

**HUSSON UNIVERSITY
COUNSELING AND HUMAN RELATIONS
PROGRAM EVALUATION EXECUTIVE SUMMARY REPORT 2021-2022**

The Husson University Graduate Counseling and Human Relations program conducts an annual program evaluation. This summary reflects the findings of the program evaluation conducted in September 2022 for the 2021-2022 academic year. The Comprehensive Assessment Plan was revised during the CACREP self-study and addendum processes in 2021 and 2022. The new Comprehensive Assessment Plan (revised 092022) guides the 2021-2022 program evaluation. The format of this executive summary follows the format of the revised Comprehensive Assessment Plan (2022).

Program Overview

The Counseling and Human Relations Program is in the Husson University School of Education in the College of Sciences and Humanities.

The Counseling and Human Relations Program includes three master's degree programs. All programs share core courses (Master of Science in Clinical Mental Health Counseling (63 credits), Master of Science in School Counseling (60 credits), Master of Science in Human Relations (39 credits)). In addition, a Post-Master's Certificate of Advanced Study (CAS) in Counseling (18 credits) is offered. Annual enrollment averages 75-85 students. The program employs three full-time core faculty members, one of whom is the Program Director, one half-time Clinical Coordinator, and an average of five regular adjunct faculty members each year.

The New England Commission of Higher Education (NECHE) accredits Husson University. The MS in Clinical Mental Health Counseling and MS in School Counseling programs are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) under 2009 Standards. An application for reaccreditation under the 2016 CACREP standards with a self-study was submitted in the fall of 2021. An addendum to the self-study was submitted in the summer of 2022. A second addendum is in preparation for submission in the fall of 2022. A site visit is scheduled for April, 2023. The School Counseling program is also approved by the Maine Department of Education. The self-study process for renewal of this approval is underway with an anticipated site visit in the fall of 2023.

Mission Statements

The Counseling and Human Relations program mission aligns with the mission of Husson University, the College of Sciences and Humanities, and the School of Education. The graduate Counseling and Human Relations programs are housed in the School of Education within the College of Sciences and Humanities.

College of Science and Humanities: The College of Science and Humanities empowers students through knowledge and critical thinking to become engaged, successful professionals—comfortable global citizens in a rapidly changing world.

School of Education: The mission of the School of Education is to prepare and graduate highly proficient and dedicated professionals in counseling, human relations, and education, who are committed to evidence-based principles and practices.

Mission: Counseling and Human Relations Program: 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:

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

Note: Through the self-study (2021) and subsequent addendum 1 (2021) the program faculty realized that more was needed to attract, enroll, and retain a diverse group of students to create an inclusive learning community. The wording of Objective 1 was changed to reflect that goal. The purpose is to guide the program to more formally identify, evaluate, review, and focus on improving recruiting as diverse a student body as possible, while recognizing more formally and broadly the diversity that exists (rural, SES, culture, ethnicity, religious, geographical, age, gender, etc.). Reviewing this objective from the lens of ACA Code of Ethics sections A.2.c, B.1.a, C.5, and E.5.b will be added as a measure for program evaluation for Objective beginning with the fall of 2022 to formalize the practice.

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.

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

Comprehensive Program Evaluation Process

The comprehensive program evaluation process is both an ongoing process and a formal process of reviews conducted weekly during regular program faculty meetings and annually in faculty retreats and advisory committee meetings. Program evaluation is guided by the program objectives and informed by the student assessment process. It is conducted by the faculty with the assistance of the program Advisory Committee as illustrated in the timelines below. The process includes faculty annual assessment of Program Objectives through review of program data.

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

The following data sets are used to measure progress....

- Admissions data
- Demographic and other characteristics of applicants, students, and graduates
- Candidacy rates
- Retention rates
- Graduation rates

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, Praxis II)
- 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.

- Licensing and certification exam pass rates (NCE for CMHC and Praxis II School Counseling Exam for SC)
- Credentialing rates (CMHC, SC)
- Employment rates

Faculty meet weekly to review and conduct program business and annually to formally review the program and make needed changes. An annual Program Evaluation Report illustrates the results of the Comprehensive Program Assessment with recommendations for program modifications. The report is distributed to stakeholders (students, alumni, faculty, University administrators, supervisors, employers, advisory committee members, and the public) and posted on the program webpage.

Findings of the 2021-2022 Program Evaluation

2021 Action Items (All action items complete except for online programming and tabled change to internship credit arrangement)

Action Item	Tasks	Target completion	Completed
Program Evaluation	Complete annually and post to website	October 30, 2021	Oct 30, 2021
Vital Statistics report	Complete, send to CACREP, post to website annually	Dec. 31	2020-2021 Vital Stats report was submitted and posted December 2021
Online offerings	Develop and implement online programming	2022-2023 year	Not completed due to faculty/Dean turnover Remains under consideration. Will require a new substantive change report for CACREP
New Programs: PY-CO CMHC and PY-CO SC Bridge program Post-masters Certificate of Advanced Study in Counseling	Student enrollment	Fall 2021 and ongoing	PY-CO: First students matriculated for 2020- 2021. Took first master's courses in 2021-2022. Continuing to admit and transfer in new students CAS: First students matriculated in 2020- 2021. Five were enrolled in 2021-2022
Assessment - KPIs	Collect and analyze student outcome data KPIs Ensure that all KPI assessments results are available for data analysis. To the extent possible locate them in EXAMSOFTE or CANVAS and determine what aspects of the assessment rubric align with the KPI	Ongoing	KPIs with assessments are listed on all course syllabi Assessment results are located in EXAMSOFTE or CANVAS Data gathered and analyzed Work on refining rubrics for assessments is ongoing

