



**COUNSELING
DEPARTMENT**

**AY 2023-2024
Program
Evaluation
Report**

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Approved 12.16.24

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Program Overview

For AY 23-24, the vision of Marshall University was to inspire learning and creativity that ignites the mind, nurtures the spirit, and fulfills the promise of a better future.

Marshall University's mission was to:

1. Offer a wide range of high quality, affordable, and accessible undergraduate, graduate, and professional education that prepares students to think, learn, work, and live in an evolving global society.
2. Create opportunities and experiences to foster understanding and appreciation of the rich diversity of thought and culture.
3. Maintain a dynamic intellectual, artistic, and cultural life by promoting and supporting research and creative activities by undergraduates, graduates, and faculty.
4. Contribute to the quality of life of the community, region, and beyond through applied research, economic development, health care, and cultural enrichment.
5. Cultivate the development of an inclusive, just, and equitable community.

The Counseling Department's mission was to prepare aspiring counselors to serve their schools and communities as ethical, competent, and culturally sensitive practitioners.

The Counseling Department offered a Master of Arts degree program in counseling with two specialty tracks: clinical mental health counseling (CMHC) and school counseling (SC). Additionally, the department facilitated one graduate certificate program: Violence, Loss, and Trauma Counseling (VoLT), which was available to students inside and outside of the degree program.

We also received approval to offer an accelerated graduate degree program (AGD) in partnership with our undergraduate psychology department (<https://catalog.marshall.edu/graduate/programs-az/education-professional-development/counseling-accelerated-graduate-degree/>) that will begin in AY 24-25.

Department Objectives

The department objectives were:

- PO1: Prepare students who represent the program and the profession in ethical practice, advocacy, and professional identity.
- PO2: Provide instruction and opportunity to develop a sense of cultural awareness and sensitivity to underserved populations.
- PO3: Prepare students who are skilled in attending, conceptualization, and providing interventions for individuals, groups, and families.
- PO4: Prepare students to understand, utilize and potentially contribute to the body of research within the counseling profession.

- PO5: Encourage student development and skill in using assessments, resources, and interventions for clients relative to mental health, academic, and career development needs.
- PO6: Promote an understanding of human development and self-awareness, wellness, and resilience throughout the lifespan.

Progress from 22-23 PER

Review of our 22-23 PER resulted in the following modifications and program changes. Therefore, our 23-24 PER begins with an update on our progress towards these modifications, changes, and recommendations:

Subsequent Program Modifications

Subsequent Program Modifications	Updates
Retire the on-ground delivery method (Effective Spring 2024).	This process went smoothly with our substantive change approved by CACREP and no impact on student learning.
Develop a replacement to the CPCE assessment point (Goal = Spring 2025).	Our progress on this modification was thwarted by the unexpected announcement of CACREP Policy 2.E. requiring in-person, synchronous skill assessments. We continue to plan for a portfolio; however, if in-person, synchronous experiences are required, the portfolio project will have to be prioritized lower. Our amended goal is a Fall 2026 launch.

Other Substantial Program Changes

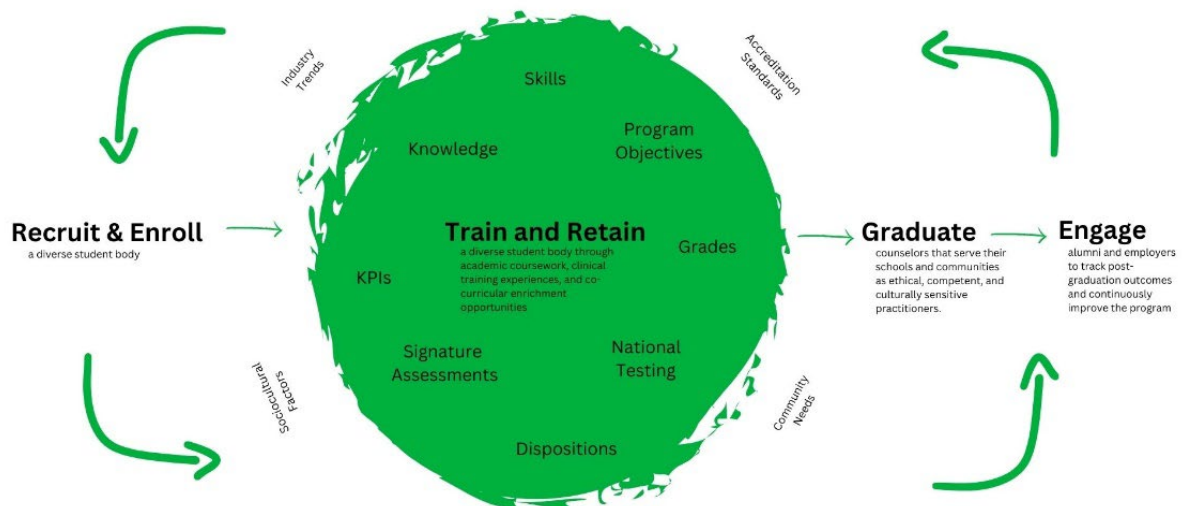
Other Substantial Program Changes	Updates
Correct data collection errors in the Graduate Exit Survey and missing Blackboard LMS alignment feature to enhance data collection efforts.	The Graduate Exit Survey is now embedded in Tevera; however, it may need to move back into Qualtrics given the increased cost of Tevera. We created processes and training to enhance our Blackboard alignments, and our focus continues to be on compliance to ensure the alignments are made.
Complete a thorough review of program non-completers and stop-outs, with a special emphasis on the supports needed among students of color.	There were no trends in student demographics. We will run a report each term and follow up with emails and hard copy letters to provide ongoing connection. No formal in/out process for the program was recommended at this time.
Evaluate student perception of asynchronous and	We built and piloted an enrolled student survey.

synchronous learning activities.	
Explore experimental designs to compare outcomes of sections with different instructional methods and frequency of synchronous learning exercises.	We continue to experiment with the frequency of our live sessions in alignment with student learning outcomes and needs. No formal designs are being planned yet.
Decide on the creation of a doctoral program after CACREP reaffirmation decision.	Our site visit will be sometime in 2025, so we will make a decision after that.
Create named leadership positions to enhance program operations.	We have a full roster of named area leaders who are driving the vision and planning in their respective areas.
Enhance community building opportunities like regional meetups, townhalls, and new student meet and greets.	CSI is hosting at least one virtual gathering per term. The Chair is hosting a new student gathering each term. Faculty have hosted informal gatherings at conferences and other regional settings.
Build a prototype for more efficient individual student assessment processes.	The prototype is still in development.
Create ad-hoc individual student assessment reporting process (e.g., Navigate, DegreeWorks).	We created a retention and remediation tracking form. Faculty will complete, place a copy in the student file, and set a calendar reminder to check in on the due dates. We have not recommended using DegreeWorks or Navigate at this time.
Increase opportunities for live review of student skill demonstration.	A new process for recorded session review has been created using MicrosoftTeams. A new standardized rubric is being created. All instructors are exploring ways to increase review of actual student demonstration of counseling skills, including the use of AI as a role play participant.
Create a faculty database survey to capture other CACREP requirements and more inclusive diversity statistics.	The survey has been administered and report written. This is now filled out once a new instructor is hired or added to our instructor pool.
Create an enrolled student survey to assess department threats to inclusivity and more inclusive diversity statistics.	The survey has been administered and report written.
Outreach to associate's and undergraduate degree programs, including HBCU's, to explore potential academic partnerships.	We continued outreach and have developed one AGD with the MU psychology department and are in discussion for an articulation agreement with the AAS in Behavioral Health Sciences at Bridge Valley.

	Two more MU AGDs are being created with the RBA and BAS programs.
Revamp all stakeholder surveys for follow-up study and administration in AY 23-24	All surveys have been revised, distributed and a report written.
Revamp all in-house assessment measures, with a specific focus on expanded diversity and inclusivity constructs	All in-house measures continue to be revised.
Build course leadership model to enhance consistency across courses and integrity in data collection.	The course leadership and teaching team model has been created and launched.
Adjust thresholds based on performance.	We continue to evaluate our thresholds for performance and institutional response.
Review recruitment strategies for the school counseling specialty.	We continue to work with the WVDE to ease the transition for those working on a permit. Additional brainstorming includes exploring MOUs with school districts, elevating the dual credentials, and creating a school counseling certificate.

Comprehensive Assessment Plan

Appreciate and Transform the Contextual Realities of an Evolving Global Society



Nurture the the Program Climate Through Continuous Feedback Loops

For AY 23-24, our program theory shows the student lifecycle from recruitment to graduation and engagement as alumni. This program theory also ensured that our efforts to recruit and retain a diverse and inclusive learning community were paramount to our comprehensive assessment plan (CAP). The CAP provided an

opportunity to evaluate our overall effectiveness systematically, empirically, and comprehensively in achieving our objectives and mission. Our CAP included assessment at two levels: (1) aggregate department level and (2) individual student level.

The department level evaluation included: demographics and other characteristics across the student lifecycle from admission to graduation; aggregate assessment of knowledge, skills, and dispositions across key performance indicators (KPIs); student evaluations of faculty, sites, and the department as a whole; graduate outcomes; and follow-up studies of key stakeholders.

The individual student level evaluation included individual assessment of knowledge, skills, and dispositions using the following: academic course grades; clinical course grades; cumulative GPA; standards of conduct and ethical practice; academic integrity; and KPIs.

Each CAP component included the following, where applicable: instrument/data; source; how and when data is collected; when data is analyzed; performance targets; intervention triggers; and use of the data for ongoing curriculum, department, and student development. Several instruments, data sources, and analysis tools are used to complete our CAP each year.

Each KPI was evaluated using at least two different methods during two different times in the student lifecycle with some combination of the following: grades on signature assignments; the Counselor Skill Developmental Assessment (CSDA); Site Supervisor Evaluations; and National Testing. Except for the National counselor Examination (NCE), which is only used for program evaluation, all assessment points were used for both department and individual level assessment.

Department level data were analyzed during the summer and fall terms of 2024 in preparation for our annual Program Evaluation Report (PER), whereas individual student level data was collected and analyzed at a minimum of one time per term. The results of the CAP were used to inform enhancements across all levels of the department as we evolve to meet the needs of our stakeholders and one another.

Demographics

Program Faculty

The Counseling Department included 12 full-time core faculty and 46 adjunct faculty in AY 23-24. We averaged 28.7 faculty per term with an AY FTE of 17.05.

	Fa23	Sp24	Su24	AY23-24	AY22-23
Adjunct	17	21	14	17.33	15.67
Core	12	12	10	11.33	10.67
Total	29	33	24	28.67	26.34
FTE	17.61	18.93	14.62	17.05	

Note. Core faculty are not required to teach in the summer term. FTE faculty = # of full-time core faculty assigned to the unit + # of part-time faculty (.33).

When our Faculty Database Survey was analyzed in August 2024, 47 people responded. The average age of all faculty was 46.74 (SD = 12.40), which was younger than AY 22-23 ($M = 53.68$). Core faculty were slightly older than adjunct faculty. Only 7% of faculty had US Armed Forces experience, with no core faculty having this experience. Only 8% of faculty identified as having a disability. The majority of faculty identified as Male (59%), heterosexual (85%), not of Spanish, Hispanic, or Latinx origin (97.30%), and White or Caucasian (86%).

The majority of faculty (86%) reported good, very good, or excellent cultural inclusion and openness in the department while the other 14% felt neutral.

Row Labels	Sexual Orientation	%	2023 CACREP Vital Stats
Bisexual (attracted to any sex)	3	8.82%	
Heterosexual (attracted to people of another sex or gender)	29	85.29%	
Homosexual (attracted to people of the same sex or gender)	1	2.94%	
Prefer not to say	1	2.94%	
(blank)		0.00%	
Grand Total	34	100.00%	
Row Labels	Racial ID	%	
Asian	1	2.70%	5.72%
Black	2	5.41%	17.28%
Prefer to self-describe	1	2.70%	
Prefer to self-describe, Asian	1	2.70%	
White or Caucasian	32	86.49%	58.90%
(blank)		0.00%	
Grand Total	37	100.00%	
Row Labels	Religious or spiritual orientation	%	
Buddhist	1	2.86%	
Christian (Catholic, Protestant or any other Christian denominations)	18	51.43%	
Jewish	4	11.43%	
No Religion or Spirituality	4	11.43%	
Prefer not to say	3	8.57%	
Prefer to self-describe:	5	14.29%	
(blank)		0.00%	
Grand Total	35	100.00%	

Faculty resided in 11 states with the majority residing in WV. The majority of faculty (61%) have some form of clinical practice with adjunct faculty being more likely to have a current clinical practice.

Our NPS score was 76.92, with 79% Promoters.

Row Labels	N	%
Florida	1	2.63%
Illinois	1	2.63%
Maine	1	2.63%
Maryland	1	2.63%
Michigan	1	2.63%
Ohio	6	15.79%
Tennessee	1	2.63%
Washington	1	2.63%
West Virginia	25	65.79%
(blank)		0.00%
Grand Total	38	100.00%

Enrolled Students

We had students enrolled from 33 states with the largest percentage being from WV (70.61%) followed by Ohio (7.21%), and Georgia (2.86%).

Row Labels	Fa23	Sp24	Sum24	Total	%Total
WV	199	195	125	519	70.61%
OH	19	19	15	53	7.21%
GA	7	8	6	21	2.86%
VA	4	7	8	19	2.59%
KY	5	6	3	14	1.90%
SC	3	5	3	11	1.50%
CO	3	4	3	10	1.36%
NV	3	3	3	9	1.22%
PA	4	2	2	8	1.09%
NC	2	3	2	7	0.95%
IL	2	2	2	6	0.82%
NJ	2	3	1	6	0.82%
KS	1	2	2	5	0.68%
MD	2	2	1	5	0.68%
AZ	1	2	1	4	0.54%
WA	2	1	1	4	0.54%
LA	1	1	1	3	0.41%

MI	2	1		3	0.41%
ID	1	1	1	3	0.41%
AL	1	1	1	3	0.41%
MN	1	1	1	3	0.41%
NY		1	1	2	0.27%
VT	1	1		2	0.27%
CA	2			2	0.27%
CT	1	1		2	0.27%
FL	1	1		2	0.27%
TX		1	1	2	0.27%
UT		1	1	2	0.27%
DC	1	1		2	0.27%
NH			1	1	0.14%
(blank)		1		1	0.14%
WY	1			1	0.14%
Total	272	277	186	735	100.00%

The majority of enrolled students were in the CMHC area of emphasis (64.47%) compared to the school counseling area of emphasis (35.11%).

Row Labels	Fa23	Sp24	Sum24	Total	%Total
Counseling, MA	261	269	182	712	100.00%
Blank	1	1		2	0.28%
School Counseling	101	91	58	250	35.11%
Community Counseling		1		1	0.14%
Clinical Mental Health Coun	159	176	124	459	64.47%
GEC0	1	1		2	0.28%
VoLT Other	1	1		2	0.28%
GEK0	1	1	1	3	0.42%
VoLT Other	1	1	1	3	0.42%
GXEH	9	5	3	17	2.39%
VoLT Alone	9	5	3	17	2.39%
GZ96		1		1	0.14%
Professional Dev-Counseling		1		1	0.14%

The largest percentage of enrolled students identified themselves as female (84.90%) and White (39.59%), but there was a significant number of responses left blank. When compared to Marshall University, the counseling department had similar racial/ethnic distributions.

Row Labels	Fa23	Sp24	Sum24	Total	%Total	2023 CACREP
F	234	232	158	624	84.90%	
American Indian/Alaskan Native	1	2	1	4	0.54%	.74
Black	3	4	2	9	1.22%	11.28
Hispanic	5	4	2	11	1.50%	9.72
White	102	97	64	263	35.78%	47
(blank)	123	125	89	337	45.85%	
M	38	45	28	111	15.10%	
Black	5	5	2	12	1.63%	2.90
White	10	12	6	28	3.81%	11.31
(blank)	23	28	20	71	9.66%	
Total	272	277	186	735	100.00%	

Graduates

The Counseling Department had 136 graduates in AY 23-24 with most graduating from the CMHC area of emphasis (61%).

We graduated students in 17 states, with the largest being from WV (65%).

On average, students finished the program in 6.35 terms ($SD = 2.20$) with a range of 4 to 13 terms to complete. The average GPA of graduates was 3.81 ($SD = 0.24$).

Row Labels	Fa23	Sp24	Sum24	Total	%Total
MA, Counseling	50	47	26	123	90.44%
School Counseling	18	17	5	40	29.41%
Clinical Mental Health Coun	32	30	21	83	61.03%
Grad Cert Vio Loss Trauma Coun	7	5	1	13	9.56%
Grand Total	57	52	27	136	100.00%

Row Labels	Fa23	Sp24	Sum24	Total	%Total
Grand Total	57	52	27	136	100.00%
WV	45	26	17	88	64.71%
OH	5	2	1	8	5.88%
CO			5	5	3.68%
NC		3	2	5	3.68%
NJ		4		4	2.94%
CA	1	2		3	2.21%
FL		3		3	2.21%
GA		3		3	2.21%
PA	2	1		3	2.21%

AL	2			2	1.47%
IL		2		2	1.47%
KY		2		2	1.47%
MI		2		2	1.47%
MN			2	2	1.47%
WY	2			2	1.47%
VA		1		1	0.74%
VT		1		1	0.74%

	Fa23		Sp24		Sum24		Total	
	M	SD	N	SD	M	SD	M	SD
Terms	6.09	2.13	6.60	2.48	6.44	1.72	6.35	2.20
GPA	3.77	0.22	3.82	0.25	3.89	0.24	3.81	0.24

Applicants, Admitted, and Graduated Students

In AY 23-24, we accepted 265 potential students, admitted 206, and graduated 122 students. The largest percentage of student each category identified as Female and White, which continues to be a trend. The largest percentage of reported race/ethnicity in each category was white, followed by unknown. The largest percentage of reported sex of all categories was female.

