

Missouri State University COUNSELING PROGRAMS

Program Report AY 2014-2015

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Reviewed and revised by COU faculty, February 2016

I. Recruitment/Application/Admissions/Retention

Recruitment:

The COU Program Coordinator responded monthly to student inquiries forwarded from MSU Graduate College, as well as to students contacting the coordinator directly, notifying these students about our program website and inviting additional questions. Program faculty conducted recruitment activities through educational events such as Dr. Marci Dowdy's July 2015 presentation at the University of Missouri on "Roles and Responsibilities of the Professional School Counselor" to over 100 recent college graduates, and specific recruitment fairs, such as Mr. Lyle Foster's attendance at Circle City Classic College Fair in October 2014. Dr. Hulgus and Dr. Anderson report fielding 10-15 requests each throughout the year from students interested in the master's or specialist programs. Targeted diversity efforts were carried out throughout the year through Mr. Foster's visits to five HBCU's to share MSU Counseling Program information.

Application/Admissions:

During AY 2014-15 admissions, 77 students completed applications, with 95% invited for interviews and 62 students offered admission, for an admission rate of 85%. Of those, 31 are CMHC and 28 are SC (11 ELE and 17 SEC).

Admissions Demographics:

Average age of admitted candidates in 2014-2015 is 31, and they are 87% female and 13% male. 30 of 62 candidates did not report racial/ethnic identity, with .02% reporting non-white. For these applicants, average GPA is 3.3, average GRE is GV-159 GC-161 and average MAT is 383.

Semester & Year	Fa 14	Sp 15
# of Applicants	44	33
# Interviewed	43	30
Denied	3	5
Withdrew	3	3
Admitted	37	25
MH	20	11
EL	4	7
SE	12	5
Cert Only	1	2
Demographics		
Male	5	3
Female	32	22
Ave. Age	28	34

<u>American or Alaskan Native</u>	0	0
<u>Asian</u>	0	1
<u>Black or African American</u>	0	0
<u>Native Hawaiian or other Pacific Islander</u>	0	0
<u>White or Caucasian</u>	21	10
<u>Unknown</u>	16	14
<u>Other</u>	0	0
Ave. GPA	3.4	3.3
Average GRE		
GV	151	167
GC	148	174
Ave. MAT	389	376

Enrollment:

Overall student enrollment across the Counseling Masters Programs was 124 (plus 3 in the Ed.S.) as of Fa’14, when the headcount snapshot is taken by the university. Demographics of currently enrolled students is as follows: 85% female, 15% male, and of those reporting racial/ethnic identity, 9% report an identity category other than “white or Caucasian”. Six-year graduation rate across all program tracks is 67.6%, compiling data from 2007-08 entry year to 2012. The 6-year completion trend is as follows:

2007-2008	64.5%
2008-2009	64.2%
2009-2010	73.8%

With the CMHC program transitioning from the older 48-hour community counseling degree that some students would have been completing in the earlier reported years, to 60 hours in 2014, data are inclusive of multiple program models.

II. Student Preparation/Satisfaction/Placement

Portfolio:

Evaluations of the 2014 portfolios revealed 15-20 standards in each School Counseling and Mental Health Counseling that weren’t being assessed in a way that students could produce an artifact demonstrating their mastery, although faculty felt that these were being conducted successfully at internship sites. This resulted in the development of an additional checklist assessment form, piloted in spring 2015, for internship supervisors to evaluate student skills being demonstrated on site. The first review of 13 portfolios also revealed that advisors evaluating the portfolios had different understandings about the scoring process, hence the scores weren’t considered a meaningful comparison. This resulted in further refinement of both form and process (multiple standards were moved to objective assessment areas where they were deemed a better ‘fit’, and advisors agreed upon a common understanding of what the collection of artifacts should be demonstrating in the portfolios).

Evaluations of 6 portfolios in spring 2015 revealed the need for the development of “signature assignments” directly tied to specific standards, to provide students with an artifact demonstrating knowledge or skills, and providing faculty with an assessment point for comparison and continual improvement. Core faculty agreed to develop these beginning in fall 2015, in order to include the two newly hired faculty members.

