

**The University of Memphis
Comprehensive Program Evaluation
Executive Report 2016- 2017**

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Introduction

This report contains the findings from our comprehensive program assessment conducted during the 2016-2017 school year. The report is based on our Comprehensive Program Assessment Plan developed at our faculty retreat of January 2016. During the retreat, we revised our counseling program mission statement and associated program goals. Accordingly, our comprehensive assessment plan is designed in a manner that permits us to gather data relevant to each program objective. In designing our plan, we attempted to incorporate data points from pre-entry, core classes, graduation, and post-graduation. In doing so, we hoped to ascertain a pattern of programmatic strengths and weaknesses, relative to our program goals that unfold over time. To understand the scope and nature of comprehensive evaluation report and our programmatic priorities, we have inserted the counseling mission statement as a preface to this report. For a complete description of the metrics, procedures, and analytic techniques please refer to our Comprehensive Program Assessment Plan.

In an effort to make this report more accessible, we have included a summary statement prior to presenting an individual analysis of our program objectives, to establish a snap shot of our overall findings, relative strengths and weaknesses, and major program changes resulting from our current findings. At the beginning of each of the 8 sections we have also included a summary table to highlight key findings relative to each program objective.

Institutional Backdrop

Five mission statements provide structure and purpose to the Department of Counseling. First, the Mission Statement of the University provides a framework for focusing on engaged scholarship, learner centered programs, and responsible stewardship. Second, the College of Education specifies the preparation of candidates to serve a diverse community. Third, The Mission Statement of the American Counseling Association (ACA) defines Professional Counseling and identifies the role of the Professional Counselor in various settings. Fourth, the mission statement of the counseling program connects the preceding mission statements to the art and science of educating Professional Counselors. Finally, each counseling concentration has developed a specific mission statement to further develop the precepts outlined by the counseling department mission statement. From these documents, the department faculty members have identified eight over-arching program objectives for student learning outcomes.

Mission

The University of Memphis Counseling programs are dedicated to:

- Providing a learner-centered environment for students to engage in experiential learning activities while also fostering the students' development of self-care and self-reflexive practices that will support their continued success as counselors beyond graduate school.
- Fostering multicultural competence and social justice through increasing self-awareness and respect for human dignity and diversity.
- Training ethical and competent counselors with a repertoire of skills grounded in evidence-based practice to engage in with the diverse communities in which they live.
- Assisting emerging counselors in developing a professional counselor identity that values a developmental, strengths-based, wellness approach to helping clients enhance their quality of life.

Counseling Program Objectives

1. **Professional Identity:** Students will develop a professional counselor identity consistent with respective credentialing for specialty area (e.g. licensure, certification) and demonstrate professional and ethical behavior consistent with professional codes of ethics in their interaction with fellow student/colleagues, faculty, and clients that values a developmental, strengths-based, wellness approach to helping clients enhance their quality of life.
2. **Diversity:** Students will develop cultural knowledge, self-awareness, skills, and strategies for counseling and advocacy within a diverse community
3. **Life Span and Human Development:** Students will demonstrate an understanding of theory and practice as they relate to diverse developmental experiences across the lifespan and in diverse contexts and settings.
4. **Career Counseling:** Students will describe and apply a variety of career counseling theories, models, assessment, and techniques and how they apply to diverse populations in a global community.
5. **Helping Relationships:** Students will demonstrate an ability to create an environment conducive to developing counseling relationships consistent with client goals and evidence based skills in assessment, counseling, case conceptualization, treatment planning, and documentation.
6. **Group Counseling:** The students will understand principles of group dynamics, including group processing components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work that include group leadership or facilitation styles and approaches and characteristics of various types of groups.
7. **Assessment:** The students will demonstrate ethically and culturally competent test and non-test assessment selection, administration, scoring, and interpretation skills related to academic/educational, career, personal, and social development, including risk assessment in a variety of settings.
8. **Research & Program Evaluation:** The students will demonstrate the ability to identify, critically evaluate, and apply quantitative, qualitative, and mixed methods research to inform and evaluate counseling practice.

Summary Statement of Findings

Taken together we believe that the comprehensive program plan that we developed provides a systematic method for evaluating students based on counseling knowledge and skills, dispositions and diversity. The results presented herein, represent the first set of data gathered since implementing our plan. This process has illuminated program strengths, curricula areas in need of improvement, and methods of data collection that merit revision. First, we will briefly illustrate areas where the preponderance of data suggests that we consistently meet our program goals. Second, we will highlight areas where we did not meet our goals, and finally we will layout our plans for program modifications based on the data from this program evaluation cycle.

Program strengths

Professional identity appears to be programmatic strength, indicated by data sources situated at multiple points in the program (pre-entry, beginning and advanced level classes, graduation), and gathered from a multitude of stakeholders (faculty, students, graduates, site supervisors, and employers). We believe the strong pattern of acceptable scores indicates a degree of success in the admission process, wherein we thoroughly screen students based on

formal and informal indicators to assess fit for the counseling field. Similarly, the area of diversity emerged as a program strength, with consistently high scores garnered from across stakeholders at multiple junctures in the program. Given that we are situated in a racially diverse region, with a high-need population, preparing students to work with marginalized populations is major priority. Once again, our early screening process, serves as an effective gatekeeping function in diverting prospective students who express a closed attitude in relation to working with diverse clientele, from entering the program. Further, we feel the instructors of the multicultural class are doing a commendable job of providing a safe, yet challenging environment, for students to examine their biases and understand the context of their own and others' worldviews. Helping relationships was another area where the program has excelled in counselor preparation. Most notable were data from graduates, site supervisors and employers indicating the program was above average in preparing students in this domain. The convergence of positive data around these three program objectives strongly suggest that our students and graduates enter the counseling field with a robust professional identity and well-rounded counseling skills.

In the areas of career counseling, life-span and human development, and assessment, we also met our program goals. While we met our program objective in the area of group counseling, qualitative feedback from key employers indicate that our students need more preparation in this area. Quantitatively, this is reflected in the number of employers, 42.86%, who suggest our graduates are only moderately prepared in the area of group work. Research and Program evaluation was our weakest area. While we met 3 out of 4 goals in this area, our graduates were evenly divided between feeling adequately and very well prepared, and 1 student reported not feeling prepared. Program modifications based upon our unmet goal in the area of program evaluation will be discussed below.

Other areas of strength. Beginning with the spring 2016 administration of the CPCE, we began using this as one data point for program evaluation to determine whether students have met minimal acceptable standards for understanding didactic information taught across programs. The U of M scores for the all content areas were solidly in the average range when compared to the national scores, and above average when compared to other CACREP programs. Based on this summative indicator it seems reasonable to infer that the University of Memphis counseling program is successful in disseminating the didactic components of the counseling curriculum.

Areas in Need of Improvement

Livertext. Our comprehensive program evaluation has revealed several weaknesses with our data collection metrics and systems. Most notable is the challenge we have encountered with the live text system. Initially we were excited with the prospect of situating metrics of appraisal in the content area classes, and having the instructor of record evaluate each student. This contrasted with our former portfolio system wherein the advisor assessed student work across the 8 domains based on a single rubric. To roll out livertext, we developed 8 content area rubrics and uploaded them to livertext, and provided multiple opportunities for instructor trainings and consultation. Despite these efforts, we encountered an anemic instructor response, reflected in the low numbers of rubrics scored by instructors in live text. To augment the low response rate, we used a blended approach that combined our former system with live text. Thus, in addition to live text we also had students' advisors hand score the rubrics based on the same work products assessed by the instructor of record. Within the report, we report data from both advisor scored

rubrics and live text rubrics, since data is based on the same metric we have combined both sources into a single data point.

Graduate survey instrument. Another issue with our metrics that emerged from this process, was the graduate survey instrument. We found that asking an open-ended question at the end of the survey yielded generic information that was not directly related to assessment of our program objectives. We plan to modify the survey to ask an open-ended question relative to each program objective immediately following the multiple-choice question in each of the 8 areas. We also plan to change the group counseling questions as it also asks about competency in the area of family counseling. We are not sure why these questions were framed in this manner, however they are inappropriate given that family counseling is an elective.

Professional Counseling Performance Evaluation. We are now using the professional The Professional Counseling Performance Evaluation to assess student performance at multiple points during the program: Foundations, Clinical Techniques, Practicum, and Internship however we only began to implement this process in Fall 2016, and thus the data does not reflect the same students' growth over time. Eventually, having these data to compare individual student progress through the program will be useful in potential gatekeeping and remediation

Curricula issues

In the future, we also plan to gather data from the Professional Counseling Performance Evaluation across multiple junctures in the program. The data presented in this report reflect a baseline assessment from one instructor. During the pilot phase, Dr. Fickling completed this assessment in LiveText for her Foundations students (n=28).

Research and program evaluation. One area that emerged in need of improvement was research and program evaluation. We only met 3 out of 4 goals developed to assess our performance in this area. Based on advisor scored rubric, students were on average deficient in meeting CACREP competencies. This did not speak to low quality of student work, but rather shortcomings in the program to provide meaningful curricula opportunities to engage in program evaluation. To immediately redress this deficit, we implemented a program evaluation project across all sections of practicum (e.g. school. CMH, clinical rehab). The instructors in the assessment class also added a module on program evaluation. Nonetheless, we identified the introductory research class as the weak link in the pedagogical pipeline, and as a direct result of our findings we plan to redesign the class with a core counseling focus. This represents a significant departure from the current class, that is a generic research class offered to all graduate students in the college of education.

Group counseling. In addition to program evaluation we have been informed, through verbal communication with our major employers that many of our students are weaker in the area of group work. Part of the problem is that group work skills are reserved to one class and not infused across the curriculum, as is the case with individual counseling skills. One program modification is to increase the infusion of group work skills to other core area classes, such as counseling theories and clinical techniques.

CPCE results. Although the CPCE results represent a strength overall, we did fail our program goal across multiple core areas in the fall 2016 administration. This was due to 3 students failing multiple areas of the CPCE. Since the CPCE had replaced our previous instructor made comprehensive examination we also had an opportunity to revise our comprehensive examination remediation policy. Based on the revised policy, students who fail the exam have an opportunity to retake the exam or take an oral comprehensive examination. Those students who elect to re-take the CPCE and fail again, are offered the opportunity to take

an oral examination. Two out of the 3 students who failed the fall 2016 CPCE elected to retake the exam, and 1 chose to take an oral exam. He successfully passed and graduated. The two students who retook the CPCE once again failed multiple areas, and both chose to attempt and oral examination. In May 2017, they participated in an oral examination, each being individually assessed upon the areas they failed in the CPCE, and both students passed. We feel this policy is fair and helps eliminate latent test bias that may discriminate against students of diversity. For example, the 3 students who failed were African American students from low socio-economic backgrounds. The fact we met our program goal across each of the program objectives in the spring of 2017, attests to the success of our modified comprehensive exam remediation policy.

Furthermore it is also worth noting that the student who failed the CPCE twice was an Ed.S, not a Masters student. The Ed.S. is not a CACREP program, and given fundamental management challenges to coordinating a parallel non CACREP program we determined in fall 2016 to begin phasing out the Ed.S. program.

Employer survey. While the survey provided interesting data, our sample was small, and we feel that we have gathered richer data through informal conversations with major area employers. To formalize this avenue of data collection, we plan to host an open forum luncheon or meeting with the primary objective of soliciting employer feedback to close any gaps between training and professional counseling environments.

Other issues with metrics. The reader will notice that program objective 1 and 5 have 8 data points whereas 2, 3, 4, 6, 7, & 8, only have 4-5. In the future, we plan to create an even number of data points to ensure all program objectives have been vigorously measured. We are hoping with the adoption of a data management system aligned to CACREP programs that this permit us more flexible and efficient options for data collection.

