Counselor Education

2018-2019

Program Evaluation Outcomes Report

This report is located on the NDSU Counselor Education program web page and is written in accordance with *CACREP standard 4.D.* which states that "Counselor education program faculty disseminate an annual report that includes, by program level, (1) a summary of the program evaluation results, (2) subsequent program modifications, and (3) any other substantial program changes. The report is published on the program website in an easily accessible location, and students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors) are notified that the report is available."

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NDSU Counselor Education
2018-2019 Program Evaluation Outcomes Report

PURPOSE OF THIS REPORT

- The 2018-19 annual program evaluation report is a summary of program data gathered for the purpose of program evaluation and development. This report is based on the 2016 CACREP standards.
- This report provides results of continuous, systematic evaluation of our program and its objectives (*CACREP Standard 4.D.).*
- This report identifies program modifications and substantial program changes.
- This report is emailed to stakeholders including students currently in the program, program faculty, institutional administrators, advisory council members, and personnel in cooperating agencies (e.g., employers, sites supervisors). In addition, the report is accessible on the program's web page.

DATA INCLUDED IN THIS REPORT

- Applicant demographic data
- Student demographic data
- Graduate demographic data
- Student outcome data
- Survey data from alumni, internship site supervisors, and employers of graduates
- Data-based curricular changes
- Program modifications
- Substantial program changes (*none to report this year*)

NDSU COUNSELOR EDUCATION PROGRAM'S MISSION STATEMENT

The NDSU Counselor Education Program's (CNED) mission is to provide state, national, and international students who represent a multicultural and diverse society with the appropriate academic preparation, clinical experiences, and personal growth opportunities that can be applied to their work as professional master's and doctoral degree level counselors and counselor educators. Faculty members strive to graduate students who are caring, compassionate, capable professional counselors and counselor educators who are aware of the importance of theory, research, and practice.

The NDSU CNED faculty members' priorities are teaching, research/scholarly activities, and service. The goal of the Counselor Education Program is to facilitate student learning. Although expectations for each faculty member vary, as a group, the faculty members expect that faculty and students are committed to learning as a life-long process that involves intellectual, affective, and experiential components. NDSU Counselor Education Program graduates possess the appropriate knowledge, dispositions, and skills for their chosen career field and understand the importance of theory, research, diversity, technology, and ethical practice.

CURRENT CACREP PROGRAMS

- Clinical Mental Health Counseling (60 semester credit hours)
  - M.Ed.
  - M.S.
- School Counseling (48 semester credit hours)
  - M.Ed.
  - M.S
- Counselor Education and Supervision (71 semester credit hours)
  - Ph.D.

DEMOGRAPHICS

The NDSU Counselor Education program admits students once per year for the Clinical Mental Health Counseling (CMHC) and School Counseling tracks, and the Counselor Education & Supervision doctoral program. Applications are reviewed after the February 1st deadline. After the initial review of applications, selected applicants are invited to face-to-face campus interviews which are held in the spring of each year.

Applicant Data

Demographic data for NDSU Counselor Education program applicants in 2018-2019 are provided below in Table 1 and Table 2:

Table 1. 2018-2019 Applicants, Admitted Students, & Enrolled Students

2018-2019 APPLICANTS, ADMITTED STUDENTS, & ENROLLED STUDENTS			
	Applied	**Admitted**	**Accepted Admission Offer**
Clinical Mental Health Counseling (M.Ed. & M.S.)	26	12	12
School Counseling (M.Ed. & M.S.)	17	10	10
Counselor Education & Supervision (Ph.D.)	5	4	3

Table 2. 2018-2019 Gender & Ethnicity of Program Applicants

2018-2019 GENDER & ETHNICITY OF PROGRAM APPLICANTS			
		MASTER'S	**DOCTORAL**
GENDER	Female	35 (81.40%)	4 (80%)
	Male	8 (18.60%)	1 (20%)
ETHNICITY	African American	4 (9.30%)	4 (80%)
	American Indian/Native Alaskan	0	0
	Asian American	0	0
	Caucasian/White	37 (86.05%)	0
	Hispanic/Latino/Spanish American	0	1 (20%)
	Multiracial	0	0
	Other/Undisclosed	2 (4.65%)	0

Enrolled Student Data

Demographic data for NDSU Counselor Education students enrolled in 2018-2019 are provided below in Table 3 and Table 4:

Table 3. 2018-2019 Enrolled Students by Degree & Track

2018-2019 ENROLLED STUDENTS BY DEGREE & TRACK		
MASTER'S	Clinical Mental Health Counseling (CMHC) - M.Ed. & M.S.	27
	School Counseling - M.Ed. & M.S.	11
	"Dual track" (*completed both CMHC & School Counseling degree requirements*) - M.Ed. & M.S.	8
DOCTORAL	Counselor Education & Supervision	19

Table 4. 2018-2019 Gender & Ethnicity of Enrolled Students

2018-2019 GENDER & ETHNICITY OF ENROLLED STUDENTS			
		MASTER'S	**DOCTORAL**
GENDER	Female	40 (86.96%)	16 (84.21%)
	Male	6 (12.04%)	3 (15.79%)
ETHNICITY	African American	1 (2.17%)	2 (10.53%)
	American Indian/Native Alaskan	1 (2.17%)	2 (10.53%)
	Asian American	1 (2.17%)	0
	Caucasian/White	40 (86.96%)	11 (57.89%)
	Hispanic/Latino/Spanish American	2 (4.35%)	1 (5.26%)
	Multiracial	0	1 (5.26%)
	Other/Undisclosed	1 (2.17 %)	2 (10.53%)

Graduate Data

Demographic data for NDSU Counselor Education students who graduated in 2018-2019 are provided below in Table 5 and Table 6:

Table 5. Degrees Awarded in 2018-2019

DEGREES AWARDED IN 2018-2019		
	Fall 2018 Graduates	**Spring 2019 Graduates**
Clinical Mental Health Counseling	0	11
School Counseling	0	7
Dual track (CMHC & School Counseling)	0	3
Counselor Education & Supervision Ph.D.	1	0

Table 6. 2018-2019 Gender & Ethnicity of Program Graduates

2018-2019 GENDER & ETHNICITY OF PROGRAM GRADUATES			
		MASTER'S	**DOCTORAL**
GENDER	Female	17 (80.95%)	1 (100%)
	Male	4 (19.05%)	0
ETHNICITY	African American	1 (4.76%)	0
	American Indian/Native Alaskan	0	1 (100%)
	Asian American	1 (4.76%)	0
	Caucasian/White	17 (80.95%)	0
	Hispanic/Latino/Spanish American	2 (9.52%)	0
	Multiracial	0	0
	Other/Undisclosed	0	0

Job placement data for NDSU Counselor Education students who graduated in 2017-2018 are provided below in Table 7. *(NOTE: 2018-2019 placement rates will be available 9-15-19).*

Table 7. 2017-2018 Job Placement Rates for Program Graduates

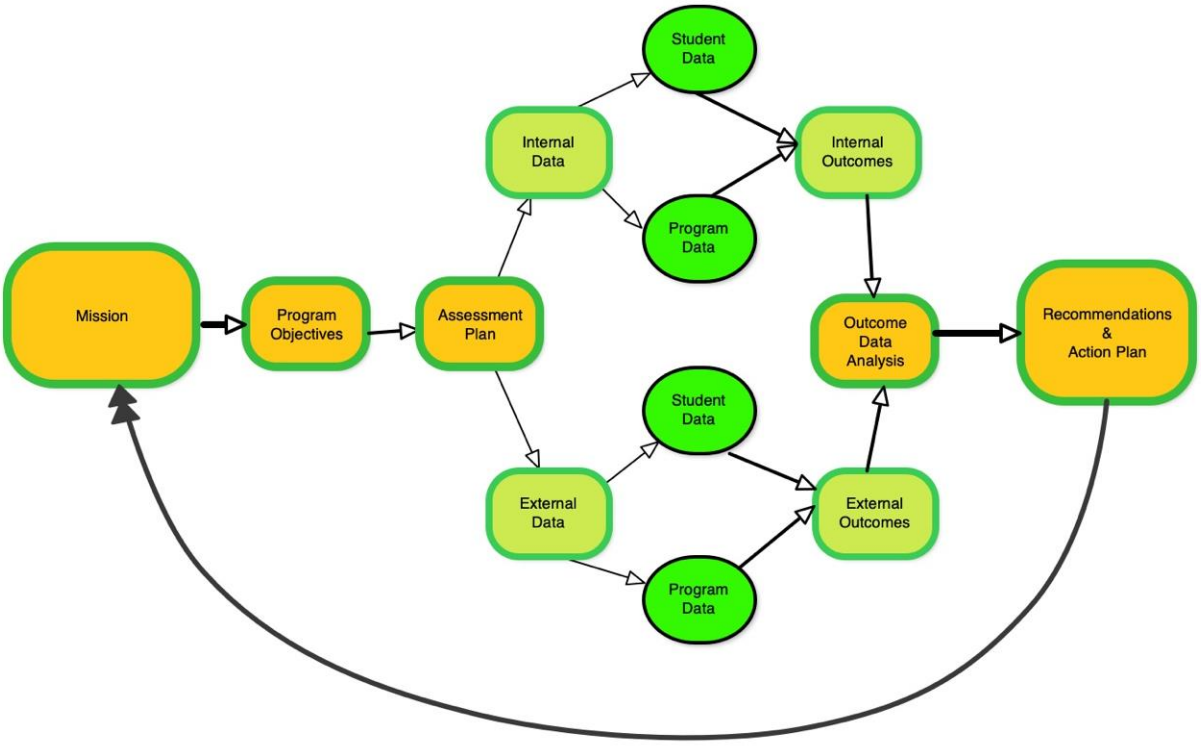
2017-2018 JOB PLACEMENT RATES FOR PROGRAM GRADUATES	
Clinical Mental Health Counseling	100%
School Counseling	100%
Counselor Education & Supervision Ph.D.	100%

PROGRAM EVALUATION DATA COLLECTION & PROCEDURES

Program Evaluation Process

Below is Figure 1. *NDSU Counselor Education Program Evaluation Process Diagram* which provides a visual representation of the multiple components and data sources in the NDSU Counselor Education program's continuous and systematic evaluation process.

Figure 1. *NDSU Counselor Education Program Evaluation Process Diagram*



Program Data Collection Schedule & Procedures

Stakeholders, including students currently in the program, program faculty, institutional administrators, advisory council members, and personnel in cooperating agencies (e.g., employers, sites supervisors), are involved in the program evaluation process. The following data collection schedule is designed for continuous and systematic evaluations from multiple measures of the NDSU Counselor Education program. Table 8 provides information about the program data collection and procedures.

Table 8. Program Data Collection Schedule & Procedures

PROGRAM DATA COLLECTION SCHEDULE & PROCEDURES *(Standard 4.A.1-2)*			
Data Gathered in Master's and Doctoral Programs			
Data Source	**Data Collection Frequency**	**Procedure For Collecting Data**	**Responsible Party For Collecting Data** ***(& providing data to program's CACREP liaison)***
Aggregate student assessment data of student knowledge and skills including KPIs based on CACREP standards	Every semester	*LiveText* is used to collect data	All program faculty
Aggregate student professional dispositions data	Every semester *(More data on individual students may be collected if dispositions concerns arise)*	NDSU Counselor Education faculty complete disposition forms for their advisees	All program faculty
Student demographics: 1. Number of applicants 2. Student GPAs 3. Number of accepted students 4. Number of matriculated students 5. Applicant and student ethnicity data 6. Applicant and student gender data 7. Completion rates	Once a year	NDSU Counselor Education academic assistant collects this data from admission and graduation information	Counselor Education academic assistant

Graduate placement rates	Once a year	Email recent graduates for placement information	CACREP liaison
Licensure rates	Once a year	Email students & recent graduates for licensure information	CACREP liaison
Data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates	Surveys sent every three years to: 1. program alumni (master's & doctorate) 2. site supervisors 3. employers of program graduates	*Qualtrics* is used as online survey tool	CACREP liaison
Faculty SROI (Student Rating of Instruction)	Every semester	NDSU Group Decision Center (GDC) sends an electronic course evaluation to enrolled students	NDSU School of Education administrative assistant & GDC
Practicum supervisors' evaluations of practicum students	Every semester ***Will be added to LiveText for 2019-2020*	Practicum supervisors complete written evaluations of practicum students	Practicum coordinator
Internship site supervisors' evaluations of student interns	Every semester	Internship site supervisors complete an evaluation on *LiveText*	CMHC, School, & Doctoral internship coordinators
NDSU internship supervisors' evaluations of student interns	Every semester ***Will be added to LiveText for 2019-2020*	NDSU internship supervisors complete written evaluations of student interns	CMHC, School, & Doctoral internship coordinators
Students' evaluations of practicum supervisors	Every semester	Practicum students complete written evaluations	Practicum instructor
Students' evaluations of internship site supervisors	Every semester	Internship students complete written evaluations	Internship course instructors

Students' evaluations of NDSU internship supervisors	Every semester	Internship students complete written evaluations	Internship course instructors
Students' professional activities 1. Publications 2. Presentations 3. Professional leadership position 4. Professional activities and involvement	Once a year	E-mail request sent to students for updated information	CACREP liaison
Student theses and dissertations	Every semester	Academic advisors submit completion rates to CACREP liaison	Student's academic advisor
NDSU Counselor Education Advisory Board feedback	Once a year	Feedback from advisory board members is collected during annual board meeting	NDSU Counselor Education program coordinator
Data Only Collected in Master's Program			
Data Source	**Data Collection Frequency**	**Procedure For Collecting Data**	**Responsible Party For Collecting Data** ***(& providing data to program's CACREP liaison)***
Internship site visit feedback	Every fall & spring semester	Informal feedback from internship site supervisors is solicited during site visits	Internship course instructors
Praxis I & Praxis II results	Every spring semester	School Counseling internship coordinator sends school interns an e-mail requesting Praxis test results	School Counseling internship coordinator
CPCE results	Twice a year	Receive results from Center for Credentialing and Education	NDSU CPCE testing coordinator
NCE results	Once a year	Email students for results	NDSU NCE testing coordinator

Data Only Collected in Doctoral Program			
Data Source	**Data Collection Frequency**	**Procedure For Collecting Data**	**Responsible Party For Collecting Data** ***(& providing data to program's CACREP liaison)***
Doctoral comprehensive examinations	Every semester	Pass rates of comprehensive examinations	Student's academic advisor

ASSESSMENT OF STUDENT LEARNING DATA

Key Performance Indicators of Student Learning

Key Performance Indicators (KPIs) identified by the NDSU Counselor Education program are assessed using multiple measures and over multiple points of time. Each KPI is assessed for both Knowledge and Skill. Each Knowledge KPI and Skill KPI is assessed at least twice (formatively and summatively). Table 9 shown below includes program objectives, KPIs, CACREP standards, required courses that are measured, and signature assignments (*assessment measures*).

