



Oregon State
University

Oregon State University

Counseling Academic Unit

Annual Program Report

Academic Year 2020-21

Prepared by Counseling Academic Unit 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.

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 2016 IV.4.D. and IV.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.

CACREP 2016 Standards

IV.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.

IV.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

Program Introduction

OSU offers three CACREP-accredited counseling programs: (a) Clinical Mental Health Counseling (CMHC; M.COUN option), (b) School Counseling (SC; M.COUN option), and (c) Ph.D. in Counseling with a Major in Counseling (CES option).

We offer our programs from two sites under CACREP's multisite policy: one in Bend, OR, and one in Corvallis, OR. We offer traditional, in-person CMHC and SC programs in Bend, OR. We offer hybrid CMHC, SC, and Ph.D. programs based on the Corvallis campus. The hybrid CMHC program in Corvallis began in June 2017 after a substantive report was filed and approved by CACREP.

All three of our programs are accredited until March 31, 2024.

Program Evaluation

The OSU Counseling Academic Unit is committed to preparing competent and highly qualified counselors. The Ph.D. in Counseling and the Master in Counseling Programs (MCOUN) at Oregon State diligently conducts a systematic evaluation of the program and the students by gathering data from a variety of sources. Data are collected at different points of the year and of the program, such as a two- or three- year cycle. (see Table 1 at the end of this section) The MCOUN produces the Annual Program Report that summarizes the program and student evaluation data and progress on programmatic goals. The report will be posted on the Counseling Academic Unit (CAU) website under the **Program Outcomes Report** section <http://education.oregonstate.edu/counseling>. A link to the report will be disseminated electronically via email to current students, program faculty, adjuncts, alumni, employers, institutional administrators, and the program's Advisory Council.

Program Conversion to the 2016 Standards

The faculty started the process of designing our 2016 assessment plan the end of 2018. We collaborated on developing the curriculum assessment plan. The Cascades campus had a process for assessing professional development through their practicum and internship evaluation. The Corvallis campus developed a professional development assessment as well as a plan for implementing the assessment.

We began collecting data for our 2016 plan summer term of 2020. In evaluating our plan this year, we saw that some areas could be adjusted to be more provide more accurate data and be more concise. One of those areas was to make adjustments to our program objectives. We made adjustments to those areas and we sent them to stakeholders for review. Our stakeholders included current students, alumni, site supervisors, and employers (cf. CACREP 2016, II.B.2.). As a result of stakeholder feedback, we added thematic language about our program's focus on multiculturalism and social justice. This next year we will continue to make adjustments to the

plan following consult with stakeholders.

Mission Statements

University Mission

As a land grant institution committed to teaching, research, and outreach and engagement, Oregon State University promotes economic, social, cultural and environmental progress for the people of Oregon, the nation and the world. This mission is achieved by producing graduates competitive in the global economy, supporting a continuous search for new knowledge and solutions, and maintaining a rigorous focus on academic excellence, particularly in the three Signature Areas: Advancing the Science of Sustainable Earth Ecosystems; Improving Human Health and Wellness; and Promoting Economic Growth and Social Progress.

College of Education Mission

The College of Education develops multi-culturally competent researchers, scholars, learning leaders, teachers, and counselors who make a difference by promoting innovation, social justice, and lifelong learning with a focus on understanding diversity and developing scientific and technological literacy. Our research and professional preparation fosters scholarship, intellectual stimulation, openness, flexibility, and a sense of community.

Counseling Academic Unit Mission

Using current professional standards, the Counseling Academic Unit (CAU) Faculty at Oregon State University prepares professional counselors and counselor educators who promote the holistic wellness of individuals, families, communities, and organizations. These counselors and counselor educators are prepared to be change agents who are competent, ethical, and proactive in the face of injustice. They are lifelong learners whose work is informed by lifespan development, theory, and evidence-based practice, and a local and global perspective. Their work as counselors, supervisors, educators, researchers, and advocates demonstrates multicultural and diversity competence and a commitment to social justice.

MCoun Program Mission

The Master of Counseling Program serves Oregon State University's Land Grant Mission, supports the CAU mission, and promotes sociocultural equity. Using current professional training standards, the Master of Counseling Program cultivates counseling student development in four areas: academic excellence, counseling knowledge and skills, personal growth and development, and professional counselor identity and disposition.

Ph.D. Program Mission

The Ph.D. with a major in Counseling program serves Oregon State's Land Grant Mission, supports the CAU mission, and promotes sociocultural equity. Using current professional training standards, the Ph.D. program prepares exemplary counselor educators, supervisors, advanced counseling practitioners, leaders, advocates, and scholars, to generate, use, and disseminate knowledge to solve critical human problems in a diverse global community.

Program Objectives for MCoun and PhD Programs

1. Students demonstrate sufficient knowledge and skill aligned with core and specialty areas of the CACREP standards, including multicultural and social justice counseling competencies.
2. Students demonstrate professional dispositions required for vocational success in the counseling fields, including an orientation towards multicultural and social justice counseling.
3. Students within the counseling program reflect the demographic diversity of the communities in which they will be working.

Data Used to Evaluate Program Objectives

Instructor rated KPIs

MCoun program KPIs represent knowledge and skills in each of the eight core entry-level curricula areas, in addition to specialty areas offered by the program (i.e., school counseling, clinical mental health counseling) and foci of the program (i.e., social justice). PhD program KPIs represent knowledge and skills in each of the five doctoral professional identity curricula areas. Instructors rate both master's and doctoral students on KPI performance for the year assessed. Individual student performance is tracked to ensure each student demonstrates adequate KPI performance. Students complete additional assignments in cases when they have not yet demonstrated adequate KPI performance. Aggregate KPI student performance are used to evaluate program objectives.

