

Program Outcomes Report  
2017-2018



*Our Mission: Give you the skills, ability, and expertise to be a professional counselor*

Oakland University's Counseling Program has a long and excellent record of accreditation of our programs. The CNS Faculty value maintaining standards set by the Counsel for the Accreditation of Counseling and Related Education Programs (CACREP) including accountability, consultation, self-evaluation, development, and data driven decision making. As part of our accreditation, we complete continuous program evaluation, update vital statistics, and conduct surveys of alumni and current students.

## Demographics

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### **Oakland University Fall 2016 Demographics**

- 3,444 Graduate Students
- 138 Doctoral, Master's degree, and certificate programs
- Student Race/Ethnicity
  - Caucasian- 76.1%
  - African American- 8.8%
  - Asian Pacific Islander- 6.3%
  - Hispanic- 3.3%
  - Native American- 1.0%
  - Other- 4.3%
- Graduate Age
  - 17-22- 5.2%
  - 23-34- 69.2%
  - 35-54- 23.2%
  - 55 Plus- 2.4%

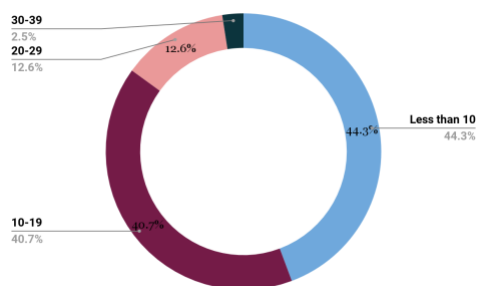
### **Masters of Arts in Counseling Demographics (2015)**

- 230 Master's Students
  - Ethnicity/Race
    - Caucasian- 76.1%
    - African American- 11.3%
    - Hispanic- 3.9%
    - Asian- 1.3%
    - Other- 7.4%
  - Gender
    - Women- 84.3%
    - Men- 15.7%
- 24 Doctoral Students
  - Race/Ethnicity
    - Caucasian- 75%
    - African American- 25%
  - Gender
    - Women- 79.2%
    - Men- 20.8%

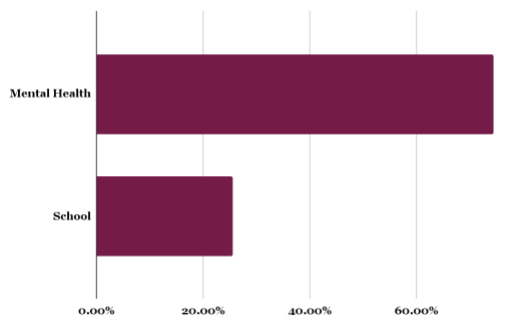
## Program Statistics

Data were collected through surveying current MA students using Qualtrics. 95/230 (41%) students completed the survey. This is a substantial increase over the 16% response rate in 2014. Responses were solicited via emails to the department listserv which included a link to the Qualtrics survey. The data demonstrate that current masters in counseling students can expect most classes to have less than 20 students. Nearly 2/3 of MA students were pursuing a degree in Clinical Mental Health and about 1/3 of MA's students were pursuing a degree in school counseling.

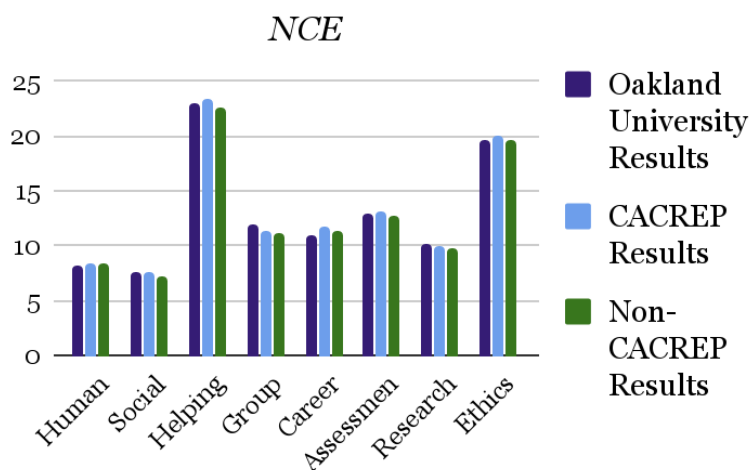
*Average Class Size*



*Program Track Breakdown*



## Licensure Exam Results



*Left: This chart demonstrates that, among the CACREP academic areas, OU students are on average equal to or surpassing other CACREP and non-CACREP students on the basis of the National Counselor Exam (NCE)*

*Below: Scores of previous students who have taken the Michigan Test for Teacher certification (MTTC) as compared to other statewide students*

*MTCC Test Results: School Counseling*

Test Date	# of Examinees		Mean Scaled Score		% Passing	
	OU	Statewide	OU	Statewide	OU	Statewide
Oct 2013-Present	64	436	250	249.4	94%	94%

The MTCC test results demonstrate that OU school counseling MA students, on average, pass the school licensure exam at a rate that is nearly identical to the statewide average.

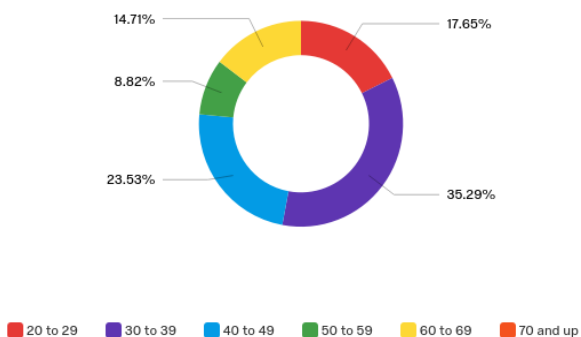
## 2017 Master's CACREP Survey Results

A Qualtrics survey was administered to past and current students to gather their perceptions of the counseling program. Objective results including evaluation of courses, knowledge areas, and program areas allow faculty to assess their effectiveness of teaching practical knowledge to students and where to improve in their methods. The data demonstrate that most current students who responded to the survey were between the ages of 22 and 29, which is consistent with enrollment data.

