



Counselor Education

2019-2020

Program Evaluation Outcomes Report

This report is located on the NDSU Counselor Education program web page and is written in accordance with *CACREP standard 4.D.* which states that “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.”

TABLE OF CONTENTS	
SECTION:	PAGE
PURPOSE OF THIS REPORT	<u>3</u>
DATA INCLUDED IN THIS REPORT	<u>3</u>
NDSU COUNSELOR EDUCATION PROGRAM'S MISSION STATEMENT	<u>3</u>
CURRENT CACREP PROGRAMS	<u>4</u>
DEMOGRAPHICS	<u>4</u>
Applicant Data	<u>4</u>
Enrolled Student Data	<u>5</u>
Graduate Data	<u>6</u>
PROGRAM EVALUATION DATA COLLECTION & PROCEDURES	<u>8</u>
Program Evaluation Process	<u>8</u>
Program Data Collection Schedule & Procedures	<u>9</u>
ASSESSMENT OF STUDENT LEARNING DATA	<u>13</u>
Key Performance Indicators of Student Learning	<u>13</u>
Student Learning Outcome Data	<u>19</u>
NDSU Counselor Education Master's Degree Students' Counselor Preparation Comprehensive Exam (CPCE) Scores	<u>29</u>
PROGRAM EVALUATION DATA	<u>30</u>
Alumni Survey Results	<u>30</u>
Site Supervisor Survey Results	<u>33</u>
Employers of Program Graduates Survey Results	<u>35</u>
SUBSEQUENT PROGRAM MODIFICATIONS	<u>37</u>
Use of Findings to Inform Program Modifications	<u>37</u>
SUBSTANTIAL PROGRAM CHANGES	<u>43</u>

NDSU Counselor Education 2019-2020 Program Evaluation Outcomes Report

PURPOSE OF THIS REPORT

- The 2019-2020 annual program evaluation report is a summary of program data gathered for the purpose of program evaluation and development. This report is based on the 2016 CACREP standards.
- This report provides results of continuous, systematic evaluation of our program and its objectives (*CACREP Standard 4.D.*).
- This report identifies program modifications and substantial program changes.
- This report is emailed to stakeholders including students currently in the program, program faculty, institutional administrators, advisory council members, and personnel in cooperating agencies (e.g., employers, sites supervisors). In addition, the report is accessible on the program's web page.

DATA INCLUDED IN THIS REPORT

- Applicant demographic data
- Student demographic data
- Graduate demographic data
- Student outcome data
- Survey data from alumni, internship site supervisors, and employers of graduates
- Data-based curricular changes
- Program modifications
- Substantial program changes (*none to report this year*)

NDSU COUNSELOR EDUCATION PROGRAM'S MISSION STATEMENT

The NDSU Counselor Education Program's (CNED) mission is to provide state, national, and international students who represent a multicultural and diverse society with the appropriate academic preparation, clinical experiences, and personal growth opportunities that can be applied to their work as professional master's and doctoral degree level counselors and counselor educators. Faculty members strive to graduate students who are caring, compassionate, capable professional counselors and counselor educators who are aware of the importance of theory, research, and practice.

The NDSU CNED faculty members' priorities are teaching, research/scholarly activities, and service. The goal of the Counselor Education Program is to facilitate student learning. Although expectations for each faculty member vary, as a group, the faculty members expect that faculty and students are committed to learning as a life-long process that involves intellectual, affective, and experiential components. NDSU Counselor Education Program graduates possess the appropriate knowledge, dispositions, and skills for their chosen career field and understand the importance of theory, research, diversity, technology, and ethical practice.

CURRENT CACREP PROGRAMS

- Clinical Mental Health Counseling (60 semester credit hours)
 - M.Ed.
 - M.S.
- School Counseling (48 semester credit hours)
 - M.Ed.
 - M.S.
- Counselor Education and Supervision (71 semester credit hours)
 - Ph.D.

DEMOGRAPHICS

The NDSU Counselor Education program admits students once per year for the Clinical Mental Health Counseling (CMHC) and School Counseling tracks, and the Counselor Education & Supervision doctoral program. Applications are reviewed after the February 1st deadline. After the initial review of applications, selected applicants are invited to face-to-face campus interviews which are held in the spring of each year.

Applicant Data

Demographic data for NDSU Counselor Education program applicants in 2019-2020 are provided below in Table 1 and Table 2:

Table 1. 2019-2020 Applicants, Admitted Students, & Enrolled Students

2019-2020 APPLICANTS, ADMITTED STUDENTS, & ENROLLED STUDENTS			
	Applied	Admitted	Accepted Admission Offer
Clinical Mental Health Counseling (M.Ed. & M.S.)	**	10	10
School Counseling (M.Ed. & M.S.)	**	7	6
Counselor Education & Supervision (Ph.D.)	7	4	3

** Incomplete data due to change in application system

Table 2. 2019-2020 Gender & Ethnicity of Program Accepted Students

2019-2020 GENDER & ETHNICITY OF PROGRAM APPLICANTS & ACCEPTED STUDENTS			
		MASTER'S (accepted)	DOCTORAL (applicants)
GENDER	Female	19 (79.17 %)	5 (71.42 %)
	Male	4 (16.67 %)	2 (28.57 %)
	Transgender	1 (4.17 %)	0
ETHNICITY	African American	0	0
	American Indian/Native Alaskan	0	0
	Asian American	0	0
	Caucasian/White	20 (83.33 %)	5 (71.42 %)
	Hispanic/Latino/Spanish American	1 (4.17 %)	1 (14.29 %)
	Multiracial	1 (4.17 %)	1 (14.29 %)
	Other/Undisclosed	2 (8.33 %)	0

Enrolled Student Data

Demographic data for NDSU Counselor Education students enrolled in 2019-2020 are provided below in Table 3 and Table 4:

Table 3. 2019-2020 Enrolled Students by Degree & Track

2019-2020 ENROLLED STUDENTS BY DEGREE & TRACK		
MASTER'S	Clinical Mental Health Counseling (CMHC) - M.Ed. & M.S.	28
	School Counseling - M.Ed. & M.S.	11
	“Dual track” (completed both CMHC & School Counseling degree requirements) - M.Ed. & M.S.	11
DOCTORAL	Counselor Education & Supervision	20

Table 4. 2019-2020 Gender & Ethnicity of Enrolled Students

2019-2020 GENDER & ETHNICITY OF ENROLLED STUDENTS			
		MASTER'S	DOCTORAL
GENDER	Female	44 (88.0 %)	15 (75.0 %)
	Male	6 (12.0 %)	5 (25.0 %)
	Transgender	0	0
ETHNICITY	African American	0	2 (10.0 %)
	American Indian/Native Alaskan	0	2 (10.0 %)
	Asian American	1 (2.0 %)	0
	Caucasian/White	43 (86.0 %)	13 (65.0 %)
	Hispanic/Latino/Spanish American	1 (2.0 %)	1 (5.0 %)
	Multiracial	1 (2.0 %)	2 (10.0 %)
	Other/Undisclosed	4 (8.0 %)	2 (10.0 %)

Graduate Data

Demographic data for NDSU Counselor Education students who graduated in 2019-2020 are provided below in Table 5 and Table 6:

Table 5. Degrees Awarded in 2019-2020

DEGREES AWARDED IN 2019-2020		
	Fall 2019 Graduates	Spring 2020 Graduates
Clinical Mental Health Counseling	0	6
School Counseling	0	1
Dual track (CMHC & School Counseling)	0	1
Counselor Education & Supervision Ph.D.	1	1

Table 6. 2019-2020 Gender & Ethnicity of Program Graduates

2019-2020 GENDER & ETHNICITY OF PROGRAM GRADUATES			
		MASTER'S	DOCTORAL
GENDER	Female	7 (87.5 %)	2 (100%)
	Male	1 (12.5%)	0
ETHNICITY	African American	0	0
	American Indian/Native Alaskan	0	1 (50.0 %)
	Asian American	0	0
	Caucasian/White	8 (100 %)	0
	Hispanic/Latino/Spanish American	0	0
	Multiracial	0	1 (50.0 %)
	Other/Undisclosed	0	0

Job placement data for NDSU Counselor Education students who graduated in 2017-2018, 2018-2019, & 2019-2020 are provided below in Table 7.

Table 7. 2017-2018, 2018-2019, & 2019-2020 Job Placement Rates for Program Graduates

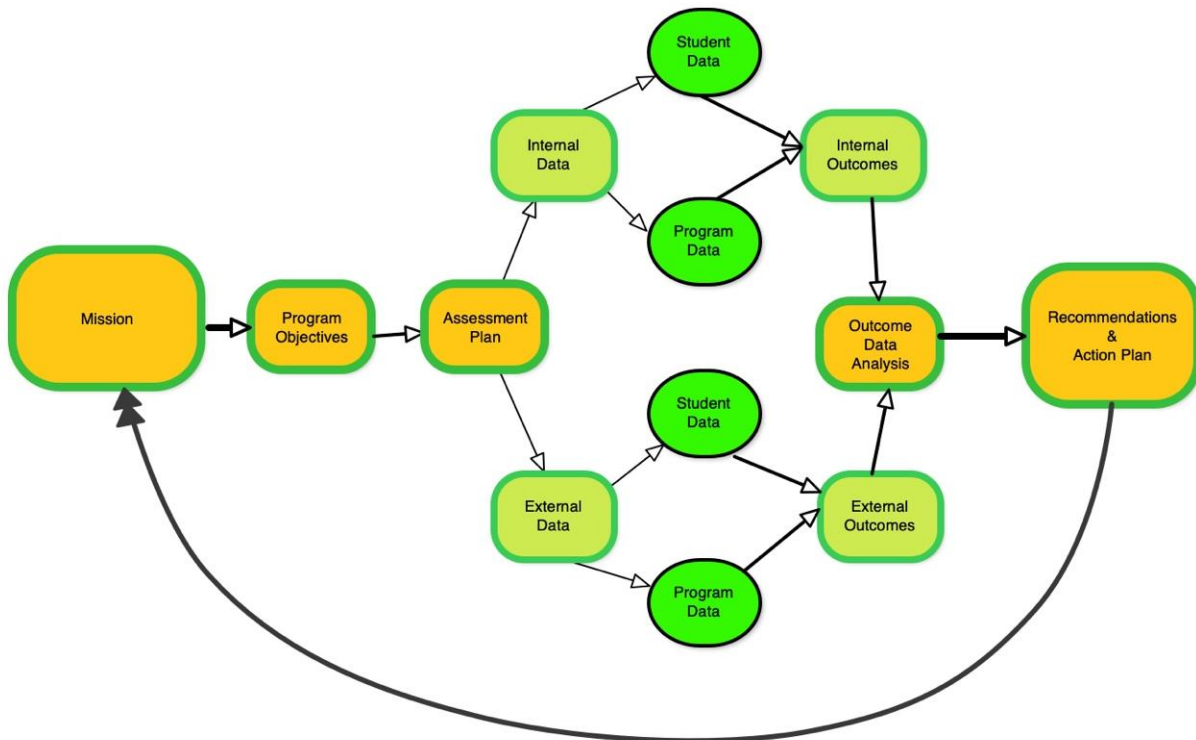
2017-2018, 2018-2019, & 2019-2020 JOB PLACEMENT RATES FOR PROGRAM GRADUATES			
Program	2017-2018 Graduates	2018-2019 Graduates	2019-2020 Graduates
Clinical Mental Health Counseling	100%	100%	100%
School Counseling	100%	100%	100%
Counselor Education & Supervision Ph.D.	100%	100%	100%

PROGRAM EVALUATION DATA COLLECTION & PROCEDURES

Program Evaluation Process

Below is Figure 1. *NDSU Counselor Education Program Evaluation Process Diagram* which provides a visual representation of the multiple components and data sources in the NDSU Counselor Education program's continuous and systematic evaluation process.

