



2017-2018 Annual Report

Clinical Mental Health Counseling Program

ADLER UNIVERSITY, CHICAGO, ILLINOIS

COUNSELOR EDUCATION AND COUNSELOR DEPARTMENT

CLINICAL MENTAL HEALTH COUNSELING PROGRAM

September 10th, 2018

CMHC Annual Report

This Annual Report is prepared to provide applicants, students, alumni, community partners, and other stakeholders with a review of the year's key activities and relevant data. This report will cover the following information:

- I. [Highlights of Programmatic Changes](#)
- II. [Alumni Survey Results](#)
- III. [Site Supervisor & Employer Survey Results](#)
- IV. [Student Learning Outcome Assessment Plan \(SLOAP\)](#)
 - a. [Appendix A: 2017-2018 CMHC SLOAP Data](#)

I. Highlights of Programmatic Changes

a. New Core Faculty

The CMHC Program has undergone recent changes in our personnel. This past June 2018 we lost 3 of our valued core faculty members. More specifically, Drs. Tamekia Bell, Brian Price, and Judy Skorek have left the University. Through a successful search process, we have hired 2 core faculty. It is my great pleasure to introduce Dr. Monica Boyd-Layne and Dr. Jenae Thompson!

Dr. Monica Boyd-Layne completed her Ph.D. in Counselor Education and Supervision in 2018 from the Chicago School of Professional Psychology. Her dissertation explored African-American women graduate student's perception of belonging while enrolled in graduate school. A Licensed Clinical Professional Counselor (LCPC), Dr. Boyd-Layne comes to Adler with extensive clinical and supervisory experience in addictions and community mental health settings. She has previously taught as an adjunct faculty at the Chicago School as well.

Dr. Jenae Thompson completed her Ph.D. in Counselor Education and Supervision in 2018 from Walden University in Minneapolis. Her dissertation explored the multicultural pedagogy of CES faculty through intersectional lens. A Licensed Professional Counselor (LPC) and Board Approved Clinical Supervisor in Virginia and Board Certified TeleMental Health Practitioner, Dr. Thompson comes to Adler with extensive clinical experience, especially in telemental health counseling modalities.

b. Planned Delivery of Complete Online CMHC Modality – Spring 2019

In March 2018, the CMHC Program received approval from the Council for Accreditation of Counseling and Related Educational Programs (CACREP) to offer the CMHC Program in a completely online delivery modality. Along with this change comes the hiring of an Online Curriculum and Teaching Associate Chair within the Counselor Education and Counseling Department for the Fall 2018 semester.

Dr. Fran Giordano, has been hired as the Online Curriculum and Teaching Associate Chair of the Counselor Education and Counseling Department. She will be helping with the Department to launch the CMHC modality in spring 2019, and uphold the quality of online teaching and students' learning experiences. Dr. Giordano has been a counselor educator since 1992. She has worked for multiple universities in various capacities. She has a wealth of experiences in teaching and leading counseling programs. Under her leadership, she successfully established the Online Clinical Mental Health program for Northwestern University, and attained 8-year accreditation for both online and on-ground programs in 2015.

c. Adopting Professional Dispositional Evaluation Criteria

Recognizing the importance of evaluating and promoting behaviors and attitudes that lead to effective professional counseling, the Counselor Education and Counseling (CEC) Department developed a task

force to establish professional dispositions that will be required of all students. This rigorous process included the following:

- Task Force established and held several rounds of consensual qualitative examination.
 - Collectively reviewed (1) the existing professional dispositions, (2) recent literature on professional dispositions, and (2) the feedback from the department meeting.
 - Separately examined the dispositions to determine what dispositions needed to be (1) kept, (2) consolidated, or (3) added entirely.
 - Collectively reviewed our conclusions and process of how we came to them, sought shared meaning and commonalities. This resulted in 5 overlapping dispositions.
 - Final round of separately examining the 5 dispositions, to determine if all criteria were accounted for.
 - Finalized 6 professional dispositions with definitions.

The following were recommended and approved by the CEC Department:

Self-Awareness

The ability to engage in ongoing self-reflection and recognize the impact of one's own actions; the ability to identify and manage emotions, particularly under stress; the ability to understand how actions and words are perceived by others. The ability to monitor one's own wellness and demonstrate a commitment to self-care.

Openness

The ability to be open to receiving and inviting feedback as well as incorporating feedback to make positive changes; the ability to maintain humility to invite and incorporate outside perspectives into interactions to evaluate values and beliefs.

Interpersonal Effectiveness

The ability to show empathy and unconditional acceptance towards others. The ability to dialogue with compassion and take responsibility and accountability for impact of actions toward others.

Professional Integrity

The ability to tolerate ambiguity and discomfort while also initiating discussion and caring confrontation (*courage*) when necessary; the ability to adjust to challenges with a positive attitude; the ability to maintain professionalism appropriate for class, clinical experiences and when representing the counseling profession.