Stakeholder rated KPIs

Every year, the program sends a survey to alumni, site supervisors, and employers. The survey asks these stakeholders to provide feedback on the degree to which students and graduates demonstrate KPI performance. Stakeholders are asked if they have worked with master's and/or doctoral students or graduates in the past year, and are asked tailored questions via skip logic that addresses KPIs for the students (master's or doctoral) that they have worked with. Below are the total number of respondents, % of alumni, % of site supervisors, and % of employers who responded to this year's survey. More detailed results can be found in Table 4 and Table 6 below.

Corvallis site: 31 total respondents. 7 PhD graduates, 10 MCoun graduates, 14 site supervisors (13 MCoun site supervisors, 1 PhD site supervisor), 0 employers.

Cascades site: 28 total respondents. 11 MCoun graduates, 13 site supervisors, 4 employers.

Instructor Rated Dispositions

The Cascades campus faculty include evaluation of professional dispositions in their practicum and internship evaluations. The Corvallis campus faculty developed an assessment tool (PDE) to evaluate professional dispositions. Faculty meet once a year. Faculty meet about students in the MCOUN program in spring term and Ph.D. program in the fall to assess student professional dispositions. Students are assessed during their first two years in the program.

Stakeholder Rated Dispositions

A survey is sent yearly to stakeholders including, alumni, site supervisors, and employers to get feedback on the education that OSU provides. This faculty used this information to make changes to the programs that OSU offers.

Diversity Profile of Current Students and Faculty

Each year we collect data regarding faculty and student diversity for our yearly CACREP Vital Statistics Survey. This information is evaluated by faculty in our assessment meetings in order to assess and brain storm ways to increase student body and faculty diversity.

Vital Statistics Survey 2020-21

Each year we provide information to CACREP about the number of current students, number of applicants, exam pass rates, job placement rates, and demographic data for students and faculty. The following chart include vital statistics required to be posted on our website.

	MCoun CMHC Corv.	MCoun CMHC Casc.	MCoun CMHC total	MCoun PSC Corv.	MCoun PSC Casc.	MCoun PSC total	Ph.D.
# Graduates	10	22	32	11	14	25	11
Completion Rate	79%	100%	90%	78%	100%	89%	93%
Pass Rates On Credentialing Exams	100%	67%	84%	N/A	N/A	N/A	N/A
Job Placement Rate*	100%	100%	100%	100%	100%	100%	100%

*Of graduates who sought master's-level counseling positions within 6 months of graduation. Graduates who did not seek employment were excluded from this data.

Program Objective 1

Students demonstrate sufficient knowledge and skill aligned with core and specialty area of the CACREP standards.

1.1 Key Performance Indicators: Ph.D Program

KPI's Oregon State University Ph.D. Program
 Curriculum Evaluation Plan 2016 Standards
 Key Performance Indicators KPI/Ph.D. Courses/Key Outcome Assessments

KPI Level = I-Introduced M-Mastered

CACREP Standard	Program Learning Outcomes KPI	Ph.D. Courses	Key Outcome Assessments (KOA)	Assessment Type	KPI Level
B.1. Counseling	Demonstrate integration of theories and research relevant to counseling	COUN 618C Practicum	Doctoral Practicum Evaluation	Clinical Document	I
			Written/Oral Exam	Exam	M
B.2. Supervision	Demonstrates theory- and research-based knowledge and skills in the practice to supervision	COUN 697 Adv. Sup.	Supervision Case Conceptualization and Final Eval	Research Paper	I
			Written/Oral Exam	Exam	M
B.3. Teaching	Demonstrate instructional and curriculum design, delivery, and evaluation methods relevant to counselor education	COUN 616 University Teaching	Hybrid Module	Research Paper	I
		Coun 619 Internship	Teaching Case	Clinical Document	M
B.4. Research & Scholarship	Demonstrate the ability to design research that is appropriate to quantitative and qualitative research questions		Written/Oral Exam	Exam	I
			Dissertation Defense	Dissertation	M

B.5. Leadership and Advocacy	Demonstrate the ability to use the theory and skills of leadership in advocating for the profession and professional identity	COUN 696	Professional Advocacy Plan Written/Oral Exam	Research Paper Exam	I M
B.6	Demonstrate professional compartment and professional growth		PDE Evaluation-Year 1 PDE Evaluation-Year 2	Clinical/ Professional Evaluation	I M

Scoring Key for KPI Assessment (Ph.D.)

Several assessment methods are used to score KPI assessments in the PhD program. Most papers use a score of a B (83%) or above as met. Some evaluations use a 4-point Likert scale (1, 2, 3, 4) with 3 being met.

Timeline of KPI Assessment (Ph.D.)

KPI	Y1 Su	Y1 Fall	Y1 Win	Y1 Spr	Y2 Sum	Y2 Fall	Y2 Win	Y2 Spr	Y3 Fall	Y3 Win	Y3 Spr	Y4 Su	Y4
1					I			M					
2							I	M					
3	I								M				
4								I					M
5	I							M					
6		I							M				

1.2. Key Performance Indicators: MCoun Program

Oregon State University
 MCOUN Program
 Curriculum Evaluation Plan 2016 Standards
 Key Program Indicators /M.Coun Courses/Key Outcome Assessments

PLO Level = I-Introduced M-Mastered
 [bracket] indicate Cascades specific assignment

