



Annual Assessment Report

Vital Statistics 2019-2020*

Total Enrollment as of Spring 2020	63
Number of Graduates (Spring 2020)	23
Completion Rate (% graduated in expected timeframe)	100%
Licensure/Certification exam pass rate ¹	86%
Job Placement Rate (within 6 months of graduation)	100%

*First graduating class of MA Counseling Program

¹6 out of 7 students, who have taken the exam, passed the exam.

Program Assessment of Key Performance Indicators of Student Outcomes

The M.A. Counseling Program, Specialty Area Clinical Mental Health Counseling, assessed program student learning through 10 Key Performance Indicators (KPIs) Each KPI is assessed multiple times throughout the program. Below is the final assessment of each KPI for the first graduating cohort of our program, Spring 2020. The KPI data below includes Student Exit Survey, Employer Survey, Site Supervisor Survey and final KPI assignment in the program. The final KPI assignment in the program, Student Exit Survey, and Site Supervisor Survey were completed upon student graduation (May 2020). The Employer Survey was completed one year after graduation (Summer 2021).

Program Outcome Data Result Averages

Likert Scale for KPIs – Student Exit Survey, Site Supervisor Survey, and Employer Survey

(5=Very Satisfied; 4=Satisfied; 3=Neither satisfied nor unsatisfied; 2=Unsatisfied; 1=Very Unsatisfied)

Likert scale for Program Dispositions-Student Self-Assessment; Site Supervisor; Faculty Supervisor

(5=Exceeds Expectations; 4=Meets Expectations; 3=Near Expectations; 2=Below Expectations; 1=Harmful)

Key Performance Indicators	ASSESSMENT SOURCE & CRITERIA (measures Program KPIs)	PROGRAM RESULTS
II.F.1.k. Understand and apply strategies for personal and professional self-evaluation and implications for practice.	<i>Average score of 4 or above on associated question identifies meets/exceeds standard.</i>	<i>Met Standard</i>
	Student Exit Survey: Q1	Student Exit Survey 4.6
	Employer Survey: Q4	Employer Survey: 4.4
	Site Supervisor Survey: Q1	Site Supervisor Survey: 4.3

	100% of students will receive 20 or higher points out of 25 points on the Professional self-evaluation and implications for practice sections in the Clinical Transcription and Self-Evaluation Project.	100% of students fully met or exceeded expectations.
II.F.2.c. Understand and apply multicultural counseling competencies.	<i>Average score of 4 or above on associated question identifies meets/exceeds standard.</i>	<i>Partially Met Standard</i>
	Student Exit Survey: Q3	Student Exit Survey: 3.9
	Employer Survey: Q6	Employer Survey: 4.3
	Site Supervisor Survey: Q3	Site Supervisor Survey: 4.3
	100% of students will meet or exceed expectations on the Client System Description and Multicultural Counseling Considerations sections (4 points out of 6 points) of the final case presentation.	100% of students fully met or exceeded expectations.
II.F.2.g. Understand and consider the impact of spiritual beliefs on clients' and counselors' worldviews	<i>Average score of 4 or above on associated question identifies meets/exceeds standard.</i>	<i>Met Standard</i>
	Student Exit Survey: Q4	Student Exit Survey: 4.5
	Employer Survey: Q4	Employer Survey: 4.2
	Site Supervisor Survey: Q4	Site Supervisor Survey: 4.5
	100% of students will meet or exceed expectations on Impact of spiritual beliefs on clients' and counselors' worldviews section of the Self Evaluation Paper.	100% fully met expectations.
	100% of students will meet or exceed expectations on the Multicultural Counseling Considerations section of the case presentations.	100% fully met expectations.
II.F.3.f. Understand the importance of systemic and environmental factors that affect human development, functioning, and behavior	<i>Average score of 4 or above on associated question identifies meets/exceeds standard.</i>	<i>Met Standard</i>
	Student Exit Survey: Q5	Student Exit Survey: 4.1
	Employer Survey: Q5	Employer Survey: 4.4
	Site Supervisor Survey: Q5	Site Supervisor Survey: 4.5
	100% of students will meet or exceed expectations on the Understand the importance of systemic and environmental factors that affect human development, functioning, and behavior section of the case presentations.	100% of students met expectations.

II.F.4.b. Understand and implement approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors.	<i>Average score of 4 or above on associated question identifies meets/exceeds standard.</i>	<i>Met Standard</i>
	Student Exit Survey: Q6	Student Exit Survey: 4.4
	Employer Survey: Q6	Employer Survey: 4.3
	Site Supervisor Survey: Q6	Site Supervisor Survey: 4.2
	100% of students will meet or exceed expectations on the Understand and implement approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors section of the case presentations	100% of students met expectations.
II.F.5.g. Understand and demonstrate essential interviewing, counseling, and case conceptualization skills.	<i>Average score of 4 or above on associated question identifies meets/exceeds standard.</i>	<i>Met Standard</i>
	Student Exit Survey: Q8	Student Exit Survey: 4.3
	Employer Survey: Q8	Employer Survey: 4.4
	Site Supervisor Survey: Q8	Site Supervisor Survey: 4.3
	100% of students will receive 16 or higher points out of 20 on the 2 Essential Counseling and Case Conceptualization Skills sections of the Theoretical Project Presentation.	100% of students met expectations.
II.F.6.b. Understand and apply the dynamics associated with group process and development.	<i>Average score of 4 or above on associated question identifies meets/exceeds standard.</i>	<i>Partially Met Standard</i>
	Student Exit Survey: Q7	Student Exit Survey: 4.2
	Employer Survey: Q7	Employer Survey: 3.9
	Site Supervisor Survey: Q7	Site Supervisor Survey: 4
	100% of students will meet or exceed expectations for the Group Process Dynamics; Beneficial Group Dynamics; and Changing Group Dynamics for the 5th and final reflection of the Reflection of Group Counseling Experience in Community Setting.	100% of students met expectations.
II.F.7.e. Understand and demonstrate use of assessments for diagnostic and intervention planning purposes.	<i>Average score of 4 or above on associated question identifies meets/exceeds standard.</i>	<i>Met Standard</i>
	Student Exit Survey: Q9	Student Exit Survey: 4.4
	Employer Survey: Q9	Employer Survey: 4.2
	Site Supervisor Survey: Q9	Site Supervisor Survey: 4.2

	100% of students will receive 20 or higher points out of 25 on the Comprehensive Evaluation: Assessment and Diagnosis section of the Trauma Case Application Final Paper.	100% met expectations.
II.F.8.b. Identify and apply evidence- based counseling practices.	<i>Average score of 4 or above on associated question identifies meets/exceeds standard.</i>	<i>Met Standard</i>
	Student Exit Survey: Q10	Student Exit Survey: 4.5
	Employer Survey: Q10	Employer Survey: 4.4
	Site Supervisor Survey: Q10	Site Supervisor Survey: 4
	100% of students will receive a 20 out of 25 on the Treatment Plan with Specific Interventions and Resources section of the Trauma Case Application Final Paper.	100% of students met expectations.
5.C.1.b. Understand and apply theories and models related to clinical mental health counseling.	<i>Average score of 4 or above on associated question identifies meets/exceeds standard.</i>	<i>Partially Met Standard</i>
	Student Exit Survey: Q11	Student Exit Survey: 4.3
	Employer Survey: Q11	Employer Survey: 4.3
	Site Supervisor Survey: Q11	Site Supervisor Survey: 4.2
	100% of students will receive 48 or higher points out of 60 on their Personal Model of Counseling Paper.	96% of students met expectations.

Professional Counseling Dispositions <i>Used with Permission: Counselor Competencies Scale – Revised (CCS-R) – Part 2 Counseling Dispositions and Behavior (Lambie, Mullen, Swank, & Blount, 2015)</i>	ASSESSMENT SOURCE & CRITERIA (measures Program Dispositions)	PROGRAM RESULTS
Professional Ethics <i>Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, & NBCC; including practices within competencies.</i>	<i>Average score of 4 or above on associated question.</i>	<i>Met Standard</i>
	Student Self-Assessment: 2.A	Student Self-Assessment: 4.4
	Site Supervisor Final Evaluation: 2.A	Site Supervisor Final Evaluation: 4.5
	Faculty Supervisor Final Evaluation: 2.A	Faculty Supervisor Final Evaluation: 4.1
Professional Behavior <i>Behaves in a professional manner towards supervisors, peers, & clients (e.g., emotional regulation). Is respectful and appreciative to the culture of colleagues and is able to effectively collaborate with others.</i>	<i>Average score of 4 or above on associated question.</i>	<i>Met Standard</i>
	Student Self-Assessment: 2.B	Student Self-Assessment: 4.7
	Site Supervisor Final Evaluation: 2.B	Site Supervisor Final Evaluation: 4.7
	Faculty Supervisor Final Evaluation: 2.B	Faculty Supervisor Final Evaluation: 4.2

Professional and Personal Boundaries <i>Maintains appropriate boundaries with supervisors, peers, & clients.</i>	<i>Average score of 4 or above on associated question.</i>	Met Standard
	Student Self-Assessment: 2.C	Student Self-Assessment: 4.5
	Site Supervisor Final Evaluation: 2.C	Site Supervisor Final Evaluation: 4.7
	Faculty Supervisor Final Evaluation: 2.C	Faculty Supervisor Final Evaluation: 4.1
Knowledge & Adherence to Site and Course Policies <i>Demonstrates an understanding & appreciation for all counseling site and course policies & procedures.</i>	<i>Average score of 4 or above on associated question.</i>	Met Standard
	Student Self-Assessment: 2.D	Student Self-Assessment: 4.5
	Site Supervisor Final Evaluation: 2.D	Site Supervisor Final Evaluation: 4.7
	Faculty Supervisor Final Evaluation: 2.D	Faculty Supervisor Final Evaluation: 4.1
Record Keeping & Task Completion <i>Completes all weekly record keeping & tasks correctly & promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report).</i>	<i>Average score of 4 or above on associated question.</i>	Partially Met Standard
	Student Self-Assessment: 2.E	Student Self-Assessment: 3.7
	Site Supervisor Final Evaluation: 2.E	Site Supervisor Final Evaluation: 4.2
	Faculty Supervisor Final Evaluation: 2.E	Faculty Supervisor Final Evaluation: 4.5
Multicultural Competence in Counseling Relationship <i>Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.) and awareness of and responsiveness to ways in which culture interacts with the counseling relationship.</i>	<i>Average score of 4 or above on associated question.</i>	Met Standard
	Student Self-Assessment: 2.F	Student Self-Assessment: 4
	Site Supervisor Final Evaluation: 2.F	Site Supervisor Final Evaluation: 4.5
	Faculty Supervisor Final Evaluation: 2.F	Faculty Supervisor Final Evaluation: 4
Emotional Stability and Self-Control <i>Demonstrates self-awareness and emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with clients.</i>	<i>Average score of 4 or above on associated question.</i>	Met Standard
	Student Self-Assessment: 2.G	Student Self-Assessment: 4.7
	Site Supervisor Final Evaluation: 2.G	Site Supervisor Final Evaluation: 4.7
	Faculty Supervisor Final Evaluation: 2.G	Faculty Supervisor Final Evaluation: 4
Motivated to Learn & Grow / Initiative <i>Demonstrates engagement in learning & development of his or her counseling competencies.</i>	<i>Average score of 4 or above on associated question.</i>	Met Standard
	Student Self-Assessment: 2.H	Student Self-Assessment: 4.8
	Site Supervisor Final Evaluation: 2.H	Site Supervisor Final Evaluation: 4.8
	Faculty Supervisor Final Evaluation: 2.H	Faculty Supervisor Final Evaluation: 4.7

Openness to Feedback <i>Responds non-defensively & alters behavior in accordance with supervisory &/or instructor feedback.</i>	<i>Average score of 4 or above on associated question.</i>	<i>Met Standard</i>
	Student Self-Assessment: 2.I	Student Self-Assessment: 4.8
	Site Supervisor Final Evaluation: 2.I	Site Supervisor Final Evaluation: 4.7
	Faculty Supervisor Final Evaluation: 2.I	Faculty Supervisor Final Evaluation: 4.6
Flexibility and Adaptability <i>Demonstrates ability to adapt to changing circumstance, unexpected events, & new situations.</i>	<i>Average score of 4 or above on associated question.</i>	<i>Met Standard</i>
	Student Self-Assessment: 2.J	Student Self-Assessment: 4.6
	Site Supervisor Final Evaluation: 2.J	Site Supervisor Final Evaluation: 4.1
	Faculty Supervisor Final Evaluation: 2.J	Faculty Supervisor Final Evaluation: 4.1
Congruence & Genuineness <i>Demonstrates ability to be present and 'be true to oneself'</i>	<i>Average score of 4 or above on associated question.</i>	<i>Met Standard</i>
	Student Self-Assessment: 2.K	Student Self-Assessment: 4.7
	Site Supervisor Final Evaluation: 2.K	Site Supervisor Final Evaluation: 4.8
	Faculty Supervisor Final Evaluation: 2.K	Faculty Supervisor Final Evaluation: 4.6

Program Proposed Changes and Implemented Changes based on Assessment Data Review

The M.A. Counseling program faculty reviewed the data from our first graduating cohort in Spring 2020 as this was the first cohort we could collect assessment data including employers. The program faculty met with the Advisory Council in May 2021 and October 2021 to review program objectives and program assessment data consisting of KPIs and Professional Counseling Dispositions completed by students, alumni, faculty supervisors, placement site supervisors, and employers. The Advisory Council includes current students, alumni, adjunct faculty, site supervisors, and employers. The following are the proposed changes for 2021-2022.

- Program Objectives were reviewed and revised by the Advisory Council (final revision, October 2021). Revised Program Objectives will be sent through the University process for updated revisions for 2022-2023 University Catalog).
- All course KPI assignments and rubrics are in the process of being reviewed and revised to ensure clarity of assignment descriptions, expectations, and congruent rubrics. This is to ensure that we are measuring student performance on KPIs and that assignment clarity is not a factor.
- An APA Professional Writing Program Template was created for congruence of expectations across classes as students mentioned discrepancies in expectations between faculty.
- The course syllabi assignments and Moodle Assignment descriptions are under review to identify any discrepancies so that there is congruence and clarity for students as this was recommended during our advisory council meeting and stated in course evaluations.
- Faculty will be finalizing a new Treatment Plan Program Template Spring 2022 to offer students a consistent treatment plan template that will have flexibility for students using different theories and working with different populations.

- A KPI Remediation Policy was created and approved by faculty to ensure that students attain the understanding that they need at each assessment to move on to the next level. Advisory Council recommended that three faculty (instructor, PD, and another faculty) oversee the remediation process. Faculty will review the current policy and look at how to incorporate this recommendation.
- Multicultural Counseling and Social Justice course is being revised for Spring 2022. Changes include an emphasis on the Intersectionality of Identities; cultural humility; and responding to clients in ways to hear and learn what identities are most salient to them. Through this revision, faculty are also working to thread the Multicultural Counseling and Social Justice course to the Worldview and Integration of Spirituality and Religion so that personal and professional worldviews are integrated into the discussions of the intersectionality of identities, cultural humility, and learning how to engage with others who hold different worldviews and multicultural identities.
- Placement Site Supervisor Training will be revised and rerecorded Spring 2022 to address recommendations by Advisory Council such as clarification of KPIs; Program Dispositions and how those can be incorporated into evaluations; and the importance of the Site Supervisor Survey in our program review process.
- Family Systems course was revised (Fall 2021) to respond to alumni requesting more understanding of incorporating families into treatment and tangible approaches to working with couples and families.
- Advisory Council suggested Professional Identity support for alumni. This is a long-term goal of the program that has been delayed because of COVID-19 implications and restrictions. Program Faculty are looking into professional development and alumni networking opportunities for M.A. Counseling program alumni.