Program Modifications

- Replace livetext with a data management system aligned to CACREP, and assign one member of faculty to system administration
- Modify the graduate survey to embed open ended questions relative to each 8 program areas and place them immediately following multiple choice questions in each of the 8 areas.
- Increase the infusion of group work skills to other core area classes, such as counseling theories and clinical techniques.
- Replace the introduction to educational research class with an introduction to research and program evaluation in counseling class.
- Host annual forum with major area employers to close any gaps between training and professional counseling environments.
- Phase out the Ed.S. program.

PROGRAM OBJECTIVE (PO) 1: PROFESSIONAL IDENTITY

Students will develop a professional counselor identity consistent with respective credentialing for specialty area (e.g. licensure, certification) and demonstrate professional and ethical behavior consistent with professional codes of ethics in their interaction with fellow student/colleagues, faculty, and clients that values a developmental, strengths-based, wellness approach to helping clients enhance their quality of life.

Summary of findings

Program Objective 1: Professional Identity		
Data Point	Goal	Result
PO 1 Data Point 1: Pre-Admissions Screening Interview	All prospective students will participate in an in-person interview for faculty to assess their professionalism and potential to develop a counselor disposition.	Met. All prospective students were interviewed and assessed holistically for potential fit to the counseling field. On average 1/3 of eligible students were not granted admission due to concerns of professionalism or aptitude for the field of counseling
PO 1 Data Point 2: Professional Counseling Performance evaluations: Completed by instructors	On average students will meet expectations with 2.0 or better scores on the professional counseling performance evaluation at each point it is administered in the program.	Met: On average, students scored in the acceptable range for the items related to Professionalism, Competence, Maturity, and Integrity.
PO 1 Data Point 3: Professional Counseling Performance evaluations: Completed by Site supervisors	On average students will meet expectations with 2.0 or better scores on the professional counseling performance evaluation at each point it is administered in the program.	Met: The average student score across all items was 2.7
PO 1 Data Point 4: Counseling Portfolio Rubric 1.	On average students will meet expectations with 2.0 or better scores counseling Portfolio Rubric 1	Met: The average score for all students was 2.3
PO 1 Data Point 5: Student Dispositions	All students will be evaluated for dispositions semi-annually using the CORIS	Out of 133 students reviewed 17 or 13% of all counseling students scored a below on at least one-item of the CORIS.
PO 1 Data Point 6: CPCE Section 8 Professional Orientation & Ethical Practice	95% of students will obtain a score within one standard deviation below the national mean or better on CPCE section 1.	<i>Fall 2016</i> Met: 95.4 % of students passed section 8 of the CPCE <i>Spring 2017</i> Met: 100% passed section 8 of the CPCE
PO 1 Data Point 7: Graduate Survey Data	95% of respondents will indicate they believe the program prepared them for ethical practice and professional orientations	Met: 100% of the 23 students surveyed indicated that they were adequately prepared or better in terms of professional orientation and ethical practice
PO 1 Data Point 8: Employer Survey	95% of employers will indicate they believe graduates moderately effective in the area of professional counselor identity	Met. 100 % of employers believe our graduates are moderately effective or above in the area of professional identity

Detailed Description of Results

PO 1 Data Point 1: Pre-Admissions Screening Interview

Brief description of method

Prospective students are screened for appropriateness concerning fit for the counseling profession, professionalism behaviors, and ability to self-reflect during the admissions process. The comprehensive assessment plan provides information on the process of admissions and profession dispositions screening tool. Below are the results of the last two admission cycles:

Goal: All prospective students will participate in an in person interview for faculty to assess their professionalism and potential to develop a counselor disposition.

Results:

Spring Admissions 2017. In Fall 2016 we interviewed 33 eligible students and offered admission to 23 students. 69% of students were accepted and 31% were deemed unacceptable based in part on professional dispositions criteria.

Goal: Met. All prospective students were interviewed and assessed holistically for potential fit to the counseling field. On average 1/3 of eligible students were not granted admission due to concerns of professionalism or aptitude for the field of counseling.

Spring 2017 cohort (Interviews conducted Fall 16)

	Interview	Do not Admit	Admit
Clinical mental health counseling	23	10	13
School	4	0	4
Clinical rehabilitation;	6	0	6
Total students	33	10	23

Supportive Documents



S17 All

Applicants de-

Fall Admissions 2017. In spring 2017 we interviewed 64 eligible students and offered admission to 52 students. 81% of students were accepted and 19% were deemed unacceptable based in part on professional dispositions criteria.

Fall 2017 cohort (Interviews conducted spring 17)

	Interview	Do not Admit	Admit
Clinical mental health counseling	46	9	37
School	8	0	8
Clinical rehabilitation;	2	0	2
Ed.D.	8	3	5
Total students	64	12	52

Supportive Documents



De-identified F-17 applicants .xlsx

Recommended changes based on results

Our screening procedure consisting of an in-person interview that contains a series of diversity questions, appears to be an effective gate-keeping method for identifying individuals in advance who may not have the professional disposition for counseling.

PO 1 Data Point 2: Professional Counseling Performance Evaluations

Brief description of method

Each student is assessed based on her/his developmental level using the Professional Counseling Performance Evaluation. These are completed during her/his first class COUN 7411 Foundations of Counseling; in her/his first skills class COUN 7571 Clinical Techniques, and in both practical application courses at the end of the program COUN 7631, 7641, 7645, or 7941 Practicum and COUN 7632, 7642, 7644, 7646, or 7942 Internship. All items were scored as either 1 (Expectations Unmet), 2 (Met Expectations), or 3 (Exceeds Expectations). The average for each row (CACREP standard) will be reported below.



Professional Counseling

Goal: On average students will meet expectations with 2.0 or better scores on the professional counseling performance evaluation at each point it is administered in the program.

Results:

On average, students scored in the acceptable range for the items related to Professionalism, Competence, Maturity, and Integrity (see attached live text table). Some of the lower scores (an average below 3) are related to more advanced counseling skills such as responding to feelings (2d; mean=2.464), immediacy (2h; mean=2.286), and matching interventions to presenting problem (7; mean=2.296).

Supportive Documentation



PCPE Foundations
Report LiveText.pdf

Recommended changes based on results

These data reflect a baseline assessment from one instructor. During the pilot phase, Dr. Fickling completed this assessment in LiveText for her Foundations students (n=28). We are using the professional The Professional Counseling Performance Evaluation to assess student performance at multiple points during the program: Foundations, Clinical Techniques, Practicum, and Internship. Over time, having these data to compare individual student progress through the program will be useful in potential gatekeeping and remediation. Additionally, the strong pattern of acceptable scores indicates a degree of success in the admission process.

PO 1 Data Point 3: Professional Counseling Performance evaluations:

Completed by Site supervisors of across all section of practicum and internship. We began utilizing the CPCE in the fall 2016 & spring 2017. The intent in using the same measure at multiple junctures and from sources other than the class instructor, was to glean a pattern of growth over time and a multi-stakeholder perspective.

Goal: Students will meet expectations with 2.0 or better scores on the professional counseling performance evaluation at each point it is administered in the program.

Results

N= 11 (number represents a random sample of students in practicum and internship during 2016-2017 academic years)

Average score = 2.7

Goal: Met

Supportive documentation



Site supervisors
PCPE

Recommended changes based on results

Site evaluations of the students indicates that we are preparing students with a strong professional identity. No changes are needed in this area at this time, however we will continue to encourage site supervisors to avoid giving students inflated scores.

PO 1 Data Point 4: Counseling Portfolio Rubric 1.

Completed by the instructor of the COUN 7411 Foundations of Counseling course in Live Text based on overall course performance. The rubric indicates specific CACREP Objectives which are evaluated by the rubric and indicates the student artifacts, which are uploaded by the student to the Live Text Portfolio for evaluation of the rubric. The results presented herein represent student data gathered over the fall 2016 and spring 2017.

Goal: On average students will meet expectations with 2.0 or better scores counseling Portfolio Rubric 1

Results

N = 31 unless otherwise specified

CACREP 2F1a	2.10
CACREP 2F1e	2.03
CACREP 2F1k	2.06
CACREP 2F1l	2.00
CACREP 2F5f	2.03

Results: Met goal: The average score for all students was 2.3

Supportive Documents



LiveText Report
Program Objective

Recommended changes based on results

Create a 5. Likert scale this may be more sensitive to individual student differences. Set goal at 95 % of students so we can better identify and remediate students considered below in this domain.

PO 1 Data Point 5: Student Dispositions

Brief description of method

The faculty meet semi-annually to review student dispositions, noting trends and areas of concern. Program and/or curriculum changes may be made based on concerns identified. Using the CORIS dispositions tool Faculty score student on a 1-3 scale. Students scoring a 1 or below on a single item are flagged for discussion that may result in an advisor referral, or in more acute cases a referral to the retention committee. The intention of this process is to evaluate the student holistically, taking into consideration demographic, cultural, socio-economic factors that both support and, at times, interfere with their progress. For example, if a student of diversity has been flagged for monitoring, we consider the impact of stereotype threat upon his/her help seeking behaviors, which may have interfered with the student approaching his/her instructor or faculty advisor in a timely manner prior to a situation escalating. The data presented to represent this indicator is drawn from our Spring 2017 disposition meeting

Results: Out of 133 students reviewed 17 or 13% of all counseling students (CHH, CRH, School, & Ed.D) scored a 1 on at least one-item of the CORIS.

Action Taken: Out of the 17 students, 7 were flagged for an advisor referral, 3 were flagged for monitoring, 6 were deemed as needing no further action, and 1 was referred to the retention committee.

Supportive Documents



Recommended changes based on results

This process has worked quite well over the past two semesters to accurately identify students struggling on professional dispositions indicators, and providing efficient and timely remediation. We would like to disseminate the CORIS in all content area classes to gather rich data from across instructors. While some instructors do use the CORIS it is not mandated. In the future, all instructors will be required to use the CORIS.

PO 1 DATA POINT 6: CPCE SECTION 8 PROFESSIONAL ORIENTATION & ETHICAL PRACTICE

Brief description of method

Students will take the CPCE after completing coursework.

Individual students who do not meet the cutoff score will be discussed by the full faculty and appropriate remediation, consistent with page 8 and 9 of the Counseling Graduate Student Handbook. Programmatically, the data will be analyzed by the full faculty at the semi-annual program evaluation retreat to identify trends and any potential concerns that need to be addressed by the program faculty regarding curriculum changes, teaching methods, etc.

Beginning with the spring 2016 administration of the CPCE, we began using this as one data point for program evaluation to determine whether students have met minimal acceptable standards for understanding didactic information taught in the CMHC program. Additionally, we hope to utilize the data to determine where our program strengths and challenges are in order to inform instructional practices. The U of M scores for the all content areas were solidly in the average range when compared to the national scores.

Goal: 95% of students will obtain a score within one standard deviation below the national mean or better on CPCE section 1.

Results: For program Objective 1 (Professional Orientation & Ethical Practice Section 8 CPCE)

Fall 2016

We had 22 students take the CPCE during the Fall 2016 administration at the U of M testing center on campus. The national mean was 83.86 and 1 standard deviation (16.84) below the mean was 69.83. The U of M mean score was 90.91 with a standard deviation of 15.6. Three students failed to meet the cutoff score. A clinical rehab student made a 67. A MS student in school counseling made a 56, and an Ed.S. student in school counseling made a 62.

Goal: Met. 95.4 % of students passed section 8 of the CPCE

- Although 3 students failed, only 1 students failed the Professional Orientation & Ethical Practice Section 8 of the CPCE

Section	National Mean Score	National SD	U of M Mean Score & SD
C8: Professional Orientation & Ethical Practice	11.37	2.91	M 12.45 SD 2.79

Supportive Documents



Fall 2016
Narrative Analysis

Spring 2017

We had 20 students take the CPCE during the Spring 2017 administration at the U of M testing center on campus. The national mean was 85.67 and 1 standard deviation (16.84) below the mean was 75.97. The U of M mean score was 91.95 with a standard deviation of 14.98. Two students failed to meet the cutoff score. This was the second administration of the test for both students.

