



**COUNSELING AND HUMAN RELATIONS PROGRAM EVALUATION SUMMARY  
REPORT 2019-2020**

**STUDENT OUTCOME DATA**

**Admissions (fall 2019):**

Findings:

Percent admitted = 86%

Percent of applied who enrolled = 61%

Percent of admitted who enrolled = 71%

Clinical Mental Health Counseling

Applied: 26

Admitted: 18

Enrolled: 16

School Counseling

Applied: 14

Admitted: 11

Enrolled: 10

Human Relations

Applied: 4

Admitted: 2

Totals

Applied: 44

Admitted: 31 (including  
application withdrawals: 38)

Enrolled: 1

Enrolled: 27

Admissions review criteria is rated:

30% Application file review: GPA, essay, recommendations, experience

40% Individual interview

30% Group interview

At the request of the Provost, the program admitted 10 more students than in previous years.

The February 15 deadline did not yield enough applicants, so the deadline was extended.

Enrollment goal was met by August 2019.

Graduate Admissions sponsored program open house sessions live and online.

Counseling faculty presented at these open house sessions.

Changes:

For Fall 2019 admissions: number of admissions exceeded space; no waitlist

Rating changed to put more emphasis on interview process: Application file rating = 30%

Individual interview = 40%

Group interview = 30%

Gathered data on where students who declined us enrolled

Data can no longer be gathered from admissions application about where students learned about the program as related question was removed from the application

**Grade Point Average (academic year 2019-2020):**

Findings:

Clinical Mental Health Counseling = 3.53

School Counseling = 3.88

Human Relations = 3.79

Students expressed some difficulty with shortened time for CO 721 in summer 7 week in an online format (also during the pandemic)

Changes:

CO 721 moved to 15 week spring term, CO 703 moved to summer 7 week term

**Candidacy:**

Findings:

17 students admitted to candidacy

0 deferral

0 denied

Tracking candidacy on advising forms

Prompts to apply on time and advisor vigilance seem to help get apps on time

Some students are not being admitted to Candidacy in a timely fashion - taking too many courses beyond the 18 credits before admission

Candidacy will be delayed until May 2021 for Fall 2019 admits due to postponement of CO 710 Counseling Techniques class to Spring 2021 instead of Fall 2020 due to COVID-19 pandemic

Needs:

Clearer connection between PPR and candidacy requirement is needed

Review new standards to see if working as expected

Tighten deadlines for applying to Candidacy - after 18 credits cannot advance without it?

Composite PPR results for Candidacy - shared with student at 18 credit mark

Explore a faculty interview as part of the candidacy process

Consider including portfolio in the review process

**Retention/graduation rates:**

The 2nd year retention rates for FA19 entry:

Program	# of Entering Students	2nd Year Retention
MS Clinical Mental Health Counseling	14	78.6%
MS School Counseling	10	80.0%
MS Human Relations	1	0.0%
Total	25	76.0%

The 2nd year retention rates for FA18 entry:

Program	# of Entering Students	2nd Year Retention
MS Clinical Mental Health Counseling	9	100.0%
MS School Counseling	2	100.0%
MS Human Relations	4	75.0%
Total	15	93.3%

The 3yr graduation rates for FA15 entering graduate students are:

Program	Cohort	Grad	Rate
MS Clinical Mental Health Counseling	7	2	28.6%
MS School Counseling	1	1	100.0%
MS Human Relations	5	2	40.0%
Total	13	5	38.5%

The 6 year graduation rates for students entering from 2011 forward are:

The 6yr graduation rates for FA11 entry students:

Program	No	Yes	Total	Rate
MS Clinical Mental Health Counseling		1	1	100.0%
MS Pastoral Counseling		1	1	100.0%
Grand Total		2	2	100.0%

The 6yr graduation rates for FA12 entry students:

Program	No	Yes	Total	Rate
MS Clinical Mental Health Counseling	3	2	5	40.0%
MS Human Relations		1	1	100.0%
MS School Counseling	2		2	0.0%
Grand Total	5	3	8	37.5%

The 6yr graduation rates for FA13 entry students:

Program	No	Yes	Total	Rate
MS Clinical Mental Health Counseling	2	6	8	75.0%
MS Human Relations		3	3	100.0%
MS School Counseling		1	1	100.0%
Grand Total	2	10	12	83.3%

The 6yr graduation rates for FA14 entry students:

Program	No	Yes	Total	Rate
MS Clinical Mental Health Counseling	1	5	6	83.3%
MS Human Relations		1	1	100.0%
MS School Counseling	3	4	7	57.1%
Grand Total	4	10	14	71.4%

