

**Masters of Counseling
Arizona State University
Annual report
2015-2016**

Summary:

During the 2016 year, our examination of our program evaluation indicators revealed that the program is doing an admirable job educating its students in counseling knowledge and skills. Students demonstrated appropriate skill gains, and data from internship supervisors and job placements indicate that our students are very well perceived. Regardless, our assessment of program climate indicated that we could improve in several areas: availability of assistantships, internship sites, and elective offerings, as well as expanded opportunities for research development.

Student Knowledge Assessment:

National Counselor Exam Results

These test results indicated that our students have grasped the key knowledge well. All 48 who took the NCE passed. In addition, the mean scores of our students were much higher than the CACREP norms in ALL area (Cohen's d's ranging from .11 to 1.49). The overall test scores had Cohen's d's of .85 (fall 2015) and .70 (spring 2016) relative to CACREP norms.

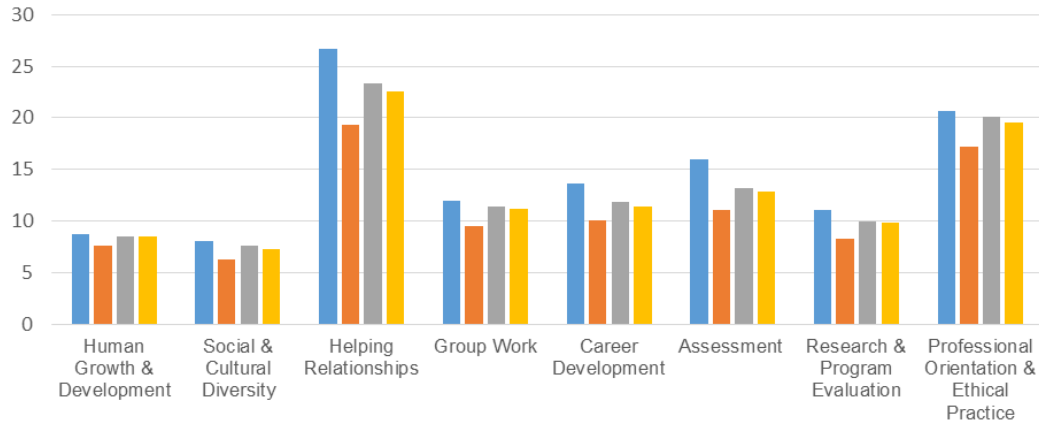
National Counselor Examination Academic Year 2015-2016

October 2015 NCE scores

October 2015

Students tested: 3
Pass rate: 100%

Minimum criteria: 85
Mean score: 116.70



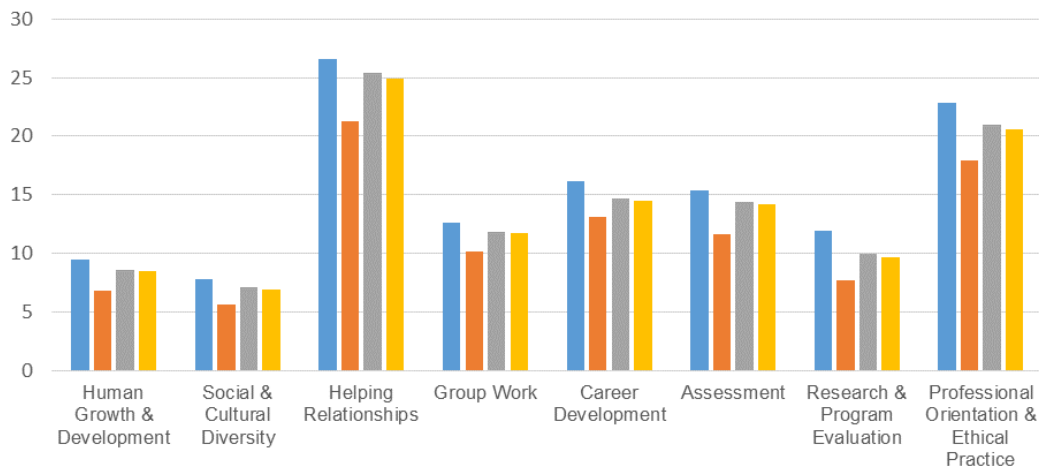
	Human Growth & Development	Social & Cultural Diversity	Helping Relationships	Group Work	Career Development	Assessment	Research & Program Evaluation	Professional Orientation & Ethical Practice	Total
ASU (N=3)	8.67	8.00	26.67	12.00	13.67	16.00	11.00	20.67	116.70
Professional (N=343)	7.64	6.22	19.34	9.52	10.00	11.03	8.27	17.20	89.21
CACREP (N=1592)	8.47	7.61	23.31	11.44	11.78	13.19	9.99	20.10	105.90
Non-CACREP (N=506)	8.45	7.28	22.56	11.14	11.35	12.79	9.82	19.53	102.93
Cohen's d*	.13	.26	.83	.32	.85	1.49	.49	.11	.85