Comps:

MSU Mental Health and School Counseling students all take the CPCE nationally normed comprehensive exam. MSU Counseling students scored within 1 sd of the national average in all administration since October 2012, all complete data sets.

Colleagues, how much detail do we want to analyze in content areas for comps scores?

	# Stdnt exam	Non passing #	% pass	Human Develp	Social Cultrl	Help Rlttnshp	Grp Work	Career Develp	Asses smnt	Resrch/ Eval	Profss Ethics	Total Score	sd diff
Jul '15	11	0	100	12.73	10.91	14	11.45	10.55	11.73	12	11.73	95.09	≤1
Natl. Avg.				11.65	10.44	12.23	10.97	9.35	10.65	11.16	11.42	87.87	16.65
Mar '15	14	2	86	10.43	9.64	11.36	11.14	9.79	9.64	9.86	10.79	82.64	≤1
Natl. Avg.				10.3	10.72	10.84	11.78	10.21	9.78	10.6	12.38	86.6	15.46
Nov '14	19	1	90	10.77	10.54	12.08	13	9.92	10.15	11	13.54	91	≤1
Natl. Avg.				10.26	10.68	10.83	11.73	10.11	9.73	10.53	12.32	86.2	15.36
Jul '14	15	0	100	12.4	12.53	13.87	12	11.53	10.6	12.53	13.7	98.53	≤1
Natl. Avg.				11.48	11.77	12.4	10.56	9.97	10.4	11.44	11.86	89.88	16.50
Apr '14	9	1	91	10.44	9.78	11.89	11.44	11.22	11.33	11.33	11.33	87.78	≤1
Natl. Avg.				9.85	10.58	10.04	12.52	10.54	10.62	10.81	10.65	85.61	15.21
Oct '13	7	1	85	10.33	11.67	12.67	12.67	10.83	8.67	10.67	10.5	88	≤1
Natl. Avg.				9.93	10.98	11.69	12.64	10.25	9.81	10.67	11.36	87.32	14.65
Jun '13	8	0	100	10.14	11.57	13.29	13.57	10.86	9.86	10.71	12	92	≤1
Natl. Avg.				9.93	10.98	11.69	12.64	10.25	9.81	10.67	11.36	87.32	14.65
Apr '13	12	3	75	11	10.27	10.27	10.55	13.09	11.09	9.18	10.91	88.91	≤1
Natl. Avg.				12.75	10.88	11.82	12.87	11.35	10.05	11.48	13	94.18	14.49
Oct '12	14	1	93	11.92	7.69	9.46	9.69	10.54	10.54	8.31	10.77	78.92	≤1
Natl. Avg.				12.34	8.56	10.27	10.53	10.49	10.06	9.60	12.03	83.88	19.83

Group Advising Survey:

None administered during the reporting period.

Practicum/Internship:

Practicum 2014-15

In Fall 2014, 16 practicum students met standard of 40 hours direct client contact, one student achieved 30 hours, and one student had missing data, for a total of 762.75 hours of direct client contact. All but one of reporting students met minimum requirements of weekly individual and group supervision.

In spring 2015, 17 practicum students met standard of 40 hours direct client contact, and two students achieved 35 and 19 hours of direct client contact, respectively. Six of the 19 students did not meet minimum requirements of individual and group supervision, although some of this appears to be reporting error (one student recorded zero hours of triadic supervision—some of which occurs weekly in each practicum section).

In summer 2015, 6 of 8 students reported minimum of 40 hours direct client contact, and two students had missing data. All students reporting met minimum requirements of individual and group supervision, although this also appears to have reporting errors (one student reported 20 hours of individual/triadic and 34.5 hours of group supervision).

The Practicum/Internship Coordinator will rectify this reporting inconsistency in more clear communication and consistent reporting guidelines for record-keeping and in student/faculty/supervisor trainings in 2015-16.