Row Labels	Applied	Admitted	Graduated	Grand Total
Fall 2023	156	130	53	339
Spring 2024	109	76	51	236
Summer 2024			18	18
Grand Total	265	206	122	593
Race/Ethnicity	Applied	Admitted	Graduated	Grand Total
Fa23	156	130	53	339
B.Hispanic	3	3	5	11
C.AmIndian	1	1		2
D.Asian	1	1		2
E.Black	9	7	1	17
G.White	110	92	46	248
H.TwoOrMore	6	5		11
I.Unknown	26	21	1	48
Sp24	109	76	51	236
B.Hispanic	1	3		4
C.AmIndian	1			1
D.Asian	1			1
E.Black	6	4	6	16
G.White	77	52	35	164
H.TwoOrMore	6	2	1	9

I.Unknown	17	15	9	41
Sum24			18	18
G.White			16	16
H.TwoOrMore			1	1
I.Unknown			1	1
Total	265	206	122	593
Gender	Applied	Admitted	Graduated	Grand Total
Fa23	156	130	53	339
F	122	99	43	264
M	34	31	3	68
(blank)			7	7
Sp24	109	76	51	236
F	88	64	41	193
M	21	12	5	38
(blank)			5	5
Sum24			18	18
F			14	14
(blank)			4	4
Grand Total	265	206	122	593

Assessment of Knowledge, Skills, & Dispositions

During the annual department level evaluation period, a KPI Face Sheet was created that shows the following: department mission; relevant CACREP Domain; KPI; relevant department objectives; and results for each method and point in time the KPI was evaluated. Each KPI Face Sheet provided aggregate data to be used for department level evaluation of students' knowledge, skills, and dispositions to be used for ongoing program enhancement.

Each KPI was evaluated using a combination of two or more methods (grades on a signature assignment; CSDA; Site Supervisor Evaluation; and/or National Testing) over two or more points of time.

Key Performance Indicators (KPIs)

The KPIs are linked to various *2016 CACREP Standards* as well as our program objectives (in parentheses) and include a blend of both knowledge and skills:

- KPI 1.1 Students will demonstrate the ability to identify key components of a strong professional identity (2.F.1., PO1, PO3, PO6)
- KPI 1.2 Students will demonstrate ethical reasoning skills. (2.F.1., PO1, PO3, PO6)
- KPI 2.1 Students will demonstrate understanding of the impact diversity has on the counseling process. (2.F.2., PO2)

- KPI 2.2 Demonstrate the ability to incorporate multicultural competencies in counseling skills. (2.F.2., PO2)
- KPI 3.1 Students will demonstrate understanding of developmental theories regarding personality development, learning, and social functioning. (2.F.3., PO4, PO6)
- KPI 3.2 Students will demonstrate skills in identifying developmental barriers that affect client behavior and experience. (2.F.3., PO4, PO6)
- KPI 4.1 Students will demonstrate knowledge and skill in applying career development theories, strategies and techniques to specific career decision-making situations (2.F.4., PO4, PO5)
- KPI 4.2 Students will demonstrate an ability to utilize career assessment instruments and techniques relevant to career planning and decision making (2.F.4., PO4, PO5)
- KPI 5.1 Students will demonstrate an understanding of the structure of the counseling process and how this structure helps determine counseling practices from various theoretical perspectives (2.F.5., PO1, PO2, PO3, PO5)
- KPI 5.2 Students will demonstrate a developing approach to counseling, assessment, diagnosis, supervision, and client advocacy with a clear understanding of counselor functions (2.F.5., PO1, PO2, PO3, PO5)
- KPI 6.1 Students will evaluate the principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work. (2.F.6., PO3)
- KPI 6.2 Students will demonstrate skills in planning and implementing an appropriate group intervention/program. (2.F.6., PO3)
- KPI 7.1 Students will demonstrate an understanding of the purpose and process of assessment in counseling. (2.F.7., PO4, PO5)
- KPI 7.2 Students will demonstrate skills in conducting, interpreting, and reporting results for select assessment instruments. (2.F.7., PO4, PO5)
- KPI 8.1 Students will demonstrate the skills necessary to obtain, analyze, and review current literature on a chosen topic. (2.F.8., PO4)
- KPI 8.2 Students will demonstrate skills in basic statistical analysis of data. (2.F.8., PO4)
- KPI 9.1 Students will demonstrate knowledge of the numerous roles and responsibilities of the PK-12 school counselor with regard to assessment, intervention, planning, and implementation of comprehensive school counseling and guidance programs as it relates to the ASCA National Model to address all student's academic, career and personal/social needs while following the ASCA Ethical Standards, applicable WVDE Policies, and appropriate legal statutes. (5.G.)
- KPI 9.2 Students will demonstrate skills in planning, delivering and evaluating comprehensive school counseling and guidance programs for PK-12 students following the ASCA National Model, ASCA Ethical Standards, applicable WVDE Policies, and appropriate legal statutes (5.G.)
- KPI 9.3 Students will illustrate the impact of technology in the numerous roles and responsibilities of the PK-12 school counselor with regard to assessment,

intervention, planning, and implementation of comprehensive school counseling and guidance programs.

- KPI 10.1 Students will demonstrate skills in intake, assessment, diagnosis, treatment planning, and implementation of evidence-based practice in counseling. (5.C.)
- KPI 10.2 Students will demonstrate understanding of the duties, roles, and expectations in clinical, agency, hospital, and private practice environments (5.C.)
- KPI 11 Students will demonstrate self-awareness, integrity, and professionalism in relation to peers, faculty, staff, and supervisors. (4.G.)

Methods

Academic/Clinical Course Grades

Course grades were exported each term and reviewed by core faculty. Grades other than B/Credit were responded to in accordance with our CAP and retention and remediation plan when appropriate.

Cumulative GPA

Cumulative GPA was calculated each term and reviewed by core faculty. Students with GPAs under 3.0 were responded to in accordance with our CAP and retention and remediation plan when appropriate.

Signature Assignments

Signature assignments were created to provide students with the opportunity to demonstrate the KSDs necessary of an entry level counselor. Rubrics were used to assess those signature assignments, and the assignment graded was entered into the Blackboard LMS. Each term, grades from those signature assignments were exported into our program evaluation dashboard in PowerBI for program and individual student assessment purposes. Assignment grades under 80% were responded to in accordance with our CAP and retention and remediation plan when appropriate.

CSDA

The CSDA was an 11-item scale which measures the key dispositions of a professional counselor: professionalism, therapeutic aptitude, maturity/integrity, and multicultural competence. The items were scored on a scale of 0 (no information available) to 4 (exceeds expectations). A mid-term and final CSDA is completed in Tevera on every student in five courses (600, 607, 608, 691/698). Total scores and individual items are used to assess various KPIs, so disposition assessment is infused across KPIs as well as with a dedicate KPI #11. CSDA ratings of 1 were responded to in accordance with our CAP and retention and remediation plan when appropriate.

Site Supervisor Evaluation

The Site Supervisor Evaluation Form had three parts: (1) Demographic Information with 8 items; (2) Practice of Counseling with 11 items ranked from 1 (not met), 2 (met), and 3 (exceeds); and (3) Candidate Effectiveness with 12 items ranked from 1 (not met), 2 (met), and 3 (exceeds), four yes/no questions, two open-ended questions, and one final grade-level evaluation. The Site Supervisor Evaluation Form was completed during the mid-term and final of three courses (608, 691/698). Ratings under 2 were responded to in accordance with our CAP and retention and remediation plan when appropriate.

National Testing

All students were required to take the CPCE before they graduate, and school counseling students were also required to take the Praxis II prior to enrolling in their school counseling internship. Students could also take the NCE and NCMHCE according to their state licensure requirements.

CPCE scores that were more than 1.5SD below program average were responded to in accordance with our CAP and retention and remediation plan when appropriate.

Failing Praxis II scores were responded to in accordance with our CAP and retention and remediation plan when appropriate.

NCE and NCMHCE scores that were more than 1SD below the national average were responded to in accordance with our CAP and retention and remediation plan when appropriate.

Standards of Conduct and Ethical Practice

Various standards were used to set the expectations for conduct and ethical practice:

1. Marshall University (<https://www.marshall.edu/student-conduct/>)
2. Complete MU Catalog (<https://catalog.marshall.edu/>)
3. Title IX (<https://www.marshall.edu/titleix/>)
3. Marshall Office of Academic Affairs (<https://www.marshall.edu/academicaffairs/policies/#ProbationGrad>)
4. The College of Education and Professional Development
5. The Counseling Department
6. The ethical codes of the American Counseling Association, American School Counseling Association, American Mental Health Counselors Association, and National Board of Certified Counselors
7. State board policies regulating the practice of counseling in West Virginia and the state where the student resides.
8. The legal statutes governing practice of counselors in WV and the state where the student resides.

These were evaluated on an ongoing basis and responded to in accordance with our CAP and retention and remediation plan when appropriate.

Academic Integrity

All policies related to academic integrity can be found here: <https://www.marshall.edu/academic-affairs/policies/>. These were evaluated on an ongoing basis and responded to in accordance with our CAP and retention and remediation plan when appropriate.

Results

Academic/Clinical Course Grades

Program Level

As can be seen in the table below, 2.69% ($n = 47$) grades of C/D/F were earned. Our withdrawal rate was 6.02 ($n = 105$). Only two instances of NC in clinical courses were observed.

Clinical Course Grades				
Clinical Course	CR	NC	W	Grand Total
608	86	1	7	94
691	69	1	1	71
698	52		3	55
Grand Total	207	2	11	220

Course	A	B	C	D	F	CDF	%Total CDF	I	W	Total	%CDFCourse
654	5	2	1		1	2	4.26%		1	10	20.00%
684	5	1			1	1	2.13%		1	8	12.50%
687	11			1		1	2.13%		1	13	7.69%
670	11	4			1	1	2.13%		1	17	5.88%
574	93	19	6		2	8	17.02%		18	138	5.80%
606	65	4	3		1	4	8.51%	1	5	79	5.06%
602	105	18	4		2	6	12.77%		4	133	4.51%
630	44	15	3			3	6.38%	1	5	68	4.41%
632	93	3	1		3	4	8.51%	1	1	102	3.92%
609	96	14	2	1	1	4	8.51%		6	120	3.33%
675	27	1		1		1	2.13%		1	30	3.33%
555	74	8	1		2	3	6.38%		9	94	3.19%
556	27	8	1			1	2.13%		4	40	2.50%
575	73	4	2			2	4.26%		2	81	2.47%
605	62	23	2			2	4.26%		2	89	2.25%
577	49	13	1			1	2.13%		5	68	1.47%
631	55	25	1			1	2.13%		3	84	1.19%
603	91	10	1			1	2.13%		3	105	0.95%
600	115	7	1			1	2.13%		8	131	0.76%
578	3	2				0	0.00%		2	7	0.00%
580	8					0	0.00%		1	9	0.00%
590	4	1				0	0.00%			5	0.00%
604	90					0	0.00%		1	91	0.00%
607	99	1				0	0.00%		1	101	0.00%
608						0	0.00%		7	7	0.00%
672	35	2				0	0.00%		1	38	0.00%
673	27	3				0	0.00%		1	31	0.00%

682	12	6				0	0.00%		3	21	0.00%
685	3	2				0	0.00%		3	8	0.00%
686	9	2				0	0.00%		1	12	0.00%
691						0	0.00%		1	1	0.00%
698						0	0.00%		3	3	0.00%
Total	1391	198	30	3	14	47	100.00%	3	105	1744	2.69%
Total %	79.76%	11.35%	1.72%	0.17%	0.80%	2.69%	100.00%	0.17%	6.02%	100.00%	100.00%

Individual Student Level

A total of 32 of 375 (8.5%) students earned a C/D/F; so, 97.5% of students were at or above threshold. Nine (2.4%) students had more than one C/D/F. A total of 2/207 (.01%) student grades in clinical courses were NC, which means that 99.99% were at or above threshold.

Cumulative GPA

Program Level

Our average GPA was 3.76 ($SD = 0.46$) with no significant differences observed across subgroups.

Individual Student Level

A total of 15 students (4%) averaged below a 3.0 GPA; so, 96% of students met threshold.

GPA by AOE		
Row Labels	M	SD
Blank	3.63	0.84
School Counseling	3.79	0.35
Community Counseling	3.40	0
Clinical Mental Health Coun	3.75	0.49
Preschool Special Education	3.63	0.00
Professional Dev-Counseling	3.83	0.00
Grand Total	3.76	0.46

GPA by Gender		
Row Labels	Average of GPA	StdDev of GPA
F	3.78	0.38
M	3.66	0.75
Grand Total	3.76	0.46

GPA by Race/Ethnicity		
Row Labels	Average of GPA	StdDev of GPA
American Indian/Alaskan Native	3.50	0.58
Black	3.62	0.23
Hispanic	3.54	0.44
White	3.78	0.36
(blank)	3.77	0.52
Grand Total	3.76	0.46

GPA by Enrollment Status		
Row Labels	Average of GPA	StdDev of GPA
FT	3.77	0.48

PT	3.73	0.47
(blank)	3.76	0.30
Grand Total	3.76	0.46

Signature Assignments

Signature assignments were created to provide students with the opportunity to demonstrate the KSDs necessary of an entry level counselor. Rubrics were used to assess those signature assignments, and the assignment graded was entered into the Blackboard LMS. Each term, grades from those signature assignments were exported into our program evaluation dashboard in PowerBI for program and individual student assessment purposes. Assignment grades under 80% were responded to in accordance with our CAP and retention and remediation plan when appropriate.

Program Level

A total of 2184 individual assignments were successfully linked through the Blackboard alignments feature and exported for review. All signature assignments averaged above 80%. The assignments with the lowest percentage of submissions above the cut point were from the appraisal and research courses.

Signature Assignments	M	SD	N	%OverCut
Assessment PowerPoint Project KPI 7.1	0.87	0.09	86.00	0.84
Needs Assessment Assignment: Step 6 (Summary)	0.88	0.08	30.00	0.93
Article Review #2	0.88	0.05	59.00	0.97
COUN605 Quiz 4	0.89	0.08	74.00	0.88
Assessment Report #2 KPI 7.2	0.90	0.07	87.00	0.95
COUN605 Quiz 3	0.90	0.06	76.00	0.96
Term Paper Part Two	0.91	0.13	115.00	0.88
Professional Identity Paper	0.92	0.18	5.00	0.80
Theory Paper	0.92	0.13	77.00	0.87
Powerpoint Slides	0.92	0.11	122.00	0.90
Case Study	0.93	0.11	168.00	0.92
Developmental Paper	0.93	0.13	126.00	0.91
602 Quiz 1	0.93	0.05	132.00	0.98
Power Point Presentation Final draft	0.93	0.09	62.00	0.90
COUN605 Quiz 5	0.94	0.08	74.00	0.95
Career Intervention Paper	0.94	0.10	64.00	0.94
Theory Preference Paper	0.95	0.06	114.00	0.98
COUN605 Quiz 2	0.95	0.05	76.00	1.00
Video 1	0.96	0.03	82.00	1.00
School Counseling Assignment 10.1	0.96	0.12	74.00	0.95
Final Project	0.96	0.12	74.00	0.95
Ethics Paper	0.97	0.06	132.00	0.98

Supervision/Portfolio only for those doing 600 hours or last 300	0.98	0.06	41.00	0.98
Professional Interview	0.99	0.03	44.00	1.00
Video 2	0.99	0.01	82.00	1.00
Group Plan	0.99	0.05	90.00	0.99
Demo Video	1.00	0.00	61.00	1.00
Discussion 1: Usefulness of Career Counseling in our Profession	1.00	0.00	13.00	1.00
Self-Assessment A	1.00	0.00	18.00	1.00
Grand Total	0.94	0.09	2184.00	0.94

When evaluating KPIs, KPI 4.1 and 2.1 had the lowest percentage of submissions above the cut point.

