

Clinical Mental Health Counseling Master's Program

Annual Systematic Program Evaluation Report Calendar Year 2024



School of Counseling
302 Buchtel Common
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Introduction

This report is written to comply with the Council for the Accreditation of Counseling and Related Educational Programs (CACREP, 2016) Section 4: Evaluation in the Program, Standard D, which states “counselor education program faculty disseminate an annual report that includes, by program level, (1) a summary of the program evaluation results, (2) subsequent program modifications, and (3) any other substantial program changes. The report is published on the program website in an easily accessible location, and students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors) are notified that the report is available” (from <https://www.cacrep.org/section-4-evaluation-in-the-program/>).

The purposes for this annual report are specific to the Clinical Mental Health Master’s Program (CMHC) and include, but are not limited to, faculty reflection about program strengths and areas for improvement, sharing program-related information with stakeholders (e.g., students, graduates and employers), and communication about the program’s status with institutional administrators.

The data compiled for this systematic program evaluation report was drawn from calendar year 2024 (i.e., Spring 2024, Summer 2024, Fall 2024).

During this program evaluation period there were three core CMHC program faculty: Dr. Yue Dang (Associate Professor of Instruction), Dr. Varunee Faii Sangganjanavanich (Professor, School Director) and Dr. Robert Schwartz (Professor, Program/Clinical Coordinator, Associate Dean), Dr. Melanie Kautzman (Assistant Professor), and Jessica Wiener (Assistant Professor of Instruction).

Program Annual Statistics

Minimum number of credit (semester) hours required for the degree?	60
Number of students currently enrolled in the program?	135 (annual average)
Number of students graduated from the program in the past year (Spring 2024, Summer 2024, Fall 2024)?	40

Approximate completion rate of students from the program? 90%

Approximate licensure examination pass rate of students
graduating from the program? 95%

Approximate job placement rate of graduates from the program
who were actively seeking employment? 90%

Program Annual Evaluation Results

Program faculty conduct formal follow-up studies through online surveys each semester for current students each semester toward the end of their program (i.e., during internship semester), and annually for program graduates/alumni and site supervisors/employers.

Current Student Exit Survey Results (N=43):

Ratings are scored using a Likert-Type scale ranging from 1 (Very Dissatisfied) to 5 (Very Satisfied). Higher scores equate to a higher level of student satisfaction.

<u>Core Course Topic Area</u>	<u>Minimum</u>	<u>Maximum</u>	<u>Mean</u>	<u>Std Deviation</u>
Ethics & Professional Orientation	3.00	5.00	4.51	0.59
Research & Program Evaluation	3.00	5.00	4.02	0.70
Assessment & Testing	3.00	5.00	4.05	0.75
Human Growth & Development	2.00	5.00	4.19	0.79
Individual Counseling Theory	2.00	5.00	4.30	0.76
Group Counseling Theory	3.00	5.00	4.40	0.58
Multicultural Counseling	1.00	5.00	4.02	1.05

Career Counseling	3.00	5.00	4.02	0.73
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Core Course Survey Data: During this program evaluation period ratings in all core course areas averaged approximately “Very Satisfied.” Although there was a range of opinions, the average scores for all areas were both high and in general even better than the prior calendar year (which also averaged 4 to 5 point ratings in all areas).

<u>Clinical Counseling Topic Area</u>	<u>Minimum</u>	<u>Maximum</u>	<u>Mean</u>	<u>Std Deviation</u>
Addiction Counseling	2.00	5.00	3.88	0.99
Mental Disorder Diagnosis/Treatment	2.00	5.00	4.51	0.73
Clinical Skills (Practicum & Internship)	2.00	5.00	4.26	0.84

Clinical Counseling Course Survey Data: During this program evaluation period all clinical course areas averaged close to “Very Satisfied.” Given that these counseling topics areas directly link with program objectives, and are used for key performance indicator outcome purposes, the mean ratings from current students are very encouraging. These ratings help confirm that the program is meeting or exceeding its two primary objectives, as outlined below.

