

Eastern Michigan University

Clinical Mental Health Counseling
College Counseling
School Counseling

Program Evaluation Report
Fall 2021

This report provides a summary of the Counseling faculty's most recent efforts to evaluate the program's effectiveness in preparing our students for their roles as professional counselors. In addition, we provide information about program modifications and changes that have taken place over the past year.

Indicators of the extent to which our students are gaining the requisite competencies for the profession include:

1. Data from follow-up studies with graduates and their employers,
2. Students' performance on national exams,
3. Data on students' knowledge acquisition
4. Employment rates of graduates

Graduates' and Employers' Follow-up Surveys

Follow-up studies of program graduates and their employers are conducted every two to three years. The most recent follow-up study was conducted during the Winter 2020 semester. 50 graduates who completed their programs in the past three years were asked to complete an online survey. After a second request, 27 (54%) had completed the survey. The graduates were also asked to identify a supervisor or employer who could provide feedback about the program's effectiveness in preparing them for their professional roles.

Feedback from graduates was quite positive regarding the extent to which the program prepared them for their work as professional counselors. A summary of graduates' feedback about the program indicates that for the 16 questions asked of all graduates (see below), the overwhelming majority of responses were in the "strongly agree" category.

NOTE: The items (questions) for all sections can be found at the end of this report.

Item #	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1 (Philosophy)	72%	28%			
2 (Relationships)	92%	4%		4%	
3 (Assessment)	28%	52%	12%	8%	
4 (Lifespan)	72%	24%	4%		
5 (Diagnose)	72%	28%			
6 (Theory)	72%	24%	4%		
7 (Groups)	60%	36%	4%		

8 (Diversity)	72%	28%			
9 (Crisis)	64%	28%	8%		
10 (Career)	33%	54%	13%		
11 (Ethical/legal)	68%	32%			
12 (Research)	36%	60%	4%		
13 (Professional Assoc., etc.)	64%	32%	4%		
14 (Practicum)	88%	12%			
15 (Internship)	64%	28%	8%		
16 (Self-aware)	92%	8%			

In addition to questions about the “core” program requirements, graduates were asked five questions about their specialization areas: clinical mental health (10 graduates), college (6 graduates), school (11 graduates). Responses to these items were very positive, although graduates do not seem as confident in having the knowledge base in their specialization areas as they do in the core counseling knowledge and skills base. This makes sense given that the majority of the program coursework focuses on the core knowledge and skills needed by all counselors.

CLINICAL MENTAL HEALTH COUNSELING

Item #	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1 (Issues)	60%	30%	10%		
2 (Client Characteristics)	50%	50%			
3 (Referrals, advocacy)	60%	30%	10%		
4 (Diagnosis, conceptualization)	80%	20%			
5 (Roles, functions)	70%	30%			

COLLEGE COUNSELING

Item #	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1 (History, philosophy)	50%	33%		17%	
2 (Ethical, legal)	80%	20%			
3 (Organizational culture)	60%	20%	20%		
4 (Needs assess, prog. eval.)	40%	40%	20%		
5 (Specialized issues)	33%	50%	17%		

SCHOOL COUNSELING

Item #	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1 (Responsive services)	55%	45%			
2 (Manage program)	55%	36%	9%		
3 (Ethical, legal)	73%	27%			
4 (Multicultural)	73%	18%	9%		
5 (Consulting)	64%	18%	18%		

SUPERVISORS/EMPLOYERS

Despite several requests asking graduates to have supervisors or employers complete an online survey, only 2 supervisors responded. In our last follow-up study in 2017, 10 supervisors provided feedback. A summary of supervisors' feedback about the program in 2017 indicates that for the sixteen questions asked of all employers/supervisors (see below), the overwhelming majority of responses were in the "strongly agree" category. 89% of respondents either agreed or strongly agreed that their supervisees were well-prepared to work in this field (question #15). The two supervisors who responded this year either agreed or strongly agreed with all items except the question about diagnosis (#2), where one supervisor strongly agreed and the other strongly disagreed.

Performance on National Exams

In order to enter their first clinical experience (practicum), students must pass the Counseling Preparation Comprehensive Exam (CPCE). This is a national exam developed to measure a student's level of mastery of the requisite knowledge and skills identified by the Council for Accreditation of Counseling and other Educational Professions (CACREP) for the preparation of professional counselors. Students continue to consistently score above national means on all eight sections of the test, an indication that they are gaining the requisite knowledge and skills as identified by the profession.

To obtain full licensure in Michigan, graduates must pass the National Counselor Examination (NCE). Of those who took the exam from 2019-2021, 96% passed. This is another indicator that the program is preparing students to master the requisite knowledge to be successful in the field.

Knowledge Acquisition (Winter, Summer, Fall 2021)

At the end of every semester, instructors complete an assessment rubric evaluating each student's knowledge acquisition in the course. Students are assessed as advanced (4), target (3), developing (2), or unsatisfactory (1) on a range of criteria reflecting course content. The most recent aggregated data reveals that close to 100% of students are demonstrating knowledge at or above the target level on all knowledge criteria (KSIs):

See chart on next page.

Semester	Advanced (4)	Target (3)	Developing (2)	Unsatisfactory (1)
Winter 2021	23%	73%	3%	0%
Summer 2021	17%	83%	0%	0%
Fall 2021	25%	74%	1%	0%

Employment

Those who graduated between May 2020 and April 2021 were quite successful in finding employment in counseling-related positions. 93% of those graduates who were looking for employment found jobs in the 6 months following their graduation.

