

**HUSSON UNIVERSITY  
COUNSELING AND HUMAN RELATIONS  
PROGRAM EVALUATION EXECUTIVE SUMMARY REPORT 2020-2021**

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 2021 for the 2020-2021 academic year. As part of the self-study conducted in 2020-2021 for application for program re-accreditation under CACREP, the program faculty revised the Comprehensive Assessment Plan. The new Comprehensive Assessment Plan guided the 202-2021 program evaluation. The format of this executive summary follows the format of the Comprehensive Assessment Plan (2021).

### **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 65-70 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.

Husson University is accredited by the New England Commission of Higher Education (NECHE). 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. The program is currently conducting a self-study and transitioning to 2016 standards. The self-study will be submitted to CACREP with an application for accreditation renewal under 2016 standards in November of 2021. The School Counseling program is also approved by the Maine Department of Education.

### **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:**

1. The program will recruit, admit, and retain qualified applicants.
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.
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, admit, and retain qualified applicants. The following data sets are used to measure progress....

- Admissions data
- Diversity data (student)
- 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 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) at the annual advisory committee meeting and posted on the program webpage.

### **Findings of the 2020-2021 Program Evaluation**

Program Changes from 2019-2020: The 2019-2020 program evaluation resulted in the following list of needed program changes. The program worked on these changes throughout the 2020-2021 academic year with the following results:

| <b>Action Item</b>        | <b>Tasks</b>                              | <b>Target completion</b> | <b>Completed</b>  |
|---------------------------|---|--------------------------|---|
| Program Evaluation Report | Complete and post to website              | Oct 30, 2020             | Completed and posted October 2020   |
| Vital Statistics report   | Complete, send to CACREP, post to website | Dec. 31, 2020            | Submitted and posted December 2020  |
| Online offerings          | Substantive Report Curriculum proposal    | Nov 1, 2020<br>Jan. 2020 | Submitted Oct 30, 2020  |
| Bridge program            | Approved by COSH<br>CourseLeaf proposal   | 10/05/2020<br>10/16/2020 | Proposed fall 2020<br>Approved Spring 2021<br>Students admitted for fall 21 |

|  |  |                                     |   |
|--|--|-------------------------------------|---|
| Assessment   | Implement scoring of all KPIs<br>Faculty training on SLOs/KPIs<br>Revise curriculum crosswalk and syllabi<br>Collect and analyze student outcome data  |                                     | Implemented June 2021<br>Crosswalk complete Spring 2021<br>New Syllabi templates May 2021<br>Fall 2021 syllabi aligned<br>Spring 2022 syllabi in process<br>Student outcome data collected Summer 2021 and analyzed Sept 2021 |
| PPR  | Analyze PPR data and use to evaluate program<br>Compiled PPR results for Candidacy app process<br>Revise PPR (Benchmarks) Interventions for deficient scores.<br>Documentation<br>Handbook process<br>Incorporating dispositions in class assessment |                                     | Analyzed summer 2021 and included in program evaluation Sept. 2021<br><br>Revision postponed to 2022  |
| Diverse student body                                     | Review CACREP 2016 standards<br>Talk with Admissions and Accreditation about how University addresses this<br>Encourage university to gather data on diversity categories  |                                     | September 2021 as part of CACREP Self Study   |
| Retention and graduation rates                           | Check CACREP report for number of years expected for program completion<br>Request more data   | 11/30/2020                          | September 2021  |
| Evaluation of practicum/internship sites and supervisors | Conduct Student evaluation for every practicum and internship<br>Conduct student evaluation of University supervisor and Internship Site Supervisor<br>Compile and use results   | 12/11/2020<br>12/11/2020<br>05/2021 | December 2020, May and August 2021<br><br>Data compiled and analyzed for program evaluation Sept 2021   |

|                          |  |   |  |
|--------------------------|--|---|--|
| Practicum and Internship | Supervisor Evaluations of Experience data analysis<br>Practicum and Internship Handbook more useful<br>Training on how to complete required forms and evaluations<br>Conduct supervision training<br>Analyze incompletes in internship | 12/2020<br><br>01/04/2021<br><br>01/04/2021<br><br>01/25/2021<br>12/11/2020 | December 2020, May and August 2021<br><br>Data compiled and analyzed for program evaluation Sept 2021<br>Practicum and Internship Handbooks revised for 2021-2022 in August 2021<br>Supervisor Orientation August 2021<br>Practicum Student Orientation August 2021<br>Discussed changed to internship credit distribution with registrar in May 2021. Propose change back to 3 credit 300 hours for 2022-2023 |
| Alumni Survey            | Analyze results of Summer 2020 study<br>Use to evaluate the program  | 05/2020   | Included in program evaluation 2019-2020   |
| Employer Follow-Up Study | Conduct study in fall of 2020  | Dec. 1, 2020  | Employer survey sent September 2021. Results incorporated in 2020-2021 program evaluation  |
| Admissions               | Align admissions review and interview with 2016 Standards (multicultural – Q how work with students different)   | Jan 1, 2021   | Admissions interview forms revised in January 2021 and again in September 2021   |
| Advisory Committees      | Minutes from CMHC advisory meeting 2020<br><br>Hold advisory committee meetings for School Counseling and Human Relations<br>Use feedback to evaluate program  | Oct. 9, 2020<br><br>Nov 30, 2020<br><br>May 2020                            | 10/15/2020<br><br>No advisory committee meetings in spring of 2021<br>Emailed program evaluation, survey about new program objectives, and information about upcoming CACREP self-study  |

