

## OVERVIEW

The Counseling Program tracks student demonstration of 27 different standards that align with the 2016 CACREP Standards. In addition, the program tracks 6 student dispositions that program faculty believe are demonstrative of student and counselor success. This annual report summarizes the results of analyses of these data. Student standards and dispositions are rated by faculty at the conclusion of each term.

## PROGRAM LEVEL ANALYSIS

In our 2018 review two items were identified as showing the lowest ratings. First in the Orientation and Ethical Practice domain was an item for professional identity and second in the School Counseling domain was knowledge of policy. During the past year these two standards were the focus of faculty attention. Based on 2019 ratings both areas demonstrated improvement.

Mean rating on 5.0 scale

*Orientation and Ethical Practice – Individual identifies as a professional counselor*

2018 – 2.56

2019 – 2.75

*School Contextual Dimensions – Individual demonstrates knowledge of legislation, government policy.*

2018 – 2.05

2019 – 2.32

A new low rating item was identified during this analysis; in the Rehabilitation Counseling Foundations a standard on etiology and models of disability. This area will be monitored during the upcoming year.

*Clinical Rehabilitation Counseling Foundations – Individual demonstrates knowledge of the etiology of disability and the different models through which services are provided.*

2019 – 2.45

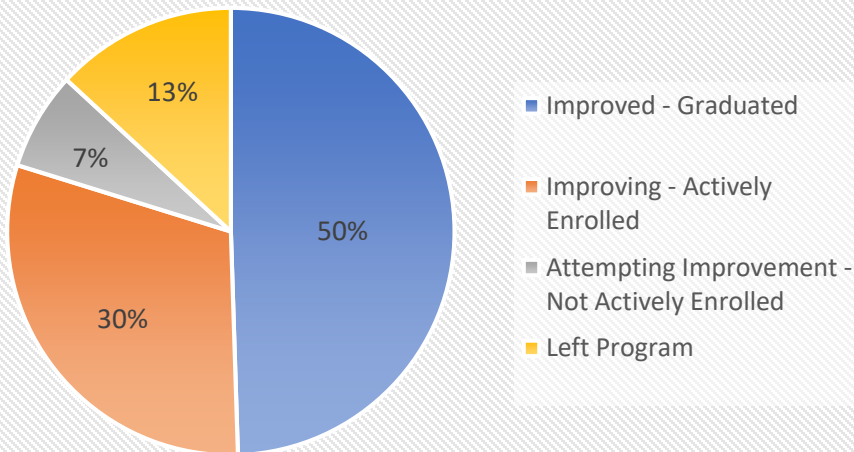
## STUDENT LEVEL ANALYSIS

The program evaluation system now contains multiple ratings on 228 unique students. For the 27 standards that align with CACREP program expectations students are rated on a 5 point scale from 1 below expectations of a graduate student to 5 at the level of experienced professional. In our previous analysis we simply identified students performing at level 1. Utilizing data collected over the course of another academic year we are able to conduct more thorough analysis of student progression in the program. This student level analysis includes examination of students who were rated at a 1 or 2 which corresponds to expected performance of a new graduate student. Since we have a subsequent rating for many of these students we are able to examine their growth (or not) to performance of an experienced graduate student (a 3 rating on the 5 point scale). A total of 99 different students (out of 228) demonstrated a 1 or 2 rating on at least 1 standard. *Among these 99* students 49 (49.5%) subsequently improved and graduated from the program. Another 30 students (30.3%) have subsequently improved their rating and are currently enrolled in the program. Seven students (7.1%) remain in the program but are not actively enrolled in classes while they work on improving performance or are addressing outside issues (e.g., higher demands at work, ill family member) that may have negatively impacted their performance in the program. Finally, 13 students (13.1%) of these students have left the program.

We conducted a similar analysis among the 6 program dispositions. The rating for dispositions is 1 deficient, 2 marginal, and 3 meets. Among the 228 students in the data set 56 demonstrated at least one deficient or marginal rating. Among these 56 students 31 (56.4%) subsequently improved and graduated, 13 (23.2%) have improved and are actively

completing the program, 6 (10.7%) are in the program but not actively enrolled in classes, and 6 (10.7%) have chosen to leave the program. When comparing these results several students demonstrated a lower rating on standards as well as dispositions. To fully understand student performance and how well the comprehensive evaluation system is working we combined data from these two ratings systems. A total of 114 students were identified as below expectations on either one standard or one disposition. The first graph below shows outcomes for students with at least one low rating. The second graph incorporates the 129 students who have performed at or above expectations on all ratings. Taken together this latter graph demonstrates that 91% of the students in the Counseling Program either consistently meet expectations or have improved upon poor performance while another 3% remain in the program while working on addressing concerns. Only 6% of students have left the program due to poor performance or dispositional factors.

### Outcomes for Students with Low Ratings



### Outcomes for All Students