Program Changes

- **Welcome Dr. Hunter!** We are pleased to announce that we have hired a new tenure-track Assistant Professor. Dr. Quentin Hunter joined us in September 2021. Dr. Hunter brings a wealth of knowledge and experience in schools, clinical settings, and counselor education.
- **School Counseling Program:** The School Counseling program now requires 60 credits of coursework. This change was made to meet CACREP standards that all programs include a minimum of 60 credits.
- **Acting Interim Department Head:** Dr. Devika Dibya Choudhuri is serving as the Acting Interim Department Head from January through August 2022. She will return to her faculty responsibilities in September.

Admissions/Graduations (May 2020-April 2021)

- Applications to all programs: 73
- Admissions to all programs: 47 (29 in Clinical Mental Health; 6 in College; 12 in School)
- Graduates: 20 (15 in Clinical Mental Health Counseling; 5 in School Counseling)

Items (Questions) in Follow-up Studies of Graduates and Employers

All graduates

1. I am able to explain the philosophy underlying the counseling profession, as well as the professional roles, functions, and relationships with other providers
2. I acquired the skills necessary to develop effective relationships with clients.
3. I learned to utilize assessment instruments as part of the counseling process.
4. I gained knowledge of developmental theories and their impact on lifespan development.
5. I learned to gather pertinent information about clients in order to clarify problems, diagnose as appropriate, and conceptualize client presentation
6. I gained knowledge about a variety of counseling theories and ways to appropriately develop strategies and utilize interventions...

7. I acquired the skills necessary to work effectively with clients in groups.
8. I gained the knowledge and skills necessary to work sensitively with diverse clients as well as advocate effectively on their behalf.
9. I gained knowledge and skills to work effectively with clients in crisis.
10. I gained knowledge about career development and skills to help clients with career decision-making.
11. I gained knowledge about ethical and legal issues in the counseling profession and how to apply and adhere to such professional and legal standards.
12. I gained an understanding of research methods and how to use research findings to be more effective with my clients.
13. I gained knowledge about professional associations and professional issues such as credentialing, licensure, and certification, etc.
14. My practicum experience helped my understanding of counseling process and enhanced my ability to apply the knowledge, skills, and dispositions taught in program coursework.
15. My internship experience provided opportunities for me to further hone my counseling skills and to perform the full range of activities related to counseling in my setting (school, college, clinical mental health).
16. I learned to maintain awareness of and reflect on my own personal and professional strengths and limitations.

Clinical Mental Health Counseling

1. I gained awareness of professional issues that affect Clinical Mental Health Counselors such as professional credentialing (licensure, certification), recognition, reimbursement, right to practice, etc.
2. I gained knowledge about the characteristics of clients served by community agencies, including the effects of factors such as socioeconomic status, unemployment, aging, gender, culture, developmental transitions, violence, etc.
3. I acquired knowledge and skills to make appropriate referrals, to advocate for clients, to influence public policy, and to promote client access to community resources
4. I learned how to conduct an intake/biopsychosocial history and to use the current DSM to formulate a diagnosis in order to conceptualize a case and develop a treatment plan.
5. I gained an understanding of the roles and functions of Clinical Mental Health Counselors, as well as their relationships to other professionals in a variety of practice settings

College Counseling

1. I gained knowledge of historical, philosophical, and contemporary theories and trends in college counseling and student development
2. I have learned ethical and legal considerations as well as how to apply and adhere to such standards and practices in college counseling and student development.
3. I became familiar with the concepts of organizational culture, finance, cultural context, and personnel practices in post-secondary education.
4. I acquired research knowledge and skills to apply methods of needs assessment and program evaluation applicable to college student populations.
5. I gained knowledge and skills on specialized issues applicable to college populations such as cultural differences, sexual assault, eating disorders, disability accommodations, and substance abuse.

School Counseling

1. I acquired the knowledge and skills necessary to provide responsive services to students, to assist students with educational and career planning, and to design and deliver a school guidance curriculum consistent with the ASCA National Model.
2. I acquired the knowledge and skills to organize and manage a comprehensive guidance and counseling program, to evaluate counseling programs, to collect and analyze data for data-based decision making, and to demonstrate accountability
3. I gained knowledge of professional, ethical and legal issues specific to the practice of school counseling.
4. acquired multicultural competencies to advocate for school policies, programs and services that are equitable and necessary for promoting the academic, career and personal/social development of all K-12 students.
5. I learned strategies and methods for consulting with school and community agency personnel as well as with parents, guardians, families to enhance student success in school.

Supervisors

1. Demonstrates the ability to develop effective relationships with clients.
2. Is able to gather pertinent information about clients in order to clarify problems, diagnose as appropriate, and conceptualize client presentation
3. Is able to appropriately utilize assessment instruments as part of the counseling process.
4. Demonstrates knowledge about a variety of counseling theories and ways to appropriately develop strategies and utilize interventions...
5. Demonstrates the knowledge and skills necessary to work sensitively with diverse clients as well as advocate effectively on their behalf...
6. Works effectively with clients in groups.
7. Is able to effectively assist clients with career/lifestyle concerns
8. Has knowledge about developmental theories and their impact on lifespan development.
9. Can work effectively with clients in crisis.
10. Demonstrates a motivation and willingness to perform professional responsibilities.
11. Applies knowledge about program development and evaluation.
12. Is knowledgeable about ethical and legal issues in the counseling profession and knows how to apply and adhere to professional and legal standards.
13. Demonstrates the ability to work cooperatively with colleagues and develop positive interpersonal relationships.
14. Demonstrates awareness and ongoing reflection on personal and professional strengths and limitations.
15. Demonstrates openness to feedback and supervision\
16. Is well-prepared to work in this field.