Report of Annual Program Evaluation

The MSMHC Core Faculty administered Annual Surveys of program stakeholders during the spring of 2017. The results of those surveys were discussed in faculty meetings and with the MSMHC Advisory Council. The results were used to create a Strategic Plan for the 2017-2018 academic year. Please click on the links below to view the results.

Annual Survey of Students - Respondents’ Demographic and Background Information

Annual Survey of Students - Program Evaluation

Annual Survey of Alumni

Annual Survey of Site Supervisors and Employers

Program Statistics

Twenty-Nine students were fully enrolled in the program this year, with 10 in the 1st year cohort, 9 in the 2nd year cohort, and 10 in the 3rd year cohort. Nine students graduated. Seven of the graduates had full time counseling jobs by the time of graduation, 1 will be a full-time doctoral student, and 1 deferred job-seeking until the end of summer.

Two members of the 1st year cohort withdrew from the program during their first semester. One 2nd and one 3rd year cohort member enrolled part-time, with faculty approval, due to personal circumstances. One 2nd year cohort member took a year-long leave of absence.

Starting in the fall of 2017, we expect to have 34 fully enrolled students (14 in the 1st year cohort, 11 in the 2nd year cohort, and 9 in the 3rd year cohort). In addition, we expect to have 3 part-time students who have adjusted their program with faculty approval.

Each year, our 3rd year students take the Counselor Preparation Comprehensive Exam (CPCE) as a requirement for graduation. The CPCE website notes that the exam:

- Provides a master’s program comprehensive exam that meets high psychometric standards.
- Gives programs an objective view of the knowledge level of their students.
- Allows programs to examine student functioning in various curricular areas.
- Promotes longitudinal self-study.
- Compares a program’s results to national data.
- Stimulates student integration of knowledge learned in separate courses.
- Gives students comparative strength and weakness feedback.

http://www.cce-global.org/AssessmentsAndExaminations/CPCE
The mean score of the ten 3rd year students was 86.3 (SD 32), which is approximately the same as the National mean (Exit Scores) of 87.13 (SD 16.7). A comparison of MSMHC scores to the National scores is available here.

Program Modifications

Effective the fall of 2017, MSMHC 606 (Seminar in Professional Roles II; 1 credit course) has been discontinued. MSMHC 610 (Counseling Ethics) will be worth 3 credits. Previously it was worth 2 credits.

Effective fall 2017, the program will accept 14 students in incoming cohorts.

The Career Counseling course, taught in the 3rd year of the program, was offered online in the fall of 2016. Given favorable evaluations, we plan to continue that as an online course. It is the only online required course in the program.

There are no other substantive changes to the program.

MSMHC Program Handbook

The MSMHC Program Handbook has been updated. The updated version includes revised forms and a new assessment plan for student learning outcomes. A copy of the revised MSMHC Program Handbook is available here.

Advisory Council

Council members serve for 1-3 years and assist the Core Faculty with reviewing Annual Program Evaluation data and devising an Annual Strategic Plan. Members each represent at least one of the following MSMHC program stakeholder groups: site supervisor, employer, adjunct, alumni, student, and community/external member.

See the 2016-2017 Annual Report to the Advisory Council and MSMHC Advisory Council Annual Meeting Minutes.

The 2017-2018 Advisory Council members are:

Audrey Rice: Site Supervisor, Employer, and Adjunct
Come Heng: Alumna
David Wilde: Alumnus
Steve Morris: External Member
Becky Pierce: Site Supervisor
Mara Haight: Alumna, Employer
Stacey Gibbons: Student

2017-2018 Strategic Plan:
The following Strategic Plan was based on data and feedback from the Annual Program Evaluation and was approved by the MSMHC Advisory Council in June of 2017.

1. **CACREP Application.** The MSMHC Core Faculty will submit the requested *Addendum* to CACREP by August 9, 2017. Thereafter, we will make it a priority to respond to all CACREP requests in a timely manner to maximize the likelihood of receiving accreditation in the spring of 2018. We anticipate that CACREP will conduct a multi-day, multi-reviewer site study in the fall/winter of 2017, if the *Addendum* is approved. Dr. Behrens is the CACREP Self-Study lead author and liaison.

2. **Adjunct Instructors.** The MSMHC Core Faculty will continue to actively monitor the orientation and training for new adjunct instructors. As during 2016-2017, new adjunct instructors will have access to a written *Guide for Instructors* that answers frequently asked questions and orients the instructor to the MSMHC program and objectives, the Chair will meet with each new adjunct at least one time, a MSMHC Core Faculty mentor will be made available to assist the new instructor, and the Chair will conduct a mid-semester classroom observation. Given that we will have at least two new adjuncts next year, we believe it is important to actively monitor this initiative.

3. **Faculty Responsiveness.** The MSMHC Core Faculty and adjunct instructors will improve availability and responsiveness to students. Specifically, they will return assignments within 2 weeks and respond to emails within 2 business days. To accomplish this goal, we will request additional administrative support to decrease workloads and thereby improve responsiveness to students. Specifically, Dr. Sandor will request that the Dean of Arts & Sciences allocate administrative staff support for assistance with clerical tasks that consume great amounts of faculty time (e.g., Site Affiliation Agreements, Site Evaluation Forms, and Orientation Letter to Sites) and funding for a graduate assistant to assist with annual CACREP documentation. We have also requested 6 hours of release time for our Placement Coordinator (currently Dr. Wanlass) and 3 hours of release time for our CACREP liaison (currently Dr. Behrens). We also agreed to more effectively balance and distribute the student support workload around placement issues, referring students to academic advisors for support to decrease demands made on the placement coordinator (currently Dr. Wanlass).

4. **Cohort Cohesion.** We will revise our approach to plenary sessions. Though we believe that plenary sessions are fruitful, we also believe that the process can be improved. Therefore, during sessions, we will provide more direction and structure, and will more clearly articulate the purpose of the sessions (i.e., promote dialogue, students provide feedback, build genuine cohesion). That said, we would like to continue to encourage students to determine the general content of the sessions, so that sessions are responsive to their process and needs and facilitate growth of student autonomy.

5. **Improved Sensitivity to Diversity.** We will continue to implement diversity/inclusion training throughout the program and will monitor student feedback on this issue. We will also continue to work with the Graduate Admissions director to direct admission outreach/recruitment efforts towards under-represented groups and consult with other local graduate programs about recruitment methods.
6. **Supervision Training.** Dr. Behrens will post the on-line orientation and training program for site supervisors on the MSMHC website. The program will link to an external form by which supervisors will verify completion. The program is revised and available for review (attached).

7. **Increased Developmental Approach to Remediation (New Goal).** While we have documentation and processes in place to assist students in their developmental training process (e.g., Professional Performance Review, Practicum Evaluations), we plan to initiate remediation plans or formal pedagogical/developmental interventions earlier in the training process. We set this goal after experiencing the benefits of early intervention with a student this year. That student indicated that they felt favorably contained and supported and the faculty saw positive benefits from an increased proactive stance. To accomplish this goal, we will complete related documentation during faculty meetings and more readily require “at risk” students to meet with Core Faculty during Faculty Meetings (versus waiting for designated milestones, typically at the end of the semester). We will also devise a menu of common remediation goals and interventions that can be adapted to the needs of individual students. Thus, we will have several templates that can be used as a starting point for individual plans.