OSU Counseling Program AY 20-21 Annual Report 9

CACREP Standard	Program Learning Outcomes KPI	M.Coun Courses	Key Outcome Assessments (KOA)	Assessment Type	KPI Level
Section 2.F.1. Professional Counseling Orientation and Ethical Practice	1. Maintains strong professional identity and practices ethically and professionally	COUN 541 Foundations of Counseling-School	Ethics Exam	Exam	I
		COUN 550	Ethics Exam	Exam	I
		COUN 515 Internship IV/V	PCPE Evaluation	Case Presentation	M
Section 2. F. 2. Social and Cultural Diversity	2. Recognizes human diversities and social inequities on the microlevel and provides socially just and culturally-informed services	COUN532 Social and Cultural Perspectives [Cascades]	Current Social Justice Issue Paper [Cascades]	Paper	I
		COUN 581 Cross Cultural	Building Competencies	Paper	I
		COUN 515 Internship II	PCPE Evaluation	Clinical Evaluation	M
		COUN515: Internship	Case Presentation 1: Human Growth & Development + Social Justice	Case Presentation	M
Section 2. F. 3. Human Growth and Development	3. Develops theory-based understanding of human growth and development and promotes resilience and wellness across the lifespan	COUN 531: Developmental Perspectives	Life Transition Biography	Paper	I
		COUN 514 Practicum II	Evaluation	Clinical Evaluation	M
			Case Conceptualization [Cascades]	Case Presentation	M
Section 2.F.4. Career	4. Develops culturally relevant and technologically current career counseling skills and interventions	COUN531: Developmental Perspectives	Life Transition Biography	Personal Reflection Paper	I
		COUN 568 Career	CMH-Career Case Study	Case Study Research Paper	I

			SC-Career & College Readiness Paper CMHC& SC	Research Paper	I
		CPCE	Career Counseling Theory Paper [Cascades] Exam	Exam	M
Section 2. F. 5. Counseling and Helping Relationships	5. Demonstrates theory- and evidence-based and culturally relevant counseling skills and practices	COUN 513 Pre-Practicum [Cascades] COUN551: Theories [Cascades] COUN 551 COUN 515 Internship (final quarter)	Skills Evaluation [Cascades] Theoretical Orientation Paper [Cascades] Therapeutic Alliance Eval Evaluation	Clinical Evaluation Paper Paper Clinical Evaluation	I M I M
Section 2. F. 6. Group Counseling and Group Work	6. Demonstrates theory-based and culturally relevant group counseling skills and practices	COUN571: Group Counseling [Cascades] COUN 595 Group II (CMHC) Portfolio (School) CPCE COUN514: Practicum (CMHC & SC) [Cascades]	Group Proposal Paper Mock Group Paper Portfolio (school) Exam Group Application Assignment [Cascades]	Research Paper Research Paper Research Paper Portfolio Exam Direct Contact Hours & Reflection Paper	I I I M M
Section 2. F. 7. Assessment and Testing	7. Apply best practices in assessment and testing to evaluate client/student issues and to inform intervention	COUN567: Appraisal [Cascades] COUN 577 Diagnosis	Instrument Eval CMH-MH Assessment with DSM-5 Diagnosis	Research Paper Research Paper	I I

OSU Counseling Program AY 20-21 Annual Report 11

		COUN 515 Internship II	SC-DSM 5 Diagnostic Presentation & Handout Community Resource Project PCPE Evaluation	Clinical Evaluation	M
		COUN515: Internship [Cascades]	(CMH) Case Presentation: Assessment, Diagnosis, & Treatment (SC) Case Presentation	Case Presentation	M
Section. 2. F. 8. Research and Program Evaluation	8. Demonstrates ethical and culturally relevant research skills and program evaluation skills	COUN 562 Research	Descriptive Statistics and Affinity Diagramming	Research Paper	I
		COUN 515 Internship II	Program Eval Assignment	Clinical Evaluation	M
		COUN515: Internship [Cascades]	Case Presentation 3: Vocational Development, Theory, and Application + Program Evaluation [Cascades]	Case Presentation	M
Section 2. F. 2.	9. Social Justice Advocacy: Demonstrates the ability to analyze social injustices and to advocate for systemic change	COUN 514 Practicum I	Discussion, Week 5	Discussion Post	I
		COUN 581 Cross-Cultural	Advocacy in Action Project & Paper	Research Paper	M
		COUN 581 Cross-Cultural	Advocacy in Action Project & Paper	Advocacy in Action Project & Paper	I
		COUN515: Internship [Cascades]	Case Presentation: Human Growth & Development + Social Justice	Case Presentation	M
Section 5. G. 1., 2., 3.	M.COUN - SC Option Develops comprehensive	COUN546: Leadership	Developing a CSCP/Core Assignment	Research Paper	I

	school counseling program based on current best practice	COUN 577 Diagnosis	DSM-5 Diagnosis Presentation & Handout	Research Paper	I
		COUN 515 Internship III	Redesigning School Counseling Paper	Clinical Paper	M
		COUN 515 Internship III	Treatment Plan	Clinical Paper	M
Section 5. C. 1., 2., 3.	M.COUN - CMHC Applies current best practice in assessment, diagnosis, and treatment planning to promote client wellness	COUN 577 Diagnosis	MH Assessment with Diagnosis	Research Paper	I
		COUN 515 Internship III	Treatment Plan	Clinical Paper	M

Note. Cascades alternate assignments are indicated in green. The same KPIs are being measured for these assignments.

Scoring Key for KPI Assessment (MCoun)

Several assessment methods are used to score KPI assessments in the MCoun program. Most papers use a score of a B (83%) or above as met. Some evaluations use a 4-point Likert scale (1, 2, 3, 4) with 3 being met. The CPCE is a national exam and has a standardized score.

Timeline of KPI Assessment (MCoun CMHC Corvallis)

KPI	Y1 Su	Y1 Fall	Y1 Wi	Y1 Spr	Y2 Su	Y2 Fall	Y2 Wi	Y2 Spr	Y3 Su	Y3 Fall	Y3 Wi	Y3 Spr	Y4 Su	Y4 Fall
1		I									M			
2								I	M					
3			I				M							
4			I									M		
5			I								M			
6												I	M	
7						I			M					
8					I				M					
9						I		M						
10					I					M				

Timeline of KPI Assessment (MCoun School Counseling Corvallis)

KPI	Y1 Su	Y1 Fall	Y1 Wi	Y1 Spr	Y2 Su	Y2 Fall	Y2 Wi	Y2 Spr	Y3 Su	Y3 Fall	Y3 Wi	Y3 Spr	Y4 Su	Y4 Fall

1	I										M			
2								I			M			
3			I				M							
4						I				M				
5					I							M		
6											I	M		
7					I						M			
8					I				M					
9						I			M					
10					I							M		

