Annual Program Evaluation Report

MA in Counseling: Specialization Clinical Mental Health Counseling

Department of Counseling and Integrated Programs

Review Year: 2019-2020

Date: November 2, 2020

Program Faculty/Program Evaluation Participants:

Mark Bilkey, Program Director (Interim)
Erica Wade (Training Director, On-Ground Modality)
Bonino Jennifer Bonino (Training Director, On-Line Modality)
<u>Core Faculty</u>
Geoff Bathje
Monica Boyd-Layne
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Introduction/Overview:

The CMHC program faculty and students had a very challenging yet resilient year given the extreme events in the world as well as within our country and local community. In addition, the creation of our Online Modality (5 cohorts admitted) and the training of our core and adjunct faculty truly prepared us for a smoother transition to an online and virtual teaching platform due to the pandemic.

In 2019-2020 we hired Dr. Erica Wade as Core Faculty and Director of Clinical Training (Ground Modality), Mr. Paul Pagones (Core faculty). However, at the end of the year we also said goodbye to Dr. Christina Jackson, a long time CMHC faculty member.

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.

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).

A high point in delivering excellence within the CMHC program and Adler's Counseling and Integrated Department was a summit of key stake holders that created very high standards of curriculum delivery to our students. This was of particular importance given the quick transition to an all online and virtual teaching platform.

SECTION I: PROGRAM DEMOGRAPHIC DATA

Table 1: Demographic Data for 2019-2020 Applicants/New Students

Gender	Applicants	Admitted	Matriculated
F	285	57	88
M	58	23	20
Undeclared	5	1	0
Grand Total	**348**	**81**	**108**
Race / Ethnicity	**Applicants**	**Admitted**	**Matriculated**
White / Caucasian	150	36	41
African American / Black	30	14	10

Hispanic / Latino	50	15	21
Asian American / Pacific Islander	16	4	3
Native American / Alaskan Native	0	0	0
Multi-racial	5	1	0
Other	--	--	--
Undeclared	97	11	33
Grand Total	**348**	**81**	**108**

Age Range	Applicants	Admitted	Matriculated
20 – 24	139	36	47
25 – 29	85	23	29
30 – 39	53	11	20
40 – 49	29	3	6
50 – 59	22	2	4
60 & Over	2	1	0
Undeclared	18	5	2
Grand Total	**348**	**81**	**108**

Discussion:

During this unprecedented time, the CMHC program has maintained a strong interest by applicants and has achieved admission goals. We believe that our long-standing University Mission of graduating Socially Responsible continues be a driving force in attracting and aligning with our applicant's passion and goals in helping marginalized communities. In addition, the University has also dramatically increased the dollar amount of scholarships offered to incoming students.

Table 2: Program Student Demographic Data

Data in this section are based on the Day Ten Report of Fall 2019, Spring 2020, and Summer 2020, released by the Office of Institutional Effectives

Gender	Cohort Fall 2019	Cohort Spring 2020	Cohort Summer 2020	Total
F Identified	57	16	7	80
M Identified	23	3	1	27
Undeclared	1	0	0	1
Grand Total	**81**	**19**	**8**	**108**

Race / Ethnicity	Cohort Fall 2019	Cohort Spring 2020	Cohort Summer 2020	Total
White / Caucasian	36	7	4	47
African American / Black	14	2	1	17
Hispanic / Latino	15	4	1	20
Asian American / Pacific Islander	4	0	0	4
Native American / Alaskan Native	0	0	0	0
Multi-racial	1	0	0	1
Other	--	--	--	--
Undeclared	11	6	2	19
Grand Total	**81**	**19**	**8**	**108**

Age Range	Cohort Fall 2019	Cohort Spring 2020	Cohort Summer 2020	Total
20 – 24	36	7	2	45
25 – 29	23	6	3	32
30 – 39	11	3	3	17
40 – 49	3	1	0	4
50 – 59	2	1	0	3
60 & Over	1	0	0	1
Undeclared	5	1	0	6
Grand Total	**81**	**19**	**8**	**108**

Discussion:

The University Admissions and CMHC Program is working very hard to attract and admit a very diverse student population. As seen in the Demographic data, within declared Race/Ethnicity, there is slight widening of White and applicant of Color. However, there was also a more than double increase in Undeclared Race/Ethnicity. In addition, the above data confirms that we are attracting an older student. The 30 plus student admitted nearly doubled from the previous year.

