



Old Dominion University

# M.S.Ed. Assessment Report

February 01, 2022

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## M.S.Ed. Assessment Report

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## Mission Statement

The mission of our master's degree (M.S. Ed.) Counseling Graduate Program is to equip our students with the skills, knowledge, and attitudes which will enable them to function ethically and well in the demanding and ever-changing world of the professional counselor. The program's values have been shaped through program accreditation by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

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### Goal

#### Meet Student Learning Outcomes

The mission statement and the program objectives were developed by faculty while keeping in mind CACREP learning objectives (e.g., common-core content and field placement requirements). In addition, they were created following the development of Key Performance Indicators (KPIs) and Key professional Dispositions (KPDs). After their initial development, they were shared with our advisory board in order to obtain feedback and make adjustments as needed. The advisory board is made up of current students in our programs, alumni from our master's and doctoral programs, working counselors, counselor educators, school counseling professionals, and the leadership team from the Counseling Program (CACREP Coordinator, Graduate Program Director of the master's and the Ph.D. programs, school and clinical mental health counseling specialty coordinators, and the Clinical Coordinator).

1.1

### Outcomes

#### Professional Counseling Orientation and Ethical Practice

Develop a professional counselor identity that includes understanding ethics, credentialing, accreditation, multicultural competence and social justice counseling competencies, and other standards in the field.

1.1.1

### Measures of Outcome

(1) Key Performance Indicators (KPI) - COUN 601 & COUN 667/668

(1) KEY PERFORMANCE INDICATORS Description: COUN 601: Principles of Professional Counseling and Ethics.- Exam COUN 667/668: Internship in Mental Health Counseling/ Internship in School Counseling - Portfolio Assignments are scored numerically from 1

through 100. Data Collection: KPI's are assessed once early in the program and then at a later

point in the program. When a KPI is included in a course, faculty have been asked to provide a numerical grade for that KPI. These scores will be collected from the faculty members who are assessing KPI's and given to the program evaluator (a faculty member) at the end of every semester, for every student who was evaluated by a KPI. These scores will be entered into a running list as well as annual spreadsheet to track overall programmatic scores and individual student scores. Data Analysis and Review: Students' KPI scores are reviewed each semester and average student scores for each KPI are reviewed each academic year, in September. This is intended to monitor each student's individual performance. Per the M.S. Ed. Program Handbook, if a student receives a grade less than a "B" (or 80 points), on the first KPI in any of the nine areas, the faculty member who gave the grade will discuss with the student ways that the student can improve in this area prior to being assessed on the second KPI. If the student who has scored below a "B" ("80") on the first KPI also scores below an 80 on a second KPI, a professional development plan will be devised for the student with the student's advisor and the GPD so that the student can improve in that area. If the student scores above a "B" (or "80") on the first KPI, but below on the second, the faculty member who gave the grade on the second KPI will discuss with the student ways that the student can improve in that area.

1.1.1.1

**Target / Benchmark**

Outcome: Professional Counseling Orientation and Ethical Practice - COUN 601 & COUN 667/668 **Met**

TARGET / BENCHMARK

At least 85% of students will score 80% or higher on both KPIs

RESULTS / FINDINGS

A total of 91% of students received a KPI score of 80 or higher on one or both assessments of this KPI, while 9% (n=7) of students scored below 80 on a single assessment of this KPI and no students scored below 80 on two assessments of this KPI.

INTERPRETATION AND USE OF RESULTS

2020-2021 INTERPRETATION

1) Interpretation of results:

Students appear to be demonstrating professional identity development and ethical practice; low scores are more likely in the second assessment of this KPI, which occurs in fieldwork. The overall performance of this years' students is markedly better than the previous years', where 50% of students realized less than 80% on at least one KPI assessment (as opposed to only 9% this year).

2) Reflection on actions or changes made to improve:

The main changes for the reporting period are all due to accommodations made for COVID-19, including online learning and telehealth fieldwork experiences.

Anecdotally, this appears to have improved student performance, possibly due to not having to cope with scheduling and travel. Alternatively, the stressors associated with the reporting period do not appear to have negatively impacted student performance in this area.