Goal: Met. 100% passed section 8

- Although 2 students failed, 100% of students passed the Professional Orientation & Ethical Practice Section 8 of the CPCE

Section	National Mean Score	National SD	U of M Mean Score & SD
C8: Professional Orientation & Ethical Practice	11.23	2.92	M 12.95 SD 1.88

Supportive Documents



Spring 2017
Narrative Analysis

Recommended changes based on results

According to the CPCE exam results, professional orientation and ethical practice appears to represent a strength for our students, who have consistently scored above the mean for 2016-2017 administration cycles. No direct changes to professional preparation practice seems to be warranted based upon these results.

PO1 DATA POINT 7: GRADUATE SURVEY DATA

Brief description of method

Following graduation, former students are surveyed about their experience of the program to determine whether they believe this program objective was met

Graduates rate on a Likert scale (extremely effective, very effective, moderately effective, slightly effective, not effective at all) were asked the following statements: How effective was the counseling program at UM in preparing you in the following areas: Professional counselor identity relative to knowledge, disposition and skills. Within this report we are reporting the scores of graduates from the fall 2016 and spring 2017 semesters

Goal: 95% of respondents will indicate they believe the program prepared them for ethical practice and professional orientations

Results: 100% of the 23 students surveyed indicated that they were adequately prepared or better in terms of professional orientation and ethical practice.

Qualtrics data

Q5 - 1 Professional Orientation and Capacity for Ethical Practice Knowledge

Supportive Documents

Data was exported directly from qualtrics

Q5 - 1 Professional Orientation and Capacity for Ethical Practice Knowledge

#	Answer	Count
1	Not prepared	0
2	Adequately prepared	7
3	Very good	16
	Total	23

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1 Professional Orientation and Capacity for Ethical Practice Knowledge	2.00	3.00	2.70	0.46	0.21	23

Q6 - 1 Professional Orientation and Capacity for Ethical Practice Disposition

#	Answer	Count
1	Not prepared	0

2	Adequately prepared	6
3	Very good	17
	Total	23

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1 Professional Orientation and Capacity for Ethical Practice Disposition	2.00	3.00	2.74	0.44	0.19	23

Q7 - 1 Professional Orientation and Capacity for Ethical Practice Skills

#	Answer	Count
1	Not prepared	0
2	Adequately prepared	5
3	Very good	18
	Total	23

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1 Professional Orientation and Capacity for Ethical Practice Skills	2.00	3.00	2.78	0.41	0.17	23

Recommended changes based on results

The area of professional orientation appears to represent a strength with a mean response of 2.7 or above. This exceeds our minimum expectation of 2.0. We would like to capture more qualitative data that can help us better understand our strengths and possible need relative to this area. It may be prudent to add an open-ended question relevant to each our program objectives questions on our exit survey to ascertain precise information on how we could improve in each area.

PO1 DATA POINT 8: EMPLOYER SURVEY DATA

Brief description of method

The Counseling Program Coordinator surveys employers annually in June. Data are analyzed and presented to the full faculty at the faculty retreat, following the collection of the data. Employers were asked questions relevant to each of our 8 program objectives. For this data point we analyzed the data from question 1: How effective was the Counseling program at UM in preparing your employee in the following area: Professional counselor identity (e.g., developmental, strengths-based, wellness approach to counseling). The data was gathered over the fall 2016 and spring 2017 school year

Goal: 95% of employers will indicate they believe graduates moderately effective in the area of professional counselor identity (e.g., developmental, strengths-based, wellness approach to counseling).

Results

Question	Extremely effective	Very effective	Moderately effective	Slightly effective	Not effective at all
How effective was the Counseling program at UM in preparing your employee in the following area: Professional counselor identity	57.14%	14.29%	28.57%	0	0

Goal: Met. 100 % of employers believe our graduates are moderately effective or above in the area of professional identity

Supportive Documents



Employer Report
Qualtrics.docx

Recommended changes based on results

Our response rates from employers was critically low this last year making it difficult to make inferences about the caliber of our graduates in the domain of professional identity and ethics. Nonetheless we would like to see more responses in the very effective and extremely effective range. One organizational change that we could immediately implement is to host an annual luncheon or open meeting and invite representatives from the agencies and school who frequently employ our graduates, to ascertain how we could close gaps between training and real world applications in the area of professional orientation and ethics.

PROGRAM OBJECTIVE 2: DIVERSITY

Program objective: Students will develop cultural knowledge, self-awareness, skills, and strategies for counseling and advocacy within a diverse community.

Summary Table

Program Objective 2: Diversity		
Data Point	Goal	Result
PO 2 Data Point 1: Pre-Admissions Screening Interview	All prospective students will participate in an in-person interview for faculty to assess their socio-cultural biases, knowledge of socio-cultural differences, and skills in identifying and dealing with socio-culturally sensitive situations during the admissions process	Met. In Fall 2016, we interviewed 33 eligible students and admitted 23 students. 69% of students were accepted and 31% were deemed unacceptable based in part on their answers to a series of question on the interview protocol that assessed their knowledge of diversity and receptivity to working with diverse clientele.
PO 2 Data Point 2: Counseling Portfolio Rubric 2.	95% of students will meet expectations with 2.0 or better scores counseling Portfolio Rubric 2	Met: Out of 33 students assessed in the 2016-2017 year who had completed the multicultural counseling course all scored a 2.0 or above with a mean score of 2.03
PO 2 Data Point 3: CPCE: Section 2 Social and Cultural Diversity	95% of students will obtain a score within one standard deviation below the national mean or better on CPCE section 2.	<i>Fall 2016</i> Unmet. 91% of students passed section 2 of the CPCE <i>Spring 2017</i> Met: 100 % of students passed section 2 of the CPCE
PO 2 Data Point 4: Graduate Survey Data	95% of respondents will indicate they believe the program met the program objective.	Met: 100% of the 23 students surveyed indicated that they were adequately prepared or better in terms of Social and Cultural Diversity
PO 2 Data Point 5: Employer Survey	95% of employers will indicate they believe graduates moderately effective in the area of social and cultural diversity	Met. 100% of employers indicated that our graduates were moderately effective or above in the area of social and cultural diversity

DETAILED RESULTS SECTION

PO 2 Data Point 1: Pre-Admissions Screening

Brief description of method

Students are screened for their awareness of socio-cultural biases, knowledge of socio-cultural differences, and skills in identifying and dealing with socio-culturally sensitive situations during the admissions process. Two faculty members for the concentration area the student is applying to (clinical rehabilitation counseling, clinical mental health counseling, school counseling, or counselor education and supervision) review the student's admissions file and interview the student. The two faculty members independently score the student's answers during the structured interview according to a rubric. Following the prospective student interview the two faculty discuss their observations and any concerns. Each faculty member interviewing the prospective student indicates whether s/he recommends admission or not or whether s/he believes further discussion is warranted

Goal: All prospective students will participate in an in-person interview for faculty to assess their socio-cultural biases, knowledge of socio-cultural differences, and skills in identifying and dealing with socio-culturally sensitive situations during the admissions process

Results:

Spring Admissions 2017. In Fall 2016, we interviewed 33 eligible students and offered admission to 23 students. 69% of students were accepted and 31% were deemed unacceptable based in part on their answers to a series of question on the interview protocol that assessed their knowledge of diversity and receptivity to working with diverse clientele.

Goal: Met. All prospective students were interviewed and assessed holistically for potential fit to the counseling field. On average 1/3 of eligible students were not granted admission due to concerns of professionalism or aptitude for the field of counseling.

Spring 2017 cohort (Interviews conducted Fall 16)

	Interview	Do not Admit	Admit
Clinical mental health counseling	23	10	13
School	4	0	4
Clinical rehabilitation;	6	0	6
Total students	33	10	23

Supportive Documents



Fall Admissions 2017. In spring 2017 we interviewed 64 eligible students and offered admission to 52 students. 81% of students were accepted and 19% were deemed unacceptable based in part on professional dispositions criteria.

Fall 2017 cohort (Interviews conducted spring 17)

	Interview	Do not Admit	Admit
Clinical mental health counseling	46	9	37
School	8	0	8
Clinical rehabilitation;	2	0	2
Ed.D.	8	3	5

Total students	64	12	52
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Supportive Documents



De-identified F-17
applicants .xlsx

Recommended changes based on results

Our screening procedure consisting of an in-person interview that contains a series of diversity questions, appears to be an effective gate-keeping method for identifying individuals in advance who may not have the professional disposition for counseling. Given that admitted student score on average acceptable or above on other indicators of diversity (see other data points in this sections), we can infer that our preliminary gatekeeping method is working.

PO 2 Data Point 2: Counseling Portfolio Rubric 2.

In our assessment plan, we indicated that the diversity rubric would be completed by the instructor of the COUN 7750 Multicultural Counseling course in Live Text based on overall course performance. Unfortunately, too few students have a live text account and we struggled to get the instructors on board with live text and completion of program, goal rubrics. Alternatively the rubric was completed by the students advisor based on an assessment of their associated portfolio artifacts. The rubric indicates specific CACREP Objectives which are evaluated by the rubric and indicates the student artifacts.



-Counseling Program
Objectives 2- CL- DR/

Goal: 95% of students will meet expectations with 2.0 or better scores counseling Portfolio Rubric 2

Results:

2F2e	2.03
2F2a	2.03
2F2h	2.03
2F2d	2.03
Not a CACREP standard	2.03

Out of 33 students assessed in the 2016-2017 year who had completed the multicultural counseling course all scored a 2 .0 or above with a mean score of 2.03.

Goal: Met

Supportive documents



Portfolio Rubric
Data - Advisor

Recommended changes based on results

We believe our instructors in the multicultural class are doing a commendable job of shaping students' multicultural awareness and competence. We also believe our rubric is a sound instrument for comprehensively assessing their multicultural knowledge, skill, and dispositions. Nonetheless we are disappointed with non-core faculty who teach the multicultural class, weak response to the use of live text. We hope to replace live text with a data management system that is more aligned to CACREP, however we will probably reserve the scoring of rubrics to advisors (also core faculty) as they have been the most responsive to reviewing students work, scoring associated rubrics, and entering data.

PO 2 Data Point 3: CPCE Section 2 Social and Cultural Diversity

Brief description of method

Students will take the CPCE after completing coursework. The data are analyzed by the full faculty at the semi-annual program evaluation retreat to identify trends and any potential concerns that need to be addressed by the program faculty regarding curriculum changes, teaching methods, etc.

Goal: 95% of students will make passing score on the social and cultural diversity questions on the CPCE

Results: For program Objective 1 (Professional Orientation & Ethical Practice Section 8 CPCE)

Fall 2016

Results: We had 22 students take the CPCE during the Fall 2016 administration at the U of M testing center on campus. The national mean was 83.86 and 1 standard deviation (16.84) below the mean was 69.83. The U of M mean score was 90.91 with a standard deviation of 15.6. Three students failed to meet the cutoff score. A clinical rehab student made a 67. A MS student in school counseling made a 56, and an Ed.S. student in school counseling made a 62.

Goal: Unmet. 91% of students passed section 2 of the CPCE

- Although 3 students failed, only 2 students failed Section 2 Social & Cultural Diversity

Section	National Mean Score	National SD	U of M Mean Score & SD
C2: Social & Cultural Diversity	9.88	2.52	M 10.91 SD 2.47

Goal: Unmet. 91 % of students passed the social and cultural diversity questions. One caveat to this result is that our students, on average made above the national average on questions in this domain.