PPR	Collect and analyze student outcome data – dispositions using the Professional Performance Review	Every semester - ongoing	PPR completed in fall and spring of 2021-2022. Data collected and analyzed for this report. Suggestion to revise was postponed
Diverse student body	Review CACREP 2016 standards Talk with Admissions and Accreditation about how University addresses this Encourage university to gather data on diversity categories	Ongoing	Reviewed through the 2021 CACREP self-study. Data collection was improved through the Addendum 1 process – spring 2022. This program evaluation utilized the more extensive data collection process for analysis and recommendations
Retention and graduation rates	Be sure retention rates include fall and spring initial enrollments and transfer student data Clarify data tracking & reporting needs moving forward to further support students in on-time graduation Explore ways to assist students in completing the program in a timely fashion, including possible grants for students to assist with completing internships	annually	complete revisions in place for use in 21-22
Evaluation of practicum/internship sites and supervisors	Conduct student site evaluations for every practicum and internship	Each semester ongoing	Complete

	<p>Conduct student evaluation of University supervisor Compile and use results Clinical Coordinator will review the 2020-2021 data in greater depth and report findings back to the faculty. Collect data from practicum student evaluations of University supervisors of practicum and use it to provide feedback to supervisors and to the program to inform changes in program supervision procedures.</p>		
Practicum and Internship	Site supervisor and liaison surveys	Completed each semester	Complete
Alumni Survey	Alumni Survey is conducted every 3 years. Last one was in Summer 2020.	Conduct Alumni survey in 2023.	Conduct Alumni survey in 2023.
Employer Follow-Up Study	Conducted in 2021	every three years next in 2024	Results incorporated in 2020-2021 program evaluation and CACREP self-study. Next survey due in 2023-2024
Admissions	Align admissions review and interview with 2016 Standards (multicultural – Q how work with students different) Work with	Jan 1, 2021	Admissions interview forms revised in January 2021 and again in September 2021 to align with CACREP 2016 standards. Used for

	<p>admissions to attract and admit enough students in 2022-2023 school year to total 80 matriculated students (an increase of 10).</p> <p>Revise admissions procedures to include an alternative to the GRE/MAT for applicants who completed undergraduate work more than 5 years ago and have extensive work and training history</p>		<p>2021-2022 and 2022 fall admissions Enrolled total of 85 students for fall of 2022</p> <p>Admissions requirements revised to include review of work experience in lieu of GRE/MAT (see Graduate Admissions requirements in 2022-2023 catalog and program webpages)</p>
Advisory Committees	Advisory committee meetings held twice a year	Fall and spring	<p>Two advisory committee meetings were held in 2021-2022.</p> <p>Meeting schedule for 2022-2023 in process Members will be called upon to assist with CACREP site visit in spring of 2023</p>
Courses	<p>Complete Spring 2022 syllabi so that all new syllabi are aligned with Crosswalk and CACREP 2016 standards</p> <p>Explore ways of incorporating more training in classroom management into the School Counseling curriculum.</p>	<p>January 2022</p> <p>Internship 2021-2022 and CO 701 2021 and 2022</p>	<p>Complete</p> <p>School Counseling interns complete 8 classroom lessons during internship CO 701 students work with a SC mentor to develop and deliver a classroom lesson</p>

	Look at alignment between curriculum & CPCE exam. Establish consistent assessment practices. Inform students more effectively how curriculum connects to the CPCE exam		CPCE domains are KPI assessments Info about content of CPCE provided
Candidacy	Consider a faculty interview with candidacy review		Determined not needed
Program WEBSITE	Continue to review HU Website CO program pages for possible additions of information	ongoing	Website new – CO program pages reviewed and revised Fall 2021 and ongoing as changes are determined
Orientation for new students	New Student Orientation conducted fall and spring semesters	Prior to fall and spring semesters.	New Student Orientation conducted in August 2021 and January 2022
Internship	Propose change back to 300 hour 3 credit blocks Introduce Advanced Internship		Tabled

Data for 2021-2022 Review:

Enrollment 2021-2022

Clinical Mental Health Counseling	51
School Counseling	20
Human Relations	4
CAS in Counseling	5
Total	80

FTE for Calendar year 2021: 11:1

FTE for Calendar year 2022: 11.6:1

Table A.T.1: FTE Calendar Year

	SP 22	SS 22	FA 22	2022	SP 21	SS 21	FA 21	2021	SP 20	SS 20	FA 20	2020	SP 19	SS 19	FA 19	2019
--	----------	----------	----------	------	----------	----------	----------	------	----------	----------	----------	------	----------	----------	----------	------

Student FTE (Total credits enrolled /9)	63.56 572/9 = 63.56	34.2 308/9 =34.2	67.11 604 /9.=67.1 1	164.8 7	47.34 426/9 = 47.34	37 334/9 = 37	53.78 484/9 = 53.78	162.34	51	26	47.3 426/9 = 47.3	124.3	42 378/ 9= 42	21.6 7 195/ 9= 21.6 7	61 549/9 =61	124.67
Faculty FTE (9 credits = full time)	5.17	3.34 30/9= 3.34	5.72	14.23	4.58	2.67	6.38	14.61	4.5	1.67	5.56	10.73	4.17 37.5 /9=4 .17	2.3	5.37	11.84
FTE FTE Students/FT E Faculty	12.29 :1 63.56 /5.17 =12:2 9	10.24: 1 34.2/3 .34 = 10.24	11:73:1 67.11 FTE students /5.72 FTE faculty = 11.73:1	11.59: 1	10.9:1 47.34/ 5.56 =10.9	13.85: 1 37/2.6 7= 13.85	8.43:1 53.78/ 6.38 =8.43	11:11:1 162.34/ 14.61=1 1.11	11.3 3:1 51/4 .5 =11. 33	15.5 6:1 26/1 .67= 15.5 6	11.4:1 47.3/ 4.58= 11.4	11.58: 1 124.3/ 10.73 =11.5 8	10.0 7:1 42/4 .17= 10.0 7	9.42 :1 21.6 7/2. 3 =9.4 2	11.36: 1 61/5.3 7 =11.3 6	10.53: 1 124.67 /11.84 =10.5 3