Findings:

Six years was sufficient time for 75% of CMHC students and 100% of SC students admitted in 2013 to graduate

Six years was sufficient time for 83% of CMHC students, 100% of HR students, and 57.1% of School Counseling students admitted in 2014 to graduate

Needs:

Account for students who take leaves of absence

Account for students earning dual degrees

Consider an exit survey or interview at graduation to help determine factors influencing progression

Review and revise marketing information about the programs to ensure that students understand the way in which the program is offered and the length and intensity of the program

Initial program orientation and advising to help students understand the expectations of work and time to complete the program

Put the Student Handbook and course sequences on the webpages

Changes:

All students are encouraged to enroll in no less than 6 credits per semester. Course sequence sheets illustrate pathways to complete programs in full time sequence (9 credits/semester) or part time sequence (6 credits/semester)

Students are encouraged to follow these sequences  
Courses are normally offered following the sequences  
These course sequence sheets are in the Counseling and Human Relations Advising  
CANVAS page and accessible to all enrolled students

### **Credentialing and Employment:**

### **Comprehensive and Licensure/Certification Exams:**

#### **Findings:**

Counselor Preparation Comprehensive Exam (CPCE)  
(Exit exam for Clinical Mental Health and School Counseling students)

First time pass rates

FA17 = 86%

SP18 = 100%

FA18 = 100%

SP19 = 80%

FA19 = 80%

SP20 - exam was cancelled due to campus closure

Final pass rates (includes retakes and alternative testing as detailed in procedure in  
Student Handbook)

FA16 = 75%

SP17 = 100%

FA17 = 100%

SP18 = 100%

FA18 = 100 %

SP19 = 100%

FA19 = 100%

SP 20 - cancelled due to COVID-19

National Counselor Exam (NCE):

Clinical Mental Health Counseling students for licensure: Pass rates: 100% (FA15, SP16,  
FA16, SP17, FA17, SP18, FA19, SP20)

Praxis II Professional School Counselor Exam (School Counseling students for  
certification)

Pass rates: 100% of those who took the exam (2015, 2016, 2017, 2018, 2019, 2020  
through August 14, 2020)

Praxis II School Counseling Exam requirement was waived by the Maine DOE  
certification office in the spring of 2020.

#### **Findings:**

Husson students are very successful on credentialing exams

Using the CPCE as a program exit exam seems to really assist students with  
passing licensing and certification exams.

Typically 1 or 2 students in each administration need to repeat the CPCE, but no repeats  
have been needed for NCE or Praxis SC exam

#### **Needs:**

Analyze data from all comprehensive exams domains and use to evaluate program

**Credentialing rates:** those seeking credentialing

Findings:

2019 School Counseling grads who are certified = 100%

2019 Clinical Mental Health Counseling graduates seeking licensure = 100%  
8 of 8 graduates are applying for or have obtained LCPC conditional licensure

**Employment rates: 2019**

Findings:

100% of 2019 grads seeking work are employed

Needs:

Finds more effective way to engage students in informing us of licensure, certification, employment

**Course pass rates:**

Findings:

91% of enrolled students passed all classes with B- or better in FA19 (calculations include course withdrawals and incompletes)  
Interns are not completing internships on time and carrying incompletes

Needs:

Assess for grade inflation or discrepancy. Are grades representative of faculty assessment of student progress?  
Explore incorporating dispositions in class assessment and grade  
Consider all program requirements (i.e. Portfolio, dispositions) as the same % of grade in each class  
Analyze the change to 100 hour internship blocks - more or less incompletes

Changes:

Internship changed from 300 hour 3 credit blocks to 100 hour 1 credit blocks to encourage interns to register for only what they will likely complete in a semester

**Professional Performance Review (PPR):**

Findings:

Fall 2019:

88% student completion, 100% faculty completion

Results compiled and reported for all registered students

Faculty met to review student performance and completed one summative evaluation per student

Results were released to all students

Advisors followed-up with students of concern

Spring 2020:

Due to COVID-19 campus closure, spring PPR results were only collected for students on academic remediation plans

75% student completion, 100% faculty completion in spring 2020 (one student of above did not complete the PPR self-evaluation)

Changes:

Faculty evaluations are now conducted by all faculty together coming to consensus on each review

Needs:

Analyze PPR data available in ExamSoft, review, and use to evaluate program

Repeat process conducted in Fall of 2019 during 2020-2021 school year to determine effectiveness of this approach

Enforce requirement to complete the PPR

Develop compiled PPR results to be used in Candidacy review

Revise PPR rubric to shorten, clarify, and provide a clear progression

Faculty collectively determine what interventions are needed for each student who has deficient scores. Documentation of the results of completion of this intervention shared with all faculty in faculty meetings

Set benchmarks for PPR progress. What is our goal for the students (85% or another number, proficient in all?)

