



Oregon State University

Oregon State University

Counseling Academic Unit

Annual Program Report

Academic Year 2018-19

Prepared by Counseling Academic Unit (CAU) faculty for program website posting:

<https://education.oregonstate.edu/accreditation-information> and distribution to current students, affiliate faculty, alumni, employers, university administrators, and CAU advisory board members.

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Note Bene:

In this document the program faculty of the OSU Counseling Programs are referred to as the Counseling Academic Unit or CAU. This term has historically been used in our interaction with CACREP and for internal counseling matters. The College of Education of Oregon State University is the academic unit, meaning the institutional structure with curricular responsibility and oversight, for the counseling programs of Oregon State University offered at OSU Cascades and in Corvallis via ECampus.

Annual Program Report

This annual report serves as compliance for the 2009 CACREP Standards AA., 5. & 6. and 2016 CACREP Standards 4.D. and 4. E. (see standards below), to provide a yearly programmatic review. Oregon State University Counseling Academic Unit (CAU) faculty engages in continuous curricular and program assessments. Areas evaluated align with, and exceed, those specified by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), and the OSU Graduate School. We aim to provide exceptional learning environments and educational experiences for counseling students. To this end, faculty systematically collect and review comprehensive data each academic year (AY) as detailed in the CAU comprehensive assessment plan. This annual program report summary includes program and curricular assessment results. Results inform curricular and program data-driven design and delivery in relation to elements of Oregon State University, College of Education, and the CAU mission and purpose.

2009 CACREP Standards

I.AA.

5. Evidence of the use of findings to inform program modification.
6. Distribution of an official report that documents outcomes of the systematic program

evaluation, with descriptions of any program modifications, to students currently in the program, program faculty, institutional administrators, personnel in cooperating agencies (e.g., employers, site supervisors), and the public.

CACREP 2016 Standards

4. D.

Counselor education program faculty disseminate an annual report that includes, by program level,

- (1) a summary of the program evaluation results,
- (2) subsequent program modifications, and
- (3) any other substantial program changes.

The report is published on the program website in an easily accessible location, and students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors) are notified that the report is available.

4.E:

Counselor education program faculty must annually post on the program's website in an easily accessible location the following specific information for each entry-level specialty area and doctoral program:

- (1) the number of graduates for the past academic year,
- (2) pass rates on credentialing examinations,
- (3) completion rates, and
- (4) job placement rates.

Table 1. Vital Statistics Dashboard 2018-19

	MCoun CMHC	MCoun School	Ph.D.
Number of Graduates	23	28	8
Pass Rates On Credentialing Exams	100%	N/A	N/A
Completion Rate	96%	100%	92%
Job Placement Rate	79%	87%	91%

A Summary of the Program Evaluation Results (4.D.1)**M.COUN School Counseling**

Data from a number of sources were reviewed in preparation for this report. These sources were: (1) applicants, (2) present school counseling students, (3) alumni, and (4) employers of alumni. No changes to admission process were suggested by this review.

Additionally, student academic performance was reviewed by core signature assignments that are aligned to CACREP standards. No significant curricular changes were made this year.

OSU Cascades School Counseling Program
Core Assignment Report 2018/19

Table 2.

Course	Core Assignment	N	Raw Score	Median	Mean or % B or Better
COUN 513 Pre-Practicum	Skills/Disposition	4	P/F 4 P	N/A	100%
COUN 514 Practicum.Sp	Written Case Study	5	P/F 5 P	N/A	100%
COUN 515 Internship/F	Written Case Study	1	100/100	100	100%
COUN 515 Internship/W	Written Case Study	1	100/100	100	100%
COUN 532 Social & Cult.	Advocacy Project	12	M/U12 M	N/A	N/A
COUN 531 Devel Persp.	Developmental Plan	11	24.36/25	24	97.45%
COUN 533 Addict. Beha.	Addict. Behav. Paper	1	100/100	100	100%

COUN 541 Counseling Prof.	Informed Consent Document	9	25/25	25	100%
COUN 551 Theory	Theoretical Orientation	12	29.33/30	30	97.78%
COUN 562 Research	Research Proposal	12	90.67/100	94.5	90.67%
COUN 567 Appraisal	Case Study Assessment	12	63.92/65	65	98.33%
COUN 571 Group Couns.	Group Proposal	10	19.8/20	20	99%

OSU Corvallis School Counseling Program
Core Assignment Report 2018/19

Table 3.

