

Department of Counseling and
College Student Personnel
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Annual Summary Report AY 2017-2018

OVERVIEW

This report provides a summative overview for academic year 2017-2018 of the Department of Counseling and College Student Personnel program at Shippensburg University. The document is prepared to inform students, applicants, alumni, clinical supervisors, and other stakeholders of programmatic decisions impacting department goals, activities, initiatives, and accomplishments. The Annual Report also includes profile data based on students' knowledge, skills, and professional dispositions that reflect the successful job placement rate of graduates from the program.

CURRICULAR & SERVICE HIGHLIGHTS

In the fall of 2017, the department launched the Doctor of Education (Ed. D.) program in Counselor Education and Supervision at Shippensburg University with a robust cohort of 14 students. The program follows a hybrid format and is held on Saturdays at the Dixon University Center in Harrisburg, Pennsylvania. The format supports the use of current faculty to teach courses in the program as well as accommodates doctoral students that are employed during regular working hours.

Department faculty developed additional post-masters educational opportunities in the form of professional trainings, certificates and doctoral cognates. Two new post-masters certificates were approved and launched this year: Dr. Ford Brooks developed curriculum for a certificate in *Drug and Alcohol Counseling*, which is also serving as a doctoral cognate. Dr. Matthew Shupp coordinated a post-masters certificate in *Clinical Mental Health Counseling*. The credit hours for the CMHC certificate are designed to help post-masters professionals meet criteria for Licensed Professional Counselor (LPC) in the state of Pennsylvania. Additional new curriculum was developed by Dr. Kathryn Newton, who designed a 9-credit hour posts-masters curriculum specifically focused on complex/developmental trauma. The first course offering in this series was launched in summer 2018 as a doctoral cognate. The curriculum is being prepared for institutional review and approval as a post-master's certificate (expected AY 19-20). This evidence-based training will support regional professionals in addressing the lifelong impact of early childhood adverse experiences (ACEs).

The department has continued to actively maintain relationships with the community by providing services through several campus mental health programs including Growing Edges

Community Counseling Clinic and Drew's Hope. Growing Edges provides no-fee individual and family counseling services to the greater Shippensburg community. Drew's Hope is a no-fee bereavement program for children and families and their dealing with the loss of a loved one. Advanced graduate students, local counselors and alumni serve as group facilitators . The data for these programs indicated increased need and usage by members of the community.

Faculty, along with Master and Doctoral level students continue to have a professional presence within the profession. Commitment to the profession is established through attendance and presentations at conferences, membership in professional organizations and scholarly publications. Several members also serve on peer review teams for assessment of conference proposals and publications. Reviewers are encouraged to read current Curriculum Vitae of faculty for an appreciation of the ongoing dedication that faculty have to the profession. Dr. Kraus was also selected to serve on the state Licensure Board for Pennsylvania.

FACULTY & STAFFING UPDATES

During 2017-2018, the demographics of the department changed with the hire of Dr. Linwood Vereen, the second person-of-color on faculty and the first African American male assigned to the department of College Counseling and College Student Personnel.

In spring of 2018 the department, students, and alumni provided a fond farewell to Dr. Andy Carey, a second-generation counselor educator, who retired after a rich and lengthy career. The retirement of Dr. Carey resulted in one less faculty for the school specialization team. In addition, the department came under the direction of a new Dean that has a Counselor Education background with experience in supervising successful CACREP accredited programs.

Dr. Matthew Shupp was awarded tenure and promotion to Associate Professor. Dr. Shupp coordinates the College Student Personnel specialization team.

The 2017-2018 academic year saw a number of significant changes in faculty duties, in part due to the launch of the doctoral program and Dr. Carey's retirement:

- *Department Chair:* Dr. Ford Brooks assumed the role of Department Chair taking the place of Dr. Kurt Kraus.
- *Field Site Coordinator:* Dr. Kurt Kraus was given the role of Clinical Field Coordinator; he has actively worked to establish the clinical management system for counseling documents, Tevara. Dr. Todd Whitman stepped down from this role in order to Chair the Committee on Research with Human Subjects (the Institutional Review Board [IRB] for Shippensburg University).
- *Doctoral Program Coordinator:* Dr. Kurt Kraus was given the role of Program Coordinator for the doctoral program.
- *School Counseling Coordinator:* Dr. Marcy Douglass assumed the role of School Counseling Specialization Coordinator following the retirement of Dr. Andy Carey.
- *Admissions Coordinator:* Dr. Matthew Shupp assumed this role (previously held by Dr. Kathryn Newton).

