

Husson University Counseling and Human Relations Program Evaluation 2022-2023, 2023-2024, 2024-2025

Brief Summary

(full program report can be found on the [Husson University Graduate Counseling Program Webpage](#))

MS in Clinical Mental Health Counseling (63 credits)

MS in School Counseling (60 credits)

MS in Human Relations (39 credits) – discontinued in 2024

Certificate of Advanced Study in Counseling 18 postmaster's credits – discontinued in 2025

Comprehensive Assessment Plan (revised 09/2022) guides this evaluation.

Mission: The mission of the Counseling and Human Relations Program is to prepare and graduate highly proficient and dedicated professionals in counseling and human relations who are committed to both ethical and evidence-based principles and practices. In accordance with the vision of the American Counseling Association, program graduates are prepared to empower diverse individuals, families and groups to accomplish mental health, wellness, education, and career goals.

Program Goal: The Counseling and Human Relations program prepares graduates with current knowledge and skills to practice clinical mental health counseling, school counseling, or work as human relations specialists in a multicultural and pluralistic society.

Program Objectives and Assessments:

Program Objective 1: The program will recruit, enroll, and retain diverse, qualified students to create an inclusive learning community.

- Admissions data
- Demographic and other characteristics of applicants, students, and graduates
- Candidacy rates
- Retention rates
- Graduation rates
- Faculty loading rates, FTE ratios, Core/noncore faculty balance

Program Objective 2: The program will provide didactic and experiential opportunities for graduates to become competent and ethical practitioners of counseling or human relations within a multicultural and pluralistic society

- Curriculum Crosswalk (courses aligned with CACREP objectives)
- Course syllabi clearly show where objectives are addressed
- Course evaluations
- Practicum and internship site evaluations
- Supervisor/Liaison evaluations
- University supervisor evaluations
- Key Performance Indicators of Student Learning
- Professional Performance Review (PPR) assessment of dispositions
- Cumulative GPA
- Comprehensive Assessment results (CPCE, NCE)
- Alumni Survey

- Employer/Supervisor Survey

Program Objective 3: Alumni of the program will achieve licensure/employment within their field within one year of graduation at an 85% rate.

- Licensure and certification exam pass rates (NCE for CMHC)
- Credentialing rates (CMHC, SC)
- Employment rates

This Program Evaluation covers three years as an annual one was not completed during that period of time.

Completed Action Items from 2021-2022

- CACREP 2016 accreditation – new 8-year accreditation in Fall of 2024
- Department of Education renewal of Approval of the School Counseling program in Fall 2024
- Annual Vital Statistics report – posted on the Counseling Program webpage
- Program approved for HYFLEX (on-campus and online) delivery in February 2024
- Admissions data is inclusive of fall and spring enrollment as of academic year 2024-2025
- Monitored faculty to student ratio (cap of 12:1 full time) and faculty core/non-core balance. Growing the program will require more faculty.
- Worked with admissions to try to recruit new school counseling students and a more diverse student body
- Partnered with MSAD 37 on a school based mental health grant that afforded Husson counseling students \$142,000 in funds for their education and practicum and internships
- Continued to work to clarify data tracking and reporting needs
- Professional Performance Reviews continued every semester with feedback results of assessments of student dispositions provided to students
- The Counselor Preparation Comprehensive Examination (CPCE), the exit exam for the CMHC and SC programs was administered each year and results analyzed for this report. More information about the exam was provided to students and the program's Chi Sig Iota Eta Upsilon Mu chapter held study sessions for students to prepare to take the exam. Students are encouraged to take the exam as soon as they have completed or are enrolled in all of the requirements.
- Students were provided with information about how to register and prepare for the National Counselor Exam
- References to the Praxis II School Counseling exam were removed from program documents as this exam is no longer required.
- Student evaluations of their practicum and internship supervisors were added to Supervision Assist and completed each semester. Data was reviewed for this report.
- Some updates to the Program webpages were completed.
- A new student orientation occurred each time the CO 700 Orientation to the Profession of Counseling class was taught

Finding of this Program Evaluation: All objectives are met.

