

Eastern Michigan University
Clinical Mental Health Counseling
College Counseling
School Counseling
Program Evaluation
April 2017

The purpose of this report is to provide 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. Although the three counseling programs are accredited by CACREP (Council for the Accreditation of Counseling and Related Educational Programs), and thus we have developed a curriculum that meets those standards, we must periodically assess the extent to which our students are acquiring the requisite knowledge and skills. This report summarizes outcome data from follow-up studies with graduates and their employers, internship site supervisors, students' performance on national exams, and employment of graduates. All of these are indicators of the extent to which our students are gaining the requisite competencies for the profession.

Graduates' and Employers' Follow-up Surveys

The most recent follow-up study of program graduates and employers was conducted during the Winter 2017 semester. 51 graduates who completed their programs between April 2015 and December 2016, were asked to complete an online survey. After a second request, 27 (53%) had completed the survey. At the end of the survey, the graduates were asked to identify a supervisor or employer who could provide feedback about the program's effectiveness in preparing them for their professional roles.

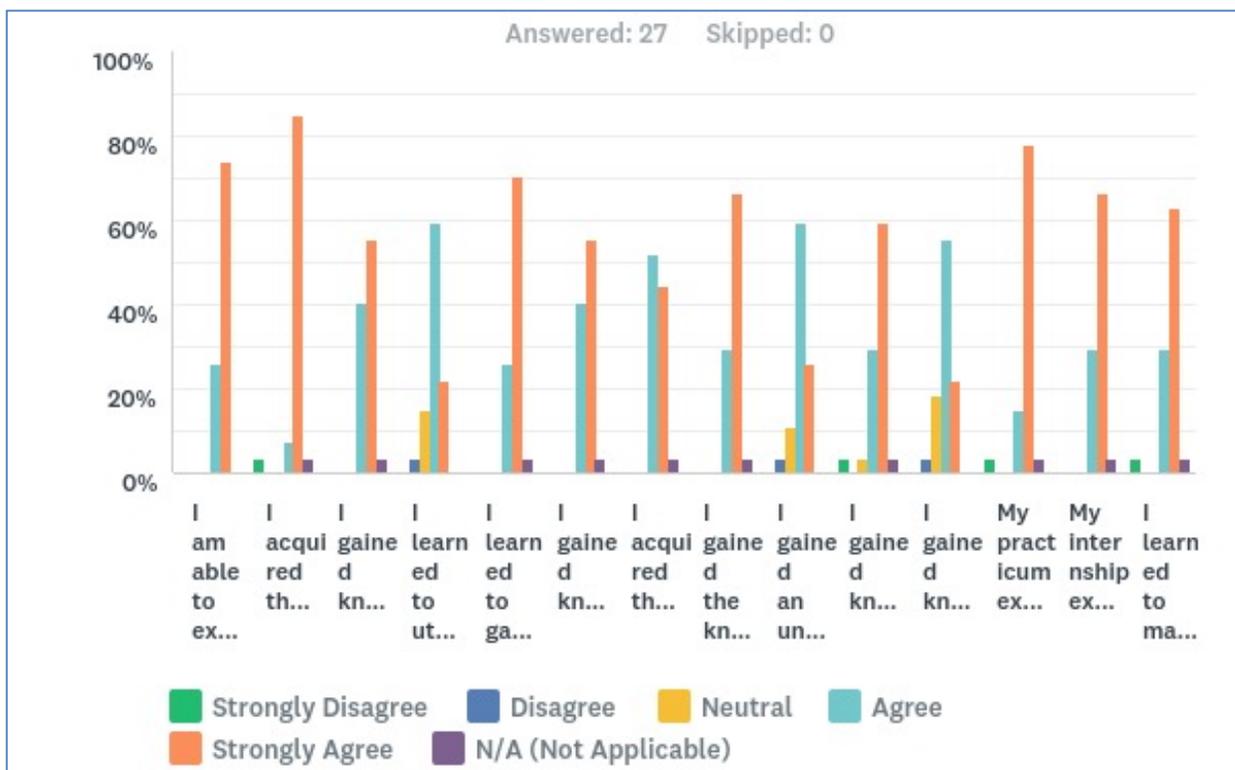
Feedback from both graduates and their supervisors/employers was quite positive regarding the extent to which the program prepared them for their work as professional counselors. A summary of graduates' feedback about the program indicates that for the fourteen questions asked of all graduates (see below),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

