



Annual Program Evaluation Report
MA in Counseling: Specialization in Clinical Mental Health Counseling (CMHC)
Department of Counseling and Integrated Programs

Review Year: 2018 - 2019

Date: October 14, 2019

Program Faculty/Program Evaluation Participants:

Mark Bilkey, Interim CMHC Program Director
Sandra Kakacek (Training Director, On-ground Modality)
Bonino Jennifer Bonino (Training Director, On-ground Modality)

Core Faculty

Bathje, Geoff Bathje
Bonino Jennifer Bonino
Monica Boyd-Layne
Lauren Melamed
Tiffany Stoner-Harris
Jenae Thompson
Christina Jackson

Introduction/Overview:

The CMHC program had a very dynamic year that included the hiring of two outstanding Counselor Educators: Dr. Tiffany Stoner-Harris, Core Faculty, and Dr. Jennifer Bonino, Core Faculty and Online Modality Training Director. In addition, the CMHC program proudly welcomed the first Online Modality cohort of students in Spring 2019.

In regard to Program Evaluation, after analyzing the significant amount of data presented, the vast majority of our students are meeting the objectives of the CMHC program, successfully completing coursework at the expected competency level or higher and receiving positive internship evaluations from site and faculty supervisors.

However, it was with regret that at year-end two key CMHC administrators gave their resignation to move onto different opportunities; Dr. Justin Lauka, Program Director and Dr. Fran Giordano, Online Curriculum and Teaching Associate Chair Associate Chair of the Online Modality.

SECTION I: DEMOGRAPHIC DATA

Table 1: Demographic Data for 2018 to 2019 Applicants/New Students

Gender	Applicants	Admitted	Matriculated
F	206	121	64
M	40	17	9
Undeclared	4	2	0
Grand Total	250	140	73
Race / Ethnicity	Applicants	Admitted	Matriculated
White / Caucasian	107	58	30
African American / Black	33	18	13
Hispanic / Latino	40	26	11
Asian American / Pacific Islander	9	6	4
Native American / Alaskan Native	1	1	1
Multi-racial	7	5	1
Other	--	--	--

Undeclared	53	26	13
Grand Total	250	140	73
Age Range	Applicants	Admitted	Matriculated
20 - 24	116	71	35
25 - 29	57	31	18
30 - 39	41	23	13
40 - 49	20	5	3
50 - 59	6	3	2
60 & Over	1	0	0
Undeclared	9	7	2
Grand Total	250	140	73

Discussion:

The University Admissions department in concert with the CMHC program is working very hard to attract and admit a very diverse student population. As seen in the Demographic data, of the declared Race/Ethnicity, there is nearly 51% to 49% percentages of White to Students of Color. In addition, it appears that we are attracting an older student. This will perhaps continue as the Online Modality continues to attract an older group of students.

Table 2: Program Student Demographic Data

Data in this section are based on the Day Ten Report of Fall 2018 released by the Office of Institutional Effectives

Gender	Cohort Fall 2018	Cohort Spring 2019	Cohort Summer 2019	Total
F Identified	51	7	6	64
M Identified	7	1	1	9
Undeclared	0	0	0	0
Grand Total	58	8	7	73

Race / Ethnicity	Cohort Fall 2018	Cohort Spring 2019	Cohort Summer 2019	Total
White / Caucasian	26	2	2	30
African American / Black	8	3	2	13
Hispanic / Latino	7	2	2	11
Asian American / Pacific Islander	4	0	0	4
Native American / Alaskan Native	1	0	0	1
Multi-racial	1	0	0	1
Other	--	--	--	--
Undeclared	11	1	1	13
Grand Total	58	8	7	73
Age Range	Cohort Fall 2018	Cohort Spring 2019	Cohort Summer 2019	Total
20 - 24	31	2	2	35
25 - 29	15	2	1	18
30 - 39	6	4	3	13
40 - 49	2	0	1	3
50 - 59	2	0	0	2
60 & Over	0	0	0	0
Undeclared	2	0	0	2
Grand Total	58	8	7	73

Discussion:

As stated in the previous Demographic Data discussion, the trend continues to be: of the declared Race/Ethnicity, there is an equal distribution of percentages of White to Students of Color. In addition, it appears that we are attracting an older student; especially into the Online Modality option.