KPI	M	SD	N	%OverCut
COUN.KPI.04.01	0.92	0.13	77.00	0.87
COUN.KPI.02.01	0.91	0.13	115.00	0.88
COUN.KPI.10.01	0.93	0.09	62.00	0.90
COUN.KPI.03.02	0.93	0.13	126.00	0.91
COUN.KPI.07.01	0.91	0.08	386.00	0.92
COUN.KPI.02.02	0.93	0.11	168.00	0.92
COUN.KPI.08.02	0.88	0.08	30.00	0.93
COUN.KPI.03.01	0.93	0.09	254.00	0.94
COUN.KPI.04.02	0.95	0.09	77.00	0.95
COUN.KPI.07.02	0.90	0.07	87.00	0.95
COUN.KPI.09.01	0.97	0.10	115.00	0.96
COUN.KPI.08.01	0.88	0.05	59.00	0.97
COUN.KPI.01.01	0.98	0.06	49.00	0.98
COUN.KPI.05.01	0.95	0.06	132.00	0.98
COUN.KPI.01.02	0.97	0.06	132.00	0.98
COUN.KPI.06.01	0.99	0.05	90.00	0.99
COUN.KPI.06.02	1.00	0.00	61.00	1.00
COUN.KPI.05.02	0.97	0.03	164.00	1.00
Grand Total	0.94	0.09	2184.00	0.94

KPI/Assignment	M	SD	N	%OverCut
COUN.KPI.04.01	0.92	0.13	77.00	0.87
Theory Paper	0.92	0.13	77.00	0.87
COUN.KPI.02.01	0.91	0.13	115.00	0.88
Term Paper Part Two	0.91	0.13	115.00	0.88
COUN.KPI.10.01	0.93	0.09	62.00	0.90
Power Point Presentation				
Final draft	0.93	0.09	62.00	0.90
COUN.KPI.03.02	0.93	0.13	126.00	0.91

Developmental Paper	0.93	0.13	126.00	0.91
COUN.KPI.07.01	0.91	0.08	386.00	0.92
Assessment PowerPoint				
Project KPI 7.1	0.87	0.09	86.00	0.84
COUN605 Quiz 2	0.95	0.05	76.00	1.00
COUN605 Quiz 3	0.90	0.06	76.00	0.96
COUN605 Quiz 4	0.89	0.08	74.00	0.88
COUN605 Quiz 5	0.94	0.08	74.00	0.95
COUN.KPI.02.02	0.93	0.11	168.00	0.92
Case Study	0.93	0.11	168.00	0.92
COUN.KPI.08.02	0.88	0.08	30.00	0.93
Needs Assessment				
Assignment: Step 6				
(Summary)	0.88	0.08	30.00	0.93
COUN.KPI.03.01	0.93	0.09	254.00	0.94
602 Quiz 1	0.93	0.05	132.00	0.98
Powerpoint Slides	0.92	0.11	122.00	0.90
COUN.KPI.04.02	0.95	0.09	77.00	0.95
Career Intervention Paper	0.94	0.10	64.00	0.94
Discussion 1: Usefulness of				
Career Counseling in our				
Profession	1.00	0.00	13.00	1.00
COUN.KPI.07.02	0.90	0.07	87.00	0.95
Assessment Report #2 KPI				
7.2	0.90	0.07	87.00	0.95
COUN.KPI.09.01	0.97	0.10	115.00	0.96
School Counseling				
Assignment 10.1 Final Project	0.96	0.12	74.00	0.95
Supervision/Portfolio only				
for those doing 600 hours or				
last 300	0.98	0.06	41.00	0.98
COUN.KPI.08.01	0.88	0.05	59.00	0.97
Article Review #2	0.88	0.05	59.00	0.97
COUN.KPI.01.01	0.98	0.06	49.00	0.98
Professional Identity Paper	0.92	0.18	5.00	0.80
Professional Interview	0.99	0.03	44.00	1.00
COUN.KPI.05.01	0.95	0.06	132.00	0.98
Self-Assessment A	1.00	0.00	18.00	1.00
Theory Preference Paper	0.95	0.06	114.00	0.98
COUN.KPI.01.02	0.97	0.06	132.00	0.98
Ethics Paper	0.97	0.06	132.00	0.98
COUN.KPI.06.01	0.99	0.05	90.00	0.99
Group Plan	0.99	0.05	90.00	0.99
COUN.KPI.06.02	1.00	0.00	61.00	1.00
Demo Video	1.00	0.00	61.00	1.00
COUN.KPI.05.02	0.97	0.03	164.00	1.00
Video 1	0.96	0.03	82.00	1.00

	Video 2	0.99	0.01	82.00	1.00
Grand Total		0.94	0.09	2184.00	0.94

Individual Student Level

A total of 2184 individual assignments were successfully linked through the Blackboard alignments feature and exported for review. Of those assignments, only 122 (5.5%) assignments failed to meet the 80% threshold. This represented 71 students that failed to meet threshold on at least one signature assignment. Although grades under thresholds increased in AY23-24, this is likely due to our increase integrity in data collection and exporting through BlackboardLearn.

CSDA

The CSDA was an 11-item scale which measures the key dispositions of a professional counselor: professionalism, therapeutic aptitude, maturity/integrity, and multicultural competence. The items were scored on a scale of 0 (no information available) to 4 (exceeds expectations). A mid-term and final CSDA were completed in Tevera on every student in five courses (600, 607, 608, 691/698). Total scores and individual items were used to assess various KPIs, so disposition assessment was infused across KPIs as well as with a dedicate KPI #11. CSDA ratings of 1 were responded to in accordance with our CAP and retention and remediation plan when appropriate.

Program Level

For AY 23-24, only final evaluations for each CSDA were evaluated. A total of 432 Final CSDAs were completed on 271 students. All averages were above the threshold of ≥ 2 .

Course	Total M	Total SD	KPI1 M	KPI1 SD	KPI5 M	KPI5 SD	KPI2 M	KPI2 SD
600	3.34	0.38	3.41	0.42	3.37	0.51	3.14	0.34
607	3.81	0.13	3.70	0.15	3.94	0.18	3.70	0.33
608	3.49	0.32	3.57	0.33	3.34	0.40	3.40	0.34
691	3.52	0.32	3.49	0.30	3.68	0.45	3.27	0.22
698	3.83	0.14	3.91	0.17	3.84	0.25	3.65	0.26
Total	3.57	0.35	3.58	0.35	3.61	0.46	3.41	0.38

Individual Student Level

Only two students had a rating of 1 on any individual item and zero students had an average total score of less than 2.

Site Supervisor Evaluation

The Site Supervisor Evaluation Form had three parts: (1) Demographic Information with 8 items; (2) Practice of Counseling with 11 items ranked from 1 (not met), 2 (met), and 3 (exceeds); and (3) Candidate Effectiveness with 12 items ranked from 1

(not met), 2 (met), and 3 (exceeds), four yes/no questions, two open-ended questions, and 1 final grade-level evaluation. The Site Supervisor Evaluation Form was completed during the mid-term and final of three courses (608, 691/698). Ratings under 2 were responded to in accordance with our CAP and retention and remediation plan when appropriate.

Program Level

For AY 23-24, only final evaluations were analyzed. A total of 443 evaluations were completed on 135 students (92 during practicum and 81 during internship). All averages were above the threshold of ≥ 1 .

Course	Total M	Total SD	KPI2 M	KPI2 SD	KPI5 M	KPI5 SD	KPI6 M	KPI6 SD	KPI4 M	KPI4 SD
Practicum	2.69	0.32	2.75	0.41	2.54	0.50	2.60	0.49	2.60	0.50
Intern	2.81	0.27	2.86	0.32	2.81	0.39	2.68	0.47	2.62	0.49
Total	2.76	0.29	2.82	0.36	2.71	0.45	2.65	0.48	2.62	0.49

Individual Student Level

Only one student fell below threshold on KPI Site Supervisor Final Evaluation on their Total average score, but this was during practicum and their evaluation increased by internship to become above threshold. All grades were at a B or above except for one student, which seemed to be the result of limited client contact.

National Testing

All students were required to take the CPCE before they graduate, and school counseling students were also required to take the Praxis II prior to enrolling in their school counseling internship. Students could also take the NCE and NCMHCE according to their state licensure requirements.

CPCE scores that were more than 1.5SD below program average were responded to in accordance with our CAP and retention and remediation plan when appropriate.

Failing Praxis II scores were responded to in accordance with our CAP and retention and remediation plan when appropriate.

NCE and NCMHCE scores that were more than 1SD below the national average were responded to in accordance with our CAP and retention and remediation plan when appropriate.

Credentialing Pass Rates

Pass Rate on Credentialing Exams	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
Praxis II Pass Rate %	99	100	99	96	95.6	83	90	90	99	67

NCE Pass Rate %	71	91	87	69	85	68	70	90	91	81
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National Counselor Exam

In AY 23-24, 16 students took the NCE. The pass rate for MU was 81.01% compared to the national norm of 91%. The pass rate was lower than the 91.2% pass rate from last year.

Program Level

All CACREP Content Areas and KPI domains were lower than the national average, but all were within one SD from the national mean. Human Growth and Development and Group Work were the furthest from the national mean and social/cultural diversity a professional counseling orientation/ethical practice were the closest.

CACREP Content Linked to KPI	Uni-NatZ	AY23-24 M
KPI2 Social & Cultural Diversity	-0.10	6.23
KPI1 Professional Coun Orientation and Ethical Practice	-0.15	8.07
KPI8 Research & Program Eval	-0.47	1.83
KPI4 Career Devel	-0.53	7.00
KPI7 Assessment & Testing	-0.61	18.50
KPI5 Counseling & Helping Relationships	-0.63	36.93
KPI6 Group Coun & Group Work	-0.67	11.40
KPI3 Human Growth & Devel	-0.68	8.70
Total Mean Score	-0.79	98.73

When looking at the Work Behaviors subscales, all were below the national mean, but within 1 SD away. The furthest away was KPI5 and the closest was KPI1.

Work Behaviors linked to KPI	Unit-NatZ	AY23-24 M
KPI5 Counseling Skills & Interventions	-0.98	26.77
KPI5 Counseling Skills & Interventions	-0.93	7.97
Total Mean Score	-0.79	98.73
KPI10 Treatment Planning	-0.73	9.23
KPI10 Intake, Assessment, & Diagnosis	-0.51	12.33
Areas of Clinical Focus	-0.40	31.40
KPI11 Professional Practice	-0.15	11.07

Individual Student Level

NBCC does not provide individual student performance.

Praxis

Program Level

In AY 23-24, 30 students took the Praxis, earning a mean score of 163.23 compared to the state of WV mean of 163.12. Although our pass rate was similar to the state of WV, this is a significant decrease from historical trends.

	N	M	Lowest	Highest	N Pass	Pass Rate
Total	3742	162.84	100.00	191.00	-	-
MU	30	163.23	134.00	185.00	20	66.67
WVDE	42	163.12	134.00	185.00	29	69.05

	Score	Category1	Category2	Category3	Category4
M	163.23	17.33	26.13	12.50	10.17
SD	11.59	3.02	4.52	2.60	2.02

Individual Student Level

Of the 30 students who took the Praxis, 20 passed, making a pass rate of 67% compared to 69% throughout the state.

NCMHCE

We received no reported NCMHCE results in AY 23-24.

Program Level

None.

Individual Student Level

None.

CPCE

In AY 23-24, 79 students took the CPCE Exam (which is less than the 88 from the year before). Although there is no pass rate, this assessment helps with individual and program assessment as a final method of assessment and intervention prior to graduation. We set the threshold for this measure at 1.5 SDs below our program averages.

Program Level

All CPCE domains and total score were below the national average. The total score, career, and group were the furthest from the national average.

	MU M	MU SD	Nat M	Nat SD	MU-Nat z score
C1 Professional Counseling Orientation and Ethical Practice	10.46	2.56	12.4	1.8	-1.08
C2 Social and Cultural Diversity	9.37	2.30	10.69	2.01	-0.66
C3 Human Growth and Development	10.05	2.45	11.79	2.11	-0.82
C4 Career Development	9.49	2.51	12.82	2.15	-1.55

C5 Counseling and Helping Relationships	9.38	2.63	11.35	1.97	-1.00
C6 Group Counseling and Group Work	9.85	2.58	12.97	2.19	-1.43
C7 Assessment and Testing	9.09	2.30	11.94	2.12	-1.35
C8 Research and Program Evaluation	9.85	2.70	12.52	2.49	-1.07
Total	77.52	14.75	96.51	11.3	-1.68

Individual Student Level

Using the cut score of 1.5SD below the program mean (55.39), only 5 students fell below the threshold, which means 94% were above threshold. When looking at 1SD below the program mean, then 15 students fell below the threshold.

Standards of Conduct and Ethical Practice

There were no ad-hoc reports of violations in conduct or ethical practice.

Academic Integrity

There were no ad-hoc reports of violations in academic integrity.

Dismissal rates

No students were dismissed from the program in AY 23-24.

Current Student Evaluations

Student Evaluation of Faculty

Prior to AY 23-24, student evaluation of faculty using the end of term teaching evaluations were only available to individual faculty. The University is currently building policies to allow for aggregate evaluation of courses and faculty, but at this point, it is only included in annual evaluations as well as evaluations for promotion and tenure. Students also can respond to open-ended questions about any program area, including faculty, in several other instruments including our Graduate Exit Survey, Enrolled Student Survey, and Real-Time Feedback link. All comments about individual faculty are forwarded to the faculty for review and additional training/professional development is provided based on themes.

Student Evaluation of Sites and Supervisors – Dr. Eric Beeson

In AY 23-24, 158 (30 more sites than last year) were evaluated using a survey distributed via Tevera. Students completed a 27-item questionnaire that assesses their experiences across several domains with a ranking from 1 (not met), 2 (met), and 3 (exceeds). The results were exported to Microsoft Excell for analysis.

Subscale scores were calculated based on site supervisor, clinical experiences, and faculty supervisor.

	SiteSup	ClinicalExp	FacultySup
Mean	2.875914	2.632206	2.902326
SD	0.287874	0.351778	0.275595

Four sites fell below threshold on site supervisor ratings and five on clinical experiences. Five site supervisors fell below threshold on their average scores, and only one faculty supervisor fell below the threshold. When rating the overall experience, the average was 2.92 with no instances below threshold.

When looking at each individual item, the three lowest rated components were Administration and interpretation of tests, Career Counseling, and Family/Couple Counseling.

	X	SD
32. My faculty supervisor provided me with helpful information when needed.	2.93	0.27
36. Overall, the experience was excellent.	2.92	0.27
13. I was made to feel comfortable by administrators, counselors, staff and other employees at the site.	2.92	0.31
34. My faculty supervisor was skilled in the art of supervision.	2.91	0.31
FacultySupAvg	2.90	0.27
33. My faculty supervisor provided helpful feedback on the development of my clinical skills.	2.90	0.32
10. My site supervisor was available for consultation when needed.	2.89	0.34
12. I clearly understood the mission and organization of the site upon completion of my experience.	2.89	0.32
14. The site created a therapeutic environment or a safe climate.	2.89	0.32
9. My site supervisor offered helpful suggestions regarding techniques to use with my clients/students.	2.89	0.36
31. My faculty supervisor was available for consultation when needed.	2.88	0.36
Site avg	2.88	0.27
8. My site supervisor was skilled in the art of clinical supervision.	2.87	0.35
15. I would recommend this site to other students.	2.86	0.40
35. The counseling program prepared me for this experience.	2.82	0.41
21. Individual Counseling	2.81	0.43
11. My orientation to the site was excellent and contributed to my understanding of counseling in an agency/school setting.	2.81	0.43
20. Support team, collaboration with other professionals	2.80	0.42
28. Consultation	2.71	0.51
17. Programming/planning individual and group activities	2.70	0.48
27. Psycho-educational activities	2.68	0.52
16. Report writing/record keeping/writing progress notes	2.67	0.50
19. Intake Interviewing	2.64	0.54

30. Program Planning and evaluation	2.63	0.56
Clinical Experiences Avg	2.63	0.36
26. Treatment planning/goal setting	2.62	0.54
23. Small Group Counseling (between 4 and 10 participants)	2.59	0.61
24. Large Group Counseling or Developmental Guidance (10 or more participants)	2.56	0.63
18. Administration and interpretation of tests	2.40	0.60
29. Career Counseling	2.37	0.66
25. Family/Couple Counseling	2.25	0.69

An evaluation of de-identified open-ended responses were evaluated with the assistance of ChatGPT-4o and resulted in several themes, strengths, areas for growth, and recommendations:

1. Supportive Supervision

Students consistently praised the exceptional guidance and mentorship provided by their supervisors and site staff. Supervisors were described as readily available, knowledgeable, and willing to offer constructive feedback. This supportive supervision significantly enhanced the learning experience, contributing to students' professional growth and confidence in their counseling abilities.

2. Practical Experience with Diverse Populations

The program offered students valuable opportunities to work with a variety of client groups, including at-risk populations and younger clients. This exposure helped students develop a well-rounded skill set and gain practical experience in handling diverse client needs. Such experiences were instrumental in preparing them for real-world counseling scenarios.

3. Professional Growth and Preparedness

Many students reported significant personal and professional development during their practicum and internship. The hands-on experience and supportive environments at their sites enabled them to apply theoretical knowledge in practice, thereby enhancing their readiness to assume the role of a professional counselor.

4. Networking Opportunities

The internships provided avenues for students to collaborate with other professionals in the field. These networking opportunities were highly valued, as they facilitated professional relationships, peer learning, and exposure to different counseling practices and methodologies.

5. Positive School Environments

Several students highlighted the conducive learning environments provided by their respective schools. The schools were commended for their supportive staff, resources, and commitment to student development, which collectively enriched the internship experience.

6. Areas for Improvement

○ **Emphasis on Theoretical Approaches and Practical Tactics**

Some students expressed a need for the program to place greater emphasis on learning about theoretical approaches and preparing students for client interactions. They suggested that additional program time dedicated to counseling theories and practical intervention strategies would enhance their preparedness for meeting with clients.

○ **Inclusivity and Full Utilization at Practicum Sites**

Concerns were raised about inclusivity and the extent to which students were utilized at certain practicum sites. One student reported feeling underutilized and encountering issues related to inclusivity, particularly as a queer-presenting staff member. This highlights the need for the program to ensure all practicum sites provide supportive and inclusive environments where students can fully engage and maximize their learning potential.

Recommendations for Program Enhancement

Based on the feedback received, the following recommendations are proposed to strengthen the program:

- **Enhance Theoretical Instruction**

Introduce more comprehensive coursework or modules focused on counseling theories and their practical applications. Incorporating case studies, role-playing, and simulated client interactions can bridge the gap between theory and practice, better preparing students for real client engagements.

- **Improve Practicum Site Selection and Monitoring**

Establish stricter criteria for selecting practicum sites, ensuring they demonstrate a commitment to inclusivity and actively engage interns in meaningful activities. Regular monitoring and feedback mechanisms should be implemented to promptly address any issues that arise during placements.

- **Facilitate Additional Professional Development Opportunities**

Organize workshops, seminars, and guest lectures featuring experienced professionals in the counseling field. These events can provide students with deeper insights into various counseling approaches and offer opportunities for networking and mentorship.

- **Promote Inclusivity and Diversity Training**

Incorporate training on cultural competency, inclusivity, and working with diverse populations within the program curriculum. This will equip students with the necessary skills to navigate and address inclusivity issues both during their internships and in their future professional practice.

Conclusion

The student feedback underscores the program's success in providing supportive supervision, practical experience with diverse populations, and fostering professional growth. However, it also highlights areas for improvement, particularly in enhancing theoretical instruction and ensuring inclusive, fully engaging practicum environments. By addressing these areas, the program can further its mission of preparing competent, confident, and compassionate counseling professionals.

Enrolled Student Survey – Drs. Lisa Burton and Jerica Wesley

Demographics: The survey includes responses from 41 students enrolled in the program: 33 (68.75%) being from Clinical Mental Health and 7 (14.58%) from School Counseling, plus 8 (16.67%) identified they were completing the VOLT certificate as well.

West Virginia is listed with 20 (66.67%) students, Georgia with 2 (6.67%), Nevada with 2 (6.67%), Ohio with 3 (10.0%), Virginia with 2 (6.67%) and 1 (3.33%) listed not in the United States.

