



Oregon State University

Oregon State University

Counseling Academic Unit

Annual Program Report

Academic Year 2022-23

Prepared by Counseling program faculty for program website posting:

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

In 2022, the OSU Cascades counseling program and Ecampus programs will apply for separate accreditation and eventually will prepare and disseminate separate reports once both programs are accredited separately.

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. We are currently in an accreditation cycle, with a self study being produced by December 2022 and a scheduled program review and visit in fall 2023. Note that the OSU Cascades counseling program and Ecampus programs will apply for separate accreditation in 2022 and eventually will prepare and disseminate separate reports once both programs are accredited separately.

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 Addressed

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.

Vital Statistics Survey

Each year we complete the online Vital Statistics Survey to report the important data including the number of current students, number of applicants, and demographic data for students and faculty. The following chart include vital statistics required to be posted on our website.

Table 1.
Vital Statistics Dashboard 2020-22

	Number of Graduates			Completion Rate (%)*			Job Placement Rate (%)**			Credentialing Exam Pass Rate (%)		
	AY21	AY22	AY23	AY21	AY22	AY23	AY21	AY22	AY23	AY21	AY22	AY23
PhD Counseling	11	17	10	93	93	75	100	100	100	-	-	-
MCoun CMHC Corvallis	10	15	15	79	83	67	100	100	100	100	100	100
MCoun CMHC Cascades	22	25	15	100	68	91	100	100	100	67	86	100
MCoun CMHC Total	32	40	30	90	75	80	100	100	100	84	93	100
MCoun SC Corvallis	11	18	17	78	95	63	100	100	100	-	-	-
MCoun SC Cascades	14	9	10	100	82	100	100	100	100	-	-	-
MCoun SC Total	25	27	27	89	89	79	100	100	100	-	-	-

*Defined as completion within 6 year period. **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.

Note. PhD Counseling and School Counseling students do not report taking credentialing exams post-graduation because their job positions either do not require it (school counseling) or they have already taken credentialing exams prior to entering the program (PhD Counseling).

Program Evaluation Process and Dissemination

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.

Prior 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 in 2021, we added thematic language about our program's focus on multiculturalism and social justice. In 2022, we made some adjustments to our mission statement to better reflect a commitment to antiracism. In coming years, we will 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 Vision

The Counseling Academic Unit in Corvallis strives to be a national and international leader in preparing counselors and counselors educators as change agents that advance diversity, equity, and inclusion.

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. We prepare counselors in antiracist practices to dismantle racism invariably tethered to other forms of oppression, such as genderism, sexism, classism, heterosexism, and ableism. 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 and antiracist practices to dismantle racism invariably tethered to other forms of oppression, such as genderism, sexism, classism, heterosexism, and ableism. 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 and antiracist practices to

dismantle racism invariably tethered to other forms of oppression, such as genderism, sexism, classism, heterosexism, and ableism. 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.

In 2022, we sent out the survey to Corvallis alumni, site supervisors, and employers only (Cascades alumni, site supervisors, and employers completed the survey in 2021). We had 74 total respondents; 23 PhD graduates, 24 MCoun graduates, 23 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

Each year we analyze the demographic diversity of applicants, current enrolled students, and graduates. This information is evaluated by faculty in our assessment meetings in order to assess and brainstorm ways to increase the diversity of the student body and how better to retain and support students and faculty from diverse backgrounds as part of establishing and sustaining a diverse learning community.

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 618B Practicum	Doctoral Practicum Evaluation	Clinical Evaluation (skills)	I
		COUN 619 Internship	Counseling Case Presentation	Presentation (skills)	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 (knowledge)	I
		COUN 619 Internship	Supervision Case Presentation	Presentation (skills)	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 (knowledge)	I
		COUN 619 Internship	Teaching Case Presentation	Presentation (skills)	M
B.4. Research & Scholarship	Demonstrate the ability to design research that is appropriate to quantitative and qualitative research questions		Written/Oral Exam	Exam (knowledge)	I
			Dissertation Defense	Oral Presentation (skills)	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	Research Paper (knowledge)	I
		COUN 619 Internship	Leadership and Advocacy Presentation	Presentation (skills)	M
B.6. Multiculturalism and Social Justice	Demonstrates advanced knowledge of multicultural issues and competencies, including social change theory and advocacy action planning	COUN 681 Adv. Diversity and Social Justice	Course Design for Multicultural/ Social Justice Class	Research Paper (knowledge)	I
		COUN 603	Written/Oral Exam	Exam (knowledge)	M

Scoring Key and Timeline for KPI Assessment (Ph.D.)

Several assessment methods are used to score KPI assessments in the PhD program. KPIs are indicated as “met” or “not met.” Most papers use a score of a B (83%) or above as met. See the Comprehensive Assessment Plan for specific KPI rubrics and the timeline of assessment.

1.2. Key Performance Indicators: MCoun Program

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

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 The Counseling Profession (SC)	Ethics Exam	Exam (knowledge)	I
		COUN 550 Foundations of Mental Health Counseling (CMHC)	Ethics Exam	Exam (knowledge)	I
		COUN 515 Internship II	PCPE Evaluation	Case Presentation (skills)	M
		COUN541: COUN 541 The Counseling	Professional Orientation Paper	Research Paper (knowledge)	I

		Profession [Cascades]			
		COUN515: Internship [Cascades]	Case Conceptualization: Professional Orientation & Ethical Practice	Conceptualization Paper (knowledge and skill)	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	COUN 581 Social and Cultural Perspectives	Building Multicultural Counseling Competencies	Paper (knowledge)	I
		COUN 515 Internship II	PCPE Evaluation	Clinical Evaluation (skills)	M
		COUN 581 Cross-Cultural [Cascades]	Investigating the Lived Experiences of Diverse Populations (case study and presentation)	Paper and Presentation (knowledge & skills)	I
		COUN 515 Internship [Cascades]	Case Conceptualization: Social and Cultural Diversity	Case Presentation (skills)	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 (knowledge)	I
		COUN 515 Internship II	PCPE Evaluation	Clinical Evaluation (skills)	M
		COUN514* [Cascades]	Case Conceptualization	Paper (knowledge)	M
Section 2.F.4. Career	4. Develops culturally relevant and technologically current career counseling skills and interventions	COUN 568 Career Development	CMH-Career Case Study SC-Career & College Readiness Paper	Research Paper (knowledge)	I
		COUN 515 Internship II	PCPE Evaluation	Clinical Evaluation (skills)	M
		COUN568 Career Development [Cascades]	Career Counseling Theory Paper	Research Paper (knowledge)	I
		COUN515 Internship [Cascades]	Vocational Development, Theory, and Application	Conceptualization Paper (knowledge)	M
Section 2. F. 5. Counseling and Helping Relationships	5. Demonstrates theory- and evidence-based and culturally	COUN 551 Counseling Theories I	Case Conceptualization Paper	Research Paper (knowledge)	I