Core: Non-core 2021 = 77:43.5 and 2022 = 90:38

Table AS.1: Calendar Year Credit Hours Taught by Core and Non-core Faculty

Core/Non-core Faculty credits	SP 22	SS 22	FA 22	2022	SP 21	SS 21	FA 21	2021	SP 20	SS 20	FA 20	2020	SP19	FA 19	SS 19	2019
Core	36	21	33	90	36	9	32	77	30	3	35	98	18	30	9	57
Non-core	10.5	9	18.5	38	3	15	25.5	43.5	10.5	9	15	36.5	*19.5	18.3	12	49.8

*Core faculty member ill – this was sudden, so the program filled in with adjuncts that semester

Narrative: The program enrolled 80 students in 2021-2022 with the addition of the Certificate of Advanced Study in Counseling. FTE is very close to the maximum of 12:1. Core to non-core ratio remains consistent as core faculty are teaching overloads.

Needs: Advocate for additional faculty to address the growth in the program. Watch the FTE requirement of 12:1.

Enrollment and Faculty Needs:

Advocate for additional faculty to address the growth in the program. Watch the FTE requirement of 12:1. Need additional faculty for any growth in the program to occur.

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

Upon review of the following data, program faculty have determined that Objective 1 is **met**.

Action items for improvement based on identified needs are listed at the end of this report.

Admissions data 2021-2022

Fall 2021 Admissions Data

Program	Applied	Admitted	Enrolled
Clinical Mental Health Counseling	30	21	10
School Counseling	7	5	2
Human Relations	1	1	1
Total	38	27	13
Percentage		71%	34%
CAS in Counseling (new program)			5

Across the three graduate programs 71% of the applicants were offered admission and 34% enrolled. The program also admits students in the spring. Data for spring 2022 admissions is pending.

Narrative: Data is needed that accurately reflects the fall and spring admissions and enrollment cycle for the program. The program consistently attracts and enrolls nearly four times as many clinical mental health counseling students as school counseling students. Given the shortages of school counselors as well as mental health counselors, the program would like to explore ways to attract, enroll, and retain more school counseling students. The CAS in Counseling program is new this year. Some Human Relations graduates are also graduates of the Clinical Mental Health Counseling or School Counseling program.

Needs:

Collect spring admissions and enrollment data.

Work with marketing and admissions to attract and enroll more school counseling students.

Demographic and other characteristics of applicants, students, and graduates (2021-2022)

Data in CAMS for the Fall of 2021 students in the three tracks by gender:

PrimMaj	AFR	ASIAN	HIS	MUL	UNK	WHI	Total
<input type="checkbox"/> MS Clinical Mental Health Counseling		1	1	2	3	42	49
Female			1	2	3	34	40
Male		1				8	9
<input type="checkbox"/> MS Human Relations						1	1
Male						1	1
<input type="checkbox"/> MS School Counseling	2					16	18
Female	1					12	13
Male	1					4	5
Total	2	1	1	2	3	59	68

Narrative: 87% of counseling students report being white. 13% of the counseling students report being of other or mixed races. This is reflective of the racial diversity in central and northern Maine where the program is located and largely draws from. 53 of the 68 students identify female and 15 identify as male.

Needs: Continue to work with admissions to recruit diverse applicants. Advocate for data collection that includes more categories of diversity. Discussion about this is ongoing with the Provost's office and the DEI Officer.

Candidacy rates 2021-2022

Admitted	15
Deferred	1
Denied	0
Total	16

Narrative: 15 students achieved candidacy upon first application. One student's candidacy was deferred because of dispositional concerns. A plan for student improvement was implemented under the supervision of the student's advisor. The student will reapply next semester.

Needs: None

Retention rates 2021-2022

Program	# Entering	2nd year retention
Clinical Mental Health Counseling	10	80%
School Counseling	2	100%
Human Relation	1	100%
Total	13	82.4%

Narrative: 82% of total students persisted from entry to enrollment in the second year.

Needs: Add data about students who transfer to different majors within the program

2021-2022 Graduation numbers (from Vital Statistics Report 2021-2022):

Clinical Mental Health Counseling	8
School Counseling	7
Human Relations	4
CAS in Counseling	0

Graduation rates 2021-2022 (as reported on Vital Statistics Report 2022)

(Rates of enrolled students graduating within 7 years)

Program (started with any status) entered 2015-2016

MS Clinical Mental Health Counseling	67%
MS School Counseling	62%
MS Human Relations	100%
Post-masters CAS in CO	

Started with Entry Graduate Study in 2015 FA

	Entered 2015/FA	Earned same degree	% Earned same degree	Earned CO degree	% Earned CO degree
MS Clinical Mental Health Counseling	7	5	71%	6	86%
MS School Counseling	4	2	50%	2	50%
MS Human Relations	1	1	100%	1	100%
Total	12	8	67%	9	75%

Narrative: Seventy-five percent of students who enrolled in the Fall of 2015 earned a degree within seven years. 67% earned the degree they originally enrolled in, while another 9 % completed another degree in the Counseling and Human Relations program within the 7 year period.