|                              |   |                                  |  |
|------------------------------|---|----------------------------------|--|
|                              |   |                                  | to Advisory committees in spring of 2021<br>Advisory committee for whole program meeting scheduled for October 22, 2021 to review program evaluation   |
| Courses                      | Cap CO 721 at 18 face to face, 12 online  | Oct 13, 2020                     | 11/5/2020  |
| Candidacy                    | Implement a faculty interview in candidacy review   | May of 2021                      | Not implemented  |
| Program WEBSITE              | Post sequence sheets to website<br>Student Handbook online<br><br>More details on program<br>FAQs re: Counseling v Psych v Social Work;<br>CACREP             | Oct 30, 2020                     | Graduate admissions provides program sequence sheets to prospective students (began spring 2021).<br>Student Handbook is posted to Program CANVAS site<br>Website new – CO program pages reviewed and revised September 2021 |
| Orientation for new students | Initial program orientation and advising to help students understand the expectations of work and time to complete the program and make a plan for internship | January 2021<br>Advising ongoing | New Student Orientation conducted in August 2021   |
| Human Relations pathways     | Pathways for advising   | January 2021                     | Pathways for advising for Human Relations and dual degree programming completed Spring 2021 and posted to CANVAS student platform and Advising folder in U Drive for use by advisors   |

**Addition:** The program proposed and implemented a new Certificate of Advanced Study in Counseling/Post-master's program and accepted first students for fall of 2021.

**Needs:**

1. Review PPR for possible revision
2. Consider faculty interview for Candidacy
3. Propose change to Internship credit structure (return to 3 credit/300 hour format).  
Introduce Advanced Internship
4. Continue to review HU Website CO program pages for possible additions of information
5. Develop and implement online programming for 2022-2023
6. Assist admissions with marketing PY-CO Bridge program
7. Complete Spring 2022 syllabi so that all new syllabi are aligned with Crosswalk and CACREP 2016 standards

**Program Objective 1:** The program will recruit, admit, and retain qualified applicants.  
Upon review of the following data, Objective 1 is met.

Admissions data 2020-2021

Total new students enrolled = 17

Total students enrolled in 2020-2021: 65 fall 2020, 67 spring 2021

| Program                           | Applied | Admitted | Enrolled |
|-----------------------------------|---------|----------|----------|
| Clinical Mental Health Counseling | 15      | 8        | 8        |
| School Counseling                 | 13      | 7        | 7        |
| Human Relations                   | 2       | 2        | 2        |
| Total                             | 30      | 17       | 17       |
| Percentage                        |         | 57%      | 100%     |

All applicants met or exceeded the requirements for admission.

Admission to the program was less than in previous years due to students who did not complete the admissions process. However, 100% of those who were admitted enrolled in the program. The program did not meet the goal of increasing enrollment by 10 to the level of fall 2019 (79). However, despite the COVID-19 pandemic, the program sustained enrollment at historic level s.

Needs:

1. Work with admissions to attract and admit enough students in 2022-2023 school year to total 80 matriculated students.
2. 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.

Diversity data (student) (Reported institutional diversity data on enrolled students) 2020-2021

|                          |    |
|--------------------------|----|
| White/undisclosed gender | 72 |
| Black/undisclosed gender | 2  |
| Latino/Hispanic          | 0  |
| American Indian/Alaskan  | 1  |
| Asian                    | 0  |
| Other undisclosed        | 0  |

|                   |       |
|-------------------|-------|
| Unknown           | 1     |
| Disabilities      | 0     |
| Two or more races | 2     |
| % Not white       | 7.89% |

The counseling student body reflects the diversity of the state of Maine (93% white according to US Census data 2019). No data is gathered by Husson University on other aspects of diversity.

Needs:

Work with admission to continue to try to attract a more diverse student body.

Work with Diversity Husson Officer Sarah Dyer and Associate Provost David Casavant to develop a survey within the Diversity course to establish a more comprehensive dataset.

#### Candidacy rates 2020-2021

|          |    |
|----------|----|
| Admitted | 9  |
| Deferred | 1  |
| Denied   | 0  |
| Total    | 10 |

9 of 10 students who applied for Candidacy were admitted to candidacy. One was deferred and will be reconsidered in the fall of 2021.

Needs: none

#### Retention rates 2020-2021

| Program                           | # Entering | 2nd year retention |
|-----------------------------------|------------|--------------------|
| Clinical Mental Health Counseling | 7          | 85.7%              |
| School Counseling                 | 2          | 50%                |
| Human Relation                    | 8          | 85.7%              |
| Total                             | 17         | 82.4%              |

Total retention rate remains similar to previous years (93.3% 2-18-2019; 76% 2019-2020).

Needs: Be sure retention rates include fall and spring enrollments and transfer student data.

#### Graduation rates 2020-2021 (Rates of enrolled students graduating in 5 years and 7 years)

12 Students graduated in 2020-2021; CMHC=5; HR=6; SC= 1

Program (started with any status) entered 2014-2015

Graduated with a CO degree

|                                      | N  | Within 5 years | Within 7 years |
|--------------------------------------|----|----------------|----------------|
| MS School Counseling                 | 11 | 54.5%          | 63.6%          |
| MS Clinical Mental Health Counseling | 8  | 75%            | 75%            |
| MS Human Relations                   | 5  | 80%            | 80%            |

75% of Clinical Mental Health Counseling students, 54.5% of School Counseling students, and 85% of Human Relations students who entered in 2014-2015 graduated within a degree in CO within 5 years.



