

**Masters of Counseling
Arizona State University
Program Evaluation Outcomes Report
2018-2019**

The faculty of counseling and counseling psychology disseminates 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 shares the report with ASU 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 2018, spring 2019, and summer 2019:

Key Performance Indicator	Measure 1 (Coursework)	% ¹	<i>n</i> (enrolled students)
Core Area 1: Knowledge and application of Professional Counseling Ethics	CPY 645 Professional Issues Paper	98	44
Core Area 2: Knowledge and application of multicultural counseling and social justice competencies	CPY 671 Paper /Portfolio	100	50
Core Area 3: Knowledge of human growth and development and how it impacts counseling	CED 529 Exam/Paper	100	40
Core Area 4: Knowledge of career development and ability to design interventions	CED 534 Exam	97	37
Core Area 5: Knowledge and skill in establishing counseling relationships and employing intervention models ⁵	CED 577 Assessment	96	49
Core Area 6: Knowledge and skill in group process and ability to intervene using groups ²	CED 567 Exam	97	37
Core Area 7: Knowledge of issues relevant to assessment selection and evaluation and skilled in appropriate use assessment instruments	CED 523 Exam	100	34
Core Area 8: Knowledge and application of basic research designs, statistics and program evaluation	CED 501 Exam	95	41
CMHC Specialty: Knowledge of professional and clinical mental health counselor identity	CPY 645 Exam/ Website analysis	98	44

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

Note 2. Comprised of signature assignment grades and final course grades

Practicum and Internship. Site supervisor evaluations for all students completing practicum ($n = 37$) and internship ($n = 69$) 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 during first attempt = 100% ($n = 25/25$ students).

National Counselor Exam (NCE). Pass rate during first attempt = 100 % ($n = 30/30$ students).

Student Demographics for 2018-2019		
Headcount		97
% women		81.4% (79)
% men		18.6% (18)
% Ethnicity	American Indian	0.0% (0)
	Asian American	7.2% (7)
	Pacific Islander	0.0% (0)
	African American	5.2% (5)
	Hispanic	15.5% (15)
	2 or More Races	0.0% (0)
	White	64.9% (63)
	Unknown	0.0% (0)
% International		7.2% (7)

Graduation Statistics (fall 2018, spring 2019, summer 2019)

- 32 MC degrees awarded
- 94% ($n = 30/32$) graduates completed the program within the expected 2-3-year timeframe
- Job placement rate (within six months of graduation for those seeking placement) = 93% ($n = 25/27$ actively seeking placement)
- 2 graduates enrolled in a PhD program

We surveyed MC program alumni who completed the program during fall 2018, spring 2019, and summer 2019. Thirteen graduates completed the survey ($n = 13/32$, 41% response rate). Ten respondents completed the practitioner track of the program, whereas three completed the research track.

- At the time of the survey 62% ($n = 8$) of respondents were employed in the counseling profession; of those 100% were employed in Arizona.
- 15% ($n = 2/13$) of respondents were enrolled in (or accepted & planning to enroll) in a PhD program.
- 31% ($n = 4/13$) of respondents indicated they had attended local, regional, or national counseling- related professional conferences since graduation.
- 15% ($n = 2/13$) of respondents indicated they have published a peer-reviewed journal article or book chapter; the same percentage indicated they have engaged in other scholarship/ research-related activities.

Reported strengths of the program:

Percent of respondents rated the following areas from good to very good:

	2017-18 <i>n</i> = 21/45	2018-19 <i>n</i> = 13/32
professional counselor training	95%	92%
clinical supervision during practicum	86%	92%
clinical supervision during internship	76%	77%
research training	62%	62%
overall quality of the MC program	81%	69%

Percent 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:

2017-18 <i>n</i> = 21/45	2018-19 <i>n</i> = 13/32
86%	54%

Overall 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. All students passed the CPCE and the NCE on their first attempt.

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 the program continue to establish stronger relationships with community agencies and other internship sites to provide greater support to clinical supervisors who are working with our students. The MC Director of Training, along with student leaders and staff, reinvigorated the program's Internship Fair which now has robust attendance.

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 met this need via specialized workshops delivered to the Master of Counseling Student Organization (MCSO) and additional elective courses (e.g., CPY691 Advanced Counseling Intervention Techniques). These training opportunities were well received.

Following up from the 2018-2019 report, the faculty plans to continue the following activities:

1. Increasing recruitment and retention of diverse students
2. Enhancing assistantship opportunities and skills/techniques training for MC students
3. Providing greater variety of clinical internship placements throughout the valley