Annual Program Evaluation Report

Masters of Arts in Clinical Mental Health Counseling
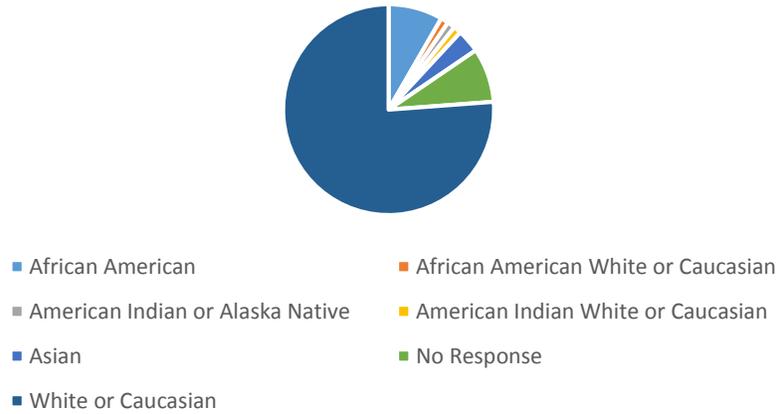
Lewis University

Review Year: 2018-2019

Date: March 2020

This annual report is the first report that has been completed on the Clinical Mental Health Counseling program (CMHC), Masters of Arts degree at Lewis University. The program is currently under review for accreditation by the Council of Accredited Counseling and Related Educational Programs (CACREP). The CMHC program began the evaluation of its program for adherence to CACREP standards in the summer of 2016, after gaining University and Board of Trustees approval to seek accreditation. In the past several years, the program has completed a revamping of its course syllabi, created standardized course assignments and course textbooks to ensure an equivalent learning experience in all sections of its course, regardless of the instructor assigned to the course, and updated it program objectives. Furthermore, the program faculty created a curriculum mapping process that included the development of student learning outcomes, general student learning outcomes, and specific learning outcomes for each of its courses. These learning outcomes are mapped to specific courses and course assignments. The program has included the use of key performance indicators to identify the percentage at which the identified outcomes are being met by the students in the program. This annual report will include specific details on the academic unit of the CMHC program, its report of professional dispositions ratings of students, student and faculty demographic information, and assessment data on the program's student learning outcomes. This report will also serve to inform members of the community about the outcome of the CMHC's program evaluation that was conducted at the end of the spring 2019 semester. Information related to graduate data, alumni survey, and employer information will also be provided. Lastly, this report will identify the program's continued improvement plan.

SECTION 1: FACULTY/STUDENT DEMOGRAPHIC DATA
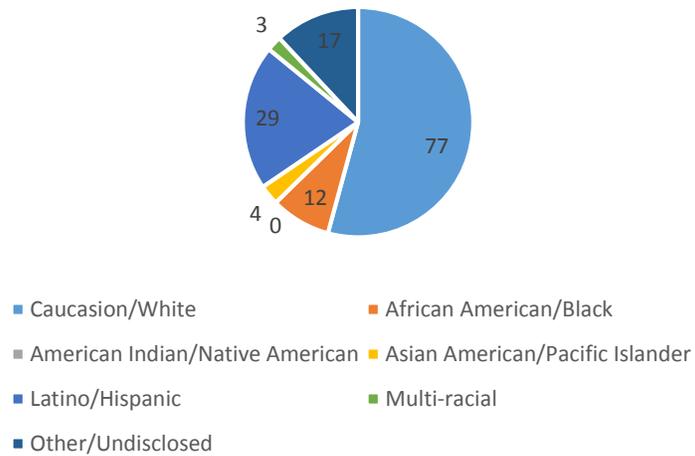
A. CMHC Applicants June 1, 2018 to May 31, 2019

