

Department of Counseling and Human Services Assessment Plan Report, 2015-2016

The Department of Counseling and Human Services has two programs that are accredited by the Council of Accreditation for Counseling and Related Educational Programs (CACREP). Each academic year, CACREP program are required to report (a) number of graduates in the past year, (b) completion rate, (c) licensure or certification examination pass rate, and (d) job placement rate of students/graduates. The following table represents the 2015 – 2016 data for the Department of Counseling and Human Services.

	Clinical Mental Health Counseling	School Counseling
Number of Graduates in May 2016	21	19
Completion Rate	87	86
Licensure Examination Pass Rate	95	89
Job Placement Rate	90	100

The Department of Counseling and Human Services uses a department assessment plan to outline specific assessment/data collection points for each academic year. The purpose of this report is to organize and share the results of various department and student assessments and analyze department efforts that occurred during the 2015 – 2016 school year.

1. Student Satisfaction Survey

Each November, the first year cohort (i.e. students who begin their graduate program during the summer) is surveyed to gain important information regarding student satisfaction with admissions, advising, course experiences, faculty, etc. The survey consists of 28 questions which use a Likert scale for responses (*Strongly Agree, Agree, Neither Agree nor Disagree, Disagree and Strongly Disagree*). Additionally, there are four essay questions regarding admissions, registration, advising and instruction. Using a Blackboard organizational shell, students are sent an initial email asking for their voluntary, anonymous participation in the survey. Students are told that the results will be included in the overall assessment of the Department of Counseling and Human Services and reported to CACREP. A second email was sent to remind students to participate. The following narrative describes descriptive statistics from the 2015 Student Satisfaction Survey Results (n = 34, 68% of new students completed this voluntary survey).

Positive notable findings from the 2014 DCHS Student Satisfaction Survey include:

88% of first year students strongly agree or agree that “*the Student Resource Office (SRO) Staff was knowledgeable, helpful, and available to assist me.*”

85% of first year students strongly agree or agree that *“the quality of instruction contributed to my overall development as a counselor.”*

94% of first year students strongly agree or agree that *“the faculty are knowledgeable in their field of instruction.”*

88% of first year student strongly agree or agree that *“it is enjoyable being a student in this program.”*

91% of first year students strongly agree or agree that *“the coursework I have completed thus far will enable me to become an effective counselor.”*

79% of first year students strongly agree or agree that *“as a result of the lab experience, I feel I have grown personally.”*

91% of first year students strongly agree or agree that *“as a result of the lab experience, I feel I have grown professionally.”*

84% of first year students strongly agree or agree that *“so far, the program experience has met my overall expectations.”*

Notable findings (below 70%) that require attention and possible implementation of changes in the department:

52% of first year students strongly agree or agree that *“faculty provide a wide range of office hours and these hours are convenient for me.”*

61% of first year students strongly agree or agree that *“I am always able to find resolution for any problems I may experience as a student in this program.”*

55% of first year students strongly agree or agree that *“the Developmental Assessment Matrix (DAM) adequately informs me of my progress in knowledge, skills, and self-awareness throughout the program.”*

2. CPCE Exam

Each spring (March), graduating students take a comprehensive exam which consists of three parts. These three sections include the Counselor Preparation Comprehensive Exam (CPCE), a Specialty Exam (CMHC or SC) and a Personal Growth/Self Awareness Essay. Our students routinely score very well on the Counselor Preparation Comprehensive Exam. Virtually all UCCS content area mean scores for the last six years (2010 – 2015) are above the national means. The faculty discuss student scores each spring during at least one department meeting (i.e. timing varies depending upon when we receive the scores). To maintain this excellence, faculty will continue to focus on teaching essential content which aligns with CACREP Standards.

The 2016 CPCE Means for UCCS students and the National Sample are listed below. One area fell below the national mean for the 2015-2016 academic year.

