The Master of Arts Degree in Counseling Program

The Family Institute at Northwestern University

Program Evaluation Report

2021-2022

Northwestern

The Center for Applied
Psychological and Family Studies

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INTRODUCTION

Our annual Program Evaluation Reports (PER) are deeply connected to the program's vision, mission, and objectives.

Our Vision: We are leaders in preparing psycho-dynamically-informed, culturally responsive, clinical mental health counselors to promote people's mental health and wellness.

Our Mission: To deliver innovative clinical mental health counselor training grounded in contemporary psychodynamic theory, best practices from multiple perspectives, and a multicultural worldview, preparing students to become competent counselors, mental health advocates, and leaders.

Our Program Objectives: In completing our program students will: 1) Possess an in-depth understanding of Clinical Mental Health Counseling; 2) Understand strategies to integrate psychodynamic thought and emerging best practices into clinical work; 3) Demonstrate self-reflective counseling skills honed through extensive and closely supervised clinical practice; 4) Demonstrate rich multicultural awareness, that embraces and advances diversity and social justice values; 5) Embody a professional counselor identity; 6) Showcase a scientific mindset and interest in scholarship and profession-centered activities.

The 2021-2022 Program Evaluation Report (PER) demonstrates our engagement and investment in understanding how well we are achieving our vision, mission, and objectives. The PER also highlights our compliance with evaluation requirements of the Council for Accreditation of Counseling and Related Education Programs (CACREP, 2016), related to an annual compilation and dissemination of program data.

Figure 1 shows our program evaluation framework. Appendix 1 lists the metrics we examine, what data we collected, when and how, and the analytic plans we utilized around these data. We link findings from the data to our continuous improvements in the program.

In the sections following, we present and discuss data related to who we admitted in 2021-2022 and who studied with us; who our faculty were; metrics related to our students' success towards their degrees; how our students performed as clinicians-in-training. In addition, we discuss key performance indices related to our students' achievement; how our students perform on the National Counselor Examination, and consideration of students' feedback from exit interviews and surveys. Based on these data we identify our strengths, and our growth areas for improvements

Figure 1: Our Integrated Program Evaluation Framework
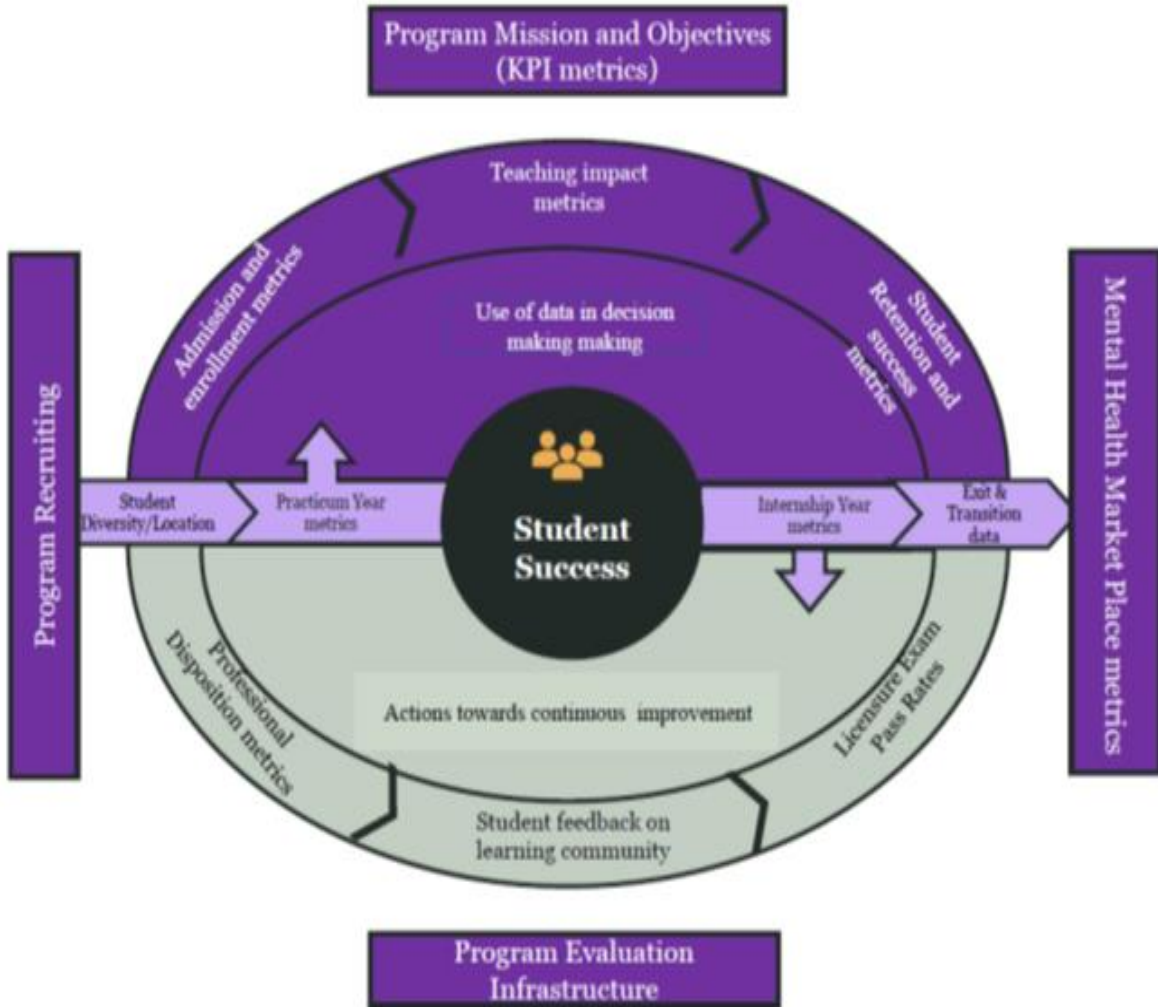
A. STUDENTS ADMITTED AND STUDYING WITH US IN 2021-2022

