**Program Evaluation Report**

2022-2023

Louisiana State University Shreveport

Master of Science in Counseling Program

Department of Psychology

College of Education and Human Development

**Campus Overview**

Louisiana State University Shreveport (LSUS) is a public university located in Northwest Louisiana. LSUS is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). With a student population of approximately 9,000 students, LSUS is committed to academic excellence. The Master of Science in Counseling (MSC) Program at LSUS is in the Department of Psychology within the College of Education and Human Development.

**Master of Science in Counseling Program**

The MSC Program is a 60-credit hour clinical mental health program which prepares students for professional counseling careers and doctoral study. Emphasizing counseling skills and theory, the MSC Program includes the academic requirements needed to become a licensed professional counselor (LPC) in the state of Louisiana. In addition, students are eligible for national counselor certification (NCC).

**Council for the Accreditation of Counseling and Related Educational Programs**

The MSC Program has maintained accreditation from the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The MSC Program was initially accredited in 2018 and is accredited through 2026. As part of ongoing systematic improvement, the program engages in program evaluation.

**Program Evaluation**

LSUS’ counselor education program conducts a comprehensive annual program evaluation to assess its effectiveness and adherence to CACREP standards. The program’s annual report includes a summary of program evaluation results, disaggregated by program level, as required by CACREP Standard D.

**CACREP Student Outcome Snapshot**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Students Enrolled** | **New Students** | **Graduates** | **Completion Rate** | **Licensure Exam Pass Rate** | **Job Placement Rate** |
| 68 | 36 | 15 | 98% | 88% | 100% |

**Student Learning Outcomes**

CACREP requires that within core and specialty areas, Key Performance Indicators (KPIs) are identified. KPIs are capstone assignments which measure teaching and learning. Faculty assess the measure (e.g., assignment) with a rubric. Data is collected every semester in which the course is taught to ensure that all students are assessed.

During the Fall Semester, LSUS has an Assessment Data Day for Program Directors to review, analyze, summarize, and report program data. Each academic year, this information is compiled and posted on the program website.

**Table 1: Key Performance Indicator Mean Scores**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **KPI**  **Course** | **KPI Assignment** | **Target** | **Finding** | **Status**  **(Met/Not Met)** |
| COUN 728 Ethics & Law in Counseling | ACA Ethics Paper | Cohort will achieve a mean score of 3.0 or higher on a 4.0-point scale. | The mean score for the cohort was 4.0/4.0. | Met |
| COUN 732 Social & Cultural Foundations in Counseling | Experiential Experience Paper | Cohort will achieve a mean score of 3.0 or higher on a 4.0-pont scale. | The mean score for the cohort was 4.0/4.0. | Met |
| COUN 733  Career & Lifestyle Development in Counseling | Personal Career Development Paper | Cohort will achieve a mean score of 3.0 or higher on a 4.0-point scale. | The mean score for the cohort was 4.0/4.0. | Met |
| COUN 723 Counseling Methods & Techniques | Professional Counseling Session Videotapes | Cohort will achieve a mean score of 3.0 or higher on a 4.0-point scale. | The mean score for the cohort was 4.0/4.0. | Met |
| COUN 722  Group Processes | Group Leader Facilitation | Cohort will achieve a mean score of 3.0 or higher on a 4.0-point scale. | The mean score for the cohort was 3.94/4.0 | Met |
| PSYC 709 Advanced Human Development | Lifespan Portfolio Paper | Cohort will achieve a mean score of 3.0 or higher on a 4.0-point scale. | The mean score for the cohort was 4.0/4.0. | Met |
| PSYC 716  Intermediate Statistics | Data Analysis Report | Cohort will achieve a mean score of 3.0 or higher on a 4.0-point scale. | The mean score for the cohort was 3.35/4.0. | Met |
| PSYC 718 Introduction to Methodology & Research Design | Research Proposal | Cohort will achieve a mean score of 3.0 or higher on a 4.0-point scale. | The mean score for the cohort was 3.14/4.0. | Met |
| COUN 724 Marriage & Family Therapy | Analysis of Videotaped Couple/Family Counseling Sessions | Cohort will achieve a mean score of 3.0 or higher on a 4.0-point scale. | The mean score for the cohort was 4.0/4.0. | Met |
| COUN 780 Consultation in Human Development | Program Evaluation Review | Cohort will achieve a mean score of 3.0 or higher on a 4.0-point scale. | The mean score for the cohort was 4.0/4.0. | Met |
| COUN 783 Practicum | Final Site Supervisor Evaluation | Cohort will achieve a mean score of 3.0 or higher on a 4.0-point scale. | The mean score for the cohort was 4.0/4.0. | Met |
| COUN 787  Internship | Final Site Supervisor Evaluation | Cohort will achieve a mean score of 3.0 or higher on a 4.0-point scale. | The mean score for the cohort was 4.0/4.0. | Met |

