

Program Evaluation Annual Report

Academic Year: 2021-2022

MSEd School Counseling
MSEd Student Affairs/College Counseling

Summary of Program Evaluation Results

Assessment Data:

Assessment Name	Met	Not Met	Total
Assessment 1 (SC & SACC) - Self Reflection & Research Paper	28	0	28
Assessment 2 (SC) - ASCA Model Project	24	0	24
Assessment 2 (SACC) - Midterm Exam	3	0	3
Assessment 3 (SC & SACC) - Bias Disruption Presentation	21	0	21
Assessment 4 (SC & SACC) - Group Leadership	25	0	25
Assessment 5 (SC & SACC) - Autobiographical Career Paper	18	0	18
Assessment 6 (SC & SACC) - Theory Portfolio Paper	5	0	5
Assessment 7 (SC) - Anti-Bias Social Emotional Learning Unit	20	4	24
Assessment 7 (SACC) - Program Review & Presentation	4	0	4
Assessment 8 (SC & SACC) - Research Proposal	29	0	29

Disposition Data:

Disposition Survey	Met	Not Met	Total
Disposition Check 1	29	2	31
Disposition Check 2	29	0	29
Disposition Check 3	8	0	8
Disposition Check 4	21	1	22
Disposition Check 5 (SC)	14	0	14
Disposition Check 5 (SACC)	3	1	4

Key Performance Indicators Data:

Key Performance Indicators	Assessments									
	1	2 (SC)	2 (SACC)	3	4	5	6	7 (SC)	7 (SACC)	8
KPI #1 - Students will gain the knowledge and skills associated with professional counseling and ethics. (2.F.1.a & 2.F.1.e)	Met = 28 Not Met = 0	Met = 24 Not Met = 0	Met = 3 Not Met = 0	Met = 21 Not Met = 0	Met = 25 Not Met = 0	Met = 18 Not Met = 0	Met = 5 Not Met = 0	Met = 20 Not Met = 4	Met = 4 Not Met = 0	
KPI #2 - Students will gain the knowledge and skills associated with social and cultural diversity. (2.F.2.c & 2.F.2.h)	Met = 28 Not Met = 0			Met = 21 Not Met = 0		Met = 18 Not Met = 0	Met = 5 Not Met = 0	Met = 20 Not Met = 4	Met = 4 Not Met = 0	Met = 29 Not Met = 0
KPI #3 - Students will gain the knowledge and skills associated with growth and development across the lifespan. (2.F.3.f & 2.F.3.i)	Met = 28 Not Met = 0	Met = 24 Not Met = 0	Met = 3 Not Met = 0		Met = 25 Not Met = 0	Met = 18 Not Met = 0				
KPI #4 - Students will gain the knowledge and skills associated with career development. (2.F.4.b & 2.F.4.h)	Met = 28 Not Met = 0				Met = 25 Not Met = 0	Met = 18 Not Met = 0		Met = 20 Not Met = 4	Met = 4 Not Met = 0	
KPI #5 - Students will gain the knowledge and skills associated with counseling and helping relationships. (2.F.5.f & 2.F.5.n)	Met = 28 Not Met = 0			Met = 21 Not Met = 0	Met = 25 Not Met = 0	Met = 18 Not Met = 0	Met = 5 Not Met = 0			
KPI #6 - Students will gain the knowledge and skills associated with group counseling. (2.F.6.d & 2.F.6.g)	Met = 28 Not Met = 0			Met = 21 Not Met = 0	Met = 25 Not Met = 0			Met = 20 Not Met = 4	Met = 4 Not Met = 0	
KPI #7 - Students will gain the knowledge and skills associated with assessment and testing. (2.F.7.f & 2.F.7.m)	Met = 28 Not Met = 0							Met = 20 Not Met = 4	Met = 4 Not Met = 0	Met = 29 Not Met = 0
KPI #8 - Students will gain the knowledge and skills associated with research and program evaluation. (2.F.8.b & 2.F.8.j)	Met = 28 Not Met = 0	Met = 24 Not Met = 0	Met = 3 Not Met = 0				Met = 5 Not Met = 0	Met = 20 Not Met = 4	Met = 4 Not Met = 0	Met = 29 Not Met = 0
KPI #9 - Students will gain the knowledge and skills associated with school counseling (School Counseling only - 5.G.3.f & 5.G.3.h)	Met = 28 Not Met = 0	Met = 24 Not Met = 0		Met = 21 Not Met = 0				Met = 20 Not Met = 4		
KPI #10 - Students will gain the knowledge and skills associated with college counseling and student affairs (Student Affairs/College Counseling only -- 5.E.2.i & 5.E.2.j)	Met = 28 Not Met = 0		Met = 3 Not Met = 0	Met = 21 Not Met = 0					Met = 4 Not Met = 0	