- *New Student Orientation Coordinator*: Dr. Matthew Shupp assumed this role (previously held by Dr. Rose Merrell-James).

USE of TECHNOLOGY

The department has been reviewing a transition to electronic record keeping in order to facilitate student documentation of clinical experience. We have chosen to implement Tevara educational field software (<https://tevara.com/>) as it was designed to support CACREP and ASCA criteria. During AY 17-18 Dr. Kurt Kraus took a lead role in piloting Tevara and preparing for a department-wide implementation. In the future, students will purchase individual Tevara contracts upon matriculation; as an added benefit to students, the one-time contract fee grants access to the software post-masters in order to continue to track hours towards state licensure.

CACREP ACCREDITATION - REVIEW STATUS

Department faculty have been preparing for our eight-year CACREP re-accreditation review, under the coordination of Dr. Todd Whitman and Dr. Matthew Shupp. Following a response to the 2017 self-study review presented by CACREP, the department actively and collaboratively worked together to complete course mapping, including a review of syllabi, writing student learning outcomes (SLO's), developing course rubrics and identifying key performance indicators (KPI's) based on CACREP standards for the master's and doctoral level programs. In most cases, faculty revised syllabi to follow a format that included sections with measurable goals, learning outcomes, and rubrics. KPI's have been addressed throughout syllabi to provide students and faculty with a consistent visual guide to CACREP standards and learning outcomes throughout courses within the program. The process also included a faculty review of course textbooks to ensure that core required texts are in line with department, CACREP, and licensure learning outcomes.

SUMMARY EVALUATION of PROGRAMS

This section of the 2017-2018 Academic Year Annual Report includes a summary of program evaluation results by program level (masters, doctoral), along with related program modifications and other significant program changes. Data reviewed for this report included:

- I. demographic characteristics;
- II. aggregate student assessment data;
- III. results of follow-up studies;
- IV. subsequent program modifications and related changes.

MASTERS LEVEL PROGRAMS

The department has three well-established masters level counseling programs in the following specialization areas: Clinical Mental Health Counseling (CMHC), School Counseling (SC), College Student Personnel / College Counseling (CSP/CC).

I. Student Demographic Characteristics

In AY 17-18 we received 53 *applications* for the master's level specialty areas, with 31 of the accepted applicants matriculating. In fall 2018, the combined masters programs had a total of 116 matriculated students. Enrollment was as follows: CMHC had 54 students, SC had 22 students, CSP had 26 students, and CC had 2 students. During this academic year we had a total of 44 master's level graduates, representing an aggregate 94.3% program completion rate. Graduates per masters level specialty area were as follows: CMHC had 18 graduates, SC had 12 graduates, CSP/CC had 14 graduates. The following tables provide masters-level specialty area data.

Master of Science, Clinical Mental Health Counseling

Number of Graduates	Completion Rate^	Certification & Licensure Exam Passing Rate (NCE)**	Job Placement Rate (est.)~
18	90%*	92%	95%

**Slightly lower completion rate for CMHC students include students who transferred to, and completed, SC or CSP programs.*

***Sitting for the NCE exam is voluntary; students sitting for this exam are almost exclusively in the CMHC and SC programs.*

Master of Education, School Counseling (PreK-12)

Number of Graduates	Completion Rate [^]	Certification Exam Passing Rate (Praxis)	Job Placement Rate (est.) [~]
12	95%	100%	90%

Master of Science, College Student Personnel / College Counseling

Number of Graduates	Completion Rate [^]	Licensure Exam Passing Rate	Job Placement Rate (est.) [~]
14	98%	N/A	95%

[^] **Completion Rate.** Program completion rate is defined as the estimated percentage of admitted students who graduate from the program within the expected time period, which is defined as 3 calendar years for full time status students and 7 calendar years for part-time students

[~] **Job Placement Rate** is defined as the estimated percentage of program graduates who, within 180 days of the day they received their master's counseling degree in a given award year, obtained employment in the recognized occupation for which they were trained or in a related comparable recognized occupation.

II. Aggregate Student Assessment Data

Each year the department uses standardized exams assess the effectiveness of our masters level curriculum in achieving desired student learning outcomes and professional levels of mastery in comparison to peer benchmark groups. National exam results reviewed are the Counselor Preparation Comprehensive Examination (CPCE) and the National Counselor Exam (NCE). The Praxis, a state-level department of education certification exams, provides assessment data for reviewing school counseling program performance. Analysis of aggregate exam results indicated that, overall, our students meet or exceed the performance of national and state-level norm groups.

