

MISSOURI STATE UNIVERSITY

COUNSELING PROGRAM



Missouri StateTM
U N I V E R S I T Y

Evaluation Report

2022

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Overview: Program Evaluation

Students, faculty, site supervisors, program graduates, and community employers, are involved in the evaluation process. This section outlines (Section 4. A.1) the data that will be collected, (Section 4.A.2) a procedure for how and when data will be collected, and (3) a method for how data will be reviewed or analyzed (Section 4.A.3). The process of evaluation consists of:

1. Reports on current students' academic progress.
2. Faculty review of professional dispositions and student achievement as related to the key performance indicators (KPI) of the program and specialty areas.
3. Departmental surveys of program graduates, site supervisors, and employers. Graduating Masters' students and program graduates are asked to provide feedback regarding their experiences in the counseling program through an exit survey and program graduates survey. Respondents are asked to rate their level of preparedness on professional identity standards, program objectives, and specialty area program objectives. Site supervisors and employers of program graduates are asked to provide feedback regarding preparedness of their supervisee/employee on professional identity standards, program objectives, and specialty area program objectives. Surveys include quantitative and qualitative measures.
4. Compilation and analysis of data from multiple evaluation methods.
5. Generation of Annual Evaluation Report.
6. Annual meeting to review findings, assess status of all aspects of the program and suggest changes/modifications in the curriculum, coursework, departmental functioning, faculty activities, student selection and retention activities, student monitoring and other aspects of existing program.
7. Sharing findings and suggested changes with students, administration, site supervisors, program graduates and others interested in the Counseling Masters' program.

Program Evaluation Process

The Program Evaluation Process is overseen by the CACREP liaison. All department faculty are participants in the evaluation process. The Evaluation Plan is systematic and ongoing from year to year. Multiple methods of assessment are used throughout the academic year. Annual assessments include evaluations of current students' academic, professional, and personal dispositions and development, level of learning based on students' accomplishment of key

performance indicators. Assessment also includes demographic and other characteristics of applicants, students, and graduates. All faculty members evaluate the program, curriculum, coursework, admissions process, and current student functioning. Site supervisors evaluate current students and program outcomes. Graduates are evaluated by assessing alumni knowledge of program objectives and employer evaluations.

The Logic Model that guides the overall evaluation process is depicted in Figure 1.

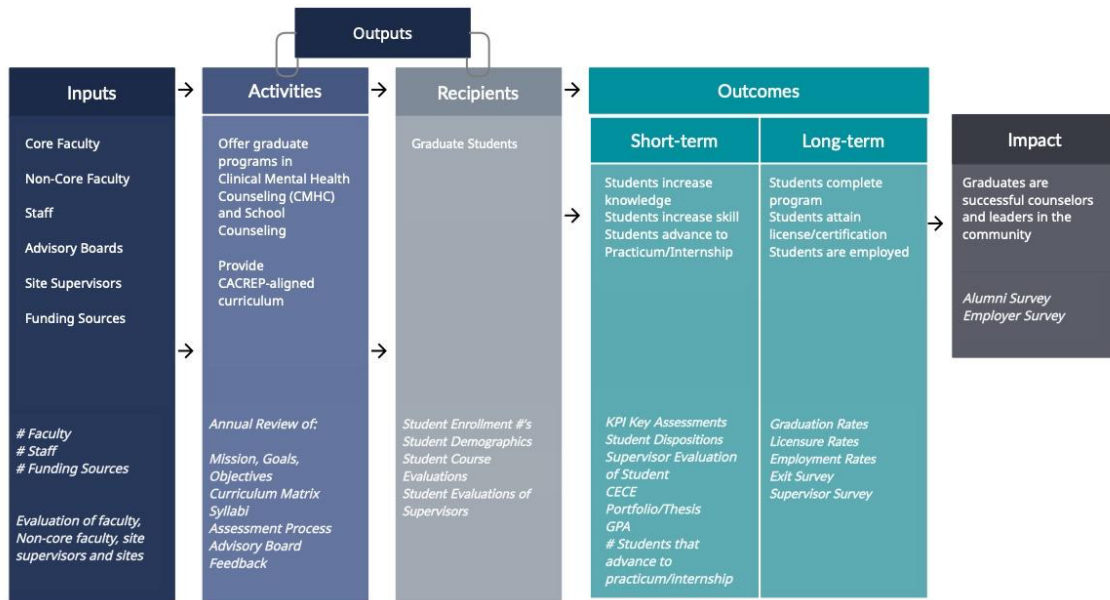


Table 1 presents the timeline used to complete the assessment plan.