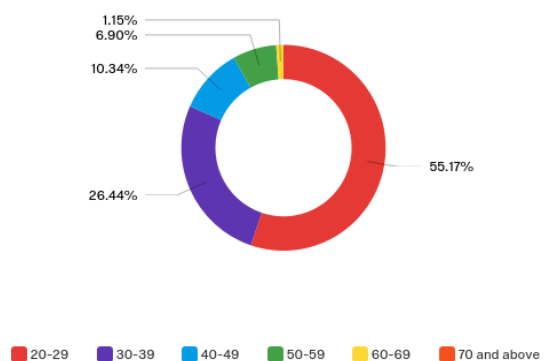
### Survey Demographics

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*Average Age of Graduates*



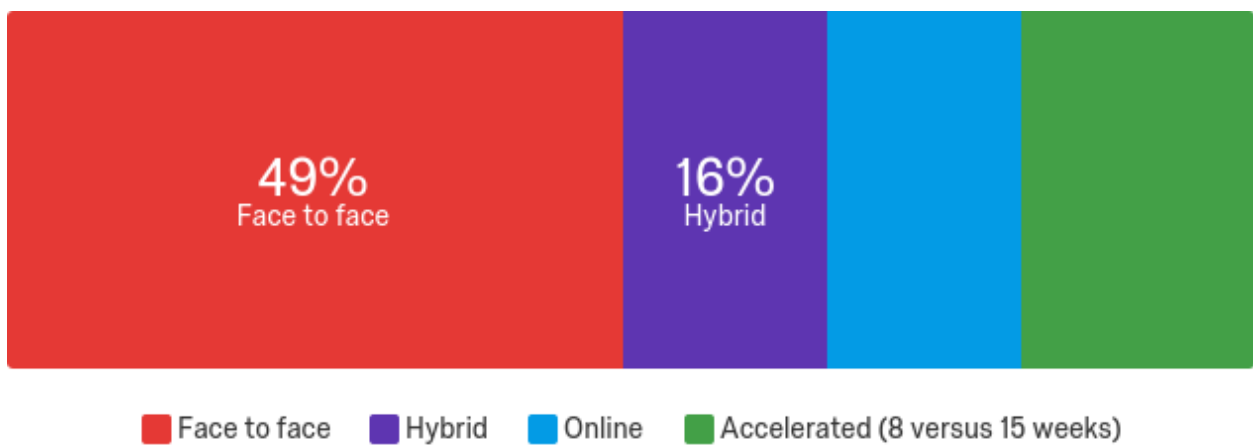
*Average Age of Current Students*



## Course Preferences

### *Preferred Course Delivery Method*

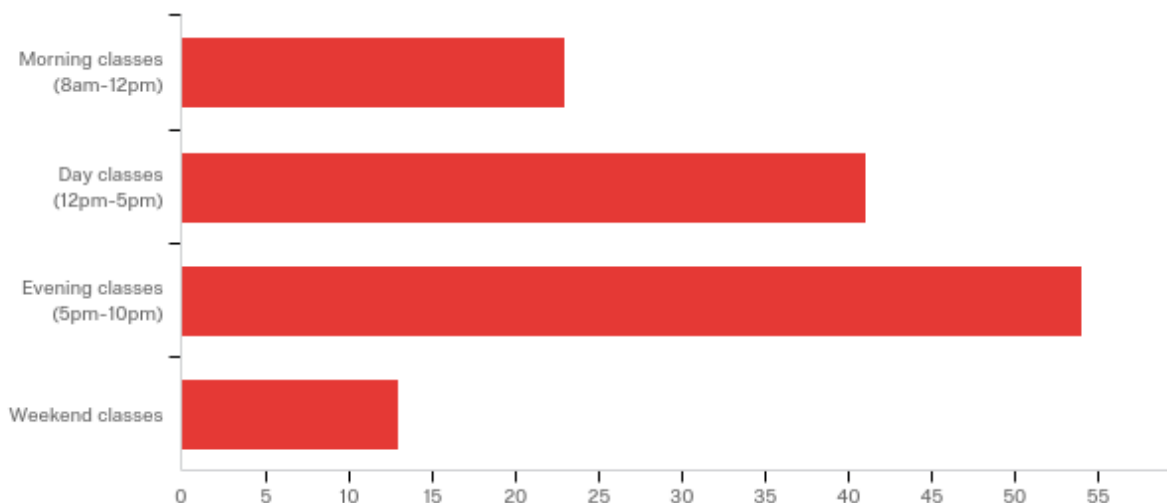
Based on student feedback, OU's department of counseling has offered more course delivery options to meet students' diverse needs. Additions have included more online course offerings and more accelerated course options. However, consistent with student feedback and faculty's need to assess interpersonal skills and student disposition, 49% of courses are offered in a traditional 16 week, in-person format.



*Above: Preferred course delivery method, provided by current Master's students. N=128*

*Below: Preferred class times, provided by current Master's students. N=131*

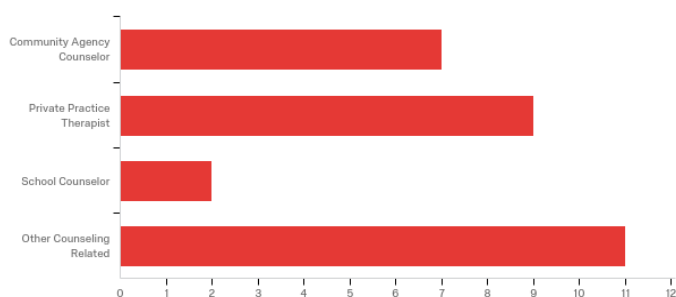
### *Preferred Class Times*



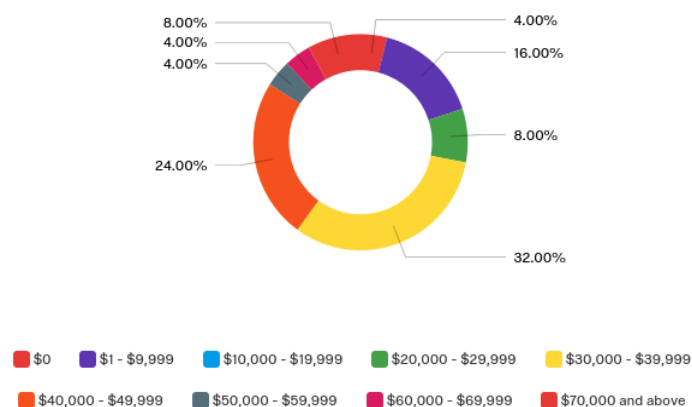
# Master's Graduate Employment Outcomes

Most students report being employed in a counseling-related field, and the starting salary data are consistent with national averages for earnings of mental health counselors, per the Bureau of Labor Statistics. Students receive regular information about job postings via the department listservs. Students also receive assistance with internship placement and are encouraged to attend professional networking opportunities that are facilitated by organizations, like OU's Theta chapter of Chi Sigma Iota (CSI).

