



Program Annual Report

2016-2017

Summary of Program Evaluation Results

Graduate faculty members reviewed evaluation data derived throughout the academic 2016-2017 school year. Sources of evaluation include site supervisor survey, alumni survey, employer survey,

comprehensive exam scores, disposition rubric scores, and individual course data. Analysis of this data indicates that most students are performing successfully in all curricular areas. With most students in both the Clinical Mental Health Counseling program and the School Counseling program passing their state exams, and finding first time employment as a counselor directly after graduation. The following report details the specific program modifications because of assessment and other substantial program changes.

Program Modifications

The complete review of the 2016 – 2017 data collection led the faculty to the following program modifications. The table below summarizes these changes to demonstrate their connection to specific assessment areas.

Program or Curricular Modifications	Results Found	Linked Assessment Outcome or Discussion	Action
Summative and Formative assessments in courses were revised to make grading more consistent among courses.	Rubrics differed from one course to the next, making grading inconsistent among faculty. Students found this frustrating.	TK20 Data Alumni Survey Faculty Discussion	Standardized rubrics were created for all assignments (discussion posts, papers, case conceptualization, etc.) and will be implemented in Spring 2018 by all faculty members.
Entrance interview and admission process.	Entrance essays, letters of recommendation, and interview rubrics did not accurately assess dispositions of future candidates. This created a gap in the data in monitoring dispositions at later points in the program.	TK20 Data Disposition Scoring Points Faculty Discussion	Admission rubrics were updated to mirror the disposition rubrics that are used during practicum and internship. Additionally the entrance letters of recommendation and entrance essay questions were updated and will be implemented in Spring 2018 for new admits.
Disposition mid-program evaluation	The program evaluated dispositions during Practicum and Internship; however a gap in the data was a mid-program disposition rating.	TK20 Data Faculty Discussion	It was determined that Pre-Practicum would be the mid-program evaluation point for dispositions. The same rubric used for Practicum and Internship will be used for pre-practicum to

			maintain consistency.
Student to Faculty ratio	<p>It is CACREP requirement that student to faculty ratio's be kept to a 12:1 ratio.</p> <p>Data evaluation has demonstrated that the program over the past 2 years (up to Summer of 2017) have been over the student to faculty ratio, and this can impact advising and education in the classroom.</p>	<p>Admission data</p> <p>Faculty discussion</p>	<p>The program is moving towards a limited, and more selective admission policy starting Fall 2017. 15 admission spots will be available in the Spring and Fall for admissions.</p> <p>To implement this process students are encouraged to submit their Letters of recommendation, Essay for admission, and transcripts for the faculty to review. After faculty have reviewed and scored each applicant packet students who meet criteria will be invited for an admissions interview 3 weeks prior to the term ending for the following term admission.</p> <p>This process will create an environment where the program can maintain no more than 64 students admitted into the program at a time. Allowing the program to maintain a proper student to faculty ratio.</p>
Enrollment in courses prior to admission into the program.	<p>Students have identified that they were confused about which courses to take after admission to the graduate school. Students understood that admission to graduate school was not admission to</p>	<p>Alumni Survey</p> <p>Graduate Exit Survey</p> <p>Faculty Discussion</p>	<p>Upon admission to the graduate school, prior to enrolling in any courses. The student will meet with a faculty member to establish the order of classes to take, and to have guidance on what items need to be submitted for consideration to be admitted into the</p>

	the counseling program, but were unable to identify which courses they should take out of the 9 hours of courses prior to admission to counseling.		Counselor Education program.
Change in CED 6083 Research & Program Evaluation.	Based on comprehensive examination scores, Research was a core area identified that students have consistently scored lower in over the past 3 years.	CPCE score results Faculty Discussion	CED 6083 Research & Program evaluation has gone through a restructuring process that will be implemented in Spring 2018. The class will focus more on the fundamentals of Research and Program evaluation to better assist students to take the comprehensive examination, and be prepared for state licensure exams.
Change in CED 6753 Career Counseling	Based on comprehensive examination scores, Career Counseling was a core area identified that students have consistently scored lower in over the past 3 years.	CPCE scores Faculty Discussion	CED 6753 Career Counseling has gone through a restructuring process that will be implemented in Spring 2018. The class will focus more on the fundamentals of Research and Program evaluation to better assist students to take the comprehensive examination, and be prepared for state licensure exams.
School counselor training	Both site supervisors and alumni identified that they felt students had a strong grasp of mental health counseling,	Site Supervisor Survey Alumni Survey Faculty Discussion	The counselor Education program has identified and will implement the opportunity for guest speakers to present to the school counseling courses. Guest speakers will be certified school counselors