Table 1. Evaluation Procedure

Process Evaluation		
Data Collected (A.1)	Procedure and When Data is Collected (A.2)	Methods for Review or Analysis (A.3)
# Students Enrolled (B.2)	Department Head and Program Director reviews enrollment data prior to Summer (May), Fall (August) and Spring (December) Semesters	Compare expected vs. actual enrollment
Student Demographics (B.2)	Program Director review during admissions (application self-report) and in September	Review trends and comparison to overall state demographics

Student Course Evaluations (B.2)	Faculty review in December, May and August	Review University generated output and make determinations for change based on patterns. Discuss with the Department Head and/or peers as needed
Student Supervisor Evaluations (B.2)	Practicum and Internship Instructors in December, August, May	Review student evaluations make determinations for change based on patterns. Discuss with Practicum & Internship Coordinator, Program Director and Department Head as needed
# Staff; # Faculty, # Adjuncts	Department Head reviews contracts in May, August, December	Department Head determines instructional needs based on grant buyouts, CACREP caps and ratios
Review of Mission, Goals, and Objectives (B.1)	All Counselor Education Faculty and Lecturers review at annual meeting	Revisions are made based on aligning with CACREP standards, community needs, and College of Education, and Department's Strategic Goals
Review of Curriculum Matrix (B.1)	CACREP Liaison reviews matrix and syllabi prior to Summer (May), Fall (August) and Spring (December) Semesters	CACREP Liaison checks that syllabi include standards and KPIs and facilitates a conversation with all per course faculty as needed.
Review of Syllabi (B.1)	All Counselor Education Program Faculty review syllabi prior to Summer (May), Fall (August) and Spring (December) Semesters	Faculty update syllabi based on most current practices and readings and reviews standards and KPIs are included based on matrix and review and update assignments, expectations, and delivery methods as needed
Review of Assessment Process (B1-3)	CACREP Liaison, Program Director, Practicum/Internship Coordinator review assessment activities in August and January	CACREP Liaison, Program Director, and Practicum/Internship Coordinator review assessment activities and outputs including surveys that need to be collected and reported for the academic year

Outcome Evaluation		
Data Collected (A.1)	Procedure and When Data is Collected (A.2)	Method for review of Analysis (A.3)
CECE pass rate (B.3)	CECE scores reviewed each time the CECE is offered	If students score below 1 SD below the national mean, students retake the section(s).
NCE pass rate (B.3)	CACREP Liaison assesses pass rates through Exit surveys of graduating students and contacts NBCC for information.	CACREP Liaison and Program Director review data and report in Evaluation Report
Key Performance Indicators (B.1)	All Counselor Education Faculty submit completed rubrics and CACREP Liaison reviews in May, August, and December	CACREP Liaison facilitates a discussion as needed during faculty meeting to review scores and reports KPI scores in Evaluation Report
Supervisor Evaluations (B.3)	Practicum and Internship Instructors in December and May	Practicum/Internship Coordinator reviews student evaluations, make determinations for change based on patterns. Discuss Program Director, Department Head as needed. Qualitative feedback reported at annual meeting.
GPA (B.1)	Advisor reviews in May and December	Advisors reviews and discusses any concerns with students
# Admission to Candidacy (B.3)	Faculty reviews Spring and Fall	Faculty reviews and approves all candidacy applications and reports to Department Head
Licensure Rates (B.3)	CACREP Liaison annually.	CACREP Liaison sends survey to program graduates and reports in Evaluation Report
Employment Rates (B.3)	CACREP Coordinator reviews annually.	CACREP Liaison sends survey to program graduates and reports in Evaluation Report

Exit Survey (B.3)	CACREP Liaison and Internship Instructor ask students to complete during last semester of Internship.	CACREP Liaison reviews in faculty meetings, annual meeting, and reports in Evaluation Report
Program Graduates Survey (B.3)	CACREP Liaison reviews in April every two years.	CACREP Liaison sends survey to program graduates every two years, discusses with faculty during faculty meetings, and reports in Evaluation Report
Supervisor Survey (B.3)	CACREP Liaison and Practicum/Internship Coordinator reviews in March	CACREP Liaison/Practicum & Internship Coordinator sends survey to program supervisors, discusses with faculty during faculty meetings, and reports in Evaluation Report
Employer Survey (B.3)	CACREP Liaison reviews in March	CACREP Liaison sends survey to employers every two years, discusses with faculty during faculty meetings, and reports in Evaluation Report
ADCT (B.1)	Counselor Education Faculty and per-course faculty conduct the assessment in COU 710/711 Counseling & Helping Relationships, COU 778 Mental Health Counseling Practicum, COU 779 Mental Health Counseling Practicum, COU 785 Mental Health Counseling Internship, COU 781/783 Secondary School Counseling Internship, Elementary School Counseling Internship	Advisors review scores. For students that do not meet standard, advisor initiates discussion with Program Director to meet with student and follow remediation process.