3) Use of results: Student performance is discussed at every monthly program meeting, bi-weekly counseling leadership meeting, and closely reviewed annually in the Spring. This includes a thorough review to assess gatekeeping needs occurring once a semester. Overall, faculty are pleased with student performance in this domain as discussed in the our program meetings. The counseling GPDs and clinical coordinator also closely monitor student professionalism and comporment, and are also satisfied with their performance in this domain. We will continue to ensure that highly qualified instructors are assigned to teach the courses associated with this domain to maintain our students' level of performance.

## 1.2 Outcomes

### Social and Cultural Diversity

Identify and demonstrate an understanding of cultural and diversity aspects of self and of others.

### 1.2.1 Measures of Outcome

(1) Key Performance Indicators - COUN 601 & COUN 655 AND (2) Counselor Preparation Counseling Exam (CPCE)

(1) KEY PERFORMANCE INDICATORS COUN 601: Principles of Professional Counseling and Ethics - Reflection Paper COUN 655: Social and Cultural Issues in Counseling - Cultural Decentering Instrument Assignments are scored numerically from 1 through 100. (2) COUNSELING EXAM Described above in Outcome 1/measure 1

### 1.2.1.1 Target / Benchmark

Outcome: Social and Cultural Diversity - KPI: COUN 601 & COUN 655 **Met**

TARGET /  
BENCHMARK

At least 85% of students will score 80% or higher on both KPIs

RESULTS /  
FINDINGS

On the first assessment of this KPI, all students received a score of 80 or higher while on the second assessment (COUN 655) 13% (n = 6) of students received a KPI score below 80.

INTERPRETATION  
AND USE OF  
RESULTS

Our students met the target for this year, however the overall scores were slightly lower for this year compared to the previous year. This may be due to the online format of the courses, put into place to accommodate the COVID-19 pandemic. Anecdotally, faculty report that teaching cultural competency and cross-cultural communication seemed more difficult this past year, possibly due the pandemic, movement for racial justice, and presidential election. For this academic year, 95% of students as compared to the 100% of last years' students realized the KPI benchmarks in both courses. This show how this continues to be a strong area for the counseling program. We will maintain these gains in the coming academic year. The leadership team works closely with faculty to ensure that highly qualified instructors with experience facilitating difficult conversations around socio-cultural difference teach both courses associated with this KPI. Issues and concerns related to student performance in this area are discussed at each program meeting, reviewed closely once per semester in a dedicated student screening meeting, and program evaluation results are closely reviewed in a dedicated meeting once annually in the Spring.

1.3

**Outcomes**

Human Growth and Development

Develop expertise in guiding clients to achieve growth and healing and understand systemic and environmental factors that impacts their development.

1.3.1

**Measures of Outcome**

(1) Key Performance Indicators - COUN 650 & COUN 667/668

(1) KEY PERFORMANCE INDICATORS COUN 650: Theories of Counseling and Psychotherapy - Counseling Theory Paper COUN 667/668: Internship in Mental Health Counseling/Internship in School Counseling - Case Presentation Assignments are scored numerically from 1 through 100. Students are expected to realize at least 80% to pass.

1.3.1.1

**Target / Benchmark**

Outcome: Human Growth and Development - KPI: COUN 650 & COUN 667/668

Exceeded

TARGET / BENCHMARK	At least 85% of students will score 80% or higher on both KPIs
RESULTS / FINDINGS	The KPI for Human Growth and Development is that “Develop expertise in guiding clients to achieve growth and healing and understand systemic and environmental factors that impacts their development.” Only one student received a score below 80 on the first
INTERPRETATION AND USE OF RESULTS	Students continued to demonstrate strong achievement in this growth area. Developmental case conceptualization is a hallmark of the counseling profession. The sequence, where developmental case conceptualization is introduced in theories and then reinforced in applied settings during fieldwork, appears to be a benefit of our teaching in this area. The changes resulting from the COVID-19 pandemic and the move to online learning do not appear to have negatively impacted student learning here. All program results are routinely discussed at program meetings, leadership meetings, and dedicated program evaluation review meetings. We will continue to ensure that highly qualified instructors are assigned to teach the courses associated with this KPI.

**1.4**

**Outcomes**

**Counseling and Helping Relationships**

Students will demonstrate essential interviewing and counseling skills.

