

# **Clinical Mental Health Counseling Master's Program**

## **Annual Systematic Program Evaluation Report Academic Year 2019-2020**



**School of Counseling**  
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## Introduction

This report is written to comply with the Council for the Accreditation of Counseling and Related Educational Programs (CACREP, 2016) Section 4: Evaluation in the Program, Standard D, which states “counselor education program faculty disseminate an annual report that includes, by program level, (1) a summary of the program evaluation results, (2) subsequent program modifications, and (3) any other substantial program changes. The report is published on the program website in an easily accessible location, and students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors) are notified that the report is available” (from <https://www.cacrep.org/section-4-evaluation-in-the-program/>).

The purposes for this annual report are specific to the Clinical Mental Health Master’s Program (CMHC) and include, but are not limited to, faculty reflection about program strengths and areas for improvement, sharing program-related information with stakeholders (e.g., students, graduates and employers), and communication about the program’s status with institutional administrators.

The data compiled for this systematic program evaluation report was drawn from academic year 2019-2020 (i.e., Summer 2019, Fall 2019, Spring 2020).

Throughout this program evaluation period there were four core CMHC program faculty: Dr. David Blankenship (Visiting Assistant Professor), Dr. Julie Lenyk (Assistant Professor of Instruction), Dr. Varunee Faii Sangganjanavanich (Professor and School Director) and Dr. Robert Schwartz (Professor and Program/Clinical Coordinator).

## Program Annual Statistics

Minimum number of credit (semester) hours required for the degree? 60

Number of students currently enrolled in the program? 95

Number of students graduated from the program in the past year (Summer 2019, Fall 2019 and Spring 2020)? 35

Approximate completion rate of students from the program? 90%

Approximate licensure examination pass rate of students graduating from the program? 95%

Approximate job placement rate of graduates from the program who were actively seeking employment? 90%

### Program Annual Evaluation Results

Program faculty conduct formal follow-up studies through online surveys each semester for current students each semester toward the end of their program (i.e., during internship semester), and annually for program graduates/alumni and site supervisors/employers.

#### **Current Student Exit Survey Results:**

Ratings are scored using a Likert-Type scale ranging from 1 (Very Dissatisfied) to 5 (Very Satisfied). Higher scores equate to a higher level of student satisfaction.

<u>Core Course Topic Area</u>	<u>Minimum</u>	<u>Maximum</u>	<u>Mean</u>	<u>Std Deviation</u>
<b>Ethics &amp; Professional Orientation</b>	2.00	5.00	4.42	.86
<b>Research &amp; Program Evaluation</b>	3.00	5.00	4.42	.64
<b>Assessment &amp; Testing</b>	4.00	5.00	4.50	.50
<b>Human Growth &amp; Development</b>	3.00	5.00	4.08	.64
<b>Individual Counseling Theory</b>	2.00	5.00	4.17	1.07
<b>Group Counseling Theory</b>	4.00	5.00	4.58	.49
<b>Multicultural Counseling</b>	3.00	5.00	4.50	.65
<b>Career Counseling</b>	3.00	5.00	4.33	.62

Core Course Survey Data: During this program evaluation period ratings in all core course areas averaged between “Satisfied” and “Very Satisfied.” In addition, all content areas were rated higher during this evaluation period than in the prior (2017-2018) program evaluation report. Moreover, the standard deviations of ratings in all areas was lower than in the prior evaluation report, showing that current students shared more consensus in perspectives. Although there was a range of opinions, no core course area averaged low satisfaction among current students and no single area was rated “Dissatisfied” by any student.

<b><u>Clinical Counseling Topic Area</u></b>	<b><u>Minimum</u></b>	<b><u>Maximum</u></b>	<b><u>Mean</u></b>	<b><u>Std Deviation</u></b>
<b>Addiction Counseling</b>	3.00	5.00	4.33	.62
<b>Mental Disorder Diagnosis/Treatment</b>	3.00	5.00	4.42	.76
<b>Clinical Skills (Practicum &amp; Internship)</b>	3.00	5.00	4.58	.64

Clinical Counseling Course Survey Data: During this program evaluation period all clinical course areas averaged close to “Very Satisfied.” In addition, all content areas were rated higher during this evaluation period than in the prior (2017-2018) program evaluation report. Given that these clinical counseling topics areas directly link with the two program objectives, and are used for key performance indicator outcome purposes, the mean ratings from current students are encouraging.