Full-time in a program is defined as 9 credits per semester and 6 credits in the summer.  
Part-time in a program 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. For the last three years a stronger message about this has been sent to students and most students comply. 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:

1. Clarify data tracking and reporting needs moving forward to further support students in on-time graduation.
2. Explore ways to assist students in completing the program in a timely fashion, including possible grants for students to assist with completing internships.

Objective 1 Needs:

1. Work with admissions to attract and admit enough students in 2022-2023 school year to total 80 matriculated students.
2. Work with admissions to attract and admit enough students in 2022-2023 school year to total 80 matriculated students.
3. Be sure retention rates include fall and spring enrollments and transfer student data.
4. Clarify data tracking & reporting needs moving forward to further support students in on-time graduation.
5. Explore ways to assist students in completing the program in a timely fashion, including possible grants for students to assist with completing internships.

**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.

Curriculum Crosswalk (courses aligned with CACREP objectives)

A new curriculum crosswalk was developed with revised alignment of CACREP objectives with courses that meet those objectives. The Curriculum Crosswalk is housed in the Husson Graduate Counseling and Human Relations program files.

Course syllabi clearly show where objectives are addressed

New templates for all CO courses were developed in 2021 illustrating the CACREP objective/course alignment and providing a place for faculty to indicate the readings, assignments, lectures, and activities that address each objective. Summer and fall 2021 syllabi are developed using these templates and are published. Spring 2022 syllabi are in development using the templates and will be complete by the end of October 2021.

Course evaluations

Results for 2020-2021 show satisfaction. No areas of concern were identified.

Practicum and internship site evaluations

Supervisor/Liaison evaluations

Data from student evaluations of practicum and internship sites and data from the evaluations that site supervisors complete about their experience in working with the program was gathered and provided to the Clinical Coordinator to be used in developing future sites and providing guidance to sites and the program on areas of needed improvement. A practicum student orientation was conducted with this in mind. A meeting with practicum supervisors is being held in October 2021. An online site supervisor training is in the final stages. The internship instructor is meeting on a regular basis with all site supervisors. As placements for practicum and internship are made for spring and fall of 2022 data will be considered.

It was determined that two sites will be discontinued due to feedback on evaluations from students and from the site supervisors that the placements do not provide adequate access to clients for students to get their work done in a timely fashion.

Need: Clinical Coordinator will review the 2020-2021 data in greater depth and report findings back to the faculty.

University supervisor evaluations

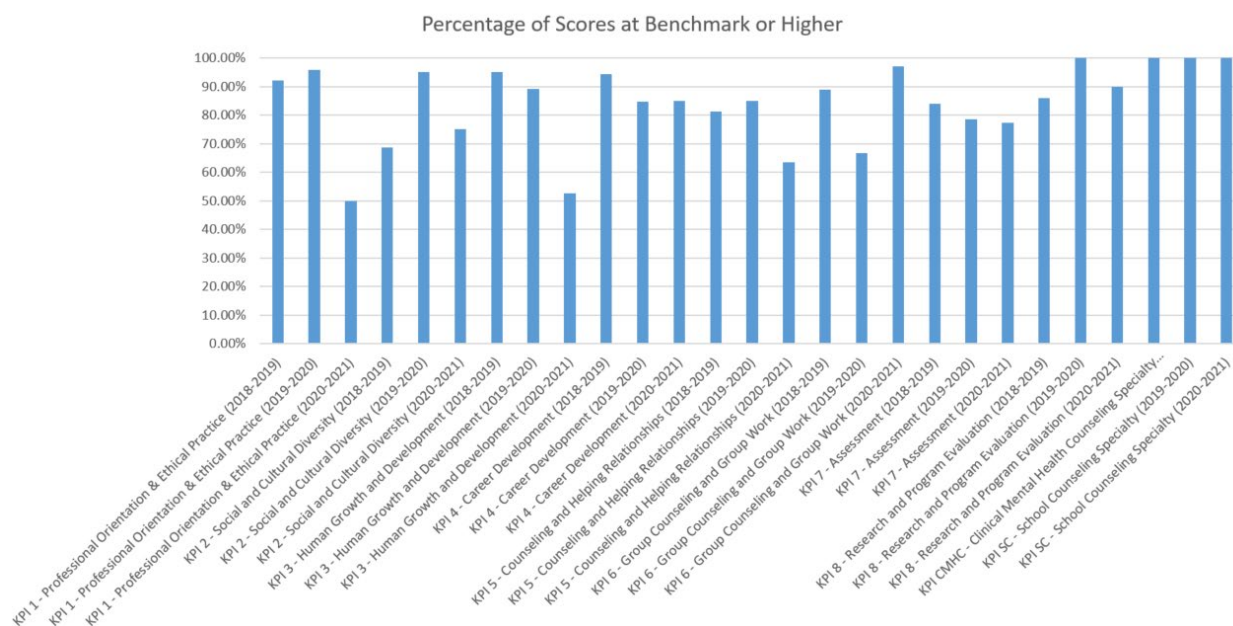
Evaluations of University supervisors were not conducted in 2020-2021. They have been implemented for the fall of 2021. There are four new University supervisors of practicum in 2021-2022. The Clinical Coordinator, an experienced supervisor, is engaging all practicum University supervisors in weekly supervision of supervision to support and assist their work.

