Counseling Program Annual Report Academic Year 2021-2022

The following report details the outcomes of assessments and data collection in accordance with the program's assessment plan. The plan is organized according to three major categories: Student Assessment Data, Demographic Data, and Follow-Up Data. The report provides information on our current, prospective, and graduated students, and reflects review and analysis by the program faculty.

In the M.S. in Counseling program, courses and fieldwork experiences are designed to assist students in attaining the following outcomes. The faculty and stakeholders believe the following makes a well-informed practitioner.

1. Adopt a guiding theory of counseling that will serve as a foundation for practicing counseling in a school or clinical mental health setting.
2. Apply individual, group and crisis intervention counseling skills for working with persons in different stages of development across the lifespan.
3. Integrate counseling and interdisciplinary advocacy services for children, families, and clients at risk due to crisis, disaster, trauma, addictions, and co-occurring mental health disorders.
4. Develop and maintain multicultural competencies, including a personal commitment to social justice, and ethical practices in accordance with ACA, AMHCA, and ASCA Code of Ethics, Washington State law.
5. Through the use of standardized and informal assessments, plan and evaluate the use of evidence-based or efficacy-based counseling practices and programs.
6. Understand and analyze research in order to inform counseling practice.
7. Understand and perform professional responsibilities necessary for success as a professional counselor.
8. Demonstrates career development through the use of assessments and career resources.

Following the report of data, we will outline specific program modifications as a result of assessment and other substantial program changes.

Student Assessment Data

Student Learning Outcomes: Key Performance Indicators

To prepare for accreditation under the 2016 CACREP standards, the faculty identified key performance indicators (KPIs) to measure the above student learning outcomes with multiple measures and at multiple points of time across the program. The purpose of the assessment of student learning outcomes is to determine how, in aggregate form, students are demonstrating the knowledge and skills identified as indicators of students' preparedness for the counseling profession.

The faculty identified key performance indicators for each of the CACREP core area curricular standards as well as overarching program specialty area standards with a minimum of two assessment points each. Assessments were primarily related to course assignments (rated on a 1-3 scale, with 1=Inadequate , 2=Proficient, and 3=Exceptional) or a score on specific sections of the Counselor Preparation Comprehensive Examination (CPCE) that the program uses as an exit requirement for all students.

The following is an overview of the identified KPIs and a report of the outcomes.

Foundational Areas			Key Performance Indicator	Assessment Artifact	When Assessed
CACREP Core Areas	2.F.1	Professional Counseling Orientation & Ethical Practice	Students will apply ethical standards of professional counseling organizations in professional counseling.	Ethical Decision Making Model	Quarter 1
				CPCE	Quarter 7
	2.F.2	Social and Cultural Diversity	Students will understand and apply the multicultural counseling competencies when working with students or clinical mental health clients.	Cultural Experience	Quarter 2
				CPCE	Quarter 7
	2.F.3	Human Growth and Development	Students will demonstrate knowledge of individual and family development and learning.	Internship Project	Quarter 7
				CPCE	Quarter 6

	2.F.4	Career Development	Students will understand and apply theories and models of career development, counseling and decision making when working with clients or students.	Personal Career Development	Quarter 5
				CPCE	Quarter 7
	2.F.5	Counseling and Helping Relationships	Students will adopt a guiding theory of counseling that will serve as a foundation for practicing counseling in a school or clinical mental health setting.	Advanced Skills Project	Quarter 3
				CPCE	Quarter 7
	2.F.6	Group Work	Students will understand group processes and dynamics for working with persons in different stages of development across the life span.	Group Proposal	Quarter 2
				CPCE	Quarter7
	2.F.7	Assessment and Testing	Students will use assessment for diagnostic and intervention planning purposes.	Character Analysis	Quarter 2
				CPCE	Quarter 7
	2.F.8	Research and Program Evaluation	Students will demonstrate an understanding of the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice.	Internship Project	Quarter 7
				CPCE	Quarter 7
Specialty Area: Clinical Mental Health Counseling			Students studying clinical mental health counseling will be able to develop a treatment plan that is informed by diagnosis and evidence-based practice.	Practicum Treatment Plan	Quarter 3
				Internship Project	Quarter 7