Figure 1. *NDSU Counselor Education Program Evaluation Process Diagram*



Program Data Collection Schedule & Procedures

Stakeholders, including students currently in the program, program faculty, institutional administrators, advisory council members, and personnel in cooperating agencies (e.g., employers, sites supervisors), are involved in the program evaluation process. The following data collection schedule is designed for continuous and systematic evaluations from multiple measures of the NDSU Counselor Education program. Table 8 provides information about the program data collection and procedures.

Table 8. Program Data Collection Schedule & Procedures

PROGRAM DATA COLLECTION SCHEDULE & PROCEDURES (Standard 4.A.1-2)			
Data Gathered in Master's and Doctoral Programs			
Data Source	Data Collection Frequency	Procedure For Collecting Data	Responsible Party For Collecting Data <i>(& providing data to program's CACREP liaison)</i>
Aggregate student assessment data of student knowledge and skills including KPIs based on CACREP standards	Every semester	<i>LiveText</i> is used to collect data	All program faculty
Aggregate student professional dispositions data	Every semester <i>(More data on individual students may be collected if dispositions concerns arise)</i>	NDSU Counselor Education faculty complete disposition forms for their advisees	All program faculty
Student demographics: <ol style="list-style-type: none"> 1. Number of applicants 2. Student GPAs 3. Number of accepted students 4. Number of matriculated students 5. Applicant and student ethnicity data 6. Applicant and student gender data 7. Completion rates 	Once a year	NDSU Counselor Education academic assistant collects this data from admission and graduation information	Counselor Education academic assistant

Graduate placement rates	Once a year	Email recent graduates for placement information	CACREP liaison
Licensure rates	Once a year	Email students & recent graduates for licensure information	CACREP liaison
Data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates	Surveys sent every three years to: 1. program alumni (master's & doctorate) 2. site supervisors 3. employers of program graduates	<i>Qualtrics</i> is used as online survey tool	CACREP liaison
Faculty SROI (Student Rating of Instruction)	Every semester	NDSU Group Decision Center (GDC) sends an electronic course evaluation to enrolled students	NDSU School of Education administrative assistant & GDC
Practicum supervisors' evaluations of practicum students	Every semester <i>**Will be added to LiveText for 2019-2020</i>	Practicum supervisors complete written evaluations of practicum students	Practicum coordinator
Internship site supervisors' evaluations of student interns	Every semester	Internship site supervisors complete an evaluation on <i>LiveText</i>	CMHC, School, & Doctoral internship coordinators
NDSU internship supervisors' evaluations of student interns	Every semester <i>**Will be added to LiveText for 2019-2020</i>	NDSU internship supervisors complete written evaluations of student interns	CMHC, School, & Doctoral internship coordinators
Students' evaluations of practicum supervisors	Every semester	Practicum students complete written evaluations	Practicum instructor
Students' evaluations of internship site supervisors	Every semester	Internship students complete written evaluations	Internship course instructors

Students' evaluations of NDSU internship supervisors	Every semester	Internship students complete written evaluations	Internship course instructors
Students' professional activities 1. Publications 2. Presentations 3. Professional leadership position 4. Professional activities and involvement	Once a year	E-mail request sent to students for updated information	CACREP liaison
Student theses and dissertations	Every semester	Academic advisors submit completion rates to CACREP liaison	Student's academic advisor
NDSU Counselor Education Advisory Board feedback	Once a year	Feedback from advisory board members is collected during annual board meeting	NDSU Counselor Education program coordinator
Data Only Collected in Master's Program			
Data Source	Data Collection Frequency	Procedure For Collecting Data	Responsible Party For Collecting Data <i>(& providing data to program's CACREP liaison)</i>
Internship site visit feedback	Every fall & spring semester	Informal feedback from internship site supervisors is solicited during site visits	Internship course instructors
Praxis I & Praxis II results	Every spring semester	School Counseling internship coordinator sends school interns an e-mail requesting Praxis test results	School Counseling internship coordinator
CPCE results	Twice a year	Receive results from Center for Credentialing and Education	NDSU CPCE testing coordinator
NCE results	Once a year	Email students for results	NDSU NCE testing coordinator

Data Only Collected in Doctoral Program			
Data Source	Data Collection Frequency	Procedure For Collecting Data	Responsible Party For Collecting Data <i>(& providing data to program's CACREP liaison)</i>
Doctoral comprehensive examinations	Every semester	Pass rates of comprehensive examinations	Student's academic advisor

ASSESSMENT OF STUDENT LEARNING DATA

Key Performance Indicators of Student Learning

Key Performance Indicators (KPIs) identified by the NDSU Counselor Education program are assessed using multiple measures and over multiple points of time. Each KPI is assessed for both Knowledge and Skill. Each Knowledge KPI and Skill KPI is assessed at least twice (formatively and summatively). Table 9 shown below includes program objectives, KPIs, CACREP standards, required courses that are measured, and signature assignments (*assessment measures*).

Table 9. Key Performance Indicators, CACREP Standards, Courses Measured, & Signature Assignments

KEY PERFORMANCE INDICATORS, CACREP STANDARDS, COURSES MEASURED, & SIGNATURE ASSIGNMENTS <i>(CACREP Standard 4.F. 1-2)</i>		
*Each Knowledge and Skill is <u>assessed twice</u> – formatively and summatively		
1. PROFESSIONAL COUNSELING ORIENTATION AND PROFESSIONAL PRACTICE		
Key Performance Indicators	Related CACREP Standards	Courses Measured and Signature Assignments
<ul style="list-style-type: none"> • <u>KPI 1.1. Knowledge:</u> Students will describe their knowledge of ethical standards and key legal issues in counseling. • <u>KPI 1.2. Skill:</u> Students will demonstrate understanding by applying ethical and legal considerations to their work with clients/students. 	<ul style="list-style-type: none"> • 2.F.1.i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • CNED 715: <i>Professional Orientation and Ethics Reflection papers (formative & summative):</i> Students will write reflection papers describing their knowledge of ethical and legal issues in counseling. <p><u>Skill:</u></p> <ul style="list-style-type: none"> • CNED 794B: (CMHC & School) <i>Internship Evaluations (formative and summative):</i> Students will be evaluated using the Internship Evaluation, which includes a section on ethical practice.
2. SOCIAL AND CULTURAL DIVERSITY		
Key Performance Indicators	Related CACREP Standards	Courses Measured and Signature Assignments
<ul style="list-style-type: none"> • <u>KPI 2.1. Knowledge:</u> Students will describe their knowledge of theories and models of multicultural counseling, social justice, and advocacy. • <u>KPI 2.2. Skill:</u> Students will demonstrate understanding by applying theories and models of 	<ul style="list-style-type: none"> • 2.F.2.b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • CNED 716: <i>Social and Cultural Diversity Reflection papers (formative and summative):</i> Students will write reflection papers describing their knowledge of theories and models of multicultural counseling. <p><u>Skill:</u></p> <ul style="list-style-type: none"> • CNED 794B: (CMHC & School) <i>Internship Evaluations (formative and summative):</i> Students will be evaluated using

<p>multicultural counseling, social justice, and advocacy to their work with clients/students.</p>		<p>the Internship Evaluation, which includes a section on social and cultural diversity.</p>
3. HUMAN GROWTH AND DEVELOPMENT		
Key Performance Indicators	Related CACREP Standards	Courses Measured and Signature Assignments
<ul style="list-style-type: none"> • <u>KPI 3.1. Knowledge:</u> Students will describe their knowledge of development across the lifespan. • <u>KPI 3.2. Skill:</u> Students will demonstrate understanding by applying developmental theories to their work with clients/students. 	<ul style="list-style-type: none"> • 2.F.3.a. theories of individual and family development across the lifespan 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • CNED 712: <i>Developmental Reflection papers (formative and summative):</i> Students will write reflection papers describing their knowledge of development across the lifespan. <p><u>Skill:</u></p> <ul style="list-style-type: none"> • CNED 794B: (CMHC & School) <i>Internship Evaluations formative and summative):</i> Students will be evaluated using the Internship Evaluation, which includes a section on developmental applications.
4. CAREER DEVELOPMENT		
Key Performance Indicators	Related CACREP Standards	Courses Measured and Signature Assignments
<ul style="list-style-type: none"> • <u>KPI 4.1. Knowledge:</u> Students will describe their knowledge of ethical and culturally relevant strategies for addressing career development. • <u>KPI 4.2. Skill:</u> Students will demonstrate understanding by applying ethical and culturally relevant career development strategies to their work with clients/students. 	<ul style="list-style-type: none"> • 2.F.4.j. ethical and culturally relevant strategies for addressing career development 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • CNED 714: <i>Career Counseling Reflection papers (formative and summative):</i> Students will write reflection papers describing their knowledge of ethical and culturally relevant strategies for addressing career development. <p><u>Skill:</u></p> <ul style="list-style-type: none"> • CNED 794B: (CMHC & School) <i>Internship Evaluations (formative and summative):</i> Students will be evaluated using the Internship Evaluation, which includes a section on culturally-relevant career development strategies.
5. COUNSELING AND HELPING RELATIONSHIPS		
Key Performance Indicators	Related CACREP Standards	Courses Measured and Signature Assignments
<ul style="list-style-type: none"> • <u>KPI 5.1. Knowledge:</u> Students will describe their knowledge of interviewing, counseling, and case conceptualization skills. • <u>KPI 5.2. Skill:</u> Students will demonstrate their understanding of interviewing, counseling, 	<ul style="list-style-type: none"> • 2.F.5.g. essential interviewing, counseling, and case conceptualization skills 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • CNED 710: <i>Counseling Reflection papers (formative and summative):</i> Students will write reflection papers describing their knowledge of interviewing, counseling, and case conceptualization skills. <p><u>Skill:</u></p> <ul style="list-style-type: none"> • CNED 794B: (CMHC & School)

