



**The Master of Arts Degree  
in Counseling Program  
The Family Institute at  
Northwestern University**

**Program Evaluation Report  
2022-2023**

**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.

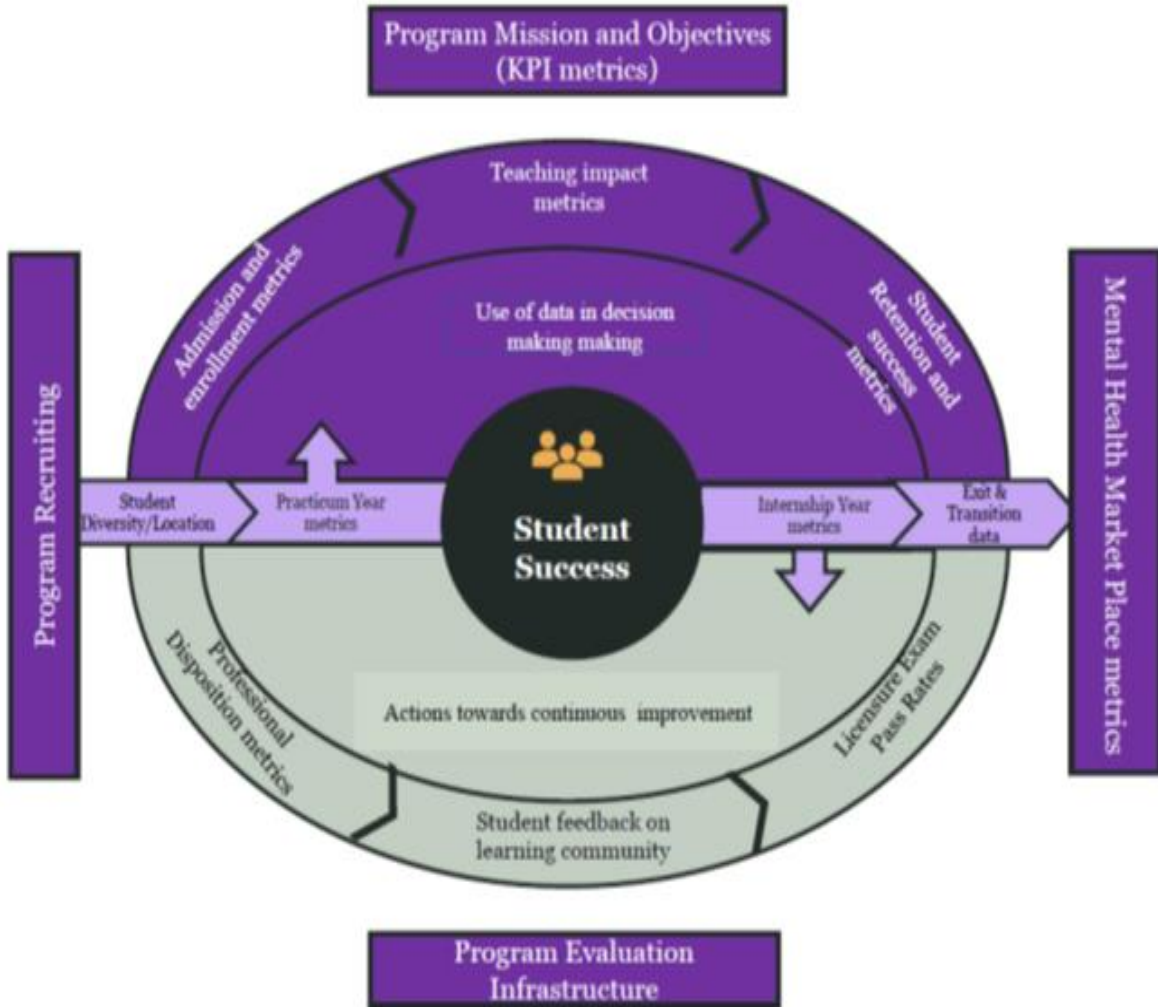
Our Program Objectives: In completing our program students will: 1) Possess an in-depth understanding of Clinical Mental Health Counseling; 2) Understand strategies to integrate psychodynamic thought and emerging best practices into clinical work; 3) Demonstrate self-reflective counseling skills honed 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 2022-2023 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 2022-2023 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. 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 2020-2021