National Counseling Exam (NCE)

Cumulatively (across academic years since Fall 2007) over 91% of our students who take the NCE passed this licensure-qualifying exam on their first attempt. In AY 2018-2019, 15 of 15 students from our department passed on their first attempt, which equates to an annual pass rate of 100%. We disaggregated results by CACREP content area to see which area(s) are performing well or under-performing in comparison to our peer benchmark groups or national means.

NCE RESULTS - FALL 2018					
CACREP AREA	# of test items	mean	mean	Diff value: Shipp vs OVERALL	% diff: Shipp vs OVERALL
		# correct Shipp	# correct vs OVERALL		
<i>Human Growth & Development</i>	12	9.00	8.12	0.88	7.3%
<i>Social & Cultural Foundations</i>	11	8.33	7.25	1.08	9.8%
<i>Helping Relationships</i>	36	24.83	23.25	1.58	4.4%
<i>Group Work</i>	16	11.50	11.34	0.16	1.0%
<i>Career & Lifestyle Development</i>	20	15.00	12.96	2.04	10.2%
<i>Appraisal</i>	20	15.00	12.22	2.78	13.9%
<i>Research & Program Evaluation</i>	16	11.33	8.74	2.59	16.2%
<i>Professional Orientation & Ethics</i>	29	23.83	20.95	2.88	9.9%
TOTAL	160	118.82	104.83	13.99	8.7%
Standard deviation	--	9.70	17.34		
N	--	6	2411		
Pass Rate		100%	86.70%		

Counselor Work Behavior Areas

<i>Fundamental Counseling Issues</i>	32	22.67	20.21	2.46	7.7%
<i>Counseling Process</i>	45	33.67	31.08	2.59	5.8%
<i>Diagnostic and Assessment Svcs</i>	25	16.5	14.55	1.95	7.8%
<i>Professional Practice</i>	38	29.67	24.67	5.00	13.2%
<i>Prof Dev, Supervision, & Consultation</i>	20	16.33	14.36	1.97	9.8%
TOTAL	160	118.84	104.87	13.97	8.7%

6 of 6 Shipp CMHC students (100%) passed

NCE RESULTS - SPRING 2019					
CACREP AREA	# of test items	mean	mean	Diff value:	% diff:
		# correct	# correct	Shipp vs	Shipp vs
		Shipp	vs OVERALL	OVERALL	OVERALL
<i>Human Growth & Development</i>	12	9.00	8.12	0.88	7.3%
<i>Social & Cultural Foundations</i>	11	8.44	7.25	1.19	10.8%
<i>Helping Relationships</i>	36	27.00	23.25	3.75	10.4%
<i>Group Work</i>	16	11.89	11.34	0.55	3.4%
<i>Career & Lifestyle Development</i>	20	14.56	12.96	1.60	8.0%
<i>Appraisal</i>	20	13.22	12.22	1.00	5.0%
<i>Research & Program Evaluation</i>	16	10.11	8.74	1.37	8.6%
<i>Professional Orientation & Ethics</i>	29	22.33	20.95	1.38	4.8%
TOTAL	160	116.55	104.83	11.72	7.3%
Standard deviation	--	17.58	17.34		
N	--	9	4382		

Counselor Work Behavior Areas

<i>Fundamental Counseling Issues</i>	32	24.22	20.21	4.01	12.5%
<i>Counseling Process</i>	45	33.44	31.08	2.36	5.2%
<i>Diagnostic and Assessment Svcs</i>	25	15.44	14.55	0.89	3.6%
<i>Professional Practice</i>	38	27.33	24.67	2.66	7.0%
<i>Prof Dev, Sup., & Consultation</i>	20	16.11	14.36	1.75	8.8%
TOTAL	160	116.54	104.87	11.67	7.3%

9 of 9 Shipp students (100%) passed

Counselor Preparation Comprehensive Examination (CPCE)

Once per academic year, students enrolled Field II complete the CPCE, which is an end-of-program exam designed to assess students' learning outcomes across CACREP's eight core content areas. While some programs use the CPCE as an exit or barrier exam, our program does not. The CPCE and NCE measure the same content, but the sampling for the exams is different. All Field II students complete the CPCE whereas students self-select to take the NCE. The table below provides five years of data from 2013-2018. On average, students in the DCCSP scored 2.60 points higher than the national comparison peer group, which is about 3% higher. Results are disaggregated by CACREP content area to see which area(s) are performing well or under-performing in comparison to our benchmark comparison group. Research & Program Evaluation and Professional Orientation & Ethics were the two courses with the highest performance delta and Career and Appraisal were the two courses with the least favorable performance delta.