Course	Core Assignment	N	Raw Score	Median	Mean or % B or better
COUN 513 Pre-Practicum	Skills/Disposition	11	P/F - 11 P	N/A	100%
COUN 515 Internship	PCPE	11	P/F - 11 P	N/A	100%
COUN 532 Social & Cult.	Advocacy Plan	16	88.4/100	93.5	88.84%
COUN 531 Devel Persp.	Developmental Plan	14	10/10	100	100
COUN 541 Prof. Orient.	Prof. SC Paper	2	30/30	30	100%
COUN 551 Theory I	Case Concept.	6	18.83/20	19.5	94.17
COUN 552 Theory II	Case Concept.	5	50/50	50	100%
COUN 562 Intro to Research	Research Proposal	14	47/50	48	98%
COUN 571 Group	Group Proposal	15			100%
COUN 575 Family	Lit Review & Critique	16	9.29/10	9.5	92.94%
COUN 575 Family	Syst. Theory Concept.	17	27.50/30	27.5	91.67%
COUN 581 Cross-Cultural Counseling	Advocacy in Action	10	13/15		
COUN 581 Cross-Cultural Counseling	Building Competencies	10	12/14		86%

Curricular Changes.

Corvallis

There are no significant changes to the school counseling curriculum this year. Both campuses are working on moving the curriculum to 90 quarter credit hours. This work will continue in 2019-20 AY.

Cascades

There are no significant changes to the school counseling curriculum this year. Both campuses are working on revising the curriculum to 90 quarter credit hours. This work will continue in the 2019-20 AY.

The faculty adopted the use of the Counselor Preparation Comprehensive Examination (CPCE) as requirement for School Counseling final exit exam beginning with the students admitted in June 2017 (Cohort 91).

M.COUN CMHC Counseling

Data from a number of sources were reviewed in preparation for this report. These sources were: (1) applicants, (2) present CMHC counseling students, (3) alumni, and (4) employers of alumni. No changes to admission process were suggested by this review.

Additionally, student academic performance was reviewed by core signature assignments that are aligned to CACREP standards.

Table 4. OSU Cascades CMHC Program
Core Assignment Report 2018/19

Course	Core Assignment	N	Raw Score	Median	Mean or % B or Better
COUN 513 Pre-Practicum	Skills/Disposition	10	P/F 10 P	N/A	N/A
COUN 532 Social & Cult.	Advocacy Project	21	M/U 21M	N/A	N/A
COUN 531 Devel Persp.	Developmental Plan		/25		
COUN 533 Addict. Beha.	Addict. Behav. & Treat	19	99.26/100	99	99.26%
COUN 541 Counseling Profession	Professional Orientation Paper	22	28.55/30	N/A	95.15
COUN 550 Princ. M/H	Case Study	15	29/30	30	96.67%
COUN 551 Theory	Theoretical Orientation	21	29.64/30	29	98.79%
COUN 562 Research	Research Proposal	21	94.05/100	94	94.05%
COUN 571 Group Couns.	CACREP Assignment	11	19.27/30	19	97.58%
COUN 597 Supervision	Supv. Model Presentation	16	97.88/100	98	97.88%
Professional Disposition	Disposition Evaluation	9	8 M 1UM	N/A	N/A

Table 5. OSU Corvallis CMHC Program
Core Assignment Report 2018/19

Course	Core Assignment	N	Raw Score	Median	Mean or % B or Better
COUN 514 Practicum (F)	Case Presentation	10	P/F P	100%	100%
COUN 514 Practicum (W)	Case Conceptualization	10	P/F P	100%	100%
COUN 515 Internship (Sp)	Case Conceptualization	10	P/F P	100%	100%
COUN 532 Social & Culture	Professional Orientation Paper	18	26.33/30	N/A	87.78 %
COUN 533 Addictive Behavior	Case Conceptualization	11	18/20		90%
COUN 541 Counseling Profession	Prof. Orient. Paper	9	46/50	46	92%
COUN 550 Found. M.H.	Final Paper	18	142.08/163	N/A	87.16
COUN 551 Theory I	Case Concept.	13	18.38/20	18.5	91.92 %
COUN 551 Theory I	Personal Theory paper		/20		%
COUN 552 Theory II	Case Concept.	14	18.52/20	N/A	92.59 %
COUN 571 Group	Group Proposal	11			100%
COUN 575 Family	Systems Theory Paper	19	27.63/30	N/A	92.11 %
COUN 575 Family	Lit. Review	19	9.11/10	9.1	91.05 %
COUN 578 Crisis, Grief, & Loss	Emergency Responder	15	28.44/30	N/A	94.8%

Curricular Changes.

