**Clinical Rehabilitation and Mental Health Counseling**

**2023**

**PROGRAM EVALUATION OUTCOMES REPORT**

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| This report provides narrative information and data summaries of program evaluation activities conducted by the UNC Clinical Rehabilitation and Mental Health Counseling (CRMH) program in Academic Year 2022-2023. The data sources for the report include aggregate student assessment data addressing student knowledge, skills, and professional dispositions; demographic and other characteristics of applicants, students, and graduates; and, systematic follow-up studies of graduates, site supervisors, and employers of program graduates. |

# program evaluation activities

## **STUDENT KNOWLEDGE, SKILLS, AND PROFESSIONAL DISPOSITIONS**

## **Student knowledge and skills**

Instructors identified specific assignments in selected courses to be used as performance indicators for program objectives.

To assess students’ acquisition of counseling skills, we aggregated students’ performance in the CRMH.806 Applied Counseling Skills class, the CRMH.714 Principles of Group Counseling class, their end-of-semester grades/performance in CRMH.802 Practicum, and CRMH.810 Internship Classes.

In addition, we collected data using End-of-year Student Activity Report, pass rates of Commission on Rehabilitation Counselor Certification Exam (CRCE), the National Certification Examination, proficiency in Multiculturalism & Diversity Issues and Cultural Humility (Multicultural Counseling Knowledge and Awareness Scale or MCKAS), and Post-graduation job placement rates.

## **Student professional dispositions**

The Professional Dispositions Rating form was used to collect student data from instructors who taught the classes listed below.

1st year students

CRMH.700 and CRMH.701 courses, completed by the instructor, at the end of the semester

CRHM.712 course, completed by the instructor, at the end of the semester

CRMH. 806 Class, completed by the instructor, at the end of the Spring semester

CRMH. 710 class, completed by the instructor, at the end of the Spring semester

2nd year students

CRMH. 802 course, completed by the instructor, at the end of the Fall semester

CRMH.810 and CRMH.811 courses, completed by the instructor, at the end of the Spring semester

CRMH. 802 course, at midpoint and at the end of the Fall semester

CRMH.810 and CRMH.811 courses, at midpoint and at the end of the Spring semester

## **DEMOGRAPHIC AND OTHER CHARACTERISTICS OF APPLICANTS, STUDENTS, AND GRADUATES**

We use current student records and SLATE, the Application for Admissions online platform, to collect demographic information about our current students, CRMH program applicants and program graduates.

**SYSTEMATIC FOLLOW-UP STUDIES OF GRADUATES, SITE SUPERVISORS, AND EMPLOYERS OF PROGRAM GRADUATES**

Each year in the Spring semester survey data is collected from current students, alumni, site supervisors, and employers of graduates of the UNC CRMH graduate program. Respondents rate the program and provide feedback on the quality of training respective to CACREP standards, and students’ preparation for the counseling profession. Respondents are also invited to provide suggestions for improvement.

# results of program evaluation

## **STUDENT KNOWLEDGE, SKILLS, AND PROFESSIONAL DISPOSITIONS**

## **Student Knowledge, Skills, and Professional Dispositions**

Students met or exceeded performance in each key performance indicator (KPI) standard. For the CRMH992/993 Independent Research Class, the benchmark was set at 100% pass defense and for all students to score at 80% or higher on their final paper. All students met these standards. We expected high quality work (at 90% performance or more) from the majority of students in final grades for the classes, and selected assignments. All our standards were successfully met. For a detailed report of all KPIs for each class, data is available upon request.

Above 95% of our students were ranked high on the professional dispositions as was observed in traditional in-class didactic coursework, and clinical performance/preparation by instructors and university supervisors.

In course evaluations students noted interest in switching the CRMH 822 Marriage, Couples, and Family Counseling from asynchronous online format to traditional in-class course. Feedback from students also indicated a desire for guest speakers in Advanced PD and DD classes and in the Practicum course on selected topics.

**Students multicultural counseling competencies**

Students who graduated in 2023 completed the MCKAS scale 3 times while in the program (T1 or baseline scores collected at program entry in August 2021; T1.5 or midpoint scores collected in January 2022, and again at T2 as they approached their program exit tested in January 2023). We saw a statistically significant increase from T-1 to T-2 on both Knowledge and Awareness subscales of the multicultural competencies scale (See Table 1).

**Table 1: Multicultural competencies Class of 2023**

|  |  |  |  |
| --- | --- | --- | --- |
|  | T-1 | T-1.5 | T-2 |
| Knowledge (min=20, max=140) | 96.4 | 107.24 | 115.63 |
| Awareness (min=7, max=84) | 71.4 | 74.91 | 75.31 |

**Figure 1: Change in knowledge and awareness scores (Class of 2023)**

## **DEMOGRAPHIC AND OTHER CHARACTERISTICS OF APPLICANTS, STUDENTS, AND GRADUATES**

In the academic year 2022-2023, the division had a total of 48 students, with 23 in the graduating class of 2023.

