Counseling Programs
Annual Program Evaluation Report
2020-2021

Report Contents

Introduction and Background 3
Program Evaluation Results 3
Review of Vital Statistics 4
Review Findings 4
Review Recommendations8
Formative Student Progress Review: Learning Objectives 1, 2 and 3 9
Assessment Findings 9
Assessment Recommendations 9
Program Modifications and Changes 10
Programmatic Changes Based on Assessments 10
Addition of a Multicultural / Social Justice Focused Professional Disposition 10
Changes to Rubrics Point Scale 10
General Programmatic Changes 10
Online Course Delivery 10
Clinical Training 10
Telemental Health Training 11
Revised Mission Statement 11
Appendices 12
Appendix I: Program Evaluation Timeline 12
Appendix II: Program Vital Statistics 15
Mental Health Counseling Program Statistics 15
School Counseling Program Statistics 18
Appendix III: Formative Student Progress Review Data Tables 21
Appendix IV: Survey Result Data Tables 32

Introduction and Background

This Annual Program Evaluation Report details assessment, evaluation and program improvements for the 2020-2021 year to the M.Ed. in Counseling program at the University of Puget Sound. We describe program development, our program evaluation activities and timeline, program evaluation results, results of the vital statistics survey, admissions data, applicant and candidate demographics, employer survey results, exit survey results, comprehensive exam results, and program modifications and changes based on the data collected.

The M.Ed. program continued the process of aligning the program structure and curriculum with CACREP standards during the 2020-21 academic year. The 2020-21 academic year was challenging in a number of ways, most notably, the ways in which the Coronavirus pandemic interrupted all aspects of life, including higher education. While the M.Ed. program continued throughout the pandemic, faculty were required to rapidly shift to 100% online teaching, and clinical placements were significantly disrupted. Through hustle and resourcefulness, faculty were able to place all students into clinical placement in compliance with the required 600 hours despite the closure of schools by order of Washington State Governor Jay Inslee due to the COVID-19 pandemic. What follows is a summary of M.Ed. program evaluation results during the 2020-2021 academic year, noting strengths and areas for improvement.

Program Evaluation Results

Each year the faculty of the M.Ed. program meet to review assessment results, student-level data, Council for the Accreditation of Counseling and Related Educational Programs (CACREP) accreditation standards and plan program changes and improvements.

Program objectives and plans for assessing them were determined in our most recent Comprehensive Assessment Plan, written for the 2020-2021 academic year with input from all interested constituencies including members of the School of Education, the program's Professional Educational Advisory Board (PEAB), current candidates, alumni, supervisors and employers. Program objectives are as follows.

The Master of Education in Counseling Program prepares counselors who are reflective, collaborative, and justice-oriented practitioners, who:

1. Engage in multiple contexts to promote the social emotional growth and development of individuals, groups, families, and organizations.
2. Critically and intentionally utilize multiple theories of counseling and human development and multiple sources of evidence to inform their own practice and to promote growth and positive change.
3. Interrogate their own biases and social location to actively pursue culturally responsive practice and to contribute collaboratively to the ongoing work of equity.

The M.Ed. program has identified ten key performance indicators (KPIs) measured through course outcomes, formative student progress review and stakeholder surveys. These KPIs are directly related both to CACREP accreditation standards and assessment objectives.

These are mapped as follows:

KPI Description	Program Objective	CACREP Standard
Strategies for personal and professional self-evaluation and implications for practice	1, 2	2.F.1.k
The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	1, 2	2.F.2.d
Theories of individual and family development across the lifespan	1	2.F.3.a
Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	1, 2, 3	2.F.4.b

Essential interviewing, counseling, and case conceptualization skills	2	2.F.5.g
Characteristics and functions of effective group leaders	1	2.F.6.d
statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	2	2.F.7.g
the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	1, 2, 3	2.F.8.a
diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)	1, 2, 3	5.C.2.d
school counselor roles in school leadership and multidisciplinary teams	1, 2, 3	5.G.2.d

Major evaluation activities undertaken by the M.Ed. program in the 2020-2021 year include a review of program vital statistics (related to admissions, graduation, job placement, and comprehensive exam pass rates), a formative student progress review, and a series of surveys to recent graduates, clinical site supervisors and employers designed to align with the KPIs related to each program objective.

For a detailed timetable of all program evaluation activities, see Appendix I at the end of this report.

For detailed results from formative student progress reviews, see Appendix III, and for the results of employer, graduate, and student clinical site surveys, see Appendix IV.

Review of Vital Statistics

As part of the M.Ed. program's annual review, program faculty and administrators examine program statistics from application to job placement to ensure programmatic service goals are being met.

Review Findings

In the 2020-2021 year, the M.Ed. program graduated 4 clinical mental health counseling and 15 school counseling candidates. The remaining students who began in 2019 are still completing program requirements. Of the 19 graduates, 17 have confirmed job placements. The other two graduates were not seeking employment in a counseling position at this time.

The Comprehensive Exam

During the Spring of 2020, the M.Ed. program launched a new comprehensive exam, modeled after the National Counselor Exam and the Counselor Preparation Comprehensive Examination. The M.Ed. Comprehensive Exam included 160 questions. Each of the 8 core CACREP areas were assessed with 20 multiple choice questions.

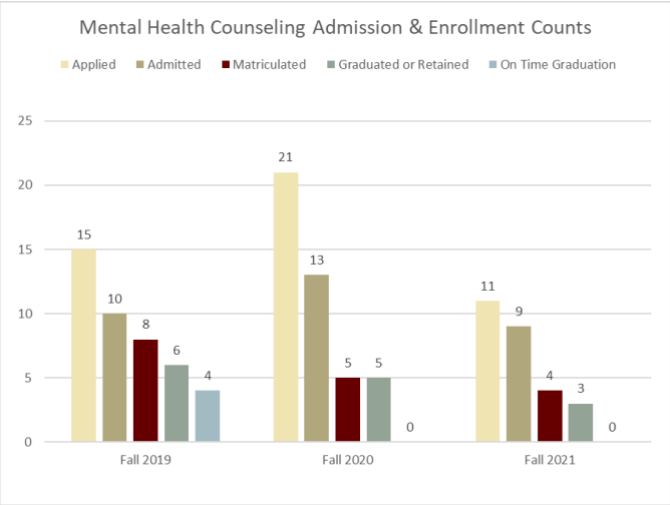
To meet CACREP requirements, the program assessment plan was designed so that M.Ed. candidates would take the national Counselor Preparation Comprehensive Exam (CPCE) exam as a part of the capstone course (COUN 680). The instructor for this course went above and beyond in efforts to first schedule the exam at a testing center (due to the pandemic, none were available locally), secondly to get specification materials to see if Puget Sound

