

## Program Evaluation Annual Report

Academic Year: 2022-2023

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	20	0	20
Assessment 2 (SC) - ASCA Model Project	25	2	27
Assessment 2 (SACC) - Midterm Exam	5	0	5
Assessment 3 (SC & SACC) - Bias Disruption Presentation	19	0	19
Assessment 4 (SC & SACC) - Group Leadership	27	0	27
Assessment 5 (SC & SACC) - Autobiographical Career Paper	26	0	26
Assessment 6 (SC & SACC) - Theory Portfolio Paper	6	0	6
Assessment 7 (SC) - Anti-Bias Social Emotional Learning Unit	27	0	27
Assessment 7 (SACC) - Program Review & Presentation	0	0	0
Assessment 8 (SC & SACC) - Research Proposal	23	0	23

#### Disposition Data:

Disposition Survey	Met	Not Met	Total
Disposition Check 1	20	0	20
Disposition Check 2	19	0	19
Disposition Check 3	20	1	21
Disposition Check 4	25	0	25
Disposition Check 5 (SC)	29	0	29
Disposition Check 5 (SACC)	4	0	4

### 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 = 20 Not Met = 0	Met = 25 Not Met = 2	Met = 5 Not Met = 0	Met = 19 Not Met = 0	Met = 27 Not Met = 0	Met = 26 Not Met = 0	Met = 6 Not Met = 0	Met = 27 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 = 20 Not Met = 0			Met = 19 Not Met = 0		Met = 26 Not Met = 0	Met = 6 Not Met = 0	Met = 27 Not Met = 0	Met = 0 Not Met = 0	Met = 23 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 = 20 Not Met = 0	Met = 25 Not Met = 2	Met = 5 Not Met = 0		Met = 27 Not Met = 0	Met = 26 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 = 20 Not Met = 0				Met = 27 Not Met = 0	Met = 26 Not Met = 0		Met = 27 Not Met = 0	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 = 20 Not Met = 0			Met = 19 Not Met = 0	Met = 27 Not Met = 0	Met = 26 Not Met = 0	Met = 6 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 = 20 Not Met = 0			Met = 19 Not Met = 0	Met = 27 Not Met = 0			Met = 27 Not Met = 0	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 = 20 Not Met = 0							Met = 27 Not Met = 0	Met = 0 Not Met = 0	Met = 23 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 = 20 Not Met = 0	Met = 25 Not Met = 2	Met = 5 Not Met = 0				Met = 6 Not Met = 0	Met = 27 Not Met = 0	Met = 0 Not Met = 0	Met = 23 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 = 20 Not Met = 0	Met = 25 Not Met = 2		Met = 19 Not Met = 0				Met = 27 Not Met = 0		
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 = 20 Not Met = 0		Met = 5 Not Met = 0	Met = 19 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	120.49	Acceptance	91.52	Minimization	28.97	N=14
Intercultural Development Inventory (IDI) 2	124.43	Acceptance	99.69	Minimization	24.75	N=17

#### **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 28.97 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 24.75 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.

**Exit Survey Data:**

No Data Collected (due to COVID)

**Alumni Survey Data:**

No Data Collected (due to COVID)

**Employer Survey Data:**

No Data Collected (due to COVID)

**Site Supervisor Survey Data:**

Site supervisors' surveys (N= 92) 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**

Diverse Faculty Recruitment – The faculty intentionally cultivated relationships with current doctoral students in area programs to create a pipeline for a diverse faculty moving forward.

Diverse Student Recruitment – The faculty, in conjunction with Graduate admissions, recruit students who are committed to social justice and interested in becoming effective agents of change in educational settings.

### **Substantial Program Changes**

During the 2022-2023 academic year, the Educational Counseling Program took the steps within the university to make the transition from 48 to 60 credits for both the School Counseling and the Student Affairs/College Counseling Programs. All courses went through the Graduate Studies approval process successfully. The new four courses will be offered regularly beginning in the fall.

- EDC 502 – Counseling Skills
- EDC 508 – Trauma & Crisis in Counseling
- EDC 512 – Access & Equity in Education
- EDC 675 – Educational Counseling Capstone in Counseling