Applicants 2018-2019

Legend:
- African American
- African American White or Caucasian
- American Indian or Alaska Native
- American Indian White or Caucasian
- Asian
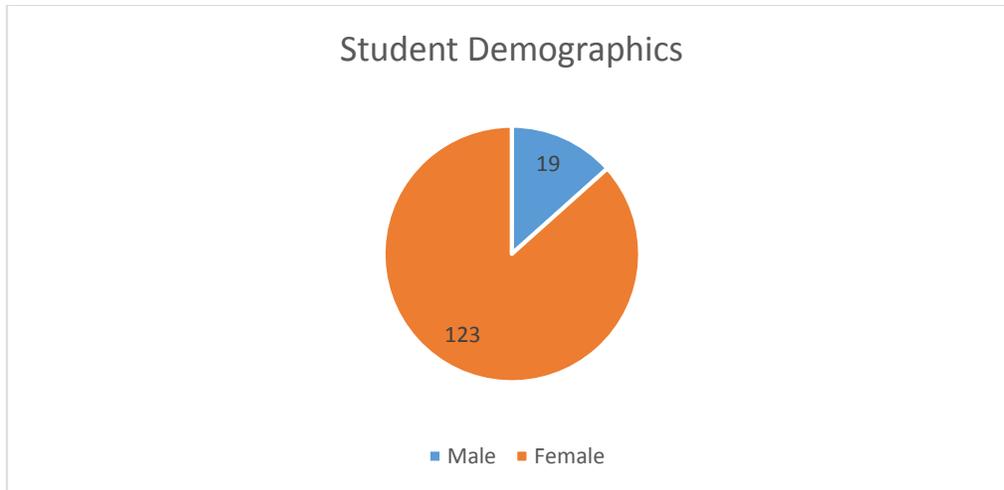- No Response
- White or Caucasian

The chart above is consistent with history of the demographic breakdown of program applicants for the CMHC program.

B. **CMHC Program Current Students 2018-2019**

Student Demographics 2018-2019

77, 12, 0, 4, 29, 3, 17

Legend:
- Caucasion/White
- African American/Black
- American Indian/Native American
- Asian American/Pacific Islander
- Latino/Hispanic
- Multi-racial
- Other/Undisclosed

Student Demographics

19 — Male
123 — Female

The CMHC program is made up of a mix of racial, ethnic, gender, and sexual orientation, SES, disability, and minority diversity. Lewis University as a whole, along with the CMHM program, tends to have students from first-generation college, bi/multilingual, religious/spiritual, socioeconomic, and age diverse backgrounds. Many of the CMHC program students speak more than one language (e.g. Spanish, Polish, etc.).

The data above shows the demographics that are tracked in the CMHC program. According to this data, roughly 54% of the student body is Caucasian/White, 20% is Hispanic/Latino/Spanish American, 8% is African America/Black, 3% of the student body is Asian American/Pacific Islander, 2% is multiracial, and 12% did not disclose their demographics. Students who identify as male account for 13% of the student body, whereas 87% of the student body identified as female.

Furthermore, the University has a mentoring program known as *Flyers Rise*. This is a retention tool for students of color. Undergraduate and graduate students are included in this program. The current Department of Psychology Graduate Assistant is a Cohort 4/Spring 2019 participant in the *Flyer's Rise* program and was recruited by the University to be a part of this program. This graduate student identifies as African American.

The chart below notes the age of the students in the CMHC program, with an average age of 28.54. This data is consistent with the previous year's average age of students in the program.