Timeline of KPI Assessment (MCoun CMHC Cascades)

KPI	Y1 Su	Y1 Fall	Y1 Wi	Y1 Spr	Y2 Su	Y2 Fall	Y2 Wi	Y2 Spr
1	I							M
2		I			M			
3	I			M				
4					I		M	
5	I	R			M			
6		I		M				
7			I			M		
8				I			M	
9				I	M			
10				I		M		

Timeline of KPI Assessment (MCoun SC Cascades)

KPI	Y1 Su	Y1 Fall	Y1 Wi	Y1 Spr	Y2 Su	Y2 Fall	Y2 Wi	Y2 Spr
1	I							M
2		I			M			
3	I			M				
4					I		M	
5	I				M			
6		I		M				
7			I			M		
8				I			M	
9				I	M			
10			I				M	

1.3. Program Objective 1 Results

Ph.D. Program Data

Table 1.
Instructor Ratings of Doctoral Student KPI Aggregate Ratings, 2020-21 (n =13, % met)

KPI	Introductory	Mastery
1	100%	100%
2	100%	100%
3	100%	100%
4	92%	100%
5	100%	100%
6	100%	100%

Table 2.
Alumni, Site Supervisor, Employer Ratings of Doctoral Student KPI Aggregate Ratings, 2020-21 (n = 9, % met)

KPI	Alumni (n=7)	Site Supervisor (n=2)	Employer (n=0)
1	100%	100%	-
2	100%	100%	-
3	100%	100%	-
4	100%	100%	-
5	100%	100%	-
6	100%	100%	-

Sample site supervisor comment: “We’ve had a very qualified intern that just really feels like one of us.”

Master’s Program Data: Corvallis Site

Table 3.
Instructor Ratings of Master’s Student KPI Aggregate Ratings, 2020-21 (n = 41, % met)

KPI	Introductory	Mastery
1	100%	100%
2	90%	100%
3	95%	100%
4	100%	90%
5	100%	100%
6	100%	100%
7	100%	100%
8	100%	100%
9	90%	100%
10	100%	93%
11	100%	86%

Table 4.
Alumni, Site Supervisor, Employer Ratings of Master’s Student KPI Aggregate Ratings, 2020-21 (n = 23, % yes)

KPI	Alumni (n=10)	Supervisor (n=13)	Employer (n=0)
1	83%	100%	-
2	50%	100%	-
3	50%	100%	-
4	50%	100%	-
5	50%	100%	-
6	50%	100%	-
7	67%	100%	-
8	33%	100%	-
9	67%	100%	-
10	50%	100%	-
11	67%	100%	-

Site supervisor comment: “I would like to continue to be able to work with master level interns from OSU as my current intern has been a joy to work with and professional in all aspects.”

Master’s Program Data: Cascades Site

Table 5.
Instructor Ratings of Master’s Student KPI Aggregate Ratings, 2020-21 (n = 41, % met)

KPI	Introductory	Mastery
1	95%	100%
2	100%	100%
3	100%	92%
4	100%	100%
5	100%	100%
6	84%	100%
7	100%	100%
8	100%	100%
9	100%	100%
10	100%	100%
11	88%	100%

Table 6.
Alumni, Site Supervisor, Employer Ratings of Master’s Student KPI Aggregate Ratings, 2020-21 (n = 28, % met)

KPI	Alumni (n=11)	Supervisor (n=13)	Employer (n=4)
1	90%	100%	100%
2	80%	92%	100%
3	80%	69%	75%
4	90%	77%	50%
5	90%	77%	50%
6	70%	62%	75%

7	90%	77%	100%
8	90%	62%	75%
9	90%	69%	75%
10	50%	44%	67%
11	90%	67%	75%

Table 7

Key Findings	Further Information	Planned Program Modifications
Stakeholders (Advisory Committee) recommended having program objectives for social justice as part of the assessment plan for both MCoun and PhD	There is no KPI that represents social justice for the doctoral program.	Add a KPI for social justice for the Ph.D. program
No employers responded to the Corvallis stakeholder survey	No current database exists from which to contact employers; we rely on students forwarding the survey.	Create exit survey for MCoun students, with employer contact information listed.
Student knowledge and skills in comprehensive school counseling programming is low	Rated as 50% met by alumni at Corvallis site, and 44% met by site supervisors at Cascades site	Integrate more training in comprehensive school counseling in internship courses (COUN 515 sequence)

Program Objective 2

Students demonstrate professional dispositions required for vocational success in the counseling fields.

2.1. Professional Dispositions: Ph.D.

**OSU College of Education
 Doctor of Philosophy in Counseling Program
 Professional Counseling and Counselor Educator Disposition Evaluation**

Student Name:

Program: PhD

Setting (select one): Course _____ or **Yearly Student Evaluation**

Term: _____

The Professional Counseling Disposition Evaluation assesses counseling students’ professional dispositions in keeping with the CACREP 2016 Standards. This evaluation is intended to serve as a tool to facilitate feedback about professional disposition and document students’ progress. It is a means to offer students practical support to facilitate their development as effective and ethical professional counselors. The evaluation is conducted at minimum once a year for the duration of the students’ program by their advisor in consultation with program faculty and supervisors and may be conducted at any time when a student’s development warrants evaluation.

Scales Evaluation Guidelines

N – No opportunity to observe

1 – Below expectations

2 - Near expectations / developing

3 - Meets expectations

4 – Exceeds Expectations

In general, a counseling student in his/her first year would expect to receive mostly 2’s and some 3’s as you are beginning your developmental process as a counselor. Students in their second year would expect to receive mostly 3’s and some 4’s as you move to completing your counselor training.

Students NOT scoring at level 3 or above will be evaluated for eligibility to progress in the program. Some scores may be scored at a level 2 based on the developmental stage of the student. A statement or plan will be provided in the comment/feedback section describing action needed to advance to, or to work on in the next stage of the clinical experience.