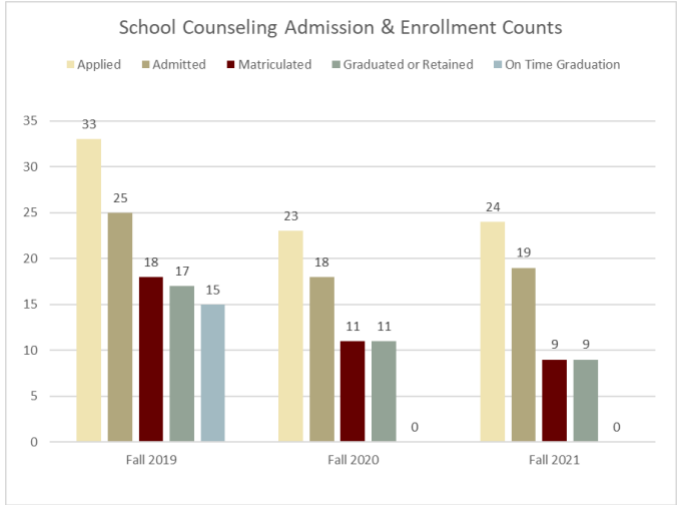
Technology Service could install the exam per the company's requirements (they could not), and thirdly to work with her colleagues to write an exam and administer it via the Canvas Learning Management System.

The M.Ed. program faculty created a comprehensive exam in the core CACREP content areas: Professional Orientation and Ethical Practice, Human Growth and Development, Social and Cultural Diversity, Career Development, Group Counseling and Group Work, Counseling and Helping Relationships, Assessment and Testing, and Research and Program Evaluation. The exam was constructed similarly to the NCE, so included 160 multiple choice items, 20 questions in each core curriculum area of the CACREP standards. The exam was proctored by the School of Education Dean, Dean of Graduate Studies, and an Educational Technology Staff Member on site in three computer labs. Faculty met to determine the pass rate of the exam prior to administration using the benchmarking of NCE cut-off scores (65% or better). In 2021, a total of 22 students took the exam and 22 passed the exam.

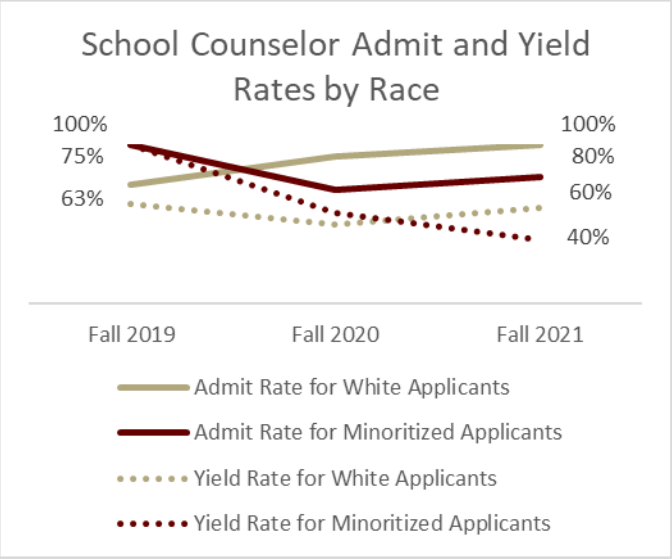
Admission, Enrollment and Retention

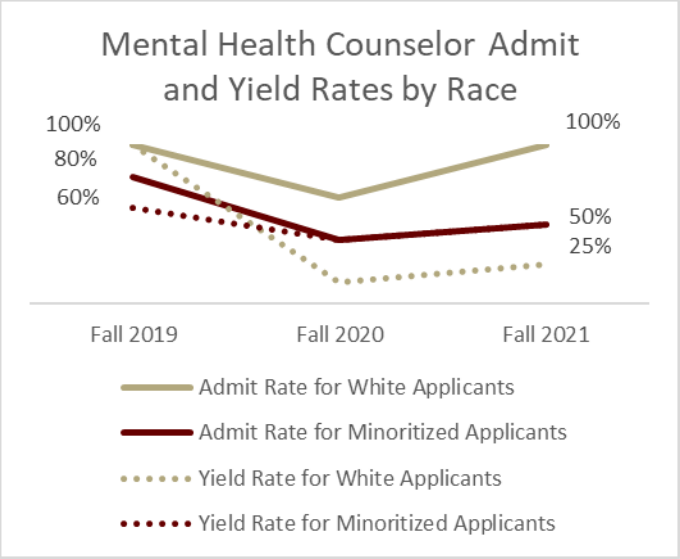
Over the past three years, the number of applications to the M. Ed. Programs has declined. This is consistent with falling enrollments institutionally and nationwide.





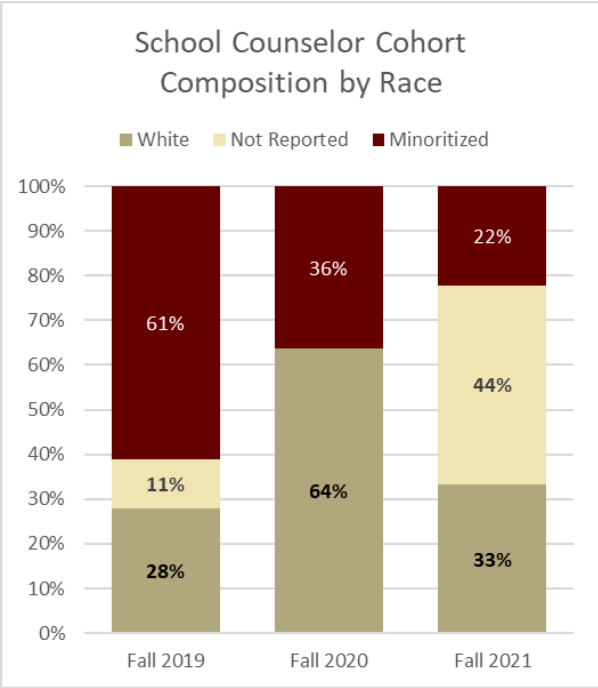
Given service gaps in counseling professions for people of color, LGBTQ identifying people and men, the M. Ed. Program examines its program to ensure it is contributing to healthy diversity in the field. Over the four years from 2017-2020: 27.3 percent of candidates have been candidates of color compared to 47.6 percent white candidates. Twenty-five percent of candidates chose not to disclose their race. For the same time span, 62 percent of candidates identified their gender as female compared to 17 percent of candidates who identified as male. Twenty-one percent of candidates chose not to disclose their gender identity.