Student Demographics: Age

Age Group	Count
Under 30	~107
30-39	~16
40-49	~16
50+	~4
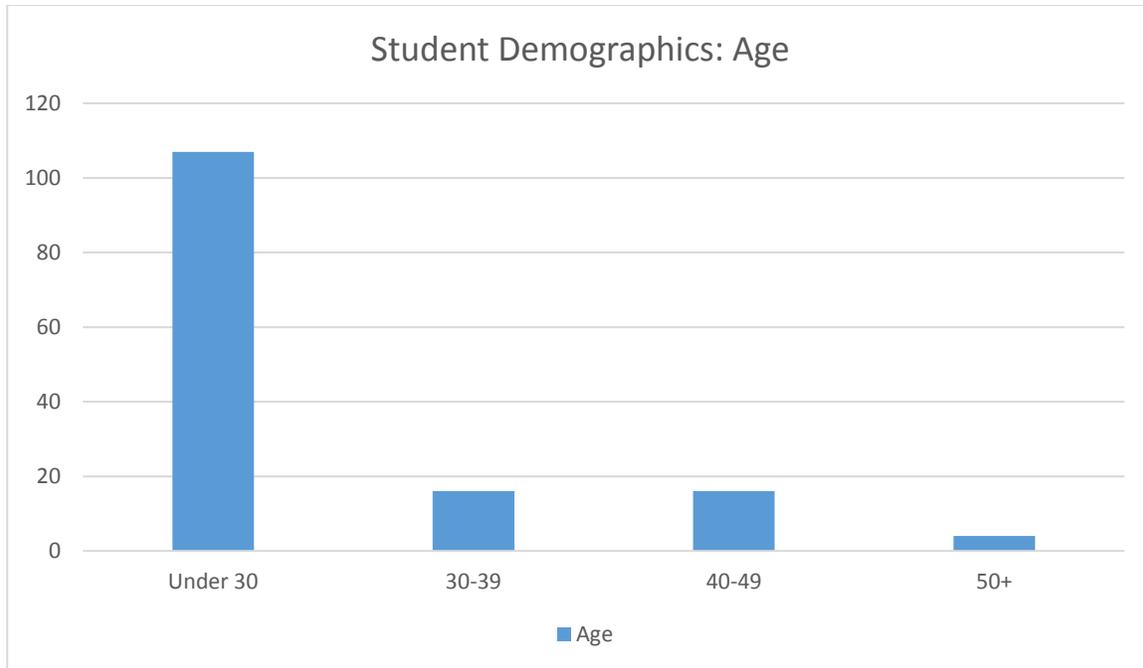
A. Faculty-to-Student Ratio for 2018-2019

2018-2019 FTE = 11.68	
Fall 2018	11.83
Spring 2019	10.5
Summer 2019	10.96

Semester Year	Faculty Semesters Hours Taught	Student Semester Hours Taken	Formula	Student-to-Faculty Ratio
Fall 2018	4 courses x 3 credit hours= 12 full-time faculty hours taught per semester	1279 credit hours completed/9 (FTE) student= 142 FTE students	142 /12 FTE Faculty=11.83	11.83 Students/1 Faculty
Spring 2019	4 courses x 3 credit hours= 12 full-time faculty hours taught per semester	1313 credit hours completed/9 FTE student= 145	145/12 FTE Faculty= 10.5	10.5 Students/1 Faculty
***Summer 2019**	Outside of faculty course load contract	863 credit hours completed/9 FTE student= 95.89	95.89/8.75 FTE Faculty	10.96 Students/1 Faculty