A.1. ADMISSIONS AND ENROLLMENT DATA

Table 1 shows that in 2021-2022, 1,168 individuals applied to study with us. Of the 1,168 who applied, we interviewed 670 individuals (57%), and of those interviewed, 474 (40.5%) were admitted to the program. Of those admitted, 377 (79.5%) matriculated/enrolled. For 2021-2022, the percent of applicants offered admissions on ground was around 21%, and around 48% online. The program's overall yield was around 41% (total matriculated/enrolled from the entire 2021-2022 applicant pool).

Table 1: Admissions (2021-2022)

Status	On-Ground	Online	Program
Applied	332	836	1,168
Interviewed	155	515	670
Admitted	69	405	474
Matriculated/Enrolled	34	343	377

A. 2. STUDENT DIVERSITY & LOCATION DATA

In 2021-2022, in terms of sex/gender, women/females made up the bulk of applicants admitted at 84% (Table 2). Table 3 shows that White students continue to constitute the majority of those matriculated/enrolled (62%). Figure 2 shows our program's reach nationwide in terms of admissions, with students coming from forty-two states and the District of Columbia, the largest contingent from Illinois (n=83). For a third year, COVID dynamics significantly impacted our capacity to enroll international students on ground with only four in the enrolled cohort,

representing Canada, China, Israel, and Mexico. We had several international applicants, but visa and travel restrictions affected their capacity to travel to the U.S.

Table 2: Admitted Students by Gender (2021-2022)

Gender	OG N=69	OL Full-Time N=65	OL Part-Time N=339	Total Enrollment N=473
Female	52	56	290	**398**
Male	14	8	42	**64**
Non-Binary	0	1	7	**8**
Not Reported	3	-	-	**3**

Table 3: Newly Matriculated/Enrolled Students by Race & Ethnicity (2021-2022)

Race/Ethnicity Admitted	OG N=34	OL N=342	Program N=376	Program Percent*
White	18	216	234	**62%**
Black/African American	4	32	36	**10%**
Latinx	7	32	39	**10.5%**
Asian	4	30	34	**9%**
Native American/American Ind.	-	-	-	**-**
Hawaiian/Pacific Islander	-	2	2	**-**
Multiracial	-	17	17	**4.5%**
Not Reported	1	13	14	**4%**

*Values are rounded.

Figure 2. Newly Enrolled Students by U.S. State (2021-2022)

Counseling Student Home State Data (N=372)
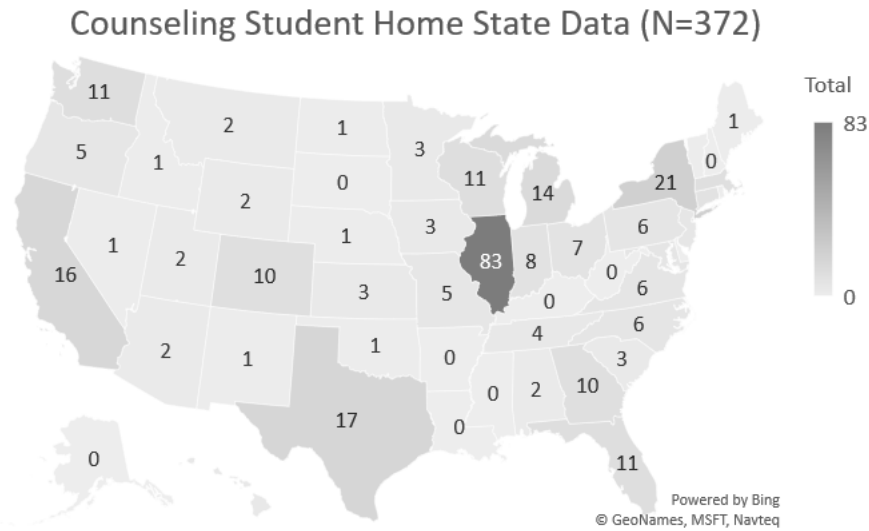
In 2021-2022, the entire student body, made up of new and continuing students, numbered 913. Table 4 shows that around 38% were non-white, with most of the group being Black, Indigenous, Persons of Color (BIPOC).

Table 4: 2021-2022 Student Body by Race/Ethnicity and Gender (N=913)

Student Body	OG (74)			OL (812)			Program (913)				Program Percent*
	W	M	Other	W	M	Other	W	M	Other	Total	
White	37	8	-	429	65	9	466	73	9	**548**	**60%**
Black	6	-	-	86	22	2	92	22	2	**116**	**13%**
Asian	6	1	-	55	5	1	61	6	1	**68**	**7.5%**
Latinx	6	-	1	76	14	-	82	14	1	**27**	**3%**

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	OG			OL			Program				
NA/AN	-	-	-	2	1	-	2	1	-	**97**	**10.5%**
Pacific Islander	-	-	-	1	-	-	1	-	-	**1**	**>1%**
Multi racial	6	-	-	27	4	-	33	4	-	**37**	**4%**
Not Reported	2	1	-	15	1	1	17	2	-	**19**	**2%**

*Values are rounded.

