



CLINICAL MENTAL HEALTH COUNSELING

COMPREHENSIVE ASSESSMENT PLAN AND ANNUAL REPORT

Annual Report for 2021-2022

Reviewed and Approved: Drs. Belsito, Kissinger, Milburn, & Workman



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Mission Statement of the CMHC Program

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:

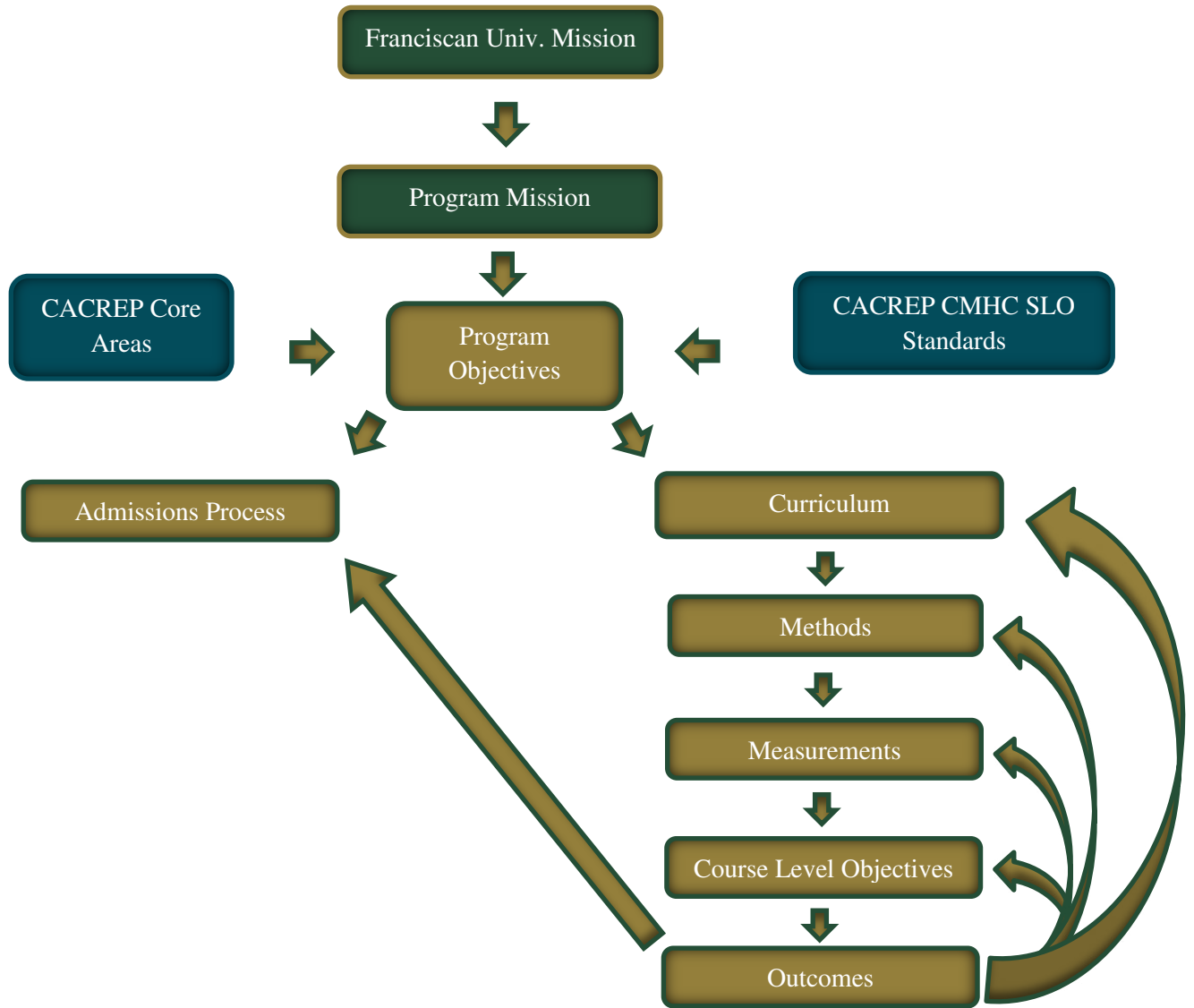
- help students reflect on how a well-formed vision of the human person affects clinical counseling practices
- provide a strong background of experiential training in clinical mental health counseling skills required of entry-level practitioners
- advance students' comprehension of counseling theories, 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.