Table 3: Persistence Data Based on Fall 2018 Day Ten Report

Data in this section are based on the Day Ten Report of Fall 2019 released by the Office of Institutional Effectives

By Programs, Chicago	Fall 2017	Persisted into Fall 2018		Withdrew by Fall 2018 ^b	
	<i>Counts</i>	<i>Counts</i>	<i>Rates</i>	<i>Counts</i>	<i>Rates</i>
MA in Couns.: Clin. Mental Hlth. (CMHC)	142	133	93.6	9	6.3%

Discussion:

The CMHC program continues to have a very high persistence rate. The CMHC administration and faculty encourage proactive communication by students if life events or challenges arise that may interrupt their academic progress and success.

Table 4: Program Student Load Data (Based on Fall 2018 Day Ten Report)

Student Loads by Program – Fall 2017	Highest Program †	Full-time	Half-time	Less than Half-time
	<i>Count</i>			
Chicago Campus Programs				
MA in Couns.: Clin. Mental Health	140	91.4%	8.6%	0%

Discussion:

The CMHC student is primarily taking a full-time load as seen in the data above. However, this percentage will change as the Online Modality option (3-year) continues to admit students on a rolling admissions basis throughout the year.

Table 5: 2018 – 2019 Graduate Demographic Data (Based on Fall 2018 Day Ten Report)

Gender	2018	Total
F Identified	27	27
M Identified	6	6

Undeclared	0	0
Grand Total	33	33
Race / Ethnicity	2018	Total
White / Caucasian	17	17
African American / Black	2	2
Hispanic / Latino	5	5
Asian American / Pacific Islander	2	2
Native American / Alaskan Native	0	0
Multi-racial	0	0
Other	--	--
Undeclared	7	7
Grand Total	33	33
Age Range	Cohort 2018	Total
20 - 24	20	20
25 - 29	8	8
30 - 39	3	3
40 - 49	0	0
50 - 59	0	0
60 & Over	0	0
Undeclared	2	2
Grand Total	33	33

Discussion:

The CMHC successfully graduated 33 students. However, there was also an increase of students who needed to take a Leave of Absence or delay their graduation due to unforeseen circumstances within this 2018-2019 academic year.

SECTION II: PROGRAM EVALUATION & ASSESSMENT OF STUDENT LEARNING OUTCOMES

The CMHC program has 11 program objectives:

- a. Program Objectives 1-8 correspond to CACREP’s 8 core areas;
- b. Program Objectives 9 & 10 are institutional outcomes on Adlerian teaching and Social Justice practice respectively.
- c. Program Objective 11 matches to the CMHC Specialty Outcome.

Student learning outcome data were collected through end of course rubrics, practicum and site supervisor evaluations, and comprehensive examination. The ratings of students’ performance were aggregated and compared to the success thresholds preset by the program.

A. Assessment of Student Learning Outcomes by Program Objectives and CACREP Core & Specialty areas.

Program Objectives	BLO	Learning Experiences	Assessment Tools	Attainment/Success Threshold	Student Performance
I. Professional Orientation and Ethical Practice: Describe and apply all aspects of professional practice, including history, roles, professional organizations, ethic and legal standards, counselor credentials and advocacy processes.	1	Internship (CMHC 698)	Site supervisor evaluations, Section A, Items 1-5	90% of students will score a 3 or better	97.2% of students scored 3 or better
		Comprehensive Examination	Professional Orientation and Ethical Practice Section	90% of students will score one deviation below the collective means mean)	92% of students score one deviation below the collective means mean)
	COUN-532	Course Rubrics (Aggregated Data)	90% score 2 (“Meets Expectations”) or better in the aggregated	98.4% of students score 2 or better	

