

2021-2022 Departmental Annual Report

Wheaton College Clinical Mental Health Counseling (CMHC)

CMHC Program Director: Ki Chae

10/1/2022

1. Program Goals 2020–2021:

- During the first semester of the CMHC program, reduce the triad requirements beyond the three-hour Counseling Theories time frame.
Met: In the fall 2021 semester, triad experience was within the three-hour counseling theories time frame. The schedule was modified for the fall 2022 semester to continue the triad experience within the three-hour time frame.
- During the final month of the final CMHC program semester, eliminate student presentations while students are preparing for the CPCE and NCE exams.
Met: CMHC faculty intentionally reduced presentations and other assignments during the weeks of the CPCE and NCE exams.
- Increase the Program Administrator position hours from 20 hours to full-time.
Met: The CMHC program administrator position changed to a full-time position on August 29, 2021.
- Implement Tevera, a field education software aligned with our CACREP accreditation, is a field education software that would make it easier to manage placement sites, clinical training requirements, and track student performance.
Met: The CMHC program transitioned to using Tevera for field placement and student management. CMHC program will start using it in the summer 2022 term.

2. Student Learning Outcomes Assessments:

- **SLO and Application of Results**
Following the completion of each course, the faculty completed the SLO Assessment Survey. Instructors indicate the percentage of students who met/ did not meet learning objectives in each class. In addition, instructors submit a plan to improve student mastery of the particular SLO if the SLO is less than 84% of students meet the requirement. During the Year-End Review meeting, the CMHC faculty reviewed the overall SLO Assessment Results. All SLO standards were met by 84% or above by the Fall 2021 and Spring 2022 semester (See Appendix 1: 2021-2022 Student Learning Outcomes and Application of Results). The Institutional Learning Outcomes are included in the Students Learning Outcomes and Application Results.
- **The CPCE** is a nationally standardized exam administered to graduating CMHC students each spring semester. This comprehensive exam is a broad assessment measure utilized at many CACREP accredited schools. To pass this exam, students must score one point higher than one standard deviation below the national mean. In the Spring of 2022, 23 out of 24 passed the exam. However, the one student who failed to pass the CPCE retook the exam on May 25, 2022 and passed.

- **Student Portfolio Data** is collected across multiple domains and at various points throughout students' two-year tenure in the CMHC program to evaluate professional preparedness, clinical acumen, and skills of Christian integration. A review of all student portfolios indicated that students are progressing as expected through the CMHC program. No other changes are recommended for the Student Portfolio.
- **Course Evaluations** are distributed for each course at the end of each semester. As part of the program assessment process, students completed Course Evaluations during Summer 2021, Fall 2021, and Spring 2022 semesters. The Course Evaluation surveys ask students to rate course content and faculty performance in several areas using a 5-point Likert scale (1 = strongly disagree; 5 = strongly agree). In addition, open-ended questions asking for narrative responses regarding the instructor's strengths and weaknesses and suggestions for changes to the course are also part of the course evaluation survey. As of May 31, 2022, the spring 2022 course evaluations have not been shared; therefore, the program director will review the course evaluations and provide a summary for the early Fall 2022 CMHC program meeting.
- **Survey of Current Graduating Students**

In Spring 2022, 14 out of 24 current graduating students completed the Student Program Evaluation Survey. The student survey results indicated that students agree that the CMHC program meets the stated goals. On a 4-point Likert scale (with 3 and 4 meaning "agree" and "strongly agree"). The highest scores were noted for Program Goal 12 (Demonstrating skill in assessment) with an average of 3.86; Program Goal 1 (Understanding professional counselor identity, role, and function), Program Goal 2 (Understanding professional ethics and decision making), and Program Goal 6 (Demonstrating interpersonal skills necessary for counseling), Program Goal 19 (Developing a commitment to personal, professional, and relational growth), and Program Goal 20 (Developing a Christian service orientation) with an average score of 3.71; and Program Goal 3 (Understanding multicultural identity and social diversity), Program Goal 14 (Demonstrating ability to assess a client for suicide risk), Program Goal 15 (Demonstrating ability to select and administer tests and assessment tools) with an average score of 3.64.

