Clinical Mental Health Counseling Program
School Counseling Program

Annual Report: AY 2019-2020

Introduction

The Bradley University Counseling Program engages in ongoing program evaluation involving the collection of quantitative and qualitative data. The data is used for decision-making that ultimately leads to program improvements, facilitating student success. The approach to program evaluation is aligned to the 2016 standards from the Council for Accreditation of Counseling and Related Educational Programs (CACREP). This annual report is intended to provide students, faculty, administrators, and other key stakeholders with information about the vital statistics, program evaluation results, and program modifications between the summer of 2019 and May 2020.

The Bradley University Counseling Program is administered through the Department of Education, Counseling, and Leadership in the College of Education and Health Sciences. The program delivers two CACREP-accredited program areas:

- Master of Arts: Clinical Mental Health Counseling
- Master of Arts: School Counseling

Counseling Program Student Outcomes

Counseling Program student outcomes are uploaded annually to CACREP. The data below reflect the vital statistics reported to CACREP in December 2020.

Number of Graduates in the Past Year

In AY 2019-20 the Bradley University Counseling Program graduated 44 students. The graduates were in the following program areas:

- Clinical Mental Health Counseling - 36 graduates
- School Counseling – 8 graduates

Completion Rate

In AY 2019-20 the completion rate was 100%, with 100% of students graduating within the expected time frame for the two program areas. One reason for the high graduation rate is careful student selection. In addition, the courses are delivered through a cohort model, which has a positive influence on student retention.

Licensure Examination Pass Rate

All 36 CMHC graduates in AY 2019-20 passed the National Counselor Examination (NCE), a 100% pass rate. All school counseling graduates (100%) became licensed school counselors within six months of graduating from the program.

Job Placement Rate of Students/Graduates

100% of the PSC graduates in AY 2019-20 secured positions as school counselors, mostly in the local Peoria County School District. The placement rate of CMHC graduates was 100%, with students accepting positions at community agencies.

Counseling Program Enrollment

In 2019-20 the counseling program had a total of 252 students enrolled (207 CMHC and 45 school counseling). The overall enrollment for the counseling program has increased for the past several years. In addition, the table below summaries the diversity of counseling students enrolled in the program. Overall, the underrepresented students had increased by 3% from Fall 2017 to Fall 2019.

Diversity of Counseling Students Enrolled

	White Students	Underrepresented Students
Fall 2017	78%	22%
Fall 2018	74%	26%
Fall 2019	75%	25%

Program Applicants

In AY 2019-2020 116 applicants applied to the counseling program with 40 of the applicants accepted into the program (34% program acceptance rate). Enrollment is carefully monitored by program faculty to align with the 1:12 faculty/student FTE ratio required by CACREP.

Program Evaluation and Assessment

The Counseling program collected most of the CACREP assessment data through Sakai, a learning management system. During AY 2019-20 student artifacts were uploaded to this LMS and a rubric grading was completed. The table below shows a sample of activities to demonstrate Contextual Dimensions, Practice and Skill Outcomes.

KEY ASSESSMENT/ASSIGNMENTS	COURSE
Site Supervisor Evaluation of Intern	ENC 690: Practicum
University Supervisor's Evaluation of Videos	ENC 690: Practicum
Case Presentation	ENC 690: Practicum
Class/Group Supervision Attendance	ENC 690: Practicum
Discussion Forums (24 discussions)	ENC 690: Practicum
University Supervisor's Overall Evaluation	ENC 690: Practicum
Evaluation of Site Supervisor	ENC 690: Practicum
Site Supervisor Evaluation of Student Counselor	ENC 691: Internship I
University Supervisor Evaluation	ENC 691: Internship I
University Supervision Counseling Session Video Recording	ENC 691: Internship I
Class/Group Supervision Case Presentation	ENC 691: Internship I
Technology Summary	ENC 691: Internship I
Resume'	ENC 691: Internship I
Professional Development Goals	ENC 691: Internship I
Discussion Forums	ENC 691: Internship I
Site Supervision Evaluations	ENC 692: Internship II
University Supervision Counseling Session Video Recording	ENC 692: Internship II
Case Presentation	ENC 692: Internship II
Counseling Technique/Intervention	ENC 692: Internship II
Peer Supervision	ENC 692: Internship II
State Counseling Association Presentation Proposal	ENC 692: Internship II
Client Counseling Evaluation	ENC 692: Internship II
University Supervisor Evaluation	ENC 692: Internship II
Discussion Forums	ENC 692: Internship II
Portfolio	ENC 692: Internship II

The table below shows a sample of CACREP standards aligned to assignments for Internship II (ENC 692).

