

CMHC Program Evaluation Summary Report

During the previous year, Lubbock Christian University's Department of Psychology and Counseling conducted several new evaluations to examine our CMHC program.

Current students, site supervisors and alumni were surveyed to give insight into the program strengths and weaknesses for future improvement. Each group was given a similar survey, modified to fit each stakeholder characteristics. The surveys were emailed through Qualtrics to each group of respondents. Current students and alumni were asked to indicate evaluation of the course program, student knowledge, and professional skills while site supervisors were asked to indicate student knowledge, counseling professional skills, and counseling attributes based on 5 Likert scale ratings: 1) Poor, 2) Fair, 3) Neutral, 4) Good and 5) Excellent. Two qualitative questions were asked. The first question, based on the strengths of the program, was "*what are major professional strengths of counselors from Lubbock Christian University's graduate counseling programs*" and the second question, regarding possible recommendations, was "*what specific ways would you recommend the professional preparation of the counselors from Lubbock Christian University's graduate counseling programs be improved?*"

Return rates for stakeholders varied. Respondents included site supervisors (N=15), alumni (N=22) and current students (N=49). Despite small numbers, trends in the data assisted in guiding future recommendations. The following discussion includes top strengths of the program and weaknesses identified through respondent ratings. Recommendations for improvement are identified.

Findings

Survey of Site Supervisors

In 2017-2018, surveys were returned by 15 site supervisors for the CMHC program. Site supervisors indicated good preparation in counseling knowledge and skills, ethical behaviors, professional demeanor and leadership skills. The frequency majority fell between 4 *Good* and 5 *Excellent* through all areas of Knowledge, Professional Skills, and Attributes. The highest rated areas (**Good** and **Excellent**) of Student Knowledge were *Foundations* (N=15), *Techniques* (N=15), and *Lifespan* (N=15). In Knowledge areas, site supervisors scored **Fair** and **Poor** in *Multicultural* (N=2), *Crisis Intervention* (N=2), *Counseling Persons with Special Needs* (N=1), *Addictions* (N=1).

The highest rated areas (**Good** and **Excellent**) of Professional Skills were *Individual Counseling* (N=15), *Assessment* (N=14), and *Clinical Diagnosis* (N=14). In professional skills, site supervisors scored **Fair** and **Poor** in *Multicultural* (N=1), *Crisis Counseling* (N=1) and *Family Counseling* (N=1).

The highest rated areas (**Good** and **Excellent**) of Student Attributes were *Responsiveness to Supervision, Feedback, and/or other suggestions* (N=14), *Professional Demeanor* (N=14), and *Dependability/Conscientiousness/Responsibility*. In Student Attributes, site supervisors scored **Fair** and **Poor** in *Responsiveness to Supervision, Feedback, and/or other suggestions* (N=1) and *Multicultural and Gender Sensitivity* (N=1).

Areas of strengths gathered through qualitative questioning indicated students demonstrate good professional readiness in treating clients, leadership skills, understanding ethical boundaries and assessment skills.

Areas of improvement gathered through qualitative questioning indicated students need additional instruction in integrating personal beliefs with counseling worldview and client spirituality, crisis training for high-risk situations and an increase in confidence in their abilities.

Program Modifications per Site Supervisor Suggestions

Counseling Confidence and Responsiveness to Feedback: Some areas have already been addressed such as increasing counseling confidence. The Professional Dispositions Competency Assessment-Revised (PDCA-R) was implemented this year to give students valuable feedback. Students receive feedback on their counseling knowledge, skills, and professional disposition each semester. Faculty expect to see more confidence in their skills through this specific feedback and assist in preparing them to receive necessary feedback from supervisors.

High Risk Situations: Addressing high risk situations is addressed not only in Crisis Counseling (COU5364) but suicide assessment is also addressed in Assessment (COU5314).

Addictions: The curriculum for Addictions (COU5384) is under review and is currently being updated. Addictions has been an online course only and is now offered on campus starting in 2018-2019.

Multicultural: The curriculum for Multicultural Counseling (COU5385) is under review. More information will be added focusing on individuals diagnosed with special needs and cultural and gender sensitivity.

Survey of Alumni

In 2017-2018, surveys were returned by 22 alumni from the CMHC program. The majority of alumni perceptions fell between 4 *Good* and 5 *Excellent* through all Aspects of the Counseling Program, Counseling Knowledge and Counseling Skills.

The highest rated areas (**Good** and **Excellent**) of Aspects of the Program were *Program Curriculum* (N=20), *The Professional competence of the program faculty* (N=20), and *The accessibility/availability of the program faculty* (N=21). In Aspects of the Program, alumni scored **Fair** and **Poor** in *The professional skills taught to you* (N=3), *the on-campus or online group supervision for practicum/internships* (N=3), *The facilities and/or resources available for the program* (N=3), and *The in-program, on-campus, or online supervised practice experiences* (N=3).

The highest rated areas (**Good** and **Excellent**) of Knowledge Areas were *Counseling Theory* (N=21), *Group Psychotherapy* (N=21), and *Techniques of Individual and Family Counseling* (N=20). In professional skills, alumni scored **Fair** and **Poor** in *Multicultural Counseling* (N=6), *Counseling Persons with Special Needs* (N=8) and *Addictions* (N=6).

The highest rated areas (**Good** and **Excellent**) of Counseling Skills were *Individual Counseling* (N=19) and *Crisis Counseling* (N=20). In Student Attributes, alumni scored **Fair** and **Poor** in *Multicultural Counseling* (N=1), *Career and Lifestyle Counseling* (N=5), *Counseling Persons with Special Needs* (N=8) and *Assessment* (N=5).