B. OUR FACULTY   2021-2022

B. 1. FACULTY COMPOSITION DATA

We had a total of 29 Core faculty in 2021-2022, with all but one meeting the criteria to count as *core* under the CACREP (2016) guidelines (Table 5). We contracted ninety-seven affiliate instructors to support teaching in 2021-2022, with a majority (92%) teaching online. To count as an affiliate, the faculty taught at least one section of a course in that academic year. In terms of racial/ethnic representation faculty who identified as Black, Asian, Latinx, or multiracial represented 34% of our core and around 26% percent of affiliates. In 2021-2022 our educators were overwhelming cis-gendered female (86% core and 60% affiliate).

Table 5: 2021-2022 Core Faculty by Race/Ethnicity and Gender (N=29)

Core Faculty	OG (6)			OL (23)			Program (29)				Program Percent*
	F	M	Other	F	M	Other	F	M	Other	Total	
White	3	-	-	12	4	-	15	4	-	**19**	**66%**

	F	M	Other/NR	F	M	Other/NR	F	M	Other/NR	Total	Program Percent*
Black	2	-	-	4	-	-	6	0	-	**6**	**21%**
Asian	1	-	-	2	-	-	3	0	-	**3**	**10%**
Latinx	-	-	-	1	-	-	1	0	-	**1**	**3%**
NA/AN	-	-	-	-	-	-	-	-	-	**-**	**-**
Pacific Islander	-	-	-	-	-	-	-	-	-	**-**	**-**
Multiracial	-	-	-	-	-	-	-	-	-	**-**	**-**
Not Reported	-	-	-	-	-	-	-	-	-	**-**	**-**

Note: Department Chair is counted online. *Values are rounded.

Table 6: 2021-2022 Affiliate Faculty by Race/Ethnicity and Gender (N=97)

Affiliate Faculty	OG (8)			OL (89)			Program (97)				Program Percent*
	F	M	Other/NR	F	M	Other/NR	F	M	Other/NR	Total	
White	4	2	-	24	5	11	28	7	11	**46**	**47.5%**
Black	1	-	-	10	4	3	11	4	3	**18**	**18.5%**
Asian	1	-	-	1	-	-	1	-	-	**1**	**1%**
Latinx	-	-	-	1	-	-	1	-	-	**1**	**1%**
NA/AN	-	-	-	-	-	-	-	-	-	**-**	**-**
Pacific Islander	-	-	-	-	-	-	-	-	-	**-**	**-**

Multiracial	-	-	-		4	-	1		4	-	1	**5**	5%
Not Reported	-	-	-		12	7	7		12	7	7	**26**	27%

*Values are rounded.

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C. Student Advancement Towards Degree

Fall 2021-Spring 2022

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C.1. STUDENT BODY PERFORMANCE METRICS

Our program continued a pattern of graduating students on their preferred timeline, with low dismissal and academic probation rates. In 2021-2022, the COVID-19 pandemic and quarantine conditions, for a third year, presented challenging conditions in both sites. Despite this, a

substantive majority of our students performed at or above expectations in coursework, with GPAs at or above 3.0. Students also achieved on time graduations despite disruptions.

In Tables 7-12, we present academic metrics collated by The Graduate School that show our students' advancement towards their degrees. These metrics are reported only for Fall 2021 to Spring 2022. In 2021-2022, relative to active student body size (913), very few students (around 1.75%) had GPAs below 3.0 (Table 7). We had just over 6% attrition in 2021-2022 (56 of 913 in the student body), with most attrition explained as students voluntarily withdrawing from the program without completing their degrees (Table 8). There were no dismissals in 2021-2022. Table 9 notes that in the on-ground site most students are on a traditional track, completing their degree in 24 months (Our Bridge or 2 Plus) students on campus completed their degrees in 3 years with their final year being part-time. Online students complete their degrees on an accelerated track, traditional track, or part-time. Table 11 shows students' on-time degree progress for each track. In 2021-2022 our program's academic probation rate was low (Table 11), at about 2.4% of the active student body. Leaves of absence remain higher than in previous years and we attribute this to the continued impact of COVID and related conditions (Table 12).

Table 7: GPA < 3.0 2021-2022

GPA < 3.0	Overall	Sex/Gender			Race/Ethnicity	
		Female	Male	Non-Bin	BIPOC	Non-BIPOC
OG	1	1	0	0	1	0
OL	15	9	6	0	15	3
Program	**16**	**10**	**6**	**0**	**16**	**0**

*Students with GPA .3.0 are placed on probation multiple times in the same academic year, resulting in some students being counted multiple times.

Table 8: Attrition: Students Discontinued or Withdrawing 2021-2022

Discontinued	Overall	Sex/gender			Race/Ethnicity	
		Female	Male	Non-Bin	BIPOC	Non-BIPOC
OG	1	1	0	0	0	1
OL Full-Time	5	2	2	0	3	2
OL Part-Time	33	31	2	0	9	24
Program	**39**	**34**	**4**	**0**	**12**	**27**

*Students withdrawing from the program without earning the degree during the 2021 - 2022 academic year. One student sex/gender is unreported within the overall count of discontinued students.