and case conceptualization skills in their work with clients/students.		<i>Internship Evaluations (formative and summative):</i> Students will be evaluated using the Internship Evaluation, which includes a section on interviewing, counseling, and case conceptualization skills.
6. GROUP COUNSELING AND GROUP WORK		
Key Performance Indicators	Related CACREP Standards	Courses Measured and Signature Assignments
<ul style="list-style-type: none"> • KPI 6.1. Knowledge: Students will describe their knowledge of ethical and culturally relevant strategies for designing and facilitating groups. • KPI 6.2. Skill: Students will demonstrate their understanding by facilitating a group using ethical and culturally relevant strategies. 	<ul style="list-style-type: none"> • 2.F.6.g. ethical and culturally relevant strategies for designing and facilitating groups 	<p>Knowledge:</p> <ul style="list-style-type: none"> • CNED 720: <i>Group Reflection papers (formative and summative):</i> Students will write reflection papers describing their knowledge of ethical and culturally relevant strategies for designing and facilitating groups. <p>Skill:</p> <ul style="list-style-type: none"> • CNED 794B: (CMHC & School) <i>Internship Evaluations (formative and summative):</i> Students will be evaluated using the Internship Evaluation, which includes a section on facilitating a group using ethical and culturally relevant strategies.
7. ASSESSMENT AND TESTING		
Key Performance Indicators	Related CACREP Standards	Courses Measured and Signature Assignments
<ul style="list-style-type: none"> • KPI 7.1. Knowledge: Students will describe their knowledge of ethical and culturally relevant strategies for selecting, administering, and interpreting assessments and test results. • KPI 7.2. Skill: Students will demonstrate their understanding by selecting, administering, and interpreting assessments and test results in an ethical and culturally relevant manner with clients/students. 	<ul style="list-style-type: none"> • 2.F.7.m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessments and test results 	<p>Knowledge:</p> <ul style="list-style-type: none"> • CNED 713: <i>Assessment Reflection papers (formative and summative):</i> Students will write reflection papers describing their knowledge of ethical and culturally relevant strategies for selecting, administering, and interpreting assessments and test results. <p>Skill:</p> <ul style="list-style-type: none"> • CNED 794B: (CMHC & School) <i>Internship Evaluations (formative and summative):</i> Students will be evaluated using the Internship Evaluation, which includes a section on selecting, administering, and interpreting assessments and test results in an ethical and culturally relevant manner with clients/students.
8. RESEARCH AND PROGRAM EVALUATION		
Key Performance Indicators	Related CACREP Standards	Courses Measured and Signature Assignments
<ul style="list-style-type: none"> • KPI 8.1. Knowledge: Students will describe knowledge of ways to evaluate counseling 	<ul style="list-style-type: none"> • 2.F.8.e. evaluation of counseling interventions and programs 	<p>Knowledge:</p> <ul style="list-style-type: none"> • EDUC 703: <i>Program Evaluation Reflection papers (formative and summative):</i> Students will write reflection papers describing their

<p>interventions and programs.</p> <ul style="list-style-type: none"> • KPI 8.2. Skill: Students will demonstrate their understanding by evaluating counseling interventions and programs. 		<p>knowledge of ways to evaluate counseling interventions and programs.</p> <p>Skill:</p> <ul style="list-style-type: none"> • CNED 794B: (CMHC & School) <i>Internship Evaluations (formative and summative):</i> Students will be evaluated using the Internship Evaluation, which includes a section on evaluating counseling interventions and programs.
--	--	---

CLINICAL MENTAL HEALTH COUNSELING

Key Performance Indicators	Related CACREP Standards	Courses Measured and Signature Assignments
<ul style="list-style-type: none"> • KPI 9.1. Knowledge: Students will describe knowledge of principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning. • KPI 9.2. Skill: Students will demonstrate understanding of principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning in their work with clients. 	<ul style="list-style-type: none"> • 5-C.1.c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning 	<p>Knowledge:</p> <ul style="list-style-type: none"> • CNED 723: <i>Clinical Mental Health Counseling Reflection papers (formative and summative):</i> Students will write reflection papers describing their knowledge of principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning. <p>Skill:</p> <ul style="list-style-type: none"> • CNED 794B: (CMHC & School) <i>CMHC Internship Evaluations (formative and summative):</i> Students will be evaluated using the Internship Evaluation, which includes a section on principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.

SCHOOL COUNSELING

Key Performance Indicators	Related CACREP Standards	Courses Measured and Signature Assignments
<ul style="list-style-type: none"> • KPI 10.1. Knowledge: Students will describe knowledge of models of school counseling programs. • KPI 10.2. Skill: Students will demonstrate their understanding by applying models of school counseling programs to their work with students. 	<ul style="list-style-type: none"> • 5-G.1.b. models of school counseling programs 	<p>Knowledge:</p> <ul style="list-style-type: none"> • CNED 728: <i>School Counseling Program Reflection papers (formative and summative):</i> Students will write reflection papers describing their knowledge of models of school counseling programs. <p>Skill:</p> <ul style="list-style-type: none"> • CNED 794B: (CMHC & School) <i>School Counseling Internship Evaluations (formative and summative):</i> Students will be evaluated using the Internship Evaluation, which includes a section on applying models of school counseling programs to their work with students.

DOCTORAL PROGRAM

*Each Knowledge and Skill is assessed twice – formatively and summatively

Key Performance Indicators	Related CACREP Standards	Courses Measured and Signature Assignments
<ul style="list-style-type: none"> • <u>KPI 11.1. Knowledge:</u> Students will describe their knowledge of ethical and culturally relevant counseling in multiple settings. • <u>KPI 11.2. Skill:</u> Students will demonstrate their understanding by applying ethical and culturally relevant counseling strategies to their work with clients/students in at least one setting. 	<ul style="list-style-type: none"> • 6.B..1f. ethical and culturally relevant counseling in multiple settings 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • CNED 894C: <i>Counseling Reflection papers (formative and summative):</i> Students will write reflection papers describing their knowledge of ethical and culturally relevant counseling in multiple settings. <p><u>Skill:</u></p> <ul style="list-style-type: none"> • CNED 894D: <i>Internship Evaluations (formative and summative):</i> Students will be evaluated using the Internship Evaluation, which includes a section on applying ethical and culturally relevant strategies.
<ul style="list-style-type: none"> • <u>KPI 12.1. Knowledge:</u> Students will describe their knowledge of theoretical frameworks and models of clinical supervision. • <u>KPI 12.2. Skill:</u> Students will demonstrate their understanding by applying theoretical frameworks and models of clinical supervision in their work with supervisees. 	<ul style="list-style-type: none"> • 6.B.2.b. theoretical frameworks and models of clinical supervision 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • CNED 870: <i>Supervision Reflection papers (formative and summative):</i> Students will write reflection papers describing their knowledge of theoretical frameworks and models of clinical supervision. <p><u>Skill:</u></p> <ul style="list-style-type: none"> • CNED 894D: <i>Internship Evaluations (formative and summative):</i> Students will be evaluated using the Internship Evaluation, which includes a section on applying theoretical frameworks and models of clinical supervision.
<ul style="list-style-type: none"> • <u>KPI 13.1. Knowledge:</u> Students will describe their knowledge of pedagogy and teaching methods relevant to counselor education. • <u>KPI 13.2. Skill:</u> Students will demonstrate their understanding by applying relevant pedagogical methods to their work in the classroom. 	<ul style="list-style-type: none"> • 6.B.3.b. pedagogy and teaching methods relevant to counselor education 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • CNED 869: <i>Teaching Reflection papers (formative and summative):</i> Students will write reflection papers describing their knowledge of pedagogy and teaching methods relevant to counselor education. <p><u>Skill:</u></p> <ul style="list-style-type: none"> • CNED 894D: <i>Internship Evaluations (formative and summative):</i> Students will be evaluated using the Internship Evaluation, which includes a section on applying relevant pedagogical methods to their work in the classroom.

<ul style="list-style-type: none"> • <u>KPI 14.1. Knowledge:</u> Students will describe their knowledge of types of questions appropriate for professional research and publication. • <u>KPI 14.2. Skill:</u> Students will demonstrate their understanding by designing appropriate research questions and utilizing them for research and publication. 	<ul style="list-style-type: none"> • 6.B.4.g. research questions appropriate for professional research and publication 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • CNED 876: <i>Qualitative Research Reflection papers (formative and summative):</i> Students will write reflection papers describing their knowledge of types of questions appropriate for professional research and publication. <p><u>Skill:</u></p> <ul style="list-style-type: none"> • CNED 894D: <i>Internship Evaluations (formative and summative):</i> Students will be evaluated using the Internship Evaluation, which includes a section on designing appropriate research questions and utilizing them for research and publication.
<ul style="list-style-type: none"> • <u>KPI 15.1. Knowledge:</u> Students will describe their knowledge of theories and skills of leadership. • <u>KPI 15.2. Skill:</u> Students will demonstrate their understanding by applying theories and skills of leadership to their internship endeavors. 	<ul style="list-style-type: none"> • 6.B.5.a. theories and skills of leadership 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • CNED 887: <i>Leadership Reflection papers (formative and summative):</i> Students will write reflection papers describing their knowledge of theories and skills of leadership. <p><u>Skill:</u></p> <ul style="list-style-type: none"> • CNED 894D: <i>Internship Evaluations (formative and summative):</i> Students will be evaluated using the Internship Evaluation, which includes a section on applying theories and skills of leadership.

Student Learning Outcome Data

Table 10 listed below shows the student learning outcome data as measure by Key Performance Indicators (KPIs) of student learning.

