

Master of Science in Mental Health Counseling

Annual Report
2019-20 Academic Year
Summer 2020



Dear MSMHC Program Constituents,

This report provides an overview of program activities and program assessment information related to the Master of Science in Mental Health Counseling (MSMHC) Program at Viterbo University during the 2019-2020 academic year. Included in this report are the following:

- Overview of the Master of Science in Clinical Mental Health Counseling Program in relation to mission, goals, curricular activities, and learning outcomes
- Description of student enrollment, retention, demographic/diversity
- Professional sequence activities: practicum and counseling internship placement(s)
- Summative results of program evaluation strategies from students, faculty, and site supervisors/employers.
- Graduates
- Conclusions and Recommendations

With a commitment to continuous improvement, this report will be made available to all stakeholders. Questions or suggestions related to this report may be directed to the Program Director:

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Overview Master of Science in Mental Health Counseling Program

The Master of Science in Mental Health Counseling (MSMHC) Program is housed in the Viterbo University School of Nursing, Health, and Human Behavior and has been in operation for seven years. The program curriculum is designed to meet the Wisconsin standards for licensure as professional counselors and is scheduled to meet the needs of adult working professionals. The program is accredited by The Council for Accreditation of Counseling & Related Educational Programs (CACREP).

Program Mission

The mission of the Viterbo University Master of Science in Mental Health Counseling graduate program is to prepare professional counselors to provide treatment for individuals experiencing a continuum of mental health issues. The program educates counselors who will integrate the values of contemplation, integrity, hospitality, stewardship, and service into their personal and professional lives.

MSMHC Goals

1. Deliver a high quality counselor education for students.
2. Provide graduates with a counseling curriculum that integrates professional ethical standards of practice and contemporary theories and principles of counseling.
3. Ensure that the program remains consistent with the requirements for the State of Wisconsin Licensed Professional Counselor (LPC) and National Certified Counselor Credentials.

Program Curriculum

The curriculum for the MSMHC is sixty credits (60) comprised of core and elective courses. Clinical experiences are integrated into the program in the following areas: individual and group counseling; career and employment counseling; addictions and co-occurring issues; and consultation with universities, community agencies, and schools. Students can graduate with a concentration in a specialty area (i.e., substance abuse counseling, integrated health and wellness counseling, or child and adolescent counseling).

Clinical Mental Health Counseling Program Learning Outcomes

The objective of the Clinical Mental Health Counseling program is to provide students with both the knowledge and skills for the practice of mental health counseling. The curriculum is designed to meet the disciplinary standards across 10 student-learning domains to insure that graduates are competent mental health professionals and meet the necessary licensure requirements of the profession. These domains are:

1. *Professional Orientation and Ethics*: Students will construct a philosophy of counseling based on the history and future trends of the profession, professional roles and responsibilities, with an emphasis on ethical practice within the framework of American Counseling Association Ethical Guidelines.
2. *Diversity & Advocacy*: Students will prioritize and respond to all aspects of social and cultural diversity, optimizing human development with clients.
3. *Human Growth & Development*: Students will compare and contrast theories of human development across the life span and the full continuum of mental health issues to facilitate effective life transitions.

4. *Career and Life Planning*: Students will utilize theories and skills to facilitate career and life decisions with clients.
5. *Helping Relationships*: Students will demonstrate the foundational framework for establishing a therapeutic alliance with clients.
6. *Counseling Continuum*: Students will be able to work effectively in a variety of modalities (individual, group, family) and to use crisis intervention, brief counseling, and long term mental health approaches with clients.
7. *Group Work*: Students will articulate group theory and assess their ability to deliver effective group therapy with clients.
8. *Research and Evaluation*: Students will utilize relevant research strategies within an evidence-based counseling perspective.
9. *Assessment*: Students will accurately select assessment instruments for client needs and program evaluations.
10. *Diagnosis*: Students will conceptualize and apply relevant diagnostic procedures for clients.

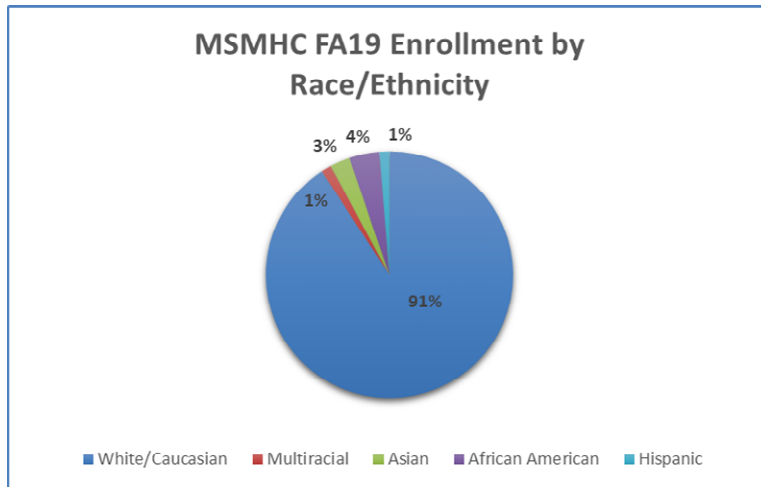
Description of Student Enrollment, Retention, and Demographics: In 2019-2020, 64 students' submitted applications, 60 candidates completed the interview process, and 40 applicants enrolled in the MSMHC program. The retention rate of the MSMHC program continues to be strong for the students admitted. The fall 2019 cohort's 2nd term retention rate was 92%. See table below:

Table 1: Retention

Retention Rates: MSMHC FALL Cohorts 2014-2019						
*Summer Term	2014	2015	2016	2017	2018	2019
2nd Term	77%	85%	94%	95%	96%	92%
*3rd Term	77%	85%	83%	82%	79%	92%
4th Term	77%	80%	89%	95%	83%	88%
5th Term	77%	80%	83%	86%	83%	
*6th Term	73%	80%	78%	82%	83%	
7th Term	73%	80%	83%	86%	83%	
8th Term	73%	80%	83%	86%		
*9th Term	73%	80%	83%	68%		
10th Term	68%	80%	83%	86%		
11th Term	73%	80%	83%			
*12th Term	73%	80%	83%			
Total Cohort	22	20	18	22	24	25
2nd Term	17	17	17	21	23	23
*3rd Term	17	17	15	18	19	23
4th Term	17	16	16	21	20	22
5th Term	17	16	15	19	20	
*6th Term	16	16	14	18	20	
7th Term	16	16	15	19	20	
8th Term	16	16	15	19		
*9th Term	16	16	15	15		
10th Term	15	16	15	19		
11th Term	16	16	15			
*12th Term	16	16	15			
Terms include Fall, Spring, Summer, updated to Fall 2020 census date.						
Retention rates include students graduated by or enrolled in specified term.						
Statistics provided by the Office of Assessment and Institutional Research.						

Graduate Employment: There were 17 graduates in December of 2019 and May of 2020. Of the December graduates, 5 of the 7 are employed and 8 of the 10 spring graduates are employed, and 2 of the 4 graduates are currently seeking employment.

Demographic and diversity information is available through the initial student application and in the annual program assessment completed by enrolled students. In terms of ethnicity, the MSMHC students reflect the demographics of the predominantly Caucasian community of La Crosse, Wisconsin: 91% of students are Caucasian, 4% African American, 3% Asian, 1% Hispanic and 1% Multiracial as demonstrated in the chart to the right.



