

Program Evaluation Report

Counseling Program

September 2020

OVERVIEW

The Counseling Program tracks student demonstration of 27 different standards that align with the 2016 CACREP Standards. In addition, the program now tracks 3 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 EVALUATION CHANGES

During the previous year several changes were made to the systematic program evaluation system. The major change to items tracked was reduction of the dispositions from six to now three dispositions: reflection, openness, and commitment. The new revised description of these dispositions is included at the end of this report. The other notable change during the past year was to discontinue the use of an online survey platform to collect data. Due to underutilization of the survey system the program adopted a new procedure to meet together at the end of the term to enter ratings and discuss student concerns. This change in format greatly increased the percentage of ratings completed for each course each term. During the 2019-2020 year this meet was held at the end of the fall and spring terms. Finally, we also added an additional outcome option, splitting the left program outcome to further delineate if a student left due to low performance or if a student elected to discontinue enrollment due to a reason other than low performance (transfer to another program, take a break from the program, moved away from Drake, etc.).

CACREP STANDARDS

Each year the program faculty select one or two standards with low ratings and focus on in class activities, assignments, or curricular design to improve student performance in that area. Our 2019 review identified one area to monitor during this past year. As can be seen below, ratings of student performance in the Clinical Rehabilitation Counseling Foundation regarding etiology of disability improved as expected during the previous academic year, meeting our expectations.

Mean rating on 5.0 scale

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

2019 – 2.45

2020 – 2.72

Two new low rating items have been identified to monitor during the upcoming year. Both of these items relate to case conceptualization skills. These items will be monitored and addressed in the upcoming year.

Counseling and Helping Relationships – Individual develops/articulates case conceptualizations and identify barriers to individuals achieving their goals.

2020 – 2.19

Clinical Mental Health Foundations – Individual demonstrates knowledge of case conceptualization and treatment planning.

2020 – 2.45

STUDENT DISPOSITIONS AND OUTCOMES

Examination of the three newly defined dispositions and program outcomes are displayed below. A total of 178 unique students were evaluated during the academic year with a total of 743 different course enrollments rated. The description of the dispositions and outcomes are based on the 743 ratings (i.e., if a student took 6 classes during the

