



Counseling Program Annual Report 2019-2020

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	Students will understand and apply the multicultural counseling competencies when working with students or clinical	Cultural Experience	Quarter 2
				CPCE	Quarter 7

			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.	Advanced Skills 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			Character Analysis	Quarter 2	

		Assessment and Testing	Students will use assessment for diagnostic and intervention planning purposes.	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 AY2019-2020

Professional Orientation and Ethical Practice (POEP)

Assessment	Number of Students	Inadequate	Proficient	Exceptional
Ethical Decision Making Model	27	1	7	19

POEP subscale of the CPCE	11	0	0	11
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Social Cultural and Diversity

Assessment	Number of Students	Inadequate	Proficient	Exceptional
Cultural Experience				
SCD subscale of the CPCE	11	0	0	11

**this was recorded in the academic year. Will be addressed and reconceptualized at Annual meeting.*

Human Growth and Development

Assessment	Number of Students	Inadequate	Proficient	Exceptional
Internship Project	11	0	4	7
HGD subscale of the CPCE	11	0	0	11

Career Development

Assessment	Number of Students	Inadequate	Proficient	Exceptional
Personal Career Development	16	0	3	13
CD subscale of the CPCE	11	0	0	11

Counseling and Helping Relationships

Assessment	Number of Students	Inadequate	Proficient	Exceptional

Advanced Skills Project	11	0	2	8
CHR subscale of the CPCE	11	0	0	11

Group Counseling and Group Work

Assessment	Number of Students	Inadequate	Proficient	Exceptional
Group Proposal	25	1	0	24
GCGW subscale of the CPCE	11	0	1	10

Assessment and Testing

Assessment	Number of Students	Inadequate	Proficient	Exceptional
Literature and Film Character Analysis	26	0	8	18
Internship Project	11	0	5	6
AT subscale of the CPCE	11	0	0	11

Research and Evaluation

Assessment	Number of Students	Inadequate	Proficient	Exceptional
Internship Project	11	0	2	9
RE subscale of the CPCE	11	0	0	11

Specialty Area: Clinical Mental Health Counseling

Assessment	Number of Students	Inadequate	Proficient	Exceptional
Practicum Project Treatment Plan				
Internship Project Treatment Plan	7	0	5	2

**Practicum in 2020 was extremely different due to COVID19 therefore treatment plans were not part of the curriculum and therefore not collected.*

Specialty Area: School Counseling

Assessment	Number of Students	Inadequate	Proficient	Exceptional
CSCP Debate	13	0	0	13
Creation of Comprehensive School Guidance Model (website)	8	0	0	8

Summary of KPI Data

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 2019-2020 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.

AY19-20 saw the addition of PSYC 571 Counseling Skills and 572 Advanced Counseling Skills. These eight (8) credits of skill building courses replaced what was known as Pre-Practicum. All students passed these two courses and the courses were well received.

In March 2020, EWU, as well as many other institutions, moved to all online learning due to the COVID19 Global Pandemic. This impacted practicum and internship greatly. Practicum was paused to only include instruction and little to no collection of service hours. As practicum is meant to follow the skills courses described above, we have only anecdotal information regarding those courses. This year, however, the program will monitor students' efficacy in practicum.

During practicum 2020, students were taught about telehealth with the expectation they will need to know how to use this skill in the next academic year. Summer internships were approved by EWU to proceed with the caveat that no student be on site in person and only conduct telehealth. This has greatly impacted the collection of hours by clinical mental health interns. As this report is being written, the fall 2020 internship begins to more telehealth. It remains to be seen how this will impact our current students and those who plan to begin their clinical experience in April 2021.

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 ideal is that students are rated quarterly by all program faculty.

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). Beginning in 2019-2020, the professional dispositions are 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.

The informal 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. The faculty continues to discuss any concerns and referrals are made to assigned advisors to communicate concerns and develop remediation plans for success throughout the program. The academic year 19-20 brought many challenges with the sudden move to online learning in early March 2020. Unfortunately, things simply did not get assessed in the way they should. It is the intention of the program review this process and to correct that in AY20-21.

Comprehensive Exam Results

Students graduating in 2020 were the fourth cohort to take the Counselor Preparation Comprehensive Exam (CPCE) as the comprehensive exam. Eleven students took the CPCE in spring 2020. The COVID 19 Global Pandemic impacted taking this examination. Students were set to take this exam the first week of spring quarter. The university went to all online learning just prior to this. The test administration went to remote online testing. Most students were able to access the examination at home with no issue; four, however, could not. In those cases, the students were administered a written comprehensive examination using Canvas. Those four students were given two questions to answer per CORE and specialty area. Faculty then scored the questions using a rubric. Each student passed the written examination.

