



Counseling Program Annual Report for 2024 Academic Year

Introduction

Hazelden Betty Ford Graduate School (HBFGS) is a single-purpose institution in the field of counselor education. HBFGS currently has two academic programs of study: Master’s Degree in Addiction Counseling Online Program and Master’s in Addiction Counseling Hybrid Program. HBFGS engages in continuous evaluation of these programs, and is committed to improving academic effectiveness. Learning outcomes are evaluated at both the program and individual level on an annual basis to assess student acquisition of knowledge, skills, and application of these skills. Both academic programs of study at HBFGS are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). We regularly engage in evaluation of our learning outcomes and ensure that we continue to meet the standards established by CACREP.

Program Evaluation

Key Performance Indicators (KPI) Data

Each year faculty assess nine KPIs for each of the two academic programs, based on aggregated scores of student performance on various measurements.

Hybrid Program

KPI/Program Learning Outcomes	Assessment and Benchmark of KPI	Results of Assessment			
		n	Mean	% Below Expectations	% Met Expectations
Curricular 1. Professional Counseling Orientation and Ethical Practice: Students will exhibit sound and ethical clinical practice aligned with professional counselor identity.	1. COUN 701 MAP Chapter <i>Mean Score Exceeds 2.0</i>	16	2.5	18%	82%
	2. Clinical Evaluation Competency 4 (COUN 832) <i>Mean Score Exceeds 3.0</i>	13	3.7	4%	96%
	3. MAP Final Summary Report Outcome 1 <i>Mean Score Exceeds 2.0</i>	10	2.6	0%	100%
Curricular 9. Addiction Counseling: Students will demonstrate knowledge and skills specific to addiction counseling practice.	1. COUN 701 Code Comparison Paper <i>Mean Score Exceeds 2.0</i>	16	2.7	6%	94%
	2. MAP Final Summary Report Outcome 1 <i>Mean Score Exceeds 2.0</i>	10	2.6	0%	100%

KPI/Program Learning Outcomes	Assessment and Benchmark of KPI	Results of Assessment			
		n	Mean	% Below Expectations	% Met Expectations
<u>Curricular 2. Social and Cultural Diversity:</u> Students will apply culturally-sensitive methods of screening, assessment, and differential diagnosis of addiction and mental health disorders.	1. COUN 604 MAP Chapter <i>Mean Score Exceeds 2.0</i>	15	3	0%	100%
	2. Final Clinical Evaluation Competency 5 (COUN 832) <i>Mean Score Exceeds 3.0</i>	13	3.6	2%	98%
	3. MAP Final Summary Report Competency 2 <i>Mean Score Exceeds 2.0</i>	10	2.4	0%	100%
<u>Co-Curricular 1: Professional Continuing Education Program</u> Students will demonstrate knowledge of addiction counseling interventions for a variety of client populations and social locations.	1. Rating of Self-reported knowledge <i>Mean Score Exceeds 3.0</i>	27	4.5	0%	100%
	2. Pre-Post Knowledge Assessment Results; <i>Posttest mean score exceeds pretest mean score by 5 points</i>	27	<i>Pre-test: 71.53 Post-test: 84.92</i>	0%	100%
<u>Curricular 3. Human Growth and Development:</u> Students will appraise theories of development to meet individualized needs of clients with addiction and mental health disorders.	1. COUN 505 Developmental Theory Paper <i>Mean Score Exceeds 2.0</i>	9	3	0%	100%
	2. MAP Final Summary Learning Outcome 3 <i>Mean Score Exceeds 2.0</i>	10	2.4	10%	90%
<u>Curricular 6. Group Counseling and Group Work:</u> Students will apply group counseling theories and skills to facilitate counseling groups.	1. COUN 602 MAP Chapter <i>Mean Score Exceeds 2.0</i>	15	3	0%	100%
	2. Group Facilitation Skills Evaluation (COUN 602) <i>Mean Score Exceeds 0</i>	16	0.2	19%	81%
	3. Group Facilitation Skills Evaluation for COUN 832 <i>Mean Score Exceeds 1</i>	13	1.3	12%	88%