Corvallis

No required courses have been added, dropped, or revised significantly. The curricular sequence has undergone a few revisions of significance to training in specialty areas as follows:

In Summer 2017, Drs. Schamp and Muzacz raised a concern about the Clinical Mental Health Counseling students' ability to secure clinical training placements at agencies in their local communities, citing the course sequence (which contained a 6-month gap between

Practicum and Internship) as a potential barrier. In March 2018, as a result of reports from multiple students in the CMHC cohort that potential sites turned them down due to concerns about continuity of care for clients and relaying feedback from community agencies also citing the timeframe as a barrier, a new course sequence was proposed by Dr. Muzacz and accepted by faculty. The schedule change was relayed to students by Dr. Muzacz as the students' faculty advisor and the new schedule was posted on the CMHC advising site in Canvas.

In April 2019, M.COUN faculty discussed offering the final three courses in the CMHC curriculum fully online, to reduce travel costs to students who will have completed their clinical training and may already have secured counseling-related employment within their communities. Some students asked if COUN 597, Supervision, could be moved from Fall 2020 to Summer 2020, so students could graduate at the end of Summer term instead of in December 2020, potentially making them more competitive as job seekers. Dr. Muzacz elicited student feedback from all 10 actively enrolled members of the CMHC cohort who could be impacted by this change and all 10 students voted to support the change. After reporting the student feedback to faculty, the change in the course schedule was made. Dr. Muzacz communicated to the whole cohort (students enrolled and on leave) via email and posted an updated schedule on the CMHC advising site in Canvas.

Cascades

There have been no significant changes to curriculum at the Cascades campus. In 2018, Dr. Ryan Reese proposed the inclusion of a new course, COUN 579 Trauma-Informed Counseling. Winter quarter 2019 was the first time this course was taught. Student feedback indicated that this course was very much appreciated and a wonderful addition to the curriculum. More students and graduates report a need for mastery of trauma-informed approaches. COUN

579 replaced COUN 595 Group Counseling II. However, COUN 595 did not assess any CACREP standards.

December 2018 marked the first administration of the CPCE, which the CAU designated as the graduate school exit examination. One hundred percent of the students passed the exam.

PhD Counseling

Data from a number of sources were reviewed in preparation for this report. These sources were: (1) applicants, (2) present doctoral students, (3) alumni, and (4) employers of alumni. No changes to admission process were suggested by this review.

Additionally, student academic performance was reviewed by core signature assignments that are aligned to CACREP standards. Curricular changes were made based on core assignment review as well as student and faculty feedback.

Table 6. OSU Corvallis Ph.D. Program
Core Assignment Report 2018/19

Course	Core Assignment	N	Raw Score	Median	Mean/or % B or Better
COUN 612 Qual. Research	Qualit. Research Proposal	11	272.7/300	276.5	90.91%
COUN 613 Research Analysis & Interp.	Interview Analysis	10	10/10	10	100
COUN 613 Research Analysis & Interp.	Group Qualit. Data Analysis	10	10/10	10	100
COUN 617 Adv. Supervision	Disclosure Statement: Adv. Multicultural	10	20/20	20	100%
COUN 618 Practicum W	Case Concept.	12	72.83/75	75	97.11%
COUN 618 Practicum Sp	UP Project	12	20/20	20	100%
COUN 616 Univ. Teach	Online Learning Module	10	19.36/20	20	96.8%
COUN 619 Sum 18	Philosophy Statements	4			100%
COUN 619 Fall 18	Philosophy Statements	14			100%
COUN 619 WI 19	Philosophy Statements	14			100%
COUN 619 Sp 19	Philosophy Statements	9	100		100%
COUN 616 Univ. Teach	Teaching Philosophy	10	18.93/20	19.5	94.65%
COUN 662	Final Assignment	13			100%
COUN 663	Final Project	12			100%

