



Oregon State University

Oregon State University

Counseling Academic Unit

Annual Program Report

Academic Year 2019-20

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 E Campus.

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 2019-20

	M.COUN CMHC	M.COUN School	Ph.D.
Number of Graduates	20	24	9
Pass Rates On Credentialing Exams	100%	N/A	N/A
Completion Rate	100%	100%	89%
Job Placement Rate	100%	100%	100%

OSU Counseling Program COVID 19 Pandemic Response

This year brought significant changes to both Corvallis and Cascades campuses due to COVID 19 pandemic. In March, Federal and State health departments and the CDC began to set guidelines for the operation of educational institutions as well as other businesses nationwide.

The guidelines have been continually changing and updating and the following was the counseling programs response to the ongoing healthcare crisis:

Cascades Campus

- Teaching:
 - Since finals week of Winter quarter, all of our courses have been taught remotely in a synchronous manner. Each course is required to meet at least once a week via Zoom, even if the faculty member is used a ‘flipped-classroom’ style of teaching.
- Clinical:
 - All internship sites since March have moved to remote, telehealth services. This meant that some of our students had to terminate sessions quickly at their sites as some of their sites are unable to accommodate telehealth services. These students were placed at our on-site campus clinic and provided services remotely through telehealth.
 - Our practicum students typically take Practicum I in winter and Practicum II in spring. We postponed Practicum II until summer so that we had more time to

transition into telehealth services. This means that for this cohort of students, internship is now three quarters, instead of the typical four.

- Our practicum students have resumed ‘seeing’ clients at our on-site campus clinic. Students provide telehealth services from the clinic so that we can still record sessions and provide supervision. There are no more than 5 students at the clinic at any given time, cleaning protocols, social-distancing, and masks/facial coverings have been implemented and are required.
- Supervision:
 - Supervisors and faculty have utilized Zoom to provide remote individual, triadic, and group supervision. We often ‘remote-access’ the recording software in order to view the recordings.
 - Faculty host all Zoom meetings through their Zoom account and students are added as co-hosts.
- We held our graduation ceremony remotely.

Corvallis

M.COUN

- Since end of Winter term, all classes including face-to-face class days have been held online using Zoom in accordance with the state of Oregon guidelines. This will continue through fall term. We are still discussing Winter term.
- A COVID clinical task force was assembled to determine guidance for students in Practicum and Internship, resulting in the Telehealth Advisory in the back of the Practicum and Internship Manuals. Students who were seeing clients worked with supervisors to move to telehealth counseling so as to continue client care during spring and summer term.
- CMHC Students whose sites cancelled their placement Spring of 2020, began their internships this Summer and will complete the 4th term in Spring of 2021.
- Clinical course sequence was changed for school counselors due to COVID. Practicum was moved from fall/winter to winter/spring term due to the uncertainty of school’s starting this year.
- Accommodations were made in terms of deadlines and expected direct hours last term based on client availability. Lots of processing of the pandemic-related and social change concerns that impacted level of care.

Ph.D.

- Since end of Winter term, all classes including face-to-face class days have been held online using Zoom in accordance with the state or Oregon guidelines. This will continue through fall term. We are still discussing Winter term.
- Clinical classes:
 - Students in practicum and internship worked with individual sites and site supervisors moved to online telehealth counseling in order to continue client care.
 - We have flexed hours so that students can complete a Memorandum of Understanding (MOU) if they have not completed hours. This MOU will help us to track what students need to complete.
 - Accommodations were made in terms of deadlines and expected direct hours last term based on client availability. Lots of processing of the pandemic-related and social change impact that impacted level of care.
- The Counseling programs sent a video message to graduating students acknowledging their achievement in the Pandemic.

This continues to be ongoing and changing situation and we continue to follow the guidelines set by federal and state guidelines. Currently, we plan to continue with the accommodations set above as we move into the fall term 2020.

In the midst of the pandemic we continued to progress with other program business and the reports below contain the progress made this year.