April 2016 NCE scores

April 2016

Students tested: 45
Pass rate: 100%

Minimum criteria: 90
Mean score: 122.80



	Human Growth & Development	Social & Cultural Diversity	Helping Relationships	Group Work	Career Development	Assessment	Research & Program Evaluation	Professional Orientation & Ethical Practice	Total
ASU (N=45)	9.51	7.80	26.56	12.60	16.16	15.36	11.93	22.87	122.80
Professional (N=284)	6.85	5.60	21.30	10.19	13.11	11.65	7.65	17.88	94.22
CACREP (N=3171)	8.57	7.08	25.42	11.85	14.63	14.43	9.98	20.96	112.91
Non-CACREP (N=1179)	8.48	6.89	24.89	11.69	14.51	14.21	9.63	20.54	110.84
Cohen's d*	.51	.40	.31	.40	.65	.36	.29	.64	.70

* Cohen's d relative to CACREP norms

Counseling Skills

Internship supervisor evaluations:

Evaluations from Internship supervisors indicate that students were doing very well on internship sites with most means and medians reflecting *High Average* skills. We identified three areas with means below *High Average*, which represent areas for growth: developing treatment programs, career and vocational counseling, and making referrals.

Job Placement rate:

For the 2015-2016 academic year, the job placement rate within six months of graduation for those seeking placement was 97%. Most students indicated that they had secured a position in the counseling field within a month of graduation.

Student characteristics

2015-2016 Academic Year Entrants

Number Applicants = 119

Number students enrolled= 50

Number women = 38; Number Men = 12

Number for each age group:

17-23=29; 24-29=13; 30-39=6; >40=2

Number for each ethnic group:

White=32; Hispanic/Latino/a=6; Asian=4; African American=2; Not Available=3

Number US citizens=46; number International=4

Number enrolled in program total =126

Number graduates=44

NCE pass rate =100%

CPCE pass rate (1st try)= 99%

Internship Supervisor Evaluations 2015-2016 (N=175)*

Item	Mean	Median	Not Observed
A. The ability to establish and maintain rapport with a variety of clients with varying problems	5.17	5	0
B. The ability to deal effectively and professionally with varying client/therapist values conflicts	5.08	5	3
C. The ability to effectively use active listening skills such as paraphrasing, restatements, questioning, summarizing, etc.	5.21	5	3
D. The ability to accurately perceive the meaning of no-verbal behaviors and to explore contradictions	5.04	5	5
E. The ability to deal effectively with the wide range of emotional responses which clients present	4.97	5	6
F. The ability to try different therapeutic approaches in working with clients	5.02	5	10
G. The ability to effectively establish realistic therapeutic goals for sessions with clients	4.90	5	7
H. The ability to analyze and assess a wide variety of client problem areas	4.94	5	9
I. The ability to develop an effective treatment program for a variety of client problems	4.85	5	11
J. The ability to work effectively with groups in a leader or co-leader role	5.22	5	60
K. The ability to administer and interpret test results	5.26	5	153
L. The ability to work effectively with other members of the professional staff	5.59	5	1
M. The ability to effectively provide career and vocational counseling	4.85	5	143
N. The ability to demonstrate a working knowledge of ethical guidelines	5.38	5	4
O. The ability to recognize the need for and make use of appropriate referrals	4.82	5	26
P. The ability to effectively intervene with clients who are in a crisis state	4.97	5	25
Q. The ability to actively seek feedback and grow professionally from the supervisory experience	5.66	6	0

1= Unacceptable; 2=Poor; 3=Low Average; 4= Average; 5=High Average; 6=Excellent; 7=Outstanding

* Ratings from each semester. Students enroll for at least 2 semesters.

Program Climate

Student survey: In June 2016, current students completed a survey regarding their perceptions and evaluation of the clinical mental health counseling program. These data are important with respect to current climate. Overall, the data indicate satisfaction with most aspects of the program. Scores were slightly lower in the areas of advising, assistantship offerings, research self-efficacy, and course offerings and scheduling. Below we provide concrete action steps that resulted from this feedback.