Need: 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.

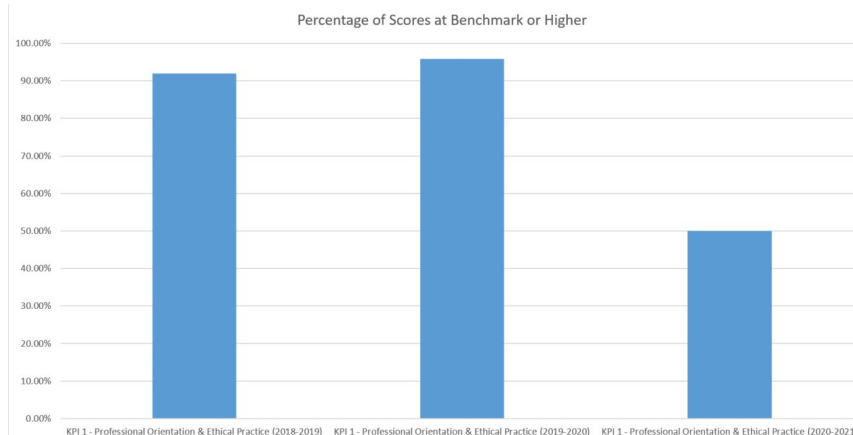
## Key Performance Indicators of Student Learning 2020-2021

Data was collected from identified assessments and domain scores from the CPCE for the last three years and analyzed by the Husson University Assessment team and program faculty during the program evaluation. It was discovered that while all data exists it is not consistently in one place. Some data has yet to be identified and analyzed. This report reflects the data that was available for 2020-2021 at the time of the program evaluation. Work continues.

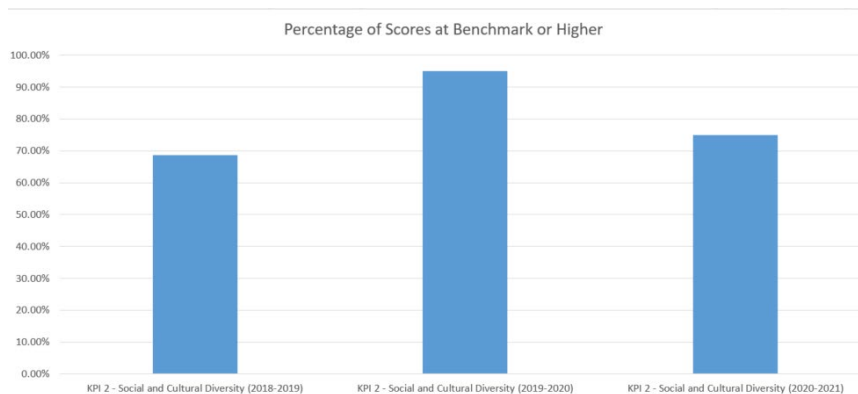
*Note: Proficiency defined as scoring 80% or higher on course assessment or minimum of national mean score for the domain on CPCE.*



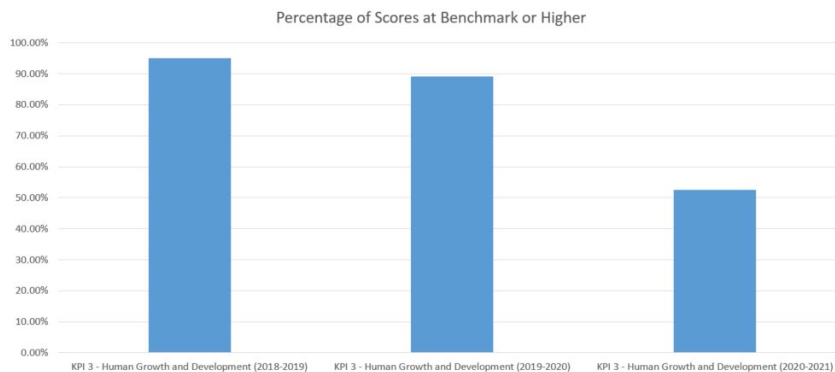
**KPI 1 Professional Orientation and Ethical Practice: Students will demonstrate knowledge of the counseling profession, identify as counselors, and advocate and practice according to the counseling ethical standards.**



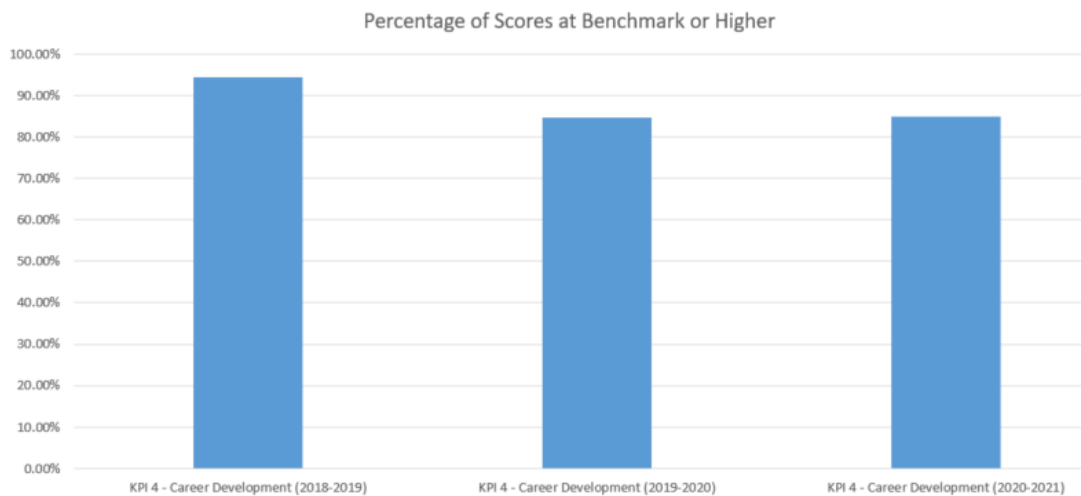
**KPI 2: Social and Cultural Diversity** Students will demonstrate knowledge of current multicultural competencies and skills necessary to practice in a diverse society.