CACREP 2016 Standards		Exceeds Standard 4	Meets Standard 3	Approachin g Standard 2	Below Standard 1	No Opportunit y to Observe	SCORE
-----------------------------	--	--------------------------	------------------------	-------------------------------	------------------------	-------------------------------------	-------

	<p>1. Student demonstrate self-awareness</p>						
<p>Section 6.A.3. Section 4. G.</p>	<p>Corresponding behaviors:</p> <ol style="list-style-type: none"> 1. Student demonstrates awareness of own disposition, personality, behavior, needs, and limitations. 2. Student demonstrates awareness of own cultural influences, belief systems, values. 3. Student demonstrates awareness of own social positions, power, and privilege. 4. Student demonstrates awareness of own relational effect on faculty, staff, supervisors, peers, supervisees, students, and clients. 	<p>Observations:</p>					
<p>Section 6.A.,3.; B. 1.,2., 3., 4., 5. Section 4. G.</p>	<p>2. Student demonstrates personal characteristics of a helping professional, researcher, educator, and leader.</p>						
	<ol style="list-style-type: none"> 1. Student demonstrates honesty, fairness, and respect for others. 2. Student exhibits appropriate levels of self-assurance, confidence, and trust in own ability. 3. Student demonstrates ability to identify and appropriately accept personal responsibility 4. Student demonstrates ability 5. to adapt to requirements, changes, unexpected events, & new situations. 6. Student openness and active curiosity about different worldviews, life experiences, theoretical perspectives, and professional practices beyond their own. 	<p>Observations:</p>					
	<p>3. Student demonstrates emotional and relational skills of a helping</p>						

	professional, researcher, educator, and leader.						
Section 6. A. 3.; B. 1. Section 4. F. G.	<p>Corresponding behaviors:</p> <ol style="list-style-type: none"> 1. Student demonstrates emotional stability and self-control while relating to faculty, staff, supervisors, peers, supervisees, students, & clients 2. Student demonstrates ability to identify and appropriately communicate own experience, feelings, and needs 3. Student demonstrates ability to listen to others and appropriately communicate empathy and understanding 4. Student recognizes and maintains appropriate boundaries with faculty, staff, supervisors, peers, supervisees, students, & clients. 	Observations:					
	4. Student demonstrates professional behaviors						
Section 6. A. 3.; 4. Section 4. F. G.	<p>Corresponding behaviors:</p> <ol style="list-style-type: none"> 1. Student considers and adheres to the ethical guidelines of the profession in educational, research, and professional settings. 2. Student communicates and responds in a prompt and professional manner when relating to faculty, staff, supervisors, peers, supervisees, students, & clients 3. Student is prompt and regularly attends class, program meetings, and clinical/educational practice activities. 4. Student demonstrates understanding of and adherence to all program and site policies and procedures. 	Observations:					

	5. Student demonstrates learning behaviors of a doctoral student in counseling						
Section 6. A. 3.; B. 2., 3. Section 4. F. G.	<p>Corresponding behaviors:</p> <ol style="list-style-type: none"> 1. Student completes all assigned tasks in an ethical and effective manner, including all class assignments, clinical or supervision reports. 2. Student responds non-defensively to, reflects on, and integrates feedback from faculty, supervisors, and peers. 3. Student demonstrates engagement in developing cultural proficiency and social justice advocacy skills 4. Student is curious and actively seeks knowledge and experiences that add to scholarly and professional learning & development 5. Student is proactive by seeking relevant content and methodological information, seeking mentoring, writing, and otherwise regularly engaging in their dissertation research project. 	Observations:					

Timeline of Professional Disposition Assessment (Ph.D.)

PDs	Y1 Su	Y1 Fall	Y1 Win	Y1 Spr	Y2 Sum	Y2 Fall	Y2 Win	Y2 Spr	Y3 Fall	Y3 Win	Y3 Spr	Y4 Su	Y4
1		X				X			X				
2		X				X			X				
3		X				X			X				
4		X				X			X				
5		X				X			X				

2.2. Professional Dispositions: MCoun (Corvallis site)

**OSU College of Education
Master's in Counseling Program
Professional Counseling Disposition Evaluation**

Student Name:

Program: Sch or CMHC

Setting (select one): Course _____ or **Yearly Student Evaluation**

Term: _____

The Professional Counseling Disposition Evaluation assesses counseling students' professional dispositions in keeping with the CACREP 2016 Standards. This evaluation is intended to serve as a tool to facilitate feedback about professional disposition and document students' progress. It is a means to offer students practical support to facilitate their development as effective and ethical professional counselors. The evaluation is conducted at minimum once a year for the duration of the students' program by their advisor in consultation with program faculty and supervisors and may be conducted at any time when a student's development warrants evaluation.

Scales Evaluation Guidelines

N – No opportunity to observe

1 – Below expectations

2 - Near expectations / developing

3 - Meets expectations

4 – Exceeds Expectations

In general, a counseling student in his/her first year would expect to receive mostly 2's and some 3's as you are beginning your developmental process as a counselor. Students in their second year would expect to receive mostly 3's and some 4's as you move to completing your counselor training.

Students NOT scoring at level 3 or above by their second/third year will be evaluated for eligibility to progress in the program. Some scores may be scored at a level 2 based on the developmental stage of the student. A statement or plan will be provided in the comment/feedback section describing action needed to advance to, or to work on in the next stage of the clinical experience.