Table 9: Graduations in 2021-2022

Graduations	Overall	Sex/gender			Race/Ethnicity	
		Female	Male	Non-Binary	BIPOC	Non-BIPOC
OG (completing in 3 years)	39	32	6	1	6	33
OL Full Time (completing in 2 years)	55	46	8	0	14	41
OL Part-Time (completing in 4 years)	201	173	25	0	46	155
Program	**295**	**251**	**39**	**1**	**66**	**229**

*Count of students completing and graduating from each site during 2021 - 2022 academic year, sex/gender of n=4 students is unreported within the overall count of completing students.

Table 10: Median Time to Degree 2021-2022

Time to degree	Overall	Sex/gender			Race/Ethnicity	
		Female	Male	Non-Binary	BIPOC	Non-BIPOC
OG	7 quarters	7 quarters	7.5 quarters	8 quarters	7.5 quarters	7 quarters
OL Full-Time	7 quarters	7 quarters	7 quarters	-	7 quarters	7 quarters
OL Part-Time	10 quarters	10 quarters	11 quarters	-	10.5 quarters	10 quarters

*Median quarters of enrollment for students completing the degree in 2021 – 2022.

Table 11: Academic Probation 2021-2022

Academic probation	Overall	Sex/Gender			Race/Ethnicity	
		Female	Male	Non-Bin	BIPOC	Non-BIPOC
OG	2	1	1	0	2	0
OL Full-Time	5	2	3	0	4	1
OL Part-Time	15	10	5	0	14	1
Program	**22**	**13**	**10**	**0**	**18**	**2**

*Students placed on academic probation during the 2021 - 2022 academic year. Students are placed on probation multiple times in the same academic year, resulting in some students being counted multiple times.

Table 12: Leave of Absences 2021-2022

LOAs	Count
OG	1
OL Full-Time	3
OL Part-Time	106
Program	**110**

*Students on leave of absence for any quarter in 2021-2022. Not counted in active student body.

D. Students' Performance as Counselors-in-Training

2021-2022

D. 1. CLINICAL TRAINING PERFORMANCE METRICS

Students are required to complete at least fifty direct face-to-face hours with clients for the practicum experience. Students must also complete a minimum of 240 direct face- to face-hours with clients during an internship. These direct practice hours are buttressed with additional hours documenting other experiences related to personal growth, training, and recordkeeping. COVID-19 impacted clinical training in several ways including continued disruptions as sites managing masking and quarantine conditions and tele mental health. We also took advantage of accommodations provided by our accreditation body (CACREP) at both sites and allowed overages from practicum to count toward internship requirements.

Students trained at around 487 unique sites across the U.S and Appendix 2 shows some of the agencies and institutions where our students are placed. Students trained with around 543 unique supervisors at sites. Table 13 shows the clinical training targets assessed by supervisors including *Knowledge and Skills Related to Professional Counseling*, *Approach to Learning*, *Professional Demeanor,* and *Cultural Proficiency*. Table 14 summarizes the mean scores (with standard deviations) of supervisor evaluation of students. On-ground there were 108 evaluations for 36 practicum trainees and 102 evaluations for 34 interns. Online there were 439 evaluations for 876 practicum trainees and 758 for 350 interns. Ratings overall below were for 859 clinical trainees. Supervisor ratings across sites suggest that our students are achieving a solid standard of above-average ratings of 4.11/5.0 in the practicum year and 4.34/5.0 in the internship year. We expect a slightly creased score in the internship when students are in the later stages of our curriculum.

Table 13: Clinical Trainee Competencies Assessed by Practicum and Internship Supervisors

Knowledge and Skills	
Professional Skills	
1	Ability to establish a facilitative therapeutic environment
2	Capacity to empathize with clients' conflicts and struggles
3	Capacity for genuineness, openness, and warmth with clients
4	Sensitivity to clients' transference and its implications for assessment and treatment
5	Awareness of own reactions to clients and their implications for assessment and treatment
6	Ability to formulate a coherent case assessment & integrate additional material as available
7	Ability to apply theoretical knowledge to case material
8	Ability to conceptualize and implement effective treatment plans
9	Ability to use (administer, score, interpret) standardized tests
10	Ability to prepare formal reports
11	Ability to maintain reports and records up-to-date and on-time
12	Ability to make cogent case presentations
13	Ability to accept and make constructive use of supervision
Approach to Learning	
1	Openness to trying new clinical methods and approaches
2	Interest in using staff and other agency resources (in-service, etc.) for learning
3	Capacity for self-awareness, self-scrutiny, and self-evaluation with respect to clinical performance
Professional Demeanor	
1	Describes sound and ethical judgment

2	Establishes professional relationships
3	Explains scope of professional duties and responsibilities
4	Recognizes how staff and other agency resources (in service, etc.) can assist one's learning
5	Shows Dependability
6	Values punctuality and attendance
7	Willingness to assume duties and responsibilities
Cultural competency	
1	Ability to understand and work effectively with culturally diverse populations
2	Ability to understand how cultural background and experiences influence own attitudes, values and biases in counseling others
3	Possesses an awareness of own cultural values and biases
4	Understands how oppression, discrimination and stereotyping affect them personally and in their work with clients
5	Use supervision to improve education, understanding and effectiveness in working with culturally different populations

Note: Training competencies are evaluated on the following rating scale. 5=excellent work, 4.5=clear strength, 4=satisfactory work, 3.5=student experiencing difficulty in this area and making satisfactory progress, 3=student experiencing difficulty in this area and making slow progress, 2.5=student experiencing difficulty in this area and making questionable progress, 2=represents an area of difficulty where progress has not yet been demonstrated, 1=a key problem area which threatens to interfere with clinical effectiveness, consultation should be initiated, N/A=not able to evaluate at the present time or does not apply.