	relevant counseling skills and practices	COUN 515 Internship II	PCPE Evaluation	Clinical Evaluation (skills)	M
		COUN 551 Counseling Theories I [Cascades]	Theoretical Orientation Paper	Paper (knowledge)	I
		COUN 513 Pre-Practicum [Cascades]	Skills Evaluation	Clinical Evaluation (skills)	M
Section 2. F. 6. Group Counseling and Group Work	6. Demonstrates theory-based and culturally relevant group counseling skills and practices	COUN 571 Group Counseling	Group Proposal Paper	Research Paper (knowledge)	I
		CPCE	Exam	Exam (knowledge)	M
		COUN 514 Practicum (CMHC & SC) [Cascades]	Group Application Assignment	Direct Contact Hours & Reflection Paper (skills and knowledge)	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	COUN 567 Appraisal	Assessment Data Interpretation and Intervention Development	Group Case Study Paper (knowledge)	I
		COUN 515 Internship II	PCPE Evaluation	Clinical Evaluation (skills)	M
		COUN 567 Appraisal [Cascades]	Instrument Evaluation	Research Paper (knowledge)	I
		CPCE	CPCE results on the Assessment and Testing section	Exam (knowledge)	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 (knowledge)	I
		CPCE	CPCE results on the Research section	Exam (knowledge)	M
Section 2. F. 2.	9. Social Justice Advocacy: Demonstrates the ability to analyze social injustices and to advocate for systemic	COUN 581 Cross-Cultural	Advocacy in Action Project & Paper	Research Paper (knowledge)	I
		COUN 515 Internship II	PCPE Evaluation	Clinical Evaluation (skills)	M
		COUN532* Social	Social Justice Issue	Paper	I

	change	and Cultural Perspectives [Cascades]	Paper	(knowledge)	
		COUN 515 Internship [Cascades]	Case Conceptualization: Social and Cultural Diversity	Conceptualization Paper (knowledge)	M
Section 5. G. 1., 2., 3.	M.COUN - SC Option: Develops comprehensive school counseling program based on current best practice	COUN 546 Leadership of School Counseling Programs	Comprehensive School Counseling Programs	Research Paper (knowledge)	I
		COUN 515 Internship III	Portfolio Project	Portfolio (knowledge)	M
		COUN515: Internship [Cascades]	Skills Evaluation, Spring quarter	Clinical Evaluation (skills)	M
Section 5. C. 1., 2., 3.	M.COUN – CMHC Option: Applies current best practice in assessment, diagnosis, and treatment planning to promote client wellness	COUN 577 Diagnosis	Movie Character Diagnostic Presentation	Research Paper (knowledge)	I
		COUN 515 Internship II	PCPE Evaluation	Clinical Evaluation (skills)	M
		COUN 577 Diagnosis [Cascades]	Case Conceptualization with Diagnosis	Research Paper (knowledge)	I
		COUN 515 Internship [Cascades]	Assessment, Diagnosis, & Counseling Plans	Research Paper (knowledge)	M

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

Scoring Key and Timeline for KPI Assessment (MCoun)

Several assessment methods are used to score KPI assessments in the PhD program. KPIs are indicated as “met” or “not met.” Most papers use a score of a B (83%) or above as met. The CPCE is a national exam and has a standardized score. See the Comprehensive Assessment Plan for specific KPI rubrics and the timeline of assessment.

1.3. Program Objective 1 Results

Ph.D. Program Data

Table 2.

PhD Counseling Student KPI Aggregate Ratings by Faculty Advisor, % Met, 2020-23

KPI	Introductory	Introductory	Introductory	Mastery	Mastery	Mastery
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	AY21 (n = 13)	AY22 (n = 12)	AY23 (n = 12)	AY21 (n = 13)	AY22 (n = 12)	AY23 (n = 12)
1	100	100	100	100	100	100
2	100	100	100	100	100	100
3	100	100	100	100	100	100
4	92	100	92	100	100	100
5	100	83	100	100	100	100
6	100	100	100	100	100	100

Table 3.

PhD Counseling Student KPI Aggregate Ratings by Alumni, Site Supervisor, and Employers, % Met, 2020-23

KPI	Alumni AY21 (n = 9)	Alumni AY22 (n = 13)	Alumni AY23 (n = 6)	Site Sup. AY21 (n = 2)	Site Sup. AY22 (n = 0)	Site Sup. AY23 (n = 2)	Employers AY21 (n = 0)	Employers AY22 (n = 0)	Employers AY23 (n = 3)
1	100	100	83	100	-	100	-	-	100
2	100	100	100	100	-	100	-	-	100
3	100	92	83	100	-	100	-	-	100
4	92	92	83	92	-	50	-	-	100
5	100	92	83	100	-	100	-	-	100
6	100	92	100	100	-	100	-	-	100

*Note. Doctoral students do not typically have site supervisors (core faculty serve as individual/ triadic supervisors). No site supervisors of doc students responded to the survey in AY22, and no employers of doctoral students responded to the survey in AY21 nor AY22.

Master’s Program Data: Corvallis Site

Table 4.

M.Coun Student KPI Aggregate Ratings by Faculty Advisors, % Met, 2020-23 (Corvallis)

KPI	Introductory AY21 (n = 41)	Introductory AY22 (n = 40)	Introductory AY23 (n = 40)	Mastery AY21 (n = 41)	Mastery AY22 (n = 40)	Mastery AY23 (n = 40)
1	100	93	100	100	100	98
2	90	98	100	100	100	100
3	95	100	100	100	92	100
4	100	100	98	90	100	100
5	100	100	95	100	100	100
6	100	100	100	100	100	100
7	100	100	100	100	100	100
8	100	100	98	100	100	100
9	90	93	100	100	100	100
10	100	100	100	93	100	100
11	100	100	100	86	100	100

Table 5.

M.Coun KPI Aggregate Ratings by Alumni, Site Supervisor, and Employers, % Met, 2020-23 (Corvallis)

KPI	Alumni AY21 (n = 10)	Alumni AY22 (n = 22)	Alumni AY22 (n = 11)	Site Sup. AY21 (n = 13)	Site Sup. AY22 (n = 15)	Site Sup. AY23 (n = 28)	Employers AY21 (n = 0)	Employers AY22 (n = 2)	Employers AY22 (n = 3)
1	83	86	100	100	86	96	-	100	100
2	50	81	82	100	93	96	-	100	100
3	50	95	82	100	80	96	-	100	100
4	50	81	82	100	100	92	-	100	100
5	50	95	82	100	93	96	-	100	100
6	50	77	82	100	86	96	-	100	100
7	67	91	82	100	93	92	-	100	100
8	33	81	82	100	100	92	-	100	100
9	67	91	82	100	100	96	-	100	100
10	50	86	75	100	93	96	-	100	100
11	67	86	100	100	93	96	-	100	100

Master’s Program Data: Cascades Site

Table 6.