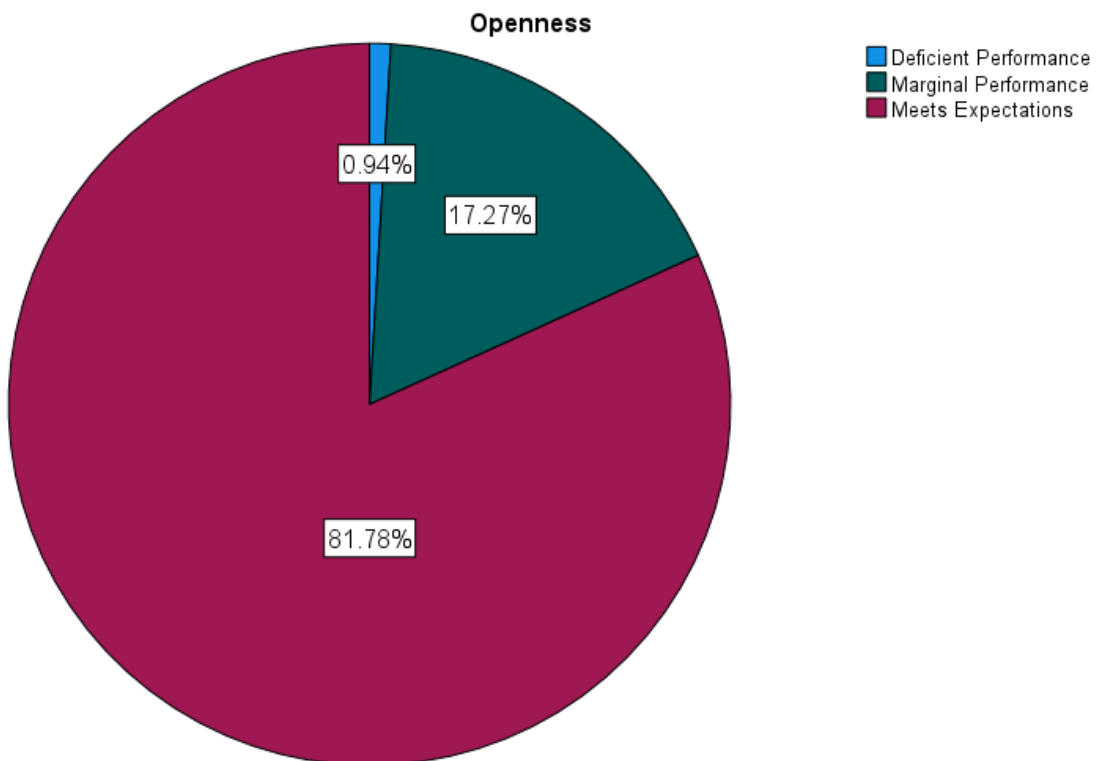
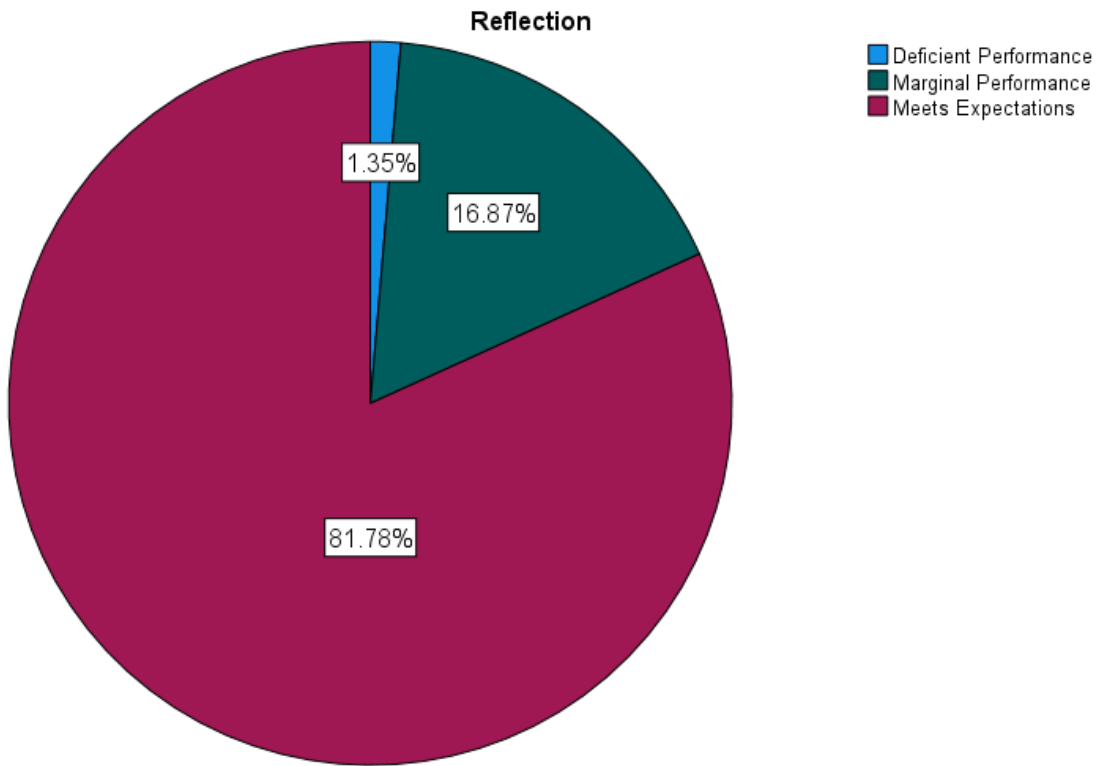
year there are six separate ratings for that individual). This approach was undertaken to reflect that a given student might perform marginally or deficiently in one class and then improve or decline for a subsequent course. In addition, a given student might be rated marginal on reflection in one class and meets expectations in another during a given term. Including all ratings more accurately reflects the variety of outcomes demonstrated by students across the year.

Students' demonstration of *reflection*, including awareness of self, social identities, and skills, was rated as meeting expectations in nearly 82% of course enrollments. An additional 16.8% of students were rated as marginal on reflection with 1.35% of students rated deficient. Closer examination of the deficient ratings demonstrated that the ten ratings were rated deficient among nine different students. Additional description of their outcomes is noted below. Among the openness disposition, which encompasses hearing feedback, accepting new perspectives, and challenging oneself, again about 82% of students were rated meets expectations and about 16% were deemed to marginally meet expectations. Less than 1% or seven ratings among six unique students, were deemed deficient in this area. Finally, for the *commitment* disposition, including continuous growth, competence, and accountability, again a similar number of ratings were meets expectations (82%) or marginal (16%). A total of 12 ratings among eight students (1.6%) were rated as deficient on this disposition. Taken together the vast majority of students were meeting expectations in the three areas with a substantial number marginally meeting expectations. Less than 2% of all ratings were deemed deficient.