2. <u>Social and Cultural Diversity</u> : Develop self-awareness and multicultural counseling competencies. Apply theory and research on cultural factors impacting counseling relationships in a multicultural and diverse society, and the role of social justice and advocacy to the practice of counseling.	3	Internship (CMHC 698)	Site supervisor evaluations Section B, Items 6-9	90% of students will score a 3 or better	100% scored 3 or better
		Comprehensive Examination	Social and Cultural Diversity Section	90% of students will score one deviation below the collective means mean)	92% students scored one deviation below the collective means mean)
		COUN-536	Course Rubrics (Aggregated Data)	90% score 2 (“Meets Expectations”) or better in the aggregated	96.6% of students scored 2 or better
3. <u>Human Growth and Development</u> : Apply models of individual, couples, and family development in the practice of counseling with emphasis on cultural diversity across lifespan.	1	Comprehensive Examination	Human Growth and Development Section in the examination	90% of students will score one deviation below the collective means mean)	90% of students scored one deviation below the collective means mean)
		COUN-622	Course Rubrics (Aggregated Data)	90% score 2 (“Meets Expectations”) or better in the aggregated	100% of students scored 2 or better
4. <u>Career Development</u> : Demonstrate knowledge and apply career development and decision- making models and strategies with multicultural and diverse populations.	1	Comprehensive Examination	Career Development Section in the comprehensive Examination	90% of students will score one deviation below the collective means mean)	90% of students scored one deviation below the collective means mean)
		COUN-629	Course Rubrics (Aggregated Data)	90% score 2 (“Meets Expectations”) or better in the aggregated	99.2% of students scored 2 or better

5. <u>Helping Relationships</u> : Demonstrate knowledge of theories and skills to provide ethical counseling, consultation, and crisis intervention services.	1	Internship (CMHC 698)	Site supervisor evaluation Section C, Counseling Process & Helping Relationships, Items 10-16	90% of students will score a 3 or better	100% students scored 3 or better
		Comprehensive Examination	Section on Helping Relationship	90% of students will score one deviation below the collective means mean)	94% of students scored one deviation below the collective means mean)
		COUN 533, 534, and 618	Course Rubrics (Aggregated Data)	90% score 2 (“Meets Expectations”) or better in the aggregated	100%, 90%, 98.5% of students scored 2 or better in COUN 533,534, and 618 respectively.
6. <u>Group Work</u> : Participate in, facilitate, and lead experiential group and apply group work principles and theories, methods, and skills to the practice of counseling.	1	Comprehensive Examination	Section on Group Work	90% of students will score one deviation below the collective means mean)	88% of students scored one deviation below the collective means mean)
		COUN-540	Course Rubrics (Aggregated Data)	90% score 2 (“Meets Expectations”) or better in the aggregated	100% scored 2 or better
7. <u>Assessment</u> : Demonstrate knowledge of principles of testing and measurement, including statistical concepts and apply them to individual and group assessment and evaluation.	1	Internship (CMHC 698)	Site supervisor evaluation Section E, Assessment and Diagnosis, Items 20-23	90% of students will score a 3 or better	100% of students scored 3 or better
		Comprehensive Examination	Section on Assessment and Appraisal	90% of students will score one deviation below the collective means mean)	90% of students scored one deviation below the collective means mean)

		COUN-626	Course Rubrics (Aggregated Data)	90% score 2 (“Meets Expectations”) or better in the aggregated	100% of students scored 2 or better
8. <u>Research and Program Evaluation:</u> Describe and recognize the importance of research and statistical based methods, statistical needs assessment, program evaluation to inform evidence- based practice of counseling.	2	Comprehensive Examination	Section in Research and Program Evaluation in the comprehensive Examination	90% of students will score one deviation below the collective means mean)	90% of students scored one deviation below the collective means mean)
		COUN-625	Course Rubrics (Aggregated Data)	90% score 2 (“Meets Expectations”) or better in the aggregated	97% of students scored 2 or better
9. Adlerian Foundations and Principles: Apply principles of Adlerian theory such as purposiveness of behavior, the indivisible self, goal directed behavior, and the role of social interest in counseling and treatment planning with the goals to improve well-being of individuals, couples, groups, families, and a diverse society.	1	COUN-518	Course Rubrics (Aggregated Data)	90% score 2 (“Meets Expectations”) or better in the aggregated	Threshold Attained: 2.68
10. Social Justice/Social Responsibility: Reflect on personal values and assumptions (privileges, disadvantages, etc.) about the nature and causes of social problems (social injustices such as poverty, racism, abuse) and gain experience and skills to advocate for systemic change through engagement and leadership in	3	SJP-514 (for CMHC Ground Modality)	Course Credit	90% of students receive credit for SJP- 514	88.4% received credit for SJP