Full-time is defined as 9 credits per semester and 6 credits in the summer.

Part-time is defined as 6 credits per semester and 3 credits in the summer.

If students follow the recommended course sequences:

CMHC: Full-time students graduate in 3 years including 3 summers

	Part-time students graduate in 4.5 years
SC:	Full-time students graduate in 3 years
	Part-time students graduate in 4.5 years
HR:	Full-time students graduate in 3 years including 3 summers
	Part-time students graduate in 4.5 years

The program encourages students to travel through the program at a minimum of 6 credits per semester. However, some students take leaves of absence during the program and some are unable to complete internships within the recommended time due to work and family obligations.

Needs: 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. Need to clarify data tracking & reporting needs moving forward to further support students in on-time graduation.

Objective 1 Needs:

- Collect spring admissions and enrollment data.
- Work with marketing and admissions to attract and enroll more school counseling students.
- Continue to work with admissions to recruit diverse applicants.
- Advocate for data collection that includes more categories of diversity. Discussion about this is ongoing with the Provost's office and the DEI Officer.
- For retention add data about students who transfer to different majors within the program.
- 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.
- Consider reopening the Soaring Eagle Counseling clinic for practicum training
- Need to clarify data tracking & reporting needs moving forward to further support students in on-time graduation.

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

Upon review of the following data, Objective 2 is **met**.

Action items for improvement based on identified needs are listed at the end of this report.

Curriculum Crosswalk (courses aligned with 2016 CACREP objectives)

Narrative: The curriculum crosswalk illustrates alignment between courses and 2016 CACREP objectives and forms the basis for alignment on syllabi. The crosswalk was reviewed as part of the CACREP self-study in the fall of 2021.

Needs: None

Course syllabi

Narrative: Course syllabi each contain a chart clearly illustrating where and how each CACREP objective is addressed in the course (reading, lecture, discussion, assignment, activity, etc.) Templates for each course are used by all faculty to develop syllabi for each semester.

Needs: While the course syllabi contain all required objectives, the faculty noted that more attention should be paid to developing student cultural competency throughout the curriculum.

Course evaluations:

Narrative: Students complete course evaluations in CAMS before receiving grades in each class. Course evaluations are reviewed and analyzed for needed changes. The review of student evaluations of each of the courses taught in 2021-2022 revealed no major concerns

Needs: none

Practicum and Internship:

Student Site Evaluations: Practicum and internship students complete evaluations of their placement sites at the end of each placement. Results are compiled and analyzed by the clinical coordinator and program director and used to inform use of the site in the future. This includes evaluation of their experience with site liaisons and supervisors.

University Supervisor Evaluations for Practicum: At the end of each placement students complete evaluations of their internship site supervisors and practicum liaisons. Results are reviewed annually by the clinical coordinator and used to assess use of supervisors, liaisons, or needs for changes in procedures, training.

Site Supervisor Survey: A Site Supervisor Survey is conducted at the end of Internship to gather feedback on the experience of the site supervisor in working with Husson University students and faculty.

Narrative: The faculty including the Clinical Coordinator reviewed all data. This review of all data from the above documents revealed no specific concerns. Students indicate satisfaction with their practicum and internship experiences, their site liaisons and supervisors, and their University supervisors. Site supervisors report positive experiences in working with students and faculty. One site supervisor suggested that school counseling

internship should be yearlong in order for the intern to experience the flow of the school year.

Needs: none

Key Performance Indicators of Student Learning

Determination of results Key Performance Indicators of student learning occur at intervals throughout the program, formative and summative as explained below. Results are analyzed annually and used to determine curriculum changes, teaching approaches, course delivery, course sequence, test preparation, etc.

Data from identified assessments and specified domain scores from the CPCE was analyzed. This report reflects the data that was available for 2021-2022 at the time of the program evaluation. Work continues.

2021-2022

Key Performance Indicator (KPI) Note: Proficiency defined as scoring 80% or higher on course assessment or minimum of national mean score for the domain on CPCE	% Proficient
KPI 1 Professional Orientation and Ethical Practice: Students will demonstrate knowledge of the counseling profession, identify as counselors, and advocate and practice according to the counseling ethical standards	88.46
KPI 2: Social and Cultural Diversity Students will demonstrate knowledge of current multicultural competencies and skills necessary to practice in a diverse society.	69.23
KPI 3: Human Growth and Development Students will demonstrate knowledge of human growth and development concepts and application of interventions appropriate to the nature and needs of persons in multicultural contexts	89.66
KPI 4: Career Development Students will demonstrate knowledge of career development theory and practice and application of that practice to all clients and contexts	70
KPI 5: Counseling and Helping Relationships Students will demonstrate counseling and consultation skills, models, and processes needed for entry-level professional practice in diverse and multicultural contexts.	88.28
KPI 6: Group Counseling and Group Work Students will demonstrate knowledge and skills of ethical practice and application of group process and theory in diverse settings	83.33
KPI 7: Assessment and Testing Students will demonstrate knowledge of psychometrics, standardized testing, and evaluation related to individual and group approaches to assessment	50
KPI 8: Research and Program Evaluation Students will demonstrate knowledge of various quantitative and qualitative research methods, statistical analysis, needs assessments, and program evaluation.	72
KPI 9: Clinical Mental Health Counseling Specialty Clinical mental health students will demonstrate knowledge and skills of clinical mental health counseling issues including historical foundations, the role and function of the clinical mental health counselor, and working with diverse populations	100
KPI 10: School Counseling Specialty School counseling students will demonstrate knowledge and skills of school counseling issues including historical foundations, the role and function of the school counselor, and working with diverse students and their families.	87.5
Overall KPI Proficiency	82.05%

Narrative: Overall 82.05% of students in 2021-2022 scored as proficient on all Key Performance Indicators (KPIs). Therefore, the objective has been met in the area of key performance assessment, however, there are areas of concern. While most students pass the CPCE on the first attempt (achieving the average score for the exit exam group for the administration of the exam they took) results of the CPCE included in the data for this evaluation indicate that only 55.63% scored as “proficient” (80%) or better. Areas of concern reflect the same content areas noted above.

