

## **Barry University Counseling Program Annual Evaluation Report (Published July 26, 2018)**

Dear Stakeholder:

Thank you for your investment in the Barry University Counseling Program. As current Counseling Program Directors, we have the privilege and obligation to report the outcomes of our annual program evaluation. In order to engage in a continuous cycle of evaluation and improvement of our program and comply with our accreditation body, the Council for Accreditation of Counseling and Related Educational Programs (CACREP), Barry University counseling program faculty have an annual evaluation cycle in which we continuously collect, analyze and disseminate program data, as well as develop and implement an annual program improvement plan based upon this data.

This process includes the collection and analysis of data that evaluates student- and program-level data. Below you will find summaries of the following student-level data:

- level of attainment on key performance indicators (KPIs) based upon the evaluation of required course assignments in alignment with CACREP standards,
- evaluation of student performance in practicum & internship by supervisors,
- performance on comprehensive exams, and
- results of a professional performance review, which is an assessment of student's professional behaviors and dispositions.

Below you will also find summaries of the following program-level data:

- course and advisor evaluations (completed by students),
- site supervisor and site placement evaluations (completed by students),
- program evaluation surveys (completed by students),
- feedback from our annual advisory board meeting,
- feedback from site supervisors, and
- program outcome data from the annual CACREP outcomes report.

### Student-Level Data

- Level of attainment on key performance indicators (KPIs)
  - This data shows that most students “met” standards outlined by CACREP and the counseling program faculty.
- Evaluation of student performance in practicum & internship by supervisors
  - This data shows that most students are prepared and “met” standards outlined by CACREP and the counseling program faculty.
- Performance on comprehensive exams
  - Master level students had a passing rate of 89% during the 2017-2018 academic year on their comprehensive exam.
  - Doctoral students had a passing rate of 100% during the 2017-2018 academic year on their comprehensive exam.

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- The MS comprehensive exam appears to be a valid measure of student counseling knowledge and skills. However, some support is needed in regards to explaining the expectations and logistics of the exam, particularly for the Bahamas cohorts.
- The comprehensive exam will be reviewed for comprehension and cultural congruence. Additional support will be offered to students in the Bahamas on the logistics and expectations for the comprehensive exam.
- Results of professional performance reviews
  - Most students “met” standards or were “approaching” standards on this measure. The couple of students who were not at least “approaching” on all standards were discussed in an annual “Student Progress” faculty meeting for potential remediation efforts.
- PhD student annual progress meeting notes
  - Data from annual progress meetings with doctoral students included feedback to students by faculty and feedback from students about the doctoral program. Feedback given to students included recommendations for further involvement of students in leadership positions at the local, state and national levels, as well as to increase research and scholarship activities alone and with faculty. Feedback from students about the program included areas of strength and areas for improvement. Main strengths of the program included: faculty accessibility and support, quality of internship experiences, use of technology, class schedule, curriculum, and opportunities for interaction with other cohorts. Areas for improvement included: a desire for smaller class sizes for research courses, increased socialization activities for doctoral students, and increased promptness in dissemination of program information.
  - In response to student feedback, the following strategies will be explored during the next academic year: scheduling of research classes for counseling doctoral students only, involvement of the Beta Upsilon Chapter of CSI in programming more activities focused on doctoral students, and increase frequency of communication between program and doctoral students at the program direction level and at the academic advising levels.

Program-Level Data

- Course and advisor evaluations
  - Course and advisor evaluations report that students are generally satisfied with the learning experiences in their counseling courses, as well as their advisors and advising experiences.
  - Average ratings on the 2017-18 course evaluations (on a 4-point scale) were 3.6. It was higher for full-time faculty and lower, in general, for

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adjunct faculty. While the Barry University Counseling Program utilizes full-time counseling program faculty to teach as many counseling courses as possible, adjuncts are sometimes necessary. The program directors will continue to monitor adjunct faculty and utilize student feedback (from course evaluations and other data sources) to employ only the most qualified and competent adjunct faculty.

- Out of 826 responses collected on the advising surveys, 776 (~94%) of responses indicated that students “strongly agreed” or “agreed” with items on the survey about their advisors (e.g., “encourages me to excel academically,” “is knowledgeable about the requirements of my program of study,” “shows concern about me as a person”). While the percentages of “disagreed” are low, these surveys do indicate a need to review advising duties with faculty in the counseling program, especially in the areas of developing and following plans of study and discussing future goals with students.
- Site supervisor and placement evaluations
  - This area of the annual program assessment includes data from student evaluation of site supervisors, as well as student evaluation of placement sites.
  - Most master and doctoral students rated their site supervisors as at least “adequate”. Their evaluations of placement sites also revealed most placement sites to be “moderately satisfactory” and “very satisfactory”.
  - Site supervisor and site placement surveys also confirm the need for continuous two-way communication and vetting of our practicum and internship sites and supervisors. Dr. Fay Roseman, our current practicum and internship coordinator, maintains high standards for our practicum and internship sites and supervisors and conducts regular site visits and vetting of all sites and supervisors.
- Program evaluation surveys
  - Program surveys are sent out annually to current students to assess their satisfaction with the program. At the Masters level, out of 450 responses, 96% indicated that students were at least “somewhat satisfied.” 65.6% of the responses were “very satisfied,” and 30.4% were “somewhat satisfied.” At the PhD level, out of 234 responses, 91.6% indicated that students were at least “somewhat satisfied.” 53.4% of the responses were “very satisfied,” and 38% were “somewhat satisfied.”
  - In response to the data from program evaluation surveys, the counseling program will increase student orientation content about availability and access to library resources.
- Feedback from our annual advisory board meeting

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- Counseling program faculty value and appreciate our advisory board members very much. Their feedback from the annual advisory board is extremely beneficial to the counseling program faculty as we develop goals for the upcoming academic year. The annual advisory board meeting is also an opportunity to share our understandings of current trends in counseling and in the larger society that will affect us and our clients. Relevant issues that were discussed included: the use of technology in counseling, an increased focus on trauma-informed care and crisis intervention, and working with families with aging adults. Thank you, advisory board!
- Feedback from site supervisors
  - Counseling program faculty value and appreciate our site supervisors very much. Their feedback from the annual site supervisor meeting reflects that they feel supervising our practicum and internship students is a mutually beneficial process. Overall, they seem pleased with the level of training our students receive in the program. They did mention it would be helpful to teach more diagnostic and clinical interviewing skills so students are more prepared to “hit the ground running” when entering practicum at their sites.
- Program outcome data from the annual CACREP outcomes report
  - Based upon the results of the annual program outcomes report, the program admits and graduates a diverse group of students, almost all of who get hired in the field. The most recent program outcomes report (from the 2016-17 academic year) states that 73% of MS in Counseling graduates were working in the counseling field and 100% of PhD graduates.

In response to this data, the following 2018-19 Barry University Counseling Program 2018-19 academic year goals have been identified:

1. Review and revise the comprehensive exam for the Miami Shores and Nassau, Bahamas locations.
3. Design and implement comprehensive and standard-based assessments for all doctoral internship experiences.
4. Re-distribute curriculum content corresponding to the counseling, teaching, and leadership and advocacy standards.
5. Review advisor roles and responsibilities with faculty.

If you have any questions or concerns about this report or anything related to the Barry University Counseling Program, please do not hesitate to contact Dr. Lauren Shure,

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Associate Professor and MS Program Director, or Dr. Raul Machuca, Associate Professor and PhD Program Director, using the information below.

Thank you for your time, attention and investment in our program.

Sincerely,



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