



**PREPARING
EXEMPLARY
PRACTITIONERS** | FIELD-BASED
INQUIRY
PROFESSIONAL
EXCELLENCE
BETTERMENT
OF SOCIETY
Adaptive • Proactive • Decisive • Leading • Reflective • Inquisitive
Knowledgeable • Collaborative • Empathetic • Culturally Sensitive

PROGRAM DATA REPORT

PROFESSIONAL COUNSELING ED.D.

THE UNIVERSITY OF WEST GEORGIA

SUMMER AND FALL 2014; SPRING 2015

PREPARED BY

STEPHANIE SIEGEL, ASSESSMENT PROGRAM SPECIALIST

Goals for Improvement: 2014-2015

Directions: Review progress toward 2014-2015 goals using the 2014-2015 data found in this annual report. Complete the table and consider the results of your efforts as you plan for 2015-2016. Record your progress at https://docs.google.com/a/westga.edu/forms/d/1sad6zeDIVqwiP-HF991QZ74ZKAmKlJB8cQrb6TiFxnA/viewform?usp=send_form.

To record 2015-2016 goals, please click here:

https://docs.google.com/a/westga.edu/forms/d/1q5UB5ZfzV3whBqYj3oCFPjPxTj6tiLFNy_FVLmqKpec/viewform?usp=send_form

| 2014-2015 Goals | Progress | Further Action | Data Used to Inform Responses | Strategic Imperative |
|--|----------|----------------|-------------------------------|----------------------|
| 1. Increase cohort admissions by 20% per year until the max number of 12 per cohort is achieved. Target for 2015 is 8. | | | | Academic Success |
| 2. Improve students' ability to plan, manage, and use program evaluation data measured by dissertation proposal rating rubric. | | | | Student Success |
| 3. Assess faculty development needs related to support for program evaluation dissertations. | | | | Academic Success |

Program Admissions/Production Information

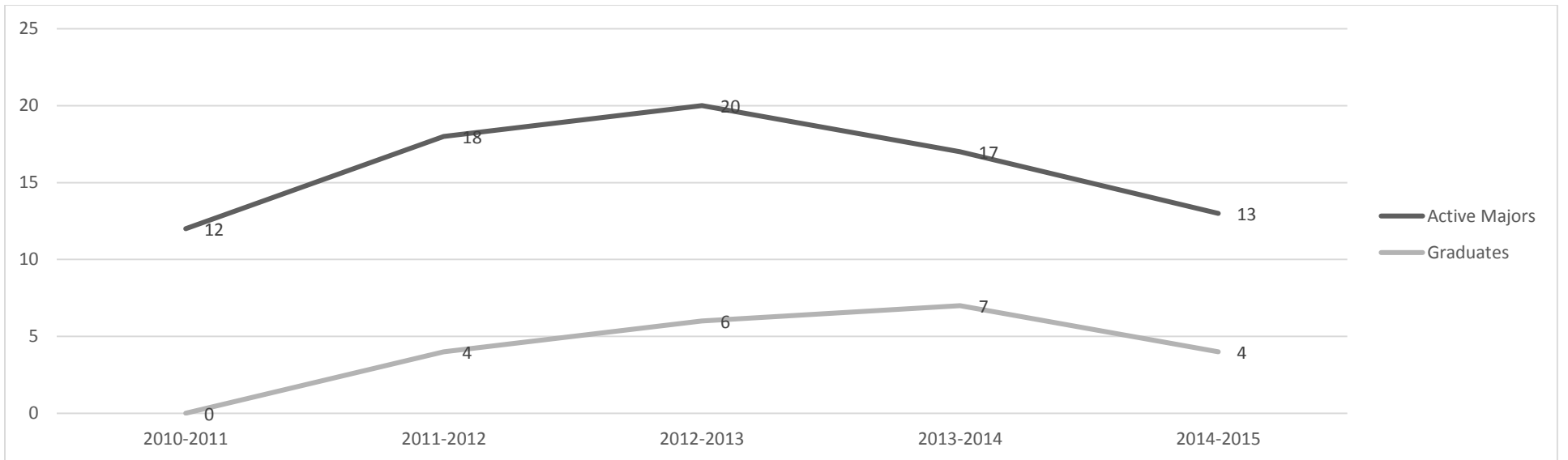
Percentage of Completed Rubrics

| Type of Assignment | Number of Assignments Submitted by Students | Number of Rubrics Scored by Faculty | Percent of Rubrics Scored by Faculty |
|--------------------------|---|-------------------------------------|--------------------------------------|
| Course-Based Assignments | 11 | 4 | 36% |

