



Counseling Program Annual Report 2018-2019

The following report details the outcomes of assessments and data collection in accordance with the program's assessment plan. The plan is organized according to three major categories: Student Assessment Data, Demographic Data, and Follow-Up Data. The report provides information on our current, prospective, and graduated students, and reflects review and analysis by the program faculty.

In the M.S. in Counseling program, courses and fieldwork experiences are designed to assist students in attaining the following outcomes. The faculty and stakeholders believe the following makes a well-informed practitioner.

1. Adopt a guiding theory of counseling that will serve as a foundation for practicing counseling in a school or clinical mental health setting.
2. Apply individual, group and crisis intervention counseling skills for working with persons in different stages of development across the lifespan.
3. Integrate counseling and interdisciplinary advocacy services for children, families, and clients at risk due to crisis, disaster, trauma, addictions, and co-occurring mental health disorders.
4. Develop and maintain multicultural competencies, including a personal commitment to social justice, and ethical practices in accordance with ACA, AMHCA, and ASCA Code of Ethics, Washington State law.
5. Through the use of standardized and informal assessments, plan and evaluate the use of evidence-based or efficacy-based counseling practices and programs.
6. Understand and analyze research in order to inform counseling practice.
7. Understand and perform professional responsibilities necessary for success as a professional counselor.

8. Demonstrates career development through the use of assessments and career resources.

Following the report of data, we will outline specific program modifications as a result of assessment and other substantial program changes.

Student Assessment Data

Student Learning Outcomes: Key Performance Indicators

To prepare for accreditation under the 2016 CACREP standards, the faculty identified key performance indicators (KPIs) to measure the above student learning outcomes with multiple measures and at multiple points of time across the program. The purpose of the assessment of student learning outcomes is to determine how, in aggregate form, students are demonstrating the knowledge and skills identified as indicators of students' preparedness for the counseling profession.

The faculty identified key performance indicators for each of the CACREP core area curricular standards as well as overarching program specialty area standards with a minimum of two assessment points each. Assessments were primarily related to course assignments (rated on a 1-3 scale, with 1=Inadequate, 2=Proficient, and 3=Exceptional) or a score on specific sections of the Counselor Preparation Comprehensive Examination (CPCE) that the program uses as an exit requirement for all students.

The following is an overview of the identified KPIs and a report of the outcomes.

Foundational Areas			Key Performance Indicator	Assessment Artifact	When Assessed
CACREP Core Areas	2.F.1	Professional Counseling Orientation & Ethical Practice	Students will apply ethical standards of professional counseling organizations in professional counseling.	Ethical Decision Making Model	Quarter 1
				CPCE	Quarter 7
	2.F.2	Social and Cultural Diversity		Practicum Project	Quarter 3
				CPCE	Quarter 7
		Students will understand and apply the multicultural counseling competencies			

			when working with students or clinical mental health clients.		
2.F.3	Human Growth and Development	Students will demonstrate knowledge of individual and family development and learning.	Internship Project	Quarter 7	
			CPCE	Quarter 6	
2.F.4	Career Development	Students will understand and apply theories and models of career development, counseling and decision making when working with clients or students.	Personal Career Development	Quarter 5	
			CPCE	Quarter 7	
2.F.5	Counseling and Helping Relationships	Students will adopt a guiding theory of counseling that will serve as a foundation for practicing counseling in a school or clinical mental health setting.	Practicum Project	Quarter 3	
			CPCE	Quarter 7	
2.F.6	Group Work	Students will understand group processes and dynamics for working with persons in different stages of development across the life span.	Group Proposal	Quarter 2	
			CPCE	Quarter 7	

	2.F.7	Assessment and Testing	Students will use assessment for diagnostic and intervention planning purposes.	Internship Project	Quarter 7
				CPCE	Quarter 7
	2.F.8	Research and Program Evaluation	Students will demonstrate an understanding of the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice.	Internship Project	Quarter 7
				CPCE	Quarter 7
Specialty Area: Clinical Mental Health Counseling	Students studying clinical mental health counseling will be able to develop a treatment plan that is informed by diagnosis and evidence-based practice.		Practicum Treatment Plan	Quarter 3	
			Internship Project	Quarter 7	
Specialty Area: School Counseling	Students studying school counseling will be able to understand and create a comprehensive school counseling program.		CSCP Debate	Quarter 1	
			Creation of Comprehensive School Guidance Model (website)	Quarter 4	

Results for AY2018-2019

Professional Orientation and Ethical Practice (POEP)

Assessment	Number of Students	Inadequate	Proficient	Exceptional
Ethical Decision Making Model	16	1	6	9
POEP subscale	15	0	0	15

of the CPCE				
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Social Cultural and Diversity

Assessment	Number of Students	Inadequate	Proficient	Exceptional
Practicum Project				
SCD subscale of the CPCE	15	0	0	15

Somehow the first KPI did not get reported on the Canvas generated reported. This will certainly be remedied in the AY19-20 school year.

Human Growth and Development

Assessment	Number of Students	Inadequate	Proficient	Exceptional
Internship Project	7	1	6	1
HGD subscale of the CPCE	15	0	0	15

Career Development

Assessment	Number of Students	Inadequate	Proficient	Exceptional
Personal Career Development	16	0	8	8
CD subscale of the CPCE	15	0	0	15

Counseling and Helping Relationships

Assessment	Number of Students	Inadequate	Proficient	Exceptional

Practicum Project	6	0	3	3
CHR subscale of the CPCE	15	0	0	15

Group Counseling and Group Work

Assessment	Number of Students	Inadequate	Proficient	Exceptional
Group Proposal	16	3	11	2
GCGW subscale of the CPCE	15	0	0	15

Assessment and Testing

Assessment	Number of Students	Inadequate	Proficient	Exceptional
Internship Project	7	0	7	0
AT subscale of the CPCE	15	0	0	15

Research and Evaluation

Assessment	Number of Students	Inadequate	Proficient	Exceptional
Internship Project	7	0	6	1
RE subscale of the CPCE	15	0	0	15

Specialty Area: Clinical Mental Health Counseling

Assessment	Number of Students	Inadequate	Proficient	Exceptional
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Treatment Plan	6	0	4	2
Internship Project	7	0	7	0

Specialty Area: School Counseling

Assessment	Number of Students	Inadequate	Proficient	Exceptional
CSCP Debate	1	0	0	1
Creation of Comprehensive School Guidance Model (website)	9	0	1	8

The majority of students receive Proficient or Exceptional scores on KPIs. We will review assignments of those where Inadequate scores are indicated and clarify points. With so few scores of Inadequate, it may be safe to assume that the assignment and directions are clear but that in those cases the students simply did not do well. They are given a chance to redo the assignment to mastery, however, the first attempt score is reported otherwise there would be skewed scores to only ever reflect Proficient or Exceptional.

Skills Evaluations: Counseling Practicum & Internship

Each quarter, students in PSYC 694 & 697 are assessed on their development and performance of counseling skills. We intentionally review skills performance quarterly to determine how we can best sequence courses throughout the curriculum to show a positive developmental trajectory. The data are then reported for the academic year by program area to help us determine the number of students who are exceeding, meeting, or falling below expectations. The 2018-2019 data available for this report suggest that master’s students are successfully developing their counseling skills in Counseling Techniques: 100% of Mental Health Counseling, and 100% of School Counseling students met or exceeded expectations in their counseling skills assessment from quarter to quarter during internship.

Changes to the program brought the opportunity to allow students to take less classes/credits per quarter by allowing a full-time internship to be moved to a third year. This change allows students, who chose, to potentially work during completion of this program, to pursue a full-time

internship in two quarters, and an option to pursue clinical experiences outside of the Cheney/Spokane area. 85% of the clinical mental health students who chose to continue on an accelerated pathway and successfully completed the pre-practicum (or skill building) course, while 100% of school counseling students who chose the accelerated pathway successfully completed the course.

Dispositions

A key component of our assessment plan is to review the dispositions of students each quarter. The dispositions reflect our expectations for student behavior and development that is fitting for the counseling program and profession. The faculty created two forms to gather this data. Students are rated quarterly by all program faculty. The professional behavior rating form was sent to all faculty members via Qualtrics quarterly. The advisor reports the students' average scores and provides feedback at the advisor meeting. In the case that a student falls below a 3.0 on any item or if the mean of the total score is below 3.0, faculty collectively create a professional development plan for the student. This plan is communicated to the student via the advisor, and with the program director (if needed). A copy of these forms and plans are kept in the student files.

Instructors rate dispositions for each student on a 5-point Likert-type scale, ranging from 1=Failed to meet and 5=Exceeds expectations. In addition to meeting quarterly, the faculty review these ratings on individual students at their annual assessment meeting, discuss plans for advising, remediation, and continuation in the program, and enact plans to address proposed modifications to the curriculum or other program functions (e.g., admissions) to help students meet dispositions.

The review of dispositions over the past year suggests that most students are suited to the program and are engaging in appropriate and developmentally sound ways relative to the dispositions. There were very few students with items below a 3, which indicates they are not meeting expectations. The faculty discussed any concern and referrals were made to assigned advisors to communicate concerns and develop remediation plans for success throughout the program. At the time that the present report was written, faculty advisors had met with individual students and concerns had been addressed. The dispositions ratings for all students are maintained in the program files and will continue to be reviewed to ensure student success and fit for the program and profession.