M.Coun Student KPI Aggregate Ratings by Faculty Advisors, % Met, 2020-23 (Cascades)

KPI	Introductory AY21 (n = 41)	Introductory AY22 (n = 41)	Introductory AY23 (n = 42)	Mastery AY21 (n = 41)	Mastery AY22 (n = 41)	Mastery AY23 (n = 33)
1	95	100	98	100	100	100
2	100	100	100	100	100	100
3	100	100	100	92	100	100
4	100	100	100	100	100	100
5	100	98	98	100	96	100
6	84	100	100	100	100	100
7	100	100	94	100	100	100
8	100	100	100	100	97	94
9	100	100	100	100	100	100
10	100	95	100	100	100	100
11	88	100	100	100	100	96

Table 7.

M.Coun KPI Aggregate Ratings by Alumni, Site Supervisor, and Employers, % Met, 2020-23 (Cascades)

KPI	Alumni AY21 (n = 11)	Site Sup. AY21 (n = 13)	Employer AY21 (n = 4)	Alumni AY23 (n = 11)	Site Sup. AY23 (n = 9)	Employer AY23 (n = 1)
1	90	100	100	100	100	100
2	80	92	100	100	100	100
3	80	69	75	100	89	100
4	90	77	50	100	100	100
5	90	77	50	100	89	100
6	70	62	75	100	100	100
7	90	77	100	100	89	100
8	90	62	75	100	89	100

9	90	69	75	100	89	100
10	50	44	67	100	100	100
11	90	67	75	100	75	0*

Note. Cascades campus did not collect alumni, site supervisor, and employer data in AY22.

*Employer comment: “Needs more practice with diagnosis and treatment planning”

Planned Program Modifications from past year (21-22)

Key Findings	Further Information	Planned Program Modifications	Result
Corvallis MCoun Site Supervisors rated students lowest on 3. Human Growth and Development KPI (80% met).	This was a drop of 20% from last year’s survey.	Ensure a core faculty member teaches 3. Human Growth and Development; integrate more discussions about developmental theory in internship courses.	Dr. Olivia Lewis (core faculty) took over the Human Growth and Development course in AY23. More developmental theory is being discussed in internship courses. Site supervisors report improved developmental theory knowledge.
Very few employers respond to the stakeholder survey. (Both Corvallis and Cascades)	This is the second year of low employer response rate. No current database exists from which to contact employers; we rely on students forwarding the survey.	Double efforts on building a database as an easier way to reach employers. We also think that more actively communicating with employers beyond just the need for survey responses can increase participation.	This continues to be an issue. Will continue to build database to enhance recruitment of employer data.

Planned Program Modifications for coming year (23-24)

Key Findings	Further Information	Planned Program Modifications	Result
Cascades MCoun Employer noted that	Because of lack of employer data, it is	Monitor CMHC student development of	Review in AY24.

<p>some CMHC students need support in developing diagnosis and treatment planning skills.</p>	<p>unclear whether this is a trend.</p>	<p>diagnostic and treatment planning skills in internship and provide further training as needed.</p>	
<p>Very few employers respond to the stakeholder survey. (Both Corvallis and Cascades)</p>	<p>This is the second year of low employer response rate. No current database exists from which to contact employers; we rely on students forwarding the survey.</p>	<p>Double efforts on building a database as an easier way to reach employers. We also think that more actively communicating with employers beyond just the need for survey responses can increase participation.</p>	<p>This continues to be an issue. Will continue to build database to enhance recruitment of employer data.</p>

Program Objective 2

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

2.1. Professional Dispositions: Ph.D.

Professional Disposition	Corresponding attitudes/behaviors	Met/ Not Met
1. Student demonstrates self-awareness	<ol style="list-style-type: none"> 1. Student accurately self reports goals 2. Student accurately self-reports motives, strengths, and weaknesses 3. Student demonstrates capacity to predict the impact of their own behavior on others and/or on groups or organizations 4. Student demonstrates awareness of own cultural influences, belief systems, values, social positions, power, and privilege 5. Student demonstrates awareness of own relational effect on faculty, staff, supervisors, peers, and clients. 	
2. Student demonstrates personal characteristics of a helping professional	<ol style="list-style-type: none"> 1. Student demonstrates honesty, fairness, and respect for others 2. Student demonstrates ability to identify and appropriately accept personal responsibility 3. Student demonstrates ability to adapt to requirements, changes, unexpected events, & new situations 4. Respect for cultural and lifestyle differences; appreciation for culture and cultural experiences. 	
3. Student demonstrates emotional and relational skills of a helping professional	<ol style="list-style-type: none"> 1. Student demonstrates appropriate verbal and non-verbal communication while relating to faculty, staff, supervisors, peers, & clients 2. Student demonstrates ability to listen to others and appropriately communicate empathy and understanding 3. Student recognizes and maintains appropriate boundaries with faculty, staff, supervisors, peers, & clients. 	
4. Student demonstrates professional behaviors	<ol style="list-style-type: none"> 1. Student considers and adheres to the ethical guidelines of the profession in educational and professional settings. 2. Student communicates and responds in a prompt and professional manner when relating to faculty, staff, supervisors, peers & clients 3. Student is prompt and regularly attends class, program meetings, and clinical practice activities. 4. Student demonstrates understanding of and adherence to all program and site policies and procedures. 	
5. Student demonstrates learning behaviors of a doctoral student in counseling	<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 	

	<p>integrates feedback from faculty, supervisors, and peers.</p> <ol style="list-style-type: none"> 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. 	
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Scoring Key and Timeline for Dispositional Assessment (PhD)

Dispositions are indicated as “met” or “not met.” See the Comprehensive Assessment Plan for the timeline of assessment.