Areas of strengths gathered through qualitative questioning indicated alumni were satisfied with the class sizes, interaction with instructors and faculty knowledge, skills and mentorship.

Areas of improvement gathered through qualitative questioning indicated students need additional instruction in advanced techniques, assessment training, contact with alumni post-graduation and more practical counseling experience with case management skills.

Program Modifications per Alumni Suggestions.

Assessment: Assessment (COU5314) now includes hands-on experience with more tests. Instructors now require demonstration on 7 assessments/scales and interpretation of those assessments in preparation for future use.

Specialized Techniques: Advanced Techniques (COU5365) is now offered to address more specialized techniques for crisis, special populations and multi-cultural applications.

Foundations: Introduction to Mental Health (COU5301) is now offered to introduce students to all areas of professional counseling increasing their knowledge base.

Alumni CEU: Alumni are now offered CEU's through the Healthy Families Conference which is hosted by the Department of Psychology and Counseling. Alumni can submit their own training proposal to the conference making a difference in the profession of counseling.

Career Skills: The Career (COU5362) curriculum has been modernized and several hands-on assessments have been added.

Facilities and Resources: In the past two years our facilities have been remodeled and now include a counseling suite with 7 rooms for group and individual counseling practice. Each room has two-way mirrors for faculty and students to observe. Apple TVs have been added and several rooms are equipped with smart TV to facilitate online internships and meetings.

Addictions: The curriculum for Addictions (COU5384) is under review and is currently being updated. Addictions has been an online course only and is now offered on campus starting in 2018-2019.

Special Needs: The curriculum for Multicultural Counseling (COU5385) will add a focus on individuals diagnosed with special needs. Advanced Techniques (COU5365) also offers specialized techniques for special populations.

Practical Counseling Knowledge and Skills: Practicum and Internship curriculum will add more practical components to assist students with licensure and caseloads during class time.

Survey of Current Students

In 2017-2018, surveys were returned by 49 current students from the CMHC program. The majority of student perceptions fell between 4 *Good* and 5 *Excellent* through all Aspects of the Counseling Program, Counseling Knowledge and Skills.

The highest rated areas (**Good** and **Excellent**) of Aspects of the Program were *Program Curriculum* (N=45), *The Professional competence of the program faculty* (N=43), and *the academic/professional knowledge taught to you within the courses* (N=45). In Aspects of the Program, current students scored **Fair** and **Poor** in *The professional skills taught to you* (N=5), *the supervised, field-based experiences (practicum/internships) overall* (N=6), *the faculty as mentors to you* (N=5), and *the duration (i.e. academic length) of the program* (N=8).

The highest rated areas (**Good** and **Excellent**) of Knowledge Areas were *Assessment of Individuals and Families* (N=42), *Group Psychotherapy* (N=41), and *Child and Adolescent Counseling* (N=44). In professional skills, current students scored **Fair** and **Poor** in *Clinical Diagnosis* (N=5), *Counseling Persons with Special Needs* (N=4), *Professional Credentialing* (N=5) and *Professional Organizations* (N=4).

The highest rated areas (**Good** and **Excellent**) of Counseling Skills were *Individual Counseling* (N=44) and *Child and Adolescent Counseling* (N=44). In Student Attributes, current students scored **Fair** and **Poor** in *Clinical Diagnosis* (N=5), *Counseling Persons with Special Needs* (N=4), *Professional Credentialing* (N=5) and *Assessment* (N=5).

Areas of strengths gathered through qualitative questioning indicated current students were satisfied with the course offerings (online and on campus), residency opportunities, faculty communication and mentorship in addition to class sizes.

Areas of improvement gathered through qualitative questioning indicated current students need more orientation for admissions, internships and final comprehensive exams, cohorts or connection to other students, steps for licensure, and practical counseling skill such as SOAP notes, billing, referrals, and marketing.

Program Modifications per Current Student Suggestions.

Orientation to the program: In Spring 2018, orientation to the program is provided for new students admitted to the program through video conferencing and information provided online. Students are encouraged to meet with advisors.

Orientation to Practicum and Internships: Orientation to Internships and residencies are sent through email and students are now enrolled in a Pre-practicum course online. All practicum and internship students are moved to the advising load of our Clinical Internship Director and additional orientation occurs during residencies.

Faculty Mentoring and Advising: Starting in 2016-17 faculty started advising and were randomly given advisees in various programs. In 2017-18, for more efficiency and consistency in advising, students in CMHC program were assigned to the same advisors instead of random selection. Now faculty advise in one program rather than all offered programs in the department. Faculty is encouraged to make contact with students several

times throughout the semester. All advisees have been enrolled in a Moodle course for questions, information and ease of access to their advisor.

CPCE information: All students that enroll in our zero-hour CPCE course are emailed information about the CPCE and a scheduled meeting occurs through residency.

Practical Counseling Knowledge and Skills: Practicum and Internship curriculum will add more practical components to assist students with licensure and caseloads during class time.

Connections with other students: On campus students are brought together during class time and online students are brought together during residency courses and online synchronous meetings which are held during practicum and internships. Online chapel is added to increase the online connection. All students are enrolled in chapel. Participation is voluntary.

Acknowledgements

We appreciate all participants in our surveys including our current and past students as well as site supervisors. Your input is invaluable to our university and the counseling profession. We will continue our evaluation every year and hope you will add your honest input and opinions to help us grow and assist us in creating quality counseling professionals.