Regarding the first core program objective, when asked “Taking all coursework and clinical experiences into account, how satisfied are you with the following program learning objective - Demonstrating ethical and evidence-based diagnosis knowledge and skills” the following ratings were shown:

<u>Program Objective #1</u>	<u>Minimum</u>	<u>Maximum</u>	<u>Mean</u>	<u>Std Deviation</u>
	1.00	5.00	4.16	0.89

Regarding the second core program objective, when asked “Taking all coursework and clinical experiences into account, how satisfied are you with the following program learning objective - Demonstrating ethical and evidence-based treatment intervention knowledge and skills” the following ratings were shown:

Program Objective #2	<u>Minimum</u>	<u>Maximum</u>	<u>Mean</u>	<u>Std Deviation</u>
	1.00	5.00	3.90	0.95

Regarding program-related organizational feedback, the following ratings were shown:

	<u>Minimum</u>	<u>Maximum</u>	<u>Mean</u>	<u>Std Deviation</u>
Program Faculty Guidance	1.00	5.00	3.80	1.09
Program Policies/Procedures	1.00	5.00	4.12	0.85
Overall Satisfaction With Program	1.00	5.00	4.05	0.82

Positive Qualitative Feedback:

Most instructors were great. The content of learning has proven to be useful.

Strengths of the program include the faculty such as Amanda Cole, Dr. Dang, and Dr. Chase Morgan-Sweeny.

Strengths of this program include passionate and knowledgeable instructors and being able to work alongside amazing classmates/colleagues who are willing to share their expertise.

Dr. Schwartz, Amanda Cole, Prof Chase's dedication to excellent teaching

I feel as if the program has done a great job of preparing me to enter into the workforce as a professional counselor. I have felt supported by each of my supervisors and professors over the last 3 years and have grown both as a counselor and as a human being over the course of this program. I've found the hands on projects such as the techniques final role-play project and the evaluation of mental status mock assessment to be the most helpful. I also felt well supported during practicum and am grateful to have been able to complete practicum in the clinic alongside members of my cohort.

To me, faculty was the biggest strength of the program. I felt I got a variety of backgrounds, perspectives, and clinical focus paired with a willingness to help from all my faculty members. I felt that has contributed the most to my development as a counselor.

Professors who are actively working in the field of counseling and could apply current real life situations within their teachings.

Professors, Clinic on campus.

Every professor I have had throughout the program has been very available and willing to answer questions.

Small groups, professors are available for questions, and supervisors are super nice!

Faculty members are very supportive.

Strengths are the professors and the in person classroom environment.

All staff are incredibly knowledgeable and want the best for each student's education. It's clear they all have an abundance of real-world experience as well as knowledge about the program.

Constructive Qualitative Feedback:

Allow students to take the CPCE in person.

Scheduling (to prevent required classes occurring at the same time) and possible standardization of course progression (i.e., everyone follows one or two assigned "tracks"); clearer presentation of program steps/responsibilities (possibly through orientation at start of program); more opportunities for clinical work with children; additional training in assessment measures and interventions prior to practicum.

I think the set up for internship can be improved. I think having someone check in with internship sites could be an improvement in making sure students are ok and not in harmful situations. I also think removing the comps exam could be an improvement as many students have expressed to me their displeasure and stated the comps didn't really help with the NCE.

Allow students to take the comps exam at a testing center. I experienced many technical issues that led to me almost being unable to take the test as scheduled.

Making sure that professors who are adjunct are equipped to teach their courses. Multiple of my professors felt like they were making it up as they went. I think unannounced observation of professors should happen to ensure our learning is full and ethical. The CPCE is also something that did not feel necessary when talking to peers from other schools.

Graduate/Alumni Survey Results (N=8):

Survey results show that the vast majority of program graduates reported being licensed as a Professional Counselor or Professional Clinical Counselor, and the vast majority of program graduates reported being currently employed in the counseling profession (approximately 90% annually).

Ratings are scored using a Likert-Type scale ranging from 1 (Very Dissatisfied) to 5 (Very Satisfied). Higher scores equate to a higher level of student satisfaction.

<u>Topic Area</u>	<u>Minimum</u>	<u>Maximum</u>	<u>Mean</u>	<u>Std Deviation</u>
Using Ethics & Professional Identity	5.00	5.00	5.00	0.00
Using Research & Program Evaluation knowledge	3.00	5.00	4.71	0.70
Performing Assessment & Testing	3.00	5.00	4.29	0.70
Using Human Growth & Development Knowledge	3.00	5.00	4.00	0.76
Practicing Career Counseling	5.00	5.00	5.00	0.00
Using Counseling Theory & Techniques	4.00	5.00	4.57	0.49
Practicing Group Counseling	3.00	5.00	4.57	0.73
Using Multiculturally Informed Treatments	3.00	5.00	4.71	0.70
Diagnosing Mental Disorders	3.00	5.00	4.00	0.76
Treating Mental Disorders	4.00	5.00	4.71	0.45

During this program evaluation period ratings in all topic areas averaged approximately “Very Satisfied.” Therefore, program graduates reported that they have the knowledge and skills to competently work as professional counselors in the field, and upon reflection were appreciative of the program’s content and teaching/training approach.