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



Summary & Analysis of Assessment Data

Admissions Data 2021-2022

Race	Gender	2021-2022 Applicants	2021-2022 Admissions
Alaskan/Native American	Male	0	0
	Female	0	0
Asian	Male	1	1
	Female	2	0
Black/African American	Male	0	0
	Female	0	0
Hispanic	Male	5	0
	Female	5	1
Native Hawaiian/Pacific Islander	Male	0	0
	Female	0	0
White	Male	5	7
	Female	9	21
Total:		27	30

Analysis

The CMHC program at Franciscan University continues to draw interest from a diverse group of prospective students and admit a diverse group of students that reflects the membership of the Catholic faith in the United States. The CMHC program attracts students from throughout the United States as well as international students.

Student Learning Outcomes Exams (Assessment of Learning Objectives) 2021-2022

CACREP Common Core Area	Average SLO Rating
502 Human Growth and Development	4.62
504/505 Counseling and Helping Relationships	4.35
520 Assessment and Testing	3.94
621 Group Dynamics	4.71
503 Professional Counseling Orientation & Ethical Practice	4.53
623 Social and Cultural Diversity	4.82
521 Career Development	4.50
501 Research and Program Evaluation	<i>Missing</i>

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



Analysis

Within student learning outcomes, the cohort met the benchmark in all areas except for one: Assessment and Testing. The program shows strengths in multiple content areas that are integral to successful clinical mental health counseling. The content area Assessment and Testing provides an opportunity for the CMHC program to better support students.

Program Alteration in Response to Assessment and Testing:

The program will make the following curriculum modification to better support students in their KNOWLEDGE of ASSESSMENT.

- CSL 520 Assessment & Testing
 - Feedback Informed Treatment/Routine Outcome Monitoring content will be added to help students develop knowledge regarding the practical application of assessment during the counseling process. This content area is intended to help students connect research and assessment strategies to their work.

Key Performance Indicators

Professional Orientation/ Ethical Practice <i>(Measured in CSL 503 by: Ethical Decision-Making Skills Assignment)</i>		
Objective	First Measure	Second Measure
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)	5.00	4.29
Skill: the role of counseling supervision in the profession (Core F.1.m; PG 2)	4.89	4.31
Social and Cultural Diversity <i>(Measured in CSL 623 by: Community Interview and Panel Discussion Assignment)</i>		
Objective	First Measure	Second Measure
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)	4.35	4.21
Skill: Students will be able to apply multicultural counseling competencies (Core F.2.c; PG 4)	4.30	4.26
Human Growth & Development <i>(Measured in CSL 502 by: Service-Learning project)</i>		
Objective	First Measure	Second Measure
Knowledge: Students will be able to	4.5	4.29



demonstrate knowledge about theories of individual and family development across the lifespan (PG 1; F.3.a)		
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)	4.5	4.19
Career Development <i>(Measured in CSL 521 by: Career Counseling Interviews Paper)</i>		
Objective	First Measure	Second Measure
Knowledge: Students will be able to demonstrate knowledge about theories and models of career development, counseling, and decision making (PG 2)	5.00	4.07
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)	4.78	4.05
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>		
Objective	First Measure	Second Measure
Knowledge: Students will be able to demonstrate knowledge about core theories and models of counseling (F.5.a; PG 3)	4.13	4.36
Skill: Students will be able to demonstrate skill in using essential interviewing, counseling, and case conceptualization skills (F.5.g; PG 3)	4.49	4.26
Group Counseling and Group Work <i>(Measured in CSL 621 by: Group Leadership Assignment and Reflection Paper)</i>		
Objective	First Measure	Second Measure
Knowledge: Students will be able to demonstrate knowledge about theoretical foundations of group counseling and group work (F.6.a; PG 3)	4.88	4.07
Skill: Students will be able to demonstrate skill in implementing ethical and culturally relevant strategies for designing and	4.85	4.05