MC Program Administered April 15 – May 6, 2016

1. Program

Answer	Response	%
Masters of Counseling	74	100%
Total	74	100%

2. Year in Program

#	Answer	Response	%
1	First year	40	54%
2	Second year	29	39%
3	Third year	4	5%
4	Fourth year	1	1%
	Total	74	100%

3. If enrolled in the MC program, are you: (select all that apply)

#	Answer	Response	%
1	In practicum	9	12%
2	In internship	24	33%
3	practice track	43	59%
4	research track	15	21%
5	Other (please specify)	6	8%

Other (please specify)

not decided yet

graduating

Starting Summer Prac

Between practicum and internship

graduating

Graduating in May

4. What is your intended career trajectory: (select all that apply)

#	Answer	Response	%
1	Research (please specify)	15	21%
2	Practice (please specify)	66	92%
3	Other	6	8%

5. In the next several pages there are a number of statements about the program. Please think about each statement based on your personal perception and/or experience. For each item, please indicate the extent of your agreement using the following scale:

**1=Strongly Disagree
(SD)**

**2=Disagree
(D)**

**3=Agree
(A)**

**4=Strongly Agree
(SA)**

Score Range: 1-4

#	Question	SD	D	A	SA	n	Mean
1	I feel welcomed in the program.	0	4	25	36	65	3.49
2	I feel supported by my peers.	0	2	27	36	65	3.52
3	I feel supported by program faculty.	2	4	31	28	65	3.31
4	There are positive relationships between MC and CPY students.	4	5	34	21	64	3.13
5	There are positive relationships between students and faculty.	1	2	31	31	65	3.42
6	There is a sense of community within my cohort.	1	7	35	22	65	3.20
7	There is a sense of community within my program.	0	11	36	18	65	3.11
8	Men and women are respected equally in the program.	0	2	20	43	65	3.63
9	Students with diverse gender expression are respected equally in the program.	0	2	27	35	64	3.52
10	Students from all racial and ethnic backgrounds are respected equally in the program.	0	5	25	35	65	3.46
11	Students from all religious and spiritual backgrounds are respected equally in the program.	0	3	25	37	65	3.52
12	Students from all sexual orientation backgrounds are respected equally in the program.	0	1	25	38	64	3.58
13	Students from all ages are respected equally in the program.	0	2	32	30	64	3.44
14	Students from all socioeconomic backgrounds are respected equally in the program.	0	2	29	33	64	3.48
15	Students with diverse language preference or use are respected equally in the program.	1	3	33	24	61	3.31
16	Students from all ability backgrounds are respected equally in the program.	1	3	30	29	63	3.38

6. Please think about each statement based on your personal perception and/or experience. For each item, please indicate the extent of your agreement using the following scale:

**1=Strongly Disagree
(SD)**

**2=Disagree
(D)**

**3=Agree
(A)**

**4=Strongly Agree
(SA)**

Score Range: 1-4

#	Question	SD	D	A	SA	n	Mean
1	My training has helped me to become a more effective counselor or counseling psychologist.	0	1	25	33	59	3.54
2	The clinical training provided in the Counselor Training Center (CTC) is of high quality.	0	2	19	31	52	3.56
3	The CTC facilities are conducive to my clinical training needs.	1	5	27	23	56	3.29
4	I have been satisfied with my clinical supervision in the CTC.	0	4	17	23	44	3.43
5	My CTC supervisor(s) demonstrated cultural responsiveness and sensitivity.	0	1	17	24	42	3.55
6	I am/will be prepared for my MC internship or CPY fieldwork.	0	2	26	23	51	3.41
7	There is enough variety of MC internship or CPY fieldwork sites.	2	8	32	9	51	2.94
8	I am satisfied with the supervision I received on-site during my MC internship or CPY fieldwork.	2	4	8	13	27	3.19
9	At MC internship or CPY fieldwork, my on-site supervisors demonstrated cultural sensitivity.	1	1	13	11	26	3.31
10	I am satisfied with my MC internship or CPY fieldwork experience.	0	3	8	15	26	3.46
11	I feel prepared to pursue a clinical career, if I wanted one.	1	6	23	20	50	3.24
12	I feel prepared to pursue an academic career, if I wanted one.	0	12	22	8	42	2.90
13	The program has prepared me adequately in the areas of research methodology and design.	0	6	33	11	50	3.10
14	I view research as an important part of my professional identity.	4	19	15	19	57	2.86
15	My advisor provides ample opportunities for me to be involved in research.	9	12	8	11	40	2.53
16	My advisor is receptive to my research ideas.	4	4	10	13	31	3.03