Internship 2014-15

Area	Fall, 2014	Spring, 2015	Summer, 2015
# School Counseling Interns	18	17	N/A
# Community Counseling Interns	22	19	6
Total # Approved School Site Supervisors	161 (63)	181 (74)	181 (74)
Total # Approved Community Site Supervisors	35 (11)	41 (13)	41 (13)
Total # Approved School Sites	150	152	152
Total # of Approved Mental Health Sites	34	28	28

NOTE: Number of interns can reflect the same students in multiple semesters. Numbers in parentheses indicate the number of supervisors in need of renewed training.

- i. School Supervisors Trained: 30
 - a. All trained by Marci Dowdy
 - b. All currently approved sites visited

- ii. Mental Health Supervisors Trained: 7
 - a. All trained by Joe Hulgus
 - b. All currently approved sites visited

iii. Site/Supervisor Feedback:

- a. School site supervisors reported themes:
 - i. Program strength in consistency, organization, structure, management, knowledge of DESE, system support and developing relationship skills.
 - ii. Program growth areas: need more practice in state testing, “other” responsibilities such as scheduling and career planning, classroom management, and diversity-related guidance lessons.
- b. CMHC were informally consulted during site visits, no data.
- c. Site supervisors follow-up survey
(30 responses: 82% school, 15% agency, 2.5% higher ed)
 - i. Program strengths
 1. 93.1% listed responsiveness to supervision as good/very good (n=27)
 2. 90% listed professional demeanor as good/very good (n=27)
 3. 90% listed relationships with co-workers as good/very good (n=27)
 4. 86.7 % rated individual counseling skills, general work attitude and dependability as good/very good (n=26)
 5. Other skills rated by at least 70% as good/very good include
 - a. Group counseling, psychoeducational groups, multicultural counseling, crisis, human development, ethical decision making, self-care, leadership, and client advocacy. (n=21-23)
 6. Qualitative response themes:
 - a. Good applied experience in schools/classrooms
 - b. Faculty who are supportive and care
 - c. Good job with basic counseling and interpersonal skills
 - ii. Program growth areas:
 1. 23% of respondents listed couple/family skills as good/very good (n=11)
 2. 26.7 % of respondents listed psycho-diagnostic skills as good/very good (n=8)
 3. 30% of respondents listed assessment/testing skills as good or very good (n=9)
 4. 31% reporting substance abuse skills as good or very good (n=9)
 5. Qualitative response themes:
 - a. More experience for school counseling students in non-counseling aspects of being a school counselor (classroom management, college readiness, etc.)
 - b. Skill-specific improvements (couple/family, brief therapy, knowledge of community resources)

GRAD survey:

A follow up survey was conducted (GRADS) in which 21 responses were returned. Respondents were approximately half CMHC (47%) and half SC (53%). Questions inquired about student about curriculum, knowledge and skills, supervised clinical experience, professional competence of faculty, and program resources. In all but four areas, students reported 85% or above “satisfied/very satisfied”. Those areas, with the percentage of respondents reporting “satisfied/very satisfied” are:

Supervised clinical experience, in general	58.7%
Academic advisement received	66.7%
Mentoring received by faculty on professional development	76.2%
Program information resources (handbooks, website, etc.)	81.0%

Of those same students, when reporting on their own skill acquisition, several skills were rated at low/very low by multiple respondents:

Substance abuse skills	72%
Treatment planning skills	36.8%
Structured psychoeducational group skills	25%
Play therapy skills	25%
Couples counseling skills	25%

NCE:

	# stdnt exam	% pass	Humn Devlp	Social Cultrl	Help Reltn	Grp Work	Career Devlp	Asses smnt	Resrch /Eval	Profss Ethics	Total Score	sd diff
Apr '15	2	100	9	8	26	12	11	16	10	22	116	≤1
Nat'l Avg.			7.41	6.28	10.64	10.17	11.99	11.58	8	18.03	94.12	19.64
Oct '14	8	88	8.25	7.63	25.25	10.63	12.25	12.88	10.38	21.13	108.38	≤1
Nat'l Avg.			6.71	6.62	20.31	9.71	10.97	11.34	8.45	17.84	91.94	17.76