SLOs*	2016 CACREP Standards (sections and themes)	Assignments
Practice and skill	**CMHC**	
	5.C.3.a. Intake interview, mental status evaluation, biopsychosocial history, mental history, and psychological assessment for treatment planning and caseload management	Case Presentation, Video Sessions, Supervisor Evaluations, Portfolio
	5.C.3.b. Techniques and interventions for prevention and treatment of a broad range of mental health issues	Case Presentation, Video Sessions, Supervisor Evaluations
	5.C.3.c. Strategies for interfacing with the legal system regarding court-referred clients	Supervisor Evaluations, Discussion Forums, Portfolio
	5.C.3.d. Strategies for interfacing with integrated behavioral health care professionals	Case Presentation, Supervisor Evaluations, Portfolio
	5.C.3.e. Strategies to advocate for persons and mental health issues	Case Presentation, Video Sessions, Supervisor Evaluations, Discussion Forums, Portfolio
Practice and Skill	**SC**	
	5.G.3.a. Describes development of school counseling program mission statements and objectives	Case Presentation Supervisor Evaluations, Portfolio
	5.G.3.b. Discusses design and evaluation of school counseling programs	Case Presentation, Supervisor Evaluations, Portfolio
	5.G.3.c Identifies core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies	Case Presentation, Video Sessions, Supervisor Evaluations, Portfolio
	5.G.3.d. Demonstrates in interventions to promote academic development	Supervisor Evaluations, Video Sessions, Counseling Technique/Intervention, State Conference Proposal, Portfolio
	5.G.3.e. Demonstrates in use of developmentally appropriate career counseling interventions and assessments	Supervisor Evaluations, Video Sessions, Counseling Technique/Intervention, Discussion Forums
	5.G.3.f. Demonstrates techniques of personal/social counseling in school settings	Case Presentation, Video Sessions, Counseling Technique/Intervention, Supervisor Evaluations, Discussion Forums, State Conference Proposal
	5.G.3.g. Describes strategies to facilitate school and postsecondary transitions	Supervisor Evaluations, Portfolio

	5.G.3.h. Identifies skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement	Supervisor Evaluations, Portfolio, State Conference Proposal, Video Sessions
	5.G.3.i. Describes approaches to increase promotion and graduation rates	Case Presentation, Video Sessions, Supervisor Evaluations, Portfolio
	5.G.3.j. Identifies interventions to promote college and career readiness	Supervisor Evaluations, Case Presentation, Portfolio, Video Sessions
	5.G.3.k. Discusses strategies to promote equity in student achievement and college access	Case Presentation, Video Sessions, Supervisor Evaluations, Video Sessions
	5.G.3.l. Identifies techniques to foster collaboration and teamwork within schools	Supervisor Evaluations, Case Presentation, State Conference Proposal, Portfolio
	5.G.3.m. Identifies strategies for implementing and coordinating peer intervention programs	Supervisor Evaluations, Case Presentation, State Conference Proposal, Portfolio
	5.G.3.n. Describes use of accountability data to inform decision making	Case Presentation, Video Sessions, Supervisor Evaluations Discussion Forums, Portfolio
	5.G.3.o. Describes use of data to advocate for programs and students	Case Presentation, Video Sessions, Supervisor Evaluations, Discussion Forums

*Note: SLOs will be assessed with the following scale: 0 = NA, 1 = Fails to Meet Expectations, 2 = Meets Expectations, 3 = Exceeds Expectations.

The table below shows a sample grading point system for ENC 692 Internship II.

Grading Table

Activity	Fails to Meet	Meets	Exceeds
Discussion Forums	< 8	8-9	10
Site Supervision Evaluations	< 4	4	5
University Supervision Counseling Session Video Recording	< 8	8-9	10
Case Presentation	< 8	8-9	10
Counseling Technique/Intervention	< 8	8-9	10
Peer Supervision	< 16	16-19	20
State Counseling Association Presentation Proposal	< 4	4	5
Client Counseling Evaluations	< 4	4	5
University Supervisor Evaluation	< 4	4	5
Portfolio	< 16	16-19	20

A = 100–93 points B= 92–87 points C= 86–79 points D= 78–71 points F= 70 and below

Specific Evaluation Measures

Satisfaction of Completers
Each semester counseling candidates completing their capstone internship experience are invited to participate in the *Exit Survey*. This survey, consisting of 53 questions, provides counselor candidates, who are soon to be program completers, the opportunity to share their perception of the extent the Department of Education, Counseling, and Leadership prepared them to be professional counselors.

