

Program Plan and Findings: Four Column Layout



Program (EHS) - HCCP - Counseling (MS) - 194

Program Mission Statement: The Oklahoma State University M.S. Program in Counseling is designed to prepare professional counselors who are knowledgeable in counseling theories and techniques, who can translate counseling theory into effective counseling practice, who are committed to respecting diversity among people, and who ascribe to the highest of ethical standards and practice. The program incorporates teaching in counseling, pedagogical, and psychological theory, research, and practice into a practitioner-based training program that allows graduates to apply knowledge in these areas to their practice in school and clinical mental health settings in the community. Consistent with the land-grant tradition of Oklahoma State University, the Program is committed to the outreach and training of students from Oklahoma and elsewhere who represent diversity in gender, race, ethnicity, sexual/affectional orientation, culture, rural, suburban or urban backgrounds, socioeconomic status, religious/spiritual affiliation, and ability status. Both the mental health counseling and school counseling options are accredited by the Council for Accreditation for Counseling and Related Educational Programs (CACREP). The College of Education, Health and Aviation at OSU is accredited by the National Council for the Accreditation of Teacher Education Programs (NCATE).

Program Information

2019 - 2020

Program Information

Assessment Coordinator's Name: Tonya R. Hammer

Assessment Coordinator's E-mail Address: tonya.hammer@okstate.edu

Number of Students Enrolled in the Program: 84

Total Number of Students Graduated: 33

Number of Student Graduates from Stillwater Campus: 17

Number of Student Graduates from Tulsa Campus: 16

Were university assessment funds used by the department/program for assessment activities?: Yes

If yes, describe how funds were used and the contribution the funds had on the assessment process: The assessment funds were used to fund a GA for the master's program. The assessment GA helped to compile data for the assessment report as well as assisted in the CACREP self-study which is in the process of being prepared.

Annual Executive Summaries

2019 - 2020

Program Assessment Coordinator: Tonya R Hammer

Plan Review and Approval

Date Current Plan Was Reviewed and Approved: 09/05/2020

Date of Future Plan Review and Approval: 09/07/2025

Summary of Assessment Findings

Describe overall assessment findings and faculty members' interpretation of the assessment results: The student and graduate outcomes available via the methods outlined indicate a robust program that develops qualified professionals. The data collection and review spans all aspects of the program from a student's first course, through licensure testing and certification, to post-graduation success. The program faculty members are confident that these measures provide excellent evidence of proficiency and professional development through the Counseling program. At this time, we know we are going to make efforts to attempt more alumni and current student program evaluation data.

Dissemination of Findings

Describe the individual(s) or committee responsible for reviewing and interpreting assessment data: The findings are reviewed by all of our faculty.

Describe the process for sharing and discussing assessment findings with program faculty: We discuss findings and information to assess our program on a regular basis at bi-weekly meetings.

Program Improvements Based on Assessment

Based on data collected this year, what changes are being considered or planned for the program?: Faculty will continue to monitor outcomes from this assessment instrument, as we strive to have a pass rate at 100 percent every year. The program intends to maintain the collection of graduate outcomes from this examination for future assessments. We are continuing to evaluate the responses to the survey. Due to the addition of a new faculty members we are able to have fewer adjuncts teaching our courses currently. Furthermore, we are making continuing adjustments to practicum/internship instruction and placement to assist our students in this process. We are also hoping to make some adjustments to when and how we administer our survey of students so that hopefully we will obtain a better response rate this year. Additionally, we have developed our own alumni survey which is currently being distributed to all alumni that can be contacted via social media or email and it is our intent to incorporate that data into next year's assessment. We are also in the process of evaluating our program to see whether or not it would be feasible to develop an online track for our program due to the opportunities and challenges that have presented themselves during COVID transitions.

Based on this year's findings, what (if any) changes are planned for the assessment process?: For now our assessment procedures will remain the same with the exception of the addition of our own alumni survey.

Describe the process for implementing these changes/planned program improvements: We have been working with Marketing and Communications as well as the alumni office to distribute the survey which is a qualtrics survey that was developed in conjunction with Judy Nalon and assessment for the College of Education and Human Sciences.