Faculty Demographics

Faculty Demographics 2018-2019
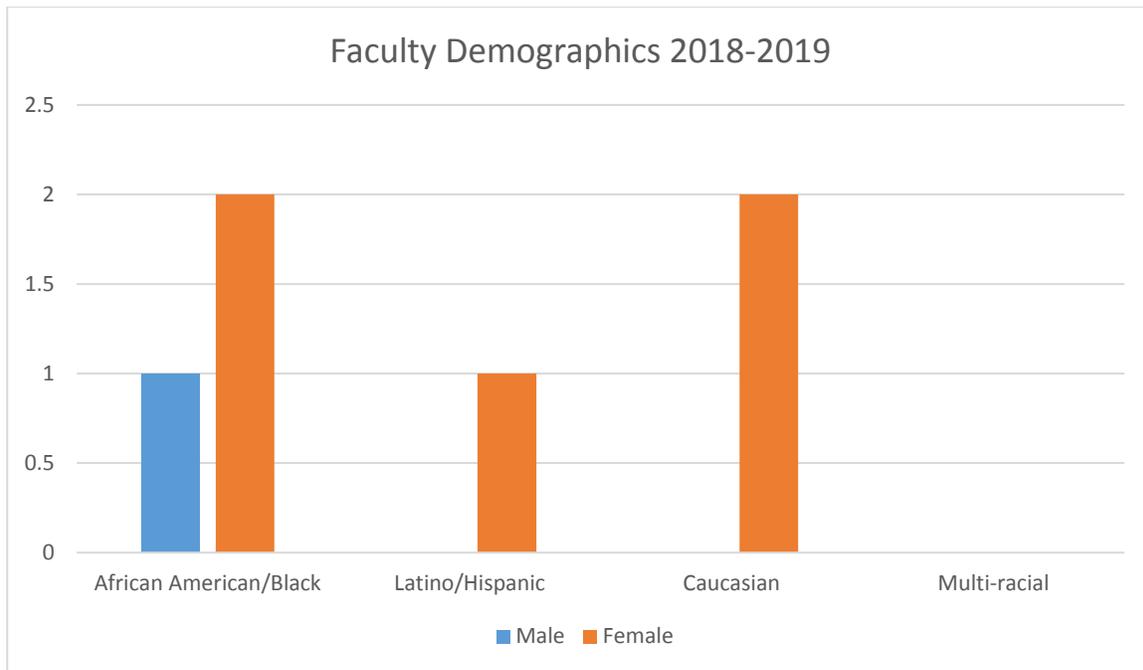
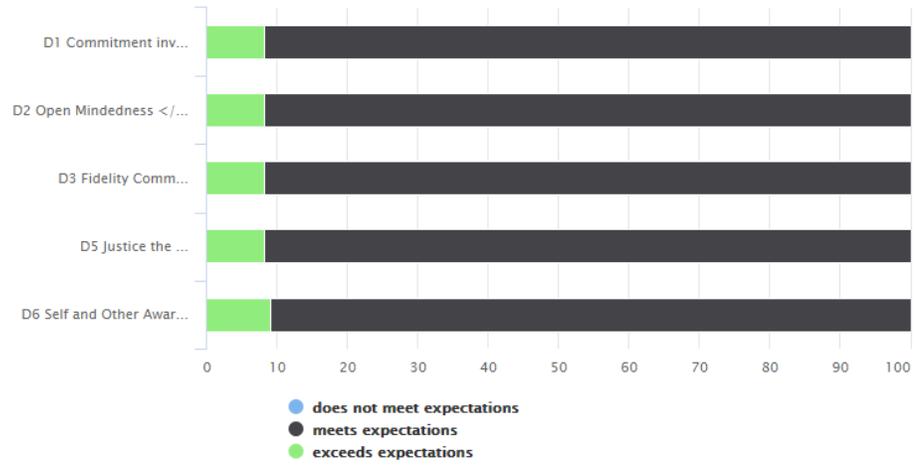**SECTION II: ASSESSMENT OF STUDENT LEARNING OUTCOMES**

The Clinical Mental Health program conducts assessment of the student learning outcomes in specific courses each semester. Student learning outcomes are measured by students' performance on particular assignments. Students are evaluated on behavioral dispositions relevant to specific assignments as well as all of the behavioral dispositions as a whole. Each Student Learning Outcome (SLO is broken down into General Learning Outcomes [GLO] Each GLO is further broken down into Specific Learning Outcomes (sLOs) GLOs are further matched with specific assessment measures.

Tk20 is a comprehensive data management system that allows student learning outcomes to be easily assessed on multiple measures. Lewis University recently purchased Tk20 and began to use it in the fall 2018. This assessment database allows the University to collect, store, and analyze data from each program. The CMHC program collects data on the following items: Lewis University Graduate Student Learning Objectives (GSLO's), CMHC program Student Learning Objectives, CMHC Professional Dispositions, and CMHC Key Performance Indicators. Each semester faculty members are instructed to score students on the data sent to their courses via the TK20 system. At the end of each semester, the artifacts stored in TK20 are scored and reports are generated outlining each student's performance on the identified key performance indicators.

