Clinical Mental Health Counseling Program
School Counseling Program

<u>Annual Report: AY 2022-2023</u>

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 2022 and May 2023.

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 student outcomes are uploaded annually to CACREP. The data below reflects the vital statistics reported to CACREP in December 2023.

Number of Graduates in the Past Year

In AY 2022-23 the Bradley University Counseling Program graduated 70 students. The graduates were in the following program specializations:

- Clinical Mental Health Counseling - 56 graduates
- School Counseling – 14 graduates

Completion Rate

In AY 2022-23 the completion rate for Clinical Mental Health Counseling was 93% and 88% for SchoolCounseling.

Licensure Examination Pass Rate (First Attempt)

NCE Examination
- 92% of Clinical Mental Health Counseling graduates passed.
- 83% of School Counseling graduates passed.

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

Job Placement Rate of Students/Graduates

100% of the School Counseling (SC) graduates in AY 2022-23 secured positions as school counselors. The placement rate of Clinical Mental Health Counseling (CMHC) graduates was 96%, with students accepting positions at community agencies, and 4% enrolled in Continuing Education (e.g., graduate programs, professional school, specialized training programs, teacher certification, or second Bachelor's degree).

Counseling Program Enrollment

In AY 2022-23 the counseling program had a total of 319 students enrolled (263 CMHC and 56 SC). The table below summarizes the diversity of counseling students enrolled in the program. The underrepresented students had increased by 8% from Fall 2017 to Fall 2020; however, had decreased by 9% from Fall 2020 to Fall 2022.

Diversity of Counseling Students Enrolled

	White Students	UnderrepresentedStudents
Fall 2017	78%	22%
Fall 2018	74%	26%
Fall 2019	75%	25%
Fall 2020	70%	30%
Fall 2021	73%	27%
Fall 2022	79%	21%

Program Applicants

In AY 2022-23, 374 applicants applied to the counseling program with 259 applicants admitted into the program (69% admission rate). However, of the total applicants that were admitted, 148 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-*
   turity in self-development
3.
5. *Knowledge of his/her particular field of endeavor Compe-*
   tence in the application of professional expertise
6. *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 forIntern-ship 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 with the following scale: 0 = NA, 1 = Fails to Meet Expectations, 2 = Meets Expectations, 3 = Exceeds Expectations.

Specific Evaluation Measures

Satisfaction of Completers

Each semester 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 semester – Fall 2022 and Spring 2023.

Fall 2022

In Fall 2022 there was a 33% return rate with 4 out of 12 counseling candidates completing the survey. When asked to rate the *General Aspects* of the counseling program, candidates indicated the following strengths, including faculty expertise (4.75); faculty's academic/professional knowledge (4.50); professional skills (4.50); site supervision (4.50); and supervised/field-based experiences (4.25). Regarding the *Knowledge Areas*, the following strengths were reported: multicultural competency (4.75); crisis intervention (4.50); human growth and development (4.50); couples and family counseling (4.50); and group counseling (4.50). Relative to the *Opportunities for Development,* the areas of strengths included: individual counseling (4.67); couples and family counseling (4.67); accountability procedures (4.33); assessment procedures and testing resources (4.33); and consultation (4.33).

Spring 2023

In Spring 2023 there was a 50% return rate with 16 out of 32 counseling candidates completing the survey. When asked to rate the *General Aspects* of the counseling program, they indicated the following strengths, including site supervision (4.79); University supervision (4.71), supervised/field-based experiences (4.44); faculty expertise (4.06); and professional skills with multiple populations (4.00). Relative to the *Knowledge Areas*, the areas of strengths included: group counseling (4.63); professional orientation and ethics (4.56); supervision (4.50); diagnosis and treatment of mental disorders (4.38); and counseling and intervention skills (4.25). Regarding the *Opportunities for Development*, the areas of strengths included: individual counseling (4.56); advocacy (4.50), integration of theory (4.50); accountability procedures (4.38); and ethical and legal decision making (4.31).

