

Program Evaluation Report

Counseling Program

September 2021

Report Overview

- This 2020-2021 program evaluation report summarizes data gathered during the reporting period (summer 2020 through spring 2021 terms) as well as changes made during the academic year. The report is based on the 2016 CACREP standards.
- This report provides results of continuous, systematic evaluation of the counseling program and its objectives (*CACREP Standard 4.D.*).
- This report identifies program modifications and substantial program changes.
- This report is disseminated to stakeholders each year, including students, program faculty, university administrators, and personnel at cooperating schools and agencies. This report is accessible on the program's website.

Data Included in This Report

- Information describing program applicants (gender, r/e, specialization)
- Information describing current students (gender, r/e, specialization)
- Comprehensive program evaluation data (standards tracked across courses)
- Information describing student dispositions

Applicant Student Data

Table 1. Applicants, Admitted Students, and Enrolled Students

	Applied	Admitted	Enrolled
Clinical Mental Health Counseling	48	31	22
Clinical Rehabilitation Counseling	4	3	2
School Counseling	31	23	15

Table 2. Gender and Race/Ethnicity of Applicants

		Number	Percentage
Gender	Female	63	76%
	Male	19	23%
	Unknown	1	1%
Ethnicity	African American/Black	2	2.5%
	American Indian/Native Alaskan	0	0%
	Asian American/Pacific Islander	2	2.5%
	Latinx/Latina/Latino	2	2.5%
	Multiracial	2	2.5%
	White	75	90%
	Undisclosed	0	0%

Enrolled Student Data

Table 3. Students by Primary Specialization

	Number	Percentage
Clinical Mental Health Counseling	22	56%
Clinical Rehabilitation Counseling	2	5%
School Counseling	15	38%

Table 4. Gender and Race/Ethnicity of Enrolled Students

		Number	Percentage
Gender	Female	29	74%
	Male	9	23%
	Unknown	1	3%
Ethnicity	African American/Black	1	2.5%
	American Indian/Native Alaskan	0	0%
	Asian American/Pacific Islander	1	2.5%
	Latinx/Latina/Latino	1	2.5%
	Multiracial	1	2.5%
	White	35	89%
	Undisclosed	0	0%

Program Evaluation Process

The Counseling Program tracks student demonstration of 27 different standards that align with the 2016 CACREP Standards. The program also 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.

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 2020 review identified two areas to monitor during the past year. These standards and changes over the past year are noted below. Analysis of these changes is described after Table 5.

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

2020 – 2.19

2021 – 2.40

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

2020 – 2.45

2021 – 3.04

Average Student Performance Ratings

The tables below describe the average student performance ratings for the comprehensive program evaluation system during the past year. The top row notes which of the eight common core areas or specialty areas is included in the table. The next row indicates the skill or knowledge being assessed. As noted in the evaluation manual these skills and knowledge items were developed by combining several specific CACREP standards covered across the counseling curriculum. At the end of each term that each course is taught students are rated on a five-point scale from 1 below performance of a new graduate student to 5 at the level of a professional. Students at the beginning of the program are expected to perform at a 2 rating, while in the middle of the program they should be at a level 3 and at 4 by their last class. As can be seen in the tables below average ratings typically increase as students complete higher level classes. Instances where ratings do not climb are areas for further exploration. In addition, program faculty compare ratings across years to identify areas of potential improvement and then observing changes in the subsequent year. The greyed line notes the average of all ratings for that skill or knowledge area for the previous year. Tracking this metric across years provides another level of analysis for program faculty.