Program Improvements Made in the Last Year: Course Improvements, Curriculum Improvements, Assessment Measure Improvements

"Other" Improvements:

Goals for the Coming Year: The main goal for the upcoming year is to complete the self-study with our accrediting body CACREP. We are also making revisions to our degree requirements as well as examining our portfolios and making relevant changes. Additionally, we are examining and making a decision about whether or not to develop an online track for our programs.

Is this Summary Report Complete?: Yes

List all individuals associated with this report preparation: Tonya R. Hammer

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Use of Findings (Actions)</i>
Professional/Ethical Behavior, Competencies, Progress - Graduates will demonstrate an ability to behave professionally and ethically, develop knowledge of social and cultural diversity, human growth, learning and development, career and lifestyle development, helping relationships, group work, assessment, research	Rating of Skills - On a yearly basis, every M.S. student is evaluated by the entire CPSY faculty on 9 criteria that are tied to CACREP Accreditation Standards. The specific criteria in the rubric are included below. Students are evaluated as having "exemplary performance," "satisfactory performance," or	Reporting Period: 2019 - 2020 Conclusion: 3 - Meets Program Expectations (Proficient) The entire CPSY faculty was given the above rubric as well as a list of all 94 active M.S. counseling students to review and rate. The faculty then got together as a group in the fall semester of 2019 and reviewed their ratings of all students. Once student ratings for each student were reviewed, the students were assigned a feedback category of either having "exemplary performance," "satisfactory	Use of Findings (Actions): In response to the findings in this area, the program orientation provided to new students was revised and more emphasis was placed on professional responsibility and decorum than had previously been done including adding information on

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Use of Findings (Actions)</i>
<p>and program evaluation, and demonstrate timely progress towards degree completion.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Year: 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020</p> <p>Start Date:</p> <p>Archived Date:</p> <p>Outcome Type: Skills</p> <p>Reason for Archival:</p>	<p>“concerns” on each criterion. The results provide a measure of the extent to which students are achieving the development of knowledge and skills described in the mission of the program as well as national standards set by our accrediting body. All students were evaluated on the following criteria:</p> <p>a) While in the program, behave professionally and ethically. Professional identity, including history of the profession, roles of counselors, organizational structures, ethics, standards, credentialing, public policy, advocacy, and emerging issues in the profession.</p> <p>b) Social & cultural diversity, including multicultural trends, counseling strategies, theories, competencies, and contextual factors for working with diverse populations, and counselors’ roles in social justice and advocacy.</p> <p>c) Human Growth and learning, development, and transition, both normal and abnormal, for individuals and families across the lifespan.</p> <p>d) Career and lifestyle development, including theories, models, assessment and counseling strategies, information resources, program planning and administration, and emerging issues in a changing world of work.</p> <p>e) Helping Relationships, including counselor and consultant characteristics, and counseling, consulting, and systems theory, processes, and skills for working with</p>	<p>performance,” or “concerns” on overall performance based on review on all criteria. The resulting evaluations were 69 students obtained an evaluation of satisfactory performance, 18 exemplary performance and 7 students were evaluated with concerns. The concerns included issues of professionalism and interpersonal communication skills. (09/07/2020)</p> <p>Number of Students Assessed: 94</p> <p>Number of Successful Students: 7</p> <p>How were students selected to participate in the assessment of this outcome?: All students in the program are evaluated.</p> <p>What do the findings suggest about student achievement of this learning outcome?: The faculty perceives that having only 7 students receiving a “concerns” rating as good and only represents a small percentage of the students. Additionally, since the evaluation is based on the previous year’s performance it is important to note that much of the “concerns” had already been addressed by the students at the time of the letter. The faculty also is pleased that 87 students are displaying satisfactory performance or better.</p>	<p>how to conduct oneself professionally in remote and virtual learning environments in response to COVID transitions. Additionally, more professional development opportunities have been provided and will continue to be provided. (09/07/2020)</p>

