



CLINICAL MENTAL HEALTH COUNSELING

COMPREHENSIVE ASSESSMENT PLAN AND ANNUAL REPORT

(Annual Report for 2019-2020)

Assessment Plan & Report Reviewed and Approved: Drs. Jungers, Kissinger, Milburn, & Workman



Mission Statement of the CMHC Program

The Clinical Mental Health Counseling Program aligns itself with the mission of Franciscan University of Steubenville by training students to embody Franciscan values and charisms as helping professionals. In particular, the CMHC Program's mission is to educate professional counselors who can be instruments of healing for those in need of mental, emotional, relational, and spiritual renewal. The Program is grounded in a philosophical anthropology informed by a Catholic understanding of the human person. With a commitment to Christian and human values, the most important of which is a value on the dignity and worth of the person, and with a dedication to training professional counselors in contemporary practices informed by research, the program aims to:

- help students reflect on how a well-formed vision of the human person affects clinical counseling practices
- provide a strong background of experiential training in clinical mental health counseling skills required of entry-level practitioners
- advance students' comprehension of counseling theories, models, and treatment methods
- develop research and testing skills needed by mental health counselors
- foster multicultural competence
- develop in students ethical decision-making skills
- promote an understanding of the physical, intellectual, social, emotional, and spiritual aspects of human development and behavior needed to competently facilitate human growth.

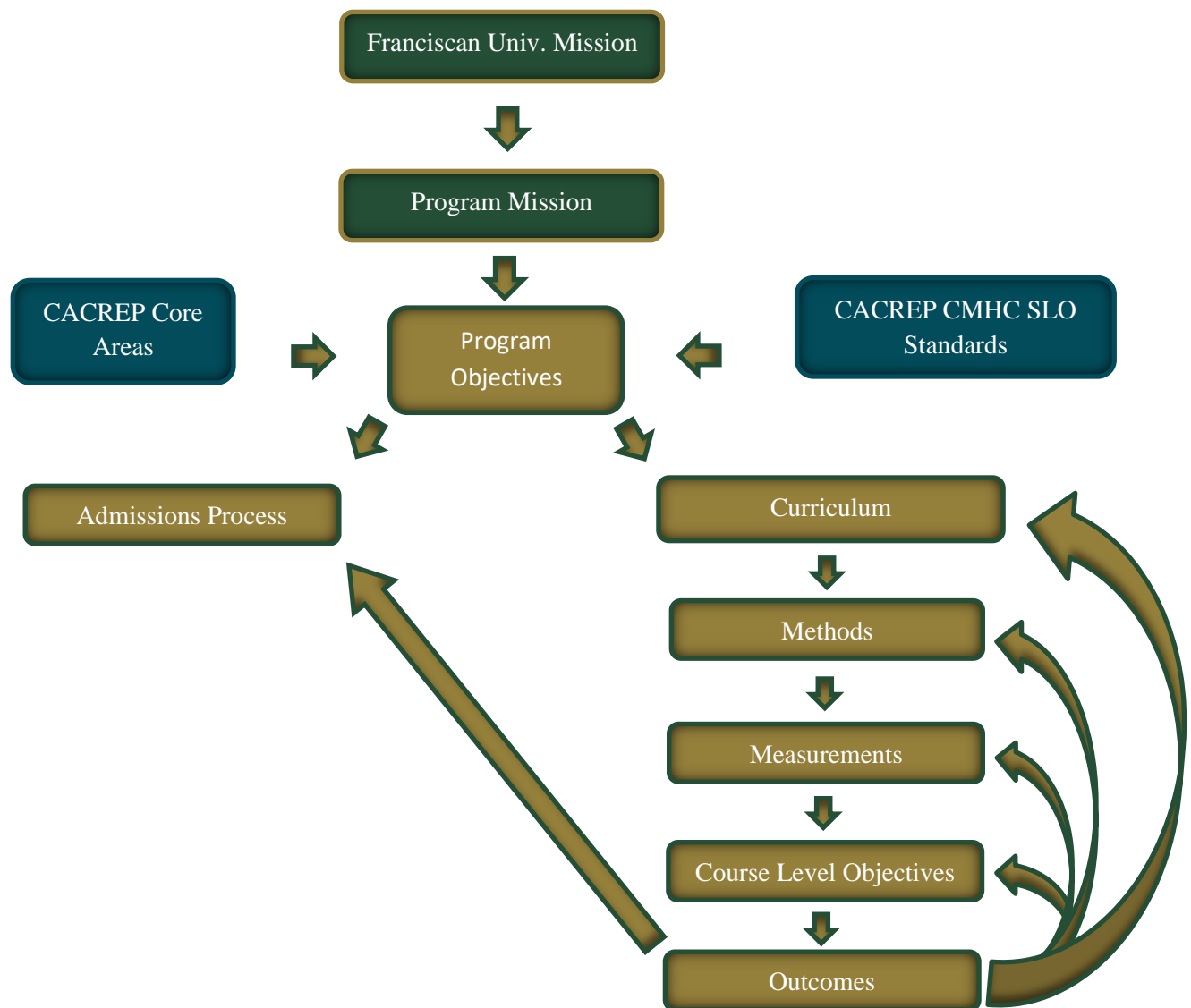
Graduates from this program will receive the academic and experiential foundations that will enable them to specialize in a variety of counselor roles, such as community mental health counselors, pastoral counselors, drug and alcohol counselors, college counselors, and relationship counselors. The program has the goal of providing educational foundations that enable its graduates to enter professionally satisfying careers, serve others to the best of their abilities, and develop a capacity for intellectual, professional, and personal growth.

Overview of the Comprehensive Assessment Plan

The assessment plan for the CMHC Program aims to help faculty regularly and systematically review student learning outcomes and program objectives. Assessment of student outcomes includes a review of (a) students' competence in core and specialized knowledge and skills areas as established by CACREP standards and the Program; (b) students' personal and professional disposition development prior to acceptance into the program, while in the program, and after graduation; and (c) student demonstration of counselor professional identity development. Assessment of program objectives includes the evaluation of program outcomes that CMHC faculty established in congruence with the mission of the Program and Franciscan University, as well as CACREP core and specialized content areas. Figure 1 shows an overview of the components of the CMHC Comprehensive Assessment Plan and their relationship to one another.



Figure 1: Overview of the Comprehensive Assessment Plan



The mission statement of the Program is first informed by the mission and vision of Franciscan University, a Catholic institution founded in the Franciscan tradition, to be an instrument of renewal empowering joyful disciples for worldwide mission. The program mission, which reflects that of the university through its emphasis on training students into a Catholic understanding of the person with a special emphasis on respecting the dignity and worth of every human person, informs the CMHC Program objectives. The objectives also are informed by the CACREP Core curriculum standards and the CACREP Student Learning Outcomes for the specialized program area of clinical mental health counseling. Both the program curriculum, which is comprised of all core courses in the CMHC Program and elective courses, and the

admissions process are informed by the mission statement, program objectives, and CACREP standards. The program curriculum has been developed to enable students to demonstrate knowledge and skills competence with CACREP standards, to meet program objectives, and to fulfill our program mission. Course level objectives are written to reflect the outcomes (both program objectives and accreditation standards/SLOs) we aim for in the CMHC Program. The methods of instructional delivery and measurements of SLOs are informed by the curriculum, accreditation standards, and common practices for instructional delivery and assessment in counseling programs. Finally, the outcomes that we measure in terms of student learning and program objectives help us to revise all aspects of our assessment plan, from specific course level objectives, to the admissions process, to program objectives and even the mission statement.

