

Counselor Education Outcomes and Plans Summary Report for the 2020-2021 Academic Year

This report covers the outcomes from the 2020-2021 academic year and the plans for the master's Clinical Mental Health Counseling (CMHC) program and the doctoral Counselor Education and Supervision (CES) program. Outcome data were obtained from a variety of sources, including faculty members, student evaluations of courses, standardized test scores, site supervisor evaluations, and interactions with students, graduates, supervisors, and employers.

Program Evaluation Results

Students in the CMHC program seem to be performing academically and clinically at or above expected levels. Although we track outcomes of key course assignments throughout the program, the following table provides a summary of key outcome metrics during the program. As shown in this table, students exceeded our expectations in key areas of the CMHC program.

Metric	Total <i>n</i>	Passing/ Satisfactory	Target	Result
Pass first attempt at comprehensive exam	17	14 (82.4%)	75%	Exceeded
Pass second attempt at comprehensive exam	4	3 (75%)	90%	Unmet*
Satisfactory grading on the final Clinical Case Conceptualization Paper	17	17 (100%)	85%	Exceeded
Satisfactory evaluation from supervisors for Practicum & Internship I & II	50**	50 (100%)	90%	Exceeded
Satisfactory Professional Performance Fitness Evaluation from university supervisors for Practicum & Internship I & II	50**	50 (100%)	90%	Exceeded
Satisfactory Professional Performance Fitness Evaluation from faculty at end of the year	70	70 (100%)	90%	Exceeded

* Although the result was unmet, only one student failed. Considering the number of students who retook the comprehensive exam, 75% pass rate was as high as we could do while having one student failed the second time. 90% was unachievable without a 100% pass rate.

** Some students took more than one of these courses during the academic year.

Although students in the CES program seem to be performing at or above expected levels, many students still are taking more time to complete the program than they had planned

when they began the program. For many, this may be due to life challenges (for example, adding family members, family illnesses, relationship status changes, and financial setbacks) that they did not expect when they entered the program. The pandemic may have further slowed some students in their progress as they adapted to changes in their work and school environments, childcare requirements, health concerns, and financial changes.

As shown in the following table, students exceeded our expectations in most areas of the program. Students did not perform as well as we had targeted on the comprehensive exam.

Although we track outcomes of key course assignments throughout the program, the following table provides a summary of key outcome metrics during the program. As shown in this table, students exceeded our expectations in key areas of the CES program.

Metric	Total n	Passing/ Satisfactory	Target	Result
Pass first attempt at comprehensive exam	8	5 (62.5%)	75%	Not met
Pass second attempt at comprehensive exam	2	1 (50%)	90%	Unmet*
Satisfactory teaching evaluation for the teaching assistant portion of the Theory & Practice of University Teaching course	7	7 (100%)	90%	Exceeded
Satisfactory supervision evaluation for supervision of master's students during the Supervision Internship	8	8 (100%)	90%	Exceeded
Satisfactory evaluation from supervisors for Advanced Practicum & Internship I & II	24**	24 (100%)	90%	Exceeded

* Although the result was unmet, only one student failed. Considering the number of students who retook the comprehensive exam, 50% pass rate was as high as we could do while having one student failed the second time. 90% was unachievable without a 100% pass rate.

** Some students took more than one of these courses during the academic year.

Subsequent Program Modifications

There are no subsequent program modifications planned for either the master's or the doctoral program at this time. For the doctoral program, we are planning to provide at least one scenario in key courses where students can practice answering a comps-like question. We have already begun this, but the students who took the comprehensive exam this year may have taken courses prior to us integrating this activity in many of our courses.

Planned Substantial Program Changes

There are no substantial changes planned for either the master's or the doctoral program at this time.