

# **Program Evaluation Report**

2023-2024

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 11,000 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**

<b>Students Enrolled</b>	<b>New Students</b>	<b>Graduates</b>	<b>Completion Rate</b>	<b>Licensure Exam Pass Rate</b>	<b>Job Placement Rate</b>
83	35	20	91%	100%	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**

<b>KPI Course</b>	<b>KPI Assignment</b>	<b>Target</b>	<b>Finding</b>	<b>Status (Met/Not Met)</b>
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-point 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 3.78/4.0.	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 3.65/4.0	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 3.85/4.0.	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 3.04/4.0.	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 3.04/4.0.	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**

<b>Disposition Performance Review</b>	<b>Measure</b>	<b>Target</b>	<b>Finding</b>	<b>Status (Met/Not Met)</b>
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 (100%) in the MSC Program achieved a 3 or higher on all items on the IDS.	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 2023-2024 academic year. The number of students in the program increased, with a total of 83 students. This is a more than an 18% increase in student enrollment from the previous academic year.

The results of the Interpersonal Disposition Performance Review were very positive, and no program modifications were based on this review.

All student learning met the target level of performance. The MSC faculty's decision to implement additional learning experiences for students proved to be successful. In the Internship Class, students participated in additional training in the utilization of spirituality within the counseling process. The Counseling Faculty invited international professional counselors to LSUS to speak with students in the Social and Cultural Foundations in Counseling Class, and they learned about aspects of diversity and different counseling techniques that are helpful in working with clients. 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 is working well and will be continued for all incoming students.

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

- 1). MSC students in the COUN 742 Employment Development and Vocational Placement Class partner with Louisiana Rehabilitation Services in the provision of services to clients with disabilities.
- 2). MSC students in the PSYC 716 Intermediate Statistics Class engage in the applied application of statistics with nonprofit community agencies.
- 3). MSC students in the COUN 733 Career and Lifestyle Development in Counseling Class attend and participate in the LSUS Career Fair.

- 4). MSC students in the internship classes have access to a variety of treatment planning resources purchased with grant funding.
- 5). MSC students have access to various certification exam study guides, manuals, flash cards, and other preparation materials purchased with grant funding.
- 6). The MSC Program students participate in suicide awareness and prevention training.
- 7). The MSC Program, faculty and students, host 50 participants from across the state for a two-day workshop in suicide awareness and prevention at LSUS.
- 8). MSC students and faculty attend and participate in the American Counseling Association Conference.

#### Substantial Program Changes:

- 1). The Louisiana Board of Regents approved the Counseling Program's proposals for two new academic programs: Master of Science Degree in Clinical Rehabilitation Counseling and a 12-hour Certificate in Clinical Rehabilitation Counseling.
- 2). The Counseling Program has been granted approval to hire for two new faculty positions: Clinical Mental Health Counseling and Clinical Rehabilitation Counseling.
- 3). The Counseling Program now has a graduate assistant position in the Community Counseling and Psychology Clinic.
- 4). Dr. Michael Becerra and Maximilian Gerhold will teach PSYC 716 Intermediate Statistics.
- 5). Dr. Dennis Wissing retired as the Dean of the College of Education and Human Development.
- 6). Dr. Katherine Wickstrom is the Interim Dean of the College of Education and Human Development.

#### **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**

<b>Number of Applicants</b>	<b>Age Range</b>	<b>Gender Distribution</b>	<b>Race/Ethnicity</b>	<b>Previous Academic Background</b>
60	22-55	Female=47 Male=13	Black=15 White=33 Hispanic=4 Asian=2 International=6	Psychology Sociology Education Communications

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 2023-2024 academic year. There was a significant increase in applicants during the 2023-2024 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, Centenary College, Louisiana Tech University, Northwestern State University, Grambling State University, Louisiana Christian University, and Louisiana State University of Alexandria. 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 2023-2024 academic year, the age of applicants ranged from 22-55. Of the 60 applicants, 13 were male in comparison to 47 females. In regard to race/ethnicity, there were 2 Asian applicants, 4 Hispanic applicants, 6 international applicants, 15 Black applicants, and 33 White applicants. The table lists the four most common majors among the applicants. The majority of the applicants had an academic background in psychology, sociology, education, and communications.

Most applicants had a GPA above 3.0, which is well above the minimum admission criterion of 2.50. Overall, 35 students out of the 60 applicants were admitted into the program (which was 58% of the applicants).

