

Old Dominion University

## M.S.Ed. WEAVE Report 2022-23

The program report for 2022-2023 was completed. Data show that all KPIs and KPDs were met during the time period, with most benchmarks being exceeded. In addition, fewer students failed to meet the KPI or KPD as compared to the previous 2 years.

## 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).

In alignment with the Darden College of Education and Professional Studies and the University mission, the program is focused on preparing advocates and community leaders in the areas of mental health and wellness.

### 1 **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). The Counseling Program has developed a series of Key Performance Indicators that each student will be assessed on. There are two KPI's for each of the eight CACREP content areas and two KPI's for each Specialty Area (School Counseling and Clinical Mental Health Counseling). KPI's are generally assessed once early in the program and then at a later point in the program.

#### 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**

##### **COUN 601 Exam & COUN 667/668 Portfolio**

(1) KEY PERFORMANCE INDICATORS Description: COUN 601: Principles of Professional Counseling and Ethics. - Exam Students will take an objective multiple choice/true false/matching exam that covers credentialing, professional identity, knowledge of professional associations, and multicultural competence. Exam graded using standardized exam key. COUN 667/668: Internship in Mental Health Counseling/ Internship in School Counseling - Portfolio Students will author a professional identity statement and share examples of, or a plan for, attainment of professional certificates, licenses, and memberships. Portfolio will also include a plan for enhanced cultural competency. Portfolio graded using a standardized rubric covering the key elements of the KPI/learning objectives such as professional associations and ethics. 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 100% of students received a KPI score of 80 or higher on one or both assessments of this KPI, and no students scored below 80 on two assessments of this KPI.
INTERPRETATION AND USE OF RESULTS	<p>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 similar to the previous years'.</p> <p>2) Reflection on actions or changes made to improve: No changes were made to instruction or assessment methods.</p> <p>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 comportment, 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.</p>

## 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 - Cultural Identity Reflection Paper Students will write a five-page paper that focuses on

their cultural identity. Using the Respectful Model, they will describe how the following impacted their psychological development and sense of well-being: religious-spiritual identity, economic class and background, sexual identity, psychological maturity, ethnic-cultural-racial identity, chronological developmental challenges, trauma, gender identity, ability status, other threats to one's well-being, family history and dynamics, unique physical characteristics, and language differences. A final statement on the knowledge, skills, and competencies students believe they will need to work with diverse clients will be included. Paper graded using a standardized rubric. COUN 655: Social and Cultural Issues in Counseling - Cultural Decentering Instrument Students will name their received cultural values regarding race, ethnicity, religion, gender, and sexual identity. They will then challenge themselves to take an evidence-based stance on each value, considering alternate views to their received one. Finally, they will declare their current views and reasons for them, naming explorations they might engage in to come to a self-authorized value in each of these topic areas. Assignment graded using a standardized rubric. 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

In this domain, 99% of students met the benchmark and 1 students did not. All students received an 80% on the second assessment of this target.

INTERPRETATION  
AND USE OF  
RESULTS

#### Interpretation

1) Scores on all assessments this year were higher than the previous cycle. Our students appear to be demonstrating acceptable levels of cultural humility and ability to work with diversity.

#### Changes

2) No changes were made to teaching or assessment this cycle.

#### Use of results

3) This topic area remains a challenging one for students and instructors. Personal beliefs and perspectives commonly come into conflict with aspects of professional standards and expectations. We carefully assign instructors to this topic area who

have expertise in facilitating conversations on social and cultural diversity. Program data are reviewed comprehensively once yearly.

### 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 Students will develop an 8-10 page paper that examines their theory of counseling. The paper should include how their historical background (the system in which they developed) impacted their theoretical viewpoint, and based on this, develop a view of human nature, key concepts, techniques, and therapeutic processes. Paper graded using a standardized rubric. COUN 667/668: Internship in Mental Health Counseling/Internship in School Counseling - Case Presentation Students will give a case presentation of a client with whom they are working and show how systemic and environmental factors affect the development and functioning of the client. Presentation graded using a standardized rubric. 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

Met

TARGET /  
BENCHMARK

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

RESULTS / FINDINGS

All students met the benchmark for this domain.