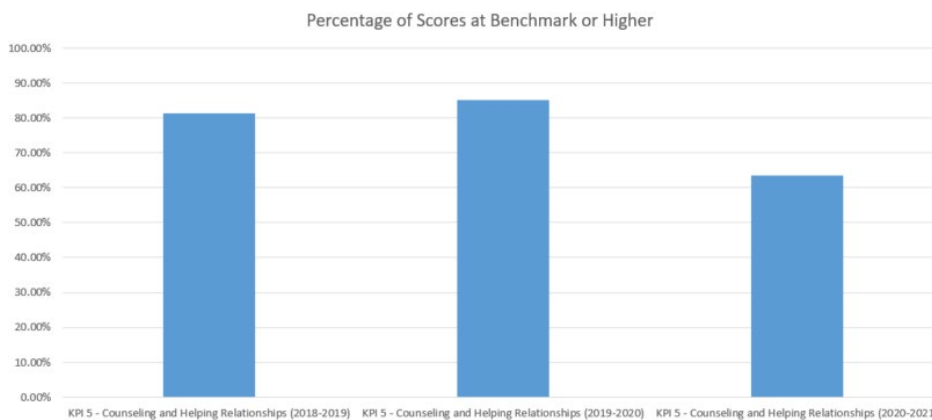
**KPI 3: Human Growth and Development** Students will demonstrate knowledge of human growth and development concepts and application of interventions appropriate to the nature and needs of persons in multicultural contexts.



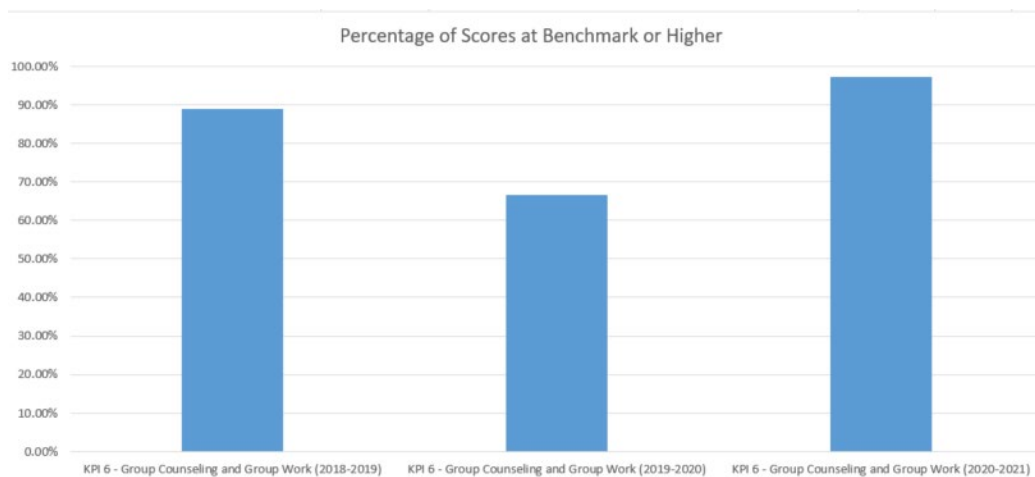
**KPI 4: Career Development** Students will demonstrate knowledge of career development theory and practice and application of that practice to all clients and contexts.



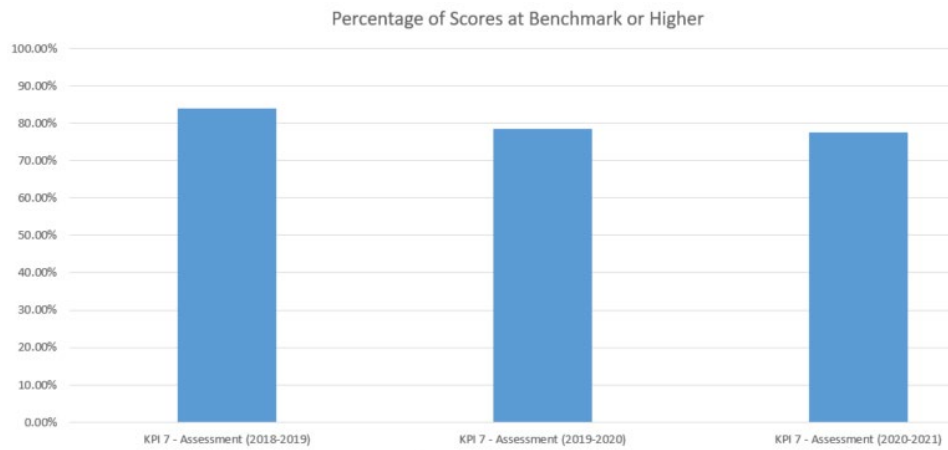
KPI 5: Counseling and Helping Relationships Students will demonstrate counseling and consultation skills, models, and processes needed for entry level professional practice in diverse and multicultural contexts.



