

## CMHC ALOC Report

This is the place to store assessment data for each of your program's learning outcomes. *You will record assessment data every year.* Periodically — twice during each five-year program review cycle — you will record your analysis of the data and indicate any program changes made or planned based on the assessment.

<b>Program/Major Information</b>
Name of the Academic Program/Major: Clinical Mental Health Counseling
Department: Psychology and Counseling
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<b>Mission Statement</b>
HSU Mission Statement: The mission of Hardin-Simmons University is to be a community dedicated to providing excellence in education enlightened by Christian faith and values.
Mission Statement of Program/Major:  The mission of the Clinical Counseling & Marriage and Family Therapy graduate program is for faculty and students to collaborate in the pursuit of knowledge, clinical skills, and personal growth in an environment enlightened by faith, so that students will be prepared to provide the highest standard of professional counseling services to diverse populations.  How is your program mission related to the University mission?  The Clinical Mental Health Counseling (CMHC) graduate program's mission statement reflects the intent to provide a learning community that recognizes the role of faith. The training provided includes the reflection of Christian belief and practice for the developing clinician as well as sensitivity to address spiritual and religious concerns of patients as appropriate. We intend for the learning environment to be enlightened by faith as well as faith to be enlightened by education.

<b>How did program faculty participate in assessment planning and data collection?</b>
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The faculty have agreed to all the means of assessment and have determined the data collection procedures to be used. For example, a new evaluation form (Counselor Competencies Scales (CCS-R)) has been adopted (beginning in 2021) after review by the CMHC faculty. The data collected on this form is collected by all CMHC faculty who provide clinical supervision.

**Program changes made based on assessment data & analysis (add boxes as needed)**

Program Change: Change from 16-week Semesters to 8-week Terms. This came from feedback from students about the high stress of maintaining 9 hours of courses when the students begin their clinical work. Making the change enables students to take a higher number of course in their first year (12 hours per semester), have less coursework in the summer when they start their clinical work, and maintain a more manageable courseload through the remainder of the program. Students will take 9 hrs. per semester of their second year but only take one 8-week course at a time while in a semester long clinical course. This change also keeps the length of the program to 2 years.

Date Adopted: 2022

Program Change:

Date Adopted:

Program Change:

Date Adopted:

Program Change:

Date Adopted:

**Planned Changes**

**Response to Feedback on Prior Assessment Reporting**

**Briefly describe how you used the feedback on your last ALOC report or 5-year Program Review, including any changes to data collection or reporting.**

The tables below suggest a format for your assessment data that will be familiar to your colleagues across campus. If the program has a specialized accreditation, and the accreditor prefers a different format, you may use that instead.

Each program should keep assessment data for at least three learning outcomes, at least one of which is an external measure. If you are reporting on related programs, each should probably have an additional outcome unique to itself. Your data should span multiple years, running through the academic year just prior to the March 1 reporting date.

**Learning Outcome 1.**

Timing of Assessment: After graduation Near graduation Other (specify):

Learning Outcome:

Students will demonstrate clinical competence as a clinical mental health counseling intern (in both practicum and internship) including skills in assessment, diagnosis, treatment, termination, and record-keeping for individuals and groups.

**Method of Assessment and Criteria for Success**

Method of Assessment:

- A. CMHC graduate students receive intensive clinical training at the Psychology & Counseling Center with CMHC graduate faculty. This involves the faculty & peers providing feedback from watching live and recorded sessions. Students enrolled in CMHC 6306\* Practicum & CMHC 6370 Internship I & II are provided continuous feedback in both individual and group supervision (1.5 hours weekly group; 1 hour weekly individual). The Counselor Competencies Scales (CCS-R)\*\* is used by CMHC faculty at the end of the semester in every clinical course to provide evaluation of all domains of the students' professional counseling skills and behaviors. To assess this objective, 23 items evaluating Counseling Skills & Therapeutic Conditions and Counseling Dispositions & Behaviors will be analyzed.
  
