

2021-2022 MHC Annual Program Evaluation Report

The CACREP Standards specify that there should be evidence of student learning to substantiate that students have sufficiently acquired the knowledge and skills required by the standards. The standards require that there are multiple measures of learning gathered at multiple points in time as a student progresses through the program. The MHC Program measures in specific courses, taken by students at various points in the program, key knowledge and skills linked to the program's goals and objectives and relevant CACREP Standards. The measures include quiz/test scores and scoring rubrics for applied learning activities, especially in the clinical practicum and internship courses. An additional measurement tool, the Counselor Preparation Comprehensive Examination (CPCE), is a nationally administered comprehensive examination that assesses knowledge of content in each of the eight CACREP Common Core Areas identified below:

1. Professional Counseling Orientation and Ethical Practice
2. Social and Cultural Diversity,
3. Human Growth and Development,
4. Career Development,
5. Counseling and Helping Relationships,
6. Group Counseling and Group Work,
7. Assessment and Testing,
8. Research and Program Evaluation

***It is important to note that some of the below course-based data includes scores from Mental Health Counseling, School Counseling and Rehabilitation Counseling students while the CPCE scores include only MHC students. Data related to professional dispositions, the clinical evaluation form or Internship only includes MHC students.**

SUMMARY OF THE PROGRAM EVALUATION RESULTS

MHC Goal #1 refers to student acquisition of foundational content knowledge for each of the eight CACREP Common Core Areas identified by Objectives 1-8. The data presented is the aggregate average of student learning outcome measures for the Fall 21, Spring 22, and Summer 22 semesters and includes course-based exam scores (Outcome Data 1) and CPCE scores (Outcome Data 2). For this period, the MHC Program met or exceeded the standards compliance benchmarks set by the program for 14 out of 16 (88 %) of the measures of foundational knowledge. The 2 measures where the minimum score for meeting the standard was not met (in the areas of research and assessment) were approaching the standard: 10/17 for the CPCE assessment score and 80/100 for the research course outcome score.

Table 1.

Mental Health Counseling Program Student Learning Goals and Learning Outcomes Data (Fall 2021, Spring 2022, Summer 2022) Goal #1: Knowledge in Core Counseling Subject Areas			
MHC Program Objective	CACREP Common Core Standard	Outcome data 1 (Course exam score)	Outcome data 2 -Average CPCE Score (range 0-17)
1. Become knowledgeable about the counseling profession and ethical practice in counseling	2.F.1.i. Ethical standards of professional counseling organizations and credentialing bodies and applications of ethical and legal considerations in professional counseling	EDPC 5324 (Ethics, Legal and Professional issues in Counseling) Average Score- <u>88/100</u> Determination: <u>Meets Standard</u>	Fall 2021- <u>11.7</u> Spring 2022- <u>12.9</u> Summer 2022- <u>12.6</u> Determination: <u>Meets Standard</u>
2. Become knowledgeable about social and cultural diversity	2.F.2.a. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	EDPC 5346 (Counseling Multicultural and Diverse Populations) Average Score- <u>93/100</u> Determination: <u>Exceeds Standard</u>	Fall 2021- <u>10.9</u> Spring 2022- <u>10.4</u> Summer 2022- <u>11.3</u> Determination: <u>Meets Standard</u>
3. Become knowledgeable about human growth and development	2.F.3.a. Theories of individual and family development across the lifespan	EDPC 5317 (Human Growth and Development) Average Score- <u>80/100</u> Determination: <u>Meets Standard</u>	Fall 2021- <u>10.1</u> Spring 2022- <u>10.7</u> Summer 2022- <u>11.2</u> Determination: <u>Meets Standard</u>
4. Become knowledgeable about career development	2.F.4.a. Theories and models of career development, counseling, and decision making	EDPC 5320 (Lifestyle & Career Development) Average Score- <u>82/100</u> Determination: <u>Meets Standard</u>	Fall 2021- <u>11.2</u> Spring 2022- <u>10.7</u> Summer 2022- <u>12.1</u> Determination: <u>Meets Standard</u>

