



**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

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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

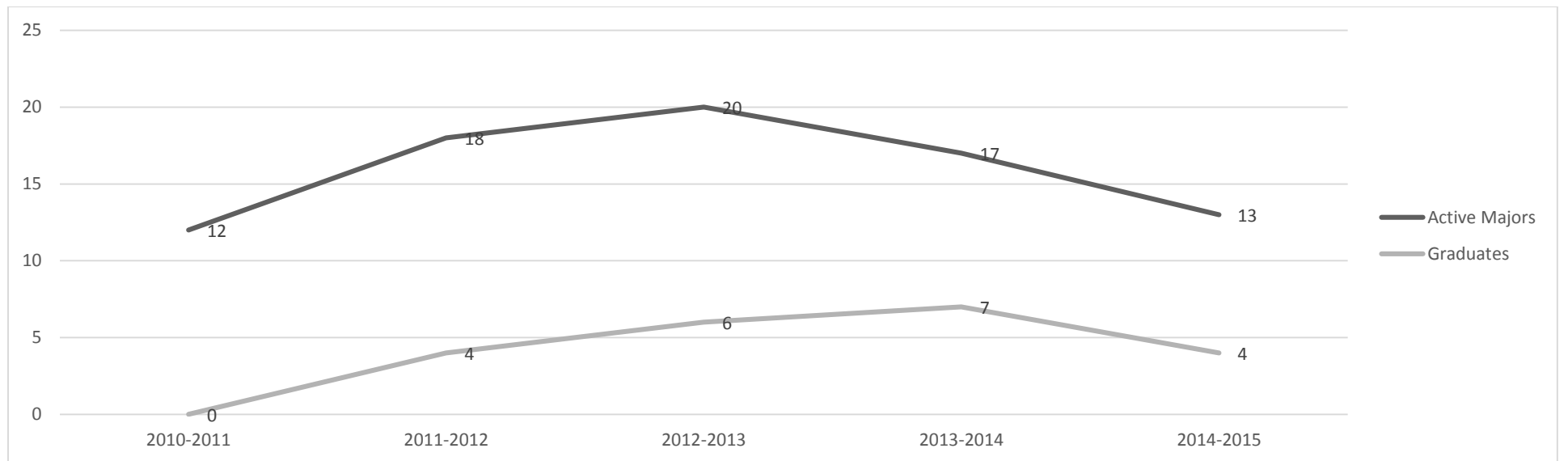
Percentage of Completed Rubrics

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%

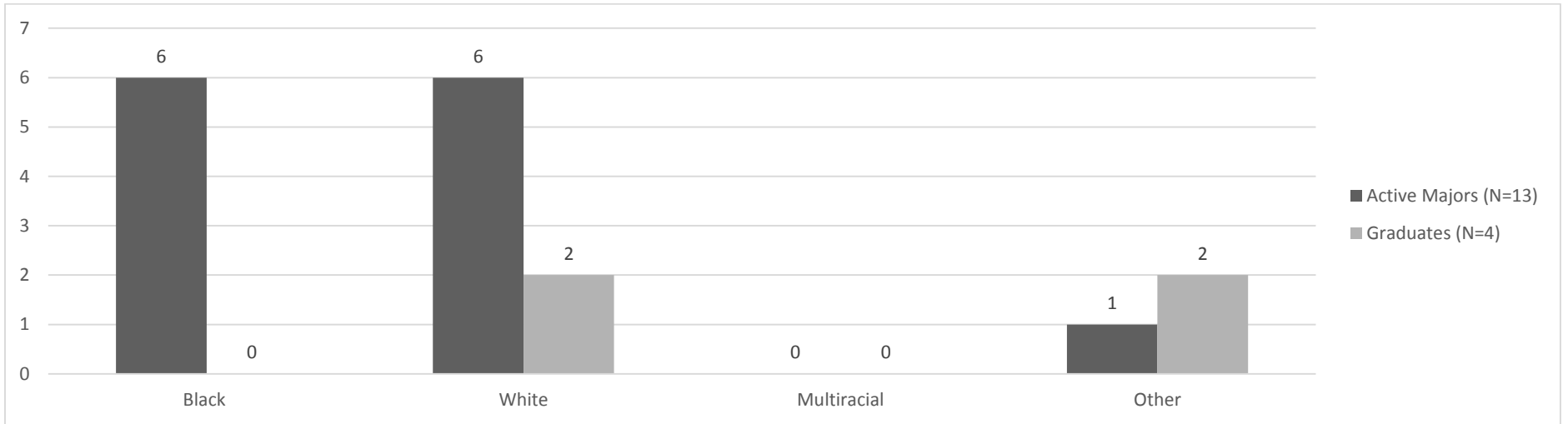
Admissions and Active Majors

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

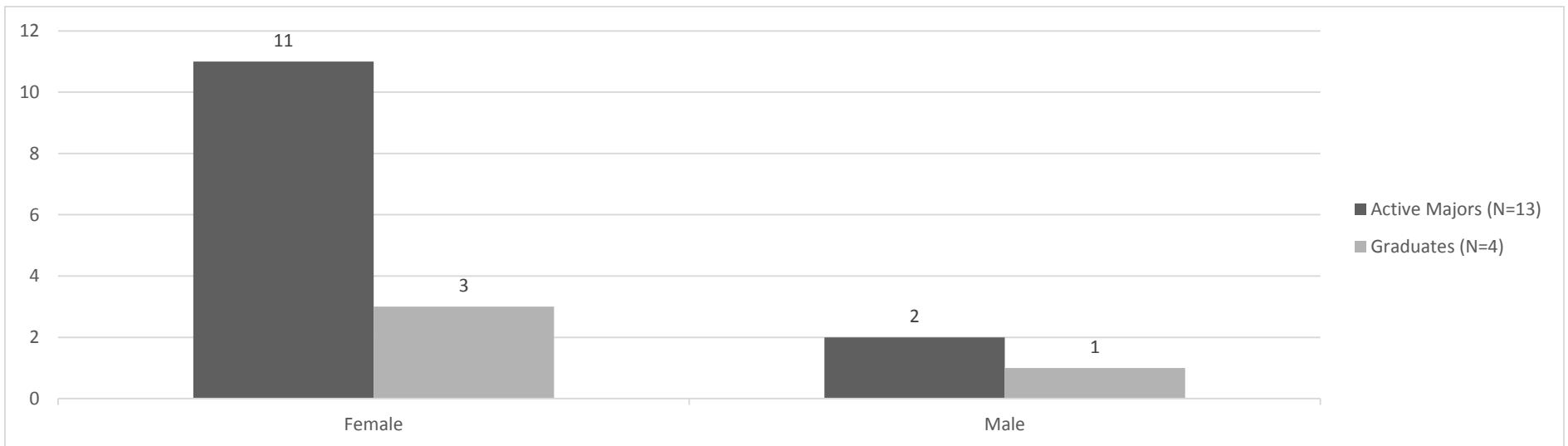
Active Major & Graduate Trend Data



