

## **Harding University Mental Health and Wellness Annual Evaluation Report 2022**

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.*

This is our second year in using our new format for our program evaluation report in compliance with the 2016 CACREP standards. We continue to refine our assessment plan to better serve the program, faculty and students by identifying areas of improvement. Since our first year we have attempted to address the previously identified issues such as lack of adequate numbers of responses to surveys, especially among graduates where possible.

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. It should be noted that these assess the program as a whole and by ELSA and by site.

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. As with last year, 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 22 stakeholders which represents about half of the locations we place students and graduates locally. This is a small (10%) increase from last year which suggests that our steps to increase response rate is working, but it needs to continue to be promoted.

Narrative responses were generally positive. Highlights noted interns were exceeding expectations and that mental health therapists in schools were beneficial to the school districts they are placed in. While last year 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. This year, we see the number has dropped from 10% down to 4% so it appears the actions we took are working to better prepare our students and graduates for adequate self-care practice.

In the chart below, last year's aggregate numbers appear in parentheses with this year's data below to allow for quick comparison.

	<b>Not Met</b>	<b>Met</b>	<b>Exceeds</b>
<b>1. Active participant in job &amp; meets deadlines</b>		(25%) 22%	(75%) 78%
<b>2. Shows respect for peers</b>		(10%) 4%	(90%) 96%
<b>3. Shows respect for supervisors and administrators</b>		(5%) 4%	(95%) 96%
<b>4. Oral and written communication skills</b>		20%) 30%	(80%) 70%
<b>5. Applies current research and professional literature</b>		(45%) 48%	(55%) 52%
<b>6. Demonstrates adequate self-care</b>	(10%) 4%	(35%) 26%	55%) 70%
<b>7. Shows respect for diversity</b>		(15%) 17%	(85%) 83%
<b>8. Is open to developmental feedback <i>Disposition:</i></b>		(20%) 17%	(80%) 83%
<b>9. Demonstrates professionalism and adherence to ethics</b>		(15%) 9%	(85%) 91%
<b>10. Proper professional disposition for their work role</b>		(20%) 13%	(80%) 87%
<b>Overall Competency</b>		(15%) 17%	(85%) 83%

### Action Steps Take for Program Improvement:

The self-care content added content in COUN 6080 Advanced Human Growth and Development to address self-care as well as in Practicum and Internship courses seems to be working to better prepare students and graduates. We will continue to monitor this for further tuning to address the still concerning lack of meets/exceeds for students and graduates.

### 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 continued to report either strongly agreeing or agreeing with the program's ability to prepare them for their work regardless of entry level specialty area or site. 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 average scores drawn from graduates from Fall 2016 through Spring of 2018 in parentheses (last year's data) with the new data for Fall 2021 1 year out data (F21 1) and Fall 2021 3 year out data (F21 3). 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%) F21 1 50% F21 3 100%	(17%) F21 1 50%	
Increased my professional knowledge and skills in my area of study.	(88%) F21 1 50% F21 3 100%	(12%) F21 1 50%	
Instilled in me the dispositions needed for my area of study.	(81%) F21 1 50% F21 3 100%	(19%) F21 1 50%	
How effective was your program of study in preparing you for the counseling profession you plan to pursue?	(64%) F21 1 50% F21 3 67%	(36%) F21 1 50% F21 3 33%	
Professors in the Professional Counseling Program challenged you to think critically about the issues associated with the content of their respective courses.	(85%) F21 1 50% F21 3 67%	(15%) F21 1 50% F21 3 33%	

Professors in the Professional Counseling Program were prepared for instruction in your classes.	(80%) <b>F21 1 50%</b> <b>F21 3 100%</b>	(20%) <b>F21 1 50%</b>	
Courses in the Professional Counseling Program made a positive contribution in your personal spiritual growth.	(72%) <b>F21 1 100%</b> <b>F21 3 67%</b>	(23 %) <b>F21 3 33%</b>	(5% Neutral)
Quality of Advising	(69%) <b>F21 1 50%</b> <b>F21 3 63%</b>	(26%) <b>F21 1 50%</b> <b>F21 3 37%</b>	(3% Satisfactory, 2% Less than Satisfactory)
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?	(74%) <b>F21 1 50%</b> <b>F21 3 63%</b>	(21%) <b>F21 1 50%</b> <b>F21 3 37%</b>	(2% Neutral, 4% Inadequate)

### **Action Steps Take for Program Improvement:**

Last year, we noted that the question about quality of advising, while strong overall, did have some concerning feedback. It seems the changes to course mapping, when courses are offered and a more unified advising strategy implemented as the result of previous data are working as the results seem to show more overall satisfaction with advising.