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. This year due to the COVID-19 pandemic crisis the program faculty at both campuses made accommodations to admissions and course delivery at both campuses. The admission process for applicants was conducted on Zoom. The new student orientations were also conducted online via Zoom and Canvas..

Additionally, student academic performance was reviewed by core signature assignments that are aligned to CACREP standards. We use acronyms for several assessments used in this report. These assessments are: Professional Counseling Performance Evaluation (PCPE), Counselor Preparation Examination (CPCE), and the National Counselor Exam (NCE).

Cascades School Counseling Data

OSU Cascades School Counseling Program
Core Assignment Report 2019/20

Table 2.

Course	Core Assignment	N	Measure	Total
COUN 513 Pre-Practicum	Skills/Disposition	16	P/F	100%
COUN 514 Practicum	Written Case Study	15	P/F	100%
COUN 515 Internship (Sp20)	Written Case Study	11	P/F	100%
COUN 531 Develop.Persp	Developmental Plan	17	$\geq 20.75/25$	95%

COUN 532 Social & Cultural	Advocacy Project	17	>=80/100	100%
COUN 533 Addict. Beha.	Addict. Behav. Paper	15	>=80/100	100%
COUN 541 Counseling Prof.	Professional Orientation Paper	17	>=24/30	100%
COUN 551 Theory	Theoretical Orientation	17	>=24/30	100%
COUN 562 Research	Research Proposal	17	>=80/100	100%
COUN 567 Appraisal	Case Study Assessment	17	>=52/65	100%
COUN 571 Group Couns.	CACREP Assignment	15	>=16.6/20	93%
COUN 597 Supv. Prof. Disp.	Supv. Model Presentation	6	B or above	100%

Corvallis School Counseling Data

OSU Corvallis School Counseling Program Core Assignment Report 2019/20

Table 3.

Course	Core Assignment	N	Measure	Total
COUN 513 Pre-Practicum	PCPE	16	4/7 Likert	100%
COUN 514 Practicum	PCPE	16	4/7 Likert	100%
COUN 514 Practicum 2	PCPE	13	4/7 Likert	100%
COUN 515 Internship II	PCPE	6	4/7 Likert	100%
COUN 515 Internship III	PCPE	6	4/7 Likert	100%
COUN 531 Dev. Persp.	Developmental Plan	7	B or better	89%
COUN 532 Social & Cult.	Advocacy Plan	13	B or better	92%
COUN 533 Addiction	Case Conceptualization	13	B or better	92%
COUN 548 Spec. Ed Issues	Group Assignment	17	B or better	100%
COUN 551 Theory I	Theory Paper	15	B or better	100%
COUN 552 Theory II	Case Concept.	5	B or better	100%
COUN 562 Intro to Research	Research Proposal	13	B or better	100%

COUN 567 Appraisal	Final Forum	13	B or better	100%
COUN 571 Group	Group Proposal	15	B or better	100%
COUN 575 Family	Lit Review & Critique*			
COUN 575 Family	Syst. Theory Concept.*			
COUN 577 Applied Psych	DSM-5 Diag. Present.	15	B or better	100%
COUN 581 Cross-Cultural Counseling	Advocacy in Action	14	B or better	87%
COUN 581 Cross-Cultural Counseling	Building Competencies	14	B or better	93%
COUN 582 Multicultural Issues	Group Assignment	13	B or better	100%
COUN 598 Consultation		13	B or better	100%

*COUN 575 Family includes both School and CMHC students. The scores in the Corvallis CMHC chart include both.

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. There have been joint faculty meetings where work continues into the 2020-21AY.

There was a change in course delivery that began In March 2020 due to the COVID-19 pandemic. All courses were moved 100% online. See information above.

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 continues into the 2020-21 AY. Faculty from both campuses are collaborating on this process.

The Cascades faculty have previously based their measure of scoring on the above chart at 80% or above. After reviewing best practice, they decided in the next year to raise their measure of scoring to 83% percent and above.

There was a change in course delivery that began In March 2020 due to the COVID-19 pandemic. See information above.

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. This year due to the pandemic, admissions procedures took place on the Zoom platform. The new student orientations were also conducted online via Zoom and Canvas.

