



# College *of* Education

**Counseling and Educational Psychology Program**

**Counseling Program Outcomes Report**

**Year: 2016**

## **About the Reno Tahoe Area**

Nestled at the base of the Sierra Nevada, the Reno/Tahoe area is one of the country's true outdoor meccas. Less than a one-hour drive are 15 world-class ski and snowboard resorts, Lake Tahoe, hundreds of mountain biking and hiking trails including the 165-mile Tahoe Rim Trail, and the Truckee River, which runs through downtown Reno and offers one of the country's top outdoor whitewater kayak parks. Reno's population enjoys an array of cultural activities, including museums, theatre companies, a symphony, ballet and opera.

## **About the Institution**

Founded in 1874 as Nevada's land-grant University, UNR today has more 20,000 students. UNR ranks in the top tier of best national universities. A part of the Nevada System of Higher Education, the University has the system's largest research program and is home to the state's medical school. With outreach and education programs in all Nevada counties and home to one of the largest study-abroad consortiums, the University extends across the state and around the world.

The University of Nevada, Reno College of Education, prepares educators and counselors who will shape the future. Our research informs practice and policy, and our outreach and service make a difference at the state, national and international levels.

## **About the Downing Clinic**

The Downing Counseling Clinic is part of the Counseling and Educational Psychology Master and Doctoral degree programs at the University of Nevada, Reno. Our clinic is a community counseling clinic and training facility offering quality services at an affordable rate and is dedicated to providing family, couples, individual, and child counseling for the community as well as to students and employees of NSHE (Nevada System of Higher Education). The vision of the clinic is to provide a helping environment in which clients feel heard, valued, and represented while being engaged in the process of change. Additionally, we teach ethical self-development and professional identity for counselors and foster a caring, warm environment for clients. Services offered through the clinic include: Family Counseling Couples Counseling, Individual Counseling, Play Therapy, Consultations, and Referrals.

Supervision is an important training tool for our program. Graduate level counselor-interns are supervised by the faculty and staff of the College of Education. The Clinic follows federal and state statutes and the ethical standards set by the American Counseling Association.

## About the Program

Courses are taught year round and accommodate both part and full time students as well as those that are employed (the majority of classes are held in the late-afternoon and evening).

## About This Report

The Council for the Accreditation of Counseling and Related Educational Program (CACREP) requires that “Counselor education program faculty disseminate an annual report that includes, by program level, (1) a summary of the program evaluation results, (2) subsequent program modifications, and (3) any other substantial program changes. The report is published on the program website in an easily accessible location, and students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors) are notified that the report is available.” This report has been compiled to address this CACREP requirement.

## Summary of Program Evaluation Results

1. Program evaluation for the year 2016 entailed consideration of assessment data collected throughout the year, as well as surveys from students, alumni, site supervisors, and employers. Data were presented to faculty and others for their consideration, and program changes were made in accordance with the data. Key data points considered in 2016 were:
  - a. Demographics of students and placement statistics:
  - b. 71% of the students were women
  - c. 88% were full-time students
  - d. Average semester credit hours taken per semester: 8.0
  - e. 83% of the courses were offered late-afternoon and evening
  - f. The majority of students enrolled were White; the highest ethnic minority group was Hispanic
  - g. 100% of School Counseling graduates were placed; MFC graduates are in the process of completing hours for licensure.
  
2. Student focus group and student survey data showed:
  - a. Students were concerned about the culture of the program, desiring more warmth and availability from faculty
  - b. Adjustments in the scheduling of courses were found to be disruptive for students.

- c. Student surveys showed students rated their competence in the CACREP core and specialty areas above the expected standard for all student learning outcomes.
3. Program Assessment data showed:
  - a. Across student learning outcomes, 100% of students passed all SLOs prior to graduation.
  - b. Student remediation for student learning outcomes not passed was assigned most frequently on the Family of Origin student learning outcome, the Evidence Based Practice student learning outcome, and the Pre-Practicum Clinical Skills student learning outcome.

### **Subsequent Program Modifications**

The program modifications based upon the data were:

1. The program will work more closely with Dean's Future Scholars to increase enrollment of ethnic minorities.
2. To improve the culture of the program, individual advising rather than group advising will be implemented in the fall of 2017.
3. To respond to issues related to the adjustment of course offerings, course schedules will be drafted two months earlier. This will lead to fewer changes after the public posting of schedules.
4. Student remediation on two first year papers was determined to be related to writing skills and weaker than expected skills in accessing library materials. The program changes include building a closer relationship between the program and the writing center, and bringing library training into the first semester courses earlier.
5. The issue of remediation for clinical skills in Pre-Practicum was determined to be a developmental issue, with some students achieving a break through in counseling skills earlier in the process, and others later in the process. Therefore, rather than requiring struggling students to retake the Pre-Practicum course, it was determined that the Pre-Practicum instructor would have a discussion with both the student and the Practicum instructor. The discussion will revolve around determining the type of support the student needs during Practicum to improve clinical skills.

### **Other Substantial Program Modifications**

No other substantial program modifications were made in 2016.