



## MASTER OF ARTS IN CLINICAL MENTAL HEALTH COUNSELING 2011-2012 ANNUAL ASSESSMENT REPORT OF STUDENT LEARNING

### **INTRODUCTION**

The Grace College CMHC program was assessed over the academic year 2011-12 using data comprised from preparation for and feedback from the Council for Accreditation of Counseling & Related Educational Programs (CACREP) site visit to our campus in April 2012. Due to the timing of the CACREP site visit and personnel changes within the Department the following assessments were either not utilized or scheduled to be conducted for 2011-12. These assessments included Alumni Survey, Employer Survey, and graduating Student Exit Interviews. This Annual Assessment Report was based on faculty analysis of the data collected.

### **PROGRESS MADE ON ASSESSMENT YEAR RECOMMENDATIONS**

**Recommendations 1:** Offer CPY 525 Psychopathology prior to offering CPY 570 Practicum in the spring semester.

**Outcome:** CPY 525 Psychopathology was moved to Fall Term B, prior to the offering of CPY 570 Practicum in the spring semester.

**Recommendations 2:** Increase number of clinical sites and site supervisors

**Outcome:** Five additional sites were added to the site list for 2011-12

**Recommendation 3:** Evaluate rigor between courses within 8 wk. model of course delivery vs. 15 wk. course delivery

**Outcome:** Faculty engaged in ongoing discussions related to appropriate graduate level workload for students. Attempts were made to stagger major course assignments within the entire curriculum across the 8 week term.

### **STUDENT LEARNING OUTCOME MEASURES**

Of the 120 Program and CACREP standards, 8 standards did not meet set expectations as per the CACREP site team. Five standards were not achieved in CPY 510 Foundations of Mental Health Counseling; 2 standards were not met in CPY 559 Research & Statistics; and 1 standard was not met in CPY 550 Psychotherapy & Trauma. Three CACREP standards were identified as having multiple assessments wherein one of the assessments produced data that did not meet set expectations. As a result of CACREP feedback and annual programmatic review, faculty delineated the following:

**Recommendation 1:** CPY 510 Foundations of Mental Health Counseling: The use of quizzes as assessment instruments was evaluated, particularly related to whether or not quizzes offered the most salient data for the standards measured in this course. It was recommended to change the assessment instrument used to measure the standards in this course.

**Recommendation 2:** CPY 559 Research & Statistics: The use of quizzes as assessment instruments was evaluated, particularly related to whether or not quizzes offered the most salient data for the standards measured in this course. It was recommended to change the assessment instrument used to measure the standards in this course.

**Recommendation 3:** CPY 550 Psychotherapy & Trauma: It is recommended that the one standard not met in this course be better evaluated in CPY 525 Psychopathology.



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#### **PROGRAM STRENGTHS**

##### ***Strengths of the Learning Environment***

- The college pays for the membership dues and licensure fees for the faculty, which is good for faculty morale.
- Dr. Tammy Schultz has provided dedicated leadership both to the CMHC program and at the state level.
- The CMHC program is funded not only by institutional monies allocated for the direct use of the program, but is also supported by numerous college budgets to supplement the financial needs of the program. When there were budget shortfalls in the previous CMHC program budget the college provided additional funding.
- The CMHC program receives strong institutional support from the college, as evidenced by Grace College and Seminary Strategic Plan Goal 1.4 which states: "increase the recruitment, enrollment, retention, and graduation rates of a student body that is increasingly diverse" through numerous steps such as opening up a number of centers in cities in the region which provide educational and humanitarian help.

##### ***Strengths of Professional Identity***

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- In addition to diversity in faculty educational backgrounds there is a clear counselor identity within the Department, as evidenced by faculty licensures, memberships, professional activities, and scholarly work.
- Faculty has a genuine desire for excellence in the program, as evidenced by their diligence, sincerity, enthusiasm, integrity, and passion for training effective counselors.
- Current students and alumni perceive the core faculty as available, caring, transparent, open to feedback, and working in the best interests of students.

##### ***Strengths of Professional Practice***

- The CMHC provides a level of supervision that exceeds CACREP requirements in terms of clinical supervision hours provided by faculty, clinical supervisors, and site supervisors.
- ##### ***Strengths of Clinical Mental Health Counseling***
- The CMHC faculty has demonstrated diligence and thoroughness in meeting specific CACREP standards related to Outcome Based Assessment aspects of the self-study. Faculty is dedicated to continuing analysis of more efficient and conceptually applied examples of how these outcomes can be measured.





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#### **PROGRAM WEAKNESSES/CHALLENGES**

##### ***Weaknesses of the Learning Environment***

- There is a lack of designation of a librarian specific to graduate student needs.
- There is a lack of distinct graduate program culture within the institution.
- There requires more use of synchronous formats for online/hybrid classes.
- Increase advertisement of graduate programs in historically minority venues.
- More active role by graduate program faculty in admissions and review process.
- Graduate program teaching loads exceed national norms.
- Clerical staffing within the graduate CMHC program is insufficient.
- Chair and Clinical Coordinator positions are currently held by one faculty member.

##### ***Weaknesses of Professional Identity***

- 10 hour group experience is currently being met via simulation rather than real-life group experience facilitated by an outside provider.
- There is a lack of evidence that all learning outcomes are being measured by outcome based assessments.

##### ***Weaknesses of Professional Practice***

- Lack of diversity-rich experiences at current practicum and internship sites.  
Weaknesses of Clinical Mental Health Counseling
- Current learning outcome assessments do not always reflect clearly defined criteria that assess student's ability to apply knowledge and/or skills learned in an observable and measurable activity.



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#### **RECOMMENDATIONS FOR UPCOMING ASSESSMENT YEAR**

**Recommendation 1:** It is recommended that online and residential CMHC programs conduct ongoing evaluations of the equity and connectedness between programs despite different learning environments.

**Recommendation 2:** It is recommended that Program Assessment Plan, including Program Goals, Learning Objectives, Outcome Assessments, and Curriculum Map, be revised to better reflect clearly defined criteria that assess student's ability to apply knowledge and/or skills learned in an observable and measurable activity.

**Recommendation 3:** It is recommended that the college reduce the teaching load of the faculty from 24 classes spring/fall to 21 classes spring/fall load, to better align with national norms for graduate level teaching.

**Recommendation 4:** It is recommended that the clerical assistance for the program be full-time, or at least have more than one part-time person in this role because of the growth of the program and the additional faculty who will be joining the program this fall.

**Recommendation 5:** It is recommended that the Department Chair and Clinical Coordinator roles be filled by different people.

**Recommendation 6:** It is recommended that the faculty continue to seek internship sites which offer opportunities for students to gain experience with diverse people groups.

#### **ASSESSMENT PLAN CHANGES**

- Student Exit Interviews were not conducted in light of student forums that took place during CACREP's site visit in April 2012. The CACREP student forums provided data informing programmatic recommendations for 2012-13.
- Employer and Alumni surveys are scheduled biannually; these surveys are scheduled to be conducted in 2012-13.