**1.4.1**

**Measures of Outcome**

(1) Key Performance Indicators - COUN 633, COUN 667/668 (2) Counselor Preparation Counseling Exam (CPCE)

(1) KEY PERFORMANCE INDICATORS FOR COUNSELING AND HELPING RELATIONSHIPS

COUN 633: Counseling and Psychotherapy Techniques - Transcript Evaluation COUN

667/668: Internship in Mental Health Counseling/Internship in School Counseling - Evaluation by Site Supervisor

**1.4.1.1**

**Target / Benchmark**

Outcome: Counseling and Helping Relationships - KPI: COUN 633 & COUN 667/668

**Met**

TARGET / BENCHMARK	At least 85% of students will score 80% or higher on both KPIs
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RESULTS / FINDINGS All students received a KPI score of 80 or higher on the first assessment and less than 15% of student out of N=72 scored below 80 on the second assessment of the counseling and helping relationships KPI.

INTERPRETATION AND USE OF RESULTS While all students met the benchmark for this KPI or learning outcome, a higher number of students appeared to struggle with the second assessment as compared to past year. This may be due to the fact they were evaluated during the COVID-19 pandemic, where telehealth was used to complete at least 50% of all direct contact hours with clients/students being served by our counselor trainees. Although we have met the target in this area, the counseling faculty have integrated lessons on telehealth practice into both courses associated with this KPI to prepare our students better in this area. As the pandemic comes to a conclusion, hopefully soon, we will continue to enhance our exposure of students to this content area (telehealth) as it will likely become a preferred modality for treatment for many people seeking counseling services.

## 1.5 Outcomes

### Group Counseling and Group Work

Develop an understanding, and be able to implement with clients, individual and group counseling theory, skills, and processes.

## 1.5.1 Measures of Outcome

(1) Key Performance Indicators - COUN 642/644, COUN 669

(1) KEY PERFORMANCE INDICATORS FOR GROUP COUNSELING AND GROUP WORK COUN 642/644: Structured Counseling Groups/ Group Counseling and Psychotherapy - Weekly Journal COUN 669: Practicum in Counseling - Group Skills Self & Site Evaluation Forms Assignments are scored numerically from 1 through 100.

## 1.5.1.1 Target / Benchmark

Outcome: Counseling and Helping Relationships & Group Counseling and Group Work - (1) COUN 642/644 & COUN 669 **Exceeded**

TARGET / BENCHMARK At least 85% of students will score 80% or higher on both KPIs

RESULTS / FINDINGS 95% of students scored 80 or higher on this KPI area. On assessment one of this KPI, only one student scored lower than 80 whereas 3 students scored lower than 80 on assessment two..

INTERPRETATION  
AND USE OF  
RESULTS

This finding is similar to last year's data as 91.3% of our students had also scored 80 or above on the assessment of these KPI's. Changes associated with online learning and telehealth didn't appear to negatively impact student learning in this area. We will continue to ensure that highly qualified instructors are assigned to teach all courses associated with this KPI and learning outcome.

## 1.6 Outcomes

### Career Development

Be able to effectively administer, score, and interpret psychological, educational, and career assessment tools.

### 1.6.1 Measures of Outcome

(1) Key Performance Indicators - COUN 645 & COUN 648

(1) KEY PERFORMANCE INDICATORS COUN 645: Testing and Client Assessment -

Assessment Report COUN 648: Foundations of Career Development - Reflection Paper

Assignments are scored numerically from 1 through 100.

### 1.6.1.1 Target / Benchmark

Outcome: Career Development - COUN 645 & COUN 648 **Exceeded**

TARGET /  
BENCHMARK

At least 85% of students will score 80% or higher on both KPIs

RESULTS /  
FINDINGS

The KPI for Career Development is that "Students will be able to assess abilities, interests, values, personality and other factors that contribute to career development." All students received a KPI score of 80 or higher on both assessments.

INTERPRETATION  
AND USE OF  
RESULTS

This KPI area continues to be robust in our program, as shown by 100% of our students scoring 80 or above on the assessments of these KPI's, and most significantly higher. This finding is the same as last year's data. Student scores will continue to be tracked to decide how we can best use KPI's to improve student learning and the program. Changes made due to the COVID-19 pandemic related to use of online teaching didn't appear to negatively impact student achievement in this area.