CACREP 2016 Standards		Exceeds Standard 4	Meets Standard 3	Approaching Standard 2	Below Standard 1	No Opportunity to Observe	SCORE
	1. Student demonstrate self-awareness						

OSU Counseling Program AY 20-21 Annual Report 22

<p>Section 2. F.1.k; 2.F.2.d., F.5.f. Section 4. G.</p>	<p>Corresponding behaviors:</p> <ol style="list-style-type: none"> 5. Student demonstrates awareness of own disposition, personality, behavior, needs, and limitations. 6. Student demonstrates awareness of own cultural influences, belief systems, values. 7. Student demonstrates awareness of own social positions, power, and privilege. 8. Student demonstrates awareness of own relational effect on faculty, staff, supervisors, peers, and clients. 	<p>Observations:</p>					
	<p>2. Student demonstrates personal characteristics of a helping professional.</p>						
<p>Section 2.1F.1.k., F.5.f. Section 4. G.</p>	<ol style="list-style-type: none"> 1. Student demonstrates honesty, fairness, and respect for others. 2. Student exhibits appropriate levels of self-assurance, confidence, and trust in own ability. 3. Student demonstrates ability to identify and appropriately accept personal responsibility 4. Student demonstrates ability to adapt to requirements, changes, unexpected events, & new situations. 	<p>Observations:</p>					
	<p>3. Student demonstrates emotional and relational skills of a helping professional</p>						

<p>Section 2.F.1.,k., F.5.f. Section 4. F. G.</p>	<p>Corresponding behaviors:</p> <ol style="list-style-type: none"> 5. Student demonstrates emotional stability and self-control while relating to faculty, staff, supervisors, peers, & clients 6. Student demonstrates ability to identify and appropriately communicate own experience, feelings, and needs 7. Student demonstrates ability to listen to others and appropriately communicate empathy and understanding 8. Student recognizes and maintains appropriate boundaries with faculty, staff, supervisors, peers, & clients. 	<p>Observations:</p>					
	<p>4. Student demonstrates professional behaviors</p>						
<p>Section 2. F. 1. K. Section 4. F. G.</p>	<p>Corresponding behaviors:</p> <ol style="list-style-type: none"> 5. Student considers and adheres to the ethical guidelines of the profession in educational and professional settings. 6. Student communicates and responds in a prompt and professional manner when relating to faculty, staff, supervisors, peers & clients 7. Student is prompt and regularly attends class, program meetings, and clinical practice activities. 8. Student demonstrates understanding of and adherence to all program and site policies and procedures. 	<p>Observations:</p>					
	<p>5. Student demonstrates learning behaviors of a graduate student in counseling</p>						

Section 2.F. 1.; F.2., F.5. Section 4. F. G.	Corresponding behaviors: 6. Student completes all assigned tasks in an ethical and effective manner, including all class assignments, clinical or supervision reports. 7. Student responds non-defensively to, reflects on, and integrates feedback from faculty, supervisors, and peers. 8. Student demonstrates engagement in developing cultural proficiency and social justice advocacy skills 9. Student is curious and actively seeks knowledge and experiences that add to professional learning & development	Observations:
--	---	---------------

Professional Dispositions: MCoun (Cascades site)

Student developmental assessment (SDA) is a regular and systematic process of collecting data for each individual student. Students are systematically assessed in three areas: Knowledge, Counseling Skills, and Disposition. The following dispositions provide a structure for student expectations and evaluation throughout their time in the MCOUN program: self-awareness, empathy, curiosity, integrity, wellness, and cultural humility.

This evaluation is completed at the end of each quarter, but the observation of disposition by the clinical supervisor is cumulative over the quarter. Students must earn a score of “3” or higher in all areas in order to pass the evaluation. If the student does not earn a score of 3 or higher, on all categories, they must continue to practice counseling until all skills are mastered at a level of 3 or higher. Supervisors should incorporate multiple experiences of the student (supervision content, group supervision, observation of interactions with peers and clients, etc.) to assess students, and record dates of observation of skills/competencies.

Scale Evaluation Guidelines

- N – No opportunity to observe
- 1 – Below expectations/insufficient/unacceptable
- 2 – Near expectations/developing towards competencies
- 3 – Meets expectations/demonstrates competencies
- 4 – Exceeds expectations

Term: Summer Fall Winter Spring

Year: _____

Name of Student (print):

Date of Final Evaluation:

Clinical Supervisor (print):

Disposition	<i>As Evidenced by...</i>	0	1	2	3	4
<p>Self-awareness. Counselors are aware of their inner emotional, cognitive, and physiological states, and they behave in congruent and authentic ways. Self-aware counselors continually strive to develop deeper awareness of self and recognize the development of self-awareness is a life-long practice rather than a goal to be achieved.</p>	<p>Describing aspects of one’s worldview and/or listening to others’ while maintaining awareness of one’s own defensiveness</p>					
	<p>Sharing one’s physiological, emotional, and cognitive states.</p>					
	<p>Openly expressing self with awareness of intentions, personal needs, desires, and motivation in interactions with self and others in a variety of settings (class, supervision sessions, counseling sessions).</p>					
	<p>Establishing and maintaining boundaries in the best interest of personal and professional relationships.</p>					
<p>Empathy. Counselors who have empathy attempt to understand and develop a felt sense for the emotions, perceptions, and needs of their clients and peers. Empathetic counselors respectfully display empathy in their professional relationships.</p>	<p>Demonstrating the ability to seek and feel into the perspective of another.</p>					
	<p>Affirming, supporting, and advocating for their clients and peers in their lived experiences.</p>					
	<p>Developing the ability to attune to the needs of the others and make clinically-informed decisions based on those client needs and not of those of the counselor.</p>					
	<p>Clearly demonstrating the ability to enact empathy versus other related constructs such as pity and sympathy.</p>					