Needs:

Students had more difficulty on both program assessments and the CPCE in Social and Cultural Diversity, Career Development, Assessment, and Research with Assessment being the most concerning. Faculty will review results and determine any changes to teaching approaches, content, or assessments in CO 704, CO 722, CO 721, and CO 703. Look at alignment between curriculum and the CPCE exam. Inform students more effectively how the curriculum connects to the CPCE exam.

Professional Performance Review (PPR) assessment of dispositions

A Professional Performance Review (PPR) rubric of dispositions is completed by all faculty each semester for each enrolled student. Each student also completes a self assessment each semester. Results are shared with the students. Faculty review compiled results annually and use results to examine effectiveness of development of student dispositions and any related professional development remediation.

Score scale is 4 exceeds, 3 meets, 2 developing, 1 does not meet.

2021-2022f

Disposition	Personal responsibility	Collaboration	Initiative	Conflict	Accept/use feedback	Aware-ness of impact on others	Professional responsibility	Express Feelings Effectively	Adaptability	Openness to new ideas
Faculty	2.74	3.09	2.81	2.53	2.77	2.88	2.72	2.77	2.72	2.78
Students	3.25	3.19	2.93	3.08	3.28	3.06	3.08	3.13	3.01	3.17

Narrative: Most students rate themselves as developing or higher on the PPR and most students received ratings of developing or better in all dispositional areas from faculty. Those who receive any score lower than developing in any semester are engaged by faculty in a plan to improve.

Results currently only include courses in fall and spring. However, several required courses occur in the summer.

Needs: Consider conducting PPR in summer or including evaluation of summer coursework in fall review.

Yearly GPA

Major/Minor Name	2019-2020	2020-2021	2021-2022
MS Clinical Mental Health Counseling	3.53	3.80	3.71
MS Human Relations	3.79	3.82	3.86

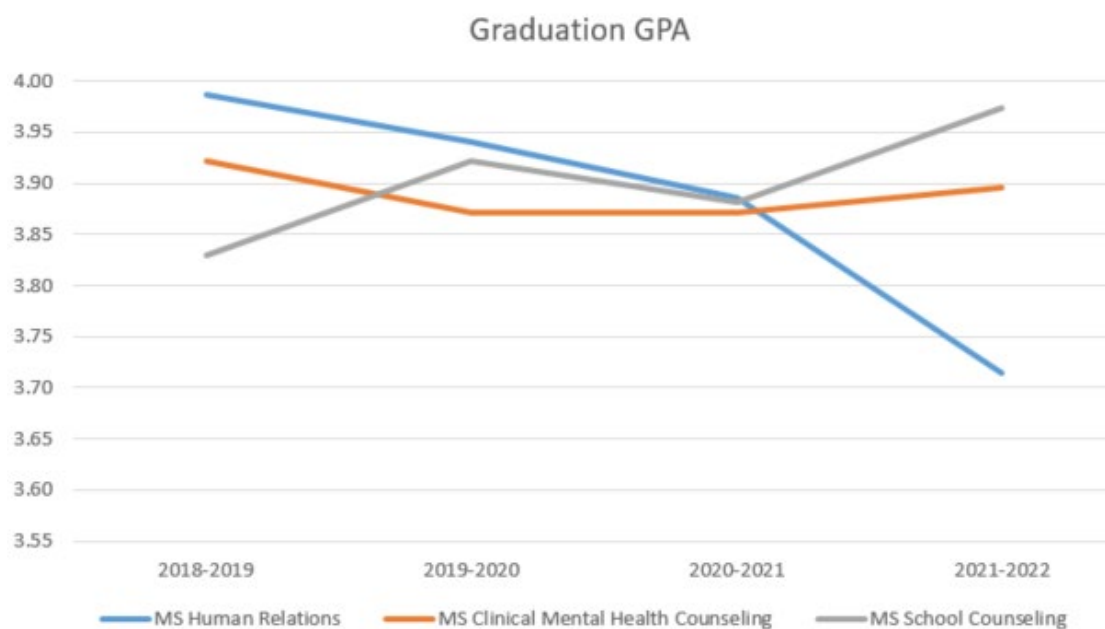
MS School Counseling	3.88	3.85	3.92
----------------------	------	------	------

Narrative: students continue to achieve grade point averages above 3.7 in all degree areas.

Needs: none

Cumulative GPA at graduation (2021-2022)

Clinical Mental Health Counseling	3.90
School Counseling	3.97
Human Relations	3.71



Narrative: All graduates of the program perform very well, graduating with cumulative GPAs above 3.7

Needs: None

Comprehensive Assessment results (CPCE, NCE, Praxis II)

Clinical Mental Health and School Counseling students are required to pass the CPCE exam before going to internship. An alternative written exam is available to students who take the CPCE and fail it twice. The NCE is the CMHC licensing exam and serves as the exam for counseling students who wish to become National Certified Counselors. The Praxis II School Counselor Exam is required in Maine for 075 School Counselor certification (eliminated for those applying after June 10, 2022).