COUN 665 Pub Meth	Journal Profile	12	12/12	12	100%
COUN 668 Adv. Career	Textbook Review Paper	12	20/20	20	100%
COUN 671 Adv. Group	Group Conceptualization	10			100%
COUN 681 Adv. Div	Multicultural Curric. Plan	13	30/30	30	100%
COUN 681 Adv. Div	Service Learning Project	13	30/30	30	100%
COUN 696 Counselor Ed	Leadership Phil. State.	12	17.38/20	17.5	86.88%
COUN 696 Counselor Ed	Prof. Advocacy Paper	12	32.04/35	32.75	91.55%
COUN 697 Supervision	Prof. Supervision Disclosure Statement	10	20/20	20	100%

Curricular Changes.

COUN 618 (Practicum Series)—Adjustments were made to the second of three courses based on feedback from faculty and students. The adjustments did not change the course but developed and updated the online platform for the course. COUN 662 and 663, two of the three Qualitative Research courses underwent some redevelopment and revision. The third course will undergo revisions in the 2019-20 AY.

The Ph.D. program curriculum largely remains the same as the last on-site visit, with one exception. COUN 634 Advanced Practice II was eliminated in response to the following:

1. Give increased attention to ethics in counseling, a recommendation by Site Visit Team in our last visit.
2. Give increased attention to leadership and advocacy to begin alignment with *2016 CACREP Standards*.

As a result, we redesigned COUN 696 (Counselor Education) to give focused attention to professional issues (history, trends, accreditation, and etc.), ethics (2014 ACA Code of Ethics), and leadership and professional advocacy (see syllabus). In concert, we brought in COUN 616 (University level teaching – Methods and Strategies; see syllabus) to solely focus on preparing doctoral students to design courses and assume the teaching and advising roles and functions of a counselor educator (*2016 CACREP Standards*).

Subsequent Program Modifications (4.D.2)

Corvallis

Based on the results of program evaluation, no modifications were suggested. The M.COUN committee continues to discuss the move to 90 quarter credit hours. Work will continue on this for the 2019-20 AY.

The Corvallis M.Coun and Ph.D. committees has evaluated and revised the application forms and processes to improve the interview process.

Cascades

Based on student and Advisory Board feedback, the Cascades campus implemented COUN 579 Trauma Informed Counseling as a required course for OSU-Cascades' CMHC students.

Any Other Substantial Program Changes (4.D.3)

The faculty at both campuses have completed the 2016 Comprehensive Assessment Plan. The plan will be included in the Mid-Cycle report that will be submitted this fall. If the plan is accepted by CACREP, both campuses will begin to implement the 2016 standards in the 2020-21 AY.

Corvallis

With the start of the summer 2019 cohort, the M.COUN faculty developed a creative way to complete the orientation process and help students familiarize themselves with a hybrid learning environment. Faculty held a synchronous meeting online with all admitted students, with facilitated "ice breaker" activities so students could get to know each other, and option-specific information about the requirements for degree completion. Additionally, faculty created six online modules in Canvas containing self-paced learning activities pertaining to M.Coun degree requirements, advising, OSU policies and resources, counseling dispositions, self-care,

and APA Style, to be completed over the course of the week prior to the start of Summer 2019 classes. The faculty reported that they felt this way of completing orientation helped the students to learn and acclimate to the online learning platform as well as having the social interaction and ability to get to know each other. Pre- and post-test aggregate data collected from students completing the online modules demonstrated increases in self-reported levels of knowledge and awareness in all areas except self-care (which started high and remained constant or rose slightly). This was a creative way to help the students get off to a strong start.

The CAU continually addresses ways to increase student diversity. This year one of the school counseling faculty presented information to a group of Latino families and students about our Counseling programs. All the information was presented in Spanish. He did the presentation two times and they provided lunch to families before they when to be part of other events at Campus.

In 2019, the CAU developed a quarterly newsletter that is being sent to alumni and other stakeholders. The newsletter contains current information regarding CAU news including recent graduates, faculty news, and other pertinent information. We view this as a way to keep a connection with alum.

We also started an online update form for graduating students in order to update contact information so that we can keep in touch with alumni in order to send alumni and employer surveys.

