



ANNUAL REPORT 2017-2018

Counselor Education Program

MEd - School Counseling

MS - Clinical Mental Health Counseling

UNLV | COLLEGE OF
EDUCATION

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OVERVIEW

Purpose & Conceptual Framework

In this section we described why we collected program data. We also presented our logic model, describing the types of data the program collects as a result of program resources and activities.

Program Outputs & Outcomes

There are several noteworthy program outputs and outcomes for 2017-2018.

- Comprehensive Exam Scores (CPCE) much higher than national norms.
- Diverse student population
- High CED Admissions 'matriculation yield'

Program Modifications

The program is making several modifications in response to the 2017-2018 program data.

These include:

- Adjust course scope & sequence (CED 711, CED 721, & CED 732)
- Adjust course format (CED 711, CED 721, & CED 732)
- CED Internship Fair/Site Supervisor Training - enhance participation therein
- Increase CSI involvement in program activities

“Working in the field aspect of the CED graduate program related to counselor identity, ethics, multicultural studies, social justice and advocacy continually provide guidance. I am continually supported through the gains made in this program.” - Quote from 2016 Alumni Survey

Chris Wood, PhD, NCC, NCSC
CED Program Coordinator
2017-2018

PURPOSE & CONCEPTUAL FRAMEWORK

The Counselor Education Program (CED) is housed in the Department of Counselor Education, School Psychology, & Human Services (CSH). The CED program has two tracks: School Counseling (SC) and Clinical Mental health Counseling (CMHC). Both programs are accredited by the Council for the Accreditation of Counseling & Related Educational Programs (CACREP). School Counseling has been accredited since 1991 and the CMHC has been accredited since 2009 (previously accredited as 'Community Counseling' from 1984 through 2009).

This annual report give an overview of major outcomes from the program activities this year. The CED program produces this annual report as part of systemic efforts to improve various aspects of the program. As part of CED program evaluation, this annual report is created for the following reasons:

- To support program improvement, as part of our ongoing systematic program evaluation efforts.
- To demonstrate actions consistent with our program philosophy/teachings regarding evidence-based best practice.
- To inform our constituents (current students, graduates, site supervisors, licensing boards, prospective students, etc.) of our evaluation efforts and subsequent program modifications.

**** *Special considerations***

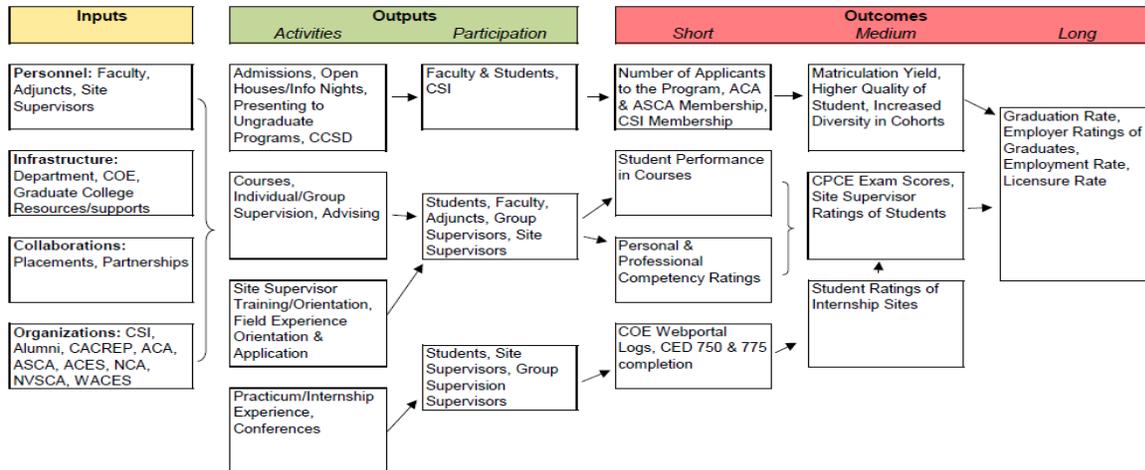
There are several unique considerations relevant to the context of this report. This year the CED program experienced several unanticipated and uncontrollable (at least from the CED Program's standpoint) events that made accessing data difficult. The College of Education lost the field experience portal (and its creator/manager) and so the CED program had to move to manually collect data. The site supervisor evaluation of students, for example, was manually collected in paper/pencil form and then entered into an Excel database for analysis and data comparison (the portal held 5 years of such data). Also, the College of Education's Director of Assessment left the position during the year and therefore accessing data such as program enrollment, aggregate student grades, etc. became problematic. For these reasons, not all the data in the program's logic model was immediately available (contributing to the lateness of this Annual Report!) or not collected (the Alumni Survey was collected in 2016-2017).

The following is the logical model used by the CED Program:

Program Eval: CED Logic Model

UNLV Counselor Education Program Mission Statement

The mission of the program in Counselor Education is to provide all master's level students with the latest methods, theories, and techniques of the discipline and to provide a field experience that will allow for a theory to practice developmental training approach. Indeed, we seek to enhance the requisite clinical skills needed to function as a professional counselor. In addition, and more broadly, we seek to train students to be critical thinkers, scientifically minded, culturally sensitive, promoters of social justice, and above all to be highly ethical and competent in their particular area of specialization. The Counselor Education mission statement embodies the personal and professional commitment that is required for those individuals who are intent on making a difference for people in our society.



A logical model is a graphic that illustrates the relationships between inputs (program resources), activities, participation, and the subsequent outcomes (short, medium, and long term). The outcomes are comprised of the data that the program collected as a measure for this annual report. For this annual report the primary data presented includes: (a) matriculation yield (from program admissions), (b) program demographics of student enrollment, (c) participation outputs (course enrollment data, # sites and site supervisors, attendance at internship fair, etc.) student course performance (i.e. CED 701 & 727 - related to program benchmarks), (d) CPCE Exam Scores, (e) field experience data (site supervisor evaluation of interns, interns evaluations of sites, etc.) and (f) graduation rate (data presented as 'program completers').

PROGRAM OUTCOMES

- Inputs
- Outputs
- Outcomes

The CED Program ‘inputs’ are comprised of the infrastructure that supports the program. These include the department, the core and affiliate faculty, collaborations with the community, and student/faculty counseling organizations. These program ‘inputs’ are described in the section below.

Inputs

- Department
- Faculty
- Community Collaborations
- Student/Faculty Organizations

This was the first year that the CED program was operating in the new department Department of Counselor Education, School Psychology, & Human Services (CSH). The new department consists of the Human Services Program at the undergraduate level and graduate programs in Counselor Education and School Psychology respectively. Dr. Scott Loe is the CSH Department Chair and an Associate Professor in School Psychology.