Table 3: **Persistence Data Based on Fall 2020 Day Ten Report**

Data in this section are based on the Day Ten Report of Fall 2020 released by the Office of Institutional Effectives

By Programs, Chicago	Fall 2018	Persisted into Fall 2019		Withdrew by Fall 2019[b]	
	Counts	*Counts*	*Rates*	*Counts*	*Rates*
MA in Couns: Clin. Mental Hlth. (CMHC)	99	97	97.9%	2	2 %

Discussion:

The CMHC program continues to have a high persistence rate

Table 4:   Program Student Load Data (Based on Fall 2019 Day Ten Report)

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. (CMHC)	210	77.6%	22.4%	0%

Discussion:

The CMHC program has seen a dramatic increase in students moving from full-time to part-time with variable schedules; 8% in the previous year to 22%. Two factors have influence this, the new cohorts within the Online Modality and the current environmental stressors.

Table 5: 2019 – 2020 Graduate Demographic Data (Based on Fall 2019 Day Ten Report)

Gender	2019	Total
F Identified	60	60
M Identified	10	10
Undeclared	0	0
Grand Total	**70**	**70**

Race / Ethnicity	2019	Total
White / Caucasian	32	32
African American / Black	11	11
Hispanic / Latino	15	15
Asian American / Pacific Islander	2	2
Native American / Alaskan Native	0	0
Multi-racial	2	2
Other	--	--
Undeclared	8	8
Grand Total	**70**	**70**

Age Range	Cohort ___	Total
20 – 29	41	41
30 – 39	25	25
40 – 49	4	4
Grand Total	**70**	**70**

Discussion:

The CMHC program successfully graduated 70 students. This year was a higher number of graduates primarily due to students returning from a Leave of Absence in the previous year.

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

Program Objectives and BLOs	BLO	*Learning Experiences*	*Assessment Tools*	*Attainment/Success Threshold*	*Student Performance*
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 evaluation Section A, Items 1-5	90% of students will score a 3 or better	Threshold Attained: 3.79
		Internship (CMHC 694, 698)	Site supervisor evaluations, Section A, Items 1-5	90% of students will score a 3 or better	Threshold Attained: 4.11
		Comprehensive Examination	Professional Orientation and Ethical Practice Section	90% of students will score one deviation below the collective means mean)	Threshold Attained: Average: 10/15
		COUN-532	Course Rubrics (Aggregated Data)	90% score 2 ("Meets Expectations") or better in the aggregated	Threshold Attained: Composite Score: 2.36

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 evaluation Section B, Items 6-9	90% of students will score a 3 or better	Threshold Attained: 3.75
		Internship (CMHC 694, 698)	Site supervisor evaluations Section B, Items 6-9	90% of students will score a 3 or better	Threshold Attained: 4.0
		Comprehensive Examination	Social and Cultural Diversity Section	90% of students will score one deviation below the collective means mean)	Threshold Attained: Average: 12/15
		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 Attained: Average: 11/15
		COUN-622	Course Rubrics (Aggregated Data)	90% score 2 ("Meets Expectations") or better in the aggregated	Threshold Attained: Composite score: 2.51

4. Career Development: Demonstrate knowledge and apply career development and decision-making models and strategies with multicultural and diverse populations.	BLO 1	Comprehensive Examination	Career Development Section in the comprehensive Examination	90% of students will score one deviation below the collective means mean)	Threshold Attained: Average: 12/15
		COUN-629	Course Rubrics (Aggregated Data)	90% score 2 ("Meets Expectations") or better in the aggregated	Threshold Attained: Composite score: 2.38
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: 3.83
		Internship (CMHC 694, 698)	Site supervisor evaluation Section C, Counseling Process & Helping Relationships, Items 10-16	90% of students will score a 3 or better	Threshold Attained: 4.1
		Comprehensive Examination	Section on Helping Relationship	90% of students will score one deviation below the collective means mean)	Threshold Attained: Average: 12/15
		COUN 533, 534, and 618	Course Rubrics (Aggregated Data)	90% score 2 ("Meets Expectations") or better in the aggregated	Threshold Attained: Composite scores for COUN 533: 2.67 COUN 534: 2.39 COUN 618: 2.51

