

Clinical Mental Health Counseling Master's Program

Annual Systematic Program Evaluation Report Calendar Year 2023



School of Counseling
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Introduction

This report is written to comply with the Council for the Accreditation of Counseling and Related Educational Programs (CACREP, 2016) Section 4: Evaluation in the Program, Standard D, which states “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” (from <https://www.cacrep.org/section-4-evaluation-in-the-program/>).

The purposes for this annual report are specific to the Clinical Mental Health Master’s Program (CMHC) and include, but are not limited to, faculty reflection about program strengths and areas for improvement, sharing program-related information with stakeholders (e.g., students, graduates and employers), and communication about the program’s status with institutional administrators.

The data compiled for this systematic program evaluation report was drawn from calendar year 2023 (i.e., Spring 2023, Summer 2023, Fall 2023).

During this program evaluation period there were three core CMHC program faculty: Dr. Yue Dang (Associate Professor of Instruction, joined the program Fall 2023), Dr. Varunee Faii Sangganjanavanich (Professor, School Director) and Dr. Robert Schwartz (Professor, Program/Clinical Coordinator, Associate Dean).

Program Annual Statistics

Minimum number of credit (semester) hours required for the degree?	60
Number of students currently enrolled in the program?	135 (annual average)
Number of students graduated from the program in the past year (Spring 2023, Summer 2023, Fall 2023)?	31

Approximate completion rate of students from the program? 90%

Approximate licensure examination pass rate of students
graduating from the program? 95%

Approximate job placement rate of graduates from the program
who were actively seeking employment? 90%

Program Annual Evaluation Results

Program faculty conduct formal follow-up studies through online surveys each semester for current students each semester toward the end of their program (i.e., during internship semester), and annually for program graduates/alumni and site supervisors/employers.

Current Student Exit Survey Results (N=28):

Ratings are scored using a Likert-Type scale ranging from 1 (Very Dissatisfied) to 5 (Very Satisfied). Higher scores equate to a higher level of student satisfaction.

<u>Core Course Topic Area</u>	<u>Minimum</u>	<u>Maximum</u>	<u>Mean</u>	<u>Std Deviation</u>
Ethics & Professional Orientation	2.00	5.00	4.43	.78
Research & Program Evaluation	2.00	5.00	4.21	.72
Assessment & Testing	1.00	5.00	4.07	.92
Human Growth & Development	2.00	5.00	4.39	.72
Individual Counseling Theory	2.00	5.00	4.25	.87
Group Counseling Theory	3.00	5.00	4.64	.55
Multicultural Counseling	1.00	5.00	4.43	.82

Career Counseling	3.00	5.00	4.43	.62
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Core Course Survey Data: During this program evaluation period ratings in all core course areas averaged approximately “Very Satisfied.” Although there was a range of opinions, the average scores for all areas were both high and in general even better than the prior calendar year (which also averaged 4 to 5 point ratings in all areas).

<u>Clinical Counseling Topic Area</u>	<u>Minimum</u>	<u>Maximum</u>	<u>Mean</u>	<u>Std Deviation</u>
Addiction Counseling	3.00	5.00	4.37	.73
Mental Disorder Diagnosis/Treatment	3.00	5.00	4.54	.63
Clinical Skills (Practicum & Internship)	2.00	5.00	4.25	.95

Clinical Counseling Course Survey Data: During this program evaluation period all clinical course areas averaged close to “Very Satisfied.” Given that these counseling topics areas directly link with program objectives, and are used for key performance indicator outcome purposes, the mean ratings from current students are very encouraging. These ratings help confirm that the program is meeting or exceeding its two primary objectives, as outlined below.