The CED program is comprised of seven faculty. The table below lists each faculty member and their respective area/focus.

FACULTY MEMBER	VITAE	CORE AREA
Jesse Brinson	VITAE	Clinical Mental Health Counseling
Ching Chen Chen	VITAE	Clinical Mental Health Counseling
Katrina Harris	VITAE	School Counseling
Wendy Hoskins	VITAE	School Counseling
Jared Lau	VITAE	Clinical Mental Health Counseling
Shannon Smith	VITAE	Clinical Mental Health Counseling
Chris Wood	VITAE	School Counseling

Several faculty enact key roles within the program. Dr. Katrina Harris is the Field Experience Coordinator, Dr. Chris Wood is the CED Program Coordinator, and Dr. Jesse Brinson is the CACREP Liaison.

In addition to these seven faculty, the CED program was joined by Dr. John Nixon who was visiting faculty in 2017-2018 and joins the CED program next year as Faculty in Residence (FIR) and Assistant Director of The PRACTICE. Dr. Nixon will supervise practicum

and intern students at the practice as well as lead efforts toward K-12 and community outreach.

The CED program also benefited from two visiting faculty assigned to the Human Services program. Patty Brewster and Heather Cassella taught courses in human services but also assisted the counseling program in several ways. They each ran a process/experiential group for CED 733, the groups class (they each have counseling degrees) under the supervision of Dr. Wendy Hoskins. Heather Cassella assisted with the Internship Fair (and training of site supervisors) with Dr. Katrina Harris. Patty Brewster served on the university addictions committee.

In addition to the supportive department and CED faculty, the program has unique partnerships with the university and community. Dr. Harris has cultivated over 40 Practicum/Internship Sites and the program students are in high demand for field experience placements. The PRACTICE, a UNLV Community Mental Health Clinic <https://www.unlv.edu/thepractice/welcome> is an interdisciplinary partnership between Counselor Education, Clinical Psychology, and School Psychology. The clinic itself is housed in the College of Education and in addition to a practicum/internship placement the facility is used for counseling skills practice and taping. The PRACTICE also has a play therapy room and a sandtray room that the CED Program uses in training during the Counseling with Expressive Arts (CED 703) course and CED 722 Introduction to Child Counseling & Play Therapy. The aforementioned addition of Dr. Nixon has helped strengthen the partnership with the PRACTICE.

Lastly, student and faculty participation in professional counseling organizations is also a positive input for the program. Faculty are actively involved in counseling organizations at the state, national, and international levels. One of the program's goals (see section on *Program Modifications & Goals* below) is to increase student involvement/participation in counseling conferences. Similarly, the program's support of our Chi Sigma Iota chapter, Omega Alpha, had waned in recent years. However, this year Dr. Jared Lau and Dr. John Nixon took over as advisors for CSI-Omega Alpha. CSI-Omega Alpha was more active this year and had increased student membership/participation (see section below on 'Outputs' for specifics). Also, this year's induction ceremony was graced with an introduction by Dr. Gerard Lawson, current President of the American Counseling Association (ACA).

Clearly the CED Program benefits from many strengths that positively contribute as program 'inputs.' In the section below, the CED Program 'outputs' (program activities and

participation) are discussed. These ‘outputs’ should not be confused with the CED Program ‘outcomes’ which are discussed in a later section.

Outputs

In program evaluation (and as illustrated in the CED Program Evaluation Logic Model) ‘outputs’ are services/activities provided by the program and student participation therein.

- CED Program Information Sessions/CED Open House
- CED Admissions Matriculation Yield
- CED Program Enrollment
- Field Experience Participation
- Chi Sigma Iota

CED Information Session(s)/Open House

In 2017-2018 the CED Program offered seven opportunities for prospective students to learn more about the CED Program at UNLV. The CED Program scheduled and advertised evening information sessions (generally scheduled for the first Tuesday of the month at 7 pm). These information sessions were a chance for prospective students to meet the CED Program Coordinator and program faculty, and to ask questions about the program and/or the admissions process. Dr. Nixon or a CED student intern from the practice offered a tour of The PRACTICE and a ‘virtual tour’ of a local school internship placement was available for prospective school counseling students. Attendance at these events differed greatly (range of 2-23) with an average attendance of about 6. While a sign up sheet was passed around at each event, the program needs to examine if/how this output is potentially connected to the number of program applicants and/or the matriculation yield.

CED Admissions Matriculation Yield

There were 101 applications to be admitted to the program in Fall 2017. Before being admitted students must apply through the Graduate School portal (<https://www.unlv.edu/graduatecollege/become-a-grad-student>). The application requires students to submit three essays. Faculty review all applications and invite selected applicants to one of two days of group and individual interviews. In 2017, 54 applicants were admitted to the program equating to a 53% acceptance rate. Of the 54 students admitted, 43 enrolled in the program resulting in an 80% ‘matriculation yield.’

AY 2017 - 2018 (F17)

Matriculation Steps	N
Total Applications	101
Total Admitted	54
Total Accepted	47

Total Enrolled	43
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CED Program Enrollment

The CED Program has traditionally had one of the largest and most diverse graduate student populations in the College of Education. Concerning, however, the program has inequity in gender representation beyond even the disparity within the counseling profession itself. And as the table below indicates, there has been little change since last year in terms of gender balance within the cohort. Moreover, the program made no progress in increasing the enrollment of African American Students but had a 4.5% increase in Hispanic graduate student enrollment. In light of this data, the program is setting some specific goals in terms of increasing the student diversity in the program and subsequent modifications - to be discussed in the *Program Modifications & Goals* section.