The profile of the student Cohorts enrolled in the MSMHC program includes the following:

Cohort I:

- 57.1% of the students were female, and 42.9% of the students were males.
- 14.2% of the students were between the ages of 21–29, 42.9% were between 30 and 39, 42.9% were between the ages of 40–49.
- Retention is 95%.
- 100% of those retained have graduated.

Cohort II:

- 80% of the students were female, and 20% of the students were males.
- 55% of the students were between the ages of 21–29, 25% were between 30 and 39, 5% were between the ages of 40–49, and 15% were between the ages of 50–59.
- Retention is 85%.
- 100% of those retained have graduated.

Cohort III:

- 94.7% of the students were female, and 5.3% of the students were males.
- 52.6% of the students were between the ages of 21–29, 42.1% are between 30 and 39, 5.3% are between the ages of 40–49.
- 95% of those retained have graduated.

Cohort IV:

- 85% of the students were female and 15% of the students were males.
- 55% of the students were between the ages of 21–29, 20% were between 30 and 39, 10% were between the ages of 40–49 and 15% were 50 and above.
- Retention percentage is 73% (8th term).

Cohort V:

- 85% of the students were female and 15% of the students were male.
- 65% of the students were between the ages of 19–29, 30% were between 30 and 39, 5% were between the ages of 40-49.
- 7th semester retention percentage remains at 80% (Fall 2017).

Cohort VI:

- 84% of the students were female and 16% of the students were male.
- 53% of the students were between the ages of 19–29, 47% were between 30 and 39.
- 4th semester retention percentage is 89% (Fall 2017).

Cohort VII, includes 22 students:

- 86% of the students were female and 14% of the students were male.
- 64% of the students were between the ages of 19–29, 18% were between 30 and 39, 14% were between the ages of 40-49, 5% unknown.
- 2nd semester retention was 95%.
- 4th semester retention rate is 91% (Fall 2018).

Cohort VIII, includes 24 students:

- 79% of the students are female and 21% of the students are male.
- 46% of the students are between the ages of 19–29, 17% are between 30 and 39, and 38% are ages 40 and above.
- 2nd semester retention was 96%.
- 4th semester retention is 83% (Fall 2019).

Cohort IX, includes 25 students:

- 76% of the students are female and 24% of the students are male.
- 68% of the students are between the ages of 19–29; 12% are between 30 and 39; and 20% are ages 40 and above.
- 2nd semester retention was 92%.
- 4th semester retention is 88% (Fall 2020).

Professional Sequence Activities

The curriculum of the Master of Science in Mental Health Counseling program incorporates significant experiential learning placements: a practicum experience and internship experiences. Typical students complete the practicum and internship experiences in the final year of the program. Prior to placements, the practicum internship coordinator contacts appropriate organizations, and articulation agreements are developed with those organizations interested in supervising a practicum student. Site supervisors are then selected according to program criteria, and supervisors were provided with introductory information, orientation, and training. During the practicum and internship experience, students are provided extensive supervision from site supervisors and academic supervisors; group supervision is provided weekly in the COUN 690 course.

Practicum and internship placements are stable. Total student placements achieved in the Fall, Spring, and Summer semesters during the 2019-2020 academic year were 19 practicum and 35 internship placements. The current number of approved Practicum Internship Sites is 56.

Table 2: Practicum/Internship Placement

	Practicum COUN 690	Internship COUN 695	Advanced Internship COUN 696	Total Students
Fall 2013	3 students	12 students		15 students
Spring 2014	14 students	10 students		24 students
Summer 2014	7 students	8 students		15 students
Fall 2014	6 students	6 students	10 students	26 students
Spring 2015	6 students	6 students	7 students	19 students
Summer 2015	2 students	3 students	4 students	9 students
Fall 2015	6 students	4 students	4 students	14 students
Spring 2016	12 students	5 students	4 students	21 students
Summer 2016	4 students	12 students	3 students	17 students
Fall 2016	4 students	7 students	15 students	26 students
Spring 2017	12 students	4 students	6 students	22 students
Summer 2017	3 students	9 students	4 students	16 students
Fall 2017	3 students	6 students	8 students	17 students
Spring 2018	8 students	3 students	6 students	17 students
Summer 2018	4 students	5 students	3 students	12 students
Fall 2018	5 students	8 students	7 students	20 students
Spring 2019	7 students	5 students	9 students	21 students
Summer 2019	6 students	5 students	4 students	15 students
Fall 2019	5 students	6 students	7 students	18 students
Spring 2020	8 students	7 students	6 students	21 students

Program evaluation strategies from students and faculty

Multiple strategies, such as, incorporating feedback from all program stakeholders, are utilized to assess the MSMHC program. Program staff gathers, compiles, and analyzes information about the program from the perspective of current students, site supervisors, and faculty. Alumni and employer perspectives are incorporated into this process as the number of graduates increases, however, some of the data is limited because not enough time has passed (licensure, salary, etc.).

The purposes of the data collection is to assess program effectiveness and maintain a culture of continuous improvement to the curricular learning experiences of students training to be competent and ethical counseling professionals. A *brief description* of MSMHC program assessment strategies employed by the program appears below:

- **Assessment of student learning outcomes**

All faculty collect results from signature assignments in the required courses. Core faculty assess the assignments to determine if students have demonstrated mastery of specific program learning outcomes addressed in the assignments. The results of these assessment findings are utilized to make targeted revisions.

- **Student-completed course evaluations** are designed to measure the effectiveness of instructors in delivering the course content and student outcomes. These evaluations are completed at the end of each course.
- **Formative teaching evaluations**
Faculty evaluation also includes teaching observations and follow-up feedback provided by the program director. This assessment strategy involves direct classroom observation, a written synopsis of the strengths and challenges observed, and an individual meeting to provide formative feedback.
- **Student annual program evaluation** is a survey administered to assess the student *perceptions* of the extent to which the program meets its mission and educational outcomes, as well as overall evaluation of faculty performance in various roles. This survey also gathers qualitative responses.
- **Faculty annual program evaluations** are designed to measure the faculty's *perception* of the program effectiveness in meeting its mission and achieving its goals.
- **Practicum and internship site supervisor evaluations** are designed to gather information about supervisor observations and perceptions of student readiness for the counseling responsibilities involved in the practicum experiences. These evaluations are administered during the mid-point and at the conclusion of the practicum experience.
- **Site supervisor program evaluations** are designed to gather information about supervisor observations and perceptions of student readiness for the counseling responsibilities involved in the praxis setting. These evaluations are administered at the conclusion of the practicum/internship experiences.
- **Comprehensive Examination (CPCE)**
The comprehensive examination is a summative evaluation to the core knowledge areas of counseling. All students complete the CPCE, typically in their last semester of enrollment in the MSMHC Program.
- **Alumni surveys** are designed to evaluate student perceptions of their academic preparation for the field of mental health counseling and to monitor job placement and licensure status.
- **Employer surveys** are designed to evaluate employer perceptions of the preparation of MSMHC alum that they employ. The employer survey instrument has been developed and piloted in December of 2014.
- **Advisory Board Surveys** the Advisory Board reviews program and curricular assessments and provide feedback to the MSMHC program.

MSMHC program assessment results for the 2019-2020 Academic Year

Assessment of Student Learning Outcomes

The Comprehensive Assessment Plan for student learning outcomes for the 2019-2020 academic year and can be found at: <https://www.viterbo.edu/master-science-mental-health-counseling/program-accreditation>. Faculty members analyze student performance on signature assignments and results are presented at Core Faculty meetings. Based on the findings of this process, decisions are made about whether modifications are needed in the curriculum to ensure that students achieve learning outcomes. Through this process, faculty were able to strategically assess signature assignments addressing learning goals and content related to the eight Professional Identity domains and the seven Clinical Mental Health Standards. A summary of the results of this process indicated that in most domains/standards students are performing above competency levels.