2021-2022

Exam	First time pass rate	Total pass rate all attempts
CPCE		100% *

NCE	100%	100%
Praxis II School Counselor Exam**	100%	100%

*Note: 80% of students taking the CPCE in 2021-2022 scored at or above the average in all sections of the CPCE.

Narrative: Students continue to pass the CPCE at 100% using the alternatives provided. 80% of those who took the CPCE in 2021-2022 scored average or above average in all domains. Students continue to pass licensing (National Counseling Exam) and certification (Praxis II School Counselor Exam) at 100% the first time. Using the CPCE as an exit exam appears to continue to contribute to success on the NCE.

**Note: the requirement for the Praxis II School Counselor Exam as a certification requirement for school counselors in Maine was eliminated beginning June 10, 2022. Students who are seeking certification in states that do require it will be advised to take it. Students who plan to seek certification in Maine will no longer need to take this exam.

Needs: Provide more information about the CPCE and how to prepare for the exam. Continue to offer the CPCE as an exit exam at least twice per year. Due to the current lag in receiving results of the CPCE students should be advised to take the CPCE in the semester prior to practicum assuming that all required courses are complete or in process. Provide more information to students about the National Certified Counselor (NCC) credential and process related to taking the NCE exam. Remove the requirement for the Praxis II School Counselor Exam from MS School Counseling program tracking sheets.

Alumni Survey (every three years)

The alumni survey was conducted in the summer of 2020. Results were reflected in the 2019-2020 program evaluation report. A new Alumni Survey will be conducted in the spring of 2023.

Need: conduct Alumni Survey in 2023

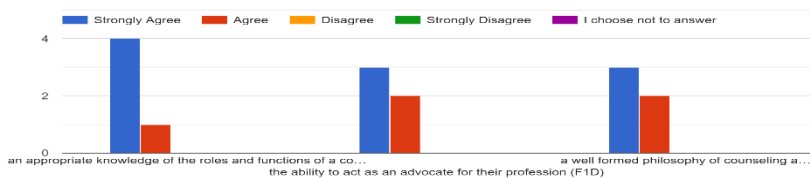
Employer Survey (every three years)

The employer survey was sent on September 23, 2021, through Constant Contact, with a deadline for completion by October 15, 2021. Five of 75 people responded to the survey (1 Clinical Mental Health Counseling, 2 School Counseling, and 2 Human Relations). 4 were administrative supervisors and 1 was a clinical supervisor.

Employers who responded strongly agreed or agreed that Husson graduates demonstrated competency in each of the areas presented on the survey:

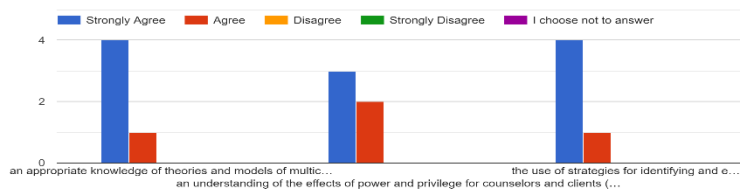
Professional Orientation and Ethical Practice

Orientation and Ethical Practice: I believe the Husson Graduate has demonstrated...



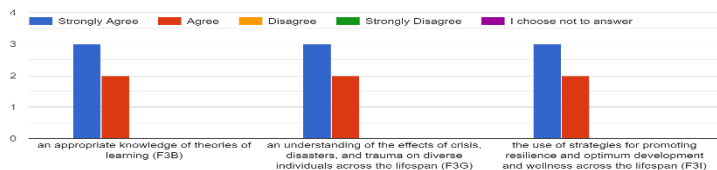
Social and Cultural Diversity

Social and Cultural Diversity: I believe the Husson Graduate has demonstrated...



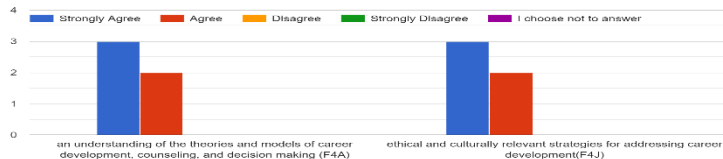
Human Growth and Development

Human Growth and Development: I believe the Husson Graduate has demonstrated...



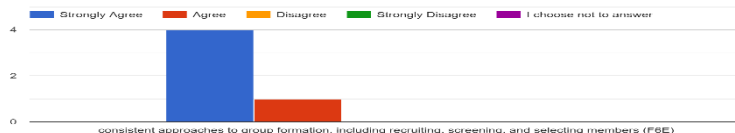
Career Development

Career Development: I believe the Husson Graduate has demonstrated...

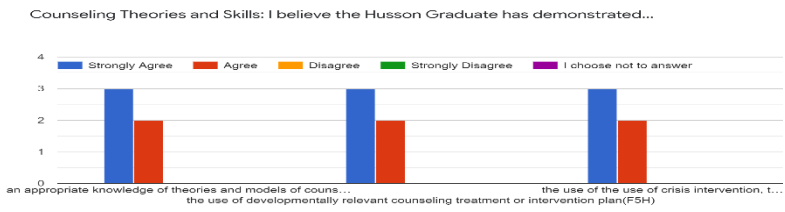


Group Counseling

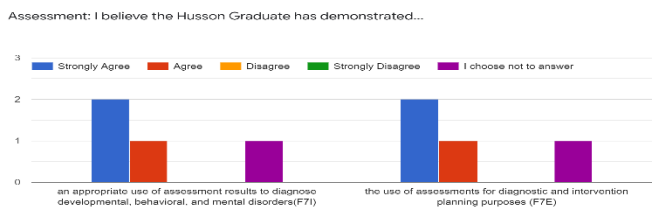
Group Counseling : I believe the Husson Graduate has demonstrated...