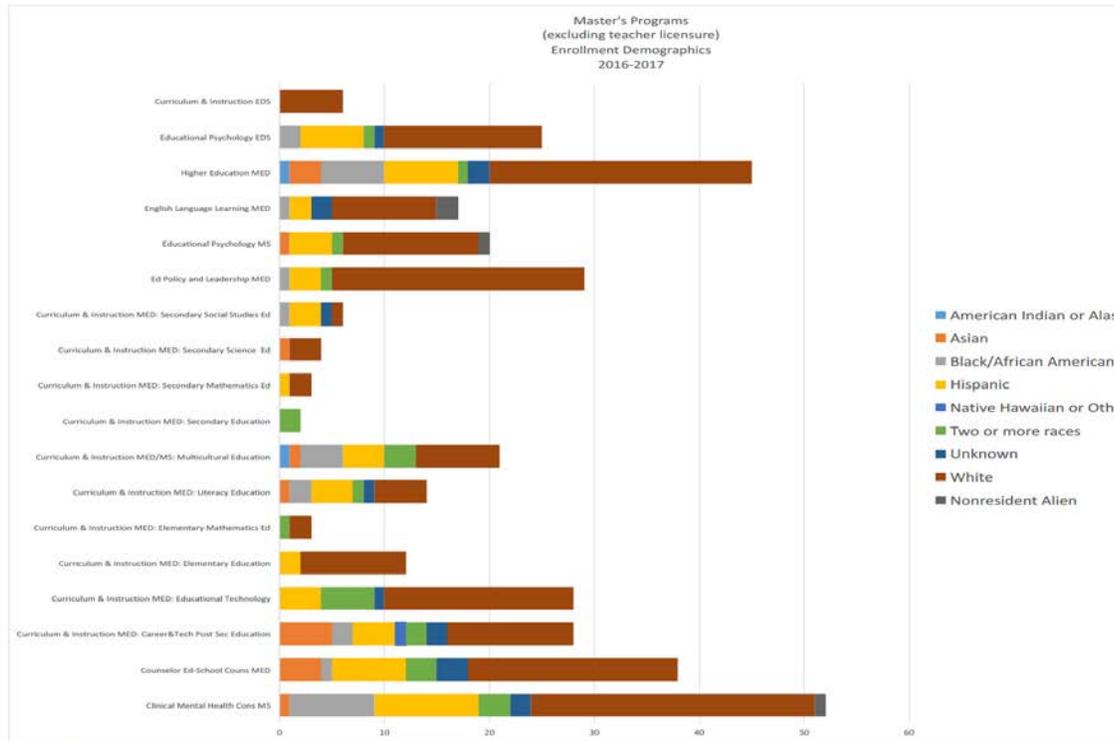
In 2017-2018 the CED Program was 1% native Hawaiian/Pacific Islander, 8 % Asian, 10% African-American, 24% Hispanic, and 43% White/Nonhispanic, 16% Male, and 84% Female. As evidenced in the bar graphs in *College of Education – Comparison of Graduate Program Demographics – the CED Program*, has the largest Hispanic and African-American student enrollment in the college.

2017-2018 vs. 2016-2017 CED Program Student Demographics

Race/Ethnicity	2017-2018	2016-2017
Asian	7	5
Black or African American	9	9
Hispanic	21	17
Native Hawaiian or Other Pacific Islander	1	0
Nonresident Alien	2	1
Two or more races	3	6
Unknown	7	5
White	37	47
Total	87	90

Gender	2017-2018	2016-2017
M	14	15
F	72	74
Total	86	89

*1 student listed unknown



Source: UNLV Analytics
Prepared for the COE by Allison Smith, Ph.D., 5/2018

Field Experience

The table below illustrates the students in field experience placements this year. In total, there were 77 CED students who completed field experiences this year. In the Fall 2017 there were 27 students in Internship. In Spring 2018 there were 30 students in practicum and 20 students in internship.

Year	Headcount
2017 - 2018	77

Term Code	Subject	Catalog Number	Class Section	Headcount
Fall 17	CED	751	1001	12
Fall 17	CED	751	1002	3
Fall 17	CED	751	1003	7
Fall 17	CED	775	1001	5
<i>Total for Fall 2017</i>				27
Spring 18	CED	741	1002	8
Spring 18	CED	741	1003	10
Spring 18	CED	741	1004	12
<i>Total CED 741 (Practicum)</i>				30
Spring 18	CED	751	1001	8
Spring 18	CED	775	1001	12
<i>Total for Spring 2018</i>				50

Chi-Sigma Iota (CSI) – Omega Alpha

The counseling student honor society, CSI- Omega Alpha attended the information sessions for prospective students as well as the new student orientation. In Spring 2018 CSI- Omega Alpha inducted 16 new members, a substantial increase from 2016-2017 when there were only 2 inductees.

Outcomes

'Outcomes' are expected results of the program services/activities. These outcomes may be short (as in the program benchmarks - CED 701 & CED 727), medium - as in the student Professional Competencies (PPC) ratings, or long - as in comps exam (CPCE) scores or graduation. Data in the following areas were examined related to program outcomes:

- Benchmarks
- Graduate College Survey -Students & Alumni
- Site Supervisor Evaluation of Interns
- Students' Evaluation of Site Supervisors
- CPCE Scores
- CED Program Completers

Benchmarks

The program requires students to earn a B or better in the professional orientation course (CED 701) and the counseling skills course (CED 727) in order to progress in the program. The following tables illustrate the rates at which CED students met this benchmark requirement.

CED 701		
Grade	N	%
A	28	47.5%
A-	12	20.3%
B+	10	16.9%
B	3	5.1%
B-	0	0.0%
C+	1	1.7%
C	0	0.0%
D	0	0.0%
F	1	1.7%
W	4	6.8%
Total	59	100%

"Fail" Rate	6	10.2%
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CED 727		
Grade	N	%
A	33	61.1%
A-	15	27.8%
B+	6	11.1%
B	0	0.0%
B-	0	0.0%
C+	0	0.0%
C	0	0.0%
D	0	0.0%
F	0	0.0%
W	0	0.0%
Total	54	100%

"Fail" Rate	0	0.0%
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The number of students (N) includes those students who are repeating this course having not met the requisite benchmark previously, part-time students taking the course for the first time, and recently admitted students. Also, CED 701 may be taken by nondegree seeking students but CED 727 is not. This year, CED 727 became an added requirement for graduate students in school psychology - and some of these students (less than 10) may also be represented in the table data.

In subsequent terms, it is important for the program to disaggregate the data (remove non CED program students) in order to make sure this program level data is more accurate. Moreover, the program should better track students repeating CED 701 and CED 727 in order to use that data to inform program modifications.

Graduate College - CED Students & Alumni Survey

In spring of 2017 the UNLV Graduate College conducted a survey of current CED students. The CED Program Faculty reviewed this data (in combination with the usual data collected by the program) as related to program outcomes. In the Grad College Survey, students were asked to rate various aspects of the program on a four point scale ranging from strongly agree, agree, disagree, to strongly disagree (with an 'unsure' option). The following summarizes some of the notable findings as related to CED program modifications (see later section).

On questions regarding the value of racial/cultural diversity and a humane environment characterized by mutual respect - over 75% of the CED Students and Graduates indicated they agree or strongly agree:

CED has a humane environment characterized by mutual respect and concern be...

	Frequency	Percent
MISSING	5	17.857
Agree	14	50.000
Disagree	1	3.571
Strongly Agree	8	28.571

Ethnic, racial & cultural diversity are strongly valued

	Frequency	Percent
MISSING	4	14.286
Agree	8	28.571
Disagree	1	3.571
Strongly Agree	13	46.429
Unsure - Not Applicable	2	7.143

My program provides sufficient opportunities for my personal growth and dev...