2.2. Professional Dispositions: MCoun (Corvallis site)

Professional Disposition	Corresponding attitudes/behaviors	Met/ Not Met
1. Student demonstrates self-awareness	<ol style="list-style-type: none"> 1. Student accurately self reports goals 2. Student accurately self-reports motives, strengths, and areas for growth 3. Student demonstrates capacity to predict the impact of their own behavior on others and/or on groups or organizations 4. Student demonstrates awareness of own cultural influences, belief systems, values, social positions, power, and privilege 5. Student demonstrates awareness of own relational effect on faculty, staff, supervisors, peers, and clients. 	
2. Student demonstrates personal characteristics of a helping professional	<ol style="list-style-type: none"> 1. Student demonstrates honesty, fairness, and respect for others 2. Student demonstrates ability to identify and appropriately accept personal responsibility 3. Student demonstrates ability to adapt to requirements, changes, unexpected events, & new situations 4. Respect for cultural and lifestyle differences; appreciation for culture and cultural experiences. 	
3. Student demonstrates emotional and relational skills of a helping professional	<ol style="list-style-type: none"> 1. Student demonstrates appropriate verbal and non-verbal communication while relating to faculty, staff, supervisors, peers, & clients 2. Student demonstrates ability to listen to others and appropriately communicate empathy and understanding 3. Student recognizes and maintains appropriate boundaries with faculty, staff, supervisors, peers, & clients. 	
4. Student demonstrates professional behaviors	<ol style="list-style-type: none"> 1. Student considers and adheres to the ethical guidelines of the profession in educational and professional settings. 2. Student communicates and responds in a prompt and professional manner when relating to faculty, staff, 	

	<p>supervisors, peers & clients</p> <p>3. Student is prompt and regularly attends class, program meetings, and clinical practice activities.</p> <p>4. Student demonstrates understanding of and adherence to all program and site policies and procedures.</p>	
<p>5. Student demonstrates learning behaviors of a graduate student in counseling</p>	<p>1. Student completes all assigned tasks in an ethical and effective manner, including all class assignments, clinical or supervision reports.</p> <p>2. Student responds non-defensively to, reflects on, and integrates feedback from faculty, supervisors, and peers.</p> <p>3. Student demonstrates engagement in developing cultural proficiency and social justice advocacy skills</p> <p>4. Student is curious and actively seeks knowledge and experiences that add to professional learning & development</p>	

Scoring Key and Timeline for Dispositional Assessment (MCoun Corvallis)

Dispositions are indicated as “met” or “not met.” See the Comprehensive Assessment Plan for the timeline of assessment.

2.3. Professional Dispositions: MCoun (Cascades site, until Spring 2023)

Disposition	As Evidenced by...	0	1	2	3	4
<p>1. 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>2. Empathy. Counselors who have empathy attempt to understand and develop a felt</p>	<p>Demonstrating the ability to seek and feel into the perspective of another.</p>					

sense for the emotions, perceptions, and needs of their clients and peers. Empathetic counselors respectfully display empathy in their professional relationships.

Affirming, supporting, and advocating for their clients and peers in their lived experiences.					
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.					
Clearly demonstrating the ability to enact empathy versus other related constructs such as pity and sympathy.					

<p>3. 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>	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.					
	Openness to new ideas (about others and oneself) and critical feedback offered by others about counseling and academic-related work.					
	Actively participating in Socratic dialogue (in the classroom, supervision, and with clients).					
<p>4. 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>	Upholding the professional ethical and legal standards of the profession.					
	Demonstrating fidelity in the agreements made in counseling, supervisory, and other professional relationships.					
	Tolerating conflict, taking responsibility for mistakes, apologizing when necessary, and making attempts to repair when necessary.					
	Demonstrating a strong commitment to maintaining strong written and verbal communication skills.					
<p>5. Wellness. Counselors practice their personal holistic wellness in their personal and</p>	Engaging in a wellness practice that is intentional, planned, and readily articulated.					

professional lives, including their mental, emotional, physical, spiritual, relational, vocational, and cultural selves.	Being open to and incorporating new wellness strategies based on new information, activating events, or changing life circumstances.					
	Demonstrating a commitment to reflecting upon their own wellness with others throughout the duration of their career.					
6. Cultural Humility. Counselors have an ethical imperative to maintain awareness of their own worldview and intersecting identities and how these things may impact their interactions with others, both within and outside of conscious awareness. Counselors are capable of maintaining their own worldview while honoring and working with elements of other worldviews and identities that may be different than their own.	Having a developing sense of self and how one’s identities converge to inform one’s view of reality, and how this reality may impact relationships with others.					
	Critically examining assumptions that are potentially harmful to self or others, and challenging these assumptions often, both in self-reflection work and with peers, supervisors, and professors.					
	Engaging in activities (conversations, scholarly works, conferences, advocacy) that increase one’s awareness of one’s own and others’ power, oppression, and privilege.					
	Demonstrating an awareness of systems impact on people’s development and taking steps to challenge and/or intervene in systemic barriers.					

Professional Dispositions: MCoun (Cascades site, Spring 2023 onwards)

The Cascades faculty adjusted their professional dispositions scale in spring 2023. The timelines of assessment and rating scale are the same as the previous dispositions assessment.

Disposition	N	1	2	3	4
1. Integrates constructive feedback on academic assignments, counseling and counseling-related activities, and interpersonal interactions.					
2. Is present, engaged, and attentive during class (e.g., does not fall asleep, not distracted on phone or electronic devices), practicum/internship, and other program-related events.					
3. Initiates conversation(s) with advisor, instructor, or supervisor when noticing that attendance, academic performance, classroom engagement, or experience at site does not meet self or programmatic expectations					

4. Collaborates with instructors, advisors, and supervisors on identified areas for growth.					
5. Responds in a prompt and timely manner (e.g., within the specified timeframe) to advisor, instructor, and supervisor emails and other course-related and program-related announcements.					
6. Takes responsibility for their actions (e.g., uses “I-statements”, avoids using blaming language and sarcasm, and proactively addresses conflict when arises) in classroom discussions, small group interactions, or in one-on-one conversations with peers, instructors, advisors, and supervisors.					
7. Can articulate how their participation, responses, and feedback in small-group, large-group, and one-on-one discussions may impact others.					
8. Communicates in a respectful manner that encourages dialogue between peers, clients, instructors, advisors, and/or supervisors.					
9. Engages in conversations regarding, and identifies sources of, power/privilege, intersectionality, dominant perspectives/worldviews that can impact learning activities and discussions.					
10. Preserves confidentiality and client privacy across all settings including refraining from discussing client and student-client cases in non-academic and/or non-supervisory settings.					
11. Adheres to class and field experience attendance policies (including not missing more than the required number of classes, arriving on time, and staying the full time) and notifying advisors, instructors, and supervisors in advance of absences.					
12. Initiates conversations with instructors, advisors, and supervisors when ethical/legal concerns related to client welfare arise.					
13. Initiates opportunities for promoting social justice and advocacy in alignment with values of the profession’s ethical codes.					
14. Applies a commitment to continued learning and development required to be a counselor (e.g., clear goals for curricular experience, tolerating ambiguity, recognizing multiple perspectives to learning, multiple ways of knowing and learning, seeking out additional literature and scholarship regarding power, oppression, privilege, and allyship).					

Scoring Key and Timeline for Dispositional Assessment (MCoun Cascades)

Dispositions are rated on a four point system, with 1 = Below Expectations, 2 = Near Expectations, 3 = Meets Expectations, and 4 = Exceeds Expectations. Students must earn a score of “3” or higher in all areas in order to pass the evaluation. Thus, scores of 3 or 4 are indicated as “met,” and scores of 1 or 2 are indicated as “not met.” See the Comprehensive Assessment Plan for the timeline of assessment.