Utilizing this process, faculty identifies specific areas for curricular modifications and improvements in the Mental Health Counseling Program curriculum. Core faculty are engaged in course assessment at the end of each semester. The focus for the 2019-2020 course assessment cycle were the areas of professional orientation and ethics, diversity and advocacy, and human growth and development. These results will be made available in the September 30th TracDat Report. TracDat is the Viterbo University repository for the assessment of program and student outcome results.

Student-completed course evaluations

Students completed standardized course evaluations at the end of each course (see Appendix A). The course evaluation utilized a 1–5 Likert Scale to measure specific aspects of course content and instructional delivery. The results of the 2019-2020 student-completed course evaluations appear below:

Table 3: 2019-2020 Student-Completed Course Evaluations Results

	Summer 2019 Core	Summer 2019 Adjunct	Fall 2019 Core	Fall 2019 Adjunct	Spring 2020 Core	Spring 2020 Adjunct	Core Average	Adjunct Average
Course-Related Questions	4.6	4.8	4.3	4.5	4.5	4.7	4.5	4.7
Instruction-Related Questions	4.7	4.8	3.7	4.8	4.6	4.8	4.3	4.8

Table 4: Comparison of 2013 to 2020 Student-completed Course Evaluation Results

	15-16 Core	15-16 Adjunct	16-17 Core	16-17 Adjunct	17-18 Core	17-18 Adjunct	18-19 Core	18-19 Adjunct	19-20 Core	19-20 Adjunct
Course-related questions	4.7	4.4	4.7	4.6	4.6	4.6	4.7	4.4	4.5	4.7
Instruction-related questions	4.8	4.5	4.9	4.6	4.7	4.8	4.8	4.4	4.3	4.8

Current students in the program rate the core and adjunct faculty consistently above 4 in course and teaching related questions.

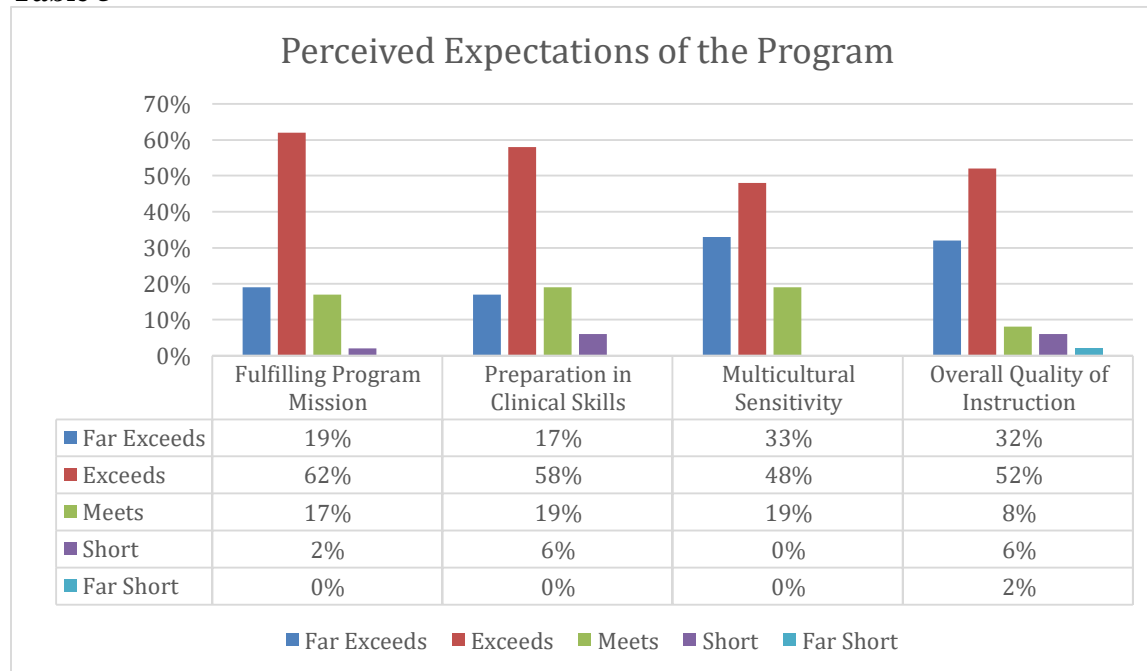
Formative Teaching evaluations

This assessment strategy involved the director observing classroom teaching and interactions followed by individual meetings with the instructor to provide feedback. In the 2019-2020 academic year seven teaching observations were conducted. In the observation sessions, all instructors demonstrated competency in the knowledge related to their course. Formative feedback and suggestions were provided to all course instructors relative to pacing and timing, to facilitate student consolidation of knowledge and active learning strategies. Additionally, several of the instructors received guidance on signature assignments in relation to collecting TracDat data.

Student Annual Program Evaluation

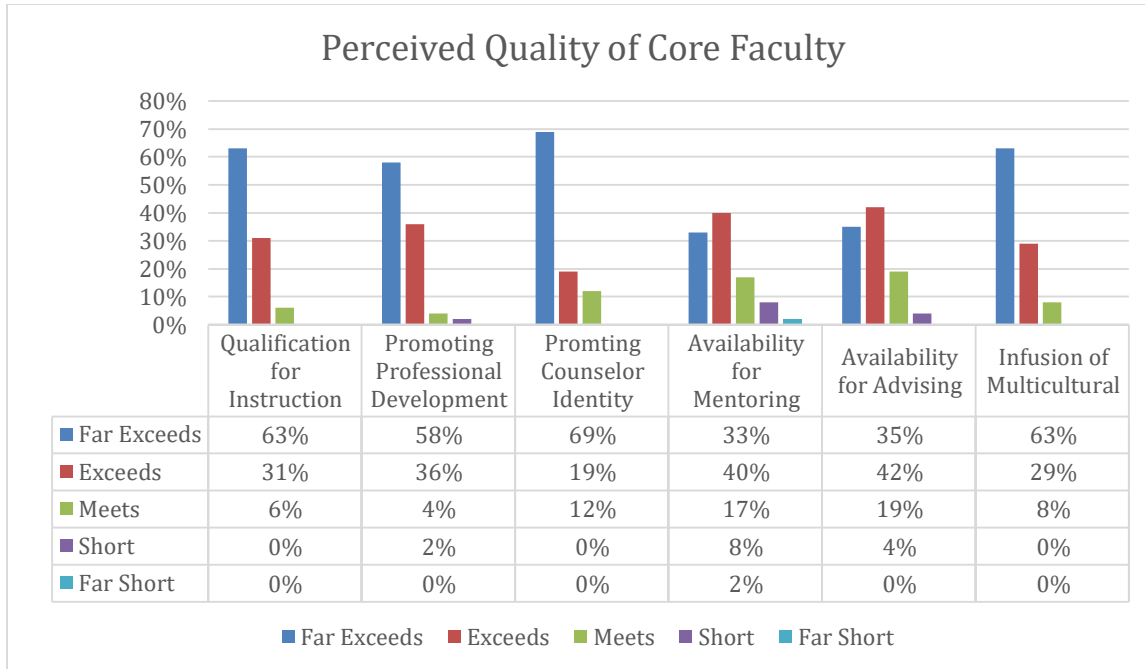
Students evaluate the MSMHC program effectiveness each spring semester. This assessment involves a standardized survey utilizing a Likert Scale to measure students' perceptions of the program's general effectiveness at fulfilling the mission, providing the needed clinical skills, enhancing multicultural sensitivity, and maintaining quality instruction and supervision. The survey also asks students to rate faculty in the areas of advising, qualifications, infusion of multicultural perspectives, interest in professional development of students, and identification with the counseling profession. The survey also includes open-ended questions to facilitate qualitative evaluation. The charts below depict the results from the 2019-20 annual student program survey distributed to all current MSMHC students each year in the spring:

Table 5



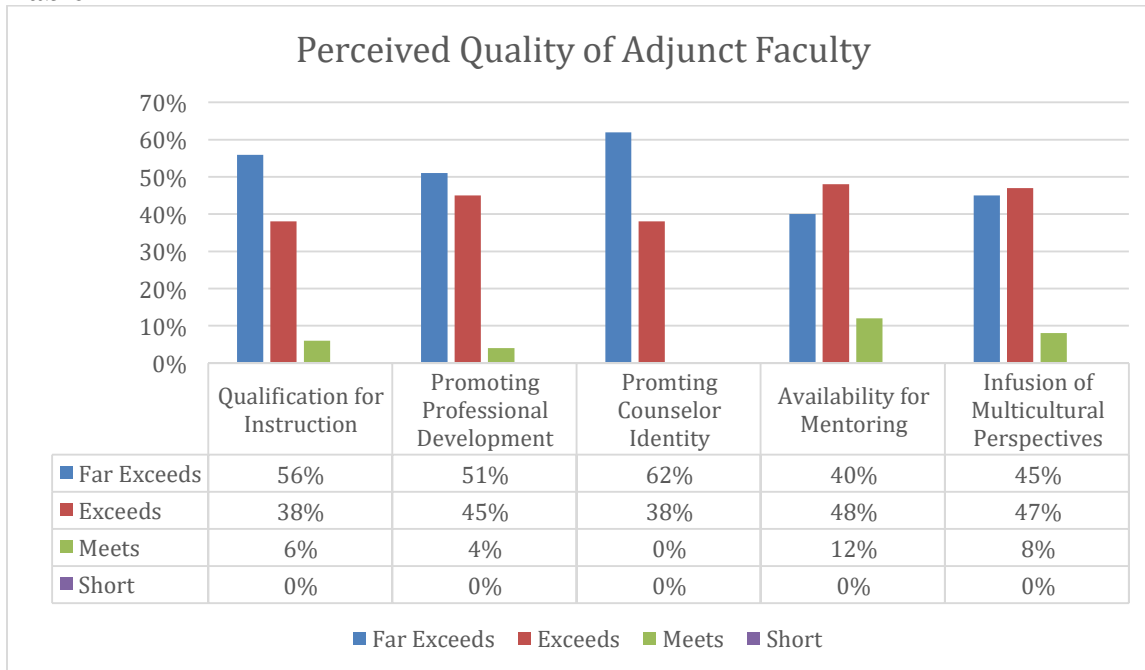
In summary, students rate the program as exceeding their expectations related to mission (81%), clinical preparation (75%), multicultural sensitivity (81%) and overall quality of instruction (84%) on a 5-point Likert scale (Table 5). Student perceptions in these are higher than the year before.

Table 6



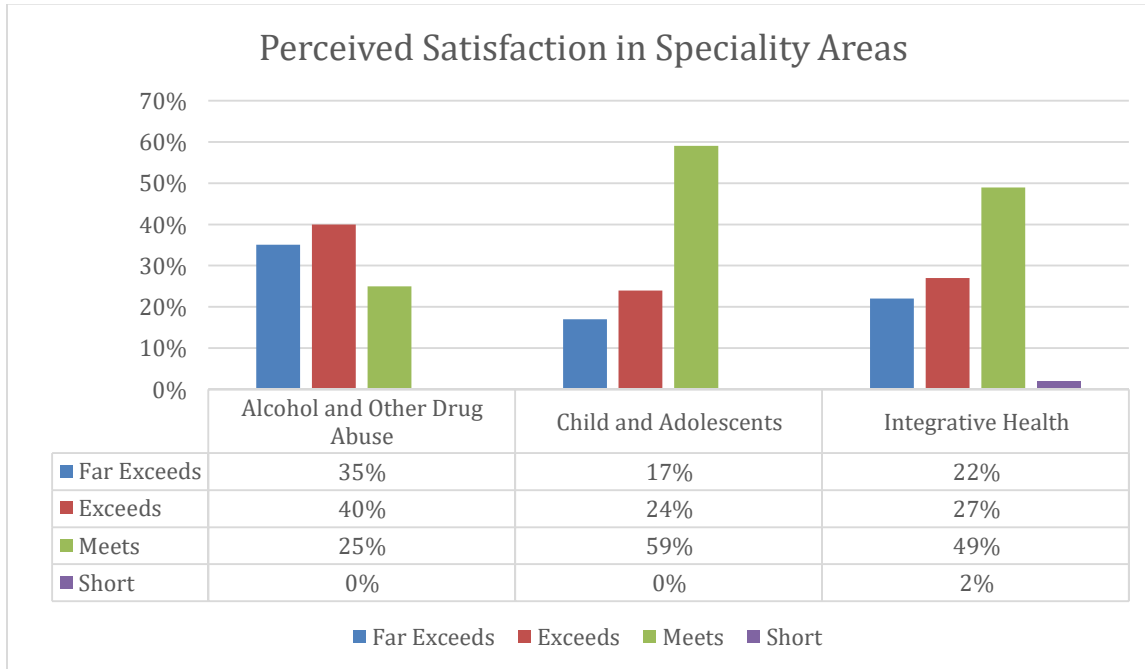
The average student ratings for core faculty in exceeding expectations was 94% in both Professional qualifications, and in professional development. In promoting professional identity, core faculty exceeded 94% of students’ expectations. Other categories and percentages include Qualifications for instruction (94%), Mentoring (73%), Advising (77%), and infusion of multicultural perspectives (92%), these favorable student perceptions were similar to last years.

Table 7



Students rated the quality of adjunct faculty across categories as exceeding expectations in the following categories, perceived qualification for instruction (94%), professional development (96%), promoting counselor identity (100%), mentoring (88%), and infusion of multicultural perspectives (92%).

Table 8



Student perceptions to the quality of their specialized training areas showed an increase in Alcohol and Other Drug Abuse 75% exceeding expectations. They rated the specialty areas as exceeding their expectations showing similarities from last year in Integrative Health at 58% and slight decrease in perceived quality of Child and Adolescents at 60% exceeding expectations.

Summary of the Student Program Evaluation: Students currently enrolled in the MSMHC program indicated very high ratings to the perceived quality of core and adjunct faculty instruction and academic support. Furthermore, consistent with the CACREP standards, students highlight a strong promotion toward a counseling identity, related clinical competencies, and infusion multicultural sensitivity by the core faculty. Student perceived quality of their specialty area continue to vacillate as well as the need for adjunct faculty to increase their emphasis on multicultural perspectives.

