

Program Evaluation Results

May 2017

Community/Clinical Counseling M.A.

School Counseling M.A.

Counselor Education Ph.D.

Counselor Education

Division of Theoretical & Behavioral Foundations

College of Education

Wayne State University



College of Education

<http://coe.wayne.edu/tbf/counseling/>

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Introduction & Overview

The Counselor Education (CED) faculty at Wayne State University (WSU) use data driven approaches to evaluate stakeholders' (students, graduates, internship supervisors, and graduates' employers) perceptions, satisfaction, and feedback. Program evaluation data are used to ensure WSU CED students are trained to provide top quality counseling services to diverse clients. The Program Evaluation Committee is responsible for collecting, analyzing, and reporting program evaluation data, so that the CED faculty can review and incorporate feedback on an annual basis. Program evaluation results are also important for maintaining accreditation through the [Council for Accreditation of Counseling and Related Educational Programs \(CACREP\)](#). The Program Evaluation Committee's findings are summarized in this report.

Differentiating Program Evaluation from Student Evaluation

The CED faculty have two evaluation committees. The Program Evaluation Committee is tasked with reviewing the program on a broad level, which includes evaluating course offerings, curricula, student diversity, and other factors that do not focus on any individual student. The Student Evaluation Committee is tasked with professional gatekeeping and ensuring individual students' knowledge, skills, and professional dispositions are congruent with professional standards. While the Program Evaluation Committee reviews student performance data, such as grades on an assignment, this data is reviewed in aggregate and is used to evaluate the percent of students who demonstrate proficiency with accreditation standards. In addition to these evaluation committees, the CED faculty deal with imminent student or programmatic concerns during regularly scheduled faculty meetings.

Differentiating Program Evaluation from Faculty Evaluation

Each semester students are given the opportunity to evaluate their faculty. These evaluations are important tools, which individual faculty members use for personal growth and development. While CED faculty recognize that each individual faculty member's performance impacts the overall program, the Program Evaluation Committee does not use individual faculty evaluations as a data source, as these evaluations are already used by a separate merit review committee with the College of Education. Distancing faculty review from program evaluation allows the Program Evaluation Committee to focus specifically on maintaining each CED program's overall quality, rather than focusing on concerns with individual faculty or students.

Compliance Assist

WSU has implemented a university wide program evaluation solution, Compliance Assist. The CED Program Evaluation Committee includes data from Compliance Assist to aid in understanding the extent to which students are meeting or exceeding professional knowledge, skills, and dispositions. In this way, Compliance Assist is one database in a multifaceted program evaluation plan.

Data Sources

Diverse measures are used to gather quantitative and qualitative program evaluation data from stakeholders. Routine data sources include:

- Electronically surveying stakeholders including current students, recent graduates, internship site supervisors, and graduates' employers.
- Compliance Assist
- WSU & CED databases containing:
 - Students' demographics, GPAs, enrollment statuses, admission dates, graduation dates, and other data.
- Credentialing examinations including:

- The Michigan Test of Teacher Competency (MTTC) Test 51, which is used to obtain licensure as a school counselor in Michigan. Test 51 data are obtained from the Michigan Department of Education
- The National Counseling Examination (NCE), which is used to obtain licensure as a professional counselor in many states. NCE data are obtained from the National Board for Certified Counselors (NBCC).
- Qualitative interviews with stakeholders
- Program Evaluation Committee Members may use additional data sources at their discretion.

Disclaimers

This report does not include raw or comprehensive program evaluation data as it is publicly disseminated. A separate, confidential report containing more comprehensive data is available to CED faculty. Similarly, data within this report may not sum to 100% due to rounding or efforts to preserve students' and/or stakeholders' confidentiality. For example, if a single student identifies as Native American, the percent of students who identified as Native American might be slightly artificially inflated, to prevent readers from singling out the single student. In other words, student and stakeholder confidentiality and privacy supersede public access to program evaluation data.

Changes to the Program Evaluation Process

The program evaluation process has changed since the previous program evaluation cycle. This report marks the implementation of new policies, which include shifting to annual data collection using web-based surveys.

Previous Reports

The CED faculty developed a program improvement plan in 2014. This multipart plan specifically targeted changes in curriculum, faculty, and student learning outcomes. Nearly all the objectives outlined in the 2014 plan were met during the three-year cycle following this plan.

The first identified improvement involved developing two additional school counseling courses, CED 7055 School Counselor: Postsecondary Planning and College Counseling and CED 7090 Advanced School Counseling. These courses were successfully developed and are available for students. Data from the 2017 evaluation cycle indicate that students are more satisfied with the school counseling course offerings based on these courses.

The second improvement area involved hiring a tenure track school counseling faculty member. While a tenure track school counseling faculty member was not hired, Dr. Davenport, a full-time faculty member with school counseling expertise was hired. A tenure track position was also filled by Dr. Branson, who is currently pursuing advanced training in school counseling.

The third improvement area involved updating technology in the counseling clinic. Technology updates were completed successfully, and practicum students and supervisors have access to secure streaming videos of counseling sessions, which are used for evaluation and training students to effectively use non-verbal communication.

The final improvement area involved implementing Compliance Assist, a university wide program evaluation solution. The CED faculty have configured Compliance Assist to measure students' knowledge, skills, and professional dispositions, and 2016-2017 data have been compiled, entered, and review. Compliance assist provides CED faculty with an overview of the extent to which students are demonstrating expected knowledge, skills, and professional dispositions.

In summary, the only 2014 improvement that was not entirely implemented was onboarding a tenure track school counseling faculty member. However, multiple school counseling faculty were hired in the years following the 2014 report. Thus, all objectives in the 2014 report were successfully met.

Additional Program Developments

In addition to setting formal program evaluation objectives, the CED faculty meet regularly during the academic year. During these meetings, faculty routinely review curriculum, course offerings, and other aspects of the CED programs. Faculty collaboration during these meetings enables quick response to programmatic growth areas as they are identified. Since the 2014 CED Program Evaluation Report was published, many program development initiatives have taken place. These include:

1. Developing and implementing workshops on ethics, trauma, and the DSM-5.
 - a. The purpose of this was to increase graduates' interstate licensure portability while ensuring students are prepared to diagnose clients using the current DSM.
2. Increasing the credit hour requirement for the School Counseling M.A. program to 59 semester hours.
 - a. This was taken as the [2016 CACREP accreditation standards](#) (standard 1.J) requires that, beginning July 1st, 2020, entry level counseling programs be at least 60 semester hours. The Clinical Counseling M.A. program is already 60 semester hours.
3. Designating formal Program Evaluation and Student Evaluation committees.
 - a. Committee members are tasked with annual review of the program and remediating/gatekeeping students (respectively).
 - b. CED policies and procedures regarding student and program evaluation have been updated and further developed to ease the transition from the 2009 to 2016 accreditation standards, while also ensuring students and the CED programs are held to consistently high standards.