Supportive Documents



Fall 2016
Narrative Analysis

Spring 2017

Results: We had 20 students take the CPCE during the Spring 2017 administration at the U of M testing center on campus. The national mean was 85.67 and 1 standard deviation (16.84) below the mean was 75.97. The U of M mean score was 91.95 with a standard deviation of 14.98. One student failed to meet the cutoff score. However, this student was retaking the CPCE due to his failure to meet our cutoff score in fall 2016, and he passed the social and cultural diversity section in this previous exam cycle. Thus, his score is not being factored into our performance goal

Goal: Met 100% passed section 2 social and cultural diversity

Section	National Mean Score	National SD	U of M Mean Score & SD
C2: Social & Cultural Diversity	9.84	2.52	M 10.4 SD 2.6

Supportive Documents



Spring 2017
Narrative Analysis

Recommended changes based on results

According to the CPCE exam results, Social and Cultural appears to represent a strength for the majority of our students, who have consistently scored above the mean for 2016-2017 administration cycles. The 2 students who failed the social and cultural diversity were remediated per our comprehensive exam policy and successfully redressed their deficits in this area. As such, no direct changes to professional preparation practice seems to be warranted based upon these results.

PO2 Data Point 4: Graduate Survey Data

Brief description of method

Following graduation, former students are surveyed about their experience of the program to determine whether they believe this program objective was met. Graduates rate on a Likert scale (extremely effective, very effective, moderately effective, slightly effective, not effective at all) were asked the following statements: How effective was the counseling program at UM in preparing you in the following areas: Social and identity

relative to knowledge, disposition and skills. Within this report we are reporting the scores of graduates from the fall 2016 and spring 2017 semesters

Goal: 95% of respondents will indicate they believe the program met the program objective.

Results: 100% of the 23 students surveyed indicated that they were adequately prepared or better in terms of Social and Cultural Diversity

Goal: Met

Qualtrics data

Q9 - 2. Social and Cultural Diversity Knowledge

#	Answer	Count
1	Not prepared	0
2	Adequately prepared	10
3	Very good	13
	Total	23

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
2. Social and Cultural Diversity Knowledge	2.00	3.00	2.57	0.50	0.25	23

Q10 - 2. Social and Cultural Diversity Disposition

#	Answer	Count
1	Not prepared	0
2	Adequately prepared	9
3	Very good	14
	Total	23

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
2. Social and Cultural Diversity Disposition	2.00	3.00	2.61	0.49	0.24	23

Q11 - 2. Social and Cultural Diversity Skills

#	Answer	Count
1	Not prepared	0
2	Adequately prepared	10
3	Very good	13
	Total	23

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
2. Social and Cultural Diversity Skills	2.00	3.00	2.57	0.50	0.25	23

Supporting data

Data was exported directly from qualtrics

Recommended changes based on results

Although our students indicated that they were adequately prepared in the area of social and cultural diversity we would like to see more students report in the very good range. While we did add open ended questions to solicit graduate student feedback about possible improvements to the program, these were not included until the end of the survey and, thus, student responses speak to more general concerns. It may be prudent to add an open-ended question relevant to each our program objectives questions on our exit survey to ascertain precise information on how we could improve in each area.

PO2 Data Point 7: Employer Survey Data

Brief description of method

The Counseling Program Coordinator surveys employers annually in June. Data are analyzed and presented to the full faculty at the faculty retreat, following the collection of the data. Employers were asked questions relevant to each of our 8 program objectives. For this data point we analyzed the data from question1: How effective was the Counseling program at UM in preparing your employee in the following area: Cultural knowledge, self-awareness, skills, and

strategies for counseling and advocacy within a diverse community. The data was gathered over the fall 2016 and spring 2017 school year

Goal: 95% of employers will indicate they believe graduates moderately effective in the area of social and cultural diversity

Results

Question	Extremely effective	Very effective	Moderately effective	Slightly effective	Not effective at all
Cultural knowledge, self-awareness, skills, and strategies for counseling and advocacy within a diverse community	42.86 %	28.57 %	28.57%	0	0

Goal: Met. 100% of employers indicated that our graduates were moderately effective or above in the area of social and cultural diversity

Supportive Documents



Employer Report
Qualtrics.docx

Recommended changes based on results

Our response rates from employers was critically low this last year making it difficult to make inferences about the caliber of our graduates in the domain of social and cultural diversity. Nonetheless we would like to see more responses in the very effective and extremely effective range. One organizational change that we could immediately implement is to host an annual luncheon or open meeting and invite representatives from the agencies and school who frequently employ our graduates, to ascertain how e could close gaps between training and real world applications in the area of social and cultural diversity.

PROGRAM OBJECTIVE 3: HUMAN GROWTH & DEVELOPMENT

Program objective: Students will demonstrate an understanding of theory and practice as they relate to diverse developmental experiences across the lifespan and in diverse contexts and settings.

Summary Table

Program Objective 3: Human Growth & Development		
Data Point	Goal	Goal- Met or Unmet
PO 3 Data Point 1: Counseling Portfolio Rubric 3.	Goal: On average students will meet expectations with 2.0 or better scores on counseling Portfolio Rubric 3	Met: Out of 33 students assessed in the 2016-2017 year who had completed life span and human development course all scored a 2.0 or above with a mean score of 2.03
PO 3 Data Point 2: CPCE section 1	Goal: 95% of students will make passing score on the human growth and development section of the CPCE	<i>Fall 2016</i> Unmet. 91% of students passed section 1 Social & Cultural Diversity <i>Spring 2017</i> Met: 95% passed section 1 Social & Cultural Diversity
PO 3 Data Point 3: Graduate Survey Data	95% of respondents will indicate they believe the program met the program objective.	Met. 100% of students reported that they were adequately prepared or above in this domain
PO 3 Data Point 4: Employer Survey	95% of employers will indicate they believe graduates moderately effective in the area of social and cultural diversity	Met. 100% of employers indicated that our graduates were moderately effective or above in the area of social and cultural diversity

Detailed Description of Results

PO 3 Data Point 1: Counseling Portfolio Rubric .

Brief description of method

In our assessment plan, we indicated that the human development rubric would be completed by the instructor of EDPR 7117 Lifespan and Human Development course in Live Text based on overall course performance. Unfortunately too few students have a live text account and we struggled to get the instructors on board with both live text and completion of program goal rubrics. Alternatively the rubric was completed by the students advisor based on an assessment of their associated portfolio artifacts.



Counseling
Program Objective

Goal: On average students will meet expectations with 2.0 or better scores on counseling Portfolio Rubric 3

Results

Program Objective 3: Students will demonstrate an understanding of theory and practice as they relate to diverse developmental experiences across the lifespan and in diverse contexts and settings.

2F3c	2.03
2F3e	2.03
2F3f	2.03
2F3i	2.03

Goal: Met

Supporting documents



Portfolio Rubric
Data - Advisor

Recommended changes based on results

We believe the EDPR faculty assigned to teach the life-span and human development class are doing a commendable job of shaping students' knowledge of human development. Nonetheless we are disappointed with non-core faculty, who teach the life span class, weak response to the use of live text. We hope to replace live text with a data management system that is more aligned to CACREP, however we will probably reserve the scoring of rubrics to advisors (also core faculty) as they have been the most responsive to reviewing students work, scoring associated rubrics, and entering data. We also need to formulate another rubric to gather data specifically related to counseling theory as the current rubric does not assess for students' knowledge and skill of counseling theory.

PO 3 Data Point 2: CPCE Section 1 Human Growth & Development

Brief description of method

Students will take the CPCE after completing coursework. The data are analyzed by the full faculty at the semi-annual program evaluation retreat to identify trends and any potential concerns that need to be addressed by the program faculty regarding curriculum changes, teaching methods, etc.

Goal: 95% of students will make passing score on the human growth and development section of the CPCE

Results: For program Objective 3: Human growth & development

Fall 2016

Results: We had 22 students take the CPCE during the Fall 2016 administration at the U of M testing center on campus. The national mean was 83.86 and 1 standard deviation (16.84) below the mean was 69.83. The U of M mean score was 90.91 with a standard deviation of 15.6. Three students failed to meet the cutoff score. A clinical rehab student made a 67. A MS student in school counseling made a 56, and an Ed.S. student in school counseling made a 62. Two out of the 3 students failed the human growth and development section

Goal: Unmet. 91% of students passed section 1 of the CPCE

Section	National Mean Score	National SD	U of M Mean Score & SD
C1: Human Growth & Development	9.83	2.54	M 12.12 SD 1.57

Goal: Unmet. 91 % of students passed the social and cultural diversity questions. One caveat to this result is that our students, on average made above the national average on questions in this domain.

Supportive Documents



Fall 2016
Narrative Analysis

Spring 2017

Results: We had 20 students take the CPCE during the Spring 2017 administration at the U of M testing center on campus. Two of the students were retaking the exam based on not meeting our cut off score in the fall 2016 administration. The national mean was 85.67 and 1 standard deviation (16.84) below the mean was 75.97. The U of M mean score was 91.95 with a standard deviation of 14.98. One student failed to meet the cutoff score. This was the second time she failed this section of the CPCE and was thus required to pass an oral examination as per our comprehensive exam policy.

Goal: Met: 95% passed section 1 (Social & Cultural Diversity)

C1: Human Growth & Development	10.33	2.64	M 11.1 SD 2.51
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Supportive Documents



Spring 2017
Narrative Analysis

Recommended changes based on results

According to the CPCE exam results, appears to represent a strength for the majority of our students, who have consistently scored above the mean for 2016-2017 administration cycles. The 2 students who failed the Human growth and development question were remediated per our comprehensive exam policy and successfully redressed their deficits in this area. As such, no direct changes to professional preparation practice seems to be warranted based upon these results. Furthermore it is also worth noting that the student who failed the CPCE twice was an Ed.S, not a Masters student. The Ed.S. is not a CACREP program, and given fundamental

management challenges to coordinating a parallel non CACREP program we determined in fall 2016 to begin phasing out the Ed.S. program.

PO3 Data Point 3: Graduate Survey Data

Brief description of method

Following graduation, former students are surveyed about their experience of the program to determine whether they believe this program objective was met

Graduates rate on a Likert scale (extremely effective, very effective, moderately effective, slightly effective, not effective at all) were asked the following statements: How effective was the counseling program at UM in preparing you in the following areas: Understanding of theory and practice as they relate to diverse developmental experiences across the lifespan.

Goal: 95% of respondents will indicate they believe the program met the program objective.

Results

Q12 - 3. Human Growth and Development Knowledge

#	Answer	Count
1	Not prepared	0
2	Adequately prepared	8
3	Very good	15
	Total	23

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
3. Human Growth and Development Knowledge	2.00	3.00	2.65	0.48	0.23	23

Q13 - 3. Human Growth and Development Disposition

#	Answer	Count
1	Not prepared	0
2	Adequately prepared	9
3	Very good	14
	Total	23

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
3. Human Growth and Development Disposition	2.00	3.00	2.61	0.49	0.24	23

Q14 - 3. Human Growth and Development Skills

#	Answer	Count
1	Not prepared	0
2	Adequately prepared	10
3	Very good	13
	Total	23

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
3. Human Growth and Development Skills	2.00	3.00	2.57	0.50	0.25	23

Goal: Met. 100% of students reported that they were adequately prepared or above in this domain

Supporting data

Data was exported directly from qualtrics

Recommended changes based on results

Although our students indicated that they were adequately prepared in the area of human growth and we would like to see more students report in the very good range. While we did add open ended questions to solicit graduate student feedback about possible improvements to the program, these were not included until the end of the survey and, thus, student responses speak to more general concerns. It may be prudent to add an open-ended question relevant to each our program objectives questions on our exit survey to ascertain precise information on how we could improve in each area.

PO3 Data Point 4: Employer Survey Data

Brief description of method

The Counseling Program Coordinator surveys employers annually in June. Data are analyzed and presented to the full faculty at the faculty retreat, following the collection of the data. Employers were asked questions relevant to each of our 8 program objectives. For this data point we analyzed the data from question 3: How effective was the Counseling program at UM in preparing your employee in the following area: Understanding of theory and practice as they related to diverse developmental experiences across the lifespan. The data was gathered over the fall 2016 and spring 2017 school year.

