

Clinical Mental Health Counseling Program School Counseling Program

Annual Report: AY 2020-2021

Introduction

The Bradley University Counseling Program engages program evaluation on an ongoing basis that involves the collection of quantitative and qualitative data. The data is used for decision-making that ultimately leads to program improvements, facilitating student success. The approach to program evaluation is aligned to the 2016 standards from the Council for Accreditation of Counseling and Related Educational Programs (CACREP). This annual report is intended to provide students, faculty, administrators, and other key stakeholders with information about the vital statistics, program evaluation results, and program modifications between the summer of 2020 and May 2021.

The Bradley University Counseling Program is administered through the Department of Education, Counseling, and Leadership in the College of Education and Health Sciences. The program delivers two CACREP-accredited program areas:

- Master of Arts: Clinical Mental Health Counseling
- Master of Arts: School Counseling

Counseling Program Student Outcomes

Counseling Program student outcomes are uploaded annually to CACREP. The data below reflect the vital statistics that will be reported to CACREP in December 2021.

Number of Graduates in the Past Year

In AY 2020-21 the Bradley University Counseling Program graduated 59 students. The graduates were in the following program areas:

- Clinical Mental Health Counseling - 44 graduates
- School Counseling – 15 graduates

Completion Rate

In AY 2020-21 the completion rate was 100%, with 100% of students graduating within the expected time frame for the two program areas. One reason for the high graduation rate is careful student selection. In addition, the courses are delivered through a cohort model, which has a positive influence on student retention.

Licensure Examination Pass Rate

All 44 CMHC graduates in AY 2020-21 passed the National Counselor Examination (NCE), a 100% pass rate. All PSC graduates (100%) became licensed school counselors within six months of graduating from the program.

Job Placement Rate of Students/Graduates

86% of school counseling graduates secured positions as school counselors, and the placement rate of CMHC graduates was 91%, with students accepting positions at community agencies.

Counseling Program Enrollment

In AY 2020-21 the counseling program had a total of 283 students enrolled (227 CMHC and 56 school counseling). The overall enrollment for the counseling program has increased for the past several years. In addition, the table below summarizes the diversity of counseling students enrolled in the program. Overall, the underrepresented students had increased by 8% from Fall 2017 to Fall 2020.

Diversity of Counseling Students Enrolled

	White Students	Underrepresented Students
Fall 2017	78%	22%
Fall 2018	74%	26%
Fall 2019	75%	25%
Fall 2020	70%	30%

Program Applicants

In AY 2020-21, 249 applicants applied to the counseling program with 167 applicants accepted into the program (67% program acceptance rate). However, of the total applicants that applied, 113 students or 68% actually enrolled in the counseling program. Enrollment is carefully monitored by program faculty to align with the 1:12 faculty/student FTE ratio required by CACREP.

Program Evaluation and Assessment

The counseling program collected most of the CACREP assessment data through Canvas, a learning management system. Student artifacts were uploaded to this LMS and a rubric grading was completed. The table below shows a representative sample of key assessments that are aligned with program objectives and CACREP key performance indicators.

Type of Assessment	Course	Program Objectives	CACREP KPI
Site Supervisor Evaluation	ENC 690: Practicum	5, 6	9, 10
University Supervisor Evaluation	ENC 690: Practicum	5.6	9,10
Evaluation of Site Supervisor	ENC 690: Practicum	3	5
Site Supervision Evaluation	ENC 692: Internship II	5, 6	9, 10
University Supervisor Evaluation	ENC 692: Internship II	5, 6	9, 10
Exit Survey	ENC 692: Internship II	5	9
Alumni Survey		1	1
Employer		6	10

Program Objectives

1. *Respect for the dignity and worth of the individual*
3. *Maturity in self-development*
5. *Knowledge of his/her particular field of endeavor*
6. *Competence in the application of professional expertise*
Knowledge of the role and function of professionals

CACREP KPI's

- (1) **Professional Counseling Orientation and Ethical Practice:** *Apply ethical standards of professional counseling organizations and credentialing bodies and integrate ethical and legal considerations in professional counseling.*
- (5) **Counseling and Helping Relationships:** *Understanding of counseling theories and models to guide the development of a personal model of counseling.*
- (9) **School Counseling:** *Consult with families, school personnel, and community agencies to evaluate student needs and select a school counseling curriculum targeting the identified needs.*
- (10) **Clinical Mental Health:** *Provide an intake interview, diagnose, formulate a case conceptualization, create a treatment plan, and implement techniques and interventions to prevent and treat a broad range of mental health issues*

The table below shows a representative sample of CACREP standards aligned to assignments for Internship II (ENC 692).

