

Summary of Program Evaluation Reports

Current Student Survey

Results of the current student survey indicate that over 92% of respondents report a good or excellent overall rating of the residential M.A. in Clinical Mental Health Counseling program (CMHC-R). Further, over 92% of student responses indicate good or excellent satisfaction with the instruction they are receiving in the CMHC-R program, 100% indicate they would recommend the CMHC-R program to others, and over 94% indicate the CMHC-R program is meeting their expectations. In addition, over 90% of students agree or strongly agree that the CMHC-R program is academically rigorous and challenging. In two areas, more than 10% of students indicated dissatisfaction including: 1) financial aid and 2) academic advising; these areas are shared services across the university. Additional program related concerns are as follows: 1) helpfulness and accessibility of program faculty advisor and 2) helpful orientation to the CMHC-R program.

Graduation Information

For the CMHC-R program, 26 students graduated during the 2021-2022 academic year. Of the graduates who responded to the annual alumni survey, 100% reported job placement within 180 days of graduation. Job placement includes graduates who reported the following: full-time or part-time employment, military, employed and continuing education, or placement in mission or volunteer services versus those who are unemployed-seeking employment. It excludes those who indicated they were not seeking employment. All CMHC-R students complete the Counselor Preparation Comprehensive Examination (CPCE) prior to graduation. CPCE results are aggregated for the CMHC-R, CMHC-D, and MFC programs at an 89.23% pass rate.

Program Learning Objectives (PLOs)

Two program learning objectives (PLOs) were evaluated during the 2021-2022 academic year. The target for each criterion (Identify, Explain, Apply) is that 80% of CES students will score 3.00 or greater.

- **PLO 1:** Apply the ethical and professional principles, standards, and expectations that are integral to a professional counselor's role and identity
PLO 1 is assessed through the 'Group Ethical Dilemma Presentation' in the COUC 510 *Ethical & Legal Issues in Counseling* course. Evaluation results indicate that students scored at 100% (Identify), 100% (Explain), and 100% (Apply).
- **PLO 2:** Apply the social and cultural awareness, knowledge, and skills required to work with diverse populations at all developmental stages across the lifespan in a culturally sensitive and ethical manner
PLO 2 is assessed through the 'Cultural Immersion Project, Part 3' in the COUC 504 *Multicultural Counseling* course. Evaluation results indicate that students scored at 97% (Develop), 91% (Explain), and 91% (Apply).

Subsequent Program Modifications

Per the feedback received on the current student survey the following modifications were made:

1. Student concerns about university services, such as academic advising and financial aid are addressed on an individual level. The department continuously works with university service departments to improve quality and services based upon student survey feedback.
2. Students expressed concern about the helpfulness and accessibility of program faculty advisors. In response, the CMHC-R Program Director and Residential Department Chair have emphasized the need for timely communication and available office hours. End of Course Surveys are also reviewed each term to evaluate student satisfaction with faculty communication and availability. Notably, as COVID pandemic concerns have declined, faculty are more frequently available on campus.
3. In response to student concerns about the helpfulness of the student orientation, the CMHC/MFC Advising Center continues to be a resource and information center that is available within the Canvas environment. Students are provided with a centralized location to receive announcements, program information, professional development opportunities, service and advocacy opportunities, along with access to program resources, advising information, and information about licensure and credentialing. Additionally, beginning in Fall 2022, the CMHC-R Program Director attends each COUC 500 class at the beginning of the semester to present an orientation/program overview, as well as allow students to ask questions.
4. An Action Plan for PLO 5 (Evaluate research and apply it to their counseling practice in accordance with best practices and identify social and cultural implications for interpreting and reporting results) was developed and implemented from evaluations completed during the 2020-2021 academic year. The CMHC-D and CMHC-R Program Directors discussed the results of the PLO 5 assessment with faculty evaluators. PLO 5 initially used the COUC 515 'Program Evaluation Project' assignment for this assessment. However, the program directors and faculty evaluators believed that the assignment would be better to include in the COUC 522 *Career Development & Counseling* course. The COUC 522 SME revised the assignment and titled it 'Career Development Program Proposal.' The assignment instructions and grading rubric were updated to better aid students to provide the necessary information. Subsequent evaluation of PLO 5 during the 2021-2022 academic year resulted in 53% (Evaluate). This reflects an improvement but still did not achieve the preferred target. In addition, Chalk & Wire (evaluation tool) noted several discrepancies between faculty evaluators. The CMHC-R Program Director met with the faculty evaluators to discuss the discrepancies. One faculty evaluator thought the assessment needed to be related directly to counseling. However, the assignment was focused more on career development proposal and not as focused on counseling. As a result of the previous year assessment, students did not include an evaluation of the career program proposal. The COUC 522 SME specifically noted in the instructions and grading rubric that an evaluation section must be included in the presentation. With this understanding, the discrepancies were resolved, and the faculty evaluators agreed that all the presentations included an evaluation of the Career Development Program Proposal.

Other Substantial Program Changes

The Department of Counselor Education and Family Studies initiated a CACREP self-study that concluded in December 2021 and was submitted to CACREP for initial review. An Addendum report was requested, which was submitted in November 2022. The Department is currently waiting to receive permission from CACREP to schedule a site team visit. The department is seeking reaccreditation for this residential CMHC program, along with the other four accredited programs housed within the department.