Applicants for Fall 2023 included 273 applicants for the CMHC program and 37 applicants for the CRC program.

**SYSTEMATIC FOLLOW-UP STUDIES OF GRADUATES, SITE SUPERVISORS, AND EMPLOYERS OF PROGRAM GRADUATES**

## **Graduates (alumni)**

A total of 28 graduates were invited to participate, 9 alumni (30%) completed the survey. Average rankings on the item assessing preparation for specialization was 4 (on a 5-point scale, 1=poor, 2=fair, 3=good, 4=very good, 5=excellent), Rating of program’s ability to prepare for a career in counseling or a related field averaged at 3.78, and the academic components of the programs were rated at 4. Alumni rating of practicum and internship experience during completion of their master’s degree was rated very good or above (mean score of 4 for practicum, and 4.22 for internship). Graduates ranked at very good or higher the contribution of the CRMH program to their “Commitment to the rehabilitation counseling profession” (4.13 average score), “Commitment to the mental health counseling profession” (4.50). Commitment to personal growth, professional development, social justice, disability/social advocacy and commitment to engagement with professional associations were all averaging at 5 (excellent) across the 9 participants.

## **Site Supervisors**

A total of 40 site supervisors were invited to participate and 22 (55%) completed the survey. We surveyed a group of certified rehabilitation counselors, licensed clinical addiction specialists, licensed clinical menta health counselors, and nationally certified counselors, who had significant professional experience since graduation (average of 5.77 years since acquiring their licenses and credentials). Supervisors’ overall endorsement of CRMH graduates was high (averaging at 4.43 among the 22 participants, meaning rankings between “4=very good”, and “5 = excellent”). Supervisors ranked at 4 or above training components of the CRMH master’s program on all CACREP standards (Professional Orientation and Ethical Practice averaging at 4.65, Social and Cultural Diversity at 4.65, Counseling and Helping Relationships at 4.61, Human Growth and Development at 4.50, Research and Program Evaluation at 4.26, Assessment and Testing at 4.21, Group Counseling and Group Work at 4.05, and Career Development at 4.00). Site supervisors also had a highly positive experiences with the quality of communication with the UNC-CH supervising faculty (ranked at 4.43). We noted that site supervisors provided lower scores for the program’s preparation in “Common medications for different mental health disorders” and in students’ qualifications for “Performing program evaluation.” We discussed these issues and identified program changes in our Summer 2023 program evaluation retreat.

## **Employers of Graduates**

A total of 23 employers were invited to participate and 10 (45%) completed the survey. Employers ranked at 4 or above training components of the CRMH master’s program on all CACREP standards (Professional Orientation and Ethical Practice averaging at 4.30, Social and Cultural Diversity at 4.40, Counseling and Helping Relationships at 4.60, Human Growth and Development at 4.20, Research and Program Evaluation at 4.00, Assessment and Testing at 4.00, Group Counseling and Group Work at 4.10, and Career Development at 4.20). Employers endorsed our graduates highly, averaging at 4.5 for scores across participants on “Overall, UNC CRMH graduates are ready to perform their jobs with professionalism and accountability when they begin employment.” An item that was scored lower in this sample of participants pertains to the curriculum educating on “Interaction of substance use and other mental disorders” which was averaging at 3.60. It must be noted a rating of 3 = good. In the retreat faculty explored avenues for addressing this aspect of the program.

# program modifications

## **Subsequent program modifications (program evaluation data-based modifications)**

* CRMH 822 Marriage, Couples, and Family Counseling was moved to the Spring as a traditional in-person lecture course rather than an asynchronous online summer class.
* CRMH 705 Ethics is offered in the Summer Session 1 as an asynchronous course.
* Guest speakers were added in the Advanced PD and DD classes and in the Practicum course to address the need expressed in the student-activity-report for selected topics.
* Advisors met with advisees to discuss remediation activities in every instance where “good” was assigned for students in any of the items on the Student Disposition Assessment forms.
* More Program Evaluation lecture content was added to the Research course starting with Fall 2023 in response to recommendations made above by Site supervisors in the Follow-up surveys.

## **Other substantial program changes**

## The following changes were made to the program based on institutional or other contextual considerations for the program.

* The division invited more practitioners to speak in the Advanced PD/DD classes. Instructors recruited practicing counselors as guest speakers to address topics such as licensing, private practice management and counseling experiences with specialty populations.
* The CRMH program also improved its Lunch-and-Learn offerings, with a more systematic, monthly offering based on feedback from Student Activity Report data.