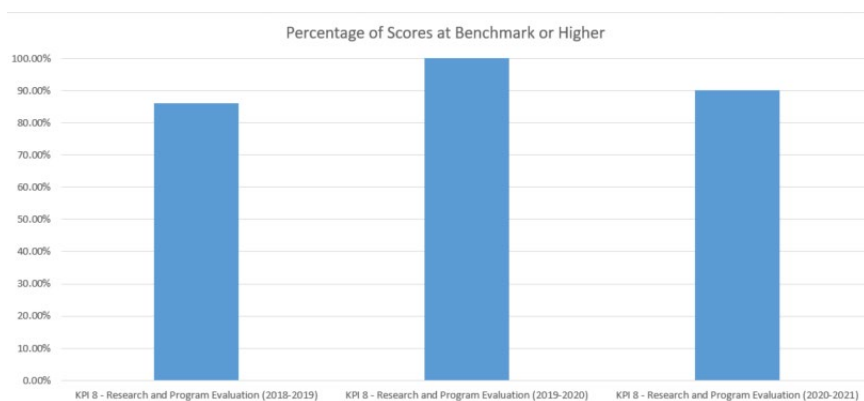
KPI 6: Group Counseling and Group Work Students will demonstrate knowledge and skills of ethical practice and application of group process and theory in diverse settings



standardized KPI 7: Assessment and Testing Students will demonstrate knowledge of psychometrics, testing, and evaluation related to individual and group approaches to assessment.



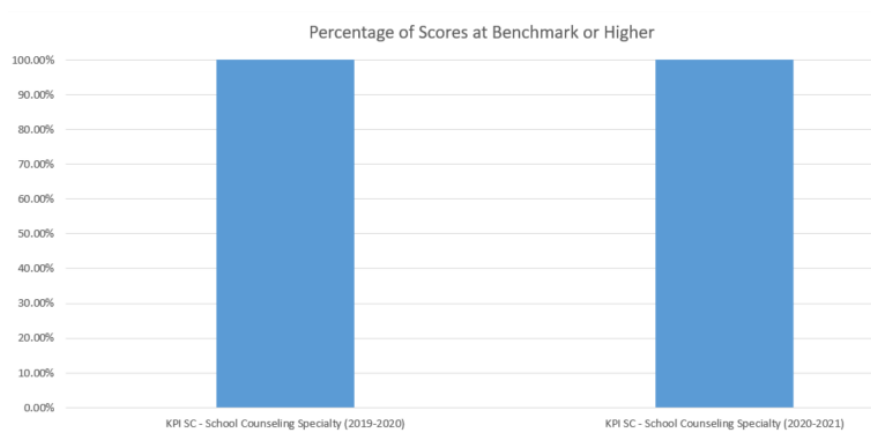
**KPI 8: Research and Program Evaluation** Students will demonstrate knowledge of various quantitative and qualitative research methods, statistical analysis, needs assessments, and program evaluation.



**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.



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.



Needs:

1. Complete data gathering for analysis
2. Look at alignment between curriculum & CPCE exam. Establish consistent assessment practices. Inform students more effectively how curriculum connects to the CPCE exam.
3. Ensure that all KPI assessments results are available for data analysis. To the extent possible locate them in EXAMSOFT or CANVAS and determine what aspects of the assessment rubric align with the KPI.

#### Professional Performance Review (PPR) assessment of dispositions

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

2020-2021:

| Disposition | Personal responsibility | Collaboration | Initiative | Conflict | Accept/use feedback | Aware-ness of impact on Others | Professional responsibility | Feelings | Adaptability | Openness to new ideas |
|-------------|-------------------------|---------------|------------|----------|---------------------|--------------------------------|-----------------------------|----------|--------------|-----------------------|
| Faculty     | 2.76                    | 2.79          | 2.77       | 1.85     | 2.73                | 2.69                           | 2.73                        | 2.67     | 2.71         | 2.74                  |
| Students    | 3.13                    | 3.06          | 2.64       | 2.77     | 3.09                | 3.00                           | 2.84                        | 2.98     | 2.89         | 2.94                  |

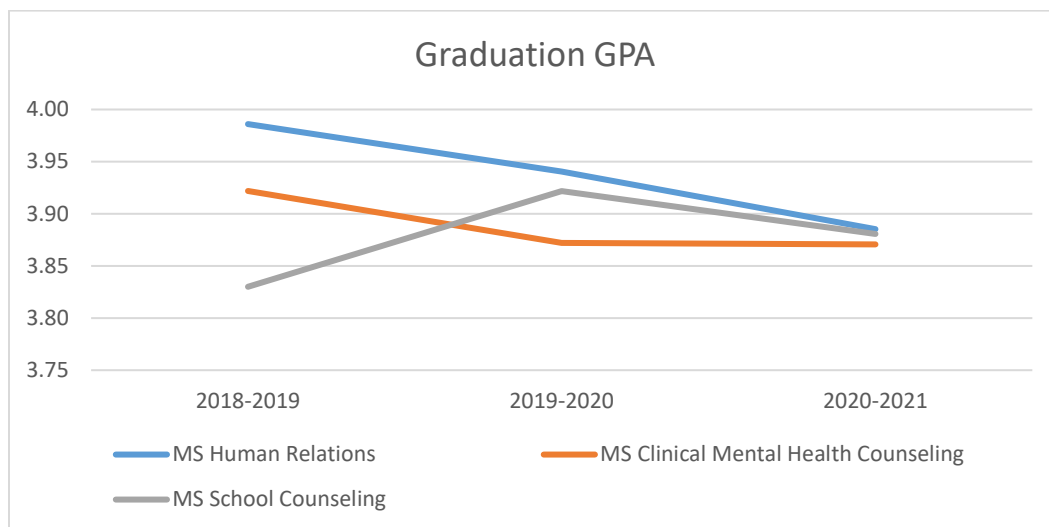
Students early in the program are expected to be developing in all areas. By the end of the program students should meet the standard in all areas.