Cascades

Cascades faculty continuously evaluate the efficacy of the programs. In 2018, a comprehensive student survey was distributed to current students. Data collected included preferences for course delivery, times of classes, and feasibility of the program for diverse student needs (e.g., students that are working and parenting). Data indicated that students at

Cascades prefer a traditional delivery model (e.g., face-to-face), and evening classes. This data ultimately provided the foundation for a curriculum revision (which has been tabled at this time), and will be considered as the program moves toward adopting the CACREP 2016 standards.

Discussion around social justice is a reoccurring topic. Before the end of fall quarter 2019, Cascades will engage an outside consultant who will help the department formalize a central vision and mission on social justice. The work will include behavioral, measurable outcomes which will then inform student dispositions. Throughout this process, faculty will keep documentation as a form of program evaluation and improvement.

Program Administration and Personnel Updates

Corvallis

Dr. Lisa Schulz joined the faculty in June 2018. Dr. Schulz was hired as the Program Lead. She will be performing the administrative tasks for the M.Coun and Ph.D. programs. She will be advising M.Coun students as well as teaching.

Cascade

Dr. Melissa DeMeyers was hired to replace Dr. Lindsey Webster. Dr. DeMeyers started in July 2019 and has a specialization in child, adolescent, and couples therapy.

The Number of Graduates for The Past Academic Year (4.E.1)

Nota Bene

Data for the 2018-19 report was produced by the College of Education data base.

M.COUN School Counseling

Twenty-eight students graduated from OSU's school counseling program in 2018-19.

M.COUN CMHC Counseling

Twenty-three students graduated from the CMHC program at Cascades campus in 2018-19.

PhD Counseling

Eight students graduated from the Ph.D. in Counseling program in 2018-19.

Pass Rates On Credentialing Examinations (4.E.2)

M.COUN School Counseling

Typically, school counseling graduates do not take a credentialing examination in Oregon. However, they must apply for license from the Oregon Teacher Standards and practice Commission (TSPC). In AY 18-19 100% of the school counseling graduates who applied for school counseling licensure from TSPC obtained it.

M.COUN CMHC Counseling

In AY 18-19 100% of the students at the Cascades campus who took the CPCE exam passed it.

We will continue to collect data on the NCE exam when we send out the next alumni survey in the fall of 2019.

PhD Counseling

n.a

Completion Rates (4.E.3)

The OSU Program Assessment Department does not systematically produce data for completion rates by major option (i.e., Clinical Mental Health Counseling- 2975 or School Counseling- 2980) but only by major (Counseling- 2970). We have requested that the OSU Program Assessment Department produce reports by major option and this request is under serious consideration. As such, this year's data was produced by the College of Education (COE).

M.COUN - School Counseling

The completion rate for the school counseling program for 2018-19 is approximately 100%. There were 29 graduates from the school counseling program within the five-year graduate school program completion rate.

M.COUN - CMHC Counseling

The completion rate for the CMHC program is approximately 96%. Twenty-four students graduated from the CMHC program within the program completion time in 2018-19. One student withdrew from the program prior to completion.

PhD Counseling

The completion rate for the Ph.D. program is approximately 92%, based on a five-year completion rate. Twelve students started the program in 2014; 8 of these students graduated by 2018-19. One student withdrew from the program. One is active and two are on leave of absence (LOA).

Job Placement Rates (4.E.4)

M.COUN - School Counseling

The Counseling Academic Unit conducts a biennial survey of alumni including length of time to hire for first placement as a school counselor. The results for the 2017 survey can be found in Figure 1. The survey will be sent out again in the fall of 2019.