Table 9. Key Performance Indicators, CACREP Standards, Courses Measured, & Signature Assignments

KEY PERFORMANCE INDICATORS, CACREP STANDARDS, COURSES MEASURED, & SIGNATURE ASSIGMENTS
(CACREP Standard 4.F. 1-2)

***Each Knowledge and Skill is <u>assessed twice</u> – formatively and summatively**

1. PROFESSIONAL COUNSELING ORIENTATION AND PROFESSIONAL PRACTICE		
Key Performance Indicators	**Related CACREP Standards**	**Courses Measured and Signature Assignments**
• <u>KPI 1.1. Knowledge</u>: Students will describe their knowledge of ethical standards and key legal issues in counseling. • <u>KPI 1.2. Skill</u>: Students will demonstrate understanding by applying ethical and legal considerations to their work with clients/students.	• 2.F.1.i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	<u>Knowledge</u>: • **CNED 715:** *Professional Orientation and Ethics Reflection papers (formative & summative)*: Students will write reflection papers describing their knowledge of ethical and legal issues in counseling. <u>Skill</u>*:* • **CNED 794B: (CMHC & School)** *Internship Evaluations (formative and summative)*: Students will be evaluated using the Internship Evaluation, which includes a section on ethical practice.
2. SOCIAL AND CULTURAL DIVERSITY		
Key Performance Indicators	**Related CACREP Standards**	**Courses Measured and Signature Assignments**
• <u>KPI 2.1. Knowledge</u>: Students will describe their knowledge of theories and models of multicultural counseling, social justice, and advocacy. • <u>KPI 2.2. Skill</u>: Students will demonstrate understanding by applying theories and models of	• 2.F.2.b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	<u>Knowledge</u>: • **CNED 716**: *Social and Cultural Diversity Reflection papers (formative and summative)*: Students will write reflection papers describing their knowledge of theories and models of multicultural counseling. <u>Skill</u>: • **CNED 794B: (CMHC & School)** *Internship Evaluations (formative and summative)*: Students will be evaluated using

multicultural counseling, social justice, and advocacy to their work with clients/students.		the Internship Evaluation, which includes a section on social and cultural diversity.
3. HUMAN GROWTH AND DEVELOPMENT		
Key Performance Indicators	**Related CACREP Standards**	**Courses Measured and Signature Assignments**
• KPI 3.1. Knowledge: Students will describe their knowledge of development across the lifespan. • KPI 3.2. Skill: Students will demonstrate understanding by applying developmental theories to their work with clients/students.	• 2.F.3.a. theories of individual and family development across the lifespan	Knowledge: • **CNED 712**: *Developmental Reflection papers (formative and summative)*: Students will write reflection papers describing their knowledge of development across the lifespan. Skill: • **CNED 794B**: **(CMHC & School)** *Internship Evaluations formative and summative)*: Students will be evaluated using the Internship Evaluation, which includes a section on developmental applications.
4. CAREER DEVELOPMENT		
Key Performance Indicators	**Related CACREP Standards**	**Courses Measured and Signature Assignments**
• KPI 4.1. Knowledge: Students will describe their knowledge of ethical and culturally relevant strategies for addressing career development. • KPI 4.2. Skill: Students will demonstrate understanding by applying ethical and culturally relevant career development strategies to their work with clients/students.	• 2.F.4.j. ethical and culturally relevant strategies for addressing career development	Knowledge: • **CNED 714**: *Career Counseling Reflection papers (formative and summative):* Students will write reflection papers describing their knowledge of ethical and culturally relevant strategies for addressing career development. Skill: • **CNED 794B**: **(CMHC & School)** *Internship Evaluations (formative and summative):* Students will be evaluated using the Internship Evaluation, which includes a section on culturally-relevant career development strategies.
5. COUNSELING AND HELPING RELATIONSHIPS		
Key Performance Indicators	**Related CACREP Standards**	**Courses Measured and Signature Assignments**
• KPI 5.1. Knowledge: Students will describe their knowledge of interviewing, counseling, and case conceptualization skills. • KPI 5.2. Skill: Students will demonstrate their understanding of interviewing, counseling,	• 2.F.5.g. essential interviewing, counseling, and case conceptualization skills	Knowledge: • **CNED 710**: *Counseling Reflection papers (formative and summative)*: Students will write reflection papers describing their knowledge of interviewing, counseling, and case conceptualization skills. Skill: • **CNED 794B**: **(CMHC & School)**

and case conceptualization skills in their work with clients/students.		*Internship Evaluations (formative and summative)*: Students will be evaluated using the Internship Evaluation, which includes a section on interviewing, counseling, and case conceptualization skills.
6. GROUP COUNSELING AND GROUP WORK		
Key Performance Indicators	**Related CACREP Standards**	**Courses Measured and Signature Assignments**
• KPI 6.1. Knowledge: Students will describe their knowledge of ethical and culturally relevant strategies for designing and facilitating groups. • KPI 6.2. Skill: Students will demonstrate their understanding by facilitating a group using ethical and culturally relevant strategies.	• 2.F.6.g. ethical and culturally relevant strategies for designing and facilitating groups	Knowledge: • **CNED 720**: *Group Reflection papers (formative and summative)*: Students will write reflection papers describing their knowledge of ethical and culturally relevant strategies for designing and facilitating groups. Skill: • **CNED 794B**: **(CMHC & School)** *Internship Evaluations (formative and summative)*: Students will be evaluated using the Internship Evaluation, which includes a section on facilitating a group using ethical and culturally relevant strategies.
7. ASSESSMENT AND TESTING		
Key Performance Indicators	**Related CACREP Standards**	**Courses Measured and Signature Assignments**
• KPI 7.1. Knowledge: Students will describe their knowledge of ethical and culturally relevant strategies for selecting, administering, and interpreting assessments and test results. • KPI 7.2. Skill: Students will demonstrate their understanding by selecting, administering, and interpreting assessments and test results in an ethical and culturally relevant manner with clients/students.	• 2.F.7.m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessments and test results	Knowledge: • **CNED 713**: *Assessment Reflection papers (formative and summative)*: Students will write reflection papers describing their knowledge of ethical and culturally relevant strategies for selecting, administering, and interpreting assessments and test results. Skill: • **CNED 794B**: **(CMHC & School)** *Internship Evaluations (formative and summative)*: Students will be evaluated using the Internship Evaluation, which includes a section on selecting, administering, and interpreting assessments and test results in an ethical and culturally relevant manner with clients/students.
8. RESEARCH AND PROGRAM EVALUATION		
Key Performance Indicators	**Related CACREP Standards**	**Courses Measured and Signature Assignments**
• KPI 8.1. Knowledge: Students will describe knowledge of ways to evaluate counseling	• 2.F.8.e. evaluation of counseling interventions and programs	Knowledge: • **EDUC 703**: *Program Evaluation Reflection papers (formative and summative)*: Students will write reflection papers describing their

interventions and programs. • KPI 8.2. Skill: Students will demonstrate their understanding by evaluating counseling interventions and programs.		knowledge of ways to evaluate counseling interventions and programs. Skill: • **CNED 794B**: **(CMHC & School)** *Internship Evaluations (formative and summative):* Students will be evaluated using the Internship Evaluation, which includes a section on evaluating counseling interventions and programs.
CLINICAL MENTAL HEALTH COUNSELING		
Key Performance Indicators	**Related CACREP Standards**	**Courses Measured and Signature Assignments**
• KPI 9.1. Knowledge: Students will describe knowledge of principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning. • KPI 9.2. Skill: Students will demonstrate understanding of principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning in their work with clients.	• 5-C.1.c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	Knowledge: • **CNED 723**: *Clinical Mental Health Counseling Reflection papers (formative and summative):* Students will write reflection papers describing their knowledge of principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning. Skill: • **CNED 794B**: **(CMHC & School)** *CMHC Internship Evaluations (formative and summative)*: Students will be evaluated using the Internship Evaluation, which includes a section on principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.
SCHOOL COUNSELING		
Key Performance Indicators	**Related CACREP Standards**	**Courses Measured and Signature Assignments**
• KPI 10.1. Knowledge: Students will describe knowledge of models of school counseling programs. • KPI 10.2. Skill: Students will demonstrate their understanding by applying models of school counseling programs to their work with students.	• 5-G.1.b. models of school counseling programs	Knowledge: • **CNED 728**: *School Counseling Program Reflection papers (formative and summative):* Students will write reflection papers describing their knowledge of models of school counseling programs. Skill: • **CNED 794B**: **(CMHC & School)** *School Counseling Internship Evaluations (formative and summative)*: Students will be evaluated using the Internship Evaluation, which includes a section on applying models of school counseling programs to their work with students.

DOCTORAL PROGRAM *Each Knowledge and Skill is assessed twice – formatively and summatively		
Key Performance Indicators	**Related CACREP Standards**	**Courses Measured and Signature Assignments**
• KPI 11.1. Knowledge: Students will describe their knowledge of ethical and culturally relevant counseling in multiple settings. • KPI 11.2. Skill: Students will demonstrate their understanding by applying ethical and culturally relevant counseling strategies to their work with clients/students in at least one setting.	• 6.B..1f. ethical and culturally relevant counseling in multiple settings	Knowledge: • **CNED 894C**: *Counseling Reflection papers (formative and summative)*: Students will write reflection papers describing their knowledge of ethical and culturally relevant counseling in multiple settings. Skill: • **CNED 894D**: *Internship Evaluations (formative and summative):* Students will be evaluated using the Internship Evaluation, which includes a section on applying ethical and culturally relevant strategies.
• KPI 12.1. Knowledge: Students will describe their knowledge of theoretical frameworks and models of clinical supervision. • KPI 12.2. Skill: Students will demonstrate their understanding by applying theoretical frameworks and models of clinical supervision in their work with supervisees.	• 6.B.2.b. theoretical frameworks and models of clinical supervision	Knowledge: • **CNED 870**: *Supervision Reflection papers (formative and summative)*: Students will write reflection papers describing their knowledge of theoretical frameworks and models of clinical supervision. Skill: • **CNED 894D**: *Internship Evaluations (formative and summative)*: Students will be evaluated using the Internship Evaluation, which includes a section on applying theoretical frameworks and models of clinical supervision.
• KPI 13.1. Knowledge: Students will describe their knowledge of pedagogy and teaching methods relevant to counselor education. • KPI 13.2. Skill: Students will demonstrate their understanding by applying relevant pedagogical methods to their work in the classroom.	• 6.B.3.b. pedagogy and teaching methods relevant to counselor education	Knowledge: • **CNED 869**: *Teaching Reflection papers (formative and summative)*: Students will write reflection papers describing their knowledge of pedagogy and teaching methods relevant to counselor education. Skill: • **CNED 894D**: *Internship Evaluations (formative and summative)*: Students will be evaluated using the Internship Evaluation, which includes a section on applying relevant pedagogical methods to their work in the classroom.

• KPI 14.1. Knowledge: Students will describe their knowledge of types of questions appropriate for professional research and publication. • KPI 14.2. Skill: Students will demonstrate their understanding by designing appropriate research questions and utilizing them for research and publication.	• 6.B.4.g. research questions appropriate for professional research and publication	Knowledge: • **CNED 876**: *Qualitative Research Reflection papers (formative and summative)*: Students will write reflection papers describing their knowledge of types of questions appropriate for professional research and publication. Skill: • **CNED 894D**: *Internship Evaluations (formative and summative)*: Students will be evaluated using the Internship Evaluation, which includes a section on designing appropriate research questions and utilizing them for research and publication.
• KPI 15.1. Knowledge: Students will describe their knowledge of theories and skills of leadership. • KPI 15.2. Skill: Students will demonstrate their understanding by applying theories and skills of leadership to their internship endeavors.	• 6.B.5.a. theories and skills of leadership	Knowledge: • **CNED 887**: *Leadership Reflection papers (formative and summative)*: Students will write reflection papers describing their knowledge of theories and skills of leadership. Skill: • **CNED 894D**: *Internship Evaluations (formative and summative)*: Students will be evaluated using the Internship Evaluation, which includes a section on applying theories and skills of leadership.

Student Learning Outcome Data

Table 10 listed below shows the student learning outcome data as measure by Key Performance Indicators (KPIs) of student learning.

Table 10: Summer 2018-Spring 2019 KPI Assessment of Student Learning Data Results

SUMMER 2018-SPRING 2019 KPI ASSESSMENT OF STUDENT LEARNING DATA RESULTS				
(* Also includes data from doctoral courses which are on a two-year rotation)**				
MASTER'S STANDARDS & KPIs				
PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE **CORE STANDARD 2.F.1.i.**	**COURSE**	**SEMESTER**	**1ST ASSESSMENT**	**2ND ASSESSMENT**
Key Performance Indicator 1.1 Knowledge: Students will describe their knowledge of ethical standards and key legal issues in counseling. (2.F.1.i)	CNED 715: Professional Orientation & Ethics	Summer 2018	0 = Unsatisfactory 21% = Emerging 79% = Proficient 0 = Distinguished	0= Unsatisfactory 0 = Emerging 14% = Proficient 86% = Distinguished
Key Performance Indicator 1.2 Skill: Students will demonstrate understanding by applying ethical and legal considerations to their work with clients/students. (2.F.1.i)	CNED 794B: CMHC internship	Fall 2018 Spring 2019	1st 0 = Unsatisfactory 0 = Emerging 69% = Proficient 31% = Distinguished 2nd 0 = Unsatisfactory 0 = Emerging 64% = Proficient 36% = Distinguished	*Due to data entry error in LiveText, CMHC internship was only assessed once in Fall 2018 3rd 0 = Unsatisfactory 0 = Emerging 36% = Proficient 64% = Distinguished
Key Performance Indicator 1.2 Skill: Students will demonstrate understanding by applying ethical and legal considerations to their work with clients/students. (2.F.1.i)	CNED 794B: School Counseling internship	Fall 2018 Spring 2019	1st 0 = Unsatisfactory 23% = Emerging 54% = Proficient 23% = Distinguished 3rd 0 = Unsatisfactory 9% = Emerging 55% = Proficient 36% = Distinguished	2nd 0 = Unsatisfactory 8% = Emerging 54% = Proficient 38% = Distinguished 4th 0 = Unsatisfactory 0 = Emerging 45% = Proficient 55% = Distinguished

SOCIAL AND CULTURAL DIVERSITY **CORE STANDARD 2.F.2.b.**	**COURSE**	**SEMESTER**	**1ST ASSESSMENT**	**2ND ASSESSMENT**
Key Performance Indicator 2.1 Knowledge: Students will describe their knowledge of theories and models of multicultural counseling, social justice, and advocacy. (2.F.2.b.)	CNED 716: Social & Cultural Foundations	Spring 2019	0 = Unsatisfactory 0 = Emerging 63% = Proficient 38% = Distinguished	0 = Unsatisfactory 0 = Emerging 31% = Proficient 69% = Distinguished
Key Performance Indicator 2.2 Skill: Students will demonstrate understanding by applying theories and models of multicultural counseling, social justice, and advocacy to their work with clients/students. (2.F.2.b.)	CNED 794B: CMHC internship	Fall 2018 Spring 2019	1st 0 = Unsatisfactory 8% = Emerging 77% = Proficient 15% = Distinguished 2nd 0 = Unsatisfactory 7% = Emerging 71% = Proficient 21% = Distinguished	*Due to data entry error in LiveText, CMHC internship was only assessed once in Fall 2018 3rd 0 = Unsatisfactory 0 = Emerging 50% = Proficient 50% = Distinguished
Key Performance Indicator 2.2 Skill: Students will demonstrate understanding by applying theories and models of multicultural counseling, social justice, and advocacy to their work with clients/students. (2.F.2.b.)	CNED 794B: School Counseling internship	Fall 2018 Spring 2019	1st 0 = Unsatisfactory 36% = Emerging 55% = Proficient 9% = Distinguished 3rd 0 = Unsatisfactory 38% = Emerging 50% = Proficient 12% = Distinguished	2nd 0 = Unsatisfactory 25% = Emerging 58% = Proficient 17% = Distinguished 4th 0 = Unsatisfactory 10% = Emerging 40% = Proficient 50% = Distinguished
HUMAN GROWTH AND DEVELOPMENT **CORE STANDARD 2.F.3.a.**	**COURSE**	**SEMESTER**	**1ST ASSESSMENT**	**2ND ASSESSMENT**
Key Performance Indicator 3.1 Knowledge: Students will describe their knowledge of development across the lifespan. (2.F.3.a.)	CNED 712: Dynamics of Self	Summer 2018	0 = Unsatisfactory 92% = Emerging 8% = Proficient 0 = Distinguished	0 = Unsatisfactory 0 = Emerging 69% = Proficient 31% = Distinguished
Key Performance Indicator 3.2 Skill: Students will demonstrate understanding by applying developmental theories to their	CNED 794B: CMHC internship	Fall 2018	1st 0 = Unsatisfactory 8% = Emerging 84%= Proficient 8% = Distinguished	*Due to data entry error in LiveText, CMHC internship was only assessed once in Fall 2018

work with clients/students. (2.F.3.a.)		Spring 2019	2nd 0 = Unsatisfactory 0 = Emerging 79% = Proficient 21% = Distinguished	3rd 0 = Unsatisfactory 0 = Emerging 54% = Proficient 46% = Distinguished
Key Performance Indicator 3.2 Skill: Students will demonstrate understanding by applying developmental theories to their work with clients/students. (2.F.3.a.)	CNED 794B: School Counseling internship	Fall 2018 Spring 2019	1st 0 = Unsatisfactory 42% = Emerging 58%= Proficient 0 = Distinguished 3rd 0 = Unsatisfactory 33% = Emerging 56% = Proficient 11% = Distinguished	2nd 0 = Unsatisfactory 23% = Emerging 77% = Proficient 0 = Distinguished 4th 0 = Unsatisfactory 0 = Emerging 80% = Proficient 20% = Distinguished
CAREER DEVELOPMENT **CORE STANDARD 2.F.4.j.**	**COURSE**	**SEMESTER**	**1ST ASSESSMENT**	**2ND ASSESSMENT**
Key Performance Indicator 4.1 Knowledge: Students will describe their knowledge of ethical and culturally relevant strategies for addressing career development. (2.F.4.j.)	CNED 714: Career Counseling & Testing	Summer 2018	20%= Unsatisfactory 80% = Emerging 0 = Proficient 0 = Distinguished	0 = Unsatisfactory 0 = Emerging 80% = Proficient 20% = Distinguished
Key Performance Indicator 4.2 Skill: Students will demonstrate understanding by applying of ethical and culturally relevant career development strategies to their work with clients/students. (2.F.4.j.)	CNED 794B: CMHC internship	Fall 2018 Spring 2019	1st 0 = Unsatisfactory 0 = Emerging 88% = Proficient 12% = Distinguished 2nd 0 = Unsatisfactory 0 = Emerging 100% = Proficient 0 = Distinguished	*Due to data entry error in LiveText, CMHC internship was only assessed once in Fall 2018 3rd 0 = Unsatisfactory 0 = Emerging 82% = Proficient 18% = Distinguished
Key Performance Indicator 4.2 Skill: Students will demonstrate understanding by applying of ethical and culturally relevant career development strategies to their work with clients/students. (2.F.4.j.)	CNED 794B: School Counseling internship	Fall 2018 Spring 2019	1st 0 = Unsatisfactory 29% = Emerging 71% = Proficient 0 = Distinguished 3rd 0= Unsatisfactory 17% = Emerging 67% = Proficient 17% = Distinguished	2nd 0 = Unsatisfactory 43% = Emerging 57% = Proficient 0 = Distinguished 4th 0 = Unsatisfactory 13% = Emerging 63% = Proficient 25% = Distinguished