Below are graphs of some of the outcomes measured by the CMHC program. As the graphs show, the majority of students met or exceeded expectations for each of the professional dispositions charted below.
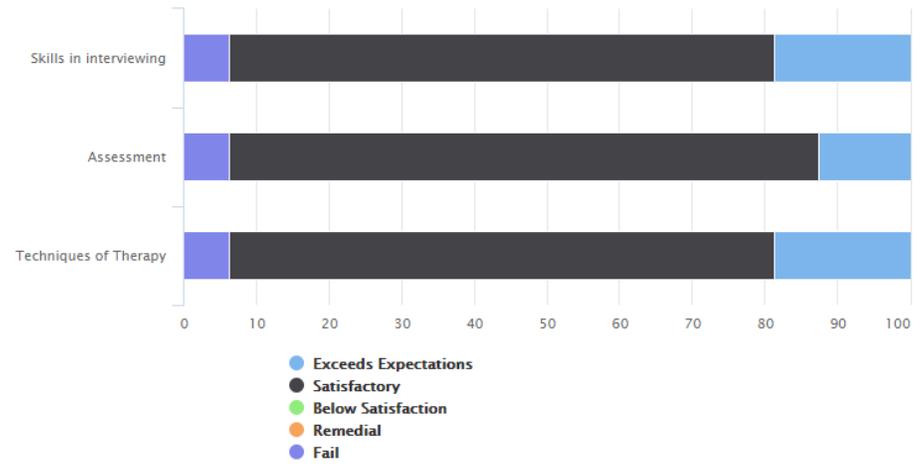
PROFESSIONAL DISPOSITIONS SCORING SHEET COUN 58500 ORAL DEFENSE

Evaluate each student according to the professional disposition listed below by selecting the appropriate score:

Chart categories (y-axis):
- D1 Commitment inv...
- D2 Open Mindedness </...
- D3 Fidelity Comm...
- D5 Justice the ...
- D6 Self and Other Awar...

Legend:
- does not meet expectations
- meets expectations
- exceeds expectations

GLO #2 RUBRIC

Rubric

Chart categories (y-axis):
- Skills in interviewing
- Assessment
- Techniques of Therapy

Legend:
- Exceeds Expectations
- Satisfactory
- Below Satisfaction
- Remedial
- Fail

GLO #2 RUBRIC: AGGREGATED RESULTS

Rubric	Exceeds Expectations	Satisfactory	Below Satisfaction	Rem
Skills in interviewing	3	12	0	0
Assessment	2	13	0	0
Techniques of Therapy	3	12	0	0

PROFESSIONAL DISPOSITIONS SCORING SHEET COUN 57700 AUDIO-VIDEOTAPE

Evaluate each student according to the professional disposition listed below by selecting the appropriate score:

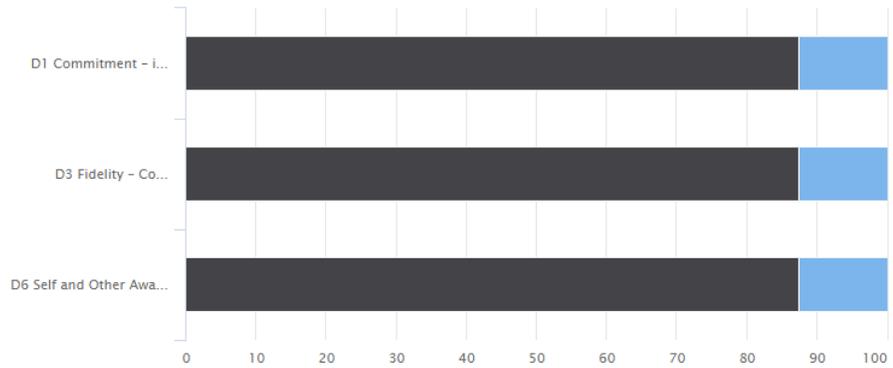## PROFESSIONAL DISPOSITIONS SCORING SHEET COUN 57700 AUDIO-VIDEOTAPE: AGGREGATED RESULTS

Evaluate each student according to the professional disposition listed below by selecting the appropriate score:

	does not meet expectations	meets expectations	exceeds expectations	Mear
D1 *Commitment* – investment in the academic and personal process of becoming a professional counselor; development of professional counseling identity; aspiration towards personal and professional development.	2	14	0	1.88
D3 *Fidelity* – Commitment to ethical and honest personal and professional practices;development of trust in the counseling relationship; recognition and respect for the diversity of the human experience; ability to follow through on	2	14	0	1.88