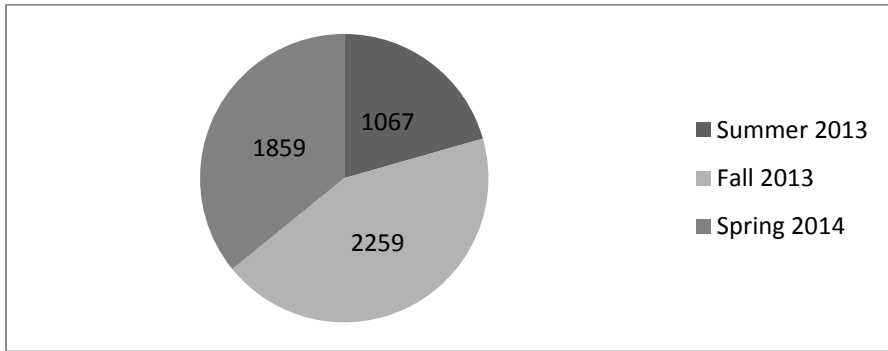
Race- Active Majors and Graduates



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 (N=4)
Description Of Intervention	3.86	4	4	4
Evaluation Design	2.43	3.5	3	4
Evaluation Results	3	4	4	4
Recommendations	2.86	4	4	4
Overall Reporting	3.14	4	4	4
Writing Style	3.57	4	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 (N=3)
Literature Review	2.71	2.67	2.2	2.33
Writing Style	3.43	3.67	2.6	3.00
APA Style	3.14	3	2.4	3.00