In answering the questions on the *Exit Survey*, counselor candidates utilize a Likert Scale rating their experiences in the following categories: *(a) General Program Aspects, (b) Knowledge Areas, (c) and Practicum/Internship.* The numerical score counseling candidates use to answer each question is the following: Strongly Disagree = 1; Disagree = 2; Neutral = 3; Agree = 4; Strongly Agree = 5.. In addition, they have opportunity to use the Likert Scale to answer a final question: "What Improvements would you like to see in the Counseling Program?"

The following is a summary of the results of the Exit Survey, which were administered at the conclusion of each respective semester – fall 2019 and spring 2020.

Fall 2019
In fall 2019 there was an 37.5% return rate with 3 out of 8 counseling candidates completing the survey. The results of the survey indicated numerous areas of particular strengths of their preparation to become professional counselors, including: faculty demonstrated expertise in counseling theory and practice (4.67); faculty's academic/professional knowledge was thorough and current (4.67); professional skills taught allowed me to work effectively with multiple populations (4.67); theories of counseling (5.00); counseling and intervention skills (4.67); group counseling (4.67); diagnosis (DSM 5) and treatment of mental disorders (4.67); and supervision (4.67). In the comment section of the *Exit Survey*, one counseling candidate wrote, "The content of this program was wonderful. I really enjoyed the textbooks. I also really appreciate the course lay out. It was logical and clear. The videos that the faculty made were also great. I came to this program with 10 years work experience in the mental health field. I learned a lot from this program. I felt inspired to learn more. 3 years is a long time but the expectations for this profession are high. I do not think I have learned enough, but I believe I have a solid foundation, I have a lay of the land, and I am ready to continue learning independently."

Spring 2020
In spring 2020 there was an 48% return rate with 13 out of 27 counseling candidates completing the survey. Counseling candidates indicated the following areas as strengths, including: supervised/field-based experiences provided opportunities to apply counseling knowledge and skills (4.92); site supervision (practicum/internship) identified and taught effective counseling skills (4.75); counseling and intervention skills (4.75); theories of counseling (4.75); group counseling (4.67); individual counseling (4.92); multicultural competency (4.58); and promotion of human growth and development (4.58). A counseling candidate provided this comment on the survey, "I absolutely loved my practicum/internship experience. It was extremely helpful in putting my skills into practice. I feel this was the year that I truly developed as a counselor." Another counseling candidate wrote, "I thought the program was very well organized and experiential."

Alumni Feedback

Counseling alumni who graduated between September 1-August 31 during academic years 2016-17 and 2014-15 were invited to complete an *Alumni Survey*. This survey is administered to alumni three and five years after graduation during the 2020 spring semester. In answering the 55 questions on the survey, alumni utilize a Likert Scale rating their experiences in the following categories: *(a) General Program Aspects, (b) Knowledge Areas*, and *(c) Opportunities for Development at Practicum/Internship Site and Courses.* The numerical score alumni use to answer each question is the following: Poor= 1; Low = 2; Average = 3; Good = 4; High = 5.

When asked to rate the *General Aspects* of the Counseling Program, alumni indicated the following areas as strengths, including: Faculty's academic/professional knowledge (4.34); Program facilities and resources (4.50); Student evaluation procedures (4.34); and Site availability for supervised field-based experiences (4.13). With regard to the *Knowledge Areas* in the Counseling Program, the following strengths were reported: Professional counseling organizations (4.33); Professional credentialing/licensing (4.50); Loss & Grief Counseling (4.42); Couples and family counseling (4.09); and Crisis intervention (4.33). Relative to the *Opportunities for Development at Practicum/Internship Site and Courses*, the areas of strengths included: Individual counseling (4.57); Integration of theory (4.20); Research (4.25); Diagnosis (4.13); Ethical and legal decision making (4.10), Accountability procedures (4.10); and Professional development (4.20). A counseling alum provided the following comment: "It is a great program. I felt the pace and skill building was appropriate." Another alum commented, "It was a strong program, I feel competent as a clinician mental health counselor. I gained a wide variant of clinical experiences and theories from all the professors. I was challenged emotionally in the program, but it made me a better counselor."