<p>5. Become knowledgeable about helping relationships, counseling theories and the counseling process from individual and family system perspectives</p>	<p>2.F.5.a. Theories and models of counseling 2.F.5.g. Essential interviewing, counseling, and case conceptualization skills 2.F.5.b. A systems approach to conceptualizing clients</p>	<p>EDPC 5341 (Theories of Counseling) Average Score- <u>87/100</u> Determination: <u>Meets Standard</u></p>	<p>Fall 2021- <u>9.0</u> Spring 2022-<u>11.2</u> Summer 2022-<u>12.1</u> Determination: <u>Meets Standard</u></p>
<p>6. Become knowledgeable about group work</p>	<p>2.F.6.b. Dynamics associated with group process and Development</p>	<p>EDPC 5338 (Group Counseling) Average Score- <u>97/100</u> Determination: <u>Exceeds Standard</u></p>	<p>Fall 2021- <u>11.9</u> Spring 2022-<u>11.8</u> Summer 2022-<u>11.9</u> Determination: <u>Meets Standard</u></p>
<p>7. Become knowledgeable about assessment</p>	<p>2.F.7.f. Use of assessments relevant to academic, educational, career, personal, and social development</p>	<p>EDPC 5335 (Principals of Appraisal and Assessment) Average Score- <u>97/100</u> Determination: <u>Exceeds Standard</u></p>	<p>Fall 2021- <u>8.6</u> Spring 2022-<u>8.8</u> Summer 2021-<u>9.8</u> Determination: <u>Approaches Standard</u></p>
<p>8. Become knowledgeable about research and program evaluation</p>	<p>2.F.8.f. Qualitative, quantitative, and mixed research designs</p>	<p>EDPC 5310 (Applied Research Design) Average Score- <u>79/100</u> Determination: <u>Approaches Standard</u></p>	<p>Fall 2021- <u>10.4</u> Spring 2022-<u>11.1</u> Summer 2022-<u>12.5</u> Determination: <u>Meets Standard</u></p>

Skills and Practice

MHC Goal #2 refers to student acquisition of Clinical Mental Health Counseling specialty foundational knowledge and skills related to the CACREP Specialty Area Standards identified by Objectives 1-4. The data presented is the aggregate average of student learning outcome measures for the Fall 21, Spring 22, and Summer 22 semesters and includes course-based exam scores and assignment scoring rubric scores (Outcome Data 1), and clinical evaluation rubric scores (Outcome Data 2). For this period, the MHC Program met or exceeded all standards with the exception of one outcome data source (6 out of 7 met or exceeded standards). Outcome data 2 for objective 3 (assessment, evaluation & diagnosis) approached meeting the standard of 80/100).

Table 2.

Mental Health Counseling Program Student Learning Goals and Learning Outcomes Data (Fall 2021, Spring 2022, Summer 2022)			
Goal #2: Knowledge, Development and Demonstration of <u>Clinical Mental Health Counseling Skills and Practices</u>			
MHC Program Objective	CACREP MHC Specialty Standard	Outcome data 1 (Average Course Assignment or Exam Score)	Outcome data 2 (Average Evaluation Rubric Score)
1. Develop and demonstrate foundational knowledge regarding the provision of mental health treatment services including treatment models, agency operations, and the principles of clinical mental health counseling	5.C.1.b. Theories and models related to clinical mental health counseling	EDPC 5341 (Theories of Counseling) Average Score- <u>87/100</u> Determination: <u>Meets Standard</u> EDPC 5322 (Mental Health Counseling Case Study Assignment Rubric) Average Score- <u>91/100</u> Determination: <u>Exceeds Standard</u>	N/A
2. Develop and demonstrate skills in addressing issues of diversity and providing advocacy	5.C.2.j. Cultural factors relevant to clinical mental health counseling	EDPC 5322 (Mental Health Counseling Multiculturalism and Advocacy quiz) Average Score- <u>96/100</u> Determination: <u>Exceeds Standard</u>	Clinical Evaluation Form Item #7- Multicultural Competencies EDPC 5372 (Counseling Internship I), & EDPC 5373 (Counseling Internship II) Average = <u>82/100</u> <u>Meets Standards</u>

<p>3. Develop and demonstrate skills in clinical assessment, evaluation, diagnosis, treatment planning, and intervention</p>	<p>5.C.2.d. Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical manual of mental Disorders 9DSM) and the International Classification of Diseases (ICD)</p>	<p>EDPC 5345 (Abnormal Human Behavior Exam) Average Score- <u>89/100</u> Determination: <u>Meets Standard</u></p>	<p>Clinical Evaluation Form Item #14- Use of Diagnostic Tools EDPC 5372 (Counseling Internship I), & EDPC 5373 (Counseling Internship II) Average = <u>78/100</u> <u>Approaches Standards</u></p>
<p>4. Develop and demonstrate skills in clinical assessment, evaluation, diagnosis, treatment planning, and intervention</p>	<p>5.C.3.b. Techniques and interventions for prevention and treatment of a broad range of mental health issues</p>	<p>EDPC 5373 (Counseling Internship II Case Study Rubric) Average Score- <u>92/100</u> Determination: <u>Exceeds Standard</u></p>	<p>Clinical Evaluation Form Item #2- Practices of Diagnosis, Treatment, Referral, and Prevention EDPC 5372 (Counseling Internship I), & EDPC 5373 (Counseling Internship II) Average = <u>82/100</u> <u>Meets Standards</u></p>