Table 10: Summer 2019-Summer 2020 KPI Assessment of Student Learning Data Results

SUMMER 2019-SUMMER 2020 KPI ASSESSMENT OF STUDENT LEARNING DATA RESULTS				
(***) Also includes data from doctoral courses which are on a two-year rotation)				
MASTER'S STANDARDS & KPIs				
PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE	COURSE	SEMESTER	1ST ASSESSMENT	2ND ASSESSMENT
CORE STANDARD 2.F.1.i.				
Key Performance Indicator 1.1 <u>Knowledge</u> : Students will describe their knowledge of ethical standards and key legal issues in counseling. (2.F.1.i)	CNED 715: Professional Orientation & Ethics	Summer 2019	0% = Unsatisfactory 26.3% = Emerging 68.4% = Proficient 5.3% = Distinguished	0% = Unsatisfactory 5.3% = Emerging 42.1% = Proficient 52.6% = Distinguished
		Summer 2020	0% = Unsatisfactory 58.8% = Emerging 41.2% = Proficient 0% = Distinguished	0% = Unsatisfactory 5.9% = Emerging 64.7% = Proficient 29.4% = Distinguished
Key Performance Indicator 1.2 <u>Skill</u> : Students will demonstrate understanding by applying ethical and legal considerations to their work with clients/students. (2.F.1.i)	CNED 794B: CMHC internship	Fall 2018	<u>1st</u> 0% = Unsatisfactory 0% = Emerging 69% = Proficient 31% = Distinguished	*Due to data entry error in LiveText, CMHC internship was only assessed once in Fall 2018
		Spring 2019	<u>2nd</u> 0% = Unsatisfactory 0% = Emerging 64% = Proficient 36% = Distinguished	<u>3rd</u> 0% = Unsatisfactory 0% = Emerging 36% = Proficient 64% = Distinguished
Key Performance Indicator 1.2 <u>Skill</u> : Students will demonstrate understanding by applying ethical and legal considerations to their work with clients/students. (2.F.1.i)	CNED 794B: School Counseling internship	Fall 2019	<u>1st</u> 0% = Unsatisfactory 14.3% = Emerging 42.8% = Proficient 42.8% = Distinguished	<u>2nd</u> 0% = Unsatisfactory 0% = Emerging 60.0% = Proficient 40.0% = Distinguished
		Spring 2020	<u>3rd</u> 0% = Unsatisfactory 0% = Emerging 50.0% = Proficient 50.0% = Distinguished	<u>4th</u> 0% = Unsatisfactory 0% = Emerging 54.5% = Proficient 45.5% = Distinguished

Key Performance Indicator 3.2 <u>Skill:</u> Students will demonstrate understanding by applying developmental theories to their work with clients/students. (2.F.3.a.)	CNED 794B: CMHC internship	Fall 2018 Spring 2019	<u>1st</u> 0% = Unsatisfactory 8% = Emerging 84% = Proficient 8% = Distinguished <u>2nd</u> 0% = Unsatisfactory 0% = Emerging 79% = Proficient 21% = Distinguished	*Due to data entry error in LiveText, CMHC internship was only assessed once in Fall 2018 <u>3rd</u> 0% = Unsatisfactory 0% = Emerging 54% = Proficient 46% = Distinguished
Key Performance Indicator 3.2 <u>Skill:</u> Students will demonstrate understanding by applying developmental theories to their work with clients/students. (2.F.3.a.)	CNED 794B: School Counseling internship	Fall 2019 Spring 2020	<u>1st</u> 0% = Unsatisfactory 14.3% = Emerging 57.1% = Proficient 28.6% = Distinguished <u>3rd</u> 0% = Unsatisfactory 0% = Emerging 62.5% = Proficient 37.5% = Distinguished	<u>2nd</u> 0% = Unsatisfactory 0% = Emerging 100% = Proficient 0% = Distinguished <u>4th</u> 0% = Unsatisfactory 9.0% = Emerging 63.6% = Proficient 27.3% = Distinguished
CAREER DEVELOPMENT	COURSE	SEMESTER	1ST ASSESSMENT	2ND ASSESSMENT
CORE STANDARD 2.F.4.j.				
Key Performance Indicator 4.1 <u>Knowledge:</u> Students will describe their knowledge of ethical and culturally relevant strategies for addressing career development. (2.F.4.j.)	CNED 714: Career Counseling & Testing	Summer 2019	0% = Unsatisfactory 100% = Emerging 0% = Proficient 0% = Distinguished	0% = Unsatisfactory 0% = Emerging 92.3% = Proficient 7.7% = Distinguished
		Summer 2020	0% = Unsatisfactory 85.7% = Emerging 14.3% = Proficient 0% = Distinguished	0% = Unsatisfactory 21.4% = Emerging 71.4% = Proficient 7.1% = Distinguished
Key Performance Indicator 4.2 <u>Skill:</u> Students will demonstrate understanding by applying of ethical and culturally relevant career development strategies to their work with clients/students. (2.F.4.j.)	CNED 794B: CMHC internship	Fall 2018 Spring 2019	<u>1st</u> 0% = Unsatisfactory 0% = Emerging 88% = Proficient 12% = Distinguished <u>2nd</u> 0% = Unsatisfactory 0% = Emerging 100% = Proficient 0% = Distinguished	*Due to data entry error in LiveText, CMHC internship was only assessed once in Fall 2018 <u>3rd</u> 0% = Unsatisfactory 0% = Emerging 82% = Proficient 18% = Distinguished
Key Performance Indicator 4.2	CNED 794B: School	Fall 2019	<u>1st</u> 0% = Unsatisfactory	<u>2nd</u> 0% = Unsatisfactory

<u>Skill</u> : Students will demonstrate understanding by applying of ethical and culturally relevant career development strategies to their work with clients/students. (2.F.4.j.)	Counseling internship	Spring 2020	50.0% = Emerging 50.0% = Proficient 0% = Distinguished <u>3rd</u> 0% = Unsatisfactory 25.0% = Emerging 25.0% = Proficient 50.0% = Distinguished	0% = Emerging 100.0% = Proficient 0% = Distinguished <u>4th</u> 0% = Unsatisfactory 0% = Emerging 83.3% = Proficient 16.7% = Distinguished
COUNSELING AND HELPING RELATIONSHIPS CORE STANDARD 2.F.5.g.	COURSE	SEMESTER	1ST ASSESSMENT	2ND ASSESSMENT
Key Performance Indicator 5.1 <u>Knowledge</u> : Students will describe their knowledge of interviewing, counseling, and case conceptualization skills. (2.F.5.g.)	CNED 710: Counseling Techniques	Fall 2019	10.0% = Unsatisfactory 90.0% = Emerging 0% = Proficient 0% = Distinguished	5.6% = Unsatisfactory 27.8% = Emerging 44.4% = Proficient 22.2% = Distinguished
Key Performance Indicator 5.2 <u>Skill</u> : Students will demonstrate their understanding of interviewing, counseling, and case conceptualization skills in their work with clients/students. (2.F.5.g.)	CNED 794B: CMHC internship	Fall 2018 Spring 2019	<u>1st</u> 0% = Unsatisfactory 8% = Emerging 77% = Proficient 15% = Distinguished <u>2nd</u> 0% = Unsatisfactory 0% = Emerging 72% = Proficient 28% = Distinguished	*Due to data entry error in LiveText, CMHC internship was only assessed once in Fall 2018 <u>3rd</u> 0% = Unsatisfactory 0% = Emerging 14% = Proficient 86% = Distinguished
Key Performance Indicator 5.2 <u>Skill</u> : Students will demonstrate their understanding of interviewing, counseling, and case conceptualization skills in their work with clients/students. (2.F.5.g.)	CNED 794B: School Counseling internship	Fall 2019 Spring 2020	<u>1st</u> 0% = Unsatisfactory 33.3% = Emerging 50.0% = Proficient 16.7% = Distinguished <u>3rd</u> 0% = Unsatisfactory 12.5% = Emerging 50% = Proficient 37.5% = Distinguished	<u>2nd</u> 0 = Unsatisfactory 20.0% = Emerging 60.0% = Proficient 20.0% = Distinguished <u>4th</u> 0% = Unsatisfactory 0% = Emerging 80.0% = Proficient 20.0% = Distinguished
GROUP COUNSELING AND GROUP WORK CORE STANDARD 2.F.6.g.	COURSE	SEMESTER	1ST ASSESSMENT	2ND ASSESSMENT

Key Performance Indicator 6.1 <u>Knowledge:</u> Students will describe their knowledge of ethical and culturally relevant strategies for designing and facilitating groups. (2.F.6.g.)	CNED 720: Group Counseling	Fall 2018	13% = Unsatisfactory 73% = Emerging 13% = Proficient 0% = Distinguished	0% = Unsatisfactory 13% = Emerging 81% = Proficient 6% = Distinguished
Key Performance Indicator 6.2 <u>Skill:</u> Students will demonstrate their understanding by facilitating a group using ethical and culturally relevant strategies. (2.F.6.g.)	CNED 794B: CMHC internship	Fall 2018 Spring 2019	<u>1st</u> 0% = Unsatisfactory 13% = Emerging 63% = Proficient 25% = Distinguished <u>2nd</u> 0% = Unsatisfactory 9% = Emerging 73% = Proficient 18% = Distinguished	*Due to data entry error in LiveText, CMHC internship was only assessed once in Fall 2018 <u>3rd</u> 0% = Unsatisfactory 0% = Emerging 45% = Proficient 55% = Distinguished
Key Performance Indicator 6.2 <u>Skill:</u> Students will demonstrate their understanding by facilitating a group using ethical and culturally relevant strategies. (2.F.6.g.)	CNED 794B: School Counseling internship	Fall 2019 Spring 2020	<u>1st</u> 0% = Unsatisfactory 50.0% = Emerging 50.0% = Proficient 0% = Distinguished <u>3rd</u> 0% = Unsatisfactory 0% = Emerging 42.9% = Proficient 57.1% = Distinguished	<u>2nd</u> 0% = Unsatisfactory 0% = Emerging 100.0% = Proficient 0% = Distinguished <u>4th</u> 0% = Unsatisfactory 14.3% = Emerging 71.4% = Proficient 14.3% = Distinguished
ASSESSMENT AND TESTING CORE STANDARD 2.F.7.m.	COURSE	SEMESTER	1ST ASSESSMENT	2ND ASSESSMENT
Key Performance Indicator 7.1 <u>Knowledge:</u> Students will describe their knowledge of ethical and culturally relevant strategies for selecting, administering, and interpreting assessments and test results. (2.F.7.m.)	CNED 713: Assessment Techniques	Spring 2019	6% = Unsatisfactory 94% = Emerging 0% = Proficient 0% = Distinguished	0% = Unsatisfactory 0% = Emerging 79% = Proficient 21% = Distinguished
Key Performance Indicator 7.2 <u>Skill:</u> Students will demonstrate their understanding by selecting, administering, and interpreting assessments and test results in an ethical and culturally relevant	CNED 794B: CMHC internship	Fall 2018	<u>1st</u> 0% = Unsatisfactory 10% = Emerging 80% = Proficient 10% = Distinguished	*Due to data entry error in LiveText, CMHC internship was only assessed once in Fall 2018