The lowest scores were noted for Program Goal 16 (Understanding research and program evaluation) with a score of 2.93; Program Goal 4 (Understanding social advocacy) with a score of 3.07. The following chart includes all the responses from the Student Program Evaluation Survey.

Program Goal	Spring 2021 (N = 12)	Spring 2022 (N = 14)
1. Understanding professional counselor identity, role, and function	3.75	3.71
2. Understanding professional ethics and decision making	3.83	3.71
3. Understanding multicultural identity and social diversity	3.08	3.64
4. Understanding social advocacy	2.83	3.07

5. Demonstrating knowledge of human growth and development	3.00	3.14
6. Demonstrating interpersonal skills necessary for counseling	3.67	3.71
7. Understanding basic counseling theory and interventions	3.50	3.50
8. Understanding theories and interventions relevant to group counseling	3.25	3.43
9. Understanding of theories and interventions related to career development	3.08	3.50
10. Understanding of theories and interventions relevant to trauma	3.42	3.43
11. Understanding of theories and interventions in the treatment of addictions	3.17	3.43
12. Demonstrating skill in assessment	3.50	3.86
13. Demonstrating ability to consider differential diagnoses in assessment	3.25	3.21
14. Demonstrating ability to assess a client for suicide risk	3.58	3.64
15. Demonstrating ability to select and administer tests and assessment tools	3.33	3.64
16. Understanding research and program evaluation	3.42	2.93
17. Demonstrating empathy and an understanding of human suffering	3.42	3.50
18. Understanding Christian integration of faith with counseling	3.50	3.36
19. Developing a commitment to personal, professional, and relational growth	3.75	3.71
20. Developing a Christian service orientation	3.33	3.71

The CMHC faculty met in early August of 2022 to use the program evaluation (student) survey to inform class and program modifications. Faculty highlighted the increased scores in the lower three categories from Spring of 2021 (i.e., understanding multicultural identity and social diversity, understanding social advocacy, and demonstrating knowledge of human growth and development). The CMHC faculty made changes to their courses by providing experiential learning opportunities and updating the course materials. One concern was the decreased score for the “understanding research and program evaluation.” An adjunct instructor taught the Research Design course during the fall of 2020, and several students struggled in the course. In the fall of 2021, Dr. Mandy Baraka taught the Research Design course, which we expected to be a better experience for students.

Another component of the Program Evaluation (Student) survey asked students to provide a narrative response to open-ended questions. Many students highlighted the support and encouragement they received from the faculty. They appreciated the faculty's willingness to meet with students and openness to hear their opinions and concerns. They also appreciated the hands-on experience, learning from the faculty's clinical experience, and the trauma-informed instructions. Many students also highlighted integration as an important part of their learning.

When asked what part of the program students would change, students suggested adding psychopharmacology and neuroscience topics in classes, more focus on conceptualization and clinical and practical learning, and strengthening the psychopathology class. They also asked for less trivial assignments (busy work) and better communication regarding the course and internship requirements. Based on the student feedback, the CMHC faculty decided to redesign assessments and exams to reduce student stress and promote optimal learning experience.

The vast majority of the students who participated in the survey responded affirmatively that they would recommend the CMHC program to other students seeking a graduate clinical mental health counseling program. These students spoke about the strength of the integration component of the program and positive peer and professor relationships. Others noted they felt well prepared for their clinical work.

3. Significant curricular changes and pedagogical innovations

Due to the trauma certificate program courses, some students took the CMHC 636 Family Systems Theory & Counseling and CMHC 649 Multicultural Issues & Social Advocacy in different semesters than their cohort members, creating inconsistency in the plan of study and challenges in managing class enrollment numbers. Therefore, the CMHC faculty decided to change the CMHC 636 to a second-year fall course and CMHC 632 to a first-year fall course. Also, we moved the CMHC 612 to a second-year fall course to allow trauma certificate students to take the TRMA 635 course during their first-year spring course, preventing them from choosing CMHC 649 or TRMA 635.