Survey Items (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 gained knowledge of developmental theories and their impact on lifespan development.
4. I learned to utilize assessment instruments as part of the counseling process.
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 an understanding of research methods and how to use research findings to be more effective with my clients.

10. I gained knowledge about ethical and legal issues in the counseling profession and how to apply and adhere to such professional and legal standards.
11. I gained knowledge about professional associations and professional issues such as credentialing, licensure, and certification, etc.
12. My practicum experience helped my understanding of counseling process and enhanced my ability to apply the knowledge, skills, and dispositions taught in program coursework.
13. 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).
14. I learned to maintain awareness of and reflect on my own personal and professional strengths and limitations.

All Graduates (27)



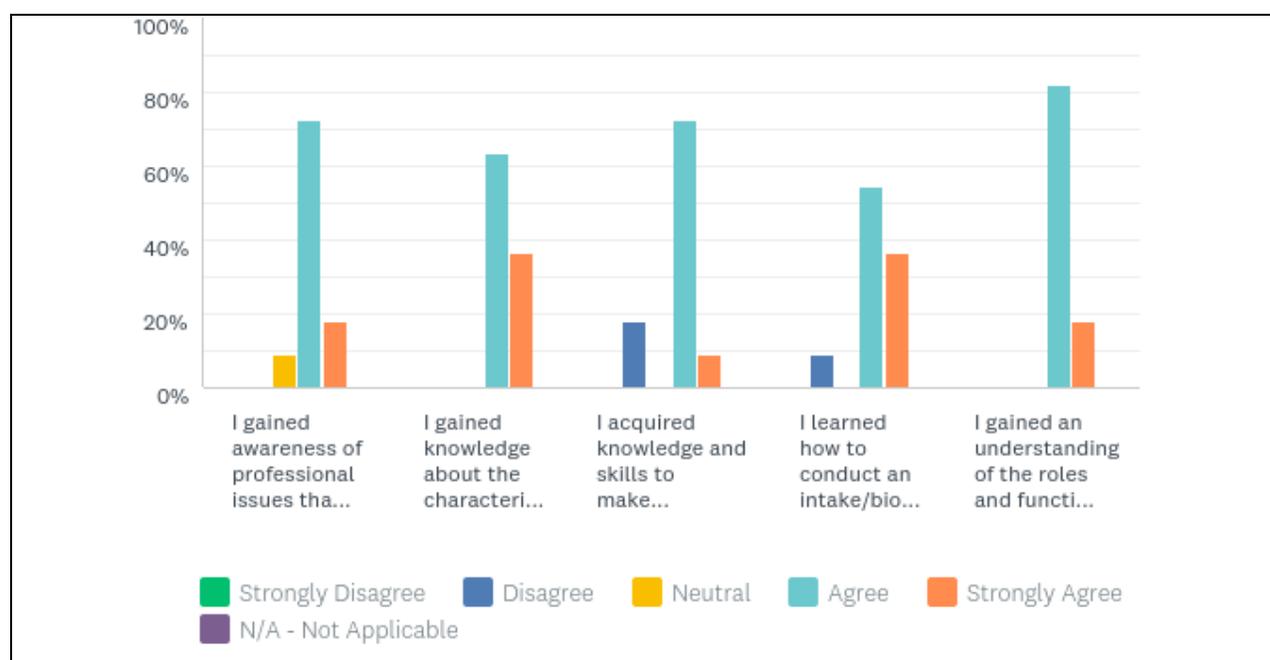
In addition to questions about the “core” program requirements, graduates were asked five questions about their specialization areas: college (6 graduates), clinical mental health (9 graduates), school (12 graduates).

