

## **Outcome Report AY 2015-2016**

### **Program Assessment and Evaluation Overview**

The program assessment and evaluation are ongoing. We follow a circular cycle of collecting data, reviewing the data, making necessary adjustments, implement the adjustments, and collect more data. We follow the Planning and Assessment Calendar (see attached) and review the data we are obtaining through surveys, advisory board meetings, student feedback, NCE data, course rubrics, and student satisfaction inventories. We use our regularly scheduled faculty meetings and set aside time in each meeting to review items/ data from the Planning and Assessment Calendar and to determine if we will make adjustments and how to implement the adjustments. Adjustments can be as simple as a form we are using to a significant policy change.

Additionally, we use faculty meetings to discuss other curricular adjustments that might come up in a more ad-hoc fashion. When this occurs, we collect data (e.g. survey data), review the data, and then implement the changes. If an adjustment is going to impact students, we hold several focus groups in order to gain information from the students. We usually ask a staff member, one of the counselors from the on campus counseling center, or a faculty from another department to hold the focus groups so that students feel comfortable to speak honestly.

Here is a list of the items on the Assessment and Planning Calendar that the department faculty review annually.

- Department Annual Report
- Annual Advisory meeting and Annual Supervisors Meeting
- Surveys (Exit, Alumni, Employer, Supervisors)
- SLO data (Rubric data collection for CACREP CHMC)
- Student Satisfaction Survey (Noel Levitz Adult Student Priorities)
- NCE results
- Course Evaluations
- Clinical Review (site supervisors reports and student evaluations of sites)
- Demographics review (gender, ethnicity, etc) X SLO reports

## **Academic Year 2015-2016 Outcomes**

### **Curriculum Adjustments**

Child Diagnosis and Adult Diagnosis have been integrated into one course based on how the DSM-5 is outlined and student feedback (course evaluations and informal complaint) regarding redundancy. The course name has also been changed to Diagnostics in Counseling. A Psychopathology in Counseling course has been created that runs concurrently with Diagnostics in Counseling. Because we have a lot of students who are not from Louisiana or they often move away after graduation, and these changes will help them meet licensure requirements in another state. The adjustments made were instigated from student feedback, alumni feedback, and focus groups. It was a data driven process..

Beginning in fall of 2016, the faculty agreed to use a cohort model for admissions. This allows the first year students to follow a sequence of foundational material in order. This adjustment was made because spring admitted students were consistently struggling with their schedule, had higher attrition levels, and it was taking them longer to graduate. Review of limited retention data suggested that students who drop out are usually spring admit students.

New elective courses were added - Psychopathology in Counseling and Scholarship in Counseling. We are beginning to offer courses in the intensive weekend format during the summer. LeAnne Steen taught a play therapy course in this format over the past two summers after student focus groups revealed that several students were interested in trying this format. The courses ran similar to the semester long class in that she would teach content for three hours and then take a short break. In order to expedite the intensive format, class assignments were distributed in advance. In between classes, the students conducted their own experiential learning. The last day of class is used for research project presentations. Overall it worked well because it allowed students to take a second elective course during the summer. Enrollment in the class was six the first year and 10 the second year. Dr. Steen is working to incorporate play therapy CEU credit for working professionals.

Student focus groups are underway regarding a potential 2017 summer EMDR class in a three-week intensive weekend format.

### **Marriage, Couple, and Family Accreditation**

The faculty voted to continue the MCFC track and to pursue a dual accreditation in CMHC and MCFC when we submit our next self study in 2019, and site visit in 2020. The faculty completed an ad-hoc review, with the help of graduate assistants, of the programs of similar size in the country who are CACREP accredited and found that 90% of programs have a minimum dual accreditation. The faculty also asked interviewees and current students if they would be interested in the MCFC track and pursuing accreditation and both students and interviewees express interest. Students who graduate from the program will always be LPC eligible in Louisiana, regardless of which track they choose.

Mid-Cycle Report will be due in 2017 under the 2009 standards. In 2018, the program will be implementing adjustments required for the 2016 standards.

### **Assessment and Planning Calendar Updates**

- Department Annual Report- Faculty review of 2015-2016 annual report suggests that the department is continuing to thrive as profitable and receives positive feedback from a variety of data sources.
- Annual Advisory meeting and Annual Supervisors Meeting: both meetings were held the same day in Fall 2015. Some suggestions made at one or both meetings, that were implemented by the faculty this previous year include:
  - Changing the mid-term evaluation for the practicum and intern students. We no longer use the long form (for final eval), unless the student is having difficulties or under a remediation plan. A short, one page form was developed for the mid-term evaluation.
  - The process of interviewing for practicum and internship experiences at schools was reviewed and the feedback was given that school counselors need advance notice for potential interns and should be contacted earlier. The fundamentals course includes more information for students seeking internship at a school and suggests that they contact potential school for interviews very early.