Our students range in ages from being born from 1972-2001. We seem to have a wide variety age ranges that attend our program.

Most of our students state they have not served in the armed forces with 31 (93.94%) stating no and 1 (3.03%) yes while only 1 (3.03%) preferring not to answer.

21 (63.64%) of the students answered they do not consider themselves to be a person with a disability while 9 (27.27%) answered yes. Only 3 (9.09%) answered they preferred not to say.

21 (81.82%) of our students when asked how they would describe their sex at birth listed female and 6 (18.18%) listed male.

Gender identity was described as the following: prefer to self-describe as male was 1 (3.33%) student, prefer not to say was 1 (3.33%) student, cisgender woman was 24 (80.0%) students, cisgender man was 3 (10.0%), and nonbinary was 1 (3.33%).

When asked to describe sexual identify or orientation students listed the following: bisexual 27.27%, heterosexual 57.58%, homosexual 6.06%, prefer to self-identify (3.03% – demisexual), pansexual 3.03%, and prefer not to say 3.03%.

Our students when asked if they consider themselves Spanish, Hispanic or Latinx answered with 31 (93.94%) no and 2 (6.06%) yes. When asked to describe their racial identity students responded with the following: self-identify (3.03% – Latino) and 96.97% White or Caucasian.

Religious or spiritual orientation was described as self-described (spiritual but not religious 12.12% times), prefer not to say 9.09%, Buddhist 3.03%, non-religion or spirituality, Christian [Baptist (2), Southern Baptist (1), American Baptist (1) and Protestant (1), Pagan].

19 (57.58%) students consider themselves first generation college students and 14 (42.42%) stated no. When asked if we left any demographic off two were listed which

included non-traditional over 50 and widowed mother of 3 children that works full time while going to school full time.

73% would promote our program.

Frequency of live sessions and session times:

When asked if they would prefer more live, synchronous video class sessions in their courses, 36.59% stated yes, 39.02% stated no and 24.39% stated maybe with an explanation that included some of the following: time of course being offered if in a different time zone, more live zoom sessions could be offered as optional for those needing it but without burdening those that do not feel the need, some need to be live like theories or social and cultural where talking to diverse classmates could be beneficial, while knowledge is important it would be nice to have more live sessions that would allow for demonstration and application being shown with examples and lectures such as COUN 603, and it would be nice if timing of the classes could be around those with full time jobs so maybe once or twice a month to go over what was covered online.

Students were asked if they believe that all classes should have at least one live meeting. One live meeting was selected 48.78% and no was selected 39.02%. Maybe with an explanation was selected 12.20%. The reasons were again related to the time of the course being respectful of Pacific time zones as well as other time zones and depending on the course and content to be covered in the one meeting.

In general, how often should courses have required live, synchronous video class sessions per term. Students varied in their responses. 12.20% was never, 2.44% was weekly, 26.83% was bi-weekly, 4.88% was once per term, 31.71% was once a month, and 21.95% was it depends. When explaining the depends comment students again stated it would depend on the course being taught or the time. Some felt that at least one is needed for introductions to be made and content to be introduced. There was one student that liked the current way courses are taught.

Students were asked to rank if live sessions were taught when they would like the time of those sessions to be. The options were early morning (before 11 am), Lunch time (11-2 pm), Late afternoon (2-5 pm), Early evening (5-8 pm) and Late evening (8-10 pm). The one time selected the most with 60.53% was early evening (5-8 pm), the second one was late evening (8-10 pm) with 36.84%, the third was lunch time (11-2 pm) 36.84%, fourth was late afternoon (2-5 pm) at 31.58% and last was early morning (before 11 am) at 52.63%.

Quality of Life

We asked our students their overall quality of life. 56.10% rated themselves with Good. 34.15% rated very good and 9.76% rated fair. We did not have any students rate their quality of life as poor or very poor.

Satisfaction with Program Areas

Students were asked to rate different areas related to the program. Overall, the majority of the students answered neither satisfied or unsatisfied on many of the areas. A few of the areas that are important to point out and note are the following:

87.88% answered highly satisfied or satisfied with academic advising. However, 9.09% answered highly dissatisfied, which indicates some improvements need to be made in this area.

91.18% answered highly satisfied or satisfied with registration. There was only 2.94% (1 student) that answered dissatisfied.

78.13% answered highly satisfied or satisfied with in course experiences (not practicum/internship) and only 9.38% stated dissatisfied. Even though this is a low number this may need to be explored.

Practicum and Internship experiences answered at a 57.14% with highly satisfied or satisfied and 42.86% neither satisfied nor dissatisfied, which could mean they had not taken these courses yet. There were not any very dissatisfied or dissatisfied in these courses.

The practicum and internship site experiences were answered with 57.14% highly satisfied. This says a lot about our placement sites and collaboration with our clinical placement and school placement sites. There were not any very dissatisfied or dissatisfied. The same number of 42.86% was listed as neither satisfied nor dissatisfied, which does indicate that these students have not taken these courses yet.

One area that was listed as highly dissatisfied or dissatisfied at 37.50% was outside of class opportunities to connect with peers. Only 25% was very satisfied or satisfied with this area. Therefore, even though we are a distance program finding opportunities for students to connect will be an area to explore in the future for our students.

Students differed greatly on one question related to opportunities to connect with faculty outside of class. 45.85% of students were highly satisfied or satisfied and 16.67% highly dissatisfied or dissatisfied.

Connection to the Counseling Department by students was 60.6% highly satisfied or satisfied and only 11.76% dissatisfied.

29.41% of students answered highly satisfied or satisfied that they had opportunities to collaborate with faculty on research while 11.76% were dissatisfied with this area.

63.41% do not plan to pursue a doctorate and 29.27% do plan to pursue one. Whereas 7.32% would like to pursue one immediately after they finish their graduate degree.

One sentence to describe experience at MU.

- The VoLT courses have increased my knowledge of trauma and how to support survivors (I am a school counselor) and has motivated me to pursue my LPC at Marshall U.

- The program has well-developed and informative courses with approachable professors.
- I have had nothing but incredible experiences in the counseling program at Marshall.
- The counseling program at Marshall has provided a strong academic and clinical foundation in an encouraging environment to help students learn about the counseling profession as well as prepare for success in employment after graduation.
- I absolutely love how supportive and helpful the faculty and staff in this program are.
- It has been an accessible, supportive, and positive experience.
- The accessibility of the program combined with the knowledge and support of the faculty has made pursuing my goal of becoming a mental health counselor possible.
- It has been beautiful.
- I've already grown so much in one semester here; my experience has been truly wonderful thus far.

Recommendations:

1. Even though there were only 4 out of the 33 students that responded to this question on satisfaction with academic advising, they responded with either highly dissatisfied or dissatisfied. Our advising process may need to be further explored.
2. There were 9 out of 24 students that were either highly dissatisfied or dissatisfied with outside of class opportunities to connect with peers. In being a distance program, this could present a challenge, of course, yet we might need to consider possible ways to create these opportunities for them to interact with each other. Some of the feedback regarding wanting a few more live meetings involved time to interact with their classmates during small groups which were mentioned as highlights in the classrooms.
3. There were 4 out of 24 that also wanted to have outside class opportunities to connect with faculty. Therefore, maybe there is a way to combine faculty and students outside of our class time a few times a year even if it is a plan virtual event?
4. Connection to Marshall University was listed as highly dissatisfied and dissatisfied by 5 out of 33. 8 stated it was neither satisfied nor dissatisfied.
5. While there was a mixture of students that either find us disappointing or love us, which that is expected. This one student commented the following: "I am enjoying my classes, but I don't feel particularly connected to my professors or the program, especially the fully virtual classes; I am often frustrated with the level of self-teaching for which I am paying full tuition." Therefore, I feel this reflects to some of the other recommendations stated so far on making connections with our students. Whether it is through advising, teaching with more live classes, or outside connection opportunities. It seems that many are craving this interaction. In addition, another student stated the following, "While I do enjoy the program, the lack of at least one online class meeting makes me feel less connected to the professor teaching the class which makes me more anxious to reach out if I need help with the class."

6. One student mentioned more options for certifications beside just the VOLT. I am not sure what that might be? I know the teletherapy is being worked on, but maybe there are others that could be considered?
7. One recommendation from a student included having synchronous sessions to each VoLT class given the sensitive nature of the content.
8. This is a very long comment, however, several students voiced concerns about our classes being unorganized, assignments, discussions and the syllabi not matching, dates not matching, etc. There are some good points in here though about tests and the use of materials in our classes.
"The courses have been disorganized, with assignments, readings and other documents often missing or in the wrong folders. Modules have often been out of step with assignments, for example, having an assigned discussion post that addresses reading from two or three weeks past. Likewise, assignments have been out of step with the syllabus or assignment schedule, leading to confusion over deadlines. Also, closed-book online tests will clearly penalize the honest students vs. those who will use their books, notes or the internet to complete them. Tests that emphasize application of knowledge over recollection of rote terms and concepts would seem to be more suitable to online testing without a proctor, or instead an open-book test policy that would not disproportionately impact honest students. Marshall also needs to be more careful about the use of offensive or outdated racial language in its powerpoint presentations. For example, in my class specifically about multicultural counseling and racially-sensitive language, the powerpoint presentations repeatedly refer to people of color as "colored" people. According to the text, this would be an example of the sort of "microaggression" we are supposed to be learning to avoid."
9. Several students have said they wish our Blackboard rooms were consistent and looked the same so that finding materials were easy from classroom to classroom.
10. This comment is one that I think we need to consider *"A couple of courses have missed an opportunity to help us grow as counselors, which is to be expected in a large program like this. While I enjoy writing and learning the history, theories, etc of counseling, there needs to be an emphasis on understanding the major details of a counseling professional and what it looks like in various areas of career development. Simple details like what does a school counselors role look like vs a mental health professional, what does all the licensure mean for your career, etc."*
11. One student brought up issues between acceptance and getting started. They felt like they received misinformation, didn't know where to go for ID, how to get started in the entire process, etc. I think this could be streamlined. They felt like information got lost in emails and didn't know there was a blackboard introduction area until second semester.
12. This was a good suggestion that maybe we could include somewhere or offer sessions on at some point. I also had a student ask about this after class.
"Just allowing newer individuals information about the NCE, maybe resources for studying and tips about scheduling, time management work sheets?"
13. One student suggested us required a first initial advisor meeting prior to any classes to ask questions and go over everything. They said they didn't have one and felt lost and disconnected.

14. One student requested that for Tevera, we provide screenshots of exactly what they need to do and input where. They realize the program does a lot of work with this but it is still confusing at times. Screenshots (maybe even a video) might be helpful. Also earlier information on practicum and internship was requested.

Graduate Outcomes

Seven Year Completion Rates

Since students have a seven-year time limit from first quarter of enrollment to graduation, we evaluated enrollments to graduation from Fall 2012 to Fall 2017. During this time, there were 458 students that enrolled, of which 332 graduated (72.49% completion rate).

Term	N Enrolled	N Graduated	%Complete	M Yrs to Grad	SD Yrs to Grad
Fall 12	59	42	71.19	3.58	1.71
Fall13	44	24	54.55	2.90	1.39
Fall14	41	35	85.37	3.38	1.86
Fall15	62	55	88.71	2.45	1.26
Fall16	25	18	72.00	3.53	1.30
Fall17	47	26	55.32	2.74	1.11
Summer12	10	6	60.00	3.58	1.32
Summer13	11	7	63.64	2.50	0.41
Summer14	11	10	90.91	2.89	1.56
Summer15	11	11	100.00	2.80	0.79
Summer16	15	8	53.33	3.63	1.30
Summer17	7	6	85.71	3.50	2.06
Spring13	30	24	80.00	3.17	1.73
Spring14	21	12	57.14	3.36	0.90
Spring15	22	17	77.27	2.63	0.79
Spring16	22	13	59.09	1.91	1.07
Spring17	20	18	90.00	4.07	2.07
Grand Total	458	332	72.49	3.06	1.52

There were no significant differences in completion rates by AOE.

Row Labels	N Enrolled	N Graduated	Completion%	M Years to Grad	SD Years to Grad
Clinical Mental Health Coun	1	1	100.00	0.00	#DIV/0!
Correctional Counseling	2	2	100.00	7.00	#DIV/0!

Marriage, Couple Family Coun	8	5	62.50	3.90	2.86
Mental Health Counseling	216	159	73.61	2.80	1.48
School Counseling	223	162	72.65	3.28	1.43
(blank)	8	3	37.50	3.50	#DIV/0!
Grand Total	458	332	72.49	3.06	1.52

People identifying as Black, Hispanic, and American Indian had significantly lower completion rates than the average.

	Count of Enrolled	Count of Graduated	Completion %	Avg. Yrs to Grad	SD Yrs to Grad
American Indian	5.00	1.00	20.00	7.00	#DIV/0!
Asian	4.00	4.00	100.00	1.50	#DIV/0!
Black	28.00	16.00	57.14	2.54	0.94
Hawaiian	1.00	1.00	100.00	1.50	#DIV/0!
Hispanic	12.00	6.00	50.00	3.20	2.14
TwoOrMore	13.00	9.00	69.23	2.28	1.15
Unknown	17.00	11.00	64.71	2.45	0.98
White	378.00	284.00	75.13	3.13	1.53
Grand Total	458.00	332.00	72.49	3.06	1.52

Males had a lower completion rate, but this could be to the much larger number of female students.

	Count of Enrolled	Count of Graduated	Completion %	Avg. Yrs to Grad	SD Yrs to Grad
F	384.00	283.00	73.70	3.06	1.49
M	74.00	49.00	66.22	3.06	1.69
Grand Total	458.00	332.00	72.49	3.06	1.52

First generation students also had a lower completion rate.

	Count of Enrolled	Count of Graduated	Completion %	Avg. Yrs to Grad	SD Yrs to Grad
1 Gen.	229.00	159.00	69.43	3.27	1.66
Non 1 st Gen.	229.00	173.00	75.55	2.87	1.36
Grand Total	458.00	332.00	72.49	3.06	1.52

Job Placement Rates

According to our Graduate Exit Survey, 22 responded to the question about job placement. Of those, fifteen (68%) had one job offer, four (18%) had two offers, three (14%) had no offers, and three (14%) had more than two offers. Twenty-seven respondents indicate their plans after graduation. Fourteen (52%) stated that they accepted a position with their internship site, four (15%) indicated that they were pursuing more education, another four (15%) that they were exploring other industry areas (one specifically mentioned teaching), three (11%) are still searching for clinical jobs, and two (7%) prefer not to say.

Graduate Exit Survey – Dr. Jerry Dooley

Data was collected via the department's use of the Tevera clinical platform. All students completing their program were asked to voluntarily take the survey. Demographic, Program Experience, Career and Professional Aspirations, and Educational Aspirations are computed via simply number and percentages. Data analyzed for statistical measures were analyzed via SPSS.

Demographics

Range of birth years is between 1967 – 1999 with a decadal breakdown as follows: 1960s (1), 1970s (3), 1980s (4), 1990s (14), and 2000s (2). With this data, there appears to be a diverse range as respondents range from 24 years of age or slightly younger to the mid- to late 50's. Most of the respondents are considered Generation Y (Millennials) as they were born in the 1980s and 1990s.

Assessing the percentages of other demographic data, respondents identified in the following ways:

1. **Semester Graduated.** Fifty-nine respondents indicated their semester of graduation for the 2023 / 2024 academic year. Forty-two (42%) graduated in Spring 2024, followed by twenty-four (41%) completing their program in the Summer 2024, while the remaining ten (17%) indicated a Fall 2023 graduation date.
2. **Program.** With eighty-one respondents, thirty-eight (47%) completed the Clinical Mental Health program, forty-three (53%) completed the School Counseling program.
3. **Residency.** Fourteen live in West Virginia, two in Georgia, and one each in Kansas, Michigan, and Florida, with one more signifying that they reside outside the United States.
4. **Veteran Status.** No respondent indicated as serving in the United States Armed Forces.
5. **Disability Status.** No respondent identified as having a disability though one respondent mentioned having a disability in a description of themselves as shown below.
6. **Gender Assigned at Birth.** Twenty-four (30%) indicated their sex assigned at birth being female.

7. **Gender Identity.** In terms of describing gender identity, sixteen (20%) indicated cisgender woman, one (1%) as a woman, one (1%) prefer not to say, one (1%) straight, and one (1%) stated it was a ridiculous question.
8. **Racial Identity.** Describing their racial identity, twenty-one (26%) selected White or Caucasian, one (1%) selected Black and African American, one (1%) selected African American, with one (1%) selecting both Black and Asian.
9. **Spanish, Hispanic, Latinx Origin.** Twenty-four (30%) of the eighty-one respondents stated that they do not consider themselves to be of Spanish, Hispanic, or Latinx origin.
10. **Spirituality and Religion.** In terms of Religious or Spiritual orientation, fifteen of the eighty-one respondents indicated they were Christian, five indicated No Religion or Spirituality, and three chose the option “prefer not to say.” From the fifteen respondents who identified as Christian, one (7%) further identified as being either Baptist, Catholic, or Non-Denominational.
11. **First-Gen Student.** Out of twenty-four of the eighty-one respondents, nine (11%) indicated that they were a first-generation student, fourteen (17%) indicated that they were not, while one (1%) preferred not to say.
12. **Follow-up Assessments.** Respondents were asked if they were “willing to participate in follow-up assessment efforts to help inform future program improvements.” Out of the eighty-one respondents, sixty-three (78%) indicated that they would complete follow-up assessments while eighteen (22%) declined to participate. Respondents who agreed to complete follow-up assessments are found in Table 1.

Using the open-ended question of *“Despite our best intentions, we realize that we might have overlooked a characteristic of your identity that is important to you. Please do share any other information about who you are that you would like to elevate,”* one (1%) choose to elevate something they held as important. The respondent wrote: “I am a first-generation Graduate student that has a disability which is epilepsy and ADHD which I got help with as I pursued my master’s degree at the Marshall H.E.L.P. Program. I made a lot of events that spread awareness on epilepsy, mental health, disabilities, and neurodiversity inclusion on campus to educate students on the importance of these topics to increase the students’ knowledge on how inclusion is essential with students that are different from them and ending stigma is so important. Also, loving, listening, and helping others and treating them how you want to be treated is important. I love the Marshall counseling program; the professors have been so motivating and helpful to make sure we do our best to get where we are today to make it to our goal of becoming a counselor. I made it to my goal of becoming a counselor to help children and young college students that have special needs to where I can help them see that if they want to pursue a career that their disability should not stop them because it did not stop me. No matter what we prove people wrong when they doubt our abilities. I went from being a kid in a hospital bed to receiving my master’s in counseling as the first generation. I can’t wait to help others! Helping people is what is all about and makes my heart happy. My hard work and dedication paid off!

Potential Implications Regarding Demographics – Analyzed with ChatGPT

1. The data suggests that there is a diversity in the student age range, including both younger as well as older individuals, thus marketing strategies should reflect that age diversity.
2. Marketing strategies would include the continued use of digital platforms for information, application, and cultural relevance in Counselors in Training (CITs).

Areas of Growth

1. Better communication and encouragement about completing the Exit Survey for a larger response.
2. Encourage a wider response from a geographically cross-section of students.

Program Experience

With the data of First-Generation Students, as shown above, out of twenty-four of the eighty-one respondents, nine (11%) indicated that they were a first-generation student, fourteen (17%) indicated that they were not, while one (1%) preferred not to say with no respondents selecting “yes” on identifying with a disability, though one did indicate a disability in their response to an open-ended question, the following analysis of the Program Experience is described.

1. **Quality of Life.** Thirty-one of the eighty-one respondents answered the question with ten (30%) indicating that their overall quality of life is *very good*, fourteen (45%) stated their quality of life is good, with another one respondent (3%) selecting “fair” as their response to their overall quality of life.
2. **Live, Synchronous Video Sessions.** When asked if students would have liked to have more required live, synchronous video sessions in their courses, twenty-four respondents (30%) choose to answer the question. Of those twenty-four respondents, twelve (50%) indicated that they would not like to have more required live, synchronous video sessions in their classes, while nine (38%) indicated that it depends, and three (13%) indicated yes, they would. When given the opportunity to specify to the live meeting classes, one respondent wrote “*I think the program severely lacked lectures - except for a select few professors, the classes rely on the reading of textbooks, not offering enough synthesized, real-world experience from professors.*”
3. **Three Open-Ended Questions.**
 - a. “*In one sentence, how would you describe your experiences in the program?*”

My experience has been very rewarding and informative. I have enjoyed my time at Marshall.
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My experience here was amazing, I learned a lot through my courses and I would do it again if I had to.

My experience has been fantastic with the staff and their willingness to help students be successful.

It has been a great experience, I have met and made friends throughout the counseling program.
I had a great experience in the counseling program. The professors are the best!
This program has given me the tools to be successful. This is my second master degree and this one has much more fulfilling and helpful. The professors are great! I really enjoyed Dr. Burton in 698 for helping my textbook come to life and Dr. Dooley for answering all my questions.
My experience was amazing.
It is a great quality program, and would certainly recommend it to anyone looking to pursue the counseling field and those who want to work with clients with severe trauma.
I originally completed through Marshall with my Masters in Mental Health and now have received my school counseling certificate. I have learned many skills and the internship experience was helpful.
I had a positive experience and learned a lot.
The program provided me with excellent training that has been beneficial to my counseling practice; however, I wish more attention had been given to various theoretical modalities and preparing me for licensure exams.
Eye-opening
I think that having a video session helps to integrate the students as well as build more personal connection with the instructors.
I love the course work and experience that Marshall offers.
It was a great program
Marshall's counseling graduate program propelled me to start the career I always wanted.
My experiences in the counseling program have been very inspiring and amazing.
My experience was decent given a select few professors who showed interest in my education - but without them, I would not recommend a completely asynchronous program, which this master's program basically is.
My experience in the program was amazing!
My experience exceeded my expectations.
In general I would say good.

- b. *“What have been some of your low lights in the program? Consider processes, courses, instructors, etc. that you think need some extra support and development.”*

Degree works does not match up to the Plan of Study. It would be nice for the two to coordinate.
Getting a passing grade in the assessment class
Guidance on the CPCE
I think theory and techniques courses need more live sessions and more application experiences.
Clear deadlines for withdrawal including times. This became an issue for me at one point considering my time zone difference and there not being a clear time deadline on the website.

Research is still an area I do not feel like I have the skills to complete my own research.
More training should be offered on various treatment modalities and prepping for licensure exams. One is not a friendly or communicative professor. That one was the only professor I did not enjoy.
I think most courses have a similar agenda for times when assignments are due. There are a couple who are not in sync with this, which can sometimes cause confusion to submissions, as we tend to become creatures of habit.
The course on research and testing was very difficult. It seemed as though I did not make progress and the criticism wasn't very constructive.
I don't really have any lows on the program because every class and professor really academically challenged me intellectually and the course information really made me grow my knowledge to where they have prepared me to go into the counseling field and use the information they taught me in my career working with clients.
My internship courses needed more structure - many classes should have had an instructor teaching or at least recording lectures.
Personally the low points for me dealt with "outside entities". Instructors and various departments tried to help with things but the problems I had were directly tied to individuals who needed to sign or get paperwork uploaded to Tevera and just didn't do it in a timely manner.
I wish the program had a class that focused on counseling the neurodivergent population.
More education on the process to becoming certified, and in pursuing advanced certifications would be helpful.

4. Rating the cultural inclusivity and openness of the counseling department using a Likert scale below, the following descriptive statistics were run via SPSS.

- 1 – Very poor (I frequently feel excluded or uncomfortable due to cultural differences).
- 2 – Poor (I occasionally feel excluded or uncomfortable due to cultural differences).
- 3 – Neutral (I neither feel included nor excluded due to cultural differences).
- 4 – Good (I mostly feel included and accepted despite cultural differences).
- 5 – Very good (I always feel included and celebrated for my cultural background).
- 6 – Excellent (Our organization actively promotes and embraces cultural diversity).

Cultural Inclusivity					
	N	Minimum	Maximum	Mean	Std. Deviation
How would you rate the cultural inclusivity and openness of the counseling department?	21	4	6	5.48	.602

Valid N (listwise)	21				
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When asked if there was “*anything else you would like us to know about the cultural inclusivity and responsiveness in the Counseling Department,*” two respondents gave the following two comments.

1. I think we could have more cultural diversity counselors in this program and on campus to help culturally diverse students at Marshall. So, they can feel understood by someone that understand their culture but even if we do not understand the client’s culture by doing more.
2. Though I was usually the only woman of color (or one of two / three) I never felt as though I was speaking for a specific group or demographic. I appreciated the respect and feedback from my classmates and instructors. It would be great for more individuals of color to attend the program, but that will probably happen if information is spread about how great the program is. So, making sure to advertise a little more. The program is affordable and amazing.

When asked, “how likely are you to recommend the Marshall University Counseling Department to a friend, family, or colleague,” twenty (25%) respondents choose to respond. Using a Likert Scale from 0 – 10 with 10 being the highest, the following Descriptive Statistics were run via SPSS.

Likelihood of Recommending the Counseling Department Program to Others

	N	Minimum	Maximum	Mean	Std. Deviation
How likely are you to recommend the Marshall University Counseling Department to a friend, family, or colleague?	22	6	10	9.41	1.054
Valid N (listwise)	22				

Opportunity was given for “*Other Comments*” regarding the student’s Program Experience and the following data was collected from six respondents.

I truly enjoyed my time at Marshall. The courses really challenged me while also preparing me for my work.
I wish there was a doctoral degree! I would do it through Marshall continuously after graduation if they had one but it would need to be online with like summer workshops or something.
More information regarding professional development (credentialling, private practice, etc.)
I grew my confidence and skills in this program by working with clients at the counseling center to where I received the Marylin Smith Emerging Leaders Award by Professor Dr. Jerica Wesley that is over the West Virginia Counseling Association. So I know that this program as really shaped and prepared me as best as they can with me on becoming the future counselor I wanted to always be.

Unsure.
Some self-paced elearning options would have been helpful.

Potential Implications for Program Experience

1. In terms of the student's quality of life, there appears to be a healthy work / life / education balance.
2. Instructors and students were able to connect well, fostering professional relationships, in an online environment.
3. Students have a perspective that the program has quality and value which adds to their practice.
4. Cultural sensitivity is recognized and embraced in the results.

Areas for Growth

1. Semester assignments could be paced better in courses that normally occur in clusters giving more time for quality submissions if they are not all due at the same time.
2. Be more consistent with timelines and deadlines for both course requirements and the academic calendar through better communication.
3. Continue to find ways to connect with advisees or students in a productive manner.

Career and Professional Aspirations

Of the eighty-one respondents who answered if they plan on seeking licensure of some kind, twenty (25%) said yes while five (6%) responded that they did not know at this point. Twenty-five respondents identified the professional associations in which they are a member of. From those respondents, ten (40%) are members of the American Counseling Association, six (15%) hold membership in the American School Counselor Association, three (12%) are members of both the American Counseling Association and the American Mental Health Counseling Association, two (8%) hold membership in both the American Counseling Association and the American School Counselor Association, one (4%) is a member of the West Virginia Counseling Association, and three (12%) stated that they were not a member of a professional association or that it was N/A.

As students move into the profession of counseling, sixteen total respondents indicated what their practice setting will be. Seven (44%) will be in a school counselor setting (71% elementary and 14% in high school), four (25%) will move into a private practice, one (6%) of the respondents each will be in a Day Report Center, Student Support Services, Outpatient Psych Office, Community Mental Health (Community Support Team), and a clinical private practice. Eight (50%) indicated that the department may contact their employer to ask questions that can help our ongoing program development while the other eight (50%) said no. For those who gave consent for their employers to be contacted for ongoing program development, the following data was given.

From twenty-two respondent answers, fifteen (68%) had one job offer, four (18%) had two offers, three (14%) had no offers, and three (14%) had more than two offers. Twenty-seven respondents indicate their plans after graduation. Fourteen (52%) stated that they accepted a position with their internship site, four (15%) indicated that they were pursuing more education, another four (15%) that they were exploring other industry areas (one specifically mentioned teaching), three (11%) are still searching for clinical jobs, and two (7%) prefer not to say. When asked “do you anticipate changing jobs soon,” respondents. On a similar question of “do you anticipate changing jobs soon,” thirty-seven respondents answered with twenty (54%) stay where they were, nine (24%) currently looking for a new job, five (14%) have interviewed and waiting for a decision, and three (8%) have accepted a position elsewhere.

Two questions were asked regarding employment. The first was regarding their current employer while the second centered on a potential new employer. The data for those two questions are listed below.

When asked for the respondent’s current employer, thirty-six respondents answered with twenty-three (64%) giving their consent for the department to contact their supervisor to determine their satisfaction with your preparedness for the workplace, while thirteen (34%) did not give consent to contact their supervisor. The data from the twenty-three (64%) of the respondents who gave consent to contact their supervisor is given below in TABLE 2.

Two respondents gave permission for the department to contact their new (potential) supervisor to see whether they are satisfied with the education they have received.

Clarifying the plans after graduation, five respondents stated the following:

1	I have interviewed with my internship site but am waiting for the results of my NCE/licensure before I can be extended an official job offer
2	Want to explore my options first
3	I accepted a job in the county where my internship was, but not that school (no openings at that school)
4	I am still working as a Middle School English teacher
5	I am already employed by Pendleton County Schools

Clarifying their pursuit of more education, four (4%) respondents stated that:

1	Currently enrolled in Ed. S. in Curriculum and Instruction
2	Considering pursuit of a doctorate degree
3	Applying for a PsyD program locally
4	I am enrolled in a Master's of Public Administration and am considering going on to obtain a PhD

With data from sixteen respondents, the anticipated annual salary for next year is approximately **\$104,110**. **Three respondents listed “unknown,” two listed “N/A,” while one said \$27 / hour.** Based on data from twenty-six respondents, the average student loan debt is approximately **\$65,798** for their counseling program.

Implications of Financial Data (analyzed by ChatGPT)

****1. Anticipated Annual Salary**

Average Salary: Approximately **\$104,110**

Implications:

- **High Earning Potential:** The average anticipated salary is relatively high, suggesting that the respondents are likely in fields or roles with strong earning potential.
- **Market Competitiveness:** The high average salary could indicate competitive job markets or positions requiring advanced skills or education. This can be a positive indicator of financial stability and career growth for the respondents.
- **Variability:** With three respondents listing “unknown” and two listing “N/A,” there’s some uncertainty or lack of data for a portion of the group. This means the average might not fully represent the entire group's expectations if these entries were significantly different from the others.
- **Hourly Wage Conversion:** One respondent listed a wage of \$27/hour. To convert this into an annual salary (assuming full-time work at 40 hours/week for 52 weeks), it would be approximately \$56,160. This is significantly below the average salary and may indicate that either part-time work, temporary positions, or lower-paying roles are part of the mix.

****2. Student Loan Debt**

Average Debt: Approximately **\$65,798**

Implications:

- **Significant Debt Load:** The average student loan debt is quite substantial, which could be a concern for respondents when managing their finances post-graduation. High debt levels can impact financial decisions, including buying a home, saving for retirement, or making investments.
- **Debt-to-Income Ratio:** Given the high average salary, respondents might be able to manage or repay this debt relatively well. However, the impact of debt on disposable income and financial security should be considered.
- **Counseling Program Costs:** This level of debt indicates that the counseling program is likely expensive. This might affect respondents' decisions about pursuing further education or considering alternative financing options.
- **Variable Debts:** The data shows a range of debt amounts, suggesting that individual financial experiences and burdens vary widely. This variability should be considered when planning financial assistance or counseling services.

****3. Combining Salary and Debt Implications**

Financial Pressure: High average debt coupled with a high average salary suggests that while respondents have a strong earning potential, they also face significant financial obligations. This combination could lead to higher disposable income but also more substantial monthly loan payments.

Career and Financial Planning: For respondents, understanding the balance between their high anticipated salary and substantial debt load is crucial for effective financial planning. This might involve budgeting, managing loan repayments, and possibly exploring options for refinancing or consolidation.

Institutional Considerations: If these data points reflect a specific program or institution, it may need to review its pricing and financial support structures. The high debt might be a concern for prospective students and could impact the program's attractiveness or accessibility.

Overall, the data suggests that while respondents are expecting a strong income, they are also dealing with substantial educational debt. This combination emphasizes the importance of strategic financial planning and support systems to help manage both earning potential and debt repayment effectively.

Educational Aspirations

As noted in the Career and Professional Aspirations sections of this report, out of the twenty-seven respondents, four (15%) Clarifying their pursuit of more education. However, when asking more general questions regarding education aspirations, the data offers more information. Twenty-five respondents gave the following answers. Twenty-one (84%) would either consider or attend a Marshall University doctoral program if one was available (44% yes, 40% maybe). Sixteen (64%) signify that that they may apply to a doctoral program in the future with another two (8%) having already applied to a doctoral program but have not made any decisions, and seven (28%) indicating that they have no plans to apply for a doctoral program in the future. To which doctoral degree they would pursue, eighteen respondents indicated that ten (56%) would pursue a doctorate in counseling, five (28%) would pursue as Psy. D. program, and one (6%) pursuing a doctoral degree in Curriculum and Instruction, Ed. D., or either a counseling or Psy. D. program.

Based on the data provided about the career and educational aspirations of the respondents, these implications can be noted (ChatGPT).

****1. Interest in Further Education**

High Interest in Doctoral Programs:

- **21 out of 25 respondents** (84%) are open to considering or attending a.
- **44%** of these are definitely interested ("yes"), and **40%** are potentially interested ("maybe"). This suggests a substantial opportunity for Marshall University to attract these individuals to its doctoral programs.

Future Aspirations:

- **16 out of 25 respondents** (64%) are contemplating applying to a doctoral program in the future. This reflects a significant portion of the group with long-term educational ambitions.
- **7 out of 25 respondents** (28%) have no plans to pursue a doctoral program, indicating a minority who may not be inclined toward further academic pursuit in their field.

****2. Specific Doctoral Program Preferences**

Preferred Doctoral Programs:

- **10 out of 18 respondents** (56%) would pursue a doctorate in counseling, suggesting a clear preference for advanced studies in their current field.
- **5 out of 18 respondents** (28%) are interested in a Psy.D. program, which indicates a desire for a more clinically focused doctoral degree.
- **1 respondent** (6%) is interested in a degree in Curriculum and Instruction, Ed.D., or a counseling or Psy.D. program, reflecting a diverse range of interests among those considering further education.

****3. Institutional Implications**

Program Development:

- The strong interest in a doctoral program at Marshall University indicates a potential market for such a program. The university may consider developing or expanding its doctoral offerings to align with this demand.
- With 44% definitely interested and 40% possibly interested, Marshall University has a substantial potential student base. It would be beneficial to tailor marketing and program offerings to meet the needs and preferences of these respondents.

Application and Enrollment Strategies:

- Given that 64% of respondents are considering applying to a doctoral program in the future, there is an opportunity for proactive engagement. Marshall University could implement strategies to keep these potential students informed and engaged, such as informational webinars, early application incentives, or outreach programs.

Targeted Communication:

- To attract those interested in a counseling doctorate, targeted communication and program information should emphasize the strengths and unique features of Marshall University's counseling program.
- For those interested in Psy.D. programs, it may be useful to highlight any clinical training, internship opportunities, and career outcomes associated with such degrees.

****4. Understanding Motivations**

Educational Goals:

- The fact that many respondents are interested in doctoral studies in counseling or Psy.D. programs suggests that the respondents are motivated by career advancement and specialization in their field. This insight can help in designing programs that meet their career and professional goals.

Program Design:

- Understanding that a portion of the respondents are interested in various types of doctoral programs (counseling, Psy.D., Ed.D.) indicates a need for diverse program offerings or pathways within Marshall University to cater to different professional interests and career goals.

****5. Overall Implications**

- **Strategic Planning:** Marshall University could use this data to strategically plan the development or enhancement of its doctoral programs to align with the interests and needs of potential students.
- **Engagement and Support:** Providing tailored support and engagement opportunities for those considering future doctoral studies can increase the likelihood of these individuals applying and enrolling.
- **Program Promotion:** Highlighting specific features of the university's doctoral programs that match the interests of potential students (e.g., clinical opportunities for Psy.D. candidates or specialized training for counseling) can attract more applicants.

In summary, the data highlights a significant interest in further education and a potential market for Marshall University's doctoral programs. By understanding and addressing the preferences and aspirations of these potential students, the university can better position itself to meet the educational needs of this group.

Program Evaluation

Using a Likert scale of 1 – not at all, 2 – minimally, 3 – modestly, 4 – substantially, and 5 – completely, the following program objectives were rated:

- PO1: The Counseling program will prepare students who represent the program and the profession in ethical practice, advocacy, and professional identity.
- PO2: The Counseling Program will provide instruction and opportunity to develop a sense of cultural awareness and sensitivity to underserved populations.
- PO3: The Counseling Program will prepare students who are skilled in attending, conceptualization, and providing interventions for individuals, groups, and families.
- PO4: The Counseling Program will prepare students to understand, utilize and potentially contribute to the body of research within the counseling profession.

- PO5: The Counseling Program will encourage student development and skill in using assessments, resources, and interventions for clients relative to mental health, academic, and career development needs.
- PO6: The Counseling Program will promote an understanding of human development and self-awareness, wellness, and resilience throughout the lifespan.

The following frequency analysis were found using SPSS:

Program Objectives					
	N	Min	Max	M	SD
PO1: The Counseling program will prepare students who represent the program and the profession in ethical practice, advocacy, and professional identity.	26	3	5	4.54	.647
PO2: The Counseling Program will provide instruction and opportunity to develop a sense of cultural awareness and sensitivity to underserved populations.	26	3	5	4.54	.761
PO3: The Counseling Program will prepare students who are skilled in attending, conceptualization, and providing interventions for individuals, groups, and families.	26	3	5	4.54	.706
PO4: The Counseling Program will prepare students to understand, utilize and potentially contribute to the body of research within the counseling profession.	26	2	5	4.23	.908
PO5: The Counseling Program will encourage student development and skill in using assessments, resources, and interventions for clients relative to mental health, academic, and career development needs.	26	2	5	4.42	.857
PO6: The Counseling Program will promote an understanding of human development and self-awareness, wellness, and resilience throughout the lifespan.	26	3	5	4.50	.707

Valid N (listwise)	26				
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Potential Implications (ChatGPT)

The implications of the Likert scale ratings for each program objective (PO) provide valuable insights into how well the Counseling program is perceived to meet its goals. Here's a detailed analysis of what the ratings might indicate and their potential implications for the program:

1. PO1: Ethical Practice, Advocacy, and Professional Identity

Implications:

- **High Ratings (4 – Substantially or 5 – Completely):** If PO1 receives high ratings, it suggests that respondents believe the program effectively prepares students for ethical practice, advocacy, and professional identity. This strong perception can enhance the program's reputation and attract prospective students who value these attributes.
- **Low Ratings (1 – Not at all or 2 – Minimally):** Lower ratings might indicate that the program needs to enhance its focus on ethics, advocacy, and professional identity. This could involve integrating more practical experiences, ethics courses, or advocacy training into the curriculum.

2. PO2: Cultural Awareness and Sensitivity

Implications:

- **High Ratings:** High ratings for PO2 would indicate that the program is perceived as effectively providing instruction and opportunities to develop cultural awareness and sensitivity. This is crucial for preparing students to work with diverse and underserved populations, aligning with contemporary counseling needs.
- **Low Ratings:** If PO2 receives low ratings, it could suggest that the program may need to improve its focus on cultural competence. Enhancements might include more coursework on multicultural counseling, increased exposure to diverse populations, or improved training on cultural sensitivity.

3. PO3: Skills in Attending, Conceptualization, and Intervention

Implications:

- **High Ratings:** High ratings for PO3 imply that the program is seen as effective in equipping students with essential counseling skills, including attending, conceptualization, and providing interventions. This suggests that the curriculum is well-designed to prepare students for practical counseling roles.
- **Low Ratings:** Lower ratings might indicate a need to strengthen training in these areas. The program could benefit from more hands-on practice,

supervised counseling experiences, or additional coursework focusing on intervention strategies.

4. PO4: Understanding and Contribution to Research

Implications:

- **High Ratings:** High ratings for PO4 would suggest that the program is perceived as fostering an understanding of and contribution to research in counseling. This is important for students who wish to engage in evidence-based practice or pursue academic and research careers.
- **Low Ratings:** If PO4 receives low ratings, it may highlight a gap in integrating research into the curriculum. To address this, the program might consider increasing opportunities for students to engage in research projects, coursework on research methods, or partnerships with research institutions.

5. PO5: Development and Use of Assessments, Resources, and Interventions

Implications:

- **High Ratings:** High ratings for PO5 indicate that the program is effective in preparing students to use assessments, resources, and interventions for various client needs. This suggests a robust curriculum that emphasizes practical skills and resource utilization.
- **Low Ratings:** Lower ratings could point to a need for more emphasis on assessments and resource utilization. The program might need to enhance training on different assessment tools, interventions, and how to effectively use these in practice.

6. PO6: Understanding of Human Development, Self-Awareness, Wellness, and Resilience

Implications:

- **High Ratings:** High ratings for PO6 would suggest that the program is effective in promoting understanding of human development and self-awareness, as well as wellness and resilience. This is important for holistic counselor development and personal growth.
- **Low Ratings:** If PO6 receives lower ratings, it might indicate that the program needs to improve its focus on these areas. Enhancements could include more coursework or activities related to personal development, wellness strategies, and resilience-building.

Overall Implications

1. **Program Strengths:** High ratings across objectives suggest that the program is well-regarded in areas such as ethical practice, cultural awareness, practical skills, research, assessments, and personal development. These strengths should be highlighted to attract prospective students and stakeholders.

2. **Areas for Improvement:** Lower ratings in any areas indicate where the program could improve. Addressing these gaps can enhance the overall quality and effectiveness of the program. Specific actions might include curriculum adjustments, additional training, or new resources.
3. **Feedback Integration:** Regularly collecting and analyzing feedback using tools like Likert scales helps identify strengths and areas needing improvement. Incorporating this feedback into program development ensures that the program remains relevant and meets the needs of students and the profession.
4. **Strategic Planning:** Use the insights from these ratings to inform strategic planning, resource allocation, and program development. This can help ensure that the program continues to evolve and meet the needs of its students and the broader counseling field.

By understanding and addressing these implications, the Counseling program can better align its offerings with student needs and professional standards, ultimately enhancing its effectiveness and reputation.

Follow-Up Studies of Key Stakeholders

Alumni Survey – Dr. Carol Smith

Demographics: The survey includes responses from 11 alumni who graduated between 2001 and 2023. Graduates represent Clinical Mental Health Counseling and School Counseling. The majority of respondents identify as white, female, and cisgender.

Employment and Career Outcomes

1. **Employment Status:** 8 out of 11 (73%) are employed full-time in counseling-related jobs. 2 are employed in non-counseling jobs (one in higher education, one as an employment coach). 1 did not provide employment information.
2. **Time to Employment:** 8 out of 9 respondents (89%) found employment within 0-3 months after graduation. 1 respondent took 3-6 months to find employment.
3. **Salary Range:** Respondents reported salaries range from \$41,000 to \$79,000 per year. The average salary (based on 8 responses) is approximately \$54,200.
4. **Return on Investment:** 3 respondents felt the degree was "Definitely worth it." 2 felt it was "Somewhat worth it." 2 were neutral. 1 felt it was "Somewhat not worth it." 3 did not respond to this question.

Program Evaluation

1. **Preparedness:** Most respondents felt well-prepared in areas such as counseling skills, ethics, and professional identity. Areas with lower preparedness ratings included crisis intervention, research/program evaluation, and psychopharmacology.
2. **Program Objectives:** The program received high marks for meeting objectives related to ethical practice, cultural awareness, and counseling skills. Some respondents indicated lower satisfaction with preparation in research and assessment areas.
3. **Licensure and Certifications:** Many graduates have obtained relevant licenses and certifications, including LPC, Certified School Counselor, NCC, and ALPS.
4. **Further Education:** While 1 respondent completed a doctoral degree, 1 completed coursework toward a doctoral degree, the majority have not pursued further education.

Recommendations and Feedback

1. **Net Promoter Score:** 6 out of 11 respondents (55%) are promoters (score 9-10); 3 are passives (score 7-8); 1 is a detractor (score 0-6); 1 did not respond.
2. **Areas for Improvement:** Some alumni suggested more practical preparation for school counseling administrative tasks. There were requests for more specific interventions and tools, especially for working with children. One respondent mentioned the need for more preparation in crisis intervention and self-care strategies.
3. **Positive Feedback:** Many alumni expressed fond memories and positive experiences during their time in the program. The program received high marks for cultural inclusivity and diversity.

Conclusion: Overall, the Marshall University Counseling Department appears to be preparing students well for careers in counseling, with high employment rates and generally positive feedback. Areas for potential improvement include more practical preparation for specific job roles and enhanced focus on crisis intervention and research skills. The program's emphasis on cultural awareness and ethical practice is particularly strong and appreciated by alumni.

Site Supervisor Survey – Dr. Eric Beeson

The Site Supervisor Survey was completed via Qualtrics in AY 23-24. A total of 63 people responded.

54% of site supervisors were also alumni and 58.73% had hired Marshall graduates.

Our NPS score was 41.51 with 9% detractor, 40% passive, and 51% promoter.

Our site supervisors work in diverse settings, which gives our students exposure to a wide range of experiences, but the most common settings of respondents was the school setting.

#	Field	Choice %	Choice Count
7	Middle school	16.82%	18
6	Elementary school	14.95%	16
8	High school	13.08%	14
14	Treatment of Mental Health Conditions	11.21%	12
10	Other, please specify:	10.28%	11
15	Private or group practice	9.35%	10
5	Outpatient program	8.41%	9
13	Treatment of Substance Use Disorders	8.41%	9
2	Residential treatment	2.80%	3
9	College counseling center	2.80%	3
3	Partial hospitalization program	0.93%	1
4	Intensive outpatient program	0.93%	1
1	Inpatient hospital	0.00%	0
11	Other, please specify:	0.00%	0
12	Other, please specify:	0.00%	0
			107

Respondents had mixed opinions of the following components of the site supervisor experience with a wide range. Participants had the most dissatisfaction with Tevera.

#	Field	Min	Max	M	SD	Var	Count
1	Orientation to site supervision	1.00	5.00	3.94	0.83	0.69	63
2	Support from your faculty contact	1.00	5.00	3.81	0.88	0.77	62
3	Awareness of CACREP policies	1.00	5.00	3.84	0.89	0.80	63
4	Ongoing professional development offered by Marshall.	1.00	5.00	3.68	0.89	0.80	62
5	Use of Tevera	1.00	5.00	3.78	1.00	1.00	63

In general, site supervisors believe we have met our program objectives, with the lowest being PO4: The Counseling Program will prepare students to understand, utilize and potentially contribute to the body of research within the counseling profession.

#	Field	Min	Max	M	SD	Var	N
1	PO1: The Counseling program will prepare students	3.00	5.00	4.38	0.62	0.38	55

#	Field	Min	Max	M	SD	Var	N
	who represent the program and the profession in ethical practice, advocacy, and professional identity.						
2	PO2: The Counseling Program will provide instruction and opportunity to develop a sense of cultural awareness and sensitivity to under-served populations.	3.00	5.00	4.31	0.68	0.47	55
3	PO3: The Counseling Program will prepare students who are skilled in attending, conceptualization, and providing interventions for individuals, groups, and families.	2.00	5.00	4.24	0.79	0.62	55
4	PO4: The Counseling Program will prepare students	2.00	5.00	4.04	0.97	0.94	55

#	Field	Min	Max	M	SD	Var	N
	to understand, utilize and potentially contribute to the body of research within the counseling profession.						
5	PO5: The Counseling Program will encourage student development and skill in using assessments, resources, and interventions for clients relative to mental health, academic, and career development needs.	2.00	5.00	4.35	0.77	0.59	55
6	PO6: The Counseling Program will promote an understanding of human development and self-awareness, wellness, and resilience throughout the lifespan.	3.00	5.00	4.38	0.67	0.45	55

Only 4 respondents indicated MU students were less prepared than students from other programs.

1	Significantly less prepared	0.00%	0
2	Less prepared	7.27%	4
3	Similarly prepared	52.73%	29
4	More prepared	30.91%	17
5	Significantly more prepared	9.09%	5
			55

Only one participant said they no longer wanted to be a site supervisor and that was due to the workload and the lack of financial compensation for site supervision.

Key Themes

1. Effectiveness of Program Delivery

- Concerns About Online Learning: Some supervisors express that virtual programs may not fully prepare students compared to in-person education, especially in developing practical counseling skills and interpreting nonverbal cues.
- Positive Impact of Students: Despite concerns, supervisors are impressed with recent interns' techniques and approaches, highlighting the importance of staying updated with new counseling theories and methods.

2. Need for Practical Experience and Application of Knowledge

- Emphasis on Hands-On Training: There's a strong emphasis on providing hands-on, real-world experience before internships, including

practice counseling sessions and exposure to diverse client populations.

- Application of Theoretical Knowledge: Students understand counseling theories but may struggle to apply them effectively in practice; a need exists for the curriculum to focus more on practical application through case studies and practical examples.

3. Cultural Competence and Diversity Exposure

- Enhancing Cultural Humility: Supervisors stress the importance of improving students' ability to work with clients from diverse backgrounds to foster cultural humility and sensitivity.
- Workshops and Experiences: Offering workshops and experiences that expose students to diverse populations is recommended to build cultural sensitivity.

4. Communication and Collaboration Between University and Internship Sites

- Desire for Increased Collaboration: Supervisors desire enhanced collaboration and regular communication between faculty and on-site supervisors to support student development and align training goals.
- Appreciation for Improved Communication: Some supervisors appreciate increased contact with program supervisors and encourage continued improvement in communication.

5. Personal and Professional Development

- Personal Development: Recognition that some students may benefit from personal counseling to address their own trauma and enhance self-awareness.
- Development of Professional Skills: Improvement is needed in time management, case management, professional communication, and understanding administrative responsibilities inherent in counseling roles.
- Faculty Engagement and Support: Importance of passionate and supportive professors who inspire students and contribute to their professional growth.

6. Program's Contribution to the Community and Desire for More Interns

- Appreciation for Program Quality: Acknowledgment of the program's role in producing well-prepared counselors and its positive impact on various settings, including schools and correctional facilities.
- Desire for More Interns: Supervisors express willingness to accept more interns and value the partnership with the university; open positions are available at certain practices.

7. Billing and Reimbursement Challenges

- Billing Limitations: Difficulty in billing Medicaid for services provided by counseling students, limiting client access and financial feasibility.
 - Exploring Solutions: Suggestion to explore options similar to the "gold card" for psychology students, enabling counseling interns to see Medicaid clients.
-

Strengths

- Positive Attitudes, Professionalism, and Preparedness
 - Students exhibit strong work ethics, eagerness to learn, and bring positive energy to their internship sites.
 - Interns are well-prepared for their roles, with some possessing a solid understanding of interventions and clinical skills upon entering their internships.
 - Supervisors note positive attitudes, enthusiasm, and adaptability among interns.
 - Innovative Techniques and Knowledgeable Students
 - Students introduce new counseling techniques, enriching services at internship sites.
 - Staying updated on current theories benefits both students and supervisors.
 - Strong Partnerships and Faculty Support
 - Successful collaborations between the university and internship sites enhance student experiences.
 - Supervisors appreciate the support and responsiveness of faculty when engaged.
-

Areas for Growth

1. Enhance Practical Training
 - Integrate more hands-on practice opportunities within the curriculum, such as simulated counseling sessions and role-playing exercises.
2. Improve Application of Theories
 - Emphasize teaching students how to apply theoretical knowledge in real counseling scenarios through case studies and practical examples.
3. Increase Cultural Competence Training

- Offer workshops and experiences that expose students to working with diverse populations to build cultural sensitivity.
4. Strengthen University-Supervisor Collaboration
 - Establish regular communication channels between faculty and on-site supervisors to ensure aligned expectations and support for students.
 - Maintain and further develop communication to ensure clarity in expectations and support mechanisms.
 5. Support Personal Development
 - Encourage self-care practices and provide resources for personal counseling to enhance self-awareness and emotional readiness.
 - Promote faculty engagement to inspire and motivate students.
 6. Enhance Professional Skills
 - Offer guidance on time management, organization, case management, and professional communication, including email etiquette.
 7. Clarify Internship Requirements
 - Clearly communicate hour requirements and expectations to both students and supervisors to ensure alignment and understanding.
 8. Address Billing Limitations
 - Explore solutions to enable counseling interns to bill Medicaid for services.
 - Potentially advocate with the counseling board for provisions similar to those for psychology interns.
-

Additional Notes

- Opportunities for Employment
 - Some sites have openings and are eager to accept more interns, offering valuable learning experiences.
- Program Reputation and Contribution
 - The program is highly regarded for its contribution to training competent counselors.
 - There's collective appreciation for the positive impact on the community and various professional settings.
- Commitment to Student Development
 - Supervisors emphasize the importance of cultivating passion and enthusiasm in future counselors.

- Recognition that well-trained counselors are essential for meeting the needs of diverse populations.
-

By addressing these consolidated themes and areas for growth, the program can enhance its curriculum and support mechanisms, better preparing students for the counseling profession. Emphasizing practical experience, cultural competence, professional skills development, and strong collaboration with internship sites will further strengthen the program's positive impact on students and the communities they serve.

Faculty Survey – Dr. Eric Beeson

Methods

A Qualtrics survey was distributed to all instructors. All new instructors, adjunct and core, are asked to complete this survey once they are offered a slot in our faculty pool.

