

# Program Evaluation Report

2021-2022

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
50	25	17	96%	100%	94%

## 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 3.82/40.0.	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 3.94/4.0.	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 3.22/4.0.	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 3.69.	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 3.88.	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 3.63/4.0.	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 3.33/4.0.	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 3.16.	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 3.80.	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 3.73/4.0.	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 (96%) 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 2021-2022 academic year. The number of students in the program increased, with a total of 50 students. This is a more than 50% increase in student enrollment from the 2019-2020 academic year. The results of the Interpersonal Disposition Performance Review were mostly positive, and no program modifications were based on this review.

A significant accomplishment for the MSC Program was that the target level of performance for the student learning objective in Methodology & Research Design was met for the 2021-2022 academic year. The target level of performance was not met for the 2020-2021 academic year. The MSC faculty's decision to implement research support for students within the first semester of the program in Fall 2021 proved to be successful. First year MSC students were introduced to the designated librarian for the Counseling Program. Students learned the name of the librarian and were given the contact information of this librarian with whom they could direct questions or seek assistance as it relates to utilizing the library for research projects. Furthermore, the cohort of students visited the library and met with the librarian, wherein they were instructed about the library services and resources which are available to them. Likewise, they learned how to appropriately utilize the pertinent library databases to search the research literature within their discipline.

First semester students were taught about the APA writing process. Students were provided with a sample research paper in APA format and handouts of pertinent guidelines in regard to APA writing style. Additionally, students attended online APA workshops. Students were provided with relevant websites which provide helpful resources related to APA Writing and research materials.

The MSC faculty reiterated to students in this course that academic support is available from the instructor and the Student Success Center. Furthermore, the MSC faculty incorporated various research assignments in other coursework to further strengthen students' research skills.

The MSC faculty will continue to incorporate academic supports that have been helpful with the Methodology & Research Design Course. This includes educating the students about the library resources, APA writing, the Student Success Center, and faculty support available outside of class time. Additionally, all MSC faculty are mentoring interested students in the research process. Students have an opportunity to present research with faculty at the state and national level. Interested students are mentored in writing research articles for publication.

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

- 1). MSC students in the COUN 780 Consultation in Human Development Class participate in a Mental Health First Aid Training Program and earn certification.
- 2). MSC students in the COUN 733 Career & Lifestyle Development in Counseling Class obtain experiential experiences with two online career assessment platforms, Kuder Journey and the COPSsystem. Students in the COUN 733 Course participate in training provided by Dr. Lisa Lee with Educational & Industrial Testing Services (EDITS).
- 3). MSC students in the COUN 787 Internship Class participate in spiritual competency training in mental health.
- 4). MSC students in the COUN 721 Analysis of the Individual Class engage in applied learning experiences with intelligence tests, objective personality tests, and projective personality tests.
- 5). MSC students and faculty attend and participate in the Brain Center Conference on Alzheimer's Disease sponsored by LSU Health Sciences.
- 6). MSC students and faculty attend and participate in the Louisiana Counseling Association Conference.

Substantial Program Changes:

- 1). Dr. Michael Becerra has been hired as a core faculty member of the MSC Program.
- 2). Professor James Evans, instructor of some elective courses taken by MSC students, retired in May 2022.
- 3). Dr. Lee Purvis, Director of the Community Counseling and Psychology Clinic, moved to Gainesville, FL for a professorship at the University of Florida.
- 4) Dr. Tracie Pasold will teach the PSYC 709 and COUN 724 courses.
- 5). MSC students may take the NCE during their last semester of the program, prior to graduation.
- 6). The LSUS Graduate School has enacted a new student orientation program for first semester students.

7). The LSUS Graduate School has Graduate Scholar Awards available which provides funding 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**

<b>Number of Applicants</b>	<b>Age Range</b>	<b>Gender Distribution</b>	<b>Race/Ethnicity</b>	<b>Previous Academic Background</b>
32	21-45	Female=24 Male=8	Black=12 White=18 International=2	Psychology Sociology Biology 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 2021-2022 academic year. There was a significant increase in applicants during the 2021-2022 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, 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. Furthermore, 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.