facilitating groups (F.6.g; PG 3)		
Assessment & Testing <i>(Measured in CSL 520 by: Diagnostic Assessment)</i>		
Objective	First Measure	Second Measure
Knowledge: Students will be able to demonstrate knowledge about core testing and statistical concepts foundational to assessment (F.7.f; PG 5)	5.0	3.81
Skill: Students will be able to demonstrate skill in the use of assessments for diagnostic and intervention planning purposes (F.7.e; PG 5)	4.81	4.14
Research & Program Evaluation <i>(Measured in CSL 501 by: Qualitative Research Methods—Situated Structure)</i>		
Objective	First Measure	Second Measure
Knowledge: Students will be able to demonstrate knowledge about qualitative, quantitative, and mixed research methods (F.8.f; PG 6)	4.24	4.02
Skill: Students will be able to demonstrate skill in analysis and use of data in counseling (F.8.i; PG 6)	4.24	4.02
Clinical Mental Health Counseling Specialty KPI <i>(Measured in CSL 637 by: Case Analysis and Diagnosis Assignment)</i>		
Objective	First Measure	Second Measure
Knowledge: Knows the etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders (C.2.b; PG 23)	4.78	4.24
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)	4.78	4.29

* *Benchmark score of 4 or greater meets expectations.*



Analysis

This cohort exceeded the benchmark in 17 of 18 (94.44%) of the content area key performance indicators. The program adequately prepares students in many content areas that are integral to successful work as clinical mental health counselors. These areas provide a firm foundation upon which graduates can build their clinical work. This cohort did not meet the benchmark within the area Assessment & Testing (Students will be able to demonstrate knowledge about core testing and statistical concepts foundational to assessment; F.7.f; PG 5).

The program will make the following curriculum modification to better support students in the SKILL of RESEARCH.

- CSL 635: Introduction to Addictions Counseling
 - An assignment entitled “Critical Evaluation of Addiction Research” will be added to this course. Students will be placed in groups, and each group of students will be assigned an article. Students will critically evaluate the article regarding its utility, validity, and design. Students will present their findings to the class for credit.

Accelerated-Track Students x Traditional-Admission Students

Professional Orientation/ Ethical Practice <i>(Measured in CSL 503 by: Ethical Decision-Making Skills Assignment)</i>		
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)	5.0	5.0
Skill: the role of counseling supervision in the profession (Core F.1.m; PG 2)	4.8	4.9
Human Growth & Development <i>(Measured in CSL 502 by: Service-Learning project)</i>		
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)	4.6	4.44
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)	4.6	4.84
Group Counseling and Group Work <i>(Measured in CSL 621 by: Group Leadership Assignment and Reflection Paper)</i>		



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)	5.00	4.86
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)	4.80	4.86

Analysis

Accelerated students performed comparably to traditionally admitted students within the first-semester key performance indicators. These data cannot be submitted to testing of statistical significance due to the small sample sizes.

Disposition Data

Item	Candidacy Mean	Internship I Mean	Internship II Mean
Student demonstrates appropriate professionalism regarding attendance and timeliness of completing tasks.	4.38	4.39	4.28
Student seeks supervision and guidance from others when necessary.	4.19	4.34	4.52
Student exhibits compassion and warmth with others.	4.31	4.36	4.52
Students demonstrates effective relationship skills with appropriate boundaries.	4.19	4.20	4.32
Student demonstrates respect for individual differences regarding culture and autonomy in decision making.	4.23	4.32	4.36
Student exhibits self-understanding and how one's belief may affect the counseling relationship.	4.15	4.24	4.28
Student exhibits a professional attitude towards clear communication.	4.25	4.31	4.32
Student exemplifies a growth mindset regarding developing into the role of a professional clinical mental health counselor.	4.19	4.32	4.40
Student exhibits appreciation for ethics, ethical codes, and their application to clinical work.	4.23	4.34	4.36
Student exhibits tolerance for ambiguity.	4.19	4.24	4.36

* *Benchmark score of 4 or greater meets expectations*



Analysis

This cohort was evaluated above the benchmark in all disposition areas. These data provide evidence that the program tends to admit students who are appropriate for work as professional counselors and support them throughout the program. The lowest score was in the disposition area of appropriate boundaries. Although this score was above the required benchmark, the program will make alterations to better support students regarding professional boundaries.