In looking at the results, it appears that some graduates responded to questions in specialization areas other than their own; thus we received a number of “not applicable” (purple in the graphs below) responses. While responses to these items were generally positive, 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

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

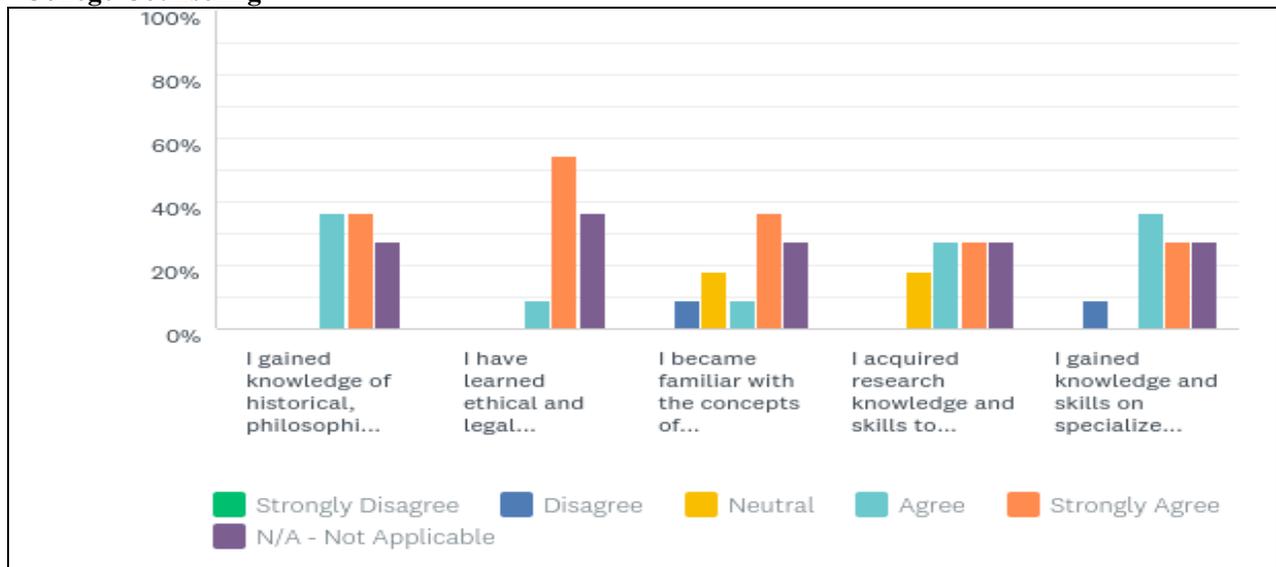
Clinical Mental Health Counseling



College Counseling

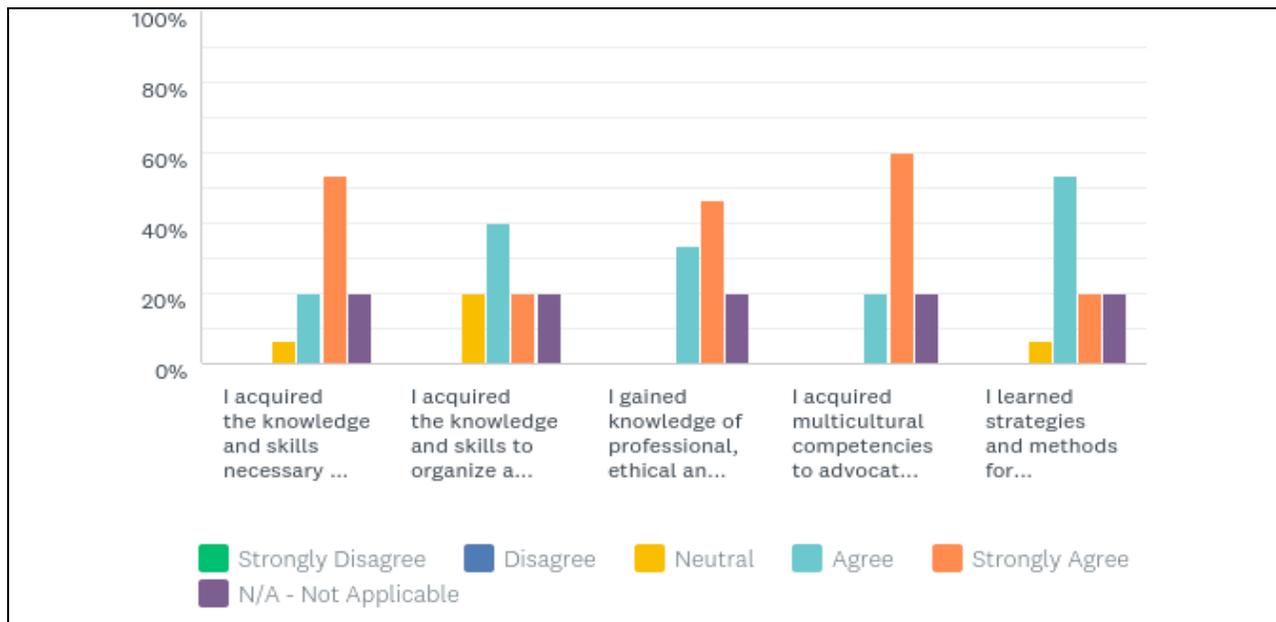
1. I gained knowledge of historical, philosophical, and contemporary theories and trends in college counseling and student development. I gained knowledge of historical, philosophical, and contemporary theories and trends in college counseling and student development.
2. I have learned ethical and legal 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.

College Counseling



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.