SLOs*	2016 CACREP Standards (sections and themes)	Assignments
Practice and skill	CMHC	
	5.C.3.a. Intake interview, mental status evaluation, biopsychosocial history, mental history, and psychological assessment for treatment planning and caseload management	Case Presentation, Video Sessions, Supervisor Evaluations, Portfolio
	5.C.3.b. Techniques and interventions for prevention and treatment of a broad range of mental health issues	Case Presentation, Video Sessions, Supervisor Evaluations
	5.C.3.c. Strategies for interfacing with the legal system regarding court-referred clients	Supervisor Evaluations, Discussion Forums, Portfolio

	5.C.3.d. Strategies for interfacing with integrated behavioral health care professionals	Case Presentation, Supervisor Evaluations, Portfolio
	5.C.3.e. Strategies to advocate for persons and mental health issues	Case Presentation, Video Sessions, Supervisor Evaluations, Discussion Forums, Portfolio
Practice and Skill	SC	
	5.G.3.a. Describes development of school counseling program mission statements and objectives	Case Presentation Supervisor Evaluations, Portfolio
	5.G.3.b. Discusses design and evaluation of school counseling programs	Case Presentation, Supervisor Evaluations, Portfolio
	5.G.3.c Identifies core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies	Case Presentation, Video Sessions, Supervisor Evaluations, Portfolio
	5.G.3.d. Demonstrates in interventions to promote academic development	Supervisor Evaluations, Video Sessions, Counseling Technique/Intervention, State Conference Proposal, Portfolio
	5.G.3.e. Demonstrates in use of developmentally appropriate career counseling interventions and assessments	Supervisor Evaluations, Video Sessions, Counseling Technique/Intervention, Discussion Forums
	5.G.3.f. Demonstrates techniques of personal/social counseling in school settings	Case Presentation, Video Sessions, Counseling Technique/Intervention, Supervisor Evaluations, Discussion Forums, State Conference Proposal
	5.G.3.g. Describes strategies to facilitate school and postsecondary transitions	Supervisor Evaluations, Portfolio
	5.G.3.h. Identifies skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement	Supervisor Evaluations, Portfolio, State Conference Proposal, Video Sessions
	5.G.3.i. Describes approaches to increase promotion and graduation rates	Case Presentation, Video Sessions, Supervisor Evaluations, Portfolio
	5.G.3.j. Identifies interventions to promote college and career readiness	Supervisor Evaluations, Case Presentation, Portfolio, Video Sessions
	5.G.3.k. Discusses strategies to promote equity in student achievement and college access	Case Presentation, Video Sessions, Supervisor Evaluations, Video Sessions
	5.G.3.l. Identifies techniques to foster collaboration and teamwork within schools	Supervisor Evaluations, Case Presentation, State

		Conference Proposal, Portfolio
	5.G.3.m. Identifies strategies for implementing and coordinating peer intervention programs	Supervisor Evaluations, Case Presentation, State Conference Proposal, Portfolio
	5.G.3.n. Describes use of accountability data to inform decision making	Case Presentation, Video Sessions, Supervisor Evaluations Discussion Forums, Portfolio
	5.G.3.o. Describes use of data to advocate for programs and students	Case Presentation, Video Sessions, Supervisor Evaluations, Discussion Forums

*Note: SLOs will be assessed with the following scale: 0 = NA, 1 = Fails to Meet Expectations, 2 = Meets Expectations, 3 = Exceeds Expectations.

Specific Evaluation Measures

Exit Survey (Program Completers)

Each semester counseling candidates completing their capstone internship experience are invited to participate in the *Exit Survey*. This survey, consisting of 53 questions, provides counselor candidates, who are soon to be program completers, the opportunity to share their perception of the extent the Department of Education, Counseling, and Leadership prepared them to be professional counselors.

In answering the questions on the *Exit Survey*, counselor candidates utilize a Likert Scale rating their experiences in the following categories: (a) *General Program Aspects*, (b) *Knowledge Areas*, (c) and *Practicum/Internship*. The numerical score counseling candidates use to answer each question is the following: Strongly Disagree = 1; Disagree = 2; Neutral = 3; Agree = 4; Strongly Agree = 5.

The following is a summary of the results of the Exit Survey, which were administered at the conclusion of each respective semester – fall 2020 and spring 2021.

Fall 2020

In fall 2020 there was a 38% return rate with 5 out of 13 counseling candidates completing the survey. The results of the survey indicated numerous areas of particular strengths of their preparation to become professional counselors, including: faculty's academic/professional knowledge was thorough and current (5.00); faculty demonstrated expertise in counseling theory and practice (5.00); professional skills taught allowed me to work effectively with multiple populations (5.00); site supervision (practicum/internship) identified and taught effect counseling skills (5.00); assessment and testing (5.00); diagnosis and treatment of mental disorders (5.00); and crisis intervention (4.80).

