

## **Harding University Mental Health and Wellness Annual Evaluation Report 2021**

This report is required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), our accrediting body. This report is designed to satisfy standard 4.D.

*4.D. 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.*

As our program shifts from the standards we were initially accredited under (2009) to the current standards to which we are writing our re-accreditation self-study (2016), we have designed and begun implementation of new assessment plans. Since this is the first year we have used this particular evaluation plan, we have discovered some areas of potential improvement that we will implement moving forward. Issues such as lack of adequate numbers of responses to surveys, especially among graduates, will be addressed in future evaluations as we strive to improve survey completion and response rates.

For part 1, a summary of program evaluation results, see the tables below. These are based on data gathered from a variety of sources that we believe adequately assesses the program as a whole. Most of the data is aggregate as we are looking at the program as a complete entity rather than specific portions of it.

Following each of the results is a brief summary of program modifications recommended by faculty discussion of the program evaluation results. This is designed to satisfy part 2 of Standard 4.D.

### **Stakeholder Surveys**

First are the results of the stakeholder survey. This was distributed to stakeholders such as supervisors and employers of students and graduates of the program. These include clinical, administrative and practicum or internship site supervisors, professional peers, and others who have a professional relationship with our students and graduates. Work settings include outpatient clinics, private practices, schools, inpatient facilities and others. Data was received from 20 stakeholders which represents about half of the locations we place students and graduates locally.

Narrative responses were generally positive. Highlights noted graduates of Harding's Mental Health and Wellness program were well suited to their work setting and demonstrated the proper skills and dispositions. It was noted that self-care was the only area where some responses indicated performance expectations were not met. Though this was only reflected in less than 10% of respondents' replies, we agreed this is an area we could improve upon.

	Not Met	Met	Exceeds
<b>1. Active participant in job &amp; meets deadlines</b>		27.3%	72.7%
<b>2. Shows respect for peers</b>		13.6%	86.4%
<b>3. Shows respect for supervisors and administrators</b>		13.6%	86.4%
<b>4. Oral and written communication skills</b>		22.7%	77.3%
<b>5. Applies current research and professional literature</b>		50%	50%
<b>6. Demonstrates adequate self-care</b>	9.1%	40.9%	50%
<b>7. Shows respect for diversity</b>		22.7%	77.3%
<b>8. Is open to developmental feedback <i>Disposition:</i></b>		27.3%	72.7%
<b>9. Demonstrates professionalism and adherence to ethics</b>		22.7%	77.3%
<b>10. Proper professional disposition for their work role</b>		27.3%	72.7%
<b>Overall Competency</b>		22.7%	77.3%

### Recommendations:

We have added content in COUN 6080 Advanced Human Growth and Development to address self-care as well as in Practicum and Internship courses. While we believe we do adequately address this concern (with 90% rating our graduates at met or exceeds), we also believe this is a critical part of counselor preparation that guards against burnout and impairment.

### Graduate Surveys: One- and Three-Years Post Graduation

Second, surveys were sent to graduates twice per year (Spring and Fall Semesters). These surveys are sent to graduates who are one- and three-years post-graduation. Issues with survey response rates are among the most obvious issues with this data. Still, over time, a trend can be seen. The vast majority of respondents reported either strongly agreeing or agreeing with the program's ability to prepare them for their work regardless of entry level specialty area. Similarly, the majority of respondents felt that advising was Very Adequate or Adequate as were the courses in preparing graduates to deal with moral, ethical and social issues people must confront in the current world. Surveys were sent by the College of Education. The table below represents data drawn from graduates from Fall 2016 to Spring of 2018. Data in the table are averages across those years. Some semesters were missing data due to lack of responses.