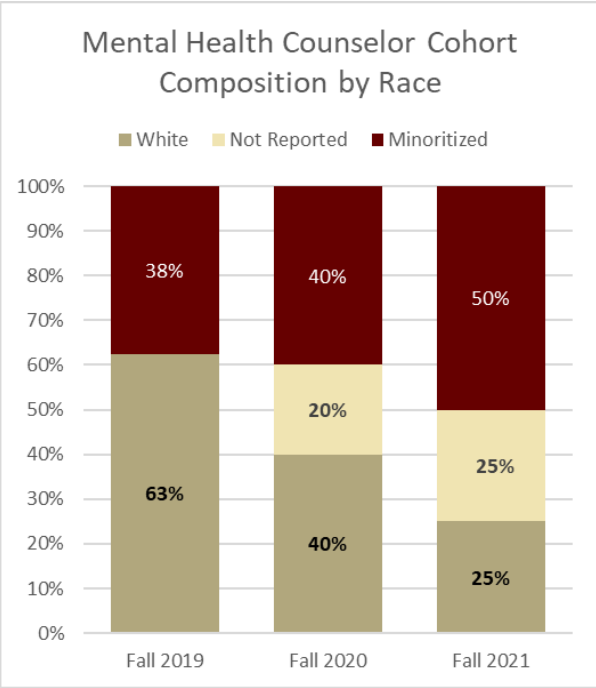


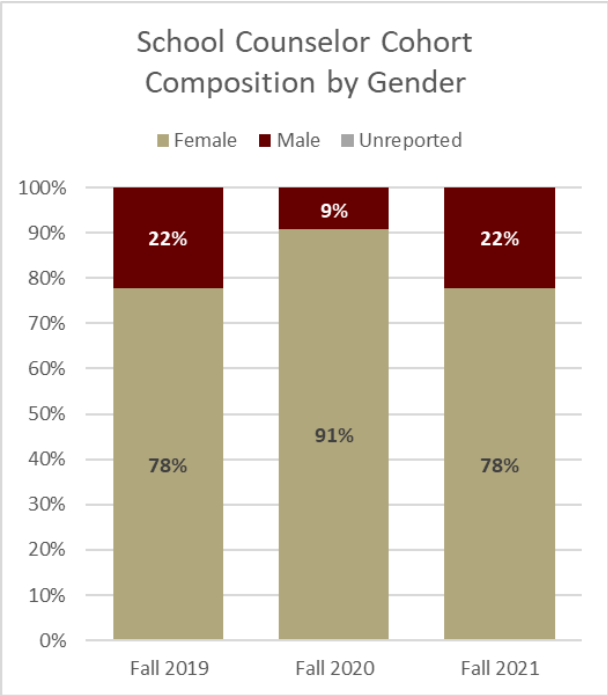


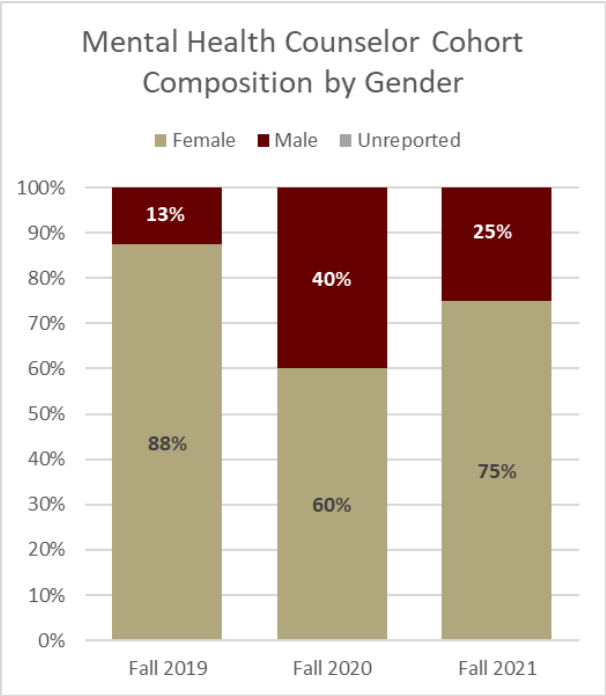
Many applicants to the M.Ed. programs have also made application at other CACREP-accredited programs. While admit rates are quite high, yield rates for minoritized students have been lower for the past few years. One possible explanation here is that the program has not yet achieved CACREP accreditation, and several other programs in Washington state are fully accredited. The M.Ed. faculty look forward to exploring this data over time to better understand trends.

Compared to the demographics of applicants, M.Ed. programs are enrolling higher numbers of candidates of color and fewer number of male-identified candidates. The programs seek to continue to select highly qualified underrepresented applicants into the counseling field.


School Counselor Cohort Composition by Race
White
Not Reported
Minoritized
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
61%
11%
28%
36%
64%
22%
44%
33%
Fall 2019
Fall 2020
Fall 2021


Mental Health Counselor Cohort Composition by Race
White
Not Reported
Minoritized
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
38%
63%
40%
20%
40%
50%
25%
25%
Fall 2019
Fall 2020
Fall 2021





The composition of cohorts over the last few years is consistent with demographic trends in counselor education across the country. We did notice a slight increase in the number of minoritized candidates in the 2021 Mental Health Counseling cohort. We also notice a slight decrease in this same number for the 2021 School Counseling cohort. The M.Ed. faculty look forward to exploring this data over time to better understand trends. We recognize the cost of attending a private university could be a barrier for some. When compared to other programs in Washington state, the M.Ed. Counseling program's tuition costs are comparable to other private universities.

For detailed tables of all program statistics and demographic data, see Appendix II at the end of this report.

Review Recommendations

We are currently working with the Office of Institutional Research to streamline the data collection needed in order to fulfill CACREP requirements. The faculty's review of data from our CACREP-aligned exam, vital statistics and survey data has led to a series of recommendations presented below.

Comprehensive Exam

Based on this initial administration of the CACREP-aligned comprehensive exam, program faculty have made note of areas in which mean scores were lowest (e.g., human growth and development, group counseling, career counseling, and assessment and testing). Faculty are in the process of assessing course materials and instructional delivery methods for these areas. One consideration is the career counseling course and assessment and testing course are shorter in length compared to other core classes, meeting 7-8 weeks in a 16-week semester. In order to improve mastery of content and standards in the Assessment & Testing core area, the instructor of the Assessment in Counseling course adjusted learning activities beginning in Fall 2021. Similarly, the Career Development course has been adjusted for greater alignment between course content and standards and more opportunities for students for retrieval

practice. Finally, the Human Growth and Development course was restructured for improved CACREP alignment and a new instructor was assigned. To address the Group Counseling scores, additional review sessions will take place during the Capstone course in Spring 2022.

