



Clinical Mental Health Counseling Annual Program Assessment Report

October 12, 2016

This report is a brief summary of our on-going program evaluation efforts and is intended for current students, alumni, site supervisors and employers of alumni. Each group provided essential feedback that helped us better understand our successes and areas needing improvement. We thank you for your candid responses and many suggestions. We hope that this report will also be useful to applicants, faculty, staff, administrators, and the general public.

The CMHC Faculty

The Assessment Process

Each year we survey New Students, Graduating Students, Alumni, Site Supervisors, and Employers of our graduates. We analyze characteristics of applicants and results of the exit exam (CPCE). We also assess Student Learning Outcomes (SLOs) that measure essential counseling competencies for entry-level clinical mental health counselors. In the fall, CMHC Faculty review these program assessment data to determine what we are doing well and where there are opportunities for improvement. We identify changes to make with curriculum, staffing, policy, and procedures and establish a timeline for the changes.

Important Changes Implemented in 2015-16

The following actions were taken over the last year in response to survey comments:

- We adapted the Research Methods (COUN 542) content and process to make it more engaging and clinically useful, and we assigned a permanent faculty member to teach the class.
- We further expanded access to films to increase knowledge and skill development throughout the curriculum, with the Alexander Street collection of more than 1,000 hours of counseling-related videos.
- We made textbook selections for upcoming classes available to students during the previous quarter when possible to allow early purchase.
- We further streamlined and reorganized the documentation for COUN 502.
- We further clarified the use of role plays with peers in COUN 502.
- We returned to using the 050 classroom whenever possible for counseling classes.
- The written case studies from classes required for the final portfolio were standardized.
- We finalized the schedule for summer and supervision classes earlier, during the previous quarter.
- Our Office Coordinator adjusted her office schedule in order to be available on Wednesdays as well as Mondays.
- We provided a graphical guide to the forms used in internship to increase understanding and ease of use.

Assessment Results 2016

Applicants: In 2016 our applicant pool dropped slightly to 48 completed applications; 21% of those declaring ethnicity identified as being members of a racial minority, which is a slight decrease from last year. Of applicants accepted into the program and identifying their ethnicity, 19% identify as being of a racial minority. GRE and GPA are, on average, fairly consistent with previous years.

Program strengths

Many program strengths were identified by survey respondents (new, graduating and former students, as well as site supervisors and employers). Scores across the board were consistently high. To highlight just a few, Likert scale survey scores normalized to percentage scores with overall scores above 90% positive include:

- Helpfulness of CMHC faculty
- Access to educational resources
- The program meets student expectations
- Students would recommend the program to others
- Course syllabi describe grading criteria
- Class sizes are conducive to learning
- CMHC faculty have encouraged students to join professional organizations
- The Program Coordinator and Clinical Coordinator are helpful to students
- The program helps students meet their career goals

Exit exam results: Our students once again continued to score significantly above the national average in all eight CACREP sub-areas and in overall total score of the Counselor Preparation Comprehensive Exam (CPCE). Thus, our students demonstrate a strong basic fund of knowledge in the counseling field in comparison to a national sample of masters and doctoral level students.

SLO results: We assessed 100% of 128 Student Learning Outcomes for all students in the program, for a total of nearly 3,500 individual data points. Of those, 95% reached criteria – this means that students achieved a passing grade on the assignment that measured the particular competency. When students did not meet criteria at the time of assessment, most were due to Incompletes at the end of the class, and were subsequently remedied. The SLOs indicate that we are effectively teaching the counseling competencies we intend to teach.

Concerns & Opportunities for improvement

A few useful suggestions for small improvements were made in some survey responses, but no particular suggestion occurred with any frequency. Many of the suggestions made are the subject of action items identified below.

Program Changes 2016-17

Given the identified strengths of our program, we nonetheless strive for continuous improvement, and we plan on making the following changes in the current academic year:

- We will further streamline and reduce the complexity of record keeping forms within COUN 502 to focus on the counseling process, basic counseling skills and essential documentation, while ensuring continuation of meeting all CACREP requirements for this foundation element of training.

- Each advisor will meet with their advisees as a group in the first half of each term in order to communicate upcoming expectations in the program.
- We will explore the possibility of reducing, consolidating, and/or streamlining required internship documentation.
- We will begin redesigning the Student Learning Objectives which determine portions of our assessment process in order to simplify and to comply with CACREP's new 2016 Standards.
- We will investigate moving the Psychopharmacology class from Spring term to Winter term in order to reduce the Spring term student load.
- We will begin an extensive review of the entire CMHC program curriculum to introduce increased creativity and personalization within the boundaries of our accreditation requirements. This item addresses numerous feedback comments.

Dominick Robertson holds the position of Assessment Coordinator. Please address comments about our assessment efforts to him.

MHC Faculty & Staff 2016 – 2017

Phone #s: 541-552-xxxx

Program Coordinator	Dr. Cody Christopherson	christoc1@sou.edu	6206
Clinical Coordinator and Assessment Coordinator	Dominick Robertson, PhD (cand.)	robertsod@sou.edu	6945
Counseling Faculty	Dr. Patricia Kyle	kylep@sou.edu	6944
	Dr. Paul Murray	murray@sou.edu	6985
	Dr. Fraser Pierson	pierson@sou.edu	6949
	Dr. Doug Smith	smithdou@sou.edu	6948
Emeritus	Dr. Josie Wilson	jwilson@sou.edu	6946
Office Coordinator	Ms. Angel McDonald	mcdonalda@sou.edu	6539