**Table 4: Demographic Characteristics of Students**

<b>Number of Enrolled Students</b>	<b>Age Range</b>	<b>Gender Distribution</b>	<b>Race/Ethnicity</b>	<b>Geographic Origin</b>
83	22-75	Female=67 Male=15 Non-Binary=1	Black=26 White=50 Hispanic=2 International=5	South=69 Midwest=4 West=2 North=3 International=5

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 2023-2024 academic year were primarily female (81%). The data also indicate racial/ethnic diversity, as 40% of the students are non-White. The program attracts a large proportion of students in the South. However, approximately 24% of students are from beyond the Shreveport-Bossier City and Northwest Louisiana region.

Of the 83 enrolled students, the age range is 22-75. There are 15 male students in the MSC Program in comparison to 67 females. With regard to race/ethnicity, there are 5 international students, 2 Hispanic students, 26 Black students, and 50 White students. The geographic origin of most students is the South (particularly the state of Louisiana).

During the 2023-2024 academic year, there were 15 students with disabilities and 4 students who were 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**

<b>Number of Graduates</b>	<b>Gender Distribution</b>	<b>Race/Ethnicity</b>
20	Female=16 Male=3 Non-binary=1	Black=4 White=12 Hispanic=1 International=3

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 2023-2024 academic year, 20 students graduated from the MSC Program. In terms of gender distribution, 3 were male, 16 were female, and 1 was non-binary. With regard to race/ethnicity, there was 1 Hispanic graduate, 4 Black graduates, 12 White graduates, and 3 International 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**

<b>Number of Graduates</b>	<b>Job Placement Rate</b>	<b>Counseling Settings</b>	<b>Professional Achievements</b>
20	100%	Outpatient clinic Substance abuse recovery 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 20 graduates for the 2023-2024 academic year, the job placement rate was 100%. Table 6A lists the four most common counseling settings in which graduates work. The majority of the graduates work in outpatient clinics, substance abuse recovery centers, 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)**

<b>Measure</b>	<b>Program Climate</b>	<b>Target</b>	<b>Finding</b>	<b>Status (Met/Not Met)</b>
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 4.42/5.0.	Met



Graduate Survey	Advisement	Cohort will achieve a mean score of 4.0 or higher on a 5.0-point scale.	The mean score for the cohort was 4.33/5.0.	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 4.33/5.0.	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 4.33/5.0.	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 4.33/5.0.	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 4.58/5.0.	Met

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

<b>Measure</b>	<b>Course</b>	<b>Target</b>	<b>Finding</b>	<b>Status (Met/Not Met)</b>
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 4.0/5.0.	Met
Graduate Survey	Human Growth and 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 4.60/5.0.	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 4.0/5.0.	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 4.55/5.0.	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 4.45/5.0.	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 4.20/5.0.	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 3.73/5.0.	Not 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 4.73/5.0.	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 4.82/5.0.	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 4.82/5.0.	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 4.55/5.0.	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 4.45/5.0.	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
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#### Discussion of Data:

The results of the Graduate Survey were very positive. On the Graduate Exit Survey, students indicated decreased satisfaction (3.73) from the previous cohort (4.50) in their understanding of knowledge and techniques related to assessment. As a result, the faculty is implementing several strategies to assist students in this regard. In the Analysis of the Individual Class, students will have more applied experiences with assessment. Students will gain hands-on experience in the administration, scoring, and interpretation of various types of assessment instruments. Students will write assessment reports and obtain practical experience in providing feedback based on test results. In the Career Counseling Class, students will obtain experience in the utilization and implementation of computerized career assessment instruments. Additionally, students will engage in service-learning experiences with the Director of Career Services at LSUS. Students will participate in the different stages of the career assessment process.

For the 2022-2023 academic year, on the Graduate Exit Survey, students indicated decreased satisfaction from the previous cohort in their understanding of knowledge and techniques related to helping relationships. However, on this survey item, students indicated increased satisfaction for the 2023-2024 academic year. In the Case Formulation Class, guest speakers representing diverse aspects of the field of counseling educated students about the helping strategies and techniques they utilize with their clientele. Additionally, the Counseling Faculty collaborated with the LPC Supervisor Group in Shreveport to host a networking event. Students were able to meet various counseling professionals in the community and dialogue about various aspects of the profession. These strategies likely had an impact on the cohort's increased satisfaction in practicum; internship; and knowledge and techniques related to counseling, prevention, and intervention.

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

<b>Number of Site Supervisors/Employers</b>	<b>Counseling Setting</b>	<b>Credentials</b>
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**

<b>Measure</b>	<b>Survey Item</b>	<b>Target</b>	<b>Finding</b>	<b>Status</b>
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 from 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 LSU 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.