Through individual instructor review and analysis, CACREP liaison and Department Head review and analysis, and all counselor education core faculty analysis of measures described above, decisions are made for curriculum and program improvement (Section 4. A.4) including, but not limited to modifying KPIs, course curriculum and sequencing, course delivery, as well as recruitment and retention efforts, training implementation for supervisors.

Evaluation of Program Inputs

Faculty, Adjunct Faculty, Staff

The Department of Counselor Education has 7 full-time faculty members. Faculty workload consists of teaching, research, service, and administrative activities. From Spring 2021 to Spring 2022, per-course faculty taught 179 credits in the counseling program, core faculty taught 159 credits in the counseling program, and our senior instructor taught 41 credits in the counseling program. The Department has two full time Administrative Assistants.

Site Supervisors

Internship Site Supervisors continue to play an invaluable role in the education and development of our students. Site supervisors provide ratings on skill-based measures during students' internship experience, as well as completing a survey assessing Professional Identity Standards and Program Objectives.

Evaluation of Program Outputs

Program Activities

The Counselor Education Department offered a MS in Counseling Program with a School Counseling cognate area and Clinical Mental Health Counseling cognate area. Curricular offerings are aligned with CACREP standards and KPIs and associated measurements have been placed throughout the program offerings. The assessment and evaluation procedure were reviewed this year. In the Fall, 2021 faculty updated the program learning objectives, student learning objectives, and key program indicators.

Program Applications and Enrollment

In 2021-Spring 2022, we received 82 completed applications for our master's program (22 school counseling, 60 clinical mental health counseling). There are currently 134 students enrolled in the Graduate Counseling Program. Table 2 presents number of students enrolled by cohort year and program. Demographic diversity is presented in Tables 2-5.

Table 2. Admission Data

Masters Counseling Program			
Year	School	CMHC	Total
2019	16	14	30
2020	17	27	44
2021	21	26	47
TOTAL	54	67	121

Table 3. Student Demographics – School Counseling Cognate

Cohort	Ethnicity					
	White	Hispanic/Latino	Asian	Black	Native American/Alaskan Native	2 or more Races
School Counseling						
2021	18	1	0	1	0	1

Table 4. Student Demographics – Clinical Mental Health Counseling Cognate

Cohort	Ethnicity					
	White	Hispanic/Latino	Asian-American	African-American	Native American/Alaskan Native	2 or more Races
Clinical Mental Health Counseling						
2021	20	1	1	1	2	1

Summary of Findings

The counseling program has an average of 40 students per cohort with about 45% of students in the school counseling cognate and 55% in the clinical mental health counseling cognate. Students are predominantly female and White; however, we have minority representation that is representative of our state. The program aims to graduate approximately 35 students per year. In general, 40-45 students are admitted into the fall cohort and 15-20 students are admitted into the spring cohort. Faculty anticipate a 10% attrition rate from orientation to fall enrollment and an additional 10% attrition rate from fall orientation to graduation.

Student Preparedness

Student preparedness to enter the field is measured using the exit survey which measures students' perception of preparedness as relating to program learning objectives and student learning outcomes. Exit survey results from December 2021 are presented in Table 6.

Table 6. December 2021 Exit Survey Results (1-5 scale)

Fall 2021	Counseling Program
Program Learning Outcomes	Mean
Professional Dispositions: Students will conduct self in accordance with the highest ethical standards and values of professional counseling and develop an understanding of oneself and the use of self in the counseling process.	3.1
Knowledge: Students will demonstrate appropriate breadth and depth of knowledge and comprehension in the areas of culturally relevant service, prevention, treatment, referral, and program management associated with the broader field of counseling as well as the selected specialty (i.e., mental health or school counseling).	3.1