*Professional Identity*

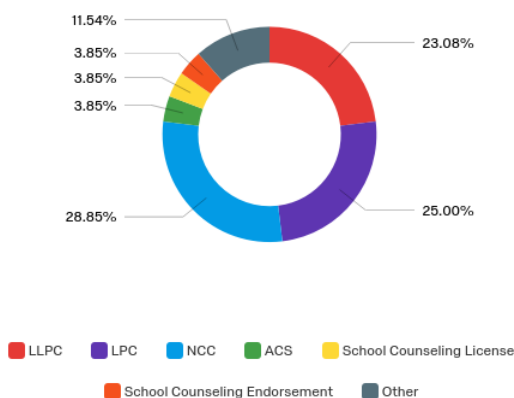


*Post Graduation Starting Salary*

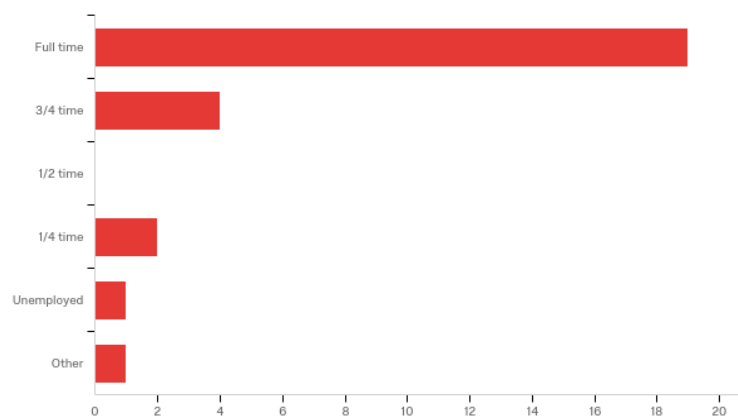


*Above Left: Master's graduates provided information regarding their professional identity post-graduation (N=29). "Other Counseling Related" includes counselor educator, supervisor, consulting, and advising. Above Right: Post graduation starting salary (N=25). Salaries are based on full and part time work. Below: Master's graduates provided information regarding current licensure and/or certifications held (N=52), and hours worked (N=27).*

*Current Licensure/Certifications Held*



*Hours Worked Currently*



## Evaluation of Master's Class Offerings

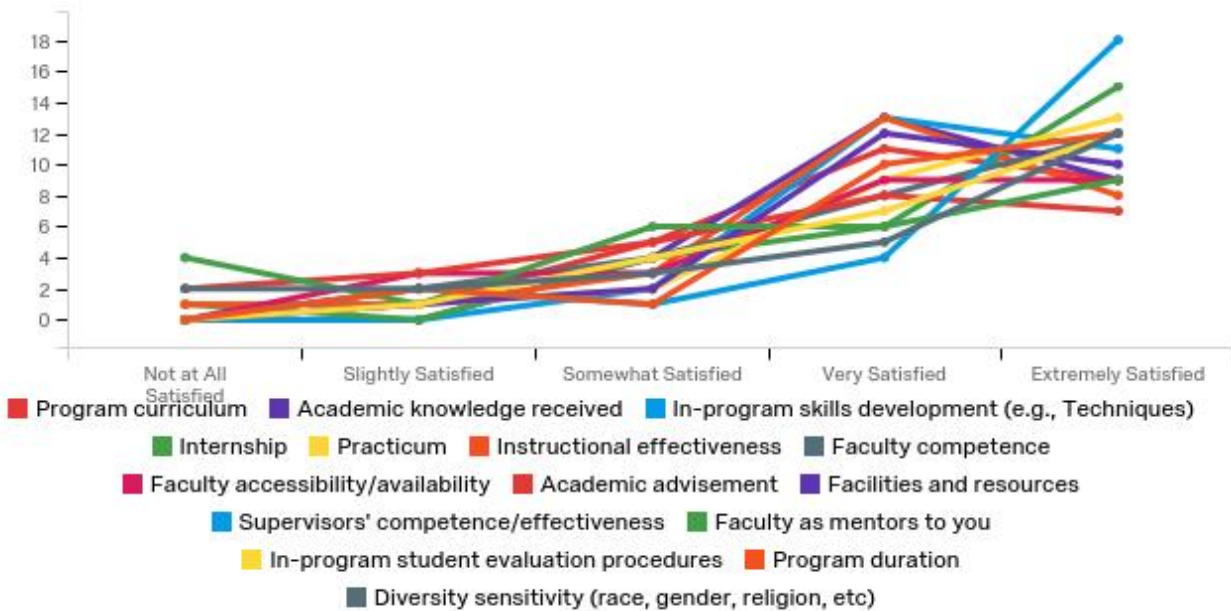
The below table shows respondents' satisfaction with CNS course offerings.

<b>Course</b>	<b>Not at All Satisfied</b>	<b>Slightly Satisfied</b>	<b>Somewhat Satisfied</b>	<b>Very Satisfied</b>	<b>Extremely Satisfied</b>	<b>N/A</b>
CNS 503 Introduction to Counseling & Ethics	2.74%	1.37%	9.59%	39.73%	42.47%	4.11%
CNS 504 Diversity and Social Justice Issues	2.74%	1.37%	15.07%	26.03%	30.14%	24.66%
CNS 505 Clinical Counseling Skills	2.78%	5.56%	11.11%	16.67%	43.06%	20.83%
CNS 520 Theories of Counseling and Psychotherapy	4.11%	9.59%	28.77%	20.55%	26.03%	10.96%
CNS 530 Individual and Family Development	2.74%	1.37%	8.22%	19.18%	42.47%	26.03%
CNS 540 Testing and Assessment	6.76%	6.76%	13.51%	29.73%	24.32%	18.92%
CNS 550 Career Development Theory and Practice	6.85%	8.22%	16.44%	23.29%	13.70%	31.51%
CNS 570 Group Counseling	1.35%	4.05%	5.41%	18.92%	33.78%	36.49%
CNS 535 Research in Counseling	5.41%	0.00%	9.46%	18.92%	21.62%	44.59%
CNS 580 Diagnosis and Case Conceptualization	0.00%	0.00%	4.11%	15.07%	28.77%	52.05%
CNS 590 Mental Health Counseling	0.00%	1.37%	4.11%	9.59%	23.29%	61.64%
CNS 595 Addictions Counseling	0.00%	2.74%	1.37%	6.85%	13.70%	75.34%
CNS 562 School Counseling and Consultation	0.00%	2.70%	5.41%	4.05%	6.76%	81.08%
CNS 563 Advanced School Counseling	0.00%	2.70%	4.05%	5.41%	2.70%	85.14%
CNS 664 Counseling Practicum	1.37%	4.11%	6.85%	17.81%	8.22%	61.64%
CNS 666 Internship in Counseling	0.00%	1.37%	4.11%	15.07%	9.59%	69.86%



