 hours of group experience and proposed modifications. Faculty agreed to discontinue the independent experience which occurred during summer of Year 2 and house it in the Group Counseling course.

3. Faculty reviewed the current assessment and evaluation plan and agreed that is satisfactory. Of note, however, was the continued low level of employers responding to the employer survey. Faculty will discuss ways to increase response rates prior to the next survey administration.

4. Faculty reviewed the process of evaluating SLOs, Program Objectives. Faculty agreed that the assessment of MA and Doctoral Program Objectives is satisfactory.

5. Faculty reviewed the process of using the PPAD to monitor students' professional, personal, and academic development and agreed it is satisfactory.

6. Faculty reviewed enrollment trends. Faculty continue to assess the admissions process, and this year piloted a new interview protocol that included a psychometrically validated disposition assessment.

7. Faculty reviewed the graduation rate and retention rate. The MA program were close to meeting the target of graduating 20 students (N = 19). Faculty discussed the current retention plan and agreed to continue current retention activities.

8. Based on curriculum review and survey data, faculty will consider and/or make the following revisions to the curriculum:

    a. Survey data continue to indicate knowledge in Career as a relative area of weakness relative to other core courses. Career is offered as an online course in the summer. Starting this year, Career will be moved to an in-person course during the academic year. We will continue to monitor scores in the Career domain.

b. Survey data continue to indicate knowledge in Assessment and Measurement as a relative areas of weakness relative to other core courses. Starting summer 2019, we will revise the course and change the instructor from a school psychologist to a counselor educator.

c. 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.

d. Faculty reviewed the Doctoral program curriculum. Advanced Career Counseling and Advanced Family Counseling were removed from the required courses. New courses were created including Scholarship in Counselor Education, Instructional Theory in Counseling Education and Supervision, and Leadership and Advocacy in Counselor Education and Supervision. We also added one credit to COUN 612 (Advanced Statistics and Research Methods) and included co-teaching as part of this course.