1.7

## Outcomes

### Assessment and Testing

Effectively use case conceptualization in assessment, diagnosis, and evidenced-based treatment planning.

1.7.1

## Measures of Outcome

(1) Key Performance Indicators - COUN 645 & COUN 648

(1) KEY PERFORMANCE INDICATORS COUN 645: Testing and Client Assessment -

Assessment Report COUN 648: Foundations of Career Development - Career Counseling

Reflection Paper Assignments are scored numerically from 1 through 100.

1.7.1.1

## Target / Benchmark

Outcome: Assessment and Testing - COUN 645 & COUN 648

Exceeded

TARGET /  
BENCHMARK

At least 85% of students will score 80% or higher on both KPIs

RESULTS /  
FINDINGS

The KPI for Assessment and Testing is that “Students will be able to be able to administer, score, and interpret psychological and/or educational assessments.” All students received a KPI score of 80% or higher on both assessments of this KPI.

INTERPRETATION  
AND USE OF  
RESULTS

100% (N = 55) of our students scored 80% or above on both assessments of these KPI’s. Over the last two years, students’ performance in this KPI has improved. No negative impact appear to have been realized as a result of coping with the COVID-19 pandemic and the move to online teaching. We intend to keep our achievement in this area by centering students’ learning needs in a challenging content area that is often expressed as anxiety-provoking. Highly qualified, learner-centered instructors will continue to be assigned to teach all courses associated with this learning outcome.

1.8

## Outcomes

### Research and Program Evaluation

Learn how to effectively use research, needs assessment, and program evaluation to inform counseling practice.

1.8.1

## Measures of Outcome

(1) Key Performance Indicators - COUN 601 & COUN 611

(1) KEY PERFORMANCE INDICATORS COUN 601: Research and Program Evaluation -

Research Paper FOUN 611: Research and Program Evaluation - Research Paper Assignments

are scored numerically from 1 through 100.

### 1.8.1.1 Target / Benchmark

Outcome: Research and Program Evaluation - COUN 601 & FOUN 611 **Met**

TARGET /  
BENCHMARK

At least 85% of students will score 80% or higher on both KPIs

RESULTS /  
FINDINGS

The KPI for Research and Program Evaluation is that “Students will be able to critique research to inform counseling practice.” 8% (n = 5) of students (N = 64) received a KPI score below 80 on at least one assignment used to assess this area.

INTERPRETATION  
AND USE OF  
RESULTS

This year student’s performance of 92% receiving a score of 80 or higher in this KPI has decreased as compared to last year data reporting 100% of students scoring 80% or above. Students’ learning in this domain did not appear to be negatively impacted by the COVID-19 pandemic or the move the online learning. The rate of performance, while lower, still meets the benchmark and no changes are planned for the upcoming year. The data from this reporting period has already been discussed among faculty and we will continue supporting our students to keep meeting the required benchmarks.

## 1.9 Outcomes

Speciality Areas - Mental Health or School Counseling

Develop specialty skills in mental health counseling, or school counseling, to work effectively with clients, students, and stakeholders.

### 1.9.1 Measures of Outcome

KPI Clinical Mental Health Counseling AND School Counseling

Clinical Mental Health Counseling: COUN 645: Testing and Client Assessment - Psychological and Educational Test Report COUN 685: Diagnosis and Treatment Planning in Mental Health Counseling - Case Example Paper School Counseling: COUN 677: School Culture, Learning, and Classroom Management - School Counseling Lesson Plan COUN 668: Internship in School Counseling - School Counseling Portfolio Assignments are scored numerically from 1 through 100.

### 1.9.1.1 Target / Benchmark

Outcome: Speciality Areas - Mental Health - COUN 645 and COUN 685 **Exceeded**

TARGET / BENCHMARK	At least 85% of clinical mental health counseling students will score 80% or higher on both KPIs.
RESULTS / FINDINGS	The KPI for Clinical Mental Health Counseling is that “Students will apply the diagnostic process using current diagnostic classifications systems.” All students received a KPI score of 80 or higher on both assessments of this KPI.
INTERPRETATION AND USE OF RESULTS	This result reflects the commonly positive reports received on our students’ skills in mental health settings during their practicum and internship placements. We will maintain our practices in this area in the upcoming year.