Table 5. Program Standards

	Orientation and Ethical Practice		Social and Cultural Diversity	
Course	Individual identifies as a professional counselor in their interactions with clients, students, the public, peers, and other professionals	Individual applies ethical standards of professional counseling in their practice	individual demonstrates knowledge of individual and cultural differences	individual demonstrates awareness of how their own cultural background and life experiences shape their views of others
Average	2.59	3.11	2.73	3.02
200	2.18			
245			2.55	2.63
260	2.81	2.73		
286			2.91	
290		3.55		3.42
291		3.32		
292		3.12		
298	2.79	2.82		

	Human Growth and Development	Career Development	
Course	Individual applies their knowledge of the biological, psychological, social, and cultural factors affecting human development	Individual applies career development theory in their practice of counseling	Individual utilizes labor market data to assist individuals in post-secondary and career decision making
Average	2.64	3.13	3.14
220		2.50	2.55
225	2.74		
245	2.53		

290		3.38	3.44
291		3.30	3.33
292		3.33	3.25

	Counseling and Helping Relationships		Group Counseling	
Course	Individual demonstrates essential interviewing and counseling skills	Individual develops/ articulates case conceptualizations and identify barriers to individuals achieving their goals	Individual articulates knowledge of when a group counseling strategy would be effective, how to appropriately select participants and strategies	Individual demonstrates ability to apply culturally relevant and ethical strategies to design and facilitate groups
Average	2.62	2.40	2.72	2.73
221	2.37	2.33		
236			2.57	2.59
260	2.85	2.47	2.87	2.86

	Assessment and Testing		Research and Program Evaluation	
Course	Individual demonstrates understanding of reliability and validity in the use of assessments	Individual demonstrates an understanding of when and how to select and use the appropriate assessment and testing strategies with individuals from different populations	Individual articulates knowledge of ethically and culturally appropriate research process	Individual demonstrates the ability to critically evaluate data and use it to inform their counseling practice
Average	2.72	2.76	2.72	2.62
201	2.71	2.73	2.67	2.52
224	2.74	2.80	2.77	2.72

	School Foundations	School Contextual Dimensions		School Practice	
Course	Individual demonstrates knowledge of developing and assessing comprehensive counseling programs	Individual demonstrates knowledge of legislation, government policy legal and ethical issues as related to school counseling	Individual demonstrates knowledge in consultation, crisis management, college and career readiness and risk assessment	Individual demonstrates skills in using interventions for academic achievement, college and career readiness peer interventions	Individual engages in data informed decision making
Average	2.87	2.31	3.15	3.00	2.73
200		2.11			
243	2.10	2.00			2.00
260				2.81	

286		2.82	2.73	2.73	2.73
290	3.64		3.56	3.46	3.47

	CMH Foundations	CMH Contextual Dimensions		CMH Practice
Course	Individual demonstrates knowledge of case conceptualization and treatment planning	Individual demonstrates knowledge of the etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	Individual applies a diagnostic process including use of differential diagnosis and current classification systems	Individual demonstrates knowledge of case conceptualization and treatment planning
Average	2.45	2.94	2.88	3.04
221	2.43			
224				2.75
228		2.84	2.80	
244	2.46	2.66	2.63	
260	2.47			
291		3.34	3.20	3.33

	CRC Foundations	CRC Contextual Dimensions	CRC Practice
Course	Individual demonstrates knowledge of the etiology of disability and the different models through which services are provided	Individual demonstrates knowledge of the biological, psychological, social, and cultural factors affecting people with disabilities and the services they receive	Individual demonstrates the ability to represent people with disabilities through continuing education and membership in organizations that represent the interests and rights of people with disabilities
Average	2.57	2.58	2.73
200			2.18
228	2.73	2.87	
245		2.41	
246	2.42	2.39	
260		2.67	2.73
292			3.29

Progress on Monitored Standards

Examination of ratings for the standard, *Individual develops/articulates case conceptualizations and identify barriers to individuals achieving their goals*, shows that the student ratings demonstrated some small improvement over the previous year increasing from 2.19 to 2.40. The ratings improved slightly in both the Methods and Practicum courses. This improvement is smaller than expected and coincides with the faculty's experience of student performance in these classes. It is possible the COVID pandemic had some impact on these efforts as classes were meeting virtually and the extra time dedicated to this specific topic may not have materialized. In both of these classes the instructor and students are primarily focused on developing skills (Methods) and reviewing and improving skills (Practicum) while case conceptualization can often occur in support of these efforts. The marked improvement in the

other standard monitored over the past year, *Individual demonstrates knowledge of case conceptualization and treatment planning*, supports this interpretation. The rating for this related item in the internship class improved quite a bit over the past year to 3.33. There was more time to devote to case conceptualization in the internship class, likely leading to improvement here. The faculty primarily responsible for teaching the Methods course, Drs. Tekinalp and Leuwerke, will meet to review efforts around case conceptualization and revised both the teaching materials as well as course assignments that allow students the opportunity to demonstrate their ability to conceptualize client presentations. These efforts will be reviewed for the subsequent program evaluation report.