When asked “Since graduating, overall how would you rate the UA CMHC program” the following ratings were shown:

<u>Overall Satisfaction</u>	<u>Minimum</u>	<u>Maximum</u>	<u>Mean</u>	<u>Std Deviation</u>
	4.00	5.00	4.57	0.49

Positive Qualitative Feedback:

The clinic is the program’s greatest strength!

The programs main strengths are the professors and their experience. UA have great professors.

Constructive Qualitative Feedback:

My self and a lot of my cohort felt as if we were left scrambling to figure out the licensure process post-grad. There was so much support and guidance leading up to graduation but then we had to fend for ourselves to figure out what to do next.

I can't think of any right now.

Supervisor/Employer Survey Results (N=17):

Survey results showed that 94% of respondents provided supervision to current students, and 88% were involved in employment decisions for one or more graduate.

Ratings are scored using a Likert-Type scale ranging from 1 (Very Dissatisfied) to 5 (Very Satisfied). Higher scores equate to a higher level of student satisfaction.

<u>Topic Area</u>	<u>Minimum</u>	<u>Maximum</u>	<u>Mean</u>	<u>Std Deviation</u>
Using Ethics & Professional Identity	3.00	5.00	4.56	0.70
Using Research & Program Evaluation knowledge	3.00	5.00	4.50	0.79
Performing Assessment & Testing	3.00	5.00	4.50	0.79
Using Human Growth & Development Knowledge	3.00	5.00	4.19	0.81
Practicing Career Counseling	3.00	5.00	4.56	0.70
Using Counseling Theory & Techniques	3.00	5.00	4.56	0.79
Practicing Group Counseling	3.00	5.00	4.38	0.86
Using Multiculturally Informed Treatments	3.00	5.00	4.25	0.90
Diagnosing Mental Disorders	3.00	5.00	4.25	0.83
Treating Mental Disorders	3.00	5.00	4.38	0.78

During this program evaluation period ratings in all topic areas averaged approximately "Very Satisfied." Supervisors and employers reported very positive overall knowledge and skills among

program interns. Although a broad range of responses were received no area was rated poorly, and in general average ratings were higher than the previous year (which also ranged from 4 to 5).

When asked “Based on your experience during the prior year, overall how would you rate the UA CMHC program” the following ratings were shown:

Overall Satisfaction	<u>Minimum</u>	<u>Maximum</u>	<u>Mean</u>	<u>Std Deviation</u>
	3.00	5.00	4.44	0.70

Positive Qualitative Feedback:

Interns are open to learning application of theories and models into their clinical practice with children, open to supervision and feedback

good foundational skills

Training/preparation of students

The program at Akron U trains clinicians that are compassionate and understanding of SUD, trauma, and MH dx and tx.

Sound diagnostic skills/ adapt to documentation standards of organization fairly easily

The University of Akron has a very good program for counseling, professors ask for feedback and consultation during the program, students are professional, interns present with a very broad knowledge base with ethical standards, knowledge of theories, counseling skills, diagnostic assessment skills.

The students come with a solid body of knowledge and skills.

Great communication and preparing students for the field

Constructive Qualitative Feedback:

Interns need increased confidence working with children

Clinical documentation

Communication with faculty/internship instructors. There was little to no contact with program staff following initial student assignment.

Program-Related Modifications

No major program modification have been made during the prior year.

The program completed a CACREP reaccreditation site visit during the evaluation period.

The curriculum guide for the degree and related updates can be viewed online at <https://bulletin.uakron.edu/graduate/colleges-programs/health-professions/counseling/clinical-mental-health-counseling-ma/#requirementstext>.

Program-Related Substantial Changes

After a review of CACREP (2016) CMHC standards, Ohio Professional Counselor licensure standards, and student/alumni/supervisor/employer feedback, no substantial program changes occurred.