III. Curriculum: clinical and academic preparation**School Counseling Advisory**

School Counseling Advisory Committee meeting held in April 2015, with 10 members present. Shared information about program updates, new faculty, Chi Sigma Iota/COPE activities, and CACREP updates. The group held discussions about School Counseling Internships, COMPS scores, and graduation rates. Dr. Dowdy sought feedback about strengths and growth edges for the program (reported earlier in Internship data). The committee also discussed at length the First Lady’s White House Convening/Reach Higher/Missouri Goal, and plans for a new course for school counselors focusing on College and Career Readiness. The committee offered suggestions for the course.

Clinical Mental Health Advisory

No meeting held during this reporting period.

Clinic Report**Clinic Advisory**

Course Changes during year (content/process)

Evaluations of the 2014 portfolios revealed 15-20 standards in each School Counseling and Mental Health Counseling that weren't being assessed in a way that students could produce an artifact demonstrating their mastery, although faculty felt that these were being conducted successfully at internship sites. This resulted in the development of an additional checklist assessment form, piloted in spring 2015, for internship supervisors to evaluate student skills being demonstrated on site. The first review of 13 portfolios also revealed that advisors evaluating the portfolios had different understandings about the scoring process, hence the scores weren't considered a meaningful comparison. This resulted in further refinement of both form and process (multiple standards were moved to objective assessment areas where they were deemed a better 'fit', and advisors agreed upon a common understanding of what the collection of artifacts should be demonstrating in the portfolios).

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IV. Employer Satisfaction/Community Partnerships

GRADS employer satisfaction

Available data reported previously in site/supervisor feedback

Clinic

Community Partnerships

The Clinic listed 64 separate partnerships in the community who have referred clients. Some of those agencies have also been active on the clinic advisory committee and in attending workshops and the annual art exhibit hosted by the clinic in conjunction with Missouri Mental Health Foundation (Director's Showcase Traveling Art Show).

Training/Referrals

In the fall of 2014, the Clinic presented: "Solution-Focused Family Counseling" with Dr. Joseph Hulgus, and "Couples Communication" with Dr. Libby Bennett. In the spring of 2015, the Clinic sponsored: "Understanding the Diversity within Yourself" with Dr. J. Wade Hannon and "Domestic Violence" with Tara Forrester-Ruble.

Between 35 and 54 persons registered for each workshop.

V. Faculty Satisfaction/Morale

Faculty Teaching/clinical assignments

	Fa'14 Hours taught	Sp'15 Hours taught	Research/presentations	Student Mentoring
Anderson	9	9 2 (COU 700) thesis	• Co-presented workshop with Instructor Foster for faculty and staff at West Plains Campus on diversity issues in higher education	• Chair, Chenchen Wang's thesis: "Mental health symptoms of racial micro aggressions and coping strategies: Implication for education"

				<ul style="list-style-type: none"> • Chair, Lacey Berry's thesis: "The Role of the School Counselor in LGBT Student Advocacy" • Chair, Justin Cook's thesis: "The Impact of Mindfulness Training and Practice on Counselor-Trainees: A Phenomenological Study", defended July 2015 • Collaborated with student leaders in response to Ferguson, MO shooting—helped facilitate and develop "town hall" meetings. • COU 700-Mentored student in advanced application of Mindfulness practice in counseling. • Advisor for COPE Co-advisor for Chi Sigma Iota
Chenoweth	12	12		
Cornelius-White	6 Program Coordinator reassign	9 1 (COU 700) 3 study away thesis		
Dowdy	9 SC Int Coord reassign	9 SC Int Coord reassign		
Foster	6	6		
Hulgus	9	6 thesis		
Smotherman	12	12		

VI. Faculty Response

- a. Changes made during year in response to feedback
- b. Response to Annual Report, including planned changes for following year

