**University of Puget Sound Counseling Program 2019-2020**

**Annual Report**

# Introduction and Background

The University of Puget Sound M.Ed. in Counseling program (M.Ed.) Annual Report summarizes the following for the 2019-2020 academic year: program development, 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.

In 2018, the M.Ed. program began modifying the existing program structure and curriculum to align with the Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards. For decades, the program has been well-regarded in the community for producing strong graduates in both school counseling and mental health counseling. Recently, the Washington State Professional Educator Standards Board (PEAB) determined that all school counselor preparation programs in Washington State must align to CACREP standards. The University made a strong commitment to pursue CACREP accreditation and align both the School Counseling and the Mental Health Counseling specialties to CACREP requirements. This timeline happened to coincide with the planned retirements of two long-term M.Ed. faculty. The University provided support to add a third core faculty as required by CACREP. One new faculty member was hired in 2018, a second faculty member was hired in 2019, and a third faculty member was hired in 2020.

Curriculum modifications began in 2018, with the intent to launch the CACREP-aligned curriculum during Fall 2019. Both the faculty changes and curriculum alignment initiative represented a significant amount of work and investment of resources by the university and the School of Education, which houses the M.Ed. program. During these transitions, program faculty decided to temporarily suspend the ESA School Counselor Certification program completion option until the program is CACREP certified, at which time the faculty will review whether it is feasible to reopen this option to future candidates. What follows is a summary of the M.Ed. program during the 2019-2020 academic year, including program evaluation results and noting strengths and areas for improvement.

# PROGRAM EVALUATION ACTIVITIES AND TIMELINE

| | Program Evaluation & Improvement | | | | |
|---|---|---|---|---|---|
| **Evaluation Activity** | **Objective and *Data Sources*** | **When conducted** | **When/ Where Reviewed** | **Strengths Noted** | **Areas for Improvement** |
| 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 | The M.Ed. faculty determined an initial schedule for assessing student progress. These assessments will occur at the end of each term. | • Weekly faculty meetings<br>• Faculty Assessment Meetings (January, June, July [annual assessment review meeting], September) | • M.Ed. faculty launched a formative assessment process following the 1st semester of instruction in CACREP-aligned curriculum.<br>• M.Ed. faculty developed a remediation policy and plan prior to the Fall 2019 semester. | After the 2019-20 Academic Year, faculty determined that the existing rating scale was insufficient (*at/below standard*). Faculty created a 4-point rubric (*below, developing, at, exceeds standard*) which was implemented in Summer 2020. |
| | *Faculty Evaluations of Students* | Dec, April, August | January, May, September (semester feedback letters) | Each student received a summary of KPI ratings for the semester, as well as faculty's anecdotal comments on professional dispositions and academic performance. | • Faculty were asked (yes/no) about concerns regarding identified KPIs. Did not allow for a robust assessment.<br>• Faculty were asked to state whether the standard was met<br>• Consider ways to streamline production of data summaries, as |

| | | | | | |
|---|---|---|---|---|---|
| | | | | | the process was time intensive. |
| | *Site Supervisor Evaluations of Students* | Dec, April | January, May (semester feedback letters) | Site supervisors were asked to comment on student's strengths, areas of concern, and additional supports that the M.Ed. faculty could provide. | • Existing (pre-CACREP) site supervisor survey focused on specific dispositions. During 2019-20, faculty attempted to aligned CACREP standards to the earlier version of the survey in order to maintain data integrity. Moving forward, we need to transition this survey to more fully align with CACREP standards |
| Vital Statistics Review | To gather key data points on admissions, graduation, job placement, and comprehensive exam pass rates. | End of spring term | Report in September 2019, • July - Annual Assessment Review meeting | | • An area of growth for the M.Ed. • In process of collaboration with Office of Institutional Research |
| | *Admissions and Applicant/Candidate Demographics* | Ongoing (during admissions season) | | | |
| | *Comprehensive Exam Results* | April | During the 2019-20 and academic year, the comprehensive exam was aligned with the pre-CACREP program model. This exam assessed students' understanding of M.Ed. program goals by responding to case study prompts that required a robust | The M.Ed. faculty developed a Comprehensive exam, to be used with students who had completed the CACREP-aligned curriculum. This exam was based on the structure of the NCE, and | The 2019 version of the comprehensive exam was insufficient for assessing CACREP Core Areas and KPIs (in addition to program goals). |