4. Promotions, tenure, post-tenure review, and retirements for 2022-2023

Dr. Mandy Kellums Baraka was hired as an Associate Professor of Counseling in November of 2021.

5. Enrollment Trends and Student/Faculty Ratios

- **Demographic Data Denoting Applicant and Student Characteristics** are collected by the Office of Graduate Admissions. The CMHC faculty met in December of 2021 for early admissions decisions and again in February of 2022 to review the program applicant files and choose a diverse cohort that seeks to meet the CMHC program mission statement. These meetings inform needed program modifications in recruiting and admissions procedures. Data denoting characteristics of graduates, including job placement and professional licensure status, are collected each year.
- **Characteristics of Applicants and Graduates**

For the 2021-2022 school year, the CMHC program enrolled 33 new students, and 27 had returning students, for a total of 60 students. Due to the cohort nature of the program, all students are full-time, except for a few students who have received special approval (e.g., international students who were unable to enter the country due to COVID). Demographic characteristics of the CMHC student body are summarized in the following chart:

Gender	Number of Students	Percentage
Male	12	16%
Female	48	84%
Total	60	100%

Nationality	Number of Students	Percentage
Domestic Students	44	73%
International Students	16	27%
	60	100%

Race/Ethnicity	Number of Students	Percentage
Black/African American	3	5%
Asian/Asian-American	17	28%
Latino/a American	2	3%
Native American	1	2%
White Non-Hispanic American	34	57%
Unknown/ Not Reported	3	5%
Total	60	100%

Additional admissions efforts have been spent on recruiting male students, resulting in a 450% increase in males in 2021 – 2023 cohort. This percentage of males in the CMHC program for the 2021-2023 cohort is higher than the ratio of male counselors nationally, as reported by the American Counseling Association, which indicated that 25% of counselors are male (*Counseling Today*, August 2014). The chart below lists the percentage of males and females enrolled in the program over the last four years.

	Males	Females
2018 – 2020 cohort	7 (24%)	22 (76%)
2019 – 2021 cohort	5 (28%)	13 (72%)
2020 – 2022 cohort	2 (7%)	27 (93%)
2021 – 2023 cohort	11 (33%)	22 (67%)

Demographic data on student racial and ethnic identification indicates that 57% of the CMHC student body identify as White Non-Hispanic and 27% self-identify as international. The percentage of White Non-Hispanic students in the CMHC program (57%) is lower than the national U.S. statistic reported by the most recent U.S. Census (2010), which noted that 72% of the population identifies as White Non-Hispanic. Evaluated together, these demographic characteristics are encouraging and reflect the CMHC program’s efforts to attract and retain a diverse student body. However, the CMHC faculty and the Office of Graduate Admissions staff recognize that intentional efforts to maintain diversity in the CMHC program require continual

planning and engagement. In particular, a greater effort would be well spent toward attracting and enrolling Native American, Latino, and African American students.

In 2021, the program received 72 total new student applications, and 27 students were accepted for the 2022 cohort. Retention rates and program completion rates are noted in the chart below:

	Number of students	Retention rate: Year 1–Year 2	Graduation rate (May & Aug. grads)
2013 – 2015 cohort	27	96%	89%
2014 – 2016 cohort	25	96%	96%
2015 – 2017 cohort	25	96%	96%
2016 – 2018 cohort	27	93%	85%
2017 – 2019 cohort	26	88%	88%
2018 – 2020 cohort	29	100%	97%
2019 – 2021 cohort	19	100%	95%
2020 – 2022 cohort	26	100%	96%

6. The Identification of Problems Limiting Department Effectiveness and Suggested Solutions

- **Significant Curricular Changes & Teaching Innovations**

The CMHC program transitioned back to in-person teaching in Fall 2021. Faculty and students carefully followed the Wheaton College COVID-19 guidelines and provided online instructions when needed. The CMHC program added two new full-time faculty – Drs. Baraka and Chae – which allowed stability and consistency to the program.