- c. The program evaluation process was updated and is now web-based.
 - d. New policies and procedures were implemented to ensure that students who are not performing at the minimum expected level are notified and remediated earlier in the program.
4. Group advising sessions were implemented based on students' feedback on a special survey.
 5. Developing a workshop to teach students about signs, symptoms, and other factors associated with human trafficking.
 - a. This workshop is being developed in response to the Department of Licensing and Regulatory Affairs (LARA) passing rule 338.1751a, which requires all LPCs to obtain human trafficking training prior to the next licensure renewal cycle. New LPC applicants have five years from the date the rule was passed to obtain training.
 - b. Four CED faculty members have received state-approved continuing education on human trafficking, and the remaining CED faculty plan to obtain training soon.
 6. Dr. Arnie Coven has retired. Dr. Mack will teach Dr. Coven's group class beginning Fall 2017.

Current Growth and Development Areas

Based on the results of the current program evaluation data, the Program Evaluation Committee identified the following areas for program growth and development during the coming academic years.

1. The CED programs are seeking reaccreditation under the 2009 CACREP standards. The CACREP board will render an accreditation decision in Summer 2017. Concluding the reaccreditation process is a high priority for the CED faculty.
2. Following successful reaccreditation under the 2009 CACREP standards, the CED faculty will begin to transition the CED programs to the 2016 CACREP standards.

3. The CED faculty will implement the human trafficking workshop that is being designed.
4. Based on student feedback gathered during the 2017 CACREP site visit, the CED faculty are exploring ways to add experiential components earlier in the program. The intention behind this is to support early remediation and gatekeeping, while providing students with more applied learning opportunities.
5. Review class and program organization, based on feedback gathered from current students. Recently implemented group advising sessions might increase students' perceptions of organization.
6. Develop strategies for reducing the number of students who are wait listed for the techniques and practicum courses.
7. Explore hiring options to replace Dr. Coven.
8. Consider offering high-demand special topics courses on bereavement, crisis counseling, psychological disorders, and establishing a private practice.
9. Review recruiting strategies while considering ways to increase male enrollment.

Outcome Data

The summarized results from the current program evaluation data are contained in the following subsections. These results are used to identify potential program growth and development areas.

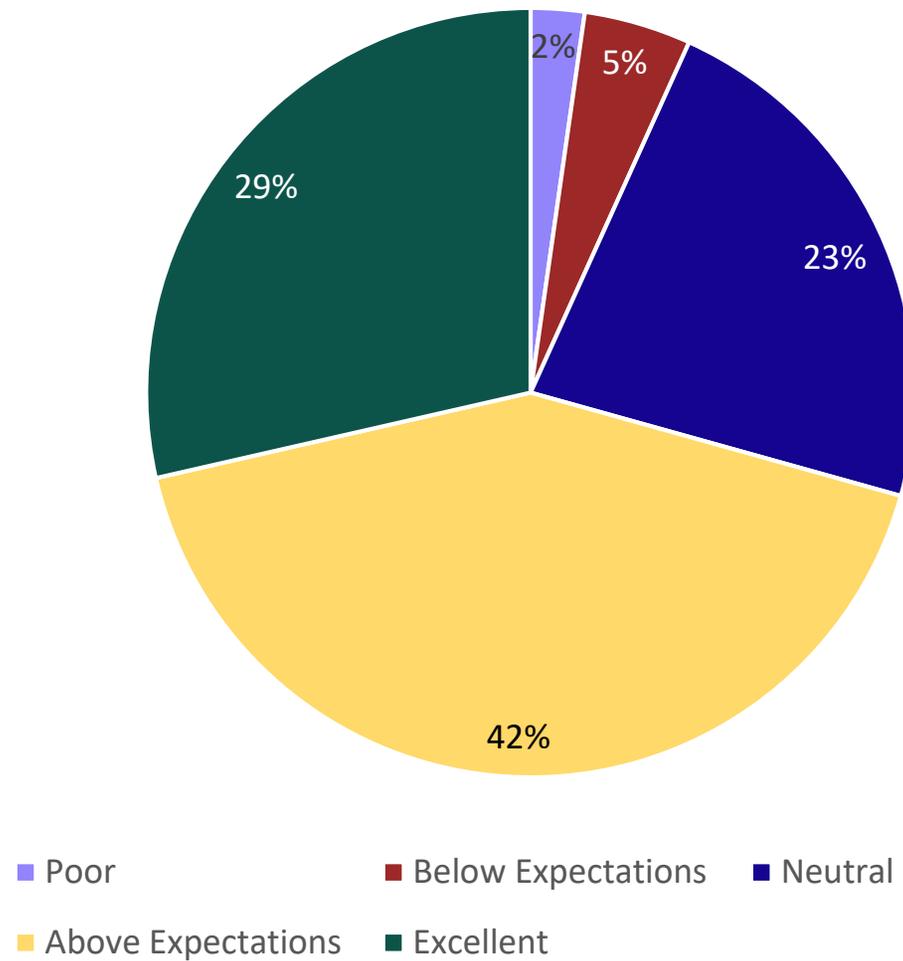
Overall Student Satisfaction

Students' satisfaction with the counseling programs was measured with two questions. The first asked students how they would rate their experience in the CED program. The second asked students how likely they were to refer someone to a CED program. More than 70% of the

133 current students who responded to the annual program evaluation survey indicated that the program was exceeding their expectations while less than 7% of respondents indicated the program was below their expectations. Student satisfaction was generally consistent across the different counseling programs.

Over 38% of respondents indicated they “definitely would recommend” someone to the CED programs while an additional 30% indicated they “probably would recommend” someone to the programs. Approximately 6% of respondents “probably would not recommend” someone, and less than 5% were “not at all willing to recommend” the CED programs.