COUNSELING AND HELPING RELATIONSHIPS **CORE STANDARD 2.F.5.g.**	**COURSE**	**SEMESTER**	**1ST ASSESSMENT**	**2ND ASSESSMENT**
Key Performance Indicator 5.1 Knowledge: Students will describe their knowledge of interviewing, counseling, and case conceptualization skills. (2.F.5.g.)	CNED 710: Counseling Techniques	Fall 2018	6% = Unsatisfactory 94% = Emerging 0 = Proficient 0 = Distinguished	0 = Unsatisfactory 0 = Emerging 75% = Proficient 25% = Distinguished
Key Performance Indicator 5.2 Skill: Students will demonstrate their understanding of interviewing, counseling, and case conceptualization skills in their work with clients/students. (2.F.5.g.)	CNED 794B: CMHC internship	Fall 2018 Spring 2019	1st 0 = Unsatisfactory 8% = Emerging 77% = Proficient 15% = Distinguished 2nd 0 = Unsatisfactory 0 = Emerging 72% = Proficient 28% = Distinguished	*Due to data entry error in LiveText, CMHC internship was only assessed once in Fall 2018 3rd 0 = Unsatisfactory 0 = Emerging 14% = Proficient 86% = Distinguished
Key Performance Indicator 5.2 Skill: Students will demonstrate their understanding of interviewing, counseling, and case conceptualization skills in their work with clients/students. (2.F.5.g.)	CNED 794B: School Counseling internship	Fall 2018 Spring 2019	1st 0 = Unsatisfactory 46% = Emerging 38% = Proficient 15% = Distinguished 3rd 0 = Unsatisfactory 40% = Emerging 50% = Proficient 10% = Distinguished	2nd 0 = Unsatisfactory 31% = Emerging 54% = Proficient 15% = Distinguished 4th 0 = Unsatisfactory 9% = Emerging 55% = Proficient 36% = Distinguished
GROUP COUNSELING AND GROUP WORK **CORE STANDARD 2.F.6.g.**	**COURSE**	**SEMESTER**	**1ST ASSESSMENT**	**2ND ASSESSMENT**
Key Performance Indicator 6.1 Knowledge: Students will describe their knowledge of ethical and culturally relevant strategies for designing and facilitating groups. (2.F.6.g.)	CNED 720: Group Counseling	Fall 2018	13% = Unsatisfactory 73% = Emerging 13% = Proficient 0 = Distinguished	0 = Unsatisfactory 13% = Emerging 81% = Proficient 6% = Distinguished
Key Performance Indicator 6.2	CNED 794B: CMHC internship	Fall 2018	1st 0 = Unsatisfactory 13% = Emerging	*Due to data entry error in LiveText, CMHC internship was

Skill: Students will demonstrate their understanding by facilitating a group using ethical and culturally relevant strategies. (2.F.6.g.)		Spring 2019	63% = Proficient 25% = Distinguished 2nd 0 = Unsatisfactory 9% = Emerging 73% = Proficient 18% = Distinguished	only assessed once in Fall 2018 3rd 0 = Unsatisfactory 0 = Emerging 45% = Proficient 55% = Distinguished
Key Performance Indicator 6.2 Skill: Students will demonstrate their understanding by facilitating a group using ethical and culturally relevant strategies. (2.F.6.g.)	CNED 794B: School Counseling internship	Fall 2018 Spring 2019	1st 0 = Unsatisfactory 40% = Emerging 60% = Proficient 0 = Distinguished 3rd 0 = Unsatisfactory 13% = Emerging 63% = Proficient 25% = Distinguished	2nd 0 = Unsatisfactory 18% = Emerging 55% = Proficient 27% = Distinguished 4th 0 = Unsatisfactory 0 = Emerging 44% = Proficient 55% = Distinguished
ASSESSMENT AND TESTING **CORE STANDARD 2.F.7.m.**	**COURSE**	**SEMESTER**	**1ST ASSESSMENT**	**2ND ASSESSMENT**
Key Performance Indicator 7.1 Knowledge: Students will describe their knowledge of ethical and culturally relevant strategies for selecting, administering, and interpreting assessments and test results. (2.F.7.m.)	CNED 713: Assessment Techniques	Spring 2019	6% = Unsatisfactory 94% = Emerging 0 = Proficient 0 = Distinguished	0 = Unsatisfactory 0 = Emerging 79% = Proficient 21% = Distinguished
Key Performance Indicator 7.2 Skill: Students will demonstrate their understanding by selecting, administering, and interpreting assessments and test results in an ethical and culturally relevant manner with clients/students. (2.F.7.m.)	CNED 794B: CMHC internship	Fall 2018 Spring 2019	1st 0 = Unsatisfactory 10% = Emerging 80% = Proficient 10% = Distinguished 2nd 0 = Unsatisfactory 8% = Emerging 92% = Proficient 0 = Distinguished	*Due to data entry error in LiveText, CMHC internship was only assessed once in Fall 2018 3rd 0 = Unsatisfactory 0 = Emerging 92% = Proficient 8% = Distinguished
Key Performance Indicator 7.2 Skill: Students will demonstrate their understanding by selecting, administering, and interpreting assessments and test results in an	CNED 794B: School Counseling internship	Fall 2018	0 = Unsatisfactory 63% = Emerging 38% = Proficient 0 = Distinguished	2nd 0 = Unsatisfactory 43% = Emerging 57% = Proficient 0 = Distinguished

ethical and culturally relevant manner with clients/students. (2.F.7.m.)		Spring 2019	3rd 0 = Unsatisfactory 25% = Emerging 75% = Proficient 0 = Distinguished	4th 0 = Unsatisfactory 17% = Emerging 67% = Proficient 17% = Distinguished
RESEARCH AND PROGRAM EVALUATION **Core Standard 2.F.8.e.**	**COURSE**	**SEMESTER**	**1ST ASSESSMENT**	**2ND ASSESSMENT**
Key Performance Indicator 8.1 Knowledge: Students will describe knowledge of ways to evaluate counseling interventions and programs. (2.F.8.e.)	EDUC 703: Research, Measurement, & Program Evaluation	Summer 2018	0 = Unsatisfactory 57% = Emerging 43% = Proficient 0 = Distinguished	0 = Unsatisfactory 0 = Emerging 71% = Proficient 29% = Distinguished
Key Performance Indicator 8.2 Skill: Students will demonstrate their understanding by evaluating counseling interventions and programs. (2.F.8.e.)	CNED 794B: CMHC internship	Fall 2018 Spring 2019	1st 0 = Unsatisfactory 0 = Emerging 100% = Proficient 0 = Distinguished 2nd 0 = Unsatisfactory 8% = Emerging 75% = Proficient 17% = Distinguished	*Due to data entry error in LiveText, CMHC internship was only assessed once in Fall 2018 3rd 0 = Unsatisfactory 0 = Emerging 69% = Proficient 31% = Distinguished
Key Performance Indicator 8.2 Skill: Students will demonstrate their understanding by evaluating counseling interventions and programs. (2.F.8.e.)	CNED 794B: School Counseling internship	Fall 2018 Spring 2019	1st 0 = Unsatisfactory 29% = Emerging 43% = Proficient 29% = Distinguished 3rd 0 = Unsatisfactory 29% = Emerging 57% = Proficient 14% = Distinguished	2nd 0 = Unsatisfactory 17% = Emerging 58% = Proficient 25% = Distinguished 4th 0 = Unsatisfactory 11% = Emerging 56% = Proficient 33% = Distinguished
CLINICAL MENTAL HEALTH COUNSELING STANDARD **CMHC Standard 5-C.1.c.**	**COURSE**	**SEMESTER**	**1ST ASSESSMENT**	**2ND ASSESSMENT**
Key Performance Indicator 9.1 Knowledge: Students will describe knowledge of	CNED 723: Psychopathology & Diagnosis for Counselors	Spring 2019	0 = Unsatisfactory 100% = Emerging 0 = Proficient 0 = Distinguished	0 = Unsatisfactory 0 = Emerging 80% = Proficient 20% = Distinguished

principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning. (5-C.1.c.)				
Key Performance Indicator 9.2 Skill: Students will demonstrate understanding of principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning in their work with clients. (5-C.1.c.)	CNED 794B: CMHC internship	Fall 2018	0 = Unsatisfactory 43% = Emerging 50% = Proficient 7% = Distinguished	0 = Unsatisfactory 0 = Emerging 64% = Proficient 36% = Distinguished
SCHOOL COUNSELING STANDARD **School Counseling Standard 5-G.1.b.**	**COURSE**	**SEMESTER**	**1ST ASSESSMENT**	**2ND ASSESSMENT**
Key Performance Indicator 10.1 Knowledge: Students will describe knowledge of models of school counseling programs. (5-G.1.b.)	CNED 728: Guidance Admin. & Consulting	Fall 2018	0 = Unsatisfactory 57% = Emerging 43% = Proficient 0 = Distinguished	0 = Unsatisfactory 14% = Emerging 43% = Proficient 43% = Distinguished
Key Performance Indicator 10.2 Skill: Students will demonstrate their understanding by applying models of school counseling programs to their work with students. (5-G.1.b.)	CNED 794B: School Counseling internship	Fall 2018 Spring 2019	1st 0 = Unsatisfactory 36% = Emerging 64% = Proficient 0 = Distinguished 3rd 0 = Unsatisfactory 36% = Emerging 55%= Proficient 9% = Distinguished	2nd 0 = Unsatisfactory 16% = Emerging 58% = Proficient 25% = Distinguished 4th 0 = Unsatisfactory 9% = Emerging 55%= Proficient 36% = Distinguished
DOCTORAL CURRICULUM STANDARDS & KPIs				
1. COUNSELING **Doctoral Standard 6.B.1.f.**	**COURSE**	**SEMESTER**	**1ST ASSESSMENT**	**2nd ASSESSMENT**
Key Performance Indicator 11.1 Knowledge: Students will describe their knowledge of ethical and culturally relevant	CNED 894C: Practicum	Fall 2018	0 = Unsatisfactory 0 = Emerging 100% = Proficient 0 = Distinguished 0 = Unsatisfactory	0 = Unsatisfactory 0 = Emerging 0 = Proficient 100% = Distinguished 0 = Unsatisfactory

counseling in multiple settings. (6.B.1.f.)		Spring 2019	50% = Emerging 50% = Proficient 0% = Distinguished	0 = Emerging 50% = Proficient 50% = Distinguished
Key Performance Indicator 11.2 <u>Skill</u>: Students will demonstrate their understanding by applying ethical and culturally relevant counseling strategies to their work with clients/students in at least one setting. (6.B.1.f.)	CNED 894D: Internship	Fall 2018 (no students completed this type of internship) Spring 2019	0 = Unsatisfactory 0 = Emerging 0 = Proficient 0 = Distinguished 0 = Unsatisfactory 0 = Emerging 100% = Proficient 0 = Distinguished	0 = Unsatisfactory 0 = Emerging 0 = Proficient 0 = Distinguished 0 = Unsatisfactory 0 = Emerging 0 = Proficient 100% = Distinguished
2. SUPERVISION **Doctoral Standard 6.B.2.b.**	**COURSE**	**SEMESTER**	**1ST ASSESSMENT**	**2ND ASSESSMENT**
Key Performance Indicator 12.1 <u>Knowledge</u>: Students will describe their knowledge of theoretical frameworks and models of clinical supervision. (6.B.2.b.)	CNED 870: Counselor Supervision	Fall 2017	0 = Unsatisfactory 0 = Emerging 100% = Proficient 0 = Distinguished	0 = Unsatisfactory 0 = Emerging 0 = Proficient 100% = Distinguished
Key Performance Indicator 12.2 <u>Skill</u>: Students will demonstrate their understanding by applying theoretical frameworks and models of clinical supervision in their work with supervisees. (6.B.2.b.)	CNED 894D: Internship	Fall 2018 Spring 2019	0 = Unsatisfactory 0 = Emerging 100% = Proficient 0 = Distinguished 0 = Unsatisfactory 50% = Emerging 50% = Proficient 0 = Distinguished	0 = Unsatisfactory 0 = Emerging 0 = Proficient 100% = Distinguished 0 = Unsatisfactory 0 = Emerging 0 = Proficient 100% = Distinguished
3. TEACHING **Doctoral Standard 6.B.3.b.**	**COURSE**	**SEMESTER**	**1ST ASSESSMENT**	**2ND ASSESSMENT**
Key Performance Indicator 13.1 <u>Knowledge</u>: Students will describe their knowledge of pedagogy and teaching methods relevant to counselor education. (6.B.3.b.)	CNED 869: Instructional Theory & Practice in Counselor Education and Supervision	Fall 2018	0 = Unsatisfactory 100% = Emerging 0 = Proficient 0 = Distinguished	0 = Unsatisfactory 0 = Emerging 100% = Proficient 0 = Distinguished
Key Performance Indicator 13.2	CNED 894D: Internship	Fall 2018	0 = Unsatisfactory 0 = Emerging 100% = Proficient	0 = Unsatisfactory 0 = Emerging 0 = Proficient

Skill: Students will demonstrate their understanding by applying relevant pedagogical methods to their work in the classroom. (6.B.3.b.)		Spring 2019	0 = Distinguished 0 = Unsatisfactory 100% = Emerging 0 = Proficient 0 = Distinguished	100% = Distinguished 0 = Unsatisfactory 0 = Emerging 50% = Proficient 50% = Distinguished
4. RESEARCH AND SCHOLARSHIP **Doctoral Standard 6.B.4.g.**	**COURSE**	**SEMESTER**	**1ST ASSESSMENT**	**2ND ASSESSMENT**
Key Performance Indicator 14.1 Knowledge: Students will describe their knowledge of types of questions appropriate for professional research and publication. (6.B.4.g.)	CNED 876: Qualitative Research & Program Evaluation	Spring 2019	10% = Unsatisfactory 70% = Emerging 20% = Proficient 0 = Distinguished	0 = Unsatisfactory 30% = Emerging 50% = Proficient 20% = Distinguished
Key Performance Indicator 14.1 Knowledge: Students will describe their knowledge of types of questions appropriate for professional research and publication. (6.B.4.g.)	CNED 879: Quantitative and Survey Research	Spring 2018	0 = Unsatisfactory 75% = Emerging 25% = Proficient 0 = Distinguished	0 = Unsatisfactory 0 = Emerging 0 = Proficient 100% = Distinguished
Key Performance Indicator 14.2 Skill: Students will demonstrate their understanding by designing appropriate research questions and utilizing them for research and publication. (6.B.4.g.)	CNED 894D: Internship	Fall 2018 Spring 2019 (no students completing this type of internship)	0 = Unsatisfactory 0 = Emerging 100% = Proficient 0 = Distinguished 0 = Unsatisfactory 0 = Emerging 0 = Proficient 0 = Distinguished	0 = Unsatisfactory 0 = Emerging 0 = Proficient 100% = Distinguished 0 = Unsatisfactory 0 = Emerging 0 = Proficient 0 = Distinguished
5. LEADERSHIP AND ADVOCACY **Doctoral Standard 6.B.5.a.**	**COURSE**	**SEMESTER**	**1ST ASSESSMENT**	**2ND ASSESSMENT**
Key Performance Indicator 15.1 Knowledge: Students will describe their knowledge of theories and skills of leadership. (6.B.5.a.)	CNED 887: Professional Issues: Professional Development, Consultation, & Publication	Spring 2018	0 = Unsatisfactory 43% = Emerging 43% = Proficient 14% = Distinguished	0 = Unsatisfactory 29%= Emerging 43% = Proficient 29% = Distinguished

Key Performance Indicator 15.2 <u>Skill</u>: Students will demonstrate their understanding by applying theories and skills of leadership to their internship endeavors. (6.B.5.a.)	CNED 894D: Internship	Fall 2018 (no students completing this type of internship) Spring 2019	0 = Unsatisfactory 0= Emerging 0 = Proficient 0 = Distinguished 0 = Unsatisfactory 50% = Emerging 50% = Proficient 0 = Distinguished	0 = Unsatisfactory 0 = Emerging 0 = Proficient 0 = Distinguished 0 = Unsatisfactory 0 = Emerging 100% = Proficient 0 = Distinguished

NDSU Counselor Education Master's Degree Students' Counselor Preparation Comprehensive Exam (CPCE) Scores

In fall 2018, 100% of NDSU Counselor Education students who took the CPCE passed on their first attempt. NDSU CPCE mean scores were above the national mean in all eight core content areas.