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

Cascades CMHC Data

OSU Cascades CMHC Program Core Assignment Report 2019/20

Table 4.

Course	Core Assignment	N	Measure	Total
COUN 513 Pre-Practicum	Skills/Disposition	22	P/F	100%
COUN 514 Practicum	Written Case Study	11	P/F	100%
COUN 515 Internship Su	Written Case Study	23	P/F	100%
COUN 515 Internship Sp	Written Case Study	23	P/F	100%
COUN 531 Develop Perp	Developmental Plan	20	$\geq 20.75/25$	95%
COUN 532 Social & Cult.	Advocacy Project	22	$\geq 80/200$	100%
COUN 533 Addict. Beha.	Addict. Behav. Paper	20	$\geq 80/100$	100%
COUN 541 Counseling Profession	Informed Consent Paper	25	$\geq 24/30$	100%
COUN 550 Princ. M/H	Case Study	21	$\geq 24/30$	100%
COUN 551 Theory	Theoretical Orientation	24	$\geq 24/30$	96%
COUN 562 Research	Research Proposal	23	≥ 80	91%
COUN 567 Appraisal	Case Study Assessment	20	$\geq 54/65$	95%
COUN 571 Group Couns.	Group Proposal CACREP Assign.	23	$\geq 16.6/20$ $24.9/30$	93% 78%

COUN 597 Supervision	Supv. Model Presentation	23	B or above	100%
Professional Disposition	Supv. Model Presentation	9	B or above	100%

Corvallis CMHC DataOSU Corvallis CMHC Program
Core Assignment Report 2019-20**Table 5.**

Course	Core Assignment	N	Measure	Total
COUN 513 Pre-Practicum	PCPE	17	4/7 or above	100%
COUN 514 Practicum 1	PCPE	9	4/7 or above	100%
COUN 514 Practicum 2	PCPE	9	4/7	100%
COUN 515 Internship 1	PCPE	9	4/7	100%
COUN 515 Internship 3	PCPE	11	4/7	100%
COUN 515 Internship 5	Online Portfolio	10	B or above	100%
COUN 531 Devel. Persp.	Developmental Plan	8	B or above	89%
COUN 532 Social & Culture	Advocacy Plan	18	B or above	92%
COUN 533 Addictive Behavior	Case Conceptualization	12	B or above	100%
COUN 541 Counseling Profession	Prof. Orient. Paper	16	B or above	89%
COUN 550 Found. M.H.	Case Study	16	B or above	100%
COUN 551 Theory I	Case Concept.	17 15	B or above	100%
COUN 552 Theory II	Case Concept.	18	B or above	100%
COUN 568 Career	Holistic Approach to Care	10	B or above	90%
COUN 571 Group	Group Proposal	15	B or above	100%
COUN 575 Family	Systems Theory Paper	22 18/ 21	B or above	100% 86%
COUN 575 Family	Lit. Review	15/ 22 21	B or above	68% 100%

COUN 577 Applied Psych	DSM-5	15	B or above	100%
COUN 578 Crisis, Grief, & Loss	Emergency Responder	15	B or above	100%
COUN 581 Cross Cultural	Advocacy in Action	15	B or above	100%

Curricular Changes

Corvallis

No required courses have been added, dropped, or revised significantly. In the next year, we will be moving to the 2016 standards and assessment plan. Courses were moved completely online due to the COVID-19 pandemic. See report above.

Cascades

No required courses have been added, dropped, or revised significantly. In the next year, we will be moving to the 2016 standards and assessment plan.

The Cascades faculty have previously based their measure of scoring on the above chart at 80% or above. After reviewing best practice, they decided in the next year to raise their measure of scoring to 83% percent and above.

During spring 2020 and summer 2020 quarters all courses were moved completely online due to the COVID-19 pandemic. Depending on state, university, and national guidelines and requirements, courses will be offered as fully remote, blended, or face-to-face options for the upcoming academic year. All students have the option to attend courses remotely. See report above.

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. The admissions process for applicants was conducted via the Zoom platform. The new student orientation was also conducted on Zoom.

