

Summary of Program Evaluation Reports

Current Student Survey

Results of the current student survey indicate that on average over 92% of students are satisfied or highly satisfied with most aspects of the online Clinical Mental Health Counseling program (CMHC-D) and the academic components. Further, over 90% of student responses indicate good or excellent satisfaction with the instruction they are receiving in the CMHC-D program, over 92% indicate they would recommend the CMHC-D program to others, and almost 89% indicate the CMHC-D program is meeting their expectations. In addition, over 91% of student responses indicating good or excellent satisfaction with the online instruction they are receiving, and almost 75% expresses satisfaction with the intensive coursework. In three areas more than 10% of students indicated dissatisfaction including: 1) academic advising; 2) intensive hospitality and housing; and 3) LU Send diversity and advocacy opportunities. These are shared services across the university. Additional program-related concerns are as follows: 1) opportunities to communicate, collaborate, and connect with faculty and peers; 2) accessibility of the faculty advisor; 3) accessibility of program faculty; 4) helpfulness of the program orientation; and 5) usefulness of the student handbook.

Academic Course Report (Success Rates)

The university provides robust tools to assess the success rates (s-rates) of each course. In this context, s-rates are defined as a C grade or better so the course counts toward the student's degree completion plan. The courses in the CMHC-D program all have success rates that are consistent with graduate level courses across the university and fall into the acceptable criteria as established by the School of Behavioral Sciences. Related to graduates of the CMHC-D program, 992 students graduated during the 2020-2021 academic year, with a completion rate of 75.67%. Of the graduates seeking employment in the mental health counseling profession, 96.6% were hired within 180 days of graduation.

Program Learning Objectives (PLOs)

Three program learning objectives (PLOs) were evaluated during the 2020-2021 academic year. The target for each criterion (Identify, Explain, Apply) is that 80% of CMHC students will score 3.00 or greater.

- PLO 5: Apply the ethical and professional principles, standards, and expectations that are integral to a professional counselor's role and identity
PLO 5 is assessed through the 'Program Evaluation Project' in the COUC 515 *Research & Program Evaluation3* course. Evaluation results indicate that students scored at 71% (Identify), 56% (Explain), and 58% (Apply).
- PLO 6: Integrate faith and spirituality into counseling where appropriate in an ethically competent manner

PLO 6 is assessed through the 'Spiritual Discernment in Counseling Paper' in the COUC 522 *Career Development & Counseling* course. Evaluation results indicate that students scored at 90% (Develop), 90% (Explain), and 93% (Apply).

- PLO 7: Synthesize counseling theories into a comprehensive bio-psychosocial-spiritual theoretical approach that informs assessment, diagnosis, and treatment planning for diverse individual, group, and family client(s) with a broad array of presenting problems and mental disorders

PLO 7 is assessed through the 'Case Conceptualization Paper' in the COUC 699 *Counseling Internship* course. Evaluation results indicate that students scored at 57% (Summarize), 69% (Evaluate), and 37% (Develop).

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, intensive hospitality, and LU Send opportunities, are addressed on an individual level. The department continuously works with university service departments to improve quality and services based upon student survey feedback. In addition, the Global Engagement Committee works closely with LU Send to increase and improve both international and domestic travel opportunities for students. Note that some hospitality services are temporarily suspended due to the COVID pandemic.
2. Students expressed concerns with not being aware of or having sufficient opportunities to collaborate and connect with faculty and peers. To remedy this situation, an online SHARE Space was added to the CMHC Advising Center, which lists research and professional development opportunities and provides a space for online students to interact with one another.
3. Students expressed concern over finding their faculty advising mentor (FAM). Within the CMHC Advising Center, student advising groups have been more clearly defined, and faculty advisors make specific effort to connect and meet with advisees each term. A requirement within the COUC 500 orientation course also instructs new students to connect with their FAM.
4. Students expressed concern about accessibility of program faculty, especially related to the responsiveness of faculty instructors. In response, the CMHC Program Director has emphasized the need for timely communication. End of Course Surveys are also reviewed each term to evaluate student satisfaction with faculty communication.
5. In response to student concerns about the helpfulness of the student orientation, a CMHC Advising Center was deployed within the Canvas environment. Students not only receive an introduction to the CMHC profession through the COUC 500 orientation course, they also are provided access to program resources, advising information, and information about professional development, licensure, and certification.
6. The program handbook is emphasized as a primary resource for students about the online CMHC program. In addition to program information, policies and procedures are outlined in the handbook. In response to student feedback, faculty advisors will emphasize the usefulness of the handbook to locate program-related information.
7. As noted in the 'Program Learning Objectives' section, PLO 5 evaluations did not meet the desired target of 80% of CMCH students meeting or exceeding expectations. Therefore, an Action Plan was developed that will be implemented during the 2021-2022 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 will be updated to better aid students in providing the necessary information. PLO 5 will be reassessed during the 2021-2022 academic year.

8. As noted in the ‘Program Learning Objectives’ section, PLO 7 evaluations did not meet the desired target of 80% of CMCH students meeting or exceeding expectations. Therefore, an Action Plan was developed that will be implemented during the 2021-2022 academic year. The CMHC-D and CMHC-R Program Directors discussed the results of the PLO 7 assessment with the faculty evaluators. The COUC 699 SME will revise the ‘Case Presentation’ assignment instructions and grading rubric to better aid student learning and provide the necessary information. PLO 7 will be reassessed during the 2021-2022 academic year.

Other Substantial Program Changes

Related to temporary restrictions in place due to the COVID pandemic, program revisions were discussed to allow for more flexibility with the intensive courses, which require students to attend two week-long, in-person course sessions (COUC 505 and COUC 512). With the desire to retain an in-person option, two methods of instruction were identified:

1. A digital asynchronous delivery format with Canvas as the primary instructional delivery method. Students attend a week-long, all-day synchronous course session that meets either through in-person delivery on the Liberty University campus in Lynchburg, Virginia or through synchronous digital delivery using either Microsoft Teams or Cisco WebEx. In addition, students complete one module per week throughout the course.
2. A digital synchronous delivery format, with Canvas and either Microsoft Teams or Cisco WebEx as the primary instructional delivery methods. Students attend a weekly digital synchronous meeting with qualified counselor education faculty (via Teams or WebEx), practice weekly (via Teams or WebEx), and complete one module per week throughout the course (via Canvas).

A third course (COUC 667) offers an optional week-long, in-person course session. While not a required intensive, interested students are given the option to complete this course in an intensive format. This course will be offered the following two methods of instruction:

1. A digital asynchronous delivery format with Canvas as the primary instructional delivery method. Students attend a week-long synchronous course session that meets either through in-person delivery on the Liberty University campus in Lynchburg, Virginia or through synchronous digital delivery using either Microsoft Teams or Cisco WebEx. In addition, students complete one module per week throughout the course.
2. Course content is provided within an 8-week course delivered in a digital asynchronous format, with Canvas as the primary instructional delivery method. Qualified counselor education faculty interact with students weekly via announcements, grading feedback, and discussion board posts. Students complete one module per week throughout the course (via Canvas).

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. The department is seeking reaccreditation for this CMHC program, along with the other four accredited programs housed within the department. The department anticipates the reaccreditation process will be completed for a final review by the CACREP Board in its January 2023 biannual meeting.