**Student Professional Dispositions**

In addition to academic performance, the Interpersonal Disposition Performance Review is conducted yearly for each student in the MSC program by all program faculty. The performance review focuses on professional performance and interpersonal dispositions, and serves as a plan for remediation and retention. The review also includes a focus on assessment of students’ successful progression in the program.

**Table 2: Interpersonal Disposition Performance Review**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Disposition Performance Review** | **Measure** | **Target** | **Finding** | **Status**  **(Met/Not Met)** |
| Professional Dispositions of Students | Interpersonal Disposition Survey (IDS) | It is expected that 90% of students will receive a 3 or higher (on a 4-point scale) on all items on IDS. | Students (86%) in the MSC Program achieved a 3 or higher on all items on the IDS. | Not Met |

Discussion of Data:

The faculty of the MSC Program meet annually to (a) review, amend, and approve program objectives within the context of data gathered from the previous academic year, and (b) review and approve recommendations for programmatic changes to be instituted in the upcoming year.

Overall, the MSC Program was successful during the 2022-2023 academic year. The number of students in the program increased, with a total of 68 students. This is a more than 26% increase in student enrollment from the previous academic year.

The results of the Interpersonal Disposition Performance Review were mostly positive; however, the target goal of 90% of students receiving a 3 or higher on all items on the IDS was not met. Academic advisors met with those students receiving a 2 on an IDS item to discuss strategies and sources of support to improve interpersonal disposition.

All student learning met the target level of performance. For the 2022-2023 Academic Year, the MSC Program had a new core faculty member who has a Ph.D. in Counselor Education and Supervision. Notably, there was an increase in the mean score in the following courses: Ethics and Law in Counseling, Social and Cultural Foundations in Counseling; Career and Lifestyle Development in Counseling; and Marriage and Family Counseling.

Students continued to meet the target level of performance in the Methodology and Research Design Class. The implementation of research support for first semester students have been effective. These strategies will be continued for all incoming students.

As a result of the KPI data, the MSC faculty decided to implement some additional changes:

1). In the COUN 732 Social and Cultural Foundations in Counseling Class, international professional counselors educate students about cross-cultural counseling strategies.

2). MSC students in the COUN 733 Career and Lifestyle Development in Counseling Class obtain experiential experiences with career assessments with the Director of Career Services at LSUS.

3). MSC students in the COUN 787 Internship II Class participate in the Spiritual Competency Project, which involves 20 universities from across the United States.

4). MSC students in the COUN 728 Ethics and Law in Counseling Class develop and submit conference presentation proposals to the national Law and Ethics in Counseling Conference.

5). MSC students and faculty collaborate with the Northwest Louisiana LPC Networking Group to host a professional development training.

6). MSC students and faculty attend and participate in the LSUS Mental Health Awareness and Substance Abuse Prevention Conference.

Substantial Program Changes:

1). Dr. Michael Becerra is an instructor of two of the rehabilitation counseling courses (COUN 742 and COUN 743).

2). The COUN 724 and COUN 742 classes are also offered on Saturdays.

3). Dr. Seth Whiting will serve as Director of the Community Counseling and Psychology Clinic.

4) Dr. Michael Becerra will serve as an academic advisor to MSC students.

