



**Counseling and Human Development
Vital Statistics and Program Outcomes Report
2022-2023**

Introduction

The Counseling and Human Development (CHD) Program at Walsh University engages in annual quantitative and qualitative program evaluation to inform systemic program changes. This evaluation process is guided by the 2016 standards from the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the University Program Assessment Committee (UPAC) at Walsh University. The annual report is intended to provide students, administrators, field site supervisors, and other key stakeholders with information about the vital statistics, student learning outcomes, and program modifications and improvements.

Vital Statistics 2022-2023

Program Enrollment

Clinical Mental Health Counseling Students: 123

School Counseling Students: 27

Total CHD Student Enrollment: 150

	Number of Graduates	Completion Rate	Licensure Exam Pass Rate	Employment*
Clinical Mental Health Counseling	13	79%	NCE: 90%	100%
School Counseling	3	78%	ODE: 100%	100%

* Those who were actively seeking employment.

Student Demographics

The Counseling and Human Development Program has a diverse range of students with respect to both ethnicity and gender. The largest group, at 55%, identifies as White, followed by 25% who prefer not to disclose or identify with a specific category. Minority groups are represented, with 3% Asian, 5% Black, 6% Hispanic, and 5% Multiracial students. Additionally, the program fosters gender inclusivity with a strong majority of female students (81%) and a significant representation of male students (19%).

Student Learning Outcomes for 2022-2023

For the 2022-2023 academic year, we examined Student Learning Outcomes 5 and 6 from our CHD Assessment Plan.

SLO 5: *The Graduates of the CHD program will develop a sense of their professional identities, upholding their ethical and legal responsibilities in their roles as School Counselors and/or Mental Health Counselors, and/or SAHE Professionals.*

Results: Data analysis of 371 artifacts pertaining to professional identity and ethical responsibility (Key Performance Indicators) and professional disposition (Professional Performance Evaluations) was completed. It was found that 79% of students are either meeting or above expectations for ethics/ professional identity-related coursework and 90% of students are either meeting or above expectations for professional disposition.

Conclusions and Action Plans: The CHD program is meeting its goal of preparing students to develop a sense of their professional identities, upholding their ethical and legal responsibilities in their roles as School Counselors and/or Mental Health Counselors. However, it may prove useful to challenge students to engage more with professional organizations through membership, conference attendance, and/or entrance in professional ethics competitions. Reinstating Walsh's chapter of Chi Sigma Iota, the Counseling and Academic Professional Counseling Honor Society International, might also encourage professional participation and the formation of professional counselor identity amongst students.

SLO # 6:

The Graduates of the CHD program will select the knowledge competencies, attitudes, and skills necessary to work effectively with diverse populations in their respective settings (clinical mental health, school, higher education).

Results: Data analysis of 95 artifacts pertaining to working effectively with diverse populations (Key Performance Indicators, MCI Results) was completed. It was found that 94% of students are either meeting or above expectations for coursework in this area and 72% of students are meeting expectations for self-reported Multicultural Counseling practice.

Conclusions and Action Plans: The data from SLO 6 reflects that the students in the CHD program perform above benchmark in selecting the appropriate skills to work with diverse populations. This is indicated by the KPI scores on the Advocacy Project artifact in CHD 730. This finding is encouraging, as CHD faculty remain committed to educating and equipping the future generation of helping professionals to recognize the skills necessary to successfully advocate for diverse populations.

Program Modifications and Improvements (2021-Present)

COPE Program

As a result of a collaborative initiative between CHD and Occupational Therapy, the program was awarded a 1.9-million-dollar grant in Summer of 2021. Consequently, the Counselors and Occupational Therapists Professionally Engaged in the Community (COPE) Program was launched

in 2021 in order to meet the unmet needs in underserved or high-needs areas. The COPE program is sponsored through grant funding from the Department of Health Resources and Services Administration (HRSA) and the Behavioral Health Workforce Education and Training (BHWET) Program for Professionals.

Mode of Delivery

Since its inception in 1986, the program had been delivered in a face-to-face format. As of Fall 2021, in partnership with Keypath Education®, CHD began offering its curriculum in a fully online mode of delivery (less than 20 students remain on campus until their anticipated graduation by the next academic year). Keypath has been assisting with student recruitment, admissions, student support services (e.g., student coaches), Instructional Designers to work with faculty in course developments, as well as assistance with faculty recruitment. As a result, CHD has experienced significant growth in enrollment, though we continue to consider ways in which to manage such growth.

Assessment Planning

In Fall of 2022, a new CHD Assessment Coordinator was appointed to lead our program's assessment efforts and in December of 2022, a new Assessment Plan was approved by UPAC. This Plan is in alignment with the 2016 CACREP standards. This new Plan incorporates more measurements and initiatives toward a more systematic approach to data collection of student learning outcomes. This should lead to a better understanding of the improvements the program can implement in the future.

Retention Efforts

Echoing the Walsh University mission, the CHD program values compassionate student-faculty relationships. As such, our retention efforts are rooted in faculty-student relationship development. The following highlight some of our retention efforts through relationship:

- We created an informative New Student Orientation that takes place on the first Saturday of each semester. The New Student Orientation introduces students to the program chair and each core faculty member. The orientation welcomes students to connect with faculty, ask questions, and learn about the expectations of the program.
- Course instructors host optional live sessions for students in courses that are otherwise asynchronous. These live sessions feature topics such as Clinical Documentation, Self-Care Strategies, and Advanced Assessment Interpretation.
- The Counseling Skills Lab in BSC 560 has been redesigned with synchronous meetings and active learning practices.
- Our program chair will begin offering Coffee Chat with the Chair sessions this February. This is an opportunity for students to “chat” with Dr. Kurz via Zoom about current professional topics and foster faculty-student, as well as student-student, relationships.

Completion Rates

We have initiated and are actively developing measures to enhance our completion rates.

- In the Fall of 2023, a significant step was taken with the reorganization of our course sequencing. This strategic adjustment aims to streamline the path for students pursuing the Clinical Mental

Health Counseling and School Counseling concentrations, enabling completion within three years. Additionally, the dual concentration track has been optimized for completion within four years.

- To provide comprehensive support, our approach to assisting students facing challenges, whether academic or dispositional, has undergone a comprehensive revision. We've introduced a Student Concern Form to systematically collect data on students requiring additional support. Simultaneously, we've restructured our remediation process, now termed "Student Success" planning, aligning with a developmental approach that emphasizes reflective and personalized strategies. These initiatives collectively underscore our commitment to fostering student success and ensuring a more supportive academic journey.