Professional Dispositions

MHC Goal #3 refers to student knowledge, development, and demonstration of the acquisition of Clinical Mental Health Counseling professional dispositions identified by Objectives 1-3 (see table 3). These objectives are linked to a CACREP Core Area standard regarding personal and professional self-evaluation. The data presented is the aggregate average of the student learning outcome measures for the Fall 21, Spring 22, and Summer 22 semesters. The data includes scores from a rubric completed by students' clinical supervisors and instructors who assess students' personal and professional characteristics and potential for growth (Outcome Data 1) during EDPC 5372 & EDPC 5373 – Internship I & Internship II. Clinical supervisors and Instructors also evaluate students' abilities to recognize their limitations as clinical mental health counselors and to seek supervision or refer clients, when appropriate (Outcome Data 2), during EDPC 5372 – Counseling Internship I, and EDPC 5373 – Counseling Internship II. The MHC Program continued to meet or exceeded the standards compliance benchmarks set by the program for 5 out of 6 (83 %) of the measures of student knowledge, development, and demonstration of the acquisition of Clinical Mental Health Counseling professional dispositions. Note that there is evidence of the sequential development of professional dispositions as average student evaluation scores (Outcome Data 2) improved from just meeting standards to exceeding standards as students' progressed from the EDPC 5372 Counseling Internship I to EDPC 5373 – Counseling Internship II.

Table 3.

Mental Health Counseling Program Student Learning Goals and Learning Outcomes Data (Fall 2021, Spring 2022, Summer 2022)			
Goal #3: Knowledge, Development and Demonstration of Clinical Mental Health Counseling <u>Professional Dispositions</u>			
Professional Disposition	CACREP Standard	Outcome data 1 (Average Rating of Disposition)	Outcome data 2 (Average Clinical Evaluation Rubric Scores Score)
1. Develop and demonstrate intrapersonal awareness and an accurate understanding of the basic motivations of self, including the relationship between personal beliefs, thoughts, feelings, actions and professional functioning	2.F.1.k. Strategies for personal and professional self-evaluation and implications for practice	EDPC 5372 (Internship I) & EDPC 5373 (Internship II) Growth Rubric #1-Insight Regarding Self Average Score- <u>87/100</u> Determination: <u>Meets Standard</u>	EDPC 5372 (Internship I) Clinical Evaluation Form #6-Ability to recognize personal limitations Average Score- <u>78/100</u> Determination: <u>Approaches Standard</u>
2. Develop and demonstrate emotional sensitivity, interpersonal respect, and professional decorum in all	2.F.1.k. Strategies for personal and professional self-evaluation and implications for practice	EDPC 5372 (Internship I) & EDPC 5373 (Internship II) Growth Rubric #3-Emotional Sensitivity Average Score- <u>88/100</u>	EDPC 5373 (Internship II) Clinical Evaluation Form #6-Ability to recognize personal limitations Average Score- <u>93/100</u>

professional interactions		Determination: <u>Meets Standard</u>	Determination: <u>Exceeds Standard</u>
3. Develop and demonstrate openness to personal and professional growth in the professional learning process	2.F.1.k. Strategies for personal and professional self-evaluation and implications for practice	EDPC 5372 (Internship I) & EDPC 5373 (Internship II) Growth Rubric #7-Openness to Personal and Professional Growth Average Score- <u>91/100</u> Determination: <u>Exceeds Standard</u>	N/A
4. Develop and demonstrate ethical responsibility, and the attitudes, demeanor, and maturity necessary to perform the duties of professional counselor	2.F.1.k. Strategies for personal and professional self-evaluation and implications for practice	EDPC 5372 (Internship I) & EDPC 5373 (Internship II) Growth Rubric #6-Professional Performance Average Score- <u>90/100</u> Determination: <u>Meets Standard</u>	N/A

SUBSEQUENT PROGRAM MODIFICATIONS

The Core Counseling Subject Area outcome indicator scores improved significantly from the previous evaluation, and this was due primarily to improvement of CPCE scores (outcome date 2). Because the improvement in CPCE scores may be due to student cohort performance rather than program modification, the faculty will continue to focus on modifying course materials to prepare students for improved performance on the CPCE.

Outcome indicators not meeting standards were all approaching the standard and ranged across different domains Core Counseling Subject Area, Counseling Skills and Practices, or Professional Dispositions. No additional program modifications were deemed required at this time.