Respect & Commitment to Diversity & Social Justice

The ability to collaborate with respect for differences in thought, opinion, and experiences. The ability to initiate and take action to increase self-awareness of own social identities, social group statuses, power, privilege, oppression, strengths, limitations, assumptions, attitudes, values, beliefs, and biases; and demonstrates knowledge, respect and integration of the Multicultural Social Justice Counseling Competencies (MSJCC) and commitment to social responsibility.

Ethical Practice

The ability to identify ethical dilemmas and seek consultation. The ability to monitor one's ethical behavior and seek to uphold professional ethical practices.

These dispositions were disseminated to all students through the CMHC Program guide and during the New Student Orientation. They will be incorporated as part of the student evaluation process, which is an accreditation requirement for the most recent CACREP 2016 Standards.

II. Alumni Survey Results

The most recent alumni survey was sent out in June of 2018 to all CMHC Alumni. A total of **25** responses were received. Of those who participated, **19** reported that they found full-time employment related to the training they received, while an additional **3** reported that they were currently continuing their studies in an academic program related to their training (e.g., Doctorate in Counselor Education & Supervision). Below you will find several tables that highlight key responses:

Table 1.1. Employment Setting

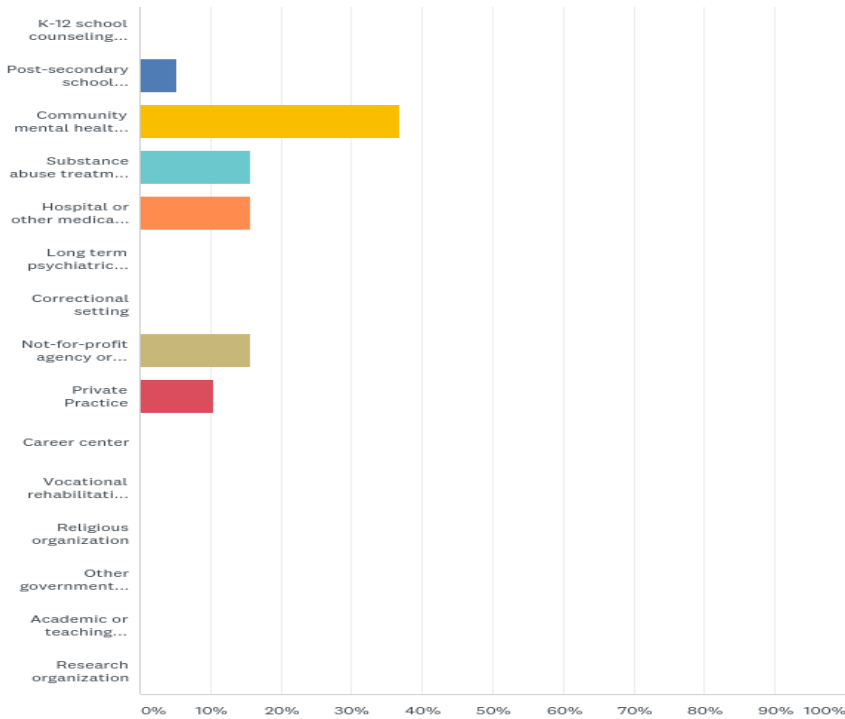


Table 1.2 First Job Annual Salary Range

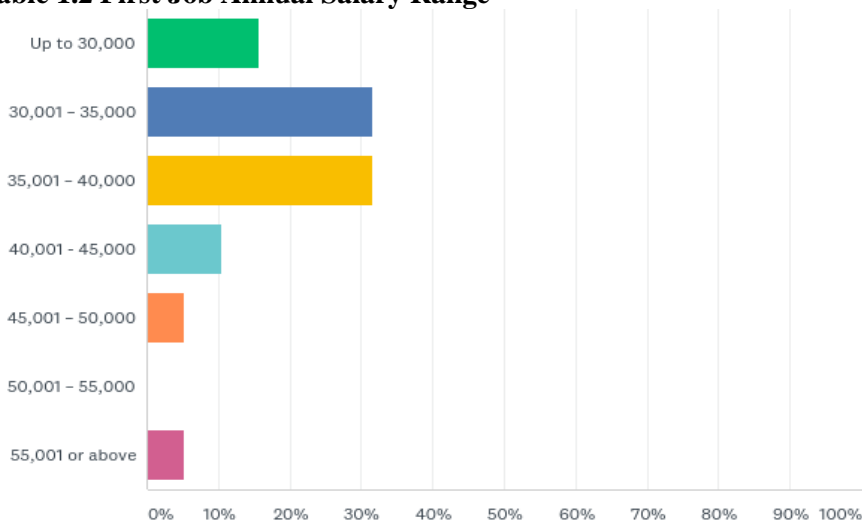


Table 1.3 Graduates Currently Working at a Site that Engages in Social Responsible Practice

