

Program Evaluation Annual Report

Academic Year: 2018-2019

MSEd School Counseling
MSEd Student Affairs/College Counseling

Summary of Program Evaluation Results

Assessment Data:

Assessment Name	Met	Not Met	Total
Assessment 1 (SC & SACC) - Self Reflection & Research Paper	30	0	30
Assessment 2 (SC) - ASCA Model Project	13	0	13
Assessment 2 (SACC) - Midterm Exam	11	0	11
Assessment 3 (SC & SACC) - Bias Disruption Presentation	36	0	36
Assessment 4 (SC & SACC) - Group Leadership	12	0	12
Assessment 5 (SC & SACC) - Autobiographical Career Paper	38	0	38
Assessment 6 (SC & SACC) - Thesis	13	0	13
Assessment 7 (SC) - Anti-Bullying Unit	0	13	13
Assessment 7 (SACC) - Legal & Issue Analysis	0	0	0
Assessment 8 (SC & SACC) - Theory Development Paper	0	0	0

Disposition Data:

Disposition Survey	Met	Not Met	Total
Disposition Check 1	27	0	27
Disposition Check 2	36	0	36
Disposition Check 3	33	0	33
Disposition Check 4	40	0	40
Disposition Check 5 (SC)	37	0	37
Disposition Check 5 (SACC)	6	0	6

Key Performance Indicators Data:

Key Performance Indicators	Assessments									
	1	2 (SC)	2 (SACC)	3	4	5	6	7 (SC)	7 (SACC)	8
KPI #1 - Students will gain the knowledge and skills associated with professional counseling and ethics. (2.F.1.a & 2.F.1.e)	Met = 30 Not Met = 0	Met = 13 Not Met = 0	Met = 11 Not Met = 0	Met = 36 Not Met = 0	Met = 12 Not Met = 0	Met = 38 Not Met = 0	Met = 13 Not Met = 0	Met = 0 Not Met = 13	Met = 0 Not Met = 0	Met = 0 Not Met = 0
KPI #2 - Students will gain the knowledge and skills associated with social and cultural diversity. (2.F.2.c & 2.F.2.h)	Met = 30 Not Met = 0			Met = 36 Not Met = 0		Met = 38 Not Met = 0	Met = 13 Not Met = 0	Met = 0 Not Met = 13	Met = 0 Not Met = 0	Met = 0 Not Met = 0
KPI #3 - Students will gain the knowledge and skills associated with growth and development across the lifespan. (2.F.3.f & 2.F.3.i)	Met = 30 Not Met = 0	Met = 13 Not Met = 0	Met = 11 Not Met = 0		Met = 12 Not Met = 0	Met = 38 Not Met = 0				
KPI #4 - Students will gain the knowledge and skills associated with career development. (2.F.4.b & 2.F.4.h)	Met = 30 Not Met = 0				Met = 12 Not Met = 0	Met = 38 Not Met = 0		Met = 0 Not Met = 13	Met = 0 Not Met = 0	
KPI #5 - Students will gain the knowledge and skills associated with counseling and helping relationships. (2.F.5.f & 2.F.5.n)	Met = 30 Not Met = 0			Met = 36 Not Met = 0	Met = 12 Not Met = 0	Met = 38 Not Met = 0	Met = 13 Not Met = 0			
KPI #6 - Students will gain the knowledge and skills associated with group counseling. (2.F.6.d & 2.F.6.g)	Met = 30 Not Met = 0			Met = 36 Not Met = 0	Met = 12 Not Met = 0			Met = 0 Not Met = 13	Met = 0 Not Met = 0	
KPI #7 - Students will gain the knowledge and skills associated with assessment and testing. (2.F.7.f & 2.F.7.m)	Met = 30 Not Met = 0							Met = 0 Not Met = 13	Met = 0 Not Met = 0	Met = 0 Not Met = 0
KPI #8 - Students will gain the knowledge and skills associated with research and program evaluation. (2.F.8.b & 2.F.8.j)	Met = 30 Not Met = 0	Met = 13 Not Met = 0	Met = 11 Not Met = 0				Met = 13 Not Met = 0	Met = 0 Not Met = 13	Met = 0 Not Met = 0	Met = 0 Not Met = 0
KPI #9 - Students will gain the knowledge and skills associated with school counseling (School Counseling only - 5.G.3.f & 5.G.3.h)	Met = 30 Not Met = 0	Met = 13 Not Met = 0		Met = 36 Not Met = 0				Met = 0 Not Met = 13		
KPI #10 - Students will gain the knowledge and skills associated with college counseling and student affairs (Student Affairs/College Counseling only -- 5.E.2.i & 5.E.2.j)	Met = 30 Not Met = 0		Met = 11 Not Met = 0	Met = 36 Not Met = 0					Met = 0 Not Met = 0	

Intercultural Development Inventory (IDI) Data:

Intercultural Development Inventory (IDI)	PO	PO Name	DO	DO Name	OG	Total
Intercultural Development Inventory (IDI) 1	121.87	Acceptance	96.49	Minimization	25.38	N=36
Intercultural Development Inventory (IDI) 2	125.15	Acceptance	102.16	Minimization	22.98	N=26

IDI 1:

The group's Perceived Orientation (PO) Score indicates that the group rates its own capability in understanding and appropriately adapting to cultural differences within Acceptance, reflecting an orientation that recognizes and appreciates patterns of cultural difference in one's own and other cultures in values, perceptions, and behaviors.