Philosophy of Assessment in the Franciscan University CMHC Program

The faculty is committed to a process of comprehensive program evaluation that is focused on outcomes data, collaborative in nature, and implemented at various points in a student's movement through the program. The assessment plan aims to collect and take advantage of both formative and summative data in order to assess whether or not the program is meeting its stated objectives and whether or not students are learning core knowledge and skills of professional counselors in the environments for which they are being prepared to work. The philosophy of our outcomes-based, collaborative, and ongoing assessment plan is evidenced by the following:

- ***Various points of measurement:*** student readiness and learning are assessed from point of entry into the program through post-graduation
- ***Multiple evaluators:*** students are assessed on their learning outcomes by numerous qualified stakeholders, including core and adjunct faculty in content and supervisory courses, site supervisors, and employers; the program is assessed by students, faculty, alumni, site supervisors, and internally through a university program review process
- ***Various instruments of measurement:*** students and the program are assessed using various tools that provide direct and indirect measures of outcomes and that are both qualitative and quantitative in nature

What is Student Success in the Franciscan University CMHC Program?

The successful student in the CMHC Program is one who is able to demonstrate competence in the knowledge and skills areas that are pertinent to the work of professional mental health counselors and who have evidenced the dispositions suitable to such professionals. In addition, students in the CMHC Program at Franciscan University respect Christian values and integrate a Christian understanding of the person into their clinical encounters with children, adolescents, and adults.



To concretize the concept of student success, the program has identified a number of key performance indicators that are central to measuring student success. The key performance indicators correspond with outcomes in CACREP’s core and specialized standards areas.

CORE AND CMHC AREAS	PROGRAM GOAL MEASURED	KNOWLEDGE KPI	SKILL KPI
PROFESSIONAL ORIENTATION/ ETHICAL PRACTICE	PG 2	<p>Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. (Core F.1.i; PG 2)</p> <p>Measured in CSL 503 by: Ethical Decision-Making Skills Assignment</p>	<p>the role of counseling supervision in the profession (Core F.1.m; PG 2)</p> <p>Measured in CSL 503 by: Ethical Decision-Making Skills Assignment</p>
SOCIAL AND CULTURAL DIVERSITY	PG 4	<p>Students will be able to demonstrate knowledge about multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (PG 4; Core F 2.a)</p> <p>Measured in CSL 623 by: Community Interview and Panel Discussion Assignment</p>	<p>Students will be able to apply multicultural counseling competencies (Core F.2.c; PG 4)</p> <p>Measured in CSL 623 by: Community Interview and Panel Discussion Assignment</p>



HUMAN GROWTH & DEVELOPMENT	<p>PG 1</p>	<p>Students will be able to demonstrate knowledge about theories of individual and family development across the lifespan (PG 1; F.3.a)</p> <p>Students will be able to demonstrate knowledge about systemic and environmental factors that affect human development, functioning, and behavior (PG 1; F.3.f)</p> <p>Measured in CSL 502 by: Service-Learning project</p>	<p>Students will be able to demonstrate skill in using a general framework for understanding differing abilities and strategies for differentiated interventions (PG 1; F.3.h)</p> <p>Students will be able to demonstrate skill in using ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (PG 1; F.3.i)</p> <p>Measured in CSL 502 by: Service-Learning Project</p>
CAREER DEVELOPMENT	<p>PG 5</p>	<p>Students will be able to demonstrate knowledge about theories and models of career development, counseling, and decision making (PG 2)</p> <p>Measured in CSL 521 by: Career Counseling Interviews Paper</p>	<p>Students will be able to demonstrate skill in implementing methods for identifying and using assessment tools and techniques relevant to career planning and decision making (PG 5)</p> <p>Measured in CSL 521 by: Career Counseling Interviews Paper</p>
COUNSELING & HELPING RELATIONSHIPS	<p>PG 3</p>	<p>Students will be able to demonstrate knowledge about core theories and models of counseling (F.5.a; PG 3)</p> <p>Measured in CSL 504 by: Counseling theory paper</p>	<p>Students will be able to demonstrate skill in using essential interviewing, counseling, and case conceptualization skills (F.5.g; PG 3)</p> <p>Measured in CSL 505 by: Role Play and Integrative Paper</p>



GROUP COUNSELING AND GROUP WORK	PG 3	<p>Students will be able to demonstrate knowledge about theoretical foundations of group counseling and group work (F.6.a; PG 3)</p> <p>Measured in CSL 621 by: Group Leadership Assignment and Reflection Paper</p>	<p>Students will be able to demonstrate skill in implementing ethical and culturally relevant strategies for designing and facilitating groups (F.6.g; PG 3)</p> <p>Measured in CSL 621 by: Group Leadership Assignment and Reflection Paper</p>
ASSESSMENT & TESTING	PG 5	<p>Students will be able to demonstrate knowledge about core testing and statistical concepts foundational to assessment (F.7.f; F.7.g; F.7.h; PG 5)</p> <p>Measured in CSL 520 by: Diagnostic Assessment</p>	<p>Students will be able to demonstrate skill in the use of assessments for diagnostic and intervention planning purposes (F.7.e; PG 5)</p> <p>Measured in CSL 520 by: Diagnostic Assessment</p>
RESEARCH & PROGRAM EVALUATION	PG 6	<p>Students will be able to demonstrate knowledge about qualitative, quantitative, and mixed research methods (F.8.f; PG 6)</p> <p>Measured in CSL 501 by: Qualitative Research Methods—Situating Structure</p>	<p>Students will be able to demonstrate skill in analysis and use of data in counseling (F.8.i; PG 6)</p> <p>Measured in CSL 501 by: Qualitative Research Methods—Situating Structure</p>
CMHC SPECIALTY KPI		<p>Knows the etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders (C.2.b; PG 23)</p> <p>Measured in CSL 637 by: Case Analysis and Diagnosis Assignment</p>	<p>Applies the diagnostic process, including differential diagnosis and the use of current diagnostic classification systems including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD). (C.2.d; PG 23)</p> <p>Measured in CSL 637 by: Case Analysis and Diagnosis Assignment</p>

Measuring Success in the CMHC Program at Franciscan University

Determining the success of the CMHC Program begins with articulation of the objectives of the training program. At Franciscan University, the objectives of the CMHC Program are to help suitable and committed individuals develop the following:

1. An understanding of human nature based on a Christian philosophical perspective, thus reflecting a holistic, developmental, relational and valuing perspective on the Person, as well as a respect for self-determination and human limitation.
2. Professional Identity as a Clinical Mental Health Counselor, including a comprehension of Counselor roles in mental health, professional ethics and legal issues, self-care, models of treatment and supervision, and relationship to the profession, as well as understanding the impact of crisis, trauma, and substance abuse on mental health.
3. Understanding of and ability to apply: educational, advocacy, consultative, preventive and interventive strategies to fostering mental health and wellness at individual, family and larger-system levels as appropriate.
4. Integration of diversity awareness into response to client needs at individual, family and larger-system levels.
5. Understanding of and ability to apply appropriate, culturally-informed individual and systemic assessment strategies to all relevant dimensions of the initial evaluation process, case conceptualization, treatment planning, and re-evaluation, including risk assessment and assessment for co-occurring disorders.
6. Understanding of and ability to apply relevant research findings and strategies to program-evaluation as well as selection, evaluation and enhancement of treatment strategies.
7. Understanding of and ability to apply current diagnostic principles, informed by comprehension of the impact of multicultural variables, co-occurring disorders, and crisis/trauma on the diagnostic process.

And to offer:

8. A program of studies that covers the common core curriculum outlined by CACREP and that prepares students for licensure in Ohio and most states.
9. A concentration in Christian counseling for students desiring to learn more about applying professional skills in a Christian counseling setting.

To operationalize success at the program level, the faculty has developed a number of key performance indicators, in addition to student learning key performance indicators, that evidence progress towards meeting program objectives. In addition, the program faculty develops outcomes goals for each year to measure program success and/or indicate areas for improvement.



Program Area Key Performance Indicator	Measure of Key Performance Indicator
KP 1: Students' Licensure Eligibility	Measure 1: 90% or greater pass rate of all students who take the National Counselor Exam (NCE) – licensure exam
KP 2: Key stakeholders' confidence in the CMHC Program's ability to train students in the skills and dispositions of professional counselors	<p>Measure 1: 80% or more of alumni will rate the program at "4" or higher (where 4=agree) on the last item of question 11 on the Alumni Survey</p> <p>Measure 2: 80% or more of alumni will rate the program at a "2" or better (where 2=met stated goal) on item 4 (i.e., Program Goal 3) of question 16 on the Alumni Survey</p> <p>Measure 3: 75% of items on Site Supervisor Evaluation Form for Internship II students will be rated at a group mean of "4"</p>
KP 3: Graduation Rate	Measure 1: 80% or more of students who enter the Program complete within 7 years.

Instruments of Assessment for Student Learning and Program Success

The following are a list of the tools used to assess students enrolled in the CMHC Program and to assess overall program success.

Student Learning and Disposition/Developmental Progress Assessment Tools

Admissions Review: Core faculty review all prospective student applications, which begins the screening process to evaluating applicants' potential for academic and professional success in the program. GPA, personal statements, and the Disposition Survey (DS) are used to screen applicants. Any applicant whose recommender letters contain concerning personal or professional evaluations of the applicant or whose disposition ratings contain 2 or more items rated lower than a 5 may result in denial of admission. Other concerns about disposition ratings may require participation in an interview.

Admission to the CMHC Program through the BA/MA accelerated track is available to undergraduate psychology students at Franciscan University. Second semester juniors who are majoring in psychology have the option of applying for the Clinical Mental Health Counseling Program and, if accepted, begin taking classes in the Program in the fall of their senior year.



Students are expected to submit an application for admission and all other documents. They are subject to all admissions standards as listed in the Traditional Admission Standards, except GPA (as listed above). Minimum GPA for acceptance into the program through the BA/MA track is 3.3. Applications for admission must be received by February 1 for priority consideration.

Student Learning Outcomes Exams (SLO Exams): The SLO Exam is an exam that is built upon the learning objectives for each core course. Three objective questions are developed for each of the learning objectives for the respective course. Students' scores are converted to a 5-point Likert scale. The mean for the given cohort is computed. Regardless of the type of admission, all students are held to the same benchmark. ***Benchmark score for the entire SLO exam for each respective course is 4.0 which acknowledges that students meet expectations.***

Key Performance Indicator Assignment (KPIA): One knowledge and one skill are identified from the learning objectives as key performance indicators for each of the core classes as a way for the program to gauge its ongoing progress towards meeting program objectives and learning outcomes. An assignment is designed for each respective class to assess student competence based upon the identified objectives. Rubrics are developed on a 5-point Likert scale and are used to assess student competence regarding each identified KPI. Regardless of the type of admission, all students are held to the same benchmark. ***Benchmark score for the KPIA for each respective course is 4.0 which acknowledges that students meet expectations.***

Candidacy Examination: Prior to being permitted to participate in Practicum and Internship, students must successfully complete the Candidacy Examination. The Candidacy Examination is a comprehensive written assignment that requires students to demonstrate their appropriate dispositions in the domains of academic performance, personal growth, and professional identity. Students submit their Candidacy Examinations to the department faculty. Each faculty member is given a portion of the exams for review. At a designated meeting, each student and their respective Candidacy Exam is discussed comprehensively.

The faculty review these applications, determine the appropriateness of disposition of each student, and then return them to the students. After successful completion, students may then be permitted to take Practicum. Students are evaluated for the appropriateness of their dispositions on a 5-point scale. ***Benchmark score for the KPIA for each respective course is 4.0 which acknowledges that students meet expectations.*** Any students who are identified as requiring remediation are notified at this time.

Students are notified and provided with specific feedback regarding the area in which remediation is required. Remediation could range from strong recommendations to address a particular area of evaluation to not being permitted to move forward with practicum until remediation in an identified area has been sufficiently addressed.



Disposition Review (DR): The DR is a 10-item tool that was developed by the department faculty to rate students' development in three domains: personal/dispositional, academic, and professional. Students are rated according to this tool at three points in the program: prior to Practicum, Internship I, and Internship II. The instrument provides individual data about each students' progress and provides aggregate data about how well students do as a group in their development as professionals and persons who have attitudes and dispositions appropriate to the counseling field. Benchmark scores for each interval are '4'.

Site Supervisor Evaluation of Student Survey: The site evaluation survey is completed by all students at the end of practicum, internship I, and internship II. It provides quantitative and qualitative data about students' experiences with their training sites. This data is used to provide feedback to site supervisors and to educate students about the areas of strength and weakness at training sites.

Student Evaluation of Clinical Supervisor: The student evaluation of clinical supervisor survey is completed by students for their university (i.e., faculty) clinical supervisors as well as for their clinical site supervisors. Students enrolled in practicum and internship rate clinical supervisors in the areas of professional skills and dispositions of clinical supervisors.

Integration Paper Survey: The Integration Paper survey is a two-part survey. Part I is used to rate students on knowledge and skills-based SLOs and Part II is used to rate students on the SLO-based program objectives. All students are required to complete the paper at the end of their Internship II experience. The instructor of the Internship II course provides one assessment of the paper according to the survey, and another core faculty member provides a second assessment of the paper through completion of the survey. **Benchmark score for integration paper survey is 4 which acknowledges that students meet expectations.**

Graduating Student Exit Survey: The Exit Survey is administered to all graduating students in the program on a rolling basis; most students complete the survey in the spring semester. The Exit Survey is a 9-item tool that asks students to rate the program's success with delivering a program based on its mission and objectives. The survey items correspond to the program objectives and are rated according to a 5-point Likert scale. Students are also asked to provide qualitative feedback.