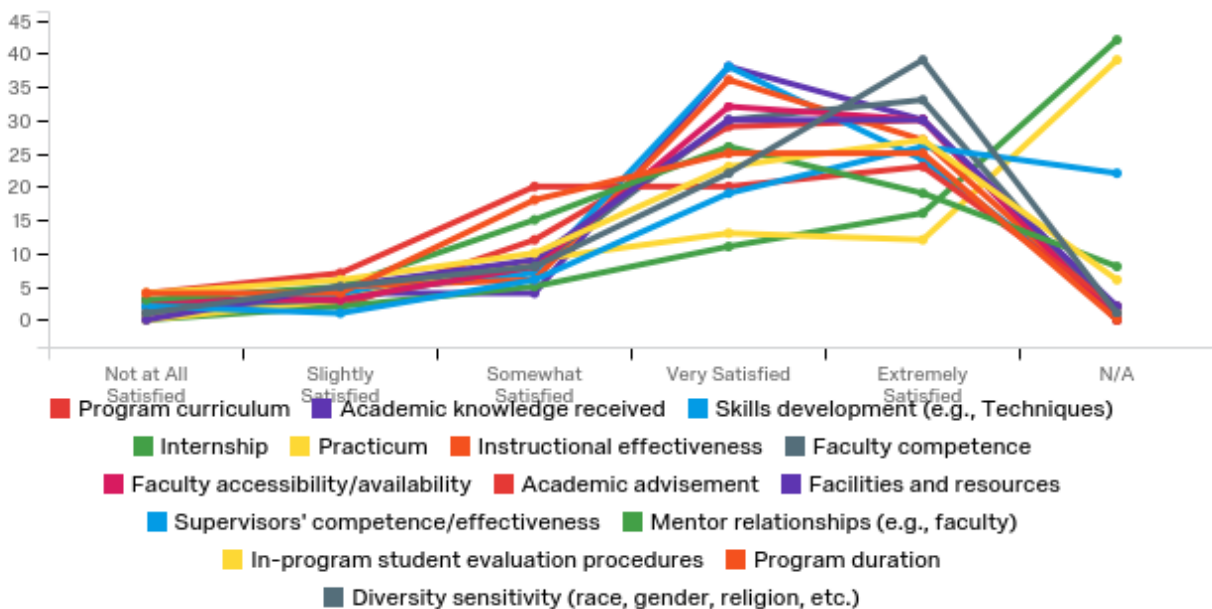
## Evaluation of Master's Program Aspects

Participants were asked to rate their satisfaction of the program aspects. These aspects can be categorized into general program evaluations, academic evaluations, and faculty and supervision evaluations. The data demonstrate that students tend to be more satisfied than not across program aspects and course offerings.



*Above: Evaluation of Master's program aspects from recent graduates.*

*Below: Evaluation of Master's program aspects from current students.*

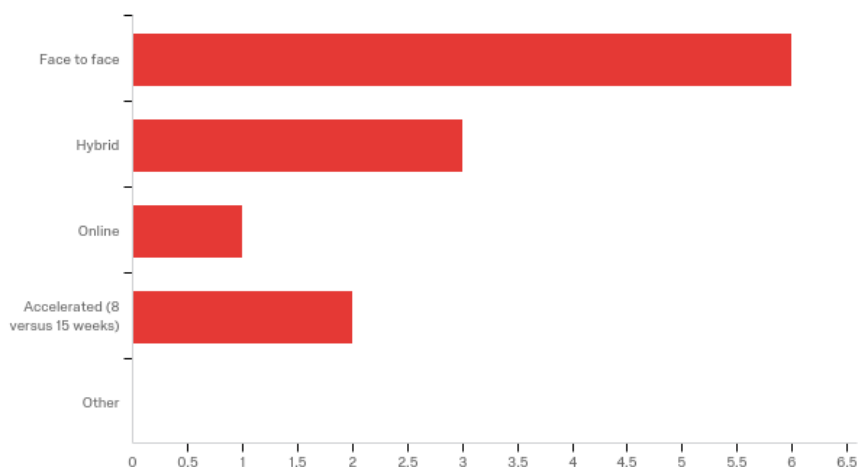


## 2017 Doctoral CACREP Survey Results

The Doctor of Philosophy in Education: Counseling Program is a 64-credit hour program designed for those who wish to pursue the counseling field past their Master's degree.

\*The doctoral program was previously an 84-credit program, and was changed to 64 credits beginning in 2016. The responses included in this report are representative of students who are enrolled in both the 84 and 64 credit programs. A total of 19 (10 current Ph.D. students, and 9 graduates) provided responses to the survey. Data demonstrated that the majority of Ph.D. students prefer in-person classes offered during the evening, which is congruent with the majority of Ph.D. course offerings. Additional course offerings during morning and daytime hours have been implemented as needed.

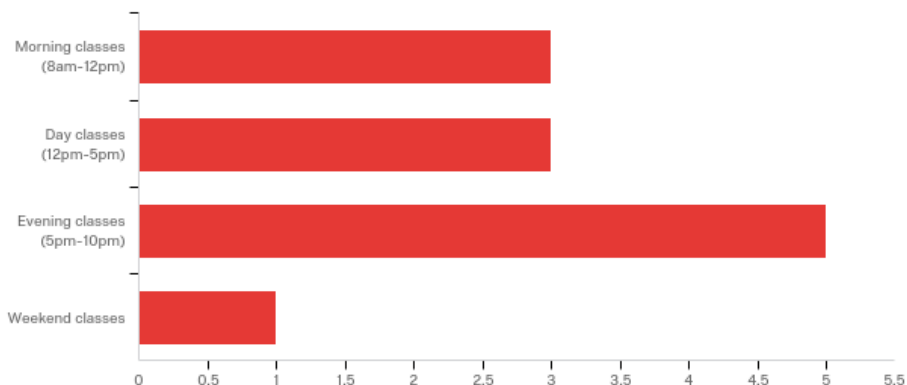
### Course Preferences



*Preferred Course  
Delivery Method*

*Top Left: Preferred  
course delivery method,  
provided by current  
Master's students.  
N=12*