The group's Developmental Orientation (DO) Score indicates that the group's primary orientation toward cultural differences is within Minimization, reflecting a tendency to highlight commonalities across cultures that can mask important cultural differences in values, perceptions, and behaviors.

The Orientation Gap between the group's Perceived Orientation score and its Developmental Orientation score is 25.38 points. A Perceived Orientation (PO) score that is higher than the Developmental Orientation (DO) score indicates your group has overestimated its level of intercultural competence. A DO score that is higher than the PO score indicates that the group has underestimated its intercultural competence. A Perceived Orientation score that matches the Developmental Orientation score indicates the group is generally accurate in its assessment of

how it adapts to. The group overestimates its level of intercultural competence and may be surprised their DO score is not higher.

IDI 2:

The group's Perceived Orientation (PO) Score indicates that the group rates its own capability in understanding and appropriately adapting to cultural differences within Acceptance, reflecting an orientation that recognizes and appreciates patterns of cultural difference in one's own and other cultures in values, perceptions, and behaviors.

The group's Developmental Orientation (DO) Score indicates that the group's primary orientation toward cultural differences is within Minimization, reflecting a tendency to highlight commonalities across cultures that can mask important cultural differences in values, perceptions, and behaviors.

The Orientation Gap between the group's Perceived Orientation score and its Developmental Orientation score is 22.98 points. A Perceived Orientation (PO) score that is higher than the Developmental Orientation (DO) score indicates your group has overestimated its level of intercultural competence. A DO score that is higher than the PO score indicates that the group has underestimated its intercultural competence. A Perceived Orientation score that matches the Developmental Orientation score indicates the group is generally accurate in its assessment of how it adapts to. The group overestimates its level of intercultural competence and may be surprised their DO score is not higher.

Site Supervisor Survey Data:

Informal site supervisors' surveys were completed this year. Qualitative responses were reviewed for themes and trends in the data. Additionally, they were reviewed thoroughly by the Field placement coordinator.

Program Modifications

Faculty Changes – Dr. Stephanie Bobbitt and Dr. Kathleen Grant were hired as new full time Counselor Educators. Dr. Bobbitt received her PhD in Counselor Education & Supervision from the University of Western Michigan. Dr. Grant received her PhD in Counselor Education from Montclair State University.

Intercultural Development Inventory (IDI) – The IDI was added as a measure to assess the Multicultural and Social Justice Counseling Competencies within the program. The IDI will be measured as a pretest / posttest at the beginning of the student program (EDC 500 – Introduction to Professional Counseling) and at the end of the program (EDC 602 – Internship 2).

Multicultural & Social Justice Counseling Competencies (MCSJCC) – The Educational Counseling program will take three years to implement the MCSJCC to the curriculum. This year, section I was added (Counselor Self-Awareness).

Substantial Program Changes

CACREP 2016 Standards – The implementation of the 2016 CACREP standards were implemented. Each of the curriculum syllabi were updated with the 2016 standards to replace the 2009 standards including all associated course objectives and means in which they are measured (assignments, projects, etc).

Key Performance Indicators (KPIs) – KPI were developed, connected to the standards the Educational Counseling program chose to measure, and the corresponding assessments. The KPIs were developed to measure those standards during multiple points of the students program of study.

KPI #1:

Students will gain the knowledge and skills associated with professional counseling and ethics.

Standards Used:

II.F.1.a. history and philosophy of the counseling profession and its specialty areas
II.F.1.e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients

Measured by:

Assessment 1 – Self-Reflection & Research Paper
Assessment 2 (SC) – ASCA Model Project
Assessment 2 (SACC) – Midterm Exam
Assessment 3 – Bias Disruptions Presentation
Assessment 4 – Group Leadership
Assessment 5 – Autobiographical Career Paper
Assessment 6 – Theory Portfolio Paper
Assessment 7 (SC) – Anti-Bullying Unit
Assessment 7 (SACC) – Program Review & Presentation

KPI #2:

Students will gain the knowledge and skills associated with social and cultural diversity.

Standards Used:

II.F.2.c. multicultural counseling competencies
II.F.2.h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

Measured by:

Assessment 1 – Self-Reflection & Research Paper
Assessment 3 – Bias Disruptions Presentation
Assessment 5 – Autobiographical Career Paper
Assessment 6 – Theory Portfolio Paper
Assessment 7 (SC) – Anti-Bullying Unit
Assessment 7 (SACC) – Program Review & Presentation
Assessment 8 – Research Proposal

KPI #3:

Students will gain the knowledge and skills associated with growth and development across the lifespan.