5). Dr. Kacie Blalock has received national grant funding to enhance the professional development of internship students.

6). Spirituality competency training is incorporated into the internship courses.

7). The MSC Program has been awarded grant funding from the Louisiana Board of Regents which will provide funding for scholarships and for graduate students to attend local, state, national, and international conferences.

**Demographic Characteristics (Standard 4.B.2)**

The summary of program evaluation results also encompasses demographic and other relevant characteristics of applicants, students, and graduates, providing valuable insights into the program’s diversity and student success.

**Table 3: Demographic Characteristics of Applicants**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Number of Applicants** | **Age Range** | **Gender Distribution** | **Race/Ethnicity** | **Previous Academic Background** |
| 51 | 21-53 | Female=40  Male=11 | Black=14  White=32  International=5 | Psychology  Education  Business |

The program collects and analyzes demographic data of applicants, including age, gender, race/ethnicity, and previous academic background. This data helps monitor the program’s outreach and recruitment efforts to ensure diversity among applicants. Analysis of applicant data informs strategies for enhancing the program’s appeal to a wider range of individuals.

The program faculty reviews applications for admission into the MSC Program during the Fall, Spring, and Summer terms preceding entry. Table 3 displays admissions data for the 2022-2023 academic year. There was a significant increase in applicants during the 2022-2023 academic year. This is likely due to increased recruitment initiatives with universities in the state of Louisiana, as well as with outreach efforts within the community. The MSC Program faculty participated in Graduate School Fairs and recruitment activities at LSUS, Southern University, Centenary College, Louisiana Tech, and Northwestern State University. An additional consideration is that the MSC Program at LSUS is the only CACREP accredited clinical mental health counseling program in the region. A university, in a surrounding city, no longer offering CACREP accredited counseling degrees has led to an increase in applicants to the MSC Program at LSUS. Also, increased enrollment is also attributed to regional issues with addiction, poverty, and education. Some students have enrolled in the MSC program with an interest in giving back to the community. Furthermore, there has been increased interest and enrollment with teachers and other employees in the parish school system who are interested in becoming counselors.

For the 2022-2023 academic year, the age of applicants ranged from 21-53. Of the 51 applicants, 11 were male in comparison to 40 females. In regard to race/ethnicity, there were 5 international applicants, 14 Black applicants, and 32 White applicants. The table lists the three most common majors among the applicants. The majority of the applicants had an academic background in psychology, education, and business.

Most applicants had a GPA above 3.0, which is well above the minimum admission criterion of 2.50. Overall, 36 students out of the 51 applicants were admitted into the program (which was 71%) of the applicants.

**Table 4: Demographic Characteristics of Students**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Number of Enrolled Students** | **Age Range** | **Gender Distribution** | **Race/Ethnicity** | **Geographic Origin** |
| 68 | 21-74 | Female=55  Male=12  Non-Binary=1 | Black=19  White=43  Asian=1  Hispanic=1  International=4 | South=62  Midwest=1  North=1  International=4 |

Demographic information about enrolled students is regularly collected and updated. This includes information such as age, gender, race/ethnicity, and geographic origin. Data is used to assess whether the program attracts and retains a diverse study body and to identify areas for improvement.

Table 4 describes assessment information that is collected for those students admitted to the program. The data provided also reveal the program’s commitment to attracting a diverse population of students. Table 4 indicates that the students in the MSC Program during the 2022-2023 academic year were primarily female (81%). The data also indicate racial/ethnic diversity, as 37% of the students are non-White. The program attracts a large proportion of students in the South. However, approximately 20% of students are from beyond the Shreveport-Bossier City and Northwest Louisiana region.

Of the 68 enrolled students, the age range is 21-74. There are 12 male students in the MSC Program in comparison to 55 females. With regard to race/ethnicity, there are 4 international students, 1 Hispanic student, 1 Asian student, 19 Black students, and 43 White students. The geographic origin of most students is the South (particularly the state of Louisiana).

During the 2022-2023 academic year, there were 9 students with disabilities and 3 students who are active-duty military/veterans enrolled in the program. The MSC Program has a diverse body of students with regard to age, gender, race/ethnicity, and disability status.