Question	Strongly Agree or Very Adequate	Agree or Adequate	Other
Increased my overall knowledge in the area of my program of study	83%	17%	
Increased my professional knowledge and skills in my area of study.	88%	12%	
Instilled in me the dispositions needed for my area of study.	81%	19%	

How effective was your program of study in preparing you for the counseling profession you plan to pursue?	<b>64%</b>	<b>36%</b>	
Professors in the Professional Counseling Program challenged you to think critically about the issues associated with the content of their respective courses.	<b>85%</b>	<b>15%</b>	
Professors in the Professional Counseling Program were prepared for instruction in your classes.	<b>80%</b>	<b>20%</b>	
Courses in the Professional Counseling Program made a positive contribution in your personal spiritual growth.	<b>72%</b>	<b>23 %</b>	<b>5% Neutral</b>
Quality of Advising	<b>69%</b>	<b>26%</b>	<b>3% Satisfactory, 2% Less than Satisfactory</b>
How adequate were the courses you had in the Professional Counseling Program in addressing moral, ethical, and social issues that people must confront in the current world?	<b>74%</b>	<b>21%</b>	<b>2% Neutral, 4% Inadequate</b>

## Recommendations

We noted that the question about quality of advising, while strong overall, did have some concerning feedback. It is believed that changes in the program structure to make advising clearer, making advisors available via Zoom and other changes will address some of these concerns. In terms of the question about adequacy of program courses in addressing moral, ethical and social issues, we note that the question can be confusing and perceived in a variety of ways. Some students may focus on ethics while others may focus on moral or social issues. This question will be revised in future surveys to be clearer.

Further, while this was not specifically mentioned or addressed in the survey, we have received some anecdotal feedback from students that this question might be indicating the importance of providing additional resources and training to support individuals in our community that identify as LGBTQI+. In order to better address considerations like gender identity and sexual orientation we have made the human sexuality course required for all Entry Level Specialty Areas (ELSAs) including Clinical Mental Health Counseling, School Counseling and Marriage Couple and Family Counseling (not yet accredited). In addition, we include specific information relevant to supporting members of the LGBTQI+ community, ethical responsibility and important social considerations in our Practicum and Internship courses.

## Chalk and Wire Outcomes

The program uses Chalk and Wire as an electronic portfolio to track student progress in the program. At the end of each semester, instructors review each standard the course purports to cover and considers student comprehension and mastery of these standards based on a variety of assessments in the course. Certain courses have been linked to Student Learning Outcomes (SLO) for the program as a whole and specific assignments are designated as Key Performance Indicators (KPI). As such, for program evaluation purposes we have identified 8 Student Learning Outcomes (SLO) for core counseling competencies and one additional SLO for each of the three entry level specialty areas we offer (Note: MCFC is not yet accredited by CACREP, but is in the process and was thus included). Each Core Area and ELSA addressed below is linked with a SLO and the courses where the KPI's are found. An average Chalk and Wire score of 2.0 or above is sought which correlates to a 'met' on our three-point rubric. A 1 is equivalent to unmet, 2 is equivalent to met and 3 is equivalent to exceeds expectations. As can be seen, the average in course shows that students are comprehending the material and meeting or exceeding expectations.

Core Area	SLO	Where Assessed	Avg CW Score
PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE	Students will demonstrate an understanding of the history of professional counseling as well as the ethical practice of the profession in a variety of interdisciplinary settings.	COUN 6040	2.07
		COUN 6030	2.47
SOCIAL AND CULTURAL DIVERSITY	Students will demonstrate an understanding of how issues of diversity influence help seeking behavior as well as how to effectively help a diverse client population.	COUN 6450	2.33
		COUN 6000	2.33
HUMAN GROWTH AND DEVELOPMENT	Students will demonstrate an understanding of the normal course of human development and how deviations can influence behavior.	COUN 6080	2.35
		COUN 6140	2.33
CAREER DEVELOPMENT	Students will demonstrate an understanding of the role of career in wellness.	COUN 6050 COMP EXAM	2.36
COUNSELING AND HELPING RELATIONSHIPS	Students will demonstrate knowledge of and the skill to apply counseling approaches to client need.	COUN 6010	2.39
		COUN 6020	2.11
GROUP COUNSELING AND GROUP WORK	Students will demonstrate knowledge and skill to provide group counseling to a variety of client populations.	COUN 6100	2.35
		COUN 6140	2.21