The program will make the following curriculum alterations to better support students in the DISPOSITION area of appropriate PROFESSIONAL BOUNDARIES:

- CSL 506 Therapeutic Techniques
 - Content regarding boundaries will be added to this course. Students will participate in lecture, discussion, and skill practice. These activities are intended to help students further develop their understanding of boundaries, identify signs of boundary violations, and develop skills to maintain their boundaries.

Site Supervisor Evaluation of Student Survey

Practicum 2021-2022

Highest Five Means	
Learning Objective	Mean
Demonstrates rapport building skills	2.62
Demonstrates observation skills	2.59
Demonstrates an ability to establish relationships with clients	2.59
Applies basic skills (listening, observation, rapport building, interpretation, education, advocacy) in treatment	2.56
Applies listening skills	2.48
Lowest Five Means	
Learning Objective	Mean
Demonstrates risk assessment skills	2.22
Knows the commonly used referral sources and procedures for one's site	2.22
Demonstrates psychosocial history-taking skills (e.g. presenting problem, family history, work history, medical history)	2.26
Understands the range of mental health service delivery (e.g. inpatient, outpatient, etc.)	2.30
Skill in writing progress notes	2.30

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

Internship I 2021-2022

Highest Five Means



Learning Objective		Mean
Demonstrates rapport building skills		3.68
Applies listening skills		3.61
Applies basic skills (listening, observation, rapport building, interpretation, education, advocacy) in treatment		3.61
Demonstrates an ability to establish relationships with clients		3.57
Demonstrates clinical awareness (the ability to accurately identify relevant client issues, problems, concerns)		3.50
Lowest Five Means		
Learning Objective		Mean
Demonstrates skill in assessing co-occurring disorders (e.g. abuse/addiction)		3.14
Demonstrates ability to use crisis/trauma assessment skills		3.14
Shows skill applying definable treatment modality or modalities in Marriage and Family Counseling		3.14
Understands emergency management procedures of one's site		3.14
Demonstrates skill in addressing Co-Occurring Disorders (e.g. abuse/addiction)		3.18

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

Internship II 2021-2022

Highest Five Means		
Learning Objective		Mean
Applies listening skills		4.63
Applies basic skills (listening, observation, rapport building, interpretation, education, advocacy) in treatment		4.58
Demonstrates an openness to supervision		4.58
Demonstrates an ability to establish relationships with clients		4.48
Demonstrates ability to work independently		4.46
Lowest Five Means		
Learning Objective		Mean
Shows skill in helping clients connect with relevant resources outside site		4.04
Shows skill in applying definable treatment modality or modalities in Marriage and Family Counseling		4.06
Knows the commonly used referral sources and procedures for one's site		4.08
Knows the administrative and operative structure of the agency, including the line-staff assignments, funding source, and operational policies		4.09
Demonstrates skill in planning and implementing termination/transfer of treatment		4.13

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



Analysis

This cohort exceeded the benchmark in all areas of the site supervisor evaluation of the student survey for all three administrations: Practicum, Internship I, and Internship II. Students consistently performed very well in several key foundational areas of clinical mental health counseling: openness to supervision, rapport building skills, skills related to therapeutic relationship maintenance, and micro skills. These data provide evidence that the program adequately prepares entry-level counselors with a foundation upon which they can build more advanced clinical skills throughout their careers. Although they exceeded the benchmarks, students performed lower in areas that were related to their understanding of their specific agencies' policies and procedures and in more advanced areas such as treating cooccurring disorders.