Standards Used:

II.F.3.f. systemic and environmental factors that affect human development, functioning, and behavior

II.F.3.i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

Measured by:

Assessment 1 – Self-Reflection & Research Paper

Assessment 2 (SC) – ASCA Model Project

Assessment 2 (SACC) – Midterm Exam

Assessment 4 – Group Leadership

Assessment 5 – Autobiographical Career Paper

KPI #4:

Students will gain the knowledge and skills associated with career development.

Standards Used:

II.F.4.b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors

II.F.4.h. strategies for facilitating client skill development for career, educational, and lifework planning and management

Measured by:

Assessment 1 – Self-Reflection & Research Paper

Assessment 4 – Group Leadership

Assessment 5 – Autobiographical Career Paper

Assessment 7 (SC) – Anti-Bullying Unit

Assessment 7 (SACC) – Program Review & Presentation

KPI #5:

Students will gain the knowledge and skills associated with counseling and helping relationships.

Standards Used:

II.F.5.f. counselor characteristics and behaviors that influence the counseling process

II.F.5.n. processes for aiding students in developing a personal model of counseling

Measured by:

Assessment 1 – Self-Reflection & Research Paper

Assessment 3 – Bias Disruptions Presentation

Assessment 4 – Group Leadership

Assessment 5 – Autobiographical Career Paper
Assessment 6 – Theory Portfolio Paper

KPI #6:

Students will gain the knowledge and skills associated with group counseling.

Standards Used:

II.F.6.d. characteristics and functions of effective group leaders
II.F.6.g. ethical and culturally relevant strategies for designing and facilitating groups

Measured by:

Assessment 1 – Self-Reflection & Research Paper
Assessment 3 – Bias Disruptions Presentation
Assessment 4 – Group Leadership
Assessment 7 (SC) – Anti-Bullying Unit
Assessment 7 (SACC) – Program Review & Presentation

KPI #7:

Students will gain the knowledge and skills associated with assessment and testing.

Standards Used:

II.F.7.f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
II.F.7.m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

Measured by:

Assessment 1 – Self-Reflection & Research Paper
Assessment 7 (SC) – Anti-Bullying Unit
Assessment 7 (SACC) – Program Review & Presentation
Assessment 8 – Research Proposal

KPI #8:

Students will gain the knowledge and skills associated with research and program evaluation.

Standards Used:

II.F.8.b. identification of evidence-based counseling practices
II.F.8.j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

Measured by:

Assessment 1 – Self-Reflection & Research Paper
Assessment 2 (SC) – ASCA Model Project
Assessment 2 (SACC) – Midterm Exam
Assessment 6 – Theory Portfolio Paper

Assessment 7 (SC) – Anti-Bullying Unit
Assessment 7 (SACC) – Program Review & Presentation
Assessment 8 – Research Proposal

KPI #9:

Students will gain the knowledge and skills associated with school counseling (School Counseling only)

Standards Used:

SC - 5.G.3.f. techniques of personal/social counseling in school settings
SC - 5.G.3.h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement

Measured by:

Assessment 1 – Self-Reflection & Research Paper
Assessment 2 (SC) – ASCA Model Project
Assessment 3 – Bias Disruptions Presentation
Assessment 7 (SC) – Anti-Bullying Unit

KPI #10:

Students will gain the knowledge and skills associated with college counseling and student affairs (Student Affairs/College Counseling only).

Standards Used:

SACC - 5.E.2.i. environmental, political, and cultural factors that affect the practice of counseling in higher education settings
SACC - 5.E.2.j. the influence of institutional, systemic, interpersonal, and intrapersonal barriers on learning and career opportunities in higher education

Measured by:

Assessment 1 – Self-Reflection & Research Paper
Assessment 2 (SACC) – Midterm Exam
Assessment 3 – Bias Disruptions Presentation
Assessment 7 (SACC) – Program Review & Presentation

Disposition Surveys – The Educational Counseling faculty revised their disposition survey. Additionally, the disposition survey was added to multiple courses to assess students disposition over time.

Administered in:

500, 535, 520, 600, 601A/601B

Professionalism

- Communicates in a manner that conveys appropriate and inclusive verbal, non-verbal, and written skills.
- Responds appropriately to people, protocols, and challenges in an emotionally intelligent manner.
- Accepts, receives, and integrates feedback from faculty.

- Participates in open exchange of ideas and opinions while respecting differences.
- Conveys a professional attitude and maintains appropriate boundaries.
- Self-disclosure is used appropriately in a helpful manner both in the classroom and counseling environments.

Responsibility, Accountability, & Ethics

- Attends to and completes course work and field experience duties in a timely manner.
- Proactively seeks self-care for personal issues and life challenges.
- Demonstrates honesty and integrity in all situations.
- Understands and demonstrates the importance of respecting privacy and confidentiality as directed by the profession.

Diversity & Social Justice

- Demonstrates self-awareness of biases and its impact on their role as a future counselor.
- Demonstrates a systemic understanding power, privilege, and oppression.
- Demonstrates knowledge and skills surrounding equity and access in education.
- Demonstrates a commitment to social justice advocacy.