Specialty Area: School Counseling	Students studying school counseling will be able to understand and create a comprehensive school counseling program.	CSCP Debate	Quarter 1
		Creation of Comprehensive School Guidance Model (website)	Quarter 4

Results for AY2021-2022

Professional Orientation and Ethical Practice (POEP)

Assessment	Number of Students	Inadequate	Proficient	Exceptional
Ethical Decision Making Model	N/A*			
POEP subscale of the CPCE	41	1	2	38

N/A - during the AY2021-22, we did not admit any first year students, so the EDMM was not assessed.

Social Cultural and Diversity

Assessment	Number of Students	Inadequate	Proficient	Exceptional
Cultural Experience	N/A*			
SCD subscale of the CPCE	41	0	4	37

N/A -during the AY2021-22, we did not admit any first year students, so the cultural experience was not assessed.

Human Growth and Development

Assessment	Number of Students	Inadequate	Proficient	Exceptional
Internship Project	10	0	0	10

Assessment	Number of Students	Inadequate	Proficient	Exceptional
HGD subscale of the CPCE	41	0	4	37

Career Development

Assessment	Number of Students	Inadequate	Proficient	Exceptional
Personal Career Development	22	0	0	22
CD subscale of the CPCE	41	0	4	37

Counseling and Helping Relationships

Assessment	Number of Students	Inadequate	Proficient	Exceptional
Advanced Skills Project	20	0	8	12
CHR subscale of the CPCE	41	0	6	35

Group Counseling and Group Work

Assessment	Number of Students	Inadequate	Proficient	Exceptional
Group Proposal	N/A*			
GCGW subscale of the CPCE	41	0	0	41

N/A- during the AY2021-22, we did not admit any first year students, so the group proposal was not assessed.

Assessment and Testing

Assessment	Number of Students	Inadequate	Proficient	Exceptional
Literature and Film Character Analysis	N/A*			
AT subscale of the CPCE	41	0	2	39

N/A - during the AY2021-22, we did not admit any first year students, so the character analysis was not assessed.

Research and Evaluation

Assessment	Number of Students	Inadequate	Proficient	Exceptional
Internship Project	10	0		10
RE subscale of the CPCE	41	0	4	37

Specialty Area: Clinical Mental Health Counseling

Assessment	Number of Students	Inadequate	Proficient	Exceptional
Practicum Project Treatment Plan	*			
Internship Project	10	0	0	10

Treatment Plan				

during the AY2021-22, the instructor teaching the course did not record the KPI data.

Specialty Area: School Counseling

Assessment	Number of Students	Inadequate	Proficient	Exceptional
CSCP Debate	*			
Creation of Comprehensive School Guidance Model (website)	8	0	0	8

during the AY2021-22, we did not admit any first year students, so the debate was not assessed.

Summary of KPI Data

The Counseling program has been challenged by the pandemic in 2020 and 2021 to have consistent direction and instruction. The program had a change in directors in 2020 and in 2021, utilized many adjunct faculty members. It is extremely unfortunate that we have so few KPIs to report this year. This is in part because the program did not admit any students that would have begun in fall 2021. Any KPI assessed in year one was not recorded (see above). Second year KPIs were not recorded by the instructors of record. This will be corrected moving forward. More communication and training will be provided going forward. In addition, the program will evaluate the KPIs and see if any need to be changed.

Skills Evaluations: Counseling Practicum & Internship

Each quarter, students in PSYC 694 & 697 are assessed on their development and performance of counseling skills. We intentionally review skills performance quarterly to determine how we can best sequence courses throughout the curriculum to show a positive developmental trajectory. The data are then reported for the academic year by program area to help us determine the number of students who are exceeding, meeting, or falling below expectations. The 2021-2022 data available for this report suggest that master's students are successfully developing their counseling skills in Counseling Techniques: 100% of Mental Health Counseling, and 100% of School Counseling students met or exceeded expectations in their counseling skills assessment from quarter to quarter during internship.