INTERPRETATION  
AND USE OF  
RESULTS

Interpretation

1) Students appear to demonstrate learning in this domain. Scores this year are on average lower than last year's.

Changes/Modifications

2) One change made to this domain is to ensure that crisis response and models of

trauma are addressed at least partially. We do not believe this change had any adverse impact on student scores.

#### Use of results

3) We review program data comprehensively once per year. We commonly rely on a rotating pool of adjuncts to teach this class, and that may be contributing to the change in scores. We will monitor and re-assess after next year's cycle.

## 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 Students will conduct an integrative helping skills interview. They will transcribe those interviews, name the skills used, critique their work, and reflect on the client's presenting concerns. Thus, they will produce a work sample of their beginning counseling skills and have it critically evaluated by the instructor. Assignment graded using a standardized rubric. COUN 667/668: Internship in Mental Health Counseling/Internship in School Counseling - Evaluation by Site Supervisor During their internship, students will be evaluated by their site supervisor on a wide range of interviewing, counseling, and case conceptualization skills using a standardized instrument.

## 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
RESULTS / FINDINGS	All students received a KPI score of 80 or higher on both assessments.
INTERPRETATION AND USE OF RESULTS	Interpretation 1) Our students appear to be well prepared in intentional interviewing and advanced attending skills. Scores this cycle were higher compared to last cycle. This may be partially due to the higher number of students with previous social services

experience.

#### Changes/Modifications

2) Aside from having new full-time instructors who are primarily teaching these courses, there are no changes or modifications.

#### Use of results

3) Program data are reviewed comprehensively once yearly, and student development issues are reviewed once a semester.

### 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 Students will participate in an in-vivo group counseling experience and compose weekly reflection journals on their participation. The journals will enhance their awareness and ability to identify group dynamics, and communicate their learning. Journals are evaluated based on a demonstrating attributes associated with awareness of group dynamics and process. COUN 669: Practicum in Counseling - Group Skills Self & Site Evaluation Forms Students will complete standardize assessment of themselves on their groupwork skills. Site supervisors will also complete the instrument to assess students' groupwork skills. 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

This cycle, 99% of students scored at least 80% on both KPIs with only 1 student not meeting 80% of the first assessment.



INTERPRETATION  
AND USE OF  
RESULTS

Interpretation

1) Our students appear to be able to demonstrate group work skills including awareness of group process. Scores this year were slightly higher than for last year.

Modifications/changes

2) No modifications or changes were made to instruction or assessment.

Use of results

3) Program data are reviewed comprehensively once yearly, and student development issues are reviewed once a semester.

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 Students will develop a psychological assessment report that describes family background, counseling and medical history, vocational and career history, mental status, other relevant history, diagnoses, and a minimum of five assessment instrument which they will interpret. Summary, conclusions, and treatment goals will be included in the report. Report graded using a standardized rubric. COUN 648: Foundations of Career Development - Reflection Paper Students will write a reflection paper focusing on personal and career assessment and development. In this paper, they will reflect on what they learned over the course of the semester about career assessment strategies, personal career development insights from completing the assessments, and which assessments they found to be the most and least helpful. Paper graded using a standardized rubric. Assignments are scored numerically from 1 through 100.

1.6.1.1

**Target / Benchmark**

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

TARGET /  
BENCHMARK

We expect that 85% of students will earn at least an 80% on both KPIs for this area.

RESULTS / FINDINGS	All students received a KPI score of 80 or higher on both assessments.
INTERPRETATION AND USE OF RESULTS	<p>Interpretation</p> <p>1) This year, students performed well in this domain. Scores were on higher average than for last year.</p> <p>Modifications/Changes</p> <p>2) The only change of note is the addition of units in suicide and trauma assessment to the COUN 645 course, although we don't consider this had any impact on student performance.</p> <p>Use of results</p> <p>3) Program data are reviewed comprehensively once yearly, and student development issues are reviewed once a semester.</p>

## 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 Students will develop a psychological assessment report that describes family background, counseling and medical history, vocational and career history, mental status, other relevant history, diagnoses, and a minimum of five assessment instrument which they will interpret. Summary, conclusions, and treatment goals will be included in the report. Report graded using a standardized rubric. COUN 648: Foundations of Career Development - Career Counseling Reflection Paper Students will write a reflection paper focusing on personal and career assessment and development. In this paper, they will reflect on what they learned over the course of the semester about career assessment strategies, personal career development insights from completing the assessments, and which assessments they found to be the most and least helpful. Paper graded using a standardized rubric. Assignments are scored numerically from 1 through 100.