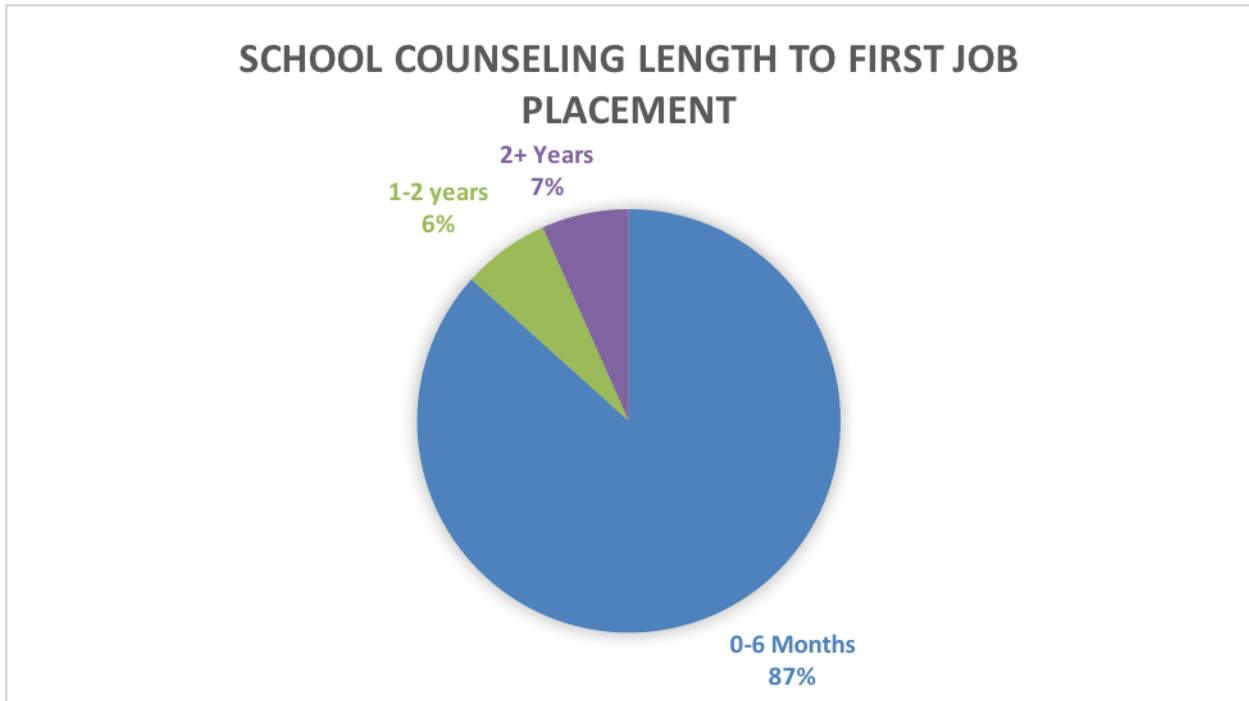


Figure 1.

MCoun - CMHC Counseling

The Counseling Academic Unit conducts a biennial survey of alumni including length of time to hire for first placement as a clinical mental health counselor. The results for the 2017 survey can be found in Figure 2.