**Table 5: Demographic Characteristics of Graduates**

|  |  |  |
| --- | --- | --- |
| **Number of Graduates** | **Gender Distribution** | **Race/Ethnicity** |
| 15 | Female=13  Male=2 | Black=3  White=11  Hispanic=1 |

The MSC Program tracks the demographic characteristics of graduates of the MSC Program. This data informs the program’s ability to prepare a diverse group of counselors and counselor educators who reflect the communities they serve.

During the 2022-2023 academic year, 15 students graduated from the MSC Program. In terms of gender distribution, 2 were male, and 13 were female. With regard to race/ethnicity, there was 1 Hispanic graduate, 3 Black graduates, and 11 White graduates.

**Data from Systematic Follow-Up Studies (Standard 4.B.3):**

The summary of program evaluation results include data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates.

**Table 6A: Follow-Up Studies of Graduates**

|  |  |  |  |
| --- | --- | --- | --- |
| **Number of Graduates** | **Job Placement Rate** | **Counseling Settings** | **Professional Achievements** |
| 15 | 100% | Outpatient clinic  Inpatient psychiatric hospital  Mental health rehabilitation | Provisional Licensed Professional Counselor (PLPC)  National Certified Counselor (NCC) |

The MSC Program conducts systematic follow-up studies of graduates to assess their professional development, career trajectories, and the extent to which they apply what they have learned in their counseling practices. Data from these studies provide insight into graduates’ job placement, counseling settings, and professional achievements.

Of the 15 graduates for the 2022-2023 academic year, the job placement rate was 100%. Table 6A lists the three most common counseling settings in which graduates work. The majority of the graduates work in outpatient clinics, inpatient psychiatric hospitals, and mental health rehabilitation settings. The most notable professional achievements of most graduates include passing the National Counselor Examination (NCE) and obtaining the Provisional Licensed Professional Counselor (PLPC) credential.

Graduates of the MSC Program complete a survey in which they assess the program climate and the courses within the program.

**Table 6B: Graduate Survey (Program Climate)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Measure** | **Program Climate** | **Target** | **Finding** | **Status**  **(Met/Not Met)** |
| Graduate Survey | Admission Process | Cohort will achieve a mean score of 4.0 or higher on a 5.0-point scale. | The mean score for the cohort was 4.64/5.0. | Met |
| Graduate Survey | Advisement | Cohort will achieve a mean score of 4.0 or higher on a 5.0-pont scale. | The mean score for the cohort was 4.55/5.0. | Met |
| Graduate Survey | Admission to Candidacy | Cohort will achieve a mean score of 4.0 or higher on a 5.0-point scale. | The mean score for the cohort was 4.64/5.0. | Met |
| Graduate Survey | Interaction with Peers | Cohort will achieve a mean score of 4.0 or higher on a 5.0-point scale. | The mean score for the cohort was 4.73/5.0. | Met |
| Graduate Survey | Interaction with Faculty | Cohort will achieve a mean score of 4.0 or higher on a 5.0-point scale. | The mean score for the cohort was 4.64/5.0. | Met |
| Graduate Survey | Opportunity for Personal Growth | Cohort will achieve a mean score of 4.0 or higher on a 5.0-point scale. | The mean score for the cohort was 4.73/5.0. | Met |