Table 14: Supervisor Evaluation of Counselors'-in-Training Competencies (2021-2022)

Supervisor Evaluation of Practicum Students Knowledge and Skills; 1 (poor) 5 (excellent)						
Domain	OG	SD	OL	SD	Program	SD
1 Professional Skills	3.72	0.64	3.55	0.98	**3.57**	**0.92**

	E. Student Academic Performance 2021-2022					
2	Approach to Learning	4.49	0.72	4.18	0.92	4.21	0.90
3	Professional Demeanor	4.56	0.60	4.24	0.83	4.27	0.79
4	Cultural Competency	4.22	1.00	3.92	1.13	3.95	1.12

Supervisor Evaluation of Internship Students Knowledge and Skills							
	Domain	OG	SD	OL	SD	Program	SD
1	Professional Skills	3.85	0.59	4.08	0.82	4.05	0.75
2	Approach to Learning	4.34	0.56	4.48	0.79	4.46	0.72
3	Professional Demeanor	4.37	.64	4.49	0.78	4.47	0.72
4	Cultural Competency	4.30	.70	4.38	0.85	4.37	0.83

E.1. KEY PERFORMANCE INDICATORS

We tracked 14 Key Performance Indicators (KPIs), linked to signature assignments, to determine how well our students are doing in 9 domains. The 14 KPIs align to our objectives. These metrics are embedded in the program's education and training experiences. Data for each assignment are captured in our Learning Management Systems as part of routine grading on each site. To conduct an evaluation of KPIs, data from each site and each signature assignment were standardized. Next, we determined the percentage means for each site and the weighted mean for the program. Table 15 presents our online, on-ground, and program mean in signature assignments attached to each KPI in 2021-2021. Percentage means online ranged from 70 % (C) to 100% (A). For on-ground, percentage means ranged from 81% (B- to 100% (A). Unsurprisingly, signature assignments related to supervisor ratings, transcriptions, and quizzes had lower percent means than other types of assignments.

Table 15: Key Performance Indicators of Students' Knowledge and Skills by Percentage (2021-2022)

Domains	KPI Knowledge Skill	Measure	Prog Obj.	Assignment (Course)	OL	OG	Program
Professional Counseling Orientation and Ethical Practice	1) Students will demonstrate application of ethical decision making in clinical and professional practice (Skill)	1	PO #1	Group Ethical Dilemma Paper (Ethics in Counseling) Supervisor evaluation of	96.7% SD 5.95	97.06% SD 0.57	**96%**

		2		students' professional demeanor items 1,3 & cultural competency skills items 2,3,4 (Internship)	89.5% SD 16.63	91.33% SD 11.92	**89%**
	2) Students will identify the roles and responsibilities of professional counselors, including advocacy for the profession (knowledge)	1	PO #5	Professional Identity Statement (Counseling Methods: Advanced Skills)	95.36% SD 12.92	97.83% SD 0.13	**95%**
		2		PISC Assessment & Reflection (Professional Topics in Counseling)	98% SD 9.39	95% SD 22.36	**98%**
Social and Cultural Diversity	1) Students will demonstrate knowledge of multicultural counseling principles and competencies (knowledge)	1	PO # 4, 5, 6	Cultural Event Paper (Multicultural Counseling)	93.1% SD 12.3	90.17% SD 17.59	**93%**
		2		Supervisor evaluation of students' cultural competency all items (Internship)	89.17% SD 16.60	86.00% SD 0.70	**89%**
	2) Students will demonstrate multicultural skills with diverse client populations (skill)	1	PO # 1& 4	Advocacy Workshop Proposal (Counseling Methods: Outreach, Prevention & Advocacy)	89.77% SD 26.65	94.46% SD 15.29	**89%**
		2		Supervisor evaluation of students' cultural competency all items (Internship)	89.17% SD 16.60	86.00% SD 0.70	**89%**
Human Growth and Development (HGD)	1) Students will demonstrate knowledge of human developmental theory in conceptualizing individual	1	PO # 1& 4	Child/Adolescent Interview (HGD-child/adolescent emphasis)	99.42% SD 2.31	94.21% SD 4.59	**99%**
		2					

	functioning and behavior (knowledge)			Adult Interview (HGD- Adult emphasis)	98.39% SD 4.08	95.78% SD 3.97	98%
				Personal Genogram and Family Essay (Foundations of Family Marital and couple Counseling)	97.05% SD 11.1	99.30% SD 2.74	97%
Career Development	1) Students will demonstrate an understanding of ethical and culturally informed career development counseling strategies (knowledge)	1 2	PO #4	NCE prep quiz (Career Counseling) Career work with culturally diverse client (Career Counseling)	87.92% SD 19.06 95.62% SD 7.68	92.65% SD 2.30 91.68% SD 18.19	87% 95%
Counseling and Helping Relationships	1)Students will demonstrate self-reflective interviewing and counseling skills (Skill)	1 2	PO #3	Recording/Transcription (Counseling Methods 2: Advanced Skills) Supervisor evaluation of students' professional skills items 4, 5; approaches to learning, item 3 and cultural competency item 2 (Internship)	88.17% SD 11.95 84% SD 16.32	97.87% SD 3.07 83% SD 15.01	88% 84%
	2) Students will demonstrate a capacity to integrate psychodynamic principles into the practice of	1 2	PO #2	Case Conceptualization #1 (Theories in Counseling & Psychotherapy)	95.20% SD 9.73	95.65% SD 5.80	95%