Strengths/Program Facts:

- MS in Clinical Mental Health Counseling and School Counseling programs are accredited under CACREP 2016 standards until October 31, 2031

- The program continues to employ three full-time core faculty and half-time clinical coordinator
- Strong pool of adjunct faculty and supervisors
- Enrollment grew from 88 in 2021-2022 to 128 in 2024-2025
- 34 CMHC degrees, 18 SC degrees, and 10 Human Relations degrees were conferred during this period of time
- FTE 2022 11.6:1; 2023 10:1, 2024 10.4:1, 2025 11.4:1
- Core faculty continue to teach a greater percentage of credits than non-core faculty largely due to core faculty taking overload
- The program enrolled 65% of the students who applied.
- 65-80% of enrolled students come from Maine
- 83% of enrolled students are female
- 78% report being White while 12% report being of other or mixed races
- All eligible students were admitted to Candidacy
- Average GPA of enrolled students exceeded 3.7 for all programs
- Retention of students remain good (80%, 72%, 71% retained to the second year for each of the years)
- Student Success Plans helped seven students to achieve success in the program
- Students are graduating at high rates though about 35% take five years or longer to complete the program due to part-time enrollment and leaves of absence.
- Curriculum alignment with 2016 CACREP standards and Key Performance Indicators of Student Learning are in effect.
- Analysis of Key Performance Indicators and Professional Performance Reviews provides academic, skill, and dispositional feedback for evaluation as included in the Program Evaluation Report
- Syllabi clearly illustrate where and how CACREP standards and Key Performance Indicators are addressed in each course.
- More than 90% of students indicated that they were satisfied or very satisfied with each element of the course as indicated by course evaluations
- Practicum and Internship students were mostly satisfied (65-100 % completely satisfied) with the supervision they received
- The CO 890 Practicum 6 credit course was divided into two concurrent 3 credits courses so that one class (CO 715 Advanced Counseling Techniques) could focus specifically on building student skills and help them identify theoretical approaches.
- Improvement in the percentage of students scoring proficient on Key Performance Indicators occurred over the three- year period. 2022-2023: 88.4%, 2023-2024: 93/33%, 2024-2025: 97.26%.
- Students demonstrate proficiency in professional dispositions
- Cumulative GPA at graduation exceeded 3.90 for the CMHC and SC programs and 3.45 for the Human Relations program
- 100% of students passed the CPCE either the first time or second time or using alternative testing. (CPCE first time pass numbers: 2022-2023: 23 of 26, 2023-2024: 24 of 26, 2024-2025: 13 of 15)

- 100% of students passed the NCE the first time
- Student credentialing rates (achieved licensure or certification) were reported to be 91-100% for CMHC and SC graduates
- 89-100% of graduates reported employment or engagement in a doctoral program of study
- A Program Orientation for new students is provided each semester
- A Faculty and Adjunct Orientation is provided each semester
- Site Supervisor training is online
- The Husson Office of Institutional Effectiveness assisted in data gathering and evaluation

Needs Summary:

- Continue to collect spring and summer as well as fall admissions and enrollment data.
- Continue to work with marketing and admissions to attract and enroll more school counseling students.
- Explore why students do not enroll once admitted. Consider ways to attract these students in order to grow the program.
- Consider ways to attract more males to the program and a more diverse student body.
- Determine why students who should be eligible for candidacy in 2024-2025 did not apply for candidacy and therefore were not acted on. Follow-up with these students to get candidacy action taken as soon as they meet all requirements.
- Add data about students who transfer to different majors within the program.
- Explore why clinical mental health counseling students discontinue.
- Work to retain all students with appropriate gatekeeping.
- Continue to work with students to stay minimally on a part-time track to completion.
- Seek grants and other opportunities to help support students with internships so that they can afford to take the time away from work to complete required internships in a timely fashion.
- Clarify data tracking and reporting needs moving forward to further support students in on-time graduation.
- The Curriculum Crosswalk will need to be revised to meet the CACREP 2024 standards by July of 2026.
- New course syllabi will need to be created in alignment with the CACREP 2024 standards and revised Curriculum Crosswalk by July of 2026.
- Create new Site Supervisor Survey, Intern Evaluation of Site, and Practicum Evaluation of the Site in Supervision Assist and begin collecting this data again.
- Include training on eliciting feedback from students and incorporating it into supervision approaches and assisting students in exploring theoretical approaches in supervision training for University Supervisors and Site Supervisors.