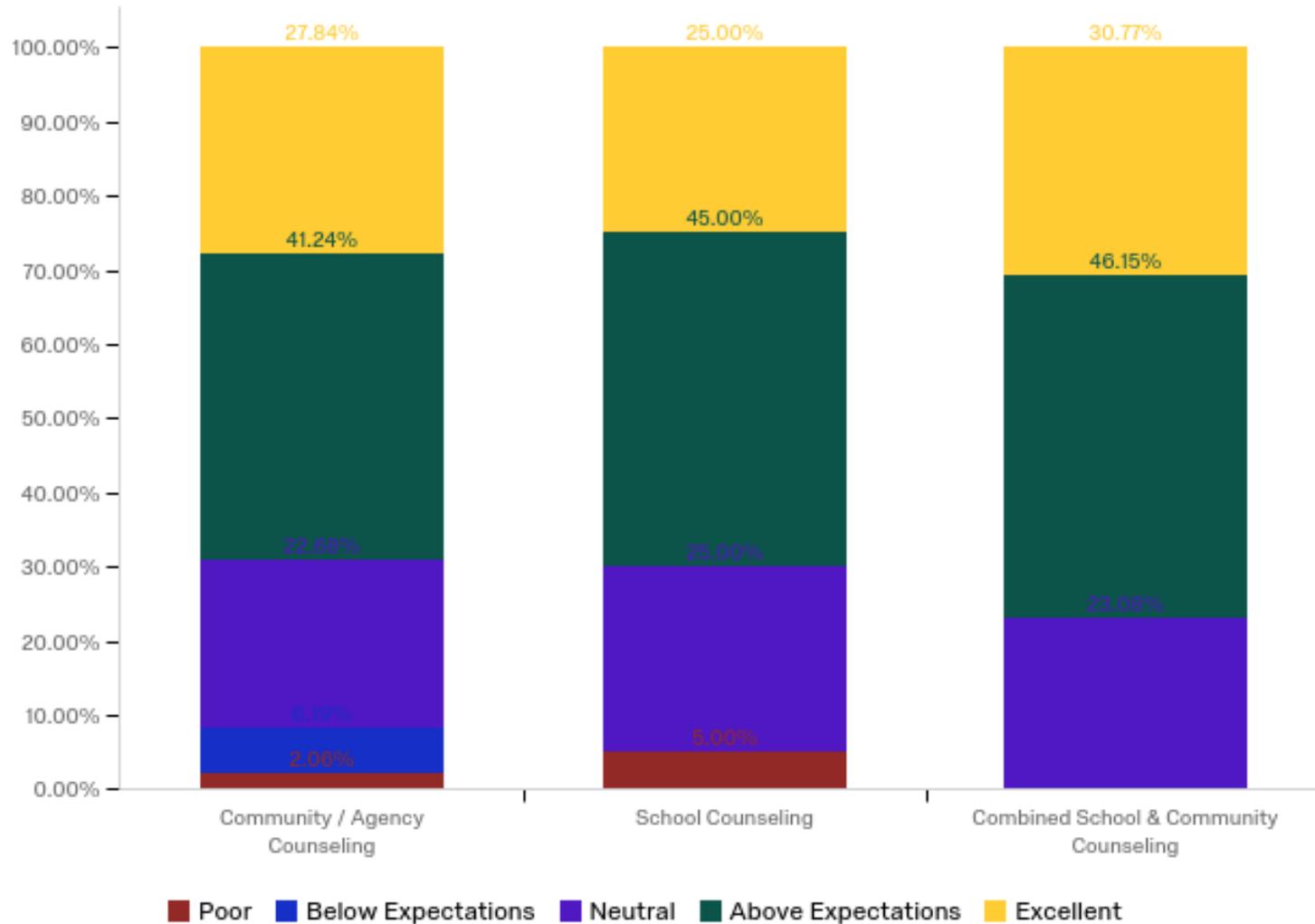
Overall, how would you rate your experience in the counseling education program at WSU?



<u>Response</u>	<u>Frequency</u>
Poor	3
Below Expectations	6
Neutral	30
Above Expectations	56
Excellent	36
	n= 131

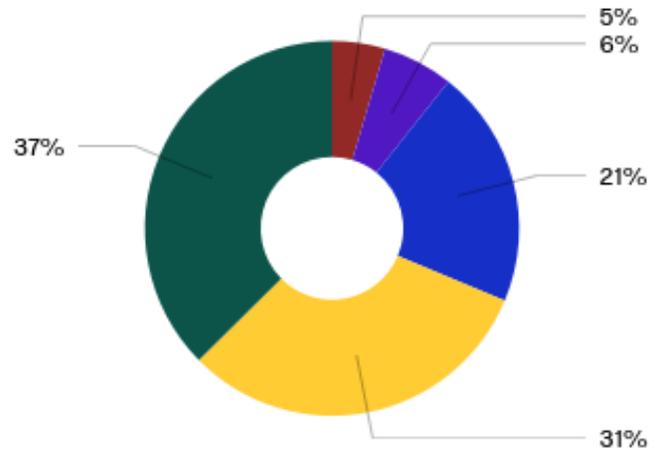
Range	1.0 – 5.0
Mean	3.89
Std. Dev.	0.94
n=	131