- **Program Administration**

The CMHC program hired two new faculty members in Fall 2021. Dr. Ki Chae joined the CMHC program as the new program director and associate professor. Dr. Chae brings seven years of academic leadership experience and family and addiction counseling expertise. Dr. Baraka also joined the CMHC program as an associate professor. Dr. Baraka served as the student support coordinator for Wheaton’s HNGR program and is experienced in multicultural perspectives in supervision and counselor education pedagogy.

In the Fall 2021 semester, the CMHC program administrator position was changed to a full-time position. This change provides much-needed support for the CMHC program. In addition, the CMHC program implemented Tevera, a field education software that is aligned with the CACREP, to manage placement sites, track student performance, and clinical training requirements. Tevera will be utilized in the Summer of 2022.

- **Program Morale and Notable Faculty Activities**

The 2021 – 2022 year brought exciting changes and new opportunities to the program. Wheaton’s COVID-19 guideline allowed classes to be held on-campus. Students showed remarkable resiliency during the pandemic, and they were excited to have in-person classes and cohort experiences and participate in on-campus events. Dr. Chae was hired to serve as the new program director, and Dr. Baraka joined as a new faculty member. The CMHC program

continued to receive support from the Wheaton College leadership team, especially from Dean Watson and Provost Lee, as evidenced by the change of program administrator’s full-time status, implementation of Tevera, new faculty hires, and financial support for faculty and students’ professional development.

Reports on the CPCE and NCE scores show that many of the students have performed well despite the continuous impact of the COVID-19 pandemic. The first-year cohort has bonded cohesively and has been supportive of one another.

7. Significant Accomplishments Within the Department

• **Job Placement and Professional Licensure Rates**

Job placement and professional licensure rates for the 2021 CMHC graduates were determined through a query sent out via Qualtrics. Of 29 graduates in 2021, nine responded to the survey. A comparative chart of licensure and job placement data, including previous years, is provided below.

	Mental health jobs within 6 months of graduation	Achieved licensure within 6 months of graduation
2015 Graduates	71%	41%
2016 Graduates	67%	67%
2017 Graduates	67%	78%
2018 Graduates	93%	79%
2019 Graduates	92%	66%
2020 Graduates	100%	94%
2021 Graduates	100%	100%

The percentages of graduates getting mental health jobs and achieving licensure within six months of graduation prove that the CMHC program adequately prepares students to work in the mental health profession.

• **Significant Student Internships**

100% of CMHC students seeking summer practicum were successful in their endeavors. 100% of students seeking fall and spring internships were successfully placed.

• **Notable Faculty Activities**

Dr. Mandy Baraka

Publication:

- Brown, E., & Baraka, M.K. (2021). Teaching career counseling as a pathway for justice and advocacy work. *Counselor Education and Supervision*. <https://doi.org/10.1002/ceas.12224>

Presentation:

- Baraka, M. K., & Watson, T. (2022, April). Social justice-seeking Supervision: Pedagogical practices to promote advocacy and trauma-informed mental health care. Education Session at the Christian Association for Psychological Studies International Conference.
- Baraka, M. K., & Wiggins, V. (2021, November). Creative supervision strategies for fostering cognitive complexity. Education Session at the annual conference of the Illinois Counseling Association, Lisle, IL.
- Brown, E., & Kellums Baraka, M. (2021, November). Survival strategies for faculty of color teaching multicultural courses. Education Session at the Association of Counselor Education and Supervision Conference, Virtual Format
- Baraka, M.K. (2021, December). Leadership and grief: The only way out is through. Presentation provided at the Advanced Practice Provider Virtual Event: Administration & Leadership Conference Series; Ohio State University

Leadership

- Illinois Counseling Association - Professional Development Committee Chair
- Illinois Counseling Association – 2021-2023 ICA Conference Planning Committee Chair
- Illinois Journal of Counseling Editorial Board Chi Sigma Iota (Counseling/Counselor Educator Honor Society) Grant Reviewer
- Teaching of Psychology Journal Ad hoc reviewer
- Christian Racial Equity and Inclusion (CREI) Center – Collaboration Team Member

Dr. Ki Chae

Publication:

- Woodside, S. G., Savage, T. E., Stargell, N. A., Hardy, V. L., Akers, W. P., Chae, K., Locklear, C. E., Jones, S. J., Peele, J. A., & Pryor, S. D. (2022). Partnerships to address school safety through a student support lens. *International Journal of School Social Work*, 7, 1-19.