7. Please think about each statement based on your personal perception and/or experience. For each item, please indicate the extent of your agreement using the following scale:

**1=Strongly Disagree
(SD)**

**2=Disagree
(D)**

**3=Agree
(A)**

**4=Strongly Agree
(SA)**

Score Range: 1-4

#	Question	SD	D	A	SA	n	Mean
1	I am satisfied with the variety of classes offered in my program.	0	19	33	8	60	2.82
2	The program coursework is relevant for my research training needs.	0	6	23	14	43	3.19
3	The program coursework is relevant for my clinical training needs.	0	7	29	23	59	3.27
4	Multicultural content is represented across the curriculum.	0	4	22	33	59	3.49
5	I have a good understanding of program policies and procedures.	2	6	35	16	59	3.10
6	There are a variety of assistantships available to me.	8	23	15	5	51	2.33
7	My advisor has helped me in my professional development.	11	12	24	11	58	2.60
8	The faculty (other than my advisor) has helped me in my professional development.	1	8	29	21	59	3.19
9	I am encouraged to attend professional conferences.	0	9	29	17	55	3.15
10	I am encouraged to present at professional conferences.	3	13	19	12	47	2.85
11	I am encouraged to engage in advocacy efforts within the field of counseling or counseling psychology.	0	3	34	21	58	3.31
12	I am a member of a professional association (e.g. ACA, AzCA, APA, AzPA)	5	16	13	13	47	2.72
13	I am learning strategies for engaging in self-care as a professional.	0	5	32	23	60	3.30
14	I am glad I chose to attend this program.	1	2	24	33	60	3.48
15	I would recommend this program to others.	1	3	26	30	60	3.42
16	All things considered, I am satisfied with my program.	1	5	29	25	60	3.30

Action Steps

The program is very proud of the quality of its training. Our students' NCE scores are uniformly outstanding, the internship evaluations and job placement rates are strong, the student body is diverse in composition, and the students are largely satisfied with the program. In response to the program issues noted on the student survey, we have taken the following steps to address them.

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 on the Polytechnic campus, and this has the potential to create greater opportunities for teaching assistantships.
2. As part of enhancing these opportunities we are expanding orientation to assist students in learning what opportunities exist and how to position themselves to enhance employability.

Provide Greater Variety in Internship Placements

1. The faculty are conducting a search to hire a core faculty member to oversee all MC Internship activities. Ideally, this individual would join us in fall 2017. In the meantime, we are consulting with community partners to expand our offerings.
2. We revised the Internship Handbook and added a second internship fair so that there are internship fairs the fall and spring semesters. We learned that we need to shorten the time for the fair from three to two hours to ensure that site representatives can stay for the duration.

Improve Research Training and Opportunities

1. MCSO held a panel on the thesis process. Nine students and one faculty advisor participated.
2. The faculty agreed to host a longer MC orientation, which will allow time for program faculty to describe the research that they are conducting and increase student knowledge and involvement.
3. We also will focus on the importance of attendance at professional conferences and note our financial support for students to go to professional conferences.
4. We now include an exemplar model of a thesis schedule in an appendix to the MC Handbook

Increase Course Offerings and Provide Course Projections for Planning Purposes

1. When possible, we split large courses into two sections (e.g., CED522 and CED523), and now offer required MC courses two times per year.
2. In the past two years, we offered the following electives: Substance Use, Working with Trauma in Counseling, Counseling At-Risk Youth, Advocacy, Systems, & Community Counseling, Health & Wellness Counseling, Counseling Women, Counseling Children & Adolescents, SBIRT Intervention Lab, and a study abroad program in Fiji.
3. The following electives are scheduled for spring 2017: Counseling Latinos, Child Counseling & Play Therapy, Marriage & Family Counseling, and Working with Trauma in Counseling.

4. The following electives are scheduled for summer 2017: Grief and Loss Counseling, Counseling At-Risk Youth, and Intimate Partner Violence.
5. We hope to be able to offer LGBT Affirmative Counseling and Psychopharmacology as electives in AY17-18.
6. MCSO, in coordination with the academic unit leader, developed an appendix in the MC Handbook that describes all in-house electives and outside electives that have met with program faculty approval.
7. We have created a 5-year course projection grid to assist all students with program planning.