**1.9.1.2 Target / Benchmark**

Outcome: Speciality Areas - School Counseling - COUN 677 and COUN 668

Exceeded

TARGET / BENCHMARK	At least 85% of students will score 80% or higher on both KPIs for School Counseling
RESULTS / FINDINGS	The KPI for School Counseling is that “Students will create lesson plans for school counseling program core curriculum.” All students received a KPI score of 80 or higher on both assessments for this KPI.
INTERPRETATION AND USE OF RESULTS	The school counseling speciality course sequence appears to continue to maximize learning in this area. We will continue to use the same practices to achieve the same result in the upcoming year.

**1.10 Outcomes**

Key Professional Dispositions

Demonstrate appropriate professional dispositions in the areas of professionalism, accountability/conscientiousness, self-regulation, and interpersonal skills.

**1.10.1 Measures of Outcome**

KPD Self Assessments

General Information about the Self Assessment and Relationship to Outcomes: The master’s program has developed a series of Key Professional Dispositions (KPD’s) on which each student will be assessed. The KPD’s contain four broad behavioral dispositional areas (Professionalism, Accountability/Conscientiousness, Self-Regulation, Interpersonal Skills) broken down into 18 traits or behaviors (see M.S. Ed. KPD’s or folder 4.B.3). KPD’s use a

Likert-type scale, that range from 1-5, to assess each of the 18 traits, with 5 indicating “demonstrates competence,” a 1 indicating “harmful,” and a 3 indicating “near competency.”

Data Collection: For master’s students, KPD’s are measured three different times (COUN 633: Counseling and Psychotherapy Techniques; COUN 634: Advanced Counseling and Psychotherapy Techniques; and COUN 669: Practicum). A Qualtrics survey is utilized to collect KPD scores at the end of every semester. These scores are entered into a running list as well as annual spreadsheet to track overall programmatic scores and individual student scores. Review and Analysis of Data: Students’ KPD scores are reviewed each semester and average student scores for each KPD are reviewed each academic year. This is intended to monitor each student’s individual performance. Per the M.S. Ed. Program Handbook, if a student scores below a “3” on any of the 18 dispositions, the faculty member will advise the student about steps he or she can take to develop positive skills in this area. If a student receives an aggregate score of “3” or below on one or more of the four broad behavioral dispositions, a professional development plan will be devised with the student’s advisor and the GPD so the student can work on that area. Lack of improvement in one or more of the broad behavioral dispositional areas can be cause for dismissal from the program.

**1.10.1.1 Target / Benchmark**

Outcome: Professional Dispositions - Self Assessments **Exceeded**

TARGET /  
BENCHMARK

Students will score a 3 or higher on all KPD areas each year.

RESULTS /  
FINDINGS

Through the Fall 2020 to Summer 2021 reporting period, 95 students were scored on KPD’s. Of the 95 students, 4 students were assessed twice on the KPD’s, while the remaining 91 students were evaluated only once. 96% of students scored above a 3 on all KPDs

INTERPRETATION  
AND USE OF  
RESULTS

This is our third-year reporting KPD’s and similar to previous years more than 95 % of students had scored above three on all KPD’s. Student scores will continue to be tracked to determine how we can best use KPD’s to support our students’ learning and improve the program as a whole. Student professional disposition information is discussed at each program meeting, closely reviewed in a dedicated student screening meeting once a semester, and serves the basis for any remediation plan that is developed.

1.11

**Outcomes**

Aggregate KPI Scores and CPCE Scores

Students will demonstrate overall readiness to enter the counseling profession, including achievement of foundational knowledge essential to the work of counselors.

1.11.1

**Measures of Outcome**

Total KPI Aggregate Scores

Aggregate KPI scores for all 8 core and each of the 2 specialty learning outcomes

1.11.1.1

**Target / Benchmark**

Total scores on all KPIs should average above 80% for all scores. Exceeded

TARGET /  
BENCHMARK

At least 85% of students' aggregate KPI scores will be above 80%.