| | | | response based on the student's knowledge, skills, and recent experiences in their internship. | assessed students in the 8 core CACREP areas | |
|---|---|---|---|---|---|
| | *Program Completion Rates* | May | " | | Need to develop a strategy for ongoing collection of this information |
| | *Job Placement Rates (Graduate Surveys)* | November | " | | Need to develop a strategy for ongoing collection of this information |
| Graduate Surveys | To gather student perceptions of program quality and alignment with program goals | January | Annually | | Need to revise survey to include student feedback/perceptions of how well the program prepared them in the CACREP core areas |
| Employer Surveys | To assess employer stakeholders' perceptions of program quality and the degree to which our graduates' performance reflect our program goals | January | Annually; Last conducted spring 2019, for 2018 graduates | Employer surveys prior to 2019 indicate a strong history of producing candidates who perform "extremely well" on program goals | • Survey was not completed in 2020, due to COVID-related challenges. • Need to revise survey to include student feedback/ perceptions of how well the program prepared them in the CACREP core areas |
| Clinical Site Evaluation Surveys | To measure candidates' perceptions of and experiences at their clinical sites | April (annually) | Last collected for 2019 graduates | Data collection through Qualtrics. | Need to establish regular process: point of contact to send surveys and gather data for analysis. |

| Annual Assessment Review Meeting | To review student-level data, CACREP accreditation standards and discuss/plan program changes and improvements. | Ongoing qualitative and quantitative data collection | Annual meeting, July | M.Ed. faculty developed a schedule of assessment meetings to coincide with the academic calendar. | Prior to 2019-20, a formal Assessment Review meeting was not conducted in the M.Ed. program. |
|---|---|---|---|---|---|
| SC Program Advisory Board (PEAB) | To review student and program data, discuss curriculum content and make recommendations to the program for improvement. | Ongoing qualitative and quantitative data collection | Three meetings: October, March, May | The M.Ed. program has had an advisory board, based on state requirements, since XXXX. | The PEAB is specifically interested in the school counseling program. |

# PROGRAM EVALUATION RESULTS

## Formative Student Progress

During the 2019-20 academic year, Faculty rated students on selected Key Performance Indicators (KPIs) and Professional Dispositions (PDs). Aggregate results of these ratings are depicted below.

**2019 Fall Faculty KPI Evals n=25**

| CACREP Standard | Standard met | Standard not met |
|---|---|---|
| 2.F.1.k | 100% | 0% |
| 2.F.2.d | 92% | 8% |
| 2.F.5.g (Introductory) | 100% | 0% |
| 2.F.5.g (Practice) | 100% | 0% |

**2019 Fall Faculty Professional Disposition Evals n=25**

| | Standard Met | Standard Not Met | Not observed |
|---|---|---|---|
| Personal Responsibility | 100% | 0% | 0% |

| | | | |
|---|---|---|---|
| Concern for others | 92% | 4% | 4% |
| Relationships with others | 100% | 0% | 0% |
| Nonjudgmental | 88% | 4% | 8% |
| Maturity | 96% | 0% | 4% |
| Professionalism | 88% | 8% | 4% |

**2020 Spring Faculty KPI Evals n = 24***

| CACREP Standard | Standard met | Standard not met |
|---|---|---|
| 2.F.4.b | 100% | 0% |
| 2.F.7.g | 100% | 0% |
| 2.F.8.a | 96% | 4% |

*one student discontinued due to family circumstances.

**2020 Spring Faculty Professional Disposition Evals n=24**

| | Standard Met | Standard Not Met | Not observed |
|---|---|---|---|
| Personal Responsibility | 100% | 0% | 0% |
| Concern for others | 100% | 0% | 0% |
| Relationships with others | 100% | 0% | 0% |
| Nonjudgmental | 100% | 0% | 0% |
| Maturity | 100% | 0% | 0% |
| Professionalism | 96% | 4% | 0% |

**2020 Spring Practicum Site Supervisor Evals n=16***

| | 1* | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| At Standard | 50% | 56% | 50% | 56% | 56% | 88% | 34% | 88% | 75% | 69% |
| Exceeds Standard | 50% | 44% | 50% | 44% | 0% | 6% | 6% | 6% | 19% | 19% |
| Not observed | 0% | 0% | 0% | 0% | 44% | 6% | 56% | 6% | 6% | 13% |

* Not all students were enrolled in the practicum
** see key below for description of the item

| 1 | Follows legal and ethical guidelines and agency or school policies and procedures |
|---|---|
| 2 | Maintains professionally appropriate communication and conduct across different settings |
| 3 | Forms and maintains productive and respectful relationships with clients/students/families, colleagues, and other professionals. |
| 4 | 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 |
| 5 | Selects and utilizes appropriate assessment measures across domains of functioning, practice settings, and cultural groups, including DSM diagnoses as appropriate |
| 6 | Demonstrates effective individual counseling skills and interventions and reflects on counseling practice |
| 7 | Utilizes developmentally appropriate counseling strategies that take into account systemic and environmental factors |
| 8 | Utilizes strategies for career, educational, and life-work planning and management |
| 9 | Demonstrates ability to analyze data to improve counseling and/or program outcomes |
| 10 | Demonstrates personal responsibility |