Students and faculty were very close in rating (Average score by staff = 2.66 Average score by students = 2.97)

Need:

1. Revise PPR to reduce number of dispositions and provide more clarity.  
Note: Conflict dispositions only rated when observed.

## Cumulative GPA



GPA upon graduation remains excellent (between 3.85 and 3.90).

## 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. 100% of the students passed, though some need to take it more than once to do so. An alternative written exam is available to students who take the CPCE and fail it twice. In 2020-2021 one student took the alternative exam and passed, but internship was delayed due to the time it took to complete the process.

CPCE: 72% first time pass rate for the CPCE  
(13 of 18 students passed the CPCE = 72% - 5 students need to take the CPCE a second time)

All graduates of the Clinical Mental Health Counseling students who take the National Counselor Exam (NCE) for licensure pass the first time.

All School Counseling students who take the Praxis II School Counseling Exam for certification pass the first time.

NCE: 100% first time pass rate for Clinical Mental Health Counseling students

Praxis II: 100% first time pass rate for School Counseling students reported

Needs:

1. Explore a test preparation workshop, possibly sponsored by Chi Sig Iota chapter, for the CPCE



## Alumni Survey

The alumni survey was conducted in the summer of 2020. Results are reflected in the 2019-2020 report so a summary is provided here.

Alumni who responded to the 2020 survey indicated that they felt their preparation was excellent or good in all areas except seeking out and using supervision.

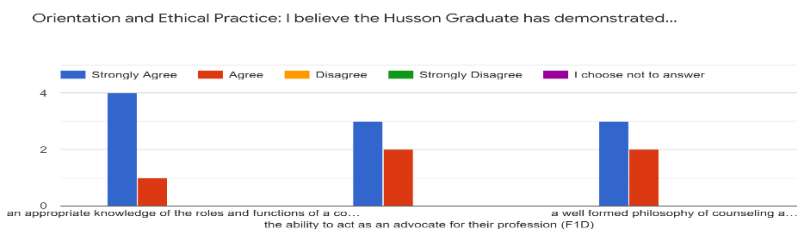
10 respondents expressed some interest in a post master's program

## Employer Survey

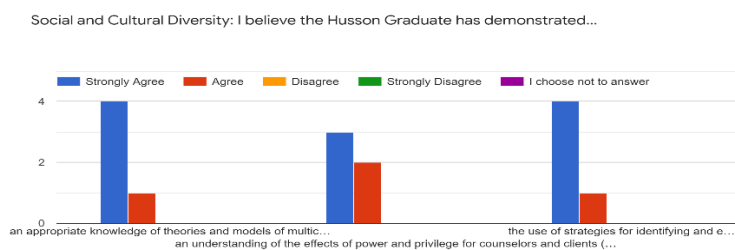
The employer survey was sent on September 23, 2021, through Constant Contact, with a deadline for completion by October 15, 2021. Five of 75 people responded to the survey (1 Clinical Mental Health Counseling, 2 School Counseling, and 2 Human Relations). 4 were administrative supervisors and 1 was a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

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

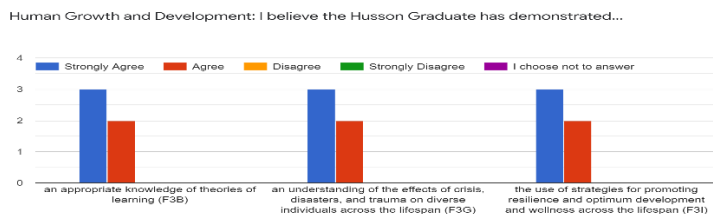
### Professional Orientation and Ethical Practice



### Social and Cultural Diversity

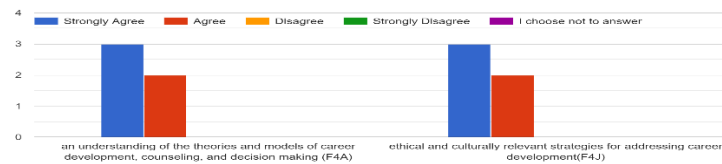


### Human Growth and Development



## Career Development

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



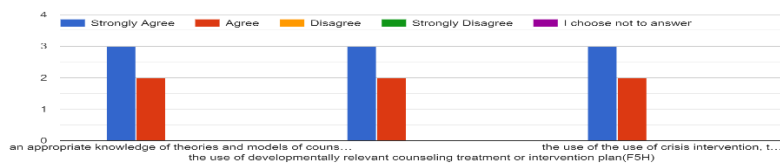
## Group Counseling

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



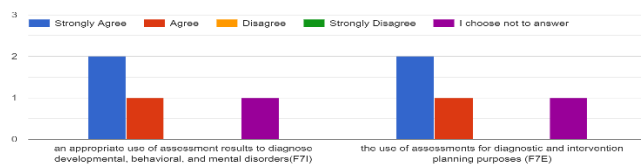
## Counseling Theories and Skills

Counseling Theories and Skills: I believe the Husson Graduate has demonstrated...



