CLINICAL MENTAL HEALTH COUNSELING

COMPREHENSIVE ASSESSMENT PLAN AND ANNUAL REPORT

Annual Report for 2024-2025

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Mission Statement of the CMHC Program

The Clinical Mental Health Counseling (CMHC) Program is aligned with the mission of Franciscan University of Steubenville, preparing students to embrace Franciscan values and charisms as they become compassionate helping professionals who can be a transformative Christian presence in the world. Our mission is to educate and empower counselors with a foundation in evidence-based practices and a Catholic anthropology so they can promote the flourishing of individuals, families, and communities of diverse backgrounds. With a dedication to Christian and human values, the program is committed to training students with unwavering respect for the dignity and worth of every individual.

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.

Philosophy of Assessment in the Franciscan University CMHC Program

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

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

- *Various instruments of measurement*: students and the program are assessed using various tools that provide direct and indirect measures of outcomes and that are both qualitative and quantitative in nature

What is Student Success in the Franciscan University CMHC Program?

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

In order to concretize the concept of student success, the program has identified a number of key performance indicators that are central to measuring student success. The key performance indicators correspond with outcomes in CACREP's core and specialized standards areas. Students are also evaluated according to their ability to evidence knowledge and/or skills related to all core curriculum learning standards and learning standards associated with the specialized area of clinical mental health counseling.

2024-25 Student Success Evaluation Data

Student Learning Outcomes Data – Core Curriculum

CACREP Common Core Area	Average SLO Rating
502 Human Growth and Development	4.69
504/505 Counseling and Helping Relationships	4.68
520 Assessment and Testing	4.23
621 Group Dynamics	4.65
503 Professional Counseling Orientation & Ethical Practice	4.32
623 Social and Cultural Diversity	4.77
521 Career Development	4.57
501 Research and Program Evaluation	4.06

Benchmark score of 4 or greater indicates meeting expectations.

Analysis

The CMHC program exceeded all benchmarks across all SLO data for core counseling courses and core CACREP standards. The highest score was in Social and Cultural Diversity (4.77). The lowest score was in Research and Program Evaluation (4.06). These data provide evidence that the CMHC program continues to provide students with adequate education and support across all areas of student learning.

Student Learning Outcomes Data CACREP Specialty Area - CMHC

CACREP Specialty Areas	Average SLO Rating
Foundations *CSL 503, 504, 505, 520, 635, 637* *(5 first year courses; 2 second year courses)*	4.56
Contextual Dimensions *CSL 503, 623, 637* *(3 first year courses; 4 2nd year courses)*	4.63
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.

Key Performance Indicators

Professional Orientation/ Ethical Practice *(Measured in CSL 503)*		
Objective	**First Measure:** **CSL 503 SLO Score**	**Second Measure:** **Integration Paper**
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)	4.62	4.33
Skill: the role of counseling supervision in the profession (Core F.1.m; PG 2)	4.69	4.42
Social and Cultural Diversity *(Measured in CSL 623)*		
Objective	**First Measure:** **623 SLO Score**	**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)	5.00	4.17

Skill: Students will be able to apply multicultural counseling competencies (Core F.2.c; PG 4)	4.90	4.17

Human Growth & Development *(Measured in CSL 502)*		
Objective	**First Measure: CSL 502 SLO Score**	**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)	5	4.33
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)	4.95	4.29

Career Development *(Measured in CSL 521)*		
Objective	**First Measure: CSL 521 SLO Score**	**Second Measure**
Knowledge: Students will be able to demonstrate knowledge about theories and models of career development, counseling, and decision making (PG 2)	4.21	4.08
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)	4.47	4.08
Counseling & Helping Relationships *(Measured in CSL 504 AND CSL 505)*		
Objective	**First Measure: CSL 504/505 SLO Scores**	**Second Measure**
Knowledge: Students will be able to demonstrate knowledge about core theories and models of counseling (F.5.a; PG 3)	3.68	4.48
Skill: Students will be able to demonstrate skill in using essential interviewing, counseling, and case conceptualization skills (F.5.g; PG 3)	4.21	4.48

Group Counseling and Group Work *(Measured in CSL 621)*		
Objective	**First Measure: CSL 621 SLO Score**	**Second Measure**
Knowledge: Students will be able to demonstrate knowledge about theoretical foundations of group counseling and group work (F.6.a; PG 3)	4.91	4.17
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)	4.65	4.04

Assessment & Testing *(Measured in CSL 520)*		
Objective	**First Measure: CSL 520 SLO Score**	**Second Measure**
Knowledge: Students will be able to demonstrate knowledge about core testing and statistical concepts foundational to assessment (F.7.f; PG 5)	3.54	4.33
Skill: Students will be able to demonstrate skill in the use of assessments for diagnostic and intervention planning purposes (F.7.e; PG 5)	4.15	4.33

Research & Program Evaluation *(Measured in CSL 501)*		
Objective	**First Measure: CSL 501 SLO Score**	**Second Measure**
Knowledge: Students will be able to demonstrate knowledge about qualitative, quantitative, and mixed research methods (3.h.3.)	4.8	3.88
Skill: Students will be able to demonstrate skill in analysis and use of data in counseling (F.8.i; PG 6)	4.93	3.88

Clinical Mental Health Counseling Specialty KPI *(Measured in CSL 637)*		
Objective	**First Measure: CSL 637 SLO Score**	**Second Measure**

Knowledge: Knows the etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders (C.2.b; PG 23)	4.51	4.33
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	4.33

* Benchmark score of 4 or greater meets expectations.

Analysis

For 2024-2025, KPIs were measured by SLO assessment measure items that corresponded to the KPI and by ratings on the integration paper. The CMHC program exceeded the benchmark in 25 of 28 content areas. The benchmark was not met in the Assessment and Testing (measurement 1) content area (mean=3.54), Research and Program Evaluation (measurement 2) content and skill area (mean=3.88), and Helping Relationships (mean=3.86). The CMHC program will be implementing a new assessment plan over the following academic year. One possible explanation for the ratings that are below benchmark relate to the second measure itself, which may not sufficiently be able to assess these KPIs. The program is implementing a new second measure in 2025-2026 as part of its updated assessment plan that may better assess the Research/Program Evaluation KPI. Another explanation could relate to the fact that the Research course was taught in one section by a full-time faculty member and by an adjunct in a second section. We will seek to better coordinate course offerings of all sections.

Bridge-Track Students x Traditional-Admission Students

Theories & Techniques of Mental Health Counseling *(Measured in CSL 504 by: Student Learning Outcome)*		
SLO	**Accelerated**	**Traditional**
Knowledge: Students will be able to demonstrate knowledge about theories and models of counseling. (Core F.5.a PG 3)	4.5 N=4	4.74 N=34
Skill: Demonstrate skill in implementing developmentally relevant counseling treatment or intervention plans (Core F.5.h PG 5)	5.0 N=4	4.86 N=34

Human Growth & Development *(Measured in CSL 502 by: Student Learning Outcome)*		
SLO	**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)	5.0 N=4	5.0 N=33
Skill: Students will be able to demonstrate skill in using a general framework for understanding differing abilities and strategies for differentiated interventions (PG 1; F.3.h)	5.0 N=4	4.93 N=33

Group Counseling and Group Work *(Measured in CSL 621 by: Student Learning Outcome)*		
SLO	**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 *missing one section of scores	4.89 *Missing one section of scores
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)	Missing data due to change in assessment	Missing data due to change in assessment

Analysis

This data compares the average KPI rating of students who were admitted traditionally with those who were admitted through the bridge program for the courses taken prior to bridge program students being formally admitted to the program. Students who were admitted through the bridge program performed as well or better than traditionally admitted students in all three core courses they take before being admitted to the program formally. Data for the skill KPI was not available for CSL 621 skill area.

Student Disposition Data

Item	Candidacy Mean	Int. I Mean	Int. II Mean
Student demonstrates appropriate professionalism regarding attendance and timeliness of completing tasks.	3.38	3.36	3.27
Student seeks supervision and guidance from others when necessary.	3.35	3.44	3.15
Student exhibits compassion and warmth with others.	3.19	3.48	3.00

Students demonstrates effective relationship skills with appropriate boundaries.	3.23	3.4	3.12
Student demonstrates respect for individual differences regarding culture and autonomy in decision making.	3.42	3.44	3.15
Student exhibits self-understanding and how one's belief may affect the counseling relationship.	3.38	3.4	3.15
Student exhibits a professional attitude towards clear communication.	3.08	3.36	3.19
Student exemplifies a growth mindset regarding developing into the role of a professional clinical mental health counselor.	3.31	3.4	3.04
Student exhibits appreciation for ethics, ethical codes, and their application to clinical work.	3.31	3.48	3.15
Student exhibits tolerance for ambiguity.	3.38	3.48	3.12

Benchmark score of 3 meets expectation.

Analysis

Student's disposition evaluations met or exceeded the benchmark on all disposition areas at all measurement points. For a second year, the lowest disposition evaluations were in students' ability to exhibit warmth and compassion; students' ability to exhibit a growth mindset, and students attitude towards clear communication. The highest disposition evaluation was students' appreciation for ethics, ethical codes, and their tolerance for ambiguity, which was a consistent finding from the 2022-2023 and 2023-2024 assessment plans. This indicator is a positive one, as it suggests that students want to act in accordance with professional expectations and ethics. The lower rated of the dispositions may be been unclear as to their core meaning. The program instituted a new disposition tool starting in spring 2025 with a clearer rubric for how to rate students, which will be reflected in the 2025-26 assessment plan.

Professional Practice Data

Site Supervisor Evaluation of Students

Practicum 2024-2025

Highest Five Means	
Learning Objective	**Mean**
Is punctual and completes tasks in a timely manner	2.53

Learning Objective	Mean
Demonstrates openness to supervision	2.53
Follows site policies and procedures	2.50
Demonstrates sensitivity to needs of others	2.48
Understands the importance of relationships between counselors and other professionals/interdisciplinary treatment teams	2.48
Lowest Five Means	
Learning Objective	**Mean**
Demonstrates diagnostic impression skills	2.20
Skill in writing progress notes	2.23
Skill in utilizing existing documentation	2.23
Knows the administrative and operative structure of the agency, including the line-staff assignments, funding source and operational policies	2.23
Understands the emergency management procedure of one's site	2.25

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

Internship I – 2024-2025

Highest Five Means	
Learning Objective	**Mean**
Demonstrates openness to supervision	3.42
Applies listening skills	3.39
Demonstrates observation skills	3.39
Applies basic skills (listening, observation, rapport building, interpretation, education, advocacy) in treatment	3.39
Demonstrates an ability to establish relationships with staff	3.34
Lowest Five Means	
Learning Objective	**Mean**
Shows skill inwriting intakes	3.08
Demonstrates skill in planning and implementing termination/transfer of treatment	3.11
Demonstrates ability to use crisis/trauma assessment skills	3.13
Shows skill applying definable treatment modality or modalities in Marriage and Family Counseling	3.13
Demonstrates risk-prevention skills	3.13

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

Highest Five Means	
Learning Objective	Mean
Demonstrates rapport building skills	4.73
Demonstrates openness to supervision	4.58
Demonstrates sensitivity to needs of others	4.54
Demonstrates ability to work independently	4.51
Applies basic skills (listening, observation, rapport building, interpretation, education, advocacy) in treatment	4.51
Lowest Five Means	
Learning Objective	Mean
Demonstrates risk assessment skills	4.05
Demonstrates skill in assessing co-occurring disorders (e.g. abuse/addiction)	4.05
Shows skill applying definable treatment modality or modalities in group Counseling	4.06
Shows skill applying definable treatment modality or modalities in Marriage and Family Counseling	4.06
Understands the range of mental health service delivery (e.g. inpatient, outpatient, etc.)	4.08

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

Analysis

Site supervisors' evaluations of students indicated that students met or exceeded the benchmark in all areas for practicum and internship. Openness to supervision, being punctual, being sensitive to clients, building rapport with clients, and working independently were all themes that emerged among the highest data points in the practicum and internship I. 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. Furthermore, the highly rated areas are all necessary professional dispositions of professional counselors. Finally, the highest rated items seem to show a shift from dispositions to dispositions and skills as students completed internship II, where they were rated high on rapport building skills, foundational counseling skills, and working independently. The lowest scores were in areas of risk assessment and marriage and family therapy. These may be clinical interventions to which students had limited exposure. This is a consistent finding from 2023-24, as well.

Student Self-Evaluation

Practicum 2024-2025

Highest Five Means	
Learning Objective	**Mean**
Demonstrates rapport building skills	2.15
Applies listening skills	2.13
Demonstrates observation skills	2.13
Applies basic skills (listening, observation, rapport building, interpretation, education, advocacy) in treatment	2.13
Understands the roles/functions of mental health counselors in this practice setting, including how it may differ from other settings	2.13

Lowest Five Means	
Learning Objective	**Mean**
Knows the commonly used referral sources and procedures for one's site	2.00
Demonstrates mental status assessment skills	2.03
Skills in writing progress notes	2.03
Skills in utilizing existing documentation (e.g. records, psychological or psychiatric consultations, site library resources)	2.03
Knows the administrative and operative structure of the agency, including the line-staff assignments funding source and operational policies	2.03

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

Internship I 2024-2025

Highest Five Means	
Learning Objective	**Mean**
Applies listening skills	3.17
Applies basic skills (listening, observation, rapport building, interpretation, education, advocacy) in treatment	3.17
Demonstrates observation skills	3.14
Demonstrates rapport building skills	3.14
Shows skill in writing progress notes	3.14
Lowest Five Means	
Learning Objective	**Mean**
Shows skill in applying definable treatment modality or modalities in Marriage and Family Counseling	2.96

Shows skill in applying definable treatment modality or modalities in Group Counseling	2.96
Demonstrates ability to use crisis/trauma assessments skills	3.00
Knows the administrative and operative structure of the agency, including the line-staff assignments, funding source and operational policies	3.00
Demonstrates application of multicultural competencies to case conceptualization, diagnosis and assessment measures, interventions, prevention work with individuals, couples and/or groups	3.00

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

Internship II 2024-2025

Highest Five Means	
Learning Objective	Mean
Demonstrates rapport building skills	4.44
Applies listening skills	4.31
Demonstrates an ability to establish relationships with clients	4.31
Applies basic skills (listening, observation, rapport building, interpretation, education, advocacy) in treatment	4.28
Is punctual and completes tasks in a timely manner	4.25
Lowest Five Means	
Learning Objective	Mean
Shows skill in applying definable treatment modality or modalities in Marriage and Family Counseling	4.00
Shows skill in applying definable treatment modality or modalities in Group Counseling	4.00
Shows skill in writing intakes	4.00
Knows the administrative and operative structure of the agency, including the line-staff assignments, funding source and operational policies	4.00
Demonstrates skill in planning and implementing termination/transfer of treatment	4.06

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

Analysis

Students' evaluations of themselves paralleled the evaluation of site supervisors in a number of areas, particularly in the highest rated skills and dispositions. Similar to supervisors, they rated

themselves highest in areas such as micro skills, rapport building, openness to supervision, and listening and basic counseling skills. They rated themselves just below the benchmark in multiple areas of both Internship 1 and Internship 2: specific treatment modalities for group counseling and marriage and family counseling, which was also in line with site supervisors lower-rated skills. These data are consistent with previous years findings. Students have limited opportunities for applying marriage/family skills. We will ensure students get continued supervisor support on group interventions in supervision.

Student Evaluation of Faculty Supervisor

Item	F1	F2	F3	F4	F5	F6	M
1. Gives time and energy in observation, review of audio/video recordings, and case conferences.	4.92	4.93	4.90	4.58	5.00	4.56	4.82
2. Accepts and respects me as a person.	5.00	4.93	4.97	4.83	5.00	4.76	4.92
3. Recognizes and encourages further development of my strengths & capabilities.	4.92	4.93	4.92	4.42	5.00	4.67	4.81
4. Gives me useful feedback when I do something well.	4.75	4.86	4.92	4.50	5.00	4.60	4.77
5. Provides me the freedom to develop flexible and effective counseling styles.	4.83	4.86	4.97	4.33	5.00	4.48	4.75
6. Encourages and listens to my ideas and suggestions for developing my counseling skills	4.75	4.86	4.97	4.50	5.00	4.52	4.77
7. Provides suggestions for developing my counseling skills.	4.92	4.86	4.87	4.58	5.00	4.68	4.82
8. Helps me to understand the implications and dynamics of the counseling approaches I use.	4.58	4.79	4.46	4.25	4.83	4.40	4.55
9. Encourages me to use new and different techniques when appropriate.	4.75	4.71	4.62	4.17	4.67	4.48	4.57
10. Is spontaneous and flexible in the supervisory sessions.	5.00	4.64	4.97	4.42	5.00	4.52	4.76
11. Helps me to define and achieve specific concrete goals for myself during the practicum/internship experience.	4.67	4.64	4.38	4.17	5.00	3.96	4.47
12. Gives me useful feedback when I do something inappropriate.	4.67	4.64	4.49	3.83	5.00	4.28	4.49
13. Allows me to discuss problems I encounter in my setting.	5.00	4.93	4.92	4.67	5.00	4.64	4.86
14. Focuses on both verbal and nonverbal behavior in me and in my clients.	4.67	4.79	4.61	4.25	4.83	4.36	4.59
15. Helps me define and maintain ethical behavior in counseling and case management.	4.92	4.79	4.85	4.42	5.00	4.64	4.77
16. Encourages me to engage in professional behavior.	4.92	4.79	4.87	4.50	5.00	4.64	4.79
17. Maintains confidentiality in material discussed in supervisory sessions.	4.83	4.93	4.95	4.67	5.00	4.76	4.86
18. Deals with both content and process when supervising.	4.75	4.79	4.85	4.17	4.83	4.56	4.66
19. Helps me organize relevant case data in planning goals and strategies with my client.	4.75	4.71	4.63	4.00	4.83	4.44	4.56
20. Helps me to formulate a theoretically sound rationale of human behavior.	4.67	4.71	4.54	4.17	4.83	4.64	4.59
21. Offers resource information when I request or need it.	5.00	4.86	4.87	4.25	5.00	4.72	4.78
22. Allows and encourages me to evaluate myself.	4.92	4.64	4.77	4.33	4.83	4.44	4.66
23. Explains his/her criteria for evaluation clearly.	4.50	4.43	4.72	4.25	5.00	4.28	4.53

24. Applies his/her criteria fairly in evaluating my counseling performance	4.75	4.64	4.79	4.25	5.00	4.44	4.65

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

Analysis

Average student evaluations of faculty supervisors generally exceeded the benchmark in all 24 assessment domains. One faculty supervisor was rated just below benchmark in one of 24 areas ("helped me define specific goals for myself"). This was the only domain in all 120 assessment areas rated below benchmark. The supervisor respecting and accepting the student as a person received the highest score (4.92). This highest rated area is consistent with previous year (2022-23) data and indicates that the program supervisors act in a way that is congruent with the program goal to train students to approach others with a respect for their personal worth and dignity.

Student Evaluation of Site Supervisor 2024-2025

Item	Mean
1. Gives time and energy in observation, processing, and case conferences.	4.16
2. Accepts and respects me as a person.	4.62
3. Recognizes and encourages further development of my strengths & capabilities.	4.34
4. Gives me useful feedback when I do something well.	4.20
5. Provides me the freedom to develop flexible and effective counseling styles.	4.38
6. Encourages and listens to my ideas and suggestions for developing my counseling skills	4.28
7. Provides suggestions for developing my counseling skills.	4.30
8. Helps me to understand the implications and dynamics of the counseling approaches I use.	3.83
9. Encourages me to use new and different techniques when appropriate.	4.10
10. Is spontaneous and flexible in the supervisory sessions.	4.33
11. Helps me to define and achieve specific concrete goals for myself during the practicum/internship experience.	3.72
12. Gives me useful feedback when I do something inappropriate.	4.00
13. Allows me to discuss problems I encounter in my setting.	4.49
14. Focuses on both verbal and nonverbal behavior in me and in my clients.	3.94
15. Helps me define and maintain ethical behavior in counseling and case management.	4.21
16. Encourages me to engage in professional behavior.	4.34
17. Maintains confidentiality in material discussed in supervisory sessions.	4.45
18. Deals with both content and process when supervising.	4.21
19. Helps me organize relevant case data in planning goals and strategies with my client.	4.07
20. Helps me to formulate a theoretically sound rationale of human behavior.	4.02
21. Offers resource information when I request or need it.	4.53
22. Allows and encourages me to evaluate myself.	4.27
23. Explains his/her criteria for evaluation clearly.	3.93
24. Applies his/her criteria fairly in evaluating my counseling performance	4.15

Benchmark score of 4 indicates performing at appropriate level

Analysis

Average student evaluations of site supervisors generally exceeded the benchmark in all 24 assessment domains except for items 8, 11, and 23 which relate to developing concrete counseling goals and understanding the implications of the counseling approaches used. From a student perspective, site supervisors are generally supportive and helpful in the process of developing professional practice skills.

Graduating Student Exit Survey Data- 2024-2025

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.	3.73
2.The Program's Effectiveness in developing your comprehension of professional counseling identity, a commitment to self-care, and ongoing professional development.	3.79
3. The Program's effectiveness to help you to develop an understanding of and ability to apply: prevention and intervention counseling approaches to fostering mental health & wellness at individual and larger system levels.	3.73
4. The Program's effectiveness to help you to learn how to apply diversity awareness in response to client needs.	3.58
5. The Program's effectiveness to help you develop an understanding of and ability to apply appropriate, culturally-informed assessments at all relevant dimensions of treatment process.	3.52
6. The Program's effectiveness to help you develop an understanding of and ability to analyze relevant research findings for program evaluation, as well as for the selection, evaluation of and enhancement of treatment approaches.	3.42
7. The Program's effectiveness to help you apply diagnostic principles.	3.85
Incorporating a Catholic perspective into the curriculum	*3.7*
Providing an understanding of what it means to be a professional counselor who practices from a Catholic perspective	*3.61*
Providing students with access to academic advising	*3.56*
Providing students with quality academic advising	*3.55*

* Benchmark score of '3' indicates the program was 'effective'

Analysis

The program met the benchmark of "effective" in all areas based on the graduating student exit survey. Four new questions were added this year that are not specific to program goals but that

related to CACREP standards regarding advising and the program's Catholic mission. Results indicated that the program was rated effective with regarding to providing students with access to advising and quality advising. The program was also rated effective in its ability to train students with an understanding of what it means to be a counselor who practices from a Catholic worldview.

Program Evaluation and Program Objectives Data

Admissions Data 2024-2025

Race	Gender	2024-2025 Applicants	2024-2025 Admissions
Alaskan/Native American	Male	0	0
	Female	0	0
Asian	Male	0	0
	Female	3	2
Black/African American	Male	1	0
	Female	3	2
Hispanic	Male	0	0
	Female	9	2
Native Hawaiian/Pacific Islander	Male	0	0
	Female	0	0
White	Male	19	10
	Female	26	14
Total:		**61**	**30**
U.S. Nonresident	Male		
	Female		

Analysis

For the 2024-25 admissions, White females accounted for 46% of the admissions, White males made up 33% of the admitted students. Black or African Americans comprised 6% of admits, and Hispanic/Latinos accounted for 6% of the admits. The CMHC program continues to attract diverse Catholic students from diverse regions across the US, as well as internationally, particularly from Africa. Most of the Black male applicants are international students from Africa. The admittance level of these applicants is often related to missing elements of the application or not meeting admissions standards.

Program Goals Assessment

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 Graduating Student Exit Survey	**4.26**
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 Graduating Student Exit Survey	**4.08**
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 Graduating Student Exit Survey	**4.15**

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 Graduating Student Exit Survey	**4.09**
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 Graduating Student Exit Survey	**4.14**
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 Graduating Student Exit Survey	**3.88**
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 Graduating Student Exit Survey	**4.33**

* Benchmark score of 3 or greater meets expectations.

Analysis

The CMHC program met or exceeded all benchmarks for program goals. The goal related to analyzing relevant research findings for program evaluation and treatment strategies was the lowest rated item for program assessment (m=3.88). These data suggest the program adequately prepares students for their work as professional counselors but could use additional focus on research training. The highest scores were in the content areas of developing an understanding of the person from a Christian and valuing perspective on the person and developing an appropriate identity as a professional counselor. Research and program evaluation also was rated lower in previous years. This content area provides an opportunity for improvement for the CMHC program. The CMHC program will be implementing a new assessment plan over the following academic year. The program will consider how research can be more systematically included in the program's design and across the curriculum.

Alumni Survey Data (2023 Distribution)

Item	Mean
5. If I sought a clinical counseling job upon graduation, I found relevant employment	* 100% of alumni had found relevant employment within 1 year of graduation
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 defining the program's fundamental purpose?	4.0
2. How effective is the mission statement at aligning with the Catholic missions of Franciscan University?	3.9
3. How effective is the mission statement at reflecting a commitment to train students to work with people from diverse backgrounds?	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.

Program KPI Data

Program Area Key Performance Indicator	Measure of Key Performance Indicator
KP 1: Students' Licensure Eligibility	NCE National Pass Rate Spring 2025: 87% NCE FUS Pass Rate Spring 2024 (27 students): 96% NCE National Mean Spring 2025: 110.8 NCE FUS Mean Spring 2025: 119.9
KP 2: Key stakeholders' confidence in the CMHC Program's ability to train students in the skills and dispositions of professional counselors	2023 Alumni Survey items; Employer Survey items; and Site Supervisor Ratings in Internship II: met
KP 3: Completion Rate	Completion rate (goal 80% or greater retention rate) – 2024 – 2025: 92%

Summary CACREP Vital Statistics Data 2024-2025

Number of Program Graduates: 36
Degree Completion Rate: 92% within university set timeframe for graduation
NCE Pass Rate: 96%
Combined Employment and/or doctoral admission rate: 100% of those who sought employment in the field

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:

In light of the release of the 2024 CACREP standards, the FUS CMHC program will need to gain compliance with the curriculum and assessment standards.

Program-Level Modification

In response to the 2023-24 Program Assessment Plan goals related to program modifications, the CMHC program has re-evaluated its assessment plan to gain compliance with the newest CACREP standards and to improve its reliability and validity of assessment data. In the 2024-25AY, the program reviewed and modified program goals with stakeholder input; updated all syllabi with 2024 standards; identified new KPIs for all core content areas and determined how data will be collected for these KPIs twice during students' time in the program; identified new dispositions and measures to assess those dispositions; and updated the student handbook to communicate the assessment plan to students.

A primary goal for the program in the 25-26AY is to fully implement the updated assessment plan related to individualized and global student outcomes and dispositions assessments.

A second goal for the program is to revise its alumni and employer surveys to reflect updated program goals approved in spring of 2024.

Student Skill Opportunity:

As indicated by the exit survey, students continue to report that they are not fully prepared to apply research to treatment, though they are meeting benchmark standards according to the 24-25 student assessment data. The program has attempted to remediate this issue in the past through curricular modifications such as including research-related assignments in other classes.

Student Skill *(Curricular Modification)*

In the 2025-26 academic year, the program will create a curriculum map to indicate where research assignments are incorporated across the curriculum to ensure we have many touchpoints related to research in a variety of courses. We also commit to reviewing opportunities for adding research-based assignments across the curriculum as appropriate to the course aims.

Secondly, in response to student evaluation of site supervisor's supervision, which was rated lower on supervisor's attention to setting supervisory goals and assistance in connecting counseling theory with practice, we will tailor our annual supervision training to address those two student perception issues. Additionally, program-based supervisors will be trained in goal-setting with student supervisees.