KPI/Program Learning Outcomes	Assessment and Benchmark of KPI	Results of Assessment			
		n	Mean	% Below Expectations	% Met Expectations
Curricular 4. Career Development: Students will analyze the interrelationships among work, well-being, relationships, and sociocultural factors.	1. COUN 508 Personal Career Narrative Paper <i>Mean Score Exceeds 2.0</i>	5	3	0%	100%
	2. Final Clinical Evaluation Competency 2E (COUN 832) <i>Mean Score Exceeds 3.0</i>	11	3.3	0%	100%
Curricular 5. Counseling and Helping Relationships: Students will employ professional counselor characteristics and behaviors that influence the counseling process.	1. Counseling Skills Scale (COUN 601) <i>Mean Score Exceeds 0</i>	17	1.1	0%	100%
	2. Counseling Skills Scale (COUN 832) <i>Mean Score Exceeds 1.0</i>	13	1.5	1%	99%
	3. MAP Final Summary Report Outcome 1 <i>Mean Score Exceeds 2.0</i>	10	2.6	0%	100%
Curricular 7. Assessment and Testing: Students will implement clinically appropriate methods of effectively preparing for and conducting assessments.	1. COUN 809 MAP Chapter <i>Mean Score Exceeds 2.0</i>	12	2.8	0%	100%
	2. Final Clinical Evaluation Competency 3 (items A-D)—COUN 830 and COUN 832	26	3.4	3%	97%
Curricular 8. Research and Program Evaluation: Students will critically apply research to inform counseling practice.	1. COUN 503 MAP Paper <i>Mean Score Exceeds 2.0</i>	14	2.4	21%	79%
	2. Final MAP Summary Learning Outcome 5 <i>Mean Score Exceeds 2.0</i>	10	2.6	0%	100%

For the 2024 academic year, 100% of students in the hybrid program met expectations on 14 of the 24 KPI assessments. For an additional 9 of the 24 KPI assessments, 80% or more of students met expectations. There was one KPI assessment below 80% (i.e., 79%). This was on the Research and Program Evaluation KPI. It was noted during the faculty review that the assessment for this course is measured in the first online course that students take in the hybrid program (i.e., Research and Program Evaluation). The faculty plans to examine strategies ways to better prepare hybrid students for the online COUN 503 Research and Evaluation course, and will continue to monitor performance.

Online Program

KPI/Program Learning Outcomes	Assessment and Benchmark of KPI	Results of Assessment			
		n	Mean	% Below Expectations	% Met Expectations
Curricular 1. Professional Counseling Orientation and Ethical Practice: Students will exhibit sound and ethical clinical practice aligned with professional counselor identity.	1. COUN 701 MAP Chapter <i>Mean Score Exceeds 2.0</i>	65	2.8	5%	95%
	2. Clinical Evaluation Competency 4 (COUN 832) <i>Mean Score Exceeds 3.0</i>	33	3.7	2%	98%
	3. MAP Final Summary Report Outcome 1 <i>Mean Score Exceeds 2.0</i>	34	2.2	21%	79%
Curricular 9. Addiction Counseling: Students will demonstrate knowledge and skills specific to addiction counseling practice.	1. COUN 701 Code Comparison paper <i>Mean Score Exceeds 2.0</i>	67	2.8	0%	100%
	2. MAP Final Summary Report Outcome 1 <i>Mean Score Exceeds 2.0</i>	34	2.2	21%	79%
Curricular 2. Social and Cultural Diversity: Students will apply culturally-sensitive methods of screening, assessment, and differential diagnosis of addiction and mental health disorders.	1. COUN 705 MAP Chapter <i>Mean Score Exceeds 2.0</i>	52	2.6	2%	98%
	2. Final Clinical Evaluation Competency 5 (COUN 832) <i>Mean Score Exceeds 3.0</i>	33	3.7	1%	99%
	3. MAP Final Summary Report Competency 2 <i>Mean Score Exceeds 2.0</i>	34	2.4	9%	91%
Co-Curricular 1: Professional Continuing Education Program Students will demonstrate knowledge of addiction counseling interventions for a variety of client populations and social locations.	1. Rating of Self-reported knowledge <i>Mean Score Exceeds 3.0</i>	129	4.5	2%	98%
	2. Pre-Post Knowledge Assessment results; <i>Posttest mean score exceeds pretest mean score by 5 points</i>	129	<i>Pre-test: 68.42 Post-test: 83.74</i>	0%	100%