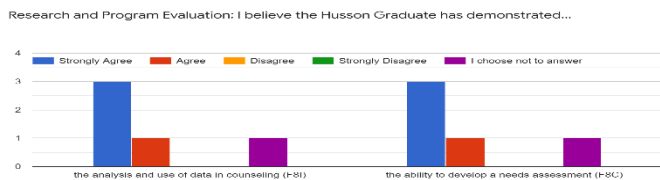
Counseling Theories and Skills



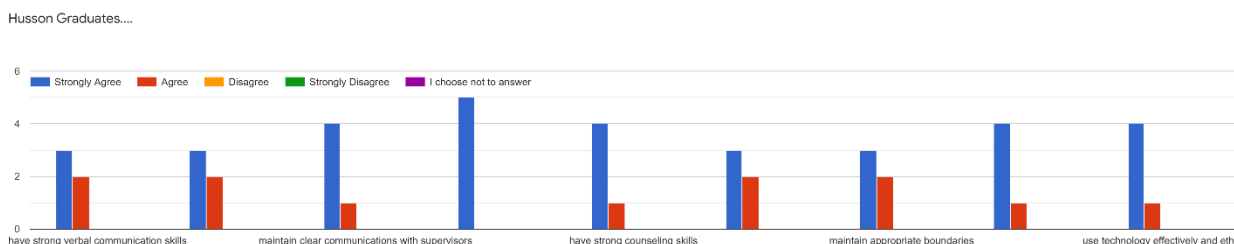
Assessment (1 chose not to answer)



Research and Program Evaluation (one chose not to answer).

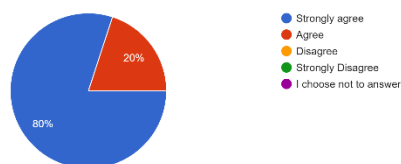


They also strongly agreed or agreed that employees who are alumni of the program have strong verbal communication skills, maintain clear communication with supervisors, have strong counseling skills, maintain appropriate boundaries, and use technology effectively and ethically.



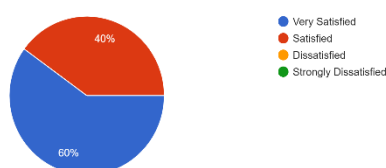
Four strongly agreed and one agreed that graduates of Husson University's counseling preparation program are competent and ethical practitioners of counseling or human relations within a multicultural and pluralistic society.

Graduates of Husson University's counseling preparation program are competent and ethical practitioners of counseling or human relations within a multicultural and pluralistic society.
5 responses



All respondents were very satisfied or satisfied with the training that Husson graduates receive.

Overall, how satisfied are you with the training the Husson graduates have when entering your program?
5 responses



At least one School Counselor employer said that graduates need more training in classroom management.

Narrative: For the last five years, more emphasis has been placed on classroom management in the CO 701 Role of the School Counselor class through instruction and practice. Beginning in the fall of 2021, School Counseling interns are required to conduct classroom lessons and log the hours spent during the internship while under the supervision and guidance of the Site Supervisor. In the fall of 2022, CO 701 students are assigned a mentor and must develop and conduct a classroom lesson under the supervision of that mentor. They also must observe teachers to learn classroom management skills and write a paper reflecting on the skills they have learned.

Need: Continue requirements for classroom lesson delivery and classroom management in CO 701 and School Counseling Internship

Objective 2 Needs:

- Students had more difficulty on both program assessments and the CPCE in Social and Cultural Diversity, Career Development, Assessment, and Research with Assessment being the most concerning. Faculty will review results and determine any changes to teaching approaches, content, or assessments in CO 704, CO 722, CO 721, and CO 703.
- Look at alignment between curriculum and the CPCE exam. Inform students more effectively how the curriculum connects to the CPCE exam.
- Consider conducting PPR in summer or including evaluation of summer coursework in fall review.
- Provide more information about the CPCE and how to prepare for the exam.

- Continue to offer the CPCE as an exit exam at least twice per year. Due to the current lag in receiving results of the CPCE students should be advised to take the CPCE in the semester prior to practicum assuming that all required courses are complete or in process.
- Provide more information to students about the National Certified Counselor (NCC) credential and process related to taking the NCE exam.
- Remove the requirement for the Praxis II School Counselor Exam from MS School Counseling program tracking sheets.
- Conduct Alumni Survey in 2023
- Continue requirements for classroom lesson delivery and classroom management in CO 701 and School Counseling Internship

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

Upon review of the following data, Objective 3 is **met**.

Licensing and certification exam pass rates

NCE for CMHC = 100 % first time pass

Praxis II School Counseling Exam = 100% first time pass

Credentialing rates (CMHC, SC)

100% of 2021-2022 CMHC and SC graduates are conditionally licensed or school counselor certified.

Employment rates

100% of 2021-2022 Counseling and Human Relations graduates who sought employment are employed in a job related to the field of study.

Narrative: Husson graduates continue to pass credentialing exams at 100% first time pass rates. 100% of Husson 2021-2022 graduates are credentialed and employed in positions related to their field of study.

Needs: none

Objective 3 Needs: none

Remediation and Dismissal

Narrative: One formal remediation action was taken in 2021-2022 with a plan developed to remediate dispositional concerns resulting in deferral of candidacy.

Result: Remediation plans assist in retaining students, developing skills and dispositions, and assisting students in appropriately progressing to graduation in counseling or human

relations. The plan was successful and the student was admitted to candidacy in 2022 and continued on in the program.