Clinical Skills: Students will demonstrate meaningful, therapeutic alliances that utilize culturally sensitive appraisal and assessment techniques for working with individuals and groups in culturally pluralistic world.	3.4
Appraisal and Research: Students will demonstrate analytical knowledge and skills for appraising and contributing to professional counseling literature and program evaluation in selected specialty areas ((i.e., mental health or school counseling).	3.0
Specialty Areas: Students will demonstrate appropriate breadths and depth of knowledge and skills in respective specialty areas (i.e., mental health or school counseling).	3.4
Student Learning Outcomes	Mean
Students will understand and adhere to ethical standards of professional counseling organizations.	3.5
Students will demonstrate professional dispositions relevant to professional counseling.	3.6
Students will attain multicultural counseling competencies and skills for creating therapeutic relationships with diverse clientele.	3.2
Students will be able to determine the unique needs of individuals at all developmental levels and select relevant prevention and treatment strategies for addressing those needs.	3.1
Students will understand career development and make use of career theories, assessments, and career resources.	3.0
Students will be able to identify the process of group development (stages, roles, dynamics, theories, and skills) and facilitate therapeutic or psychoeducational groups.	3.3
Students will understand and apply counseling theory, skills, and interventions for enhancing the counseling relationship.	3.4
Students will know how to ethically utilize group and individual assessments applicable to either school counseling or mental health counseling.	3.0
Students will be able to apply the evidentiary hierarchy for appraising research and selecting evidenced based practices.	3.2
Students will be able to identify and evaluate an ethical comprehensive school program.	2.9
Students will be able to develop a culturally relevant, ethical treatment plan.	4.6

Note. **n* = 10; ** Data from December 2021 Exit Survey

Qualitative Feedback

I absolutely loved being a Missouri State University Bear as a graduate of both my bachelor's

and my master's. I hope that I am able to continue being a MSU Bear as I continue my education in the Clinical Psychology Master's Program

It has been challenging and the best experience I have had yet. Thank you!

My only complaint is how it has been stressful as times regarding the confusion of being certified as a K-12 counselor and the hours needed for it/when I was able to get hours. Other than that I have loved this program and am incredibly thankful for the growth it has instilled within me.

I have loved my time in this program. Areas of growth include a major uptick in effective communication between staff, faculty, and students. There were many issues throughout my time that stemmed from a lack of communication between staff and students.

Summary of Findings

Quantitative data indicate overall moderate satisfaction with the program. Quantitative findings from the Exit Survey indicate students were most satisfied with knowledge and skills obtained for developing a culturally relevant treatment plan and least satisfied with being able to identify and evaluate a comprehensive school counseling program.

Evaluation of Program Outcomes

Professional Dispositions Review

All students are reviewed at least once a year to assess professional dispositions. Students are required to meet a standard of professional ethical behavior, and appropriate personal behavior.

Faculty concerns regarding individual students were discussed at faculty meetings and students were reviewed by the faculty using the Assessment of Dispositions for Counselor-Trainees (ADCT) in COU 710/711 Counseling & Helping Relationships, COU 778 Mental Health Counseling Practicum, COU 779 Mental Health Counseling Practicum, COU 785 Mental Health Counseling Internship, COU 781/783 Secondary School Counseling Internship, Elementary School Counseling Internship. Table 7 indicates average scores on the ADCT of personal and professional dispositions.

Table 7. Faculty Ratings of Students' Dispositions on the ADCT (1-5 scale)

	Spring 2021	Summer 2021	Fall 2021
Mean ADCT Practicum	4.5	4.4	4.7
Mean ADCT Internship	4.5	4.5	4.6

Results indicate that no students received scores of < 2.0 on the ADCT. Faculty also review student issues at faculty meetings on an ongoing basis as needed. These discussions may also result in areas of professional, personal, and academic development and remediation/dismissal from program.

Academic Review

Students are also required to maintain a GPA of 3.0 or higher. An academic one-semester probationary period is normally granted to raise the grade point average. However, a graduate student in counseling becomes ineligible to continue counseling classes if five (5) or more semester hours of C+ or lower are earned in counseling classes or classes included in a degree audit for counseling. If a student earns seven (7) or more credits at B- or lower, Incomplete (I) or Not Pass (NP), the student also becomes ineligible to continue counseling classes. In other words, a student with a grade of F in COU 710 and F in 703 or a student with a grade of I in COU 777 (practicum), I in COU 765 (research seminar), and a B- in COU 714 would be ineligible to continue counseling classes. “A student in counseling” includes students in graduate certificates in which a counseling class is used, or students who have stated they are seeking licensure or certification at MSU in school or professional counseling not within a degree or graduate certificate. If a student does not meet the academic requirements of the program, the student meets with their advisor and the program director to identify the problem and develop a professional development plan. If the professional development plan is unsuccessful, remediation/dismissal processes are enacted. Table 9 indicates the semester/year and course where problems occurred, and action taken by faculty in response to the academic problem.