CACREP AREA	CPCE SCORES		Difference	% Difference
	5-yr average	5-yr average		
	Ship	National Comparison Group		
<i>Human Growth & Development</i>	10.84	10.91	-0.07	-0.61%
<i>Social & Cultural Foundations</i>	10.82	10.28	0.54	4.99%
<i>Helping Relationships</i>	11.78	11.52	0.26	2.17%
<i>Group Work</i>	11.80	11.33	0.47	4.02%
<i>Career & Lifestyle Development</i>	8.74	9.69	-0.95	-10.82%
<i>Appraisal</i>	10.30	10.41	-0.11	-1.07%
<i>Research & Program Evaluation</i>	12.24	10.89	1.35	11.06%
<i>Professional Orientation & Ethics</i>	13.10	12.01	1.09	8.35%
AGGREGATE	89.62	87.02	2.60	2.90%

III. Aggregate Results from Follow-Up Studies: Graduates, Site Supervisors & Employers

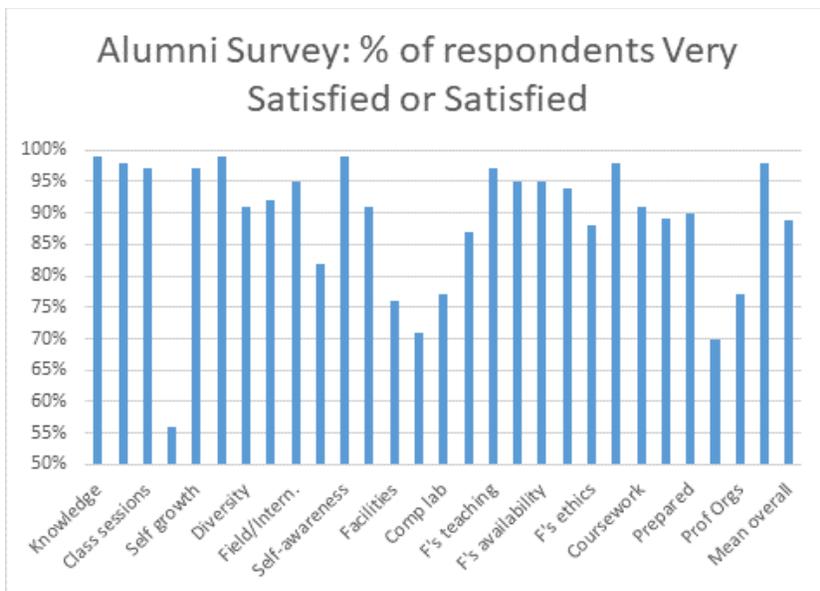
The data reported here includes survey results from both the 17-18 and 18-19 academic years and pertaining to the *masters level programs only*.

Alumni Survey

Aggregate from the most recent survey of master's level program alumni (Spring 2019, N = 182 responses) showed that 96% of respondents reported being credentialed (with 8% currently seeking a credential). Of those credentialed, 68% reported obtaining NCC status, and 42% reported having obtained state-level licensure. Overall, alumni completing the survey indicated satisfaction with their master's level training, with 88% of responses across all items falling into the very satisfied / satisfied categories.

The Alumni Survey was conducted online via Survey Monkey and had 28 content questions on a Likert scale (response options were *very satisfied, satisfied, neutral, unsatisfied, very unsatisfied*)

and *not-applicable*). The following percentages are the combination of highly satisfied and satisfied responses, which represented all statistically significant data. Alumni were highly satisfied/satisfied with their knowledge (99%), skills (98%) and self-growth (97%), but were less satisfied with online pedagogy (56%). The department needs to consider carefully how it intends to use and further incorporate online pedagogies into its programs. Responses show very satisfied/satisfied responses for the practicum (92%) and field (95%) experiences, growth in self-awareness (99%) and diversity (91%) items, though confidence using research (82%) was rated slightly lower. There may be several explanations for this finding, which warrant further exploration. The mean for facilities-related items satisfaction, 78%, was lower than aggregate ratings found in other areas. The quality of the facilities, while still acceptable and reasonable based on these satisfaction statistics, could be improved. The data examining the quality of the faculty's teaching (97%), supervision (95%), availability (95%), advising (94%), ethics-modeling (88%), and overall ratings were very favorable, with a mean of 95% satisfied. Faculty ethics was the lowest item in this grouping and further clarification is needed to ascertain the areas to be improved. Alumni were satisfied with coursework (91%) and their preparation for the field of counseling (90%). Areas to explore for improvement include credentials/licensure preparation (70%) and professional organizations orientation (70%).