Qualitative Themes

Quality of the Faculty

- *"I have never seen faculty work so hard to help each student succeed. Their passion is almost palpable."*
- *"The faculty for mental health counseling at Viterbo University far surpassed every expectation I had entering this program... I am proud to be part of such a phenomenal group of caring, smart and emotionally intelligent people."*
- *"The core faculty are very present, responsive, and supportive to me on all my needs moving through this program."*

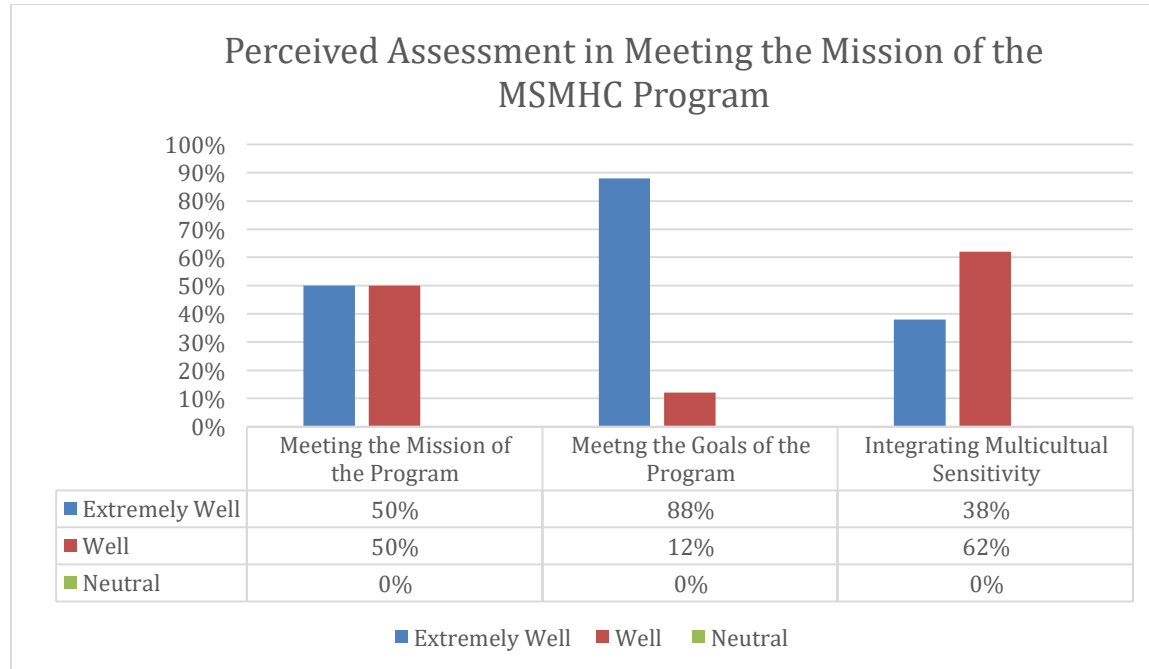
Adjunct Faculty

- “The adjunct faculty has been outstanding in most every aspect. They come well prepared, accessible, and encouraging. They create a multi-level educational experience that will serve as a model for professional practice in the years ahead.”
- “Everyone did a fantastic job communicating and being flexible amidst the pandemic”
- “All of the faculty members have a unique mental health counseling background that they bring to their classes.”

Faculty Annual Program Evaluations

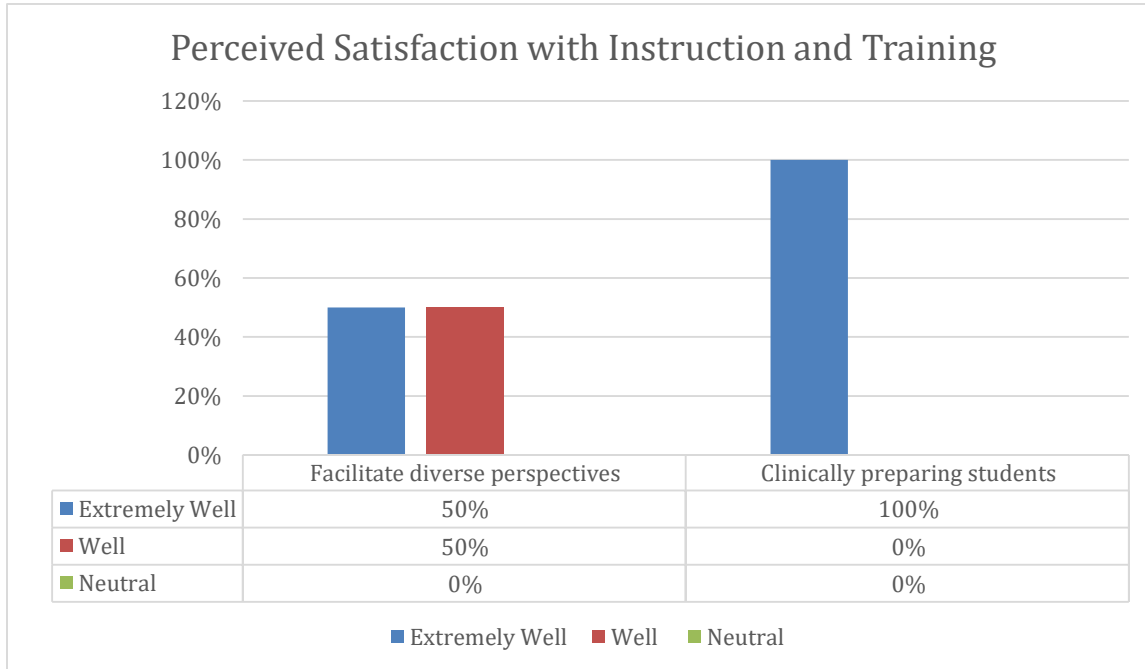
Faculty annual program surveys are designed to measure the faculty’s *perception* of the program effectiveness in meeting its mission, achieving its goals, and the integration of multicultural sensitivity (table 9). Faculty were also surveyed to the perceived effectiveness to their own teaching relative to the infusion of diverse perspectives and clinical preparation (table 10). Finally, faculty were asked to rate their level of program support and guidance in their instructional practices with students. Qualitative responses were also requested reflective of program strengths and areas of improvement.

Table 9



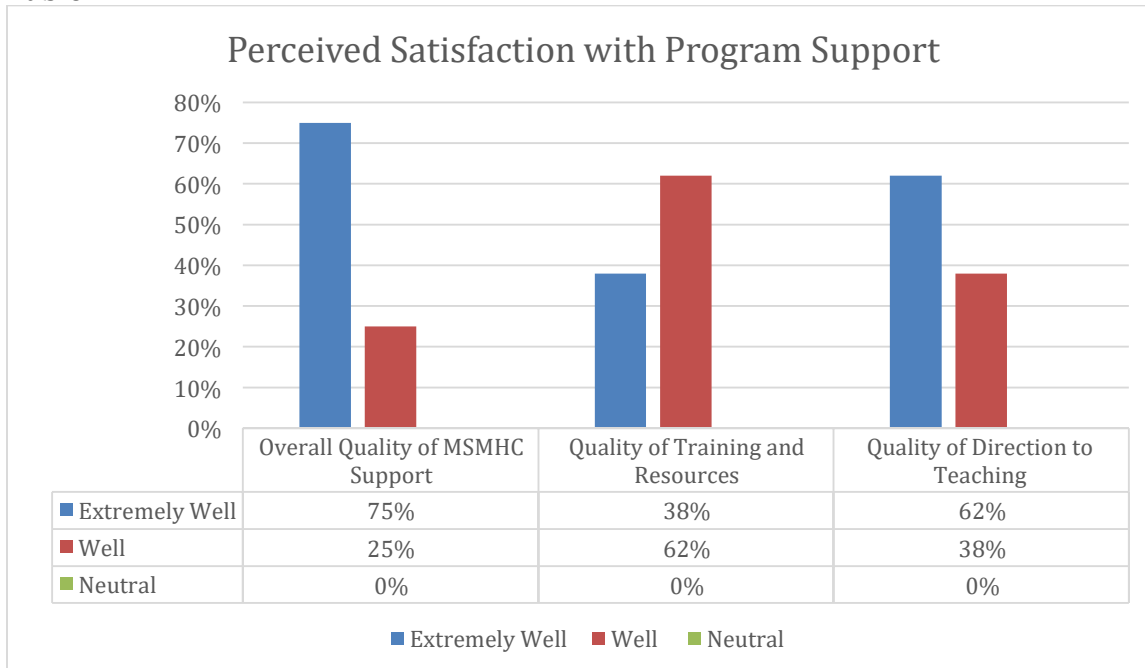
Faculty rated their assessments of the program above average in all categories, and far exceeding expectations in meeting the mission (50%), meeting the goals (88%), and in integrating multicultural sensitivity (38%).