	Frequency	Percent
MISSING	4	14.286
Agree	9	32.143

Disagree	3	10.714
Strongly Agree	12	42.857

Similarly, over 75% of the respondents indicated that the CED program provides sufficient opportunities for personal growth and development. An even larger percentage of respondents (85%) indicated they agree/strongly agree that they learned a great deal as a student in the program (notably not a single respondent indicated any degree of disagreement with the statement!).

I learn a great deal as a student in my program

	Frequency	Percent
MISSING	4	14.286
Agree	14	50.000
Strongly Agree	10	35.714

Academic demands in my graduate program are appropriate

	Frequency	Percent
MISSING	4	14.286
Agree	13	46.429
Disagree	3	10.714
Strongly Agree	8	28.571

Regarding academic demands of the program 75% indicated agree/strongly agree that the academic demands are appropriate. The survey respondents had positive reviews of the program faculty as well. Over 82% of the respondents indicated that they agree/strongly agree that faculty are prepared for courses, that students receive fair/equitable grades, and that course syllabi reflect multicultural and diverse issues:

Faculty members generally are prepared for their courses

	Frequency	Percent
MISSING	4	14.286
Agree	13	46.429
Disagree	1	3.571
Strongly Agree	10	35.714

I believe that I receive fair/equitable grades in CED

	Frequency	Percent
MISSING	4	14.286
Agree	14	50.000
Disagree	1	3.571
Strongly Agree	9	32.143

The course syllabi reflect multicultural and diverse issues

	Frequency	Percent
MISSING	4	14.286
Agree	11	39.286
Strongly Agree	12	42.857
Unsure - Not Applicable	1	3.571

In one of the most substantial collective response patterns, 92% of those taking the survey indicated they agree/strongly agree that the academic environment promotes respect for diversity.

The academic environment promotes respect for cultural, racial, ethnic and...

	Frequency	Percent
MISSING	4	14.286
Agree	12	42.857
Disagree	1	3.571
Strongly Agree	10	35.714
Unsure - Not Applicable	1	3.571

The survey did identify some areas requiring attention and/or improvement, however. For example about 17% indicated that the accessibility of information on internship requirements and the application process therein were not helpful. Similarly, 17% indicated they disagree/strongly disagree regarding the helpfulness of materials such as the handbook and website:

Accessibility of information on internship requirements and application pro...

	Frequency	Percent
MISSING	7	25.000
Agree	10	35.714
Disagree	5	17.857
Strongly Agree	6	21.429

Helpfulness of descriptive materials (handbook, website)

	Frequency	Percent
MISSING	7	25.000
Agree	9	32.143
Disagree	3	10.714
Strongly Agree	7	25.000
Strongly Disagree	2	7.143

Students were also asked open ended questions on the strengths of the program and suggestions for improvement. The table below highlights the two most frequently discussed topics in response to the open ended questions, and highlights an example quote for each.

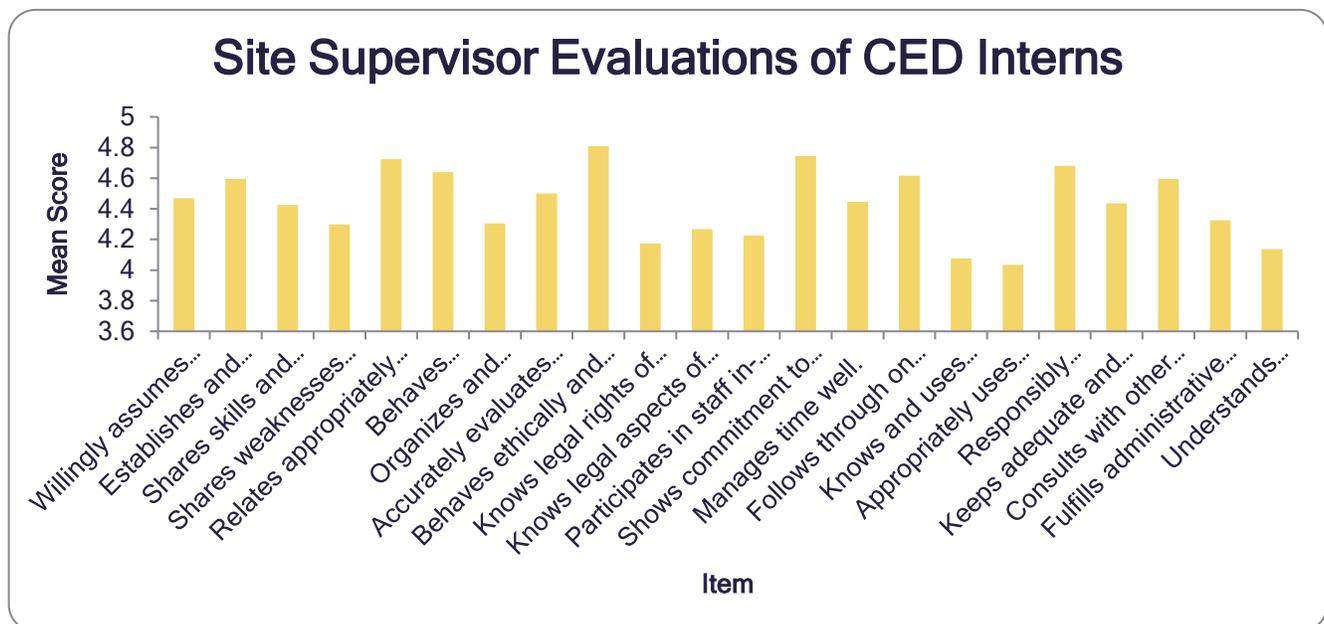
Topic	Frequency Mentioned	Exemplary Quote
Re: online courses	11	Online courses need restructuring. They are not student friendly and do not provide the best educational opportunities for students.
Re: faculty	13	I think that the program and the faculty communicate well the mindsets and dispositions that counselors should demonstrate. Especially being in my first year of the program, knowing that my values and personality match with the profession helped me manage my frustrations about not having developed skills yet.