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 2019/20

Course	Core Assignment	N	Measure	Total
COUN 613 Research Analysis & Interp.	Interview Analysis	12	B or above	100%
COUN 614 Research Analysis & Interp.	Group Qualit. Data Analysis	12	B or above	100%
COUN 616 Univ. Teach	Teaching Philosophy	13	B or above	92%
COUN 616 Univ. Teach.	Hybrid Learning Module	13	B or above	100%
COUN 617 Adv. Supervision	Disclosure Statement: Adv. Multicultural	12	B or above	100%
COUN 618 Practicum W	Case Concept.	14	B or above	100%
COUN 618 Practicum Sp	UP Project	14	B or above	100%
COUN 619 WI 20	Philosophy Statements	3	Accept.	100%
COUN 619 SP 20	Philosophy Statements	8	Accept.	100%
COUN 662	Final Assignment	13	B or above	62%
COUN 663	Final	13	B or above	46%
COUN 664	Final	12	B or above	50%
COUN 665 Pub Meth	Journal Profile	12	B or above	100%
COUN 668 Adv. Career	Textbook Review Paper	12	20	100%
COUN 671 Adv. Group	Group Conceptualization	12	B or above	100%
COUN 681 Adv. Div	Multicultural Curric. Plan	13	B or above	100%
COUN 681 Adv. Div	Service Learning Project	13	B or above	100%
COUN 696 Counselor Ed	Prof. Advocacy Paper	14	8 or >	100%
COUN 697 Supervision	Prof. Supervision Disclosure Statement	12	B or above	100%

Curricular Changes

COUN 618 (Practicum Series)—Adjustments were made to the third 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 664, the third quantitative course is undergoing revision this year.

The Ph.D. program curriculum largely remains the same as the last on-site visit, with one exception. We will move to the 2016 standards and assessment plan in the next academic year. The program moved completely online in March due to the COVID-19 pandemic. See report above.

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 2020-21AY.

The Corvallis Macon and Ph.D. committees has evaluated and revised the application forms and processes to improve the interview process. Interviews this year were held via Zoom due to the pandemic. We interviewed 59 school and 48 CMHC program applicants. The interview process went smoothly on the Zoom platform.

Cascades

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 and incorporate changes relevant to the CACREP 2016 standards. This includes updating assignments in core classes and formalizing student dispositions assessments, among other things. Work will continue on this for the 2020-21 AY. It is hypothesized that interviews will be held remotely in

January 2021 for admittance into the 2021-2022 academic year. No known changes to the interview process are known at this time.

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

Mid-Cycle Report

The Mid-Cycle report was completed and submitted in the Fall of 2019. We reported on our plan to move to the 2016 standards in the next year. We had two areas of concern that CACREP addressed. Cascades campus faculty/course ratio fell below the 50/50. We reported last year that a faculty member left last academic year and there was a time lapse in finding a new faculty member. With the hire of new faculty members, the Cascade campus is now in compliance.

The other area had to do with the distribution of this annual report. We did post the report and send notification, but we didn't document the notification properly. This year we will send out and properly document the report distribution.

Corvallis

The CAU continually addresses ways to increase student diversity. This year OSU graduate school provided \$30,000.00 in grant money to be given to underrepresented student populations. The faculty met to determine which students received the grants.

In 2019-20, the CAU continues to send out a quarterly newsletter that is 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.

The Advisory Board met in 19-20. The CACREP annual report was reviewed. The board also discussed the move to the 90-credit program.

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. Students also advocated for an eight-week summer quarter, rather than the six-week summer quarter that had been implemented during summer 2019. This change was considered by faculty, and an eight-week summer quarter was implemented for summer 2020.

Discussion around social justice is a reoccurring topic. Before the end of fall quarter 2019, Cascades engaged an outside consultant who helped the department explore how social justice competencies could be added throughout the program. As Cascades moves to incorporating the CACREP 2016 standards, these additional social justice aspects will be infused across the program. This work informed some of the student dispositions we have adopted. Throughout this process, faculty will keep documentation as a form of program evaluation and improvement.