Goal: 95% of employers will indicate they believe graduates moderately effective in the area of human growth and development.

Results

Question	Extremely effective	Very effective	Moderately effective	Slightly effective	Not effective at all
Understanding of theory and practice as they related to diverse developmental experiences across the lifespan	57.14%	14.29%	28.57%	0	0

Goal: Met. 100% of respondents indicate that our graduates are moderately competent or above.

Supportive Documents



Employer Report
Qualtrics.docx

Recommended changes based on results

Our response rates from employers was critically low this last year (n=7) making it difficult to make inferences about the caliber of our graduates in the domain of human growth and development. Nonetheless human growth and development appears to be a strength with nearly 60% of respondents indicating that our graduates were extremely effective in this domain. One organizational change that we could immediately implement is to host an annual luncheon or open meeting and invite representatives from the agencies and school who frequently employ our graduates, to ascertain how we could close gaps between training and real world applications in the area life span and development.

PROGRAM OBJECTIVE 4: CAREER DEVELOPMENT

Program objective: Students will describe and apply a variety of career counseling theories, models, assessment, and techniques and how they apply to diverse populations in a global community.

Summary Table

Program Objective 4: Career Development		
Data Point	Goal	Goal- Met or Unmet
PO 4 Data Point 1: Live Text Rubric & Counseling portfolio rubric 4	Goal: 95% of students will meet or exceed expectations on the Live Text rubric 4 and counseling portfolio rubric 4 (it is the same rubric).	Met. Based on 2 data sources all students met or exceeded expectation in the domain of career development
PO 2 Data Point 2: CPCE section 5	Goal: 95% of students will make a passing score on career development domain of the CPCE	<i>Fall 2016</i> Unmet. 91% of students passed section 5 Career Development <i>Spring 2017</i> Met: 95% passed section 5 Career Development
PO 2 Data Point 3: Graduate Survey Data	95% of respondents will indicate they believe the program met the program objective.	Met. 100% of students reported that they were adequately prepared or above in this domain
PO 2 Data Point 4: Employer Survey	95% of employers will indicate they believe graduates moderately effective in the area career development	Met. 100% of employers indicated that our graduates were moderately effective or above in the area of career development

Detailed Description of Results

PO 4 DATA POINT 1: COUNSELING PORTFOLIO RUBRIC 4.

Brief description of method

Completed by the instructor of the COUN 7561 Career Counseling course in Live Text based on overall course performance. The rubric indicates specific CACREP Objectives which are evaluated by the rubric and indicates the student artifacts, which are uploaded by the student to the Live Text Portfolio for evaluation of the rubric. Live Text data across courses will be aggregated and reviewed by the full faculty at the semi-annual faculty retreat. Data will be analyzed as to whether they have met the criteria on the Live Text rubric. Due to the low numbers of students possessing a livetext account, and low return rate of hand scored rubrics from instructors we also used data from the same rubrics scored by students' advisor.



Counseling Program
Objective 4 - MJF - DI

Goal: 95% of students will meet or exceed expectations on the Live Text rubric 1.

Results

Live text data: Data were collected for seven students enrolled in the Career Counseling course. All seven students met expectations – none were below expectations and none exceeded expectation.

Supportive documentation



LiveText Report
Program Objective

Advisor data: Data were collected from 31 students, all students met or exceeded expectations
Results from advisor scored rubrics

2F4a	2.03
2F4b	2.03
2F4e	2.03
2F4f	2.03
2F4h	2.07

Goal: Met. Based on 2 data sources all students met or exceeded expectation in the domain of career development

Recommended changes based on results

We believe our instructors in the career counseling class are doing a commendable job of teaching our students the CACREP career counseling standards. Nonetheless we are disappointed the weak response to the use of live text. We hope to replace live text with a data management system that is more aligned to CACREP, however we will probably reserve the scoring of rubrics to advisors (also core faculty) as they have been the most responsive to reviewing students work, scoring associated rubrics, and entering data.

PO 4 Data Point 2: CPCE Section 5 Career Development

Goal: 95% of students will make a passing score on career development domain of the CPCE

Results: For program Objective 4 (Career Development CPCE section 5)

Fall 2016

Results: We had 22 students take the CPCE during the Fall 2016 administration at the U of M testing center on campus. The national mean was 83.86 and 1 standard deviation (16.84) below the mean was 69.83. The U of M mean score was 90.91 with a standard deviation of 15.6. Three students failed to meet the cutoff score. A clinical rehab student made a 67. A MS student in school counseling made a 56, and an Ed.S. student in school counseling made a 62.

Goal: Unmet. 91% of students passed section 5 of the CPCE

- 2 students failed the Career Development section. One caveat to this result is that our students, on average made above the national average on questions in this domain.

Section	National Mean Score	National SD	U of M Mean Score & SD
C5: Career Development	10.31	2.71	M 11.15 SD 2.13

Supportive Documents



Fall 2016
Narrative Analysis

Spring 2017

Results: We had 20 students take the CPCE during the Spring 2017 administration at the U of M testing center on campus. The national mean was 85.67 and 1 standard deviation (16.84) below the mean was 75.97. The U of M mean score was 91.95 with a standard deviation of 14.98. Two students failed to meet the cutoff score in the area of career. However, one student was retaking the CPCE due to his failure to meet our cutoff score in other areas in fall 2016, and he passed the Career section in this previous exam cycle. Thus, his score is not being factored into our performance goal.

Goal: Met 95% passed section 5 Career Counseling

Section	National Mean Score	National SD	U of M Mean Score & SD
C5: Career Development	10.31	2.71	M 11.15 SD 2.13

Supportive Documents



Spring 2017
Narrative Analysis

Recommended changes based on results

According to the CPCE exam results, Career Counseling appears to represent a strength for the majority of our students, who have consistently scored above the mean for 2016-2017 administration cycles. The students who failed the social and cultural diversity were remediated per our comprehensive exam policy and successfully redressed their deficits in this area. As such, no direct changes to professional preparation practice seems to be warranted based upon these results. Furthermore it is also worth noting that the student who failed the CPCE twice was an Ed.S, not a Masters student. The Ed.S. is not a CACREP program, and given fundamental management challenges to coordinating a parallel non CACREP program we determined in fall 2016 to begin phasing out the Ed.S. program.

PO4 DATA POINT 3: GRADUATE SURVEY DATA

Brief description of method

Following graduation, former students are surveyed about their experience of the program to determine whether they believe this program objective was met

Graduates rate on a Likert scale (extremely effective, very effective, moderately effective, slightly effective, not effective at all) were asked the following statements: How effective was the program at The UofM for preparing you in the following area:

Career counseling theories, assessment, models, and techniques.

Goal: 95% of respondents will indicate they believe the program met the program objective.

Results

Imported from qualtrics

Q15 - 4. Career Development and Employment Counseling Knowledge

#	Answer	Count
1	Not prepared	0
2	Adequately prepared	12
3	Very good	11
	Total	23

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
4. Career Development and Employment Counseling Knowledge	2.00	3.00	2.48	0.50	0.25	23

Q16 - 4. Career Development and Employment Counseling Disposition

#	Answer	Count
1	Not prepared	0
2	Adequately prepared	10
3	Very good	13
	Total	23

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
4. Career Development and Employment Counseling Disposition	2.00	3.00	2.57	0.50	0.25	23

Q17 - 4. Career Development and Employment Counseling Skills

#	Answer	Count
1	Not prepared	0
2	Adequately prepared	13
3	Very good	10
	Total	23

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
4. Career Development and Employment Counseling Skills	2.00	3.00	2.43	0.50	0.25	23

Goal: Met. Out of 23 students surveyed all reported that the program had adequately prepared them or above, in the area of career counseling.

Recommended changes

Although our students indicated that they were adequately prepared in the area of career counseling we would like to see more students report in the very good range. While we did add open ended questions to solicit graduate student feedback about possible improvements to the program, these were not included until the end of the survey and, thus, student responses speak to more general concerns. It may be prudent to add an open-ended question relevant to each our program objectives questions on our exit survey to ascertain precise information on how we could improve in each area.

PO4 Data Point 4: Employer Survey Data

Brief description of method

The Counseling Program Coordinator surveys employers annually in June. Data are analyzed and presented to the full faculty at the faculty retreat, following the collection of the data. Employers were asked questions relevant to each of our 8 program objectives. For this data point we analyzed the data from question 3: How effective was the Counseling program at UM in preparing your employee in the following area: Career counseling? The data was gathered over the fall 2016 and spring 2017 school year.

Goal: 95% of employers will indicate they believe graduates moderately effective in the area of Career Development

Results

Question	Extremely effective	Very effective	Moderately effective	Slightly effective	Not effective at all
	42.86%	42.86%	14.29%	0	0

Goal: Met. 100% of respondents indicate that our graduates are moderately competent or above.

Supportive Documents



Employer Report
Qualtrics.docx

Recommended changes based on results

Our response rates from employers was critically low this last year (n=7) making it difficult to make inferences about the caliber of our graduates in the domain of career counseling. Nonetheless employers report that our graduates are moderately effective or above in the area of career counseling. One organizational change that we could immediately implement is to host an annual luncheon or open meeting and invite representatives from the agencies and school who frequently employ our graduates, to ascertain how we could close gaps between training and real world applications in the area of career development.

PROGRAM OBJECTIVE 5: HELPING RELATIONSHIPS

Program objective: Students will demonstrate an ability to create an environment conducive to developing counseling relationships consistent with client goals and evidence-based skills in assessment, counseling, case conceptualization, treatment planning, and documentation.

Summary Table

Program Objective 5: Helping Relationships		
Data Point	Goal	Goal- Met or Unmet
PO 5 Data Point 1: Professional Counseling Performance Evaluations Completed by Instructors	Goal: On average students will meet expectations with 2.0 or better scores on the professional counseling performance evaluation at each point it is administered in the program.	Met: On average students scored in the acceptable range on items related to Professionalism, Competence, Maturity, and Integrity
PO 5 Data Point 2: Professional Counseling Performance Evaluations Completed by site supervisors	Goal: On average students will meet expectations with 2.0 or better scores on the professional counseling performance evaluation	Met: On average site supervisors rated students as exceeds expectations with an average score 2.7
PO 5 Data Point 3: Professional Counseling Performance evaluations: Completed by Site supervisors	On average students will meet expectations with 2.0 or better scores on the professional counseling performance evaluation at each point it is administered in the program.	Met: The average student score across all items was 2.7
PO 5 Data Point 4: Counseling Portfolio Rubric 3.	Goal: 95% of students will meet expectations with 2.0 or better on the counseling Portfolio Rubric 5	Met: 95% of students met expectation. 2 out of 37 students did not meet expectation, which equates to 5%
PO 5 Data Point 5: Professional Dispositions	Goal: All students will be evaluated on professional dispositions relevant to helping relationships.	Met: All Students were evaluated based on the CORIS dispositions rubric. Out of 133 students reviewed 17 or 13% of all counseling students (CHH, CRH, School, & Ed.D) scored a 1 on at least one-item of the CORIS.
PO 5 Data Point 6: CPCE section 3 Helping Relationships	Goal: 95% of students will make a passing score on the Helping Relationships domain of the CPCE	<i>Fall 2016</i> Unmet. 91% of students passed section 3 of the CPCE <i>Spring 2017</i> Met. 95% passed section 3 of the CPCE
PO 5 Data Point 7: Graduate Survey Data	95% of respondents will indicate they believe the program met the program objective.	Met. 100% of students reported that they were adequately prepared or above in this domain
PO 5 Data Point 8: Employer Survey	95% of employers will indicate they believe graduates moderately effective in the area of helping relationships	Met. 100% of employers indicated that our graduates were moderately effective or above in the area of helping relationships

Detailed Results Report

PO 5 Data Point 1: Professional Counseling Performance Evaluations

Brief description of method

Each student is assessed based on her/his developmental level using the Professional Counseling Performance Evaluation. These are completed during her/his first class COUN 7411 Foundations of Counseling; in her/his first skills class COUN 7571 Clinical Techniques, and in both practical application courses at the end of the program COUN 7631, 7641, 7645, or 7941 Practicum and COUN 7632, 7642, 7644, 7646, or 7942 Internship. All items were scored as either 1 (Expectations Unmet), 2 (Met Expectations), or 3 (Exceeds Expectations). The average for each row (CACREP standard) will be reported below.