Vital Statistics

Based on our review of demographics and vital statistics, program faculty are intentionally working toward increasing minority admissions with the goal of developing a diverse community of learners that is reflective of the larger community in Tacoma, Washington and the surrounding area. To accomplish this, M.Ed. program faculty have developed a number of strategies. First, we will begin to collaborate with Career and Employment Services (CES), and Admissions to target graduate school fairs at local undergraduate universities, including the University of Puget Sound and Heritage University (Hispanic-Serving Institution and Native American Serving Non-Tribal Institution). Second, two core faculty members now teach courses in the undergraduate psychology major at the University of Puget Sound. This allows M.Ed. faculty to identify and recruit qualified candidates for the M.Ed. program. Third, the M.Ed. program faculty will continue to participate in community initiatives that are equity-focused, in order to support minoritized communities in our area, as well as increase visibility of the M.Ed. program. Fourth, program faculty have reached out to the Washington School Counselors Association to speak with leaders of the School Counselors of Color division to seek input regarding recruiting, retaining, and supporting counseling program students of color.

Formative Student Progress Review: Learning Objectives 1, 2 and 3

To address student learning outcomes, M.Ed. programs combine data from faculty assessments of student progress through their courses and survey data from practicum, internship and employment supervisors, as well as self-reports from graduates, to ensure professional dispositions outcomes are accumulated along the course of the candidate's academic career and beyond.

Assessment Findings

Data from Key Performance Indicators show the vast majority of students meet or exceed standards in all areas. A couple of outliers (5%) are noted associated with CACREP standard 2.F.1.k. strategies for personal and professional self-evaluation and implications for practice. Although these outliers do not reflect a trend, additional self-evaluation tools and resources were added to the Fall 2021 Leadership & Advocacy course.

In Fall of 2020, we added assessment of Professional Dispositions in addition to existing items on the site supervisor evaluations of students. Professional dispositions data indicate the majority of students are at standard or exceed standard, with outliers in a couple of areas that are monitored on an individual basis. In the Fall of 2020, 29% of students received a "developing standard" rating for professionalism. Follow-up evaluations in Spring 2021 show one remaining outlier developing this standard and then all met standard during summer evaluations. This may be related to an initial adjustment to online courses for the Fall term and coping with additional stressors associated with the pandemic.

Graduate Surveys are sent to graduates 6-8 months after they graduate. Therefore, data provided in this annual report is for the preceding year's graduates. Of the 13 graduates in 2020, 5 have completed graduate surveys (as of October 2021). All are employed in counseling or counseling-related fields. Narrative prompts included speaking about program strengths and making recommendations. Strengths noted: opportunities for collaboration and group work, applicable classwork, project-based learning, and clinical experiences at multiple locations. Recommendations for improvement included more focus on school counseling classes and additional time to focus more on specific school-related topics (504 plans, high school graduation requirements, individual student interventions). A challenge that was noted was the many transitions students experienced both due to the pandemic and to significant changes to the program (CACREP curriculum alignment, faculty retirements).

Employer Surveys are sent to employers of respondents to the Graduate Survey. Therefore, this data is typically not available for 8-12 months after students graduate. Our Annual Report would then typically include Employer Surveys for our 2020 graduates. Due to circumstances related to the pandemic and to program changes, collection of this data was delayed and there is no data yet to include at the time this report was written. We are in the process of surveying those employers, and look forward to including that feedback in our 2021-2022 report.

Full summary results from the formative student progress review and all surveys are located in Appendix III and Appendix IV at the end of this report.

Assessment Recommendations

Our students typically engage in Practicum during their first year and Internship during the second year of our program. The site supervisor evaluations for practicum show some deficits in career, educational, and life-work planning and in data analysis related to program outcomes. Students take the career and assessment courses during their second year of the program, so it would not be expected to master that content and application during the Practicum placement. Internship evaluations indicate only a couple of outliers. Since professional disposition ratings are new to our supervisor surveys, based on the above data, the M.Ed. faculty look forward to assessing change over time. As more data is available, patterns may be more apparent which will allow for M.Ed. program faculty to observe specific areas of growth.

Additionally, M.Ed. program faculty recognize the need for orienting site supervisors to the changes in the M.Ed. program as a result of alignment with CACREP standards.

Each student received a summary of KPI ratings for the semester, as well as faculty's anecdotal comments on professional dispositions and academic performance. The reflection of this formative assessment data back to students is a major strength of the program's assessment process. Program administrators continue to consider ways to streamline the production of data summaries and feedback for students. The pandemic interrupted efforts on this task, as faculty focused on other more critical aspects of the program.

Program Modifications and Changes

As a result of the program evaluation evidence reviewed and in light of circumstances impacting the 2020-2021 academic year, the following modifications were made or are in the process of being addressed.

Programmatic Changes Based on Assessments

Addition of a Multicultural / Social Justice Focused Professional Disposition

The M.Ed program added a seventh professional disposition (multicultural/social justice) beginning in the Fall 2020 semester, in order to intentionally address students' development of awareness and skills related to providing culturally relevant and equitable counseling interventions. This disposition also aligns to the fourth program goal, which states, "interrogate their own biases and social location to actively pursue culturally responsive practice and to contribute collaboratively to the ongoing work of equity".

Changes to Rubrics Point Scale

The M.Ed. program strengthened the evaluation rubric from a 2-point to a 4-point scale following the Fall 2019 semester in order to provide more meaningful feedback to students on Key Performance Indicators and Professional Dispositions. The new 4-point rubric was designed and launched during the summer of 2020 for Professional Dispositions, and in the Fall of 2020 for Key Performance Indicators. This change, based on feedback from students, allowed faculty to provide more meaningful ratings to students.

General Programmatic Changes

During the 2020-21 academic year, several unexpected changes were made, and the M.Ed. program was not able to address some areas of growth as planned due to the global health pandemic. Notable adjustments we made included a rapid shift to 100% online course delivery and the development of alternative clinical training opportunities.

Online Course Delivery

In March of 2020. Governor Jay Inslee issued a "lockdown" order for the state of Washington. Consequently, faculty in the M.Ed. program who were already in the process of teaching Spring semester courses in person were required to shift to a 100% remote mode of course delivery. This transition required a significant investment of time, energy, and resources. M.Ed. faculty prioritized responding to student concerns and anxieties and worked to minimize the impact of the significant disruptions felt by all of us. While each member of the faculty had some experience with online course delivery, many students had selected our program in part because of the in-person aspect. M.Ed. faculty accommodated student concerns and challenges and made every effort to maintain the quality of instruction during a highly upsetting and frightening experience.