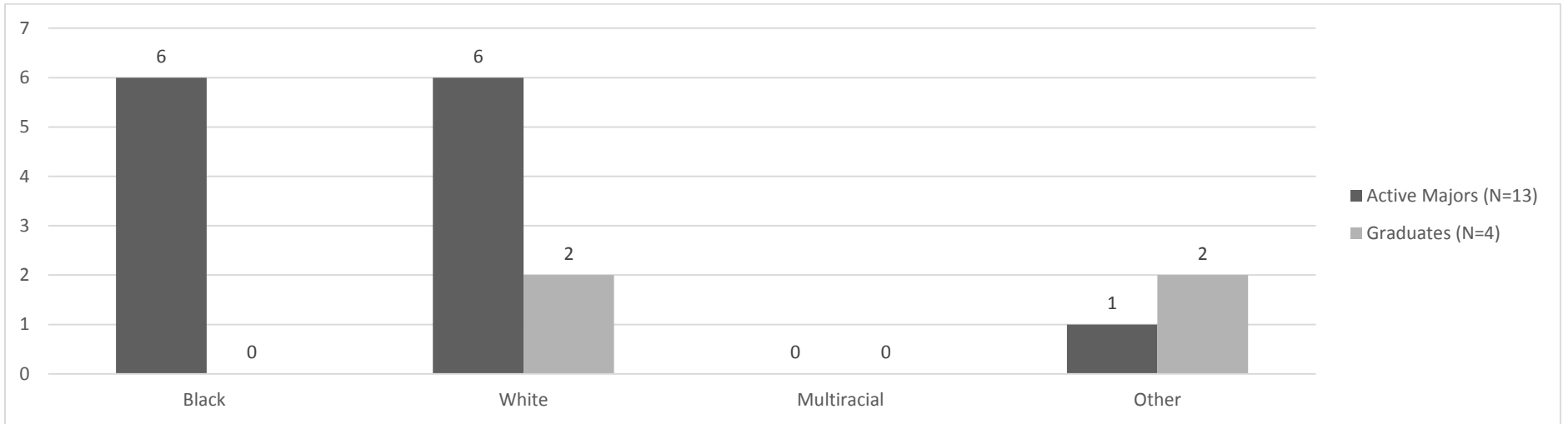
Admissions and Active Majors

| Active Majors Admitted 3+ Years Ago (2011-2012 or prior) | Active Majors Admitted 2 Years Ago (2012-2013) | Active Majors Admitted 1 Year Ago (2013-2014) | Current Active Majors 2014-2015 | 2014-2015 Cohort Admission GPA |
|--|--|---|---------------------------------|--------------------------------|
| 0 | 4 | 9 | 13 | 3.86 |