Regarding the first core program objective, when asked “Taking all coursework and clinical experiences into account, how satisfied are you with the following program learning objective - Demonstrating ethical and evidence-based diagnosis knowledge and skills” the following ratings were shown:

<b><u>Program Objective #1</u></b>	<b><u>Minimum</u></b>	<b><u>Maximum</u></b>	<b><u>Mean</u></b>	<b><u>Std Deviation</u></b>
	3.00	5.00	4.50	.65

Regarding the second core program objective, when asked “Taking all coursework and clinical experiences into account, how satisfied are you with the following program learning objective - Demonstrating ethical and evidence-based treatment intervention knowledge and skills” the following ratings were shown:

<b><u>Program Objective #2</u></b>	<b><u>Minimum</u></b>	<b><u>Maximum</u></b>	<b><u>Mean</u></b>	<b><u>Std Deviation</u></b>
	2.00	5.00	4.17	.90

Regarding program-related organizational feedback, the following ratings were shown:

<b>Program Faculty Guidance</b>	<u>Minimum</u>	<u>Maximum</u>	<u>Mean</u>	<u>Std Deviation</u>
	3.00	5.00	4.50	.76
<b>Program Policies/Procedures</b>	<u>Minimum</u>	<u>Maximum</u>	<u>Mean</u>	<u>Std Deviation</u>
	3.00	5.00	34.42	.64
<b>Overall Satisfaction With Program</b>	<u>Minimum</u>	<u>Maximum</u>	<u>Mean</u>	<u>Std Deviation</u>
	3.00	5.00	4.25	.72

Positive Qualitative Feedback:

- “Very organized...”
- “A lot of support from staff...”
- “Supervision was beyond expectations...”
- “First-hand counseling experience...”
- “Provided me with the tools needed to be successful...”

Constructive Qualitative Feedback:

- “Continued multicultural education...”
- “Some courses could have been more experiential...”

**Graduate/Alumni Survey Results:**

Survey results show that 100% of program graduates reported being licensed as a Professional Counselor or Professional Clinical Counselor, and 100% of program graduates reported being currently employed in the counseling profession.

Ratings are scored using a Likert-Type scale ranging from 1 (Very Dissatisfied) to 5 (Very Satisfied). Higher scores equate to a higher level of student satisfaction.

<u>Topic Area</u>	<u>Minimum</u>	<u>Maximum</u>	<u>Mean</u>	<u>Std Deviation</u>
<b>Using Ethics &amp; Professional Identity</b>	4.00	5.00	4.50	.50

<b>Using Research &amp; Program Evaluation knowledge</b>	2.00	5.00	3.50	1.50
<b>Performing Assessment &amp; Testing</b>	4.00	5.00	4.50	.50
<b>Using Human Growth &amp; Development Knowledge</b>	3.00	4.00	3.50	.50
<b>Practicing Career Counseling</b>	5.00	5.00	5.00	.00
<b>Using Counseling Theory</b>	3.00	4.00	3.50	.50
<b>Practicing Group Counseling</b>	4.00	5.00	4.50	.50
<b>Using Multiculturally Informed Treatments</b>	4.00	5.00	4.50	.50
<b>Diagnosing Mental Disorders</b>	3.00	5.00	4.00	1.00
<b>Treating Mental Disorders</b>	4.00	5.00	4.50	.50

During this program evaluation period ratings in all core course areas averaged between “Satisfied” and “Very Satisfied” and most knowledge and skill areas approached “Very Satisfied.” Therefore, program graduates reported that they have the knowledge and skills to competently work as professional counselors in the field, with no areas identified as problematic from a professional standpoint.

When asked “Since graduating, overall how would you rate the UA CMHC program” the following ratings were shown:

<b>Overall Satisfaction</b>	<u>Minimum</u>	<u>Maximum</u>	<u>Mean</u>	<u>Std Deviation</u>
	4.00	5.00	4.50	.50

Positive Qualitative Feedback:

“Practicum was very helpful”

Constructive Qualitative Feedback:

“More experiential activities during program”

**Supervisor/Employer Survey Results:**

Survey results showed that approximately 95% of respondents provided supervision to current students, and 77% were involved in employment decisions for one or more graduate.

Ratings are scored using a Likert-Type scale ranging from 1 (Very Dissatisfied) to 5 (Very Satisfied). Higher scores equate to a higher level of student satisfaction.