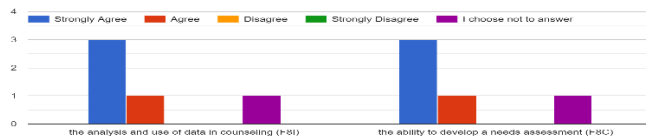
## Assessment (1 chose not to answer)

Assessment: I believe the Husson Graduate has demonstrated...



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

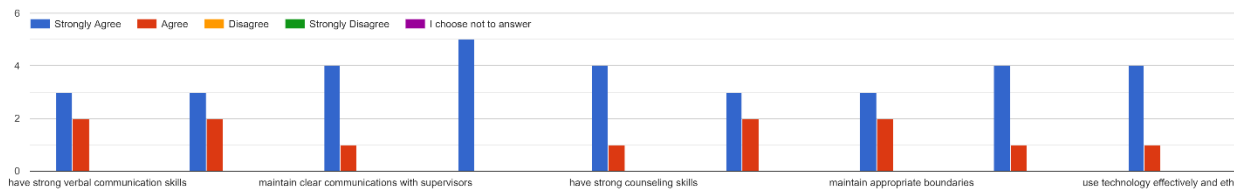
Research and Program Evaluation: I believe the Husson Graduate has demonstrated...



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

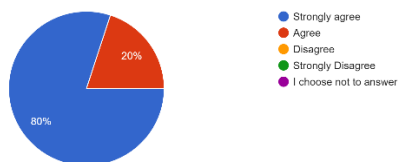
ethically.

Husson Graduates....



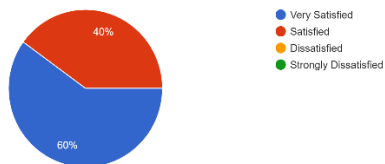
Four strongly agreed and one agreed that graduates of Husson University's counseling preparation program are competent and ethical practitioners of counseling or human relations within a multicultural and pluralistic society.

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.

For the last four years more emphasis has been placed on classroom management in the CO 701 Role of the School Counselor class and students are strongly encouraged to provide classroom lessons under supervision during internship. A separate class in classroom management has been considered but there is only one elective in the program.

Need:

1. Explore ways of incorporating more training in classroom management into the School Counseling curriculum.

Objective 2 Needs:

1. Clinical Coordinator will review the 2020-2021 data in greater depth and report findings back to the faculty.
2. 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.
3. Complete data gathering and analysis for KPI
4. Look at alignment between curriculum & CPCE exam. Establish consistent assessment practices. Inform students more effectively how curriculum connects to the CPCE exam.
5. Ensure that all KPI assessments results are available for data analysis. To the extent possible locate them in EXAMSOFT or CANVAS and determine what aspects of the assessment rubric align with the KPI.
6. Revise PPR to reduce number of dispositions and provide more clarity.  
Note: Conflict dispositions only rated when observed.

**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 2020-2021 CMHC and SC graduates are licensed or certified.

Employment rates

100 % of Clinical Mental Health Counseling and School Counseling graduates from 2020-2021 who sought employment are employed in a job related to the field of study (October 2021).

**Remediation and Dismissal**

Two actions were taken in 2020-2021:

One remediation program was unsuccessful resulting in dismissal of the student from the CMHC program. The student subsequently graduated with an MS in Human Relations.

A remediation plan was developed to address concerns that arose with an intern in 2020. The plan continues with the student currently enrolled in internship in the fall of 2021.

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

### Action Items for 2021-2022

1. Complete Spring 2022 syllabi so that all new syllabi are aligned with Crosswalk and CACREP 2016 standards
2. Review PPR for possible revision. Revise PPR to reduce number of dispositions and provide more clarity. Note: Conflict dispositions only rated when observed.
3. Consider faculty interview for Candidacy
4. Propose change to Internship credit structure (return to 3 credit/300 hour format).  
Introduce Advanced Internship
5. Continue to review HU Website CO program pages for possible additions of information
6. Develop and implement online programming for 2022-2023
7. Assist admissions with marketing PY-CO Bridge program
8. Work with admissions to attract and admit enough students in 2022-2023 school year to total 80 matriculated students (an increase of 10).
9. 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.
10. Be sure retention rates include fall and spring enrollments and transfer student data.
11. Clarify data tracking & reporting needs moving forward to further support students in on-time graduation.
12. Explore ways to assist students in completing the program in a timely fashion, including possible grants for students to assist with completing internships.
13. Explore ways of incorporating more training in classroom management into the School Counseling curriculum.
14. Clinical Coordinator will review the 2020-2021 data in greater depth and report findings back to the faculty.
15. 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.
16. Complete data gathering for KPIs
17. Look at alignment between curriculum & CPCE exam. Establish consistent assessment practices. Inform students more effectively how curriculum connects to the CPCE exam.
18. Ensure that all KPI assessments results are available for data analysis. To the extent possible locate them in EXAMSOFT or CANVAS and determine what aspects of the assessment rubric align with the KPI.