manner with clients/students. (2.F.7.m.)		Spring 2019	<u>2nd</u> 0% = Unsatisfactory 8% = Emerging 92% = Proficient 0% = Distinguished	<u>3rd</u> 0% = Unsatisfactory 0% = Emerging 92% = Proficient 8% = Distinguished
Key Performance Indicator 7.2 <u>Skill</u> : Students will demonstrate their understanding by selecting, administering, and interpreting assessments and test results in an ethical and culturally relevant manner with clients/students. (2.F.7.m.)	CNED 794B: School Counseling internship	Fall 2019	<u>1st</u> 0% = Unsatisfactory 0% = Emerging 50.0% = Proficient 50.0% = Distinguished	<u>2nd</u> 0% = Unsatisfactory 50.% = Emerging 50.0% = Proficient 0% = Distinguished
		Spring 2020	<u>3rd</u> 0% = Unsatisfactory 33.3% = Emerging 0% = Proficient 66.7% = Distinguished	<u>4th</u> 0% = Unsatisfactory 17% = Emerging 67% = Proficient 17% = Distinguished
RESEARCH AND PROGRAM EVALUATION Core Standard 2.F.8.e.	COURSE	SEMESTER	1ST ASSESSMENT	2ND ASSESSMENT
Key Performance Indicator 8.1 <u>Knowledge</u> : Students will describe knowledge of ways to evaluate counseling interventions and programs. (2.F.8.e.)	EDUC 703: Research, Measurement, & Program Evaluation	Summer 2019	0% = Unsatisfactory 21% = Emerging 79% = Proficient 0% = Distinguished	0% = Unsatisfactory 0% = Emerging 14% = Proficient 86% = Distinguished
		Summer 2020	0% = Unsatisfactory 70% = Emerging 30% = Proficient 0% = Distinguished	0% = Unsatisfactory 0% = Emerging 80% = Proficient 20% = Distinguished
Key Performance Indicator 8.2 <u>Skill</u> : Students will demonstrate their understanding by evaluating counseling interventions and programs. (2.F.8.e.)	EDUC 703: Research, Measurement, & Program Evaluation	Summer 2019	7% = Unsatisfactory 7% = Emerging 79% = Proficient 14% = Distinguished	0% = Unsatisfactory 0% = Emerging 14% = Proficient 86% = Distinguished
		Summer 2020	0% = Unsatisfactory 70% = Emerging 30% = Proficient 0% = Distinguished	0% = Unsatisfactory 0% = Emerging 14% = Proficient 86% = Distinguished
Key Performance Indicator 8.2 <u>Skill</u> : Students will demonstrate their understanding by evaluating counseling interventions and programs. (2.F.8.e.)	CNED 794B: CMHC internship	Fall 2018	<u>1st</u> 0 = Unsatisfactory 0 = Emerging 100% = Proficient 0 = Distinguished	*Due to data entry error in LiveText, CMHC internship was only assessed once in Fall 2018
		Spring 2019	<u>2nd</u> 0 = Unsatisfactory 8% = Emerging 75% = Proficient 17% = Distinguished	<u>3rd</u> 0 = Unsatisfactory 0 = Emerging 69% = Proficient 31% = Distinguished

Key Performance Indicator 8.2 <u>Skill</u> : Students will demonstrate their understanding by evaluating counseling interventions and programs. (2.F.8.e.)	CNED 794B: School Counseling internship	Fall 2019 Spring 2020	<u>1st</u> 0 = Unsatisfactory 0% = Emerging 80.0% = Proficient 20.0% = Distinguished <u>3rd</u> 0% = Unsatisfactory 14.3% = Emerging 71.4% = Proficient 14.3% = Distinguished	<u>2nd</u> 0 = Unsatisfactory 25.0% = Emerging 75.0% = Proficient 0% = Distinguished <u>4th</u> 0 = Unsatisfactory 22.2% = Emerging 66.7% = Proficient 11.1% = Distinguished
CLINICAL MENTAL HEALTH COUNSELING STANDARD CMHC Standard 5.C.1.c.	COURSE	SEMESTER	1ST ASSESSMENT	2ND ASSESSMENT
Key Performance Indicator 9.1 <u>Knowledge</u> : Students will describe knowledge of principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning. (5.C.1.c.)	CNED 723: Psychopathology & Diagnosis for Counselors	Spring 2020	0% = Unsatisfactory 100% = Emerging 0% = Proficient 0% = Distinguished	0% = Unsatisfactory 0% = Emerging 95% = Proficient 5% = Distinguished
Key Performance Indicator 9.2 <u>Skill</u> : Students will demonstrate understanding of principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning in their work with clients. (5.C.1.c.)	CNED 794B: CMHC internship	Fall 2018	0 = Unsatisfactory 43% = Emerging 50% = Proficient 7% = Distinguished	0 = Unsatisfactory 0 = Emerging 64% = Proficient 36% = Distinguished
SCHOOL COUNSELING STANDARD School Counseling Standard 5-G.1.b.	COURSE	SEMESTER	1ST ASSESSMENT	2ND ASSESSMENT
Key Performance Indicator 10.1 <u>Knowledge</u> : Students will describe knowledge of models of school counseling programs. (5.G.1.b.)	CNED 728: Guidance Admin. & Consulting	Fall 2019	0% = Unsatisfactory 55.6% = Emerging 44.4% = Proficient 0% = Distinguished	0 = Unsatisfactory 11.1% = Emerging 77.8% = Proficient 11.1% = Distinguished

Key Performance Indicator 10.2 <u>Skill:</u> Students will demonstrate their understanding by applying models of school counseling programs to their work with students. (5.G.1.b.)	CNED 794B: School Counseling internship	Fall 2019	<u>1st</u> 0% = Unsatisfactory 16.7% = Emerging 83.3% = Proficient 0% = Distinguished	<u>2nd</u> 0% = Unsatisfactory 16% = Emerging 100.0% = Proficient 0% = Distinguished
		Spring 2020	<u>3rd</u> 0 = Unsatisfactory 12.5% = Emerging 62.5% = Proficient 25.0% = Distinguished	<u>4th</u> 0 = Unsatisfactory 0% = Emerging 54.5% = Proficient 45.5% = Distinguished

DOCTORAL CURRICULUM STANDARDS & KPIS

1. COUNSELING	COURSE	SEMESTER	1ST ASSESSMENT	2ND ASSESSMENT
Doctoral Standard 6.B.1.f.				
Key Performance Indicator 11.1 <u>Knowledge:</u> Students will describe their knowledge of ethical and culturally relevant counseling in multiple settings. (6.B.1.f.)	CNED 894C: Practicum	Fall 2018	0% = Unsatisfactory 0% = Emerging 100% = Proficient 0% = Distinguished	0% = Unsatisfactory 0% = Emerging 0% = Proficient 100% = Distinguished
		Spring 2019	0% = Unsatisfactory 50% = Emerging 50% = Proficient 0% = Distinguished	0% = Unsatisfactory 0% = Emerging 50% = Proficient 50% = Distinguished
Key Performance Indicator 11.2 <u>Skill:</u> Students will demonstrate their understanding by applying ethical and culturally relevant counseling strategies to their work with clients/students in at least one setting. (6.B.1.f.)	CNED 894D: Internship	Summer 2019	* = Unsatisfactory * = Emerging * = Proficient * = Distinguished	0% = Unsatisfactory 0% = Emerging 33.3% = Proficient 66.7% = Distinguished
		Fall 2019	0% = Unsatisfactory 0% = Emerging 100% = Proficient 0% = Distinguished	0% = Unsatisfactory 0% = Emerging 0% = Proficient 100% = Distinguished
2. SUPERVISION	COURSE	SEMESTER	1ST ASSESSMENT	2ND ASSESSMENT
Doctoral Standard 6.B.2.b.				
Key Performance Indicator 12.1 <u>Knowledge:</u> Students will describe their knowledge of theoretical frameworks and models of clinical supervision. (6.B.2.b.)	CNED 870: Counselor Supervision	Fall 2019	0% = Unsatisfactory 85.7% = Emerging 14.3% = Proficient 0% = Distinguished	0% = Unsatisfactory 33.3% = Emerging 50.0% = Proficient 16.7% = Distinguished

Key Performance Indicator 12.2 <u>Skill</u> : Students will demonstrate their understanding by applying theoretical frameworks and models of clinical supervision in their work with supervisees. (6.B.2.b.)	CNED 894D: Internship	Summer 2019	* = Unsatisfactory * = Emerging * = Proficient * = Distinguished	* = Unsatisfactory * = Emerging * = Proficient * = Distinguished
		Fall 2019	0% = Unsatisfactory 0% = Emerging 100% = Proficient 0% = Distinguished	0% = Unsatisfactory 0% = Emerging 0% = Proficient 100% = Distinguished
3. TEACHING Doctoral Standard 6.B.3.b.	COURSE	SEMESTER	1ST ASSESSMENT	2ND ASSESSMENT
Key Performance Indicator 13.1 <u>Knowledge</u> : Students will describe their knowledge of pedagogy and teaching methods relevant to counselor education. (6.B.3.b.)	CNED 869: Instructional Theory & Practice in Counselor Education and Supervision	Fall 2018	0% = Unsatisfactory 100% = Emerging 0% = Proficient 0% = Distinguished	0% = Unsatisfactory 0% = Emerging 100% = Proficient 0% = Distinguished
Key Performance Indicator 13.2 <u>Skill</u> : Students will demonstrate their understanding by applying relevant pedagogical methods to their work in the classroom. (6.B.3.b.)	CNED 894D: Internship	Summer 2019	* = Unsatisfactory * = Emerging * = Proficient * = Distinguished	0% = Unsatisfactory 0% = Emerging 100% = Proficient 0% = Distinguished
		Fall 2019	0% = Unsatisfactory 0% = Emerging 100% = Proficient 0% = Distinguished	0% = Unsatisfactory 0% = Emerging 0% = Proficient 100% = Distinguished
4. RESEARCH AND SCHOLARSHIP Doctoral Standard 6.B.4.g.	COURSE	SEMESTER	1ST ASSESSMENT	2ND ASSESSMENT
Key Performance Indicator 14.1 <u>Knowledge</u> : Students will describe their knowledge of types of questions appropriate for professional research and publication. (6.B.4.g.)	CNED 876: Qualitative Research & Program Evaluation	Spring 2019	10% = Unsatisfactory 70% = Emerging 20% = Proficient 0% = Distinguished	0% = Unsatisfactory 30% = Emerging 50% = Proficient 20% = Distinguished
Key Performance Indicator 14.1 <u>Knowledge</u> : Students will describe their knowledge of	CNED 879: Quantitative and Survey Research	Spring 2018	0% = Unsatisfactory 75% = Emerging 25% = Proficient 0% = Distinguished	0% = Unsatisfactory 0% = Emerging 0% = Proficient 100% = Distinguished

types of questions appropriate for professional research and publication. (6.B.4.g.)				
Key Performance Indicator 14.2 <u>Skill</u> : Students will demonstrate their understanding by designing appropriate research questions and utilizing them for research and publication. (6.B.4.g.)	CNED 894D: Internship	Summer 2019	* = Unsatisfactory * = Emerging * = Proficient * = Distinguished	0% = Unsatisfactory 0% = Emerging 100% = Proficient 0% = Distinguished
		Fall 2019	0% = Unsatisfactory 0% = Emerging 100% = Proficient 0% = Distinguished	0% = Unsatisfactory 0% = Emerging 0% = Proficient 100% = Distinguished
5. LEADERSHIP AND ADVOCACY	COURSE	SEMESTER	1ST ASSESSMENT	2ND ASSESSMENT
Doctoral Standard 6.B.5.a.				
Key Performance Indicator 15.1 <u>Knowledge</u> : Students will describe their knowledge of theories and skills of leadership. (6.B.5.a.)	CNED 887: Professional Issues: Professional Development, Consultation, & Publication	Spring 2020	0% = Unsatisfactory 66.7% = Emerging 33.3% = Proficient 0% = Distinguished	0% = Unsatisfactory 0% = Emerging 66.7% = Proficient 33.3% = Distinguished
Key Performance Indicator 15.2 <u>Skill</u> : Students will demonstrate their understanding by applying theories and skills of leadership to their internship endeavors. (6.B.5.a.)	CNED 894D: Internship	Summer 2019	* = Unsatisfactory * = Emerging * = Proficient * = Distinguished	0% = Unsatisfactory 0% = Emerging 33.3% = Proficient 66.7% = Distinguished
		Fall 2019	0% = Unsatisfactory 0% = Emerging 100% = Proficient 0% = Distinguished	0% = Unsatisfactory 0% = Emerging 0% = Proficient 100% = Distinguished

NDSU Counselor Education Master's Degree Students' Counselor Preparation Comprehensive Exam (CPCE) Scores

NDSU mean scores were above the national mean in all 8 content areas. In addition, NDSU's mean score was over 1 standard deviation above the national mean.