**Portfolio (key performance indicator and summative assessment):**

Findings:

Key Performance Indicator summative for all programs

Assessment rubric is in ExamSoft

Recommended a portfolio assignment for each core class and each class in specialty areas but all classes are still not incorporating this assignment

Concerns:

Not all faculty are scoring the portfolio

Not all faculty are requiring portfolio assignment in each class

This is still not a progressive ongoing process - formative process needs to be improved

Needs:

Determine whether or not to continue to require the Portfolio

If answer is yes

Develop a process that all can commit to and carry out

Provide clear template to follow

Assessment tools (rubrics)

Develop an online guide to developing the Portfolio for students to follow with benchmarks

**Student Learning Outcomes:**

Findings:

- SLOs reviewed and Key Performance Indicators identified
- Rubrics for scoring under development

Needs:

- Complete SLOs for all areas including Practicum and Internship
- Implement scoring of all KPIs
- When this work is complete, collect and analyze student outcome data from ExamSoft
- Continued training for faculty on use of ExamSoft and SLOs and KPIs

**PROGRAM DATA**

**Enrollment and FTE:** (full time = 9 credits) 2019-2020

**FA 2019 = 10.92:1**

**SP 2020 = 9.9:1**

**SS 2020 = 11.76:1**

Findings:

FTE across fall, spring, summer meets the standard of staying between 10:1 and 12:1.

**Diversity:** 2019 statistics collected by Husson University’s Institutional Research Office

Student Findings:

2019-2020 Race	AMIND	ASIAN	HIS	MUL	OTH	UNK	WHI
PrimaryMajor							
MS Clinical Mental Health Counseling				1	2		42
MS Clinical Mental Health Counseling - MS Human Relations						1	2
MS Clinical Mental Health Counseling - MS School Counseling							1
MS Human Relations - MS School Counseling				1			4
MS School Counseling	1	1				1	18

Gender (reported only for sex assignment) - 70 females and 9 males

Needs:

- Continue to work to recruit a diverse student body
- Advocate: Recognize and encourage university to gather data on diversity categories other than race, disability
- Gather more program data independent of institutional practice

**Faculty:**

Findings:

- Core faculty = 3
- Clinical Coordinator = .5
- Adjunct faculty = 1-3 per semester for 2019-2020



One core faculty member retired (Dr. Yasenchak) in 2020. New core faculty member hired and began August 2020 (Dr. Lister)  
Student evaluations of faculty are generally positive  
Faculty/Director Professional Development Plans conducted and reviewed annually  
Faculty contributed by presenting at ACES fall 2019. Other conferences were cancelled due to COVID-19  
Faculty serve profession and lead on professional interest networks, state association executive boards, and/or hold offices in regional or national professional organizations and ethics committees  
Two members of the faculty have practices in counseling, consulting, and supervision  
Scholarship expectations for faculty for promotion and multiyear contract are established

**Needs:**

More time dedicated to scholarship especially for new faculty  
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 (12 months)

**Course sequences and length of program:**

**Findings:**

Current course sequences that encourage students to choose either a full time (9 credit/semester) or part time (6 credit/semester) pathway seem to be working for most students  
Developing an articulation agreement with Husson undergraduate psychology program to provide smooth pathways from undergrad to graduate training  
More students are applying to add the Human Relations degree as a second degree when already enrolled in CMHC or SC. Right now this just requires addition of one course (Capstone)

**Needs:**

Complete and implement articulation pathway  
For Human Relations as a second degree added as a second major students must complete 15 credits in addition to the first degree  
Assist advisors in understanding options to plan programming with students

**Student Evaluation of practicum/internship sites:**

## Findings:

- Inconsistent use of evaluation
- 2017 data was passed on to clinical coordinator
- 2018 data gathered, needs to be compiled and shared

## Needs:

- Conduct evaluation for every practicum and internship
- Conduct evaluation of University supervisor and Internship Site Supervisor
- Compile and use results

**Alumni Follow Up Study:**

## Findings:

- New alumni survey conducted in summer 2020

## Needs:

- Analyze results of survey and use to evaluate program

**Supervisor/Liaison Follow up Study - analyze results:**

Data from Spring 2020 survey as of 06/15/2020:

N = 6 (all internships; 2 CMHC; 4 SC)

Student preparation:	66.67% very well prepared	33.33% sufficiently prepared	
Supervisor comfort with role:	83.33% very comfortable	16.67% somewhat comfortable	
Prepared to supervise:	83.33% very well prepared	16.67% not at all prepared	
Handbook usefulness:	33.33% very useful	50% useful	16.67% somewhat useful
Support from faculty:	66.67% very responsive	16.67% responsive	16.67% somewhat responsive
University feedback practical:	50% very useful	33.33% useful	16.67% somewhat useful
Overall satisfaction with the experience:	66.67% very satisfied	33.33% satisfied	

Feedback/comments:

<p>Most beneficial aspects of this experience:</p>	<ul style="list-style-type: none"> <li>● In this case I had a very talented and professional student. Student is skilled and was super open to feedback and advise. The most beneficial was that I grew as a school counselor because of my supervision with her.</li> <li>● It was joyful to watch the student’s self-esteem build as she developed skills.</li> <li>● Having my intern work with me through the year, two semesters was invaluable. She was able to see many situations that she'd not have been a part of if she'd only been here one semester.</li> <li>● Service to uninsured</li> <li>● The handbook was probably the best part</li> </ul>
<p>Problems faced during supervision:</p>	<ul style="list-style-type: none"> <li>● Learning the forms and documents Husson uses is new. It would be nice to get trained on how to use some of those way before the due dates as it was stressful not having the passwords working or knowing I was doing things wrong.</li> </ul>
<p>Recommendations for improvement:</p>	<ul style="list-style-type: none"> <li>● Possibly a meeting with a faculty member at the start of the internship just to help clarify expectations.</li> <li>● Whenever possible, condense to 2 semesters</li> </ul>
<p>Other comments:</p>	<ul style="list-style-type: none"> <li>● All in all, this was a good experience for me.</li> <li>● Thank you for the opportunity</li> </ul>

Analysis: Generally respondents find Husson students very well prepared. They are comfortable with their supervision role and preparation. They feel supported by the faculty. They find the Handbook useful. They are satisfied or very satisfied with the experience of providing supervision for Husson’s Counseling Program.

Needs:

- Explore how to make the Practicum and Internship Handbook more useful.
- Provide more training on how to complete required forms and evaluations.
- Conduct supervision training each semester (online and/or live).

**Employer Follow-up Study:**

Findings:

Employer follow-up survey was not completed in 2019

Needs:

- Conduct another study in fall of 2020
- Explore ways to get more responses

**Advisory Committee:**

## Findings:

Program advisory committee member lists were updated in spring 2020  
A Clinical Mental Health Advisory committee meeting was conducted in the spring of 2020

## Needs:

Schedule advisory committee meetings for all programs in fall of 2020  
Use results of spring 2020 CMHC meeting and fall 2020 meetings to evaluate program

**CHANGES COMPLETED**

## Accreditation and Program Approvals:

Vital Statistics report submitted in August of 2019 and posted to website  
Note: Next Vital Statistics report is due December 31, 2020

## Admissions:

Changed review rankings to put more emphasis on individual and group interview  
Admitted 10 more students than previous year  
Due to COVID-19, applicants for 2020-2021 interviewed after March 15, 2020 received only Zoom individual interviews  
Asking applicants where they learned about the program informally

## Courses:

CO 721 was offered in 7 week summer session for the second year - purpose to allow students to take it by itself due to workload  
Due to difficulties CO 721 will be moved to 15 week spring 2021 term, CO 703 will be moved to the summer 7 week term  
Practicum class was conducted using Soaring Eagle Clinic facilities  
Some practicum students saw clients in the Soaring Eagle Clinic in the fall of 2019  
Internship changed from 300 hour 3 credit blocks to 100 hour 1 credit blocks to encourage interns to register for only what they will likely complete in a semester.