**Table 6C: Graduate Survey (Courses)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Measure** | **Course** | **Target** | **Finding** | **Status**  **(Met/Not Met)** |
| Graduate Survey | Professional Orientation and Ethical Practice | Cohort will achieve a mean score of 4.0 or higher on a 5.0-point scale. | The mean score for the cohort was 4.55/5.0. | Met |
| Graduate Survey | Human Growth and Development | Cohort will achieve a mean score of 4.0 or higher on a 5.0-pont scale. | The mean score for the cohort was 4.73/5.0. | Met |
| Graduate Survey | Social and Cultural Diversity | Cohort will achieve a mean score of 4.0 or higher on a 5.0-point scale. | The mean score for the cohort was 4.73/5.0. | Met |
| Graduate Survey | Helping Relationships | Cohort will achieve a mean score of 4.0 or higher on a 5.0-point scale. | The mean score for the cohort was 4.36/5.0. | Met |
| Graduate Survey | Group Work | Cohort will achieve a mean score of 4.0 or higher on a 5.0-point scale. | The mean score for the cohort was 4.64/5.0. | Met |
| Graduate Survey | Career Development | Cohort will achieve a mean score of 4.0 or higher on a 5.0-point scale. | The mean score for the cohort was 4.55/5.0. | Met |
| Graduate Survey | Assessment | Cohort will achieve a mean score of 4.0 or higher on a 5.0-point scale. | The mean score for the cohort was 4.50/5.0. | Met |
| Graduate Survey | Practicum | Cohort will achieve a mean score of 4.0 or higher on a 5.0-point scale. | The mean score for the cohort was 4.64/5.0. | Met |
| Graduate Survey | Internship | Cohort will achieve a mean score of 4.0 or higher on a 5.0-point scale. | The mean score for the cohort was 4.64/5.0. | Met |
| Graduate Survey | Foundations of Mental Health Counseling | Cohort will achieve a mean score of 4.0 or higher on a 5.0-point scale. | The mean score for the cohort was 4.91/5.0. | Met |
| Graduate Survey | Counseling, Prevention, and Intervention | Cohort will achieve a mean score of 4.0 or higher on a 5.0-point scale. | The mean score for the cohort was 4.45/5.0. | Met |
| Graduate Survey | Research and Evaluation | Cohort will achieve a mean score of 4.0 or higher on a 5.0-point scale. | The mean score for the cohort was 4.36/5.0. | Met |
| Graduate Survey | Diagnosis | Cohort will achieve a mean score of 4.0 or higher on a 5.0-point scale. | The mean score for the cohort was 4.64/5.0. | Met |

Discussion of Data:

The results of the Graduate Survey were very positive. The program faculty noted that there was overall improved satisfaction with most of the courses, in comparison to the last year. The cohort indicated increased satisfaction in practicum; human growth and development; group work; knowledge and techniques related to mental health counseling; knowledge and techniques related to counseling, prevention, and intervention; and knowledge and techniques related to diagnosis.

On the Graduate Exit Survey, students indicated a slight decrease in satisfaction from the previous cohort in their understanding of knowledge and techniques related to helping relationships. As a result, the faculty is implementing several strategies to assist students in this regard. In the Case Formulation Class, guest speakers representing diverse aspects of the field of counseling will educate the students about the helping strategies and techniques that they utilize with their clientele. In the Internship Class, students will participate in additional training in the utilization of spirituality within the counseling process. Additionally, at least once per year, the Counseling Faculty will collaborate with the Northwest Louisiana LPC Group to host a networking event. Students will be able to meet various counseling professionals within the community and engage in dialogue about various aspects of the profession. The Counseling Faculty will invite professional counselors of diverse backgrounds to speak with students, such that they learn about aspects of diversity and different counseling techniques that are helpful in working with clients.

**Table 7A: Follow-Up Studies of Site Supervisors and Employers**

|  |  |  |
| --- | --- | --- |
| **Number of Site Supervisors/Employers** | **Counseling Setting** | **Credentials** |
| 13 | Community Mental Health Counseling  Hospital Setting  Addiction Counseling  School Counseling | Licensed Professional Counselor (LPC)  Licensed Professional Counselor-Supervisor (LPC-S)  Licensed Psychologist |

The program also conducts systematic follow-up studies of site supervisors who have supervised our students during their practicum and internship experiences. Feedback from site supervisors helps the program assess the quality of clinical training and the preparedness of students for the field.

Employers of program graduates are surveyed to gather feedback on graduates’ performance in their counseling roles. This data informs the program about the alignment between its training and the needs of the counseling profession.

Requests were sent out via e-mail to employers of alumni and site supervisors of internship students to participate in a survey about the MSC Program. The e-mail included an explanation that the survey was intended to help the program make modifications by obtaining information about the perceptions of program graduates and interns in terms of their knowledge and skills in professional counseling. The survey was e-mailed to 33 employers/site supervisors currently working with interns and graduates of the program. There were 13 completed responses which was a 39% response rate.