Regarding the first core program objective, when asked “Taking all coursework and clinical experiences into account, how satisfied are you with the following program learning objective - Demonstrating ethical and evidence-based diagnosis knowledge and skills” the following ratings were shown:

<u>Program Objective #1</u>	<u>Minimum</u>	<u>Maximum</u>	<u>Mean</u>	<u>Std Deviation</u>
	2.00	5.00	4.29	.80

Regarding the second core program objective, when asked “Taking all coursework and clinical experiences into account, how satisfied are you with the following program learning objective - Demonstrating ethical and evidence-based treatment intervention knowledge and skills” the following ratings were shown:

Program Objective #2	<u>Minimum</u>	<u>Maximum</u>	<u>Mean</u>	<u>Std Deviation</u>
	2.00	5.00	4.29	.88

Regarding program-related organizational feedback, the following ratings were shown:

	<u>Minimum</u>	<u>Maximum</u>	<u>Mean</u>	<u>Std Deviation</u>
Program Faculty Guidance	1.00	5.00	4.11	1.14
Program Policies/Procedures	1.00	5.00	4.21	1.05
Overall Satisfaction With Program	1.00	5.00	4.32	1.00

Positive Qualitative Feedback:

The professors are very knowledgeable, and they come with experience.

Faculty is eager to provide support.

Devoted instructors.

The small cohort for faculty was nice, it felt really easy to be able to talk to teachers and build a small network for contacts already in the field. Most of the teachers were very knowledgeable and kind.

The ability to complete a Practicum in a semi-controlled environment. Professors who share real-life clinical experiences, making academic knowledge translatable to future practice for students without professional mental health experiences. The availability of instructors outside of class to answer student questions and provide support.

The adjunct professors provide a lot of knowledge and resources. I find them more helpful than main faculty.

Having an on-site clinic for practicum. Great professors with plenty of real life counseling experiences/stories.

Constructive Qualitative Feedback:

I think late in the program it is often difficult to find all relevant information for prac and internship.

Continue increasing the practical application of knowledge. Knowledge of and practice using some of the more common theoretically-based interventions.

More structure during practicum semester. Better communication throughout.

Finding a way for the students to take comp without being overwhelmed.

Minimize the number of classes that occur between 7:30-10:00 pm.

Graduate/Alumni Survey Results (N=11):

Survey results show that the vast majority of program graduates reported being licensed as a Professional Counselor or Professional Clinical Counselor, and the vast majority of program graduates reported being currently employed in the counseling profession (approximately 90-95% annually).

Ratings are scored using a Likert-Type scale ranging from 1 (Very Dissatisfied) to 5 (Very Satisfied). Higher scores equate to a higher level of student satisfaction.

<u>Topic Area</u>	<u>Minimum</u>	<u>Maximum</u>	<u>Mean</u>	<u>Std Deviation</u>
Using Ethics & Professional Identity	4.00	5.00	4.90	.30
Using Research & Program Evaluation knowledge	3.00	5.00	4.30	.64
Performing Assessment & Testing	3.00	5.00	4.50	.67
Using Human Growth & Development Knowledge	4.00	5.00	4.70	.46
Practicing Career Counseling	3.00	5.00	4.30	.64
Using Counseling Theory & Techniques	4.00	5.00	4.40	.49
Practicing Group Counseling	2.00	5.00	4.40	.92
Using Multiculturally Informed Treatments	4.00	5.00	4.40	.49
Diagnosing Mental Disorders	4.00	5.00	4.90	.30
Treating Mental Disorders	2.00	5.00	4.20	.87

During this program evaluation period ratings in all topic areas averaged approximately “Very Satisfied.” Therefore, program graduates reported that they have the knowledge and skills to

competently work as professional counselors in the field, and upon reflection were appreciative of the program’s content and teaching/training approach.

When asked “Since graduating, overall how would you rate the UA CMHC program” the following ratings were shown:

Overall Satisfaction	<u>Minimum</u>	<u>Maximum</u>	<u>Mean</u>	<u>Std Deviation</u>
	3.00	5.00	4.40	.66

Positive Qualitative Feedback:

Having an on campus clinic, amazing teachers with great knowledge, expertise, and teaching skills.

Most if not all professors were passionate about the field and cared deeply about counselor education.