CED Student Satisfaction by Program



Students' satisfaction was relatively consistent across programs

Students' Willingness to Recommend CED Programs

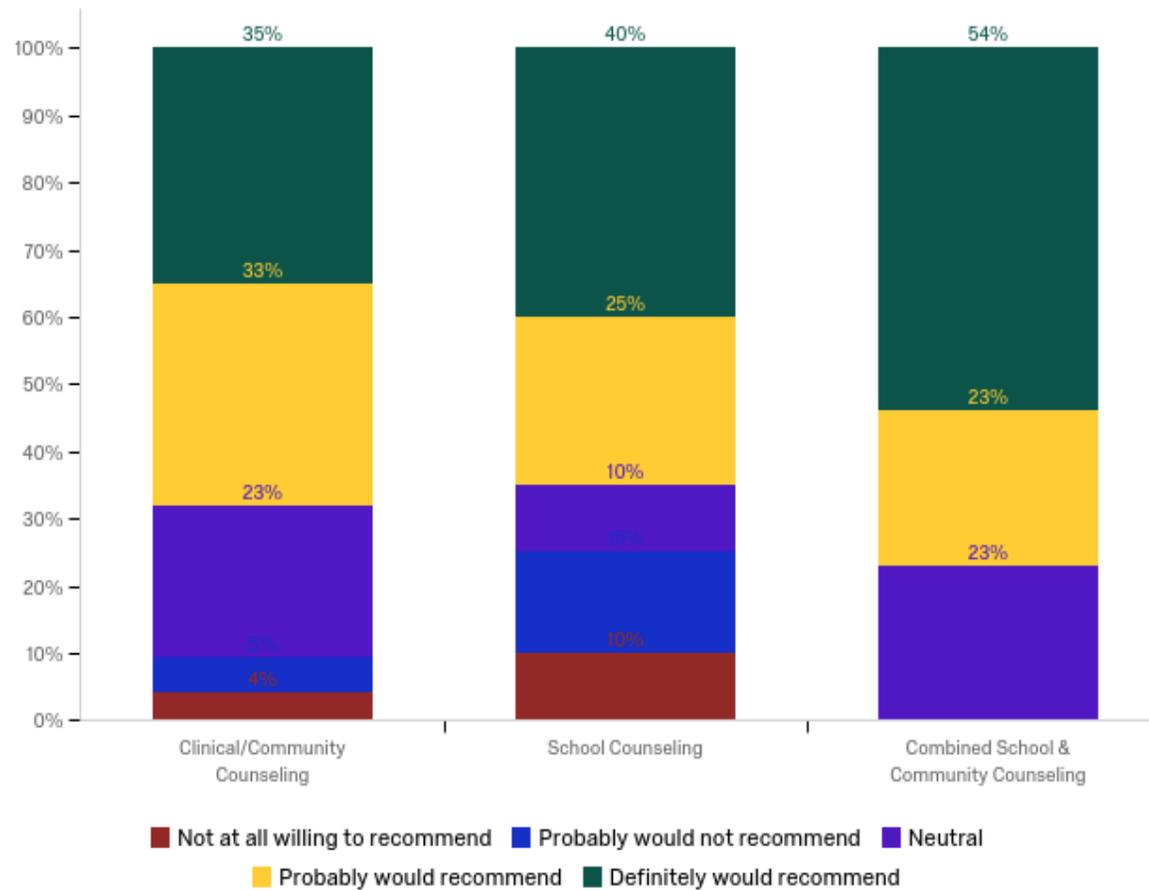


■ Not at all willing to recommend
 ■ Probably would not recommend
 ■ Neutral
■ Probably would recommend
 ■ Definitely would recommend

Range	1.0 - 5.0
Mean	3.91
Std. Dev.	1.11
n=	131

<u>Response</u>	<u>Frequency</u>
Not at all willing to recommend	6
Probably would not recommend	8
Neutral	27
Probably would recommend	41
Definitely would recommend	49
	n= 131

Students' Willingness to Recommend CED Programs



Students in the School Counseling program were more polarized in their willingness to recommend CED programs than students in the Clinical/Community program. Students in the combined program did not report any unwillingness to recommend the programs.

Specifics

Respondents were asked to rate 20 statements about the CED programs and their courses, to better understand the reasoning behind their satisfaction or dissatisfaction with the program. Each statement was rated using a five-point scale. Most participants either agreed or strongly agreed with each statement, indicating overall positive sentiment toward program specifics. However, statement number 1 and statement number 20 received significantly lower scores than others. Both statements related to organization; one at the individual course level and one at the program level. These data could indicate a need to examine and refine organization strategies within and across courses. Qualitative data as well as follow up quantitative data are needed to further clarify responses to these two questions, as external factors might have influenced students' perceptions of organization. For example, the CED faculty have revised some of the counseling programs in response to changing accreditation and licensure standards. Students have been asked to complete new plans of work, so that all students have access to new course offerings and program structures. If these changes did influence respondents' perceptions, then there is not a substantial need to address these as growth areas. The following pages include the statements and frequency data.

Disagree Strongly	Disagree	Neutral	Agree	Agree Strongly
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1. Courses are well organized.
2. Course materials are appropriate for content
3. Courses are preparing me to become a professional counselor
4. Courses provide a wide range of learning experiences
5. Courses encourage increased self-awareness and growth
6. Student responsibilities in courses are clear
7. Instructors make clear, understandable presentations
8. Instructors discuss differing views of the material
9. Instructors are enthusiastic about subject matter
10. Instructors treat students fairly
11. Instructors treat students with respect
12. Instructors are available to students outside of class
13. Instructors demonstrate appropriate knowledge of course content
14. Evaluation and grading methods are fair
15. Instructor feedback on student work is timely
16. Instructor feedback on student work is helpful
17. Required coursework is applicable to my degree
18. Courses cover current counseling topics and issues
19. Instructional methods in courses help me understand the material
20. My counseling program is well organized

Question	Disagree Strongly		Disagree		Neutral		Agree		Agree Strongly		Mean	n=
	%	n=	%	n=	%	n=	%	n=	%	n=		
1	3.82%	5	8.40%	11	15.27%	20	53.44%	70	19.08%	25	3.76	131
2	0.00%	0	4.58%	6	16.03%	21	52.67%	69	26.72%	35	4.02	131
3	1.52%	2	8.33%	11	15.91%	21	38.64%	51	35.61%	47	3.98	132
4	0.00%	0	6.30%	8	18.90%	24	40.94%	52	33.86%	43	4.02	127
5	0.00%	0	0.00%	0	10.61%	14	40.15%	53	49.24%	65	4.39	132
6	0.77%	1	3.08%	4	6.15%	8	51.54%	67	38.46%	50	4.24	130
7	0.76%	1	3.79%	5	21.21%	28	44.70%	59	29.55%	39	3.98	132
8	0.00%	0	4.62%	6	17.69%	23	46.92%	61	30.77%	40	4.04	130
9	0.00%	0	1.52%	2	6.82%	9	53.03%	70	38.64%	51	4.29	132
10	2.31%	3	5.38%	7	6.92%	9	41.54%	54	43.85%	57	4.19	130
11	1.52%	2	4.55%	6	5.30%	7	40.91%	54	47.73%	63	4.29	132
12	0.00%	0	2.29%	3	16.79%	22	47.33%	62	33.59%	44	4.12	131
13	0.76%	1	0.76%	1	7.58%	10	46.21%	61	44.70%	59	4.33	132
14	0.76%	1	5.34%	7	9.92%	13	47.33%	62	36.64%	48	4.14	131
15	0.76%	1	3.79%	5	21.21%	28	42.42%	56	31.82%	42	4.01	132
16	0.00%	0	4.58%	6	18.32%	24	43.51%	57	33.59%	44	4.06	131
17	0.00%	0	6.82%	9	12.12%	16	46.97%	62	34.09%	45	4.08	132
18	0.76%	1	5.34%	7	12.98%	17	48.09%	63	32.82%	43	4.07	131
19	0.00%	0	3.82%	5	16.03%	21	48.09%	63	32.06%	42	4.08	131
20	7.69%	10	16.92%	22	18.46%	24	34.62%	45	22.31%	29	3.47	130

Frequency counts for each of the breakout questions

Special Course Offerings

Respondents were asked which special topics in counseling they are interested in learning about. Each respondent could select as many of the listed courses as they desired.

