CLINICAL MENTAL HEALTH COUNSELING

COMPREHENSIVE ASSESSMENT PLAN AND ANNUAL REPORT

Annual Report for 2022 - 2023

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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.

Summary & Analysis of Assessment Data

Admissions Data 2022-2023

Race	Gender	2022-2023 Applicants	2022-2023 Admissions
Alaskan/Native American	Male	0	0
	Female	0	0
Asian	Male	0	0
	Female	1	1
Black/African American	Male	1	0
	Female	1	0
Hispanic	Male	9	2
	Female	7	4
Native Hawaiian/Pacific Islander	Male	0	0
	Female	1	0
White	Male	19	4
	Female	48	19
U.S. Nonresident	Male	16	
	Female	17	
Total:		120	30

Analysis

For the 2022-2023 admissions, White females accounted for most of the admissions (19). White males and Hispanic females each accounted for 4 admissions. One admission identified as an Asian female. These data are reflective of previous admission cycles. The CMHC program continues to attract diverse Catholic students from diverse regions across the US.

Student Learning Outcomes Exams (Assessment of Learning Objectives) 2022-2023

CACREP Common Core Area	Average SLO Rating
502 Human Growth and Development	4.86
504/505 Counseling and Helping Relationships	4.44
520 Assessment and Testing	4.12
621 Group Dynamics	4.49
503 Professional Counseling Orientation & Ethical Practice	4.65
623 Social and Cultural Diversity	4.82
521 Career Development	4.45
501 Research and Program Evaluation	4.62

Benchmark score of 4 or greater indicates meeting expectations.

Analysis

The CMHC program exceeded all benchmarks across all SLO data. The highest scores were in Human Growth & Development (4.86). The lowest scores were in Assessment and Testing (4.12). These data provide evidence that the CMHC program continues to provide students with adequate education and support across all areas of student learning.

Key Performance Indicators

Professional Orientation/ Ethical Practice *(Measured in CSL 503 by: Ethical Decision-Making Skills Assignment)*		
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)	4.08	4.59
Skill: the role of counseling supervision in the profession (Core F.1.m; PG 2)	4.38	4.56
Social and Cultural Diversity *(Measured in CSL 623 by: Community Interview and Panel Discussion Assignment)*		
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)	4.39	4.50
Skill: Students will be able to apply multicultural counseling competencies (Core F.2.c; PG 4)	4.33	4.52
Human Growth & Development *(Measured in CSL 502 by: Service-Learning project)*		
Objective	**First Measure**	**Second Measure**
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	4.37
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	4.37

Career Development		
(Measured in CSL 521 by: Career Counseling Interviews Paper)		
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)	4.65	4.38
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)	4.65	4.37
Counseling & Helping Relationships		
(Measured in CSL 504 by: Counseling Theory Paper & Role Play and Paper AND CSL 505 by: Roleplay and Integrative Paper)		
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)	3.93	4.59
Skill: Students will be able to demonstrate skill in using essential interviewing, counseling, and case conceptualization skills (F.5.g; PG 3)	3.89	4.67
Group Counseling and Group Work		
(Measured in CSL 621 by: Group Leadership Assignment and Reflection Paper)		
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)	4.97	4.26
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)	4.76	4.30
Assessment & Testing		
(Measured in CSL 520 by: Diagnostic Assessment)		
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	4.37

	First Measure	Second Measure
Skill: Students will be able to demonstrate skill in the use of assessments for diagnostic and intervention planning purposes (F.7.e; PG 5)	4.61	4.48

Research & Program Evaluation *(Measured in CSL 501 by: Qualitative Research Methods—Situated Structure)*		
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)	4.14	4.22
Skill: Students will be able to demonstrate skill in analysis and use of data in counseling (F.8.i; PG 6)	4.14	4.22

Clinical Mental Health Counseling Specialty KPI *(Measured in CSL 637 by: Case Analysis and Diagnosis Assignment)*		
Objective	**First Measure**	**Second Measure**
Knowledge: Knows the etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders (C.2.b; PG 23)	4.82	4.41
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)	4.82	4.48

* Benchmark score of 4 or greater meets expectations.