Alumni Survey: The alumni survey is administered every 3 years. It is used to collect demographic data such as employment and licensure information, as well as data about the program mission and objectives.

Site Supervisor Survey of Program Goals/Objectives: The site supervisor survey is administered every 3 years to all of the programs recent (within 2 years) site supervisors. It is used to collect stakeholder perceptions about the program mission and objectives. The survey contains 8 items that participants rate on a Likert-type scale.



IA System/ SPOT (Student Perception of Teaching): The IA System or SPOT is the university-provided student evaluation of faculty. All faculty (core and adjunct) are evaluated by students every semester that they teach. Data from the SPOT System is used as part of the faculty annual evaluation and to help inform course development and changes.

National Counselor Exam (NCE): During the final semester of the Program, students have the option to take the NCE on campus. The CMHC Program receive data that allows for comparison of the pass rate and mean score to a national benchmark. This data is reported out annually in the Program’s assessment report and vital statistics survey.

Using Assessment for Student Remediation

The Comprehensive Assessment Plan helps the CMHC Program faculty to evaluate the progress of students towards meeting their professional goals and towards acquiring the knowledge, skills, and dispositions that support those goals. Elements of the plan, especially the assessment tools, also support faculty in knowing when to implement their gatekeeping role, while allowing them to be transparent to students in the gatekeeping process. A full description of the remediation process for students is found in the CMHC Department Student Handbook. Below is a description of how the assessment tools are used in the remediation process.

Program Success Tools: These assessment tools are generally not used for student remediation. Although some of these instruments or portions of them (e.g., SDR/DS) are also used for student assessment, when they are used for program assessment, the assessment results do not impact student evaluation.

Disposition Review Survey (DR): The DR is a 10-item tool that was developed by the department faculty to rate students’ development in three domains: personal/dispositional, academic, and professional. Students are rated according to this tool at three points in the program: prior to Practicum, Internship I, and Internship II. The instrument provides individual data about each students’ progress and provides aggregate data about how well students do as a group in their development as professionals and persons who have attitudes and dispositions appropriate to the counseling field. Benchmark scores for each interval are ‘4’. Students who score below the benchmark are eligible for remedial action.

Practicum Site Supervisor Evaluation: The benchmark score for all items on this evaluation tool is “2”. When students are rated below expectation in more than 3 skill areas on this tool, they may be asked to write a narrative response to the areas in which they are rated below expectation and formulate a plan for advancing proficiency. Below expectation ratings may result in lowered grades and possible requirement to repeat the course. In all cases, final judgement of student progress will be made by the faculty supervisor and will consider mitigating circumstances (e.g., supervisor countertransference or stubborn refusal to rate by university criteria).



Internship Site Supervisor Evaluation: The benchmark score for all items on this tool for Internship I students is “3” and for Internship II students is “4”. When students are rated below expectation in more than 3 skill areas on this tool, they may be asked to write a narrative response to the area in which they are rated below expectation and formulate a plan for advancing proficiency. Below expectation ratings may result in lowered grades and possible requirement to repeat the course. In all cases, final judgement of student progress will be made by the faculty supervisor and will consider mitigating circumstances (e.g., supervisor countertransference or stubborn refusal to rate by university criteria).

Timelines for Assessment

The assessment timelines guide the systemic and regular cycle of student and program evaluation. Table 1 shows the overall timeline for the collection of program assessment data. Table 2 shows the timeline for gathering and reviewing data related to the systematic developmental assessment of student progress. Table 3 shows the timeline for gathering and reviewing data related to student learning outcomes and key performance indicators for student learning. Table 4 shows the timeline for gathering and reviewing data related to program evaluation. Faculty appreciate and understand that these various assessment processes inform one another, as is indicated in Figure 1: Overview of the Comprehensive Assessment Plan.



TABLE 1: ASSESSMENT PLAN/CYCLE

Procedure: Survey Monkey is used for survey data. Instructors rate students on mastery of CACREP standards on Blackboard surveys at the conclusion of each semester (See Table 3 for details).

Review of Data: Data is regularly reviewed at faculty meetings and at a yearly retreat focused on program evaluation.

Program Improvement: Data-driven decisions inform changes to the curriculum and program requirements.



FUS CMHC Master Evaluation Schedule				
(1) Data Collected	(2) Time of Data Collection	(2) Collection Method	(3) Method of Review/Analysis	(4) Application to Program Development
Admission Review	Prior to admission	Student applications	Faculty Committee	Selecting students who are positive candidates & appropriate dispositions
Student Learning Outcome Examinations (SLO)	During each core class	Paper-based exams	Mean compared to benchmark	Informs course content to assure learning objectives are met
Key Performance Indicator Assignments (KPIA)	During each core class	KPIA Rubric	Mean compared to benchmark	Informs course content to assure learning objectives are met
Candidacy Examination	Gatekeeping that occurs upon completion of the second semester, prior to entering Practicum	Paper-based writing assignment	Faculty review of written assignment	Informs course content to assure learning objectives are met & student have appropriate knowledge base
Disposition Review	Prior to entering Practicum, Internship I, & Internship II	SurveyMonkey evaluation	Mean compared to benchmark	Assures student appropriateness for continue field placement
Site Supervisor Evaluation of Student Survey	Upon completion of Practicum & Internship	SurveyMonkey evaluation	Mean compared to benchmark	Informs course content to assure students are prepared for practice & assures student disposition is appropriate for practice
Practicum Student Self-Evaluation Survey	Upon completion of Practicum	SurveyMonkey evaluation	Mean compared to benchmark	Informs course content to assure students are prepared for practice & assures student disposition is appropriate for practice
Practicum Student Evaluation of Site Survey	Upon completion of Practicum	SurveyMonkey evaluation	Mean compared to benchmark	Informs program of appropriate of individual sites
Practicum Midterm Evaluation of Student Survey	Midpoint of Practicum semester	Paper-based survey	Mean compared to benchmark	Formative written feedback so that students are informed of their strengths & limitations at their site
Internship Student Self-Evaluation Survey	Upon completion of Internship I & II	SurveyMonkey evaluation	Mean compared to benchmark	Informs course content to assure students are prepared for practice & assures student disposition is appropriate for practice