Site Supervisors Surveys

Masters students completing their Practicum and Field experiences are required to obtain formative (mid-semester) and summative (end of semester) written feedback from site supervisors. The department reviews aggregate data annually. Site supervisors evaluate 9 areas of experience addressing the performance of the program, faculty and the student intern including: faculty communication with site supervisor, student internship preparedness, student awareness of professional ethics, and faculty responsiveness to site issues (i.e. site supervisor concerns with students).

In the aggregate data from submitted evaluations from AY 17-18 (across all masters level Practicum and Field sites) the mean item responses ranged from 5.19 to 6.39 (scale 1=strongly disagree, 4= agree to 7= strongly agree). These rating indicate that site supervisors are overall expressing confidence in, and satisfaction with students, faculty and the department. Following are selected *strengths* and *areas for improvement* identified in the results from this academic year.

Strengths

Site supervisors overall gave high ratings in the area of *Student Preparedness* (consistent across supervisors). Narrative comments made reference to interns being well prepared with skills and demonstrating “excellent professionalism.” Site supervisors expressed appreciation for the requirements for recording of clinical work and provided overall positive comments about the department, with one supervisor noting that that faculty seemed invested in student development.

Areas for Improvement

Interestingly, there was a discrepancy evident in aggregate results in the area of communication with the faculty and department. Some supervisors positively highlighted the level of communication, others requested more faculty interaction (have midterm site visits and improve communication with faculty). There was reference to too much paperwork and a suggestion to move documentation online. There was also a specific topical request for the biannual site supervisor luncheon and workshop (address issues across lifespan, specifically child clients and related SC issues).

IV. Subsequent Master’s Level Program Modifications & Other Related Changes

One significant program modification in progress is a transition to electronic record keeping for both the masters and doctoral level programs. AY 17-18 saw the introduction and pilot roll-out of the department’s use of Tevara – documentation software designed specifically for use by counseling-related accredited programs. The foundations were laid this year for phasing in the software, which will allow students, faculty and site supervisors to complete paperwork online.

Another significant modification was the restructuring of course offerings to provide students with the option of “stacked” class periods. Previously, students could take only one core course per evening, which meant three evening commutes per week for full-time status students, some of whom have lengthy commutes. With the stacked course option, students can now enroll in two courses per evening, providing more flexibility. In AY 18-19 we are considering adding additional hybrid components to further address commuting challenges

Our review of aggregate standardized exam results, led to a full review of required textbooks for core courses. The department chose to adjust a selection of texts to further include publications known to be used for norming the NCE. Courses receiving text adjustments were Career Counseling, Human Development and Multicultural Counseling.

DOCTORAL PROGRAM: Ed.D. Counselor Education & Supervision

Academic year 2017-2018 was the first year of our inaugural doctoral cohort, with students expected to enter the completion phase beginning in AY 2020.

I. Student Demographic Characteristics

The first offering of this doctoral program had a total of 22 applications. Following the admissions process, 14 applicants were accepted, all of whom matriculated into the program. In the fall of 2018 there were 12 matriculated doctoral students, evenly split between CMHC and SC specialization areas. This first cohort is comprised entirely of full-time licensed professionals. Demographically the cohort is all female, with two of those female students being a part of non-majority identities (person of color, LGBTQIQ).

II. Aggregate Student Assessment Data

As this report covers the first year of our doctoral program, graduation, completion and employment rate data is not yet available or applicable. For this first doctoral cohort, AY 17-18 consisted of foundational coursework, with formative assessments scheduled for year two. This report (AY 17-18) includes assessment data from AY 18-19, during which doctoral students sat for the Doctoral Qualifying Exam.

The two-part doctoral qualifying exam consisted of a case analysis and a reflective self-assessment of students' growth and progress in the first year of the doctoral program. This exam was administered in fall of 2018 to ensure that doctoral students are integrating material from the classroom to real-life experiences, and to verify that professional goals are specific and focused and that basic skills can be demonstrated. The objectives for the qualifying exam were as follows: ensure that students have formulated a realistic view of what they need to do to become effective professionals; evaluate student understand of, and compliance with ethical standards; ensure that student can dialogue astutely about controversial issues in the field. This exam had a 100% pass rate for the 12 matriculated doctoral students.

Number of Graduates	Completion Rate	Doctoral Qualifying Exam Passing Rate (AY 18-19)	Job Placement Rate
N/A	N/A	100%	N/A

I. Aggregate Results from Follow-Up Studies

The first aggregate follow up data for the doctoral cohort will be available in AY 18-19 (Practicum site supervisor surveys). The department has collected in-depth feedback from this cohort upon the completion of each fist-time offering of a doctoral academic course, with

student feedback being used to inform adjustments to course scheduling and structure as well as workload.