

Clinical Mental Health Counseling Program School Counseling Program

Annual Report: AY 2021-2022

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 2021 and May 2022.

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 specializations:

- 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 reported to CACREP in December 2022.

Number of Graduates in the Past Year

In AY 2021-22 the Bradley University Counseling Program graduated 81 students. The graduates were in the following program specializations:

- Clinical Mental Health Counseling - 64 graduates
- School Counseling – 17 graduates

Completion Rate

In AY 2021-22 the completion rate for Clinical Mental Health Counseling was 88% and 97% for School Counseling.

Licensure Examination Pass Rate (First Attempt)

NCE Examination

- 89% of Clinical Mental Health Counseling graduates passed.
- 87% of School Counseling graduates passed.

Illinois State Content Test

- 100% of School Counseling graduate students passed.

Job Placement Rate of Students/Graduates

100% of the School Counseling (SC) graduates in AY 2021-22 secured positions as school counselors. The placement rate of Clinical Mental Health Counseling (CMHC) graduates was 94%, with students accepting positions at community agencies.

Counseling Program Enrollment

In AY 2021-22 the counseling program had a total of 293 students enrolled (240 CMHC and 53 SC). The table below summarizes the diversity of counseling students enrolled in the program. The underrepresented students had increased by 8% from Fall 2017 to Fall 2020; however, had decreased by 3% from Fall 2020 to Fall 2021.

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%
Fall 2021	73%	27%

Program Applicants

In AY 2021-22, 316 applicants applied to the counseling program with 228 applicants accepted into the program (72% acceptance rate). However, of the total applicants that were accepted, 118 students or 52% 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

Satisfaction of 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 2021 and spring 2022.

Fall 2021

In fall 2021 there was a 53% return rate with 9 out of 17 counseling candidates completing the survey. The results of the survey indicated numerous areas of particular strengths of their preparation to become professional counselors, including: group counseling (4.67); provided opportunities to apply counseling knowledge and skills (4.56); counseling and intervention skills (4.44); human growth and development (4.33); identified and taught effective counseling skills during practicum/internship (4.33); faculty's academic/professional knowledge was thorough and current (4.22); faculty demonstrated expertise in counseling theory and practice (4.22); and loss and grief counseling (4.11).

Spring 2022

In spring 2022 there was a 45% return rate with 18 out of 40 counseling candidates completing the survey. Counseling candidates indicated the following areas as strengths, including: site supervision during practicum/internship identified and taught effective counseling skills (4.39); supervised/field-based experiences provided opportunities to apply counseling knowledge and skills (4.33); multicultural competency (4.11); professional orientation and ethics (4.28); supervision (4.00); couples and family counseling (3.94); work effectively with multiple populations (3.94); and assessment and testing (3.56). A counseling candidate provided the following comment: *"The content of the counseling program prepared me well for my practicum and internship experience and beyond. Professors know their content and typically deliver it well. I felt as prepared as I could for my practicum/internship experience when the time came. I also knew that I had the support of my university supervisor at all times."*

Alumni Feedback

Counseling alumni who graduated between September 1 – August 31 during academic years 2018-19 and 2016-17 were invited to complete an *Alumni Survey*. This survey is administered to alumni three and five years after graduation following the 2022 spring semester. In answering the 53 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: Strongly Disagree = 1; Disagree = 2; Neutral = 3; Agree = 4; Strongly Agree = 5.

When asked to rate the *General Aspects* of the counseling program, alumni indicated the following areas as strengths, including: site supervision (4.50); University-wide support (4.50); student evaluation procedures (4.50); supervised/field-based experiences (4.50); and program facilities and resources (4.50). Regarding the *Knowledge Areas* of the counseling program, the following strengths were reported: multicultural competency (4.50); career development counseling (4.50); accountability procedures (4.50); human growth and development (4.50); and professional orientation and ethics (4.50). Relative to the *Opportunities for Development at Practicum/Internship Site and Courses*, the areas of strengths included: couples and family counseling (4.50); advocacy (4.50); professional development (4.50); supervision of peers (4.50); and ethical and legal decision making (4.50). A counseling alumni provided the following comment: *"Wonderful experience and have recommended to others interested in the field."*

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

	2018-2019	2016-2017
Surveys Sent	28	14
Surveys Completed	2	0
Completion Rate	5%	0%
General Aspects	4.30	N/A
Knowledge Areas	4.35	N/A
Practicum/Internship	4.08	N/A

Side-by-Side Comparison:

The following table compares the Exit Survey (AY 2021-22) and Alumni Survey (3-year post-graduation AY 2018-19) in the following three areas: *General Aspects*, *Knowledge Areas*, and *Opportunities for Development (practicum/internship)*. The summarized data is used to help the counseling department's efforts to provide better preparation for future counseling candidates.