Table 9. Academic Development Problems

Semester/Year	Course	Grade	Action
Spring 2021	COU 711	NP	Instructor advised for student to retake COU 711 in Spring 2022 to develop counseling skills
Fall 2021	COU 778	I	Student advised to complete practicum in Spring 2022.

Summary of findings

Two students were identified by the faculty regarding personal, professional or for academic concerns. In both cases, the advisor discussed the concern with the student and created a plan of action.

CACREP Professional Counseling Identity Standards

CECE scores were reviewed to assess knowledge and performance on Professional Identity Standards for counseling students. Spring 2021 CECE mean score for specific identity standard area are shown in Table 10. Summer 2021 mean score for specific identity standard area are shown in Table 11; Fall 2021 mean scores for specific identity standards are depicted in Table 12.

Table 10. Spring 2021 CECE Mean Score by Professional Counseling Identity Standard Area

CECE: Spring 2021	MSU			National	
	Sections	n	Mean	SD	Mean
C1: Human Growth and Development	25	7.52	2.71	9.52	2.31
C2: Social and Cultural Diversity	25	8.24	3.18	11.23	2.17
C3: Helping Relationships	25	9.12	2.92	10.02	2.68
C4: Group Work	25	8.20	3.11	9.47	2.37
C5: Career Development	25	7.48	2.22	10.07	2.64
C6: Appraisal	25	8.36	3.00	8.06	2.56
C7: Research and Program Evaluation	25	8.08	2.66	7.56	2.84
C8: Professional and Ethical Practice	25	8.24	2.54	8.84	2.54

*(n=25) 9 students failed C1, 11 students failed C2, 5 students failed C3, 5 students failed C4, 12 students failed C5, 1 student failed C6, 1 student failed C7, 2 students failed C8

Table 11. Summer 2021 CECE Mean Score by Professional Counseling Identity Standard Area

CECE: Summer 2021	MSU			National	
	Sections	n	Mean	SD	Mean
C1: Human Growth and Development	18	8.55	3.01	9.52	2.31
C2: Social and Cultural Diversity	18	8.67	2.54	11.15	2.19
C3: Helping Relationships	18	8.00	2.14	10.00	2.68
C4: Group Work	18	8.61	2.20	9.47	2.36
C5: Career Development	18	8.5	2.21	10.06	2.61
C6: Appraisal	18	8.33	2.38	8.12	2.57
C7: Research and Program Evaluation	18	8.61	1.82	7.56	2.82
C8: Professional and Ethical Practice	18	8.94	2.44	8.92	2.55

*(n=18) 6 students failed C1, 9 students failed C2, 6 students failed C3, 4 students failed C5, 6 students failed C6, 3 students failed C6, 1 student failed C7, 3 students failed C8

Table 12. Fall 2021 CECE Mean Score by Professional Counseling Identity Standard Area

CECE: Fall 2021	MSU			National	
	Sections	n	Mean	SD	Mean
C1: Human Growth and Development	15	8.31	2	9.55	2
C2: Social and Cultural Diversity	15	9.9	1.3	11.15	2.2
C3: Helping Relationships	15	9.8	2.2	10.05	2.689
C4: Group Work	15	9.4	1.6	9.5	2.36
C5: Career Development	15	9.5	2.2	10.06	2.61
C6: Appraisal	15	9.2	2	8.15	2.57
C7: Research and Program Evaluation	15	9.2	2.3	7.64	2.83
C8: Professional and Ethical Practice	15	8.94	2.3	8.96	2.55
Total	15	74.25	7.7	75	14.25

*(n=15) 5 students failed C1, 5 students failed C2, 2 students failed C3, 3 students failed C4, 3 students failed C5, 2 students failed C8.

CACREP Professional Counseling Identity Standards for counseling students are also assessed through Exit, Supervisor, and Employer Surveys. Data was collected from an exit survey distributed in December 2021 as well as a site supervisor survey that was distributed in January 2021. Results are shown in Tables 11-13.