2.4. Program Objective 2 Results

Doctoral Program Data

Table 8.

PhD Counseling Student Professional Disposition Aggregate Ratings by Faculty Advisor, % Met, 2020-23

KPI	Y1 Eval AY21 (n = 13)	Y1 Eval AY22 (n = 12)	Y1 Eval AY23 (n = 12)	Y2 Eval AY21 (n = 13)	Y2 Eval AY22 (n = 12)	Y2 Eval AY23 (n = 12)
1	100	100	100	100	100	100
2	100	100	100	100	100	100
3	100	100	100	100	100	100
4	100	100	100	100	100	100
5	100	100	100	100	100	100

Table 9.

PhD Counseling Student Professional Disposition Aggregate Ratings by Alumni, Site Supervisor, and Employers, % Met, 2020-23

KPI	Alumni AY21 (n = 9)	Alumni AY22 (n = 12)	Alumni AY23 (n = 6)	Site Sup. AY21 (n = 2)	Site Sup. AY22 (n = 0)	Site Sup. AY23 (n = 2)	Employers AY21 (n = 0)	Employers AY22 (n = 0)	Employers AY23 (n = 3)
1	88	100	83	100	-	100	-	-	100
2	100	100	67	100	-	100	-	-	100
3	88	92	67	100	-	100	-	-	100
4	100	100	83	100	-	100	-	-	100
5	100	100	83	100	-	100	-	-	100

*Note. Doctoral students do not typically have site supervisors (core faculty serve as individual/ triadic supervisors). No site supervisors of doc students responded to the survey in AY22, and no employers of doctoral students responded to the survey in AY21 nor AY22.

Master’s Program Data: Corvallis Site

Table 10.

M.Coun CMHC Student Professional Disposition Aggregate Ratings by Faculty Advisor, % Met, 2020-23 (Corvallis)

Disposition	Y1 Eval AY21 (n = 21)	Y1 Eval AY22 (n = 19)	Y1 Eval AY23 (n = 21)	Y2 Eval AY21 (n = 16)	Y2 Eval AY22 (n = 18)	Y2 Eval AY23 (n = 19)
1	100	100	100	100	100	100
2	100	100	100	100	100	100
3	100	100	100	100	100	94
4	100	100	100	100	100	100
5	100	100	100	100	100	100

Table 11.

M.Coun School Counseling Student Professional Disposition Aggregate Ratings by Faculty Advisor, % Met, 2020-23 (Corvallis)

Disposition	Year 1 AY21 (n = 21)	Year 1 AY22 (n = 21)	Year 1 AY23 (n = 20)	Year 2 AY21 (n = 16)	Year 2 AY22 (n = 21)	Year 2 AY23 (n = 21)
1	100	100	100	100	100	100
2	100	100	100	100	100	100
3	100	100	100	100	100	100
4	100	100	100	100	100	95
5	100	100	100	100	100	95

Table 12.

M.Coun Student Professional Disposition Aggregate Ratings by Alumni, Site Supervisors, Employers, % Met, 2020-23 (Corvallis)

Disp.	Alumni AY21 (n = 11)	Alumni AY22 (n = 13)	Alumni AY23 (n = 11)	Site Sup. AY21 (n = 13)	Site Sup. AY22 (n = 13)	Site Sup. AY23 (n = 28)	Employers AY21 (n = 0)	Employers AY22 (n = 4)	Employers AY23 (n = 3)
1	90	90	82	92	90	96	-	100	100
2	100	90	82	100	90	96	-	100	100
3	100	100	100	100	100	92	-	100	100
4	100	81	82	92	81	96	-	100	100
5	100	90	82	100	90	96	-	100	100

Master’s Program Data: Cascades Site

Table 13.

M.Coun CMHC Student Professional Disposition Aggregate Ratings by Faculty Advisor, % Met, 2020-23 (Cascades)

Disposition	Y1 Fall AY21 (n = 22)	Y1 Fall AY22 (n = 22)	Y1 Fall AY23 (n = 22)	Y2 Spring AY21 (n = 17)	Y2 Spring AY22 (n = 22)	Y2 Spring AY23 (n = 21)
1	100	100	100	100	100	*
2	100	100	100	100	100	*
3	100	100	100	100	100	*
4	100	100	100	100	100	*
5	100	100	100	100	100	*
6	100	100	100	100	100	*

**Cascades Spring 2023 Dispositional Assessment (Y2 students; new dispositions form)*

Disposition	Y2 Spring AY23 (n = 21)
1	100
2	100
3	100
4	100

5	100
6	100
7	100
8	100
9	100
10	100
11	100
12	100
13	100
14	100

Table 14.
M.Coun School Counseling Student Professional Disposition Aggregate Ratings by Faculty Advisor, % Met, 2020-23 (Cascades)

Disposition	Y1 Fall AY21 (n = 7)	Y1 Fall AY22 (n = 9)	Y1 Fall AY23 (n = 9)	Y1 Spring AY21 (n = 7)	Y1 Spring AY22 (n = 9)	Y1 Spring AY23 (n = 6)
1	100	95	100	100	100	100
2	100	100	100	100	100	100
3	100	100	100	100	92	100
4	100	100	100	100	100	100
5	100	100	100	100	70	100
6	100	71	100	100	100	100

Table 15.
*M.Coun Professional Disposition Aggregate Ratings by Alumni, Site Supervisors, and Employers, % Met, 2020-23 (Cascades)**

Professional Disposition	AY21 Alumni (n = 11)	AY21 Site Supervisor (n = 13)	AY21 Employer (n = 4)	AY23 Alumni (n = 11)	AY23 Site Supervisor (n = 9)	AY23 Employer (n = 1)
1	90	92	100	91	100	100
2	100	100	100	100	100	100
3	100	100	100	100	100	100
4	100	92	100	100	89	100
5	100	100	100	100	100	100
6	100	100	100	100	100	100

*Note: No additional data for Cascades site was collected in 2022.

Planned Program Modifications from past year (21-22)

Key Findings	Further Information	Planned Program Modifications	Result
Only 81% of Corvallis MCoun alumni and site supervisors rated PD4 Professional Behaviors	This was a drop from last year’s survey; drop of 19% (alumni) and 11% (site supervisors).	Discuss professional expectations regarding timeliness, communication,	This remains a concern for alumni though site supervisors

as “met.”	Students have been noted as struggling with promptness and professionalism during field experiences regarding communication and attending meetings on time (PD4.2, 4.3)	dependability during clinical field orientations and practicum.	and employers did not report this as a concern in AY23. Continue to discuss with current MCoun students.
Only 70% of Cascades MCoun School Counseling students were rated as “met” for PD5 Wellness.	100% of students received “met” ratings in Fall Y1, but only 70% in Spring Y1. In comparison, 71% received “met” ratings for PD6 in Fall Y1 and 100% in Spring Y2.	There are likely inconsistencies in how PDs are being rated across fall and spring terms. Plan to discuss PD evaluation by Cascades faculty to ensure consistency.	Improved consistency in assessment through development of a new 14 item scale. All students met expectations in spring 2023. Continue to monitor.

