**Clinical Mental Health Counseling Program**

**Neumann University**

**2021-22 Annual Report**

The Clinical Mental Health Counseling (CMHC) Program at Neumann University is a 60-credit, CACREP accredited master’s program. The program is evaluated in a variety of ways, including a program assessment plan, demographic data on applicants, students, and graduates, and data from follow-up studies of key stakeholders. Program outcomes are evaluated through a Program Assessment Plan, created in conjunction with the Office of Institutional Research. This report outlines the findings of the different evaluation measures from summer 2021-summer 2022 as well as program modifications and substantial program changes.

**Evaluation of Program**

**Program Assessment Plan Results**

The Program Assessment Plan systematically evaluates program objectives with related CACREP standards. Key performance indicators are assessed for each course in the CMHC program as well as aggregate data on student knowledge, skills, and professional dispositions. Assessment data is obtained on each course every time it is offered, and 25 courses were offered at least once during the evaluation cycle.

The Program Assessment Plan systematically evaluates program objectives with related CACREP standards. Key performance indicators are assessed for each course in the CMHC program as well as aggregate data on student knowledge, skills, and professional dispositions. Assessment data is obtained on each course every time it is offered, and 18 out of 20 courses were offered at least once during the evaluation cycle.

The results of the assessment were favorable. Across the full year (summer 2021 to summer 2022), 25 individual courses were offered where data was able to be collected. Of those courses, 14 individual courses met all formative, summative, and IDEA evaluative criteria. Two courses did not meet either a summative or formative portion of the evaluation criteria, while one of these courses also did not meet a portion of the IDEA evaluation criteria. One of the courses that did not meet the summative criteria has historically achieved this goal. In collaboration with the teaching faculty, it was established that the results of the summative evaluation were likely an outlier, but further assessment is needed. In the other course, students struggled to submit work that met the passing criteria. In the future, the professor will spend more time explaining expectations in that course. Of the remaining courses, five met all formative and summative evaluation criteria but did not meet at least one component of the IDEA evaluative criteria for their course. Low response rates to the IDEA evaluations contributes to the failure to meet IDEA evaluations for all courses. In these cases, the responses of a few students cause some of the components to not be met.

**Demographics and Other Characteristics**

Applicants to the CMHC program represent diversity in regard to, gender, citizenship, and racial/ethnic identity. The total applicant pool from summer 2020 to summer 2021 was comprised of 22 individuals, which includes only those students who completed an application to the program. Of the 22 applicants, a total of 13 individuals ultimately became enrolled students in the program. Nineteen (86%) of the prospective applicants identified as US citizens while one applicant identified as a permanent resident and two as foreign nationals. Fifteen applicants (68%) identified as female, and seven applicants identified as male (32%). Of the 22 applicants, most identified as White (45%), followed by Black or African American (27%). Less than one percent of applicants identified as Hispanic, Asian, or Other.

Demographic data on students enrolled is also collected. Of the 43 students enrolled in the program, the majority (67%) identified as female. Using the categories provided by the Department of Education, 58% of students identified as White, 28% identified as Black or African American. Less than one percent, each, identified as the following: Hispanic, non-resident Alien, or Asian. Additionally, one percent of enrolled students responded as unknown. Current students are also diverse in age. Most (44%) of students are aged 40-64, 40% are aged 24-39, less than one percent are aged 21-24, and one percent are aged 65 and older.

**Follow-Up Studies**

Neumann seeks feedback from graduates, employers, and supervisors of the program. This feedback is designed to assess for outcomes related to the program objectives as well as solicit other feedback.

**Alumni responses.** An invitation to participate in a survey was sent to the graduates from summer 2021-summer 2022. Five alumni responded to the survey invitation and were invited to rate their experience of professional growth and identity, theoretical skills, and clinical counseling skills, on a 1-5 Likert-style scale. Three alumni are currently employed in the clinical mental health counseling field and four indicated that they plan to pursue licensure. The results were overall positive and are detailed below.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Professional Identity and Growth** | Strongly Disagree | Somewhat Disagree | Neither Disagree nor Agree | Somewhat Agree | Strongly Agree |
| Understand the field of professional counseling. | 0% | 0% | 0% | 20% | 80% |
| Recognize key ethical principles and use an ethical decision-making model. | 0% | 0% | 0% | 40% | 60% |
| Apply a theological reflection process to personal integration and therapeutic relationships. | 0% | 0% | 0% | 20% | 80% |
| Provide skills and service in areas that entail advocacy, outreach, and consultation. | 0% | 0% | 20% | 60% | 20% |
| Recognize critical points of development and maturation in self and others. | 0% | 0% | 0% | 0% | 100% |
| Demonstrate an openness to feedback that allows for self-examination, theologically- based reflection and articulation of pastoral/spiritual character. | 0% | 0% | 0% | 40% | 60% |