In 2019-2020, the professional dispositions will be done via Tevera. Tevera is a third-party

supervision software that allows us to also give the CCS-R, the adopted scale for professional dispositions.

Comprehensive Exam Results

Students graduating in 2019 were the third cohort to take the Counselor Preparation Comprehensive Exam (CPCE) as the comprehensive exam. Fifteen students took the CPCE in April 2019. The overall performance on the exam demonstrates an excellent pass rate. In 2019, students achieved a 100% pass rate (n=15). Collectively students scored above the national average for each section of the exam, and for the total scale score, during this administration.

General Info		Eastern Washington University					Overall				
Section	Items	n	Mean	SD	Min	Max	n	Mean	SD	Min	Max
C1: Professional Counseling Orientation and Ethical Practice	17	15	12.3	1.4	10	15	1,509	11.2	2.1	4	16
C2: Social and Cultural Diversity	17	15	10.4	1.4	8	13	1,509	9.4	1.9	3	14
C3: Human Growth and Development	17	15	11.6	1.4	9	14	1,509	9.4	2.5	1	15
C4: Career Development	17	15	12.3	1.6	10	15	1,509	10.4	2.2	3	16
C5: Counseling and Helping Relationships	17	15	12.3	1.4	10	15	1,509	10.6	2.2	3	16
C6: Group Counseling and Group Work	17	15	10.7	2.0	7	14	1,509	9.9	2.4	2	17
C7: Assessment and Testing	17	15	12.0	1.1	10	14	1,509	10.4	2.2	3	16
C8: Research and Program Evaluation	17	15	12.1	1.2	10	14	1,509	10.5	2.2	2	16
Total	All	15	93.7	6.0	83	105	1,509	81.7	11.9	39	111

The faculty continues to examine the appropriate cut score for our students relative to the national average and passing score. The faculty will continue to examine students' performance on the exam relative to key performance indicators to determine if there are needed adjustments to the curriculum.

National Counselor Exam (NCE) Results

In 2019, 13 clinical mental health and school counseling students took the NCE (the Washington State Licensing Examination). The outcomes are very rewarding. 100% passed the examination.

Job Placement Data

As of the writing of this report, 100% of the eight (8) School Counseling graduates are employed.

Of the eight (7) job seeking Mental Health Counseling graduates, five received job offers prior to graduation. All (100%) are employed.

Demographic Data

Demographic Data for Applicants

The Counseling program maintains a commitment to diversity, and as such we are committed to attracting a diverse applicant pool for our program. With increased and intentional recruitment efforts, we hope to enhance the diversity of applicants who are attracted to our program. The table below provides the demographic data of applicants to the Counseling master's programs for enrollment in Fall 2019.

Please note that applicants are not required to offer this information.

2019-2020 APPLICANTS

	Mental Health Counseling	School Counseling	Total
Alaskan/Native American	Male: 0 Female: 0	0Male: 0 Female: 0	Male: 0 Female: 0
Asian	Male: 0 Female: 0	Male: 1 Female: 0	Male: 1 Female: 0
Black/African American	Male: 0 Female: 0	Male: 0 Female: 0	Male: 0 Female: 0
Native Hawaiian/Pacific Islander	Male: 0 Female: 0	Male: 0 Female: 0	Male: 0 Female: 0
White	Male: 15 Female: 31	Male: 4 Female: 9	Male: 19 Female: 40
Hispanic/Latino	Male: 1 Female: 8	Male: 0 Female: 5	Male: 1 Female: 13
Unknown or Not reported	Male: 1 Female: 0	Male:0 Female:0	Male: 1 Female: 0
Two or more	Male: 0 Female: 1	Male: 0 Female: 0	Male: 0 Female: 1

Upon review of the racial/ethnic data provided, it is noteworthy that in spite of recruitment and commitment to diversity the applicant pool remains predominantly Caucasian/White. Although this is reflective of the broader community in which the university is situated, and indeed the student population, the program would like to recruit a more diverse applicant pool. We do recognize that many of our applicants do represent first generation to college/graduate school families. Our university is known to foster and embrace this population and our graduate program is indicative of that.

Demographic Data for Current Students

The demographic data for students currently enrolled in the Counseling master's programs is provided in the tables below. This number reflects admits and returning students. The classifications are provided by the Office of Institutional Research.

