Clinical Mental Health Counseling Program
School Counseling Program

Annual Report: AY 2023-2024

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 2023 and May 2024.

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 students' outcomes are uploaded annually to CACREP. The data below reflects the vital statistics reported to CACREP in December 2024.

Number of Graduates in the Past Year

In AY 2023-24, 84 students graduated from the Bradley University Counseling Program. The graduates were in the following program specializations:

- Clinical Mental Health Counseling - 68 graduates
- School Counseling – 16 graduates

Completion Rate

In AY 2023-24 the completion rate for Clinical Mental Health Counseling was 84% and 81% for School Counseling.

Licensure Examination Pass Rate (First Attempt)

NCE Examination
- 97% of Clinical Mental Health Counseling graduates passed.
- 86% of School Counseling graduates passed.

Illinois State Content Test
- 100% of School Counseling graduate students passed.

Job Placement Rate of Graduates

- 100% of the School Counseling (SC) graduates in AY 2023-24 secured positions as school counselors.
- The placement rate of Clinical Mental Health Counseling (CMHC) graduates was 98%, with students accepting positions at community agencies.

Counseling Program Enrollment

In AY 2023-24 the counseling program had a total of 298 students enrolled (244 CMHC and 54 SC). The table below summarizes the diversity of counseling students enrolled in the program. The underrepresented students had increased by 17% from Fall 2022 to Fall 2023.

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%
Fall 2022	79%	21%
Fall 2023	62%	38%

Program Applicants

In AY 2023-24, 332 applicants applied to the counseling program with 217 applicants accepted into the program (65% acceptance rate). However, of the total applicants that were accepted, 124 students or 57% 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 Ma-*
3. *turity in self-development*
5. *Knowledge of his/her particular field of endeavor Compe-*
6. *tence 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 forInternship 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 healthissues	Case Presentation, Video Sessions, Supervisor Evaluations, Discussion Forums, Portfolio
Practice and Skill	*SC*	
	5.G.3.a. Describes development of school counseling programmission statements and objectives	Case Presentation Supervisor Evaluations, Portfolio
	5.G.3.b. Discusses design and evaluation of school counselingprograms	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 academicdevelopment	Supervisor Evaluations, Video Sessions, Counseling Technique/Intervention, State Conference Proposal, Portfolio
	5.G.3.e. Demonstrates in use of developmentally appropriatecareer 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 andgraduation rates	Case Presentation, Video Sessions, Supervisor Evaluations, Portfolio
	5.G.3.j. Identifies interventions to promote college and careerreadiness	Supervisor Evaluations, Case Presentation, Portfolio, Video Sessions
	5.G.3.k. Discusses strategies to promote equity in studentachievement 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 decisionmaking	Case Presentation, Video Sessions, Supervisor Evaluations Discussion Forums, Portfolio
	5.G.3.o. Describes use of data to advocate for programs andstudents	Case Presentation, Video Sessions, Supervisor Evaluations, Discussion Forums

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

Specific Evaluation Measures

Satisfaction of Completers
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 was administered at the conclusion of each respective term – Fall 2023, Spring 2024 and Summer 2024.

Exit Survey Summary
In AY 2023-24 the return rate was 17% with 15 out of 87 counseling candidates completing the survey. When asked to rate the *General Aspects* of the counseling program, candidates indicated the following strengths, including site supervision identified and taught effective counseling skills (4.33), supervised/field-based experiences provided opportunities to apply counseling knowledge and skills (4.20), faculty demonstrated expertise in counseling theory and practice (3.80), faculty's academic/professional knowledge was thorough and current (3.53), and professional skills taught allowed me to work effectively with multiple populations (3.53). Regarding the *Knowledge Areas* of the counseling program, counseling and intervention skills (4.40), theories of counseling (4.20), professional orientation and ethics (4.13), human growth and development (4.07), and diagnosis (DSM) and treatment of mental disorders (4.07). Relative to the *Opportunities for Development*, the areas of strengths included: individual counseling (4.47), ethical and legal decision making (4.13), diagnosis (4.13), professional development (4.07), and multicultural competency (3.93).

Alumni Feedback
Counseling alumni who graduated between September 1 – August 31 during academic years 2020-2021 and 2018-2019 were invited to complete an *Alumni Survey*. This survey is administered to alumni three and five years after graduating following the 2024 spring semester. In answering the 40 questions on the survey, alumni utilize a Likert Scale rating their experiences in the following categories: Knowledge Areas and Opportunities for Development (practicum/internship). The numerical score alumni use to answer each question is the following: Strongly Disagree = 1; Disagree = 2; Neutral = 3; Agree = 4; Strongly Agree = 5.