Standards to Monitor

Following faculty review of the data in our evaluation report the faculty have elected to continue monitoring the Counseling and Helping Relationships item regarding case conceptualization. The faculty will specifically review educational activities in the COUN 221 Methods course to strengthen efforts to help students build case conceptualization skills earlier in the program. In addition, the faculty will begin to monitor the standard below from the Research and Program Evaluation domain.

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

2021 – 2.40

Research and Program Evaluation – Individual demonstrates the ability to critically evaluate data and use it to inform their counseling practice.

2021 – 2.62

Dispositions

The counseling program evaluates student dispositions at the conclusion of the fall, spring, and summer terms. The instructor for each course provides ratings for all students in the class. A student who takes 6 classes during the year will generate six ratings on each of their courses. Further, it is possible that a student will demonstrate different levels of each disposition in different classes. Consequently, dispositions ratings are discussed by all faculty (core and adjunct) at the conclusion of the spring and fall terms. At the end of the summer term adjuncts and core faculty communicate via email or phone to discuss any deficient ratings. The dispositions and rating scale are described below, followed by combined ratings for the fall, spring, and summer terms for the previous year.

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

Disposition Ratings:

- 1 Deficient 2 Marginal 3 Meets

Table 6. Student Dispositions

	Number	Percentage
Reflection		
Meets	530	82.3%
Marginal	110	17.1%
Deficient	4	0.6%
Openness		
Meets	522	81.2%
Marginal	116	18.0%
Deficient	5	0.8%
Commitment		
Meets	543	84.4%
Marginal	92	14.3%
Deficient	8	1.2%

Examination of student disposition data demonstrates that individuals in the counseling program are overwhelmingly developing and exhibiting the the three dispositions expected in the program. The program has created a mechanism where faculty individual reach out to students who are noted as being deficient in any disposition area to provide mentoring and feedback to address concerns. During the upcoming year the program will explore mechanisms to more effectively provide timely feedback to students who are determined to be meeting or marginally meeting dispositions to ensure these students are informed of their performance on these important attributes.

Student Outcomes

The counseling program evaluates student outcomes at the conclusion of the fall, spring, and summer terms. Following submission of course standard and dispositional ratings by all faculty each term the core faculty meet to assign student outcome ratings for each student in each course. A total of seven different outcomes are possible. Description of the outcomes and results from the previous fall, spring and summer terms are noted below. Overall the program continues to show strong, positive student outcomes with very few students leaving the program due to low performance or students stepping away from the program to attempt to improve performance. The vast majority of students are either

successfully completing the program or have graduated. Many students with identified concerns are able to address these and return to good standing or successfully graduate.

- Graduated with satisfactory performance* (student in good standing graduated during term)
- Improving – actively enrolled* (student with performance/disposition concern but in program)
- Attempting improvement – not actively enrolled* (student is taking a break, working on a remediation plan, actively working to improve)
- Graduated following improved performance* (student was improving in past year and subsequently graduated)
- 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)
- Discontinued program* (admitted student who decided to not continue with counseling program)

Table 7. Student Outcomes

	Number	Percentage
Satisfactory Performance	556	85.1%
Graduated with Satisfactory Performance	32	4.9%
Improving – Actively Enrolled	31	4.7%
Attempting Improvement – Not Actively Enrolled	14	2.1%
Graduated Following Improved Performance	7	1.1%
Left Program – Low Performance	2	0.3%
Discontinued Program	11	1.7%