Analysis

Data were missing for 2 out of 18 KPI measurement points: CMHC Specialty (measurement 1) and Assessment and Testing (measurement 1). The CMHC program exceeded the benchmark in 15 of 16 of the content areas where data were available. The benchmark was not met in the Counseling and Helping Relationships (measurement 1) content area (mean=3.91). The CMHC program will be developing a new assessment plan over the following academic year. There will not be any specific changes made to the program until the new assessment plan is active.

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)	4.0	3.77
Skill: the role of counseling supervision in the profession (Core F.1.m; PG 2)	4.0	4.08
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)	4.6	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 *(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)	5.0	4.95
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)	4.79	4.75

Analysis

These data compare the average KPI rating of students who were admitted traditionally with those who were admitted through the bridge program. Students who were admitted through the bridge program seem to perform similarly than those who were admitted through the traditional admissions process. Groups sizes are too small to allow for statistical comparison of these two groups.

Disposition Data

Item	Candidacy Mean	Int. I Mean	Int. II Mean	Mean
Student demonstrates appropriate professionalism regarding attendance and timeliness of completing tasks.	4.54	4.42	4.30	4.42
Student seeks supervision and guidance from others when necessary.	4.21	4.39	4.26	4.29
Student exhibits compassion and warmth with others.	4.36	4.55	4.35	4.42
Students demonstrates effective relationship skills with appropriate boundaries.	4.29	4.52	4.13	4.31
Student demonstrates respect for individual differences regarding culture and autonomy in decision making.	4.32	4.45	4.32	4.36
Student exhibits self-understanding and how one's belief may affect the counseling relationship.	4.18	4.39	4.30	4.29
Student exhibits a professional attitude towards clear communication.	4.32	4.32	4.41	4.35
Student exemplifies a growth mindset regarding developing into the role of a professional clinical mental health counselor.	4.29	4.45	4.30	4.35
Student exhibits appreciation for ethics, ethical codes, and their application to clinical work.	4.25	4.45	4.35	4.35
Student exhibits tolerance for ambiguity.	4.18	4.45	4.22	4.28

* Benchmark score of 4 or greater meets expectations

Analysis

Student's disposition evaluations exceeded the benchmark on all disposition areas at all measurement points. The lowest disposition evaluations were in students' tolerance for ambiguity (4.28). This disposition area is anticipated to be relatively lower for beginning counselors. As counselors progress, they begin to understand the complexities of clinical work and develop more fluid reasoning. The highest disposition evaluation was students' appreciation for ethics, ethical codes, and their application to clinical work. This indicator is a positive one, as it suggests that students want to act in accordance with professional expectations and ethics.

Site Supervisor Evaluation of Student Survey

Practicum 2022-2023

Highest Five Means	
Learning Objective	Mean
Knows and adheres to agency's professional standards and quality assurance policies, including policies on client-counselor relationship, record keeping, referral, consultation and peer review process	2.33
Demonstrates openness to supervision	2.32
Demonstrates rapport building skills	2.29
Awareness and respect for clients' cultural differences	2.29
Demonstrates observation skills	2.25
Lowest Five Means	
Learning Objective	Mean
Skills in utilizing existing documentation (e.g. records psychological or psychiatric consultations, site library resources)	2.11
Understands emergency management procedures of the site	2.11
Knows administrative and operative structure of the agency, including the line-staff assignments, funding source and operational policies	2.11
Knows the goals, purposes and procedures of one's site	2.14
Understands the roles/functions of mental health in this practice setting, including how it may differ from other settings	2.14

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

Internship I 2022-2023

Highest Five Means	
Learning Objective	Mean
Demonstrates rapport building skills	3.75
Demonstrates openness to supervision	3.64
Applies basic listening skills (listening, observation, rapport building, interpretation, education, advocacy) in treatment	3.61
Demonstrates an ability to work independently	3.61
Demonstrates sensitivity to others	3.61
Lowest Five Means	
Learning Objective	Mean
Demonstrates awareness and appropriate use of assessment strategy	3.25
Demonstrates skill in planning and implementing termination/transfer of treatment	3.25
Understands the range of mental health service delivery (e.g. inpatient, outpatient, etc.)	3.25
Demonstrates skill in addressing co-occurring disorders (e.g. abuse/addiction)	3.26
Demonstrates risk assessment skills	3.26

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

Internship II 2022-2023

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 openness to supervision	4.58
Demonstrates observation skills	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 of site	4.04
Shows skill in applying definable treatment modality or modalities in Marriage and Family Counseling	4.06
Knows commonly used referral sources and practices for site	4.08
Knows 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