Clinical Training

In addition to the shift to online course delivery, student who were enrolled in their clinical training experiences were facing very real barriers with completion of direct counseling hours. The M.Ed. faculty and School of Education administration worked tirelessly to develop solutions to this issue without sacrificing quality of the students' experience. The most notable development was the creation of a collaboration with another counselor education program in Washington State. In this collaboration, students from each program volunteered to provide counseling services to students from the other program. Additionally, students volunteered to receive counseling in this arrangement. The School of Education administration worked tirelessly to ensure safety and liability issues were addressed, and the University made changes to their insurance policies in order to make this arrangement viable.

Telemental Health Training

The M.Ed. faculty also spent a significant amount of time helping students become familiar with ethical considerations of remote contact with clients. Students were provided the opportunity to attend (free of charge) telehealth trainings, sponsored by the Washington Mental Health Counselors Association. After completion of the required trainings, students were allowed to engage in telehealth sessions with clients.

Revised Mission Statement

One other significant program modification was a revision of the M.Ed. Counseling Mission Statement based on feedback from students and key stakeholders (e.g., PESB Advisory Board). Prior to 2019, the M.Ed. Counseling Mission Statement read: *The Master of Education in Counseling is designed for individuals seeking to assume professional roles as school and mental health counselors. Students gain a firm foundation of comprehensive skills and knowledge that will enable them to assume roles in a variety of settings and to adapt to changing circumstances over their professional careers. Faculty intentionally cultivate an appreciation and application of evidence-based and reflective practice, as well as the promotion of social justice.*

Based on feedback from current students and key stakeholders, the revised M.Ed. Counseling Mission Statement reads: *The Master of Education in Counseling is designed for individuals seeking to assume professional roles as social justice-oriented school and mental health counselors. Students gain a firm foundation of awareness, knowledge and skills that will enable them to assume counseling roles in a variety of settings and to adapt to changing circumstances over their professional careers. In addition to their primary role as counselors, students develop leadership and advocacy skills that will allow them to address issues of equity and justice as professionals. Faculty facilitate experiential learning opportunities that foster intellectual curiosity, model evidence=based and reflective practice, and encourage students to engage in critical analysis as clinicians, leaders, and advocates in their field.*

Appendices

Appendix I: Program Evaluation Timeline

Major Program Improvement Planning Activities

Planning Activity	Objective	When Conducted	Data Sources
Annual Assessment Review Meeting	To review student-level data, CACREP accreditation standards and discuss/plan program changes and improvements.	Annual meeting, July	Review of all ongoing qualitative and quantitative data collection.
SC Program Advisory Board (PEAB)	To review student and program data, discuss curriculum content and make recommendations to the program for improvement.	Three meetings: October, March, May	Review of all ongoing qualitative and quantitative data collection.

Major Evaluation Activities

Evaluation Activity	Objective	When Conducted	When Reviewed	Data Sources
Formative Student Progress Review	To assess progress of students in academic progress, counseling skills, and professional dispositions and arrange for support and remediation for students who are not meeting program expectations	At the end of each term	Faculty Assessment Meetings (January, June, July, September)	• Faculty Evaluations of Students • Site Supervisor Evaluations of Students
Vital Statistics Review	To gather key data points on admissions, graduation, job placement, and comprehensive exam pass rates.	End of spring term	September 2019, July - Annual Assessment Review meeting	• Admissions and Applicant/Candidate Demographics • Comprehensive Exam Results • Program Completion Rates • Job Placement Rates (Graduate Surveys)

Detailed Data Collection Activities

Evaluation Activity	Objective	When Conducted	When Reviewed	Used in Evaluation
Faculty Evaluations of Students	To collect faculty assessment of developing student professional dispositions and key performance indicators (KPIs).	Dec, April, August	January, May, September (semester feedback letters)	Formative Student Progress Review
Site Supervisor Evaluations of Students	To collect clinical site supervisor assessment of developing student professional dispositions.	Dec, April	January, May (semester feedback letters)	Formative Student Progress Review
Admissions and Applicant/Candidate Demographics	To ensure qualified candidates are being admitted in proportions that reflect programmatic priorities.	Ongoing (during admissions season)	Annual Assessment Review meeting	Vital Statistics Review
Comprehensive Exam Results	To ensure graduates are prepared for licensure exams at satisfactory and equitable rates.	April	Annual Assessment Review meeting	Vital Statistics Review
Program Completion Rates	To ensure candidates are completing coursework at satisfactory and equitable rates.	May	Annual Assessment Review meeting	Vital Statistics Review
Graduate Surveys	To understand graduate self-assessment of professional dispositions and collect job placement information.	November	Annual Assessment Review	Annual Assessment Review
Employer Surveys	To understand employer perceptions of graduate preparedness.	January	Last conducted spring 2019, for 2018 graduates	Annual Assessment Review

Clinical Site Evaluation Surveys	To better understand the conditions and experiences of clinical sites for students.	April	Annual Assessment Review	Annual Assessment Review

Appendix II: Program Vital Statistics

2019 Program Completion Rates, Comprehensive Exam Pass Rates and Job Placement Rates

Markers of Success by Program	Cohort Size	Graduates	Comprehensive Exam Pass Rates	Job Placement Rates*
Mental Health Counseling (MHC)	8	<5	100%	100%**
School Counseling (SC)	18	15	100%	80%***

** This data is self-report. The numerator is the number of students who, within 180 days of the day they received their counseling degree in a given award year, obtained employment in the recognized occupation for which they trained or in a related comparable recognized occupation. The denominator is the number of students who, during the award year, received the counseling degree for successfully completing the program.*

*** One student is applying for doctoral programs, and not employed at this time.*

**** One student chose to take a year off to prepare for a move.*

Mental Health Counseling Program Statistics

Total Candidate Counts (Past Three Cycles)

Enrollment Status	Fall 2019	Fall 2020	Fall 2021
Applied	15	21	11
Admitted	10	13	9
Matriculated	8	5	<5
Graduated or Retained	6	5	<5
On Time Graduation	<5	N/A	N/A

Candidate Counts by Gender Identity

	Fall 2019				Fall 2020				Fall 2021			
Enrollment Status	Men	Women	Not Reported	Total	Men	Women	Not Reported	Total	Men	Women	Not Reported	Total
Applied	5	9	1	15	<5	6	12	21	<5	8	<5	11
Admitted	<5	8	0	10	<5	<5	7	13	<5	<5	<5	9
Matriculated	<5	7	0	8	<5	<5	0	5	<5	<5	0	<5
Graduated or Retained	<5	5	0	6	<5	<5	0	5	<5	<5	0	<5