**Summer 2020 Faculty KPI Evals n=21**

| CACREP Standard | Standard Met | Standard Not Met |
|---|---|---|
| 2.F.3.a (Intro)* | - | - |
| 2.F.3.a (Practice)* | - | - |
| 2.F.2.d | 95% | 5% |

*Missing Data for Standard 2.F.3.a: Intro and Practice (COUN 646). The adjunct instructor for this class failed to submit evaluations despite repeated attempts to collect, including a request from the dean. Students were provided alternative opportunities to address 2.F.3.a. For example, M.Ed. program faculty provided detailed outlines/notes for "theories of individual and family development across the lifespan" prior to a virtual review session hosted by M.Ed. faculty member. Students were also provided additional study sessions prior to their comprehensive exam specifically focused on "theories of individual and family development across the lifespan". Results of the student's comprehensive exam on "Human Growth and Development" indicate that students met standard for this core area (mean = 16.7 out of 20).

**Summer 2020 Faculty Professional Disposition Evals n=21***

| | Below Standard | Developing Standard | At Standard | Exceeds Standard |
|---|---|---|---|---|
| Personal Responsibility | 5% | 0% | 95% | 0% |
| Concern for others | 5% | 0% | 86% | 9% |
| Relationships with others | 5% | 0% | 95% | 0% |
| Nonjudgmental | 0% | 5% | 95% | 0% |
| Maturity | 0% | 5% | 86% | 9% |
| Professionalism | 0% | 29% | 67% | 4% |

* Started using new 4-point assessment rubric on PDs

**Summary of Formative Student Progress: 2019-2020 Academic Year**

The 2019-2020 Academic year was the first time the M.Ed. program taught CACREP-aligned curriculum and collected initial data. During the academic year, students achieved expectations for the most part. A few exceptions can be seen in the data above. In these cases, the M.Ed. faculty followed the program's remediation plan as needed.  A few issues sand out in the data:

1. Practicum site supervisor evaluations included a number of "not observed" ratings. This is likely due to challenges that sites faced during the COVID-19 pandemic. Faculty agree to watch this over the next few years and make note of any trends. Surveys will be revised based on findings.
2. Faculty ratings on Professional Dispositions during Summer 2020 were lower than in Fall or Spring. Both summer courses were taught by adjunct faculty members, who had yet to teach in the CACREP-aligned program. The faculty observed that a more rigorous orientation to the program's expectations of faculty was needed, as was a description of the developmental nature of rating Professional Dispositions. For example, students in their second year of study may be rated more stringently than they were in their first year of study, as they had received feedback from faculty over 3 terms during the first year.

## Vital Statistics

**2020 Program Completion Rates, Comprehensive Exam Pass Rates, Job Placement Rates***

| Markers of Success | Graduates** | Comprehensive Exam Pass Rates | Job Placement Rates* |
|---|---|---|---|
| 2020 Completers | 13 | 100% | 100% |

*Completers in 2020 were enrolled in the program prior to the launch of the CACREP-aligned curriculum.
** There were 15 program completers in 2020; 2 candidates were not pursuing degrees but were completing ESA School Counseling Certificate requirements.

**Admissions Data**

| 2019 Admissions Data by Program | Total Applications | Total Admitted | Applicant Average GPA | Admitted Student Average GPA |
|---|---|---|---|---|
| Mental Health Counseling (MHC) | 12 | 8 | 3.46 | 3.36 |
| School Counseling (SC) | 31 | 18 | 3.31 | 3.32 |

## Applicant and Candidate Demographics

Whenever the info in this CACREP addendum document is finalized, we can then put the info here, depending on the year we decide to focus on for this report.

## Graduate Surveys

2019 Graduate Survey (most recent data; n=5)
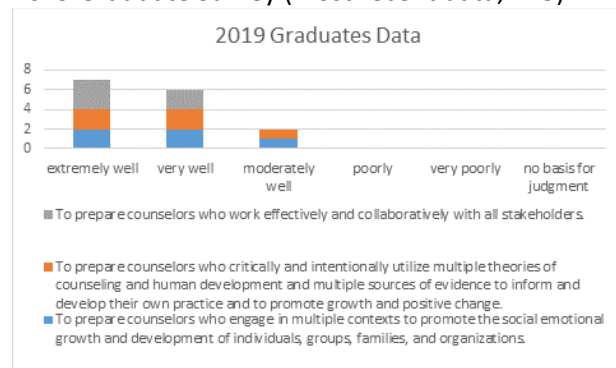


Graduates are asked how well the program prepared them regarding the program objectives. 17 graduates; 29% return rate of Graduate Survey.