11. Clinical Mental Health Counseling: Demonstrate knowledge, skills, and practices to address a variety of issues within the clinical mental health counseling context including prevention, diagnosis, assessment, intervention, research, diversity, and advocacy roles.	1, 2, 3	CMHC 538, 635 and CMHC-617	Rubrics of these courses (Aggregated data)	90% score 2 (“Meets Expectations”) or better	No data collected for CMHC 538; 100% of students scored 2 or better in CMHC 617 and CMHC 635.
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Discussion:

After analyzing the significant amount of data presented, the vast majority of our students are meeting the objectives of the CMHC program, successfully completing coursework at the expected competency level or higher and receiving positive internship evaluations from site and faculty supervisors.

In addition, results from our annual CMHC alumni survey as well as interactions with site supervisors and clinical site managers strongly suggest that Adler CMHC graduates clearly stand out and are making a difference in the community as socially responsible and culturally competent practitioners.

However, an area that also stood out was the need to reduce confusion in SLOAP results thus increasing meaningful conclusions from the data. This was particularly apparent when the same student learning outcomes from CMHC 635 were included across different courses and confounding the significance of the results.

In reviewing these questions with faculty, the immediate reaction was that our CMHC students did not perform poorly. However, there are two key areas to examine and depending on the findings, create goals and timelines for action.

The first area is the replacement of COUN 635: Advanced Clinical Mental Health. Two new class curricula were created to address the new CACREP 2016 standards; CMHC 538: Professional Functions of Clinical Mental Health Counselors and CMHC 615: Crisis Intervention and Trauma Counseling. These courses were implemented for Academic year 2018-2019. However, assessment data is not currently available.

The second area is within the COUN 534 Counseling Skills course. This class received some of the lowest success rates, namely rubrics assessing Social and Cultural Diversity (90%) and Helping Relationships (92%). Upon discussion and reflection with faculty, the thought is perhaps an

imbalance of skill specific teaching requirements (including counseling tape creation) has weakened the focus on Social and Diversity training within the class. This is also a class that has a greater number of adjunct faculty which has implications for the need to schedule regular training focused on expectations and outcomes.

SECTION III: PROGRAM EVALUATION – INPUT FROM STAKE HOLDERS

A. Advisory Board Input:

The following information is directly taken from the May 4, 2019 CMHC Advisory Board Minutes. The CMHC Advisory Board consists of Leaders in the Counseling Education field, Adler CMHC Alumni, and current CMHC administration All Core Faculty are encouraged to attend these meetings

Dr. Bilkey welcomed the attendees, who provided brief introductions, including all of the new hires in the Counseling Department since the previous Advisory Board meeting (Dr. Bonino, Dr. Boyd-Layne, Dr. Thompson). Board members were thanked for their attendance; Dr. Bilkey encouraged input, suggestions, and open conversation. He referred the Board to his presentation and other pertinent documents provided which was provided prior to the meeting.

Mission Statement and Program Outcomes:

Proposed changes to the mission statement and program outcomes:

Change first sentence of mission statement to: The Master of Arts in Counseling – Clinical Mental Health Counseling Program is a Council for Accreditation of Counseling and Related Education Programs (CACREP) accredited program and trains skilled and socially responsible counselors who are culturally competent and socially aware to meet the needs of diverse communities throughout the nation. Change first sentence of Program Outcomes statement to: Program outcomes 1-8 of our Master of Arts in Counseling – Clinical Mental Health Counseling are based on the Common Core Areas established by the 2016 CACREP standards. Change Program Outcome Nine to include wording about addictions and multi-diagnosis.

New hiring: The Counseling Department recently hired Dr. Jennifer Bonino as the Online Training Director; she will be working closely with Dr. Francesca Giordano to develop curriculum and courses for our CMHC Online program. It is a busy time for recruitment in the Counseling Department; both the DCES and CMHC programs will be hiring new faculty throughout the spring and

summer semesters. The department will also be hiring a Training Director as Paul Fitzgerald will be retiring at the end of this year. Send any/all recommendations to Dr. Bilkey and Dr. Chow.