Table 11. NDSU Counselor Education Students' Counselor Preparation Comprehensive Exam (CPCE) Scores

NDSU COUNSELOR EDUCATION STUDENTS' COUNSELOR PREPARATION COMPREHENSIVE EXAM (CPCE) SCORES				
October 2018				
CONTENT AREA	**National Mean (and SD)**	**M- SD**	**M+ SD**	**NDSU Mean (and SD)**
Human Growth and Development	11.62 (2.83)	8.79	14.45	13.60 (1.60)
Social and Cultural Foundations	10.30 (2.65)	7.65	12.95	11.10 (1.90)
Helping Relationships	11.94 (2.80)	9.14	14.74	13.60 (1.20)
Group Work	10.84 (2.94)	7.90	13.78	11.80 (1.70)
Career and Life Development	9.38 (2.57)	6.81	11.95	11.01 (2.50)
Assessment	10.63 (2.29)	8.34	12.92	11.0 1 (1.50)
Research and Program Evaluation	11.04 (3.18)	7.86	14.22	12.60 (1.70)
Professional Orientation and Ethics	11.38 (2.46)	8.92	13.84	12.40 (1.50)
Total	87.13 (16.79)	70.34	103.92	97.4 (9.70)

PROGRAM EVALUATION DATA

Stakeholders, including students currently in the program, program faculty, institutional administrators, advisory council members, and personnel in cooperating agencies (e.g., employers, sites supervisors), are involved in the program evaluation process. Below are results from surveys that were sent to program alumni, site supervisors, and employers of program graduates.

Alumni Survey Results

Master's Program Alumni (2015-2018) Survey Results Summary

Table 12 provides a summary of survey results from 2015-2018 master's program alumni.

Table 12. Master's Program Alumni (2015-2018) Survey Results Summary

Master's Program Alumni (2015-2018) Survey Results Summary *(n = 34)*	
QUESTION/PROMPT	**RESPONSE SUMMARY**
What year did you graduate from the NDSU Counselor Education master's program?	2015- 38% 2016- 15% 2017- 29% 2018- 18%
Are you currently employed?	100% employed in counseling-related position
Please rate the **OVERALL QUALITY OF INSTRUCTION** provided by faculty in the NDSU Counselor Education program.	100% "Excellent" or "Very good"
Please rate the **QUALITY OF STUDENT ADVISEMENT** provided by faculty in the NDSU Counselor Education program.	97% "Excellent" or "Very good"
Please rate the **QUALITY OF FACULTY-STUDENT INTERACTIONS** in the NDSU Counselor Education program.	100% "Excellent" or "Very good"
Please rate the **QUALITY OF SUPERVISED PRACTICUM EXPERIENCES** in the NDSU Counselor Education program.	90% "Excellent" or "Very good"
Please rate the **QUALITY OF SUPERVISED INTERNSHIP EXPERIENCES** in the NDSU Counselor Education program.	97% "Excellent" or "Very good"
Please rate the **LEVEL OF PREPAREDNESS** for an entry level counseling position after your graduation from the NDSU Counselor Education program.	100% "Excellent" or "Very good"
Please rate the **QUALITY OF THE PHYSICAL FACILITIES** used in the NDSU Counselor Education program.	81% "Excellent" or "Very good"
Please rate the **QUALITY OF THE LIBRARY RESOURCES** available at NDSU.	72% "Excellent" or "Very good"
Please rate the quality of the NDSU Counselor Education program's **ADMISSION CRITERIA & PROCEDURES**.	94% "Excellent" or "Very good"

Summary of Findings from Master's Program Alumni Surveys

Strengths:

- Overall quality of instruction
- Quality of student advisement
- Quality of Faculty-student interactions
- Quality of Supervised practicum experiences
- Quality of Supervised internship experiences
- Level of preparedness
- Quality of physical facilities
- Quality of admission criteria and procedures

Identified areas for improvement (below 75% "Excellent" or "Very good"):

- Quality of library resources

Recommendations:

Overall master's program alumni respondents appear to be satisfied with the quality of the program and provide several very positive comments about their experience working with NDSU Counselor Education faculty members and being students in the program. Below are some recommendations that master's program alumni listed when given the writing prompt: "*Please describe any strengths and/or areas of improvement you perceive in the NDSU Counselor Education program*."

- More clinically applicable course options (i.e., Motivational Interviewing, couples counseling, etc.)
- More discussion and education regarding trauma.
- More practical classes for school counselors.
- More experience in the schools for school counseling students.
- More information about MTSS, IEPs, and 504 plans for school counseling students.

<u>Doctoral Program Alumni (2016-2018) Survey Results Summary</u>

Table 13 provides a summary of survey results from 2016-2018 doctoral program alumni.

Table 13. Doctoral Program Alumni (2016-2018) Survey Results Summary

Doctoral Program Alumni (2016-2018) Survey Results Summary ***(n = 3)***	
QUESTION/PROMPT	**RESPONSE SUMMARY**
What year did you graduate from the NDSU Counselor Education master's program?	1- 2017 33% 2- 2018 67%
Are you currently employed?	100% employed as either a professor/college instructor or counselor
Please rate the **OVERALL QUALITY OF INSTRUCTION** provided by faculty in the NDSU Counselor Education & Supervision Ph.D. program.	100% "Excellent" or "Very good"
Please rate the **QUALITY OF STUDENT ADVISEMENT** provided by faculty in the NDSU Counselor Education & Supervision Ph.D. program.	67% "Excellent" or "Very good"

Please rate the **QUALITY OF FACULTY-STUDENT INTERACTIONS** in the NDSU Counselor Education & Supervision Ph.D. program.	100% "Excellent" or "Very good"
Please rate the **QUALITY OF SUPERVISED PRACTICUM EXPERIENCES** in the NDSU Counselor Education & Supervision Ph.D. program.	100% "Excellent" or "Very good"
Please rate the **QUALITY OF SUPERVISED INTERNSHIP EXPERIENCES** in the NDSU Counselor Education & Supervision Ph.D. program.	100% "Excellent" or "Very good"
Please rate the **LEVEL OF PREPAREDNESS** for a professional position after your graduation from the NDSU Counselor Education & Supervision Ph.D. program.	67% "Excellent" or "Very good"
Please rate the **QUALITY OF THE COMPREHENSIVE EXAMINATION PROCESS** in the NDSU Counselor Education & Supervision Ph.D. program.	67% "Excellent" or "Very good"
Please rate the overall **PH.D. COURSE SEQUENCING** in the NDSU Counselor Education & Supervision Ph.D. program.	100% "Excellent" or "Very good"
Please rate the **QUALITY OF THE PHYSICAL FACILITIES** used in the NDSU Counselor Education & Supervision Ph.D. program.	67% "Excellent" or "Very good"
Please rate the **QUALITY OF THE LIBRARY RESOURCES** available at NDSU.	100% "Excellent" or "Very good"
Please rate the quality of the NDSU Counselor Education & Supervision Ph.D. program's **ADMISSION CRITERIA & PROCEDURES**.	67% "Excellent" or "Very good"

Summary of Findings from Doctoral Program Alumni Surveys

Strengths:

- Overall quality of instruction
- Quality of faculty-student interactions
- Quality of supervised practicum experiences
- Quality of supervised internship experiences
- Quality of library resources
- Overall Ph.D. course sequencing

Identified areas for improvement (below 75% "Excellent" or "Very good"):

- Quality of program advisement
- level of preparedness
- Quality of comprehensive examination process
- Quality of physical facilities
- Quality of admission criteria and procedures

Recommendations:

Doctoral program alumni commented about the program faculty being relational and supportive, and having expertise and diverse skill sets. One respondent commented that there is an over identification with being "student centered" and felt the program lacked focus. It is recommended that the program faculty examine this comment and look for possible ways to improve the doctoral program.

Site Supervisor Survey Results

Table 14 provides a summary of survey results from 2016-2019 site supervisors.

Table 14. Site Supervisor (2016-2019) Survey Results Summary

Site Supervisor (2016-2019) Survey Results Summary ***(n = 18)***	
QUESTION/PROMPT	**RESPONSE SUMMARY**
What is your employment setting?	Survey respondents from: 72% K-12 school settings 22% University counseling center 6% Hospital setting
How prepared was the NDSU Counselor Education intern(s) you supervised **IN COMPARISION** to interns from other universities' counseling programs that you have supervised?	93% "More prepared" or "As prepared"
Please rate your degree of satisfaction with NDSU's educational preparation of counseling interns to provide **INDIVIDUAL COUNSELING**.	83% "Very satisfied" or "Satisfied"
Please rate your degree of satisfaction with NDSU's educational preparation of counseling interns to provide **GROUP COUNSELING**.	87% "Very satisfied" or "Satisfied"
Please rate your degree of satisfaction with NDSU's educational preparation of counseling interns to provide **CAREER COUNSELING**.	62% "Very satisfied" or "Satisfied"
Please rate your degree of satisfaction with NDSU's education preparation of counseling interns to provide **FAMILY/COUPLES COUNSELING.**	60% "Very satisfied" or "Satisfied"
Please rate your degree of satisfaction with NDSU's education preparation of counseling interns in **MULTICULTURAL SENSITIVITY**.	89% "Very satisfied" or "Satisfied"
Please rate your degree of satisfaction with NDSU's educational preparation of counseling interns in **COUNSELING THEORIES AND TECHNIQUES**.	83% "Very satisfied" or "Satisfied"
Please rate your degree of satisfaction with NDSU's educational preparation of counseling interns in **CONSULTATION**.	83% "Very satisfied" or "Satisfied"
Please rate your degree of satisfaction with NDSU's educational preparation of counseling interns in **TREATMENT PLANNING.**	75% "Very satisfied" or "Satisfied"
Please rate your degree of satisfaction with NDSU's educational preparation of counseling interns in **CLIENT ADVOCACY.**	81% "Very satisfied" or "Satisfied"
Please rate your degree of satisfaction with NDSU's educational preparation of counseling interns in **PROFESSIONAL ETHICAL & LEGAL ISSUES**.	94% "Very satisfied" or "Satisfied"
Please rate your degree of satisfaction with NDSU's educational preparation of counseling interns in **PROGRAM EVALUATION.**	67% "Very satisfied" or "Satisfied"
Please rate your degree of satisfaction with NDSU's educational preparation of counseling interns in **CRISIS RESPONSE & INTERVENTION.**	88% "Very satisfied" or "Satisfied"
Please rate your degree of satisfaction with NDSU's educational preparation of counseling interns in **CASE MANAGEMENT**.	92% "Very satisfied" or "Satisfied"

Please rate your degree of satisfaction with NDSU's educational preparation of counseling interns in **ASSESSMENT**.	50% "Very satisfied" or "Satisfied"
How would you rate your NDSU intern's **OVERALL SKILLS**?	78% "Excellent" or "Very good"

Summary of Findings from Site Supervisor Surveys

Strengths of Intern's Education Preparation:

- Individual counseling
- Group counseling
- Multicultural sensitivity
- Counseling theories and techniques
- Consultation
- Treatment planning
- Client advocacy
- Professional ethical & legal issues
- Crisis response & intervention
- Case management

Identified areas for improvement (below 75% "Excellent" or "Very good"):

- Career counseling
- Family/couples counseling
- Program evaluation
- Assessment

Recommendations:

Below are some recommendations that site supervisors listed when given the writing prompt: *"Please describe any elements of the NDSU Counselor Education program that you believe could be enhanced to better prepare future counselors."*

- More training and practice with group and couples counseling.
- More communication and consultation between the internship site supervisor and the NDSU internship instructor.
- More crisis response preparation (e.g., assessing for suicide risk or when to hospitalize a client).
- More working knowledge of diagnosis.
- More school specific experiences before internship.
- More career counseling components (ranging from tests to resources).
- More practice delivering classroom counseling lessons.

Employers of Program Graduates Survey Results

Employers of Master's Program Graduates (2016-2018) Survey Results Summary

Table 15 provides a summary of survey results from employers of 2016-2018 master's program graduates.

Table 15. Employers of Master's Program Graduates (2016-2018) Survey Results Summary

Employers of Master's Program Graduates (2016-2018) Survey Results Summary *(n = 10)*	
QUESTION/PROMPT	**RESPONSE SUMMARY**
What is your employment setting?	Survey respondents from: 10% Community mental health center/agency 90% K-12 School Setting
HOW PREPARED is the NDSU counseling graduate you supervised **IN COMPARISON** to counselors from other universities' counseling programs that you have supervised?	100% "More prepared" or "As prepared"
Please rate your degree of satisfaction with the NDSU counseling graduate's **MULTICULTURAL SENSITIVITY**.	100% "Very satisfied" or "Satisfied"
Please rate your degree of satisfaction with the NDSU counseling graduate's **INDIVIDUAL COUNSELING SKILLS**.	90% "Very satisfied" or "Satisfied"
Please rate your degree of satisfaction with the NDSU counseling graduate's **GROUP COUNSELING SKILLS**.	100% "Very satisfied" or "Satisfied"
Please rate your degree of satisfaction with the NDSU counseling graduate's **CAREER COUNSELING SKILLS**.	78% "Very satisfied" or "Satisfied"
Please rate your degree of satisfaction with the NDSU counseling graduate's **FAMILY/COUPLES COUNSELING SKILLS.**	100% "Very satisfied" or "Satisfied"
Please rate your degree of satisfaction with the NDSU counseling graduate's **CONSULTATION SKILLS**.	100% "Very satisfied" or "Satisfied"
Please rate your degree of satisfaction with the NDSU counseling graduate's understanding of **PROFESSIONAL ETHICAL & LEGAL ISSUES**.	100% "Very satisfied" or "Satisfied"
Please rate your degree of satisfaction with the NDSU's educational preparation of counseling interns in **COUNSELING THEORIES AND TECHNIQUES**.	88% "Very satisfied" or "Satisfied"
Please rate your degree of satisfaction with the NDSU counseling graduate's ability to **ADVOCATE FOR CLIENTS** and/or **STUDENTS**.	90% "Very satisfied" or "Satisfied"
Please rate your degree of satisfaction with the NDSU counseling graduate's understanding of **PROGRAM EVALUATION.**	50% "Very satisfied" or "Satisfied"
Please rate your degree of satisfaction with the NDSU counseling graduate's understanding of **CRISIS RESPONSE & INTERVENTION.**	88% "Very satisfied" or "Satisfied"
Please rate your degree of satisfaction with the NDSU counseling graduate's **CASE MANAGEMENT SKILLS**.	100% "Very satisfied" or "Satisfied"
Please rate your degree of satisfaction with the NDSU counseling graduate's **TREATMENT PLANNING SKILLS.**	60% "Very satisfied" or "Satisfied"

Please rate your degree of satisfaction with the NDSU counseling graduate's **ASSESSMENT SKILLS**.	100% "Very satisfied" or "Satisfied"
How would you rate the NDSU counseling graduate's **OVERALL SKILLS**?	90% "Excellent" or "Very good"

Summary of Findings from Employers of Master's Program Graduates

Strengths:

- Graduates' multicultural sensitivity
- Graduates' individual counseling skills
- Graduates' group counseling skills
- Graduates' career counseling skills
- Graduates' family/couples counseling skills
- Graduates' consultation skills
- Graduates' understanding of professional ethical and legal issues
- Graduates' preparation in counseling theories and techniques
- Graduates' ability to advocate for clients and/or students
- Graduates; understanding of crisis response and intervention
- Graduates' case management skills
- Graduates' assessment skills
- Graduates' overall skills

Identified areas for improvement (below 75% "Excellent" or "Very good"):

- Graduates' understanding of program evaluation
- Graduates' treatment planning skills

Recommendations:
The only comment/recommendation that was provided in the survey was results pertained to school counselor job responsibilities. One survey respondent mentioned that it is important to tell students that they will have a multi-faceted portfolio and will need to do non-counseling duties such as scheduling. In addition, the graduates must be able to collaborate and communicate.

Employers of Doctoral Program Graduates (2016-2018) Survey Results Summary

Only one person responded to the Employer of Doctoral Program Graduates survey. The survey responses were very positive. This quote from the survey respondent provides a good summary for the responses:
"*The Ph.D. graduate of NDSU has a very strong teaching, clinical and supervision background. She has been demonstrating significant effort and commitment to promote teaching, research and services at both university and program level in our counseling program. We are very fortunate to have her in our counseling program*."

NDSU Counselor Education Advisory Council Feedback

Due to a late spring snowstorm, the scheduled 2019 NDSU Counselor Education Advisory Council meeting had to be cancelled. It will be rescheduled during fall 2019 semester.

SUBSEQUENT PROGRAM MODIFICATIONS

Use of Findings to Inform Program Modifications
(CACREP Standards 4.B., 4.C., 4.D., 4.F., & 4.G.)

During the 2018-2019 academic year, recommended program modifications were reviewed during bi-monthly faculty meetings and assessment meetings. After reviewing and analyzing program and student learning outcomes data that was collected, program faculty made decisions to implement the following program and course modifications which are listed below in Table 16.

Table 16. Subsequent Program and Course Modifications

SUBSEQUENT PROGRAM AND COURSE MODIFICATIONS *(CACREP Standards 4.B., 4.C., 4.D., 4.F., & 4.G.)*		
PROGRAM MODIFICATIONS		
Change	**Reason(s) for Change & Data Used to Make Informed Decision**	**Implementation**
(Master's & Doctoral programs) A decision to use LiveText, an electronic data management system, was finalized.	Utilizing feedback from internship site supervisors, we wanted to find an easier and more effective way for internship site supervisors to complete intern evaluations. Faculty determined LiveText would be an effective data management system after careful examination of it. Prior to the NDSU Counselor Education program's adoption of LiveText, the NDSU Teacher Education program had fully implemented LiveText. Since the NDSU Counselor Education program and Teacher Education program are in the same department (School of Education), it was a logical choice to use the same data collection system.	The use of LiveText in the NDSU Counselor Education program began in the summer of 2018. All students in the NDSU Counselor Education program are required to purchase LiveText in their first semester of coursework.
(Master's & Doctoral programs) A new professional dispositions evaluation was designed for CNED 794A: Practicum and CNED 894C: Practicum.	Based on student disposition data, the faculty decided that it would be helpful to have a new professional dispositions evaluation designed for practicum students.	The new professional dispositions evaluation will be used starting fall 2019.