According to 2019 Graduates who completed the survey, respondents feel very well or extremely well prepared for working effectively and collaboratively with stakeholders. A small number (2) report being moderately well-prepared to use counseling theories, theories of human development to promote growth and positive change and to engage in multiple contexts to promote social emotional growth of individuals, groups, families, and organizations. There are no deficits or significant gaps in preparation based on survey data.
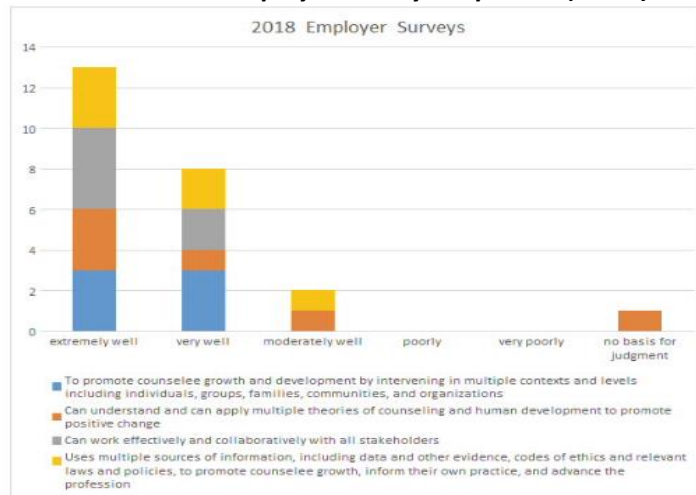
## Employer Surveys

***2019 Graduates***

Due to a change in office personnel, this survey was not distributed to employers until September, 2021. Here are the two responses received so far. Also provided below is data from 2018.

***2019 Graduates – Employer Survey Responses (2 responses to date)***

| How well does our graduate appear to be prepared in the following areas | Extremely well | Very well | Moderately well | Poorly | Very poorly | No basis for judgment |
|---|---|---|---|---|---|---|
| To promote counselee growth and development by intervening in multiple contexts and levels including individuals, groups, families, communities, and organizations | 2 | 0 | 0 | 0 | 0 | 0 |
| Can understand and can apply multiple theories of counseling and human development to promote positive change | 2 | 0 | 0 | 0 | 0 | 0 |
| Can work effectively and collaboratively with all stakeholders | 2 | 0 | 0 | 0 | 0 | 0 |
| Uses multiple sources of information, including data and other evidence, codes of ethics and relevant laws and policies, to promote counselee growth, inform their own practice, and advance the profession | 2 | 0 | 0 | 0 | 0 | 0 |

*2018 Graduates – Employer Survey Responses ( n=10)*



In the 2018 employer survey, perceptions of employers indicate that our graduates perform moderately well to extremely well in all areas. One response indicates "no basis for judgment" related to applying multiple theories of counseling and human development to promote positive change. The 2019 employer survey findings rate graduates extremely well in all areas, although the low response rate (n=2) limits opportunity for analysis of patterns/trends. The low response rate is due to late distribution of the survey, so the program is in the process of improving the timeline in hopes of gathering more substantial data and insight from employers.

The graduate survey is sent out 6-8 months after graduation. Based on the response to the graduate survey, employer surveys are sent out 8-10 months after graduation.

## Clinical Site Evaluation Surveys

Due to a change in office personnel, this survey was not completed in 2019-2020.

## Comprehensive Exam

During the 2019-20 and academic year, the comprehensive exam was aligned with the pre-CACREP program model. This exam assessed students' understanding of M.Ed. program goals by responding to case study prompts that required a robust response based on the student's knowledge, skills, and recent experiences in their internship. 100% of students passed the exam.

## Alumni, Employer, Supervisor Surveys

None to report or review in this timeframe as data from our last comprehensive survey was collected in May/June of 2017 and reported in September 2017. Our next survey of alumni, employers and supervisors will occur in the spring of 2021.

# PROGRAM MODIFICATIONS AND CHANGES

1. A Voluntary demographic survey was implemented with M.Ed. applicants during the admission season for the Fall of 2020. This survey was made available to applicants who participated in the group interview, in an effort to better understand the demographic characteristics of program applicants.
2. Fall 2019: Launched CACREP-aligned curriculum. Program modifications were significant and included:
    a. Each course was revised
    b. Learning assessment were aligned to Key Performance Indicators
    c. All syllabi were revised to meet CACREP standards/expectations,
    d. Remediation policy and process were developed and launched,
    e. KPI matrix was developed to assess learning at multiple points during program,
    f. Launch of "Local Loggers" internal practicum placement, and
    g. Development of new external sites for practicum placement

## Programmatic Changes Based on Formative Assessments

1. The M.Ed. program strengthened the evaluation rubric from a 2-point to a 4-point scale following the Spring 2020 semester, in order to provide more meaningful feedback to students on Key Performance Indicators and Professional Dispositions.
2. The M.Ed. program added an additional 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