

PMHC/PMHCA Annual Report for 2017

Date: January 9, 2018

Time: 10:00 am – 12:00 pm

Location: Corbett Annex 100

Minutes Taken By: Juleen McGonigal

Faculty Present: Jeff Christensen, Carol Doyle, Stella Kerl-McClain, Alexia DeLeon, Amy Rees

The agenda for this meeting was primarily for the annual program review

1. Program Evaluation

- a.** Employment Surveys: For graduates of the 2016-17 academic year, of the 55 graduates, employment data was available for 40 of them. Of those who reported working, only one student had a job position that was outside of counseling. Several students reported that they had begun to work in private practices either part time or full time. The rest of students entered into community mental health settings. Most of these settings within the Portland Metro area, although one is working in Cambodia
- b.** Supervisor Surveys: Overall supervisors' rate our students in knowledge and preparation in all areas highly (over 70% of supervisors rate our students as having adequate or exceptional knowledge and/or preparation on *all* items on the survey). Of particular note is that 94% of supervisors rate our students as adequately/exceptionally prepared for their internship overall and 100% of supervisors rate our students as adequately/exceptionally prepared to: 1) establish an effective working relationship with clients and 2) provide effective counseling for clients. Further, 77.78% of supervisors rate our students as having exceptional commitment to social justice and social change.

Lower but still above average ratings on diagnosis and dual diagnosis. To address this, faculty will more fully implement a diagnosis model at the Lewis and Clark Community Counseling center for practicum students. Diagnosis will also be implemented during the practicum group supervision course, and diagnosis will be included on the clinical intake forms. Justin Henderson is working on updating the form currently.
- c.** Exit Surveys: Overall, the results show that students have a moderate to high level of satisfaction with the program with many average ratings at or above 4 (on a 5-point Likert scale). Like the previous year, a key item that had the lowest mean was how well the program met student expectations (mean of 3.74).

Students rated their gains in knowledge and understanding as moderate to high in most areas. For example, 95% responded that their knowledge and understanding of the roles and functions of counselors increased considerably/substantially; and 89% reported that their knowledge and understanding of counseling skills and techniques increased considerably/substantially.

Eighty-five percent of students reported that overall they were quite well/very well prepared to begin their counseling career. In terms of specific preparation, 91% of

students reported that they were well/very well prepared to establish an effective working relationship with clients and 88% reported that they were well/very well prepared to provide effective counseling for their clients. The areas that students felt less prepared was in responding to clients in crisis and providing career and lifestyle planning.

Additional Strengths: 94% of the students rated their practicum/internship experiences as Good/Very good (Mean = 4.49)

Areas for Improvement: Although the ratings have improved from 2015-16 (from 3.09 to 3.49) advising continues to get lowest (and most variable) ratings from our students. We discussed several actions to address this issue, including reviewing advising policies and procedures regularly during program team meetings and having more cohort/class meetings to discuss program deadlines and requirements rather than solely relying on individual advising meetings.

- d. Student Performance Review: We continue to systematically assess students throughout their programs utilizing multiple measures and assessments. Student Learning Outcomes are assessed in each class using key assignments/assessments that are directly tied to our program objectives.

This was the second full year Taskstream was utilized to manage assessments throughout the program. In the Fall faculty comprehensively evaluated each student's progress in the program by looking at their key assignments/assessments in a Taskstream report. During the fall, we also reviewed the key assessments to ensure they remained appropriate evaluations of student learning, skills, and dispositions. Results from these reports show that students from all three years (2015-2017) met benchmark conditions on all program objectives, with Multicultural Competence and Self as Counselor (reflective practice), having the highest averages (2.75 and 2.72 out of 3 respectively).

Although NBCC makes it clear that the National Counselor Exam cannot be used as a comprehensive examination, it is worth noting that all 19 PMHC students who took the exam in April of 2017 passed and their mean score was 'significantly' higher than the mean score for students from other CACREP programs.

2. Other Business

- a. Updating practicum and internship manuals for 2017-2018, regarding new practicum model and the inclusion that students lead a group during practicum and/or internship.
- b. CPCE will be offered in the Summer of 2018 for students of the 2016 cohort, to better account for their course sequence and when they take Career Counseling.

- c. Further discussion was around revisions of the CACREP 2018 Self-Study report and strategies to prepare for site-visit.