Topic	Number Interested
Bereavement issues / grief and loss	87
Crisis counseling	82
Psychological disorders	79
Establishing a private practice	77
Stress management	69
Anger management	60
Clients with dual diagnoses	60
Gay/Lesbian/Bi/Transsexual issues	58
Play therapy	58
Conflict resolution	57
Legal issues in counseling	56
Clients from correctional facilities	53
Elderly / aging issues	53
Eating disorders	47
HIV / AIDS	33
Other, please specify:	13

Special Report on Cohorts & Course Scheduling

The Program Evaluation Committee will, at times, supplement routine data collection to gather additional information on specific topics. Changes to university and college administrative policies, changes to licensure requirements, student performance and feedback, and other factors might prompt additional data collection. During this program evaluation cycle, the Program Evaluation Committee was tasked with identifying students' needs and availability for course scheduling as well as their perceptions regarding a prospective shift to a cohort based system. A special survey was developed and deployed to CED students who were enrolled in classes during the Winter 2017 semester. A total of 125 CED students responded. As survey questions were optional, the number of responses varied by question.

Most students in each CED program preferred keeping the current scheduling system, which allows students to register for classes as convenient, with the exceptions of Introduction to Counseling, which is taken during students' first semester in the program and techniques, practicum, and internship, which are taken after students complete the rest of their coursework. However, students provided useful qualitative feedback, and highlighted some growth areas including increased advising and decreasing the wait time for students who need to enroll in techniques or practicum. The CED faculty could explore options to alleviating some students' scheduling frustrations, for example adding additional pre-requisites or allowing students to take a limited number of courses concurrent with techniques and practicum. Based on these data, it is recommended that the CED faculty sustain the current program structure, while working to bolster students' awareness and perceptions of program organization and course availability. Implementing a cohort model could benefit faculty and administrators, as students would matriculate through the programs in more predictable ways. However, requiring students to take

a set number of courses per semester could negatively impact student enrollment and retention, as some students require a part time program, others prefer a full time program, and some need flexibility to move between full and part time enrollment, depending on the semester.

Program	n=	% of total respondents
M.A. Clinical Counseling	64	55.2%
M.A. School Counseling	20	17.2%
M.A. Combined School & Clinical	23	19.8%
CED Ph.D.	9	7.8%

Cohort survey respondents by program.

Course Load

The CED faculty strive to schedule classes so that students can choose how many classes to take each semester. While it is not possible or practical to schedule classes so that every student has access to the course they want at a time that is convenient, student input can guide the scheduling process, so that scheduling is convenient for as many students as possible. To evaluate students' scheduling needs, survey respondents were asked a series of questions regarding their course enrollment history and preferences.

A paired samples T test was used to evaluate whether a statistically significant difference existed between the maximum number of courses that students reported having taken and the ideal number of courses that students would like to take in a semester. This analysis was useful for understanding whether students have been able to enroll in the number of courses they would like and for evaluating the extent to which institutional barriers to enrollment (e.g., courses not being offered, etc.) have impacted student enrollment. The results of the T test failed to reject the

null hypothesis ($n=113$, $t=1.971$, $\alpha=.05$, $p=0.051$), which suggests there is not a statistically significant difference between the average number of courses students would like to take and the maximum number of classes students have taken. Since the test value was close to the cutoff value for rejecting the null hypothesis, it is possible that a small difference between the two means exists. The T test results suggest that students have generally been able to enroll in their preferred number of courses.

<u>Range</u>	<u>Mean</u>	<u>Std Deviation</u>	<u>n=</u>
1 - 6	3.62	1.22	114

What is the maximum number of courses you HAVE taken in a semester?

<u>Range</u>	<u>Mean</u>	<u>Std Deviation</u>	<u>n=</u>
2 - 6	3.77	1.17	112

What is the maximum number of courses you COULD be taking each semester?

<u>Range</u>	<u>Mean</u>	<u>Std Deviation</u>	<u>n=</u>
2 - 6	3.42	1.06	113

What is the ideal number of courses that you WOULD LIKE to be taking each semester?