### A. 1. ADMISSIONS AND ENROLLMENT DATA

Table 1 shows that in 2022-2023, 2,080 individuals applied to study with us. Of the 2,080 who applied, we interviewed 700 individuals (almost 34%), and of those interviewed, 533 (78.5%) were admitted to the program. Of those admitted, 441 (almost 83%) matriculated/enrolled. For 2022-2023, the percent of applicants offered admissions on ground was around 18.5%, and online around 27.5%. The program's overall yield was around 26% (total matriculated/enrolled from the entire 2022-2023 applicant pool.)

**Table 1: Admissions (2022-2023)**

Status	On-Ground	Online	Program
Applied	437	1,641	2,078
Interviewed	150	550	700
Admitted	81	452	533
Matriculated/Enrolled	35	406	441

### A. 2. STUDENT DIVERSITY & LOCATION DATA

In 2022-2023, in terms of sex/gender, women/females comprised the majority of applicants admitted at 80.5% (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 states and the District of Columbia, the largest contingent from Illinois (n=72). We had several international applicants, but visa and travel restrictions affected their capacity to travel to the U.S. Five international students in the enrolled cohort, representing China, Indonesia, and Thailand.

**Table 2: Admitted Students by Sex & Gender (2022-2023)**

Gender	OG N=81	OL N=452	Program N=525	Program Percent*
Female	60	361	421	80.5%
Male	11	79	90	17%
Non-Binary	1	12	13	2.5%
Not Reported	1	-	1	>1%

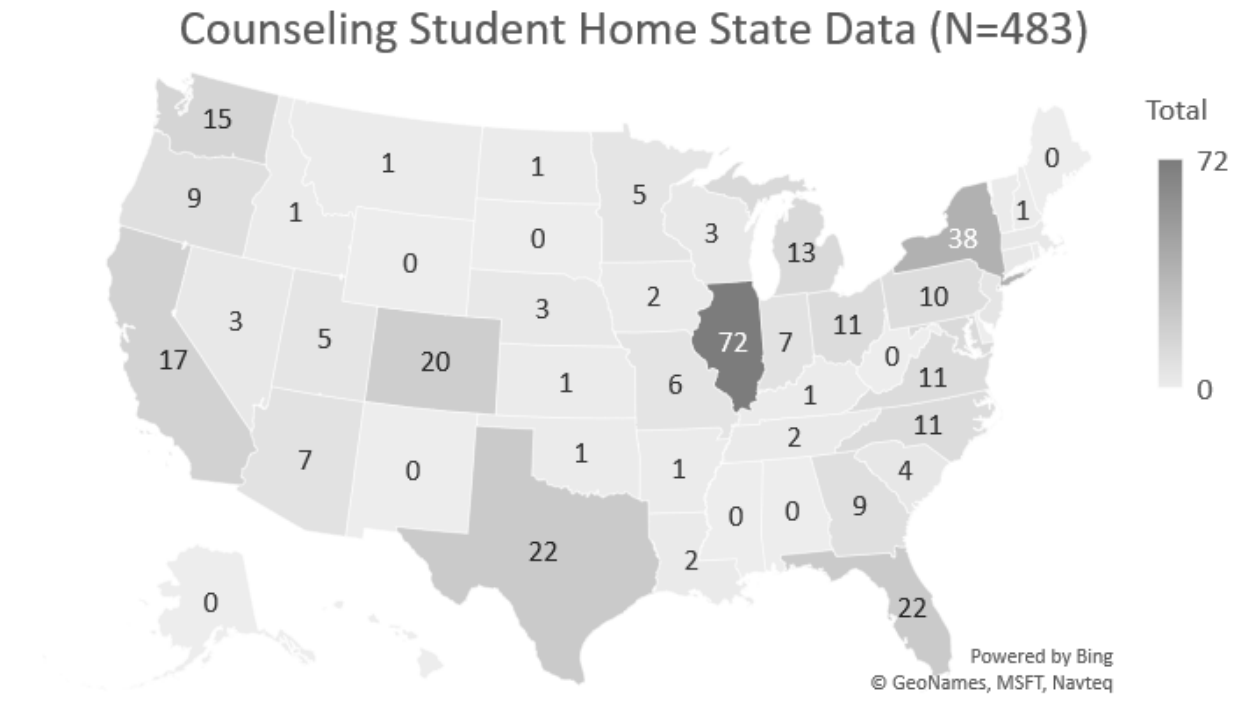
\*Values are rounded.

