COUNSELING AND HUMAN RELATIONS PROGRAM EVALUATION
SUMMARY REPORT 2017

STUDENT OUTCOME DATA

Admissions (fall 2017):
Findings:
Percent admitted = 76%  Percent enrolled = 53%
Program is at capacity
Totals = 30 applied, 23 admitted, 16 enrolled, 1 deferred to fall of 2018
Clinical Mental Health Counseling: 18 applied, 12 admitted, 7 enrolled
School Counseling: 12 applied, 11 admitted, 10 enrolled
Human Relations: 0 new applicants; 3 admitted as dual degree candidates from other counseling programs
Admissions review criteria is rated equally:
  Application file review: GPA, essay, recommendations, experience
  Individual interview
  Group interview

Needs:
Determine if changes in rating needed
Data on where students who decline go and why
Track how students learn about the program
Increased marketing needed especially for Human Relations

Grade Point Average (May 2017):
Findings:
Clinical Mental Health Counseling = 3.80
School Counseling = 3.81
Human Relations = 3.96
Candidacy:
Findings:
  3 eligible students deferred to later time based on classes needed or results of PPR
  Review process generally works
Concerns:
  Students do not complete the application; need to continually remind
  Candidacy at 12 credits is too early for 60 credit programs
Needs:
  Track on course tracking sheet; advisors remind
  Require successful completion of CO 710, CO 700, CO 705, CO 721 and CO 703 and CO 702
  Change requirement from 12 credits to 18 credits
  Evaluate writing ability and APA writing style around professional identity topic (in Portfolio)
  Implement change to 18 credits with requirements for 2017 fall admits

Retention/graduation rates: 96%
Findings:
  2010  19 of 19   100%
  2011  17 of 26   65%
  2012  15 of 15   100%
  2013  10 of 12   83%
  2014  17 of 22   73%
  2015  22 of 25   88%
  2016  25 of 26   96%
Program effectively retains students
Needs:
  Work with Husson’s Institutional Research Specialist for consistency in gathering this data

Credentialing and Employment:
  100% of students seeking credentials and employment passed exams, were credentialed and employed in jobs related to their degrees
Comprehensive and Licensure/Certification Exams

Findings:

Counselor Preparation Comprehensive Exam (CPCE)  
(Exit exam for Clinical Mental Health Counseling students)
First time pass rates
FA15 = 85.7%  
SP16 = 100%
FA16 = 62.5%  
SP17 = 25%
Final pass rates (includes retakes and alternative testing as detailed in procedure in Student Handbook)
FA 15 = 100%  
SP 16 = 100%
FA 16 = 75%  
SP 17 = 100%

National Counselor Exam (NCE)  
(Clinical Mental Health Counseling students for licensure)
Pass rates: 100% (FA 15, SP16, FA16, and SP17)

Praxis II Professional School Counselor Exam  
(School Counseling students for certification)
Pass rates: 100% (2015, 2016, and 2017 through June)

Needs:

Analyze data from all comprehensive exams and use to evaluate core courses
Arrange for computerized testing (in process for fall 2017)
Require for CPCE and recommend NCE for all CMHC and SC students beginning in fall 2017

Credentialing rates:

100% of those seeking school counselor certification
100% of those seeking licenses as Licensed Clinical Professional Counselors

Employment rates

100% of those seeking work (2015-2016, 2016-2017)

Course pass rates:
Findings:
- 97% of enrolled students passed all classes with B or better

Concerns expressed by faculty during review:
- Writing and APA style deficits
- CO 710 Counseling Techniques – no remediation option
- Students generally have difficulty with CO 703 Research and CO 721 Assessment, though all but one passed with required B- this year
- Practicum requirements are difficult to meet in one semester

Needs:
- Review assessment and research classes for student success
- Research project?
- Link the classes and require in order
- Core faculty should teach these classes
- Remediation in the spring for CO 710 skills or move CO 710 to third semester instead of first semester
- A pre-practicum class or advanced counseling skills requirement
- More experiential learning, more counseling practice in other classes

Professional Performance Review (PPR):
- Results compiled and reported for every student in every class every semester

Findings:
- Fall 2016 not shared with students (not ready in timely fashion) but faculty reviewed for trouble spots
- Spring 2017 results collected from each instructor on ExamSoft and released back to students. Compiled results available to advisors. No advisor meetings scheduled.
- Spring 2017 better by using ExamSoft but still not getting results in timely enough fashion for end of semester advising meetings.