KPI/Program Learning Outcomes	Assessment and Benchmark of KPI	Results of Assessment			
		n	Mean	% Below Expectations	% Met Expectations
Curricular 3. Human Growth and Development: Students will appraise theories of development to meet individualized needs of clients with addiction and mental health disorders.	1. COUN 505 Developmental Theory Paper <i>Mean Score Exceeds 2.0</i>	33	3	0%	100%
	2. MAP Final Summary Learning Outcome 3 <i>Mean Score Exceeds 2.0</i>	34	2.5	3%	97%
Curricular 6. Group Counseling and Group Work: Students will apply group counseling theories and skills to facilitate counseling groups.	1. COUN 708 MAP Chapter <i>Mean Score Exceeds 2.0</i>	49	2.7	8%	92%
	2. Group Facilitation Skills Evaluation (COUN 708) <i>Mean Score Exceeds 0</i>	51	0.7	0%	100%
	3. Group Facilitation Skills Evaluation (COUN 832) <i>Mean Score Exceeds 1.0</i>	31	1.7	4%	96%
Curricular 4. Career Development: Students will analyze the interrelationships among work, well-being, relationships, and sociocultural factors.	1. COUN 508 Personal Career Narrative Paper <i>Mean Score Exceeds 2.0</i>	46	2.9	2%	98%
	2. Final Clinical Evaluation Competency 2E (COUN 832) <i>Mean Score Exceeds 3.0</i>	31	3.6	3%	97%
Curricular 5. Counseling and Helping Relationships: Students will employ professional counselor characteristics and behaviors that influence the counseling process.	1. Counseling Skills Scale (COUN 606) <i>Mean Score Exceeds 0.0</i>	82	0.7	9%	91%
	2. Counseling Skills Scale (COUN 832) <i>Mean Score Exceeds 1.0</i>	35	1.6	2%	98%
	3. MAP Final Summary Report Outcome 1 <i>Mean Score Exceeds 2.0</i>	34	2.2	21%	79%

KPI/Program Learning Outcomes	Assessment and Benchmark of KPI	Results of Assessment			
		n	Mean	% Below Expectations	% Met Expectations
Curricular 7. Assessment and Testing: Students will implement clinically appropriate methods of effectively preparing for and conducting assessments.	1. COUN 809 MAP Chapter <i>Mean Score Exceeds 2.0</i>	45	2.8	2%	98%
	2. Final Clinical Evaluation Competency 3 (items A-D)—COUN 830 and COUN 832	70	3.5	4%	96%
Curricular 8. Research and Program Evaluation: Students will critically apply research to inform counseling practice.	1. COUN 503 MAP Paper <i>Mean Score Exceeds 2.0</i>	51	2.6	10%	90%
	2. Final MAP Summary Learning Outcome 5 <i>Mean Score Exceeds 2.0</i>	34	2.4	9%	91%

For the 2024 academic year, 100% of students in the online program met expectations on 4 of the 24 KPI assessments. For an additional 17 of the 24 KPI assessments, 80% or more of students met expectations. There were 3 KPI assessments below 80% (i.e., 79%), however, all were from the Masters Applied Project (MAP) Final Summary Learning Outcome 1. This learning outcome is used to measure progress for three KPIs (i.e., Professional Counseling Orientation and Professional Practice, Addiction Counseling, and Counseling and Helping Relationships). During our faculty review, we noted that this Learning Outcome largely measures application of ethics and an ethical decision-making model. The faculty will evaluate if there are better assessments to measure KPI 9. Addiction Counseling and KPI 5. Counseling and Helping Relationships. The faculty will also evaluate the rubrics for students who did not meet expectations on Learning Outcome 1, and examine if there are curricular changes in the Ethics and Professionalism course that may help students in the online program improve in this area.