Table 11. NDSU Counselor Education Students' Counselor Preparation Comprehensive Exam (CPCE) Scores

NDSU COUNSELOR EDUCATION STUDENTS' COUNSELOR PREPARATION COMPREHENSIVE EXAM (CPCE) SCORES		
October 2019		
CONTENT AREA	National Mean (and SD)	NDSU Mean (and SD)
Human Growth and Development	11.7 (2.6)	13.9 (1.1)
Social and Cultural Foundations	10.0 (2.4)	11.4 (2.2)
Helping Relationships	9.4 (2.4)	11.4 (2.1)
Group Work	11.2 (2.6)	13.3 (2.0)
Career and Life Development	10.2 (2.5)	11.9 (1.7)
Assessment	9.1 (2.2)	11.1 (.9)
Research and Program Evaluation	9.9 (2.6)	12.7 (2.4)
Professional Orientation and Ethics	11.0 (2.2)	12.7 (2.0)
Total	82.6 (13.7)	98.4 (6.9)

PROGRAM EVALUATION DATA

Stakeholders, including students currently in the program, program faculty, institutional administrators, advisory council members, and personnel in cooperating agencies (e.g., employers, sites supervisors), are involved in the program evaluation process. Below are results from surveys that were sent to program alumni, site supervisors, and employers of program graduates.

Alumni Survey Results

Master's Program Alumni (2015-2018) Survey Results Summary

Table 12 provides a summary of survey results from 2015-2018 master's program alumni.

Table 12. Master's Program Alumni (2015-2018) Survey Results Summary

Master's Program Alumni (2015-2018) Survey Results Summary (n = 34)	
QUESTION/PROMPT	RESPONSE SUMMARY
What year did you graduate from the NDSU Counselor Education master's program?	2015- 38% 2016- 15% 2017- 29% 2018- 18%
Are you currently employed?	100% employed in counseling-related position
Please rate the OVERALL QUALITY OF INSTRUCTION provided by faculty in the NDSU Counselor Education program.	100% "Excellent" or "Very good"
Please rate the QUALITY OF STUDENT ADVISEMENT provided by faculty in the NDSU Counselor Education program.	97% "Excellent" or "Very good"
Please rate the QUALITY OF FACULTY-STUDENT INTERACTIONS in the NDSU Counselor Education program.	100% "Excellent" or "Very good"
Please rate the QUALITY OF SUPERVISED PRACTICUM EXPERIENCES in the NDSU Counselor Education program.	90% "Excellent" or "Very good"
Please rate the QUALITY OF SUPERVISED INTERNSHIP EXPERIENCES in the NDSU Counselor Education program.	97% "Excellent" or "Very good"
Please rate the LEVEL OF PREPAREDNESS for an entry level counseling position after your graduation from the NDSU Counselor Education program.	100% "Excellent" or "Very good"
Please rate the QUALITY OF THE PHYSICAL FACILITIES used in the NDSU Counselor Education program.	81% "Excellent" or "Very good"
Please rate the QUALITY OF THE LIBRARY RESOURCES available at NDSU.	72% "Excellent" or "Very good"
Please rate the quality of the NDSU Counselor Education program's ADMISSION CRITERIA & PROCEDURES .	94% "Excellent" or "Very good"

Summary of Findings from Master’s Program Alumni Surveys

Strengths:

- Overall quality of instruction
- Quality of student advisement
- Quality of Faculty-student interactions
- Quality of Supervised practicum experiences
- Quality of Supervised internship experiences
- Level of preparedness
- Quality of physical facilities
- Quality of admission criteria and procedures

Identified areas for improvement (below 75% “Excellent” or “Very good”):

- Quality of library resources

Recommendations:

Overall master’s program alumni respondents appear to be satisfied with the quality of the program and provide several very positive comments about their experience working with NDSU Counselor Education faculty members and being students in the program. Below are some recommendations that master’s program alumni listed when given the writing prompt: “Please describe any strengths and/or areas of improvement you perceive in the NDSU Counselor Education program.”

- More clinically applicable course options (i.e., Motivational Interviewing, couples counseling, etc.)
- More discussion and education regarding trauma.
- More practical classes for school counselors.
- More experience in the schools for school counseling students.
- More information about MTSS, IEPs, and 504 plans for school counseling students.

Doctoral Program Alumni (2016-2018) Survey Results Summary

Table 13 provides a summary of survey results from 2016-2018 doctoral program alumni.

Table 13. Doctoral Program Alumni (2016-2018) Survey Results Summary

Doctoral Program Alumni (2016-2018) Survey Results Summary (n = 3)	
QUESTION/PROMPT	RESPONSE SUMMARY
What year did you graduate from the NDSU Counselor Education master’s program?	1- 2017 33% 2- 2018 67%
Are you currently employed?	100% employed as either a professor/college instructor or counselor
Please rate the OVERALL QUALITY OF INSTRUCTION provided by faculty in the NDSU Counselor Education & Supervision Ph.D. program.	100% “Excellent” or “Very good”
Please rate the QUALITY OF STUDENT ADVISEMENT provided by faculty in the NDSU Counselor Education & Supervision Ph.D. program.	67% “Excellent” or “Very good”

Please rate the QUALITY OF FACULTY-STUDENT INTERACTIONS in the NDSU Counselor Education & Supervision Ph.D. program.	100% “Excellent” or “Very good”
Please rate the QUALITY OF SUPERVISED PRACTICUM EXPERIENCES in the NDSU Counselor Education & Supervision Ph.D. program.	100% “Excellent” or “Very good”
Please rate the QUALITY OF SUPERVISED INTERNSHIP EXPERIENCES in the NDSU Counselor Education & Supervision Ph.D. program.	100% “Excellent” or “Very good”
Please rate the LEVEL OF PREPAREDNESS for a professional position after your graduation from the NDSU Counselor Education & Supervision Ph.D. program.	67% “Excellent” or “Very good”
Please rate the QUALITY OF THE COMPREHENSIVE EXAMINATION PROCESS in the NDSU Counselor Education & Supervision Ph.D. program.	67% “Excellent” or “Very good”
Please rate the overall PH.D. COURSE SEQUENCING in the NDSU Counselor Education & Supervision Ph.D. program.	100% “Excellent” or “Very good”
Please rate the QUALITY OF THE PHYSICAL FACILITIES used in the NDSU Counselor Education & Supervision Ph.D. program.	67% “Excellent” or “Very good”
Please rate the QUALITY OF THE LIBRARY RESOURCES available at NDSU.	100% “Excellent” or “Very good”
Please rate the quality of the NDSU Counselor Education & Supervision Ph.D. program’s ADMISSION CRITERIA & PROCEDURES .	67% “Excellent” or “Very good”

Summary of Findings from Doctoral Program Alumni Surveys

Strengths:

- Overall quality of instruction
- Quality of faculty-student interactions
- Quality of supervised practicum experiences
- Quality of supervised internship experiences
- Quality of library resources
- Overall Ph.D. course sequencing

Identified areas for improvement (below 75% “Excellent” or “Very good”):

- Quality of program advisement
- level of preparedness
- Quality of comprehensive examination process
- Quality of physical facilities
- Quality of admission criteria and procedures

Recommendations:

Doctoral program alumni commented about the program faculty being relational and supportive, and having expertise and diverse skill sets. One respondent commented that there is an over identification with being “student centered” and felt the program lacked focus. It is recommended that the program faculty examine this comment and look for possible ways to improve the doctoral program.

Site Supervisor Survey Results

Table 14 provides a summary of survey results from 2016-2019 site supervisors.

Table 14. Site Supervisor (2016-2019) Survey Results Summary

Site Supervisor (2016-2019) Survey Results Summary (n = 18)	
QUESTION/PROMPT	RESPONSE SUMMARY
What is your employment setting?	Survey respondents from: 72% K-12 school settings 22% University counseling center 6% Hospital setting
How prepared was the NDSU Counselor Education intern(s) you supervised IN COMPARISON to interns from other universities' counseling programs that you have supervised?	93% "More prepared" or "As prepared"
Please rate your degree of satisfaction with NDSU's educational preparation of counseling interns to provide INDIVIDUAL COUNSELING .	83% "Very satisfied" or "Satisfied"
Please rate your degree of satisfaction with NDSU's educational preparation of counseling interns to provide GROUP COUNSELING .	87% "Very satisfied" or "Satisfied"
Please rate your degree of satisfaction with NDSU's educational preparation of counseling interns to provide CAREER COUNSELING .	62% "Very satisfied" or "Satisfied"
Please rate your degree of satisfaction with NDSU's education preparation of counseling interns to provide FAMILY/COUPLES COUNSELING .	60% "Very satisfied" or "Satisfied"
Please rate your degree of satisfaction with NDSU's education preparation of counseling interns in MULTICULTURAL SENSITIVITY .	89% "Very satisfied" or "Satisfied"
Please rate your degree of satisfaction with NDSU's educational preparation of counseling interns in COUNSELING THEORIES AND TECHNIQUES .	83% "Very satisfied" or "Satisfied"
Please rate your degree of satisfaction with NDSU's educational preparation of counseling interns in CONSULTATION .	83% "Very satisfied" or "Satisfied"
Please rate your degree of satisfaction with NDSU's educational preparation of counseling interns in TREATMENT PLANNING .	75% "Very satisfied" or "Satisfied"
Please rate your degree of satisfaction with NDSU's educational preparation of counseling interns in CLIENT ADVOCACY .	81% "Very satisfied" or "Satisfied"
Please rate your degree of satisfaction with NDSU's educational preparation of counseling interns in PROFESSIONAL ETHICAL & LEGAL ISSUES .	94% "Very satisfied" or "Satisfied"
Please rate your degree of satisfaction with NDSU's educational preparation of counseling interns in PROGRAM EVALUATION .	67% "Very satisfied" or "Satisfied"
Please rate your degree of satisfaction with NDSU's educational preparation of counseling interns in CRISIS RESPONSE & INTERVENTION .	88% "Very satisfied" or "Satisfied"
Please rate your degree of satisfaction with NDSU's educational preparation of counseling interns in CASE MANAGEMENT .	92% "Very satisfied" or "Satisfied"

Please rate your degree of satisfaction with NDSU's educational preparation of counseling interns in ASSESSMENT .	50% "Very satisfied" or "Satisfied"
How would you rate your NDSU intern's OVERALL SKILLS ?	78% "Excellent" or "Very good"

Summary of Findings from Site Supervisor Surveys

Strengths of Intern's Education Preparation:

- Individual counseling
- Group counseling
- Multicultural sensitivity
- Counseling theories and techniques
- Consultation
- Treatment planning
- Client advocacy
- Professional ethical & legal issues
- Crisis response & intervention
- Case management

Identified areas for improvement (below 75% "Excellent" or "Very good"):

- Career counseling
- Family/couples counseling
- Program evaluation
- Assessment

Recommendations:

Below are some recommendations that site supervisors listed when given the writing prompt: *"Please describe any elements of the NDSU Counselor Education program that you believe could be enhanced to better prepare future counselors."*

- More training and practice with group and couples counseling.
- More communication and consultation between the internship site supervisor and the NDSU internship instructor.
- More crisis response preparation (e.g., assessing for suicide risk or when to hospitalize a client).
- More working knowledge of diagnosis.
- More school specific experiences before internship.
- More career counseling components (ranging from tests to resources).
- More practice delivering classroom counseling lessons.