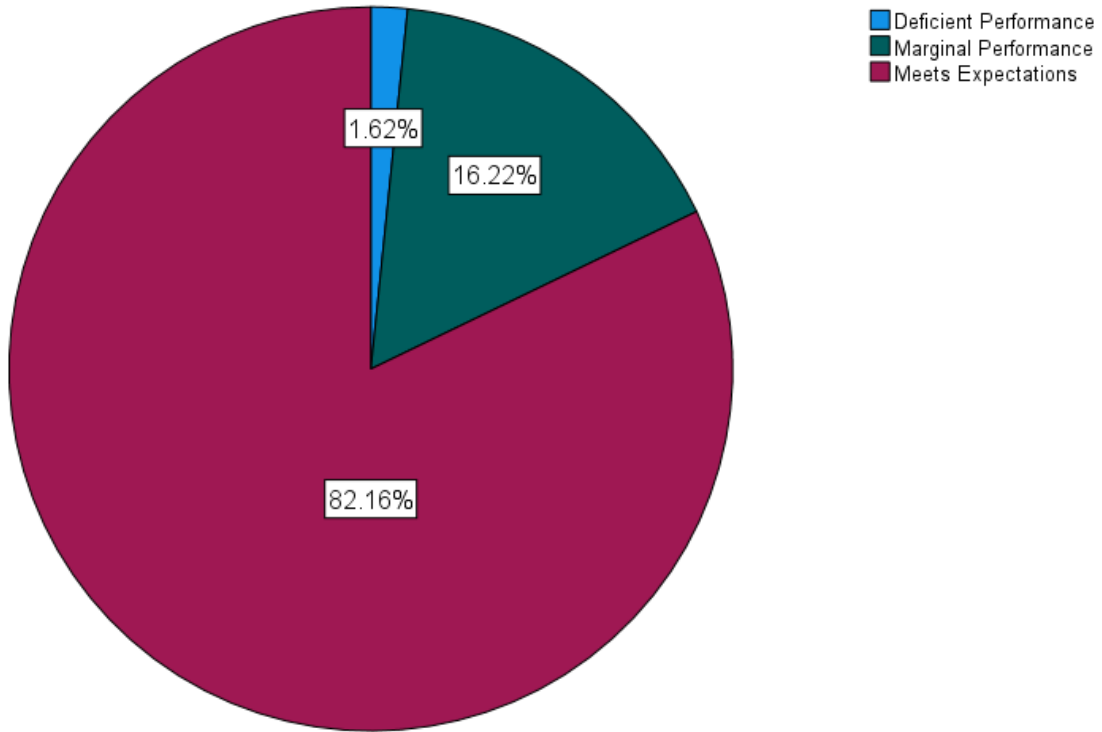
A closer examination of the deficient ratings found that a total of 19 different students accounted for these ratings. Among these 19 a total of four students left the program during the 2019-2020 academic year due to poor performance in class. The remaining were all among the students with the improving – actively enrolled outcome. This is a positive outcome for the counseling program as the majority of students with identified dispositional concerns are working with their advisor and professors as well as outside resources to improve and attempt to be successful in the counseling program. At the same time a very small number of other students with notable concerns have elected to leave the counseling program, also valid and reasonable outcomes.

The final chart below describes the outcomes among for the 743 enrollments during the past academic year. All ratings are included in this report rather than collapsing across enrollments for the 143 students as an individual student can have different outcomes across the year. For instance an individual may be making satisfactory progress in the fall but then have life events or academic performance require them to step away from the program to work on improving performance. Including all ratings allows the variability of these outcomes across the year to be represented in the data. As can be seen below, nearly 90% of the outcomes were satisfactory performance. Moving around the graph 2.83% of ratings reflected graduation following satisfactory ratings on dispositions or strong academic performance. Next 3.64% of outcomes were for students who are working to improve their performance while actively enrolled, with 1.08% attempting to improve while not actively taking class. About one quarter of one percent (0.27%) reflected students who successfully graduated after improving poor performance or addressing concerns about dispositions. Finally, 1.35% of ratings reflected students who left the program for poor performance (including the four students with dispositional concerns noted about plus additional students who left for low grades) and another 1.21% who elected to leave the program for reasons other than poor performance. As with the examination of dispositions, these data reflect overwhelming success and positive outcomes for students in the counseling program at Drake University.