**Table 7B: Site Supervisor and Employer Survey Results**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Measure** | **Survey Item** | **Target** | **Finding** | **Status** |
| Site Supervisor and Employer Survey | Prepared for the real world of counseling | It is expected that 80% of site supervisors/employers will rate the survey item a 4 or higher (on a 5-point scale). | Site supervisors/  employers (92%) rated the survey item 4 or higher. | Met |
| Site Supervisor and Employer Survey | Understand the theory behind the counseling process | It is expected that 80% of site supervisors/employers will rate the survey item a 4 or higher (on a 5-point scale). | Site supervisors/  employers (92%) rated the survey item 4 or higher. | Met |
| Site Supervisor and Employer Survey | Know how to apply techniques to assist various types of clients | It is expected that 80% of site supervisors/employers will rate the survey item a 4 or higher (on a 5-point scale). | Site supervisors/  employers (85%) rated the survey item 4 or higher. | Met |
| Site Supervisor and Employer Survey | Can use the DSM to understand discharge summaries and make appropriate referrals | It is expected that 80% of site supervisors/employers will rate the survey item a 4 or higher (on a 5-point scale). | Site supervisors/  employers rated the item less than the target percentage. Only 62% rated the survey item a 4 or higher. | Not Met |
| Site Supervisor and Employer Survey | Prepared to apply principles of diversity to counseling | It is expected that 80% of site supervisors/employers will rate the survey item a 4 or higher (on a 5-point scale). | Site supervisors/  employers (85%) rated the survey item 4 or higher. | Met |
| Site Supervisor and Employer Survey | Can apply things they learned in classes to their job | It is expected that 80% of site supervisors/employers will rate the survey item a 4 or higher (on a 5-point scale). | Site supervisors/ employers (100%) rated the survey item 4 or higher. | Met |
| Site Supervisor and Employer Survey | Have sufficient knowledge to work with all types of students and clients | It is expected that 80% of site supervisors/employers will rate the survey item a 4 or higher (on a 5-point scale). | Site supervisors/ employers (92%) rated the survey item 4 or higher. | Met |

Discussion of Data:

The program faculty reviewed the survey results. A Likert scale was used for the survey with anchors varying form strongly agree to strongly disagree. The results of the survey were mostly positive. The faculty noted that the target goal was not met for one survey item, “LSUS counseling interns/graduates can use the DSM to understand discharge summaries and make appropriate referrals.” It was noted that there were no ratings of strongly disagree or disagree but rather “not sure” for 38% of the survey respondents. Site supervisors and employers were asked to provide additional insight regarding this survey item. The most common response was that interns and new employees in counseling do not possess competency in the DSM. They expressed that this is due to inexperience, and that it takes more time for competencies to be strengthened in utilization of the DSM.

There was one question which did not appear clear or meaningful based on review of information. All survey respondents (100%) rated strongly agree or agree on the survey item regarding interns/graduates being able to apply things they learned in classes to their job. However, this question appears too vague, given that there is not clarity of which things learned in class are applied well to the job. Thus, the MSC faculty will revise this survey item before the next dissemination.

**Utilization of Data**

The data collected from annual program evaluation and follow-up studies are utilized to inform program improvements. Program faculty and administrators regularly review and discuss the findings to identify strengths and areas for growth. Action plans are developed and implemented based on the data to enhance program quality and alignment with CACREP standards.

**Conclusion**

The MSC Program at LSUS is committed to a robust program evaluation process that aligns with CACREP standards, including Standard D. The data collected and reported in the annual program evaluation are instrumental in guiding program enhancements and ensuring that the program meets the needs of its diverse student body and the counseling profession. By providing this information, the MSC Program demonstrates its commitment to meeting CACREP Standard D by collecting, analyzing, and using data to continually evaluate and improve its counselor education program. This process helps ensure that the program is responsive to the needs of its students, graduates, and the counseling field.