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 evaluation Section D, Group Work Items 17-18	90% of students will score a 3 or better	Threshold Attained: 3.96
		Internship (CMHC 694, 698)	Site supervisor evaluation Section D, Group Work, Items 17-18	90% of students will score a 3 or better	Threshold Attained: 4.0
		Comprehensive Examination	Section on Group Work	90% of students will score one deviation below the collective means mean)	Threshold Attained: Average: 11/15
		COUN-540	Course Rubrics (Aggregated Data)	90% score 2 ("Meets Expectations") or better in the aggregated	Threshold Attained: Composite score: 2.59

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 evaluation Section E, Assessment and Diagnosis, Items 20-23	90% of students will score a 3 or better	Threshold Attained: 3.59
		Internship (CMHC 694, 698)	Site supervisor evaluation Section E, Assessment and Diagnosis, Items 20-23	90% of students will score a 3 or better	Threshold Attained: 3.93
		Comprehensive Examination	Section on Assessment and Appraisal	90% of students will score one deviation below the collective means mean)	Threshold Attained: Average: 9/15
		COUN-626	Course Rubrics (Aggregated Data)	90% score 2 ("Meets Expectations") or better in the aggregated	Threshold Attained: Composite score: 2.68
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 comprehensive Examination	90% of students will score one deviation below the collective means mean)	Threshold Attained: Average: 9/15
		COUN-625	Course Rubrics (Aggregated Data)	90% score 2 ("Meets Expectations") or better in the aggregated	Threshold Attained: Composite score: 2.47

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: 2.68
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,	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 and CMHC-617	Rubrics of these courses (Aggregated data)	90% score 2 ("Meets Expectations") or better	CMHC-538 aggregated score = 2.2 CMHC-615 aggregated score = 2.26 CMHC-617, aggregated score = 2.58
		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	Threshold Attained: 4.0
		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	Threshold Attained: 4.0

SECTION III: ASSESSMENT OF INDIVIDUAL STUDENT PROGRESS

Section A: Assessment of Individual Students on Key Performance Indicators in Core Areas

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*			
	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
Individual Student Attainment	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 2018	Data unavailable	Threshold Attained	Threshold Attained	Threshold Attained	Threshold Attained
Cohort 2019	Threshold attained.				

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

	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
Individual Student Attainment	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 2018	Data unavailable	Threshold Attained	Threshold Attained	Threshold Attained	Threshold Attained
Cohort 2019	Threshold attained.				

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*
	Measure 1: COUN 622 Human Growth & Development	Measure 2: Comprehensive Exam
	KPI Assignment: Developmental Interview	Corresponding Section on Human Growth & Development
Individual Student Attainment	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 2018	Data not available	Threshold Attained
Cohort 2019	Threshold attained.	

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	
	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 Individual Attainment	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 2018	Threshold Attained	Threshold Attained

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		
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

Individual Student Attainment	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 2018	Data not available	Threshold Attained	Threshold Attained	Threshold Attained	Threshold Attained
Cohort 2019	Threshold Attained				

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		
	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
Individual Student Attainment	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 2018	Data not available	Threshold Attained	Threshold Attained	Threshold Attained	Threshold Attained
Cohort 2019	Threshold attained.				

CORE AREA 7: ASSESSMENT AND TESTING

KPI Statement (K9):	Selected CACREP Standards:
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.	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.

	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 Individual attainment	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 2018	Data not available	Threshold Attained	Threshold Attained	Threshold Attained	Threshold Attained	Threshold Attained
Cohort 2019	Threshold attained					

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 2018	Threshold Attained	Threshold Attained

Discussion:

Faculty reviewed individual students' performance across the KPIs and related assessment thresholds, students performed well in all aspects in the core areas. The CMHC faculty and administration carefully examined the curriculum within the COUN 534 class as outlined in the 2018-2019 action plan as well as all other Core curriculum classes to insure Cultural Diversity, Social Justice, and Inclusivity exercises, assignments and readings. In assessing the observable changes, this is difficult given there the change in how the student's performance is assessed.