Concerns:
- No opportunity for N/A on rubric
- Not all students completed the PPR by the due date

Needs:
- Complete by the 10th week of the semester in order to release to students and have time to do advising around this
Advising meeting in week 12
Review rubric items to be sure they measure what we want

Portfolio (key performance indicator and summative assessment):
Findings:
Requirements are in place and templates available in Google and on CANVAS program site
School counselor portfolio valuable tool for assessment, professional identity and sharing with employers. Rubric for scoring in place. Need to gather data from ExamSoft for spring 2017 internship and analyze.
Assessment rubric for School Counseling Portfolio is in ExamSoft
Concerns:
Introduced in CO 700 but not followed up regularly except in ED 701, 705, and internship for school counselors
Needs:
Follow up in all required classes
Put on all syllabi
Create a culture where the E-Portfolio is seen as an important Key Performance Indicator for all
Gather and analyze student outcome data on SC Portfolio for spring 2017

Student outcome data related to course objectives
Findings:
All courses are now aligned with CACREP 2016 objectives on syllabi
All assessments aligned with objectives on syllabi
ExamSoft: Courses now with data in ExamSoft: CO 722, CO 890, CO 891/892 school counseling internship, CO 705, CO721, CO 703, CO 704
New faculty member has training and experience in student outcome assessment
Needs:
Collect and analyze student outcome data from ExamSoft
Determine important formative and summative assessments
Enter rubrics and exams for fall 2017 courses
Training for faculty on use of ExamSoft and assessment in general
PROGRAM DATA

Enrollment and FTE (full time = 9 credits) 2016-2017  FTE=10.9:1

FA 2016: 74 students (47 FTE)  4.8 faculty  FTE= 9.79:1
SP 2017: 73 students (44.67 FTE)  3.94 faculty  FTE = 11.33:1
SU 2017:  (22 FTE)  1.67 faculty  FTE = 13:1
Total:  students= 113.67 FTE  10.41 faculty FTE  FTE=10.9:1

Notes:
Husson now defines full time as 9 credits for students. On original accreditation report we used 6 credits as full time for students/9 credits for faculty.
CACREP 2016 Standards increase FTE to 12:1. Advised by CACREP to maintain close to 10:1 until after mid-cycle (Jan 2019).

Diversity (students as reported on CACREP Vital Statistics report 2016)
Findings:
   1 African American/Black female
   10 Caucasian/White males
   56 Caucasian/White females
   1 non-resident alien

Needs:
Diversity categories need to be more broadly defined. Since the university only collects sex and race, consider gathering diversity data specifically for the counseling programs (research class project)

Faculty
Findings:
Core faculty = 3
Clinical Coordinator = .5
Adjunct faculty = 3-4 per semester
.3 faculty position (discontinued when the Counseling Center Director, who was contracted to teach two classes/year in the program, left) was replaced with adjunct faculty
Student evaluations of faculty are generally positive
Faculty/Director Professional Development Plans conducted and reviewed annually
Program director/faculty promoted to full professor in 2016
Promotion of one core faculty to Associate Professor in 2016
Retirement of one core faculty member in 2017
Successful search for new core faculty member in 2017
Faculty contribute annually by presenting to ACA, ACES or NARACES or other regional conference, MeCA, or MESCA, etc.
Faculty engage students in presenting at state conferences and Research and Scholarship Day
Faculty serve profession and lead as co-chairs of ACES Rural Interest Network, serve on state association executive boards, and/or hold offices in regional or national professional organizations and ethics committees
Faculty have practices in counseling, consulting, training, and supervision and/or volunteer services to the community (Hospice, Red Cross DMH, Literacy Volunteers, addictions services, etc.)

Needs
Clarify expectations of scholarship for faculty for promotion and multiyear contract
More time dedicated to research and writing
Support for research and writing
Support for grant writing
Continued funding to attend conferences for professional leadership and scholarship
Engage more students in presenting and conference attendance

Staff:
Findings:
.5 Administrative Assistant assigned to program (25 hours/week for 12 months)
Graduate assistant position discontinued

Course sequences and length of program
Findings:
Students taking classes out of sequence
Students not taking classes in the summer
Some classes are under enrolled and canceled
CO 867 Diagnosis and Treatment Planning Child/Adolescents class may be better combined with Counseling Children and Adolescent class
CO 890 Practicum too intense for one semester, need time to better develop counseling skill, get acquainted with placement setting, acquire clients for individual counseling

