

## **Harding University Mental Health and Wellness Annual Evaluation Report 2023**

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 third 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 two years we have attempted to address the previously identified issues identified including increasing our response rate and dissemination of content to stakeholders.

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 19 stakeholders which represents just under half of the locations we place students and graduates locally. This is a small (3 response) decrease 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 ‘performing well’, were ‘professional and confident’, and ‘hardworking and responsible’. Also worthy of note were the responses that indicated interns were hired on when they completed their program. It appears that while self-care is an ongoing and recognized issue for our graduates, one respondent also noted need for more application of research, respect for diversity and openness to feedback. Even though this was only one respondent, we take all feedback seriously and are discussing ways to improve these areas.

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>		(22%) 26%	(78%) 73%
<b>2. Shows respect for peers</b>		(4%) 16%	(96%) 84%
<b>3. Shows respect for supervisors and administrators</b>		(4%) 16%	(96%) 96%
<b>4. Oral and written communication skills</b>		(30%) 21%	(70%) 79%
<b>5. Applies current research and professional literature</b>	(0%) 5%	(48%) 37%	(52%) 58%
<b>6. Demonstrates adequate self-care</b>	(4%) 6%	(26%) 33%	(70%) 61%
<b>7. Shows respect for diversity</b>	(0%) 5%	(17%) 16%	(83%) 84%
<b>8. Is open to developmental feedback</b>	(0%) 5%	(17%) 11%	(83%) 84%
<b>9. Demonstrates professionalism and adherence to ethics</b>		(9%) 16%	(91%) 79%
<b>10. Proper professional disposition for their work role</b>		(13%) 21%	(87%) 79%
<b>Overall Competency</b>		(17%) 21%	(83%) 79%

#### **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. In addition, this year

we added EOP (End of Program) responses to better assess student satisfaction immediately upon end of program as well as further away from end of program. Further, it made sense to look at years rather than semester so the new data is organized by 1 and 3 years out in addition to EOP. 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 End of Program (EOP), 2022-2023 Data in the table are averages across those years. Some semesters were missing data due to lack of responses.

<b>Question</b>	<b>Strongly Agree or Agree</b>	<b>Neutral</b>
Increased my overall knowledge in the area of my program of study EOP 2022-2023 (2021-2022) 1 yr out 2022-2023 (2021-2022) 3 yr out 2022-2023 (2021-2022)	100% (100%) 100% (100%) 100% (100%)	
Increased my professional knowledge and skills in my area of study. EOP 2022-2023 (2021-2022) 1 yr out 2022-2023 (2021-2022) 3 yr out 2022-2023 (2021-2022)	100% (100%) 100% (100%) 100% (100%)	
Instilled in me the dispositions needed for my area of study. EOP 2022-2023 (2021-2022) 1 yr out 2022-2023 (2021-2022) 3 yr out 2022-2023 (2021-2022)	100% (100%) 100% (100%) 66% (100%)	33% neutral
How effective was your program of study in preparing you for the counseling profession you plan to pursue? EOP 2022-2023 (2021-2022) 1 yr out 2022-2023 (2021-2022) 3 yr out 2022-2023 (2021-2022)	100% (100%) 87.5% (100%) 100% (100%)	12.5%

Professors in the Mental Health and Wellness program challenged you to think critically about the issues associated with the content of their respective courses. EOP 2022-2023 (2021-2022) 1 yr out 2022-2023 (2021-2022) 3 yr out 2022-2023 (2021-2022)	100% (100%) 100% (100%) 100% (100%)	
Professors in the Mental Health and Wellness program were prepared for instruction in your classes. EOP 2022-2023 (2021-2022) 1 yr out 2022-2023 (2021-2022) 3 yr out 2022-2023 (2021-2022)	100% (100%) 100% (100%) 100% (100%)	
Courses in the Mental Health and Wellness program made a positive contribution in your personal spiritual growth. EOP 2022-2023 (2021-2022) 1 yr out 2022-2023 (2021-2022) 3 yr out 2022-2023 (2021-2022)	70% (95.4%) 100% (83.3%) 66.7% (83.4%)	30% (4.6%) (16.7%) 33.3% (16.7)
Quality of Advising EOP 2022-2023 (2021-2022) 1 yr out 2022-2023 (2021-2022) 3 yr out 2022-2023 (2021-2022)	90% (90.9%) 87.5% (66%) 33.3% (100%)	10% (9.1%) 12.5% (33%) 66.7%
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? EOP 2022-2023 (2021-2022) 1 yr out 2022-2023 (2021-2022) 3 yr out 2022-2023 (2021-2022)	100% (100%) 87.5% (100%) 100% (100%)	12.5%

**Action Steps Take for Program Improvement:**

We have noted that advising continues to be an area we can improve upon. We have completed a new form for advising that streamlines the process and maps out the curriculum from entry through graduation. This, in addition to another round of re-sequencing courses, is anticipated to help students have a very clear picture of which courses to take when. Of course, advising is more than just scheduling courses and we continue to work with students to help them plan for post-graduation activities such as licensure and supervision.