Site supervisors' evaluations of students exceeded the benchmark in all areas. Openness to supervision, building/maintain rapport with clients, working independently, respecting cultural differences, sensitivity to others, and demonstrating micro skills were all themes that emerged among the highest data points. These attributes are an indicator that the CMHC program is providing students with a solid foundation from which they can build more advanced clinical work. These are all necessary attributes of professional counselors. Many of the lowest scores were in areas of understanding agency-specific functions, documentation methods, and procedures. Lower scores that were not agency-related included risk assessment, marriage and family therapy, and treating co-occurring disorders.

Student Self-Evaluation

Practicum 2022-2023

Highest Five Means	
Learning Objective	Mean
Applies listening skills	2.14
Applies basic skills in treatment	2.14

Demonstrates sensitivity to others	2.14
Demonstrates psychological history taking (e.g. presenting problem, family history, work history, medical history)	2.10
Demonstrates skill in adhering to national and state ethical and legal standards for the profession	2.10
Lowest Five Means	
Learning Objective	**Mean**
Demonstrates diagnostic impression skills	2.00
Knows the commonly used referral sources and procedures for one's site	2.00
Understands the emergency management procedures of the site	2.00
Knows the administrative and operative structure of the agency, including the line-staff assignments, funding source and operational policies	2.00
Demonstrates ability to establish relationships with staff	2.00

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

Internship I 2022-2023

Highest Five Means	
Learning Objective	**Mean**
Demonstrates skill in assessing co-occurring disorders (e.g. abuse/addiction	3.25
Demonstrates ability to use crisis/trauma assessment skills	3.21
Demonstrates risk assessment skills	3.11
Applies basic skills (listening, observation, rapport building, interpretation, education, advocacy) in treatment	3.11
Demonstrates application of multicultural competencies to case conceptualization, diagnosis and assessment measures, interventions, prevention work with individuals, couples and or groups	3.11
Lowest Five Means	
Learning Objective	**Mean**
Knows goals, purposes and procedures of one's site	2.86
Demonstrates client advocacy skills	2.86
Knows commonly used referral sources and procedures for one's site	2.89
Demonstrates skill in adhering to national and state ethical and legal standards for the profession	2.93
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 process	2.93

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

Internship II 2022-2023

Highest Five Means	
Learning Objective	**Mean**
Demonstrates rapport building skills	4.32
Demonstrates sensitivity to needs of others	4.20
Awareness and respect for clients' cultural differences	4.17
Demonstrates openness to supervision	4.16
Applies basic skills (listening, observation, rapport building, interpretation, education, advocacy) in treatment	4.16
Lowest Five Means	
Learning Objective	**Mean**
Knows commonly used referral sources and procedures for one's site	3.82
Understands emergency management procedures of the site	3.84
Demonstrates skill in planning and implementing termination/transfer of treatment	3.84
Shows skill in helping clients connect with relevant resources outside of site	3.87
Knows the administrative and operative structure of the agency, including the line-staff assignments, funding source and operational policies	3.88

Analysis

Students' evaluations of themselves were mixed. They rated themselves highest in areas such as micro skills, rapport building, sensitivity towards others, openness to supervision, and working with individuals with trauma histories. They rated themselves below the benchmark in multiple areas of both Internship 1 and Internship 2: agency-specific procedures, agency-specific documentation, connecting clients with referral services, and advocacy. Agency-specific tasks and procedures were in line with site supervisors' evaluations of the students; however, many of the other students' self-evaluation data points were not reflective of site supervisors' evaluations. The CMHC program will be developing a new assessment plan over the following academic year. There will not be any specific changes made to the program until the new assessment plan is active.

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.	4.76	4.80	4.74	4.64	4.83	4.75
2. Accepts and respects me as a person.	4.88	4.80	4.94	4.91	4.83	4.87
3. Recognizes and encourages further development of my strengths & capabilities.	4.76	4.73	4.82	4.82	4.67	4.76
4. Gives me useful feedback when I do something well.	4.82	4.60	4.85	4.64	4.50	4.68

5. Provides me the freedom to develop flexible and effective counseling styles.	4.76	4.47	4.74	4.64	3.83	4.49
6. Encourages and listens to my ideas and suggestions for developing my counseling skills	4.65	4.53	4.74	4.55	4.67	4.62
7. Provides suggestions for developing my counseling skills.	4.76	4.73	4.65	4.73	4.83	4.74
8. Helps me to understand the implications and dynamics of the counseling approaches I use.	4.53	4.40	4.50	4.27	4.50	4.44
9. Encourages me to use new and different techniques when appropriate.	4.71	4.53	4.59	4.27	4.17	4.45
10. Is spontaneous and flexible in the supervisory sessions.	4.65	4.53	4.88	4.82	4.50	4.68
11. Helps me to define and achieve specific concrete goals for myself during the practicum/internship experience.	4.59	4.07	4.26	4.64	4.40	4.39
12. Gives me useful feedback when I do something inappropriate.	4.29	4.33	4.41	4.36	4.50	4.38
13. Allows me to discuss problems I encounter in my setting.	4.87	4.67	4.79	4.91	4.67	4.77
14. Focuses on both verbal and nonverbal behavior in me and in my clients.	4.35	4.40	4.53	4.82	4.50	4.52
15. Helps me define and maintain ethical behavior in counseling and case management.	4.71	4.67	4.76	4.55	4.33	4.60
16. Encourages me to engage in professional behavior.	4.76	4.67	4.74	4.64	4.33	4.63
17. Maintains confidentiality in material discussed in supervisory sessions.	4.82	4.80	4.74	4.64	4.50	4.70
18. Deals with both content and process when supervising.	4.82	4.73	4.71	4.73	4.50	4.70
19. Helps me organize relevant case data in planning goals and strategies with my client.	4.59	4.20	4.44	4.18	4.17	4.32
20. Helps me to formulate a theoretically sound rationale of human behavior.	4.71	4.33	4.62	4.36	3.83	4.37
21. Offers resource information when I request or need it.	4.76	4.60	4.74	4.36	4.33	4.56
22. Allows and encourages me to evaluate myself.	4.71	4.47	4.56	4.45	4.67	4.57
23. Explains his/her criteria for evaluation clearly.	4.59	4.20	4.56	4.45	4.67	4.49
24. Applies his/her criteria fairly in evaluating my counseling performance	4.76	4.33	4.74	4.55	4.67	4.61

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

Analysis

Average student evaluations of faculty supervisors exceeded the benchmark in all 24 assessment domains. The lowest average was for the supervisor providing useful feedback when the student did something inappropriate (4.38), but it still exceeded the benchmark. The supervisor respecting and accepting the student as a person received the highest score (4.88). Of the 120

assessment areas, only one score (.80%) was below the benchmark (Faculty 5: "Helps me to formulate a theoretically sound rationale of human behavior.").

2023 Program Modification

While reviewing this data, the faculty discovered that these evaluations were not distributed to the faculty supervisors. Effective for this dataset and going forward, each faculty supervisor will receive copies of the students' evaluations of faculty supervisors. This feedback is necessary for faculty supervisors to continue to improve their supervisory work.

Student Evaluation of Site Supervisor 2022-2023

Item	Mean
1. Gives time and energy in observation, review of audio/video recordings, and case conferences.	4.13
2. Accepts and respects me as a person.	4.68
3. Recognizes and encourages further development of my strengths & capabilities.	4.27
4. Gives me useful feedback when I do something well.	4.22
5. Provides me the freedom to develop flexible and effective counseling styles.	4.54
6. Encourages and listens to my ideas and suggestions for developing my counseling skills	4.29
7. Provides suggestions for developing my counseling skills.	4.21
8. Helps me to understand the implications and dynamics of the counseling approaches I use.	3.86
9. Encourages me to use new and different techniques when appropriate.	4.04
10. Is spontaneous and flexible in the supervisory sessions.	4.31
11. Helps me to define and achieve specific concrete goals for myself during the practicum/internship experience.	3.76
12. Gives me useful feedback when I do something inappropriate.	3.93
13. Allows me to discuss problems I encounter in my setting.	4.44
14. Focuses on both verbal and nonverbal behavior in me and in my clients.	3.92
15. Helps me define and maintain ethical behavior in counseling and case management.	4.22
16. Encourages me to engage in professional behavior.	4.29
17. Maintains confidentiality in material discussed in supervisory sessions.	4.42
18. Deals with both content and process when supervising.	4.12
19. Helps me organize relevant case data in planning goals and strategies with my client.	3.91
20. Helps me to formulate a theoretically sound rationale of human behavior.	4.09
21. Offers resource information when I request or need it.	4.40
22. Allows and encourages me to evaluate myself.	4.20
23. Explains his/her criteria for evaluation clearly.	4.07
24. Applies his/her criteria fairly in evaluating my counseling performance	4.25

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,	3.79

developmental, relational and valuing perspective on the Person, as well as a respect for self-determination and human limitation.	
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.	4.21
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.	4.14
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.	4.21
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.	3.86
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.	3.29
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.	3.93

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

Analysis

The program failed to meet the benchmark in 4 of the 7 areas are the graduating student exit survey. These were in the areas of developing an understanding of human nature based on Christian philosophical perspective, implementation of assessment across all areas of treatment, apply relevant research findings, and ability to apply diagnostic principles. The lowest of these scores was the program's effectiveness at helping them apply relevant research findings. The CMHC program will be developing a new assessment plan over the following academic year. There will not be any specific changes made to the program until the new assessment plan is active. The new assessment plan will be designed to provide data that has more validity and reliability.

Alumni Survey Data (2023 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.	4.41
b. The structure of the classes were well suited to my learning style.	4.23

c. The material of the classes were thought provoking and helpful to my career.	4.36
d. I received encouragement from the faculty.	4.59
e. My instructors were flexible and able to adapt to students' needs.	4.36
f. The program provided a professional environment for learning.	4.55
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.	4.29
h. I felt mentored by my instructors or I believe my instructors would have mentored me if I had asked.	4.45
i. Overall, my professors were effective at teaching and supporting students.	4.50
j. Overall, the program was helpful in preparing me for the responsibilities of my current practice/work.	4.23
13. With regard to your current job responsibilities, please rate your competency in the following areas:	
a. Individual counseling skills	4.36
b. Group counseling skills	3.18
c. Career counseling skills	3.22
d. Family and/or couples counseling skills	3.33
e. Application of ethical codes and legal statutes to day-to-day dilemmas faced in the work environment	4.36
f. Application of cultural and social sensitivity in clinical relationships	4.23
g. Appropriate assessment and appraisal of client problems and issues	4.43
h. Documentation of all aspects of clinical relationships and interactions as well as treatment planning with clients	4.10
i. Appropriate application of diagnostic tools, including the DSM	4.10
j. Application of research and evaluation skills to client treatment	3.74
k. Reflectivity and consultation integrated into clinical decision making and treatment planning	4.30
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

Data from the alumni survey exceeded the benchmark in all areas of assessment. Group counseling and career counseling were the lowest scores among the various competencies; however, they did exceed the benchmark. The highest competency ratings were sensitivity and dignity of clients and the appropriate assessment and appraisal of clients. These data suggest that the program continues to adequately prepare students for the ongoing work as professional counselors.

Site Supervisor Survey of Program Goals/Objectives (2023 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?	4.0
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?	3.9
3. How effective is the mission statement at reflecting the needs of students who want to learn how to become professional counselors?	4.1

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?	4.1
5. How effective is the mission statement at reflecting the needs of students who want to learn how to become professional counselors?	4.0
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?	4.0
7. How effective is the program at helping students to develop as understanding of human nature based on a Christian philosophical perspective, thus reflecting a holistic, developmental, relational and valuing perspective on the Person?	4.0
8. How effective is the program at helping students to 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 and ongoing professional development?	3.8
9. How effective is the program at helping students to apply educational, advocacy, consultative, preventive and interventive strategies to fostering mental health and wellness at individual and larger-system levels?	4.0
10. How effective is the program at helping students to apply diversity awareness in response to client needs at individual and larger-system levels?	3.7
11. How effective is the program at helping students to use appropriate, culturally-informed assessment strategies at all relevant dimensions of the treatment process?	3.6
12. How effective is the program at helping the students to analyze relevant research finding for program-evaluations, as well as selection, evaluation and enhancement of treatment strategies?	4.0
13. How effective is the program at helping students to apply current diagnostic principles, informed by a comprehension of the impact of multicultural variables, co-occurring disorders, and crisis/trauma, during the diagnostic process?	4.2

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

Site supervisors' evaluations of the program goals exceeded the benchmark score of '3' which indicates 'moderate effectiveness'. Helping students use appropriate, culturally-informed assessment strategies was the lowest score (3.6). Helping students apply current diagnostic principles was the highest score (4.2). These data suggest that the program adequately prepares students in relation to the program goals.

Employer Survey (2023 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?	2
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	3
c. Career counseling skills	2
d. Family and/or couples counseling skills	2.5
e. Application of ethical codes and legal statutes to day-to-day dilemmas faced in the work environment	3.5
f. Application of cultural and social sensitivity in clinical relationships	3

g. Appropriate assessment and appraisal of client problems and issues	3.5
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	4
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	3.5
m. Overall professional demeanor	3.5
n. Demonstrates a holistic, developmental, and relational understanding of human nature, with respect for self-determination and human limitation	3

* 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 2023 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)*	4.50
Contextual Dimensions *CSL 503, 623, 637* *(3 first year courses; 4 2nd year courses)*	4.78
Practice *CSL 502, 504, 505, 520, 503, 623* *(6 first year courses; 3 second year courses)*	4.56

*Benchmark of '4' indicates meeting expectations.

Analysis

The CMHC program met all benchmarks in the CACREP specialty areas. All SLO scores exceeded their respective benchmarks.

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 Key Performance Indicator Assignment (KPIA) Graduating Student Exit Survey	**4.29**
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 Key Performance Indicator Assignment (KPIA) Graduating Student Exit Survey	**4.47**
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 Key Performance Indicator Assignment (KPIA) Graduating Student Exit Survey	**4.33**
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 Key Performance Indicator Assignment (KPIA) Graduating Student Exit Survey	**4.46**

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 Key Performance Indicator Assignment (KPIA) Graduating Student Exit Survey	**4.28**
Analyze relevant research findings for program-evaluation, as well as for the selection, evaluation and enhancement of treatment strategies. (PG 6)	Research and program evaluation	Student Learning Outcomes (SLO) Exam Key Performance Indicator Assignment (KPIA) Graduating Student Exit Survey	**4.02**
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)	CMHC Specialty Area	Student Learning Outcomes (SLO) Exam Key Performance Indicator Assignment (KPIA) Graduating Student Exit Survey	**MET**

* Benchmark score of 4 or greater meets expectations.

Analysis

The CMHC program met or exceeded all benchmarks for program goals. These data suggest the program does adequately prepares students for their work as professional counselors. The highest score was in the content area of developing an appropriate identity as a professional counselor. The lowest score was in the content area of research and program evaluation. Research and program evaluation tends to be rated lower in previous years. This content area provides an opportunity for improvement for the CMHC program. The CMHC program will be developing a new assessment plan over the following academic year. There will not be any specific changes

made to the program until the new assessment plan is active. The program will consider how research can be more systematically included in the program's design and curriculum.

Program KPI Data

Program Area Key Performance Indicator	Measure of Key Performance Indicator
KP 1: Students' Licensure Eligibility	NCE National Pass Rate: 63% - **MET** NCE FUS Pass Rate: 95% NCE National Mean: 108.65 NCE FUS Mean: 110.10
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** 2022 – 2023: 92.9%

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 2023
Employer Survey	Last completed 2023
Site Supervisor Evaluation of Program Goals/Objectives	Last completed 2023

Action Plan

Program-Level Opportunity:

There were instances where data were not readily available. The FUS CMHC assessment plan was noted as not being efficient during the most recent site visit. CACREP has released the 2024 standards, and the FUS CMHC program will need to gain compliance with these standards.

Program-Level Modification

The CMHC program will re-evaluate its assessment plan to gain compliance with the newest CACREP standards and to improve its reliability and validity. During this assessment year, the program will develop a new assessment plan that can be implemented the following year.

Student Skill Opportunity:

Students continue to report that they are not prepared to apply research to treatment. The program has attempted to remediate this issue in the past through curricular modifications such as including research-related assignments in other class. These activities have not been effective at increase the students' perceived competence at using relevant research to enhance counseling.

Student Skill *(Curricular Modification)*

The FUS CMHC Program will be restructuring learning objectives to gain compliance with the 2024 CACEP standards. Research-related activities will be a main focal point of this restructuring. At the end of this academic year, the CMHC program will provide a systematic plan for the integration of research-related activities within the program's curriculum.