Needs:
CMHC and SC sequence sheets reviewed and revised to better align courses and sequence offerings
Advise students that summers are part of the program with some required courses only offered in summer
Combine CO 867 with CO 723 to serve CMHC and SC
Two semester practicum

**Student Evaluation of practicum/internship sites**

Findings:
Inconsistent use of evaluation
Conducted in spring of 2017 with SC interns, data was passed on to clinical coordinator

Needs:
Conduct evaluation for every practicum and internship
Compile and use results

**Alumni Follow Up Study**

Findings:
Follow up survey on Survey Monkey
One study completed – few responses
Spreadsheet with alumni information
Collaborating with Alumni office to share information

Needs:
Analyze results
Conduct another study
Explore way to get more responses
**Supervisor/Liaison Follow up Student**

Findings:
Evaluation of experience with the program conducted through Survey Monkey

Data:

- N = 14 (6 practicum; 8 internship) (4 CMHC, 10 SC)
- Student preparation: 57.14% very well prepared; 42.86% well prepared
- Supervisor comfort with role: 62% very; 21.43% comfortable; 14.29% somewhat
- Prepared to supervise: 50% very well; 42.86% well; 7.14% somewhat
- Handbook usefulness: 21.43% very; 50% useful; 21.43% somewhat; 7% not at all
- Support from faculty/staff: 64.29% very responsive; 14.29% responsive; 7.14% somewhat, 14.29% more support needed
- University feedback practical: 23% very; 46% useful; 7.69% somewhat; 23% not useful/did not apply
- Overall satisfaction with the experience: very satisfied 57.14%; 21.43% satisfied; 21.43% somewhat satisfied
- Lots of comments helped with clarification

Analysis:

- Generally site supervisors are satisfied with student preparation, their readiness, and with the support and experience

Needs:

- Conduct more regular site visits with greater feedback
- Explore how to make handbooks more useful
- Site supervisor training (Live and online)
- Encourage more participation in survey
- Full time clinical coordinator would help meet these needs

**Employer Follow-up Study**

Findings:

- Study completed in 2015

Needs:

- Analyze results from 2015 study
- Conduct another study in fall of 2017
- Explore ways to get more responses
Advisory Committee

Findings:
School Counseling and Clinical Mental Health advisory committees last met in 2015. Minutes available.

Needs:
Form Human Relations advisory committee
Hold advisory committee meetings in fall of 2017

Action:
Scheduled advisory committee meetings in September 2017

CHANGES COMPLETED

Accreditation and Program Approvals:
CACREP accreditation (January 2015-December 2023)
Department of Education approval for School Counseling Program (2014)

Admissions:
Applicants with 3.0 or better GPA no longer need results of admissions exam
Admission one time per year with Feb 1 deadline
Dates set for admissions info sessions for fall 2107
Working with grad admissions to review and improve admissions
Video created to highlight program marketing
Graduate view book in process

Program:
Discontinued Pastoral Counseling program due to closing of seminary
Increased program credits
CMHC = 63 (61); SC = 60 (49); HR = 39 (37)
Tracking sheet to determine student course completion and help project when classes are needed
Enrollment and FTE reported in minutes of each faculty meeting and in monthly Director’s report
Course sequences revised in May 2017

Assessment:
Professional Performance Review rubric revisions. Now conducted in ExamSoft
E-Portfolio required for all students as Key Performance Indicator
Implemented comprehensive assessment process with annual program evaluation
Gathering data on student learning outcomes and key performance indicators
Candidacy requirements updated for all programs

Advisory Committees:
Advisory committee for Human Relations formed
Dates set for fall 2017 advisory committee meetings for all programs

ITEMS FOR ACTION

Admissions:
Continue in Southern and Northern Maine locations?
Consider a different distance learning program?

Assessment:
Identify key performance assessments and student learning outcomes
Effectively gather and analyze student outcome data from course assessments
Analyze previous data from alumni, employer/supervisor surveys and supervisor evaluations
Complete and analyze new alumni and employer/supervisor surveys

Courses:
Change the structure of Practicum (CO 890)
Move the CO 710 class to third semester
Move CO 702 to fall semester of first year

Program:
Review Human Relations program
Explore future programming options (substance abuse counseling, post masters certificate, career counseling)

Faculty and staff:
Develop plan for sufficient faculty and administrative assistant time to meet needs of program
Define the level and types of scholarship for counseling faculty

Data collection:
Engage Institutional Research Director to assist with consistent data collection