<b><u>Topic Area</u></b>	<b><u>Minimum</u></b>	<b><u>Maximum</u></b>	<b><u>Mean</u></b>	<b><u>Std Deviation</u></b>
<b>Using Ethics &amp; Professional Identity</b>	3.00	5.00	4.60	.50
<b>Using Research &amp; Program Evaluation knowledge</b>	2.00	5.00	4.15	.70
<b>Performing Assessment &amp; Testing</b>	3.00	5.00	4.15	.70
<b>Using Human Growth &amp; Development Knowledge</b>	3.00	5.00	4.45	.50
<b>Practicing Career Counseling</b>	3.00	5.00	4.25	.70
<b>Using Counseling Theory</b>	3.00	5.00	4.65	.50
<b>Practicing Group Counseling</b>	3.00	5.00	4.30	.60
<b>Using Multiculturally Informed Treatments</b>	3.00	5.00	4.40	.50
<b>Diagnosing Mental Disorders</b>	2.00	5.00	4.30	.90
<b>Treating Mental Disorders</b>	3.00	5.00	4.50	.70

During this program evaluation period ratings in all topic areas averaged between “Satisfied” and “Very Satisfied.” Supervisors and employers reported very positive overall knowledge and skills among CMHC interns. The highest rated area, Using Ethics and Professional Identity, is a crucial outcome for trainees and graduates. No area was rated poorly, and no single rating on any area was evaluated as “Dissatisfied.”

When asked “Based on your experience during the prior year, overall how would you rate the UA CMHC program” the following ratings were shown:

<b><u>Overall Satisfaction</u></b>	<b><u>Minimum</u></b>	<b><u>Maximum</u></b>	<b><u>Mean</u></b>	<b><u>Std Deviation</u></b>
	3.00	5.00	4.55	.50

Positive Qualitative Feedback:

- “Very motivated interns”
- “Prepared for clinical skills”
- “Quality education; strong mentors”
- “Training in a variety of diagnoses and treatment approaches”

Constructive Qualitative Feedback:

- “More substance use background”
- “Improving working knowledge with dual diagnoses”
- “Increased understanding of what will take place in the workplace (billing, insurance, etc)”

### Program-Related Modifications

The program has submitted state-level proposal to change the degree from Master of Arts in Education (M.A.Ed.) to Masters of Arts (M.A.). This application, forwarded to the Ohio Department of Higher Education, will extend until at least Fall 2020 semester before final approval. This change will help better align the program with the College of Health Professions (versus former College of Education) and clarify the degree for applicants, graduates and stakeholders (e.g., licensure boards).

The following three core courses are currently offered fully online, all of which have been developed by a core faculty member during this annual review period (i.e., beginning Spring 2020 semester). Note that the foundational bases of these courses – i.e., course objectives, key performance indicators tracked for assessment purposes, textbooks and other knowledge tools, and fulfillment of CACREP core standards - have not changed. Rather, teaching methodologies were updated to include online discussions, recorded and live lectures, videoconference instructor office hours, etc:

- 5600:601      Research & Program Evaluation in Counseling
- 5600:645      Tests & Appraisal in Counseling
- 5600:648      Individual & Family Development Across the Lifespan

During this program evaluation period the program received final approval for several curricular changes which will be implemented for all new students admitted for Fall 2020 and beyond:

Beginning Fall 2020, the program will introduce a new required 5600:664 Advanced Diagnosis course (Diagnosis in Counseling or DSM is a prerequisite). This course will substitute for 5600:662 Personality and Abnormal Behavior which will be eliminated due to no longer being required for licensure or



accreditation purposes and because the content could be infused into beginning diagnosis and advanced diagnosis courses. The focus of the new Advanced Diagnosis course will be on case conceptualization and in-depth diagnostic assessment practices beyond DSM/ICD criteria (which is the primary content of the beginning Diagnosis in Counseling course).

The curriculum guide for the degree and related updates can be viewed online at <https://bulletin.uakron.edu/graduate/colleges-programs/health-professions/counseling/clinical-mental-health-counseling-ma/#requirementstext>.

### **Program-Related Substantial Changes**

After a review of CACREP (2016) CMHC standards, Ohio Professional Counselor licensure standards, and student/alumni/supervisor/employer feedback, no substantial program changes occurred, other than the program modifications described above.