- The advisory board decided to add one community member (faculty from another CACREP program). This person will be recruited to begin next year.
- The advisory board decided to add a second current student to the current makeup of members
- Surveys (Exit, Alumni, Supervisors)
  - Exit Survey 2014-2015 ( $N= 13$ )
    - Nine students reported that had secured employment as a counselor at the time of graduation. One student was still looking for employment and three students reported that they were not looking for employment at the time of graduation and are planning to pursue a Ph.D.
    - On all core areas of education, nine or more students agreed or strongly agreed that they are prepared for working with clients. There were two core areas, Lifespan Development and Multicultural Counseling, where two or more students identified that they disagreed that they were adequately trained.
      - Faculty review and discussion included to continue to create activities in classes, across the curriculum, that integrate diversity (beyond the diversity course), and broaching.
      - The lifespan course was taught by an adjunct for a few semesters. We recently hired a new adjunct for that course, or use core faculty.
  - Alumni Survey ( $N = 2$ ); 2015 (2012 graduates, three-year follow up). Both of the respondents reported that their overall experience was good. And that they felt strong in the core areas. One of them noted concerns about diversity, social justice, and the research methods course.
    - Since the time of their graduation, the research methods course has been revamped and statistics training was added to that course. Additionally, we have continued to discuss ways to integrate more

diversity training in the curriculum. As a faculty, we believe we have addressed, or are in process of addressing this person's concern.

- Supervisor's Survey ( $N = 11$ ): Supervisor Survey was very supportive of students and the program. They reported that they agree or strongly agree that students are prepared for working with clients according to the required CACREP standards (In Lifespan, Career, Skills, Group, etc.). There were two respondents who expressed concerns about students diversity training, but they also noted that it was developmentally appropriate.
  - Faculty review and discussion included to continue to create activities in classes, across the curriculum, that integrate diversity training (beyond the diversity course), and broaching.

#### SLO data (Rubric data collection for CACREP CMHC)

- Students consistently received an average of 3.6/ 4 on all CACREP rubrics, as reported by the faculty. No changes were determined.
- Student Satisfaction Survey (Noel Levitz Adult Student Priorities)
  - This survey continues to garner a very low sample ( $N = 11$ ) of our students and it is very difficult to determine if the data is very helpful. In reviewing the limited data of the students who responded, they indicate satisfaction on many levels including faculty access and academic challenge.
- NCE results: 66% fall 15 ( $n = 3$ ) and 100 % pass spring 16 ( $n = 10$ )
  - Faculty determined that the students are also scoring well above students at other CACREP-accredited institutes in all areas tested. Even though one student failed, the scores were above the mean, comparatively.
- Course Evaluations
  - Faculty reviewed the course evaluations.

- Due to redundancy in courses and the structure of the new DSM-5, the Child Diagnosis and Adult Diagnosis courses have been combined.
  - It was determined that we would move the Research and Statistics course to a second year course, and split it off from the Writing lab starting with the fall 2016 cohort. No other changes were made.
- Clinical Review (site supervisors reports and student evaluations of sites)
  - Site supervisors consistently report that the students are very well trained and very professional. Their most common complaint is theoretical understanding. We continue to implement theoretical education through the curriculum including, but not limited to Counseling Theories, Intro CMHC, Fundamentals, Practicum, and Internship. Additionally, we have discussed adding an Advanced Theories elective but we do not have a time to include it at this time.
- Demographics review (gender, ethnicity, etc) X SLO reports
  - No differences in SLO data was found between differing demographics although it is noteworthy that we have very few males and limited numbers of people of color. The faculty are working on developing more marketing for more diverse student population in our department.

### University Structure

The faculty have engaged in year long process of sitting on committees at both the college and university level in order to determine the best path for university restructuring. The college that our program will reside beginning 2016 is the College of Graduate and Professional Studies (GPS). The School of Nursing and LIM are also housed under GPS. The college will have an interim dean until the search for a permanent dean is complete.

### Potential Clinic Talks:

The faculty have discussed this idea and are in favor of it. They have also been in contact with the Dean of the College to share the idea and gather feedback. The faculty thought it would be best to have a clinic large enough for three practicum classes to see clients. The university has

identified our program as one to invest more in, and this would be a good investment. There have been discussions to collaborate with nursing and possibly have a joint clinic.

#### Faculty Successes:

Recent faculty successes include Dr. Foster receiving tenure and a promotion to Associate Professor. Dr. Dewell received an award from a professional journal. Dr. Steen was awarded a book contract from IGI Publishing to complete a book, and Kevin Foose was nominated for a University Senate award for Excellence in Teaching.

#### Student Successes

They recently sponsored the NAMI walks. They successfully raised \$4,000.

Maria Cicio will be presenting at ACA with Kevin Foose and Justin Levitov. Other places where our students present are Poster Presentations at LCA, and the National Association for Play therapy presentations with Dr. Steen.

Many students present at regional and local conferences. Students also create discussion groups on diversity, feminism, and other topics they want to explore together.