- Review the Research and Program Evaluation Course (CO 703) to be sure that the KPI assessment is appropriate and related to course content, conducted, and data is available for review.
- Ensure that all KPI assessments are clear in all courses, on the syllabus and available for data collection.
- Review coursework alignment with the CPCE in the areas of concern: Social and Cultural Diversity, Helping Relationships, Group Counseling and Group Work, Career Development, and Research and Program Evaluation.
- Consider conducting PPR in summer or including evaluation of summer coursework in fall review.
- Collect data on student GPA for each semester. Note threshold of 3.0 and number of students who fell below that threshold.
- Provide more information to students about the National Certified Counselor (NCC) credential and process related to taking the NCE exam. Be sure that the CANVAS program advising site is provided to all students and is kept up to date. Be sure that all advisors understand this process and have access to the information to share
- Conduct an alumni survey as soon as possible
- Conduct an employer survey as soon as possible.
- Develop an annual survey of graduates to collect credentialing data.
- Develop an annual survey of graduates to collect employment data.
- Develop a specific place for all program faculty to store student success plans, academic warning letters, academic probation documentation, and dismissal action so that data can be readily available for program evaluation.

This Program Evaluation report was reviewed by the Counseling Program Advisory Committee on August 25, 2026. The following suggestions were provided:

1. Include information about the addition of CO 714 Advanced Counseling Techniques class as a requirement concurrent with CO 890 practicum specifically to address student feedback that they needed more help with skills and theory. This language is now added to the report under Strengths.
2. Create videos for the website and program information to help prospective and current students better understand what a School Counselor does and what a Clinical Mental Health Counselor does.
3. Develop a mentor pool for students from practicing counseling professionals.
4. Use the language “Accelerated Master’s Program to help describe the Early Start PY-CO programs.
5. Emphasize the fact that in both the on campus and synchronous online pathways students develop relationship with their faculty, their advisor, and fellow students in all marketing materials. Also, that they get a clinical coordinator who assists them with field placements and guides them through practicum and internship to credentialing.

Action Items (From 2022-2023, 2023-2024, and 2024-2025 reports for action in 2025-2026)

Action Item	Tasks	Target completion	Completed
CACREP 2024 Standards alignment	The Curriculum Crosswalk will need to be revised to meet the CACREP 2024 standards by July of 2026. New course syllabi will need to be created in alignment with the CACREP 2024 standards and revised Curriculum Crosswalk by July of 2026	July 31, 2026 as required by CACREP	
Program Evaluation	Complete annually and post to website	Oct. 30, 2023, 2024, 2025	
Vital Statistics report	Complete, send to CACREP, post to website annually	Dec. 31, 2026 for 2025-2026	
ED-CO SC and CMHC Bridge program	Proposal in Course Leaf	Fall 2026	
Enrollment	Continue to collect spring and summer admissions and enrollment data Explore why students do not enroll once admitted. Consider ways to attract these students in order to grow the program. Continue to work with marketing and admissions to attract and enroll more school counseling students. Add data about students who transfer to different majors within the program. Explore why clinical mental health counseling students discontinue. Work to retain all students with appropriate gatekeeping	Ongoing	
Enrollment/Faculty needs	Advocate for additional faculty to address the growth in the program Monitor the FTE and core-noncore calculations Need additional faculty for any growth in the program to occur	Ongoing	