AY19-20 saw the addition of PSYC 571 Counseling Skills and 572 Advanced Counseling Skills. In

AY21-22, all students passed these two courses and the courses continue to be well received.

Dispositions

A key component of our assessment plan is to review the dispositions of students each quarter. The dispositions reflect our expectations for student behavior and development that is fitting for the counseling program and profession. The ideal is that students are rated quarterly by all program faculty.

The advisor reports the students' average scores and provides feedback at the advisor meeting. In the case that a student falls below a 3.0 on any item or if the mean of the total score is below 3.0, faculty collectively create a professional development plan for the student. This plan is communicated to the student via the advisor, and with the program director (if needed). Beginning in 2019-2020, the professional dispositions are done via Tevera. Tevera is a third-party supervision software that allows us to also give the CCS-R, the adopted scale for professional dispositions.

The informal review of dispositions over the past year suggests that most students are suited to the program and are engaging in appropriate and developmentally sound ways relative to the dispositions. The faculty continues to discuss any concerns and referrals are made to assigned advisors to communicate concerns and develop remediation plans for success throughout the program. Unfortunately, things were not formally assessed in the way they should in AY21-22. It is the intention of the program review this process and to correct that in AY22-23.

Comprehensive Exam Results

In the AY2021-2022, two separate cohorts took the CPCE resulting in 41 students attempting the exam and subsequent KPIs. When analyzing the data, this writer concluded that those students in the graduating cohort of 2022 did not do as well in comparison to the following cohort. One possible explanation is that the students in the 2022 cohort were more impacted by the COVID-19 pandemic. These students started a program in person and then in the spring of their first year, were pushed online. The students in the 2023 cohort began online due to the pandemic then shifted to in person in fall 2021.

The overall performance on the exam demonstrates an excellent pass rate. For those who took the CPCE, collectively students scored above the national average for each section of the exam, and for the total scale score, during this administration.

2019-2022 Cohort

General Info		Eastern Washington University					Overall				
Section	Items	n	Mean	SD	Min	Max	n	Mean	SD	Min	Max
C1: Professional Counseling Orientation and Ethical Practice	17	19	11.9	1.6	9	14	1,223	11.8	2.4	0	17
C2: Social and Cultural Diversity	17	19	9.9	1.6	6	12	1,223	9.9	2.4	0	16
C3: Human Growth and Development	17	19	10.3	2.5	3	13	1,223	9.9	2.1	1	15
C4: Career Development	17	19	9.5	2.7	5	15	1,223	10.0	2.7	1	16
C5: Counseling and Helping Relationships	17	19	9.8	2.0	6	13	1,223	9.4	2.6	0	16
C6: Group Counseling and Group Work	17	19	12.2	1.8	9	16	1,223	11.5	2.7	0	17
C7: Assessment and Testing	17	19	9.8	2.4	4	14	1,223	9.6	2.5	0	16
C8: Research and Program Evaluation	17	19	10.7	2.7	5	15	1,223	10.3	2.6	0	16
Total	**All**	**19**	**84.1**	**11.3**	**53**	**99**	**1,223**	**82.3**	**14.7**	**2**	**117**

2020-2023 Cohort

General Info		Eastern Washington University					Overall				
Section	Items	n	Mean	SD	Min	Max	n	Mean	SD	Min	Max
C1: Professional Counseling Orientation and Ethical Practice	17	20	13.3	1.9	9	16	1,551	12.2	2.1	0	17
C2: Social and Cultural Diversity	17	20	12.0	3.1	6	17	1,551	10.2	2.5	0	17
C3: Human Growth and Development	17	20	10.9	2.4	5	14	1,551	10.3	2.4	0	16
C4: Career Development	17	20	12.6	1.5	10	15	1,551	11.2	2.6	0	17
C5: Counseling and Helping Relationships	17	20	13.8	1.5	10	16	1,551	11.8	2.9	0	17
C6: Group Counseling and Group Work	17	20	13.3	2.5	9	16	1,551	11.7	2.6	0	17
C7: Assessment and Testing	17	20	10.4	1.9	6	13	1,551	9.1	2.5	0	15
C8: Research and Program Evaluation	17	20	13.4	1.6	10	17	1,551	11.4	2.8	0	17
Total	**All**	**20**	**99.5**	**11.1**	**77**	**115**	**1,551**	**87.9**	**15.1**	**0**	**120**

The faculty continues to examine the appropriate cut score for our students relative to the national average and passing score. The faculty will continue to examine students' performance on the exam relative to key performance indicators to determine if there are needed adjustments to the curriculum.