Table 11. MS Program Outcomes (1-5 Scale)

Outcomes	Mean Score on Ratings			
	Mid-Term Outcomes		Long-Term Outcomes	
	Exit Survey (n = 10)	Supervisor Survey (n = 6)	Program Graduates Survey	Employer Survey
Program Learning Outcomes				
Professional Dispositions: Students will conduct self in accordance with the highest ethical standards and values of professional counseling and develop an understanding of oneself and the use of self in the counseling process.	3.1	4.8	NA	NA
Knowledge: Students will demonstrate appropriate breadth and depth of knowledge and comprehension in the areas of culturally relevant service, prevention, treatment, referral, and program management associated with the broader field of counseling as well as the selected specialty (i.e., mental health or school counseling).	3.1	4.3	NA	NA
Clinical Skills: Students will demonstrate meaningful, therapeutic alliances that utilize culturally sensitive appraisal and assessment techniques for working with individuals and groups in culturally pluralistic world.	3.4	4.3	NA	NA
Appraisal and Research: Students will demonstrate analytical knowledge and skills for appraising and contributing to professional counseling literature and program evaluation in	3.0	4.2	NA	NA

selected specialty areas ((i.e., mental health or school counseling).				
Specialty Areas: Students will demonstrate appropriate breadths and depth of knowledge and skills in their respective specialty areas (i.e., mental health or school counseling).	3.4	4.2	NA	NA
Student Learning Outcomes				
Students will understand and adhere to ethical standards of professional counseling organizations.	3.5	4.6	NA	NA
Students will demonstrate professional dispositions relevant to professional counseling.	3.6	4.6	NA	NA
Students will attain multicultural counseling competencies and skills for creating therapeutic relationships with diverse clientele.	3.2	4.5	NA	NA
Students will be able to determine the unique needs of individuals at all developmental levels and select relevant prevention and treatment strategies for addressing those needs.	3.1	4.3	NA	NA
Students will understand career development and make use of career theories, assessments, and career resources.	3.0	3.8	NA	NA
Students will be able to identify the process of group development (stages, roles, dynamics, theories, and skills) and facilitate therapeutic or psychoeducational groups.	3.3	4.0	NA	NA
Students will understand and apply counseling theory, skills, and interventions for enhancing the counseling relationship.	3.4	4.3	NA	NA

Students will know how to ethically utilize group and individual assessments applicable to either school counseling or mental health counseling.	3.0	4.2	NA	NA
Students will be able to apply the evidentiary hierarchy for appraising research and selecting evidenced based practices.	3.2	4.0	NA	NA

Table 12. School Program Outcomes (1-5 Scale)

School Counseling Student Learning Outcome	Mean Score on Ratings			
	Exit Survey (n = 6)	Supervisor Survey (n = 2)	Program Graduates Survey	Employer Survey
Students will be able to identify and evaluate an ethical comprehensive school program.	2.9	4.5	NA	NA

Table 13. Clinical Mental Health Counseling Outcomes (1-5 Scale)

Clinical Mental Health Counseling Student Learning Outcome	Mean Score on Ratings			
	Exit Survey (n = 5)	Supervisor Survey (n = 4)	Alumni Survey	Employer Survey
Students will be able to develop a culturally relevant, ethical treatment plan.	4.6	4.2	NA	NA

Findings from the surveys (ratings on a 5-point scale) indicate MS counseling students are achieving program outcomes, with an average performance from 3.0– 4.8 for mid-term outcomes. Results indicate MS counseling students are achieving student learning outcomes, with an average performance from 3.0-4.6. For school counseling learning outcomes, ratings of performance ranged from 2.9 to 4.5; for clinical mental health counseling learning outcomes ratings of performance ranged from 4.2 to 4.6.

Counseling Student Outcomes

CACREP 2.F.1. Professional Orientation and Ethical Practice

Student Learning Outcome: Students will understand and adhere to ethical standards of

professional counseling organizations.

Key Performance Indicator: Students will understand and apply ethical standards of professional counseling organizations.

KPI Measures: Ethical Decision-Making Model (EDMM), CECE Comprehensive Examination

Results

EDMM: From Spring 2021 to Fall 2021, 90% ($n=19$) of students met or exceeded the KPI for the Ethical Decision-Making Model Assignment and 10% ($n=2$) of students did not meet the KPI for the Ethical Decision-Making Model.

CECE: 88% ($n=58$) of students passed the Professional & Ethical Practice section of the CECE.

CACREP 2.F.2. Social and Cultural Diversity

Student Learning Outcome: Students will attain multicultural counseling competencies and skills for creating therapeutic relationships with diverse clientele.

Key Performance Indicator: Students will recall and model multicultural counseling competencies in all aspects of their counseling work.

KPI Measures: Diversity Foundations Collection, CECE Comprehensive Examination

Results

Diversity Foundations Collection: From Spring 2021 to Fall 2021, 100% ($n=22$) of students met or exceeded the KPI for the Diversity Foundations Collection Assignment.

CECE: 57% ($n=58$) of students passed the Social & Cultural Diversity section of the CECE.

CACREP 2.F.3. Human Growth and Development

Student Learning Outcome: Students will be able to determine the unique needs of individuals at all developmental levels and select relevant prevention and treatment strategies for addressing those needs.

Key Performance Indicator: Students will recall and apply theories of individual and family development for creating differentiated interventions.

KPI Measures: *Build-A-Person*, CECE Comprehensive Examination

Results

Build-A-Person: From Spring 2021 to Fall 2021, 100% ($n=37$) of students met or exceeded the KPI for the assignment.

CECE: 65% ($n=58$) of students passed the Human Growth & Development section of the CECE.

CACREP 2.F.4. Career Development

Student Learning Outcome: Students will understand career development and make use of

career theories, assessments, and career resources.

Key Performance Indicator: Students will understand and use theories of career development to assist with career development, planning, and counseling.

KPI Measures: College & Career Autobiography (CCA), CECE

Results

From Spring 2021 to Fall 2021, 92% ($n=26$) of students met or exceeded the KPI standard for the assignment and 7% ($n=2$) of students did not meet the KPI standard.

CECE: 67% ($n=58$) of students passed the Career Development section of the CECE.

CACREP 2.F.5. Counseling and Helping Relationships

Student Learning Outcome: Students will understand and apply counseling theory, skills, and interventions for enhancing the counseling relationship.

Key Performance Indicator: Students will recall and demonstrate knowledge of counseling theories, techniques, and skills to establish and maintain effective counseling relationships.

KPI Measures: Counselor Trainee Progress Assessment (CTPA) in COU 710/711, COU 778/789, COU 785; CECE

Results

CTPA in COU 710/711: From Spring 2021 to Fall 2021, 86% ($n=36$) of students met or exceeded 3.0 on the CTPA and 14% ($n=6$) of students did not meet above a 3.0 on the CTPA.

CTPA in COU 777/778/779: From Spring 2021 to Fall 2021, 98% ($n=89$) of students met or exceeded 3.0 on the CTPA and 2% ($n=2$) of students did not meet above a 3.0 on the CTPA.

CTPA in COU 785: From Spring 2021 to Fall 2021, 100% ($n=98$) of students met or exceeded 3.0 on the CTPA.

CECE: 78% ($n=58$) of students passed the Helping Relationships section of the CECE.

CACREP 2.F.6. Group Counseling and Group Work

Student Learning Outcome: Students will be able to identify the process of group development (stages, roles, dynamics, theories, and skills) and facilitate therapeutic or psychoeducational groups.

Key Performance Indicator: Students will understand and demonstrate group work including theories, group dynamics and techniques, and skills necessary to effectively facilitate group counseling.

KPI Measures: Group Manual, CECE

Results

From Spring 2021 to Fall 2021, 100% ($n=62$) of students met or exceeded the standard on the group manual.

CECE: 86% ($n=58$) of students passed the Group Work section of the CECE.

CACREP 2.F.7. Assessment and Testing

Student Learning Outcome: Students will know how to ethically utilize group and individual assessments applicable to either school counseling or mental health counseling.

Key Performance Indicator: Students will recognize and demonstrate the ability to use assessment results to assist clients and/or students.

KPI Measures: Diagnostic Evaluation Report, CECE

Results

From Spring 2021 to Fall 2021, 100% ($n=11$) of students met or exceeded the standard on the Diagnostic Evaluation Report.

CECE: 93% ($n=58$) of students passed the Appraisal section of the CECE.

CACREP 2.F.8. Research and Program Evaluation

Student Learning Outcome: Students will be able to apply the evidentiary hierarchy for appraising research and selecting evidenced based practices.

Key Performance Indicator: Students will identify and evaluate research to inform effective counseling practices.

KPI Measures: Seminar Paper or Thesis, CECE

Results

Seminar Paper: Data will be collected Spring 2022.

CECE: 97% ($n=58$) of students passed the Research and Program Evaluation section of the CECE.