(Master's & Doctoral programs) Faculty agreed on new signature assignments that would be used to assess all of the program's KPIs.	After reviewing the new CACREP standards, the NDSU program faculty determined that using new signature assignments on a consistent basis would be an effective method for measure students' progress throughout their programs.	The new signature assignments started in summer 2018. Prior to summer 2018, there were different signature assignments in designated core required courses.
(Master's & Doctoral programs) Master's and Doctoral admission interview questions were revised.	After reviewing admission decisions from previous years, NDSU Counselor Education faculty observed that some of the interview questions did not provide them with needed information to make informed admission decisions.	Changes to admission interview questions were made prior to the March 2019 interviews.
(Doctoral program) Interview all doctoral students on the same day instead of having a rolling admission date and only conducting individual admission interviews.	After reviewing admission decisions from previous years, NDSU Counselor Education faculty decided to conduct group & individual admission interviews on the same day for the following reasons: 1. Increase cohesiveness within the cohort. 2. Make more informed decisions about doctoral applicants. 3. Observe doctoral students interact with each other. 4. Gather more information about doctoral students to make an informed admission decision.	First doctoral group interview took place in spring 2018.
(Doctoral program) Instead of using a rolling admission and allowing doctoral students to begin their coursework at any time during an academic year, the NDSU Counselor Education doctoral program is now designed to utilize a cohort model. The cohort model requires all new doctoral students to begin their coursework in the fall semester.	This decision was made based on feedback from current students and program graduates who expressed a desire for a cohort model to help facilitate relationship building within the doctoral student group. For several years, the cohort model has been used for the master's program. For the first time in the fall of 2018, all newly accepted doctoral students were required to begin their coursework at the same time. One of the goals behind this new required start time was to develop a stronger and more cohesive doctoral cohort. In	In fall 2018, our first true doctoral cohort began. All new doctoral students were required to begin courses together in the fall semester.

	addition, it helped with course enrollments in required courses.	
(Doctoral program) Doctoral student are now initially assigned a temporary advisor (Dr. Jill Nelson) and then select a permanent advisor once they have had a semester to interact with the rest of the program faculty.	Based on feedback from current and former students, the faculty determined that students would appreciate the opportunity to choose their own faculty advisors once they had a chance to interact with them more.	In Fall 2018, all newly admitted doctoral students were originally assigned Dr. Nelson (doctoral program coordinator) as their temporary academic advisor. The new doctoral students were then asked to schedule individual interviews with all program faculty during their first semester. At the end of fall 2018, the students were asked to select a permanent faculty advisor based on their interactions with the faculty.
(Master's & Doctoral programs) A decision was made to use Titanium Schedule software in the NDSU Community Counseling Services Clinic. Titanium Schedule is HIPAA-compliant electronic recordkeeping software.	This decision was made based on student, faculty, and clinic manager feedback.	Starting in fall 2019, all Practicum students who complete hours in the NDSU Community Counseling Services Clinic will use Titanium Schedule for recordkeeping.
(Master's program) Clinical Mental Health Counseling program removed CNED 735: Clinical Mental Health Counseling course requirement.	Faculty review of course content noticed that the course covered repetitive/redundant material that was already being taught in a different required course. Decided there would be a better use of faculty course assignments to teach a different course.	This course was removed Fall 2018 from the required course list on CMHC plan of study. There is no plan to teach this course as an elective in the future.
(Master's program) CNED 712: *Dynamics of Self* and CNED 732: *Family Counseling* were combined into a new course titled CNED 712: *Counseling Across the Lifespan*.	There was a need to reduce faculty teaching loads so that we can continue to teach all required master's degree courses on an annual basis. In addition, many students already had a developmental course background so the material was repetitive for them.	CNED 712: *Counseling Across the Lifespan* course is being taught for the first time in summer 2019. CNED 732: *Family Counseling* course is being taught for the last time and only available to students who were admitted in 2018.
(Master's program)	Current student feedback provided data to support the exploration of new options for course electives.	Clinical Mental Health Counseling, School Counseling, and Counselor Education & Supervision (Ph.D.)

After CNED 712 and CNED 732 courses were combined, master's students had an opportunity to take an additional elective. After the faculty reviewed programs of study, they decided to create "placeholder" for *CNED 790: Graduate Seminar* course. This type of course provides flexibility and is easier to offer varying course topics on a regular basis in a seminar format.		programs' plans of study were changed during the 2018-2019 academic year and they now include the CNED 790: *Graduate Seminar* as a required course.
(Master's program) The faculty decided to make a new requirement for the *CNED 794A: Practicum* course application. Students would be required to meet with their faculty advisors about their dispositions and get a recommendation from their advisors.	NDSU Counselor Education faculty reviewed student data from the Practicum course and noted that some students needed to withdraw from Practicum for disposition reasons. Prior to this change, it was observed that some students who had progressed into the Practicum course were not fully prepared to begin working with clients.	This requirement started in the fall 2018.
(Master's & Doctoral programs) Site supervisor evaluation of intern forms were revised to work with the new LiveText system.	Faculty determined that intern evaluation forms needed to be revised. In addition, CMHC and School internship forms became more uniform in format.	The new internship evaluations forms were first used in fall 2018.
COURSE MODIFICATIONS		
Change	**Reason(s) for Change & Data Used to Make Informed Decision**	**Timeline for Implementation**
(Master's & Doctoral programs) A more concise rubric (*Counseling Skills Scale*) was developed for CNED 794A: *Practicum (master's)* and CNED 874C: *Practicum (Ph.D.)* courses.	NDSU faculty members determined that a more concise assessment rubric was needed for the Practicum courses due to the length of time it took to complete the original rubric.	The more concise rubric *Counseling Skills Scale (CSS)* was used for the first time in fall 2018.
(Master's program) In the CNED 714: *Career Counseling and Testing* course, there is now more course content and a great focus on career counseling with diverse populations (e.g., simulations, videos on poverty, diverse case studies).	After reviewing student learning outcome data, it was determined that some students were not attending to diversity in the case conceptualization. They needed to develop a greater awareness of diversity as it pertains to career counseling.	Over the past two years, more course content in CNED 714 has focused on career counseling with diverse populations.

(Master's program) More content pertaining to the art of counseling will be added to the *CNED 710: Counseling Techniques* course. In addition, the faculty are exploring a more holistic assessment that measures artistic elements of counseling (e.g., warmth, convey empathy, depth).	Based on observations of students' counseling skills in *CNED 710: Counseling Techniques* course.	The new course content will be added to *CNED 710: Counseling Techniques* in fall 2019.
(Master's program) More content pertaining to 504 case management was added to *CNED 729: Professional K-!2 School Counseling* course.	Feedback from internship site supervisors and program graduates recommended adding more content about 504 case management to a required school counseling course.	This additional content was added to CNED 729 course in spring 2019.

SUBSTANTIAL PROGRAM CHANGES

The NDSU Counselor Education program does not have any substantial program changes to report at this time.

RECOMMENDATIONS FOR PROGRAM IMPROVEMENT

After review of program assessment data collected during the 2018-2019 academic year, recommendations for program improvement were formulated and are listed in Table 18. NDSU Counselor Education program faculty will review these recommendations during their fall 2019 assessment meeting.

Table 17. Recommendations for Program Improvement

RECOMMENDATIONS FOR PROGRAM IMPROVEMENT ***(CACREP Standards 4.B., 4.C., 4.F., & 4.G.)***	
Recommendation	**Data Used to Support Recommendation**
Increase marketing efforts which highlight the trauma-sensitive emphasis in our school counseling program.	Feedback from site supervisors, alumni, professional in the field.

Identify innovative methods for recruiting qualified applicants who are interested in a face-to-face counseling graduate program. In addition, there will be a special focus on the school counseling program due to a decrease in applicants over the last 10 years.	Number of qualified admission applications One concern is the decrease of qualified school counseling applicants. Since the development of an online School Counseling program offered by a neighboring university, our school counseling applicant number has dropped. One possible reason for the decrease in school counseling applications is the fact that our school counselor program has evolved into a face-to-face program based on our campus in Fargo, North Dakota. Increasing enrollment numbers will continue to be a focus during the 2019-2020 recruitment and admission year.
Develop a method for marketing our dual-track option in our master's program.	There has been an increased demand for school-based mental health counselors.
Reevaluate our master's and doctoral admission and interview processes used for assessing applicants' professional dispositions.	Based on student disposition incident reports
In addition to surveying program alumni (one to four years after graduation), it is recommended that we survey program graduates within one month of graduation.	Gathering feedback from recent graduates will enhance our data collection efforts which already include gathering data from program alumni. It will provide timely feedback our current program.
In addition to program faculty completing professional disposition forms for students, it is recommended that students complete a self-evaluation of their professional dispositions at least once a year.	Based on student disposition incident reports
Create updated supervision training videos for internship site supervisors.	Due to distance constraints or time availability, some internship site supervisors find it difficult to attend the annual site supervisor orientation and supervision training session. Based on feedback from regional counselor supervisors, there is a need for more supervision training that is easily accessible to supervisors.
Expand the use of LiveText in the program and use it to collect data in all Counselor Education program courses.	After reviewing the first year of LiveText use, faculty determined that it would be helpful to expand the use of LiveText since it was easy to use, and provided wide variety of uses for data collection and analysis.
Review current professional dispositions form and determine if we want to create a new form.	After using the current professional dispositions form for several years, the faculty recommended that it would be beneficial to review the existing form and determine if they want to create a new form.
Finalize the transition steps to converting the current 48 semester credit school counseling program into a 60 semester program.	Due to new CACREP requirements for school counseling program, the faculty will discuss and finalize plans for transitioning the current school counseling program to a 60 semester credit program.

Require students to create (or revise) a self-care plan at the beginning of CNED 794A: Practicum and CNED 894C: Practicum.	Based on a review of student dispositions.

LIST OF TABLES INCLUDED IN THIS REPORT	
Table 1	2018-2019 Applicants, Admitted Students, & Enrolled Students
Table 2	2018-2019 Gender & Ethnicity of Program Applicants
Table 3	2018-2019 Enrolled Students by Degree & Track
Table 4	2018-2019 Gender & Ethnicity of Enrolled Students
Table 5	Degrees Awarded in 2018-2019
Table 6	2018-2019 Gender & Ethnicity of Program Graduates
Table 7	2017-2018 Job Placement Rates for Program Graduates
Table 8	Program Data Collection Schedule & Procedures
Table 9	Key Performance Indicators, CACREP Standards, Courses Measured, & Signature Assignments
Table 10	Summer 2018-Spring 2019 KPI Assessment of Student Learning Data Results
Table 11	NDSU Counselor Education Students' Counselor Preparation Comprehensive Exam (CPCE) Scores
Table 12	Master's Program Alumni (2015-2018) Survey Results Summary
Table 13	Doctoral Program Alumni (2016-2018) Survey Results Summary
Table 14	Internship Site Supervisor (2016-2019) Survey Results Summary
Table 15	Employers of Master's Program Graduates (2016-2018) Survey Results Summary
Table 16	Subsequent Program and Course Modifications
Table 17	Recommendations for Program Improvement

NDSU COMMUNITY COUNSELING SERVICES ANNUAL REPORTS 2016-2019

Please click on the highlighted link listed below to view a copy of the NDSU Community Counseling Services (CCS) Annual Reports 2016-2019.

NDSU CCS Annual Reports 2016-2019

Fall 2016 to Spring 2019

ANNUAL REPORTS

ACADEMIC YEARS 2016-2019

Fall 2016 – Spring 2017

Fall 2017 – Spring 2018

Fall 2018 – Spring 2019

Prepared by
Chloe Krinke, M.Ed., LAPC, NCC, Clinic Manager
James S. Korcuska, Ph.D., LPC, NCC, Clinic Director

Updated 7/9/19

Report #1: FALL 2016 – SPRING 2017

VALUE OF COUNSELING HOURS & SUPERVISION SERVICES

FACULTY SUPERVISION

Number of Master's students supervised: ***18**

Number of Ph.D. students supervised: **6**

Number of Ph.D. student supervisors: **4**

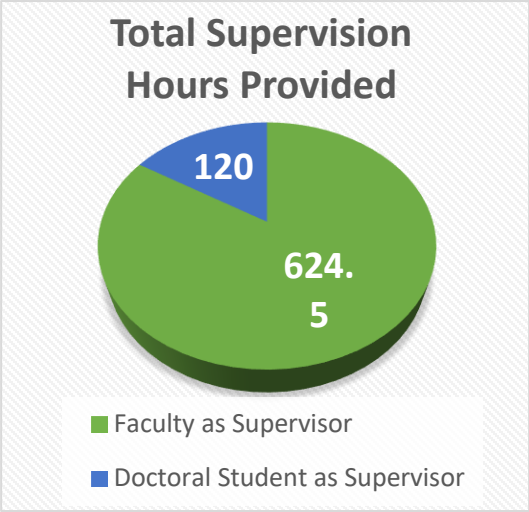
Total Supervision Hours Provided: **744.5**

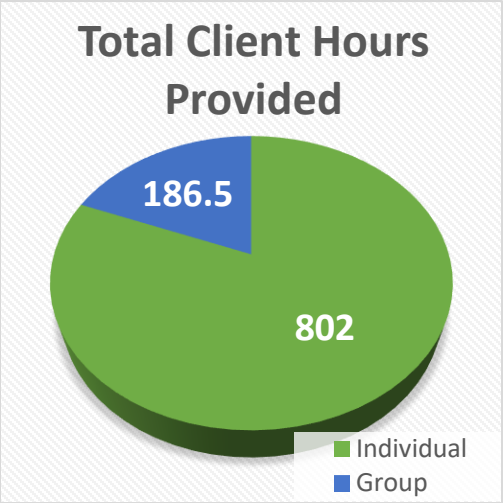
Faculty hours provided include individual & group supervision

Value of Supervision Hours Provided (estimated): **$37,225**

744.5 hours @$50**/hour

**Rate is based on half of typical clinical hour by a licensed clinical counselor





COUNSELING SERVICES

Number of Master's counselor-trainees: ***18**

Number of Ph.D. student counselors: **6**

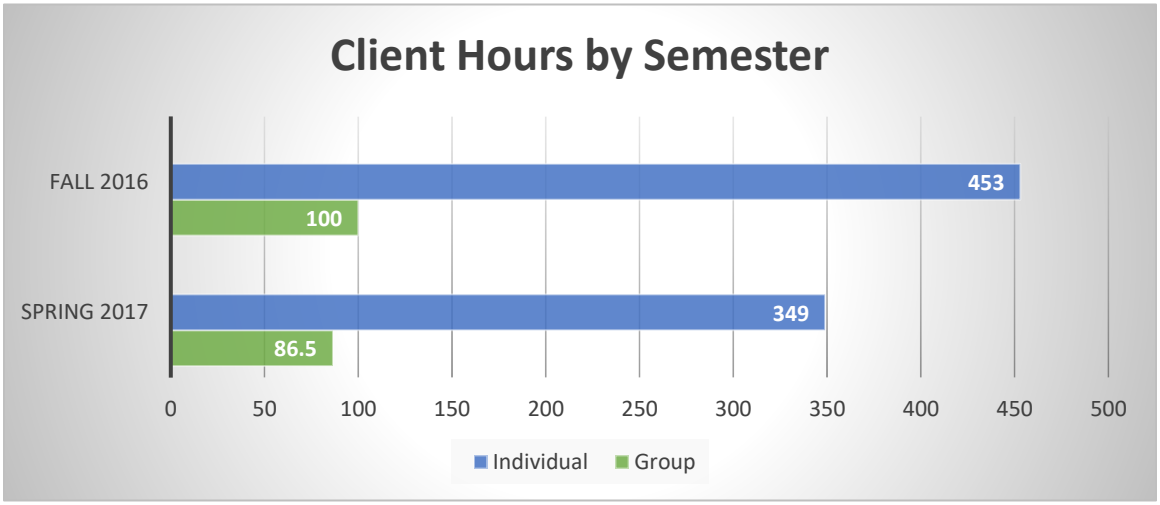
Total Client Hours Provided: **988.5**

Value of Counseling Hours Provided (estimated): **$20,225**

988.5 hours @ $21/hour***

***ACA (2014). State of the profession: Counselor Compensation. National average.

**2 students discontinued*



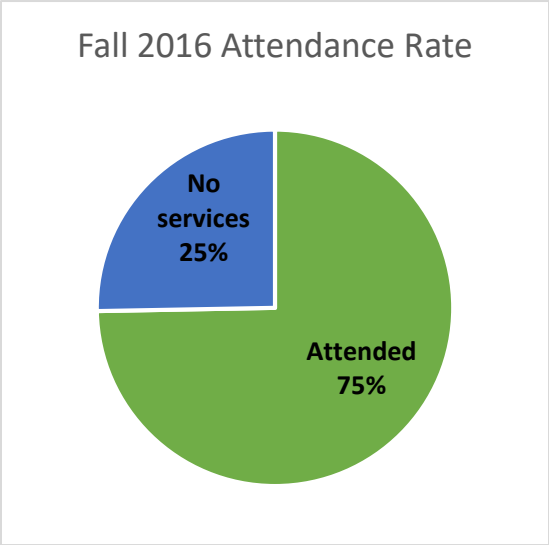
2016-2017 ATTENDANCE RATES & CLINIC REVENUE