Internship Student Evaluation of Site Survey	Upon completion of Internship I & II	SurveyMonkey evaluation	Mean compared to benchmark	Informs program of appropriate of individual sites
Student Evaluation of Clinical Supervisor	Upon completion of Practicum & Internship I & II	SurveyMonkey evaluation	Mean compared to benchmark	Informs Program of strengths & limitations of individual supervisors
Internship Midterm Evaluation of Student Survey	Midpoint of Internship I & II semester	Paper-based survey	Mean compared to benchmark	Formative written feedback so that students are informed of their strengths & limitations at their site
Graduating Student Exit Survey	Annually upon graduation	SurveyMonkey evaluation	Mean compared to benchmark	Provides reflective feedback to the Program in order to make adjustments to enhance learning
Integration Paper Survey	Upon completion of Internship II	Paper-based assignment	Faculty review of written assignment and scored on survey	A component of students' grades for course. Provides second evaluation of all KPI's from the Program
Alumni Survey	Every 3 years (Last completed 2020)	SurveyMonkey evaluation	Mean compared to benchmark	Provides reflective feedback to the Program to make adjustments to enhance learning
Employer Survey	Every 3 years (Last completed 2020)	SurveyMonkey evaluation	Mean compared to benchmark	Provides reflective feedback to the Program to make adjustments to enhance learning & job placement
Site Supervisor Evaluation of Program Goals/Objectives	Every 3 years	SurveyMonkey evaluation	Mean compared to benchmark	Provides reflective feedback to the Program to make adjustments to enhance learning
IA System /Student Perception of Teaching (SPOT) Evaluation System	Upon completion of each course	IA System – electronic survey	Mean compared to benchmark	Summative/formative evaluation of instructor. Used for promotion & tenure. Provides formative qualitative feedback for courses to improve course design.
National Counselor Exam (NCE)	During last semester of Program.	Electronic testing on campus.	Mean/completion percentage against national benchmark.	Provides summative feedback to faculty at completion of Program.



CACREP Midcycle Assessments	
Alumni Survey	Last completed 2020
Employer Survey	Last completed 2020
Site Supervisor Evaluation of Program Goals/Objectives	Last completed 2020

Summary & Analysis of Assessment Data

Admissions Data

Race	Gender	2019 - 2020 Applicants	2019 – 2020 New Students
Alaskan/Native American	Male	0	0
	Female	0	0
Asian	Male	1	0
	Female	3	1
Black/African American	Male	0	0
	Female	3	1
Hispanic	Male	1	1
	Female	6	5
Native Hawaiian/Pacific Islander	Male	0	0
	Female	0	0
White	Male	12	7
	Female	34	15
Total:		60	30

Student Learning Outcomes Exams (Assessment of Learning Objectives)

CACREP Common Core Area		Average SLO Rating
502	Human Growth and Development	4.52
504/505	Counseling and Helping Relationships	4.30
520	Assessment and Testing	4.13
621	Group Dynamics	4.30
503	Professional Counseling Orientation & Ethical Practice	4.33
623	Social and Cultural Diversity	4.73
521	Career Development	4.71
501	Research and Program Evaluation	4.56

**Benchmark score of 4 or greater indicates meeting expectations.*



Analysis

For the 2019-2020 term, all Student Learning Outcome Exams for CACREP Common Core Area exceeded the benchmark of 4. The performance of students exceeded expectations to varying degrees. The lowest rated CACREP Common Core Area was Assessment and Testing (4.13) which exceeded the benchmark of 4.0.

CACREP Specialty Areas	Average SLO Rating
Foundations CSL 503, 504, 505, 520, 637 (5 first year courses; 2 second year courses)	4.31
Contextual Dimensions CSL 503, 623, 637 (3 first year courses; 4 2 nd year courses)	4.62
Practice CSL 502, 504, 505, 520, 503, 623 (6 first year courses; 3 second year courses)	4.34

*Benchmark of '4' indicates meeting expectations.

Analysis

For the 2019-2020 term, all Student Learning Outcome Exams for CMHC Specialty area exceeded the benchmark of 4. Foundations was the lowest rated specialty area (4.31), which still exceeded the benchmark. All scores indicate that the performance of students exceeds expectations to varying degrees.

Key Performance Indicators

Professional Orientation/ Ethical Practice (Measured in CSL 503 by: Ethical Decision-Making Skills Assignment)	
Knowledge: Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. (Core F.1.i; PG 2)	4.52
Skill: the role of counseling supervision in the profession (Core F.1.m; PG 2)	5.0
Social and Cultural Diversity (Measured in CSL 623 by: Community Interview and Panel Discussion Assignment)	
Knowledge: Students will be able to demonstrate knowledge about multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (PG 4; Core F 2.a)	4.15
Skill: Students will be able to apply multicultural counseling competencies (Core F.2.c; PG 4)	4.25
Human Growth & Development	



<i>(Measured in CSL 502 by: Service-Learning project)</i>	
Knowledge: Students will be able to demonstrate knowledge about theories of individual and family development across the lifespan (PG 1; F.3.a)	4.5
Skill: Students will be able to demonstrate skill in using a general framework for understanding differing abilities and strategies for differentiated interventions (PG 1; F.3.h)	5.0
Career Development <i>(Measured in CSL 521 by: Career Counseling Interviews Paper)</i>	
Knowledge: Students will be able to demonstrate knowledge about theories and models of career development, counseling, and decision making (PG 2)	4.4
Skill: Students will be able to demonstrate skill in implementing methods for identifying and using assessment tools and techniques relevant to career planning and decision making (PG 5)	4.8
Counseling & Helping Relationships <i>(Measured in CSL 504 by: Counseling Theory Paper & Role Play and Paper AND CSL 505 by: Roleplay and Integrative Paper)</i>	
Knowledge: Students will be able to demonstrate knowledge about core theories and models of counseling (F.5.a; PG 3)	3.79
Skill: Students will be able to demonstrate skill in using essential interviewing, counseling, and case conceptualization skills (F.5.g; PG 3)	3.66
Group Counseling and Group Work <i>(Measured in CSL 621 by: Group Leadership Assignment and Reflection Paper)</i>	
Knowledge: Students will be able to demonstrate knowledge about theoretical foundations of group counseling and group work (F.6.a; PG 3)	4.65
Skill: Students will be able to demonstrate skill in implementing ethical and culturally relevant strategies for designing and facilitating groups (F.6.g; PG 3)	4.61
Assessment & Testing <i>(Measured in CSL 520 by: Diagnostic Assessment)</i>	
Knowledge: Students will be able to demonstrate knowledge about core testing and statistical concepts foundational to assessment (F.7.f; PG 5)	5
Skill: Students will be able to demonstrate skill in the use of assessments for diagnostic and intervention planning purposes (F.7.e; PG 5)	4.79
Research & Program Evaluation <i>(Measured in CSL 501 by: Qualitative Research Methods—Situating Structure)</i>	
Knowledge: Students will be able to demonstrate knowledge about qualitative, quantitative, and mixed research methods (F.8.f; PG 6)	4.0



Skill: Students will be able to demonstrate skill in analysis and use of data in counseling (F.8.i; PG 6)	4.0
Clinical Mental Health Counseling Specialty KPI (Measured in CSL 637 by: Case Analysis and Diagnosis Assignment)	
Knowledge: Knows the etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders (C.2.b; PG 23)	4.38
Skill: Applies the diagnostic process, including differential diagnosis and the use of current diagnostic classification systems including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD). (C.2.d; PG 23)	4.15

Analysis

For the 2019-2020 term, all key performance indicators scored at or above the benchmark of 4. These scores indicate that students perform at or exceed expectations on learning objectives that the core CMHC faculty have identified as key indicators of performance. The faculty view these objectives as instrumental to the development of students in each of the CACREP Common Core Areas.