D3 *Fidelity* – Commitment to ethical and honest personal and professional practices;development of trust in the counseling relationship; recognition and respect for the diversity of the human experience; ability to follow through on commitments.	2	14	0	1.88
D6 *Self and Other Awareness* – ability to broaden one's worldview to include others' experiences; acquire a critical understanding of and respect for diversity, and the complex intersectionality of identity (for counselor and client); understand inter and intrapersonal influences on the counseling relationship.	2	14	0	1.88

The CMHC program also assessed its' identified key professional dispositions (KPI's) through the collection of specific assignments in the 2019-2020 course offerings. These assignments are collected in the program TK20 data system. Based on the outcome of the data from these assignments, it was noted that the majority of students in the CMHC program met or exceeded the indicators of success, as identified by the chart below.

Fall 2018	Question 1: 9/9 Question 2: 9/9 Question 3: 7/9	Met benchmark of 80% of students will pass the examination for questions 2 and 3. Only 78% of students passed question 3.
Spring 2019	Question 1: 10/13 Question 2: 11/13	Met benchmark of 80% of students will pass the examination for questions 2 and 3. Only 76% of students pass question 3.

	Question 3: 14/15	

The chart above shows the data from the 2018-2019 academic year for the comprehensive examination. The comprehensive examination is the end of the program examination that measures student's competency in the following areas:

1. A knowledge base in relevant areas of psychology and counseling, including personality, psychopathology, therapy, multicultural issues, and evaluation and assessment
2. Skills in interviewing, assessment, and techniques of therapy.
3. Awareness of clients individuality, multicultural sensitivity, and the importance of flexibility in their work with clients
4. Development of appropriate ethics and professional identification

The examination includes three questions focused on the following areas: 1) clinical assessment, 2) conceptualization and theoretically-specific treatment planning, and 3) professional and ethical issues. Based on the data collected in fall 2018, 9 students completed the examination with a 100% passing rate for the first two questions and a 78% passing rate for the third question. Based on the spring 2019 data, 13 students completed questions 1 and 2 of the exam and 15 students completed question 3 of the exam. For the spring 2019 term, 7 students met the identified threshold on all three of the exam questions. Seven students fell below the identified threshold of 80% but received scores above 70%, and two students failed to meet the criteria. Nine students earned at or above the threshold of 80% for the question. Two students earned above 70% but below the benchmark goal of 80%. Two students failed to pass the examination.

Student scores on this examination were assessed further based upon varying levels of passing scores. It was noted that two of the questions received lower passing scores. In addition to those two students, an additional two students received a failing score on the exam. Students were given feedback on their responses via email, mail, and in-person in order identify the area where improvements can be made to the answers. Students who earned a conditional pass were asked to provide a follow-up response in order to ensure that all students graduating from the program possess the ability to perform a higher level of functioning in the basic counseling skills required of the field.

Key Modifications: The action plan designed to address the threshold for all of the questions not be met in the spring 2019 semester is as follows. Examination reviews will continue to be held in the field placement courses. Students who did not meet the threshold will meet one-on-one with faculty to review their responses and what needs to be done in order to earn a passing score. In addition, the courses aligned with this assessment measure will be reviewed to determine what changes need to be made or areas addressed in order to assist with students understanding of the assessment domain areas.

The assessment data for the spring 2019 comprehensive examination did note a 14% improvement in students' scores compared to the spring 2018 semester.

Assessment of Applicants Behavioral and Professional Dispositions:

Additional information obtained from applicant's application to the program included the assessment of their personal statement, which is part of the application process. Applicant's personal statements are assessed for adherence to the CMHC's program's behavior and professional dispositions. As can be seen in the chart below, applicants scored a mean of 1.42-2 on the various behavioral dispositions. This chart is just a snapshot of the applicant data collected in fall 2018.