Planned Program Modifications for next year (23-24)

Key Findings	Further Information	Planned Program Modifications	Result
Corvallis MCoun alumni seem concerned about professional behaviors (PD4) related to timeliness, communication, dependability.	Concern was not shared by site supervisors and employers in AY23.	Continue to discuss professional expectations regarding timeliness, communication, dependability during clinical field orientations and practicum.	Review in AY24.

Program Objective 3

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

Note. For all demographics, we used Federal definitions for race/ethnicity as per <https://www.census.gov/topics/population/race/about.html>

3.1. Diversity of Ph.D. Program Learning Community

Table 16.

Self-Identified Gender and Race/Ethnicity of PhD Counseling Applicants, 2021-23

Race/Ethnicity	Male				Female				Non-binary			
	2021	2022	2023	+/-	2021	2022	2023	+/-	2021	2022	2023	+/-
African-American/ Black	2	1	5	+4	4	6	4	-2	-	-	1	+1
American Indian or Alaska Native	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Asian-American	1	-	2	+2	3	2	1	-1	-	-	-	-
White	7	4	4	0	29	19	36	+17	2	1	1	0
Latinx/Hispanic	4	2	2	0	7	8	9	+1	-	-	-	-
Native Hawaiian, Other Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
Other Race/Ethnicity/ Two or More	1	1	-	-1	5	2	4	+2	-	-	-	-
Non-Resident Alien	-	-	-	-	-	-	-	-	-	-	-	-
Declined by Student	1	-	-	-	4	2	1	-1	1	1	1	0

Table 17.

Self-Identified Gender and Race/Ethnicity of Currently Enrolled PhD Counseling Students, 2021-23

Race/Ethnicity	Male				Female				Non-binary			
	2021	2022	2023	+/-	2021	2022	2023	+/-	2021	2022	2023	+/-
African-American/ Black	-	1	3	+2	4	3	6	+3	-	-	-	-
American Indian or Alaska Native	-	-	-	-	1	1	1	0	-	-	-	-
Asian/Asian-American	1	1	-	-1	6	6	3	-3	-	-	-	-
White	8	5	4	-1	15	20	18	-2	-	-	-	-
Latinx/Hispanic	2	4	3	-1	5	7	11	+4	-	-	-	-
Native Hawaiian, Other Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
Other Race/Ethnicity/ Two or More	-	1	1	0	3	3	4	+1	-	-	-	-
Non-Resident Alien	-	-	-	-	-	-	-	-	-	-	-	-
Declined by Student	-	-	-	-	-	-	-	-	1	1	1	0

Table 18

Self-Identified Gender and Race/Ethnicity of PhD Counseling Graduates, 2021-23

Race/Ethnicity	Male				Female				Non-binary			
	2021	2022	2023	+/-	2021	2022	2023	+/-	2021	2022	2023	+/-
African-American/ Black	1	-	-	-	-	-	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	3	-	-3	-	-	-	-
Asian/Asian-American	-	-	1	+1	-	1	3	+2	-	-	-	-
White	7	6	1	-5	2	4	5	+1	-	-	-	-
Latinx/Hispanic	-	1	1	0	1	1	-	-1	-	-	-	-
Native Hawaiian, Other Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
Other Race/Ethnicity/ Two or More	-	-	-	-	-	1	-	-1	-	-	-	-
Non-Resident Alien	-	-	-	-	-	-	-	-	-	-	-	-
Declined by Student	-	-	-	-	-	-	-	-	-	-	-	-

Table 19.

Alumni, Site Supervisor, Employer Ratings of PhD Counseling Student Diversity Representation, % Agree, 2021-22

Student Diversity Representation	Alumni AY21 (n = 15)	Alumni AY22 (n = 15)	Alumni AY23 (n = 6)	Site Sup AY21 (n = 2)	Site Sup AY22 (n = 0)	Site Sup AY23 (n = 2)	Employer AY21 (n = 0)	Employer AY22 (n = 0)	Employer AY23 (n = 3)
Do you believe that OSU students/graduates reflect the demographic diversity of the communities in which they will be working?	100	100	83	100	-	100	-	-	100

*Note. Doctoral students do not typically have site supervisors (core faculty serve as individual/ triadic supervisors). No employers of doctoral students responded to the survey in AY21 nor AY22.

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

Master’s Program Data: Corvallis Site

Table 20

Self-Identified Gender and Race/Ethnicity of MCoun CMHC Applicants, 2021-23 (Corvallis)

Race/Ethnicity	Male				Female				Non-binary			
	2021	2022	2023	+/-	2021	2022	2023	+/-	2021	2022	2023	+/-
African-American/ Black	-	-	1	-	1	1	3	+2	1	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-	1	+1	-	-	-	-
Asian/Asian-American	-	-	-	-	-	-	2	+2	-	-	1	+1
White	13	24	17	-7	71	73	71	-2	-	2	5	+3
Latinx/Hispanic	1	1	3	+2	15	5	11	+6	-	-	1	-1
Native Hawaiian, Other Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
Other Race/Ethnicity/ Two or More	2	4	-	-4	7	9	8	-1	1	1	-	-1
Non-Resident Alien	-	-	-	-	-	1	-	-1	-	-	-	-
Declined by Student	-	-	-	-	-	4	1	-3	-	-	-	-

Table 21.

Self-Identified Gender and Race/Ethnicity of Currently Enrolled MCoun CMHC Students, 2021-23 (Corvallis)

Race/Ethnicity	Male				Female				Non-binary			
	2021	2022	2023	+/-	2021	2022	2023	+/-	2021	2022	2023	+/-
African-American/ Black	-	-	-	-	-	-	1	+1	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-	1	+1	-	-	-	-
Asian/Asian-American	-	-	-	-	5	5	6	+1	-	-	-	-
White	11	12	13	+1	43	48	48	0	-	-	-	-
Latinx/Hispanic	1	1	2	+1	8	7	8	+1	-	-	1	+1
Native Hawaiian, Other Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
Other Race/Ethnicity/ Two or More	3	3	3	0	4	5	7	+2	-	-	-	-
Non-Resident Alien	-	-	-	-	-	-	-	-	-	-	-	-
Declined by Student	-	1	1	0	-	1	1	0	1	-	-	-

Table 22.