National Counselor Exam (NCE) Results

In Spring 2022, 13 CMHC students took the NCE. It is of note that the national pass rate during this administration of the exam was 63%. EWU CMHC students have a 100% pass rate. During the same administration, 4 SC students took the NCE and all 4 passed. (100% pass rate).

Job Placement Data

Demographic Data

Demographic Data for Applicants

The Counseling program maintains a commitment to diversity, and as such we are committed to attracting a diverse applicant pool for our program. With increased and intentional recruitment efforts, we hope to enhance the diversity of applicants who are attracted to our program. The table below provides the demographic data of applicants to the Counseling master's programs for enrollment in Fall 2022

Please note that applicants are not required to offer this information and they can select more than one category.

All Applicants for Fall 2022

*the program did not accept any school counseling applications in spring 2022

	Clinical Mental Health Counseling (120)	School Counseling	Total (120)
Alaskan/Native American	Male:0 Female:**2** Other Gender: Not Reported:	Male:0 Female:0 Other Gender: Not Reported:	Male:0 Female:**2** Other Gender: Not Reported:
Asian	Male:**1** Female:**8** Other Gender: Not Reported:	Male:0 Female:0 Other Gender: Not Reported:	Male:**1** Female:**8** Other Gender: Not Reported:
Black/African American	Male:**2** Female: **2** Other Gender: Not Reported:	Male:0 Female:0 Other Gender: Not Reported:	Male:**2** Female:**2** Other Gender: Not Reported:
Native Hawaiian/Pacific Islander	Male:0 Female:**1** Other Gender: Not Reported:	Male:0 Female:0 Other Gender: Not Reported:	Male:0 Female:**1** Other Gender: Not Reported:

White	Male:**23** Female:**65** Other Gender: Not Reported:	Male:0 Female:0 Other Gender: Not Reported:	Male:**23** Female:**65** Other Gender: Not Reported:
Hispanic/Latino	Male:**2** Female:**11** Other Gender: Not Reported:	Male:0 Female:0 Other Gender: Not Reported:	Male:**2** Female:**11** Other Gender: Not Reported:
Unknown or Not reported	Male:**2** Female:**1** Other Gender: Not Reported:	Male:0 Female:0 Other Gender: Not Reported:	Male:**2** Female:**1** Other Gender: Not Reported:
Two or more	Male:0 Female:0 Other Gender: Not Reported:	Male:0 Female:0 Other Gender: Not Reported:	Male:0 Female:0 Other Gender: Not Reported:

Upon review of the racial/ethnic data provided, it is noteworthy that in spite of recruitment and commitment to diversity the applicant pool remains predominantly Caucasian/White. Although this is reflective of the broader community in which the university is situated, and indeed the student population, the program would like to recruit a more diverse applicant pool. We do recognize that many of our applicants do represent first generation to college/graduate school families. Our university is known to foster and embrace this population and our graduate program is indicative of that. Our number of applicants has grown since 2020 when we last admitted students.

Demographic Data for Current Students

The demographic data for students currently enrolled in the Counseling master's programs is provided in the tables below. This first number reflects returning students. The second are the newly enrolled students. The classifications are provided by the Office of Institutional Research.