*Bottom Left: Preferred class times, provided by current Doctoral students. N=12*

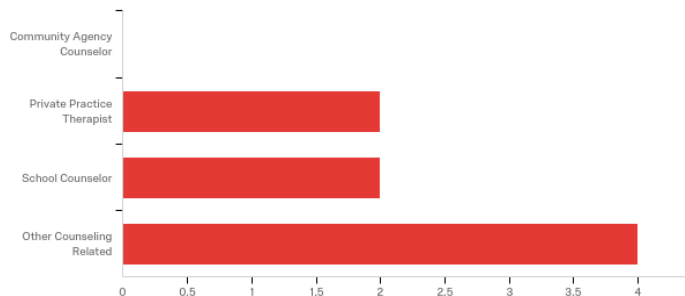


*Preferred Class  
Times*

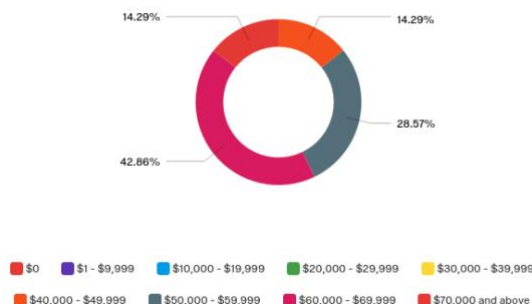
## Doctoral Graduate Employment Outcomes

Ph.D. graduates reported 100% employment with earnings between \$60,000 to \$69,000 as a starting salary. Our graduates find employment in counselor education, private practice, and higher education.

*Professional Identity*

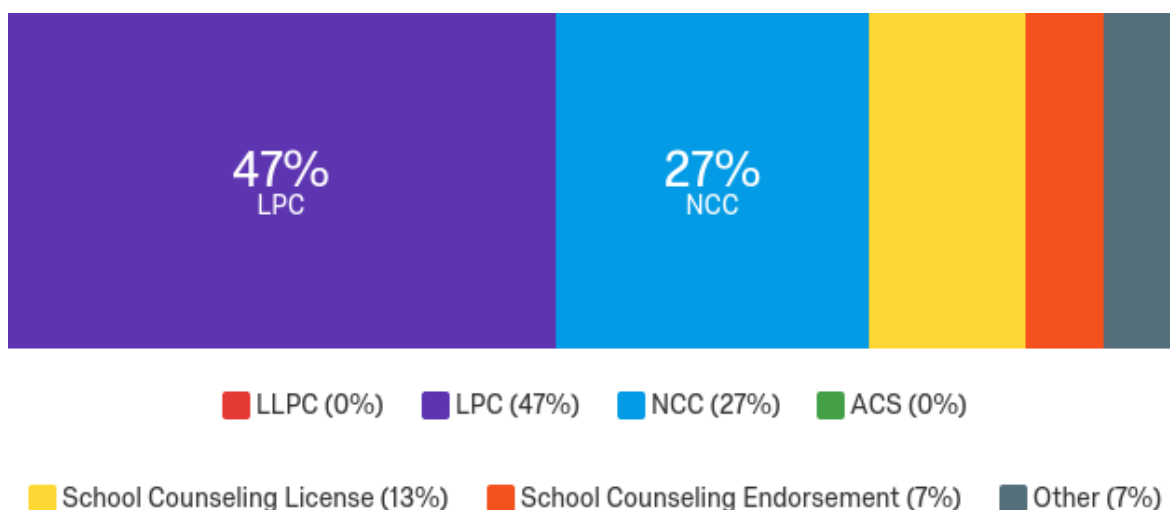


*Post Graduation Starting Salary*



Above: Doctoral graduates provided information regarding their professional identity post-graduation (N=8). “Other Counseling Related” includes counselor educator, supervisor, and advising. Above Right: Post graduation starting salary (N=7). Below: Doctoral graduates provided information regarding current licensure and/or certifications held (N=15), and hours worked (N=7).

*Current Licensure/Certifications Held*



## Evaluation of Doctoral Class Offerings

Participants were asked to rate their satisfaction of the given core, specialty, and clinical courses.