RESULTS /  
FINDINGS

Across all KPIs assessed during the reporting period, 96% of KPIs for the eight content areas and the two specialty areas were all significantly above 80%

INTERPRETATION  
AND USE OF  
RESULTS

The sequencing of courses and the cross-checking of student progress across KPIs facilitates more focused review of students, especially when concerns are raised about student progress. Overall, students perform well on the KPI's and prove an understanding of the content in each of these eight core areas and the two specialty areas. Students performance is comparable to last year, and changes resulting from the COVID-19 pandemic did not appear to negatively student learning overall.

1.11.2

**Measures of Outcome**

Aggregate CPCE Scores

Total Counselor Preparation Comprehensive Examination (CPCE) Scores, for each semester, should be at least comparable to the national mean.

1.11.2.1

**Target / Benchmark**

Overall, students will score above the national mean on the CPCE exam. Met

TARGET /  
BENCHMARK

At least 85% of students will pass the CPCE, and realize a score that is comparable to the national mean.

RESULTS /  
FINDINGS

During the Fall 2020 -Summer 2021 reporting period, 40 students took the CPCE exam. The mean of ODU counseling students was 84.8 (SD = 15.5). The national mean of means was 84.7 (SD = 15.1).

INTERPRETATION  
AND USE OF  
RESULTS

Our students appear to have continued to meet the benchmark in this area, despite difficulties associated with testing resulting from the COVID-19 pandemic. While the benchmark was achieved, performance was slightly lower on average compared to last year's students. We will make no change at this time, but will continue to monitor student performance.

**1.12 Outcomes**

**Evaluation of Students in the Field**

Students will demonstrate competency in field placement as evidenced by supervisor evaluation scores.

**1.12.1 Measures of Outcome**

**Practicum/Internship Evaluation of Student**

Students will demonstrate competency in field placement as evidenced by supervisor evaluation scores.

**1.12.1.1 Target / Benchmark**

Students should obtain aggregate minimum mean ratings of 3 or above on each of the 15 items, as well as a total mean score for all 15 items that is at or above 3.0. A rating of 3.0 signifies the supervisor rated students as being acceptable. **Met**

TARGET /  
BENCHMARK

At least 85% of students will realize acceptable to good ratings as assigned by their on-site supervisors.

RESULTS /  
FINDINGS

From the Fall 2020-Summer 2021 all 44 practicum and 73 internship students were rated by their supervisors. Overall, all practicum and internship students rated 3 or above.

INTERPRETATION  
AND USE OF  
RESULTS

These results indicate that our students are viewed by site supervisors as at developmentally appropriate levels in their clinical work. No negative impact from the COVID-19 pandemic and the use of telehealth to obtain fieldwork hours appears to have occurred in student learning. We also piloted use of an online documentation system called Supervision Assist to facilitate paperwork completion and assessment. Anecdotally, supervisors and students reported greatly appreciating the use of Supervision Assist and will continue to do so. We will also consider how we can incorporate more program evaluation protocols into the Supervision Assist platform.

2

## Goal

### Meet Program Outcomes

Students and graduates will report satisfaction with their learning, and demonstrate generalizability of their learning to ongoing professional development in the counseling field.

2.1

### Outcomes

Sustain a high quality program with a curriculum that meets the needs to employers, site supervisors, and alumni

Students and graduates will report 80% satisfaction with their learning experiences.

2.1.1

### Measures of Outcome

#### Alumni Survey

Data Collection: Using the personal emails obtained from students during their Exit Surveys, students are sent a follow-up survey to assess their satisfaction with their master's or doctoral programs. They are also asked to forward the name of their employer, or supervisor, who can assess their knowledge and skills. It is stressed that the employer's or supervisor's assessment is to be used for programmatic changes, and not to examine areas of individual strengths and weaknesses. Every two years, follow up surveys of alumni from the master's and from the doctoral programs are conducted Data Analysis and Review: The surveys are created in Qualtrics and analyzed every other year, in September. Items are rated on a 5-point Likert type scale and any item that receives an aggregate score of 4.0 or lower is targeted as a "weak area." Weak areas are discussed at program meetings and plans for improving those areas designed and implement.