- B. CMHC graduate students are also involved in intensive clinical training at various community agencies through internship sites around the Abilene area. Students enrolled in CMHC 6306\* Practicum & CMHC 6370 Internship receive a minimum of one hour of individual supervision weekly by their site supervisors. Site supervisors provide feedback regarding the interns' counseling skills and professional behavior. The *Site Supervisor Evaluation Of Intern* is used by the site supervisor at the end of every semester in clinical supervision to evaluate all domains of the students' professional counseling skills

\* For CMHC 6306 this outcome is also used as a developmental assessment because the student is in the first of three semesters of clinical work. Students who do not meet the standard for this course are put on a "growth plan" until the standard is met.

\*\*We adopted the CCS-R in 2021 to replace the prior instrument (Counseling Performance Evaluation) because the CCS-R is a more researched based assessment instrument.

x Check if this is an external measure (*Site Supervisor Evaluation Of Intern*).

Criteria for Success:

A. At least 80% of the CMHC graduate students will receive an average rating of "4" ("Meets Expectations/Demonstrates Competencies;" using a scale of 1-5) by CMHC graduate program faculty on the items identified for this outcome.

B. At least 80% of the CMHC graduate students will receive an average rating of "3" ("Average for an intern of his/her training and experience;" using a scale of 1-5) by internship site supervisor(s) on the items identified for this outcome.

Rationale for criteria selected:

The CCS-R is an instrument designed to measure counseling competencies within the areas of counseling skills, professional dispositions, and professional behaviors. The instrument is used by many CACREP accredited counseling programs and has considerable research support for its use.

The rating scale for site supervisors provides a rating scale on key counseling competencies as well as provides qualitative data of supervisors' comments on interns.

#### **Assessment Results**

*Report data for multiple years to show trends in student achievement. Take the space you need, expanding the cells below or putting your data beneath the table.*

Quantitative data for Learning Outcome:

- A. The average scores for all students measured across all skills/dispositions on the CCS-R was 3.89. Only 29% of students averaged a 4.0 or higher.
- B. The average scores for all students measured on the *Site Supervisor Evaluation Of Intern* form was 4.25 on a 1-5 scale. Eighty-nine percent (89%) of students exceeded the average score of "3."

Qualitative data for Learning Outcome: NA

#### **Analysis of Data for Learning Outcome 1 (every other year: add rows as needed)**

Date: 3/5/24

Analysis:

The average scores did not meet the criteria of 80% at an average of 4.0. We believe a major reason is the change to using the CCS-R. The 1-5 Likert scale used on the CCS-R is a bit deceiving. While on most instruments, a "3" on a 1-5 scale would be equivalent to "average" the CCS-R labels the midpoint score

as "Near Expectations/Developing towards Competencies" and "4" as Meets Expectations/Demonstrates Competencies." So, the two higher levels rate the student as meeting or exceeding expectations while the three lower scores indicate not quite meeting expectation to "Harmful." We do not think that the problem is in the use of the CCS-R but how supervisors are using the scales. When we chose to adopt the CCS-R we did not anticipate the effect of the change in rating scales. As a comparison, the following is the scale for the prior assessment instrument (*Counseling Performance Evaluation*)

- 0 – Does not meet criteria expected for student's level of preparation and experience
- 1 – Minimally or inconsistently meets criteria expected for student's level of preparation and experience.
- 2 – Consistently meets criteria expected for student's level of preparation and experience.
- 3 – Exceeds criteria expected for students level of preparation and experience.

The use of a 0-3 (4 points) scale creates more clarity in that there is no midpoint score and all scores above "1" are meeting or exceeding expectations. We plan to address this and remind supervisors of how the scales work for the CCS-R. A couple of options exist: 1) choose another assessment instrument, or 2) lower the accepted average score, perhaps to 3.5, to address the midpoint score issue. It should be noted that the range of average scores for all students measured was from 3.75 to 4.11. At this time, we'll wait and re-evaluate the instrument and its scoring for ALOC learning outcomes in the near future in anticipation of the next ALOC submission..

B. We continue to receive positive comments from site supervisors regarding our interns:

- Very open to supervision and feedback
- Culturally sensitive and aware and approaches families with humility and kindness
- Receptive to feedback
- Open to idea
- Has a knack of building rapport
- Has the ability to be playful which is a must when working with children.
- Her heart is truly for her clients
- Consistently demonstrates professionalism
- He has a gift with interpersonal skills
- Great rapport with his clients

Date:

Analysis:

At this time, we will continue to use the CCS-R. While other scales have been revised that have a little more research support than the CCS=R, the current assessment device is still recommended and useful. We are in the midst of our CACFREP self-study and do not want to make a change at this time. Adjustments to how we use the rating scale are being made.