**1.7.1.1****Target / Benchmark**

Outcome: Assessment and Testing - COUN 645 &amp; COUN 648

Exceeded

TARGET /  
BENCHMARK

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

RESULTS / FINDINGS

All students received a KPI score of 80% or higher on both assessments of this KPI.

INTERPRETATION  
AND USE OF  
RESULTS

Interpretation

1) This year, students performed well in this domain. Scores were on higher average than for last year.

Modifications/Changes

2) The only change of note is the addition of units in suicide and trauma assessment to the COUN 645 course, although we don't consider this had any impact on student performance.

Use of results

3) Program data are reviewed comprehensively once yearly, and student development issues are reviewed once a semester.

**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 &amp; COUN 611

(1) KEY PERFORMANCE INDICATORS COUN 601: Research and Program Evaluation - Research Paper Students will write a research paper that focuses on evidence-based counseling practice. The paper will synthesize sources from the counseling literature and provide a critical analysis of the state of the evidence and its relevancy to counseling. Paper graded using a standardized rubric. FOUN 611: Research and Program Evaluation - Research Critique and Reflection Paper Students will compose a critical review of a published manuscript that is based on experimental, quasi-experimental, ex post facto, or qualitative research methods. Paper graded using a standardized rubric. Assignments are scored numerically from 1 through 100.

**1.8.1.1****Target / Benchmark**

Outcome: Research and Program Evaluation - COUN 601 &amp; FOUN 611

Exceeded

TARGET /  
BENCHMARK

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

RESULTS / FINDINGS

All students met the benchmark for this area.

INTERPRETATION  
AND USE OF  
RESULTS

Interpretation

1) This year, students performed well in this domain. Scores were on higher average than for last year.

Modifications/Changes

2) No changes or modifications of note.

Use of results

3) Program data are reviewed comprehensively once yearly, and student development issues are reviewed once a semester.

**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 Students will develop a psychological assessment report that describes family background, counseling and medical history, vocational and career history, mental status, other relevant history, diagnoses, and a minimum of five assessment instrument which they will interpret. Summary, conclusions, and treatment goals will be included in the report. Report graded using a standardized rubric. COUN 685: Diagnosis and Treatment Planning in Mental Health - Popular Culture Case Conceptualization Students will identify a pop culture character who they believe meets criteria for a mental health diagnosis and write a case conceptualization of the character. Assignment graded using a standardized rubric. School Counseling: COUN 677: School Culture, Learning, and Classroom Management - School Counseling Lesson Plan Students will create a lesson plan appropriate for a specific school

level (elementary, middle, or high). The topic of the lesson must align with the American School Counseling Association's Mindsets and Behavior framework, including academic, career, and social/emotional development. The standards should be listed in the lesson plan, and should include classroom management strategies and interventions based on learning theory. Assignment graded using a standardized rubric. COUN 668: Internship in School Counseling - School Counseling Portfolio Based on their fieldwork experiences, students will describe a lesson plan that they designed and facilitated. This should include a SMART goal worksheet, the lesson plan, and the data report form. Assignment graded using a standardized rubric. 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	All students received a KPI score of 80 or higher on both assessments of this KPI.
INTERPRETATION AND USE OF RESULTS	<p>Interpretation</p> <p>1) This year, students performed well in this domain. Scores were on higher average than for last year.</p> <p>Modifications/Changes</p> <p>2) The only change of note is the addition of units in suicide and trauma assessment to the COUN 645 course, although we don't consider this had any impact on student performance.</p> <p>Use of results</p> <p>3) Program data are reviewed comprehensively once yearly, and student development issues are reviewed once a semester.</p>

### 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
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RESULTS / FINDINGS	All students received a KPI score of 80 or higher on both assessments for this KPI.
INTERPRETATION AND USE OF RESULTS	<p>Interpretation</p> <p>1) This year, students performed well in this domain. Scores were on higher average than for last year.</p> <p>Modifications/Changes</p> <p>2) No changes or modifications of note.</p> <p>Use of results</p> <p>3) Program data are reviewed comprehensively once yearly, and student development issues are reviewed once a semester.</p>

## 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 **Met**

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

RESULTS / FINDINGS All students met the benchmark for this area.