	counseling (knowledge)			Psycho-diagnostic Chart and Integration Assignment (Psychodynamic Counseling)	96.84% SD 8.77	93.29% SD 3.40	**96%**
	3) Students will demonstrate competency in treatment planning (Skill)	1	PO # 1 & 2	Biopsychosocial Mental Health Eval Report (Counseling Methods: Outreach, Advocacy, prevention)	96.98% SD 21.12	97.45% SD 11.49	**96%**
		2		Supervisor evaluation of students' professional skills 6, 9, 11 (Internship)	83% SD 35.91	81% SD 7.05	**83%**
Group Counseling and Group work	1) Students will demonstrate knowledge of group work theory, processes, and dynamics in facilitating therapeutic change (Knowledge)	1	PO # 1 & 5	Group Dynamics Immersion Reflection (Midterm) Paper	90.8% SD 13.39	93.33% SD 27.14	**90%**
		2		Group workshop proposal (Group Theory and Techniques)	90.19% SD 11.79	92.19% SD 21.04	**90%**
Assessment and Testing	1) Students will identify a variety of formal and informal assessment strategies to be used for screening, diagnosis, treatment planning, and the evaluation of treatment outcomes (Skill)	1	PO # 1& 6	Quiz/Midterm (Assessment in Counseling)	98.37% SD 14.29	96.55% SD 1.33	**98%**
		2		Become an Expert paper (Assessment in Counseling)	97.99% SD 4.55	95.00% SD 26.36	**97%**

Research and Program Evaluation	1) Students will showcase knowledge of research advancements in clinical mental health counseling and how research evidence informs counseling practice (knowledge) 2	1	PO # 1,5 & 6	Research Article Critique (Research in Counseling) Capstone Evaluation (Student Capstone conference)	90.06% SD 16.88 100% Pass	*course not offered because of a rotation change 100% Pass	90% 100% Pass
Specialty Area CMHC	1) Students will demonstrate competencies in conducting a biopsychosocial evaluation for the purpose of diagnosis and treatment planning (Skill)	1 2	PO # 1, 3, 6	Biopsychosocial Mental Health Eval Report (Counseling Methods: Outreach, Advocacy, prevention) Supervisor evaluation of students' professional skills items 6, 8,9 (Internship)	96.98% SD 21.12 70% SD 35.60	97.79% SD 0.71 81% SD 2.21	96% 70%
	2) Students will demonstrate competencies in clinical documentation (Skill)	1 2	PO # 1& 5	Case note assignment (Counseling Methods: Advanced Skills) Supervisor evaluation of students' professional skills items 10,11 (Internship)	93.59% SD 18.81 83% SD 33.3	99.22% SD 0.13 84% SD 3.17	93% 83%

Note: Assignment point values have been converted to mean percentages on a 100-point scale, standard deviations in parentheses.

F. Student performance on the National Counselor Exam (2021-2022)

F.1. NATIONAL COUNSELOR EXAM (NCE)

Consistently, our students do well on the national counselor exam (NCE), with pass rates of over 90%. Table 19 shows pass rates for 2021-2022. Additionally, in all domains, students in both sites perform better than the national average.

Table 16: National Counselor Exam (NCE) Pass Rate on First Attempt (2021-2022)

Year	OG	OL	Program
2021-2022	100% (45)	97.5% (80)	98.4% (127)

G. Student Feedback in 2021-2022: Qualitative Themes

Each graduating student in the program is required to provide exit feedback via interview (on-ground unit) or survey (online unit). Each form of data collection prompted student feedback in five areas. Exit interviews were conducted with on-ground students by a core faculty member after the Capstone experience, held virtually, lasted 20-to 45 minutes, and included faculty data collection in a Qualtrics style document. Exit surveys were emailed to all online students after the Capstone experience. Data were then collapsed and analyzed for core themes in both program sites. Table 20 lists the core themes for 2021-2022. Representative comments related to each theme are summarized in the first person directly from faculty member notes (on-ground unit) or as excerpts from open-ended survey responses (online unit). There was some minor technical editing of student sentiment for enhanced readability.

Table 17: Program Wide Sentiments in Exit interviews 2021-2022

	Strengths	
	OG	**OL**
Opportunities for Growth & Reflection	It was the first time I really had to ask for help. I felt so supported. The faculty had confidence in me. Always impactful, the learning curve was steep and amazing. The diversity of our program - particularly at this point in history - has opened my eyes in all sorts of ways. I had really diverse clients, as well, who gave me a great perspective. I will never forget a fellow student saying "I can't be in class because my city is literally on fire" during the Chicago protests. I have such greater empathy and awareness of others' experiences.	The program changed me as a person in ways that I will be forever grateful. This will benefit my future work with clients. There were a few classes where the particular instructor, the student mix, and probably an array of intangibles made the learning experience utterly unforgettable, almost magical. I never imagined that an on-line experience that requires authentic connection could be so transformational - I thank Counseling @Northwestern for this.
Group Dynamics Immersion	[GDI] was impactful in good and bad ways and I learned a lot about myself.	Group immersion was an extremely impactful experience, even though we had to do it virtually. The connections made, the self-reflection and vulnerability, and the support of everyone was something that I will never forget.
The Emphasis on Reflective practice	Reflective pieces of the curriculum include RPS, CCS, and supervision. I learned a	It's okay to feel overwhelmed and make mistakes in the beginning - it's a normal part of the process and doesn't mean that

	lot of clinical skills from those experiences.	you're not cut out for the work. Being genuine, empathetic, and self-reflective are the most important things.
Quality of Education & Training	Many of the professors demonstrated their passion for the topics. Those classes where professors really were passionate were ones that took away more from them. Everyone was so supportive, and there was always someone you could reach out to if there was a need.	It is a great program and I can see my skills coming out while seeing clients. The only area lacking is with note writing when seeing clients. This is something very much dependent on our supervisors and some are not as good with training interns.
Core Faculty	The faculty was so helpful. Students can always find help and support. I felt very close to the faculty.	… I feel very fortunate with the faculty that I had for my classes. I had a number of core faculty and when I had adjunct professors they were really knowledgeable about their subject. Some were more able to bring the class together a group than others. But in general, I always felt supported by them and the topics were all thought-provoking and interesting.
Connection to Peers	What a surprise to form such meaningful relationships with other students. Different age groups, backgrounds, life stages, etc. Was cool. Would not have made these kinds of friends otherwise.	… Making time outside of the classroom was super important and I enjoyed that space my peers and I created to help push one another throughout the program.
Clinical Experiences	All the clinical experiences. I really felt that the supervisors that I got were strong. RPS, triadic supervision was really strong and very helpful.	Some of the best experiences I had were in CCS. I think that there should be more opportunities for informal learning and gathering in the online program.

	Growth Areas	
	OG	**OL**
Cost	The amount of money that this program costs. I have an issue with transparency regarding where all the money goes.	Cost is a burden, especially for counselors wanting to work with low SES clients.
Diversity, Equity, Inclusion,	Topics around multiculturalism could be handled better. It seems at times that multicultural topics are superficial…. I also wished that International student issues were considered more broadly and that resources were inclusive of non-native born students.	Religion and spirituality are not well addressed…physical disability including chronic illness should also be added.
Group Dynamics Immersion	.. difficult experience with [GDI] I can see the value of some of it. It's one thing to have us grow … but I did not like it because of how it affected my peers. Some were young, and it was tough on them.	Group immersion may benefit from making counselors available as my group experienced a lot of retraumatization to differing levels. Students learning need more support.
Placement	Child and adolescent track-- I did not get to see a client and get into the weeds until well into my second year. To wait a year and a half for the training I wanted felt really hard.	My clinical site was a perfect fit, but many of my classmates who did not stay on top of asking for a placement site [did not have this experience]. I felt that I shouldn't have to check in as much as I did, but it honestly helped.
Asynchronous coursework	I regret that we studied online. It was hard for me to engage with the async content. I found it hard to focus on the online content.	I loved the academics in the program and I learned an ENORMOUS amount during my time here. Most classes were well organized and clear. There were a couple of exceptions where the Async was outdated

or not as helpful, but overall, I thought it supplemented the reading and the coursework.

CONCLUSION

We derive several conclusions from our 2021-2022 Program Evaluation Report.

1) Interest in the program remains extremely strong as documented by a high number of applications. Our online sites help us to achieve a diverse student body, while our ground site attracts international student interest. The on-ground site interest remained quite strong, but the admission of international students was dramatically affected by COVID conditions.

2) The program's national reach remains steady. Students come from 42 states, the District of Columbia, and several international locations. Several countries were represented among those who applied although COVID dynamics impacted again this year whether applicants were able to study in the U.S.

3) Our recruitment and retention of training sites and site supervisors, nationally, remained strong. Students and trained in 487 agencies and institutions across the U.S. with over 543 unique supervisors. Many of these sites are reused (meaning they have been with us for multiple years).

4) Our program, across both sites, continues to achieve a high standard of education and training consistent with our program goals. Notably, we are achieving our core curricular and CMHC goals, as documented by student performance on 10 Key Performance Indicators and 14 signature assignments.

5) Our program NCE pass rates remain high at over 98%.

6) On-ground and online sites maintain a high degree of concordance in clinical training targets as documented by the small to moderate differences in mean scores in supervisory evaluations across all students.

RECOMMENDATIONS AND ACTIONS

There were several growth edges that remain key to our strategic planning and implementation for continuous improvements.

1) We noted an opportunity to transition our on-ground site away from asynchronous coursework as COVID quarantine conditions continue to improve, making it possible to re-engage in-person learning to a higher degree.

2) Cultivation and maintenance of multicultural competence throughout the program continues to remain a high priority. The faculty DEI Committee co-chaired by faculty members in both sites continues to promote candid conversations, curricular audits and reviews, dedicated student advising, and strategic DEI programming. In addition, both sites have well-regarded DEI student-led groups who initiate actions under their own agency but also work closely with faculty DEI teams.

3) We noted again this year small differences in on-ground and online student achievement on the targeted assignments. As we continue to grow as a program, a continuing deliverable will be close monitoring of Key Performance Indicators across both sites. We have particular interest in observing whether the return to in-person learning for our on-ground students will affect this trend. Our program monitoring and evaluation committee (PMEC) will guide these data collection and analysis efforts.

4) Again this year the clinical training arena experienced disruptions due to COVID and quarantine conditions, including a small decrease in the number of clinical sites and supervisors used for training. We anticipate this trend to reverse as COVID-related constraints are lifted over time. Our clinical training team has also prioritized expanding the pool of clinical sites and supervisors available to students.

Appendix 1:

2021-2022 Program Evaluation Report Data Collection, Timing & Analytics

What Data	How & When	Data Collection Methods	Data Analytics
- Admission and enrollment metrics - Student location and diversity metrics - Faculty Data	- Student admission applications - Student matriculation and class enrollment from graduate school - First-second quarter retention of admitted students - Student class registrations - Data collected annually OG, and Quarterly OL - Data collected from faculty survey and CVS	- Retrieval of Applicant data in college net (OG) in Salesforce (OL) - Retrieval of Graduate school tracking data - Retrieval of data in N.U.'s BI/COGNOS systems - Data collected quarterly when faculty are first contracted	- Data downloaded in excel - Cleaned and recoded where needed - Data descriptive (frequencies, mean, median, percent etc.) - Trend & categorical comparisons - Data descriptive (Frequencies, mean, median, percent etc.)
What Data	How & When	Data Collection Methods	Data Analytics
Aggregate and individual student Key	KPI Data are collected quarterly, Data collected quarterly and	KPI data collected via achievement on signature assignments.	Data downloaded to excel

What Data	How & When	Data Collection Methods	Data Analytics
Performance Indicators ● Student evaluations of instruction ● Student achievement metrics (e.g,. GPA, time to degree, graduation rates, Academic Probation, Attrition) ● Supervision evaluation of students occur quarterly in practicum and internship ● Student evaluation of practicum and internship occurs at end of internship ● Faculty evaluation students of Key Professional Dispositions (KPDs)	annually by academic year ● Students' academic achievement data are collected as part of the graduate school tracking system updated quarterly ● Data collected from supervisors and students on practicum and internship via Qualtrics survey	Typically, overall percent achieving a grade of B or better on assignments or evaluations ● Data drawn from N.U. graduate school tracking systems and from N.U.'s course eval system (CTEC) ● Supervisory data collected in quarterly supervisory evaluation of practicum and internship-Qualtrics Survey ● Students' evaluation of site and supervisors drawn annually from Qualtrics survey ● Faculty evaluation of KPDs are collected via Qualtrics survey	● Cleaned and recoded where needed ● Data descriptive (frequencies, mean, median, percent) ● Simple comparisons ● Open ended data (e.g, written comments) evaluated for core themes and patterns
What Data	**How & When**	**Data Collection Methods**	**Data Analytics**
● Aggregated and individual evaluation of KPIs	● KPI data are collected via achievement on signature assignments.	● KPI data collected via achievement on signature assignments.	● Data downloaded to excel ● Cleaned and recoded where needed

• Alumni ratings on program's achievement of program objectives • Supervisor ratings of program's achievement of program objectives	• Data collected quarterly and annually by academic year	• Site data allows for comparisons • Key benchmark: Typically, overall percent achieving a grade of B or better on assignments or evaluations	• Data descriptive (frequencies, mean, median, percent) • Categorial comparisons • NPS data calculated based on traditional NPS formula • Open ended data (e.g., written comments) evaluated for core themes and patterns
• National Counselor Education pass rates and national comparisons • Supervisor ratings on student performance including assessment of student performance as compared to others from alternate programs	• Annual reports of student NCE pass rates	• Reports retrieved annually from National Board of Certified Counselors (NBCC) • Data drawn from Qualtrics surveys of alumni, supervisor and employers	• Data downloaded to excel • Cleaned and recoded where needed • Data descriptive (frequencies, mean, median, percent) • Categorical comparisons • Open ended data (e.g., written comments) evaluated for core themes and patterns

Appendix 2:

Subsample of Clinical Training Sites for Academic Year 2021-2022

Training Sites	
A Quiet Journey Counseling, LLC	The Center for Growth
Agape Counseling Center	The DBT Clinic
Alliance Counseling Group	The New Hope MHCS
Alvarado Parkway Institute Behavioral Health Services	The Therapy Labs
Behavioral Health Group - Denver	The Worth, Wisdom, and Wellness Center
Better Together Family Therapy	Therapist Without Borders, PLLC
Birdie Lou Counseling Center	Therapy Resources of Morris County LLC
Breathe Counseling, LLC	Tides Family Services
Breeze Counseling	Transcend Counseling Chicago
Bridges, TruStart	Transformative Growth Counseling
Butterfly Beginnings Counseling	Transformative Wellness, LLC
California Counseling Clinics	Trilogy Behavioral Healthcare
Cancer Support Community South Bay	Upper Manhattan Mental Health Center
Chicago Psychotherapy, PLLC	Veduta Consulting, LLC
Cityscape Counseling	Virginia Diaz Counseling and Family Therapy
Clarksville Community Counseling, LLC	Wellington Counseling Group
Coastal Horizons Center	Weslaco Counseling Center, PLLC.
Cognitive Behavioral Health	Westport Counseling & Therapy
DBT Institute Oklahoma City	Whole Connection
Family Life Center	Williamsville Wellness, LLC
Flatiron Mental Health Counseling	Willow Counseling Services, LLC
Foundations Behavioral Health	Woodnote Counseling, PLLC
Foundations Counseling Center of Hampton Roads	Work in Progress