Employers of Program Graduates Survey Results

Employers of Master’s Program Graduates (2016-2018) Survey Results Summary

Table 15 provides a summary of survey results from employers of 2016-2018 master’s program graduates.

Table 15. Employers of Master’s Program Graduates (2016-2018) Survey Results Summary

Employers of Master’s Program Graduates (2016-2018) Survey Results Summary (n = 10)	
QUESTION/PROMPT	RESPONSE SUMMARY
What is your employment setting?	Survey respondents from: 10% Community mental health center/agency 90% K-12 School Setting
HOW PREPARED is the NDSU counseling graduate you supervised IN COMPARISON to counselors from other universities’ counseling programs that you have supervised?	100% “More prepared” or “As prepared”
Please rate your degree of satisfaction with the NDSU counseling graduate’s MULTICULTURAL SENSITIVITY .	100% “Very satisfied” or “Satisfied”
Please rate your degree of satisfaction with the NDSU counseling graduate’s INDIVIDUAL COUNSELING SKILLS .	90% “Very satisfied” or “Satisfied”
Please rate your degree of satisfaction with the NDSU counseling graduate’s GROUP COUNSELING SKILLS .	100% “Very satisfied” or “Satisfied”
Please rate your degree of satisfaction with the NDSU counseling graduate’s CAREER COUNSELING SKILLS .	78% “Very satisfied” or “Satisfied”
Please rate your degree of satisfaction with the NDSU counseling graduate’s FAMILY/COUPLES COUNSELING SKILLS .	100% “Very satisfied” or “Satisfied”
Please rate your degree of satisfaction with the NDSU counseling graduate’s CONSULTATION SKILLS .	100% “Very satisfied” or “Satisfied”
Please rate your degree of satisfaction with the NDSU counseling graduate’s understanding of PROFESSIONAL ETHICAL & LEGAL ISSUES .	100% “Very satisfied” or “Satisfied”
Please rate your degree of satisfaction with the NDSU’s educational preparation of counseling interns in COUNSELING THEORIES AND TECHNIQUES .	88% “Very satisfied” or “Satisfied”
Please rate your degree of satisfaction with the NDSU counseling graduate’s ability to ADVOCATE FOR CLIENTS and/or STUDENTS .	90% “Very satisfied” or “Satisfied”
Please rate your degree of satisfaction with the NDSU counseling graduate’s understanding of PROGRAM EVALUATION .	50% “Very satisfied” or “Satisfied”
Please rate your degree of satisfaction with the NDSU counseling graduate’s understanding of CRISIS RESPONSE & INTERVENTION .	88% “Very satisfied” or “Satisfied”
Please rate your degree of satisfaction with the NDSU counseling graduate’s CASE MANAGEMENT SKILLS .	100% “Very satisfied” or “Satisfied”
Please rate your degree of satisfaction with the NDSU counseling graduate’s TREATMENT PLANNING SKILLS .	60% “Very satisfied” or “Satisfied”

Please rate your degree of satisfaction with the NDSU counseling graduate's ASSESSMENT SKILLS .	100% "Very satisfied" or "Satisfied"
How would you rate the NDSU counseling graduate's OVERALL SKILLS ?	90% "Excellent" or "Very good"

Summary of Findings from Employers of Master's Program Graduates

Strengths:

- Graduates' multicultural sensitivity
- Graduates' individual counseling skills
- Graduates' group counseling skills
- Graduates' career counseling skills
- Graduates' family/couples counseling skills
- Graduates' consultation skills
- Graduates' understanding of professional ethical and legal issues
- Graduates' preparation in counseling theories and techniques
- Graduates' ability to advocate for clients and/or students
- Graduates; understanding of crisis response and intervention
- Graduates' case management skills
- Graduates' assessment skills
- Graduates' overall skills

Identified areas for improvement (below 75% "Excellent" or "Very good"):

- Graduates' understanding of program evaluation
- Graduates' treatment planning skills

Recommendations:

The only comment/recommendation that was provided in the survey was results pertained to school counselor job responsibilities. One survey respondent mentioned that it is important to tell students that they will have a multi-faceted portfolio and will need to do non-counseling duties such as scheduling. In addition, the graduates must be able to collaborate and communicate.

Employers of Doctoral Program Graduates (2016-2018) Survey Results Summary

Only one person responded to the Employer of Doctoral Program Graduates survey. The survey responses were very positive. This quote from the survey respondent provides a good summary for the responses:

"The Ph.D. graduate of NDSU has a very strong teaching, clinical and supervision background. She has been demonstrating significant effort and commitment to promote teaching, research and services at both university and program level in our counseling program. We are very fortunate to have her in our counseling program."

NDSU Counselor Education Advisory Council Feedback

2020 NDSU Counselor Education Advisory Council meeting feedback will be included in an upcoming revised report.

SUBSEQUENT PROGRAM MODIFICATIONS

Use of Findings to Inform Program Modifications (CACREP Standards 4.B., 4.C., 4.D., 4.F., & 4.G.)

After reviewing and analyzing program and student learning outcomes data that was collected, program faculty made decisions to implement the following program and course modifications which are listed below in Table 16.

Table 16. Subsequent Program and Course Modifications

SUBSEQUENT PROGRAM AND COURSE MODIFICATIONS <i>(CACREP Standards 4.B., 4.C., 4.D., 4.F., & 4.G.)</i>	
<p>PROGRAM OBJECTIVE 1. To provide students with the appropriate academic preparation, clinical experiences, and personal growth opportunities that they can then apply in their work as professional counselors, educators, and supervisors.</p> <p>Below is a description of data collected and used to assess Program Objective 1. In addition, programmatic recommendations & changes based on the data are included.</p>	
Data	Program & Course Recommendations & Changes
<p>We use multiple assessment measures to determine if our program is providing students with an appropriate educational experience which includes didactic coursework, clinical experiences, and personal growth opportunities so that our students become successful professional counselors, educators, and supervisors after they graduate from our program. Each semester we gather assessment data pertaining to students' professional dispositions.</p>	<p>Based on the data collected over the past few years, students' professional dispositions have been the area of our program's greatest concern. Taking this information into consideration, the NDSU Counselor Education (CNE) faculty made the decision to create new disposition forms and procedures for working with students who need remediation in this area. We continuously monitor student dispositions and discuss any student concerns during each CNE faculty meeting.</p>
<p>We also review data pertaining to student knowledge and skills including the KPIs. Based on the data collected, few students in our program have struggled academically. Most students have done well academically in their courses. In addition, all of our master's degree students have passed the CPCE since we began using this exam (with the exception of 1 student in September 2020). We also review job placement rates for our graduates. Program graduates have consistently found employment shortly after graduation. Typically, all 3 programs have 100% placement rates each year.</p> <p>Feedback from stakeholders such as program alumni, site supervisors, and employers of</p>	<p>We recently made the decision to require two courses (<i>CNE 732: Family Counseling</i> course and a <i>CNE 731: Counseling Children and Adolescents</i> course) for all master's degree students. This decision was made after reviewing feedback from our stakeholders including our program's advisory board and reviewing recent program graduates' places of employment (Other characteristics data).</p> <p>In addition, we are creating a new course titled <i>Leadership and Advocacy</i> for our doctoral students so that students have the opportunity to focus even more of their educational experiences on these two important areas in the counseling profession. This decision was also made after reviewing student demographic data which highlights the fact that we have admitted over the last 5 years some</p>

<p>graduates have been used to make recommendations for curricular changes. In addition, applicant, student, and graduate demographic and other characteristics data were assessed and used to make program recommendations.</p>	<p>doctoral students who enrolled in our doctoral program right after they graduated from their master’s degree programs. Since these students had limited professional experience coming into the doctoral program, they needed additional support in developing their leadership and advocacy skills.</p>
<p>Over the last 5 years, there has been an increase in the number of students who started their NDSU master’s degree program in School Counseling track and later switch to the dual track program (a combined track for School & Clinical Mental Health Counseling) (applicant, student, and graduate demographic and other characteristics data).</p>	<p>Taking this data into consideration, the faculty made the decision to require <i>CNED 732: Family Counseling</i> course and a <i>CNED 731: Counseling Children and Adolescents</i> course for all master’s degree students. The faculty believe these courses can help better prepare students for their clinical experiences and for their work as professional counselors.</p> <p>In addition, the faculty have made changes to the course sequencing that would work better to support the academic preparation of students who choose to complete the dual track.</p>
<p>Over the last 10 years, there has been a significant decrease in the number of School Counseling applicants and enrolled students who have a Teacher Education undergraduate degree (applicant, student, and graduate demographic and other characteristics data).</p> <p>If a person wants to become a credentialed school counselor in North Dakota but has not completed a Teacher Education undergraduate degree, the person must not only complete a master’s degree in School Counselor but they also must complete 4 required Teacher Education courses and pass Praxis I & Praxis II exams.</p>	<p>In order to provide appropriate academic, clinical experiences, and professional growth opportunities to enrolled School Counseling students who do not have a Teacher Education undergraduate degree, the CNED faculty have helped identify and create courses that meet North Dakota school counselor credentialing requirements. In addition, an advising handout was created for students without a Teacher Education background.</p> <p>In addition, the School Counseling Coordinator and the CNED faculty advisors inform applicants about these requirements and provide extensive advising to accepted students so that they can meet these state requirements. If a student is interested in being employed outside of North Dakota, they also work with the School Counseling Coordinator and their academic advisors to determine out-of-state requirements.</p>
<p>Number of students interested in the addiction field and applying to the consortium in Fargo/Moorhead for additional training in the addictions field (applicant, student, and graduate demographic and other characteristics data)</p>	<p>Curricular changes have been made to help accommodate students interested in the addiction field and who want to apply to the consortium in Fargo/Moorhead for additional training. These curricular changes include adding addiction content in the <i>CNED 712: Counseling Through the Lifespan</i> course, and adding the addictions code of ethics in the <i>CNED 715: Professional Orientation and Ethics</i> course.</p>
<p>Most of our enrolled doctoral students work either full-time or part-time. Some of them travel to campus from communities outside of the Fargo-Moorhead area (applicant, student, and graduate demographic and other characteristics data).</p>	<p>Based on this demographic and other characteristics data, we made changes to the doctoral course schedule so that we could reduce the number of times doctoral students had to come to campus for class. To accomplish this, we made sure that the doctoral courses were taught on no more than two days a week and were back-to-back days (i.e., Wednesdays & Thursdays). This change made students’ courses, clinical experiences, and personal growth opportunities more accessible to the doctoral students.</p>