Grant:

- Mental Health Psychoeducation in Collaboration with Asian American Churches, Wheaton College Mental Health Collective (WMHC), Co-Principal Investigator, Awarded for \$25,000

Leadership:

- Director of Clinical Mental Health Counseling Program, School of Psychology, Counseling, and Family Therapy
- President-Elect, Korea Counseling Association International Chapter (KCA-IC)
- Committee Chair, Professional Development Committee, Korea Counseling Association International Chapter (KCA-IC)
- CACREP Team Member, Council for the Accreditation of Counseling and Related Educational Programs (CACREP)
- Committee Member, NBCC Awards Committee, National Board for Certified Counselors (NBCC)
- Associate Editor, Korean Journal of Counseling and Psychotherapy, Korean Counseling Psychological Association (KCPA)
- Associate Editor, Journal of Asia Pacific Counseling (JAPC), Korean Counseling Association (KCA)
- Conference Proposal Reviewer, Korea Counseling Association International Chapter (KCA-IC)

Dr. Bellah Kiteki

Publication:

- Kiteki, B. N., *Yong, A., *Sotonye, Natalie, H., & *Onyambu, F. N. (2022). "In All Our Training, Where Was This Thing Called Supervision"? Clinical Supervision in Kenya. *The Clinical Supervisor*, 41(1), 6–24. <https://doi.org/10.1080/07325223.2021.1969712>

Presentation:

- Invited Speaker: Kiteki, B. (2021, November). Group Facilitation: Fundamentals, Best Practices, Community Building, Diversity Considerations, and Follow-up. Presentation to staff and student volunteers at the Center for Vocation and Career, Wheaton College, Wheaton, IL

Grant:

- G. W. Aldeen Grant \$5000: To fund a research project on clinical supervision for counseling and counseling psychology trainees in Kenya.

Leadership:

- Founding Member, Clinical Supervision Research Collaborative (CSRC)
- Committee Member: Master's Academic Affairs Committee (MAAC) Member.

Dr. Tammy Schultz

Presentation:

- Schultz, T. (2022, March). Developing Trauma Informed Ministries: Part 1: Discussing Biblical Trauma Narratives in Faith Communities. Invited seminar presented at the Church of the Resurrection. Wheaton, IL.
- Schultz, T. (2022, March). Adverse Childhood Experiences (ACEs) Protective & Compensatory Experiences (PACEs): Why this Matters in Ministry. Invited seminar presented at the Church of the Resurrection. Wheaton, IL.
- Schultz, T. (2022, April). Trauma-Informed Care for Widows. Invited seminar presented at the Warsaw Evangelical Presbyterian Church. Warsaw, IN.
- Schultz, T. (2022, April). The Course of a Crisis. Invited seminar presented at the Warsaw Evangelical Presbyterian Church. Warsaw, IN.

• **Faculty Activity Report**

All core faculty met the requirements for participating in counseling-related activities as noted on individual Faculty Activity Reports. The CMHC faculty continue to contribute to counselor education and professional counseling through publications, professional presentations, and service to professional counseling organizations.

8. Program Objections and Goals 2022 – 2023

1. Complete CACREP Self Study
2. Redesigning Assignments and Exams to Reduce Student Stress and Promote Learning
3. Redesigning the Integration 1 & 2 Courses
4. Creating an ICA Student Chapter

• **Summary**

During the 2021-2022 academic year, the CMHC program conducted a comprehensive assessment of the CMHC program. Data was collected from multiple sources, including the Office of Graduate Admissions, SLO surveys completed by course instructors, an anonymous

survey given to graduating students, and Course Evaluations completed by students. Data indicates that the CMHC program is fulfilling its overarching mission to train competent Christian counselors committed to serving the underserved.