The following is the overall summary of the Counseling Alumni Survey:

	2016-17	**2014-15**
Surveys Sent	35	10
Surveys Completed	7	4
Completion Rate	20%	40%
General Aspects	4.52	3.60
Knowledge Areas	4.29	4.07
Practicum/Internship	4.06	3.99

Employer Feedback

During the 2019-2020 academic year, employers were invited to complete an *Employer Survey*. Utilizing a Likert scale, employers answered questions pertaining to their perception of the preparedness of our counseling program completers. In answering these questions, employers can select the following responses: *Excellent (5), Good (4), Average (3), Low (2),* and *Poor (1)*.

	2019-2020 CMH	2019-2020 SC
Surveys Sent	192	139
Surveys Completed	6	3
Completion Rate	3.1%	2.2%
Percent answered Excellent	66.7%	66.7%
Percent answered Good	16.7%	33.3%
Percent answered Average	16.7%	0%
Percent answered Low	0%	0%
Percent answered Poor	0%	0%

Program Modifications

We had several program modifications regarding practicum and internship-based on program evaluation for AY 2019-2020. First, after reviewing site and university evaluations of students we changed the performance criteria to give us greater specificity in feedback from supervisors on student performance. Second, to provide greater accuracy and specificity in levels of performance on student evaluations of site/university supervisors, we changed Likert scale responses levels of performance from three (1-2 requires assistance, 3-4 adequate, 5-6 exceptional), to five (1-strongly disagree, 2-disagree, 3-neutral, 4-agree, 5-strongly agree). Third, we reduced internship hours from 650 to 600. In past years evidence from site supervisors indicated that our students required additional hours of training and experience in their internship. Site supervisor feedback during the pandemic indicated that this was no longer the case and that, given the realities of limited direct service hours as a result of telehealth and distance learning, returning to the CACREP 600-hour standard was prudent. Finally, when we evaluated our practicum/internship processes we learned that students often were late in planning their practicum/internship placements or were uncertain as to the procedure. We implemented a protocol to ensure greater efficacy in our mid-cycle advising process, requiring students to complete a mid-cycle advising appointment where they discuss the practicum/internship process with their advisor. Students are then enrolled in an online learning module that details the steps to securing a practicum/internship site. Students must complete this advising appointment before being allowed to enroll in subsequent classes.

We continued in our efforts to hire full-time faculty and two Assistant Professors in Residence searches were conducted. As a result, Drs. Armitage and Smirl were hired to teach courses in our counseling programs

Summary and Goals for AY 2020-21

The Counseling Programs offered at Bradley University through the Department of Education, Counseling, and Leadership are innovative, efficient, and progressive. Therefore, we have made several program modifications to further improve our programs. To begin, in order to continually meet all requirements set forth by CACREP regarding student / faculty ratios, we hired additional core and non-core faculty members to teach counseling courses. To prepare for the 2020 -2021 academic year, Drs. Quigley and Criss were hired as Assistant Professor in Residence as well. These four highly qualified in-residence professors have provided tremendous expertise to the counseling programs. In addition, they have provided the necessary support so there is less reliance on core faculty teaching overloads. These hires allowed us to continually remain in compliance with the standards set forth by CACREP and to offer our students outstanding educational experiences, we reduced the enrollment in our courses to meet the 12:1 ratio.

Similar to universities across the world, when the Covid-19 pandemic occurred in spring 2019, our residencies shifted from in-person to virtual delivery. Program evaluation data showed that while students found in-person residencies challenging in terms of additional time requirements, many also found them extremely beneficial. However, the safety of our students and all the individuals in which they came in contact with were our top priority. Therefore, when the pandemic required an additional shift to online delivery, we fully complied.

An additional program modification we made during the 2019 - 2020 academic year was to provide professional development for the faculty in preparation for the transition of our learning management system from Sakai to Canvas.

The Department of Education, Counseling, and Leadership understands the importance of providing non-core faculty exceptional, detailed training. Therefore, a new site was developed in collaboration with our Pearson partners to assist in the onboarding of our exceptional non-core faculty