Program Administration and Personnel Updates

Corvallis

Dr. Lisa Schulz moved to clinical faculty in June 2019 and will be working with the CMHC students teaching and advising. She will also teach in the doctoral program. Dr. Ada Massa Gonzales joined the faculty in September 2019 as the new Program Lead and she will be responsible for the administrative duties of the program. Ms. Natalie Charbonneau joined the

counseling department as administrative assistant in August 2019. In September 2020, Ms. Charbonneau assumed the role and responsibility of clinical coordinator. Dr. Allison List has been hired and joined the clinical faculty in June 2020.

Cascade

Dr. Melisa DeMeyer started in July 2019 and has a specialization in child, adolescent, and couples counseling. She will assume the role of Program Lead in AY 20-21. An additional faculty member, Dr. Edward Ewe, was hired for AY20-21. He assumed the role of clinic director on Cascades' on-campus counseling clinic.

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

Nota Bene

Data for the 2019-20 report was produced by the College of Education data base.

M.COUN School Counseling

Twenty-four students graduated from OSU's school counseling program in 2019-20.

M.COUN CMHC Counseling

Twenty students graduated from the CMHC program at Cascades campus in 2019-20.

PhD Counseling

Nine students graduated from the Ph.D. in Counseling program in 2019-20

Pass Rates For 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 19-20 100% of the school counseling graduates who applied for school counseling licensure from TSPC obtained it.

M.COUN CMHC Counseling

In AY 19-20 100% of the students at the Cascades campus who took the CPCE exam passed it. Of the students who took the CPCE at the Corvallis campus 100% passed it on their first or second attempt. To the best of our knowledge, all students who pursued licensure have passed their licensing exam. Though this data has been difficult to obtain, our alumni survey indicates that students who want to work in the counseling field are employed. We continue to look for ways to obtain further information regarding licensure tests.

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 2019-20 approximately 100% based on a five-year completion rate. There were 24 students from the school counseling program who graduated within the five-year graduate school program completion rate.

M.COUN - CMHC Counseling

The completion rate for the CMHC program is approximately 100%, based on a five-year completion rate. Twenty graduated from the CMHC program within the five-year program completion time in 2019-20.

PhD Counseling

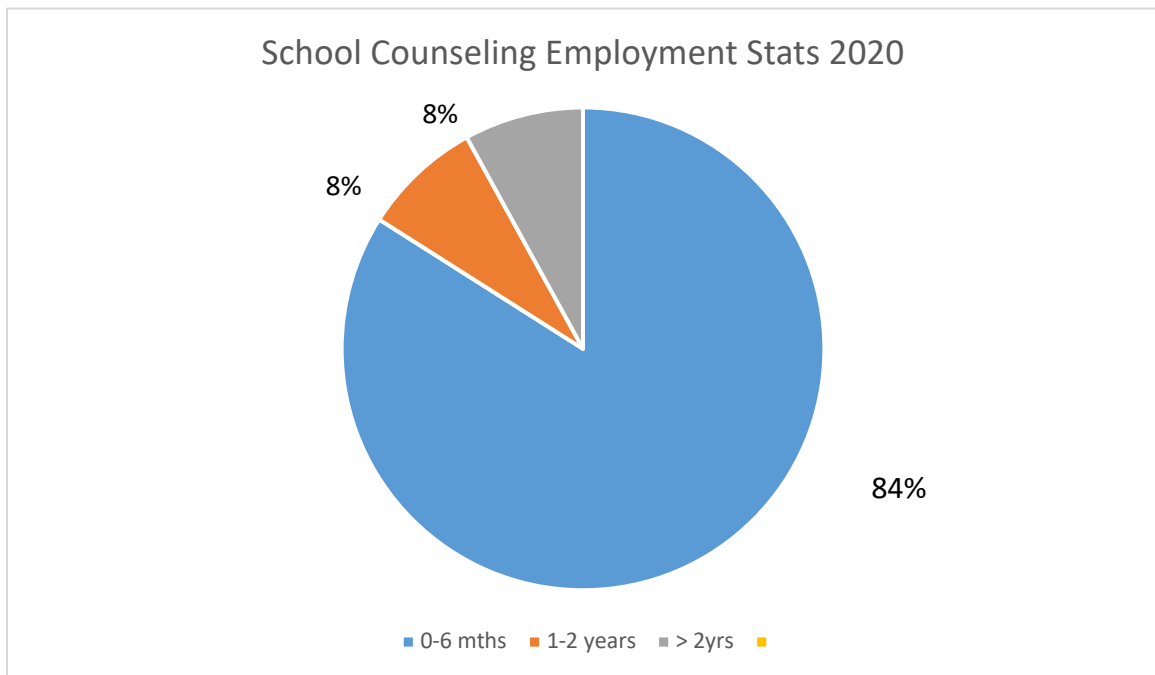
The completion rate for the Ph.D. program is approximately 89%, based on a nine-year completion rate. Nine students graduated from the program in 2020. Eight of those students completed the program within the nine-year completion rate set by the graduate school.