On Time Graduation	<5	<5	0	<5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Candidate Age at Time of Application

	Fall 2019				Fall 2020				Fall 2021			
Enrollment Status	**Mean**	**Median**	**High**	**Low**	**Mean**	**Median**	**High**	**Low**	**Mean**	**Median**	**High**	**Low**
Applied	32.9	34.0	50.0	21.0	27.6	26.0	39.0	20.0	26.5	24.0	37.0	21.0
Admitted	33.4	34.0	50.0	21.0	29.3	28.0	39.0	22.0	27.4	28.0	37.0	21.0
Matriculated	31.3	31.5	50.0	21.0	32.8	33.0	39.0	25.0	29.0	29.5	33.0	24.0
Graduated or Retained	30.3	26.5	50.0	21.0	32.8	33.0	39.0	25.0	29.3	31.0	33.0	24.0
On Time Graduation	25.8	24.0	34.0	21.0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Candidate Race / Ethnicity – Fall 2019 Cohort

Enrollment Status	**Am. Indian / Alaska Native**	**Asian**	**Black / African Am.**	**Hispanic / Latinx**	**Native Hawaiian / Pacific Islander**	**Two or More Races**	**White**	**Not Reported**	**Total Min.**	**Total Under. Min.**	**Total**
Applied	<5	0	0	<5	<5	0	5	5	5	5	15
Admitted	<5	0	0	<5	<5	0	5	<5	<5	<5	10
Matriculated	<5	0	0	<5	<5	0	5	0	<5	<5	8
Graduated or Retained	<5	0	0	<5	0	0	<5	0	<5	<5	6
On Time Graduation	<5	0	0	<5	0	0	<5	0	<5	<5	<5

Candidate Race / Ethnicity – Fall 2020 Cohort

Enrollment Status	Am. Indian / Alaska Native	Asian	Black / African Am.	Hispanic / Latinx	Native Hawaiian / Pacific Islander	Two or More Races	White	Not Reported	Total Min.	Total Under. Min.	Total
Applied	<5	<5	0	<5	0	0	15	<5	5	<5	21
Admitted	<5	0	0	<5	0	0	10	<5	<5	<5	13
Matriculated	<5	0	0	<5	0	0	<5	<5	<5	<5	5
Graduated or Retained	<5	0	0	<5	0	0	<5	<5	<5	<5	5
On Time Graduation	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Candidate Race / Ethnicity – Fall 2021 Cohort

Enrollment Status	Am. Indian / Alaska Native	Asian	Black / African Am.	Hispanic / Latinx	Native Hawaiian / Pacific Islander	Two or More Races	White	Not Reported	Total Min.	Total Under. Min.	Total
Applied	<5	0	0	0	0	<5	<5	<5	<5	<5	11
Admitted	<5	0	0	0	0	<5	<5	<5	<5	<5	9
Matriculated	<5	0	0	0	0	<5	<5	<5	<5	<5	<5
Graduated or Retained	<5	0	0	0	0	0	<5	<5	<5	<5	<5
On Time Graduation	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

School Counseling Program Statistics

Total Candidate Counts (Past Three Cycles)

Enrollment Status	Fall 2019	Fall 2020	Fall 2021
Applied	33	22	24
Admitted	25	17	19
Matriculated	18	11	9
Graduated or Retained	17	11	9
On Time Graduation	15	N/A	N/A

Candidate Counts by Gender Identity

	Fall 2019				Fall 2020				Fall 2021			
Enrollment Status	Men	Women	Not Reported	Total	Men	Women	Not Reported	Total	Men	Women	Not Reported	Total
Applied	6	27	0	33	<5	12	10	23	5	16	<5	24
Admitted	6	19	0	25	<5	12	5	18	<5	13	<5	18
Matriculated	<5	14	0	18	<5	10	0	11	<5	7	0	9
Graduated or Retained	<5	14	0	17	<5	10	0	11	<5	7	0	9
On Time Graduation	<5	12	0	15	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Candidate Age at Time of Application

	Fall 2019				Fall 2020				Fall 2021			
Enrollment Status	Mean	Median	High	Low	Mean	Median	High	Low	Mean	Median	High	Low
Applied	25.2	23.0	38.0	20.0	26.0	23.0	44.0	21.0	27.8	25.0	51.0	21.0
Admitted	25.4	23.0	36.0	21.0	27.1	23.0	44.0	22.0	28.4	26.0	51.0	21.0
Matriculated	25.6	23.0	36.0	21.0	29.1	27.0	44.0	22.0	30.3	32.0	37.0	21.0
Graduated or Retained	25.8	23.0	36.0	21.0	29.1	27.0	44.0	22.0	30.3	32.0	37.0	21.0
On Time Graduation	25.4	23.0	36.0	21.0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Candidate Race / Ethnicity – Fall 2019 Cohort

Enrollment Status	Am. Indian / Alaska Native	Asian	Black / African Am.	Hispanic / Latinx	Native Hawaiian / Pacific Islander	Two or More Races	White	Not Reported	Total Min.	Total Under. Min.	Total
Applied	<5	<5	<5	8	0	0	8	14	11	10	33
Admitted	<5	<5	<5	8	0	0	6	8	11	10	25
Matriculated	<5	<5	<5	8	0	0	5	<5	11	10	18
Graduated or Retained	<5	<5	<5	7	0	0	5	<5	10	9	17
On Time Graduation	<5	<5	<5	7	0	0	<5	<5	10	9	15

Candidate Race / Ethnicity – Fall 2020 Cohort

Enrollment Status	Am. Indian / Alaska Native	Asian	Black / African Am.	Hispanic / Latinx	Native Hawaiian / Pacific Islander	Two or More Races	White	Not Reported	Total Min.	Total Under. Min.	Total
Applied	0	<5	<5	<5	<5	0	14	<5	7	6	23
Admitted	0	0	0	<5	<5	0	13	0	5	5	18
Matriculated	0	0	0	<5	<5	0	7	0	<5	<5	11
Graduated or Retained	0	0	0	<5	<5	0	7	0	<5	<5	11
On Time Graduation	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Candidate Race / Ethnicity – Fall 2021 Cohort

Enrollment Status	Am. Indian / Alaska Native	Asian	Black / African Am.	Hispanic / Latinx	Native Hawaiian / Pacific Islander	Two or More Races	White	Not Reported	Total Min.	Total Under. Min.	Total
Applied	<5	<5	<5	0	0	0	5	14	5	<5	24