CACREP 5.G. School Counseling Specialty

Student Learning Outcome: Students will be able to identify and evaluate an ethical comprehensive school program.

Key Performance Indicator: Students will understand and demonstrate utilization of an ethical comprehensive school counseling program, including application of ACA and ASCA code of ethics.

KPI Measures: School Counselor Interview, MSCE Summative Data: Site Supervisor, MSCE Summative Data: University Supervisor

Results

School Counselor Interview: Data will be collected Spring 2022.

MSCE Site Supervisor: From Spring 2021 to Fall 2021, 100% (n=16) of students met or exceeded criteria on the MSCE.

MSCE University Supervisor: From Spring 2021 to Fall 2021, 100% (n=19) of students met or exceeded criteria on the MSCE.

CACREP 5.A. Clinical Mental Health Counseling Specialty

Student Learning Outcome: Students will be able to develop a culturally relevant, ethical treatment plan.

Key Performance Indicator: Students will conceptualize and apply an ethical counseling approach for working effectively with clientele from diverse backgrounds.

KPI Measures: Case Conceptualization Presentation (CCP), Ethical Decision-Making Model (EDMM), CECE Comprehensive Examination

Results

EDMM: From Spring 2021 to Fall 2021, 90% (n=19) of students met or exceeded the KPI for the Ethical Decision-Making Model Assignment and 10% (n=2) of students did not meet the KPI for the Ethical Decision-Making Model.

Summary of Findings

Overall, KPI ratings on key assessments in the areas of professional ethics, counseling skills in COU 711, and career development reflect lower scores relative to other core and specialty areas. Scores from the CECE revealed that student's performance in Human Growth and Development, Career Development, and Social and Cultural Diversity is lower relative to other core counseling areas.

Graduation, Program Completion, Licensure, and Job Placement Rates

Program and university records were used to determine number of graduates and completion rates. Number of graduates, licensure and job placement rates are shown by program in Tables 15-16.

Table 15. Number of Graduates by Specialty

	Number of Graduates AY 2020-2021
School	38
CMHC	53

Table 16. NCE, MoCA, Job Placement Rates

NCE Pass Rate AY 20-21	MoCA Pass Rate AY 20-21	Job Placement *
91% (n=33)	72% (n=11)	69% (n=16)

*Job Placement as reported from the fall 2021 graduates.

Table 17. AY 2020-2021 NCE Mean Score by Professional Counseling Identity Standard Area

NCE AY 2020-2021	MSU			National	
Sections	<i>n</i>	Mean	SD	Mean	SD
Professional Counseling Orientation and Ethical Practice	33	10.5	.75	10	2.11
Social and Cultural Diversity	33	4.1	.48	4	1.10
Human Growth and Development	33	9.2	.62	9.1	2.19
Career Development	33	12.68	1.3	12	2.54
Counseling and Helping Relationships	33	38.8	2.7	35.47	6.40
Group Counseling and Group Work	33	20.8	1.6	18.8	3.63
Assessment and Testing	33	15.6	1.5	14.8	3.17
Research and Program Evaluation	33	4.2	.73	3.6	1.23

Summary of Findings

In AY 2020-2021, the MS counseling program graduated 91 students. The NCE pass rate for graduating students is high, only three students did not pass the NCE. Further, results from the NCE indicate that MSU students score higher than the national average on all professional identity areas. Results also indicate that 72% of students passed the MoCA examination. Finally, fall 2021 graduates indicated that a large majority had secured a position at the time of graduation.

Use of Findings to Inform Program Modifications

Based on the information provided in this report, faculty members in the counseling program determined to make the following programmatic changes:

1. Created a new developmentally appropriate course sequence for both the CMHC and school counseling degree plans.
2. Developed a new student review policy, noting specific dates that individual student data will be examined.
3. Restructured COU 707 to address deficits in student cores on the CECE; changed modality of COU 707 and altered the Key Performance Indicator in the course.
4. Restructured COU 704 to address deficits in student scores on the MoCA and altered the Key Performance Indicator in the course.
5. Organized a committee to determine more appropriate disposition assessment and clinical skills assessment.
6. Created a Blackboard community organization to improve communication between students and program faculty.
7. Decided to change passing threshold on CECE Total Score to 2.0 SD below the national mean.
8. Decided to change passing threshold on subscales of the CECE to 1.5 SD below the national mean.
9. Determined that exit surveys will be distributed to students in Internship for improving response rate.
10. Organized committee to develop school counseling and clinical mental health counseling advisory boards.