Goal: On average students will meet expectations with 2.0 or better scores on the professional counseling performance evaluation at each point it is administered in the program.

Results:

On average, students scored in the acceptable range for the items related to Professionalism, Competence, Maturity, and Integrity (see attached live text table). Some of the lower scores (an average below 3) are related to more advanced counseling skills such as responding to feelings (2d; mean=2.464), immediacy (2h; mean=2.286), and matching interventions to presenting problem (7; mean=2.296).

Supportive Documentation



PCPE Foundations
Report LiveText.pdf

Recommended changes based on results

These data reflect a baseline assessment from one instructor. During the pilot phase, Dr. Fickling completed this assessment in LiveText for her Foundations students (n=28). We are using the professional The Professional Counseling Performance Evaluation to assess student performance at multiple points during the program: Foundations, Clinical Techniques, Practicum, and Internship. Over time, having these data to compare individual student progress through the program will be useful in potential gatekeeping and remediation. Additionally, the strong pattern of acceptable scores indicates a degree of success in the admission process.

PO 5 Data Point 2: Professional Counseling Performance evaluations:

Completed by Site supervisors of across all section of practicum and internship. We began utilizing the CPCE in the fall 2016 & spring 2017. The intent in using the same measure at multiple junctures and from sources other than the class instructor, was to glean a pattern of growth over time and a multi-stakeholder perspective.

Goal: Students will meet expectations with 2.0 or better scores on the professional counseling performance evaluation at each point it is administered in the program.

Results

N= 11 (number represents a random sample of students in practicum and internship during 2016-2017 academic years)

Average score = 2.7

Goal: Met

Supportive documentation



Site supervisors
PCPE

Recommended changes based on results

Site evaluations of the students indicates that we are preparing students to establish effective helping relationships. No changes are needed in this area at this time, however we will continue to encourage site supervisors to avoid giving students inflated scores.

PO 5 Data Point 2: Counseling Portfolio Rubric 5.

Completed by the instructor of the COUN 7571 Clinical Techniques course in Live Text based on overall course performance. The rubric indicates specific CACREP Objectives which are evaluated by the rubric and indicates the student artifacts, which are uploaded by the student to the Live Text Portfolio for evaluation of the rubric. We are also including complementary data from the scoring of the same rubrics by the students' advisor, based on a review of the same portfolio items.



Counseling
Program Objective

Goal: 95% of students will meet expectations with 2.0 or better on the counseling Portfolio Rubric 5

Results: Live text data

Data for 37 students were collected with an overwhelming majority of students scoring in the acceptable range on all three standards. Two students (5.41%) were evaluated as not meeting expectations on standard 2F5g, indicating a possible area for improvement in instruction. In contrast, a notable number of students are exceeding expectations on standards 2F5f (75.68%), 2F5g (29.73%), and 2F5h (16.22%).

Goal: Met. 95% of students met expectation. 2 out of 37 students did not meet expectation, which equates to 5%.

Supportive documents



LiveText Report
Program Objective

Results: Advisor data

2F5f	2.10
2F5g	2.10
2F5h	2.00

Goal: Met. Out of 33 students assessed in the 2016-2017 100% scored a 2 or higher.

Supportive documents



Portfolio Rubric
Data - Advisor

Recommended changes based on results

Our data gathering process for program objective 5 was the most successful. We believe that this is due, in part, to the fact this class is taught predominately by core faculty. As such the program evaluation process is prioritized and integrated into instructor routines and procedures. The 2 students who did not meet expectations failed on all CACREP areas assessed by the rubric, and thus it is difficult to determine a pattern of strengths and weaknesses. Incidentally they did not pass the Clinical Techniques class and were required to re-take the course. With more livetext data than in other domains we were able to see the potential of utilizing a data management system that can precisely assess students' achievement relative to specific CACREP standards. Programmatically we are seeking to replace live text with a system that is more integrated into CACREP. In moving forward, we believe that 1 point person should be responsible for managing the system, as it has proven challenging to coordinate multiple instructors, particularly non-core, to comply with our assessment plan.

PO 5 Data Point 3: Student Dispositions

Brief description of method

The faculty meet semi-annually to review student dispositions, noting trends and areas of concern. Program and/or curriculum changes may be made based on concerns identified. Using the CORIS dispositions tool. Faculty score student on a 1-3 scale. Students scoring a 1 or below on a single item are flagged for discussion that may result in an advisor referral, or in more acute cases a referral to the retention committee. The data presented to represent this indicator is drawn from our Spring 2017 disposition meeting

Goal: All students will be evaluated on professional dispositions relevant to helping relationships.

Results: Out of 133 students reviewed 17 or 13% of all counseling students (CHH, CRH, School, & Ed.D) scored a 1 on at least one-item of the CORIS.

Action Taken: Out of the 17 students, 7 were flagged for an advisor referral, 3 were flagged for monitoring, 6 were deemed as needing no further action, and 1 was referred to the retention committee.

Supportive Documents



Recommended changes based on results

This process has worked quite well over the past two semesters to accurately identify students struggling on professional dispositions indicators, and providing efficient and timely remediation. We would like to disseminate the CORIS in all content area classes to gather rich data from across instructors. While some instructors do use the CORIS it is not mandated. In the future, all instructors will be required to use the CORIS.

PO 5 Data Point 4: CPCE Section 3 Helping Relationships

Goal: 95% of students will make a passing score on the Helping Relationship domain of the CPCE

Results: For program Objective 4 (CPCE section 3)

Fall 2016

Results: We had 22 students take the CPCE during the Fall 2016 administration at the U of M testing center on campus. The national mean was 83.86 and 1 standard deviation (16.84) below the mean was 69.83. The U of M mean score was 90.91 with a standard deviation of 15.6. Three students failed to meet the cutoff score. A clinical rehab student made a 67. A MS student in school counseling made a 56, and an Ed.S. student in school counseling made a 62.

Goal: Unmet. 91% of students passed section 2 of the CPCE

- 2 students failed the Helping Relationship section. One caveat to this result is that our students, on average made above the national average on questions in this domain.

Section	National Mean Score	National SD	U of M Mean Score & SD
C3: Helping Relationships	11.40	2.66	M 12.36 SD 2.21

Supportive Documents



Spring 2017

Results: We had 20 students take the CPCE during the Spring 2017 administration at the U of M testing center on campus. The national mean was 85.67 and 1 standard deviation (16.84) below

the mean was 75.97. The U of M mean score was 91.95 with a standard deviation of 14.98. One student failed to meet the cutoff score in the area of helping relationships.

Goal: Met. 95% passed section 3 of the CPCE

Section	National Mean Score	National SD	U of M Mean Score & SD
C3: Helping Relationships	11.40	2.63	M 11.9 SD 2.28

Supportive Documents



Spring 2017
Narrative Analysis

Recommended changes based on results

Overall our students have performed well on section 3 of the CPCE, interestingly the students who took the exam in spring 2017 were the first to have an overall average score below the national mean on section 3. We feel it is too early to discern a pattern of weakness in this area, however we will monitor students' progress over the next exam cycles to determine if we need to make curricula changes in the area of helping relationships.

PO 5 Data Point 5: Graduate Survey Data

Brief description of method

Following graduation, former students are surveyed about their experience of the program to determine whether they believe this program objective was met

Graduates rate on a Likert scale (extremely effective, very effective, moderately effective, slightly effective, not effective at all) were asked the following statements: How effective was the program at The UofM for preparing you in the following area: Ability to create an environment conducive to establishing helping relationships, and demonstrate evidence based skills in assessment, counseling, case conceptualization, treatment planning, and documentation.

Goal: 95% of respondents will indicate they believe the program met the program objective.

Results

Imported from qualtrics

Q18 - 5. Helping Relationships, Counseling Approaches/Principles Knowledge

#	Answer	Count
1	Not prepared	0
2	Adequately prepared	5

3	Very good	18
	Total	23

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
5. Helping Relationships, Counseling Approaches/Principles Knowledge	2.00	3.00	2.78	0.41	0.17	23

Q19 - 5. Helping Relationships, Counseling Approaches/Principles Disposition

#	Answer	Count
1	Not prepared	0
2	Adequately prepared	4
3	Very good	19
	Total	23

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
5. Helping Relationships, Counseling Approaches/Principles Disposition	2.00	3.00	2.83	0.38	0.14	23

Q20 - 5. Helping Relationships, Counseling Approaches/Principles Skills

#	Answer	Count
1	Not prepared	0
2	Adequately prepared	4
3	Very good	19
	Total	23

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
5. Helping Relationships, Counseling Approaches/Principles Skills	2.00	3.00	2.83	0.38	0.14	23

Goal: Met. Out of 23 students surveyed all reported that the program had adequately prepared them or above, in the area of helping relationships.

Recommended changes

The area of helping relationships appears to represent a strength with a mean response of 2.83 or above. This exceeds our minimum expectation of 2.0. We would like to capture more qualitative data that can help us better understand our strengths and possible need relative to this area. It may be prudent to add an open-ended question relevant to each our program objectives questions on our exit survey to ascertain precise information on how we could improve in each area.

PO5 Data Point 4: Employer Survey Data

Brief description of method

The Counseling Program Coordinator surveys employers annually in June. Data are analyzed and presented to the full faculty at the faculty retreat, following the collection of the data. Employers were asked questions relevant to each of our 8 program objectives. For this data point we analyzed the data from question 3: How effective was the Counseling program at UM in preparing your employee in the following area: Ability to create an environment conducive to developing counseling relationships and demonstrate evidence based skills in assessment, counseling, case conceptualization, treatment planning, and documentation? The data was gathered over the fall 2016 and spring 2017 school year.

Goal: 95% of employers will indicate they believe graduates moderately effective in the area of Helping Relationships

Results

Question #	Extremely effective	Very effective	Moderately effective	Slightly effective	Not effective at all
5	42.86%	42.86%	14.29%	0	0

Goal: Met. 100% of respondents indicate that our graduates are moderately competent or above.

Supportive Documents



Employer Report
Qualtrics.docx

Recommended changes based on results

Our response rates from employers was critically low this last year (n=7) making it difficult to make inferences about the caliber of our gradates in the domain of 1 and cultural diversity.

Nonetheless employers report that our graduates are moderately effective or above, with most responses falling in the very effective to effective range. One organizational change that we could immediately implement is to host an annual luncheon or open meeting and invite representatives from the agencies and school who frequently employ our graduates, to ascertain how we could close gaps between training and real world applications in the area of helping relationships.

PROGRAM OBJECTIVE 6: GROUP COUNSELING

Program Objective: The students will understand principles of group dynamics, including group processing components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work that include group leadership or facilitation styles and approaches and characteristics of various types of groups.