Two strong themes were identifiable in the written responses. Students had extremely positive things to say about the faculty in the program. This topic was the most frequently mentioned comment with students praising faculty in terms of the coursework, “*The strengths of the program are the professors. They make the classes interesting, informative, and enjoyable.*” advising, “*I have loved how closely advisers have been willing to work with students. They take student input seriously in coursework and are willing to take extra time to work with students who need extra help.*” valuing student input, “*The core CED faculty is very open to hearing from students, including students with differing viewpoints.*” And focusing on personal growth and the acquisition of counseling skills, as one student noted “*I think most of the professors are involved with their students. I feel as if the program has challenged me academically, along with personally. The program has a focus on teaching you the skills to become an effective helper as well as monitoring our progress as counsellors in training. I am overall satisfied with the program.*”

Site Supervisor Evaluations

Each academic term Site Supervisors from practicum and internship complete an evaluation of their supervisee. The Site Supervisor rates the CED student using a 5 point Likert scale on 23 items in two areas: (a) Professional Skill/Competency, and (b) Case Management Skill/Competency (See CED Program Practicum/Internship Handbook for full evaluation form). The graph and table below include the most recently available site supervisor evaluation data (2017; N=38).

Graph - *Site Supervisor ratings of CED Students in Field Experience*



The graph shows a comparison of the mean ratings from site supervisors across the 23 items and the table gives the mean rating for each item.

The two lowest rated items were “Knows and uses community resources.” (mean = 4.08) and “Appropriately uses referral within and outside the site.” (mean = 4.04) respectively. Further disaggregating the data between students placed in schools vs students placed in agencies revealed the following:

Spring 2017

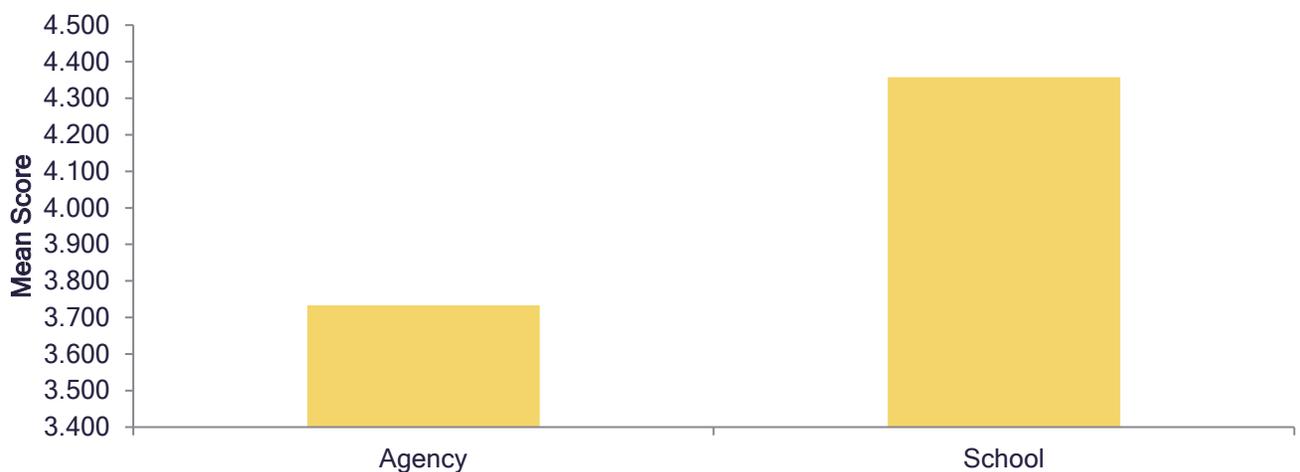
School/Agency	Item	N	Mean	Std. Deviation
MISSING	Knows and uses community resources.	1		
	Appropriately uses referral within and outside the site.	0		
Agency	Knows and uses community resources.	24	3.8	.565
Agency	Appropriately uses referral within and outside the site.	15	3.7	.458
School	Knows and uses community resources.	14	4.5	.760
School	Appropriately uses referral within and outside the site.	14	4.4	.929

Fall 2017

School/Agency	Item	N	Mean	Std. Deviation
Agency	Appropriately uses referral within and outside the site.	9	4.0	.707
Agency	Responsibly schedules and meets with clients.	9	4.8	.667
School	Appropriately uses referral within and outside the site.	3	4.3	.577
School	Responsibly schedules and meets with clients.	4	5	.000

These comparisons suggests that this specific site supervisor concern is largely regarding the CMHC students (primarily based on the larger sample Spring data).

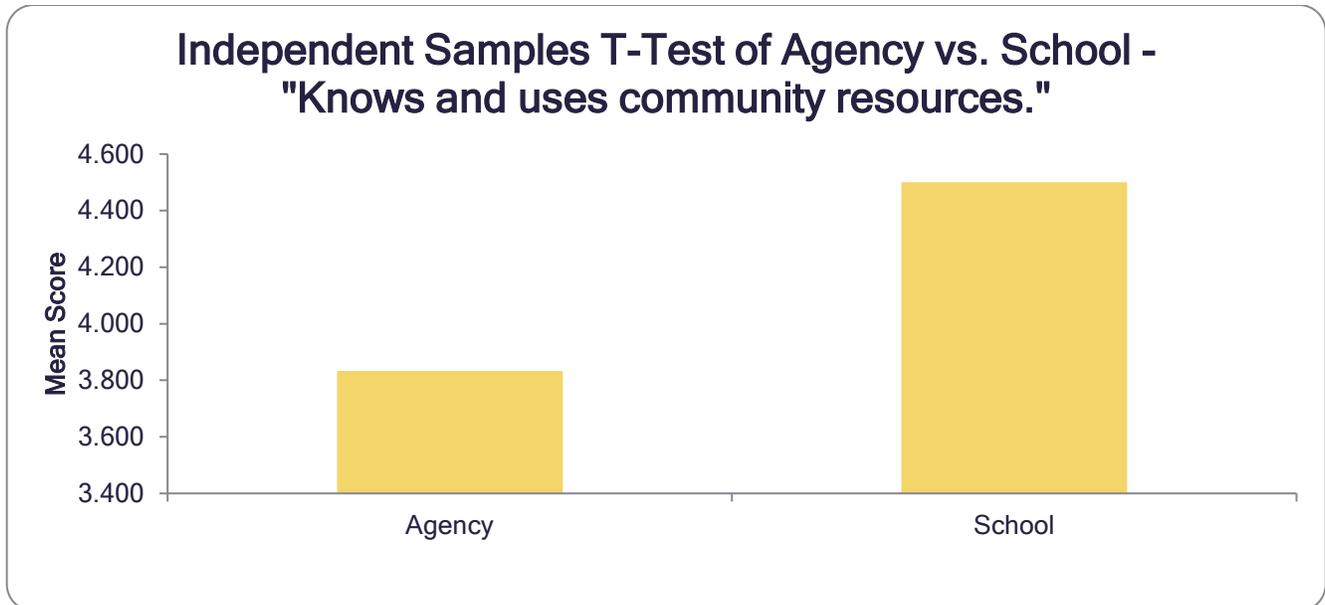
Independent Samples T-Test of Agency vs. School on "Appropriately uses referral within and outside the site."