Table 10



When considering their satisfaction with instruction and training, faculty rated the program above average in diverse perspectives (100%), and clinically preparing students (100%).

Table 11



Faculty rated their satisfaction of the program as extremely well in the overall quality of support (75%), Quality of training and resources (38%), and Quality of direction to teaching (62%).

Faculty Annual Program Evaluations

Faculty annual program surveys are designed to measure the faculty's *perception* of the program effectiveness in meeting its mission and achieving its goals. The survey questions utilized a Likert scale with a 1–5 range scale with 1 being least effective and 5 being highly effective. The average scores indicated responses above 4 for all items. A total of 8 out of 9 (89%) core and adjunct faculty completed the survey in the Spring 2020 Survey

Quantitative responses submitted by the MSMHC faculty in 2019-20 reflected program strengths (quality of the students, mission fulfillment quality of support for instruction, and quality of resources) see table 9 for further details.

Table 12

1. Overall, how well do you think the MSMHC is fulfilling its mission?	4.5
2. Overall, how well do you think the MSMHC clinical program is fulfilling the MSMHC Program goals?	4.9
3. Regarding multicultural sensitivity, how well do you think your clinical program is fulfilling the school mission?	4.4
4. Within the course(s) you teach, indicate how effectively and intentionally you facilitate classroom discussions regarding diverse perspectives and experiences.	4.5
5. Within the course(s) you teach, indicate how well you feel you are preparing students for the work force as beginning practitioners.	5.0
6. Rate the quality of support you receive from the Viterbo University MSMHC to fulfill your faculty role and responsibilities.	4.8
7. Rate the quality of training and resources you receive to fulfill your faculty role and responsibilities.	4.4
8. Rate the quality of direction you receive from the MSMHC Program regarding your teaching/learning practices.	4.6

PERCEIVED STRENGTH

Faculty Skill Levels and Support

- *“This program is excellent at combining the skill levels of the faculty. Having LPC's, AODA specialists, PsyD's, Ph.D's, LMFT's, etc., all on staff is amazing. This enhances the program by providing multiple vantage points of work in the field as well as skill levels. I believe this elevates this program and its quality.”*
- *“I have felt incredibly supported by all faculty members who are willing to consult or respond to my questions.”*

PERCEIVED AREA FOR IMPROVEMENT

Increased Program Support

- 50% discussed the need for a full-time administrative assistant.
“The lack of administrative assistance means that faculty are often using time and energy doing clerical tasks which should be used to increase the quality of courses and program”
- Additional committee meetings and university communication
“Some more development of academic community within the department would nice”

Practicum and Internship

Students appear to be performing well in a diverse set of practicum and internship placements. Practicum supervisors rated all students at competency or above. The shelter-in-place order and COVID-19 definitely complicated practicum and internship sites for students. More than 50% of the students were effectively “benched” for the majority of spring and part of summer semesters. This was understandable as clinicians needed to quickly learn telehealth procedures and several sites deemed that they were unable to provide what the students required under the circumstances. A priority is to increase placement sites for 2021.

Diversity and Community Action

Students have demonstrated a desire to work with low income, underserved, regional populations. This is not only represented in their practicum and internship placements, but also within service trips to the Pine Ridge Reservation. In collaboration with Gundersen Lutheran’s Global Partners program, students are provided immersion experiences to assist with melding the multicultural and social justice theory with relevant and “on the ground training” by MHC faculty.

Students also utilized the required Action Research Projects to advocate for the mental health needs in the community. For example, two students developed a six-week program for third and fourth graders at Hamilton Elementary school, promoting resilience and social skill development.

Quality of Faculty Instruction and Mentoring

From multiple points of reference, faculty are viewed as knowledgeable, accessible, and supportive to the needs of students while modeling the characteristics of the profession and providing relevant training opportunities (e.g. counseling labs). Program improvement and growth is directly correlated to the quality of the faculty who implement the curriculum, provide student evaluations, and engage in service to the program, university, and their profession. This is especially true in the field of counselor education where there is an obligation to not only the quality of their instruction and supervision with students, but also as gate-keepers for the profession and welfare of the public.

Practicum and internship site supervisor evaluations

Site supervisors evaluate students in practicum/internship at mid-semester and the end of the semester on eighteen clinical skill areas. These evaluations have consistently been in the 4–5 range on a 1–5 Likert scale. The Core faculty are generally satisfied with the student’s preparation and performance in clinical placement. Although areas for improvement continue to be basic clinical skills relative to assessment, diagnosis, and record keeping management. To examine details, see Appendix B. Core faculty plan to modify the site supervisor’s student evaluations for the Counseling Practicum and Internship courses to address developmental skills, knowledge, and attitudes. The summary below is from the previous academic year as many of the required responses were delayed due to displacement of practicum internship sites.

Counselor Preparation Comprehensive Examination (CPCE)

The comprehensive examination is a summative evaluation to the core knowledge areas of counseling. It is an essential benchmark to the preparation and readiness of students to graduate with an advanced degree in Counseling. Beginning fall 2013, the Clinical Mental Health Counseling program at Viterbo University requires students to complete the Counselor Preparation Comprehensive Examination (CPCE) published by the Center for Credentialing and 2019-2020 Annual Report

Education, a corporate affiliate of the National Board of Certified Counselors. It is a multiple choice examination to assess student comprehension in the eight knowledge areas of counseling as approved by the Committee for the Accreditation of Counseling and Related Educational Programs (CACREP). Table 13 below summarizes student performance on the CPCE examination for 2019-2020 and table 14 illustrates the CPCE Averages (2014 through spring 2019)

The CPCE Viterbo student scores are consistently above the national mean in all areas with the exception of social and cultural diversity in Fall 2019 and research & Program evaluation in Spring 2020. The national mean for social and cultural diversity was 9.35 and the Viterbo mean was 9.3 in Fall 2019; in Spring 2020, this score increased. In Spring 2020, the research & program evaluation score was below the national average with Viterbo's mean being 9.25 and national average being 9.6. We are pleased with the results given challenges with COVID-19.