Section B: Assessment of Individual Students on Key Performance Indicators in CMHC Specialty Area

Section 5: Entry-Level Specialty Area – C. Clinical Mental Health Counseling			
1. Foundation			
KPI Statement (SK1): Explain the roles of clinical mental health counselors in various mental health delivery systems within the continuum of care of clients, the interfacing these roles with the integrated behavioral health care professionals, and professional training and preparation of these roles.		Selected CACREP Standards: 5.C.2.a. Roles and settings of clinical mental health counselors. 5.C.2.c. Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks 5.C.2.k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling 5.C.3.d. strategies for interfacing with integrated behavioral health care professionals.	
	Measure 1: CMHC 538 Professional Functions of Clinical Mental Health Counselors	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
	KPI Assignment: Agency Visit	CMHC 693 Practicum Site Evaluation, Items 26-28	CMHC 694 Internship Site Evaluation, Items 26-28	CMHC 698 Internship Site Evaluation Items 26-28
Student Individual Attainment	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.

Cohort 2018	No data available	Threshold Attained	Threshold Attained	Threshold Attained
Cohort 2019	Threshold Attained			

2. Contextual Dimension			
KPI Statement (SK2): Conduct case conceptualizations and formulate treatment and interventions based on theoretical foundations and assessment and diagnostic results.		Selected CACREP Standards 5.C.1.b. theories and models related to clinical mental health counseling 5.C.3.a. Intake interview, mental status evaluation, biopsychosocial history, mental health history and psychological assessment for treatment planning and caseload management. 5.C.3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues.	
	Measure 1: CMHC 617 Treatment Planning and Intervention	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
	KPI Assignment: Case conceptualization and treatment planning	CMHC 693 Practicum Site Evaluation, Items 26-28	CMHC 694 Internship Site Evaluation, Items 26-28	CMHC 698 Internship Site Evaluation Items 26-28
Individual Student Attainment	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.
Cohort 2018	Data not available	Threshold Attained	Threshold Attained	Threshold Attained
Cohort 2019	Threshold attained			

3. Practice				
KPI Statement (SK3: Demonstrate the application of crisis/ trauma counseling skills through identified mental health service delivery modalities within the continuum of care, with and/or without a mental health diagnosis.			Selected CACREP Standards 5.C.2.c Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks. 5.C.2.f. impact of crisis and trauma on individuals with mental health diagnosis.	
	KPI Assignment: Completion of Incident Command System & Psychological First Aid Certificates	CMHC 693 Practicum Site Evaluation, Items 26-28	CMHC 694 Internship Site Evaluation, Items 26-28	CMHC 698 Internship Site Evaluation Items 26-28
Student Individual Attainment	Success Criteria: Completion of Incident Command System & Psychological First Aid Certificates	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.
Cohort 2018	Threshold Attained	Threshold Attained	Threshold Attained	Threshold Attained

Discussion:

The CMHC program administrators and faculty were pleased by how well the students had performed overall and the data showing all Student Learning Outcome thresholds were successfully attained. This was particularly encouraging given the very quick change to the Virtual Learning modality, overall stress due to COVID 19 pandemic, and continued violence upon the African American community and resulting Civil unrest.

There were three key skill areas reported by the Clinical Training sites (practicum and internship) that especially stood out as areas of strength. They were Helping Relationships, Professional Orientation and Ethical Practice, and Social and Cultural Diversity. The CMHC felt the strong performance was helped by maintaining consistency of Seminar leaders during clinical training (1 year) and increased communication between Seminar leader, Clinical training director, and Clinical sites. In addition, there is focus by CIP administration to have primarily Core Faculty primarily teach these classes.

Two new classes, CMHC 538: Professional Functions of Clinical Mental Health Counselors and CMHC 615: Crisis Intervention and Trauma Counseling have now been taught and subsequent curricula updated since the previous 2018-2019 SLOAP report using the new CACREP 2016 standards and new Key Performance Indicators. The examination of COUN 534 to increase Multicultural learning and awareness among students in the course was addressed in the 2016 CACREP standards focus groups. These CIP faculty groups reviewed curriculum with the addition of new Key Performance Indicators (KPI), allowed for faculty to examine, re-invigorate, and establish new thresholds for assessing Multicultural student performance.