Results

When analyzed, 47 people had responded to the survey. Our two retirees were moved to adjunct status for this reporting period. The average age of all faculty was 46.74 (SD = 12.40), with core faculty being slightly older than adjunct faculty. Only 7% of faculty had US Armed Forces experience, with no core faculty having this experience. Only 8% of faculty identified as having a disability. The majority of faculty identified as Male (59%), heterosexual (85%), not of Spanish, Hispanic, or Latinx origin (97.30%), and White or Caucasian (86%). The majority of faculty (86%) reported good, very good, or excellent cultural inclusion and openness in the department while the other 14% felt neutral.

Faculty reside in 11 states with the majority residing in WV. The majority of faculty (61%) have some form of clinical practice with adjunct faculty being more likely to have a current clinical practice.

Our NPS score was 76.92, with 79% Promoters.

Di-identified Qualitative Remarks were Analyzed with the assistance of ChatGPT 4o:

Strengths:

1. Positive Experience and Enthusiasm:

- Many faculty members express excitement and satisfaction with their roles. Comments like “I love it! It’s a dream come true!” and “It’s an exciting time to be alive at Marshall University” reflect a high level of enthusiasm.
- Faculty members who are new to the department report positive initial experiences, indicating a welcoming and supportive environment.

2. Gratitude and Professional Fulfillment:

- Several adjunct faculty members express gratitude for the opportunity to contribute to the department. For example, one comment reads, “I am extremely grateful for the opportunity to give back to the MU counseling program by working as an adjunct instructor for the last two years.”
- Faculty members who have been students in the program also highlight how their training has positively impacted their careers and express a desire to pass on their knowledge to future counselors.

3. Specialized Expertise:

- One faculty member highlights their experience and expertise in areas like intergenerational trauma therapy and multicultural counseling, showing that the department attracts professionals with diverse and specialized skills.

Areas for Growth:

1. Integration and Inclusion of Adjunct Faculty:

- Adjunct faculty members express a desire for more opportunities to be involved in departmental activities. Suggestions include attending faculty meetings quarterly and receiving additional training, particularly in online teaching tools like Tevera.
- Comments like “As an adjunct it would be nice to have opportunities to see potential faculty meetings maybe once a quarter” suggest that adjunct faculty may feel somewhat disconnected from the larger department and would appreciate more inclusion.

2. Support for New Faculty Members:

- New faculty members indicate that they are still in the process of assessing the department’s cultural inclusivity, as they have not been part of the department long enough to form a complete opinion. This suggests a need for ongoing support and integration efforts to help new faculty members feel more included and informed.

3. Professional Development Opportunities:

- There is a call for more professional development opportunities, particularly for adjunct faculty. This includes training on tools used within the department and opportunities for continuing education units (CEUs). Providing such opportunities could enhance the effectiveness of adjunct faculty and further integrate them into the department’s culture.

Overall, the faculty responses highlight a generally positive environment within the counseling department, with room for improvement in areas like adjunct faculty inclusion and professional development support.

Recommendations

1. Use data as a baseline for future efforts to recruit/hire/retain a diverse workforce.
2. Create focused interventions to recruit/hire/retain a diverse workforce.
3. Enhance instructor onboarding and opportunities for instructional CE opportunities.
4. Consider moving to a standardized CV with smaller demographic survey.

Employer Survey – Dr. Eric Beeson

A Qualtrics survey was distributed to all employers in our database.

A total of 34 employers responded to the survey. No demographic data was collected on these respondents. Employers are working in diverse practice settings with the most common being elementary, middle, and high schools as well as private or group practices.

Ability Ratings

Ability ratings were relatively high, all with a mean above 4 with the exception of assessment and testing, diagnosis, treatment planning, and research and program evaluation (with means below 4).

Program Objectives

Our Program Objectives were rated as follows:

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	PO1: The Counseling program will prepare students who represent the program and the profession in ethical practice, advocacy, and professional identity.	3.00	5.00	4.32	0.63	0.40	34
2	PO2: The Counseling Program will provide instruction and opportunity to develop a sense of cultural awareness and sensitivity to under-served populations.	3.00	5.00	4.24	0.73	0.53	34

3	PO3: The Counseling Program will prepare students who are skilled in attending, conceptualization, and providing interventions for individuals, groups, and families.	2.00	5.00	4.18	0.78	0.62	34
4	PO4: The Counseling Program will prepare students to understand, utilize and potentially contribute to the body of research within the counseling profession.	2.00	5.00	3.97	1.01	1.03	34
5	PO5: The Counseling Program will encourage student development and skill in using assessments, resources, and interventions for clients relative to mental health, academic, and career development needs.	2.00	5.00	4.29	0.82	0.68	34
6	PO6: The Counseling Program will promote an understanding of human development and self-awareness, wellness, and resilience throughout the lifespan.	3.00	5.00	4.32	0.72	0.51	34

Regarding preparation in comparison to other students, our employers found that Marshall students were either similarly or more prepared than other students they have supervised:

#	Field	Choice Count
1	Significantly less prepared	0.00% 0
2	Less prepared	2.94% 1
3	Similarly prepared	47.06% 16
4	More prepared	41.18% 14
5	Significantly more prepared	8.82% 3
		34

Showing rows 1 - 6 of 6

NPS Score

Our NPS score for this subset of employers is 39.39 with 52% promoters.

Qualitative Remarks

Strengths:

1. Strong Work Ethic and Positive Attitude:

- Marshall University students are consistently praised for their hard work, positive attitudes, and dedication. Supervisors appreciate the professionalism and enthusiasm that students bring to their internships, which contributes positively to the work environment.

2. Sound Theoretical Knowledge:

- Many students demonstrate a solid understanding of counseling theories, particularly in specific areas like solution-focused treatment.

This foundation allows them to approach clinical work with a clear mindset and confidence in their theoretical orientation.

3. Successful Professional Relationships:

- The partnership between Marshall University and internship sites is highly valued. Supervisors express enjoyment in working with Marshall students and welcome the opportunity to mentor and guide them through their professional development.

4. Resilience in Adapting to Clerical Tasks:

- Students have shown resilience and adaptability when it comes to handling the clerical aspects of school counseling. They understand that these duties are an essential part of the job and approach them with a positive, "trooper" attitude.

5. Solid Clinical Mindset:

- Students often arrive with a strong clinical mindset, showing an ability to manage sessions effectively and avoid major issues with clients. This demonstrates their readiness to apply their knowledge in real-world settings.

Areas for Growth:

1. Enhancing Practical Counseling Skills:

- While theoretical knowledge is strong, there is a noted gap in the application of counseling techniques, especially in one-on-one and group settings. Supervisors have observed that students would benefit from more hands-on practice, which would boost their confidence and effectiveness during internships.

2. Improving Collaboration Between University and Internship Sites:

- Supervisors expressed a desire for more consistent communication and collaboration with the university during internships. Increased interaction would help ensure that students are meeting training goals and receiving the necessary support to succeed.

3. Developing Professional Skills:

- There is a need for additional training in practical areas such as case management, professional communication, time management, and paperwork. Addressing these skills would help students manage their responsibilities more efficiently and enhance their overall professionalism.

4. Addressing Student Readiness and Personal Development:

- Some students may need additional support in addressing personal issues, such as trauma, before they are fully ready to work with clients.

Incorporating more opportunities for self-reflection and personal development within the program could help students become more emotionally prepared for their roles.

5. Reevaluating Online Learning Components:

- The shift to online learning has raised concerns about students missing out on crucial in-person experiences that are vital for developing counseling skills. Reviewing and potentially integrating more in-person or hybrid learning opportunities could address these gaps and better prepare students for the practical aspects of counseling.

Special Assessment Projects

No special assessment projects were undertaken this year.

Summary of Results

Program Objectives (POs) and Corresponding Key Performance Indicators (KPIs)

The program has six major objectives, each measured through a combination of assessments linked to KPIs:

- 1. Prepare students who represent the program and the profession in ethical practice, advocacy, and professional identity. (PO1, KPIs 1.1, 1.2)**
 - **KPI 1.1:** Students successfully demonstrated professional identity, with scores consistently above the cut point. Faculty and site supervisors reported strong professional practices from students during their internships and practicum experiences.
 - **KPI 1.2:** Ethical reasoning skills were emphasized across assessments, with most students meeting or exceeding the benchmark. Student evaluations indicated a strong focus on ethical practice during their coursework and clinical placements.
- 2. Provide instruction and opportunity to develop a sense of cultural awareness and sensitivity to underserved populations. (PO2, KPIs 2.1, 2.2)**
 - **KPI 2.1:** Students demonstrated understanding of diversity in the counseling process. However, certain practicum sites received lower ratings on inclusivity, highlighting areas for growth in ensuring students feel fully utilized and supported in diverse environments.
 - **KPI 2.2:** Students generally incorporated multicultural competencies into their counseling skills. Faculty and site supervisors reported adequate multicultural awareness in student work.

3. Prepare students who are skilled in attending, conceptualization, and providing interventions for individuals, groups, and families (**PO3, KPIs 5.1, 5.2, 6.1, 6.2**)
 - **KPI 5.1:** Students showed a good understanding of the counseling process and theories, with strong scores on signature assignments related to theory papers and case studies.
 - **KPI 5.2:** Students' performance in assessments of client advocacy, diagnosis, and supervision was mostly above the cut point. Some students required additional support in applying these skills in clinical settings.
 - **KPI 6.1:** Students successfully demonstrated knowledge of group dynamics, though some lower ratings were noted in large group counseling activities.
 - **KPI 6.2:** Group intervention planning and implementation skills were generally strong, but there was room for improvement in the development of group programs.
4. Prepare students to understand, utilize and potentially contribute to the body of research within the counseling profession. (**PO4, KPIs 3.1, 3.2, 8.1, 8.2**)
 - **KPI 3.1:** Students demonstrated understanding of developmental theories, though barriers to client behavior were identified as an area where additional training could be beneficial.
 - **KPI 8.1:** The research skills of students, particularly in literature review, were assessed positively.
 - **KPI 8.2:** Basic statistical analysis skills were mostly adequate, though students found this challenging, and additional support could enhance performance in this area.
5. Encourage student development and skill in using assessments, resources, and interventions for clients relative to mental health, academic, and career development needs. (**PO5, KPIs 4.1, 4.2, 7.1, 7.2**)
 - **KPI 4.1:** Career development knowledge was a weaker area, as students scored below national averages on career counseling-related exams.
 - **KPI 4.2:** While students demonstrated an ability to utilize career assessment tools, there were challenges in applying these tools in practical settings, suggesting a need for additional emphasis on this skill.
 - **KPI 7.1:** The use of assessments in counseling was well-understood, though assessment-related assignments had some of the lowest submission scores.

- **KPI 7.2:** Skills in conducting, interpreting, and reporting on assessments were generally adequate, though certain students struggled with mastery of these tasks.
6. Promote an understanding of human development and self-awareness, wellness, and resilience throughout the lifespan. **(PO6, KPIs 9.1, 9.2, 9.3)**
- **KPI 9.1:** Students demonstrated knowledge of the roles and responsibilities of PK-12 school counselors, though there were challenges in understanding the application of comprehensive school counseling programs.
 - **KPI 9.2:** The application of school counseling programs showed room for improvement, as students experienced difficulties in planning and evaluating such programs.

Program Strengths

- **Supportive Supervision:** Students consistently praised site supervisors for their guidance, which helped in professional growth.
- **Practical Experience:** Opportunities to work with diverse populations prepared students well for real-world scenarios.
- **Program Completion:** The majority of students completed the program successfully with strong academic and clinical performance.

23-24 Subsequent Program Modifications

Based on faculty review of our program evaluation report, we will make the following program modifications:

Subsequent Program Modifications	Timeline
Enhance outside of class community building opportunities like regional meetups, townhalls, and new student meet and greets.	At least one per term.
Consider mandatory in-term evaluations of teaching and learning.	Fall 2025
Deep dive review of Praxis results and subsequent curricular modifications.	Fall 2025.
Build school counseling marketing campaign.	Fall 2025.
Complete a major rebuild of 600 and 675 and move 630 to an elective.	Fall 2025.
Require 675 of all students.	Fall 2025.
Remove alternative certification requirements from school counseling area of emphasis.	Fall 2025.
Launch AGD programs with BAS and RBA	Fall 2025.
Launch new plans of study and recommended pathways	Fall 2025.
Enhance advising model.	Fall 2025.
Decide on the creation of a doctoral program after CACREP reaffirmation decision.	Fall 2025.
Create department-specific standards to supplement Design Center resources.	Fall 2025.
Consider KPI related to technology integration and advocacy/social justice competencies.	Fall 2025.
Elevate use of real-time feedback form	Fall 2025.
Increase knowledge comprehension and understanding instructional methods (e.g., tests) to elevate testing scores.	Fall 2025.
Continue to use the CPCE until final ruling on CACREP Policy 2.E. is provided, and then decide regarding potential replacement of the CPCE. Launch new process including some combination of comprehensive exam, portfolio, and/or residency.	Fall 2026
Elevate Design Center training resources to promote consistency in LMS organization and instructional practices.	Ongoing.
Enhance inside of class community building opportunities like required live sessions, optional course-wide office hours, optional live sessions, etc.	Ongoing.
Increase opportunities for live review of student skill demonstration.	Ongoing.

Fix data collection errors, especially related to socio-cultural variables.	Ongoing.
Adjust KPI thresholds based on performance and potential for grade inflation.	Ongoing.
Enhance integrity of data collection related to socio-cultural demographics.	Ongoing.
Build a prototype for more efficient individual student assessment processes.	Spring 2025.
Create Retention and Remediation Team to lead individual student assessment as well as retention and remediation practices.	Spring 2025.
Increase use of Navigate for advising and communication.	Spring 2025.
Enhance course leadership model	Spring 2025.
Transition from Tevera to new in-house data collection and reporting tool.	Summer 2025.

KPIs	AY 23-24 Response
KPI 1.1 Students will demonstrate the ability to identify key components of a strong professional identity (2.F.1., PO1, PO3, PO6)	Address through rebuild of 600 and moving standards from 630 and 675.
KPI 1.2 Students will demonstrate ethical reasoning skills. (2.F.1., PO1, PO3, PO6)	Address through rebuild of 600 and moving standards from 630 and 675.

KPI 2.1 Students will demonstrate understanding of the impact diversity has on the counseling process. (2.F.2., PO2)	Enhance rubric
KPI 2.2 Demonstrate the ability to incorporate multicultural competencies in counseling skills. (2.F.2., PO2)	Enhance rubric
KPI 3.1 Students will demonstrate understanding of developmental theories regarding personality development, learning, and social functioning. (2.F.3., PO4, PO6)	Revise assignments
KPI 3.2 Students will demonstrate skills in identifying developmental barriers that affect client behavior and experience. (2.F.3., PO4, PO6)	Revise assignments
KPI 4.1 Students will demonstrate knowledge and skill in applying career development theories, strategies and techniques to specific career decision-making situations (2.F.4., PO4, PO5)	Enhance rubrics and other learning opportunities
KPI 4.2 Students will demonstrate an ability to utilize career assessment instruments and techniques relevant to career planning and decision making (2.F.4., PO4, PO5)	Assess rubrics; look at additional assignments;
KPI 5.1 Students will demonstrate an understanding of the structure of the counseling process and how this structure helps determine counseling practices from various theoretical perspectives (2.F.5., PO1, PO2, PO3, PO5)	Consider theory integration scale;
KPI 5.2 Students will demonstrate a developing approach to counseling, assessment, diagnosis, supervision, and client advocacy with a clear understanding of counselor functions (2.F.5., PO1, PO2, PO3, PO5)	Consider revising KPI to remove client advocacy, and consider a new KPI related to advocacy
KPI 6.1 Students will evaluate the principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work. (2.F.6., PO3)	Refine assignments and rubrics; identify potential scoring inflation; modify site supervisor evaluation;
KPI 6.2 Students will demonstrate skills in planning and implementing an appropriate group intervention/program. (2.F.6., PO3)	Refine assignments and rubrics; identify potential scoring inflation; modify site supervisor evaluation;

KPI 7.1 Students will demonstrate an understanding of the purpose and process of assessment in counseling. (2.F.7., PO4, PO5)	Pull teaching team together and evaluate ideas;
KPI 7.2 Students will demonstrate skills in conducting, interpreting, and reporting results for select assessment instruments. (2.F.7., PO4, PO5)	Pull teaching team together and evaluate ideas;
KPI 8.1 Students will demonstrate the skills necessary to obtain, analyze, and review current literature on a chosen topic. (2.F.8., PO4)	Pull teaching team together and evaluate ideas;
KPI 8.2 Students will demonstrate skills in basic statistical analysis of data. (2.F.8., PO4)	Continue to elevate learning exercises
KPI 9.1 Students will demonstrate knowledge of the numerous roles and responsibilities of the PK-12 school counselor with regard to assessment, intervention, planning, and implementation of comprehensive school counseling and guidance programs as it relates to the ASCA National Model to address all student's academic, career and personal/social needs while following the ASCA Ethical Standards, applicable WVDE Policies, and appropriate legal statutes. (5.G.)	Elevate school counseling items in supervisory evaluations; consider adding quizzes to courses
KPI 9.2 Students will demonstrate skills in planning, delivering and evaluating comprehensive school counseling and guidance programs for PK-12 students following the ASCA National Model, ASCA Ethical Standards, applicable WVDE Policies, and appropriate legal statutes (5.G.)	Elevate school counseling items in supervisory evaluations; consider adding quizzes to courses
KPI 9.3 Students will illustrate the impact of technology in the numerous roles and responsibilities of the PK-12 school counselor with regard to assessment, intervention, planning, and implementation of comprehensive school counseling and guidance programs.	Elevate school counseling items in supervisory evaluations; consider adding quizzes to courses; consider new KPI related to technology specifically
KPI 10.1 Students will demonstrate skills in intake, assessment, diagnosis, treatment planning, and implementation of evidence-based practice in counseling. (5.C.)	move 630 contents during 600 revisions

