

Clinical Mental Health Counseling Program Neumann University 2022-23 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 2022-summer 2023 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 19 out of 20 courses were offered at least once during the evaluation cycle and some classes were offered more than once.

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, 22 courses were offered during the evaluation cycle.

The results of the assessment were favorable. Across the full year (summer 2022 to summer 2023), 15 individual courses were offered where data was able to be collected. Of those courses, 12 individual courses met all IDEA evaluative criteria. The three courses that did not meet full IDEA evaluative criteria met portions of the criteria. Additionally in 20 out of the 22 courses offered, both formative and summative objectives were met. In one of those courses, the formative objective was met while the summative objective was not met. Finally, 13 courses met all IDEA evaluative criteria, formative, and summative assessments. Historically, IDEA results have been more favorable but due to technology issues and low response rates, IDEA criteria were not assessed in seven courses. This fall, the program updated their assessment plan with the university and many faculty updated their IDEA criteria to better meet class content. In the two courses that did not meet formative and/or summative criteria, a new faculty member was teaching new course material. Faculty also updated formative and summative objectives this fall to better meet class content.

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 2022 to summer 2023 was comprised of 17 individuals, which includes only those students who completed an application and deposited into the program. Of the 17 applicants, a total of 15 individuals ultimately became enrolled students in the program. Sixteen (94%) of the prospective applicants identified as US

citizens while one applicant identified as a foreign national. Eleven applicants (65%) identified as female, and six applicants identified as male (35%). Eight applicants identified as White (47%), followed by Black or African American (29%). Twenty-three percent of applicants identified as Asian or Other.

Demographic data on students enrolled is also collected. Of the 46 students enrolled in the program, the majority (76%) identified as female. Using the categories provided by the Department of Education, 52% of students identified as White, 26% identified as Black or African American and 15% of students responded as unknown. Four percent of students identified as Hispanic and 2% identified as Asian, while an additional 2% identified as two or more races and non-resident. Current students are also diverse in age. Most (28%) of students are less than 25, 23% are aged 40-49, and 17% of students are 30 to 39 years of age. Ten percent of students are 25-29 and 15% of students are 50-59 years of age. Finally, 6% of students are aged 60 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 2022-summer 2023. Four 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. All alumni are currently employed in the clinical mental health counseling field, and all indicated that they plan to pursue licensure. The results were overall positive and are detailed below.

Professional Identity and Growth

Measure	Somewhat Good or Extremely Good
Understand the field of professional counseling.	100%
Recognize key ethical principles and use an ethical decision-making model.	100%
Apply a theological reflection process to personal integration and therapeutic relationships.	75%
Provide skills and service in areas that entail advocacy, outreach, and consultation.	100%
Recognize critical points of development and maturation in self and others.	100%
Demonstrate an openness to feedback that allows for self-examination, theologically based reflection and others and articulation of pastoral/spiritual character.	100%

Theoretical Skills and Areas

Measure	Somewhat Good or Extremely Good
Work with diverse populations and support ongoing efforts to promote cultural awareness.	75%
Evidence knowledge of state and stage theories of lifespan development.	100%
Recognize the etiology, symptomology, progression of pathologies, consider effective treatment modalities and report on persons dealing with these competently and comprehensively.	100%
Identify an orientation to a major counseling theory that can allow student to create a framework for therapeutic assessments, interaction and outcomes that combine clinical skill and compassionate presence.	100%
Apply knowledge of career assessment protocols and theories of career development for both selves and others seeking life directions.	100%
Apply and interpret necessary methods and analyses in terms of research writing, needs assessment, statistical results and program evaluations.	100%
Employ strategies and interventions for both small and large group dynamics that will allow clear communication within and among members and engage persons in healing practices.	75%

Clinical Counseling Skills

Measure	Somewhat Good or Extremely Good
Formulate working diagnosis and treatment goals.	100%
Integrate the higher skills of therapeutic intervention within a clear multicultural and ethical guidelines for practice.	100%
Demonstrate knowledge and use of theoretical approaches consistent with client issues.	100%
Integrate spirituality and psychology in the assessment of various cases and therapeutic interactions.	100%

Attend to clients in empathic and non-judgmental way.	100%
Reflect theologically in counseling relationships that facilitate understanding role as Pastoral Counselor.	100%

Experiences in the Program

Measure	Somewhat Good or Extremely Good
Education	75%
Clinical Experience	100%
Process and preparation of becoming a counselor	75%
Faculty Interaction	100%
Overall Experience	100%

Supervisor Responses

Clinical supervisors of current students were asked to provide feedback on their experience, and a total of eight supervisors responded to the invitation to participate in the survey. All participants felt “very supported,” “somewhat supported” or “supported,” in their role as a supervisor. All supervisors who responded stated they would be willing to work with Neumann students in the future. The supervisors responding to the evaluation included on-site supervisors and independent supervisors of students who were enrolled in practicum or internship in AY 2022-2023. The results were favorable, and the supervisees indicated that Neumann students were “developing” or “mastered” in most skills. The chart below reports the results of the 3-point Likert-type survey.

Supervisory and Interpersonal Skills	Developing or Mastered
Receptive to feedback from peers.	100%
Initiates pertinent discussion in supervision.	100%
Open to self-examination.	100%
Communicates clearly.	87.5%
Professional Identity and Ethical Behavior	Developing or Mastered
Respects confidential nature of counseling.	100%
Recognizes and uses countertransference.	87.5%
Maintains professional boundaries.	100%
Reacts to situations in a professional manner.	100%
Clinical Assessment Skills	Developing or Mastered

Formulates working diagnosis and treatment goals.	87.5%
Attends in empathetic and non-judgmental ways.	100%
Has knowledge and uses theoretical approaches.	87.5%
Clinical skills are consistent with counselor's level of experience.	100%
Identify presenting problem and underlying issues.	100%
Documentation, Paperwork, and Time Management	Developing or Mastered
Finishes documentation and paperwork in a timely manner.	100%
Follows organizational policies, procedures, and protocols.	100%

Employer responses. Alumni were invited to provide contact information of an employer who could speak to their clinical skills or training. Only three individuals provided contact information and their employers did not respond to the survey invitation.

Subsequent Program Modifications

The faculty engaged in a collaborative process of gathering and analyzing data for the program assessment plan. In the past year, faculty had the opportunity to update their IDEA and formative/summative assessments on the CMHC assessment plan to better fit class objectives. Individual course changes also occurred. Due to increasing class sizes, COUN 740 Pre-Clinical Preparation and Orientation was modified. The change reinforces clinical skills and allows individual attention to each student despite larger class sizes. Additionally, to offer more feedback to clinical students, a mid-term dispositional evaluation was created for students in the clinical course sequence. The evaluation serves as a mid-term check-in for each student and allows faculty to address any concerns earlier in the semester.

In concert with the graduate admissions team, the requirements to apply to the CMHC program were also updated. Rather than requesting two letters of recommendation, students now have two referrals complete a reference form which assesses professional dispositions. The change in application steps will hopefully diminish hurdles to applying which former prospective students faced. Finally, the clinical coordinator began implementing a Pre-Clinical Orientation to orient students to the clinical course sequence and internship requirements. The orientation serves to prepare COUN 740 students to begin applying to internships earlier in the semester.

Substantial Program Changes

In the past year the program faculty in coordination with the undergraduate psychology director, created a program proposal for a bridge program of a BS in Psychology to MS in Clinical Mental Health Counseling. The program received approval from faculty senate and will likely begin in fall 2024. No other substantial changes were made to the program between summer 2022 to summer 2023.