Area of Focus	National Mean (2016)	UCCS Mean (2016)
Human Growth	10.63	12.07
Social and Cultural Diversity	9.08	12.2
Helping Professions	11.48	12.32
Group Counseling	11.13	11.73
Career	9.31	11.2

Assessment	11.19	11.98
Research	10.91	11.66
Professional Orientation	12.43	12.39

Additional CPCE statistics for the 2016 CMHC and SC graduates:

44% of UCCS students scored at or above the 90th percentile among counseling graduate students in the United States

2 students were in the 90th percentile

2 students were in the 92st percentile

1 student was in the 93nd percentile

2 students were in the 95th percentile

2 students were in the 96th percentile

3. Specialty Exam

There are two different Specialty Exams – one for Clinical Mental Health Counseling and one for School Counseling. Both exams were developed by UCCS faculty and are designed to assess specific Clinical Mental Health and School Counseling knowledge areas and CACREP program standards according to the program.

The Clinical Mental Health specialty exam consists of twenty-five multiple choice questions. Questions on the exam assess the areas of counseling foundations, counseling prevention and intervention, diversity and advocacy, assessment, research and evaluation and diagnosis.

Statistics for the spring 2016 administration are:

Minimum Score – 79, Maximum Score – 92, mean – 82.67, SD – 5.70, 100 possible points

100 % of students passed on the first attempt

The School Counseling specialty exam consists of twenty-nine multiple choice questions.

Questions on the exam assess the areas of foundations, counseling, prevention and intervention, diversity and advocacy, assessment, research and evaluation, academic development, collaboration and consultation, and leadership.

Statistics for the spring 2016 administration are:

Minimum Score – 72.41, Maximum score – 99.99, mean – 88.86, SD – 5.97, 100 possible points

100 % of students passed on the first attempt.

4. National Counselor Exam

All Clinical Mental Health and most School Counseling students take the National Counselor Exam (NCE) in April of the spring semester in which they graduate. Department faculty track these scores as this is one of the main licensing exams our students take and tracking the scores each year help the faculty gauge student content knowledge in comparison to CACREP and non-CACREP schools across the country. Our students do incredibly well on this exam. Last year, 21

of 22 students passed the exam --- meaning a pass rate of 95%. Between 2008 and 2016, the overall pass rate for first time NCE administration for UCCS students is 96%.

5. Exit Survey

The DCHS Exit Survey is administered during the first week of May every year. All graduating students receive an email invitation and reminder to participate in this voluntary, anonymous survey. Thirty-four students completed the survey equating to 85% of 2016 CMHC and SC graduates. Fifty-one percent were CMHC students, 36% were SC students and 12% indicated that they were SC students who completed at least two CMHC courses.

Demographic statistics:

79.41% Female

20.59% Male

91.18 % Caucasian

8.82% Hispanic or Latino

2.94% Asian

0% reported a disability

17.65% are veterans

82.35% non-veterans

8.82% are a military spouse/partner

91.18% are not a military spouse/partner

47.06% are first generation college students (first in family to earn a graduate degree)

52.94% are not first generation college students

44.12% received a scholarship or financial award during their graduate studies

55.88% did not receive a scholarship or financial award during their graduate studies

88.24% see value in having a doctoral program in the Department of Counseling and Human Services

11.76% do not see value in having a doctoral program in the Department of Counseling and Human Services

Significant findings from 2016 Exit Survey Results:

100% of survey participants/May 2016 graduates strongly agree or agree that they are capable of complying with professional ethical and legal standards.

100% of survey participants/May2016 graduates strongly agree or agree that they are culturally and socially aware and are able to work with a wide range of people.

100% of survey participants/May 2016 graduates strongly agree or agree that they know the importance of analyzing and using data to increase effectiveness of counseling interventions and programs.

100% of survey participants/May 2016 graduates strongly agree or agree that they value individual differences and understand culturally appropriate practices for clients and/or students.

100% of survey participants/May 2016 graduates strongly agree or agree that they use effective communication, counseling and consultation skills.