Remediation and Dismissal Needs: none

Needs Summary:

Objective 1

- Collect spring admissions and enrollment data.
- Work with marketing and admissions to attract and enroll more school counseling students.
- Continue to work with admissions to recruit diverse applicants.
- Advocate for data collection that includes more categories of diversity. Discussion about this is ongoing with the Provost's office and the DEI Officer.
- For retention add data about students who transfer to different majors within the program.
- 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.
- Consider reopening the Soaring Eagle Counseling clinic for practicum training
- Need to clarify data tracking & reporting needs moving forward to further support students in on-time graduation.

Objective 2

- Students had more difficulty on both program assessments and the CPCE in Social and Cultural Diversity, Career Development, Assessment, and Research with Assessment being the most concerning. Faculty will review results and determine any changes to teaching approaches, content, or assessments in CO 704, CO 722, CO 721, and CO 703.
- Look at alignment between curriculum and the CPCE exam. Inform students more effectively how the curriculum connects to the CPCE exam.
- Consider conducting PPR in summer or including evaluation of summer coursework in fall review.
- Provide more information about the CPCE and how to prepare for the exam.
- Continue to offer the CPCE as an exit exam at least twice per year. Due to the current lag in receiving results of the CPCE students should be advised to take the CPCE in the semester prior to practicum assuming that all required courses are complete or in process.
- Provide more information to students about the National Certified Counselor (NCC) credential and process related to taking the NCE exam.
- Remove the requirement for the Praxis II School Counselor Exam from MS School Counseling program tracking sheets.
- Conduct Alumni Survey in 2023
- Continue requirements for classroom lesson delivery and classroom management in CO 701 and School Counseling Internship

2022-2023 Action Items

Note: All Action Items for 2021-2022 were completed except for developing online programming which is incorporated in the 2022-2023 action plan below.

Action Item	Tasks	Target completion	Completed
CACREP 2016 accreditation	Complete CACREP 2016 accreditation with site visit and CACREP final report	Summer 2023	
DOE review of SC program	Prepare self-study for Maine DOE review of SC program	Summer 2023	
Program Evaluation	Complete annually and post to website	Oct. 30, 2023	
Vital Statistics report	Complete, send to CACREP, post to website annually	Dec. 31, 2023	
Online offerings	Digital delivery pathway proposal in process. Complete substantive change report and submit after CACREP site visit in spring of 2023	Sept. 2023	
ED-CO SC Bridge program	Proposal in process	Fall 2023	
Admissions Data	Collect and analyze spring admissions and enrollment data for SP21, SP22, SP23	Fall 2023	
Enrollment/Faculty needs	Advocate for additional faculty to address the growth in the program Watch the FTE requirement of 12:1 (2022=11.59:1) Need additional faculty for any growth in the program to occur Work with marketing and admissions to attract and enroll more school counseling students	Sept 2023 and ongoing	
Diverse Student Body	Continue to work with admissions to recruit and enroll diverse applicants	Ongoing	
Diverse Student Body	Advocate for more inclusive diversity data collection	Ongoing	
Retention	For retention add data about students who transfer to different majors within the program	Sept 2023	

Retention and graduation	Continue to work with students to stay minimally on a part-time track to completion	Ongoing	
Retention and graduation	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 Consider reopening the Soaring Eagle Counseling clinic for practicum training	Sept 2023 And ongoing	
Retention and graduation	Clarify data tracking & reporting needs moving forward to further support students in on-time graduation	Sept 2023 and ongoing	
Key Performance Indicators (KPIs)	Students had more difficulty on both program assessments and the CPCE in Social and Cultural Diversity, Career Development, Assessment, and Research with Assessment being the most concerning. Faculty will review results and determine any changes to teaching approaches, content, or assessments in CO 704, CO 722, CO 721, and CO 703. Look at alignment between curriculum and the CPCE exam. Inform students more effectively how curriculum connects to the CPCE exam	May 2023	
PPR	Collect and analyze student outcome data – dispositions using the Professional Performance Review Continue to conduct the PPR review every fall and spring semester. Consider conducting PPR in summer or including evaluation of summer coursework in fall review	ongoing	
CPCE	Provide more information about the CPCE exam preparation	ongoing	

	Continue to offer the CPCE as an exit exam at least twice per year Due to the current lag in receiving results of the CPCE, advise students to take the CPCE in the semester prior to practicum		
NCE	Provide more information to students about the National Certified Counselor (NCC) credential and process related to taking the NCE exam	ongoing	
Praxis II School Counselor Exam	Remove the requirement for the Praxis II School Counselor Exam from MS School Counseling program tracking sheets	2023-2024	
Alumni Survey	Conduct Alumni Survey in 2023	2023	
Employer Survey	Continue requirements for classroom lesson delivery and classroom management in CO 701 and School Counseling Internship	Ongoing CO 701 and SC Internship Next survey in 2024	
Evaluation of practicum/internship sites and supervisors	Conduct practicum and internship site evaluations and supervisor evaluations for each practicum and each internship	ongoing Practicum and Internship	Implemented with Supervision Assist in 2022-2023
Internship Site Supervisor Survey	Conduct Site supervisor survey each semester	ongoing	Implemented with Supervision Assist in 2022-2023
Advisory Committees	Schedule advisory committee meeting for January 23 to review Program Evaluation and prepare for spring CACREP site visit and again following spring CACREP site visit	Jan. 2023 May 2023	
Program WEBSITE	Review HU Website CO program pages for possible additions of information	ongoing	
Orientation for new students	New Student Orientation conducted fall and spring semesters Conduct spring 2023 Orientation	Prior to fall and spring semesters.	New Student Orientation conducted in Fall of 2022