## Candidacy:

Candidacy is delayed until May 2021 for Fall 2019 admits due to postponement of CO 710 Counseling Techniques class to Spring 2021 instead of Fall 2020 due to COVID-19 pandemic

## Retention:

All students are encouraged to enroll in no less than 6 credits per semester  
Course sequence sheets illustrate pathways to complete programs in full time sequence (9 credits/semester) or part time sequence (6 credits/semester)  
Course sequence sheets are posted in the Counseling and Human Relations Advising CANVAS page and accessible to all enrolled students

Testing and Credentialing:

Faculty member assigned to analyze testing data at the content for faculty to use in program evaluation and as a KPI for student evaluation

Faculty and staff:

Scholarship expectations for faculty on file

One retirement of core faculty in spring of 2019 replaced by a new core faculty member who completed first year 2019-2020

Program Director entering phased retirement in 2020-2021. Will continue director duties and teach 1 class per semester under a 10 month contract

Clinical Coordinator will no longer teach internship as overload, may still supervise practicum

New program faculty member (instructor) hired to cover teaching vacated by program director and clinical coordinator

Search underway for new Program Director/core faculty member

PPR:

Faculty evaluations are now conducted by all faculty together coming to consensus on each review

Program:

Proposal underway for articulation agreements between undergraduate psychology and graduate counseling and human relations program

All courses transitioned to online in March of 2020 due to COVID-19 shut down

Three classes offered in hybrid format for spring of 2020. Three more in hybrid format for fall of 2020 to reduce student presence on campus during the pandemic

Three core faculty attended courses in online teaching in the summer of 2020

A proposal to offer an online course delivery alternative is in process

Assessment:

Key Performance Indicators adopted

Rubrics in development

Implementation in development

Advisory Committees:

CMHC advisory committee met in Spring of 2020

## ITEMS FOR ACTION

### Action Plan for 2020-2021

Action Item	Lead	Tasks	Target completion
Program Evaluation Report	Drew	Complete and post to website	Oct 30, 2020
Vital Statistics report	Drew	Complete, send to CACREP, post to website	Dec. 31, 2020
Online offerings	Drew	Substantive Report Curriculum proposal	Nov 1, 2020 Jan. 2020
Bridge program	Drew	Approved by COSH CourseLeaf proposal	10/05/2020 10/16/2020
Assessment	Letourneau Lister	Implement scoring of all KPIs Faculty training on SLOs/KPIs  Revise curriculum crosswalk and syllabi  Collect and analyze student outcome data	

<p>PPR</p>	<p>Letourneau Lister</p>	<p>Analyze PPR data and use to evaluate program</p> <p>Compiled PPR results for Candidacy app process</p> <p>Revise PPR (Benchmarks)</p> <p>Interventions for deficient scores.</p> <p>Documentation</p> <p>Handbook process</p> <p>Incorporating dispositions in class assessment</p>	
<p>Diverse student body</p>	<p>Lister</p>	<p>Review CACREP 2016 standards</p> <p>Talk with Admissions and Accreditation about how University addresses this</p> <p>Encourage university to gather data on diversity categories</p>	
<p>Retention and graduation rates</p>	<p>Drew Xie</p>	<p>Check CACREP report for number of years expected for program completion. Request more data</p>	

<p>Evaluation of practicum/internship sites and supervisors</p>	<p>McCarthy</p>	<p>Conduct Student evaluation for every practicum and internship</p> <p>Conduct student evaluation of University supervisor and Internship Site Supervisor</p> <p>Compile and use results</p>	
<p>Practicum and Internship</p>	<p>Drew McCarthy Stevens</p>	<p>Supervisor Evaluations of Experience data analysis</p> <p>Practicum and Internship Handbook more useful</p> <p>Training on how to complete required forms and evaluations</p> <p>Conduct supervision training</p> <p>Analyze incompletes in internship</p> <p>Grades in internship</p>	
<p>Alumni Survey</p>	<p>Drew Xie</p>	<p>Analyze results of Summer 2020 study</p> <p>Use to evaluate the program</p>	
<p>Employer Follow-Up Study</p>	<p>Xie</p>	<p>Conduct study in fall of 2020</p>	<p>Dec. 1, 2020</p>



Admissions	Drew	Align admissions review and interview with 2016 Standards (multicultural – Q how work with students different)	Jan 1, 2020
Advisory Committees	Letourneau Lister Drew All	Minutes from CMHC advisory meeting 2020  Hold advisory committee meetings for School Counseling and Human Relations  Use feedback to evaluate program	Oct. 9, 2020  Nov 15, 2020  May 2020
Courses	Xie	Cap CO 721 at 18 Ftf, 12 online	Oct 13, 2020
Candidacy	Drew	Implement a faculty interview in candidacy review	May of 2021
Program WEBSITE	Xie  Letourneau  Lister	Post sequence sheets to website  tudent Handbook online  More details on program  FAQs re: Counseling v Psych v Social Work; CACREP	Oct 30, 2020
Human Relations pathways	Drew	Pathways for advising	January 2021