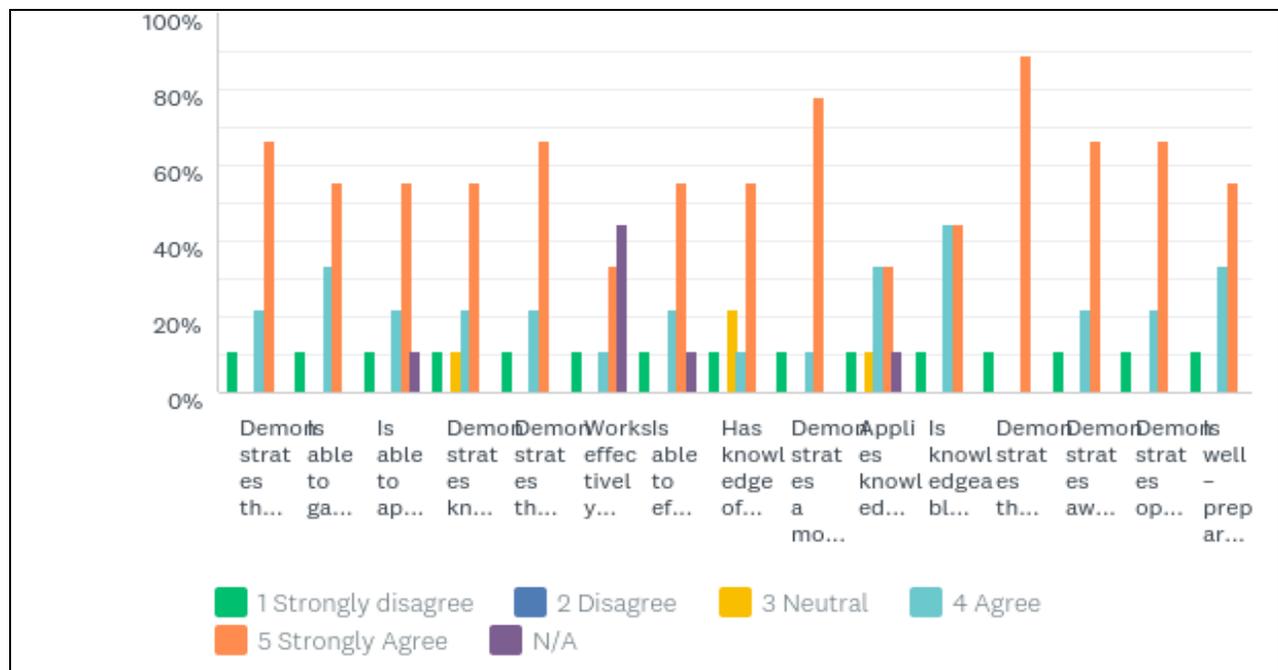


Supervisors/Employers

Only 15 graduates provided supervisor contact information, and 10 of those supervisors provided feedback. A summary of supervisors' feedback about the program indicates that for the fifteen 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).

Survey Items

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. Demonstrates a motivation and willingness to perform professional responsibilities.
10. Applies knowledge about program development and evaluation.
11. Is knowledgeable about ethical and legal issues in the counseling profession and knows how to apply and adhere to professional and legal standards.
12. Demonstrates the ability to work cooperatively with colleagues and develop positive interpersonal relationships.
13. Demonstrates awareness and ongoing reflection on personal and professional strengths and limitations.
14. Demonstrates openness to feedback and supervision\
15. Is well-prepared to work in this field.



Feedback from Internship Site Supervisors

Another indicator of the extent to which our students are prepared for their work as professional counselors comes from our internship site supervisors. Site supervisors provide formal feedback midway through and at the end of the internship. Interns are rated on a scale from 0 (unsatisfactory) to 3 (advanced) scale in the following categories:

- **Professional Behaviors:** Awareness of agency/ educational setting policies; Adherence to policies and procedures; Timeliness of reports; Attendance; Preparation and follow-up; Dependability
- **Attitude:** Willingness to perform responsibilities; Openness to new ideas; Motivation; Initiative; Ability to work cooperatively with staff and develop positive interpersonal relationships; Commitment; Awareness of self