Professional Disposition Evaluation

The faculty at HBFSGS assess students' professional dispositions throughout the program. Faculty uses the Professional Disposition Competence Assessment-Revised (PDCA-R) to measure dispositions. The PDCA was developed by Garner, Freeman, and Lee in 2016 and revised in 2017, in accordance with CACREP standards. This assessment measures 10 dispositions: **conscientiousness, coping and self-care, openness, cooperativeness, moral reasoning, interpersonal skills, cultural sensitivity, self-awareness, emotional stability, and ethical behavior**. Scores range from 1-5. The following benchmark is used for each disposition: 3 or higher meets expectations.

First-year online students are assessed during the semester they are enrolled in COUN 606 Counseling Procedures and Skills. Hybrid students are assessed during the semester they are enrolled in COUN 505 Introduction to Theory and Practice. Advanced students in both of the online and hybrid programs are assessed during COUN 830 Practicum, COUN 831 Internship I, and COUN 832 Internship II. Dispositions are discussed annually in a faculty meeting.

In 2024, 146 students were assessed on their dispositions. Of these, 36 were enrolled in the hybrid program, and 110 were enrolled in the online program. There were 2 students enrolled in the hybrid

program who scored below a 3 on a disposition (i.e., $n=2$ on conscientiousness). There were 12 students in the online program who scored below a 3 on one or more dispositions (i.e., $n=7$ on conscientiousness, $n=7$ on self-awareness, $n=2$ on coping and self-care, $n=2$ on emotional stability, $n=3$ on cooperativeness, $n=2$ on openness, $n=2$ on interpersonal skills, and $n=1$ on cultural sensitivity). All students are sent letters annually regarding their dispositional assessments. For students with a rating below 3 in one or more areas, they were notified of the rationale, and also were encouraged to meet individually with their faculty advisor to address concerns.

Graduate Outcomes

A survey is sent to all graduates 6 months after graduation to inquire about information regarding employment, doctoral admission rates, licensure examination status, as well as overall satisfaction with the program. In the 2023-2024 AY, we had 23 graduates from the online program complete the survey, and 8 graduates from the hybrid program complete the survey. Below are the results of the graduate outcomes survey.

Employment and Doctoral Admission Rates

In the survey, employment is defined as employment in the counseling field, including prevention and education, intervention, treatment, continuing care, or other counseling services. Employment rates for graduates from the **online program** seeking employment ($n=22$) was 100%. One graduate ($n=1$) indicated that they were not currently seeking employment at the time as they had been accepted into a PhD program in Counselor Education and Supervision. Employment rates for graduates from the hybrid program was ($n=8$) was 100%.

Licensure Examination Pass Rates for Addiction-Related Licensure or Certification

For the online program, 12 students indicated that they had not yet taken the examination for licensure or certification as an addiction counselor or were not planning to. Of the 11 students who had taken the exam, 100% passed the first time ($n=11$). For the hybrid program, the pass rate was also 100% as all 8 students surveyed ($n=8$) indicated that they passed the addiction-related licensure or certification exam the first time.

Licensure Examination Pass Rates for National Counselor Examination (NCE) or Equivalent

For the online program, 15 students indicated that they had not yet taken the NCE or equivalent. Of the 6 students who had taken the exam, examination pass rates were 100% ($n=6$). For the hybrid program, 6 students indicated that they had not yet taken the NCE or equivalent. Of the 2 students who indicated that they had taken the NCE or equivalent, pass rates for the first time were 50% ($n=1$). The other student indicated that they passed the exam on the second attempt ($n=1$).

Degree Completion Rates

For students in the full-time program, students are expected to graduate within 2-3 years, and if they are part-time, they are expected to graduate within 5-7 years. Our overall degree completion rate in the times established by HBFSGS was 94%.

Fieldwork Placement Data

HBFGS is committed to ensuring that students obtain quality practicum and internship placements. Below are the clinical placement rates for the 2024 academic year for both the online and hybrid programs.