Summary Table

Program Objective 6: Group Counseling		
Data Point	Goal	Goal- Met or Unmet
PO 6 Data Point 1: Counseling Portfolio Rubric 6.	Goal: 95% of students will meet or exceed expectations on the Live Text rubric 1.	Goal unmet: Only 94% of students met expectation on row one: To learn basic issues and key concepts of group process (CAREP 2016, 6, a-h).
PO 6 Data Point 2: CPCE section 1	Goal: 95% of students will make passing score on the group Counseling section 4 of the CPCE	<i>Fall 2016</i> Unmet: 87 % of students passed section 4 of the CPCE <i>Spring 2017</i> Met: 95% passed section 4 of the CPCE
PO 6 Data Point 3: Graduate Survey Data	95% of respondents will indicate they believe the program met the program objective.	*Met. 100% of students reported that they were adequately prepared in the area of group work and family dynamics or above in this domain
PO 6 Data Point 4: Employer Survey	95% of employers will indicate they believe graduates moderately effective in the area of social and cultural diversity	*Met. 100% of employers indicated that our graduates were moderately effective or above in the area of group counseling

Detailed Description of Results

PO 6 Data Point 1: Counseling Portfolio Rubric 6.

Brief description of method

Our plan, as per the counseling evaluation plan was to have the instructor of the COUN 7531 Group Counseling Processes course complete a rubric housed in Live Text to assess students overall performance relative to CACREP standards. The rubric indicates specific CACREP Objectives which are evaluated by the rubric and indicates the student artifacts, which are uploaded by the student to the Live Text Portfolio for evaluation of the rubric. However, although we offered multiple trainings to non-core instructors on how to use live text we found they struggled to use the system and have little data from live text. In response to the weak response of instructors to embrace live text, advisors used a paper version of the same rubric to assess students in this domain.



Counseling Program
Objective 6- CL-DRAI

Goals

Goal: 95% of students will meet or exceed expectations on the Live Text rubric 1.

Results

N = 31

Multiple CACREP Standards (2F6)	1.97	2 students received 1's
Multiple CACREP Standards (2F6)	2.00	
2F6a	2.00	
2F6g	2.03	
Multiple CACREP Standards (2F6)	2.00	
Multiple CACREP Standards (2F6)	2.00	
2F6a	2.04*	

Goal unmet: Only 94% of students met expectation on row one: To learn basic issues and key concepts of group process (CAREP 2016, 6, a-h).

Supporting documents



Portfolio Rubric
Data - Advisor

Recommended changes based on results

Based on our analysis of data we did not meet our goal. However, the rubrics were scored by the advisors and not the instructors, and low scores reflect that students were missing portfolio items illustrative of particular CACREP standards. Thus, we cannot unequivocally assert that students did not meet this standard. Moreover, the CACREP standards were also represented in other rows wherein 100% of students met standards. As mentioned in other parts of the report that address this data point, we plan on replacing livetext with a more flexible system better aligned to CACREP.

PO 6 Data Point 2: CPCE Section 4 Group Work

Brief description of method

Students will take the CPCE after completing coursework.

Individual students who do not meet the cutoff score will be discussed by the full faculty and appropriate remediation, consistent with page 8 and 9 of the Counseling Graduate Student Handbook. Programmatically, the data will be analyzed by the full faculty at the semi-annual

program evaluation retreat to identify trends and any potential concerns that need to be addressed by the program faculty regarding curriculum changes, teaching methods, etc.

Beginning with the spring 2016 administration of the CPCE, we began using this as one data point for program evaluation to determine whether students have met minimal acceptable standards for understanding didactic information taught in the CMHC program. Additionally, we hope to utilize the data to determine where our program strengths and challenges are in order to inform instructional practices. The U of M scores for the all content areas were solidly in the average range when compared to the national scores.

Goal: 95% of students will obtain a score within one standard deviation below the national mean or better on CPCE section 4: Group Work.

Results: For program Objective 6

Fall 2016

We had 22 students take the CPCE during the Fall 2016 administration at the U of M testing center on campus. The national mean was 83.86 and 1 standard deviation (16.84) below the mean was 69.83. The U of M mean score was 90.91 with a standard deviation of 15.6. Three students failed to meet the cutoff score. A clinical rehab student made a 67. A MS student in school counseling made a 56, and an Ed.S. student in school counseling made a 62.

Goal Unmet: 87 % of students passed section 4 of the CPCE

- 3 students failed section 4

Section	National Mean Score	National SD	U of M Mean Score & SD
C4: Group Work	11.77	2.57	M 12.09 SD 2.29

Supportive Documents



Fall 2016
Narrative Analysis

Spring 2017

We had 20 students take the CPCE during the Spring 2017 administration at the U of M testing center on campus. The national mean was 85.67 and 1 standard deviation (16.84) below the mean was 75.97. The U of M mean score was 91.95 with a standard deviation of 14.98. Two students failed to meet the cutoff score. This was the second administration of the test for both students. One student passed group, and another failed for the second time

Goal: Met. 95% passed section 4

- 1 student failed section 4

Section	National Mean Score	National SD	U of M Mean Score & SD
C4: Group Work	11.74	2.58	M 12.7

Supportive Documents



Spring 2017
Narrative Analysis

Recommended changes based on results

While we did not meet our goal in the fall 2016 administration of the CPCE, we attained our goal in the spring 2017 administration. Two things are worth noting here. First, we revised our comprehensive exam policy, to provide a clearer route for remediation. Second: The student who failed on two consecutive administrations was an Ed.S. student, which is not a CACREP program. In response to the challenge of coordinating a parallel non CACREP program we decided to phase it out in the fall of 2017.

PO6 Data Point 3: Graduate Survey Data

Brief description of method

Following graduation, former students are surveyed about their experience of the program to determine whether they believe this program objective was met

Graduates rate on a Likert scale (extremely effective, very effective, moderately effective, slightly effective, not effective at all) were asked the following statements: How effective was the program at The UofM for preparing you in the following area: Group work and family dynamics.

Goal: 95% of respondents will indicate they believe the program met the program objective.

Results

Imported from qualtrics

Goal: 95% of respondents will indicate they believe the program met the program objective.

Goal: Met. Out of 23 students surveyed all reported that the program had adequately prepared them or above, in the area of group counseling

Q21 - 6. Group Work and Family Dynamics Knowledge

#	Answer	Count
1	Not prepared	0
2	Adequately prepared	9
3	Very good	14

Total	23
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Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
6. Group Work and Family Dynamics Knowledge	2.00	3.00	2.61	0.49	0.24	23

Q22 - 6. Group Work and Family Dynamics Disposition

#	Answer	Count
1	Not prepared	0
2	Adequately prepared	9
3	Very good	14
	Total	23

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
6. Group Work and Family Dynamics Disposition	2.00	3.00	2.61	0.49	0.24	23

Q23 - 6. Group Work and Family Dynamics Skills

#	Answer	Count
1	Not prepared	0
2	Adequately prepared	8
3	Very good	15
	Total	23

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
6. Group Work and Family Dynamics Skills	2.00	3.00	2.65	0.48	0.23	23

Recommended changes

Although we met our goal we realized in reviewing the data that it is not appropriate to survey students about their knowledge of family dynamics in the context of group work. Family systems in an elective and not all our students take this class. We will be editing this question to remove the reference to family systems.

PO6 Data Point 4: Employer Survey Data

Brief description of method

The Counseling Program Coordinator surveys employers annually in June. Data are analyzed and presented to the full faculty at the faculty retreat, following the collection of the data. Employers were asked questions relevant to each of our 8 program objectives. For this data point we analyzed the data from question 3: How effective was the Counseling program at UM in preparing your employee in the following area: Principles of group dynamics? The data was gathered over the fall 2016 and spring 2017 school year.

Goal: 95% of employers will indicate they believe graduates moderately effective in the area of Helping Relationships

Results

Question #	Extremely effective	Very effective	Moderately effective	Slightly effective	Not effective at all
6	42.86%	14.29%	42.86%	0	0

Goal: Met. 100% of respondents indicate that our graduates are moderately competent or above.

Supportive Documents



Employer Report
Qualtrics.docx

Recommended changes based on results

Our response rates from employers was critically low this last year (n=7) making it difficult to make inferences about the caliber of our graduates in the domain of group counseling. We are concerned that 42% reported that our graduates are only moderately prepared. We have been informed, through verbal communication with our major employers that many of our students are weaker in the area of group work. Part of the problem is that group work skills are reserved to one class and not infused across the curriculum, as is the case with individual counseling skills. One program modification is to increase the infusion of group work skills to other core area classes, such as counseling theories and clinical techniques.

PROGRAM OBJECTIVE 7: ASESMENT

Program objective: The students will demonstrate ethically and culturally competent test and non-test assessment selection, administration, scoring, and interpretation skills related to academic/educational, career, personal, and social development, including risk assessment in a variety of settings.

Summary Table

Program Objective 7: Assessment		
Data Point	Goal	Goal- Met or Unmet
PO 7 Data Point 1: Counseling Portfolio Rubric 7.	Goal: 95% of students will meet or exceed expectations on the Live Text and portfolio rubric 7.	Met. Based on 2 data sources all students met or exceeded expectation in the domain of Assessment
PO 7 Data Point 2: CPCE section 6	Goal: 95% of students will make passing score on the Assessment section 6 of the CPCE	<i>Fall 2016</i> Unmet: 91 % of students passed section 6 of the CPCE <i>Spring 2017</i> Met: 95% passed section 6 of the CPCE
PO 7 Data Point 3: Graduate Survey Data	95% of respondents will indicate they believe the program met the program objective.	Met. 100% of students reported that they were adequately prepared in the area of Assessment
PO 7 Data Point 4: Employer Survey	95% of employers will indicate they believe graduates moderately effective in the area of Assessment	Met. 100% of employers indicated that our graduates were moderately effective or above in the area of Assessment

Detailed Description of Results

PO 7 Data Point 1: Counseling Portfolio Rubric 7

Completed by the instructor of the COUN 7551 Assessment Techniques course in Live Text based on overall course performance. The rubric indicates specific CACREP Objectives which are evaluated by the rubric and indicates the student artifacts, which are uploaded by the student to the Live Text Portfolio for evaluation of the rubric. Live Text data across courses will be aggregated and reviewed by the full faculty at the semi-annual faculty retreat. Data will be analyzed as to whether they have met the criteria on the Live Text rubric. Due to the low numbers of students possessing a livetext account, and low return rate of hand scored rubrics from instructors we also used data from the same rubrics scored by students' advisor.

Goal: 95% of students will meet or exceed expectations on the Live Text rubric 1.

Results

Live text data: Data were collected for 12 students enrolled in the Assessment course. All 12 students met expectations – none were below expectations, one student exceeded expectation on CACREP standard none exceeded expectation on CACREP standard, 2f7i and 4 students exceeded expectation on CACREP standard 2f7l .

Supportive documentation



LiveText Report
Program Objective

Advisor data: Data were collected from 29 students, all students met or exceeded expectations
Results from advisor scored rubrics

2F7a	2.00
2F7c	2.00
2F7g	2.00
2F7i	2.00*
2F7l	2.00*

*n=29



Portfolio Rubric
Data - Advisor

Goal: Met. Based on 2 data sources all students met or exceeded expectation in the domain of Assessment

Recommended changes based on results

No major curricula or programmatic changes are anticipated in the area of assessment, as students appear to be consistently meeting our program benchmarks. Once again, we will be making changes to our data gathering and management system by adopting a system better aligned to CACREP programs.

PO 7 Data Point 2: CPCE Section 6 Assessment

Goal: 95% of students will make a passing score on the Assessment domain of the CPCE

Results: For program Objective 7 (CPCE section 6)

Fall 2016

Results: We had 22 students take the CPCE during the Fall 2016 administration at the U of M testing center on campus. The national mean was 83.86 and 1 standard deviation (16.84) below the mean was 69.83. The U of M mean score was 90.91 with a standard deviation of 15.6. Two students failed to meet the cutoff score in the area of assessment.

Goal: Unmet. 91% of students passed section 2 of the CPCE

- 2 students failed the assessment section. One caveat to this result is that our students, on average made above the national average on questions in this domain.