Changes to criteria are being made in the program (establishment of Key Performance Indicators and the method of data collection to be used). These changes are likely to be reflected in future ALOC reports.

**Learning Outcome 2.**

Timing of Assessment: After graduation Near graduation Other (specify):

Learning Outcome:

Students will demonstrate knowledge of normal human growth and development; abnormal human behavior; assessment techniques; counseling theories; research; lifestyle and career development; social, cultural and family issues; professional orientation; and group work foundational to clinical practice as a clinical mental health counselor.

**Method of Assessment and Criteria for Success**

Method of Assessment:

CMHC graduate students complete a comprehensive exam and evaluation in their final semester prior to graduation. The graduate faculty in the CMHC program review student performance on the Counselor Preparation Comprehensive Exam (CPCE). The CPCE test examines student knowledge and performance in the areas of:

- Human Growth and Development
- Social and Cultural Diversity
- Helping Relationships
- Group Work
- Career Development
- Assessment
- Research and Program Evaluation
- Professional Orientation and Ethical Practice

Note that we have dropped the comprehensive oral exam and the use of the Clinical Evaluation Record as we believe that the national Counselor Preparation Comprehensive Exam (CPCE) provides a more than adequate source of assessment data for this learning outcome.

X Check if this is an external measure.

Criteria for Success:

At least 80% of students will pass the overall exam with a score higher than one standard deviation below the mean for the national average

of students by their third attempt. In addition, at least 80% of students will pass each content area with a score higher than one standard deviation below the mean for the national average of students by their third attempt.

Rationale for criteria selected:

The Counselor Preparation Comprehensive Examination (CPCE) is designed to measure a student's level of mastery of the requisite knowledge and skills identified by the Council for Accreditation of Counseling and Related Educational Professions (CACREP) for the preparation of professional counselors.

**Assessment Results**

*Report data for multiple years to show trends in student achievement. Take the space you need, expanding the cells below or putting your data beneath the table.*

Quantitative data for Learning Outcome:

In the past year (2022-2023), we can verify that 31 students of the CMHC program took the Counselor Preparation Comprehensive Examination (CPCE) and 26 out of the 31 passed the exam. This computes to a 84% pass rate and meets the criterion for this learning outcome.

Qualitative data for Learning Outcome:

No qualitative data is collected for this learning outcome.

**Analysis of Data for Learning Outcome 2 (every other year: add rows as needed)**

Date:

Analysis:

We are in the midst of our CACREP self-study. Changes to criteria are being made in the program (establishment of Key Performance Indicators and the method of data collection to be used). These changes are likely to be reflected in future ALOC reports.

Date:

Analysis:

**Learning Outcome 3.**Timing of Assessment:  After graduation  Near graduation  Other (specify):

Learning Outcome:

Students will demonstrate working knowledge of ethical standards of practice as well as an ability to use an ethical decision-making model and moral reasoning when encountering legal and ethical issues in work with diverse clients as a clinical mental health counselor.

**Method of Assessment and Criteria for Success**

Method of Assessment:

CMHC graduate students receive intensive clinical training at the Psychology & Counseling Center with CMHC graduate faculty. This involves the faculty & peers providing feedback from watching live and recorded sessions. Students enrolled in CMHC 6306\* Practicum & CMHC 6370 Internship I & II are provided continuous feedback in both individual and group supervision (1.5 hours weekly group; 1 hour weekly individual). The Counselor Competencies Scales (CCS-R) is used by CMHC faculty at the end of the semester in every clinical course to provide evaluation of all domains of the students' professional counseling skills and behaviors. The areas of assessment are scored on a 1-5 scale where 1 is "Harmful" and 5 is "Exceeds Expectations/Demonstrates Competencies." Seven items of the Counselor Competencies Scales assess the student's professional responsibility, maturity, and integrity as it pertains to ethical behavior:

- Professional Ethics
- Professional Behavior
- Professional & Personal Boundaries
- Knowledge & Adherence to Site and Course Policies
- Record Keeping & Task Completion
- Multicultural Competence in Counseling Relationship
- Emotional Stability & Self-control

\*For CMHC 6306 this outcome is also used as a developmental assessment because the student is in the first of three semesters of clinical work. Students who do not meet the standard for this course are put on a "growth plan" until the standard is met.