There was a 7% return rate with 6 out of 81 counseling alumni completing the survey. When asked to rate the *Knowledge Areas* of the counseling program, candidates indicated that the following strengths included: multicultural competency (4.40); professional counseling organizations (4.20); professional orientation and ethics (4.20); supervision (4.20); and human growth and development (4.00). Relative to the *Opportunities for Development* of the counseling program, the following strengths were reported: individual counseling (4.75); supervision of peers (4.50); advocacy (4.25); professional credentialing (4.25); and consultation (4.25).

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

	2020-2021	2018-2019
Surveys Sent	44	37
Surveys Completed	3	3
Completion Rate	7%	8%
Knowledge Areas	4.12	3.28
Practicum/Internship	3.84	4.00

Side-by-Side Comparison:

The following table compares the Exit Survey (AY 2023-24) and Alumni Survey (3-year post-graduation AY 2020-21) in the following two areas: *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

KNOWLEDGE AREAS and OPPORTUNITIES FOR DEVELOPMENT		Exit Survey AY 2023-24 n = 15	Alumni Survey AY 2020-21 n = 3
How would you rate the KNOWLEDGE AREAS in the Counseling Program?			
1	Use of technology	3.00	4.00
2	Counseling and intervention skills	4.40	4.67
3	Theories of counseling	4.20	4.67
4	Crisis intervention	3.93	3.67
5	Prevention	3.67	4.00
6	Appraisal and testing	3.53	3.33
7	Professional counseling organizations	3.73	4.33
8	Multicultural competency	3.87	5.00
9	Program evaluation	3.53	4.00
10	Career development counseling	3.73	3.67
11	Accountability procedures	3.33	3.67
12	Human growth and development	4.07	4.33
13	Couples and family counseling	3.60	3.33
14	Professional credentialing/licensing	2.60	4.33
15	Research	3.53	3.67
16	Group counseling	3.93	4.33
17	Diagnosis (DSM 5) and treatment of mental disorders	4.07	4.00
18	Professional orientation and ethics	4.13	4.67
19	Supervision	4.00	4.33
20	Loss and grief counseling	3.60	4.33
How would you rate the OPPORTUNITIES FOR DEVELOPMENT in Practicum/Internship and coursework?			
1	Individual counseling	4.47	4.67
2	Couples/family counseling	2.80	3.33
3	Ethical and legal decision making	4.13	3.67
4	Advocacy	3.87	4.00
5	Multicultural competency	3.93	3.67
6	Use of appraisal and testing resources	3.40	3.33
7	Professional development	4.07	3.67
8	Use of technology	3.53	4.00
9	Program evaluation	3.40	4.00
10	Career development counseling	3.20	3.67
11	Accountability procedures	3.73	3.67
12	Promotion of human growth and development	3.80	3.67
13	Supervision of peers	3.67	4.67
14	Professional credentialing	3.20	4.00
15	Integration of research	3.47	3.67
16	Integration of theory	3.93	4.00
17	Consultation	3.67	4.00
18	Diagnosis (DSM 5)	4.13	3.67
19	Research	3.40	3.67
20	Assessment Procedures	NA	3.67

Program Modifications

- The retention and remediation plan were completely revised to offer students a more comprehensive evaluation experience. The new plan evaluates students at the end of the first term, the third term, midway through the program, and again at practicum and internship allowing for remediation at any point needed to assist students to be successful.
- Several internal processes (i.e., changing concentrations, practicum/internship application process) have been updated to provide students and faculty with better service as consumers.
- Student supervision over breaks was resolved to allow students to stay in their placements and continue to collect hours without incurring additional tuition cost.
- An online student orientation was developed that all students must complete. Additionally, mandatory Zoom orientation sessions are being conducted for all students to attend. These are offered at two separate times each semester.
- The program chose to utilize Time2Track time management software for students to track their clinical hours making approvals much easier for students and site supervisors. Within that program, surveys can be conducted. The program will utilize that program to collect exit, site, site supervisor, and student surveys.
- Syllabi has been revised to include KPIs based on the 2024 CACREP standards.
- A comprehensive assessment table was 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 shows alignment with CACREP standards, key performance indicators, and program objectives.

Goals 2023-2024

- Revise the student counseling handbook that indicates KPI alignment with program objectives and assessments throughout the program for the 2024 CACREP standards.
- Pilot the new supervision and exit surveys to ensure they work and are collecting data we need.
- Align the Exit, Alumni, and Employer surveys to collect longitudinal data and streamline the collection process.
- 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.