Self-Identified Gender and Race/Ethnicity of Currently Enrolled MCoun CMHC Graduates, 2021-23 (Corvallis)

Race/Ethnicity	Male	Female	Non-binary
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	2021	2022	2023	+/-	2021	2022	2023	+/-	2021	2022	2023	+/-
African-American/ Black	-	-	-	-	1	-	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Asian-American	1	-	-	-	-	-	-	-	-	-	-	-
White	3	4	2	-2	2	6	12	+6	-	-	-	-
Latinx/Hispanic	-	-	-	-	1	2	-	-2	-	-	-	-
Native Hawaiian, Other Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
Other Race/Ethnicity/ Two or More	-	-	-	-	1	1	1	0	-	1	-	-1
Non-Resident Alien	-	-	-	-	-	-	-	-	-	-	-	-
Declined by Student	-	-	-	-	1	-	-	-	-	-	-	-

Table 23.
Self-Identified Gender and Race/Ethnicity of Currently Enrolled MCoun School Counseling Applicants, 2021-23 (Corvallis)

Race/Ethnicity	Male				Female				Non-binary			
	2021	2022	2023	+/-	2021	2022	2023	+/-	2021	2022	2023	+/-
African-American/ Black	-	-	1	+1	2	1	1	0	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-	1	+1	-	-	-	-
Asian/Asian-American	-	-	-	-	-	-	-	-	-	-	-	-
White	7	3	8	+5	30	28	27	-1	2	1	1	0
Latinx/Hispanic	1	1	2	+1	10	9	6	-3	-	-	-	-
Native Hawaiian, Other Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
Other Race/Ethnicity/ Two or More	-	1	3	+2	6	6	3	-3	-	-	-	-
Non-Resident Alien	-	-	-	-	-	-	-	-	-	-	-	-
Declined by Student	-	-	-	-	-	-	-	-	-	-	-	-

Table 24.
Self-Identified Gender and Race/Ethnicity of Currently Enrolled MCoun School Counseling Students, 2021-23 (Corvallis)

Race/Ethnicity	Male				Female				Non-binary			
	2021	2022	2023	+/-	2021	2022	2023	+/-	2021	2022	2023	+/-
African-American/ Black	-	-	-	-	-	1	2	+1	-	-	-	-
American Indian or Alaska Native	-	1	1	0	2	-	-	-	-	-	-	-
Asian/Asian-American	-	-	-	-	1	2	+1	-	-	-	-	-
White	5	5	8	+3	37	32	34	+2	1	-	-	-
Latinx/Hispanic	4	2	3	0	13	14	11	-3	-	-	-	-
Native Hawaiian, Other Pacific Islander	-	-	-	-	1	-	-	-	-	-	-	-
Other Race/Ethnicity/ Two or More	-	-	-	-	-	-	2	+2	-	-	-	-
Non-Resident Alien	-	-	-	-	1	1	1	0	-	-	-	-
Declined by Student	-	1	2	+1	3	2	2	0	1	-	1	+1

Table 25.
Self-Identified Gender and Race/Ethnicity of Currently Enrolled MCoun School Counseling Graduates, 2021-23 (Corvallis)

Race/Ethnicity	Male				Female				Non-binary			
	2021	2022	2023	+/-	2021	2022	2023	+/-	2021	2022	2023	+/-
African-American/ Black	-	-	-	-	-	-	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	1	-	-1	-	-	-	-
Asian/Asian-American	-	-	-	-	-	-	1	+1	-	-	-	-
White	1	1	1	0	7	11	5	-6	-	-	-	-
Latinx/Hispanic	-	2	1	-1	1	1	8	+7	-	-	-	-
Native Hawaiian, Other Pacific Islander	-	-	-	-	-	1	-	-1	-	-	-	-
Other Race/Ethnicity/ Two or More	-	-	-	-	1	-	1	+1	-	-	-	-
Non-Resident Alien	-	-	-	-	-	-	-	-	-	-	-	-
Declined by Student	-	-	-	-	-	-	-	-	-	-	-	-

Table 26.
Alumni, Site Supervisor, Employer Ratings of M.Coun Student Diversity Representation, % Agree (Corvallis Site)

Student Diversity Representation	Alumni AY21 (n = 10)	Alumni AY22 (n = 22)	Alumni AY23 (n = 11)	Site Sup AY21 (n = 13)	Site Sup AY22 (n = 13)	Site Sup AY23 (n = 28)	Employer AY21 (n = 0)	Employer AY22 (n = 4)	Employer AY23 (n = 3)
Do you believe that OSU students/graduates reflect the demographic diversity of the communities in which they will be working?	50	91	91	92	100	93	-	100	100

Master’s Program Data: Cascades Site

Table 27.
Self-Identified Gender and Race/Ethnicity of M.Coun CMHC Applicants, 2021-23 (Cascades)

Race/Ethnicity	Male				Female				Non-binary			
	2021	2022	2023	+/-	2021	2022	2023	+/-	2021	2022	2023	+/-
African-American/ Black	-	-	-	-	-	1	1	0	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-	1	+1	-	-	-	-
Asian/Asian-American	-	-	2	+2	2	-	2	+2	-	-	-	-
White	12	18	23	+5	32	56	66	+10	-	-	1	+1
Latinx/Hispanic	-	-	1	+1	8	12	6	-6	-	-	-	-
Native Hawaiian, Other Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
Other Race/Ethnicity/ Two or More	1	-	1	+1	2	3	5	+2	-	-	-	-
Non-Resident Alien	-	1	-	-	-	-	-	-	-	-	-	-
Declined by Student	1	3	2	-1	6	2	5	+3	1	-	-	-

Table 28.
Self-Identified Gender and Race/Ethnicity of Currently Enrolled M.Coun CMHC Students, 2021-23 (Cascades)

Race/Ethnicity	Male				Female				Non-binary			
	2021	2022	2023	+/-	2021	2022	2023	+/-	2021	2022	2023	+/-
African-American/ Black	-	-	-	-	-	1	1	0	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Asian-American	-	-	-	-	1	1	-	-1	-	-	-	-
White	14	8	9	+1	49	30	37	+7	-	-	-	-
Latinx/Hispanic	-	-	-	-	2	4	4	0	-	-	-	-
Native Hawaiian, Other Pacific Islander	-	-	-	-	1	-	-	-	-	-	-	-
Other Race/Ethnicity Two or more	1	1	-	-1	-	-	-	-	-	-	-	-
Non-Resident Alien	-	-	-	-	1	1	-	-1	-	-	-	-
Declined by Student	2	-	-	-	3	3	-	-3	-	-	-	-

Table 29.
Self-Identified Gender and Race/Ethnicity of M.Coun CMHC Graduates, 2021-23 (Cascades)

Race/Ethnicity	Male				Female				Non-binary			
	2021	2022	2023	+/-	2021	2022	2023	+/-	2021	2022	2023	+/-
African-American/ Black	-	-	-	-	-	-	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Asian-American	-	-	-	-	-	-	1	+1	-	-	-	-
White	5	5	4	-1	15	19	6	-13	-	1	-	-1
Latinx/Hispanic	-	-	-	-	-	-	1	+1	-	-	-	-
Native Hawaiian, Other Pacific Islander	-	-	-	-	1	-	-	-	-	-	-	-
Other Race/Ethnicity/ Two or More	1	-	1	+1	-	-	-	-	-	-	-	-
Non-Resident Alien	-	-	-	-	-	-	-	-	-	-	-	-
Declined by Student	-	1	-	-1	1	-	2	-	-	-	-	-

Table 30.