Mean
Difference: .624
T-Score: 2.319

Eta Squared: .156
P: .028

T-tests comparing *Agency* site supervisor ratings to ratings by site supervisors in *School* settings further supports this reasoning.



Mean
Difference: .667
T-Score: 3.088

Eta Squared: .201
P: .004

These data analyses of the outcome data on Site Supervisor evaluations lead CED Program Faculty to discuss curricula related to this topic. Subsequently the course CED 738 was modified to address this concern (see *Program Modifications & Goals* section below).

Students' Evaluation of Site/Site Supervisor

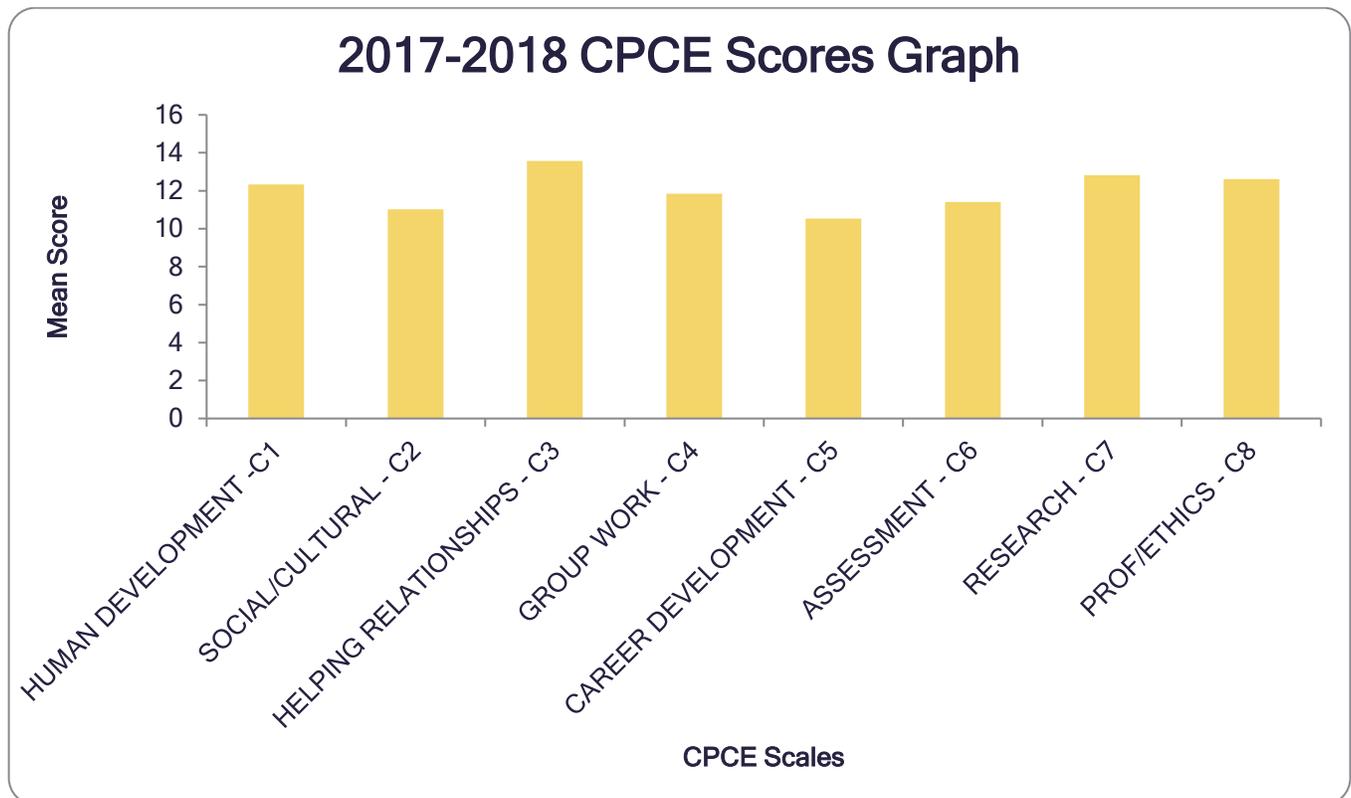
The CED students in Field Experience complete an evaluation of their site supervisor at the end of the semester. The CED Program uses this information to evaluate the field placement sites, determine appropriateness of site supervisors, and to help inform the site supervisor training(s) provided by the program (and of course to discern the elimination of sites that are not providing learning experiences commensurate with the program expectations).

This year's review of this data (in the December - CED Program Evaluation Data Review Retreat/Mtg) revealed student dissatisfaction with the supervision provided at one specific school site (one student practicum placement) and one agency (multiple intern agency placements).

The CED Program faculty made the determination not to use the site supervisor/school until the specific concerns can be addressed and requisite remediation/training is provided for the site supervisor. For the Agency placement, as attempts at addressing the concerns were already attempted in previously academic terms, the program made the decision to no longer place students at that site and to not renew the MOU with that organization.

Comprehensive Counselor Preparation Exam (CPCE)

Generally during their final semester of the program, CED students take 'comps' - the comprehensive exam. The CED Program uses the Counselor Preparation Comprehensive Exam (CPCE) as a final comprehensive exam. The CPCE is administered for students a minimum of twice a year (once in Fall semester and once in Spring semester). In 2017 the CPCE was administered 4 times (this was in response to previously set program goals) on September 2, 2017; December 2, 2017; February 24, 2018; and April 28, 2018.



The CED Student scores for all 39 test administrations is given in the table below.

	HUMAN DEVELOPMENT C1	SOCIAL/CULTURAL - C2	HELPING RELATIONSHIPS C3	GROUP WORK - C4	CAREER DEVELOPMENT - C5	ASSESSMENT - C6	RESEARCH - C7	PROF/ETHICS - C8	TOTAL
N VALID	39	39	39	39	39	39	39	39	39
N MISSING	0	0	0	0	0	0	0	0	0
MEAN	12.3	11.0	13.6	11.8	10.5	11.4	12.8	12.6	96.1
STD. DEV	2.3	2.7	1.8	2.0	2.0	2.5	2.5	1.8	12.9

As evident by the student scores, in general the CED students scored extremely well on the CPCE in the 2017-2018 academic year. At an overall mean of 96.1 total on the CPCE as compared to the national average of 87.1, the UNLV CED students perform much better than the national average.