Dispositional Ratings

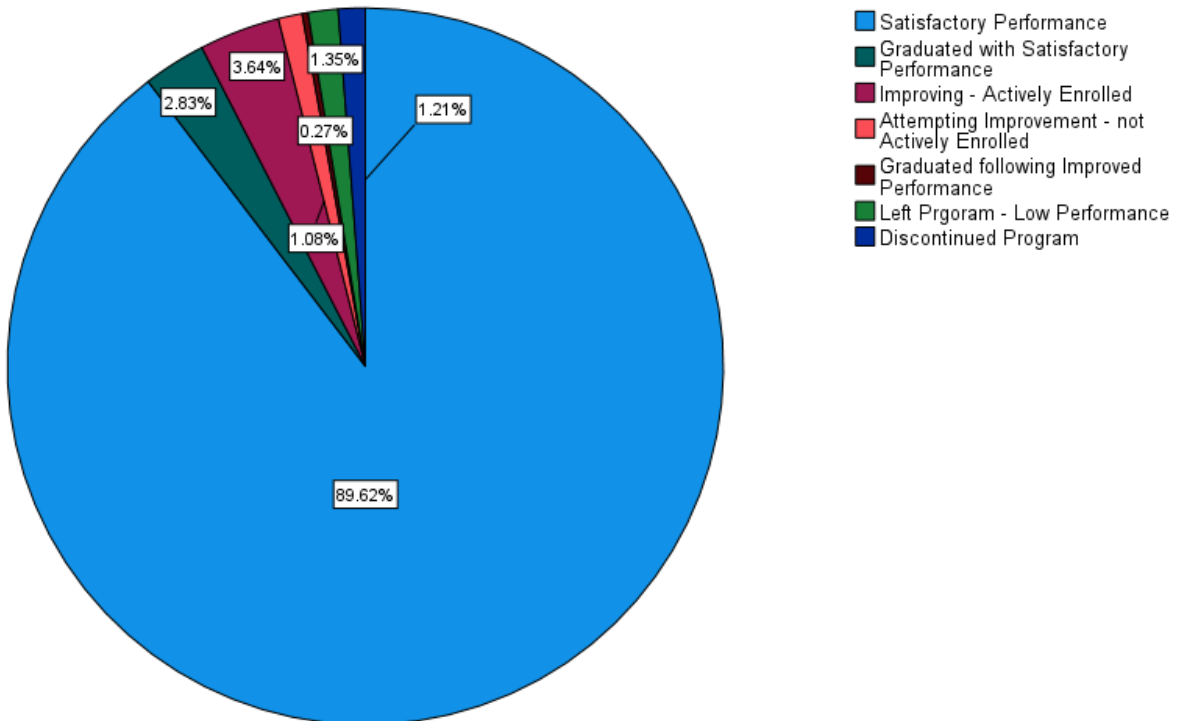


Commitment



Student Outcomes

OUTCOME



Appendix

Dispositions - Reflection, Openness, Commitment

1 Deficient 2 Marginal 3 Meets

Reflection:

that demonstrates awareness of self and social identities;
of skills, practices, and the profession of counseling;
of role and actions in partnership with clients/students/consumers

Openness:

to varying perspectives and experiences
to hear, acknowledge, and act upon feedback;
to challenge oneself, others, and institutions/systems that are unjust

Commitment:

to continuous learning and growth;
to professional competence (coming to class prepared and on time; making informed contributions; working collaboratively);
to accountability to clients/students/consumers and the counseling profession

Outcomes:

- 1 *Satisfactory performance* (student is doing as expected)
- 2 *Graduated with satisfactory performance* (student in good standing graduated during term)
- 3 *Improving – actively enrolled* (student with performance/disposition concern but in program)
- 4 *Attempting improvement – not actively enrolled* (student is taking a break, working on a remediation plan, actively working to improve)
- 5 *Improved – graduated* (student was improving in past year and subsequently graduated)
- 6 *Left program – low performance* (student has elected to leave the counseling program – for students with performance concerns not including students who leave for career change)
- 7 *Discontinued program* (admitted student who decided to not continue with counseling program)