CURRENT STUDENTS Fall 2019

	Mental Health Counseling	School Counseling	Total
Alaskan/Native American	Male:0 Female:0	Male: Female:	Male:0 Female:0
Asian	Male: 1 Female:	Male: Female: 2	Male: 1 Female: 2
Black/African American	Male:0 Female: 0	Male:0 Female:0	Male:0 Female: 0
Native Hawaiian/Pacific Islander	Male:0 Female:0	Male:0 Female:0	Male:0 Female:0
White	Male: 6 Female: 11	Male: 1 Female: 11	Male: 7 Female: 22
Hispanic/Latino	Male: 0 Female: 3	Male: Female: 3	Male:0 Female: 6
Unknown or Not reported	Male: 1 Female: 0	Male:0 Female:0	Male: 1 Female: 0
Two or more	Male: 0 Female: 0	Male: 1 Female: 0	Male: 1 Female: 0

Demographic Data for Graduates

The table below provides demographic data for students who graduated from our program in the last year (Spring 2019).

Counseling Program Graduates 2019

	Mental Health Counseling	School Counseling	Total
Alaskan/Native American	Male:0 Female:0	Male:0 Female:0	Male:0 Female:0
Asian	Male:0 Female:0	Male:0 Female:0	Male:0 Female:0
Black/African American	Male:0 Female: 1	Male:0 Female:0	Male:0 Female: 1
Native Hawaiian/Pacific	Male:0 Female:0	Male:0 Female:0	Male:0 Female:0

Islander			
White	Male: 3 Female: 3	Male:1 Female:6	Male: 4 Female: 9
Hispanic/Latino	Male:0 Female: 0	Male:0 Female: 1	Male:0 Female: 1
Unknown or Not reported	Male: 0 Female: 0	Male:0 Female:0	Male: 0 Female: 0

Follow-up Data

Surveys: Graduates, Employers, Supervisors, Graduating Students

The program regularly surveys graduates of the program, employers of our graduates, internship site supervisors, and students in their final semester of the program. The purpose of these assessments is to ascertain aspects of the program that are effective in preparing students for their work experience, evaluating our program objectives, and determining needed adjustments to the curriculum to meet constituent needs and to best serve the consumers our graduates will work with at their internship and employment sites. Below are summaries of the surveys. Data on individual survey items may be made available upon request.

Graduates' Survey

The 2019 survey of program graduates will be sent at the end of September 2019.

Employers Survey

According to our new Assessment Plan, we will not survey employers annually. As such, we do not have data for the cohort that just graduated. We will engage in this in 2020.

Site Supervisor Survey

We are able to access internship site supervisors annually through students who are completing their placements at the time of survey administration. The majority of respondents represent mental health counseling sites. We believe this is the case because they tend to remain as supervisors from year to year. We are in the process of building relationships with the school districts and supervisors as there has been a lot of change in the districts and in our program. We similarly ask supervisors to rate the program and faculty (using a Likert scale 1- strongly disagree to 5 – strongly agree). All of the points received Agree and Strongly Agree ratings, with two occurrences of Neither agree nor disagree. The program faculty are pleased with the high ratings of the program's responsiveness and professionalism with site supervisors.

Program Modifications

Below are program modifications for the AY2019-20. The table below summarizes these changes to demonstrate their connection to specific assessment areas.

Program or Curricular Modification	Linked Assessment Outcome or Discussion	Action
Update and refine KPIs.	Based on CACREP Site Visit	KPIs will continue to be recorded in Canvas. Missing data will be addressed and added next report.
Eliminate abundance of practicum and internship forms.	Based on CACREP Site Visit	Tevera was adopted in April 2019.
Program offers two options: 3-year standard or 2 year accelerated	Student feedback and faculty observation.	Students will complete program in 3 years (2 years of courses, year 3 internship) unless approved to complete program at accelerated rate. Changes begin in Fall 2019.
Creation of PSYC 571 Counseling Skills and PSYC 572 Advanced Counseling Skills	Student performance, feedback and university allocation of credits to content courses versus supervision courses.	Two skills classes were created from the 8 credits of practicum used. Course are content courses designed to teach and evaluate student counseling skills. Implemented in Fall 2019.
Elimination of 580 and 603	Consultation course was two credits and content can be covered in other courses. Excessive exit requirements. Program	Classes were eliminated and 5 credits will now be used as elective credit.

	uses a Comprehensive Examination as primary exit requirement, no longer needs 603.	
Changed name of program to Counseling	Counselor Education caused confusion.	Implemented in Fall 2019

Program Accreditation Review

The program had a successful CACREP Site Visit in April 2018. The Clinical Mental Health and School Specialty Areas are accredited through August 2020. CACREP found the program to be lacking a sufficient plan and system to collect, store and analyze program data.

The AY2019-2020 year will be spent collecting additional KPI data using Canvas and readying an Interim Report for CACREP.