	<p>however struggled with the identification of what was expected of school counselors once they entered the field post graduation.</p>		<p>who are currently working in elementary and high schools, who can speak to the rigorous demands of school counselors.</p>
<p>Training in Electronic Health Records documentation.</p>	<p>Site supervisors identified the lack of knowledge students have in the process of electronic health record documentation.</p> <p>The faculty have identified that it is not feasible to train students in all versions of electronic health record systems that are currently available, however there is a need to increase students experiences with technology in counseling.</p>	<p>Site supervisor survey</p> <p>Faculty discussion</p>	<p>The counselor education department in Spring 2018 will implement a new program called Clinical Training Manager. The program will interface with courses designed in blackboard, and will allow students to enter in case study papers as if they were completing an Electronic Health Record. This will include practices in completing a mock treatment plan and progress notes in an electronic format.</p>
<p>Data Collection</p>	<p>While data did exist for the Counselor Education program during the 2016-2017 school year, it was identified that there was a need for a better data collection process. This includes the process of gathering data, maintaining/storing data, and analyzing the data.</p>	<p>TK20</p> <p>Faculty Discussion</p>	<p>The counselor education program in the spring 2018 will implement the Clinical Training Manager program. This program will be used to collect and store data for the students progress from Admission, throughout the program, and after graduation.</p> <p>The program will also store program evaluation data that includes site supervisor survey, alumni</p>

			<p>survey, and employer survey.</p> <p>Additionally while data evaluation will be conducted on a regular basis in the counselor education program, annually the program will complete an Assessment retreat where program modifications will be addressed and implemented.</p>
Advisory Committee	<p>It was identified that the program would benefit from an advisory committee, that consisted of individuals who represented various stake holders in the counseling programs. This would include but not limited to site supervisors, school counselor representatives, mental health counselor representatives, alumni, and current students.</p>	Faculty Discussion	<p>Dr. Rochelle Moss has developed a new Advisory committee who will begin meeting in Spring 2018. They will be tasked with providing feedback to the programs on further modifications, and further evaluations of the Student Learning Outcomes.</p>

Substantial Program Changes – School Counseling

The school counseling track has transitioned from a 48 credit hour program to a 60 credit hour program. All students entering the school counseling program are required to complete a 60 credit hour program. This program change has been approved by the graduate counseling of Henderson State University, and meets the requirements of the CACREP accreditation standards.

Student Learning Outcomes

Student learning outcomes have been reviewed and evaluated by the faculty for the 2017-2018 school year. No changes to the student learning outcomes have been made based on the data presented. The student learning outcomes for the Mental Health Counseling and School Counseling programs are as follow:

SLO 1: Professional Counseling Orientation and Ethical Practice

Candidates will acquire knowledge and a level of professional identity as a professional counselor, as it pertains to the professional history, philosophy, roles, interagency collaboration, accreditation standards, credentials, certification & licensure, professional memberships, service & advocacy, and ethical & legal standards of the counseling profession.

SLO 2: Social and Cultural Diversity

Candidates will acquire knowledge of how culture, ethnicity, nationality, race, age, gender, sexual orientation, and other factors impact an individual, family, or group and gain self-awareness regarding their own culture, in addition to, developing a personal understanding of social justice advocacy and related ethical & legal issues.

SLO 3: Human Growth and Development

Candidates will acquire knowledge of adaptive and maladaptive individual and family development, developmental crises, disability, psychopathology, and theories of individual & family development and will understand theories of learning, personality development, and strategies for helping individuals throughout socially diverse environments and the lifespan.

SLO 4: Career Development

Candidates will acquire knowledge of career development theories, decision making models, vocational & occupational information, gender issues, and assessment and will understand basic career development program planning, organization, implementation, administration, and evaluation.

SLO 5: Counseling and Helping Relationships

Candidates will demonstrate basic & advanced interviewing and counseling skills, including developing goals, counseling interventions, and consultation and will gain awareness of how their own perspectives may affect the counseling relationship.

SLO 6: Group Counseling and Group Work

Candidates will acquire knowledge of group dynamics, group development & process theories, group leadership styles, and group counseling methods as they ethically and professionally practice group leadership skills and participate in experiential groups.

SLO 7: Assessment and Testing

Candidates will acquire knowledge and demonstrate ethical guidelines of the profession and research evidence when selecting, administering, and interpreting developmentally and culturally appropriate assessments for their socially and culturally diverse clients.

8: Research and Program Evaluation

Candidates will evaluate and incorporate ethically and culturally relevant evidence-based research findings when selecting strategies for prevention, intervention, treatment, and program evaluation.

SLO 9: Clinical Mental Health Counseling

Candidates will acquire knowledge and demonstrate skills and dispositions consistent with competent, proficient, and ethical clinical mental health counseling.

SLO 10: Professional School Counseling

Candidates will acquire knowledge and demonstrate skills and dispositions consistent with the ASCA Model of School Counseling.