Key Performance Indicators

Accelerated-Track Students x Traditional-Admission Students

Professional Orientation/ Ethical Practice (Measured in CSL 503 by: Ethical Decision-Making Skills Assignment)		
KPI	Accelerated	Traditional
Knowledge: Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. (Core F.1.i; PG 2)	4.6	4.5
Skill: the role of counseling supervision in the profession (Core F.1.m; PG 2)	5.0	5.0
Human Growth & Development (Measured in CSL 502 by: Service-Learning project)		
KPI	Accelerated	Traditional
Knowledge: Students will be able to demonstrate knowledge about theories of individual and family development across the lifespan (PG 1; F.3.a)	4.7	4.4
Skill: Students will be able to demonstrate skill in using a general framework for understanding differing abilities and strategies for differentiated interventions (PG 1; F.3.h)	5.0	5.0



Counseling & Helping Relationships (Measured in CSL 504 by: Counseling Theory Paper & Role Play and Integrative Paper)		
KPI	Accelerated	Traditional
Knowledge: Students will be able to demonstrate knowledge about core theories and models of counseling (F.5.a; PG 3)	3.83	3.76
Skill: Students will be able to demonstrate skill in using essential interviewing, counseling, and case conceptualization skills (F.5.g; PG 3)	3.67	3.65
Group Counseling and Group Work (Measured in CSL 621 by: Group Leadership Assignment and Reflection Paper)		
KPI	Accelerated	Traditional
Knowledge: Students will be able to demonstrate knowledge about theoretical foundations of group counseling and group work (F.6.a; PG 3)	4.8	4.6
Skill: Students will be able to demonstrate skill in implementing ethical and culturally relevant strategies for designing and facilitating groups (F.6.g; PG 3)	4.9	4.4
Assessment & Testing (Measured in CSL 520 by: Diagnostic Assessment)		
KPI	Accelerated	Traditional
Knowledge: Students will be able to demonstrate knowledge about core testing and statistical concepts foundational to assessment (F.7.f; PG 5)	5	5
Skill: Students will be able to demonstrate skill in the use of assessments for diagnostic and intervention planning purposes (F.7.e; PG 5)	4.9	4.72

Analysis

For the 2019-2020 term, accelerated-track students scored higher than traditional-track students on all first-year key performance indicators. This difference may be partly due to the more stringent admission criteria placed upon students who are admitted through the accelerated track. The sample size is not one that would allow for any reliable statistical comparison to identify significant differences; however, these data provide some evidence of the appropriateness of accelerated-track admissions.



Site Supervisor Evaluation of Student Survey

Practicum

Highest Five Means	
Learning Objective	Mean
Demonstrates openness to supervision	2.48
Demonstrates rapport building skills	2.38
Demonstrates sensitivity to needs of others	2.33
Demonstrates an ability to establish relationships with clients	2.33
Demonstrates an ability to establish relationships with staff	2.33
Lowest Five Means	
Learning Objective	Mean
Demonstrates risk assessment skills	2.10
Skill in utilizing existing documentation	2.10
Knows the commonly used referral sources and procedures for one's site	2.10
Demonstrates skill in adhering to national and state ethical and legal standards for the profession	2.14
Demonstrates clinical awareness	2.19

**Benchmark score of '2' indicates performing at appropriate developmental level.*

Analysis

For the 2019-2020 term, Practicum students scored higher than the benchmark score of 2 on evaluations provided by site supervisors. The table above identifies the highest and lowest items on the comprehensive evaluation. These data do not identify any specific vital changes that need to be made to the Program's curriculum to better prepare students for their practicum experience.

Internship I

Highest Five Means	
Learning Objective	Mean
Applies listening skills	3.25
Demonstrates rapport building skills	3.25
Applies basic skills	3.25
Demonstrates ability to work independently	3.25
Demonstrates an ability to establish relationships with clients	3.25
Lowest Five Means	
Learning Objective	Mean
Demonstrates openness to supervision	2.75
Understands the roles/functions of mental health counselors in this	2.75



practice setting, including how it may differ from other settings	
Understands the importance of relationships between counselors and other professionals/interdisciplinary treatment teams	2.75
Follows site policies and procedures	2.88
Demonstrates skill in addressing Co-Occurring Disorders	3.00

**Benchmark score of '3' indicates performing at appropriate developmental level.*

Analysis

For the 2019-2020 term, Internship I students scored higher than the benchmark score of 3 on all but 4 items on evaluations provided by site supervisors. The table above identifies the highest and lowest items on the comprehensive evaluation. The positive marks are encouraging to the Program. They indicate that students exceed expectations in areas that are related to client care (i.e. skills related to counseling and rapport). Within this cohort, the Program had ethical concerns regarding one of the sites having unrealistic expectations for students. A supervisor at this site rated students at the lowest level, and these did not seem to be valid ratings based upon the observations of the Program faculty. The Program will no longer be using this site for ethical reasons. Regarding openness to supervision, it is plausible that this score is consistent research regarding the normal developmental process for counselors in training. The Program will need review certain issues related to openness to supervision, the counselor in relation to other professionals, and the importance of following the site's policies. It is plausible that students may not adequately follow the sites' procedures and policies because the students may be unaware of them. The Program will look deeper into these issues and ensure that they are addressed for the following cohort during the annual orientation meeting.

Internship II

Highest Five Means	
Learning Objective	Mean
Demonstrates rapport building skills	4.59
Applies basic skill (listening, observation, rapport building, interpretation, education, advocacy) in treatment	4.44
Demonstrates observation skills	4.39
Shows skill in writing intakes	4.39
Demonstrates an ability to establish relationships with clients	4.39
Lowest Five Means	
Learning Objective	Mean
Demonstrates an ability to establish relationships with staff	4.00
Demonstrates risk-prevention skills	4.06
Demonstrates skill in addressing Co-Occurring Disorders	4.06
Knows the administrative and operative structure of the agency, including the line-staff assignments, funding source and operational policies	4.06



Understands the importance of relationships between counselors and other professionals/interdisciplinary treatment teams	4.06
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**Benchmark score of '4' indicates performing at appropriate developmental level.*

Analysis

For the 2019-2020 term, Internship II students scored higher than the benchmark score of 4 on evaluations provided by site supervisors. The table above identifies the highest and lowest items on the comprehensive evaluation. These data do not identify any specific vital changes that need to be made to the Program's curriculum to better prepare students for their experience. It seems that all the issues that the data identified during Internship I were corrected by Internship II. It is unclear if the Program should make any changes or if these scores are indicative of the intended learning experience.