Self-Identified Gender and Race/Ethnicity of M.Coun School Counseling Applicants, 2021-23 (Cascades)

Race/Ethnicity	Male				Female				Non-binary			
	2021	2022	2023	+/-	2021	2022	2023	+/-	2021	2022	2023	+/-
African-American/ Black	-	-	-	-	-	-	-	-	-	-	-	-
American Indian or Alaska Native	-	1	-	-1	-	-	-	-	-	-	-	-
Asian/Asian-American	-	-	-	-	1	-	-	-	-	-	-	-
White	1	2	-	-2	17	14	-	-	-	-	-	-
Latinx/Hispanic	1	-	-	-	1	2	-	-	-	-	-	-
Native Hawaiian, Other Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
Other Race/Ethnicity/ Two or More	-	-	-	-	-	-	-	-	-	-	-	-
Non-Resident Alien	-	-	-	-	1	-	-	-	-	-	-	-
Declined by Student	-	1	-	-1	-	1	-	-	-	-	-	-

Table 31.
Self-Identified Gender and Race/Ethnicity of Currently Enrolled M.Coun School Counseling Students, 2021-23 (Cascades)

Race/Ethnicity	Male				Female				Non-binary			
	2021	2022	2023	+/-	2021	2022	2023	+/-	2021	2022	2023	+/-
African-American/ Black	-	-	-	-	-	-	-	-	-	-	-	-
American Indian or Alaska Native	-	1	1	0	1	-	-	-	-	-	-	-
Asian/Asian-American	-	-	-	-	1	1	1	0	-	-	-	-
White	3	3	4	+1	33	15	10	-5	-	-	-	-
Latinx/Hispanic	1	-	1	+1	-	2	+2	-	-	-	-	-
Native Hawaiian, Other Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
Other Race/Ethnicity Two or more	-	-	-	-	-	-	-	-	-	-	-	-
Non-Resident Alien	-	-	-	-	-	-	-	-	-	-	-	-
Declined by Student	-	-	-	-	-	2	+2	-	-	-	-	-

Table 31.
Self-Identified Gender and Race/Ethnicity of Currently Enrolled M.Coun School Counseling Graduates, 2021-23 (Cascades)

Race/Ethnicity	Male				Female				Non-binary			
	2021	2022	2023	+/-	2021	2022	2023	+/-	2021	2022	2023	+/-
African-American/ Black	-	-	-	-	-	-	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	1	-	-	-	-	-	-	-
Asian/Asian-American	-	-	-	-	-	-	-	-	-	-	-	-
White	1	1	1	0	12	6	9	+3	-	-	-	-
Latinx/Hispanic	-	1	-	-1	-	1	-	-1	-	-	-	-
Native Hawaiian, Other Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
Other Race/Ethnicity/ Two or More	-	-	-	-	1	-	-	-	-	-	-	-
Non-Resident Alien	-	-	-	-	-	-	-	-	-	-	-	-
Declined by Student	-	-	-	-	-	-	-	-	-	-	-	-

Table 33.
Alumni, Site Supervisor, Employer Ratings of M.Coun Counseling Student Diversity Representation, % Agree, 2020-23 (Cascades)

Student Diversity Representation	Alumni AY21 (n = 11)	Alumni AY22 (n = 0)	Alumni AY23 (n = 11)	Site Sup AY21 (n = 13)	Site Sup AY22 (n = 0)	Site Sup AY23 (n = 9)	Employer AY21 (n = 4)	Employer AY22 (n = 0)	Employer AY23 (n = 1)
Do you believe that OSU students/graduates reflect the demographic diversity of the communities in which they will be working?	80	-	91	70	-	89	100	-	100

*Note: No additional data for Cascades site was collected in 2022.

Planned Program Modifications from AY22

Key Findings	Further Information	Planned Program Modifications	Result
MCoun Corvallis program student demographics are less diverse than the PhD Corvallis program.	Demographics seemed similar in AY22 as AY21. We began more active recruitment strategies for MCoun students in AY23 and are anticipating enhanced diversity profile of the MCoun program in next year's (AY23) report. We believe this is a recruitment issue rather than a review issue; We long ago implemented application review criteria that awards significant points for applicants' diverse background and experiences.	We are now using active recruitment strategies to gain more applications from students from diverse backgrounds and rural areas to better reflect the populations that students will serve.	The diversity profile of the Corvallis MCoun program did improve for the incoming class of 2023. Particularly, more Black/ African-American and Latinx/Hispanic students applied to program and were admitted.
The Corvallis and Cascades programs do not systematically analyze data about the diversity profile of applicants, only of currently enrolled students.	This data is collected and used as part of applicant screening and review, but not in aggregate as part of evaluating program objective 3.	Begin analyzing diversity profile of applicants not just currently enrolled students for each degree program (MCoun CMHC, MCoun SC, PhD).	Addressed in AY23. We systematically analyzed data about applicants, current students, and graduates in the 22-23 report.

New Planned Program Modifications for AY24

Key Findings	Further Information	Planned Program Modifications	Result
The MCoun program at both Corvallis and Cascades locations has less diverse student demographics than the PhD Corvallis program.	The racial/ethnic diversity of the applicant pool and of enrolled students improved in AY23 compared to AY22 as AY21. There is still room for	We will continue to use active recruitment strategies for students from diverse backgrounds and rural areas to better reflect the populations that	Review in AY24.

	improvement, particularly concerning the proportion of Black/ African-American, Latinx/ Hispanic, and Native American applicants, currently enrolled students, and graduates.	students will serve.	
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Summary of Planned Program Modifications for AY23

- Continue to gather employer information from exit survey for MCoun students. (Corvallis)
- Continue to discuss professional expectations regarding timeliness, communication, dependability during clinical field orientations, pre-practicum, and practicum. (Corvallis)
- Monitor CMHC student development of diagnostic and treatment planning skills in internship and provide further training as needed. (Cascades)
- Continue to monitor new dispositional evaluation to ensure consistency. (Cascades)
- Continue to enhance active recruitment strategies of students from racially/ethnically diverse backgrounds and rural areas (Corvallis, Cascades)