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| --- | --- | --- | --- | --- | --- |
| **Theoretical Skills and Areas** | Strongly Disagree | Somewhat Disagree | Neither Disagree nor Agree | Somewhat Agree | Strongly Agree |
| Work with diverse populations and support ongoing efforts to promote cultural awareness. | 0% | 0% | 0% | 20% | 80% |
| Evidence knowledge of state and stage theories of lifespan development. | 0% | 0% | 20% | 20% | 60% |
| Recognize the etiology, symptomology, progression of pathologies; understand effective treatment modalities. | 0% | 0% | 20% | 40% | 40% |
| Apply knowledge of career assessment protocols and theories of career development. | 0% | 0% | 20% | 40% | 40% |
| Identify a therapeutic orientation for engaging in assessments, interaction, and positive outcomes with clients. | 0% | 0% | 0% | 40% | 60% |
| Apply, interpret, and/or analyze research writing, needs assessments, statistical results, and program evaluations. | 0% | 0% | 20% | 20% | 60% |
| Employ strategies and interventions within group counseling settings. | 0% | 0% | 0% | 40% | 60% |

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| --- | --- | --- | --- | --- | --- |
| **Clinical Counseling Skills** | Strongly Disagree | Somewhat Disagree | Neither Disagree nor Agree | Somewhat Agree | Strongly Agree |
| Formulate working diagnosis and treatment goals. | 0% | 0% | 20% | 20% | 60% |
| Use therapeutic interventions within clear multicultural and ethical guidelines. | 0% | 0% | 0% | 40% | 60% |
| Integrate spirituality and psychology in the assessment of various cases and therapeutic interactions. | 0% | 0% | 0% | 40% | 60% |
| Demonstrate knowledge and use of theoretical approaches consistent with client issues. | 0% | 0% | 0% | 40% | 60% |
| Attend to clients in empathic and non-judgmental way. | 0% | 0% | 0% | 0% | 100% |
| Reflect theologically in counseling relationships that facilitate understanding their roles as pastoral counselor. | 0% | 0% | 0% | 60% | 40% |

Alumni also responded favorably concerning their overall experience in the CMHC program. All respondents answered “somewhat good” or “extremely good” when assessing their interactions with faculty, clinical experience, preparation for becoming a counselor, and education.

**Supervisor Responses**

Clinical supervisors of current students were asked to provide feedback on their experience, and a total of ten supervisors responded to the invitation to participate in the survey. All participants felt “somewhat supported” or “supported,” in their role as a supervisor.

Nine out of ten supervisors stated they would be willing to work with Neumann students in the future; the one supervisor who indicated a possible future interest reported logistical constraints as a potential limiting factor. The supervisors responding to the evaluation included on-site supervisors and independent supervisors of students who were enrolled in practicum or internship in AY 2021-2022. The results were favorable and 100% of supervisees indicated the Neumann students were “developing” or “mastered” each skill. The chart below reports the results of the 3-point Likert-type survey.

|  |  |  |  |
| --- | --- | --- | --- |
| **Supervisory and Interpersonal Skills**  | **Missing**  | **Developing**  | **Mastered**  |
| Receptive to feedback from supervisor and peers.  | 0% | 20%  | 80% |
| Initiates pertinent discussion in supervision.  | 0% | 30% | 70%  |
| Open to self-examination.  | 0% | 40% | 60% |
| Communicates clearly.  | 0% | 60%  | 50% |
| **Professional Identity and Ethical Behavior**  | **Missing**  | **Developing**  | **Mastered**  |
| Respects confidential nature of counseling.  | 0%  | 10%  | 90% |
| Recognizes and uses countertransference.  | 0% | 80% | 20%  |
| Maintains professional boundaries.  | 0%  | 30% | 70% |
| Reacts to situations in a professional manner.  | 0% | 50%  | 50%  |
| **Clinical Assessment Skills**  | **Missing**  | **Developing**  | **Mastered**  |
| Formulates working diagnosis and treatment goals.  | 0% | 80% | 20%  |
| Attends to clients in empathetic and non-judgmental ways.  | 0% | 30% | 70%  |
| Has knowledge of and uses theoretical approaches.  | 0% | 80%  | 20% |
| Uses clinical skills consistent with their level of experience.  | 0%  | 60% | 40% |
| Identifies presenting problem and underlying issues.  | 0%  | 70%  | 30% |
| **Documentation, Paperwork, and Time Management**  | **Missing**  | **Developing**  | **Mastered**  |
| Finishes paperwork and documentation in a timely manner.  | 0%  | 60% | 40%  |
| Follows organizational policies, procedures, and protocols.  | 0% | 50% | 50% |

**Employer responses.** Alumni were invited to provide contact information of an employer who could speak to their clinical skills or training. Only two individuals provided contact information and neither employer responded to the survey invitation.

**Subsequent Program Modifications**

The faculty engaged in a collaborative process of gathering and analyzing data for the program assessment plan. No programmatic changes were made as a result of the data; however, individual course changes of rubrics and standards were made.

One programmatic modification was made regarding the course description of PCC 720: Human Growth and Development. The new course description focuses primarily on human development rather than personality and human development. The course description change reflects efforts to align course descriptions and content with counseling identity and CACREP standards.

**Substantial Program Changes**

In the past year, the program name was changed to the Clinical Mental Health Counseling program from the former name, Pastoral Clinical Mental Health. Although the name change did not constitute any other changes to the program, Neumann administrators and program faculty believed a name change would create less confusion for prospective students. Two successful faculty searches were completed in the past year for core faculty. Dr. Kate Worley was hired this summer as the academic unit leader and assistant professor and Dr. William Kelly was hired as an associate professor. No other substantial changes were made to the program between summer 2021 to summer 2022.