- **Counseling Skills:** Ability to establish therapeutic relationships; Competence in basic counseling skills; Knowledge of therapeutic dynamics; Skill in diagnosis/assessment and establishing treatment plans; Appropriate use of intervention techniques and strategies; Knowledge of counseling process, stages, and outcomes; Competence in writing appropriate notes and reports; Adherence to ethical standards; Knowledge of referral resources
- **Supervision Process:** Perceptiveness; Willingness to disclose as appropriate; Ability to articulate issues, questions, and concerns; Appropriate use of time and resources; Participation in staff meetings/school/agency activities.

Mean final supervisor ratings for the past 3 years indicate that our students are performing between target and advanced in all four categories in which they are rated by supervisors. Supervisors' written and verbal feedback is consistent with these ratings.

Internship Site Supervisor Mean Final Ratings (2014-2017)	
Professional Behaviors	2.78
Attitude	2.87
Counseling skills	2.66
Supervision process	2.88

Advanced (3) Target (2) Developing (1) Unsatisfactory (0)

Performance on National Examinations

In order to graduate from the program, 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. Between Summer 2013 and Winter 2017, 115 students took the CPCE. Overall, students have been scoring 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). Over the last six administrations of the test, 98% (39/40) of the graduates who took the exam passed. This is another indicator that the program is preparing our students to master the requisite knowledge to be successful in the field.

Employment

19 program graduates (graduation between April 2016 and December 2017) were asked whether they were employed in positions for which they were trained *within 6 months of graduation*. 16 responded (84% response rate). Of the 15 graduates who were actively looking for employment, 14 (93%) reported that they were employed in counseling jobs within six months of graduation. One person took slightly longer than six months to find a school counseling job. Thus, 100% of the graduates were employed in counseling jobs within a year of graduation.