For the 2021-2022 academic year, the age of applicants ranged from 21-45. Of the 32 applicants, 8 were male in comparison to 24 females. In regard to race/ethnicity, there were 2 international applicants, 12 Black applicants, and 18 White applicants. The table lists the four most common majors among the applicants. The majority of the applicants had an academic background in the social sciences (e.g., psychology, sociology).

Most applicants had a GPA above 3.0, which is well above the minimum admission criterion of 2.50. Overall, 25 students out of the 32 applicants were admitted into the program (which was 78%) 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>
50	26-67	Female=38 Male=12	Black=13 White=34 Hispanic=2 International=1	South=45 Midwest=3 North=1 International=1

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 2021-2022 academic year were primarily female (76%). The data also indicate racial/ethnic diversity, as 32% of the students are non-White. The program attracts a large proportion of students in the South. However, approximately 25% of students are from beyond the Shreveport-Bossier City and Northwest Louisiana region.

Of the 50 enrolled students, the age range is 22-67. There are 12 male students in the MSC Program in comparison to 38 females. With regard to race/ethnicity, there is 1 international student, 2 Hispanic students, 13 Black students, and 34 White students. The geographic origin of most students is the South (particularly the state of Louisiana); while there were several students from the Midwest, one from the North, and one student from outside the United States.

During the 2021-2022 academic year, there were 15 students with disabilities and 2 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>
17	Female=13 Male=4	Black=4 White=12 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 2021-2022 academic year, 17 students graduated from the MSC Program. In terms of gender distribution, 4 were male, and 13 were female. With regard to race/ethnicity, there was 1 Hispanic graduate, 4 Black graduates, and 12 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**

<b>Number of Graduates</b>	<b>Job Placement Rate</b>	<b>Counseling Settings</b>	<b>Professional Achievements</b>
17	94%	Outpatient clinic Substance abuse recovery Inpatient psychiatric hospital Mental health rehabilitation Nonprofit agency	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 17 graduates for the 2021-2022 academic year, the job placement rate was 94%. Table 6A lists the five most common counseling settings in which graduates work. The majority of the graduates work in outpatient clinics, substance abuse recovery centers, and inpatient psychiatric hospitals. 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 4.36/5.0.	Met
Graduate Survey	Advisement	Cohort will achieve a mean score of 4.0 or	The mean score for the cohort was 4.07/5.0.	Met



		higher on a 5.0-point scale.		
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 4.43/5.0.	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 4.57/5.0.	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 4.86/5.0.	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 4.62/5.0.	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 4.38/5.0.	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 4.62/5.0.	Met
Graduate Survey	Helping Relationships	Cohort will achieve a mean score of 4.0 or	The mean score for the cohort was 4.54/5.0.	Met

		higher on a 5.0-point scale.		
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 4.31/5.0.	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 4.54/5.0.	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 4.54/5.0.	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 4.31/5.0.	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 4.70/5.0.	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 4.31/5.0.	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 4.00/5.0.	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 4.31/5.0.	Met
Graduate Survey	Diagnosis	Cohort will achieve a mean score of 4.0 or	The mean score for the cohort was 4.15/5.0.	Met

		higher on a 5.0-point scale.		
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Discussion of Data:

The results of the Graduate Survey were very positive, and no program modifications were made based on the survey. The program faculty noted that there was overall improved satisfaction with the Group Processes Course, in comparison to previous years. This is likely due to the change in instructors, with a MSC faculty member now teaching this course.

**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	Site supervisors/employers (92%) rated the survey item 4 or higher.	Met

		item a 4 or higher (on a 5-point scale).		
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. It was discussed that the faculty will ask site supervisors specifically about their perception of this survey item during written and oral correspondence with site supervisors of students enrolled in the internship class. During the LSUS Site Supervisor/Employer Mixer events, employers and site supervisors will be asked to provide additional insight regarding this survey item as well.

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.