Constructive Qualitative Feedback:

The practicum experience was frustrating for a number of reasons. It felt unnecessarily strict and inflexible.

Lack of teaching interventions.

Supervisor/Employer Survey Results (N=18):

Survey results showed that 100% of respondents provided supervision to current students, and 77% were involved in employment decisions for one or more graduate.

Ratings are scored using a Likert-Type scale ranging from 1 (Very Dissatisfied) to 5 (Very Satisfied). Higher scores equate to a higher level of student satisfaction.

<u>Topic Area</u>	<u>Minimum</u>	<u>Maximum</u>	<u>Mean</u>	<u>Std Deviation</u>
Using Ethics & Professional Identity	3.00	5.00	4.71	.57
Using Research & Program Evaluation knowledge	3.00	5.00	4.29	.82
Performing Assessment & Testing	2.00	5.00	4.24	.88

Using Human Growth & Development Knowledge	3.00	5.00	4.53	.70
Practicing Career Counseling	3.00	5.00	4.41	.69
Using Counseling Theory & Techniques	2.00	5.00	4.47	.78
Practicing Group Counseling	3.00	5.00	4.35	.59
Using Multiculturally Informed Treatments	3.00	5.00	4.65	.59
Diagnosing Mental Disorders	2.00	5.00	4.18	.92
Treating Mental Disorders	2.00	5.00	4.38	.78

During this program evaluation period ratings in all topic areas averaged approximately “Very Satisfied.” Supervisors and employers reported very positive overall knowledge and skills among program interns. Although a broad range of responses were received no area was rated poorly, and in general average ratings were higher than the previous year (which also ranged from 4 to 5).

When asked “Based on your experience during the prior year, overall how would you rate the UA CMHC program” the following ratings were shown:

Overall Satisfaction	<u>Minimum</u>	<u>Maximum</u>	<u>Mean</u>	<u>Std Deviation</u>
	3.00	5.00	4.47	.61

Positive Qualitative Feedback:

Great clinical documentation, building rapport with clients, knowledge of DSM-5.

Students appear well supported

Understanding of different counseling techniques.

Students prepared for community based organizations. Students prepared for internship.

Also interns from your program are generally on top of getting any and all documentation or tasks needed to begin internship completed prior to internship.

Akron students are well prepared clinically, having good boundaries, and good experience from Practicum.

Students have a strong foundation and understanding of the counseling field and what their job will be. Students display professionalism and passion for the field of counseling.

Student was very well versed in methods, interventions and ethics.

Constructive Qualitative Feedback:

Understanding electronic documentation and the billing world.

Diagnosing and treatment of mental health disorders; documentation skills.

More education regarding trauma informed practices/ prevalence of trauma in the field of counseling.

Program-Related Modifications

The program has successfully adapted through structural changes posed by the COVID pandemic and more local organizational challenges, and is now functioning in an optimal hybrid format curriculum preferred by both faculty and students.

Clinical training (e.g., Clinic for Individual and Family Counseling practicum and mental health agency internship sites) still incorporate telehealth services as needed, but most counseling occurred in person which is also preferred by most faculty and students. High program quality ratings have been shown from exiting students, alumni and supervisors/employers (i.e., very similar to prior annual report ratings).

Therefore, no major program modification have been made during the prior year.

The program submitted a CACREP reaccreditation self-study and addendum during this evaluation period and is hopeful it will be reaccredited after 2024.

The program also hired a fourth full-time core faculty member, Dr. Melanie Kautzman, who will begin Spring 2024 semester.

The curriculum guide for the degree and related updates can be viewed online at <https://bulletin.uakron.edu/graduate/colleges-programs/health-professions/counseling/clinical-mental-health-counseling-ma/#requirementstext>.

Program-Related Substantial Changes

After a review of CACREP (2016) CMHC standards, Ohio Professional Counselor licensure standards, and student/alumni/supervisor/employer feedback, no substantial program changes occurred.