Student Self-Evaluation

Practicum 2021-2022

Highest Five Means	
Learning Objective	Mean
Is punctual and completes tasks in a timely manner	2.38
Demonstrates awareness and respect for client's cultural differences	2.38
Demonstrates an ability to establish relationships with clients	2.31
Applies basic skills (listening, observation, rapport building, interpretation, education, advocacy) in treatment	2.31
Applies listening skills	2.31
Lowest Five Means	
Learning Objective	Mean
Knows the administrative and operative structure of the agency including the line staff assignments, funding service and operational policies	2.00
Demonstrates diagnostic impression skills	2.08
Demonstrates mental status assessment skills	2.08
Knows the commonly used referral sources and procedures for one's site	2.08
Knows and adheres to the agency's professional standards and quality assurance policies, including policies on client-counselor relationship, record keeping, referral, consultation, and peer review processes	2.08

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

Internship I 2021-2022

Highest Five Means	
Learning Objective	Mean
Shows skill applying definable treatment modality or modalities on	4.23



Marriage and Family Counseling	
Shows skill applying definable treatment modality or modalities in Group Counseling	3.65
Demonstrates rapport building skills	3.38
Applies basic skills (listening, observation, rapport building, interpretation, education, advocacy) in treatment	3.35
Demonstrates skill in planning and implementing termination/transfer of treatments	3.35
Lowest Five Means	
Learning Objective	Mean
Demonstrates risk-prevention skills	3.00
Understands emergency management procedures of one's sites	3.00
Demonstrates application of multi-cultural competencies to case conceptualization, diagnosis and assessment measures, interventions, present work with individuals, couples and/or groups	2.96
Demonstrates diagnostic impressions skills	2.96
Demonstrates awareness and appropriate use of assessment strategy	2.96

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

Internship II 2021-2022

Highest Five Means	
Learning Objective	Mean
Demonstrates rapport building skills	4.39
Applies basic skill (listening, observation, rapport building, interpretation, education, advocacy) in treatment	4.39
Shows skill in writing progress notes	4.30
Demonstrates sensitivity to others	4.30
Demonstrates ability to establish relationship with clients	4.30
Lowest Five Means	
Learning Objective	Mean
Demonstrates treatment planning and goal setting	4.04
Shows skill in utilizing existing documentation (e.g. records, psychological or psychiatric consultations, site library resources)	4.04
Knows the commonly used referral sources and procedures for one's site	4.04
Knows the administrative and operative structure of the agency, including the line-staff assignments, funding source and operational policies	4.04
Demonstrates mental status assessment skills	4.04



Analysis

Students exceeded benchmark scores in most areas of their self-evaluations. Students did not meet the benchmark in areas related to assessment strategies and diagnostic skills. These areas were not identified as areas of concern in any other evaluations of the students' actual performance during practicum and internship. It is common for counselors in the beginning stages of development to have poor awareness of their skills in relation to their current developmental level in technical domains such as assessment strategies and diagnostic skills. The program faculty will continue to reinforce appropriate performance-based expectations to students during orientation to practicum and internship.

Student Evaluation of Faculty Supervisor

Item	F1	F2	F3	F4	F5	M
1. Gives time and energy in observation, review of audio/video recordings, and case conferences.	4.00	4.63	4.79	4.89	4.33	4.53
2. Accepts and respects me as a person.	4.50	4.75	4.96	5.00	4.67	4.78
3. Recognizes and encourages further development of my strengths & capabilities.	4.00	4.50	4.83	4.94	4.67	4.59
4. Gives me useful feedback when I do something well.	4.50	4.38	4.92	4.89	4.67	4.67
5. Provides me the freedom to develop flexible and effective counseling styles.	4.00	4.63	4.79	4.89	4.67	4.60
6. Encourages and listens to my ideas and suggestions for developing my counseling skills	4.50	4.75	4.88	4.94	4.67	4.75
7. Provides suggestions for developing my counseling skills.	5.00	4.63	4.83	4.94	4.67	4.81
8. Helps me to understand the implications and dynamics of the counseling approaches I use.	4.00	4.38	4.54	4.89	4.67	4.50
9. Encourages me to use new and different techniques when appropriate.	4.00	4.25	4.63	4.94	4.67	4.50
10. Is spontaneous and flexible in the supervisory sessions.	4.50	4.50	4.88	4.89	5.0	4.75
11. Helps me to define and achieve specific concrete goals for myself during the practicum/internship experience.	4.00	4.13	4.42	4.83	4.33	4.34
12. Gives me useful feedback when I do something inappropriate.	4.00	4.13	4.54	4.61	4.33	4.32
13. Allows me to discuss problems I encounter in my setting.	4.00	4.88	4.75	4.94	4.67	4.65
14. Focuses on both verbal and nonverbal behavior in me and in my clients.	3.50	4.13	4.79	4.61	4.67	4.34
15. Helps me define and maintain ethical behavior in counseling and case management.	4.00	4.25	4.83	4.78	5.00	4.57
16. Encourages me to engage in professional behavior.	5.00	4.50	4.79	4.89	4.67	4.77