Barriers to Scheduling

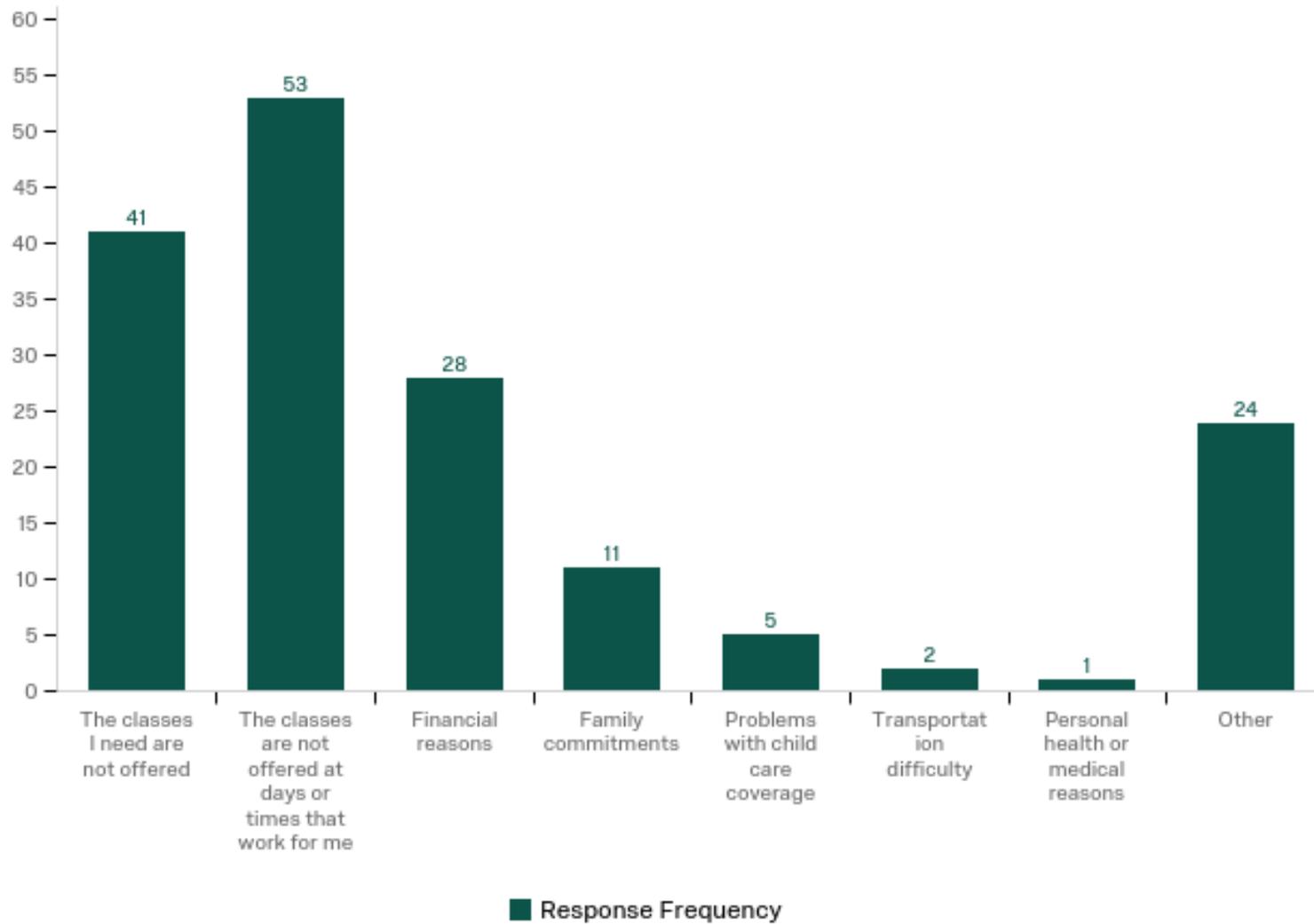
Students were asked about perceived barriers to scheduling their classes. While not every respondent reported barriers, a substantial number did indicate that the classes they need are not offered or are not available at the days or times that they would like. 32.8% of the total number of respondents endorsed the statement “The classes I need are not offered” and 42.4% endorsed “The classes are not offered at days or times that work for me”. When combined with the above T test results and students’ qualitative responses, these data suggest that students can take a full

schedule during some, but not all semesters. One possibility is that students are unable to enroll in their preferred course load when they are nearing the end of their program. It is also possible that some courses fill up or are canceled due to low enrollment some semesters. Overall, survey results indicate that some students have frustration with course offerings and scheduling, however, many students did not report any barriers to enrollment. Given the diverse student body in the CED programs, it is likely not possible to meet every student's registration needs every semester. For example, some students asked for more daytime course offerings, while others requested that all courses start after 5:30 pm.

<u>Response</u>	<u>Frequency</u>
The classes I need are not offered	41
The classes are not offered at days or times that work for me	53
Financial reasons	28
Family commitments	11
Problems with child care coverage	5
Transportation difficulty	<5
Personal health or medical reasons	<5
Other	24