2.1.1.1

### Target / Benchmark

Alumni satisfaction is assessed using an electronic survey. Met

TARGET /  
BENCHMARK

100% of the alumni survey items will have an aggregate score of 4.0 or higher on a 5-point Likert type scale

RESULTS /  
FINDINGS

Only 10 alumni surveys were filled and 100% of the alumni survey items had an aggregated score of 4.0 or higher on a 5-Likert type scale.

INTERPRETATION  
AND USE OF  
RESULTS

Scores this year were comparable to the previous year. Alumni reporting all graduated in the 2019-2020 academic year. No changes or modifications will be made to our practices to ensure alumni satisfaction.

## 2.1.2 Measures of Outcome

### Student Program Evaluation and Exit Survey

The student exit Survey is an extensive exit survey of master's students. Data Collection: The master's students complete their exit survey during their last semester of internship. Personal email addresses (in contrast to ODU email addresses) are obtained when they complete the exit survey but are housed separately from the survey to ensure confidentiality of survey responses. Data Analysis and Review: The surveys are created in Qualtrics and analyzed once a year, in September of the new academic year. Items are rated on a 10-point Likert type scale and any item that receives an aggregate score of 7.0 or lower is targeted as a "weak area." Weak areas are discussed at program meetings and plans for improving those areas are designed and implement.

## 2.1.2.1 Target / Benchmark

Student satisfaction with the program is evaluated using an electronic survey.

Exceeded

TARGET /  
BENCHMARK

100% of the exit survey items will have an aggregate score of 3.0 or higher on a 5-point Likert type scale.

RESULTS /  
FINDINGS

This year, 18 students took the program evaluation survey. Overall mean and SD of the core evaluation, in which assessed the eight CACREP content areas, were 4.14 and .95, respectively. Few students rated few items 2 as most students rate 3 and above.

INTERPRETATION  
AND USE OF  
RESULTS

We have a diverse student body that continues to report overall satisfaction with their learning in the program. Some key areas highlighted as areas of improvement by some students were communication and advising on their process within the program and expressed some struggles and challenges with the social and cultural class as it provokes their internal process and pushes them to navigate different class dynamics provoked by these discussions. The counseling faculty will review this data and students' needs, possibly to amplify instead of replacing existing efforts.

## 2.1.3 Measures of Outcome

### Evaluation of Field Placement Experience

All items on the site and site supervisor evaluation surveys will be rated as 3.5 or higher in order to reflect the high quality standards expected for field placements.

**2.1.3.1 Target / Benchmark**  
**Practicum/Internship Evaluation of Site** Met

TARGET / BENCHMARK	Sites will be rated 3.5 or above. Sites that are rated particularly low (below 3.5) will be reviewed regarding whether or not they will be used in the future.
RESULTS / FINDINGS	This year there were 126 field placements (34 practicum students and 92 internships) students rated their sites on a 5-point Likert-Type scale. Only 9% of practicum students rated 2 item 2 and 3% of internship students rated their overall experience 2.
INTERPRETATION AND USE OF RESULTS	On average, Practicum and Internship students rate their practicum and internship sites favorably. This indicates a high level of overall satisfaction with the sites available for practicum and internship experience.

**2.1.3.2 Target / Benchmark**  
**Practicum/Internship Evaluation of Site Supervisor** Met

TARGET / BENCHMARK	Students will rate their supervisors 3.5 or above. Supervisors who are rated particularly low (below 3.5) will be reviewed regarding whether or not they should be used in the future.
RESULTS / FINDINGS	89% of practicum students rated 4 or above their site supervisors on item assessing the helpfulness of supervision. 91% of internship students rated their site supervisors on item assessing the helpfulness of supervision 4 or above.
INTERPRETATION AND USE OF RESULTS	Both practicum and internship students rated their supervisors as well and saw them as providing good to excellent supervision. The program should continue with current supervisors and seek other supervisors of similar quality

Project Attachments (2)

Attachments	File Size
 Counseling M.S.Ed. - Assessment Report Feedback.docx	33KB
 Counseling M.S.Ed. Assessment Report 2019-2020 (1).pdf	215KB

Attachments

File Size