17. Maintains confidentiality in material discussed in supervisory sessions.	5.00	4.50	4.92	4.94	4.67	4.81
18. Deals with both content and process when supervising.	4.50	4.38	4.83	4.94	4.67	4.66
19. Helps me organize relevant case data in planning goals and strategies with my client.	4.00	4.38	4.71	4.89	4.33	4.46
20. Helps me to formulate a theoretically sound rationale of human behavior.	4.00	4.75	4.54	4.89	4.67	4.57
21. Offers resource information when I request or need it.	4.50	4.63	4.75	4.94	4.67	4.70
22. Allows and encourages me to evaluate myself.	4.50	4.50	4.79	4.89	4.67	4.67
23. Explains his/her criteria for evaluation clearly.	4.50	4.13	4.67	4.78	4.67	4.55
24. Applies his/her criteria fairly in evaluating my counseling performance	4.50	4.38	4.67	4.83	4.67	4.61

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

Analysis

Supervision provided by faculty supervisors exceeded the benchmark in most areas of assessment. One faculty supervisor did not meet the benchmark within one performance area: “Focuses on both verbal and nonverbal behavior in me and in my clients.” This individual’s overall score exceeded the benchmark. Generally, faculty supervisors far exceeded their performance-based goals. The Program Director will provide this feedback to the faculty member identified as Faculty Member 1.

Student Evaluation of Site Supervisor 2021-2022

Item	Mean
1. Gives time and energy in observation, review of audio/video recordings, and case conferences.	3.86
2. Accepts and respects me as a person.	4.60
3. Recognizes and encourages further development of my strengths & capabilities.	4.32
4. Gives me useful feedback when I do something well.	4.04
5. Provides me the freedom to develop flexible and effective counseling styles.	4.32
6. Encourages and listens to my ideas and suggestions for developing my counseling skills	4.09
7. Provides suggestions for developing my counseling skills.	3.86
8. Helps me to understand the implications and dynamics of the counseling approaches I use.	3.71
9. Encourages me to use new and different techniques when appropriate.	3.77
10. Is spontaneous and flexible in the supervisory sessions.	4.04
11. Helps me to define and achieve specific concrete goals for myself during the practicum/internship experience.	3.52
12. Gives me useful feedback when I do something inappropriate.	3.73
13. Allows me to discuss problems I encounter in my setting.	4.17
14. Focuses on both verbal and nonverbal behavior in me and in my clients.	3.72
15. Helps me define and maintain ethical behavior in counseling and case management.	3.91



16. Encourages me to engage in professional behavior.	4.22
17. Maintains confidentiality in material discussed in supervisory sessions.	4.32
18. Deals with both content and process when supervising.	3.95
19. Helps me organize relevant case data in planning goals and strategies with my client.	3.72
20. Helps me to formulate a theoretically sound rationale of human behavior.	3.97
21. Offers resource information when I request or need it.	4.40
22. Allows and encourages me to evaluate myself.	4.12
23. Explains his/her criteria for evaluation clearly.	3.57
24. Applies his/her criteria fairly in evaluating my counseling performance	3.89

Analysis

Aggregate data suggests that students had positive experiences at their sites. These data provide evidence that students receive respect, support, resources, training, and encouragement from their respective sites. These data do not provide evidence for any necessary changes to our pool of sites. The program has worked hard to eliminate sites where students have had negative experiences.

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.	4.26
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.	4.53
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.	4.32
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.	4.11
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.	4.00
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.	3.95
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	4.42



process.