Admitted	<5	<5	<5	0	0	0	5	10	<5	<5	19
Matriculated	<5	0	<5	0	0	0	<5	<5	<5	<5	9
Graduated or Retained	<5	0	<5	0	0	0	<5	<5	<5	<5	9
On Time Graduation	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Appendix III: Formative Student Progress Review Data Tables

2020-2021 Faculty KPI Evaluations

KPI	Fall 2020 Standard Met	Spring 2021 Standard Met	Summer 2021 Standard Met
Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) (5.C.2.d)	-	1st: 100% (n=15) 2nd: 100% (n=6)	-
Strategies for personal and professional self-evaluation and implications for practice (2.F.1.k)	1st: 100% (n=17) 2nd: 95% (n=22)	-	-
The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others (2.F.2.d)	1st: 100% (n=17)	-	100% (n=17)
Theories of individual and family development across the lifespan (2.F.3.a)	-	2nd: 100% (n=24)	100% (n=17)
Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors (2.F.4.b)	2nd: 100% (n=24)	1st: 100% (n=15)	-
Essential interviewing, counseling, and case conceptualization skills (2.F.5.g)	1st: 94% (n=17) 2nd: 100% (n=19)	-	-
Characteristics and functions of effective group leaders (2.F.6.d)	-	1st: 100% (n=17) 2nd: 100% (n=17)	-

Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations (2.F.7.g)	2nd: 100% (n=24)	2nd: 100% (n=19)	-
The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (2.F.8.a)	-	1st: 100% (n=20) 2nd: 100% (n=20)	-
School counselor roles in school leadership and multidisciplinary teams (5.G.2.d)	-	1st: 100% (n=17)	-

2020-2021 Faculty Professional Disposition Evaluations
(Fall n=42; Spring n=42; Summer n=17)

Disposition	Term	Below Standard	Developing Standard	At Standard	Exceeds Standard
Personal Responsibility	Fall 2020	0%	0%	76%	24%
	Spring 2021	0%	0%	71%	29%
	Summer 2021	0%	0%	100%	0%
Concern for others	Fall 2020	0%	2%	72%	26%
	Spring 2021	0%	0%	93%	7%
	Summer 2021	0%	0%	100%	0%
Relationships with others	Fall 2020	0%	0%	76%	24%
	Spring 2021	0%	0%	86%	14%
	Summer 2021	0%	0%	100%	0%
Nonjudgmental	Fall 2020	0%	9%	43%	48%
	Spring 2021	0%	0%	52%	48%
	Summer 2021	0%	0%	100%	0%
Maturity	Fall 2020	0%	0%	83%	17%
	Spring 2021	0%	0%	57%	43%
	Summer 2021	0%	0%	100%	0%
Professionalism	Fall 2020	0%	29%	67%	4%
	Spring 2021	0%	2%	67%	45%
	Summer 2021	0%	0%	100%	0%
Multicultural/Social Justice*	Fall 2020	0%	0%	100%	0%
	Spring 2021	0%	0%	83%	17%
	Summer 2021	0%	0%	100%	0%

* The multicultural/social justice PD was added in Fall of 2020

2020 Fall Internship Site Supervisor Evaluations (n=19 students)

Evaluation Items	Not observed/ unknown	Below Standard	Developing Standard	At Standard	Exceeds Standard
Follows legal and ethical guidelines and agency or school policies and procedures	0%	0%	0%	79%	21%
Maintains professionally appropriate communication and conduct across different settings	0%	0%	5%	79%	16%
Forms and maintains productive and respectful relationships with clients/students/families, colleagues, and other professionals.	0%	5%	5%	64%	26%
Applies knowledge of self and others as cultural beings in assessment, treatment, consultation, and all other professional interactions, is able to provide culturally responsive counseling and consultation	0%	5%	16%	58%	21%
Selects and utilizes appropriate assessment measures across domains of functioning, practice settings, and cultural groups, including DSM diagnoses as appropriate	0%	5%	16%	63%	16%
Demonstrates effective individual counseling skills and interventions and reflects on counseling practice	0%	5%	16%	53%	26%
Utilizes developmentally appropriate counseling strategies that take into account systemic and environmental factors	0%	5%	16%	47%	32%
Utilizes strategies for career, educational, and life-work planning and management	0%	5%	21%	48%	26%
Demonstrates ability to analyze data to improve counseling and/or program outcomes	0%	5%	5%	64%	26%
Demonstrates personal responsibility	0%	0%	5%	27%	68%
Demonstrates concern for the welfare of others	0%	0%	5%	32%	63%

Negotiates differences and handles conflict satisfactorily	0%	5%	5%	48%	42%
Is nonjudgmental, flexible, non-defensive, and open to feedback	0%	0%	0%	325	68%
Demonstrates maturity and psychological stability	0%	5%	0%	21%	74%
Demonstrates professionalism	0%	0%	5%	27%	68%

2021 Spring Internship Site Supervisor Evaluations (n=17 students)

Evaluation Items	Not observed/ unknown	Below Standard	Developing Standard	At Standard	Exceeds Standard
Follows legal and ethical guidelines and agency or school policies and procedures	0%	0%	0%	29%	71%
Maintains professionally appropriate communication and conduct across different settings	0%	0%	0%	18%	82%
Forms and maintains productive and respectful relationships with clients/students/families, colleagues, and other professionals.	0%	0%	6%	24%	71%
Applies knowledge of self and others as cultural beings in assessment, treatment, consultation, and all other professional interactions, is able to provide culturally responsive counseling and consultation	0%	0%	0%	29%	71%
Selects and utilizes appropriate assessment measures across domains of functioning, practice settings, and cultural groups, including DSM diagnoses as appropriate	0%	0%	6%	65%	29%
Demonstrates effective individual counseling skills and interventions and reflects on counseling practice	0%	0%	0%	31%	69%
Utilizes developmentally appropriate counseling strategies that take into account systemic and environmental factors	0%	0%	6%	41%	53%
Utilizes strategies for career, educational, and life-work planning and management	0%	0%	0%	24%	76%
Demonstrates ability to analyze data to improve counseling and/or program outcomes	0%	0%	0%	41%	59%
Demonstrates personal responsibility	0%	0%	0%	41%	59%

Demonstrates concern for the welfare of others	0%	0%	6%	6%	88%
Negotiates differences and handles conflict satisfactorily	0%	0%	0%	18%	82%
Is nonjudgmental, flexible, non-defensive, and open to feedback	0%	0%	0%	41%	59%
Demonstrates maturity and psychological stability	0%	0%	0%	12%	88%
Demonstrates professionalism	0%	0%	0%	12%	88%