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. This survey could provide valuable data for us and we are coordinating with the College of Education to adjust it to better suit our needs while still obtaining information necessary for the college.

**Chalk and Wire (Anthology) Outcomes**

The program continues to use Chalk and Wire (now Anthology) 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. 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. The number in parentheses is the standard deviation (SD) from the mean.

Core Area	SLO	Where Assessed	Avg CW Score (SD)
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 (.08)
		COUN 6030	2.16 (.09)
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 6110	2.09 (.06)
		COUN 6000	2.11 (.07)
HUMAN GROWTH AND DEVELOPMENT	Students will demonstrate an understanding of the normal course of human development and how deviations can influence behavior.	COUN 6080	2.31 (.09)
		COUN 6140	2.21 (.31)
CAREER DEVELOPMENT	Students will demonstrate an understanding of the role of career in wellness.	COUN 6050 COMP EXAM	2.28 (.45)

COUNSELING AND HELPING RELATIONSHIPS	Students will demonstrate knowledge of and the skill to apply counseling approaches to client need.	COUN 6010 COUN 6020	2.16 (.1) 2.18 (.22)
GROUP COUNSELING AND GROUP WORK	Students will demonstrate knowledge and skill to provide group counseling to a variety of client populations.	COUN 6100 Prac/Intern	2.14 (.17) *
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	2.18 (.08) 2.08 (.06)
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	2.81 (.04)
<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 (final)	2.08 (.06) 2.71 (.35)
<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 (final)	2.68 (.42)
<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 (final)	2.59 (.43)

\*Group counseling: We have moved one of the KPIs to Internship and do not have data for it yet.

We continue to evaluate and re-evaluate the KPIs to ensure they are providing us with good, usable data for program improvement. With the advent of the new CACREP standards we intend to begin aligning ourselves with those standards and re-vamping the current system in the next two years.

### **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: 77

**60 CMHC** (of those are 38 female and 22 are male, 51 are white, 3 are black, 0 are Asian, 2 are two or more races, 3 are foreign nationals, 1 is Latino/Hispanic)

**4 SC** (of those 3 are female and 1 is male, are white, 1 is Latino)

**13 MFC** (of those 9 are female and 2 are male, 11 are white, 1 is black)

#### Memphis: 4

**4 CMHC** (of those 4 CMHC students 4 are female, 2 are white, 1 is black and 1 is Hispanic/Latino)

#### Rogers: 6

**5 CMHC** (of those 5 CMHC students 5 are female, 5 are white)

**1 SC** (a white female)

**86 overall currently enrolled students (61 female, 25 male; 73 are white, 5 are black, 0 are Asian, 3 are Hispanic or Latino, 2 are two or more races**

- **NCE or Comp Exam Pass Rate: 100%**
- **PRAXIS II School Counseling Exam 0421: 100%**
- **Completion rates**
  - 86% for clinical mental health students
  - 80% for school counseling students.
  - 99% for marriage, couple and family counseling students

- **Graduates:**
  - **Fall 2021- 10 grads**
  - **Spring 2022- 15 grads**
  - **Summer 2022- 18 grads**

### **Important Program Changes**

We said goodbye to our long time Program Coordinator, Kayla Riley, who completed her program of study and became a licensed counselor now in private practice. Shortly thereafter we were fortunate to hire on a new Program Coordinator, Karrisal Neal, who has skills and expertise in business and marketing which we believe will be an asset to our program.

The most important change is that our Entry Level Specialty areas (ELSAs) in Clinical Mental Health Counseling and School Counseling were re-accredited following our site visit in February of 2023. In addition, our ELSA in Marriage, Couple and Family Counseling has received initial accreditation. This is a significant step for the program as a whole as well as each of the ELSAs that comprise the program. This took a lot of work from all of those in the program and is a testament to the quality of the preparation we provide to future counselors.

In addition, we have submitted our Digital Delivery Report document to CACREP and are awaiting their review and direction. Once we have their findings and direction in hand, we will consider how best to proceed with delivery of content beyond the traditional brick and mortar methods we have historically employed.

Finally, taking CACREP's feedback in hand, we are exploring ways to hire a visiting professor or perhaps having a professor teach remotely to increase the diversity of our faculty. The hiring freeze, two reductions in force, and current economic challenges with enrollment make this more difficult than any of us would like, but we are committed to this process and are brainstorming innovative ways to overcome the challenges we face.