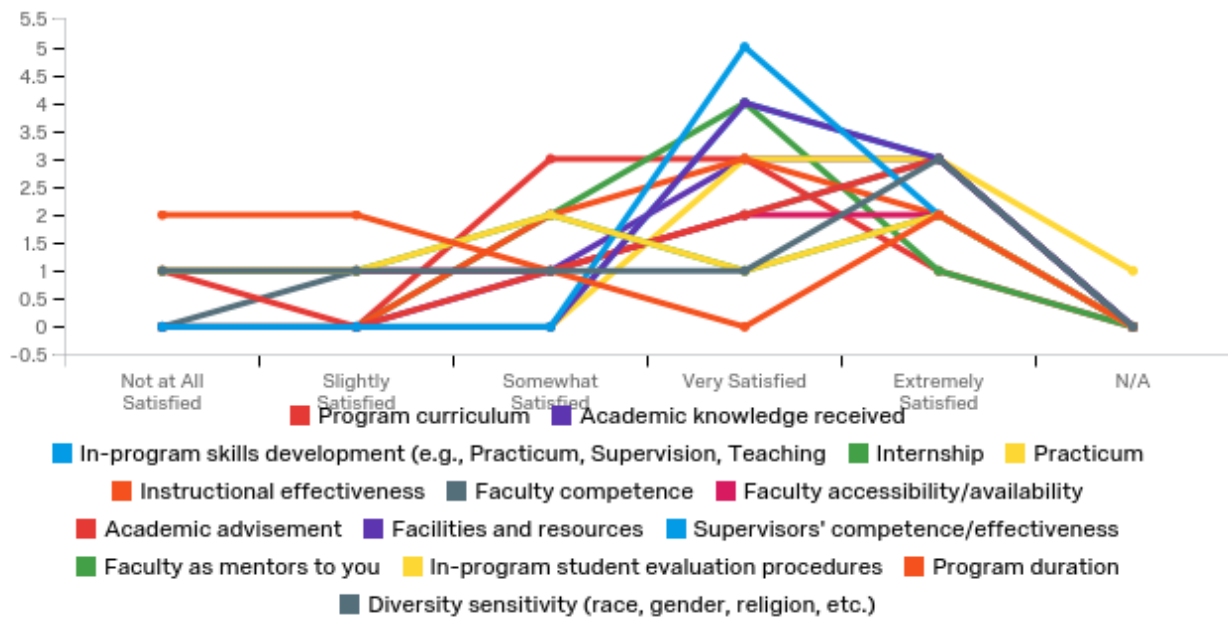
Course	Not at All Satisfied	Slightly Satisfied	Somewhat Satisfied	Very Satisfied	Extremely Satisfied	N/A
CNS 667 Advanced Theories of Counseling	12.50%	25.00%	12.50%	12.50%	12.50%	25.00%
CNS 669 Legal and Ethical Issues in Counseling	0.00%	12.50%	12.50%	62.50%	12.50%	0.00%
CNS 670 Sociocultural Issues in Counseling	12.50%	12.50%	0.00%	50.00%	12.50%	12.50%
CNS 671 Instructional Theories and Methods	0.00%	12.50%	0.00%	50.00%	12.50%	25.00%
CNS 672 Seminar in Counselor Supervision	0.00%	0.00%	0.00%	12.50%	62.50%	25.00%
CNS 673 Advanced Group Counseling	12.50%	0.00%	12.50%	50.00%	25.00%	0.00%
CNS 674 Advanced Consultation Techniques	0.00%	12.50%	37.50%	0.00%	0.00%	50.00%
CNS 683 Advanced Appraisal	0.00%	25.00%	12.50%	12.50%	0.00%	50.00%
CNS 691 Program Evaluation	0.00%	12.50%	25.00%	12.50%	0.00%	50.00%
CNS 730 Doctoral Professional Seminar I	12.50%	25.00%	0.00%	25.00%	25.00%	12.50%
CNS 731 Doctoral Professional Seminar II	25.00%	12.50%	0.00%	25.00%	0.00%	37.50%
CNS 732 Research Methodology	0.00%	0.00%	12.50%	37.50%	12.50%	37.50%
CNS 733 Analytical Methods	0.00%	0.00%	12.50%	37.50%	12.50%	37.50%
CNS 780 Advanced Practicum	0.00%	12.50%	25.00%	50.00%	12.50%	0.00%
CNS 790 Doctoral Internship	0.00%	57.14%	0.00%	14.29%	0.00%	28.57%
CNS 794 Counseling Inquiry	14.29%	14.29%	14.29%	0.00%	0.00%	57.14%
CNS 795 Dissertation Research I, Data Analysis Lab	14.29%	28.57%	0.00%	14.29%	0.00%	42.86%

CNS 796 Dissertation Research II, Group Seminar	14.29%	28.57%	14.29%	0.00%	0.00%	42.86%
CNS 799 Dissertation Research III, Implementation and Writing	0.00%	28.57%	28.57%	0.00%	0.00%	42.86%

The data demonstrate that Ph.D. students tend to be satisfied with course offerings and various program aspects. Exceptions included the Doctoral Internship course, Dissertation Research courses, and Program duration. We have dramatically restructured the Ph.D. program to reduce program duration. Both in cutting the number of required semester credit hours to 64 and by intentionally integrating development of research interests into pre-dissertation Ph.D. course offerings. Further, Ph.D. students are supported in accessing graduate assistantships, and opportunities for practical experience delivering lectures and conducting research with core faculty members.

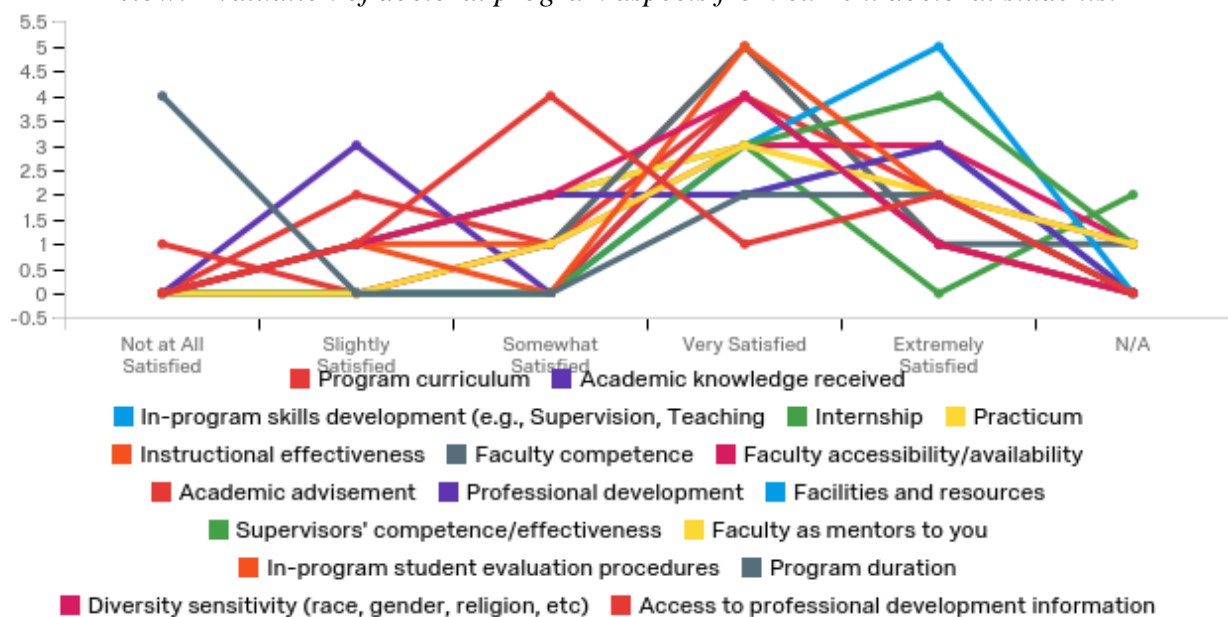
## Evaluation of Doctoral Program Aspects

Surveyors were asked to rate their satisfaction of the program aspects. These aspects can be categorized into general program evaluations, academic evaluations, and faculty and supervision evaluations.