Current Students Fall 2022 (Continuing from previous years)

	Clinical Mental Health Counseling (14)	**School Counseling (5)**	**Total (19)**
Alaskan/Native American	Male:0 Female:0 Other Gender: Not Reported:	Male:0 Female:0 Other Gender: Not Reported:	Male:0 Female:0 Other Gender: Not Reported:
Asian	Male:0 Female:0 Other Gender: Not Reported:	Male:0 Female:0 Other Gender: Not Reported:	Male:0 Female:0 Other Gender: Not Reported:

Black/African American	Male:0 Female:0 Other Gender: Not Reported:	Male:0 Female:0 Other Gender: Not Reported:	Male:0 Female:0 Other Gender: Not Reported:
Native Hawaiian/Pacific Islander	Male:0 Female:0 Other Gender: Not Reported:	Male:0 Female:0 Other Gender: Not Reported:	Male:0 Female:0 Other Gender: Not Reported:
White	Male:**1** Female:**5** Other Gender: Not Reported:	Male:**1** Female:**1** Other Gender: Not Reported:	Male:**2** Female:**6** Other Gender: Not Reported:
Hispanic/Latino	Male:0 Female:**1** Other Gender: Not Reported:	Male:0 Female:**1** Other Gender: Not Reported:	Male:0 Female:**2** Other Gender: Not Reported:
Unknown or Not reported	Male:**3** Female:**3** Other Gender: Not Reported:	Male:0 Female:**1** Other Gender: Not Reported:	Male:**3** Female:**4** Other Gender: Not Reported:
Two or more	Male:0 Female:**1** Other Gender: Not Reported:	Male:0 Female:**1** Other Gender: Not Reported:	Male:0 Female:**2** Other Gender: Not Reported:

Newly Admitted/Enrolled Fall 2022 Students

	Clinical Mental Health Counseling (20)	**School Counseling**	**Total (20)**
Alaskan/Native American	Male:0 Female:0 Other Gender: Not Reported:	Male:0 Female:0 Other Gender: Not Reported:	Male:0 Female:0 Other Gender: Not Reported:
Asian	Male:0 Female:**1** Other Gender: Not Reported:	Male:0 Female:0 Other Gender: Not Reported:	Male:0 Female:**1** Other Gender: Not Reported:
Black/African American	Male:0 Female:**1** Other Gender: Not Reported:	Male:0 Female:0 Other Gender: Not Reported:	Male:0 Female:**1** Other Gender: Not Reported:
Native Hawaiian/Pacific Islander	Male:0 Female:0 Other Gender: Not Reported:	Male:0 Female:0 Other Gender: Not Reported:	Male:0 Female:0 Other Gender: Not Reported:
White	Male:**4**	Male:0	Male:**4**

	Female:**10** Other Gender: Not Reported:	Female:0 Other Gender: Not Reported:	Female:**10** Other Gender: Not Reported:
Hispanic/Latino	Male:0 Female:**3** Other Gender: Not Reported:	Male:0 Female:0 Other Gender: Not Reported:	Male:0 Female:**3** Other Gender: Not Reported:
Unknown or Not reported	Male:0 Female:0 Other Gender: Not Reported:	Male:0 Female:0 Other Gender: Not Reported:	Male:0 Female:0 Other Gender: Not Reported:
Two or more	Male:**1** Female:0 Other Gender: Not Reported:	Male:0 Female:0 Other Gender: Not Reported:	Male:**1** Female:0 Other Gender: Not Reported:

Demographic Data for Graduates

The table below provides demographic data for students who graduated from our program in the last year (Spring 2022).

Spring 2022 Graduates

	Clinical Mental Health Counseling (9)	School Counseling (10)	Total (19)
Alaskan/Native American	Male:0 Female:0 Other Gender: Not Reported:	Male:0 Female:0 Other Gender: Not Reported:	Male:0 Female:0 Other Gender: Not Reported:
Asian	Male:**1** Female:0 Other Gender: Not Reported:	Male:0 Female:**1** Other Gender: Not Reported:	Male:**1** Female:**1** Other Gender: Not Reported:
Black/African American	Male:0 Female:0 Other Gender: Not Reported:	Male:0 Female:0 Other Gender: Not Reported:	Male:0 Female:0 Other Gender: Not Reported:
Native Hawaiian/Pacific Islander	Male:0 Female:0 Other Gender: Not Reported:	Male:**1** Female:0 Other Gender: Not Reported:	Male:**1** Female:0 Other Gender: Not Reported:
White	Male:**1** Female:**7** Other Gender: Not Reported:	Male:**1** Female:**7** Other Gender: Not Reported:	Male:**2** Female:**14** Other Gender: Not Reported:

Hispanic/Latino	Male:0 Female: Other Gender: Not Reported:	Male:0 Female: Other Gender: Not Reported:	Male:0 Female: Other Gender: Not Reported:
Unknown or Not reported	Male: Female: Other Gender: Not Reported:	Male:0 Female: Other Gender: Not Reported:	Male: Female: Other Gender: Not Reported:
Two or more	Male:0 Female: Other Gender: Not Reported:	Male:0 Female:0 Other Gender: Not Reported:	Male:0 Female: Other Gender: Not Reported:

Follow-up Data

Surveys: Graduates, Employers, Supervisors, Graduating Students

The program regularly surveys graduates of the program, employers of our graduates, internship site supervisors, and students in their final semester of the program. The purpose of these assessments is to ascertain aspects of the program that are effective in preparing students for their work experience, evaluating our program objectives, and determining needed adjustments to the curriculum to meet constituent needs and to best serve the consumers our graduates will work with at their internship and employment sites.

The program did not engage in exit surveys, employer or site supervisor surveys during AY21-22. We will engage in program evaluation data this year.

Completer Survey

Graduates' Survey

Employers Survey

Site Supervisor Survey

The site supervisor survey is completed every three years as we use the same site supervisors regularly (see Comprehensive Assessment Report). This was last done in 2019 and will be done this year. Surveys will be distributed in fall and analysis completed in January 2023.

Program Accreditation Review

In August 2020, the program received full accreditation through 2026.

The program will submit a Mid-Cycle Report to CACREP in October 2022.

In addition, the program will submit a Digital Delivery report in October 2022 to address changes made to the program format.

Program Modifications

Below are proposed or actual program modifications for the AY21-22 based on the above data. The table below summarizes these changes to demonstrate their connection to specific assessment areas.

Program or Curricular Modification	Linked Assessment Outcome or Discussion	Action
Exit Interview Addition	**PEAB Recommendation, Professional Dispositions, Graduation Requirement.**	Each student will engage in an exit interview in the last quarter of study. The interview will be an opportunity to present and discuss a case with a panel. This addresses a PEAB recommendation of demonstration of impact to students. Guidelines to be created in AY20-21. Will have informal process in 2021 and will be formalized in 22-23.
Course Addition Summer 2023	**PSYC 546 Trauma Informed Counseling**	This course will be the third in a sequence. Crisis Intervention, Suicide Assessment and Trauma Informed Counseling. Done to match the field.
Yearlong review of KPIs	**Overall Assessment Plan**	Review KPIs for potential change. Specific ones to target: Social and Cultural Diversity (add a internal reflection to experience and/or add application measure of cultural humility) and Human Growth and Development. In addition we will revisist the cross-program collaboration to ensure KPIs are being recorded for social and cultural diversity.
Add to Dispositions	**Professional Disposition**	Revisit professional dispostions and review updated version of dispositions which will be routinely reviewed in program meetings.
Timing of Dispositions Assessments	**Professional Disposition**	Will formally review professional dispositions uisng the following guidelines: • Conclusion of Advanced Skills Winter Quarter - Second year • Conclusion of program – at Exit

		Interview
Development of Hybrid Program	**Overall Program Delivery**	Following conversations in 2020 and a year of not admitting students, the program moved back to a 2 year program. Courses will be delivered using a hybrid model of lectures delivered online and in class will be experiential. In addition, 4 classes will be taught using asynchronous delivery: • PSYC 520 Tactics of Psychological Research • PSYC 506 Development Across the Lifespan • PSYC 542 Career Counseling • PSYC 592 Suicide Assessment Will collect student feedback regarding program delivery.
Hiring New Faculty Member	**Overall Program Delivery**	Search for new faculty member in Fall 2022 with intent to start in January 2023.