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:
    a. Instructor works with the student to establish a remediation plan for the student to address area (s) of concern;
    b. 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	Dispositional Professional Performance and Dispositions form in all COUN course &	90% of students attain a rating of 3 or above.	Threshold Attained: 538: 3.3

	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.	CMHC 538, 615 & 617		615: 4.0 617: 3.9
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: 3.5 615: 4.2 617: 4.0
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: 3.6 615: 4.0 617: 3.9
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: 3.5 615: 4.0 617: 3.9
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: 3.4 615: 4.0 617: 3.8
6.	**_Ethical Practice_** The ability to identify ethical dilemmas and seek consultation. The ability to monitor one's ethical behavior and seek to uphold	Dispositional Professional Performance and Dispositions form in all COUN course &	90% of students attain a rating of 3 or above.	Threshold Attained: 538: 3.3 615: 4.0

		CMHC 538, 615 & 617		617: 4.0
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: 3.3 615: 4.0 617: 4.0

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

A. Advisory Board Input:

Due to the COVID-19 Pandemic and subsequent transitional requirements, the 2019-2020 CMHC Advisory did not hold a meeting.

B. 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. Due to the unprecedented times, a bi-monthly schedule was created and implemented to increase student interaction, feedback and connectivity. Many of these discussions and feedback sessions were Mission driven in the areas of social justice, inclusion and diversity, and how historical events were effecting our students and communities. Another key formal evaluation and feedback with students was our end of semester course evaluations. This anonymous student evaluation is summarized in an extensive report which is analyzed by both faculty and administration for celebrations and improvements.

C. Alumni Survey and Responses

An Alumni survey was sent to graduates encompassing over 35 questions. Some of the key content areas involved Identification of degree and year, Curriculum, Advisement, and Clinical Experience satisfaction, Current Employment, Employment Setting, National Certified Counselor or NCC-Board Eligible certification, and Licensure.
There were 44 responses received. Overall the level of satisfaction for Curriculum, Advisement, and Clinical Experience was very good. Also alumni responding were predominately licensed and employed in areas that they were trained.

D. Alumni Employer Survey and Input

Given the unprecedented challenges at the beginning of 2020 and the amount of energy and focus needed by clinical site administrators to adapt to a Virtual clinical environment, an Alumni Employer Survey was not sent to sites. In 2020-2021, a formal survey will be created and sent to Alumni Employers for feedback on CMHC past students.

E. 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. In addition, in 2019-2020,   the Clinical Training Directors provided Clinical site supervisors a focused opportunity by creating a training day on the topic: True Self-Care & Real Support for Clinical Supervisors in which over 35 supervisors attended.

SECTION VI: PROGRAM MODIFICATIONS AND ACTIONS

The CMHC program faculty will examine course content associated with the Assessment (COUN-626) and Research (COUN-625) classes. Additionally, program faculty will review when these courses are offered in the curriculum sequence to ensure they are never taught simultaneously with CPCE exam administration. CPCE exam preparation resources will also be reviewed to provide students with updated materials.

The goal of our action plan to first examine course content associated with the Assessment (COUN 626) and Research (COUN 625) classes. CMHC administration will work with all content expert faculty teaching these classes to help ascertain the specific areas of deficit. The second area is to exam when these core competency classes are offered so that these classes are never taught simultaneously as the exam administration. The third area is to re-align with the National Board of Certified Counselors (NBCC) and offer the CPCE given they have effectively eliminated electronic delivery difficulties. The fourth area is to seek out new student Comprehensive Exam preparation resources. The Exam consultant hired for the past two years will be interviewed to ensure materials have been updated as well as new Counseling Exam resources sought.

In addition to our annual SLOAP process, it is always important to assess and implement strategies for increased student performance in other ways such as sharing resources, implementing training seminars for adjunct faculty, and consistent use of CMHC core faculty to teach Core Competency classes. This is of particular importance when teaching COUN 534 Counseling Skills. In reflection, the result of last year's action was an increased appreciation for expertise as well as increased solidarity within a relatively new CMHC core faculty. Another key area that helped address the 2018-2019 action plan was the Core Competency area focus groups created to implement the 2016 CACREP standards in which all CIP faculty participated.

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 hindsight, the CMHC faculty believe that the application of the Adler University and CMHC Program Mission greatly helped in reacting and addressing the needs of this quickly changing environment. We also witnessed the increase of our Online Modality students through adding 5 new cohorts. During the 2019-2020 year, the CMHC program in alignment with the Counseling and Integrated Programs department creatively and cooperatively strengthened the standards for Online delivery and conducted training with our Core and Adjunct faculty to implement these standards.

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).