Spring 2021

In spring 2021 there was a 63% return rate with 19 out of 30 counseling candidates completing the survey. Counseling candidates indicated the following areas as strengths, including: counseling and intervention skills (4.35); professional orientation and ethics (4.25); couples and family counseling (4.12); theories of counseling (4.35). advocacy for the counseling profession and persons receiving services (4.13); multicultural competency (4.13); and ethical and legal decision making (4.00).

Alumni Survey

Counseling alumni who graduated between September 1 – August 31 during academic years 2017-18 and 2015-16 were invited to complete an *Alumni Survey*. This survey is administered to alumni three and five years after graduation during the 2021 spring semester. In answering the 55 questions on the survey, alumni utilize a Likert Scale rating their experiences in the following categories: (a) *General Program Aspects*, (b) *Knowledge Areas*, and (c) *Opportunities for Development at Practicum/Internship Site and Courses*. The numerical score alumni use to answer each question is the following: Poor= 1; Low = 2; Average = 3; Good = 4; High = 5.

When asked to rate the *General Aspects* of the counseling program, alumni indicated the following areas as strengths, including: professional skills taught (5.00); program's curriculum (5.00); faculty's academic/professional knowledge (5.00); supervised/field-based experiences (4.67); and accessibility of faculty (4.67). With regard to the *Knowledge Areas* in the counseling program, the following strengths were reported: group counseling (5.00); counseling and intervention skills (4.67); multicultural competency (4.67); professional orientation and ethics (4.67); and credentialing/licensing (4.67). Relative to the *Opportunities for Development at Practicum/Internship Site and Courses*, the areas of strengths included: individual counseling (4.67); consultation (4.67); program evaluation (4.00); integration of research (4.00); and multicultural competency (4.33).

The following is the overall summary of the Counseling Alumni Survey:

	2017-18*	2015-16
Surveys Completed	0	3
Completion Rate	0% (n = 35)	30% (n = 10)
General Aspects	0	4.53
Knowledge Areas	0	4.31
Practicum/Internship	0	3.93

*We have seen a decrease in the response rate within the current context of the pandemic.

Employer Survey

During the 2020-2021 academic year, employers were invited to complete an *Employer Survey*. Utilizing a Likert scale, employers answered questions pertaining to their perception of the preparedness of our counseling program completers. In answering these questions, employers can select the following responses: *Excellent* (5), *Good* (4), *Average* (3), *Low* (2), and *Poor* (1).

	Clinical Mental Health	School Counseling
Surveys Sent	98	35
Surveys Completed	6	1
Completion Rate	6.1%	2.9%
Overall	4.23	4.38

Program Modifications

- Due to the current health climate, we provide virtual residency for counseling students which were previously held on campus.
- Subsequent to the CACREP's COVID flexibilities allowances, the program faculty made a collective decision to permanently reduce the total required internship hours from 650 to 600 (this only impacted the indirect hour requirement).
- We implemented a protocol to ensure greater efficacy in our mid-cycle advising process, requiring students to complete a mid-cycle advising appointment once they have completed 30 credits hours in the program where they discuss the practicum/internship process with their advisor. During this process, they are then enrolled in an online learning module that details the steps to securing a practicum/internship site. Students must complete this mid-cycle review advising appointment before being allowed to enroll in subsequent classes.
- The Likert scale levels of performance on student evaluations of site supervisors and university supervisors were changed for greater accuracy and specificity. For example, the levels of performance were changed from three (*1-2 requires assistance, 3-4 adequate, 5-6 exceptional*) to five (*1-strongly disagree, 2-disagree, 3-neutral, 4-agree, 5-strongly agree*).
- The mid-cycle evaluation form was revised to make the process of preparing students for the practicum and internship more efficient and to ensure that students received the information they needed far enough in advance to secure an internship.

Goals 2021-2022

- Revise the counseling student handbook that indicates KPI alignment with program objectives and assessments throughout the program.
- Create a supervision course for practicum and internship clinical experiences between semesters/terms.
- Faculty mentor program will be revised to improve effectiveness and continuity.
- Ensure that student orientation is consistent between the two tracks (online and on-campus).
- Align the Exit, Alumni, and Employer surveys to collect longitudinal data and streamline the collection process.
- Revise all syllabi where key performance indicators are assessed.
- Revise program objectives to better align with CACREP 2016 standards and KPI's.
- Streamline processes such as time log sheet hours, convert any surveys/evaluations from hard copy to electronic copy.
- Review virtual residency for consistency.
- Schedule an "advising bootcamp" to review advising procedures with faculty. Examples include, but limited to, counseling admissions interviews, review plan of study, licensing requirements, midcycle review process, advising forms, graduation requirements, and frequency asked questions for advising.
- A comprehensive assessment table needs to be developed to include identification of all assessments, timetable when data should be collected and reviewed by the Counseling Curriculum Committee, and action taken (if any). The table should show alignment with CACREP standards, key performance indicators, and program objectives