Student Self-Evaluation

Practicum

Highest Five Means	
Learning Objective	Mean
Demonstrates an ability to establish relationships with staff	2.26
Follows site policies and procedures	2.26
Understands the roles/functions of mental health counselors in this practice setting, including how it may differ from other settings	2.21
Demonstrates rapport building skills	2.21
Demonstrates an ability to establish relationships with clients	2.17
Lowest Five Means	
Learning Objective	Mean
Understands emergency management procedures of one's site	1.96
Knows the goals, purposes and procedures of one's site	2.00
Demonstrates skill in adhering to national and local ethical and legal standards for the profession	2.00
Demonstrates mental status assessment skills	2.00
Demonstrates psychological history-taking skills	2.03

**Benchmark score of '2' indicates performing at appropriate developmental level.*

Analysis

For the 2019-2020 term, Practicum students scored higher than the benchmark score of 2 on self-evaluations on all items except for understanding emergency management procedures of sites. The table above identifies the highest and lowest items on the comprehensive evaluation. The lowest objective is so close to the benchmark, that it is unclear if any changes need to be made to our current efforts to prepare students for Practicum. The Program will wait for next year's data to reveal any trends related to this issue.



Internship I

Highest Five Means	
Learning Objective	Mean
Demonstrates rapport building skills	3.91
Demonstrates sensitivity to needs of others	3.72
Demonstrates an ability to establish relationships with clients	3.45
Follows site policies and procedures	3.45
Demonstrates psychosocial history-taking skills	3.36
Lowest Five Means	
Learning Objective	Mean
Demonstrates risk assessment skills	3.00
Demonstrates skill in applying definable treatment modality or modalities in Individual Counseling	3.00
Demonstrates skill in planning and implementing termination/transfer or treatment	3.00
Demonstrates risk-prevention skills	3.00
Shows skill in writing treatment plans and summaries	3.00

**Benchmark score of '3' indicates performing at appropriate developmental level.*

Analysis

For the 2019-2020 term, Internship I students scored higher than the benchmark score of 3 on self-evaluations. The table above identifies the highest and lowest items on the comprehensive evaluation. These data do not identify any specific vital changes that need to be made to the Program's curriculum to better prepare students for their practicum experience.

Internship II

Highest Five Means	
Learning Objective	Mean
Demonstrates rapport building skills	4.36
Applies basic skills (listening, observation, rapport building, interpretation, education, advocacy) in treatment.	4.36
Applies listening skills	4.29
Demonstrates ability to work independently	4.29
Demonstrates psychosocial history-taking skills	4.14
Lowest Five Means	
Learning Objective	Mean
Demonstrates treatment planning and goal setting	3.93
Demonstrates skill in addressing Co-Occurring Disorders	3.93
Shows skill in helping clients connect with relevant resources outside	3.93



site	
Knows the commonly used referral sources and procedures for one's site	3.93
Shows skill in writing treatment plans and summaries	3.79

**Benchmark score of '4' indicates performing at appropriate developmental level.*

Analysis

For the 2019-2020 term, Internship I students scored lower than the benchmark score of 4 on 5 items on the self-evaluation. The table above identifies the highest and lowest items on the comprehensive evaluation. It is worth noting that there is a discrepancy between the scores provided by the students and the site supervisors. This discrepancy may be evidence of the gap between confidence and competence. While site supervisors evaluate students at having the appropriate competence for their developmental levels, students do not describe the same level of confidence in their skills. The faculty will meet to discuss how this gap can be best addressed during the learning experience.

Graduating Student Exit Survey Data

Item	Mean
1. The Program's effectiveness in developing your understanding of human nature based on a Christian philosophical perspective, thus reflecting a holistic, developmental, relational and valuing perspective on the Person, as well as a respect for self-determination and human limitation.	4.18
2. The Program's Effectiveness to foster your professional identity as a clinical mental health counselor, including a comprehension of counselor roles in mental health, professional ethics and legal issues, self-care, models of treatment and supervision, and relationship to the profession, as well as understanding the impact of crisis, trauma, and substance abuse on mental health.	4.55
3. The Program's effectiveness to help you to develop an understanding of and ability to apply: educational, advocacy, consultative, preventive and interventive strategies to fostering mental health & wellness at individual, family and larger system levels as appropriate.	4.18
4. The Program's effectiveness to help you to learn how to integrate diversity awareness into response to client needs at individual, family and larger-systems levels.	4.45
5. The Program's effectiveness to help you develop an understanding of and ability to apply appropriate, culturally-informed individual and systemic assessment strategies to all relevant dimensions of the initial evaluation process, case conceptualization, treatment planning, and re-evaluation, including risk assessment and assessment for co-occurring disorders.	4.09
6. The Program's effectiveness to help you develop an understanding of and ability to apply relevant research findings and strategies to program-evaluation as well as selection, evaluation and enhancement of treatment strategies.	3.70
7. The Program's effectiveness to help you foster an understanding of and ability to apply current diagnostic principles, informed by comprehension of the impact of multicultural variables, co-occurring disorders, and crisis/trauma on the diagnostic process.	4.27



8. The Program's effectiveness to offer a program of studies that covers the common core curriculum outlined by CACREP and that prepares students for licensure in Ohio and most states.	4.82
9. The Program's effectiveness to offer a concentration in Christian counseling for students desiring to learn more about applying professional skills in a Christian counseling setting.	4.27

* Benchmark score of '4' indicates the program was 'very effective'

Analysis

For the students graduating in 2020, they evaluated the Program at or above the benchmark of 4 on all items except its ability to help students apply relevant research. This item was rated 3.70. For the most part, students believe that the Program prepares them very to extremely well. These data are encouraging to the goals of the Program. The Program will develop goals to better prepare students to interpret and apply relevant research.

Alumni Survey Data

Item	Mean
5. If I sought a clinical counseling job upon graduation, I found relevant employment	*
11. In this section, we are interested in receiving your feedback about the general quality of the program and faculty performance in terms of their interactions with students.	
a. The program enhanced my professional identity as a counselor.	4.71
b. The structure of the classes were well suited to my learning style.	4.21
c. The material of the classes were thought provoking and helpful to my career.	4.29
d. I received encouragement from the faculty.	4.64
e. My instructors were flexible and able to adapt to students' needs.	4.43
f. The program provided a professional environment for learning.	4.21
g. I gained a better understanding of how to incorporate my faith into counseling, either directly or indirectly, as a result of my interactions with my instructors.	4.07
h. I felt mentored by my instructors or I believe my instructors would have mentored me if I had asked.	4.36
i. Overall, my professors were effective at teaching and supporting students.	4.43
j. Overall, the program was helpful in preparing me for the responsibilities of my current practice/work.	4.36
13. With regard to your current job responsibilities, please rate your competency in the following areas:	
a. Individual counseling skills	3.92
b. Group counseling skills	3.23
c. Career counseling skills	3.08
d. Family and/or couples counseling skills	3.08
e. Application of ethical codes and legal statutes to day-to-day dilemmas faced in the work environment	4.31
f. Application of cultural and social sensitivity in clinical relationships	3.61
g. Appropriate assessment and appraisal of client problems and issues	4.00
h. Documentation of all aspects of clinical relationships and interactions as well as treatment planning with clients	3.77
i. Appropriate application of diagnostic tools, including the DSM	4.08
j. Application of research and evaluation skills to client treatment	3.46



k. Reflectivity and consultation integrated into clinical decision making and treatment planning	4.08
l. Sensitivity to the dignity and welfare of all clients	4.62

**Except for item 1, all scores have a benchmark of '3' which indicates moderate competence.*

Analysis

Seventeen students complete the alumni survey during the 2020 administration of the instrument. All scores exceeded the benchmark score of '3' which indicates that graduates of the program have achieved a moderate to high degree of competence. These descriptors also apply to the items related to how well the Program prepared them for practice. These data do not provide any evidence for necessary vital changes to the Program.

