

## **2024 Counseling Programs Evaluation Outcomes Report**

Kansas State University

College of Education

Department of Special Education,  
Counseling, & Student Affairs

## Introduction

The purpose of this report is to present the results of the annual program evaluation meeting for the counseling programs at Kansas State University (KSU). Each year, the faculty members in the counseling programs at KSU meet to review data and evaluate the performance of their programs. During this meeting, faculty members discuss trends in the data, program strengths, areas for growth, and any necessary program modifications or substantive changes. This process ensures that program quality remains high and that the programs meet the accreditation standards set by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The counseling programs are evaluated annually using the following types of data:

1. Assessment of Key Performance Indicators (KPI)
2. Assessment of Key Professional Disposition Standards (i.e. COCATS assessment)
3. Demographics/characteristics of applicants, students, and graduates
4. Follow-up studies of graduates, site supervisors, and employers of graduates

Notes for 2024:

- Starting in the 2023-24 academic year, KSU stopped accepting students into the MS program and began accepting students in the newly approved Ed.S. in School Counseling program. During that same academic year, both the Ed.S. and the PhD programs began being offered in 100% online formats. For the 2024 annual report, both programs have been offered in an online format.
- During this transition, the counseling program faculty adopted new program evaluation tools to comply with CACREP standards. The faculty approved 11 KPIs that measure school counseling students' performance in their programs. The faculty also approved 6 KPIs that measure PhD students' performance in their programs. KPI in both programs are measured three times throughout each student's program using assessments that are chosen by the faculty. Lastly, the faculty approved 6 key professional disposition standards that measure the professional dispositions of students in all counseling programs. These standards are measured annually for each student using the COCATS assessment. These new tools were introduced in the 2023-2024 academic year and implemented for the entire 2024 year. The KPI and COCATS standards are provided in this report.

During the 2024 calendar year, 96% of our school counseling graduating class reported passing their licensure exam, 92% are employed, and 6% are furthering their education.

During the 2024 calendar year, there were 40 students enrolled and 18 graduated. In the counselor education and supervision doctoral program, one student graduated.

## **Program Evaluation Tools**

### **Ed.S. in School Counseling Key Performance Indicators (KPI)**

**KPI 1** - Student is able to differentiate the various theories and models of counseling

**KPI 2** - Student is able to establish and maintain an effective counseling relationship

**KPI 3** – Student is able to effectively design counseling groups.

**KPI 4** - Student is able to apply ethical and legal standards of counseling

**KPI 5** - Student is able to demonstrate knowledge of the components of a comprehensive school counseling program

**KPI 6** - Student is able to demonstrate knowledge of the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others

**KPI 7** - Student is able to conduct assessments of risk including suicide, danger to others, self-inflicted harm, and the presence of mental health disorders

**KPI 8** - Student is able to demonstrate knowledge of theories of individual and family development across the lifespan

**KPI 9** - Student is able to facilitate student skill development for career, educational, and life-work planning and management

**KPI 10** - Student is able to demonstrate knowledge of statistical concepts including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations

**KPI 11** - Student is able to evaluate counseling interventions and programs

### **Ph.D. in Counselor Education & Supervision Key Performance Indicators (KPI)**

**KPI CES 1** - Student is able to demonstrate knowledge of evidence-based counseling practices

**KPI CES 2** - Student is able to demonstrate clinical supervision skills

**KPI CES 3** - Student is able to demonstrate knowledge of instructional and curriculum design, delivery, and evaluation methods relevant to counselor education

**KPI CES 4** - Student is able to demonstrate knowledge of research designs appropriate to quantitative and qualitative research methodologies

**KPI CES 5** - Student is able to prepare professional conference proposals

**KPI CES 6** - Student is able to demonstrate knowledge of leadership and leadership development in professional organizations and counselor education programs

Key Professional Disposition Standards (COCATS) Assessment Report  
(Ratings: 1 = Unacceptable, 2 = Acceptable, 3 = Exemplary)

**Commitment to Professionalism**

- Student demonstrates professional behavior and integrity with faculty, supervisors, peers, and clients.
- Student demonstrates respect and honesty with faculty, supervisors, peers, and clients.
- Student demonstrates effective and appropriate communication verbally, electronically, and in writing with faculty, supervisors, peers, and clients.

**Orientation to Multiculturalism & Social Justice Advocacy**

- Student demonstrates willingness to increase awareness of own culture.
- Student is able to respond to clients' needs without imposing personal values.
- Student demonstrates willingness to understand the cultural worldview of others.
- Student demonstrates willingness to engage in social justice.
- Student acknowledges the role of marginalization in society.