Likert Scale: Strongly Disagree = 1; Disagree = 2; Neutral = 3; Agree = 4; Strongly Agree = 5

GENERAL ASPECTS, KNOWLEDGE AREAS, OPPORTUNITIES		Exit Survey	Alumni Survey
		AY 2021-22 N = 27	AY 2018-19 N = 2
How would you rate the GENERAL ASPECTS of the Counseling Program?			
1	Program's curriculum	4.00	4.00
2	Faculty's academic/professional knowledge	3.93	4.50
3	Professional competence of faculty	3.96	4.50
4	Professional skills taught	3.11	3.50
5	Expectations of students	3.30	4.00
6	Accessibility of faculty	2.67	4.50
7	Supervised/field-based experiences	3.04	4.50
8	Academic advisement	4.41	4.50
9	Site supervision (practicum & internship)	4.41	4.50
10	Program facilities and resources	4.33	4.50
11	University supervision (practicum & internship)	3.81	4.50
12	Duration (e.g., academic length) of the program	4.04	4.00
13	Student evaluation procedures	3.15	4.50
14	University wide support	3.12	4.50
How would you rate the KNOWLEDGE AREAS in the Counseling Program?			
1	Use of technology	3.07	4.50
2	Counseling and intervention skills	4.11	3.50
3	Theories of counseling	4.30	4.50
4	Crisis intervention	3.56	4.00
5	Prevention	3.69	4.00
6	Appraisal and testing	3.70	3.50
7	Professional counseling organizations	4.07	4.50
8	Multicultural competency	3.96	4.50
9	Program evaluation	3.56	4.50
10	Career development counseling	3.81	4.50
11	Accountability procedures	3.67	4.50

12	Human growth and development	4.26	4.50
13	Couples and family counseling	3.96	4.50
14	Professional credentialing/licensing	3.30	4.50
15	Research	3.81	4.50
16	Group counseling	4.15	4.50
17	Diagnosis (DSM 5) and treatment of mental disorders	4.11	4.50
18	Professional orientation and ethics	4.30	4.50
19	Supervision	4.07	4.50
20	Loss and grief counseling	3.74	4.50
How would you rate the OPPORTUNITIES FOR DEVELOPMENT at your Practicum/Internship site and Practicum/Internship courses?			
1	Individual counseling	4.56	4.50
2	Couples/family counseling	3.11	4.00
3	Ethical and legal decision making	4.26	4.50
4	Advocacy	4.07	4.50
5	Multicultural competency	4.04	4.50
6	Use of appraisal and testing resources	3.63	3.50
7	Professional development	4.15	4.50
8	Use of technology	3.81	3.50
9	Program evaluation	3.70	4.50
10	Career development counseling	3.56	3.50
11	Accountability procedures	3.93	4.00
12	Promotion of human growth and development	4.07	4.50
13	Supervision of peers	4.33	4.50
14	Professional credentialing	3.41	4.50
15	Integration of research	3.70	4.00
16	Integration of theory	4.15	4.00
17	Consultation	3.63	4.00
18	Diagnosis (DSM 5)	3.85	3.50
19	Research	3.81	3.50

Program Modifications

- Due to the current health climate, we provided a 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 2022-2023

- 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 delivery methods (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 residency opportunities.
- Schedule an "advising bootcamp" to review advising procedures with faculty. Examples include, but are not limited to, counseling admissions interviews, review plan of study, licensing requirements, midcycle review process, advising forms, graduation requirements, and frequently asked questions for advising.
- A comprehensive assessment table needs to be developed to include identification of all assessments, timetable of when data should be collected and reviewed by the Counseling Curriculum Committee, and actions taken (if any). The table should show alignment with CACREP standards, key performance indicators, and program objectives.