

**Masters of Counseling
Arizona State University
Program Evaluation Outcomes Report
2017-2018**

Counseling and counseling psychology faculty disseminate an annual report that includes a summary of the program evaluation results and subsequent program modifications. The report is published on the program website, and the faculty share the report with institutional administrators and personnel in cooperating agencies (e.g., clinical site supervisors).

The master of counseling program is approved by the [Arizona Board of Behavioral Health Examiners](#), which provides a streamlined pathway to licensure in Arizona.

MISSION STATEMENT: The mission of the 60-credit hour Master of Counseling (MC) program is to prepare students to become license eligible as professional counselors in [Arizona](#) and [other states](#) with comparable licensure requirements. With its strong focus on multicultural counseling across the lifespan, students learn to promote the health of individuals, families, groups, and organizations in a diverse society. The program prepares students to work with clients in a variety of mental health settings. The program also prepares students who wish to pursue doctoral-level studies.

PROGRAM OBJECTIVES: The MC program objectives reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society. Graduates of the program will demonstrate:

1. Knowledge and application of professional counseling ethics
2. Knowledge and application of multicultural counseling and social justice competencies
3. Knowledge of human growth and development and how it impacts counseling
4. Knowledge of career development and ability to design interventions
5. Knowledge and skill in establishing counseling relationships and employing intervention models
6. Knowledge and skill in group process and ability to intervene using groups
7. Knowledge of issues relevant to assessment selection and evaluation, and skilled in the appropriate use of assessment instruments
8. Knowledge and application of basic research designs, statistics, and program evaluation
9. Professional values and dispositions consistent with the American Counseling Association
10. Knowledge of professional and clinical mental health counselor identity

Summary of Program Evaluation Results

The faculty systematically evaluates the program mission, objectives, curriculum, and student learning using a combination of direct and indirect measures. Results from our program review, including student performance on course-based assessments and the counselor preparation comprehensive exam (CPCE), are summarized below for fall 2017, spring 2018, and summer 2018:

Key Performance Indicator	Measure 1:	% ¹	n =	Measure 2 ² :	% ³ (n=37)	Cohens' d ⁴
Core Area 1: Knowledge and application of Professional Counseling Ethics	CPY 645 Professional Issues Paper	100	37	Professional Counseling Orientation and Ethical Practice	68	.42
Core Area 2: Knowledge and application of multicultural counseling and social justice competencies	CPY 671 ⁵ Paper /Portfolio	93	44	Social and Cultural Diversity	68	.53
Core Area 3: Knowledge of human growth and development and how it impacts counseling	CED 529 ⁵ Test/Paper	100	35	Human Growth & Development	70	.37
Core Area 4: Knowledge of career development and ability to design interventions	CED 534 Test	94	34	Career Development	70	.66
Core Area 5: Knowledge and skill in establishing counseling relationships and employing intervention models	CED 577 Assessment	86	42	Counseling & Helping Relationships	76	.54
Core Area 6: Knowledge and skill in group process and ability to intervene using groups	CED 567 Test	100	41	Group Counseling & Group Work	86	.49
Core Area 7: Knowledge of issues relevant to assessment selection and evaluation and skilled in appropriate use assessment instruments	CED 523 Test	97	36	Assessment & Testing	65	.43
Core Area 8: Knowledge and application of basic research designs, statistics and program evaluation	CED 501 ⁶ Test	97	39	Research & Program Evaluation	81	.69
CMHC Specialty: Knowledge of professional and clinical mental health counselor identity	CPY 645 Test/ Website analysis	100	37			

Note 1. Percent of students assessed at or above target grade of B-

Note 2. Counselor Preparation Comprehensive Exam Domain

Note 3. Percent of students' domain scores at or above the national mean

Note 4. Cohen's d statistic indicates effect size difference between MC program scores and national mean score; d = .20 (small); d = .50 (medium) d = .80 (large)

Note 5. Comprised of signature assignment grades and final course grades

Note 6. Comprised of final course grades

Practicum and Internship. Site supervisor evaluations for all students completing practicum ($n = 36$) and internship ($n = 79$) indicate 97% and 99% of students were evaluated at or above expected skill competency at the conclusion of CED 680 and CED 684, respectively.

Counselor Preparation Comprehensive Exam (CPCE). Pass rate (1st attempt) = 97% ($n = 35$ out of 36 students)

National Counselor Exam (NCE). Pass rate (1st attempt) = 100 % ($n = 32$ out of 32 students)

Student Demographics as of September 2018

Headcount		103
% women		81.0% (83)
% male		19.0% (20)
% Ethnicity	American Indian	0.0% (0)
	Asian American	6.8% (7)
	Pacific Islander	0.0% (0)
	African American	5.8% (6)
	Hispanic	14.6% (15)
	2 or More Races²	0.9% (1)
	White	65.0% (67)
	Unknown	0.0% (0)
% International		6.8% (7)

Vital Statistics (summer 2017, fall 2017, spring 2018)

- 45 MC degrees awarded

All graduates completed the program within the expected 2-3-year timeframe

- Job placement rate (within six months of graduation for those seeking placement) = 93% (n = 41 out of 44 actively seeking placement)

We surveyed MC program alumni who completed the program during summer 2017, fall 2017, or spring 2018. Twenty-one graduates completed the survey (21/45 = 47% response rate). All but one student completed the practitioner track of the program.

- At the time of the survey, 76% of respondents were employed in the counseling profession; of those 69% were employed in Arizona, 6% in Arkansas, 6% California, 6% in Ohio, 6% in Washington, and 6% did not report state of employment.
- 14% of respondents were enrolled in (or accepted & planning to enroll) in a PhD program.
- 29% of respondents indicated they had attended local, regional, or national counseling-related professional conferences; while 4.7% indicated they had presented at such conferences.
- 5% of respondents indicated they have published in a peer-reviewed journal, a book chapter/book; and the same percentage indicated they have engaged in other scholarship/research-related activities.

Reported strengths of the program:

- 95% of respondents rated professional counselor training from good to very good
- 86% of respondents rated clinical supervision during practicum from good to very good
- 76% of respondents rated clinical supervision during internship from good to very good
- 62% of respondents rated research training from good to very good
- 81% of respondents rate the overall quality of the MC program from good to very good;
- 86% of respondents indicated they are somewhat likely to extremely likely to recommend the ASU MC program to others who are interested in a career as a professional counselor

Summary and Proposed Program Modifications:

Overall, students are performing well in the program's eight core areas and the clinical mental health counseling specialty as evidenced by their grades on signature course assignments and overall course grades. Their scores on the CPCE exceed the national mean in all domains, providing further evidence for students' attainment of competence across core areas.

Data from recent alumni spotlight various strengths of the program. Areas that received multiple positive reports were the CTC facilities and clinical supervision in practicum. Ratings for supervision in internship also were positive but less so than practicum supervision. This suggests that program establish stronger relationships with community agencies and other internship sites to provide greater support to clinical supervisors who are working with our students.

Alumni also addressed areas for growth. One area that received multiple reports pertains to increased training opportunities on counseling skills, techniques, and interventions. Drawing from their recommendations, the program might meet this need via offering additional elective courses and/or workshops. In summer 2018, the program offered a new elective titled, "Advanced Counseling Intervention Techniques." Additionally, the program is working currently with the Master of Counseling Student Organization to identify intervention topics.

Following up from the 2016-2017 report plan to continue the following activities:

1. Increasing representation of diverse students in admission through program completion
2. Enhancing assistantship opportunities and training for MC students
3. Providing greater variety in internship course and placements