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

Analysis

The graduating cohort evaluated the CMHC program as exceeding expectations in 6 of the 7 assessment areas of the Gradating Student Exit Survey. This tool provides an assessment of the program's goals. Overall, the students report that the program does well at preparing entry-level clinical mental health counselors for their future work. The students believe that the program does well in providing the students with a solid foundation upon which they can further their skills. The program did not meet the benchmark that is related to the program goal: "...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." Although this cohort's score (3.95) does not meet the benchmark, it is an improvement over the previous cohort's evaluation score (3.78) of the same program goal. An action plan for this continued opportunity for program improvement will be developed in conjunction with the other similar areas that were identified earlier in this report.

Alumni Survey Data (2020 Distribution)

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 data do not provide any evidence for necessary modifications to the program.

Site Supervisor Survey of Program Goals/Objectives (2020 Distribution)

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 assessment and assessment for co-occurring disorders?	4.11
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 modifications to the program.

Employer Survey (2020 Distribution)

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.

CACREP Specialty Areas

CACREP Specialty Areas	Average SLO Rating
Foundations CSL 503, 504, 505, 520, 637 (5 first year courses; 2 second year courses)	4.41
Contextual Dimensions CSL 503, 623, 637 (3 first year courses; 4 2 nd year courses)	4.74
Practice CSL 502, 504, 505, 520, 503, 623 (6 first year courses; 3 second year courses)	4.44

*Benchmark of '4' indicates meeting expectations.

Analysis

The performance of this cohort exceeded the benchmark score in all content areas of the CMHC Specialty Area: Foundations, Contextual Dimensions, and Practice. This cohort's performance provides evidence that the CMHC program provides adequate preparation for developing clinical mental health counselors.

Program Objectives Data

FUS Program Goal	CACREP Core or Specialty Area	Data Collection Method	Results
Describe human nature based on a Christian philosophical perspective, thus reflecting a holistic, developmental, relational and valuing perspective on the person (PG Goal 1)	Human growth and development	Student Learning Outcomes (SLO) Exam	4.62
		Key Performance Indicator Assignment (KPIA)	4.50
		Graduating Student Exit Survey	4.26
			Mean = 4.46 (MET)



Demonstrate comprehension of a professional counseling identity, which involves knowledge of an array of treatment models and relevant ethical obligations, as well as commitment to self-care. (PG Goal 2)	Professional counseling orientation and professional practice Career development	Student Learning Outcomes (SLO) Exam	4.52
		Key Performance Indicator Assignment (KPIA)	4.89
		Graduating Student Exit Survey	4.53
			Mean = 4.64 (MET)
Apply educational, advocacy, consultative, preventive and interventive strategies to fostering mental health and wellness at individual and larger-system levels. (PG 3)	Counseling and helping relationships Group counseling and group work	Student Learning Outcomes (SLO) Exam	4.51
		Key Performance Indicator Assignment (KPIA)	4.62
		Graduating Student Exit Survey	4.32
			Mean = 4.48 (MET)
Apply diversity awareness in response to client needs at individual and larger-system levels (PG 4)	Social and cultural diversity	Student Learning Outcomes (SLO) Exam	4.82
		Key Performance Indicator Assignment (KPIA)	4.33
		Graduating Student Exit Survey	4.11
			Mean = 4.42 (MET)
Use appropriate, culturally-informed assessment strategies at all relevant dimensions of the treatment process. (PG 5)	Assessment and testing CMHC Specialty Area	Student Learning Outcomes (SLO) Exam	4.16
		Key Performance Indicator Assignment (KPIA)	4.90
		Graduating Student Exit Survey	3.94
			Mean = 4.33 (MET)
Analyze relevant research findings for	Research and program evaluation	Student Learning Outcomes (SLO)	<i>Missing SLOs</i>



<p>program-evaluation, as well as for the selection, evaluation and enhancement of treatment strategies. (PG 6)</p>		<p>Exam Key Performance Indicator Assignment (KPIA) Graduating Student Exit Survey</p>	<p>4.24 3.95 Mean = 3.95 (MET)</p>
<p>Apply current diagnostic principles, informed by a comprehension of the impact of multicultural variables, co-occurring disorders, and crisis/trauma, during the diagnostic process (PG 7)</p>	<p>CMHC Specialty Area</p>	<p>Student Learning Outcomes (SLO) Exam Key Performance Indicator Assignment (KPIA) Graduating Student Exit Survey</p>	<p>4.86 4.78 4.42 Mean = 4.67 (MET)</p>

* Benchmark score of 4 or greater meets expectations.