2020 Fall Practicum Site Supervisor Evaluations (n=16 students)

Evaluation Items	Not observed/ unknown	Below Standard	Developing Standard	At Standard	Exceeds Standard
Follows legal and ethical guidelines and agency or school policies and procedures	0%	0%	0%	50%	50%
Maintains professionally appropriate communication and conduct across different settings	0%	0%	0%	56%	44%
Forms and maintains productive and respectful relationships with clients/students/families, colleagues, and other professionals.	0%	0%	0%	50%	50%
Applies knowledge of self and others as cultural beings in assessment, treatment, consultation, and all other professional interactions, is able to provide culturally responsive counseling and consultation	0%	0%	0%	56%	44%
Selects and utilizes appropriate assessment measures across domains of functioning, practice settings, and cultural groups, including DSM diagnoses as appropriate	44%	0%	0%	56%	0%
Demonstrates effective individual counseling skills and interventions and reflects on counseling practice	6%	0%	0%	88%	6%
Utilizes developmentally appropriate counseling strategies that take into account systemic and environmental factors	6%	0%	0%	88%	6%
Utilizes strategies for career, educational, and life-work planning and management	6%	0%	0%	75%	19%
Demonstrates ability to analyze data to improve counseling and/or program outcomes	12%	0%	0%	69%	19%
Demonstrates personal responsibility	0%	0%	0%	31%	69%

Demonstrates concern for the welfare of others	0%	0%	0%	44%	56%
Negotiates differences and handles conflict satisfactorily	6%	0%	0%	69%	19%
Is nonjudgmental, flexible, non-defensive, and open to feedback	0%	0%	0%	56%	44%
Demonstrates maturity and psychological stability	0%	0%	0%	50%	50%
Demonstrates professionalism	0%	6%	0%	38%	56%

2021 Spring Practicum Site Supervisor Evaluations (n=11 students)

Evaluation Items	Not observed/ unknown	Below Standard	Developing Standard	At Standard	Exceeds Standard
Follows legal and ethical guidelines and agency or school policies and procedures	0%	0%	0%	29%	71%
Maintains professionally appropriate communication and conduct across different settings	0%	0%	0%	18%	82%
Forms and maintains productive and respectful relationships with clients/students/families, colleagues, and other professionals.	0%	0%	6%	24%	71%
Applies knowledge of self and others as cultural beings in assessment, treatment, consultation, and all other professional interactions, is able to provide culturally responsive counseling and consultation	0%	0%	0%	29%	71%
Selects and utilizes appropriate assessment measures across domains of functioning, practice settings, and cultural groups, including DSM diagnoses as appropriate	0%	0%	6%	65%	29%
Demonstrates effective individual counseling skills and interventions and reflects on counseling practice	0%	0%	0%	31%	69%
Utilizes developmentally appropriate counseling strategies that take into account systemic and environmental factors	0%	0%	6%	41%	53%
Utilizes strategies for career, educational, and life-work planning and management	0%	0%	0%	24%	76%
Demonstrates ability to analyze data to improve counseling and/or program outcomes	0%	0%	0%	41%	59%
Demonstrates personal responsibility	0%	0%	0%	41%	59%

Demonstrates concern for the welfare of others	0%	0%	6%	6%	88%
Negotiates differences and handles conflict satisfactorily	0%	0%	0%	18%	82%
Is nonjudgmental, flexible, non-defensive, and open to feedback	0%	0%	0%	41%	59%
Demonstrates maturity and psychological stability	0%	0%	0%	12%	88%
Demonstrates professionalism	0%	0%	0%	12%	88%

Appendix IV: Survey Result Data Tables

2020-2021 Clinical Site Evaluation Survey (n=29)

Item	Yes	Somewhat / Sometimes / Unsure	No
Did your supervisor model counseling and facilitation practices such as…			
active listening	96.55%	3.45%	0.00%
advocacy	96.55%	3.45%	0.00%
conflict resolution and negotiation	75.86%	24.14%	0.00%
consultation and collaborative problem-solving	96.55%	3.45%	0.00%
effective verbal and nonverbal communication	93.10%	6.90%	0.00%
culturally-sensitive practices	89.66%	10.34%	0.00%
opportunities for group leadership experiences	78.57%	17.86%	3.57%
ethical decision-making	96.55%	3.45%	0.00%
case conceptualization	86.21%	13.79%	0.00%
Did your supervisor orient you to the site and staff?	89.60%	10.34%	0.00%
Were you given pre- and post- observation feedback and consultation?	72.40%	13.80%	13.80%
Were you provided computer access at your site?	75.90%	20.70%	3.45%
Did your clinical experience provide an opportunity to learn how to work effectively with people who are different from you?	89.70%	6.90%	3.45%
Did your supervisor help you achieve short-term and long-term goals for your clinical experience?	96.60%	3.45%	0.00%
Would you recommend this clinical site to other students?	96.43%	3.57%	0.00%

2020 Graduate Survey

How will did your counseling program prepare you for your job, in the following area:	Extremely Well	Very Well	Moderately Well	Poorly	Very Poorly
To prepare counselors who promotes counselee growth and development by intervening in multiple contexts and levels including individuals, groups, families, communities, and organizations.	1	2	1	0	0
To prepare counselors who understand and can apply multiple theories of counseling and human development to promote positive change.	1	3	0	0	0

To prepare counselors who work effectively and collaboratively with all stakeholders.	1	3	0	0	0
To prepare counselors who use multiple sources of information, including data and evidence, codes of ethics and relevant laws and policies, to promote counselee growth, inform their own practice, and advance the profession.	3	1	0	0	0
To prepare counselors who interrogate their own biases and social location to pursue culturally responsive practices and to contribute collaboratively to the ongoing work of equity.	2	2	0	0	0

2020 Employer Survey

Our Annual Report would then typically include Employer Surveys for our 2020 graduates. Due to circumstances related to the pandemic and to program changes, collection of this data was delayed and there is no data yet to include at the time this report was written.

How well does our graduate appear to be prepared in the following areas:	Extremely Well	Very Well	Moderately Well	Poorly	Very Poorly
To promote counselee growth and development by intervening in multiple contexts and levels including individuals, groups, families, communities, and organizations.	-	-	-	-	-
Can understand and can apply multiple theories of counseling and human development to promote positive change.	-	-	-	-	-
Can work effectively and collaboratively with all stakeholders.	-	-	-	-	-
Uses multiple sources of information, including data and evidence, codes of ethics and relevant laws and policies, to promote counselee growth, inform their own practice, and advance the profession.	-	-	-	-	-