Table 13: Counselor Preparation Comprehensive Examination (CPCE) 2019-2020

Viterbo University Scores					
Counselor Preparation Comprehensive Examination (CPCE) Section	Fall 2019 Viterbo Mean	Fall 2019 National Mean	Spring 2020 Viterbo Mean	Spring 2020 National Mean	Combined FA19-SP20 Viterbo Mean
C1: Professional Orientation and Ethical Practice	10.0	9.92	11.5	9.2	10.6
C2: Social and Cultural Diversity	9.3	9.35	10.5	9.8	9.8
C3: Human Growth and Development	11.8	10.5	11.5	10.6	11.7
C4: Career Development	10.8	8.92	10.5	8.8	10.7
C5: Counseling and Helping Relationships	10.0	8.69	10.5	9.6	10.2
C6: Group Counseling and Group Work	12.2	11.0	13.8	12.2	12.8
C7: Assessment and Testing	9.8	8.29	9.5	9.2	9.7
C8: Research & Program Evaluation	9.5	9.42	9.25	9.6	9.4

Table 14 Averages (2014 through spring 2019)

Viterbo University Scores	Viterbo 2014-15 Mean	National Mean	Viterbo 2015-16 Mean	National Mean	Viterbo 2016-17 Mean	National Mean	Viterbo 2017-18 Mean	National Mean	Viterbo 2018-19 Mean	National Mean
Human Growth and Development	10.53	10.28	10.94	9.83	10.88	10.33	10.93	11.62	10.06	10.01
Social and Cultural Diversity	11.03	10.7	10.82	9.00	11.25	9.84	10.00	10.30	10.35	9.73
Helping Relationships	11.11	10.84	10.88	11.45	12.71	11.40	12.33	11.94	11.71	10.77
Group Work	12.79	11.76	11.07	11.00	13.04	11.74	12.27	10.84	10.59	10.37
Career Development	9.35	10.16	6.63	8.44	10.17	10.31	10.20	9.38	10.24	10.51
Assessment	10.89	9.76	10.94	11.04	11.42	9.95	10.53	10.63	9.88	10.85
Research & Program Evaluation	11.08	10.57	10.06	10.81	11.79	10.57	11.47	11.04	11.53	10.9
Professional Orientation and Ethical Practice	12.50	12.35	10.69	12.29	12.09	11.23	10.73	11.38	11.71	11.52

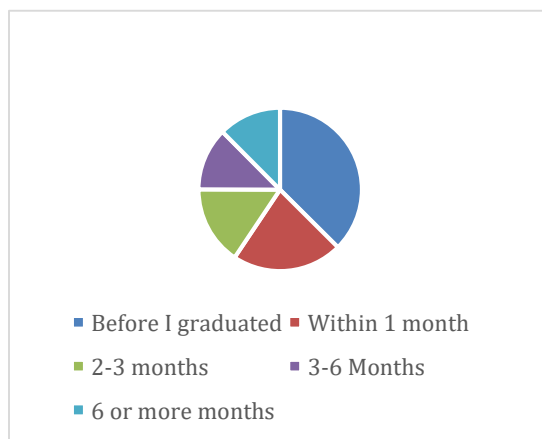
Alumni surveys

The alumni survey collects the perceptions of the previous students of the MSMHC program. The alumni survey is deployed in the spring every other year (even numbers 2018, next scheduled for 2020). However, in 2020 due to the COVID-19 pandemic, the survey did not go out, it is rescheduled for 2021 and will resume every other year past that (odd numbers). The below results refer to the 2018 alumni survey. The survey utilized a Likert scale of 1–5. The Alum survey and was sent to the 62 students that have graduated from the program. A total of 38 alumni completed the survey yielding it a 61.29% return rate. The averages of all items were rated above 4 on the Likert scale. The alumni survey was modified to capture other important areas such as licensure, employment, and salary range for alumni.

The students graduating from the MSMHC are experiencing robust employment as indicated in the table below. Approximately 38% are hired prior to graduation, 22% within one month, 11% within 3 months, 15% by 6 months' post-graduation, 95% are employed in field within 6 months of graduation, and 100% of graduates seeking employment are hired in the first year.

Table 15

Time to Obtain Employment After Graduation	
Before Graduation	38%
Within 1 month	22%
2-3 months	11%
3-6 months	13%
6 or more months	13%



The results from the 2018 alumni survey follow: Graduates of the MSMHC program at Viterbo University highly endorse questions relative to their satisfaction in preparation to become a licensed professional counselor. On a Likert scale ranging from 1 to 5, all responses fell within 4.05 to 4.81 range. See details in Table 16.

Table 16: Alumni Survey Summer 2018

Question	Rating
How adequately did the counseling program prepare you?	
Overall, how well do you think your clinical program fulfilled its mission?	4.66
Regarding competency, how well did the MSMHC program prepare you with the needed clinical skills and knowledge for entering the field?	4.57
How well do you think the MSMHC program prepared you to be an effective leader and social change agent?	4.43
How well do you think the MSMHC program prepared you to be an ethical counselor?	4.97
As an adult learner, how well did the MSMHC program value and support your personal and professional wellness while in the program?	4.48

How well did the MSMHC program prepare you with multicultural sensitivity and awareness as you began your practice as a mental health counselor?	4.77
How would you rate your preparation as a mental health counselor?	4.63
What was your overall satisfaction with the teaching quality and instruction by core faculty?	4.71
What was your overall satisfaction with the teaching quality by adjunct faculty?	4.34
What was your overall satisfaction with the rigor of the MSMHC program?	4.54
How do you rate the faculty's availability for mentoring or professional advising while in the program?	4.66
How do you rate the faculty's qualifications for course instruction?	4.71
How do you rate the faculty's ability to infuse multicultural perspectives into course curriculum?	4.71
How do you rate the faculty's interest in the professional development of their students?	4.57
Overall how do you rate the MSMHC program?	4.74

Employer and Site Supervisor Surveys

Employer Surveys are completed annually, though in 2020 the survey did not reach enough responses to be significant, the 2019 survey results are listed below. The employer supervisor ratings are consistent with previous years and all students/employees are rated above average. We monitor areas scoring below 4 and address strategies to strengthen these areas in Faculty meetings.

Employer and Site Supervisor Surveys

5 = excellent; 4 = very good; 3 = good; 2 = fair; 1 = poor; 0 = unable to judge

Knowledge Base

<u>3.45</u> Theories of Counseling	<u>0.91</u> Counseling for Individuals with Special Needs
<u>2.82</u> Human Growth and Development	<u>0.82</u> Play Therapy
<u>2.91</u> Group Counseling	<u>3.00</u> Standardized Psychological Testing
<u>2.18</u> Career and Lifestyle Counseling	<u>2.91</u> Diagnosis
<u>3.27</u> Crisis Intervention and Counseling	<u>2.54</u> Consultation Case Management
<u>3.00</u> Substance Abuse Counseling	<u>3.55</u> Ethical and Legal Issues
<u>2.91</u> Multicultural Counseling	<u>1.27</u> Program Evaluation and Research Design

Demonstrated Skills

<u>3.54</u> Case Conceptualization	<u>0.91</u> Counseling for Persons with Special Needs
<u>3.64</u> Treatment Planning	<u>1.73</u> Child and Adolescent Counseling Skills
<u>3.27</u> Case Management Skills	<u>1.18</u> Play Therapy Skills
<u>3.09</u> Individual Counseling Skills	<u>3.00</u> Crisis Counseling Skills
<u>2.91</u> Group Counseling Skills	<u>2.45</u> Substance Abuse Counseling Skills
<u>1.82</u> Career and Lifestyle Counseling Skills	<u>3.09</u> Assessment Skills
<u>2.73</u> Multicultural Counseling Skills	<u>2.91</u> Diagnostic Skills
	<u>2.91</u> Consultation Skills

Characteristics as an Employee

<u>4.00</u> Ethical/Legal Behavior	<u>3.64</u> Responsiveness to Supervision and Feedback
<u>3.91</u> Productivity	<u>3.45</u> Multicultural and Gender Sensitivity
<u>3.82</u> Client Advocacy	<u>3.82</u> Relationships with Other Employees
<u>3.18</u> Leadership Skills	<u>3.82</u> General Work Attitude/Enthusiasm
<u>3.55</u> Overall Assessment of Competence	<u>3.91</u> Dependability/Conscientiousness/Responsibility
<u>4.00</u> Professional Behavior and Demeanor	

2017-18: *50% of Viterbo interns began internship at the level of someone with 3-5 years of experience, Your students are great! Keep sending them! -A quote from a site supervisor*

2018-19: *50% of Viterbo interns began internship at the level of someone with 3-5 years of experience, 50% struggled with the transition to divert case management and client contact. Your students are great! Keep sending them!*

Discussion of Results

In an effort to continuously meet the highest standards within the field of Counselor Education in training competent and ethical counseling professionals, the Mental Health Counseling (MHC) Program at Viterbo University conducts annual assessments from all relevant stakeholders (e.g. students, alumni, faculty, and staff) to measure program quality and effectiveness. These measures provide critical data that help to guide the direction of our program and aid in improving and accounting for program effectiveness. This is especially pertinent in the ever-changing and dynamic profession of counseling.