*Above: Evaluation of doctoral program aspects from recent doctoral graduates.*

*Below: Evaluation of doctoral program aspects from current doctoral students.*

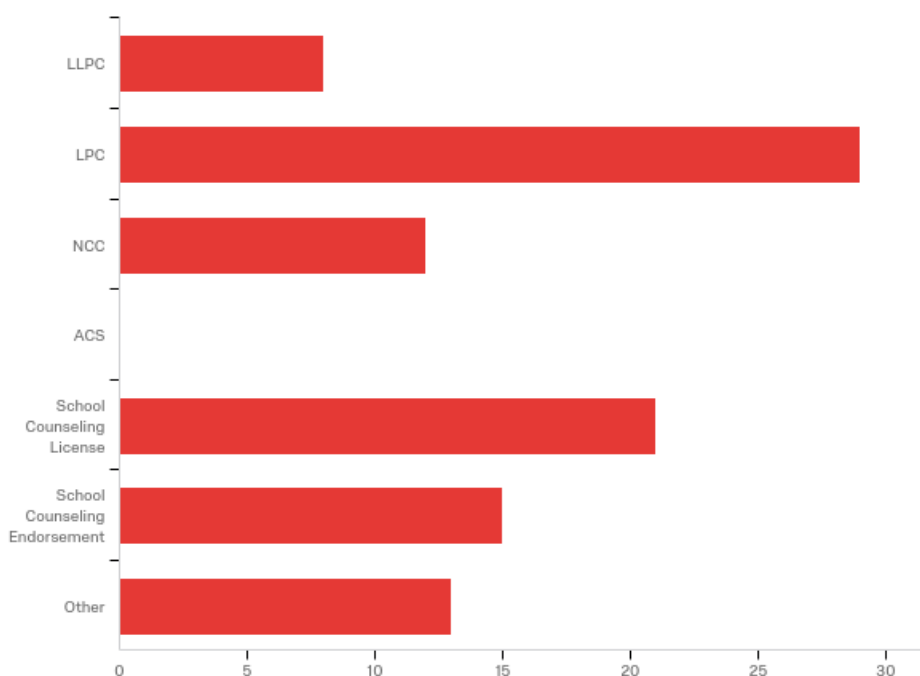


## Supervisor and Employer Reports

A survey was administered to past and current supervisors and employers to evaluate their perceptions of OUs counseling program. Supervisors' feedback is used to enhance program efficacy and ensure students' outcomes are congruent with real world counseling. We had a total of 56 responses to the supervisor/employer survey. The survey demographics reflect a wide range of types of employers and placement sites. Across the board, employers and supervisors tended to rate our graduates as strong or very strong in a variety of professional competencies.

### Survey Demographics

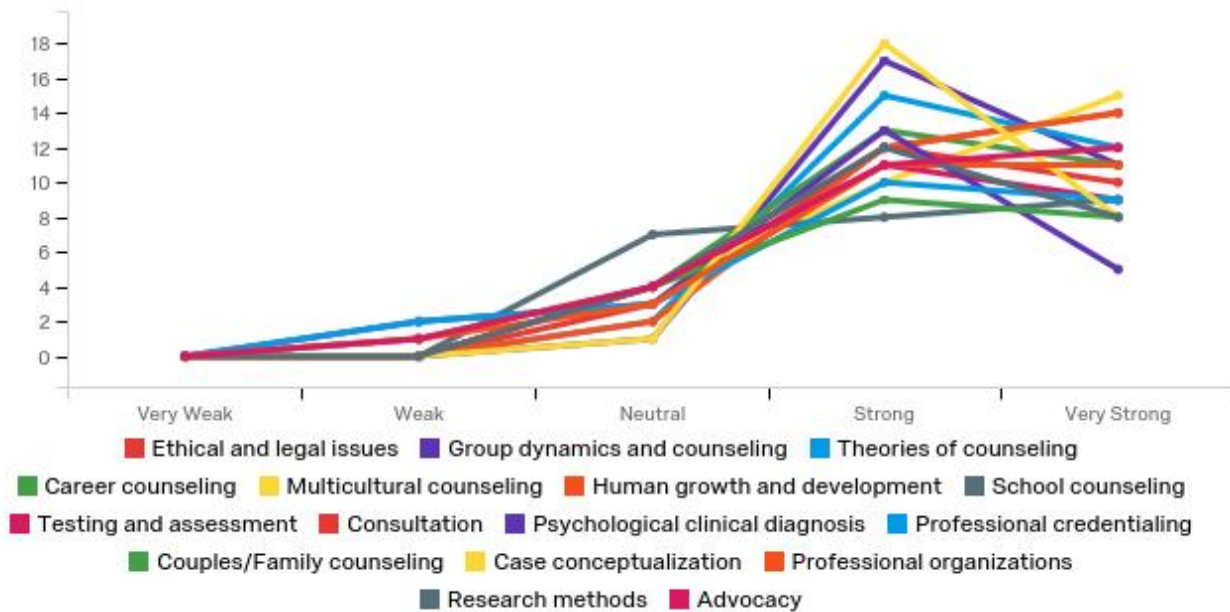
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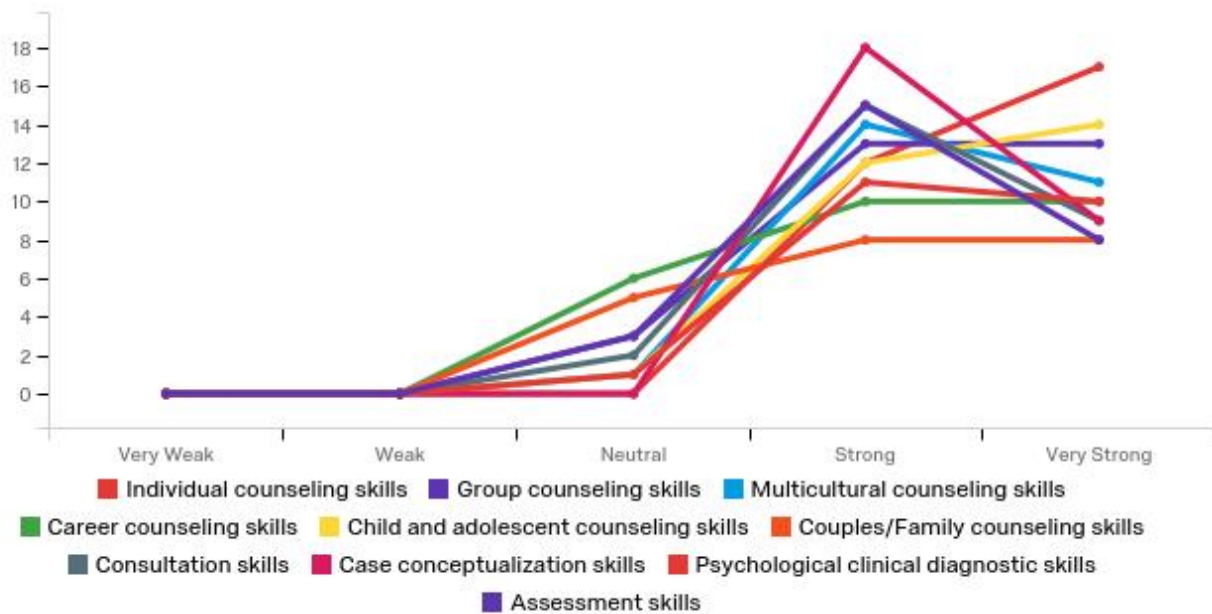
*Above: Supervisors and employers provided information regarding current licensure and/or certifications held (N=98). "Other" includes LMSW, CRC LPC, and Registered Social Services Technician.*