ASSESSMENT AND TESTING	Students will demonstrate the knowledge and ability to select and administer appropriate assessment instruments to assist in client care.	COUN 6060 CMHC 6460 SC 6602 MCFC 6200	2.36  2.21
RESEARCH AND PROGRAM EVALUATION	Students will demonstrate the ability to read and understand research as well as conduct research necessary to better serve their clients.	COUN 6520 COMP EXAM	3.7 (*uses a 4 pt rubric)
<b>Clinical Mental Health Counseling</b>			
Diagnosis and Treatment of Mental and Emotional Disorders	Students demonstrate an ability to provide evidence based CMHC services to diverse clientele in a broad range of clinical settings	COUN 6460 COUN 6480	2.21
<b>Marriage Couples Family Counseling</b>			
Competent marriage, couple and family counseling	Students demonstrate an ability to provide evidence based MCFC services to diverse clientele in a broad range of clinical settings.	COUN 6470 COUN 6280	2.28  2.4
<b>School Counseling</b>			
Competent school counseling, advocacy & consultation	Students demonstrate an ability to provide evidence-based School Counseling services to diverse student clientele in a broad range of educational & community settings	COUN 6601 COUN 6680	2.59  2.74

Note that since we are in the midst of moving from old rubrics and program design to new rubrics and design, some data was missing or incomplete. In those cases, we used data from field experiences which are rated by external sources like site supervisors. Tightening this evaluation measure for future evaluations is in process.

### **Recommendations**

It is our belief that once all courses use the new rubrics tailored to the KPIs and SLOs, we will have more meaningful data. The signature assignments in the classes above are designed to provide clear evidence student learning for these core areas but are taken in context with other assessments to avoid unfairly punishing students for whom one manner of assessment may naturally be more challenging.

## **Summary of Program General Data reported in annual vital statistics report**

Finally, we have a brief summary of our vital statistics which will be posted in our annual report later this year.

- **NCE or Comp Exam Pass Rate: 100%**
- **PRAXIS II School Counseling Exam 0421: 100%**
- **Graduates: 16**
  - **Fall 20: 4**
  - **Spring 21: 7**
  - **Summer 21: 5**
- **Completion rates**
  - **88% for clinical mental health students**
  - **82% for school counseling students.**
- **Job placement rate for the last year (defined as the number of students who, within six months of receiving their degree have obtained employment in the field they were trained or a related field)**
  - **83% for clinical mental health and**
  - **100% for school counseling.**
- **Note that jobs in school counseling were depressed due to COVID-19 and the shift to online education. It has also impacted clinical counseling jobs.**

The MCFC program is seeking initial accreditation and is thus disaggregated from the accredited school and clinical mental health counseling programs, but nonetheless seems to be performing extremely well.

- **NCE Pass Rate: 100%**
- **Graduates: 8**
  - **Fall 20: 4**
  - **Summer 21: 4**
- **Completion: 90% overall**
- **Job Placement: 100% for 2020 and 75% for 2021 (\*note not three months out yet).**

## **Important Program Changes**

The program has two changes that are worthy of note. The first is that Dr. Edward Gray, Ed.D. has retired as of the end of the Spring 2021 semester. Dr. Gray came to HST in August of 1993 and began the Master of Arts in Counseling program in Fall of 1994. During this tenure as director of the program, he oversaw and participated in the training of over 120 counselors. Despite his official retirement from the Mental Health and Wellness Department, he continues to teach and serve in a professor emeritus capacity at Harding School of Theology (HST). Discussion about how to address his departure is ongoing and options are being considered.

The second important change is seeking initial CACREP accreditation for our marriage, couples and family counseling entry level specialty area. As part of our re-accreditation process, we have decided to seek initial accreditation for this program. The Marriage and Family

Counseling/Therapy Program has been operating through the College of Bible and Ministry for many years, but recent re-organization has brought the program under the College of Education. Focused on preparing counselors for both professional counseling (LPC) and marriage and family therapy (LMFT) licensure since 1993, we believe accreditation will make an already excellent program more attractive to prospective students and increase its value to graduates with the addition of CACREP accreditation. The self-study is planned to be submitted no later than December 2021.