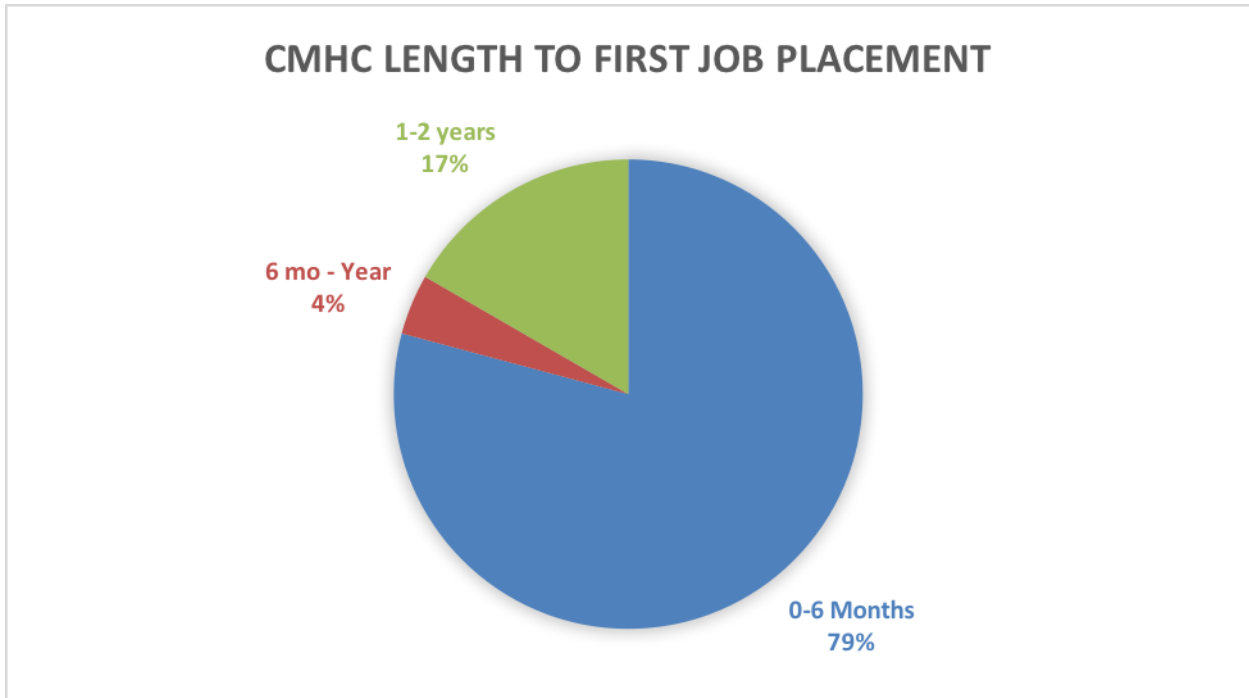


Figure 2.

PhD Counseling

The Counseling Academic Unit conduct a biennial survey of alumni including length of time to hire for first placement after completion of the doctorate. The results for the 2017 survey can be found in Figure 3.

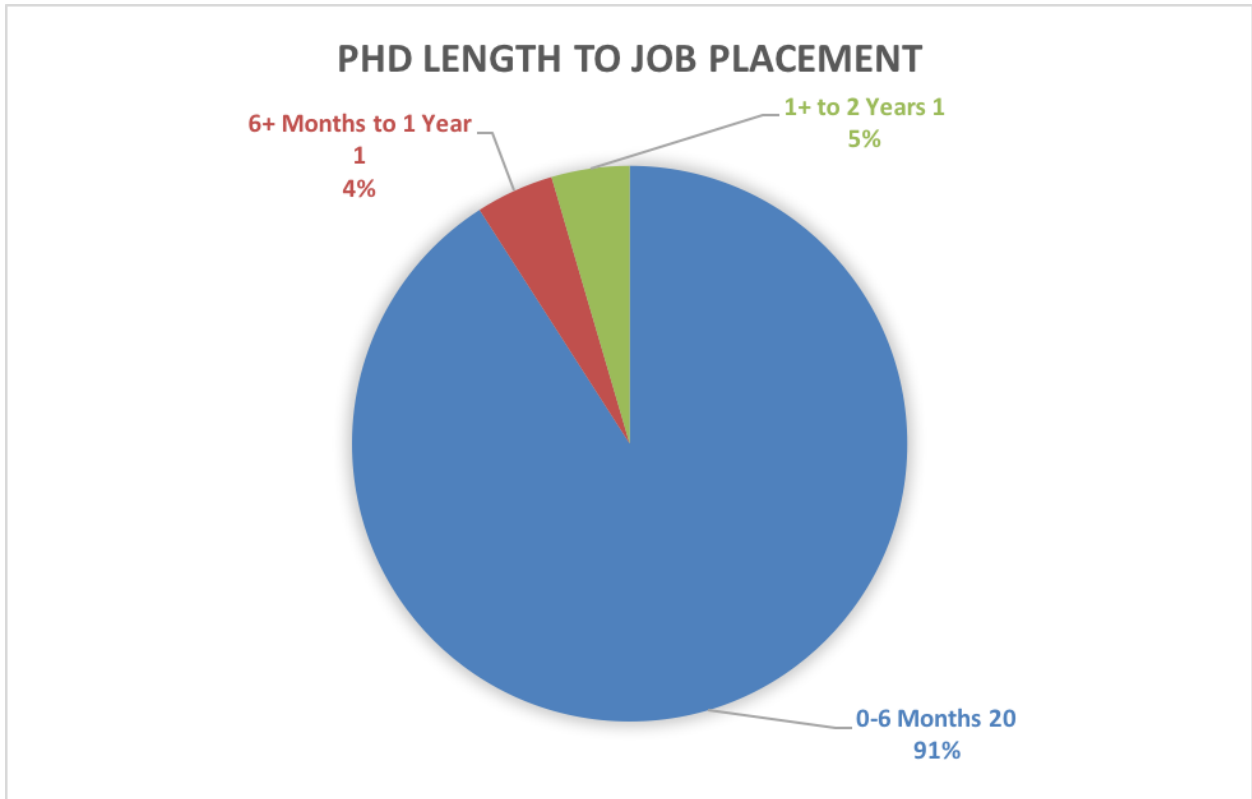


Figure 3.