## Evaluation of Graduate's Knowledge and Skills

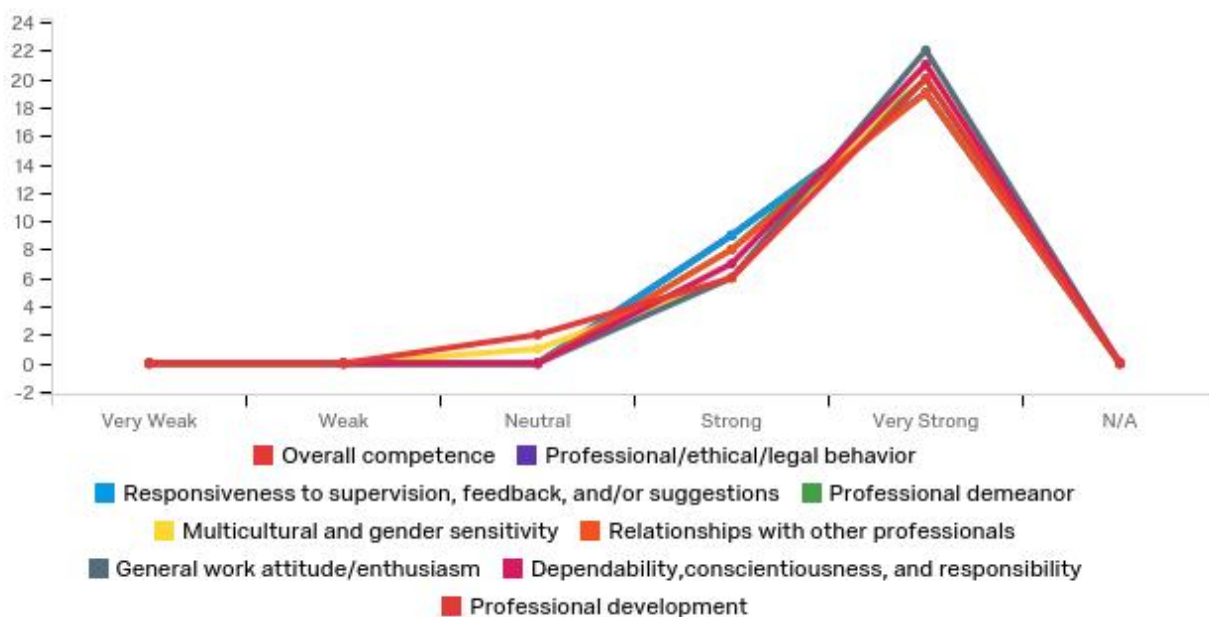
*Above: Supervisors and employers evaluate the graduate's knowledge on the above curricular areas.*



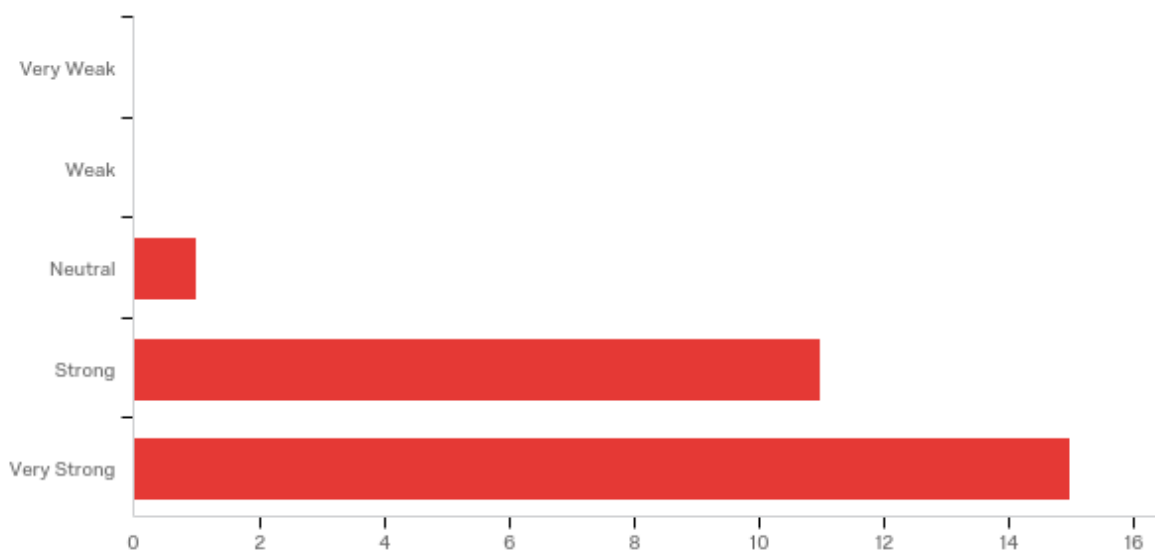
*Below: Supervisors and employers evaluate the graduate's professional skills.*







*Above: Supervisors and employers evaluate the graduate's attributes as a professional.  
Below: Supervisors and employers evaluate the graduate based on the department's Counselor Competence and Fitness Statement.*



## Program Improvements

Based on previous program evaluation reports, the CNS Faculty have made multiple changes to CNS courses and curriculum. These include:

- Master's students indicated they would like more preparatory training prior to taking the National Counselor Examination (NCE). Based on this feedback, a preparation workshop that covers the NCE core areas has been developed and offered to students through OU's Theta chapter of Chi Sigma Iota. Initial feedback from attendees has been positive, and 100% of the students who participated in the workshop passed the NCE.
- Master's students requested additional courses be offered in alternate formats. As a result, the CNS Faculty have offered the Couples and Family, Grief and Loss, and Theories of Counseling courses in a fully online format during summer semesters.
- Doctoral student comprehensive exams identified a weakness in research training. The doctoral curriculum has been revamped and now includes stronger research instruction.
- Students indicated that program forms and advising materials were not readily accessible. The CNS Faculty have updated the CNS website, and it now includes additional program information.