National Scores

Counselor Preparation Comprehensive Examination (CPCE) National Descriptive Statistics 100115 Exit Exam

National Descriptive Statistics

<u>Content Area</u>	<u>N</u>	<u>Minimum</u>	<u>Maximum</u>	<u>Mean</u>	<u>Std. Dev.</u>
Human Growth and Development	237	2	16	11.62	2.83
Social & Cultural Diversity	237	5	16	10.30	2.65
Helping Relationships	237	4	17	11.94	2.80
Group Work	237	3	17	10.84	2.94
Career Development	237	2	16	9.38	2.57
Assessment	237	3	16	10.63	2.29
Research & Program Evaluation	237	1	17	11.04	3.18
Professional Orientation & Ethical Practice	237	5	17	11.38	2.46
Average	237	3.13	16.50	10.89	2.72
<hr/>					
Total	237	43	123	87.13	16.79

Moreover, the UNLV CED Students score higher in on each of the CPCE subscales in general 1 or more points higher than the national average. For example, in Helping Relationships CED students have a mean of 13.6 compared to the national average of 11.94 and on Professional Orientation/Ethics CED students had an average of 12.6 compared to the national average of 11.38.

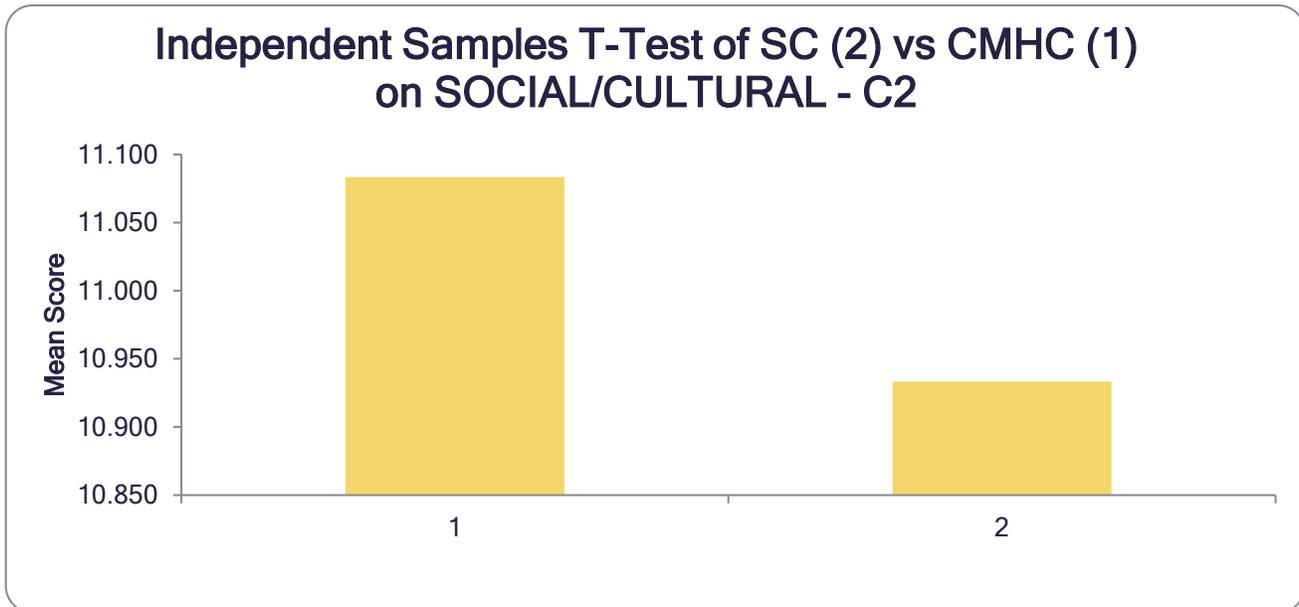
That said there was a clear pattern of pass/fail in the content areas. Students failed three areas Social/Cultural (7), Career Development (8), and Assessment (7), over 6 times more frequently than the other content areas.

2017-2018 Pass/Fail Rates by Content Area

	HUMAN DEVELOPMENT - C1	SOCIAL /CULTURAL C2	HELPING RELATIONSHIPS C3	GROUP WORK - C4	CAREER DEVELOPMENT - C5	ASSESSMENT - C6	RESEARCH - C7	PROF/ETHICS - C8
Pass	39	32	39	39	31	32	37	39
Fail	1	7	1	1	8	7	3	1

The SC students currently take one course on the topic and CMHC students take two. To further explore this question the CPCE scores of SC Students was compared to the scores of CMHC Students on the Social/Cultural Foundations subscale.

Academic Program	CMHC	SC
Mean:	11.083	10.933
Std. Dev:	3.020	2.017
N:	24	15



Mean Difference:	.150	Eta Squared:	.001
T-Score:	.170	P:	.866

There was no statistically significant difference between SC and CMHC student scores on the Social/Cultural Foundations subscale of the CPCE. As the power for this analysis is relatively low, the program will add to the CPCE database and revisit this question in the next biannual CED Program Evaluation Meeting (these are held in December and May).

CED Program Completers

Although the tradition scope/sequence has School Counseling students graduating spring term and Clinical Mental Health Counseling students graduating summer term, there are a number of part time students in the program (and/or full time students who needed to adjust their schedule away from the recommended full time sequence). The tables below indicate the term students graduated (Term), whether they were a school counseling student or clinical mental health counseling student (Academic Plan Description), demographics (race/ethnicity, gender, age), and the number of CED Student Graduates disaggregated by term, race/ethnicity, gender, and academic plan (school counseling vs. clinical mental health counseling).

2017-2018 Program Completers (Graduates)

Term	Academic Plan Description	IPEDS Race/Ethnicity	Gender	Age	CED Students Graduated
2017 Fall	Clinical Mental Health Cons MS	Asian	F	33	1
2017 Fall	Clinical Mental Health Cons MS	Black or African American	F	32	1
2017 Fall	Clinical Mental Health Cons MS	White	M	39	1
2017 Fall	Clinical Mental Health Cons MS	White	M	43	1
2017 Fall	Counselor Ed-School Couns MED	White	F	47	1
2018 Spring	Clinical Mental Health Cons MS	Black or African American	M	27	1
2018 Spring	Clinical Mental Health Cons MS	Hispanic	F	25	1
2018 Spring	Clinical Mental Health Cons MS	Two or more races	F	26	1
2018 Spring	Clinical Mental Health Cons MS	White	F	25	1
2018 Spring	Counselor Ed-School Couns MED	Asian	F	23	1
2018 Spring	Counselor Ed-School Couns MED	Hispanic	F	24	1
2018 Spring	Counselor Ed-School Couns MED	Hispanic	F	28	1
2018 Spring	Counselor Ed-School Couns MED	Hispanic	M	25	1
2018 Spring	Counselor Ed-School Couns MED	Hispanic	M	27	1
2018 Spring	Counselor Ed-School Couns MED	Unknown	M	31	1
2018 Spring	Counselor Ed-School Couns MED	White	F	24	1
2018 Spring	Counselor Ed-School Couns MED	White	F	25	1
2018 Spring	Counselor Ed-School Couns MED	White	F	27	1
2018 Spring	Counselor Ed-School Couns MED	White	F	28	1
2018 Summer	Clinical Mental Health Cons MS	Hispanic	F	24	1
2018 Summer	Clinical Mental Health Cons MS	Unknown	F	48	1
2018 Summer	Clinical Mental Health Cons MS	Unknown	U	55	1
2018 Summer	Clinical Mental Health Cons MS	White	F	26	1
2018 Summer	Clinical Mental Health Cons MS	White	M	33	1
2018 Summer	Clinical Mental Health Cons MS	White	M	44	1