The overall performance on the exam demonstrates an excellent pass rate. In 2020, students achieved a 100% pass rate (n=15). For those who took the CPCE, collectively students scored above the national average for each section of the exam, and for the total scale score, during this administration.

General Info	Items	Eastern Washington University					Overall				
		n	Mean	SD	Min	Max	n	Mean	SD	Min	Max
C1: Professional Counseling Orientation and Ethical Practice	17	11	13.1	1.2	11	15	944	12.3	2.2	5	17
C2: Social and Cultural Diversity	17	11	11.6	1.3	10	14	944	10.6	2.2	4	16
C3: Human Growth and Development	17	11	12.0	1.3	9	14	944	11.2	2.2	2	17
C4: Career Development	17	11	12.3	1.3	10	14	944	10.8	2.1	1	17
C5: Counseling and Helping Relationships	17	11	12.5	2.1	9	16	944	11.3	2.3	4	17
C6: Group Counseling and Group Work	17	11	12.0	1.9	8	14	944	10.8	2.6	2	17

C7: Assessment and Testing	17	11	11.6	1.6	10	14	944	10.4	2.4	1	17
C8: Research and Program Evaluation	17	11	11.9	1.8	8	14	944	9.0	2.7	1	17
Total	All	11	97.0	6.8	88	108	944	86.4	13.0	29	116

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 2020, 17 clinical mental health and school counseling students registered to take the NCE (the Washington State Licensing Examination). According to the report provided by NBCC on September 2, 2020, seven (7) of those students deferred taking the exam. Ten (10) took the exam and of those, 100% passed the examination.

This writer asked for aggregate data for this report and was informed that due to the delayed testing, reports will not be available until October 2020. Upon receipt, this information will be disseminated to stakeholders.

Job Placement Data

As of the writing of this report, 100% of the four (4) School Counseling graduates are employed.

Of the seven (7) job seeking Mental Health Counseling graduates, all seven (100%) are employed.

It should be noted this is during a Pandemic when funding to many of the systems which employ our graduates has been cut.

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 2020

Please note that applicants are not required to offer this information and they can select more than

one category.

2019-2020 APPLICANTS

	Clinical Mental Health Counseling	School Counseling	Total
Alaskan/Native American	Male: 0 Female: 0	0Male: 0 Female: 0	Male: 0 Female: 0
Asian	Male: 1 Female: 0	Male: Female: 2	Male: 1 Female: 2
Black/African American	Male: 1 Female: 3	Male: 0 Female: 0	Male: 1 Female: 3
Native Hawaiian/Pacific Islander	Male: 0 Female: 0	Male: 0 Female:1	Male: 0 Female: 1
White	Male: 12 Female: 24	Male: 4 Female: 14	Male: 16 Female: 38
Hispanic/Latino	Male: 1 Female: 6	Male: 1 Female: 2	Male: 2 Female: 8
Unknown or Not reported	Male: 1 Female: 1	Male:0 Female:0	Male: 1 Female: 1
Two or more	Male: 1 Female: 3	Male: 0 Female: 1	Male: 1 Female: 4

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. In addition, applicant numbers have dropped since 2019. That is worth investigating and correcting for future rounds of applications.

Demographic Data for 2020 Admits

	Clinical Mental Health Counseling	School Counseling	Total
Alaskan/Native American	Male:0 Female:0	Male: Female:	Male:0 Female:0
Asian	Male: 0 Female:0	Male: 0 Female: 1	Male: 0 Female: 1
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:1	Male: Female:1
White	Male: 3 Female: 10	Male: 1 Female: 8	Male: 4 Female: 18
Hispanic/Latino	Male: 1 Female: 5	Male:0 Female: 0	Male:1 Female: 5
Unknown or Not reported	Male: 0 Female: 0	Male:0 Female:0	Male: 0 Female: 0
Two or more	Male: 0 Female: 0	Male: 0 Female: 2	Male: 0 Female: 2

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 returning students. The classifications are provided by the Office of Institutional Research.