n= 95

Barriers to Preferred Course Enrollment

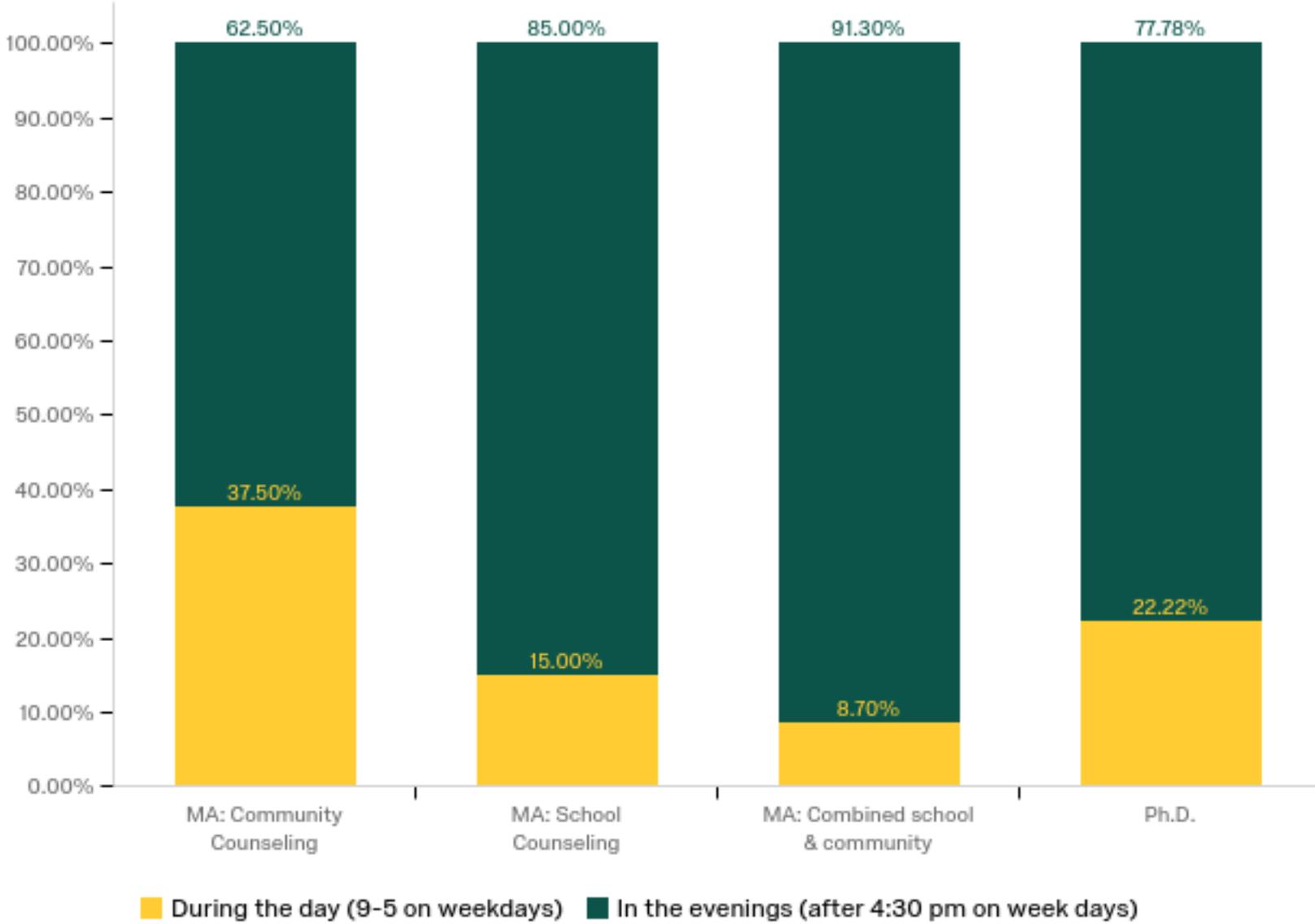


Students were given the option of qualitatively elaborating on course enrollment barriers. Input from the 23 participants who responded were quantitatively analyzed for themes. The most common response theme was working full time, which was reported by eight students. Students comments indicated they would prefer that all courses, including workshops, be scheduled after 5:30 pm on weeknights. Two commenters expressed frustration with wait lists to take techniques and practicum.

Preferred Class Times

Students were asked if they prefer taking classes that are scheduled during the day (9:00 am – 4:30 pm) or during the evenings (after 4:30 pm). Most students expressed a preference for evening classes, which is understandable given that nearly all CED students reported being employed outside the program.

When asked for follow up information and feedback regarding the program, 44 students provided input. The most common themes were adding additional online components to increase scheduling flexibility, improved schedule coordination between CED and art therapy courses, and more consistent advising. Based on students' responses, it is advisable that the CED program continue targeting students who require a flexible program that allows them to take courses in the evenings and on weekends.



Taking Semesters Off

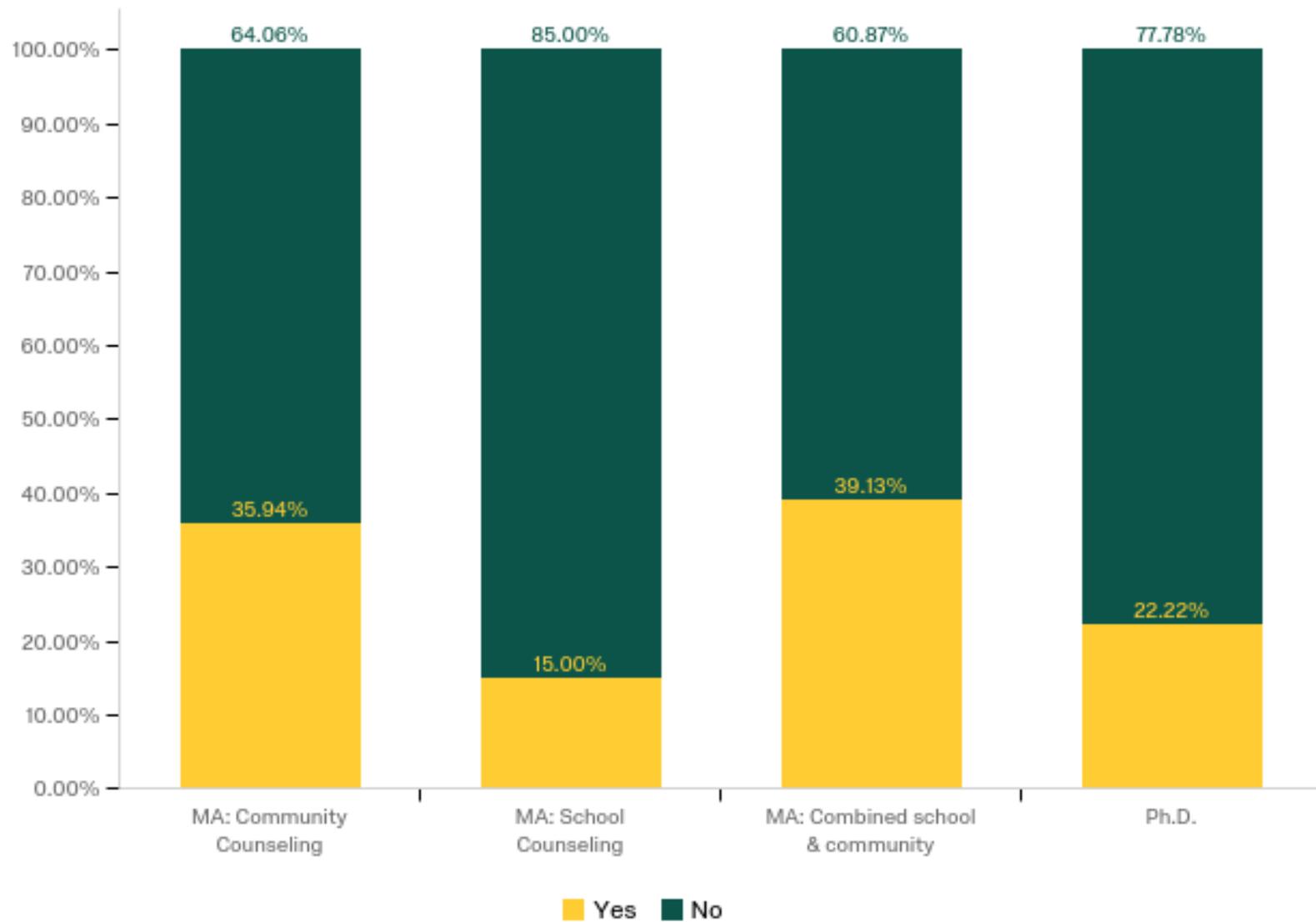
Students were asked if they had taken one or more semesters off since starting the CED program. 32% had taken a semester off, and students who said they had taken time off reported having taken an average of just over one semester (1.16) semesters off. 43% of students who had taken time off said that their advisor was not aware they were taking the time off, while 32.4% said their advisor knew they were taking time off. The most common qualitative reasons that students provided for not informing their advisor they were taking time off were that they were just taking spring/summer off (n=4) and that they didn't see a reason to tell their advisor (n=5).