Alumni Feedback
There was a 7% return rate with 3 out of 44 counseling alumni completing the survey. When asked to rate the o the ***General Aspects*** of the counseling program, candidates indicated the following strengths, including university-wide support (5.00); program facilities and resources (5.00); faculty's academic/professional knowledge (4.67); professional competence of faculty (4.67); and university supervision (practicum & internship) (4.67). Relative to the ***Knowledge Areas*** of the counseling program, the areas of strengths included: counseling and intervention skills (4.67); crisis intervention (4.67); appraisal and testing (4.67) couples and family counseling (4.67); and diagnosis & treatment of mental disorders (4.67). Regarding the ***Opportunities for Development*** of the counseling program, the following strengths were reported: career development counseling (5.00); supervision of peers (5.00); professional credentialing (5.00); research (5.00); and individual counseling (4.50).

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

	2019-2020	**2017-2018**
Surveys Sent	44	7
Surveys Completed	3	0
Completion Rate	7%	0%
General Aspects	4.20	N/A
Knowledge Areas	4.48	N/A
Practicum/Internship	4.55	N/A

Side-by-Side Comparison:

The following table compares the Exit Survey (AY 2022-23) and Alumni Survey (3-year post-graduation AY 2019-20) in the following three areas: *General Aspects, 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

	GENERAL ASPECTS, KNOWLEDGE AREAS, OPPORTUNITIES	Exit Survey AY 2022-23 n = 20	Alumni Survey AY 2019-20 n = 3
How would you rate the GENERAL ASPECTS of the Counseling Program?			
1	Program's curriculum	4.20	4.33
2	Faculty's academic/professional knowledge	4.05	4.67
3	Professional competence of faculty	4.10	4.67
4	Professional skills taught	3.55	4.00
5	Expectations of students	3.80	4.00
6	Accessibility of faculty	2.95	3.67
7	Supervised/field-based experiences	3.35	3.33
8	Academic advisement	4.40	4.00
9	Site supervision (practicum & internship)	4.60	3.00
10	Program facilities and resources	4.55	5.00
11	University supervision (practicum & internship)	4.00	4.67
12	Duration (e.g., academic length) of the program	3.85	4.67
13	Student evaluation procedures	3.55	4.67
14	University wide support	3.80	5.00
How would you rate the KNOWLEDGE AREAS in the Counseling Program?			
1	Use of technology	3.40	4.67
2	Counseling and intervention skills	4.25	4.67
3	Theories of counseling	4.25	4.67
4	Crisis intervention	4.05	4.67
5	Prevention	3.95	4.33
6	Appraisal and testing	3.60	4.33
7	Professional counseling organizations	4.00	4.33
8	Multicultural competency	4.10	4.67
9	Program evaluation	3.90	4.67
10	Career development counseling	4.05	4.33
11	Accountability procedures	4.10	4.67

12	Human growth and development	4.15	4.67
13	Couples and family counseling	4.15	4.67
14	Professional credentialing/licensing	3.50	3.67
15	Research	3.95	4.67
16	Group counseling	4.60	4.00
17	Diagnosis (DSM 5) and treatment of mental disorders	4.35	4.67
18	Professional orientation and ethics	4.55	4.67
19	Supervision	4.45	4.67
20	Loss and grief counseling	3.95	4.00
How would you rate the OPPORTUNITIES FOR DEVELOPMENT at your Practicum/Internship site and Practicum/Internship courses?			
1	Individual counseling	4.56	4.50
2	Couples/family counseling	3.75	4.00
3	Ethical and legal decision making	4.31	4.50
4	Advocacy	4.56	4.50
5	Multicultural competency	4.06	4.50
6	Use of appraisal and testing resources	3.75	4.00
7	Professional development	4.31	4.00
8	Use of technology	4.00	4.50
9	Program evaluation	3.94	4.50
10	Career development counseling	4.19	5.00
11	Accountability procedures	4.38	4.50
12	Promotion of human growth and development	4.31	4.50
13	Supervision of peers	4.31	5.00
14	Professional credentialing	3.75	5.00
15	Integration of research	4.06	4.50
16	Integration of theory	4.50	4.50
17	Consultation	4.31	4.50
18	Diagnosis (DSM 5)	4.00	4.50
19	Research	4.07	5.00