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	<p>families, children, and adults.</p> <p>f) Group Work, including group development, group dynamics, and group counseling theories, methods, and skills.</p> <p>g) Assessment, including basic principles of testing and assessment, case conceptualization, diagnosis, diversity factors related to assessment, and individual and group approaches to assessment and evaluation.</p> <p>h) Research and program evaluation, including research methods, basic statistics, needs assessment, and program evaluation.</p> <p>i) Timely progress towards degree completion.</p> <p>* Learning Outcome Goal/Benchmark: Timeline for Assessment: Other Assessment Type:</p>		
<p>School Counselor Knowledge - Graduates will demonstrate knowledge and understanding expected by all School Counselors as measured by the Certification Examinations for Oklahoma Educators.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Year: 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020</p> <p>Start Date:</p> <p>Archived Date:</p> <p>Outcome Type: Knowledge</p> <p>Reason for Archival:</p>	<p>Comprehensive, Certification, or Professional Exam(s) - Graduates of the School Counseling Option of the M.S. Counseling take the Certification examination for Oklahoma Educators, Test 039, for School Counselors. The state returns results to OSU, which include final results as well as comparisons to examinees from other institutions. Graduates are assessed in the following six subareas:</p> <p>a) Human Development and Learning</p> <p>b) Assessment and Evaluation</p> <p>c) Counseling and Group Guidance</p> <p>d) Educational and Career Planning</p> <p>e) Guidance Programs and</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: 4 - Exceeds Program Expectations (Advanced) As of the date of this report, during 2019-2020, three of our school counseling students have taken the OSAT and all have passed the exam. This results in a 100% pass rate which is the same as last year. (09/07/2020)</p> <p>Number of Students Assessed: 3</p> <p>Number of Successful Students: 3</p> <p>How were students selected to participate in the assessment of this outcome?: All school counseling students eligible for the exam were included in the assessment.</p> <p>What do the findings suggest about student achievement of this learning outcome?: The faculty members are excited about the 100% pass rate. We feel this reflects that we are doing an outstanding job at training School Counselors and preparing them for their state certification exam.</p>	<p>Use of Findings (Actions): Faculty will continue to monitor outcomes from this assessment instrument, as we strive to have a pass rate at 100 percent every year. The program intends to maintain the collection of graduate outcomes from this examination for future assessments (09/07/2020)</p>

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
<p>Mental Health Counseling Knowledge - Graduates will demonstrate knowledge and understanding expected by all Mental Health Counselors by results from the licensure examination.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Year: 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020</p> <p>Start Date:</p> <p>Archived Date:</p> <p>Outcome Type: Knowledge</p> <p>Reason for Archival:</p>	<p>Professional Knowledge f) Constructed Response</p> <p>* Learning Outcome</p> <p>Goal/Benchmark:</p> <p>Timeline for Assessment:</p> <p>Other Assessment Type:</p> <p>Comprehensive, Certification, or Professional Exam(s) - Eligible students and alumni in the program take the National Counselor Examination. The National Board for Certified Counselors returns the results of the examination to the institution as well as comparisons to other CACREP and non-CACREP programs across the country. Graduates are assessed in the following eight areas:</p> <ol style="list-style-type: none"> Human Growth and Development Social and Cultural Diversity Helping Relationships Group Work Career Development Assessment Research and Program Evaluation Professional Orientation and Ethical Practice <p>* Learning Outcome</p> <p>Goal/Benchmark:</p> <p>Timeline for Assessment:</p> <p>Other Assessment Type:</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: 4 - Exceeds Program Expectations (Advanced) We had 25 students sit for the NCE Exam of those who took the exam 25 passed resulting in a 100% pass rate. (09/07/2020)</p> <p>Number of Students Assessed: 25</p> <p>Number of Successful Students: 25</p> <p>How were students selected to participate in the assessment of this outcome?: All students who participated in the NCE exam were included in the assessment.</p> <p>What do the findings suggest about student achievement of this learning outcome?: These results from the NBCC are exciting to our faculty, as they highlight the reality that we are doing an outstanding job at training professional Mental Health Counselors.</p>	<p>Use of Findings (Actions): Faculty will continue to monitor outcomes from this assessment instrument, as we strive to maintain a high pass rate every year. The program intends to maintain the collection of graduate outcomes from this examination for future assessments. Additionally, we will continue to provide a review in the spring for students for the</p>
<p>Preparation for Employment - Graduates will be prepared for employment in the field of counseling or related fields.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Year: 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020</p>	<p>Survey - All current students are asked to complete a survey of program effectiveness at the end of every Spring semester. The survey is anonymous to encourage honest and forthright participation by every student in the program. Timing of the survey allows a snapshot of</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient) A link was sent to all 94 students to complete evaluating the program. A total of 10 students responded to the survey. A summary of the results is found in the attached related document. (09/07/2020)</p> <p>Number of Students Assessed: 94</p> <p>Number of Successful Students: 10</p>	<p>Use of Findings (Actions): We are continuing to evaluate the results of the survey and will definitely betaken them into consideration as we make changes to the program based not only on these findings but also in preparation of our self-study for accreditation.</p>