<p>Curiosity. Curious counselors embody a sense of ‘wonderment’ and seek out alternative possibilities to problems. They seek to understand, especially when their perspectives differ from others.</p>	<p>Making inquiries that have purpose or clinical intent rather than asking questions that suggest emotional reactivity and/or judgment toward others identities and/or worldviews.</p>					
	<p>Openness to new ideas (about others and oneself) and critical feedback offered by others about counseling and academic-related work.</p>					
	<p>Actively participating in Socratic dialogue (in the classroom, supervision, and with clients).</p>					
<p>Integrity. Counselors are honest, fair, and follow through with their promises and agreements. They speak their truth and do not purposefully misrepresent what others say. They are trustworthy and reliable in crafting treatment plans, note-taking, and other written documents, and they avoid plagiarism. present themselves in authentic, yet respectful, ways.</p>	<p>Upholding the professional ethical and legal standards of the profession.</p>					
	<p>Demonstrating fidelity in the agreements made in counseling, supervisory, and other professional relationships.</p>					
	<p>Tolerating conflict, taking responsibility for mistakes, apologizing when necessary, and making attempts to repair when necessary.</p>					
	<p>Demonstrating a strong commitment to maintaining strong written and verbal communication skills.</p>					
<p>Wellness. Counselors practice their personal holistic wellness in their personal and professional lives, including their mental, emotional, physical, spiritual, relational, vocational, and cultural selves.</p>	<p>Engaging in a wellness practice that is intentional, planned, and readily articulated.</p>					
	<p>Being open to and incorporating new wellness strategies based on new information, activating events, or changing life circumstances.</p>					
	<p>Demonstrating a commitment to reflecting upon their own wellness with others throughout the duration of their career.</p>					
<p>Cultural Humility. Counselors have an ethical imperative to maintain awareness of their</p>	<p>Having a developing sense of self and how one’s identities converge to inform one’s view of</p>					

PDs	Y1 Su	Y1 Fall	Y1 Win	Y1 Spr	Y2 Sum	Y2 Fall	Y2 Win	Y2 Spr	Y3 Su	Y3 Fall	Y3 Win	Y3 Spr	Y4 Su	Y4 Fall
1				X				X				X		
2				X				X				X		
3				X				X				X		
4				X				X				X		
5				X				X				X		

Timeline of Professional Disposition Assessment (MCoun Cascades)

PDs	Y1 Su	Y1 Fall	Y1 Win	Y1 Spr	Y2 Sum	Y2 Fall	Y2 Win	Y2 Spr
1		X		X				
2		X		X				
3		X		X				
4		X		X				
5		X		X				
6		x		X				

2.3. Program Objective 2 Results

Doctoral Program Data

Table 8.

Instructor Ratings of Doctoral Student Professional Disposition Aggregate Ratings, 2020-21 (% Met)

Professional Disposition	Y1 Assessment n=11	Y2 Assessment n=14	Y3 Assessment n=10
1.	100%	100%	100%
2.	100%	100%	100%
3.	100%	100%	100%
4.	100%	100%	100%
5.	* Data Missing	100%	100%

Table 9.

Alumni, Site Supervisor, Employer Ratings of Doctoral Student Professional Disposition Aggregate Ratings, 2020-21 (% met)

Professional Disposition	Alumni (n=7)	Site Supervisor (n=2)	Employer (0%)
1	87.5%	100%	-
2	100%	100%	-
3	87.5%	100%	-
4	100%	100%	-

5	100%	100%	-
---	------	------	---

Master’s Program Data: Corvallis Site

Table 10.
Instructor Ratings of Master’s CMHC Student Professional Disposition Aggregate Ratings, 2020-21 (% met)

Professional Disposition	Y1 Assessment n=21	Y2 Assessment n=16	Y3 Assessment n=15
1.	100%	100%	100%
2.	100%	100%	100%
3.	100%	100%	100%
4.	100%	100%	100%
5.	100%	100%	100%

Table 11.
Instructor Ratings of Master’s Professional School Counseling Student Professional Disposition Aggregate Ratings, 2020-21 (% met)

Professional Disposition	Y1 Assessment n=21	Y2 Assessment n=16	Y3 Assessment n=13
1.	100%	100%	100%
2.	100%	100%	100%
3.	100%	100%	100%
4.	100%	100%	100%
5.	100%	100%	100%

Table 12.
Alumni, Site Supervisor, Employer Ratings of Master’s Student Professional Disposition Aggregate Ratings, 2020-21 (% met)

Professional Disposition	Alumni (n=10)	Site Supervisor (n=14)	Employer (n=0)
1	83%	100%	-
2	67%	92%	-
3	67%	92%	-
4	83%	100%	-
5	67%	100%	-

Master’s Program Data: Cascades Site

Table 13.
Instructor Ratings of Master’s CMHC Student Professional Disposition Aggregate Ratings, 2020-21 (% met)

Professional Disposition	Y1 Fall N=22	Y1 Spring N=17
1	100%	100%
2	100%	100%
3	100%	100%
4	100%	100%
5	100%	100%
6	100%	100%

Table 14.
Instructor Ratings of Master’s Professional School Counseling Student Professional Disposition Aggregate Ratings, 2020-21 (% met)

Professional Disposition	COUN513 N=3 (missing 4)	COUN514 Spring N=7
1	100%	100%
2	100%	100%
3	100%	100%
4	100%	100%
5	100%	100%
6	100%	100%

Table 15.
Alumni, Site Supervisor, Employer Ratings of Master’s Student Professional Disposition Aggregate Ratings, 2020-21

Professional Disposition	Alumni (n=11)	Site Supervisor (n=13)	Employer (n=4)
1	90%	92%	100%
2	100%	100%	100%
3	100%	100%	100%
4	100%	92%	100%
5	100%	100%	100%

Alumni quotes:

- “There was widespread confusion about the process to apply for licensure upon graduation. I would highly recommend creating a specific resource (a FAQ or a required session) focused solely on that process for the final term or two of the MCOUN program.”

Site supervisor quotes:

- “Our OSU students have been excellent and have been taught and encouraged to practice all of the above skills and dispositions.”
- “Regarding assessment, diagnosis and treatment planning, I feel like the students could be more prepared prior to internship, having more experience with these aspects. My

experience with my intern was that they knew very little about the process when asked to complete a full assessment at the internship site.”

- “The Masters level students have excellent communication skills when counseling, but seem unsure and weak in the assessment, diagnostic, treatment planning, documentation, and psychopharmacology knowledge and application skills.”
- “I appreciate the opportunity to give feedback. The university is a great benefit to the profession and the community.”