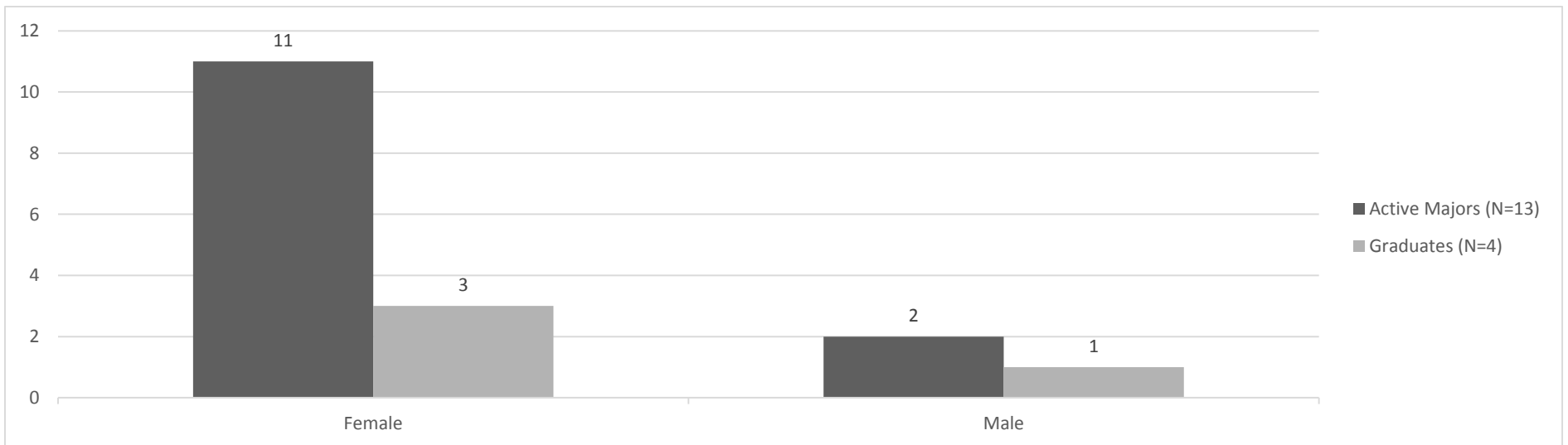
Active Major & Graduate Trend Data



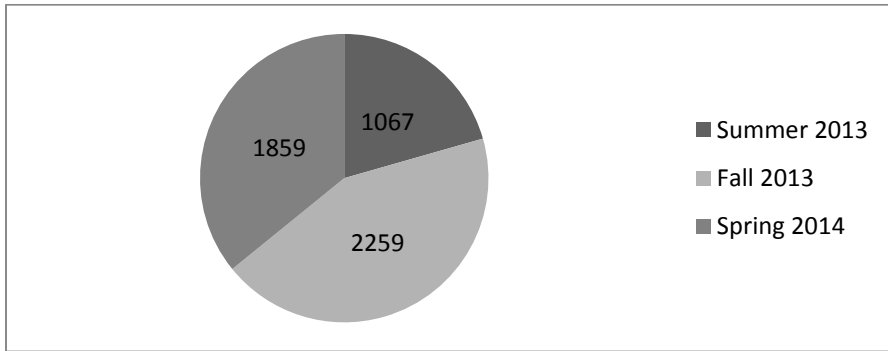
Race- Active Majors and Graduates



Gender- Active Majors and Graduates



Credit Hour Production- All CEPD Graduate Courses (N=5185)



Graduation Rates

| | % Graduated in 2 Years | % Graduated in 3 Years | % Graduated in 4 Years | % Graduated in 5-7 yrs. or more | No Graduation Date: Still Active | No Graduation Date: No Longer Active |
|------------------------|------------------------|------------------------|------------------------|----------------------------------|--------------------------------------|--------------------------------------|
| Fall 2009 Cohort (N=6) | 0 | 67% | 0 | 0 | 0 | 33% |
| | % Graduated in 2 Years | % Graduated in 3 Years | % Graduated in 4 Years | No Graduation Date: Still Active | No Graduation Date: No Longer Active | |
| Fall 2011 Cohort (N=7) | 100% | 0 | 0 | 0 | 0 | |

Admission Cohort Race/Gender

| Cohort | Male | Female | Black | White | Unknown or Other |
|-----------|------|--------|-------|-------|------------------|
| Fall 2009 | 0 | 6 | 0 | 5 | 1 |
| Fall 2009 | 1 | 6 | 1 | 3 | 3 |

Assessment Results

Learning Outcomes Report

Mean scores are reported for each assessment used for each specified criterion.

| Program Evaluability Rubric assessed in CEPD 9171 | | | | |
|---|------------------------|------------------------|------------------------|------------------------|
| ➤ Outcome 4: Candidates will establish the evaluability of a program, develop an evaluation study design, conduct an evaluation study, report results and make appropriate recommendations for program improvement. | | | | |
| Rubric Criteria | 2011-2012 (N=6) | 2012-2013 (N=6) | 2013-2014 (N=4) | 2014-2015 (N=4) |
| Description of the Program to be evaluated (Object of the Evaluation) | 3.67 | 2.67 | 3.5 | 3.0 |
| Evaluability Assessment | 3.33 | 2.33 | 3 | 2.50 |
| Literature Review Outline | 4 | 2 | 3 | N/A Chosen as answers |

| Counseling Intervention Rubric assessed in CEPD 9171 | | | | |
|---|------------------------|------------------------|------------------------|---|
| ➤ Outcome 1: Candidates will evaluate an intervention delivered in their work settings to respond to specific client or student needs identified through the use of local data. | | | | |
| ➤ Outcome 5: Candidates will make appropriate recommendations for improvement of interventions or programs based on outcomes evaluation data. | | | | |
| Rubric Criteria | 2011-2012 (N=7) | 2012-2013 (N=4) | 2013-2014 (N=4) | 2014-2015 |
| Description Of Intervention | 3.86 | 4 | 4 | >>>4 students submitted work, none have been assessed<< |
| Evaluation Design | 2.43 | 3.5 | 3 | |
| Evaluation Results | 3 | 4 | 4 | |
| Recommendations | 2.86 | 4 | 4 | |
| Overall Reporting | 3.14 | 4 | 4 | |
| Writing Style | 3.57 | 4 | 4 | |

| Literature Review Rubric assessed in CEPD 9183 | | | | |
|---|------------------------|------------------------|------------------------|---|
| ➤ Outcome 6: Candidates will develop a well- integrated, comprehensive review of the literature sufficient to support the evaluation of a program implemented in their respective work setting. | | | | |
| Rubric Criteria | 2011-2012 (N=7) | 2012-2013 (N=3) | 2013-2014 (N=4) | 2014-2015 |
| Literature Review | 2.71 | 2.67 | 2.2 | >>>3 students submitted work, none have been assessed<< |
| Writing Style | 3.43 | 3.67 | 2.6 | |
| APA Style | 3.14 | 3 | 2.4 | |