Analysis

The program exceeded the benchmark in all areas of the program goals, except for one: “Analyze relevant research findings for program-evaluation, as well as for the selection, evaluation and enhancement of treatment strategies.” The dataset used to evaluate this content area was incomplete, as the SLO exams for a relevant course were missing. The program has made previous changes to the program of study and course content to enhance the education regarding research that is provided to students. Generally, evidence suggests that the CMHC program does an adequate job and often exceeds expectations of counselor preparation.

The program will make the following alterations to better support students develop foundational knowledge to “analyze relevant research findings for program-evaluation, as well as for the selection, evaluation and enhancement of treatment strategies.”

- CSL 520 Assessment & Testing
 - Feedback Informed Treatment/Routine Outcome Monitoring content will be added to help students develop knowledge regarding the practical application of assessment during the counseling process. This content area is intended to help students better connect research and assessment strategies to their work.



Program KPI Data

Program Area Key Performance Indicator	Measure of Key Performance Indicator
<p>KP 1: Students' Licensure Eligibility</p>	<p>NCE National Pass Rate: 63% NCE FUS Pass Rate: 95%</p> <p>NCE National Mean: 108.65 NCE FUS Mean: 110.40</p>
<p>KP 2: Key stakeholders' confidence in the CMHC Program's ability to train students in the skills and dispositions of professional counselors</p>	<p>2020 Alumni Survey items; Employer Survey items; and Site Supervisor Ratings in Internship II: All Met</p>
<p>KP 3: Graduation Rate</p>	<p>Retention (80% or greater retention rate) – MET</p> <p>2021 – 2022: 92.9%</p>



Curriculum & Program Modifications

The program will make the following curriculum modification to better support students in the SKILL of RESEARCH.

- CSL 635: Introduction to Addictions Counseling
 - An assignment entitled “Critical Evaluation of Addiction Research” will be added to this course. Students will be placed in groups, and each group of students will be assigned an article. Students will critically evaluate the article regarding its utility, validity, and design. Students will present their findings to the class for credit.

The program will make the following curriculum modification to better support students in their KNOWLEDGE of ASSESSMENT.

- CSL 520 Assessment & Testing
 - Feedback Informed Treatment/Routine Outcome Monitoring content will be added to help students develop knowledge regarding the practical application of assessment during the counseling process. This content area is intended to help students better connect research and assessment strategies to their work.

The program will make the following alterations to better support students in the disposition area of appropriate professional boundaries:

- CSL 506 Therapeutic Techniques
 - Content regarding boundaries will be added to this course. Students will participate in lecture, discussion, and skill practice. These activities are intended to help students further develop their understanding of boundaries, identify signs of boundary violations, and develop skills to maintain their boundaries.

The program will make the following alterations to better support students develop foundational knowledge to “analyze relevant research findings for program-evaluation, as well as for the selection, evaluation and enhancement of treatment strategies.”

- CSL 520 Assessment & Testing
 - Feedback Informed Treatment/Routine Outcome Monitoring content will be added to help students develop knowledge regarding the practical application of assessment during the counseling process. This content area is intended to help students better connect research and assessment strategies to their work.



Descriptions of Assessment Tools & Schedule

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 KPIs and Part II is used to rate students on the KPI-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

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.

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



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 Demographic Survey	At orientation	Paper-based Survey	Aggregate/anonymous data	Provides a demographic overview of student body
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	Course content to assure students preparation & appropriateness & program content



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
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 courses.
National Counselor Exam (NCE)	During last semester of Program.	Electronic testing on campus.	Mean/completion percentage against national benchmark.	Provides summative feedback to faculty near graduation