CURRENT STUDENTS Fall 2020

	Clinical Mental Health Counseling	School Counseling	Total
Alaskan/Native American	Male:0	Male:	Male:0

	Female:0	Female:	Female:0
Asian	Male: 1 Female:0	Male: 1 Female: 1	Male: 2 Female: 1
Black/African American	Male:0 Female: 0	Male:0 Female:0	Male:0 Female: 0
Native Hawaiian/Pacific Islander	Male:0 Female:0	Male:1 Female:0	Male:1 Female:0
White	Male: 6 Female: 9	Male: 1 Female: 12	Male: 7 Female: 21
Hispanic/Latino	Male: 0 Female:	Male: Female: 3	Male:0 Female: 3
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: 3	Male: 1 Female: 3

Demographic Data for Graduates

The table below provides demographic data for students who graduated from our program in the last year (Spring 2020).

Counseling Program Graduates 2020

	Clinical 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: 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: 1 Female: 4	Male:0 Female:4	Male: 1 Female: 8
Hispanic/Latino	Male:0 Female: 2	Male:0 Female: 1	Male:0 Female: 3
Unknown or Not reported	Male: 0 Female: 0	Male: 0 Female: 0	Male: 0 Female: 0
Two or more	Male: 0 Female: 0	Male: 0 Female: 1	Male: 0 Female: 1

There were 11 graduates in 2020.

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.

Completer Survey

In June 2020, a survey was sent to the 11 graduating students anonymously for feedback on the program. Five students responded (3 school counseling students and two clinical mental health students). Overall feedback was positive with some constructive ideas regarding the addition of more diversity classes and more school counseling classes. There were many statements regarding the increased need for better communication within the program and toward students. Based on these students' perspective, this clearly is an area for the program faculty to strengthen.

Graduates' Survey

The 2020 survey of program graduates will be sent at the end of September 2020.

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. This is set to be sent in January. Employer information is solicited in the Graduates' Survey.

Site Supervisor Survey

A site supervisor survey was sent to current supervisors in October 2019. Ten site supervisors responded. The survey highlighted some areas to strengthen. Based on feedback, faculty could be more communicative more often with the site supervisors. 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 overall high ratings of the program's responsiveness and professionalism with site supervisors.

Program Accreditation Review

The program submitted an Interim Report to CACREP in April 2020 to address the Assessment Items - CACREP found the program to be lacking a sufficient plan and system to collect, store and analyze program data.

In August 2020, the program received full accreditation through 2026.

Program Modifications

Below are proposed or actual program modifications for the AY20-21 based on the above data. The table below summarizes these changes to demonstrate their connection to specific assessment areas.

Program or Curricular Modification	Linked Assessment Outcome or Discussion	Action
Exit Interview Addition	PEAB Recommendation, Professional Dispositions, Graduation Requirement.	Each student will engage in an exit interview in the last quarter of study. The interview will be an opportunity to present and discuss a case with a panel. This addresses a PEAB recommendation of demonstration of impact to students. Guidelines to be created in AY20-21. Will have informal process in 2021 and will be formalized in 21-22.

Course Addition	PEAB Recommendation, Professional Dispositions, Graduation Requirement	To create a formalized exit interview, a course will be created and added to student load. Name to be determined, but outcome will be P/NC of exit interview.
Yearlong review of KPIs	Overall Assessment Plan	Review KPIs for potential change. Specific ones to target: Social and Cultural Diversity (add a internal reflection to experience and/or add application measure of cultural humility) and Human Growth and Development. In addition we will revisit the cross-program collaboration to ensure KPIs are being recorded for social and cultural diversity.
Add to Dispositions	Professional Disposition	Revisit professional dispositions and review updated version of dispositions which will be routinely reviewed in program meetings.
Timing of Dispositions Assessments	Professional Disposition	Will formally review professional dispositions using the following guidelines: <ul style="list-style-type: none"> • Conclusion of Winter Quarter - First Year of Study • Conclusion of Advanced Skills Winter Quarter - Second year • Conclusion of program – at Exit Interview
Recruitment	Applications	Contact Dr. Shari Clarke regarding application components and interview ideas to reach more diverse applicants. Specifically, GRE requirement and program accessibility online/hybrid. <i>*Following a request to reconsider using GRE as an entrance requirement, the program voted to waive this requirement on 9/30/2020.</i>

Development of Online and Hybrid Options for Program	Overall Program Delivery	Conversations regarding moving to an online or hybrid delivery system will continue. Topics to consider: <ul style="list-style-type: none">• Utilization of live and synchronous portions• Course sequencing based on development• Length of program• Movement from state support to self support
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