KPI 10.2 Students will demonstrate understanding of the duties, roles, and expectations in clinical, agency, hospital, and private practice environments (5.C.)	move 630 contents to 600 information
KPI 11 Students will demonstrate self-awareness, integrity, and professionalism in relation to peers, faculty, staff, and supervisors. (4.G.)	Add student support referral form as an assessment point; revise CSDA

Individual Student Assessment Results from the CAP							
KPIs	CSDA	Sig. Assignment1	Sig. Assignment 2	SiteSupEval	CPCE/Praxis	NCE Content	NCE WB
KPI 1.1 Students will demonstrate the ability to identify key components of a strong professional identity (2.F.1., PO1, PO3, PO6)	CSDA Items 1-3 in 600, 607, 608, 691/698 Mid-Term and Final	600 Professional Interview then Identity Paper (KPI 1.1, KPI 1.2) data collected during week 9			CPCE	NCE Content	NCE WB 1
% at Threshold or Other Target Evaluations	100.00%	99%			-1.08	-0.15	-0.15
KPI 1.2 Students will demonstrate ethical reasoning skills. (2.F.1., PO1, PO3, PO6)	CSDA Items 1-3 in 600, 607, 608, 691/698 Mid-Term and Final	600 Ethics Paper (KPI 1.1, KPI 1.2)/Critical Response? Data collected Week 3			CPCE	NCE Content	NCE WB 1

% at Threshold or Other Target Evaluations	100.00%	98%			-1.08	-0.15	-0.15
KPI 2.1 Students will demonstrate understanding of the impact diversity has on the counseling process. (2.F.2., PO2)	CSDA Items 9-11 in 600, 607, 608, 691/698 Mid-Term and Final	574 Term paper part two (KPI 2.1, KPI 2.2) Data collected during week 13		Tevera Site Supervisor Evaluation Items 2.7-2.8 in 608 & 691/698 Mid-Term and Final	CPCE	NCE Content	
% at Threshold or Other Target Evaluations	100%	88%		100%	-0.66	-0.10	
KPI 2.2 Demonstrate the ability to incorporate multicultural competencies in counseling skills. (2.F.2., PO2)	CSDA Items 9-11 in 600, 607, 608, 691/698 Mid-Term and Final	574 Case study (KPI 2.1, KPI 2.2) Data collected week 13		Tevera Site Supervisor Evaluation Items 2.7-2.8 in 608 & 691/698 Mid-Term and Final	CPCE	NCE Content	

% at Threshold or Other Target Evaluations	100%	92%		100%	-0.66	-0.10	
KPI 3.1 Students will demonstrate understanding of developmental theories regarding personality development, learning, and social functioning. (2.F.3., PO4, PO6)		602 Powerpoint Slides (KPI 3.1, KPI 3.2) Collected in week 11			CPCE	NCE Content	
% at Threshold or Other Target Evaluations		90%			-0.82	-0.68	
KPI 3.2 Students will demonstrate skills in identifying developmental barriers that affect client		602 Developmental Paper (KPI 3.1, KPI 3.2) Collected in week 14			CPCE	NCE Content	

behavior and experience. (2.F.3., PO4, PO6)							
% at Threshold or Other Target Evaluations		91%				-0.82	-0.68
KPI 4.1 Students will demonstrate knowledge and skill in applying career development theories, strategies and techniques to specific career decision-making situations (2.F.4., PO4, PO5)		606 Theory Paper (KPI 4.1, KPI 4.2) Collected Week 6	Discussion 1		Tevera Site Supervisor Evaluation Items 2.5 in 608 & 691/698	CPCE	NCE Content
% at Threshold or Other Target Evaluations		87%	100.00%		99%	-1.55	-0.53

<p>KPI 4.2 Students will demonstrate an ability to utilize career assessment instruments and techniques relevant to career planning and decision making (2.F.4., PO4, PO5)</p>		<p>606 Career Intervention Paper (KPI 4.1, KPI 4.2) Collected Week 9/10</p>		<p>Tevera Site Supervisor Evaluation Items 2.5 in 608 & 691/698</p>	<p>CPCE</p>	<p>NCE Content</p>	
<p>% at Threshold or Other Target Evaluations</p>		<p>94%</p>		<p>99%</p>	<p>-1.55</p>	<p>-0.53</p>	
<p>KPI 5.1 Students will demonstrate an understanding of the structure of the counseling process and how this structure helps determine counseling practices from</p>	<p>CSDA Items 4-6 in 600, 607, 608, 691/698 Mid-Term and Final</p>	<p>603 Theory Preference Paper (KPI 5.1, KPI 5.2) Week 13</p>		<p>Tevera Site Supervisor Evaluation Items 2.2 in 608 & 691/698 Mid-Term and Final</p>	<p>CPCE</p>	<p>NCE Content</p>	<p>NCE WB 5 & 6</p>

various theoretical perspectives (2.F.5., PO1, PO2, PO3, PO5)							
% at Threshold or Other Target Evaluations	99%	98%		100%	-1.00	-0.63	-0.95
KPI 5.2 Students will demonstrate a developing approach to counseling, assessment, diagnosis, supervision, and client advocacy with a clear understanding of counselor functions (2.F.5., PO1, PO2, PO3, PO5)	CSDA Items 4-6 in 600, 607, 608, 691/698 Mid-Term and Final	607 Video1	607 Video2 (KPI 5.1, KPI 5.2) Week 13	Tevera Site Supervisor Evaluation Items 2.2 in 608 & 691/698 Mid-Term and Final	CPCE	NCE Content	NCE WB 5

% at Threshold or Other Target Evaluations	99%	100%	100%	100%	-1.00	-0.63	-0.95
KPI 6.1 Students will evaluate the principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work. (2.F.6., PO3)		604 Plan 1 (KPI 6.1, KPI 6.2) Week 8		Tevera Site Supervisor Evaluation Items 2.3 in 608 & 691/698 Mid-Term and Final	CPCE	NCE Content	Nce WB 6
% at Threshold or Other Target Evaluations		99%		100%	-1.43	-0.67	-0.93
KPI 6.2 Students will demonstrate skills in planning and		604 Demo Video (KPI 6.1, KPI 6.2) Week 13		Tevera Site Supervisor Evaluation Items 2.3 in 608 & 691/698	CPCE	NCE Content	

implementing an appropriate group intervention/program. (2.F.6., PO3)				Mid-Term and Final			
% at Threshold or Other Target Evaluations		100%		100%	-1.43	-0.67	
KPI 7.1 Students will demonstrate an understanding of the purpose and process of assessment in counseling. (2.F.7., PO4, PO5)		605 Assessment Powerpoint Project (KPI 7.1, KPI 7.2) Week 12			CPCE	NCE Content	NCE WB 2
% at Threshold or Other Target Evaluations		84%			-1.34	-0.61	-0.51
KPI 7.2 Students will demonstrate skills in conducting, interpreting,		605 Assessment Report 2 (KPI 7.1, KPI 7.2) Week 14			CPCE	NCE Content	NCE WB 2

and reporting results for select assessment instruments. (2.F.7., PO4, PO5)								
% at Threshold or Other Target Evaluations		95%				-1.34	-0.61	-0.51
KPI 8.1 Students will demonstrate the skills necessary to obtain, analyze, and review current literature on a chosen topic. (2.F.8., PO4)		609 Article Review#2 (KPI 8.1, KPI 8.2) Week 14				CPCE	NCE Content	
% at Threshold or Other Target Evaluations		97%				-1.07	-0.47	
KPI 8.2 Students will demonstrate skills in basic statistical		609 Needs Assessment/Discussion Conclusion (KPI 8.1,				CPCE	NCE Content	

analysis of data. (2.F.8., PO4)		KPI 8.2) Week 13					
% at Threshold or Other Target Evaluations		93%			-1.07	-0.47	
KPI 9.1 Students will demonstrate knowledge of the numerous roles and responsibilities of the PK-12 school counselor with regard to assessment, intervention, planning, and implementation of comprehensive school counseling and guidance programs as it relates to the ASCA National		672 Assignment 6 Final Project (KPI 9.1, KPI 9.2) Week 11	698 Internship Portfolio	698 Tevera Site Supervisor Evaluation Total Avg. Mid-Term and Final	Praxis II		

Model to address all student's academic, career and personal/social needs while following the ASCA Ethical Standards, applicable WVDE Policies, and appropriate legal statutes. (5.G.)							
% at Threshold or Other Target Evaluations		95%	98%	n = 1 below (99.99%)	67% Pass Rate		
KPI 9.2 Students will demonstrate skills in planning, delivering and evaluating comprehensive school counseling and guidance		672 Assignment 6 Final Project (KPI 9.1, KPI 9.2) Week 11	698 Internship Portfolio	698 Tevera Site Supervisor Evaluation Total Avg. Mid-Term and Final	Praxis II		

programs for PK-12 students following the ASCA National Model, ASCA Ethical Standards, applicable WVDE Policies, and appropriate legal statutes (5.G.)							
% at Threshold or Other Target Evaluations		95%	98%	n = 1 below (99.99%)	67% Pass Rate		
KPI 9.3 Students will illustrate the impact of technology in the numerous roles and responsibilities of the PK-12 school counselor with regard to assessment, intervention,		672 Assignment 6 Final Project (KPI 9.1, KPI 9.2) Week 11	698 Internship Portfolio	698 Tevera Site Supervisor Evaluation Total Avg. Mid-Term and Final	Praxis II		

planning, and implementation of comprehensive school counseling and guidance programs.							
% at Threshold or Other Target Evaluations		95%	98%	n = 1 below (99.99%)	67% Pass Rate		
KPI 10.1 Students will demonstrate skills in intake, assessment, diagnosis, treatment planning, and implementation of evidence-based practice in counseling. (5.C.)		630 Powerpoint Presentation Final Draft (KPI 10.1, KPI 10.2) Week14		691 Tevera Site Evaluation Total Avg. Mid-Term and Final	CPCE		NCE WB 2 and 4
% at Threshold or Other Target Evaluations		90%		n = 1 below (99.99%)	-1.68		KPI10 WB4Treatment Planning -0.73; KPI10 WB2Intake, Assessment, &

							Diagnosis - 0.51
KPI 10.2 Students will demonstrate understanding of the duties, roles, and expectations in clinical, agency, hospital, and private practice environments (5.C.)		630 Powerpoint Presentation Final Draft (KPI 10.1, KPI 10.2) Week 14		691 Tevera Site Evaluation Total Avg. Mid-Term and Final	CPCE		
% at Threshold or Other Target Evaluations		90%		n = 1 below (99.99%)	-1.68		
KPI 11 Students will demonstrate self-awareness, integrity, and professionalism in relation to peers, faculty, staff, and	CSDA Total Score in 600, 607, 608, 691/698 Mid-Term and Final			Tevera Site Evaluation Total Avg. in 608, 691/698 Mid-Term and Final			

supervisors. (4.G.)										
% at Threshold or Other Target Evaluations	100%					n = 1 below (99.99%)				

23-24 CAP Results											
Department Evaluation	Instrument/Data	Source	Who	How Collected	When collected	When analyzed	Target	Triggers Intervention	Use of Data for Curriculum and Program Changes	AY23-24 Review	AY23-24 Response
Demographics and Other Characteristics of											
Applicants	Banner	Banner		Exported from BERT	Ongoing	Fall term, annually	>University averages	<University averages	Identify recruitment strategies for diverse student body		Find more reliable data sources to make

											informed decisions.
Students	Banner	Banner		Exported from BERT	Ongoing	Fall term, annually	>University averages	<University averages	Identify retention and performance improvements	30% URM/Unknown (to 17% MU)	Find more reliable data sources to make informed decisions.
Graduates	Banner	Banner		Exported from BERT	Ongoing	Fall term, annually	>University averages	<University averages	Identify retention and performance improvements		Find more reliable data sources to make informed decisions.
Aggregate Assessment of Knowledge, Skills, and Dispositions											
Course Grades	Grades	Scores posted in Blackboard		Exported from BERT	Semesterly	Semesterly	B or higher	More than 10% below threshold	Identify curriculum enhancements	30 Cs, 3Ds, 14Fs (most CDFs in 574 and 602)	Have course leads review course design and instructional methods.

Dismissals	Internal records	Internal records		Internal records	Semesterly	Semesterly	95%	More than 5%	evaluate R&R process	None	Continue to evaluate R&R process.
Signature Assignment	Grades	Scores posted in Blackboard		Exported from Blackboard	Semesterly	Fall term, annually	B or higher	More than 10% below threshold	Identify curriculum enhancements	3 had more than 10% below cut: Assessment PowerPoint Project KPI 7.1 COUN605 Quiz 4 Term Paper Part Two Professional Identity Paper Theory Paper	Have course leads review course design and instructional methods. Evaluate rubrics and cut scores.
CSDAs	CSDA Tool	Scored entered in Tevera	Jerry	Exported from Tevera	Semesterly	Fall term, annually	Higher than 1; Positive trends in AQG and APG	10% under 2; Sig. negative trends	Identify curriculum enhancements	Only 1 student had a 1	Continue to evaluate instrument and refine as needed.
Site Supervisor Evaluations	SSE Tool	Scores entered in Tevera	Jerry	Exported from Tevera	Semesterly	Fall term, annually	higher than 2; Positive trends in AQG and APG	10% under 2; Sig. negative trends	Identify curriculum enhancements	Only 1 student below 2	Consider a shorter form connected to KPI language.

National Testing	NCE	Scores recorded by testing organization		Report received by testing organization	Spring and Fall Term	Fall term, annually	Above national averages	More than 1SD below national average	Identify curriculum enhancements	81.06% rate compared to 91.18 last year: all areas and work behaviors below national average, but within 1 SD (HGD and group furthest away)	Revise HGD in some way (602). Review content knowledge in 574. Consider remembering and understanding learning outcomes, potentially practice quizzes.
National Testing	CPCE	Scores recorded by testing organization		Report received by testing organization	Semesterly	Fall term, annually	Above national averages	More than 1.5SD below program average	Identify curriculum enhancements	94% above 1.5 SD of program mean; all below national averages (career and group most away)	Revise Group. Evaluate cut score. Awaiting residency requirement policy guidance before moving forward with removing as an

											assessment point.
National Testing	Praxis II	Scores recorded by testing organization		Report received by testing organization	Prior to SC Internship	Fall term, annually	Above national averages	More than 1SD below national average	Identify curriculum enhancements	163.23; 67% pass rate (right around state average)	Consider study sessions or alternative preparation.
Standards of Conduct and Codes of Ethics	Internal records	Internal records		Internal records	Semesterly	Semesterly	95%	Any	Evaluate curriculum and support enhancements	No referrals	Evaluate the ad-hoc reporting
Academic Integrity	Internal records	Internal records		Internal records	Semesterly	Semesterly	95%	Any	Evaluate methods of preparation	No referrals	Evaluate the ad-hoc reporting; develop training
Student eval of											
Faculty	Marshall University Teaching Evaluations	University System		Exported from BERT	End of each semester	Fall term, annually	4+	Anyone <3	Evaluate training and professional development offerings	Unknown	Continue to work with institutional research to gain access.

Sites	Student Evaluation of Site Survey	Tevera	Jerry	Exported from Tevera	End of each semester	Fall term, annually	2+	Any site <2	Evaluate site selection, training, and professional development offerings	4 site supervisors and 5 clinical experiences were below threshold	Forward to clinical placement coordinator to review trends and provide support; check with Jerry (I think there is one site we removed)
Department	Enrolled Student Survey	Qualtrics		Sent via email	Annually	Fall term, annually	NPS = 50	Overall, under <50	Evaluate training, professional development, and co-curricular opportunities	73%	Continue to administer and identify trends.
Graduate Outcomes											
Graduates	Graduate Exit Survey	Tevera	Jerry	Exported from Tevera	Ongoing	Fall term, annually	NPS = 50	<50	Identify curriculum enhancements	Mean 9.41/10	Continue to administer and identify trends.
AY Grads	Banner	Banner		Exported from BERT	Ongoing	Fall term, annually	n/a	n/a	n/a	82	Continue to administer

											and identify trends.
AY Credentialing Pass Rates	NCE	Scores recorded by testing organization		Report received by testing organization	Scores recorded by testing organization	Fall term, annually	Above national averages	More than 1SD below national average	Identify curriculum enhancements	81.06% rate compared to 91.18 last year and 91.67 national average	Review courses and edit accordingly.
AY Credentialing Pass Rates	NCHMCE	Scores recorded by testing organization		Report received by testing organization	Scores recorded by testing organization	Fall term, annually	Above national averages	More than 1SD below national average	Identify curriculum enhancements	n/a	
AY Credentialing Pass Rates	Praxis II	Scores recorded by testing organization		Report received by testing organization	Scores recorded by testing organization	Fall term, annually	Above national averages	More than 1SD below national average	Identify curriculum enhancements	67%	Consider study sessions or alternative preparation.
AY 7-year Completion Rates	Banner	Banner		Exported from BERT	Ongoing	Fall term, annually	70%	Less than 70%	Identify student support needs	68% from 2017, avg 72.49	Continue to enhance advising, student engagement, and retention and remediation plans

AY Job Placement Rates	Graduate Exit Survey	Qualtrics		Sent via email and embedded in coursework	Semesterly	Fall term, annually	70%	Less than 70%	Identify co-curricular activities and supports	88% had at least one offer	Continue to send out jobs. Consider job fairs.
Faculty Evaluation of											
	Department						NPS = 50	<50		76.92	Continue to monitor and evaluate trends.
Follow-Up Studies											
Alumni	Alumni Survey	Qualtrics		Sent via email	Every 3 years	Fall term, every three years	NPS = 50	<50	Identify curriculum enhancements	63.64	Continue to monitor and evaluate trends.
Employers	Employer Survey	Qualtrics		Sent via email	Every 3 years	Fall term, every three years	NPS = 50	<50	Identify curriculum enhancements	39.39	Continue to monitor and evaluate trends.
Site Supervisors	Site Supervisor Evaluation of Department	Qualtrics		Sent via email	Every 3 years	Fall term, every three years	NPS = 50	<50	Identify curriculum enhancements	41.51	Continue to monitor and evaluate trends.

Eric