Race/Ethnicity	Number of CED Graduates
Black or African American	2
Hispanic	7
White	11
Two or more races	1
Asian	1
Not given	3
Total	25

Gender	Number of CED Graduates
M	8
F	16
Not given	1
Total	25

CED Program Track	Number of CED Graduates
Counselor Ed-School Couns MED	11
Clinical Mental Health Cons MS	14
Total	25

While the program is 16% male, the percentage of male graduates for 2017-2018 was twice that at 32%. Otherwise, the demographic data on students graduating from the program is commensurate with the demographics of current student enrollment (no visible disparities in graduation rates of any subgroup of students).

PROGRAM MODIFICATIONS & GOALS

Program Modifications

There are several program modifications made subsequent to analysis of the CED program evaluation data.

- Adjust course scope & sequence (CED 711, CED 721, & CED 732)
- Adjust course format (CED 711, CED 721, & CED 732)
- CED Internship Fair/Site Supervisor Training - (improved delivery/materials)
- Increase CSI involvement in program activities

The CPCE data indicated that three areas were failed over seven times more frequently than the other areas (assessment, social cultural foundations and career development). Each of these courses (CED 711, CED 732, and CED 721 respectively) has been offered only in the shortened (5 week) summer term and as online courses. Relatedly, the student survey data indicated that students disliked the shortened format and believe the online courses are less beneficial than face to face courses.

In response to these program data the CED program is making some adjustments to the course scope and sequence. Each of these three courses will be moved out of the summer and into the other academic terms. The CED 721 and CED 732 courses have been moved to Spring semester and CED 711 has been moved to Fall semester. This move changes the courses from 5 week courses to 16 week courses. Also, CED 721 and CED 711 have been changed to in person lecture courses (and CED 732 is moving to do so as well).

Other program modifications include improving the CED Internship Fair/Site Supervisor Training. The program will make greater efforts to advertise this, will track student attendance (see outputs data for 2018-2019), and will place greater emphasis on reviewing the handbook and communicating supervision requirements in the site supervisor training.

Finally, as CSI is an emerging strength, to capitalize on this and increase student involvement, the CED program will involve CSI Leadership in planning and conducting events such as the open house/information sessions and new student orientation.

Program Goals

In addition to the program modifications, the program evaluation data also help shape the CED Program Goals and areas of focus. The CED program has articulated five program goal areas for next year:

- Continue program efforts regarding valuing diversity and social justice.
- Maintain academic rigor
- Maintain CACREP accreditation standards and continue improvement efforts therein
- Improve communication with students (improve modes, web, listserv, etc.)
- Improve systemic data collection efforts

The CED program communicates the value of diversity in materials such as the open house/information sessions and via the admissions process. Throughout the program, the importance of cultural competence is emphasized as well. The program data appear to support this as a strength in the program appreciated by students. One program goal is to maintain this area of strength.

Moreover, the program would like to continue to focus on academic rigor. Reviewing the courses related to content and the CACREP content standards is helping the program identify areas in need of improvement as well as developing improved measures for learning objectives. It is important that the program continues these efforts in the coming years.

The program has submitted a CACREP self-study and is in the process of preparing for a CACREP site visit. The CACREP board and the CACREP visitation site team will have recommendations for program improvement. It is extremely important that the CED Program attenuate to these suggestions and gain college/university support in such efforts.

Lastly, the college of education has been developing a new website to be implemented next year. It is important for the CED program to develop web materials that will assist current and prospective students. Moreover, students frequently struggle to navigate existing web resources (such as the University or Graduate College web pages) the program needs to develop methods for assisting students in using these tools.

Lastly, the CED program is enacting a systematic evaluation plan. As such there are areas in need of remediation (i.e. data collection for what was formerly collected in the field experience portal) and areas in need of 'tightening' (increasing return rate and making sure all students' evaluation materials are complete). The CED program needs to continue efforts to standardize and systematize the program evaluation efforts, including working with the college/university to improve access to archival student data.

Program Strengths

- Valuing diversity and social justice.
- Academic rigor
- CACREP accreditation
- Faculty
- Students

Threats

- New department, limited resources.
- Lack of web communication (COE website not completed, Graduate College website difficult to navigate).
- No software system to assist with field experience (COE portal not replaced).
- Need clerical assistance with accreditation efforts.
- Director of assessment position at COE is vacant.

The CED program is struggling to compensate for recent changes in COE infrastructure. For 5 years the COE Field Experience Portal had a dedicated professional staff person who enrolled all CED Site Supervisors, CED Interns, and CED Practicum students. While the College of Ed is searching for a replacement software program, currently the CED must return to paper collection of weekly logs and evaluation materials. Moreover the program must now manually enter all these data in order to conduct subsequent data analysis.

“Please move the summer classes into regular 16 week courses because there is just too much to learn in a short amount of time.”

- *CED Student (Quote from Grad College Current Student Survey)*

Needed Resources

The CED Program could greatly benefit from assistance in collecting archival data used in program evaluation. While the COE previously had a coordinator of assessment, the position is currently vacant - and for the past year the CED program has been unable to get even basic data reports (such as full time vs part time students). As with the elimination of the COE Field Experience Portal and the staff support therein, these resources are tremendously essential to program evaluation, -especially as the program is undergoing CACREP reaccreditation.

SUMMARY

2017-2018 CED Program Annual Report Takeaways

Program Strengths

- Faculty
- Students
- Valuing diversity and social justice.
- Academic rigor
- CACREP accreditation

Program Modifications

- Adjust course scope & sequence (CED 711, CED 721, & CED 732)
- Adjust course format (CED 711, CED 721, & CED 732)
- CED Internship Fair/Site Supervisor Training - (improved delivery/materials)
- Increase CSI involvement in program activities

Program Goals

- Continue program efforts regarding valuing diversity and social justice.
- Maintain academic rigor
- Maintain CACREP accreditation standards and continue improvement efforts therein
- Improve communication with students (improve modes, web, listserv, etc.)
- Improve systemic data collection efforts