Personal Statement FA 2018 Ranking Behavioral Dispositions (Applicants)

Student Name	D1	D2	D3	D4	D5	D6
Applicant 1	2	2	1	2	2	2
Applicant 2	2	1	1	2	2	2
Applicant 3	2	2	1	1	1	1
Applicant 4	2	2	2	2	2	2
Applicant 5	2	2	1	1	2	2
Applicant 7	2	2	2	2	2	2
Applicant 1	2	2	2	2	2	2
TOTAL:	14	13	10	12	13	13
TOTAL MEAN:	2	1.857143	1.428571	1.714286	1.857143	1.857143

Section IV: Student, Alumni, Supervisor Surveys

1. Student Satisfaction Survey

A student satisfaction survey was disseminated in fall 2018. This survey was sent to all students in the CMHC program. A total of 110 students responded to the survey, which represents more than the majority of the students enrolled in the program for that semester. They survey assessed the following areas: faculty support, curriculum evaluation, satisfaction with level of instruction, feelings of preparedness for employment, satisfaction with classroom experience. Based upon the findings, an overwhelming majority of students rated the various categories on this survey as being highly satisfied/satisfied with the programming and faculty of the program. These results support the success of the program's current objectives and outcomes.

The results from the survey are below:

Student Satisfaction Survey Fall 2018

Do you feel that the CMHC faculty are supportive of students in the CMHC program?		
	Yes	**No**
Students	**88%**	**12%**

Do you feel like your knowledge of relevant areas of psychology and counseling, including personality, psychopathology, therapy, and evaluation and assessment, have been strengthened since taking courses in the CMHC program?		
	Yes	**No**
Students	98%	2%

How satisfied are you with the level of instruction in the CMHC program?					
	Very Satisfied	**Satisfied**	**Neither Satisfied nor Dissatisfied**	**Dissatisfied**	**Very Dissatisfied**
Students	41%	38%	12%	7%	2%

Please rate your classroom experience in the CMHC program.					
	Very Satisfied	**Satisfied**	**Neither Satisfied nor Dissatisfied**	**Dissatisfied**	**Very Dissatisfied**
Students	51%	40%	8%	1%	0%

How well-prepared do you feel you are for a career in mental health based upon your education in the CMHC program?				
	A Great Deal Prepared	Moderately Prepared	A Little Prepared	Not at All Prepared
Students	37%	48%	13%	2%

Race Demographics							
	White or Caucasian	Black or African American	Hispanic or Latino/a	Asian or Asian American	American Indian or Alaska Native	Native Hawaiian or other Pacific Islander	Another Race
Students	58%	9%	22%	5%	0%	2%	4%

Current Concentration in Program				
	Adult	Child/ Adolescent	Adult Addictions	Child/Adolescent Addictions
Students	36%	45%	10%	9%

Gender		
	Male	**Female**
Students	**15%**	**85%**

SECTION III: GRADUATE DATA, ALUMNI SURVEY, EMPLOYMENT

    A. Graduate data and Employment

B. Graduation Information:	
Average time to graduation	3.08 years
Students who have earned a degree in CMHC program in 2018-2019	

During 2018-2019, 23 students completed the CMHC program. The current demographic data of the program's applicants shows that the CMHC program has had a rather consistent number of students graduate each year for the past decade. The program averages 14.7 student graduates each semester (fall and spring). This number compares with the number of new students that the program orients each year. The ability to replace the number of students that the program graduates is a sign of healthy enrollment of the program.

Fall 2018 Graduation: 2 students (plus an additional 6 students from August 2018)

Spring 2019 Graduation: 15 students

    B. Alumni survey

Since we are not yet CACREP accredited, we do not have a way to get our students' pass rates on the NCE examination. However, an alumni satisfaction survey was distributed in fall 2018. A total of 71 alumni responded to the survey. The survey asked for the following information: licensing level, certifications held, employment, professional memberships, program satisfaction, field preparedness, and open ended questions that allowed respondents to write in additional information related to program strengths and areas of improvement.

• Licensing
67% had either the LPC or the LCPC 23% had applied and were waiting to take the LPC/LCPC
• Certifications
9.86% had their CADC 2.82% had their CDVP

• Employment
82% were employed
• Professional Associations
60% belonged to a professional association in the field of counseling
• Program Satisfaction
56.34% reported being very satisfied with the program, 35.21% reported being satisfied with the program 8.45% reported being neither satisfied nor dissatisfied with the program.
• Field Preparedness
47.89% reported feeling a great deal preparedness 42.25% reported feeling moderately prepared 9.86% reported feeling a little prepared.