Site Supervisor Survey of Program Goals/Objectives

Item	Mean
1. How effective is the mission statement at reflecting the needs of students who want to learn how to become professional counselors?	4.3
2. How effective is the mission statement at reflecting what you believe to be the aims and purposes of a graduate clinical mental health counseling program?	4.1
3. How effective is the mission statement at reflecting the needs of students who want to learn how to become professional counselors?	4.2
4. How effective is the mission statement at reflecting what you believe to be the aims and purposes of a graduate clinical mental health counseling program?	4.33
5. How effective is the mission statement at reflecting the needs of students who want to learn how to become professional counselors?	4.2
6. How effective is the mission statement at reflecting what you believe to be the aims and purposes of a graduate clinical mental health counseling program?	4.33
7. How effective is the program at helping students to develop an understanding of human nature based on a Christian philosophical perspective, thus reflecting a holistic, developmental, relational and valuing perspective on the Person, as well as a respect for self-determination and human limitation?	4.44
8. How effective is the program at helping students to develop a Professional identity as a Clinical Mental Health Counselor, including a comprehension of Counselor roles in mental health, professional ethics and legal issues, self-care, models of treatment and supervision, and relationship to the profession, as well as understanding the impact of crisis, trauma, and substance abuse on mental health?	4.44
9. How effective is the program at helping students to develop an understanding of and ability to apply: educational, advocacy, consultative, preventive and interventive strategies to fostering mental health and wellness at individual, family and larger-system levels as appropriate?	4.0
10. How effective is the program at helping students to develop an integration of diversity awareness into response to client needs at individual, family and larger-system levels?	4.22
11. How effective is the program at helping students to develop the understanding of and ability to apply appropriate, culturally-informed individual and systemic assessment strategies to all relevant dimensions of the initial evaluation process, case conceptualization, treatment planning, and re-evaluation, including risk	4.11



assessment and assessment for co-occurring disorders?	
12. How effective is the program at helping the students to develop an understanding of and ability to apply relevant research findings and strategies to program-evaluation as well as selection, evaluation and enhancement of treatment strategies?	4.11
13. How effective is the program at helping students to develop an understanding of and ability to apply current diagnostic principles, informed by comprehension of the impact of multicultural variables, co-occurring disorders, and crisis/trauma on the diagnostic process?	4.11
14. How effective are the program goals at reflecting what you, as a supervising counselor, believe to be important learning objectives for counselors in training?	4.22
15. How effective are the program goals at addressing the needs of the students who are training to become professional counselors?	4.33

** All items have a benchmark score of '3' indicating moderate effectiveness.*

Analysis

Ten site supervisors completed the Site Supervisor Survey of Program Goals/Objectives survey during the 2020 distribution. All items scored well beyond the benchmark score of '3' which indicates 'moderate effectiveness'. All items were scored within the range of very to extremely effective. These data are encouraging and do not indicate any necessary vital changes to the Program.

Employer Survey

Item	Mean
8. In general, how would you rate graduates of the Franciscan University Clinical Mental Health Counseling Program in terms of job performance and preparedness for job duties in comparison to counselors who have graduated from other counseling programs?	3
9. In this section, we are interested in receiving your feedback about the general preparedness of Franciscan University graduates to perform the tasks of professional counselors.	
a. Individual counseling skills	4
b. Group counseling skills	*
c. Career counseling skills	3
d. Family and/or couples counseling skills	3
e. Application of ethical codes and legal statutes to day-to-day dilemmas faced in the work environment	4
f. Application of cultural and social sensitivity in clinical relationships	4
g. Appropriate assessment and appraisal of client problems and issues	4
h. Documentation of all aspects of clinical relationships and interactions as well as treatment planning with clients	4
i. Appropriate application of diagnostic tools, including the DSM	3
j. Application of research and evaluation skills to client treatment	4
k. Reflection and consultation integrated into clinical decision-making and treatment planning	4
l. Sensitivity to the dignity and welfare of all clients	4
m. Overall professional demeanor	5
n. Demonstrates a holistic, developmental, and relational understanding of human nature, with respect for self-determination and human limitation	4

** Item '8' has a benchmark score of 2 indicating 'about the same as graduates of other programs'*



** All other items have a benchmark score of '3' indicating 'able to perform adequately and at expected level'*

Analysis

During the 2020 distribution, only 2 employers completed the Employer Survey. All items were scored at or beyond the benchmark. Due to the low participation rate, these data are not reliable or open to interpretation.

Program KPI Data

Program Area Key Performance Indicator	Measure of Key Performance Indicator
KP 1: Students' Licensure Eligibility	2019 NCE Pass Rate: 100% 2019 NCE FUS Mean: 123.89 National Average: 104.87 *Data for 2020 is not available due to the COVID-19 pandemic
KP 2: Key stakeholders' confidence in the CMHC Program's ability to train students in the skills and dispositions of professional counselors	2020 Alumni Survey items; Employer Survey items; and Site Supervisor Ratings in Internship II: All Met
KP 3: Graduation Rate	Retention (80% or greater retention rate) – MET 2019-2020 – 96%

During the 2019-2020 term, all Program Key Performance Indicators have been met. Data for the most recent administration of the NCE was not available at the time of this report. Data from the previous year were used to assess this KPI. All KPI's were met regarding confidence in the program based upon evaluations by employers, alumni, and site supervisors. The retention rate has improved dramatically since the previous year. This improvement is likely due to the enhanced screening efforts of the Program.



Program Modifications

Action Goal 1:

Students have continually verbalized a strong desire to pursue a concentration in addictions counseling. The Program will work to implement this concentration in the CMHC program through the development of advanced coursework in the field of addictions counseling.

Action Goal 2:

The Program will evaluate the efficacy of its updated assessment plan. The CMHC program has made significant effort to develop an assessment plan that is both efficacious and parsimonious to ensure the highest standards of education and training. The Program will continue to implement the plan and review its efficacy in 2021.

Action Goal 3:

The Program will work to better integrate skills related to interpreting and applying research towards clinical practice. The faculty will decide on a plan to better incorporate research into the Program design.

Action Goal 4:

The Program will make changes to help students feel more confident and better understand their expected level of competence upon completion of the CMHC Program. In part, this task will be accomplished through a more thorough discussion during field experience orientation.