Section	National Mean Score	National SD	U of M Mean Score & SD
C6: Assessment	9.96	2.81	M 10.68 SD 3.08

Supportive Documents



Fall 2016
Narrative Analysis

Spring 2017

Results: We had 20 students take the CPCE during the Spring 2017 administration at the U of M testing center on campus. The national mean was 85.67 and 1 standard deviation (16.84) below the mean was 75.97. The U of M mean score was 91.95 with a standard deviation of 14.98. One student failed to meet the cutoff score in the area of assessment.

Goal: Met. 95% passed section C6 of the CPCE

Section	National Mean Score	National SD	U of M Mean Score & SD
C6: Assessment	9.95	2.79	M 10.5 SD 3.12

Supportive Documents



Spring 2017
Narrative Analysis

Recommended changes based on results

Overall our students have performed well on section 6 of the CPCE. The one student who consecutively failed the assessment section of the CPCE was an Ed.S student, not an MS student. The Ed.S is a parallel non CACREP program that we are phasing out.

PO 7 Data Point 3: Graduate Survey Data

Brief description of method

Following graduation, former students are surveyed about their experience of the program to determine whether they believe this program objective was met

Graduates rate on a Likert scale (extremely effective, very effective, moderately effective, slightly effective, not effective at all) were asked the following statements: How effective was the program at The UofM for preparing you in the following area: **Assessment Practices**

Knowledge

Goal: 95% of respondents will indicate they believe the program met the program objective.

Results

Imported from qualtrics

Goal: 95% of respondents will indicate they believe the program met the program objective.

Goal: Met. Out of 23 students surveyed all reported that the program had adequately prepared them or above, in the area of Assessment

Q24 - 7. Assessment Practices Knowledge

#	Answer	Count
1	Not prepared	0
2	Adequately prepared	12
3	Very good	11
	Total	23

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
7. Assessment Practices Knowledge	2.00	3.00	2.48	0.50	0.25	23

Q25 - 7. Assessment Practices Disposition

#	Answer	Count
1	Not prepared	0
2	Adequately prepared	12
3	Very good	11
	Total	23

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
7. Assessment Practices Disposition	2.00	3.00	2.48	0.50	0.25	23

Q26 - 7. Assessment Practices Skills

#	Answer	Count
1	Not prepared	0
2	Adequately prepared	11
3	Very good	12
	Total	23

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
7. Assessment Practices Skills	2.00	3.00	2.52	0.50	0.25	23

Recommended changes

Although we met our goal, the students were evenly divided between feeling adequately and very well prepared. We would like to see more students scoring in the very good domain. One change we plan to make to our data gathering process is to ask an open-ended question immediately following the multiple-choice questions related to assessment. This will enable us to precisely identify the areas that we could tweak to assist students feel better prepared in this domain.

PO 7 DATA POINT 4: EMPLOYER SURVEY DATA

Brief description of method

The Counseling Program Coordinator surveys employers annually in June. Data are analyzed and presented to the full faculty at the faculty retreat, following the collection of the data. Employers were asked questions relevant to each of our 8 program objectives. For this data point we analyzed the data from question 3: How effective was the Counseling program at UM in preparing your employee in the following area: Ethical and culturally competent test and non-test assessment selection, administration, scoring, and interpretation skills? The data was gathered over the fall 2016 and spring 2017 school year.

Goal: 95% of employers will indicate they believe graduates moderately effective in the area of Assessment

Results

Question #	Extremely effective	Very effective	Moderately effective	Slightly effective	Not effective at all
7	42.86%	57.14%	0	0	0

Goal: Met. 100% of respondents indicate that our graduates are moderately competent or above.

Supportive Documents



Employer Report
Qualtrics.docx

Recommended changes based on results

Our response rates from employers was critically low this last year (n=7) making it difficult to make inferences about the caliber of our graduates in the domain of group counseling.

Nonetheless, employer responses seem to indicate that assessment is strength for our graduates, with all respondents suggesting that our graduates are very effective and above in the area of assessment.

PROGRAM OBJECTIVE 8: RESEARCH & PROGRAM EVALUATION

Program objective: The students will demonstrate the ability to identify, critically evaluate, and apply quantitative, qualitative, and mixed methods research to inform and evaluate counseling practice.

Summary Table

Program Objective 8: Assessment & Program Evaluation		
Data Point	Goal	Goal- Met or Unmet
PO 8 Data Point 1: Counseling Portfolio Rubric 8.	Goal: 95% of students will meet or exceed expectations on the Live Text and portfolio rubric 8.	Unmet. On average our students scored below expectations on 4/5 of the CACREP standards on the research and program evaluation objective rubric.
PO 8 Data Point 2: CPCE section 7	Goal: 95% of students will make passing score on section 7 of the CPCE	<i>Fall 2016</i> Met 95.5% of students passed section 7 of the CPCE <i>Spring 2017</i> Met: 95% passed section 7 of the CPCE
PO 8 Data Point 3: Graduate Survey Data	95% of respondents will indicate they believe the program met the program objective.	*Met. 96% (21 out of 23) of students surveyed all reported that the program had adequately prepared them or above, in the area of research and program evaluation.
PO 8 Data Point 4: Employer Survey	95% of employers will indicate they believe graduates moderately effective in the area of research and program evaluation	Met. 100% of employers indicated that our graduates were moderately effective or above in the area of research and program evaluation

PO 8 Data Point 1: Counseling Portfolio Rubric 2.

In our assessment plan, we indicated that the rubric would be completed by the instructor of the EDPR 7521 Introduction to Educational Research course in Live Text based on overall course performance. Unfortunately, too few students have a live text account and we struggled to get the instructors on board with live text and completion of program, goal rubrics. Alternatively, the rubric was completed by the students advisor based on an assessment of their associated portfolio artifacts. The rubric indicates specific CACREP Objectives which are evaluated by the rubric and indicates the student artifacts.

Goal: 95% of students will meet or exceed expectations on the Live Text rubric 1.

Results.

2F8d	2.00*
2F8e	1.97
2F8g	1.87
2F8h	1.81
2F8j	1.83*

*n=30

Goal: UnMet. On average our students scored below expectations on 4/5 of the CACREP standards on the research and program evaluation objective rubric.

Supporting documents



Portfolio Rubric
Data - Advisor

Recommended changes based on results

Currently, our students focus on meeting program objective 8 in their required research course (EDPR 7521) and during their Practicum where they complete a program evaluation project. Four (2F8e, 2F8g, 2F8h, 2F8j) out of five of the items in the rubric for program objective 8 averaged a score of less than 2 (Meets Expectations) indicating a need for program changes in order to ensure our students are graduating with adequate competencies related to using research and program evaluation as practitioners. Because the research course is a generic introduction to educational research, we have struggled to ensure our students are inculcated with the specific counseling competencies in the area of research, and particularly program evaluation. One change we implemented last year after reviewing the data was to introduce a program evaluation project across all sections of practicum. This has been moderately successful; however, we are aware that this pays lip service to the fundamental problem of the introductory class, not being operated by the counseling program. To correct this issue, we have proposed a new class in counseling research and program evaluation that we are going to formally propose to the graduate counsel this fall and make corresponding changes to the graduate catalog. All changes take a full academic year to cycle through.

PO 8 Data Point 2: CPCE Section 7 Research and Program Evaluation

Goal: 95% of students will make a passing score on the research and program evaluation domain of the CPCE

Results: For program Objective 7 (CPCE section 6)

Fall 2016

Results: We had 22 students take the CPCE during the Fall 2016 administration at the U of M testing center on campus. The national mean was 83.86 and 1 standard deviation (16.84) below the mean was 69.83. The U of M mean score was 90.91 with a standard deviation of 15.6. One student failed to meet the cutoff score in the area of research and program evaluation.

Goal: Met 95.5% of students passed section 7 of the CPCE

Section	National Mean Score	National SD	U of M Mean Score & SD
C7: Research & Program Evaluation	10.55	3.06	M 11.27 SD 2.85

Supportive Documents



Fall 2016
Narrative Analysis

Spring 2017

Results: We had 20 students take the CPCE during the Spring 2017 administration at the U of M testing center on campus. The national mean was 85.67 and 1 standard deviation (16.84) below the mean was 75.97. The U of M mean score was 91.95 with a standard deviation of 14.98. Two students failed to meet the cutoff score in the area of assessment, however both students were re-taking the exam and one had previously passed this section, thus she was only expected to pass areas that she had previously failed. In this regard only 1 of these students' scores are being utilized to calculate our performance goal

Goal: Met. 95% passed section 7 of the CPCE

Section	National Mean Score	National SD	U of M Mean Score & SD
C7: Research & Program Evaluation	10.57	3.02	M 11.25 SD 2.49

Supportive Documents



Spring 2017
Narrative Analysis

Recommended changes based on results

Our students consistently scored above the national mean in the area of research and program evaluation. While the portfolio data indicates a weakness in this area, this was not supported by CPCE data. Nonetheless, given the misalignment of the research class with our students needs in the area of research we are continuing to pursue the aforementioned changes.

PO 8 Data Point 3: Graduate Survey Data

Brief description of method

Following graduation, former students are surveyed about their experience of the program to determine whether they believe this program objective was met. Graduates rate on a Likert scale (extremely effective, very effective, moderately effective, slightly effective, not effective at all) were asked the following statements: How effective was the program at The UofM for preparing you in the following area: **Research and Program Evaluation**

Goal: 95% of respondents will indicate they believe the program met the program objective.

Results

Imported from qualtrics

Goal: 95 % of respondents will indicate they believe the program met the program objective.

Goal: Met. 96% (21 out of 23) of students surveyed all reported that the program had adequately prepared them or above, in the area of research and program evaluation.

Q27 - 8. Research and Program Evaluation Knowledge

#	Answer	Count
1	Not prepared	1
2	Adequately prepared	12
3	Very good	10
	Total	23

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
8. Research and Program Evaluation Knowledge	1.00	3.00	2.39	0.57	0.33	23

Q28 - 8. Research and Program Evaluation Disposition

#	Answer	Count
1	Not prepared	1
2	Adequately prepared	14
3	Very good	8
	Total	23

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
8. Research and Program Evaluation Disposition	1.00	3.00	2.30	0.55	0.30	23

Q29 - 8. Research and Program Evaluation Skills

#	Answer	Count
1	Not prepared	1
2	Adequately prepared	14
3	Very good	8
	Total	23

Recommended changes

Although we met our goal, the students were evenly divided between feeling adequately and very well prepared, and 1 student reported not feeling prepared. We would like to see more students scoring in the very good domain. One change we plan to make to our data gathering process is to ask an open-ended question immediately following the multiple-choice questions related to assessment. This will enable us to precisely identify the areas that we could tweak to assist students feel better prepared in this domain. More importantly we feel the proposed structural change to the introductory research course will strengthen our students perceived competency in this area.

PO 8 Data Point 4: Employer Survey Data

Brief description of method

The Counseling Program Coordinator surveys employers annually in June. Data are analyzed and presented to the full faculty at the faculty retreat, following the collection of the data. Employers were asked questions relevant to each of our 8 program objectives. For this data point we analyzed the data from question 3: How effective was the Counseling program at UM in preparing your employee in the following area: Ability to identify, critically evaluate, and apply quantitative, qualitative, and mixed methods research to inform and evaluate counseling practice? The data was gathered over the fall 2016 and spring 2017 school year.

Goal: 95% of employers will indicate they believe graduates moderately effective in the area of Assessment

Results

Question #	Extremely effective	Very effective	Moderately effective	Slightly effective	Not effective at all
8	42.86%	57.14%	0	0	0

Goal: Met. 100% of respondents indicate that our graduates are moderately competent or above.

Supportive Documents



Employer Report
Qualtrics.docx

Recommended changes based on results

Our response rates from employers was critically low this last year (n=7) making it difficult to make inferences about the caliber of our graduates in the domain of group counseling.

Nonetheless, employer responses seem to indicate that research and program evaluation is a strength for our students.