The following is an abbreviated summary of overall program strengths and challenges. In response to this data, initial recommendations and goals for the upcoming academic year are highlighted. During the 2020 fall semester all stakeholders will be provided a chance to review the results of the program evaluation. Given the need to be in service to the mission of the university, the purpose of the MHC program, and the accreditation standards of the counseling profession (CACREP), the goals may be refined to better reflect the experience of all members of the MHC community.

Program strengths identified through multiple assessment strategies in the 2019-2020 Academic year included the following:

- Robust recruitment and retention.
- Students appear to be performing well in a diverse set of practicum and internship placements.
- Practicum supervisors continue to rate all students at competency levels or above.
- Faculty are rated above average, and they clearly identify with the counseling profession, and serve students well in the roles of instructors, advisors and mentors.
- MSMHC Students are highly motivated to work with low-income underserved population in the La Crosse community.

- Community involvement: Practicum sites with core faculty serving as site supervisors have been implemented at the Boys and Girls Club and Salvation Army.
- The MSMHC program has partnered with Global Partners allowing students to experience service trips at Pine Ridge. To date, there have been 11 trips, which allowed 43 students to participate in a cultural immersion experience. Note: there were three scheduled trips reflecting an increase in the number of student able to participate, however, these trips were cancelled due to COVID-19.
- MSMHC Students are able to use Action Research Projects to advocate for the mental health needs in the community. For example, several students presented projects on strategies to reduce mental health waitlists and several projects examined special populations such as parents, college students, offenders', and older adults. Current employment of MSMHC graduates is robust. Currently many students are offered employment before graduation, and within six months, 95% of those seeking positions are employed.

Program Accomplishments 2019-2020

1. The Ed. D. in Counselor Education and Supervision Program is currently at 15 students.
2. Developed SUPER Saturdays to address special topics, such as behavioral change strategies. We invite current and prospective students to these events.
3. Enhanced the department Moodle site relative to advising and practicum and internship processes and documentation.
4. Two MHC student research projects were accepted at national conferences, The Association of Counselor Education and Supervision (ACES), American Counseling Association (ACA), though the conferences were cancelled due to COVID-19. 11 students presented their action research projects at the Wisconsin Counseling Association Summit.
5. Faculty and students serve the counseling profession. Two students serve on the graduate division of the Wisconsin counseling association. A faculty member serves as the chair of the graduate division. Another faculty serves as the editor of the Wisconsin counseling association annual journal. A faculty member is serving as a CACREP site reviewer.
6. At the National level, one of the students is serving on the bylaws division. We continue to have increased involvement in our Chi Sigma Iota chapter, an honor society for counseling professionals.
7. In the first year of the VOICE Grant, all primary objectives were met. 17 students received the \$10,000 stipend by being placed with an agency deemed high-need in opioid services. The first annual Opioid summit was held with over 100 participants. The advocacy event targeted reviewing the state policy that limits incarcerated individuals from receiving their medication and treatment. The COVID-19 slowed down some of the goals and objectives, however, we are confident that we are still able to meet the terms of the grant.
8. The Counselor Education Department put forth a proposal to include School Counseling curriculum.

Program challenges identified through multiple assessment strategies in 2019-2020

An ongoing challenge for the MHC program is the lack of full-time administrative assistance to support not only the current needs of the department, but also in preparation for program expansion (Ed. D. in Counselor Education and Supervision).

Additional challenges include the mentoring and support of adjunct faculty as well as providing support for all faculty to utilize “best practices” in counselor education and supervision. This is imperative as the program expands. Specific goals include the following: refining program and student learning outcomes assessment procedures, and course competencies (e.g. signature assignments).

Conclusions and Recommendations

- The Counselor Education programs are performing well based upon multiple assessment strategies. There are several areas to attend to in the areas relative to expansion and maintaining a rigorous program.

Goals for the 2020-2021 academic year

1. Expansion of practicum and internship sites, to provide additional placements for future Ed.D Counselor education and Supervision (CES) placements.
2. Continue to develop opportunities for students to integrate and provide health-wellness activities on campus. Examples: Depression week screening, career counseling, group for students in recovery.
3. Offer a training institute or continuing education opportunities to support site supervisors and alumni of the program.
4. Develop strategies to maintain strong relationship with Alumni.

Appendix A Standard Course Evaluations

Core Faculty:

Course—questions

1	The syllabus clearly communicated outcomes, requirements and evaluation methods
2	Course workload was appropriate to optimize learning
3	The instructional materials (texts, handouts, visuals) were appropriate and helpful.
4	The course design caused me to think in depth about this subject.
5	The content of the assignments contributed to my understanding of the subject.
6	The expectations and methods of evaluation were fair and clearly delineated.
7	Sufficient learning occurred in this course.
8	Overall, the course achieved its stated learning outcomes.
9	The instructor demonstrated knowledge of the subject matter.

Instructions—questions

10	The instructor conducted class in an organized and clear manner.
11	The instructor cared about my learning.
12	The instructor was well prepared for each class sessions.
13	The instructor communicated clearly and effectively.
14	The instructor used the allotted time appropriately.
15	The textbook and other resource materials were used effectively.
16	I had opportunities to ask questions in and out of class.
17	The instructor provided useful and timely feedback.
18	The instructor responded appropriately to student questions and comments.
19	The difficulty level and pace of this course was just about right to optimize learning.
20	Overall, I rate this instructor as an effective teacher.

Adjunct Faculty:

Course—questions

1	The syllabus clearly communicated outcomes, requirements and evaluation methods
2	Course workload was appropriate to optimize learning
3	The instructional materials (texts, handouts, visuals) were appropriate and helpful.
4	The course design caused me to think in depth about this subject.
5	The content of the assignments contributed to my understanding of the subject.
6	The expectations and methods of evaluation were fair and clearly delineated.
7	Sufficient learning occurred in this course.
8	Overall, the course achieved its stated learning outcomes.
9	The instructor demonstrated knowledge of the subject matter.

Instructions—questions

10	The instructor conducted class in an organized and clear manner.
11	The instructor cared about my learning.
12	The instructor was well prepared for each class sessions.
13	The instructor communicated clearly and effectively.
14	The instructor used the allotted time appropriately.
15	The textbook and other resource materials were used effectively.
16	I had opportunities to ask questions in and out of class.
17	The instructor provided useful and timely feedback.
18	The instructor responded appropriately to student questions and comments.
19	The difficulty level and pace of this course was just about right to optimize learning.
20	Overall, I rate this instructor as an effective teacher.