INTERPRETATION  
AND USE OF  
RESULTS Interpretation  
1) This year, students performed well in professional disposition. Scores were on higher average than for last year as rated by site supervisors.

Modifications/Changes  
2) No changes or modifications.

Use of results  
3) Program data are reviewed comprehensively once yearly, and student development issues are reviewed once a semester.

**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 KPI domains, 90% of learners earned above an 80% rating.
INTERPRETATION AND USE OF RESULTS	<p>Interpretation</p> <p>1) This year, students performed well across all KPIs. Scores were on higher average than for last year on average.</p> <p>Modifications/Changes</p> <p>2) This is the third year of a resequencing of courses to maximize student learning. We believe are changes have resulted in consistent across the board improvements.</p> <p>Use of results</p> <p>3) Program data are reviewed comprehensively once yearly, and student development issues are reviewed once a semester.</p>

### 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. **Exceeded**

TARGET / BENCHMARK	At least 85% of students will pass the CPCE, and realize a score that is comparable to the national mean.
RESULTS / FINDINGS	95% of learners taking the CPCE passed on the first attempt.
INTERPRETATION AND USE OF RESULTS	<p>Interpretation</p> <p>1) This year, students performed well in on the CPCE. Scores were on higher average than for last year as rated by site supervisors.</p> <p>Modifications/Changes</p> <p>2) We made no changes, however students have to use a new testing process that limits how many times a year they can try to take the test.</p>



Use of results

3) Program data are reviewed comprehensively once yearly, and student development issues are reviewed once a semester.

## 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

For this cycle, 90% of students met the benchmark.

INTERPRETATION  
AND USE OF  
RESULTS

Interpretation

1) This year, students performed well in evaluations by their site supervisors. Scores were on higher average than for last year as rated by site supervisors.

Modifications/Changes

2) No changes or modifications.

Use of results

3) Program data are reviewed comprehensively once yearly, and student development issues are reviewed once a semester.

**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****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.

**2.1.1.1 Target / Benchmark**

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

Met

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, 9 students took the program evaluation survey at rated the program on average as satisfactory. Few students rated few items 2 as most students rate 3 and above.
INTERPRETATION AND USE OF RESULTS	<p>Interpretation</p> <p>1) This year, the program performed well in terms of graduate satisfaction. Scores were on higher average than for last year as rated by site supervisors.</p> <p>Modifications/Changes</p> <p>2) No changes or modifications.</p>

Use of results

3) Program data are reviewed comprehensively once yearly, and student development issues are reviewed once a semester.

## 2.1.2 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.

## 2.1.2.1 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 more sites were rated as below 3.5 than previous years.

INTERPRETATION  
AND USE OF  
RESULTS

#### Interpretation

1) This year, students rated their sites on average lower than for previous years. This may be due to the increase of new sites, and sites that are small private practices, to the site directory.

#### Modifications/Changes

2) The main change is the increase in small private practices listed on the site directory. Private practices are less standardized, less comprehensive experiences that may not be suitable for counseling students.

#### Use of results

3) The clinical coordinator and program directors regularly review low rated sites for continued placement in the site directory. This year, follow-up from low ratings resulted in the removal of 2 sites from the directory.

## 2.1.2.2 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      Approximately 92% of students rated their supervisors at or above the benchmark.

INTERPRETATION      Interpretation

AND USE OF  
RESULTS      1) This year, students rated their site supervisors on average higher than previous years. Student appear to value their site supervisors and have impactful supervision experiences.

Modifications/Changes

2) No changes or modifications.

Use of results

3) Program data are reviewed comprehensively once yearly, and student development issues are reviewed once a semester.