**Capacity for Personal & Professional Growth**

- Student demonstrates active engagement in learning process.
- Student completes assignments in a timely manner and meets class expectations
- Student demonstrates ability to receive and integrate feedback.
- Student demonstrates openness to new ideas and concepts.
- Student demonstrates willingness to adapt and respond to changing environments or unexpected circumstances.

**Attention to Ethical and Legal Considerations**

- Student adheres to relevant ethical guidelines and legal mandates.
- Student seeks supervision when experiencing an ethical or legal concern.
- Student appropriately manages professional boundaries.
- Student maintains client confidentiality.
- Student does not endanger the safety or wellbeing of others.

**Teamwork, Collaboration & Interpersonal Relationships**

- Student demonstrates ability to cooperate and collaborate with others.
- Student is willing to compromise when necessary for team goals.
- Student demonstrates ability to contribute equally to group projects
- Student demonstrates ability to establish and maintain relationships with peers, faculty, supervisors, and clients.

**Self-Awareness**

- Student demonstrates ability and willingness to self-reflect honestly and objectively on their own values, needs, biases, and belief systems.
- Student is able to recognize one's own limitations and is able to accept personal responsibility.
- Student demonstrates insight into how one's words and actions can positively and

negatively affect the people around them.

- Student actively pursues learning about how one's words and actions are affecting others and the incorporation of feedback to create positive change.

## **Program Evaluation Outcomes**

### **Key Performance Indicators (KPI)**

- The KPI system has demonstrated strength for providing a “snapshot” of the programs’ health. We now have a Fall 2023 cohort and a second Fall 2024 cohort of results to compare.
- Overall, the KPI system is demonstrating a clear picture of outcomes for students providing information to segregate students’ performance. It is also providing data to inform program faculty areas to address course content for improvement.
  - KPI 9, showed slightly lower performance in the Ed.S. programs in both cohorts.
  - KPI 10, statistical concepts, showed lower performance in the Fall 2023 cohort.
- The PhD students are performing above 80% in all KPI according to our mean scores.
- The faculty discussed the need to continue to select meaningful assessments that will measure progress in each KPI appropriately.
- No program modifications or substantive changes related to KPI are warranted at this time

### **Key Professional Dispositions (COCATS)**

- The faculty recognized that the COCATS assessment was in its first use during the 2023-2024 academic year. The faculty agreed that the assessment itself was a strong tool, but the rating process may need to be modified in future use after complete analysis at the end of the 2024 calendar year.
  - The faculty agreed to review and revisit the rating process upon completion of 2024 and during the 2025 calendar year.
- Students in both the Ed.S. and PhD programs successfully demonstrated each of the 6 professional dispositions in 2024.
  - Ratings in “Orientation to Multiculturalism”, “Attention to Ethics”, and “Teamwork, Collaboration & Interpersonal Relationships” were slightly lower than the other three dispositions. This result was likely due to the rating process discussed above. Program faculty will continue to monitor these dispositions in 2025.
  - We will be introducing a new course for orientation to multiculturalism and social justice advocacy in the summer 2025 for our PhD program. Progress in the KPD will be monitored carefully over the next year.
  - KPD averages have made us aware to also monitor attention to ethical and legal considerations and teamwork, collaboration and interpersonal relationships as those two areas were aligned with scores for multiculturalism and social justice advocacy.
- No program modifications or substantive changes related to professional dispositions are needed at this time.

### **Demographics/Characteristics of Programs**

- The school counseling program demonstrated low racial, ethnic, and gender diversity among applicants, students, and graduates
  - Faculty discussed three strategies to recruit and retain more diverse students for

the Ed.S. in School Counseling program

- Utilize the newly established Chi Sigma Iota chapter, Kappa Alpha Tau, to provide leadership opportunities to diverse students. The first student membership initiation will take place in April 2025.

- Identify graduates who can serve as mentors to diverse students

- Utilize KSU's "Call Me Mister" program to increase enrollment among male students

- These strategies will be explored and implemented in 2025.

Systematic Follow-up Studies of Graduates, Supervisors, and Employers

- Overall, the school counseling program was highly rated by graduates and employers.

Members of the advisory committee for the Ed.S. program in school counseling also commented on strengths such as strong relationships with faculty, connection with other KSU alumni, and outstanding preparation for job of school counselor.

- Given the recent transition from in-person MS program to online EdS program, no further program modifications or substantive changes are needed at this time.

- These strengths were echoed in the PhD advisory committee meeting. Strong familial connection to the program, even over a virtual setting. Students are seen as a whole person, not just as a student.

- In addition, there was support for the addition of gatekeeping and remedial discussions, and adding the 957 Teaching and Leadership course into the program.

- Follow-up studies revealed three potential changes needed for the PhD in Counselor Education & Supervision

- More emphasis on student-faculty collaboration and structured dissertation process has been implemented.

- Changes to EDCEP 999 and goal-setting procedures for students in dissertation phase of program are in use now.