Table 16

Key Findings	Further Information	Planned Program Modifications
Corvallis (alumni, site supervisor, employer survey): Data from alumni survey indicate that Corvallis MCoun alumni feel that only 2/3 of students or graduates meet dispositions relating to demonstrating characteristics of a helping professional, including emotional, and relational skills and learning behaviors (dispositions 2, 3, 5).	Most instructor-rated dispositions indicate no performance issues for students.	Review assessment procedures for instructor rating of dispositions and related actions.
Cascades alumni want more preparation in the licensure process.	Not the strongest data point; Only one student stated this on the survey.	Program will schedule group advising meeting during spring quarter of Y2 and invite licensure support staff to walk through what that process entails.
Cascades site supervisors want CMHC students to be more prepared for diagnostic assessment in internship.	Two site supervisors reported that Cascades students are not prepared adequately for diagnostic assessment.	Students typically take their diagnosis course during winter of their first year. Students do not diagnose clients at the practicum clinic. Program will provide more information to sites about the skills students are entering internship with.

Program Objective 3

Students within the counseling program reflect the demographic diversity of the communities in which they will be working.

3.1. Diversity of Ph.D. Program Learning Community

Table 17
Self-Identified Gender and Race/Ethnicity of Currently Enrolled Doctoral Students, 2020-21

	Male		Female		Non-binary/ Gender non-conforming	
	<i>n=23</i>	%	<i>n=43</i>	%	<i>n=0</i>	%
African-American/ Black	1	4%	4	10%		
American Indian or Alaska Native			1	2%		
Asian-American	3	13%	5	12%		
White	17	74%	21	49%		
Latinx	2	10%	7	16%		
Native Hawaiian, Other Pacific Islander						
Other Race/Ethnicity			4	9%		
Non-Resident Alien			1	2%		

Note. We used Federal definitions for race/ethnicity as per <https://www.census.gov/topics/population/race/about.html>

Table 18.
Alumni, Site Supervisor, Employer Ratings of Diverse Learning Community (Ph.D.), 2020-21

Student Diversity	Alumni (<i>n=7</i>)	Site Supervisor (<i>n=2</i>)	Employer (<i>n=0</i>)
Do you believe that OSU students/graduates reflect the demographic diversity of the communities in which they will be working?	100% yes 0% no	100% yes 0% no	-

3.2. Diversity of M.Coun (Cascades/Corvallis) Program Learning Community

Table 19
Self-Identified Gender and Race/Ethnicity of Currently Enrolled CMHC Master's Students, 2020-21 (Cascades and Corvallis Combined)

	Male		Female		Non-binary/ Non-conforming	
	<i>n=31</i>	%	<i>n=94</i>	%	<i>n=2</i>	%
African-American/ Black			1	1%		
American Indian or Alaska Native						
Asian-American	1	3%	3	3%		
White	23	74%	78	83%	1	50%
Latinx	1	3%	4	4%		
More than one	5	16%	3	3%		
Native Hawaiian, Other Pacific Islander						
Other Race/Ethnicity	1	3%	5	5%	1	50%

Note. We used Federal definitions for race/ethnicity as per <https://www.census.gov/topics/population/race/about.html>

Table 20
Self-Identified Gender and Race/Ethnicity of Currently Enrolled Professional School Counseling Students, 2020-21 (Cascades/Corvallis Combined)

	Male		Female		Non-binary/ Non-conforming	
	<i>n=9</i>	%	<i>n=68</i>	%	<i>n=1</i>	%
African-American/ Black						
American Indian or Alaska Native			3	4%		
Asian-American			2	3%		
White	5	56%	47	69%		
More than one			2	3%		
Latinx	4	44%	11	16%		
Native Hawaiian, Other Pacific Islander			1	1%		
Other Race/Ethnicity			2	3%	1	

Table 21.
Alumni, Site Supervisor, Employer Ratings of Diverse Learning Community (M.Coun Corvallis), 2020-21

Student Diversity	Alumni (n=10)	Site Supervisor (n=13)	Employer (n=0)
Do you believe that OSU students/graduates reflect the demographic diversity of the communities in which they will be working?	50% yes 37.5% no 12.5% other*	92.3% yes 7.7% no	-

Comment: “somewhat, but we lack representation for our indigenous population and hispanic population in central Oregon.”

Table 22.

Alumni, Site Supervisor, Employer Ratings of Diverse Learning Community (M.Coun Cascades), 2020-21

Student Diversity	Alumni (n=11)	Site Supervisor (n=13)	Employer (n=4)
Do you believe that OSU students/graduates reflect the demographic diversity of the communities in which they will be working?	80% yes 10% no 10% other	70% yes 15% no 15% other	100% yes 0% no 0% other

Table 23.

Key Findings	Further Information	Planned Program Modifications
Diversity profile of PhD students is better than MCoun students, particularly in the Corvallis program.	37.5% alumni in Corvallis MCoun program believe that OSU students/graduates do not reflect the demographic diversity of the communities in which they will be working.	The Corvallis program is hiring a Head Advisor in winter 2022. One of the tasks of the new Head Advisor is to recruit students from diverse backgrounds and rural areas to better reflect the populations that students will serve.

Summary of Planned Program Modifications, 2020-21

1. Add a KPI for social justice for the Ph.D. program.
2. Create exit survey for MCoun students, with employer contact information listed.
3. Integrate more training in comprehensive school counseling in internship courses (COUN 515 sequence).
4. Review assessment procedures for instructor rating of dispositions and related actions.
5. Schedule MCoun group advising meeting during spring quarter of final year and invite licensure support staff to walk through the licensure process.
6. (Cascades campus): Provide more information to sites about the skills students are entering internship with, especially regarding diagnostic skills.
7. (Corvallis campus): Hire a Head Advisor in winter 2022, and develop and implement a plan to recruit students from diverse backgrounds and rural areas to better reflect the populations that students will serve.