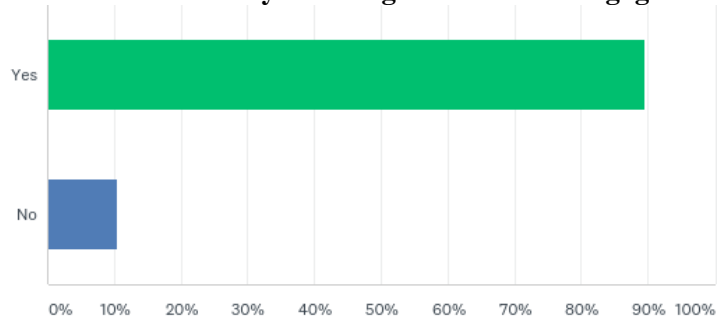


Table 1.4 Current Certifications of Graduates

ANSWER CHOICES	RESPONSES	
National Certified Counselor (NCC)	88.89%	16
Certified Clinical Mental Health Counselor (CCMHC)	16.67%	3
Certified Addiction and Drug Counselor (CADC)	5.56%	1
Approved Clinical Supervisor (ACS)	0.00%	0
Registered Play Therapist (RPT)	0.00%	0
Certified Trauma Specialist (CTS)	0.00%	0
Certified Employee Assistance Professional (CEAP)	0.00%	0
Certified Rehabilitation Counselor (CRC)	0.00%	0
Certified Eating Disorders Specialist (CEDs)	0.00%	0
Total Respondents: 18		

Table 1.5 How Prepared Graduates Believed They Were Across Program Objectives

Program Objective	Rating
Professional Orientation and Ethical Practice	Strongly Prepared (43%), Adequately Prepared (47%),
Social and Cultural Diversity	Strongly Prepared (68%), Adequately Prepared (32%),
Human Growth and Development:	Strongly Prepared (37%), Adequately Prepared (56%), Poorly Prepared (7%),
Career Development	Strongly Prepared (12%), Adequately Prepared (62%), Poorly Prepared (25%),
Helping Relationships	Strongly Prepared (50%), Adequately Prepared (43%), Poorly Prepared (7%),
Group Work	Strongly Prepared (50%), Adequately Prepared (50%),
Assessment:	Strongly Prepared (18%), Adequately Prepared (63%), Poorly Prepared (19%)
Research and Program Evaluation:	Strongly Prepared (13%), Adequately Prepared (62%), Poorly Prepared (25%)
Clinical Mental Health Counseling:	Strongly Prepared (44%), Adequately Prepared (56%),
Adlerian Foundations and Principles:	Strongly Prepared (37%), Adequately Prepared (51%), Poorly Prepared (12%)
Social Justice/Social Responsibility:	Strongly Prepared (69%), Adequately Prepared (25%), Poorly Prepared (6%)

III. Site Supervisor & Employer Results

The most recent site supervisor and employer survey was sent out in August of 2018 to previous and current site supervisors as well as employers of graduates. A total of **13** responses were received. Of those who participated, **10** reported that they were a previous or current site supervisor and an additional **3** reported that they were both a site supervisor and an employer of our graduates.

Below you will find several tables that highlight key responses:

Table 2.1 Perceived Competency of Graduates

Competency Domains	Rating
Professional Orientation and Ethical Practice	Superior (29%), Above Average (41%), Average (30%)
Social and Cultural Diversity	Above Average (65%), Average (35%)
Helping Relationships	Superior (25%), Above Average (50%), Average (25%)
Effective Consultation & Supervision	Superior (6%), Above Average (29%), Average (30%), Not Observed (35%)
Assessment & Clinical Decision-Making	Superior (6%), Above Average (59%), Average (35%)
Research and Program Evaluation:	Superior (6%), Above Average (18%), Average (35%), Not Observed (41%)
Intervention Skills	Above Average (53%), Average (47%)

Table 2.1 Areas of Greatest Strength and Potential for Additional Training

Greatest strengths of counseling program	Areas for additional training?
<ul style="list-style-type: none"> • Interns are provided additional weekly support through their university supervisors. • Knowledge of clinical theories, skill using micro-level interventions, documentation of services • Good clinical skills, ability to deliver client centered services take into account social inequality • The experience from the social justice practicum helps them to better understand diversity and social justice issues and apply them to clinical practice. • Superior understanding of theories of practice AND ability to put theory into practice with clients. • Professional orientation and social justice emphasis. 	<ul style="list-style-type: none"> • Time management and self-care practices • Multicultural competency and differential diagnosis • Self-care, flexibility in adaptation of services to context (use of systems theory - engagement of informal support system in treatment • Interns especially need extra help with knowing how to ask the right questions to get at a diagnosis (rather than practicing reading a diagnosis from a case description where the symptoms are clearly laid out).

IV. Student Learning Outcomes Assessment Program (SLOAP): 2017-2018 Academic Year

Within the CMHC Program, student learning is measured and evaluated through the Student Learning Outcomes and Assessment Program (“SLOAP”). SLOAP is a continuous assessment process that measures the quality of learning across the programs of the Adler University which assess competencies across broad institutional learning outcomes that are tied directly to the University’s mission as well as program objectives and accreditation standards.

The Program Objectives are primarily measured by way of 4 data sources:

1. Practicum & Internship Site Supervisor Evaluations
2. Practicum & Internship Seminar Leader (i.e., Faculty Supervisor) Evaluations
3. Course Rubrics
4. Counselor Preparation Comprehensive Examination (CPCE) Results

Summary of Findings

A detailed description of the SLOAP data for the 2017-2018 academic year can be found in [Appendix A on page 8](#). Overall, the majority of our students are meeting the Program Objectives: completing coursework at the expected competency level or higher, receiving positive internship evaluations from site and faculty supervisors, and successfully passing the CPCE. Moreover, students, site supervisors, and employers alike report that graduates are prepared sufficiently as socially responsible and culturally competent practitioners. Indeed, many of our graduates reported work at sites that serve marginalized community and pursue social justice.

There were, however, a few areas where the program fell short of its stated SLOAP goal. These areas are most notably reflected in the respective content sections of the CPCE:

- Assessment: 41 of 50 CMHC students (82%) scored 9 or better on Section C6.
- Research & Program Evaluation: 44 of 50 CMHC students (88%) scored 8 or better on Section C7.
- Career Development: 41 of 50 CMHC students (82%) scored 7 or better on Section C5.

These areas, while discouraging, are not surprising, as they are also corroborated by alumni survey results where students feel the least prepared. Key actions that are targeted to address these areas include the following:

- Changing the course rotation: Beginning Fall 2018, the program will offer COUN 626 – Appraisal and Assessment and COUN 625 Research and Program Evaluation earlier in the program of study. The faculty believe that requiring these courses earlier may provide a stronger foundation for which subsequent courses can be better informed through an empirical lens; integrating evidence-based practices and scholarship in all coursework.
- Partnering with the library: The CMHC Program has partnered with our librarian to provide brief workshops during the semesters in which research and program evaluation is offered to assist students in navigating databases and increasing fluency in scholarly literature.
- Offering CPCE/NCE Preparation Workshops: The CEC Department have begun hosting weekend workshops for all students taking the CPCE and NCE. These workshops focus on one content area per weekend, taught by faculty and are free to students.

Respectfully submitted,

Justin D. Lauka, Ph.D., LCPC, CCMHC, NCC, ACS
Associate Professor and Program Director, Clinical Mental Health Counseling
Adler University

Appendix A: CMHC Program 2017-2018 SLOAP Data

Program Objective 1: Professional Orientation and Ethical Practice: Describe and apply all aspects of professional practice, including history, roles, professional organizations, ethic and legal standards, counselor credentials and advocacy processes. <i>Aligns with Broad Learning Outcome I: Competence in Practice, and Broad Learning Outcome III: Social Responsibility in Practice</i>	
Methods of Assessment	Assessment Results
Practicum & Internship Supervisor Evaluations: 100% of students will be rated a 3 (“Average”) or better by site supervisors on evaluation items applicable to this content area:	<u>Available data:</u> CMHC-698: CMHC Internship & Seminar II: 35 approved site supervisor evaluations
	<u>Course & Percentage of Students Rated 3 or better:</u>
<i>Displays reliability, punctuality, adaptability</i>	<ul style="list-style-type: none"> • 698: 35 of 35 students (100%)
<i>Demonstrates accuracy, thoroughness, integrity in documentation and communication</i>	<ul style="list-style-type: none"> • 698: 35 of 35 students (100%)
<i>Shows respect for clients and their welfare (confidentiality, dignity, helpfulness)</i>	<ul style="list-style-type: none"> • 698: 35 of 35 students (100%)
<i>Utilizes self-awareness and self-care practices</i>	<ul style="list-style-type: none"> • 698: 35 of 35 students (100%)
Practicum & Internship Seminar Leader Evaluations: 100% of students will be rated a 3 (“Average”) or better by seminar leaders on evaluation items applicable to this content area:	<u>Available Data:</u> CMHC-698: CMHC Internship & Seminar II: 22 seminar leader evaluations submitted
	<u>Course & Percentage of Students Rated 3 or better:</u>
<i>Displays reliability, punctuality, adaptability</i>	<ul style="list-style-type: none"> • 698: 22 of 22 students (100%)
<i>Demonstrates accuracy, thoroughness, integrity in documentation and communication</i>	<ul style="list-style-type: none"> • 698: 22 of 22 students (100%)
<i>Shows respect for clients and their welfare (confidentiality, dignity, helpfulness)</i>	<ul style="list-style-type: none"> • 698: 22 of 22 students (100%)
<i>Utilizes self-awareness and self-care practices</i>	<ul style="list-style-type: none"> • 698: 22 of 22 students (100%)
CPCE Scores: 100% of CMHC students will score 8.5 on section C8 – Professional Orientation and Ethical Practice (calculated as one standard deviation below the national mean)	45 of 50 CMHC students (90.0%) scored 8.5 or better on Section C8.
Course Rubrics: 100% of students will score a 2 (“Meets Expectations”) or better on all applicable rubric items for the courses specified below.	
CMHC-531: Foundations of Clinical Mental Health Counseling - Rubrics submitted for 59 CMHC students.	Count and Proportion of Students Rated 2 or Better per Item: 58 of 59 students (98.3%)
CMHC-635: Advanced Clinical Mental Health Counseling - Rubrics submitted for 32 CMHC students	Count and Proportion of Students Rated 2 or Better per Item: 32 of 32 students (100%)
COUN-532: Professional, Legal, and Ethical Issues - Rubrics submitted for 62 CMHC students.	Count and Proportion of Students Rated 2 or Better per Item: 62 of 62 students (100%)
COUN-618: Couples and Family Counseling - Rubrics submitted for 28 CMHC students.	Count and Proportion of Students Rated 2 or Better per Item: 28 of 28 students (100%)
COUN-629: Career Development Theories and Interventions - Rubrics submitted for 46 CMHC students.	Count and Proportion of Students Rated 2 or Better per Item: 44 of 46 students (95.7%)

Program Objective 2: Social and Cultural Diversity: Develop self-awareness and multicultural counseling competencies. Apply theory and research on cultural factors impacting counseling relationships in a multicultural and diverse society, and the role of social justice and advocacy to the practice of counseling.	
Methods of Assessment	Assessment Results
Practicum & Internship Supervisor Evaluations: 100% of students will be rated a 3 (“Average”) or better by site supervisors on evaluation items applicable to this content area:	<u>Available Data</u> CMHC-698: CMHC Internship & Seminar II: 35 approved site supervisor evaluations. <u>Course & Percentage of Students Rated 3 or Better:</u>
<i>Demonstrates cultural self-awareness (assumptions, privilege, biases)</i>	<ul style="list-style-type: none"> 698: 35 of 35 students (100%)
<i>Promotes social justice: works to eliminate biases, prejudices, and oppression in practice whenever possible</i>	<ul style="list-style-type: none"> 698: 32 of 32 students (100%) were rated 3 or better. <ul style="list-style-type: none"> Three students were rated 0 (“Not Applicable or Not Observed”).
<i>Shows appreciation of individual and cultural differences and the impact of social, political, economic and cultural factors on well-being and health</i>	<ul style="list-style-type: none"> 698: 35 of 35 students (100%)
<i>Utilizes a strengths-based approach and uses of tools for change in promoting emotional and interpersonal well-being</i>	<ul style="list-style-type: none"> 698: 33 of 33 students (100%) <ul style="list-style-type: none"> Two students were rated 0 (“Not Applicable or Not Observed”).
Practicum & Internship Seminar Leader Evaluations: 100% of students will be rated a 3 (“Average”) or better by seminar leaders on evaluation items applicable to this content area:	
<u>Available Data</u>	
<ul style="list-style-type: none"> CMHC-698: Internship & Seminar II: 22 seminar leader evaluations submitted. 	
<u>Course & Percentage of Students Rated 3 or better:</u>	
<i>Demonstrates cultural self-awareness (assumptions, privilege, biases)</i>	<ul style="list-style-type: none"> 698: 22 of 22 students (100%)
<i>Promotes social justice: works to eliminate biases, prejudices, and oppression in practice whenever possible</i>	<ul style="list-style-type: none"> 698: 22 of 22 students (100%)
<i>Shows appreciation of individual and cultural differences and the impact of social, political, economic and cultural factors on well-being and health</i>	<ul style="list-style-type: none"> 698: 22 of 22 students (100%)
<i>Utilizes a strengths-based approach and uses of tools for change in promoting emotional and interpersonal well-being</i>	<ul style="list-style-type: none"> 698: 22 of 22 students (100%)
CPCE Scores: 100% of students will score at least a 7.8 on Section 2: Social & Cultural Diversity	46 of 50 CMHC students (92.0%) scored 7.8 or better on Section C2.
Course rubrics: 100% of students will score 2 (“Meets Expectations”) or better on applicable rubric items for the courses below.	
COUN-534: Counseling Skills - Rubrics submitted for 32 CMHC students	Count and Proportion of Students Rated 2 or Better per Item: 32 of 32 students (100%)
COUN-536: Counseling Multicultural Communities - Rubrics submitted for 34 CMHC students	Count and Proportion of Students Rated 2 or Better per Item: 34 of 34 students (100%)
COUN-540: Group Counseling - Rubrics submitted for 49 CMHC students	Count and Proportion of Students Rated 2 or Better per Item: 49 of 49 students (100%)
COUN-618: Couple & Family Counseling - Rubrics submitted for 28 CMHC students	Count and Proportion of Students Rated 2 or Better per Item: 28 of 28 students (100%)
CMHC-635: Advanced Clinical Mental Health Counseling - Rubrics submitted for 32 CMHC students	Count and Proportion of Students Rated 2 or Better per Item: 32 of 32 students (100%)

Program Objective 3: <u>Human Growth and Development</u>: Apply models of individual, couples, and family development in the practice of counseling with emphasis on cultural diversity across lifespan.	
Methods of Assessment & Thresholds for Success	Assessment Results
Course Rubrics: 100% of students will be rated 2 (“Meets Expectations”) or better on all applicable rubric items for the courses specified below.	
COUN-535: Diagnosis of Maladaptive Behavior - Rubrics submitted for 52 CMHC students	Count and Proportion of Students Rated 2 or Better per Item: 52 of 52 students (100%)
COUN-536: Counseling Multicultural Communities - Rubrics submitted for 34 CMHC students	Count and Proportion of Students Rated 2 or Better per Item: 34 of 34 students (100%)
COUN-618: Couple & Family Counseling - Rubrics submitted for 28 CMHC students	Count and Proportion of Students Rated 2 or Better per Item: 28 of 28 students (100%)
COUN-622: Human Growth and Development - Rubrics submitted for 30 CMHC students	Count and Proportion of Students Rated 2 or Better per Item: 29 of 30 students (96.7%)
COUN-630: Addictions Counseling - Rubrics submitted for 29 CMHC students	Count and Proportion of Students Rated 2 or Better per Item: 29 of 29 students (100%)
CPCE Scores: 100% of students will score at least 9.0 on Section C1: Human Growth & Development	
	45 of 50 CMHC students (90%) scored 9 or better on Section C1.

Program Objective 4: <u>Career Development</u>: Demonstrate knowledge and apply career development and decision-making models and strategies with multicultural and diverse populations.	
Methods of Assessment	Assessment Results
Course Rubrics: 100% of students will receive ratings of 2 (“Meets Expectations”) or better on all applicable rubric items for the courses specified below.	
COUN-622: Human Growth & Development - Rubrics submitted for 30 CMHC students.	Count and Proportion of Students Rated 2 or Better per Item: 29 of 30 students (96.7%)
COUN-629: Career Development Theories & Interventions - Rubrics submitted for 46 CMHC students.	Count and Proportion of Students Rated 2 or Better per Item: 44 of 46 students (95.7%)
CPCE Scores: 100% of students will score at least 6.8 on Section 5: Career Development	
	41 of 50 CMHC students (82%) scored 7 or better on Section C5.

Program Objective 5: <u>Helping Relationships</u>: Demonstrate knowledge of theories and skills to provide ethical counseling, consultation, and crisis intervention services.	
Methods of Assessment	Assessment Results
Practicum & Internship Supervisor Evaluations: 100% of students will be rated a 3 (“Average”) or better by site supervisors on evaluation items applicable to this content area:	<u>Available Data:</u> CMHC-698: CMHC Internship & Seminar II: 35 approved site supervisor evaluations
	<u>Count and proportion of students rated 3 or better by course:</u>
<i>Demonstrates essential interviewing and counseling skills (listening, validating clients’ feelings, establishing working alliance, empathy)</i>	• 698: 35 of 35 students (100%)
<i>Clients show improvement or growth from work with the student (process having an impact)</i>	• 698: 35 of 35 students (100%)
<i>Manages client interactions effectively</i>	• 698: 35 of 35 students (100%)
<i>Shows respect, support, and encouragement to clients</i>	• 698: 35 of 35 students (100%)
Seminar Leader Evaluations: 100% of students will be rated a 3 (“Average”) or better by supervisors on evaluation items applicable to this content area:	<u>Available Data:</u> • CMHC-698: CMHC Internship & Seminar II: 22 seminar leader evaluations submitted.
	<u>Percentage of students rated 3 or better by course:</u>

Program Objective 5: <u>Helping Relationships</u>: Demonstrate knowledge of theories and skills to provide ethical counseling, consultation, and crisis intervention services.	
Methods of Assessment	Assessment Results
<i>Demonstrates essential interviewing and counseling skills (listening, validating clients' feelings, establishing working alliance, empathy)</i>	<ul style="list-style-type: none"> CMHC-698: 22 of 22 students (100%)
<i>Clients show improvement or growth from work with the student (process having an impact)</i>	<ul style="list-style-type: none"> CMHC-698: 22 of 22 students (100%)
<i>Manages client interactions effectively</i>	<ul style="list-style-type: none"> CMHC-698: 22 of 22 students (100%)
<i>Shows respect, support, and encouragement to clients</i>	<ul style="list-style-type: none"> CMHC-698: 22 of 22 students (100%)
Course Rubrics: 100% of students will score a 2 ("Meets Expectations") or better on all applicable rubric items for the courses specified below.	
COUN-532: Professional, Legal, and Ethical Issues - Rubrics submitted for 62 CMHC students	Count and proportion of students rated 2 or better: 62 of 62 students (100%)
COUN-533: Counseling Theories - Rubrics submitted for 31 CMHC students	Count and proportion of students rated 2 or better: 28 of 31 students (90.3%)
COUN-534: Counseling Skills - Rubrics submitted for 32 CMHC students	Count and Proportion of students rated 2 or better: 32 of 32 students (100%)
COUN-540: Group Counseling - Rubrics submitted for 49 CMHC students	Count and proportion of students rated 2 or better: 46 of 49 students (93.9%)
CMHC-617: Treatment Planning and Intervention - Rubrics submitted for 44 of 45 CMHC students	Count and proportion of students rated 2 or better: 42 of 44 students (95.5%)
COUN-618: Couple & Family Counseling - Rubrics submitted for 28 of 63 CMHC students	Count and proportion of students rated 2 or better: 28 of 28 students (100%)
CMHC-531: Foundations of Clinical Mental Health Counseling - Rubrics submitted for 59 of 67 CMHC students	Count and proportion of students rated 2 or better: 58 of 59 students (98.3%)
CMHC-635: Advanced Clinical Mental Health Counseling - Rubrics submitted for 32 of 42 CMHC students	Count and proportion of students rated 2 or better: 32 of 32 students (100%)
CPCE Scores: 100% of students will score at least a 9.3 on Section 3: Counseling and Helping Relationships	46 of 50 CMHC students (92%) scored a 9 or better on Section C3.

Program Objective 6: <u>Group Work</u>: Participate in, facilitate, and lead experiential group and apply group work principles and theories, methods, and skills to the practice of counseling.	
Methods of Assessment & Success Thresholds	Assessment Results
Course Rubrics: 100% of students will be rated 2 ("Meets Expectations") or better on applicable items in rubrics for the courses outlined below.	
COUN-540: Group Counseling - Rubrics submitted for 49 of 52 CMHC students	Count and proportion of students rated 2 or better: 49 of 49 students (100%)
CPCE Scores: 100% of students will score at least 8.4 on Section 4: Group Counseling and Group Work	48 of 50 CMHC students (96%) scored 8 or better on Section C4.

Program Objective 7: <u>Assessment</u>: Demonstrate knowledge of principles of testing and measurement, including statistical concepts and apply them to individual and group assessment and evaluation.	
Methods of Assessment	Assessment Results
Practicum & Internship Supervisor Evaluations: 100% of students will be rated a 3 ("Average") or better by site supervisors on evaluation items applicable to this content area:	CMHC-698: CMHC Internship & Seminar II: 35 approved site supervisor evaluations
<i>Demonstrates initial assessment and screening ability - is able to determine clients' immediate and long-term needs and suggest appropriate interventions or referrals</i>	<ul style="list-style-type: none"> 698: 35 of 35 students (100%) were rated three or better.
<i>Uses sound rationale in deciding focus of treatment and who attends sessions, effectively involves family members if applicable</i>	<ul style="list-style-type: none"> 698: 35 of 35 students (100%) were rated three or better.

Program Objective 7: <u>Assessment</u>: Demonstrate knowledge of principles of testing and measurement, including statistical concepts and apply them to individual and group assessment and evaluation.	
Methods of Assessment	Assessment Results
<i>Demonstrates Case conceptualization skills - present a coherent understanding of clients' strengths, problems, resources (internal/external), and stressors</i>	<ul style="list-style-type: none"> 698: 35 of 35 students (100%) were rated three or better.
<i>Shows understanding of specific behavioral and mental health issues (including addictions, crisis intervention, interpersonal violence, et al.) and the ability to prioritize presenting issues appropriately prior to intervention</i>	<ul style="list-style-type: none"> 698: 35 of 35 students (100%) were rated three or better.
Practicum & Internship Seminar Leader Evaluations: 100% of students will be rated a 3 ("Average") or better by supervisors on evaluation items applicable to this content area:	<ul style="list-style-type: none"> CMHC-698: CMHC Internship & Seminar II: 22 seminar leader evaluations submitted.
<i>Demonstrates initial assessment and screening ability - is able to determine clients' immediate and long-term needs and suggest appropriate interventions or referrals</i>	<ul style="list-style-type: none"> CMHC-698: 22 of 22 students (100%)
<i>Uses sound rationale in deciding focus of treatment and who attends sessions, effectively involves family members if applicable</i>	<ul style="list-style-type: none"> CMHC-698: 22 of 22 students (100%)
<i>Demonstrates Case conceptualization skills - present a coherent understanding of clients' strengths, problems, resources (internal/external), and stressors</i>	<ul style="list-style-type: none"> CMHC-698: 22 of 22 students (100%)
<i>Shows understanding of specific behavioral and mental health issues (including addictions, crisis intervention, interpersonal violence, et al.) and the ability to prioritize presenting issues appropriately prior to intervention</i>	<ul style="list-style-type: none"> CMHC-698: 22 of 22 students (100%)
Course Rubrics: 100% of students will be rated 2 ("Meets Expectations") or better on all applicable rubric items for the courses listed below.	
COUN-626: Appraisal and Assessment - Rubrics submitted for 41 of 45 CMHC students enrolled during 2017-18.	Count and proportion of students rated 2 or better: 39 of 41 students (95.1%)
CPCE Scores: 100% of students will score at least 8.6 on Section 6: Assessment and Testing	41 of 50 CMHC students (82%) scored 9 or better on Section C6.

Program Objective 8: <u>Research and Program Evaluation</u>: Describe and recognize the importance of research and statistical based methods, statistical needs assessment, program evaluation to inform evidence- based practice of counseling.	
Methods of Assessment & Success Thresholds	Assessment Results
Practicum & Internship Supervisor Evaluations: 100% of students will be rated a 3 ("Average") or better by site supervisors on evaluation items applicable to this content area:	CMHC-698: CMHC Internship & Seminar II: 35 approved site supervisor evaluations
<i>Demonstrates awareness and use of evidence-based and culturally relevant research (including outcome assessment, qualitative research, or prevention activities of a non-clinical nature, if applicable)</i>	<ul style="list-style-type: none"> 698: 24 of 24 students (100%) were rated 3 or better. Eleven students were rated 0 ("Not Applicable or Not Observed")
<i>Utilizes ability to use program effectiveness measures to suggest improvements in service delivery and outreach</i>	<ul style="list-style-type: none"> 698: 24 of 24 students (100%) were rated 3 or better. Eleven students were rated 0 ("Not Applicable or Not Observed")
Practicum & Internship Seminar Leader Evaluations: 100% of students will be rated a 3 ("Average") or better by supervisors on evaluation items applicable to this content area:	<ul style="list-style-type: none"> CMHC-698: CMHC Internship & Seminar II: 22 seminar leader evaluations submitted.
<i>Demonstrates awareness and use of evidence-based and culturally relevant research (including outcome assessment, qualitative research, or prevention activities of a non-clinical nature, if applicable)</i>	<ul style="list-style-type: none"> CMHC-698: 22 of 22 students (100%)
<i>Utilizes ability to use program effectiveness measures to suggest improvements in service delivery and outreach</i>	<ul style="list-style-type: none"> CMHC-698: 22 of 22 students (100%)
Course Rubrics: 100% of students will be rated 2 ("Meets Expectations") or better on all applicable rubric items for the courses listed below.	

COUN-625: Research and Program Evaluation - Rubrics submitted for 21 of 53 CMHC students	Count and proportion of students rated 2 or better: 20 of 21 students (95.2%)
CPCE Scores: 100% of students will score at least 8.1 on Section 7: Research & Program Evaluation	44 of 50 CMHC students (88%) scored 8 or better on Section C7.

Program Objective 9: Clinical Mental Health Counseling: Demonstrate knowledge, skills, and practices to address a variety of issues within the clinical mental health counseling context including prevention, diagnosis, assessment, intervention, research, diversity, and advocacy roles.

Methods of Assessment	Assessment Results
Course Rubrics: 100% of students will be rated 2 (“Meets Expectations”) or better on applicable course rubric items.	
CMHC-531: Foundations of Clinical Mental Health Counseling - Rubrics submitted for 59 of 67 CMHC students	Count and proportion of students rated 2 or better: 58 of 59 students (98.3%)
CMHC-617: Treatment Planning and Intervention - Rubrics submitted for 44 of 45 CMHC students	Count and proportion of students rated 2 or better: 42 of 44 students (95.5%)
CMHC-635: Advanced Clinical Mental Health Counseling - Rubrics submitted for 32 of 42 CMHC students	Count and proportion of students rated 2 or better: 32 of 32 students (100%)
COUN-532: Professional, Legal, and Ethical Issues - Rubrics submitted for 62 of 72 CMHC students	Count and proportion of students rated 2 or better: 62 of 62 students (100%)
COUN-533: Counseling Theories - Rubrics submitted for 31 of 75 CMHC students	Count and proportion of students rated 2 or better: 28 of 31 students (90.3%)
COUN-534: Counseling Skills - Rubrics submitted for 32 of 70 CMHC students	Count and proportion of students rated 2 or better: 32 of 32 students (100%)
COUN-535: Diagnosis of Maladaptive Behavior - Rubrics submitted for 52 of 58 CMHC students	Count and proportion of students rated 2 or better: 52 of 52 students (100%)
COUN-536: Counseling Multicultural Communities - Rubrics submitted for 34 of 71 CMHC students	Count and proportion of students rated 2 or better: 34 of 34 students (100%)
COUN-540: Group Counseling - Rubrics submitted for 49 of 52 CMHC students	Count and proportion of students rated 2 or better: 46 of 49 students (93.9%)
COUN-618: Couple & Family Counseling - Rubrics submitted for 28 of 63 CMHC students	Count and proportion of students rated 2 or better: 28 of 28 students (100%)
COUN-625: Research and Program Evaluation - Rubrics submitted for 21 of 53 CMCH students	Count and proportion of students rated 2 or better: 20 of 21 students (95.2%)
COUN-626: Appraisal and Assessment - Rubrics submitted for 41 of 45 CMHC students	Count and proportion of students rated 2 or better: 39 of 41 students (95.1%)
COUN-629: Career Development Theories and Interventions - Rubrics submitted for 46 of 58 CMHC students	Count and proportion of students rated 2 or better: 44 of 46 students (95.7%)
COUN-630: Addictions Counseling - Rubrics submitted for 29 of 43 CMHC students	Count and proportion of students rated 2 or better: 29 of 29 students (100%)

Program Objective 10: Adlerian Foundations and Principles: Apply principles of Adlerian theory such as purposiveness of behavior, the indivisible self, goal directed behavior, and the role of social interest in counseling and treatment planning with the goals to improve well-being of individuals, couples, groups, families, and a diverse society.

Methods of Assessment	Assessment Results
Course Rubrics: 100% of students will be rated 2 (“Meets Expectations”) or better on applicable course rubric items.	
COUN-518: Adlerian Theory and Counseling - Rubrics submitted for 45 of 45 CMHC students	Count and proportion of students rated 2 or better: 45 of 45 students (100%)