We continue to consider how best to use this survey and tailor the questions to get at critical concerns of graduates of the program regardless of ELSA or site. We have discussed perhaps having a student led focus panel to develop a few questions that would better help guide us in our future surveys, but this is still in the planning stages. It does, seem however, that while overall there is strong satisfaction with the program, we could do better in some areas. The continued concern and struggle to get a significant number of respondents to the survey is going to be a focus for this year moving on.

### **Chalk and Wire Outcomes**

The program continues to use 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	2.36
		CMHC 6460	2.21
		SC 6602	
		MCFC	
		6200	

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.

**Action Steps Take for Program Improvement:**

One of the most important steps we took was to better align the KPI for Group counseling to include the new requirement for practicum and internship to have students lead or co-lead a group. This replaces the family and relationship course which we believe is a better representation of student achievement and learning. Since all students must lead or co-lead a group and internship occurs at the end of their program, this makes an excellent bookend to the group counseling course taken earlier.

## 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.

This report is for students by site and ELSA broken down by demographics and then for the program as a whole.

### Searcy: 78

**56 CMHC** (of those 35/56 are female and 21/56 are male, 51/56 are white, 2/56 are black, 1/56 are asian, 2/56 are two or more races)

**7 SC** (of those 4/7 are female and 3/7 are male, 4/7 are white, 1/7 are latino, 1/7 are asian, 1/7 are two or more races)

**15 MFC** (of those 8/15 are female and 7/15 are male, 14/15 are white, 1/15 are black)

### Memphis: 10

**9 CMHC** (of those 9 CMHC students 7/9 are female and 2/9 are male, 8/9 are white, 1/9 are black)

**1 SC** (1 black female)

### Rogers: 11

**8 CMHC** (of those 8 CMHC students 8/8 are female, 8/8 are white)

**3 SC** (of those 3 SC students 2/3 are female and 1/3 are male, 2/3 are white, 1/3 are hispanic)

**99 overall currently enrolled students (65/99 female, 34/99 males; 87/99 are white, 5/99 are black, 2/99 are asian, 2/99 are hispanic or latino, 3/99 are two or more races)**

- **NCE or Comp Exam Pass Rate: 100%**
- **PRAXIS II School Counseling Exam 0421: 100%**
- **Graduates:**
  - **Fall 2021- 10 grads**
    - Seacy (CMHC: 7, MFC: 1, SC: 0)
    - Rogers (CMHC: 0, MFC: 0, SC: 1)
    - Memphis (CMHC: 1, MFC: 0, SC: 0)
  - **Spring 2022- 15 grads**
    - Seacy (CMHC: 10, MFC: 0, SC: 0)
    - Rogers (CMHC: 1, MFC: 0, SC: 1)
    - Memphis (CMHC: 3, MFC: 0, SC: 0)
  - **Summer 2022- 18 grads**
    - Seacy (CMHC: 8, MFC: 7, SC: 0)
    - Rogers (CMHC: 1, MFC: 0, SC: 0)
    -

## Important Program Changes

The program submitted its initial reaccreditation self-study as well as two addenda. We were approved for a site visit and are currently awaiting the scheduling there of. In connection with this, we have made several changes to the Marriage & Family Counseling program. One of them

is to change the name to Marriage & Family Counseling (from Marriage & Family Counseling/Therapy) via Curriculog (our institutional software for changes to curriculum and programs). It is felt this will better reflect the counseling identity and affiliation of the program.

Finally, we will be submitting our substantive change report for CACREP to meet the requirement for a digital delivery program (their new definition means that a program that uses software such as our LMS Canvas is a digital delivery program). This will be submitted with the response to the site survey team.