

Masters of Counseling
Arizona State University
Program Evaluation Outcomes Report
2016-2017

Counselor education program faculty disseminate an annual report that includes, by program level, (1) a summary of the program evaluation results, (2) subsequent program modifications, and (3) any other substantial program changes. The report is published on the program website in an easily accessible location, and students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors) are notified that the report is available.

MISSION STATEMENT: The Master of Counseling (MC) program in clinical mental health counseling is accredited by [the Council for Accreditation of Counseling and Related Educational Programs \(CACREP\)](#). The mission of the 60-credit-hour 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 program systematically evaluates the program mission, objectives, curriculum, student learning to align with the 8 CACREP core areas and the Clinical Mental Health Counseling specialty 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:

Key Performance Indicator	Measure 1:	% ¹	n=	Measure 2 ² :	% ³ (n=38)	Cohens' d ⁴
<i>(Core Area 1): Knowledge and application of Professional Counseling Ethics</i>	CPY 645 Professional Issues Paper	98	42	<i>Professional Counseling Orientation and Ethical Practice</i>	89	.63
<i>(Core Area 2): Knowledge and application of multicultural counseling and social justice competencies</i>	CPY 671 Paper /Portfolio	100	35	<i>Social and Cultural Diversity</i>	92	.99
<i>(Core Area 3): Knowledge of human growth and development and how it impacts counseling</i>	CED 529 Test/Paper	98	52	<i>Human Growth & Development</i>	73	.26
<i>(Core Area 4): Knowledge of career development and ability to design interventions</i>	CED 534 Test	98	44	<i>Career Development</i>	86	.55
<i>(Core Area 5): Knowledge and skill in establishing counseling relationships and employing intervention models</i>	CED 577 Assessment	94	47	<i>Counseling & Helping Relationships</i>	100	.81
<i>(Core Area 6): Knowledge and skill in group process and ability to intervene using groups</i>	CED 567 Test	97	43	<i>Group Counseling & Group Work</i>	97	.57
<i>(Core Area 7): Knowledge of issues relevant to assessment selection and evaluation and skilled in appropriate use assessment instruments</i>	CED 523 Test	100	43	<i>Assessment & Testing</i>	86	.80
<i>(Core Area 8): Knowledge and application of basic research designs, statistics and program evaluation</i>	CED 501 Test	100	53	<i>Research & Program Evaluation</i>	95	1.14
<i>(CMHC Specialty): Knowledge of professional and clinical mental health counselor identity</i>	CPY 645 Test/ Website analysis paper	98	42			

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 included to indicate effect size difference between ASU MC program scores and national mean score.

*d = .20 (small); d = .50 (medium) d = .80 (large)

Site supervisor evaluations for all students completing practicum (n=52) and internship (n=86) indicate 98% and 92% of students were evaluated at, or above, expected skill competency at the conclusion of CED 680, and CED 684, respectively.

Characteristics of MC Program Graduates for AY 2016-17 (Fall 2016 – Summer 2017)

- Vital Statistics
 - Student demographics:

Headcount		103
% women		67.0% (69)
% male		33.0% (34)
% Ethnicity	American Indian	0.0% (0)
	Asian American	5.8% (6)
	Pacific Islander¹	0.0% (0)
	African American	2.9% (3)
	Hispanic	12.6% (13)
	2 or More Races¹	4.9% (5)
	White	67.0% (69)
	Unknown	1.9% (2)
% Minority total		26% (27)
% International		4.9% (5)
Degrees awarded		40

¹ New Federal reporting categories for ethnicity are in effect beginning in fall 2010.