Current Trends: Investigate the emerging implications for CMHC students in Tele-Mental Health and Tele-Counseling. Some of our CMHC faculty are board-certified Tele-Mental Health Practitioners including Dr. Benton Johnson, Dr. Monica Boyd-Layne, and Dr. Jenae Thompson.

B. Student Feedback and Input:

Throughout the academic calendar year, Administrator and Faculty led Student Town Halls were created to engage in feedback concerning their CMHC program. An example was a meeting that was scheduled during a program sponsored dinner during Residency week for the first Spring 2019 Online cohort. Another key on-going formal evaluation and feedback with students is our end of semester course evaluations. This anonymous student evaluation is summarized in an extensive report which is analyzed by both faculty and administration for celebrations and improvements.

C. Alumni Survey and Responses

An Alumni survey was sent to graduates encompassing over 70 questions. Some of the key content areas involved Identification of degree and year, Curriculum, Advisement, and Clinical Experience satisfaction, Current Employment, Employment Setting, National Certified Counselor or NCC-Board Eligible Certification, and Licensure. There were 39 Alumni that completed the survey providing the CMHC administration and faculty excellent feedback on Core Curriculum and Clinical preparedness. In addition, subsequent questions were provided for feedback on how the CMHC program can improve.

D. Alumni Employer Survey and Input

An extensive Survey was sent out to Alumni Employers (17 Completed) that addressed how CMHC Alumni performed in the 8 Core CACREP Competency areas: Professional Orientation and Ethical Practice, Social and Cultural Diversity, Helping Relationships, Assessment and Clinical Decision-Making Skills and so forth. Included in the Survey were the questions: What do you see as the greatest strengths of our counseling program, based upon your observations of students and/or alumni? and What areas do our interns and/or alumni need additional training?

The Employer survey results were that none of the CMHC alumni were rated below average in any of the competencies. Given that initial statement, the remaining results within the 8 Core Competency areas were approximately 45% Average, 40% Above Average, and 15% Superior.

E. Practicum and Internship Site Supervisor Survey and Input

The relationship between the CMHC program and Clinical training sites is one of utmost importance. Throughout the year, the CMHC program administration strongly encourages communication between Clinical seminar leaders, the Clinical Training Director and Clinical Training sites. In addition, the Clinical Site Supervisor is required to complete an end of training evaluation which provides valuable feedback and input on student preparedness for clinical work. This feedback to CMHC administration gives valuable insight into the levels of training and preparedness as well as how the CMHC program can improve. In addition, in 2018-2019, the Clinical Training Director provided Clinical site supervisors a focused opportunity by creating a training day on the topic: Adlerian philosophy and Clinical training. There were over 40 supervisors in attendance.

SECTION IV: PROGRAM MODIFICATIONS AND ACTIONS

The implementation of CMHC 538: Professional Functions of Clinical Mental Health Counselors and CMHC 615: Crisis Intervention Trauma Counseling class results will be reflected in the 2019-2020 SLOAP report.

The COUN 534 Counseling Skills course was the aim for modification and taking action. The goal is to increase Multicultural learning and awareness among students in the course. By January 2020, the Counseling and Integrated Program Curriculum committee will form a workgroup including both core and adjunct faculty teaching this course. The committee will identify Multicultural activities and discussion topics relevant to the COUN 534 Counseling Skills course and discuss ways to best implement activities into courses. The next goal/action will be the work group formally presenting a proposal of activities to faculty for implementation and then the actual implementation of Multicultural discussions within the course structure.

CONCLUSION

In regard to Program Evaluation, after analyzing the significant amount of data presented, the vast majority of our students are meeting the objectives of the CMHC program, successfully completing coursework at the expected competency level or higher and receiving positive internship evaluations from site and faculty supervisors.

The CMHC administration looks forward to attracting dynamic and experienced leadership in filling the vacancies created at the end of the academic year. In addition, CMHC administration and faculty look forward to collecting new Online Modality student feedback on class curriculum, instruction and the Residency requirement in the on-going effort to improve performance, instruction and a deep sense of community.