Hybrid Program

	Winter 2024			Summer 2024			Fall 2024		
	Total # Students	# Students Placed	Placement Rate	Total # Students	# Students Placed	Placement Rate	Total # Students	# Students Placed	Placement Rate
Practicum	13	13	100%	1	1	100%	1	1	100%
Internship	1	1	100%	12	12	100%	13	13	100%

Online Program

	Winter 2024			Summer 2024			Fall 2024		
	Total # Students	# Students Placed	Placement Rate	Total # Students	# Students Placed	Placement Rate	Total # Students	# Students Placed	Placement Rate
Practicum	11	9	82%	19	19	100%	18	15	83%
Internship	26	26	100%	29	29	100%	26	25	96%

Demographic Data

HBFGS is committed to retaining a diverse group of students and faculty. Below is the demographic data of applicants, students, and faculty for the 2024 academic year.

Demographic Data of Applicants

Hybrid Program				
Race/ Ethnicity	Female	Male	Other	Grand Total
Asian		2		2
Black or African American	3	1		4
Hispanic		2		2
No Data Reported	28	22		50
White	22	13	1	36
Grand Total	53	40	1	94

Online Program				
Race/ Ethnicity	Female	Male	Other	Grand Total
American Indian or Alaska Native	1	3		4
Black or African American	16	3		19
Hispanic	10	1		11
Native Hawaiian or Other Pacific Islander	2			2
No Data Reported	201	82	5	288
Two or more races	7	3		10
White	119	61	2	182
Grand Total	356	153	7	516

Demographic Data of Students

Hybrid Program				
Race/Ethnicity		Female	Male	Other
American Indian or Alaska Native		1	0	0
Asian		0	0	0
Black or African American		1	0	0
Hispanic or Latino		0	3	0
Native Hawaiian or Other Pacific Islander		0	0	0
Two or More Races:		1	0	0
	American Indian or Alaska Native, White	1	0	0
	Black or African American, White	0	0	0
White		15	20	
U.S. Nonresident (foreign)		0	3	1
Unknown		0	0	0

Online Program				
Race/Ethnicity		Female	Male	Other
American Indian or Alaska Native		4	1	0
Asian		3	0	0
Black or African American		8	4	0
Hispanic or Latino		11	2	0
Native Hawaiian or Other Pacific Islander		0	0	0
Two or More Races:		1	2	0
	American Indian or Alaska Native, White	0	2	0
	Black or African American, White	1	0	0
White		98	57	2
U.S. Nonresident (foreign)		0	0	0
Unknown		1	0	0

Counseling Program Faculty

Dr. Matthew Glowiak, Associate Professor, Training Director
 Dr. Edith Gonzalez, Associate Professor
 Dr. Zachary Hansen, Associate Professor
 Dr. Eleni Honderich, Associate Professor
 Dr. Jorja Jamison, Professor
 Dr. Jennifer Rio, Assistant Professor, Faculty Coordinator

HBFGS is committed to supporting our mission with qualified, full-time core faculty. In 2024, we conducted a national search for two core faculty positions. As a result of that search, we welcomed Dr. Matthew Glowiak and Dr. Eleni Honderich to HBFGS. Dr. Glowiak has years of experience as a counselor educator. He is also a Licensed Clinical Professional Counselor (LCPC), Certified Advanced Alcohol and Other Drug Counselor (CAADC), National Certified Counselor (NCC), and Approved Clinical Supervisor (ACS). In each of these capacities, Dr. Glowiak has served those struggling with addiction while continuing to spread awareness on the topic to students, clinicians, and instructors. Dr. Honderich also has significant experience as a counselor educator. She also is a licensed professional counselor, and has interests in co-occurring mental health and substance use disorders.

In 2024, we also welcomed Dr. Trevor Buser as our new Dean of Academic Affairs. Dr. Buser is a licensed professional counselor, certified school counselor, board-certified coach, and approved clinical supervisor. His professional experience spans nearly 20 years as both a counselor and professor. He has published several books, articles, and research studies on addictions and is the former editor of the *Journal of Addictions and Offender Counseling*. Dr. Buser holds a Ph.D. in Counselor Education and Supervision.

Demographic Data of Faculty

Race/Ethnicity	Female	Male
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Hispanic or Latino	1	0
Native Hawaiian or Other Pacific Islander	0	0
White	3	2