<u>Response</u>	<u>%</u>	<u>Frequency</u>
Yes	31.9%	37
No	68.1%	79
	n=	116

<u>Range</u>	<u>Mean</u>	<u>Std Deviation</u>	<u>n=</u>
0-6	1.16	0.92	37

How many consecutive semesters have you taken off?

Have you taken any semesters off since you started the program?

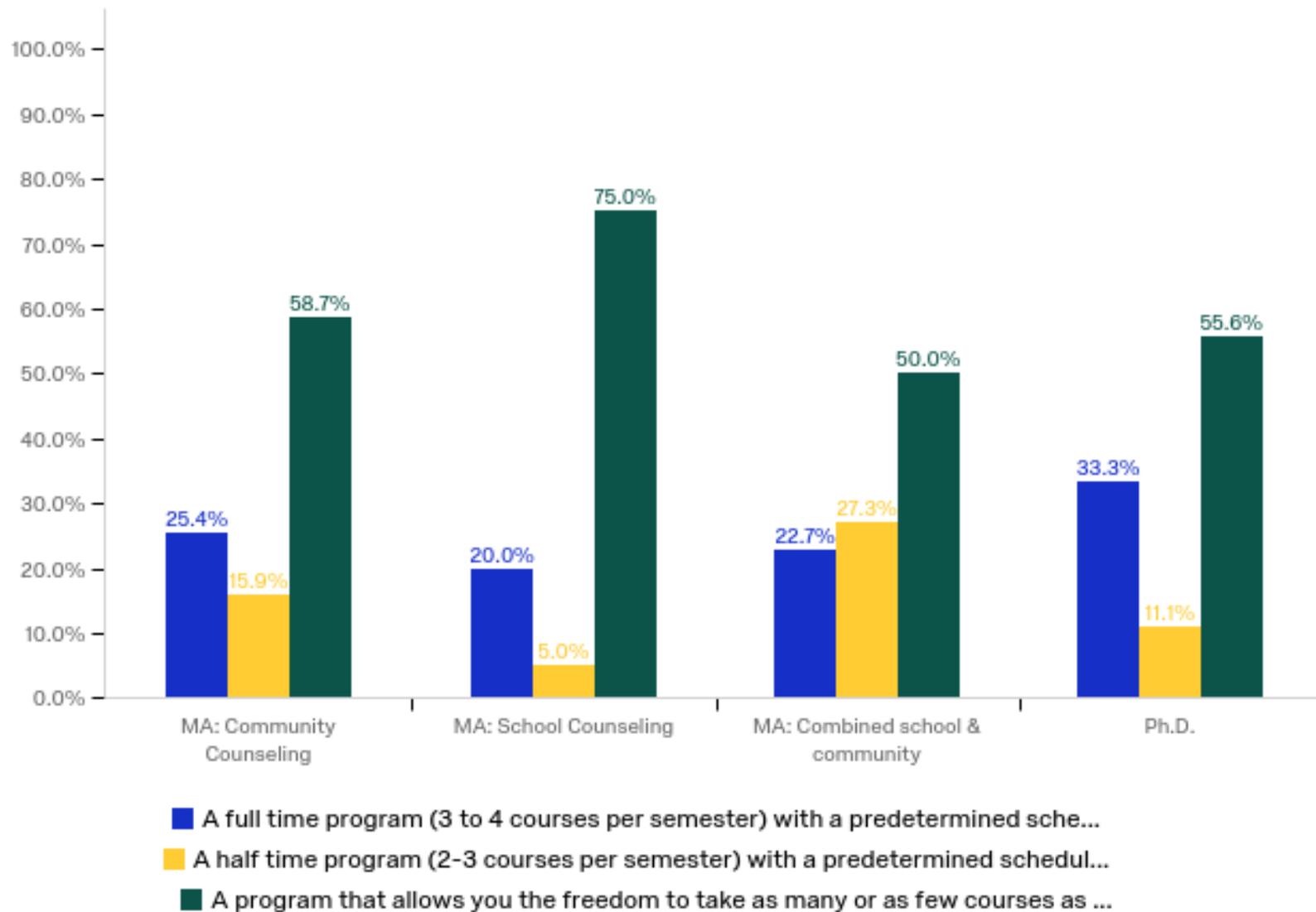


Prospective Transition to Cohorts

Transitioning to cohorts has administrative advantages, as students' flow through their program becomes more predictable. Conversely, if students require flexibility in their scheduling, implementing cohort models could decrease student enrollment and retention. Students' were asked about their preferences for either a full time cohort model, a part time cohort model, or a flexible program structure. Most students indicated that they prefer the current flexible program structure more than a program with cohorts. Offering both full and part time cohort models would meet the preferences of just over 40% of respondents, while approximately 60% reported that they would prefer the current program structure.

<u>Response</u>	<u>Frequency</u>
The current program structure	68
A half time program with a cohort	18
A full time program with a cohort	28
n=	114

Percent of Students in the CED Programs who Prefer Prospective Program Structures



**Appendix A:
Acronym Glossary**

<u>Acronym</u>	<u>Definition</u>
CACREP	<u>Council for Accreditation of Counseling & Related Educational Programs</u>
CED	<u>Counselor Education</u> – used to refer to the Clinical Counseling M.A., School Counseling M.A., & Counselor Education Ph.D. programs at Wayne State University
COE	<u>College of Education</u>
DSM-5	The 5 th Edition of the <u>Diagnostic & Statistical Manual</u> of the American Psychiatric Association
LARA	The Division of <u>Licensing and Regulatory Affairs</u> oversees professional counseling licensure in Michigan
LPC	A Licensed Professional Counselor is someone who has been legally recognized as having the privileges to evaluate, diagnose, and treat mental health concerns
MTTC	Michigan Test of Teacher Competency – Taken for licensure as a school counselor in Michigan
NBCC	<u>National Board for Certified Counselors</u>
NCE	The National Counselor Examination – Used for licensure as a professional counselor in multiple states.
TBF	The division of <u>Theoretical & Behavioral Foundations</u> . One of the four divisions in the College of Education at Wayne State University
WSU	<u>Wayne State University</u>