The survey allowed for a written response for areas of program recommendations. These written responses provide valuable data for faculty when determining areas of improvement and program strengths.

C. Employment

The program does not currently have data on the employment statistics of those graduates. An alumni survey was created for distribution in fall 2019 semester. The alumni survey will be used to collect specific data on the programs graduates' employment, licensing, and other areas of professional development. Currently, data is collected in an informal means through sustained faculty-student relationships post-graduation, professional connections in social networking areas, and common memberships in professional associations.

D. Clinical Supervisor Survey

The CMHC program conducted a survey of former site supervisors during spring 2019 term. The survey resulted in very few respondents. Of the former supervisors who did respond, the following information was obtained.

• How prepared did you view Lewis CMHC students for the practicum experience?
75% of respondents stated a great deal prepared
25% of respondents stated moderately prepared
• How do you rate Lewis CMHC students compared to other University students?
25% of respondents stated slightly better prepared

75% of respondents state about the same as other students
• 100% of respondents stated that they would consider another Lewis CMHC student for their practicum experience.

SECTION IV: PROGRAM MODIFICATIONS AND ACTIONS

The CMHC program began collection assessment data in the fall 2015 and continued through the fall 2019 semester. Over the course of 4 years of data collection, many modifications and improvements have been made in the areas of program teaching methods, student needs assessment and overall level of satisfaction with the CMHC program, the developing professional needs of our students, and as well as the validity and effectiveness of our evaluation efforts. Some of the findings of the analysis of the CMHC's program evaluation were as follows:

1. Some of the data found that the CMHC program did not always measure what it thought it was measuring. For example, in addition to assessing Key Performance Indicators (KPIs), the CMHC program also attached certain assignments to its Behavioral Dispositions. This strategy was not productive as it did not really differentiate students' performance on the dispositions per assignment. Thus, in the fall 2019 semester the CMHC program refined this process and measured behavioral dispositions for specific courses as opposed to redundantly measuring them for specific courses *and* chosen assignments. It found that measuring behavioral dispositions makes more sense as an indicator of overall performance in a course. Finally, through an internal review of the assessment processes, it was determined that the CMHC program neglected to seek students' own feedback on where they feel they are on our behavioral dispositions. This will now be implemented on students' own assessments of their performance on the dispositions at the beginning, middle, and end of the program and compared their results to those results determined by the faculty. Decreasing the redundancy in our assessment processes increases both the efficiency and effectiveness of our evaluations. The streamlining of our data analyses allowed the CMHC program to develop more specific concrete goals for continuous improvement purposes.

2. Dissemination of alumni survey: An alumni survey will be distributed every fall term for the previous academic year. Data from the alumni survey will also be used to evaluate program objectives and student learning outcomes. The feedback from future graduates will be valuable in determining specific modifications that will be advantageous for our student's post-graduation, addressing areas of need to ensure higher employment success rates, and areas of improvement for the field placement experience. Specific questions to be addressed: did students have the technological resources necessary to be successfully prepared for a career in counseling? What changes in the program would best help a student obtain the knowledge and skills required for successful employment? What are the recommendations for improved student learning?

3. One area that has been noted for improvement is in the area of counselor identity for the students. The table below lists the various areas in the curriculum where counselor identity can be addressed and improved upon.

Foundational Courses	Introduction to Clinical Mental Health Counseling: Faculty mentoring for student submissions to ICA's CONTACT newsletter. Research in Counseling: Faculty mentoring for student submissions for ICA fall conferences.
Intermediate Courses	Treatment of Substance Abuse: Faculty mentoring in area of client advocacy
Advanced Courses	Models and Theories of Clinical Supervision: Increased student/faculty involvement in the Illinois Counselor Educators and Supervisors division of the Illinois Counseling Association. Professional and Ethical Issues in Counseling: Student professional conference presentations at the University's Celebration of Scholarship, poster submissions to ICA's fall conference. Practicum in Counseling: Faculty mentoring for student submissions to ICA's CONTACT newsletter