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
<p>Start Date: Archived Date: Outcome Type: Skills Reason for Archival:</p>	<p>student experience in the program from the completion of two semesters throughout their time as graduate students. * Learning Outcome Goal/Benchmark: Timeline for Assessment: Other Assessment Type:</p>	<p>How were students selected to participate in the assessment of this outcome?: Survey link was sent to all active students with only 10 students completing the survey. We believe the number completing the survey was even less than in past years due to COVID. What do the findings suggest about student achievement of this learning outcome?: Overall, the faculty members are disappointed in the response rate of the survey. We are pleased with the results in that in almost all areas we have shown improvement from the last two reporting period. We continue to receive lower scores around involvement in research and will continue to work on improving this area. We have added at least one additional research lab for all students in CPSY to become involved with the addition of new faculty to the program. Related Documents: COUN_MS_Exit_Survey_2019_2020.docx</p>	<p>We are determining ways that we can involve the master's students in more research projects and teams. We are also continuing to brainstorm to see how we can get more students to respond to the survey. (09/07/2020)</p>
<p>Prep for Success in Grad Studies - Graduates will be prepared for success in further graduate studies. Outcome Status: Active Planned Assessment Year: 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020 Start Date: Archived Date: Outcome Type: Skills Reason for Archival:</p>	<p>Survey - The alumni survey is distributed to graduates in an attempt to evaluate the overall graduate experience. This survey includes questions related to how well the graduate program prepared the graduate for his/her current vocational position as well as how well the graduate program prepared graduates for further graduate study. * Learning Outcome Goal/Benchmark: Timeline for Assessment: Other Assessment Type:</p>	<p>Reporting Period: 2019 - 2020 Conclusion: 3 - Meets Program Expectations (Proficient) In January through May of 2013, the OSU office of University Assessment and Testing administered a survey online and by telephone that targeted graduates who received their degree in 2007 and 2011. Two student learning outcomes were assessed: 1) Graduates will be prepared for employment in the field of counseling or related fields; and 2) Graduates will be prepared for success in further graduate studies. Seven out of 21 graduates responded to the survey, a 33.3% response rate. The results of this survey are comparable to those of the previous survey done by OUAT in 2010 of graduates who received their degrees in 2005 and 2009, which had a response rate of 32.3%, with 11 respondents. We are currently in the process of distributing an alumni survey specifically from our program and will have the data from it for next year's assessment report. (09/07/2020) Number of Students Assessed: 250 Number of Successful Students: 250 How were students selected to participate in the assessment of this outcome?: Alumni surveys are sent to all students that have graduated from our program for</p>	<p>Use of Findings (Actions): As part of our reaccreditation process we are administering an alumni survey this school year. We anticipate using that data to make changes to our program. Based on information we have received in informal conversations we are incorporating more professional development opportunities for students including but not limited to workshops in trauma, gaslighting, suicide assessment and mental health care in marginalized populations. (09/07/2020)</p>

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		<p>whom we have email addresses.</p> <p>What do the findings suggest about student achievement of this learning outcome?: There was no alumni survey this year from Graduate College. We therefore are working from the most recent survey. In regard to the student learning outcome of preparedness for employment in the field of counseling or related fields, the faculty is pleased with the ongoing success of how the grand majority of graduates who were surveyed felt prepared. We note that 85.7% of students feel that they were “very well” prepared with counselor identities and a full 100% were at least “adequately” prepared with counselor identities for working in the field. We are also pleased that over 85% of respondents felt that our program prepared them “very well” for their current counseling positions. Regarding perceptions of preparedness for future graduate studies, the faculty perceives the responses of “adequately” and above at 100% as strong in preparedness for employment in past responses. As the majority of respondents this year did not continue on to further their graduate studies, no responses were reported by the university on this measure for the year 2013. As we have held steady since 2003, we are led to assume that our training has held ground on this measure, but look forward to new data in the future.</p>	