- Program completion rate* = 95%
 - *40/42 students completed the program within the expected 2-3-year timeframe
 - Counselor Preparation Comprehensive Exam pass rate (1st attempt) = 97% (n=38)
 - Licensing Exam Pass Rate: National Counselor Exam (NCE) (1st attempt) = 92% (n=34)
 - Job placement rate (within six months of graduation for those seeking placement) = 97% (n=39)
- Follow up surveys of MC program alumni who completed the program between Fall 2016 - Summer 2017: (n=14 of 29; 48%) were conducted by the MC program to assess professional development activity:
 - 57% of respondents are currently employed in the counseling profession; of those 100% are employed in the state of Arizona
 - 29% of respondents are currently accepted or enrolled in a doctoral program.
 - 50% of respondents indicated they have *Attended local, regional, or national counseling-related professional conferences*; while 22% indicated they have *Presented at local, regional, or national counseling-related professional conferences*
 - 7% of respondents indicated they have *Published in a peer-reviewed journal, a book chapter/book*; while 22% indicated they have engaged in *Other scholarship/research-related activities*
 - **Reported strengths of the program:** depth of experience working with counseling clients and practicing with MC peers to prepare for real counseling situations; a strong emphasis on multicultural counseling, social justice, and inclusion; opportunities that allowed engagement in the actual counseling process such as prepracticum, practicum, internship, and group counseling.
 - 93% of respondents rate the quality of the MC program from good to very good;
 - 100% of respondents indicated they are somewhat likely to extremely likely to recommend the ASU MC program to others who are interested in preparing for a career as a Professional counselor
 - **Recommendations:** More training on clinical documentation and case management; strategies to facilitate the transition from the MC program to non-academic clinical settings, including the transition from practicum to internship; Additional funding opportunities through assistantships.

Subsequent Program Modifications / Substantial Program Changes

The annual review of (1) aggregate student assessment data that address student knowledge, skills, and professional dispositions; (2) demographic and other characteristics of applicants, students, and graduates; and (3) data from systematic follow-up surveys of graduates, site supervisors, and employers of program graduates have substantiated the need for program modifications. The program is currently taking the following steps to implement programmatic and curricular changes as summarized below:

Increase Representation of Diverse Students in Admission Through Program Completion

1. We are developing undergraduate majors in Counseling and Applied Psychology on the Polytechnic campus to increase access to counseling coursework for racial and ethnic minority students.
2. Diversity, equity and inclusion committee is active in planning and implementing systematic efforts to attract and retain racial and ethnic minority students (e.g., the Patricia Arredondo Diversity and Equity Speaker Series, and Students for Social Justice)

Enhance Assistantship Opportunities and Training

1. While our students do well obtaining assistantships, there are not as many as desired. We are developing undergraduate majors in Counseling and Applied Psychology on the Polytechnic campus. It is anticipated that this has the potential to create greater opportunities for teaching assistantships.
2. We are encouraging students to apply for part-time employment opportunities in relevant ASU units (e.g., student success center and student advising).

Provide Greater Variety in Internship Course and Placements

1. We hired a core faculty member, Dr. Brandon Wilde, to oversee all MC Internship activities and serve as Director of Training. Already, he revised the CED684 Internship syllabus and course requirements to include an additional KPI measure for the CMHC Specialty.
2. We revised the CED684 Internship Handbook to reflect the revisions to site supervision agreements, procedures for securing internship placements. The program conducted two internship fairs in fall and spring semesters, respectively.
3. The program has approved one additional internship site focused on counseling services for clients with Autism Spectrum Disorders and have an additional site currently under review.

Improve Research Training and Opportunities

1. MCSO held a panel on the thesis process and to discuss research generally.
2. The faculty hosted a longer MC orientation to introduce new students to faculty research projects and encourage involvement.
3. We continue to focus on the importance of attendance at professional conferences. We continue to offer financial support for student conference travel, especially to the American Counseling Association and Association for Counselor Education and Supervision.

Increase Course Offerings and Provide Course Projections for Planning Purposes

1. We updated our 5-year course projection grid to assist all students with planning their program of study.
2. We continue to offer required courses every fall and spring semester, to keep class size under 29 students.
3. With our new core faculty members, we offered a variety of course electives throughout the academic year and in summer (e.g., Intimate Partner Violence and LGBTQ Counseling). We will be offering an online version of Psychopharmacology during summer 2018.
4. Considering the feedback from alumni surveys, the spring 2018 advisory board meeting, and data from the CPCE domain scores, a closer examination of the Life Span Development course is justified.