Candidacy	Determine why students who should be eligible for candidacy in 2024-2025 did not apply for candidacy and therefore were not acted on. Follow-up with these students to get candidacy action taken as soon as they meet all requirements.	Spring 2026	
Diverse Student Body	Continue to work with admissions to recruit and enroll diverse applicants Consider ways to attract more males to the program and a more diverse student body	Ongoing	
Retention	Create a column in the CO program Student tracking sheet to keep track of changes of major. Collect data from the student tracking sheet.	Sept 2026	
Retention and graduation	Continue to work with students to stay minimally on a part-time track to completion Seek grants and other opportunities to help support students with internships so that they can afford to take the time away from work to complete required internships in a timely fashion Clarify data tracking and reporting needs moving forward to further support students in on-time graduation.	Ongoing	
GPA by semester data	Collect data on student GPA for each semester. Note threshold of 3.0 and number of students who fell below that threshold.	August 2026	
Student Success Plans, and Dismissal Data	Develop a specific place for all program faculty to store student success plans, academic warning letters, academic probation documentation, and dismissal action so that data can be readily available for program evaluation.	Fall 2026	

Key Performance Indicators (KPIs)	Review the Research and Program Evaluation Course (CO 703) to be sure that the KPI assessment is appropriate and related to course content, conducted, and data is available for review. Ensure that all KPI assessments are clear in all courses, on the syllabus and available for data collection. Review coursework alignment with the CPCE in the areas of concern: Social and Cultural Diversity, Helping Relationships, Group Counseling and Group Work, Career Development, and Research and Program Evaluation.	2025-2026	
PPR	Consider conducting PPR in summer or including evaluation of summer coursework in fall review	Fall 2026	
NCE	Provide more information to students about the National Certified Counselor (NCC) credential and process related to taking the NCE exam	Ongoing	
Alumni Survey	Conduct Alumni Survey in 2026. Collect and review data in 2025-2026 program review	Fall 2026	
Employer Survey	Conduct the employer survey in the fall of 2026 based on information from the alumni survey	Fall 2026	
Annual Survey of Graduates	Develop and administer an annual survey of graduates to collect credentialing and employment data	August 2026	
Evaluation of practicum/ internship sites Internship Site Supervisor Survey	Create new Site Supervisor Survey, Intern Evaluation of Site, and Practicum Evaluation of the Site in Supervision Assist and begin collecting this data again.	Fall 2026 and ongoing Practicum and Internship	
University supervisor and Site supervisor training	Include training on eliciting feedback from students and incorporating it into supervision approaches and assisting students in exploring theoretical approaches	Fall 2026	

	in supervision training for University Supervisors and Site Supervisors.		
Advisory Committees	Schedule advisory committee meeting in the early August of 2026 to review the 2022-2025 report Incorporate feedback from the advisory committee in the 2025-2026 program evaluation	August 2025	
Program Website	Update all website sections on the counseling program and update all marketing materials	Ongoing	
Remove all references to Human Relations program	Remove all reference to the Human Relations program from program title, webpages, marketing materials, mission, goals, objectives, etc.	September 30, 2026	
Advisory Committee feedback	Include information about the addition of CO 714 Advanced Counseling Techniques class as a requirement concurrent with CO 890 practicum specifically to address student feedback that they needed more help with skills and theory. This language is now added to the report under Strengths. Create videos for the website and program information to help prospective and current students better understand what a School Counselor does and what a Clinical Mental Health Counselor does. Develop a mentor pool for students from practicing counseling professionals. Use the language “Accelerated Master’s Program to help describe the Early Start PY-CO programs in marketing materials. Emphasize the fact that in both the on campus and synchronous online pathways students develop relationship with their faculty, their advisor, and fellow students in all marketing materials. Also, that they get a clinical coordinator who assists them with	August 2026 December 2026 December 2026 October 2026 October 2026	Done

	field placements and guides them through practicum and internship to credentialing.		
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