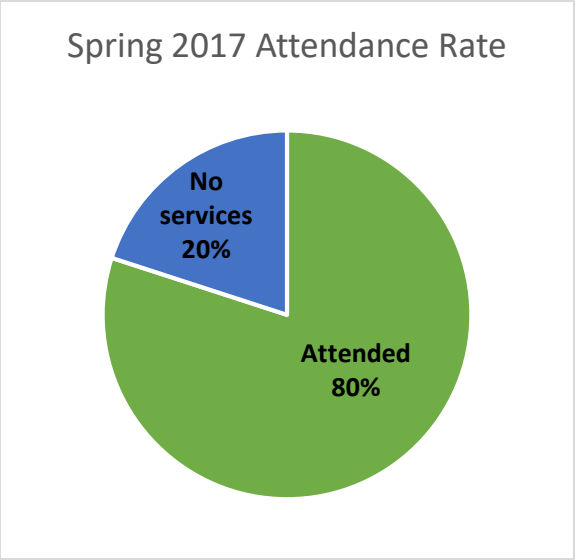
***155 clients** made contact or were referred to NDSU Community Counseling Services
**this number includes clients who completed a phone intake but never attended 1st session*

125 clients continued with services after the phone intake
80% of clients continued with services after first contact

Client Assignment	
Type of Student Counselor	***Average # of clients***
Master's level	10
Doctoral level	4

Average client attendance rate: ****77.36%**





***Attendance rate includes reschedules, cancellations, and no-shows*

Income from August 2016 to May 2017	
Fall Semester	$2,256.90
Spring Semester	$1,583.10
Total	**$3,840.00**

2016-2017 REFERRALS

College Student Direct Referrals			
Referral Sources	**Number of Students Referred**	***Received Services**	**Attendance Rate**
NDSU Counseling Center	48	32	66.7%
NDSCS	6	5	83%
Total	**54**	**37**	**74.85%**

*attended *at least 1 session*

Other documented referral sources:

Client's family member, friend, or coworker (15)
Fargo North HS Counselor, West Fargo HS Counselor & Social Worker, Sheyenne HS Counselor, Northern Cass principal and school counselor (6)
Self- former client or Google search (6)
Prairie St. Johns, Southeast Human Services, Firstlink (3)
Private Practice Counselor and Psychologist (2)
Sanford Health doctors (2)

2016-2017 OVERALL DEVELOPMENTS/OUTCOMES

The clinic staff has worked diligently to continually improve the NDSU CCS physical space, processes, and services to clients. Projects and accomplishments in the past year include:

- Continue to facilitate two groups at the Juvenile Detention Center in Moorhead, MN utilized a DBT-informed manualized treatment, developed DBT-informed manual for group
- Began facilitating groups at Northern Cass Public School, which has led to the discussion of extending practicum students' services to include family counseling in future semesters
    - Grades Kindergarten to 12th grade for social-emotional learning (need to further explain as this is the first year)
- Developed contracts for streamlined referral systems with NDSU Counseling Center and NDSCS Fargo Location
- New workroom computer and conference room table
- Updated counseling rooms, clinic forms, and Clinic Handbook (specifically policy)
- Clinic Supervisor graduate assistantship position added the 2016-2017 academic year

Report #2: FALL 2017 – SPRING 2018

VALUE OF COUNSELING HOURS & SUPERVISION SERVICES

FACULTY SUPERVISION

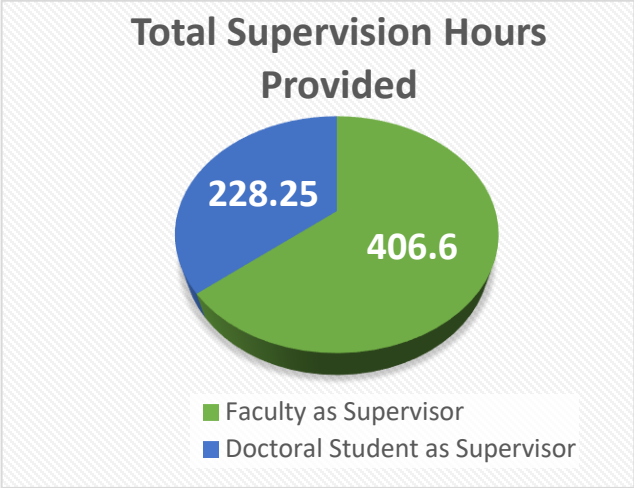
Total number of Master's students supervised: **18**

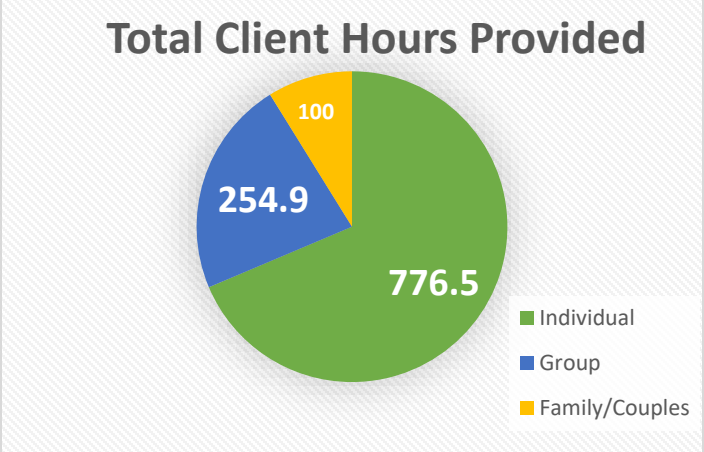
Total number of Ph.D. students supervised: **0**

Total number of Ph.D. student supervisors: **9**

Total Supervision Hours Provided: **634.85**
Faculty hours provided include individual & group supervision

Total Value of Supervision Provided (estimated): **$31,742.50**
634.85 hours @$50/hour*
*Rate is based on half typical clinical hour by a licensed clinical counselor





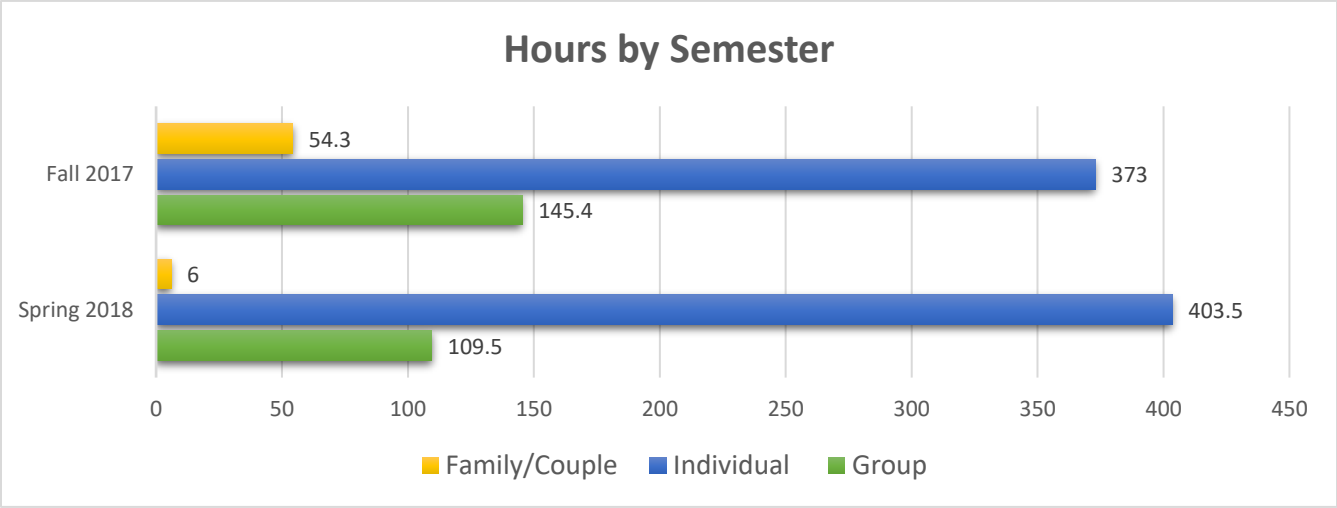
COUNSELING SERVICES

Total number of Master's counselor-trainees: **18**

Total number of Ph.D. student counselors: **1**

Total Client Hours Provided: **1,091.7**

Total Value of Counseling Hours Provided: **$22,925.7**
1091.7 hours @ $21/hour**
**Rate based on ACA (2014). Counselor Compensation. National average.



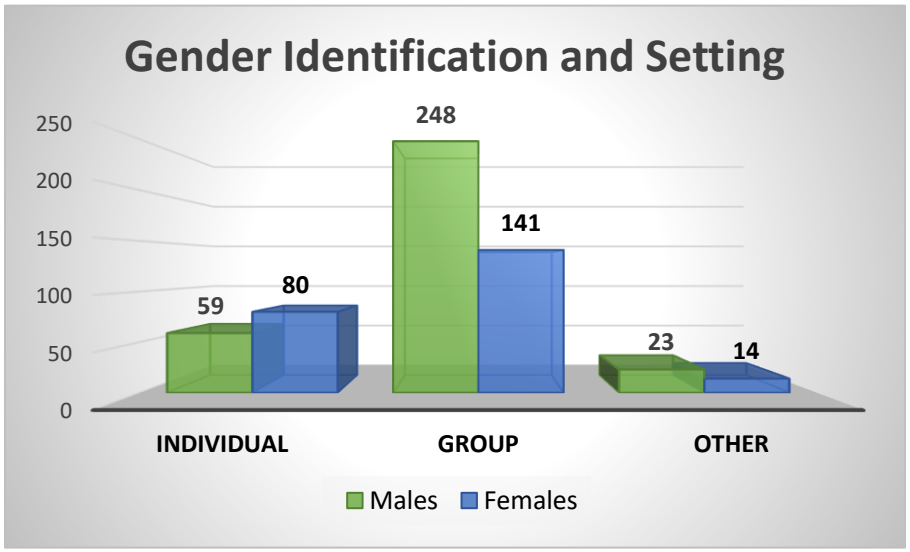
2017-2018 CLIENT DEMOGRAPHIC VARIABLES

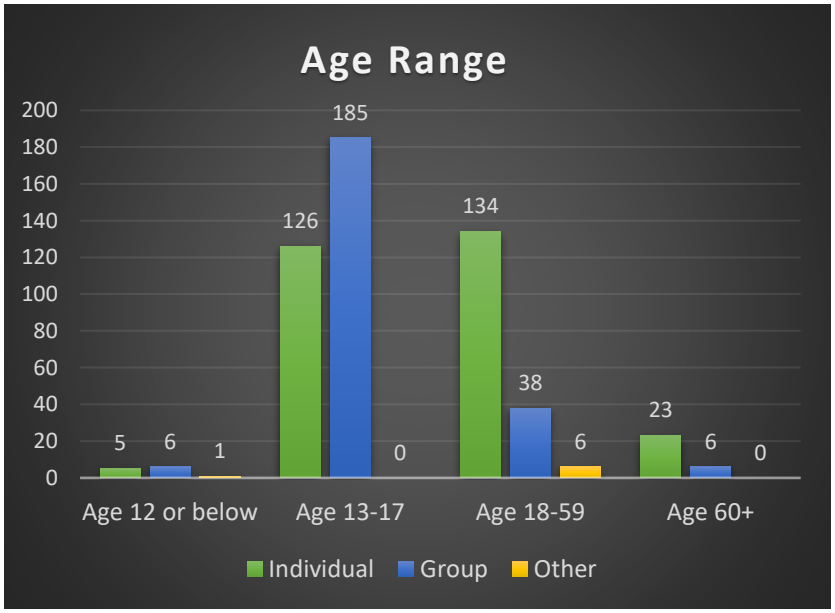
The following tables represent collected data reported by enrolled practicum students. Some master's students utilized "other" as a supplement for Northern Cass hours while Ph.D. students used "other" for off-site locations like the NDSU Counseling Center.

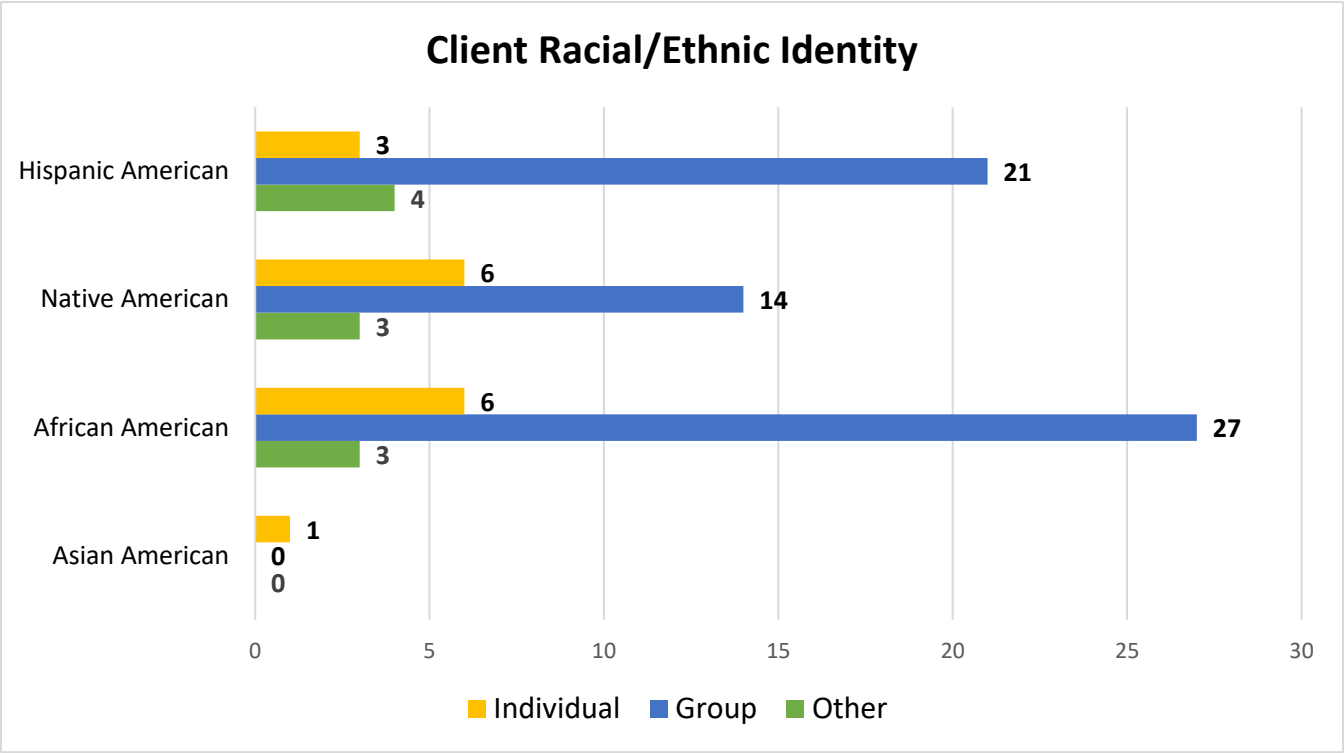
Impact: Who, Where, How Many?

Setting	*Number of Clients*
Individual clients seen in the clinic	**146** clients
Individual students or families at Northern Cass	**35** people (80.5 hours)
# of individuals served in *group settings	**349** group members
Total # of people served by practicum students	**530** individuals and group members

**Group Locations: Northern Cass Public School & West Central Regional Juvenile Detention Center*






Client Racial/Ethnic Identity
Hispanic American
Native American
African American
Asian American
3
21
4
6
14
3
6
27
3
1
0
0
0
5
10
15
20
25
30
Individual
Group
Other

Client Experiences
40
35
30
25
20
15
10
5
0
36
20
16
3
1
0
5
5
22
8
7
0
10
4
1
0
Clients w/ Trauma
Clients w/ Chemical Dependency
ESL Clients
Clients w/ Disabilities
At or Below Poverty Line
Unemployed
LGBTQ Clients
Clients w/ Head Injury
Individual
Group

2017-2018 REFERRALS, ATTENDANCE, & REVENUE

College Student Direct Referrals			
Referral Sources	**Number of Students Referred**	***Received Services**	**Attendance Rate**
NDSU Counseling Center	38	31	81.6%
NDSCS	10	9	90%
NDSU Student Health Services	1	1	100%
Prairie St. John's	1	1	100%
Total Referrals	**50**	**42**	**84%**

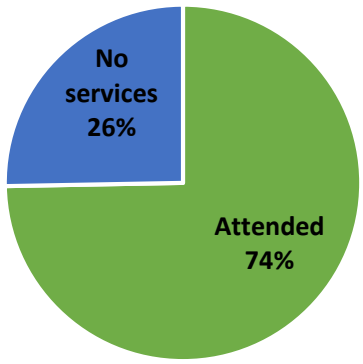
*attended *at least 1 session*

146 total clients attended at least one session after the phone intake

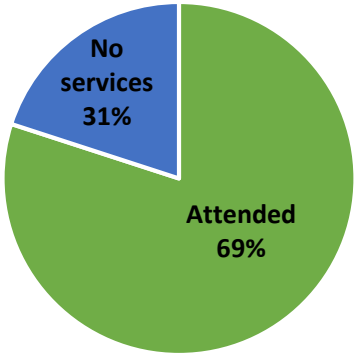
Client Assignment		
Type of Student Counselor	*2016 – 2017 Average # of clients*	***2017 – 2018 Average # of clients***
Master's level	10	**13**
Doctoral level	4	**6**

Average client attendance rate: ****71.5%**

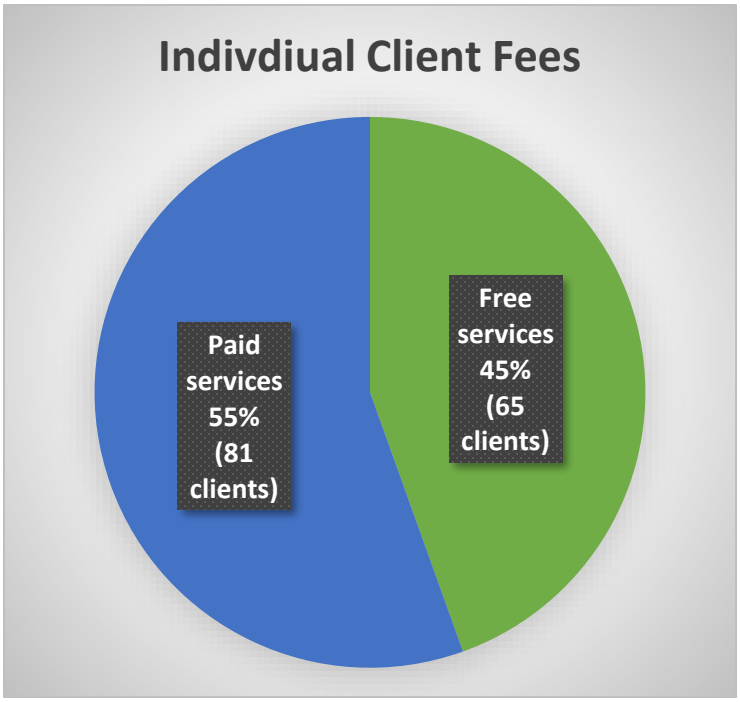
Fall 2017 Attendance Rate



Spring 2018 Attendance Rate



***Attendance rate includes reschedules, cancellations, and no-shows*



Other Free Services:

Group members (314 individuals)

NDSU students (31 clients)

Northern Cass individuals/families (23 individuals)

2016 – 2017 Income	
Fall Semester	$2,256.90
Spring Semester	$1,583.10
Total	**$3,840.00**

2017 – 2018 Income	
Fall Semester	$1,719.00
Spring Semester	$1,187.00
Total	**$2,906.00**

$934.00 decrease in income from previous year

2017-2018 CLIENT FEEDBACK

We ask for client feedback after each session with two items, one for the current session and one for total progress. Average responses from clients (on a scale of 1-10) over the academic year have been calculated.

Client Evaluations of Counselor Average Feedback Scores

Evaluation Questions	Fall 2017	Spring 2018
*How much do you feel you have grown up to this point as a result of counseling?	**5.47**	**6.25**
*How helpful was your session today? *based on scale of 1-10	**7.36**	**7.47**

Report #3: FALL 2018 – SPRING 2019

VALUE OF COUNSELING & SUPERVISION SERVICES

FACULTY SUPERVISION

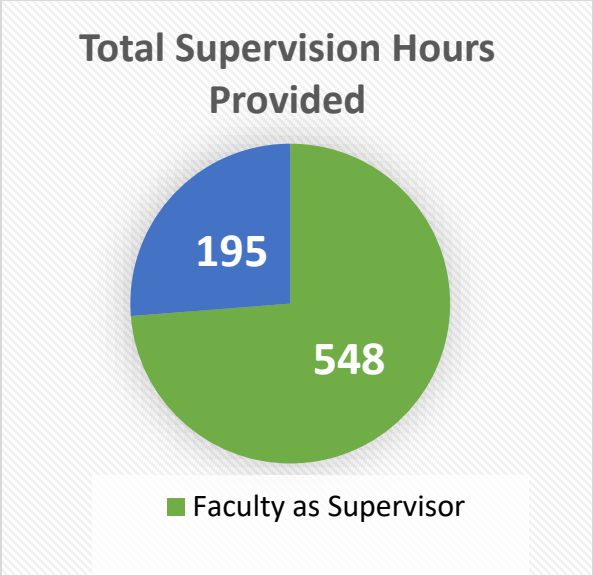
Total number of Master's students supervised: ***14**

Total number of Ph.D. students supervised: **9**

Total number of Ph.D. student supervisors: **7**

Total Supervision Hours Provided: **743**
Faculty hours provided include individual & group supervision

Total Value of Supervision Provided (estimated):
$37,150
$50/hour Rate is based on half typical clinical hour by a licensed clinical counselor
*2 discontinued and 2 remediated



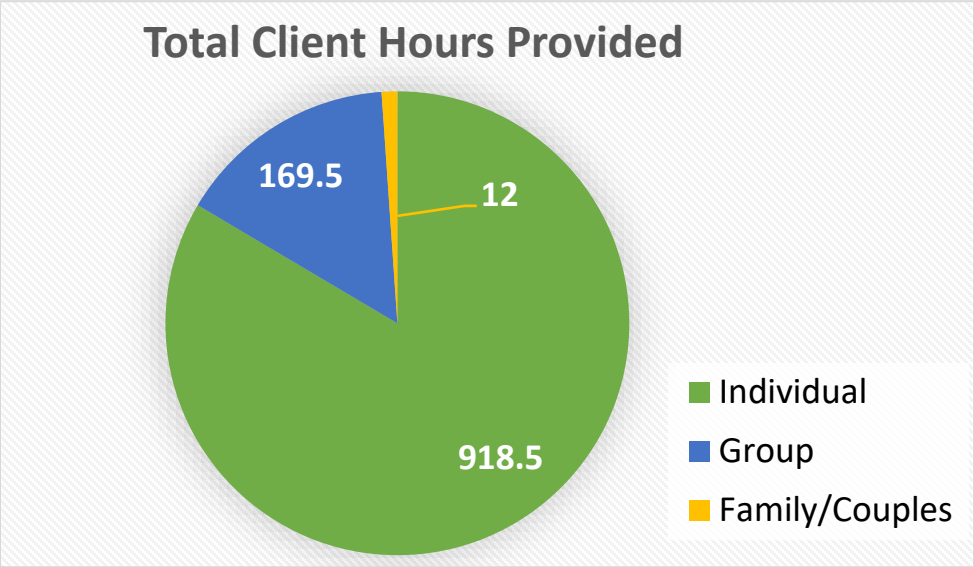
COUNSELING SERVICES

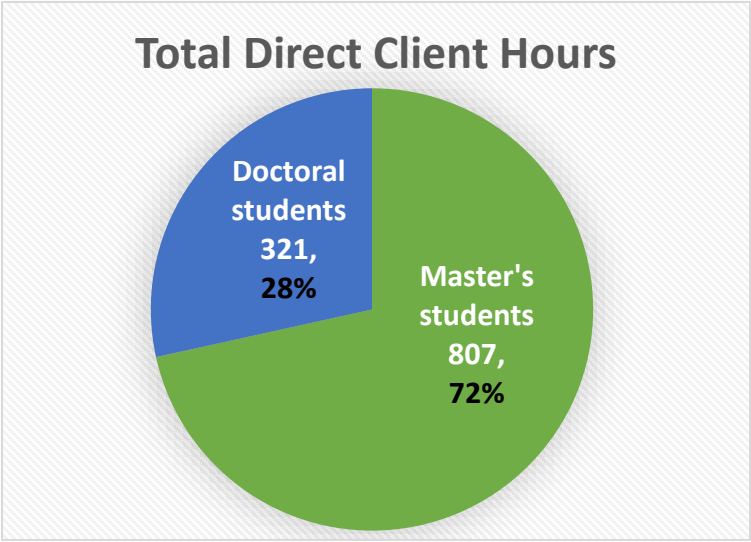
Total number of Master's counselor-trainees: **12**

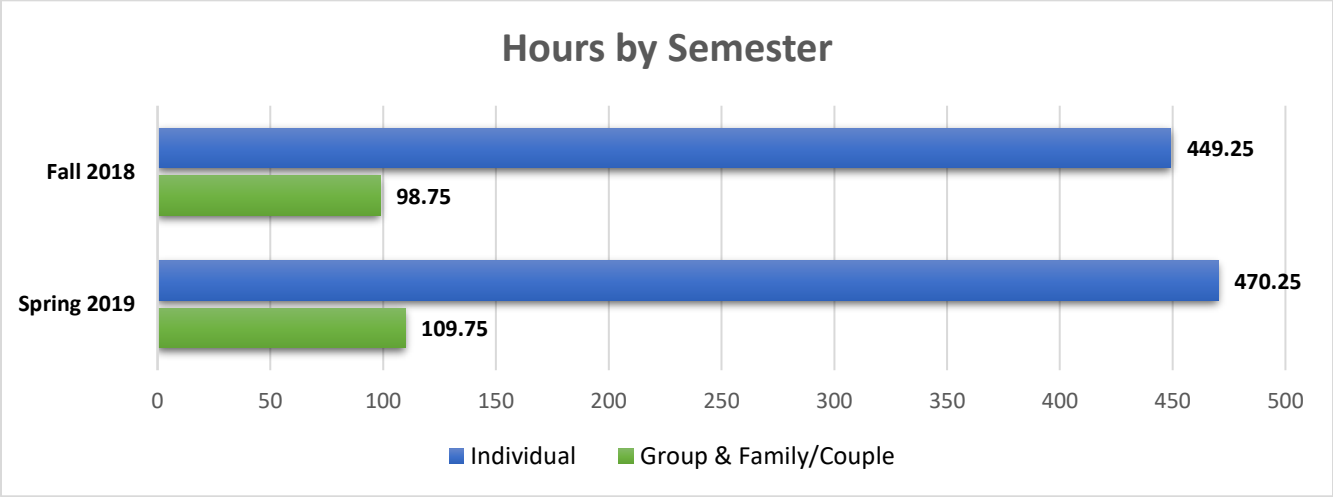
Total number of Ph.D. student counselors: **9**

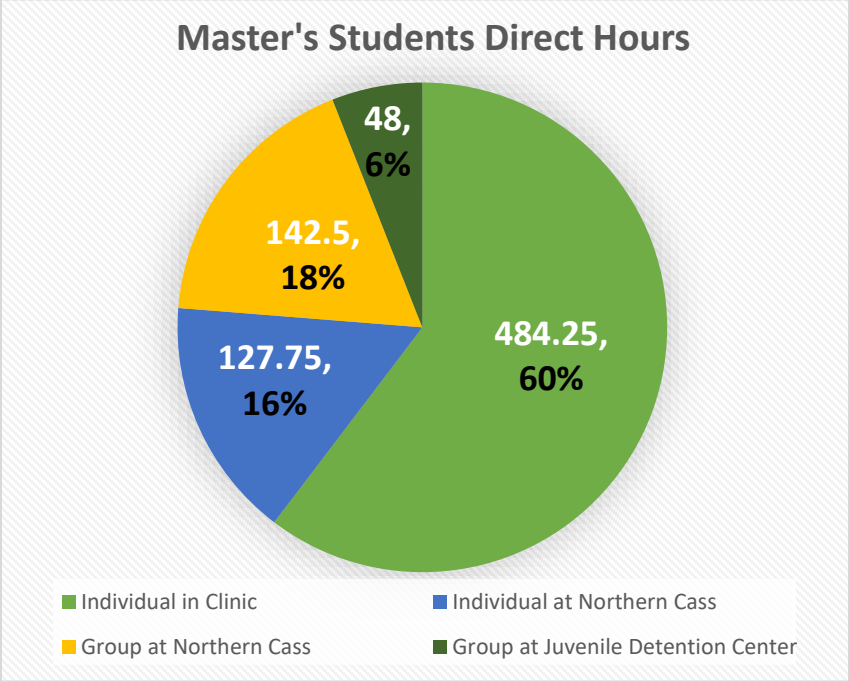
Total Client Hours Provided: **1127**

Total Value of Counseling Hours Provided: **$23,667**
$21/hour**Rate based on **ACA (2014). Counselor Compensation. National average.




Total Direct Client Hours
Doctoral students 321, 28%
Master's students 807, 72%


Hours by Semester
Fall 2018
449.25
98.75
Spring 2019
470.25
109.75
0
50
100
150
200
250
300
350
400
450
500
Individual
Group & Family/Couple


Master's Students Direct Hours
48, 6%
142.5, 18%
127.75, 16%
484.25, 60%
Individual in Clinic
Individual at Northern Cass
Group at Northern Cass
Group at Juvenile Detention Center

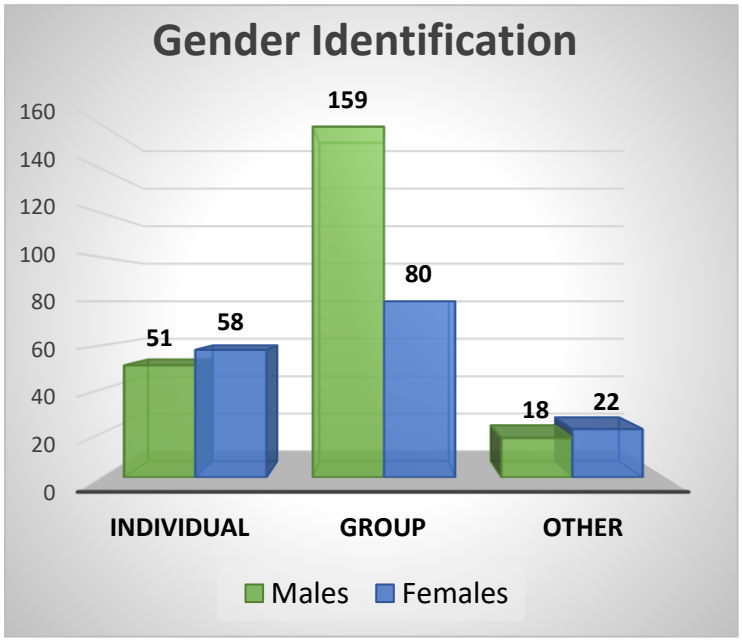
2018-2019 CLIENT DEMOGRAPHICS

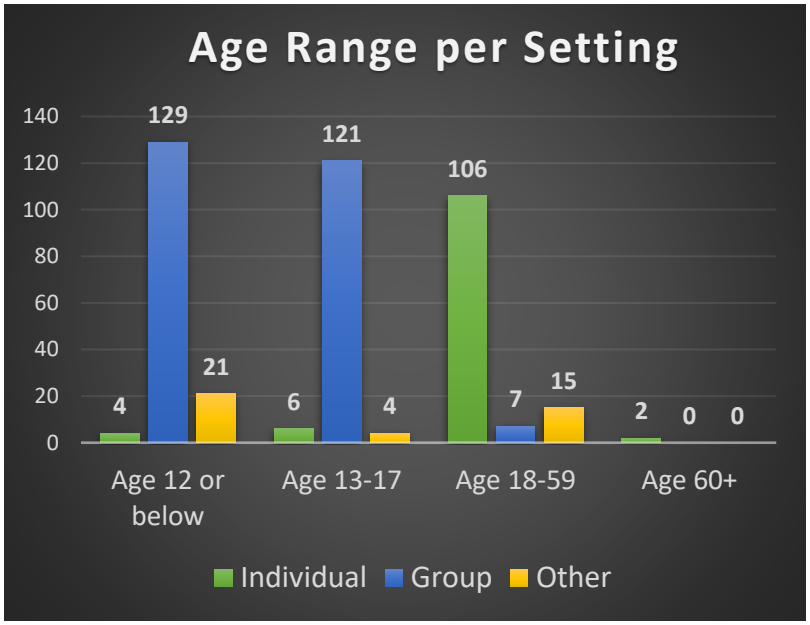
The following tables and charts represent collected data reported by enrolled practicum students. Some master's students utilized the "other" category as a supplement for Northern Cass hours while Ph.D. students used "other" for off-site or external locations like the NDSU Counseling Center. We continue to refine our data collection process and are currently updating the types of variables obtained (e.g. gender identification to include non-binary categories).

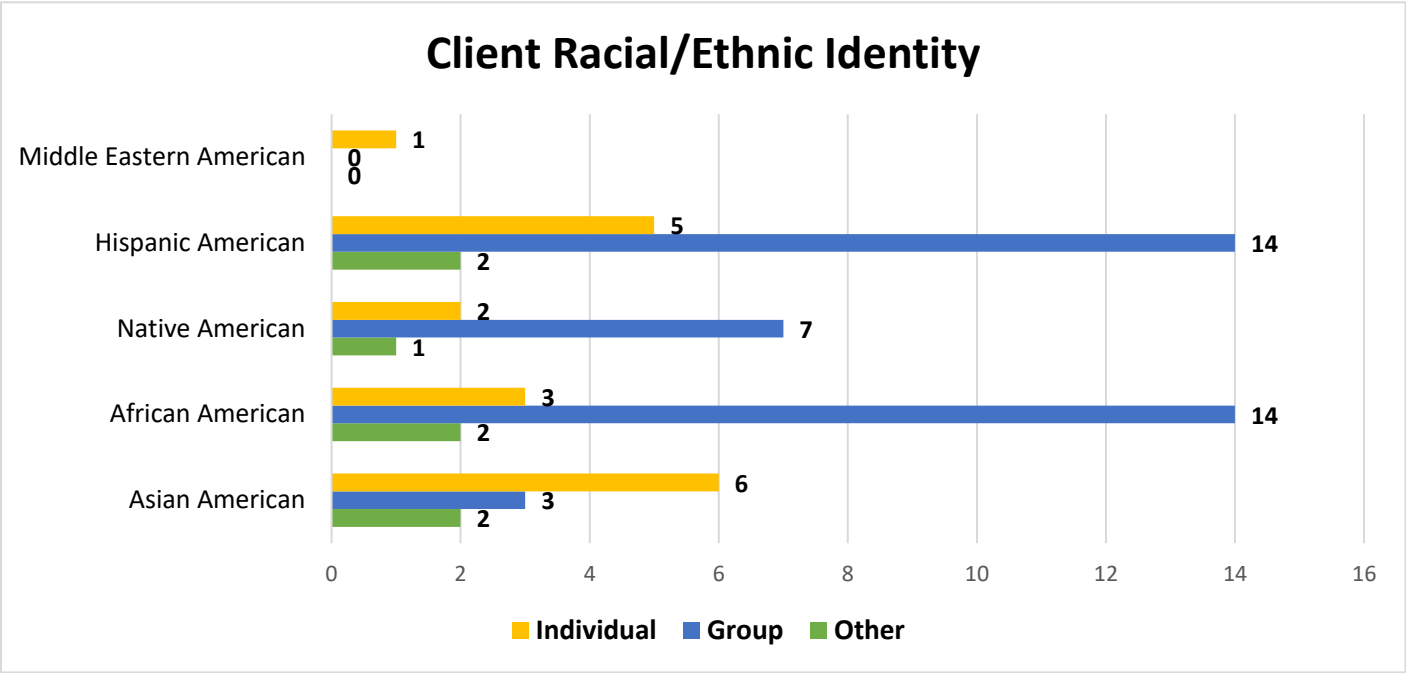
Impact: Who, Where, How Many?

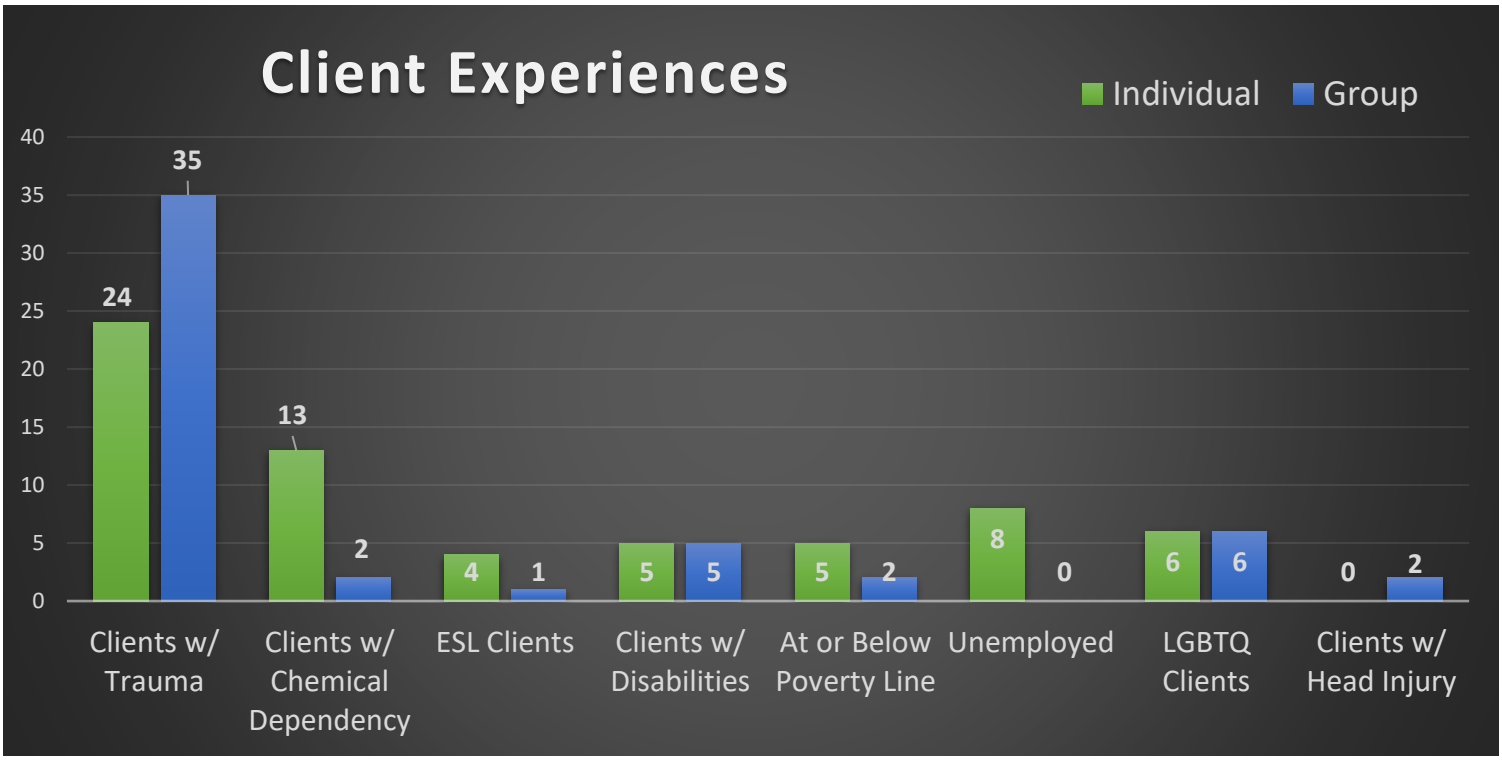
Setting	*Number of Clients*
Individual clients seen in the clinic	**118** clients
Individual students or families at Northern Cass	**40** people (127.75 hours)
# of individuals served in *group settings	***257** group members
Total # of people served by practicum students	**415** individuals and group members

**Group Locations: Northern Cass Public School & West Central Regional Juvenile Detention Center*






Client Racial/Ethnic Identity
Middle Eastern American
Hispanic American
Native American
African American
Asian American
1
0
0
5
14
2
2
7
1
3
14
2
6
3
2
0
2
4
6
8
10
12
14
16
Individual
Group
Other


Client Experiences
Individual
Group
40
35
30
25
20
15
10
5
0
24
35
13
2
4
1
5
5
5
2
8
0
6
6
0
2
Clients w/ Trauma
Clients w/ Chemical Dependency
ESL Clients
Clients w/ Disabilities
At or Below Poverty Line
Unemployed
LGBTQ Clients
Clients w/ Head Injury

2018-2019 REFERRAL & ATTENDANCE

Direct Referrals	
Referral Sources	**Number of Clients Referred**
NDSU Counseling Center	34
NDSCS	8
Northern Cass Individual Services	15
Northern Cass Family Counseling	2
Total Referrals	**59**

Client Assignment			
Type of Student Counselor	*2016 – 2017 Average # of clients*	*2017 – 2018 Average # of clients*	***2018 – 2019 Average # of Clients***
Master's level	10	13	**10**
Doctoral level	4	6	**8**

Overall, master's students typically see **5** clients actively throughout the semester
On average, doctoral students actively see about **3** clients throughout the semester number of clients

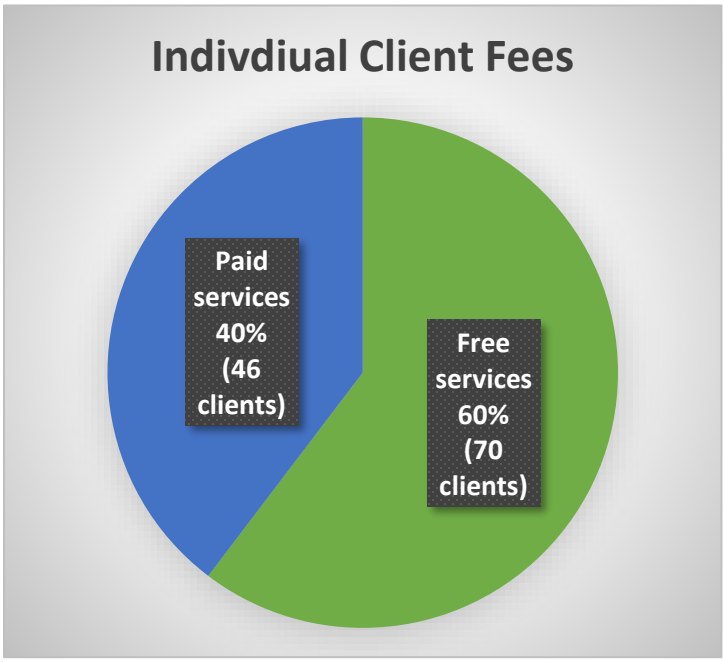
145 total clients *attended at least one session after the phone intake

Attendance Rate by Semester and Student		
Semester	Master's Students	Doctoral Students
Fall 2018	80%	85%
Spring 2019	80%	81%
2018-2019	81.5%	

Academic Year Attendance Rate Comparison	
2016 – 2017	77.4%
2017 – 2018	71.5%
2018 – 2019	81.5%
3 Year Average	76.8%

Attendance rates include reschedules, cancellations, and no-show

2018-2019 REVENUE & CLIENT FEEDBACK



Other Free Services:

Group members (222 individuals)

NDSU students (34 clients)

Northern Cass individuals/families (32 individuals)

2016 – 2017 Income	
Fall Semester	$2,256.90
Spring Semester	$1,583.10
Total	**$3,840.00**

2017 – 2018 Income	
Fall Semester	$1,719.00
Spring Semester	$1,187.00
Total	**$2,906.00**

2018 – 2019 Income	
Fall Semester	$970.00
Spring Semester	$836.00
Total	**$1806.00**

$934.00 decrease in income from 2017 to 2018

$1,100.00 decrease from 2018 to 2019

We ask for client feedback after each session with two items, one for the current session and one for total progress. Average responses from clients over the academic year have been calculated.

Client Evaluations of Counselor Average Feedback Scores

Evaluation Questions	Fall 2018	Spring 2019
*How much do you feel you have grown up to this point as a result of counseling?	**5.90**	**7.45**
*How helpful was your session today? *based on scale of 1-10	**7.15**	**8.30**

2018-2019 DEVELOPMENTS/OUTCOMES

Progress:

- Upgraded to Titanium and transitioning to electronic filing process.
- Increase in family counseling hours
- Strengthened partnership with Northern Cass for individual, group, and family counseling
    - Northern Cass again received the $25,000 national grant to help support students' mental health needs. The grant was written to pay supervisors and practicing counselors for individuals and families on site.
- Large increase in number of students seen from NDSU and Northern Cass with a decrease in community members
- Summer 2019 meeting with NDSCS:
    - CCS will start having walk-in hours starting in the fall one night a week
    - NDSCS students will have fee waived with $5,000 allotted in their student fees

Potential Clinic Budget

The clinic has never had an official budget. A future budget should include, at minimum, the following items:

- Develop a replacement schedule for the six computers and the Landro server.
- Identify the cost of Landro, including yearly maintenance.
- Develop funding sources for Titanium. Bill Burns secured a $5000 NDUS grant to move our clinic's records system to an electronic records management system. The new yearly cost estimate is around $3800, around $1700 (our original estimate) can be paid out of clinic funds (yearly fees from services to community clients range from $2000 to $2800).
- Identify the assessment needs for the clinic and estimated yearly costs, including replacement items. This will encourage research. Estimated need around $500.
- Develop a budget for office supplies and the update and replacement of furniture and technology for counseling facilities, on and off campus.
- Determine costs associated with maintaining client confidentiality in the waiting room.

Current Projects: Summer 2019

The clinic manager, supervisor, and director are currently working on a variety of projects to improve the overall coordination and management of the clinic. The proposed projects include:

- Creating and implementing the use of visuals (tables, graphs) to improve communication
- Deciphering the different roles and responsibilities of the clinic director, supervisor, and manager
- Join ACES Clinic Managers Interest Network

CLINIC MANAGER TASKS

- Annual clinic report highlighting relevant data of the clinics clientele, income, and outcomes for the previous three academic years
- **Improve/streamline certain processes including:**
    - Calling clients along with the documentation of that process
    - Tracking and saving student hours, client demographics, evaluations
    - Saving students' long-term records of hours and final evaluations

  - Whiteboard for students to post questions throughout the semester (email answers weekly)
  - Should student end of the semester documents be saved both paper file and electronically
- **Documents to Update:**
  - Clinic manager duties and step-by-step procedures for improved transitions between managers (include end of the semester with timelines along with where things are stored)
  - Job description, duties, responsibilities, and expectations
  - Documentation of diverse practicum experience (update the sheet and procedure)

CLINIC SUPERVISOR TASKS

- **Processes to improve/streamline**
  - Syllabus/Titanium Quiz at start of semester to ensure info retention
  - De-Activating Clients (when? Document process)
  - Note EVERYWHERE – "See electronic version for most current document"
- **Supervision updates**
  - Personality Assessment – have students complete at first supervision session to discuss
  - Create new Counselor Competencies scale (using Engels' The Professional Counselor book) – combine skills rubric, dispositions (personality), administrative, etc.
  - Supervision files --> Keep Word documents with supervisee info
  - Informed Consent ("End of their counseling" versus Change language about deleting videos)
  - EVERY student – professional disclosure (Add as part of the reflection paper; Edit at the end as final reflection)
- **Supervision Forms**
  - Create system to make it clearer how students are doing (e.g., green – developmental; yellow – needs work; red – needs work imminently)
  - Look at professional competencies form – use that rating scale to tie to ratings
  - Create a list of all practicum students (master's and doctoral) and their supervisors (faculty and doctoral). The same applies to doctoral students who are completing their clinical internship.
    - Doctoral supervisors (whether they are in the supervision course or serving as interns) must submit to us their current resume, which includes any and all applicable licenses, e.g., LAPC. They will also need to indicate they have all of the CACREP standards for supervision.
- **Titanium**
  - Supervision files --> Add to Titanium? Supervision notes in Titanium – check boxes, narrative, both sign (categorize – green, yellow, red – with clear instructions)
    - Written Titanium instructions for students
    - Written Titanium instructions for administrators (adding new users, changing permissions, etc.)
    - Implement the use of CCAPS (if possible)
- **Documents to Update**
  - Clinic Supervisor Duties & PROCEDURES (Update description)
  - **Evaluations** (Mid-Term, Final, Weekly?)
    - Create a visual of the evaluation process
    - Add to LiveText?
    - Create new assessment using "The Prof. Counselor" text
  - Remove old practicum handbook binders

CLINIC SUPERVISOR & MANAGER TASKS

- **Data Management** (keeping student records)
  - Records Management – remove after 7 years, How long to keep client evals? --> keep one semester at a time, How to track student hours? Qualtrics? Physical files?, NDSU One Drive – on HD&E Shared Drive
- **Titanium/Electronics**
  - When to delete files? --> University policy (for NDSU students); State policy for community clients? Track student hours in Titanium?
  - Create a single source for all forms/documents (e.g., shared drive or BlackBoard)
  - Update NDSU CCS Website
- **Documents**
  - UPDATE the practicum syllabus
  - Refer more to the handbook rather than specifying everything
  - Update assignments
  - Update evaluation procedures
    - UPDATE practicum student **handbook** (switch to electronic version only on shared drive)
    - ACES Best practices for supervision – student eval of supervisor should be linked to these practices (specify what we used to develop the form, justify why)
    - Supervisor will review and determine on a weekly basis how long a video should remain stored, not to exceed what the informed consent states (last business day of the semester)
    - Storage of video cannot exceed what the informed consent states
    - Evals based on counseling competencies AND dispositions
  - Signs in/around the clinic
  - Client resources/handout
- **Clinic Aesthetics**
  - Update/rearrange the waiting room to increase privacy and comfort
  - Update clinic rooms to increase comfort (art, lamps, clocks, etc.)
  - Purchase couch for group room
  - Room placards for CCS rooms to identify them as CCS rooms
  - New sign for front door
  - Re-organize CM office
- **Purchases:**
  - Couch – gray faux leather, Loveseat or Couch, Throw pillows
  - Lamps (floor, table)
  - Artwork, décor
  - New whiteboards (3) & Markers, Easels (for white boards)
  - Organizational things (in rooms)
  - Office supplies
  - Table & chairs for clinic supervisor's office (available from elsewhere on campus?)