

Summary of Program Evaluation Reports

Current Student Survey

Results of the current student survey indicate that on average over 90% of students are satisfied or highly satisfied with most aspects of the residential Clinical Mental Health Counseling program (CMHC-R) and the academic components. Further, over 80% of student responses indicate good or excellent satisfaction with the instruction they are receiving in the CMHC-R program, 90% indicate they would recommend the CMHC-R program to others, and over 93% indicate the CMHC-R program is meeting their expectations. In addition, over 87% of student responses indicating good or excellent overall satisfaction with the instructional methods used within the CMHC-R program. In three areas, more than 10% of students indicated dissatisfaction including: 1) financial aid; 2) academic advising; and 3) course registration; these areas are shared services across the university. Additional program related concerns are as follows: 1) developing a better understanding of diversity issues; 2) accessibility of program faculty; 3) helpful orientation to the CMHC-R program; and 4) 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-R 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-R program, 101 students graduated during the 2020-2021 academic year, with a completion rate of 88.35%. Of the graduates seeking employment as mental health counselor, 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 is that 80% of CMHC students meet or exceed expectations.

- **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. PLO 5 is assessed through the 'Program Evaluation Project' in the COUC 515 *Research & Program Evaluation* course. Evaluation results indicate that students scored at 86% (Identify), 93% (Construct), and 79% (Evaluate).
- **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. The MFC program is small, and no MFC students were enrolled in the COUC 522 course during the 2020-2021 academic year; therefore, PLO 6 was not evaluated for the MFC program.

- **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 student scored at 97% (Summarize), 94% (Evaluate), and 90% (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, financial aid, and course registration 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. In response to student concerns about developing a better understanding of diversity issues, the COUC 504 course was reviewed and revised in conjunction with the online CMHC program to ensure continuity between the online and residential environment. In addition, multicultural competencies were strengthened in every course. Notably, over 93% of student responses indicate that their racial/cultural identity is respected in the CMHC-R program. In addition, textbook and assignment updates were completed and will be deployed for the Spring 2022 semester.
3. Students expressed concern about accessibility of program faculty, especially related to the responsiveness of faculty instructors. In response, the Residential CMHC Program Director and Department Chair have emphasized the need for timely communication. End of Course Surveys are also reviewed each term to evaluate student satisfaction with faculty communication.
4. In response to student concerns about the helpfulness of the student orientation, a CMHC/MFC Advising Center was deployed within the Canvas environment. Students not only receive announcements through this tool, but also program and professional information is provided, along with access to program resources, advising information, and information about professional development, licensure, and certification.
5. The program handbook is emphasized as a primary resource for students about the residential CMHC program. In addition to program information, policies and procedures are outlined in the handbook. In response to student feedback, faculty advisors and faculty instructors will emphasize the usefulness of the handbook to locate program-related information.
6. 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.

Other Substantial Program Changes

Related to temporary restrictions in place related to the COVID pandemic, coursework for the residential CMHC program was offered in an online environment. Students indicated challenges in such a rapid

change to online learning. However, as the university relaxed COVID-related policies, all residential programs returned to campus, and courses are once again offered in a residential setting.

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.