100% of survey participants/May 2016 graduates strongly agree or agree that they are able to use effective communication/counseling skills to consult and collaborate with other professionals.

91% of survey participants/May 2016 graduates strongly agree or agree that they are knowledgeable about the appropriate use of client/student assessment instruments and strategies for my specialty area.

100% of survey participants/May 2016 graduates strongly agree or agree that they understand their professional limitations and seek out consultation and supervision when appropriate.

96% of survey participants/May 2016 graduates strongly agree or agree that they understand the importance of their professional identity.

96% of survey participants/May 2016 graduates strongly agree or agree that they understand the importance of continuing education and lifelong learning after graduation.

100% of survey participants/May 2016 graduates strongly agree or agree understand how to evaluate and work with clients/students from a developmental perspective.

100% of survey participants/May 2016 graduates strongly agree or agree that they understand how to help clients/students identify strengths and healthy coping strategies.

97% of survey participants/May 2016 graduates strongly agree or agree that they understand how to use self-care strategies to support their own wellness to avoid burnout as a counseling professional.

87% of survey participants/May 2016 graduates strongly agree or agree that they understand the importance of systems theories and know how to apply these perspectives to clients/students.

97% of survey participants/May 2016 graduates strongly agree or agree that they understand counseling theories and techniques in their specialty area and know how to apply them with clients/students.

66% of survey participants/May 2016 graduates strongly agree or agree that they understand how to effectively work with addictions related concerns presented by clients/students.

88% of survey participants/May 2016 graduates strongly agree or agree that they understand how to intervene in a crisis situation and use trauma informed counseling strategies.

FACULTY

94% of survey participants/May 2016 graduates strongly agree or agree that faculty were available to address their questions and provided quality information and feedback.

90% of survey participants/May 2016 graduates strongly agree or agree that faculty are helpful, responsive, and interested in their well-being and in my development as a counselor.

91% of survey participants/May 2016 graduates strongly agree or agree that faculty care about their personal and professional success in their program.

90% of survey participants/May 2016 graduates strongly agree or agree that faculty provided them with opportunities for professional develop and growth outside the classroom.

48% of survey participants/May 2016 graduates/current CSI member strongly agree or agree that being a member of CSI contributes to my professional development. 24% of graduates were not a member of CSI.

78% of survey participants/May 2016 graduates strongly agree or agree that they were able to find resolution for any problems they experience as a student in their program.

93% of survey participants/May 2016 graduates strongly agree or agree that the quality of instruction contributed to their overall development as a counselor.

CMHC Specialty

92% of survey participants/May 2016 graduates strongly agree or agree that they understand how to diagnose effectively.

88% of survey participants/May 2016 graduates strongly agree or agree that faculty provided constructive feedback and supervision regarding my counseling skills and professional identity.

92% of survey participants/May 2016 graduates strongly agree or agree that they understand how to conduct a biopsychosocial intake interview.

92% of survey participants/May 2016 graduates strongly agree or agree that they understand how to engage in case conceptualization to develop and implement an effective treatment plan.

SC Specialty

94% of survey participants/May 2016 graduates strongly agree or agree that they understand the value of comprehensive school counseling program.

94% of survey participants/May 2016 graduates strongly agree or agree that they understand the importance of collaboration with parents, administration, and community members.

94% of survey participants/May 2016 graduates strongly agree or agree that they understand the need to provide advocacy and leadership through my school counseling program.

Topics address in additional comments section:

- Faculty bias toward extroverted students
- Career counseling course should be earlier in program
- “Day cohort” is not accurate with late specialty courses

Overall, the DCHS faculty members are pleased with the results of the new exit survey. Specific areas of strength are clearly highlighted and areas for discussion and possible changes are also clear. The DCHS faculty used an 80% strongly agree and agree threshold for department areas to study and discuss.

Need more information?

Please contact Dr. Julaine Field, CACREP Liaison and Clinical Mental Health Program Coordinator.

jfield@uccs.edu and 719.255.5145