Intercultural Development Inventory (IDI) Data:

Intercultural Development Inventory (IDI)	PO	PO Name	DO	DO Name	OG	Total
Intercultural Development Inventory (IDI) 1	121.01	Acceptance	93.73	Minimization	27.27	N=21
Intercultural Development Inventory (IDI) 2	126.26	Acceptance	103.41	Minimization	22.85	N=24

IDI 1:

The group's Perceived Orientation (PO) Score indicates that the group rates its own capability in understanding and appropriately adapting to cultural differences within Acceptance, reflecting an orientation that recognizes and appreciates patterns of cultural difference in one's own and other cultures in values, perceptions, and behaviors.

The group's Developmental Orientation (DO) Score indicates that the group's primary orientation toward cultural differences is within Minimization, reflecting a tendency to highlight commonalities across cultures that can mask important cultural differences in values, perceptions, and behaviors.

The Orientation Gap between the group's Perceived Orientation score and its Developmental Orientation score is 27.27 points. A Perceived Orientation (PO) score that is higher than the Developmental Orientation (DO) score indicates your group has overestimated its level of intercultural competence. A DO score that is higher than the PO score indicates that the group has underestimated its intercultural competence. A Perceived Orientation score that matches the Developmental Orientation score indicates the group is generally accurate in its assessment of

how it adapts to. The group overestimates its level of intercultural competence and may be surprised their DO score is not higher.

IDI 2:

The group's Perceived Orientation (PO) Score indicates that the group rates its own capability in understanding and appropriately adapting to cultural differences within Acceptance, reflecting an orientation that recognizes and appreciates patterns of cultural difference in one's own and other cultures in values, perceptions, and behaviors.

The group's Developmental Orientation (DO) Score indicates that the group's primary orientation toward cultural differences is within Minimization, reflecting a tendency to highlight commonalities across cultures that can mask important cultural differences in values, perceptions, and behaviors.

The Orientation Gap between the group's Perceived Orientation score and its Developmental Orientation score is 22.85 points. A Perceived Orientation (PO) score that is higher than the Developmental Orientation (DO) score indicates your group has overestimated its level of intercultural competence. A DO score that is higher than the PO score indicates that the group has underestimated its intercultural competence. A Perceived Orientation score that matches the Developmental Orientation score indicates the group is generally accurate in its assessment of how it adapts to. The group overestimates its level of intercultural competence and may be surprised their DO score is not higher.

Exit Survey Data:

No Data Collected (due to COVID)

Alumni Survey Data:

No Data Collected (due to COVID)

Employer Survey Data:

No Data Collected (due to COVID)

Site Supervisor Survey Data:

Site supervisors' surveys (N= 81) were completed this year. Qualitative responses were reviewed for themes and trends in the data. Additionally, they were reviewed thoroughly by the Field placement coordinator.

Program Modifications

COVID- During the fall 2021 semester, the university and educational counseling program returned to an on-campus model. As students and faculty returned to the classrooms, masks were

required in the building and classrooms. Modifications specific to counseling involved dyads and other interactions needing more space. Adaptations were made to ensure that dyads and any other class interaction was done so 6ft from one another to adhere by Department of Health recommendations for social distancing while delivering counseling curriculum.

Substantial Program Changes

During the 2021-2022 academic year, the Educational Counseling Program finalized the syllabi for the transition from 48 to 60 credits for both the School Counseling and the Student Affairs/College Counseling Programs. All four courses will be submitted to Graduate Studies and move through the approval process in the fall. Syllabi were created for:

- Counseling Skills
- Trauma & Crisis in Counseling
- Access & Equity in Education
- Educational Counseling Capstone in Counseling