<p>Based on feedback from site supervisors, current students, and alumni, it was determined that more information about trauma-sensitive approaches and techniques be added to counseling courses.</p>	<p>Trauma-sensitive information has already been infused into several counseling courses. There is also a plan to continue to enhance and market the School Counseling program as a “trauma-sensitive school counseling program” and work toward placing interns in trauma-sensitive trained schools.</p>
<p>PROGRAM OBJECTIVE 2. To prepare students to work in an increasingly diverse world.</p> <p>Below is a description of data collected and used to assess Program Objective 2. In addition, programmatic recommendations & changes based on the data are included.</p>	
<p>Data</p>	<p>Program Recommendations & Changes</p>
<p>The NDSU Counselor Education program continually seeks to attract and retain diverse applicants, students, and graduates in order to meet the above program objective. Each year the faculty review program demographic and other characteristics data, and have discussions about identifying methods for recruiting students from a wide range of backgrounds.</p> <p>NDSU Counselor Education faculty believe that having a more diverse student body would create a learning environment which could help better prepare students to work in our diverse world.</p>	<p>The NDSU Counselor Education faculty have discussed developing virtual open house events so that we can connect with prospective students throughout the US and the world.</p> <p>In addition, the faculty are exploring the idea of using student ambassadors to help with recruitment activities so that we can help recruit a more diverse student body.</p>
<p>On a regular basis, the faculty also look for ways to improve course content and learning experiences in order to better prepare our students to work in a diverse environment.</p> <p>After reviewing student learning outcome data, it was determined that some students were not attending to diversity in the case conceptualization. They needed to develop a greater awareness of diversity as it pertains to career counseling.</p>	<p>In the CNED 714: <i>Career Counseling and Testing</i> course, there is now more course content and a great focus on career counseling with diverse populations (e.g., simulations, videos on poverty, diverse case studies).</p>
<p>Current students and program graduates (Other Characteristics data) have expressed an interest in having short-term study abroad opportunities so that they can enhance their understanding and awareness of cultures that are different from their own.</p>	<p>Two short-term study abroad courses have been developed since the last CACREP site visit. One course focused on an educational experience in Jamaica and the other course was focused on an educational experience in England.</p>
<p>PROGRAM OBJECTIVE 3. To help student recognize the vast needs of a multicultural society and to respect issues related to all people.</p> <p>Below is a description of data collected and used to assess Program Objective 3. In addition, programmatic recommendations & changes based on the data are included.</p>	

Data	Program Recommendations & Changes
<p>One way that we assess this program objective is by reviewing the results of student professional disposition evaluation. In addition, we examine the feedback from practicum and internship supervisors in regards to students' sensitivity to multicultural issues and their ability to work in a multicultural society.</p> <p>This program objective is also assessed with the CNED program's professional dispositions performance evaluation which includes 12 standards such as "<i>attention and sensitivity to diversity issues</i>".</p>	<p>Faculty have used data collected from the student professional dispositions evaluation and taken actions such as scheduling community meetings with all CNED graduates students so that issues can be addressed as a group. Furthermore, individual meetings have been held with students when there has been a concern about this issue.</p>
<p>Since our student body (demographic and other characteristics data) may not be as diverse as some other programs in the US, the faculty continue to look for new ways to provide effective multicultural training opportunities throughout the program.</p>	<p>Curricular changes have been made to help support this program objective. For example, the instructor of <i>CNED 714: Career Counseling and Testing</i> has developed more lessons which are focused on career counseling for diverse populations (e.g., simulations, videos on poverty, diverse case studies, etc.).</p>
<p>Feedback from site supervisors and employers of program alumni indicate that students and graduates from our program demonstrate multicultural sensitivity when working with clients.</p>	<p>The NDSU Counselor faculty members continue to support current educational experiences with help students develop greater multicultural sensitivity while exploring new and innovative methods for preparing students to work in a diverse world.</p>
<p>Current students and program graduates (Other Characteristics data) have expressed an interest in having short-term study abroad opportunities so that they can enhance their understanding and awareness of cultures that are different from their own.</p>	<p>Two short-term study abroad courses have been developed since the last CACREP site visit. One course focused on an educational experience in Jamaica and the other course was focused on an educational experience in England.</p>
<p>PROGRAM OBJECTIVE 4. To assist students in research projects which reflect their interests and the needs of the counseling profession.</p> <p>Below is a description of data collected and used to assess Program Objective 4. In addition, programmatic recommendations & changes based on the data are included.</p>	
Data	Program Recommendations & Changes
<p>The faculty also gather data about how many students are engaged in research-related activities such as publishing articles/books, presenting at conferences, and participating in professional organizations</p>	<p>The NDSU Counselor Education faculty continue to look for new ways to get students more involved in professional organizations and research-related activities. In addition, a Ph.D. Orientation course is required for all new Ph.D. students during their first semester in the program. One of the goals in this class is to encourage new Ph.D. students to get involved in professional counseling activities early in their academic studies.</p>

<p>Based on informal student feedback, it was determined that there was some confusion around the process and requirements for writing a dissertation.</p>	<p>As a result of this feedback, a Dissertation Guidelines manual was created for the NDSU Counselor Education program.</p>
<p>Faculty collect data regarding the number of students participated in research-related activities.</p>	<p>During the admission process into our program (master's and doctoral), prospective students are informed that NDSU Counselor Education faculty will support the students' research interests and that students are not expected to follow their advisors' research agendas. Instead, students admitted into our program are encouraged to explore their own research interests and identify research needs for the counseling profession. This research exploration takes place in several master's and doctoral-level courses.</p>
<p>PROGRAM OBJECTIVE 5. To promote student participation in professional counseling organizations and encourage licensure, certification, and/or credentialing.</p>	
<p>Data</p>	<p>Program Recommendations & Changes</p>
<p>Program faculty monitor student participation levels in professional counseling organizations.</p> <p>Feedback from current and former students indicated that that lack of financial resources is a major barrier to attending professional conferences as a graduate student.</p>	<p>Using the data collected, faculty determine methods of increasing student involvement in counseling-related activities. In addition, the faculty ask students to help identify barriers that might prevent students from becoming more active in these activities (such as class schedule conflicts, lack of funding, lack of knowledge about organizations, etc.) and they work to find solutions to overcome these barriers. For example, program faculty have worked at finding funding for transportation to professional conferences. Furthermore, the faculty have made strong effort to encourage students to present at conference by offering to co-present with the students, etc. We recently saw a significant increase in the number of students who were accepted to present at a regional professional conference. One of our goals is to continue to work at increasing our students' participation in counseling organizations.</p>
<p>NDSU Counselor Education students have been very successful obtaining licensure, certifications, and/or credentialing. For example, master's and doctoral program graduates in 2018-2019 had a 100% placement rate in counseling-related positions.</p> <p>In addition, we provide extensive advising to our students on how to prepare for licensure, certification, and/or credentialing. Our students have been very successful in passing licensure exams (most recent was 100% passing rate for NCE), and 100% of the students have been prepared to meet state licensure/certification requirements.</p>	<p>The program faculty continue to look for additional methods for supporting students during their licensure/certification/credentialing process. In addition, the faculty update licensure/certification/credentialing information as needed.</p>

PROGRAM OBJECTIVE 6. To encourage self-awareness and self-reflection to help students become better counselors.	
Data	Program Recommendations & Changes
<p>NDSU Counselor Education faculty gather professional disposition data each semester. The faculty use this dispositional form to help assess students' level of <i>self-awareness and their ability to self-reflect</i>.</p> <p>Interns are also asked to complete the <i>Supervisor Education of Practicum (SEPC)</i> form as a method for them to self-evaluate their work with clients.</p>	<p>Faculty have used this data to help identify students who need remediation or some other type of support. Students are also required to engage in self-reflection activities while completing their coursework in the program.</p> <p>After reviewing student professional disposition data, the NDSU Counselor Education faculty members determined that changes needed to be made to the dispositions review process by adding a new dispositions evaluation to the Practicum courses. A new professional dispositions evaluation was designed for CNED 794A: Practicum and CNED 894C: Practicum.</p> <p>In addition, more reflection papers have been added in the required courses.</p>
PROGRAM OBJECTIVE 7. To seek a high level of professional and ethical behavior through supervision, self-assessment, and feedback from clients.	
Data	Program Recommendations & Changes
<p>During practicum, practicum students solicit feedback from their clients who receive counseling in the NDSU Community Counseling Services (CCS) clinic. Clients complete this feedback form at the end of each counseling session.</p>	<p>The practicum instructor uses the information gathered from the completed client feedback forms during supervision sessions with their practicum students. This information is shared with the practicum student in a timely manner so that the student has the opportunity to make any needed changes to the counseling they are providing their clients.</p>
<p>NDSU Counselor Education faculty gather professional disposition data each semester. The faculty use this dispositional form to help assess students' "<i>Attention to ethical and legal considerations</i>" and "<i>Professionalism and Professional Identity</i>".</p>	<p>The NDSU Counselor Education faculty developed a new professional dispositions form and a new incident report which includes evaluating students' professional and ethical behavior while completing the program.</p>
<p>In addition, the CNED faculty continually stress the importance that students participate in self-assessment activities especially during practicum and internship learning experiences.</p>	<p>During supervision sessions (individual, triadic, and/or group supervision), students discuss their self-reflection experiences. Based on this information, students may receive additional support from their supervisors, etc.</p> <p>Interns are also asked to complete the <i>Supervisor Education of Practicum (SEPC)</i> form as a method for them to self-evaluate their work with clients.</p>
<p>Site supervisors and employers of program alumni have provided positive feedback overall in regards to NDSU Counselor Education students and graduates' professional and ethical behavior.</p>	<p>Program faculty will continue to look for ways to assist students in developing professional and ethical behaviors. In addition, NDSU counseling practicum students have an average received positive feedback from their clients in the NDSU CCS clinic.</p>

SUBSTANTIAL PROGRAM CHANGES

The NDSU Counselor Education program does not have any substantial program changes to report at this time.