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 2019 survey can be found in Figure 1. The survey will be sent out again in the fall of 2021.

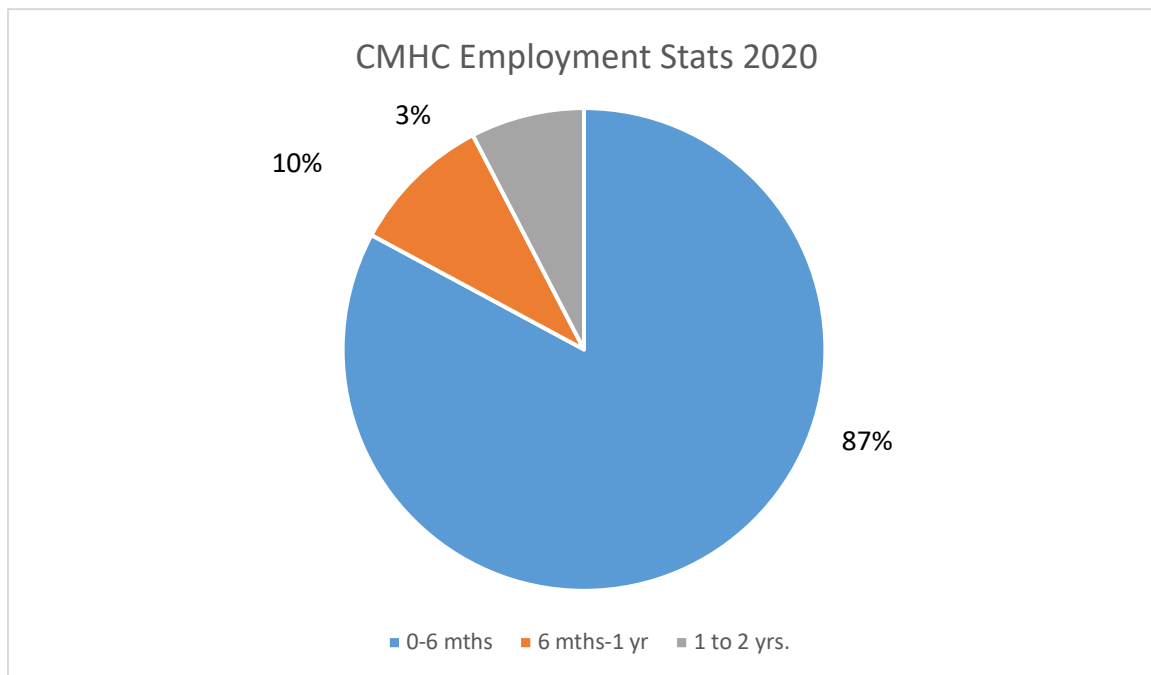
Figure 1.



M.COUN - 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. CMH Counseling students are working in private practice and mental health agencies. The results for the 2019 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. Ph.D. alumni are working in private practice, healthcare organizations, schools, and as counselor educators. The results for the 2019 survey can be found in Figure 3.

Figure 3