Check if this is an external measure.

Criteria for Success:

At least 80% of the CMHC graduate students will receive an average rating of "4" ("Meets Expectations/Demonstrates Competencies;" using a scale of 1-5) by CMHC graduate program faculty on the items identified for this outcome.



Rationale for criteria selected:

The CCS-R is an instrument designed to measure counseling competencies within the areas of counseling skills, professional dispositions, and professional behaviors. The instrument is used by many CACREP accredited counseling programs and has considerable research support for its use.

### Assessment Results

*Report data for multiple years to show trends in student achievement. Take the space you need, expanding the cells below or putting your data beneath the table.*

Quantitative data for Learning Outcome:

The data is from 16 students from summer 2022 through spring 2023. The average score (on a 1-5 scale) per area is listed below:

- Professional Ethics - 4.0
- Professional Behavior - 4.25
- Professional & Personal Boundaries - 4.36
- Knowledge & Adherence to Site and Course Policies - 4.18
- Record Keeping & Task Completion - 3.93
- Multicultural Competence in Counseling Relationship - 4.0
- Emotional Stability & Self-control - 4.07

Only one student scored a "3" ("Near Expectations/Developing towards Competencies") on "Record-keeping" in their Practicum resulting in 94% of the CMHC graduate students measured received an average rating of "4" ("Meets Expectations/Demonstrates Competencies") which meets the criterion for success.

Qualitative data for Learning Outcome:

No qualitative data is obtained for this learning outcome.

### Analysis of Data for Learning Outcome 3 (every other year: add rows as needed)

Date:

Analysis:

We have met the criterion for this Learning Outcome. We are in the midst of our CACREP self-study. Changes to criteria are being made in the program (establishment of Key Performance Indicators and the method of data collection to be used). These changes are likely to be reflected in future ALOC reports.

Date:

Analysis:

**Learning Outcome 4.**

Timing of Assessment:  After graduation  Near graduation  Other (specify):

Learning Outcome:

Students will demonstrate professional competence as a clinical mental health counselor after graduating from the CCMF/CMHC program.

**Method of Assessment and Criteria for Success**

Method of Assessment:

- A. CCMF/CMHC program graduates are given a survey to determine whether they have taken a licensure exam (for licensure as a professional counselor or marriage and family therapist.
- B. CCMF/CMHC program graduates are given a survey to evaluate their perceptions of how well the CCMF/CMHC program provided the training needed for professional competence.
- C. The site supervisors and employers of CCMF/CMHC program students and/or graduates are given a survey to evaluate their perceptions of how well the CCMF program provided the training needed for professional competence.

Check if this is an external measure.

Criteria for Success:

- A. At least 80% of alumni who have taken a licensure exam will pass.
- B. At least 80% of the CMHC alumni will give an average rating of "4" ("Agree;" using a scale of 1-5) or higher on the items identified for this outcome.
- C. At least 80% of the employers of CMHC alumni will give an average rating of "3" ("somewhat prepared;" using a scale of 1-5) or higher on the items identified for this outcome.

Rationale for criteria selected:

CACREP accreditation requires the CMHC program to continually gather information on graduates in regard to passing licensure exam, employment, and postgraduate feedback on preparedness for the counseling profession.

**Assessment Results**

*Report data for multiple years* to show trends in student achievement. Take the space you need, expanding the cells below or putting your data beneath the table.

Quantitative data for Learning Outcome:

A. In the past year (2022-2023), we can verify that 20 graduates of the CMHC took the National Counselor Exam (NCE) and 19 out of the 20 have passed the exam. This computes to a 95% pass rate.

B. The criteria was met.

C. The criteria was met.

Qualitative data for Learning Outcome:

**Analysis of Data for Learning Outcome 4** (every other year: add rows as needed)

Date:

Analysis:

We are in the midst of our CACREP self-study. Changes to criteria are being made in the program (establishment of Key Performance Indicators and the method of data collection to be used). These changes are likely to be reflected in future ALOC reports.

Date:

Analysis: