

Annual Program Evaluation Report

# MA in Counseling:

# Clinical Mental Health Counseling

# Department of Counseling and Integrated Programs

**Review Year: 2020-2021**

**Date: November 29, 2021**

**Program Faculty/Program Evaluation Participants:**

Shawn Patrick, Program Director

Erica Wade, Director of Training Director On-Ground Modality

Bonino Jennifer Bonino, Director of Training On-Line Modality

**Core Faculty**

Geoff Bathje

Monica Boyd-Layne

Asabi Dean

Amber Gardner

 Sandra Kakacek

Mtsunge Kapalamula

Lauren Melamed

Tiffany Stoner-Harris

Jenae Thompson

Kristina Wilkerson

## Introduction/Overview:

The CMHC program faculty and students continue to persist in the ongoing pandemic. Enrollment has remained constant, and we continue to admit new cohorts in the online and on ground modalities. For the past academic year, the university has remained in a virtual delivery method for all classes and university business; a return to 50% on-campus instruction will happen in Fall 2021.

In January of 2020, we hired Dr.’s Kristina Wilkerson and Mtsunge Kapalamula as core faculty. We also hired Dr. Shawn Patrick as the Program Director for the CMHC program, allowing Dr. Bilkey to resume his role as Associate Chair of the CIP Department. However, at the end of the year we also said goodbye to Mr. Paul Pagones whose term as instructor ended in August. We also successfully completed a search resulting in two core faculty hires beginning Fall of 2021 (Dr.’s Amber Gardner and Asabi Dean).

After analyzing the significant amount of program evaluation data, the vast majority of our students are meeting the objectives of the CMHC program, successfully completing coursework at the expected competency level or higher and receiving positive internship evaluations from site and faculty supervisors.

SECTION I: PROGRAM DEMOGRAPHIC DATA

## Table 1: Demographic Data for 2020-2021 Applicants/New Students – On Ground (Fall 2020)

|  |  |  |  |
| --- | --- | --- | --- |
| **Gender** | **Applicants** | **Admitted** | **Matriculated** |
| F | 178 | 108 | 49 |
| M | 43 | 22 | 11 |
| Undeclared | 2 | 2 | 1 |
| **Grand Total** | **223** | **132** | **61** |
| **Race / Ethnicity** | **Applicants** | **Admitted** | **Matriculated** |
| White / Caucasian | 84 | 53 | 30 |
| African American / Black | 12 | 9 | 6 |

|  |  |  |  |
| --- | --- | --- | --- |
| Hispanic / Latino | 49 | 27 | 1 |
| Asian American / Pacific Islander | 9 | 9 | 1 |
| Native American / Alaskan Native | 1 | 0 | 0 |
| Multi-racial | 7 | 4 | 2 |
| Other | -- | -- | -- |
| Undeclared | 61 | 30 | 8 |
| **Grand Total** | **223** | **132** | **48** |
| **Age Range** | **Applicants** | **Admitted** | **Matriculated** |
| 20 – 24 | 130 | 81 | 35 |
| 25 – 29 | 47 | 27 | 16 |
| 30 – 39 | 27 | 16 | 5 |
| 40 – 49 | 7 | 3 | 2 |
| 50 – 59 | 4 | 3 | 2 |
| 60 & Over | 3 | 1 | 1 |
| Undeclared | 5 | 0 | 0 |
| **Grand Total** | **223** | **131** | **61** |

## Table 2: Demographic Data for 2020-2021 Applicants/New Students – Online (Fall 2020)

|  |  |  |  |
| --- | --- | --- | --- |
| **Gender** | **Applicants** | **Admitted** | **Matriculated** |
| F | 76 | 37 | 21 |
| M | 7 | 5 | 5 |
| Undeclared | 1 | 0 | 0 |
| **Grand Total** | **84** | **42** | **26** |
| **Race / Ethnicity** | **Applicants** | **Admitted** | **Matriculated** |
| White / Caucasian | 37 | 24 | 14 |
| African American / Black | 6 | 1 | 1 |
| Hispanic / Latino | 11 | 5 | 4 |
| Asian American / Pacific Islander | 1 | 0 | 0 |
| Native American / Alaskan Native | 1 | 0 | 0 |
| Multi-racial | 1 | 1 | 0 |
| Other | -- | -- | -- |
| Undeclared | 27 | 11 | 7 |
| Grand Total | 84 | 42 | 14 |
| **Age Range** | **Applicants** | **Admitted** | **Matriculated** |
| 20 – 24 | 21 | 15 | 8 |
| 25 – 29 | 18 | 7 | 6 |
| 30 – 39 | 21 | 10 | 5 |
| 40 – 49 | 14 | 7 | 5 |
| 50 – 59 | 6 | 2 | 2 |
| 60 & Over | 0 | 0 | 0 |
| Undeclared | 4 | 1 | 0 |
| Grand Total | 84 | 42 | 26 |

**Discussion**:

In spite of the pandemic, the CMHC program has maintained a consistent interest by applicants and has achieved admission goals. We believe that our long-standing University Mission of graduating Socially Responsible practitioners continues be a driving force in attracting and aligning with our applicant’s passion and goals in helping marginalized communities.

## Table 3: Program Student Demographic Data

## Data in this section are based on the One Year Persistence, Fall 2020-Fall 2021 report, released by the Office of Institutional Effectives. Information on age was not available for this time frame.

|  |  |  |  |
| --- | --- | --- | --- |
| Gender | CMHC on-ground | CMHC online | **Total** |
| F Identified | 124 | 66 | 190 |
| M Identified | 21 | 9 | 30 |
| Undeclared | 1 | 0 | 1 |
| **Grand Total** | **146** | **75** | **221** |

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| --- | --- | --- | --- |
| **Race / Ethnicity** | CMHC onground | CMHC online | **Total** |
| White / Caucasian | 70 | 36 | 106 |
| African American / Black | 17 | 7 | 24 |
| Hispanic / Latino | 32 | 13 | 45 |
| Asian American / Pacific Islander | 8 | 0 | 8 |
| Native American / Alaskan Native | 0 | 0 | 0 |
| Multi-racial | 2 | 0 | 2 |
| Other | 0 | 0 | 0 |
| Undeclared | 18 | 19 | 37 |
| Grand Total | 147 | 75 | 222 |

## Table 4: Persistence Data for Fall 2020-Fall 2021

*Data in this section are based on the One Year Persistence, Fall 2020-Fall 2021 Day Ten Report released by the Office of Institutional Effectives.*

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| **By Programs, Chicago** |  | Persisted | Withdrawn |
| CMHC onground | 146 | 2 |
| CMHC online | 75 | 13 |

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## Table 5: Program Student Load Data (Based on Fall 2019 Day Ten Report)

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| --- | --- | --- | --- | --- |
| Student Loads by Program – Fall 2019 | Highest Program **†** | Full-time | Half-time | Less than |
| ***Count*** | ***Perc*** |
|  |
| Chicago Campus Programs |
| MA in Couns.: Clin. Mental Hlth. | 210 | 77.6% | 22.4% | 0% |

## Table 5: 2020 – 2021 Graduate Demographic Data

## This table represents students admitted in Fall of 2018, Spring 2018, and Fall 2019 who graduated in 2021. The CMHC online modality has not graduated students yet as the modality is still in its first program cycle. The first graduates from that modality are expected in 2022.

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| --- | --- |
| Gender | **Total** |
| F Identified | 74 |
| M Identified | 15 |
| Undeclared | 0 |
| **Grand Total** | **89** |
| Race / Ethnicity | **Total** |
| White / Caucasian | 39 |
| African American / Black | 10 |
| Hispanic / Latino | 15 |
| Asian American / Pacific Islander | 4 |
| Native American / Alaskan Native | 0 |
| Multi-racial | 3 |
| Undeclared | 18 |
| **Grand Total** | **89** |
| Age Range | **total** |
| 20 – 29 | 74 |
| 30 – 39 | 9 |
| 40 – 49 | 1 |
| 50-59 | 3 |
| **Grand Total** | **87** |

## SECTION II: ASSESSMENT OF THE PROGRAM OBJECTIVES AND BROAD LEARNING OUTCOMES

1. **Assessment on Program Objectives and Broad Learning Outcomes (BLOs)**

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| ***Program Objectives and BLOs*** | **BLO** | ***Learning Experiences*** | ***Assessment Tools*** | ***Attainment/Success Threshold*** | ***Student Performance*** ***20-21*** |
| *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. | **1** | Practicum(CMHC-693) | Site supervisor evaluationSection A, Items 1-5 | 90% of students will score a 3 or better | Threshold Attained: 3.78 |
| Internship(CMHC 694, 698) | Site supervisor evaluations, Section A, Items 1-5 | 90% of students will score a 3 or better | Threshold Attained: 694: 3.99698: 4.02 |
| Comprehensive Examination | Professional Orientation and Ethical Practice Section | 90% of students will score one deviation below the collective means mean) | Threshold Not Attained: Average: 85% |
| COUN-532 | Course Rubrics (Aggregated Data) | 90% score 2 (“Meets Expectations”) or better in the aggregated | Threshold Attained: Composite Score: 2.56 |

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| 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. | **3** | Practicum(CMHC-693) | Site supervisor evaluationSection B, Items 6-9 | 90% of students will score a 3 or better | Threshold Attained:3.83 |
| Internship(CMHC 694, 698) | Site supervisor evaluationsSection B, Items 6-9 | 90% of students will score a 3 or better | Threshold Attained:694: 4.03698: 4.08 |
| Comprehensive Examination | Social and Cultural Diversity Section | 90% of students will score one deviation below the collective means mean) | Threshold Attained: 92% |
| COUN-536 | Course Rubrics (Aggregated Data) | 90% score 2 (“Meets Expectations”) or better in the aggregated | Threshold Attained: Composite Score: 2.62 |
|  *3.* Human Growth and Development: Apply models of individual, couples, and family development in the practice of counseling with emphasis on cultural diversity across lifespan. | BLO1 | Comprehensive Examination | Human Grown and Development Section in the examination  | 90% of students will score one deviation below the collective means mean) | Threshold Not Attained: Average: 86% |
| COUN-622 | Course Rubrics (Aggregated Data) | 90% score 2 (“Meets Expectations”) or better in the aggregated | Threshold Attained: Composite Score: 2.51  |

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| *4.* Career Development: Demonstrate knowledge and apply career development and decision-making models and strategies with multicultural and diverse populations. | BLO1 | Comprehensive Examination | Career Development Section in the comprehensiveExamination | 90% of students will score one deviation below the collective means mean) | Threshold Attained: 91% |
| COUN-629 | Course Rubrics (Aggregated Data) | 90% score 2 (“Meets Expectations”) or better in the aggregated | Threshold Attained: Composite score: 2.61 |
| *5.* Helping Relationships: Demonstrate knowledge of theories and skills to provide ethical counseling, consultation, and crisis intervention services. | **BLO1** | Practicum(CMHC-693) | Site supervisor evaluation, Section C, Counseling Process & Helping Relationships, Items 10-16 | 90% of students will score a 3 or better | Threshold Attained: 3.8 |
| Internship(CMHC 694, 698) | Site supervisor evaluationSection C, Counseling Process & Helping Relationships*,* Items 10-16 | 90% of students will score a 3 or better | Threshold Attained: 694: 3.91698: 3.6 |
| Comprehensive Examination | Section on Helping Relationship | 90% of students will score one deviation below the collective means mean) | Threshold Not Attained: 80% |
| COUN 533, 534, and 618 | Course Rubrics (Aggregated Data) | 90% score 2 (“Meets Expectations”) or better in the aggregated | Threshold Attained: Composite scores forCOUN 533: 2.56COUN 534: 2.66COUN 618: 2.44 |

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| *6.* Group Work: Participate in, facilitate, and lead experiential group and apply group work principles and theories, methods, and skills to the practice of counseling. | **BLO1** | Practicum(CMHC-693) | Site supervisor evaluationSection D, Group Work Items 17-18 | 90% of students will score a 3 or better | Threshold Attained: 3.6 |
| Internship(CMHC 694, 698) | Site supervisor evaluationSection D, Group Work, Items 17-18 | 90% of students will score a 3 or better | Threshold Attained:694: 4.06698: 4.125 |
| Comprehensive Examination | Section on Group Work | 90% of students will score one deviation below the collective means mean) | Threshold Not Attained: 82% |
|  | COUN-540 | Course Rubrics(Aggregated Data) | 90% score 2 (“Meets Expectations”) or better in the aggregated | Threshold Attained: Composite score: 2.34 |

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| *7.* Assessment: Demonstrate knowledge of principles of testing and measurement, including statistical concepts and apply them to individual and group assessment and evaluation. | **BLO1** | Practicum(CMHC-693) | Site supervisor evaluationSection E, Assessment and Diagnosis, Items 20-23 | 90% of students will score a 3 or better | Threshold Attained: 3.65 |
| Internship(CMHC 694, 698) | Site supervisor evaluationSection E, Assessment and Diagnosis, Items 20-23 | 90% of students will score a 3 or better | Threshold Attained:694: 4.14 698: 3.76  |
| Comprehensive Examination | Section on Assessment and Appraisal | 90% of students will score one deviation below the collective means mean) | Threshold Attained: 91% |
| COUN-626 | Course Rubrics(Aggregated Data) | 90% score 2 (“Meets Expectations”) or better in the aggregated | Threshold Attained: Composite score: 2 |
| *8.* Research and Program Evaluation: Describe and recognize the importance of research and statistical based methods, statistical needs assessment, program evaluation to inform evidence- based practice of counseling. | BLO2 | Comprehensive Examination | Section in Research and Program Evaluation in the comprehensiveExamination | 90% of students will score one deviation below the collective means mean) | Threshold Not Attained: 85% |
| COUN-625 | Course Rubrics (Aggregated Data) | 90% score 2 (“Meets Expectations”) or better in the aggregated | Threshold Attained: Composite score: 2.51 |
| *9.* 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. | BLO1 | COUN-518 | Course Rubrics (Aggregated Data) | 90% score 2 (“Meets Expectations”) or better in the aggregated | Threshold Attained:2.69 |
| *10.* Social Justice/Social Responsibility: Reflect on personal values and assumptions (privileges, disadvantages, etc.) about the nature and causes of social problems (social injustices such as poverty, racism, abuse) and gain experience and skills to advocate for systemic change through engagement and leadership in multidisciplinary, diverse community-based organizations*.*  | BLO3 | SJP-514 (for CMHC Ground Modality)SJP-518 (for CMHC Online Modality | Course Credit | 90% of students receive credit for SJP-514 | Threshold Attained: 64 of 65 CMHC students or 98% received Credit for SJP-514 |
| 11. 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. | BLO 1, 2, 3 | CMHC-538, CMHC-615 andCMHC-617 | Rubrics of these courses (Aggregated data) | 90% score 2 (“Meets Expectations”) or better | ThresholdAttained: CMHC-538 aggregated score = 2.37CMHC-615 aggregated score = 2.36CMHC-617, aggregated score = 2.23 |
| Practicum (CMHC-693) | Site Supervisor Evaluation, section F. Clinical Mental Health Counseling: Specialization Evaluation, Items 24-29 | 90 % of students will score a 3 or better | ThresholdAttained:3.72 |
| Internship (CMHC-694, 698) | Site Supervisor Evaluation, section F. Clinical Mental Health Counseling: Specialization Evaluation, Items 24-29 | 90 % of students will score a 3 or better | ThresholdAttained: 694: 4.24698: 3.95 |

**SECTION III: ASSESSMENT OF INDIVIDUAL STUDENT PROGRESS**

**Assessment of Individual Students on Key Performance Indicators in Core Areas**

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| **CORE AREA1: PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE**  |
| **KPI statement (K1):** Apply professional and ethical standards in working with clients and in the clinical decision-making process; and use supervision to facilitate self-evaluation and to improve practice (both Knowledge and Skills)  | **Selected CACREP Standards:***2.F.1.i Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling*  *2.F.1.K. Strategies for personal and professional self-evaluation and implication for practice.*  *2.F.1.m The role of counseling supervision in the profession*  |

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|  | **Measure 1**: COUN 532 Professional, Legal and Ethical Issues.  | **Measure 2**:CMHC 693 CMHC Practicum and Seminar | **Measure 3** CMHC 694 CMHC Internship and Seminar I  | **Measure 4** CMHC 698 CMHC Internship and Seminar II  | **Measure 5**:Comprehensive Exam  |
|  | **KPI Assignment**: Ethical decision-making case study | CMHC Practicum site Supervisor Evaluation: item 26-28 composite scores  | CMHC Practicum site Supervisor Evaluation: Items 1-5  | CMHC Practicum site Supervisor Evaluation: item 1-5 | Corresponding Section on Professional Counseling Orientation and Ethical Practice  |
|  | **Success Criteria**: Attain a grade of B or better in the assignment. | **Success Criteria**: Attain a composite score of 3 or higher.  | **Success Criteria**: Attain a composite score of 3 or higher.  | **Success Criteria**: Attain a composite score of 3 or higher.  | **Success Criteria**:Attain a score higher or equal to one deviation below the collective means of the section area. |
| **Cohort 2019** | Threshold attained. | Threshold Attained | Threshold Attained | Threshold Attained | Students did not attain the threshold during the first attempt of the exam |
| **Cohort 2020** | Threshold attained.  | N/A | N/A | N/A | N/A  |

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| **CORE AREA 2: SOCIAL AND CULTURAL DIVERSITY**  |
| **KPI Statement (K2):** Demonstrate multicultural counseling competencies when working with culturally diverse clients, including 1. an understanding of the impact of different worldviews, cultural and individual characteristics in the counseling relationship, and strategies to eliminate barriers, prejudices, and intentional and unintentional oppression and discrimination;
2. Application of theories and models of multicultural counseling, cultural identity development, and social justice and advocacy.
 | **Selected CACREP Standards:****2.F.2.b.** theories and models of multicultural counseling, cultural identity development, and social justice and advocacy**2.F.2.d.** the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others**2.F.2.e.** the effects of power and privilege for counselors and clients**2.F.2.h.** strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination |

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|  | **Measure 1**: COUN 536 Counseling Multicultural Communities | **Measure 2**:CMHC 693 CMHC Practicum and Seminar | **Measure 3** CMHC 694 CMHC Internship and Seminar I  | **Measure 4** CMHC 698 CMHC Internship and Seminar II  | **Measure 5**:Comprehensive Exam  |
|  | **KPI Assignment**: Reflective Cultural ID Assignment | CMHC 693 Practicum Site Evaluation, Items 6-9 | CMHC 694 Internship Site Evaluation, Items 6-9 | CMHC 698 Internship Site Evaluation Items 6-9 | Corresponding Section on COUN 536 Counseling Multicultural Communities |
|  | **Success Criteria**: Attain a grade of B or better in the assignment. | **Success Criteria**: Attain a composite score of 3 or higher.  | **Success Criteria**: Attain a composite score of 3 or higher.  | **Success Criteria**: Attain a composite score of 3 or higher.  | **Success Criteria**:Attain a score higher or equal to one deviation below the collective means of the section area. |
| **Cohort 2019** | Threshold attained. | Threshold Attained | Threshold Attained | Threshold Attained | Threshold Attained |
| **Cohort 2020** | Threshold attained.  | N/A | N/A | N/A | N/A |

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| **CORE AREA 3: HUMAN GROWTH AND DEVELOPMENT** |
| **KPI Statement (K3):** Apply theories of individual and family development, as well as normal and abnormal personality development, to analyze client issues with consideration of the impact of biological, neurological, physiological, systemic, and environmental factors on human development, functioning, and behavior**.**  | **Selected CACREP Standards:** *2.F.3.a Theories of individual and family development across the lifespan*  *2.F.3.c. Theories of normal and abnormal personality development*  *2.F.3.e Biological, neurological, and physiological factors that affect human development, functioning, and behavior*  *2.F.3.f Systemic and environmental factors that affect human development, functioning, and behavior*   |

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|  | **Measure 1**: COUN 622 Human Growth & Development  | **Measure 2**:Comprehensive Exam  |
|  | **KPI Assignment**: Developmental Interview | Corresponding Section on Human Growth & Development  |
|  | **Success Criteria**: Attain a grade of B or better in the assignment. | **Success Criteria**:Attain a score higher or equal to one standard deviation below the collective means of the section area. |
| **Cohort 2019** | Threshold attained. | Threshold Attained |
| **Cohort 2020** | Threshold attained.  | N/A |

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| **CORE AREA 4: CAREER DEVELOPMENT**  |
| **KPI statement (K4):** Demonstrate the capacity to facilitate clients’ career development and decision-making through the assessment of clients’ abilities, interests, values, personality, and cultural backgrounds, with the consideration of the inter-relationships among and between work, mental well-being, relationships and other life roles and situations. |  **Selected CACREP Standards:** **2.F.4.b.**approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors **2.F.4.e.**strategies for assessing abilities, interests, values, personality and other factors that contribute to career development **2.F.4.j.**ethical and culturally relevant strategies for addressing career development  |

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|  | **Measure 1**: COUN 629 Career Development Theories and Interventions | **Measure 2**:Comprehensive Exam  |
|  | **KPI Assignment**: Career Assessment, Planning, & Decision-Making Project  | Corresponding Section on Career Development Theories and Interventions |
| **Student ID** | **Success Criteria**: Attain a grade of B or better in the assignment. | **Success Criteria**:Attain a score higher or equal to one deviation below the collective means of the section area. |
| **Cohort 2019** | Threshold Attained | Students attained the threshold during the 1st attempt of the comps  |
| **Cohort 2020** | N/A | N/A |

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| **CORE AREA 5: COUNSELING & HELPING RELATIONSHIP**  |
| **KPI Statement (K5)**Conceptualize case, formulate treatments and intervention, and conduct interviews; establish counselor – client relationship, and conduct counseling sessions with cultural and ethical considerations. |   **Selected CACREP Standards:** **2.F.5.d.**ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships **2.F.5.g.**essential interviewing, counseling, and case conceptualization skills **2.F.5.f.** Counselor characteristics and behavior that influence the counseling process   |

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|  | **Measure 1**: COUN 534 Counseling Skills  | **Measure 2**:CMHC 693 CMHC Practicum and Seminar | **Measure 3** CMHC 694 CMHC Internship and Seminar I  | **Measure 4** CMHC 698 CMHC Internship and Seminar II  | **Measure 5**:Comprehensive Exam  |
|  | **KPI Assignment**: Mock interview assignment  | CMHC 693 Practicum Site Evaluation, Items 10-16 | CMHC 694 Internship Site Evaluation, Items 10-16 | CMHC 698 Internship Site Evaluation Items 10-16 | Corresponding Section on counseling and Helping Relationship  |
| **Student ID** | **Success Criteria**: Attain a grade of B or better in the assignment. | **Success Criteria**: Attain a composite score of 3 or higher.  | **Success Criteria**: Attain a composite score of 3 or higher.  | **Success Criteria**: Attain a composite score of 3 or higher.  | **Success Criteria**:Attain a score higher or equal to one deviation below the collective means of the section area. |
| **Cohort 2019** | Threshold attained. | Threshold Attained | Threshold Attained | Threshold Attained |  Threshold Attained |
| **Cohort 2020** | Threshold attained.  | N/A | N/A | N/A | N/A |

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| **CORE AREA 5: COUNSELING & HELPING RELATIONSHIP**  |
|  **KPI statement (K6) (Knowledge and Skills):** Apply counseling theories to explain clinical issues and client behavior and develop a personal model of counseling by integrating concepts and practices from different theories relevant to counselor-in-training’s personal characteristics and to clients whom they serve.  | **Selected CACREP Standards****2.F.5.a theories** and models of counseling **2.F.5.n.**processes for aiding students in developing a personal model of counseling  |

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|  | **Measure 1**: COUN 533 Counseling Theories  | **Measure 2**:CMHC 693 CMHC Practicum and Seminar | **Measure 3** CMHC 694 CMHC Internship and Seminar I  | **Measure 4** CMHC 698 CMHC Internship and Seminar II  | **Measure 5**:Comprehensive Exam  |
|  | **KPI Assignment**: Theoretical Integration Paper | CMHC 693 Practicum Site Evaluation, Items 10-16 | CMHC 694 Internship Site Evaluation, Items 10-16 | CMHC 698 Internship Site Evaluation Items 10-16 | Corresponding Section on Counseling and Helping Relationship  |
| **Student ID** | **Success Criteria**: Attain a grade of B or better in the assignment. | **Success Criteria**: Attain a composite score of 3 or higher.  | **Success Criteria**: Attain a composite score of 3 or higher.  | **Success Criteria**: Attain a composite score of 3 or higher.  | **Success Criteria**:Attain a score higher or equal to one deviation below the collective means of the section area. |
| **Cohort 2019** | Threshold attained. | Threshold Attained | Threshold Attained | Threshold Attained | Threshold Attained |
| **Cohort 2020**  | Threshold attained.  | N/A | N/A | N/A | N/A |

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| **CORE AREA 6: GROUP COUNSELING AND GROUP WORK**  |
|  **KPI Statement (K7):**Demonstrate group leadership by applying theoretical foundations in explaining group dynamics and using therapeutic factors to facilitate group development and to provide intervention.    | **Selected CACREP Standards**2.F.6.a. theoretical foundations of group counseling and group work 2.F.6.c. therapeutic factors and how they contribute to group effectiveness 2.F.6.d. Characteristics and functions of effective group leaders    |

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|  | **Measure 1**: COUN 540: Group Counseling | **Measure 2**:CMHC 693 CMHC Practicum and Seminar | **Measure 3** CMHC 694 CMHC Internship and Seminar I  | **Measure 4** CMHC 698 CMHC Internship and Seminar II  | **Measure 5**:Comprehensive Exam  |
|  | **KPI Assignment**: Participation and leading of Experiential Group   | CMHC 693 Practicum Site Evaluation, Items 17-18 | CMHC 694 Internship Site Evaluation, Items 17-18 | CMHC 698 Internship Site Evaluation Items 17-18 | Corresponding Section on Group Counseling  |
|  | **Success Criteria**: Attain a grade of B or better in the assignment. | **Success Criteria**: Attain a composite score of 3 or higher.  | **Success Criteria**: Attain a composite score of 3 or higher.  | **Success Criteria**: Attain a composite score of 3 or higher.  | **Success Criteria**:Attain a score higher or equal to one deviation below the collective means of the section area. |
| **Cohort 2019** | Threshold attained. | Threshold Attained | Threshold Attained | Threshold Attained | Threshold Attained |
| **Cohort 2020**  | Threshold attained. | N/A | N/A | N/A | N/A |

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| **CORE AREA 7: ASSESSMENT AND TESTING** |
| **KPI Statement (K9):**Demonstrate the ability to implement diagnostic and assessment processes, including describing the symptoms and clinical presentation of clients with mental and emotional impairments, and differential diagnosis, using the current DSM and assessment results, for culturally and developmentally relevant case conceptualization and the planning of intervention.  | **Selected CACREP Standards:****2.F.7.m.**ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results 2.F.7.e. Use of assessments for diagnostic and intervention planning purpose  2.F.7.l. use of assessment results to diagnose developmental, behavioral, mental disorders.   |

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|  | **Measure 1**: COUN 535 Diagnosis of Maladaptive Behavior | **Measure 2:**COUN 626 Appraisal and Assessment | **Measure 3**:CMHC 693 CMHC Practicum and Seminar | **Measure 4** CMHC 694 CMHC Internship and Seminar I  | **Measure 5**CMHC 698 CMHC Internship and Seminar II  | **Measure 6**Comprehensive Exam  |
|  | **KPI Assignment**: Diagnostic Case Conceptualization and Treatment Planning | **KPI Assignment:**Assessment Analysis | CMHC 693 Practicum Site Evaluation, Items 20-25 | CMHC 694 Internship Site Evaluation, Items 20-25 | CMHC 698 Internship Site Evaluation Items 20-25 | Corresponding Section on Assessment and Testing  |
| **Student ID** | **Success Criteria**: Attain a grade of B or better in the assignment. | **Success Criteria**: Attain a grade of B or better in the assignment. | **Success Criteria**: Attain a composite score of 3 or higher.  | **Success Criteria**: Attain a composite score of 3 or higher.  | **Success Criteria**: Attain a composite score of 3 or higher.  | **Success Criteria**:Attain a score higher or equal to one deviation below the collective means of the section area. |
| **Cohort 2019**  | Threshold attained.  | Threshold attained. | Threshold attained. | Threshold attained.  | Threshold attained. | Threshold Attained |
| **Cohort** **2020**  | Threshold attained. | N/A | N/A | N/A | N/A | N/A |

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| **CORE AREA 8: RESEARCH AND PROGRAM EVALUATION**  |
| **KPI Statement (K10):**Develop culturally and ethically sound research and related inquiry strategies to advance the counseling profession, to conduct needs assessment, to inform evidence-based counseling practice and to evaluate service delivery and program development.  | **Selected Standards**2.F.8.a The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice   2.F.8.c. needs assessment   2.F.8d. development of outcome measures for counseling programs  2.F.8.e. evaluation of counseling intervention and programs    2.F.8.g Designs used in research and program evaluation   2.F.8.j Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation     |

|  |  |  |
| --- | --- | --- |
|  | **Measure 1**: COUN 625 Research and Program Evaluation | **Measure 2**:Comprehensive Exam  |
|  | **KPI Assignment**: Research Proposal  | Corresponding Section on Research and Program Evaluation  |
| **Student ID** | **Success Criteria**: Attain a grade of B or better in the assignment. | **Success Criteria**:Attain a score higher or equal to one deviation below the collective means of the section area. |
| **Cohort 2019** | Threshold Attained |  |
| **Cohort 2020** | N/A | N/A |

## SECTION IV: STUDENT PROFESSIONAL DISPOSITONS ASSESSMENT DATA

Students’ professional Dispositions were assessed through 7 areas: Self-Awareness, Openness, Interpersonal Effectiveness, Professional Integrity, Respect and Commitment to Diversity & Social Justice, Ethical Practice, and Clinical and Professional Readiness. Instructors were asked to rate students in these areas after each course. At the end of each semester, faculty meet and discuss students’ disposition scores.

The scale used for this assessment of professional dispositions is:

1 = Deficient

2 = Developing

3 = Demonstrated

4 = Performs Above Demonstrated

5 = Performs at a Professional and Proficient level

## The Professional Performance & Disposition Review Process

Besides maintaining satisfactory academic progress, students in the CIP Department are required to uphold the above professional dispositions at all times during their tenure at Adler.

To assess students’ professional performance and readiness, faculty will initiate the Professional Performance & Disposition Review protocol at specific points throughout the program:

1. **End of First Semester Review**: This is to assess the dispositions and performance of all first semester students in the department, both MA & doctoral students level.
2. **Pre-practicum Application Review:** This assessment process is to review students’ readiness to apply for practicum site in order to gain approval to apply for practicum site. For full-time MA students, this coincides with the End of First Semester review.
3. **Pre-practicum review**: For first year MA students, this process will serve as a review for students’ readiness to begin practicum/field training. For full time MA students, this coincides with End of First Year Review.
4. **End of Practicum/Pre-Internship review**: This typically occurs near the end of the semester when students are completing practicum and planning to proceed on to internship.
5. **Annual Reviews**: Before the end of each academic year, program faculty are to conduct a comprehensive review for all students who are in the program to assess students’ progress, performance, and professional dispositions.
6. **Ongoing assessment:** At any point if students knowingly engage in illegal or unethical activities, and/or display deficiency in professional performance and in any of the above dispositions, students may be referred to the Student Development Committee for remediation (SDC), or to the Student Comprehensive Evaluation Committee (SCEC) for review. Depending on the severity of the deficiency, program faculty may refer students to the SCEC with recommendation of dismissal from the program. For detailed functions of both SDC & SCEC, please refer to the University catalog.

## Steps to Review

1. Instructors will fill out the Professional Performance and Dispositions Review Form for each of their students in the class along with the course rubrics at **the end of each semester.**
2. If there are ratings below 3 in any of the criteria, the faculty member needs to specify the concerns, and notify the program director, and possibly recommend actions to follow;
3. Program Director and the instructor will discuss the student’s situation and formulate the course of action.
4. Instructors can also fill out this form individually at any time during the semester if students display a deficiency in any of the evaluative criteria, and then submit it to students’ respective program directors.

## Outcomes of the Review:

1. If students have ratings with 3 or above in all areas, no action needs to be taken.
2. If students have ratings below 3 in any of the areas, one or more of the following may take place:
	1. Instructor works with the student to establish a remediation plan for the student to address area (s) of concern;
	2. Instructor, advisor, and/or program director may formulate a plan of action, including establishing a remediation plan, referral to SDC or SCEC, depending on the severity of the deficiency, or other actions.
3. If a student fails to satisfactorily complete the remediation plan, then he or she will be referred to SDC or SCEC as appropriate.
4. All students are encouraged to refer to the Adler Student Referral Policy in the catalog,

## Table 7: Student Professional Disposition Assessment Table

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Assessment Tools**  | **Attainment/Success Threshold** | **Student Achievement**  |
| 1. | ***Self-Awareness***The ability to engage in ongoing self-reflection and recognize the impact of one’s own actions; to identify and manage emotions, particularly under stress; to understand how actions and words are perceived by others; to monitor one’s own wellness and demonstrate a commitment to self-care. | Dispositional Professional Performance and Dispositions form in all COUN course & CMHC 538, 615 & 617 | 90% of students attain a rating of 3 or above.  | Threshold Attained:538: 3.41615: 3.52617: 3.41 |
| 2. | ***Openness***The openness to receive and incorporate feedback in order to make positive changes and accept and integrate different perspectives in examining values and beliefs in practice. | Dispositional Professional Performance and Dispositions form in all COUN course & CMHC 538, 615 & 617 | 90% of students attain a rating of 3 or above. | Threshold Attained: 538: 3.38615: 3.56617: 3.47 |
| 3. | ***Interpersonal Effectiveness***The ability to show empathy and unconditional acceptance towards others and to dialogue with compassion and take responsibility and accountability for impact of actions toward others. | Dispositional Professional Performance and Dispositions form in all COUN course & CMHC 538, 615 & 617 | 90% of students attain a rating of 3 or above. | Threshold Attained: 538: 3.42615: 3.54617: 3.44 |
| 4. | ***Professional Integrity***The ability to maintain professionalism appropriate for class, clinical experiences and when representing the counseling profession; to tolerate ambiguity and discomfort while initiating discussion and caring confrontation *(courage*); to adjust to challenges with a positive attitude. | Dispositional Professional Performance and Dispositions form in all COUN course & CMHC 538, 615 & 617 | 90% of students attain a rating of 3 or above. | Threshold Attained: 538: 3.40615: 3.56617: 3.27 |
| 5. | ***Respect & Commitment to Diversity & Social Justice***The ability to demonstrate Multicultural Social Justice Counseling Competencies (MSJCC) and commitment to social responsibility with respect for differences in thought, opinion, and experiences; to initiate and take action to increase self-awareness of one’s own social identities, social group statuses, power, privilege, oppression, strengths, and limitations.  | Dispositional Professional Performance and Dispositions form in all COUN course & CMHC 538, 615 & 617 | 90% of students attain a rating of 3 or above. | Threshold Attained: 538: 3.61615: 3.54617: 3.40 |
| 6. | ***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. | Dispositional Professional Performance and Dispositions form in all COUN course & CMHC 538, 615 & 617 | 90% of students attain a rating of 3 or above. | Threshold Attained: 538: 3.39615: 3.50617: 3.24 |
| 7 | ***Clinical and Professional Readiness*** This is about the student’s readiness to work with clients of diverse backgrounds and clinical issues. This includes the ability to manage personal issues which may manifest and interfere with the effectiveness of the counseling relationship and overall wellness of the clients.  | Dispositional Professional Performance and Dispositions form in all COUN course & CMHC 538, 615 & 617 | 90% of students attain a rating of 3 or above. | Threshold Attained: 538: 3.57615: 3.54617: 3.21 |

**Discussion:**

All class Professional Dispositional data indicated that on average, students scored a 3.0 and above. If individuals scored below a 3.0, faculty followed guidelines for remediation or referral to SDC for further investigation and support.

# SECTION V: PROGRAM EVALUATON – INPUT FROM STAKE HOLDERS

## Advisory Board Input:

Due to the COVID-19 Pandemic and subsequent transitional requirements, the 2020-2021 CMHC Advisory did not hold a meeting. We plan to hold a meeting in Spring 2022.

## Student Feedback and Input:

Throughout the academic calendar year, Administrator and Faculty led Student Town Halls were created to engage in feedback on the curriculum and any other concerns within the CMHC program. We also implemented surveys at multiple points in the year to gather feedback on the on-ground and online student experiences, program adherence to mission and learning objectives, and learning outcomes. The university also implemented a Student Complaints policy which is another mechanism for connecting students with the appropriate offices to address a variety of circumstances.

## Alumni Survey and Responses

A survey was sent electronically in Spring 2021 to graduates and current students. Forty-seven responses were received and feedback identified the degree to which program learning goals matched student educational experiences. Respondents also identified perceived strengths and weaknesses of the program, including areas that contributed significantly to their clinical development.

## Alumni Employer Survey and Input

## An employer survey was sent electronically in Spring of 2021.

## Practicum and Internship Site Supervisor Survey and Input

The relationship between the CMHC program and Clinical training sites is one of utmost importance. Throughout the year, the CMHC program administration strongly encourages communication between Clinical seminar leaders, the Clinical Training Director and Clinical Training sites. In addition, the Clinical Site Supervisor is required to complete an end of training evaluation after each semester which provides valuable feedback and input on student preparedness for clinical work. This feedback to CMHC administration gives valuable insight into the levels of training and preparedness as well as how the CMHC program can improve. This feedback is included in the assessment of student dispositions and learning outcomes (reported above).

# SECTION VI: PROGRAM MODIFICATIONS AND ACTIONS

To continue to meet the educational needs of students during the COVID-19 pandemic, the program continued offering on-ground courses in a virtual (zoom) format. This allowed the program to maintain social distancing and promote student safety. The university continued to make improvements to technology and access, improving the student experience. The campus is implementing a phased return to on-campus learning in AY 2021-22.

The program utilized a different comprehensive exam format during 2020-21 which resulted in a drop in performance. We will be returning to the CPCE for our comprehensive exam for 2021-22. Limitations in implementation during the pandemic affected our comprehensive exam process and is reflected in SLO data. Another advantage in using the CPCE is the wide variety of study tools available as well as its similarity to national licensure exams. The program can provide structured study opportunities, such as workshops, which will also aid students in preparing for licensure exams.

The program also continues to develop and revise online course design for the online modality. Over the last year, two online electives were created – COUN 640 Counseling and Human Sexuality and COUN 750 Psychopharmacology-- that add to the program’s offerings and also enhance student opportunities. More electives (e.g, COUN 620 Child & Adolescent Counseling) are also in development for release in 21-22.

The program also successfully hired 4 core faculty (Dr’s Wilkerson, Kapalamula, Gardner, and Dean) to replace core faculty who had left the university. All new hires have degrees in Counselor Education and bring useful specializations to the department. The program also successfully filled the Program Director position (Dr. Patrick).

# CONCLUSION

Even though the CMHC program faculty and students had a very challenging year due to the extreme events in the world as well as within our country and local community, the program was beautifully resilient in meeting the challenges and even became stronger in developing a sense of community.

In regard to Program Evaluation, after analyzing the significant amount of data presented, the vast majority of our students are meeting the objectives of the CMHC program, successfully completing coursework at the expected competency level or higher and receiving positive internship evaluations from site and faculty supervisors. Also during this year, the CMHC program continued to transition to the CACREP 2016 standards and the addition of Key Performance Indicators to our long-standing Student Learning Outcome Assessment Process (SLOAP).