**Table 3: Newly Matriculated/Enrolled Students by Race & Ethnicity (2022-2023)**

Race/Ethnicity Admitted	OG N=36	OL N=452	Program N=488	Program Percent*
White	19	283	302	62%
Black/African American	4	39	43	9%
Latinx	1	50	51	10.5%
Asian	10	41	51	10.5%
Native American/American Ind.	-	2	2	>1%
Hawaiian/Pacific Islander	-	-	-	-
Multiracial	2	26	28	6%
Not Reported	-	11	11	2%

\*Values are rounded.

**Figure 2. Newly Enrolled Students by U.S. State (2022-2023)**



In 2022-2023, the entire student body, made up of new and continuing students, numbered 906. Table 4 shows that around 36.5% were non-white, with a roughly equal number of Black (10.5%), Asian (11%), and Latinx (11%) students. International students from Canada, China, Indonesia, Israel, and Mexico constituted <1% of our on-ground student body (n=9).

**Table 4: 2022-2023 Student Body by Race/Ethnicity and Gender (N=906)**

Student Body	OG (70)			OL (817)			Program (906)				Program Percent*
	W	M	Other	W	M	other	W	M	Other	Total	
White	28	8	1	450	63	7	478	71	8	557	61.5%
Black	6	2	-	72	15	-	78	17	-	95	10.5%
Asian	14	3	-	72	10	3	86	13	3	102	11%
Latinx	4	-	1	81	13	-	85	13	1	99	11%
NA/AN	-	-	-	-	-	-	-	-	-	-	-
Pacific Islander	-	-	-	-	-	-	-	-	-	-	-



Multi racial	2	-	-		26	5	1		28	5	1	<b>34</b>	<b>4%</b>
Not Reported	1	-	-		16	2	-		17	2	-	<b>19</b>	<b>2%</b>

\*Values are rounded.

## B. OUR FACULTY 2022-2023

### B. 1. FACULTY COMPOSITION DATA

We had a total of 30 Core faculty in 2022-2023, with all but one meeting the criteria to count as *core* under the CACREP (2016) guidelines (Table 5). We contracted ninety-six affiliate instructors to support teaching in 2022-2023, with a majority (93%) 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, Latinx, and Asian or multiracial represented 33% of our core and around 25% percent of affiliates. In 2022-2023 our educators were overwhelming cis-gendered female (83% core and 60% affiliate).

**Table 5: 2022-2023 Core Faculty by Race/Ethnicity and Gender (N=30)**

Core Faculty	OG (6)			OL (24)			Program (30)				Program Percent*
	F	M	Other	F	M	Other	F	M	Other	Total	
White	3	-	-	11	4	-	14	4	-	18	60%
Black	1	1	-	5	-	-	6	1	-	7	23%
Asian	1	-	-	2	-	-	3	0	-	3	10%
Latinx	-	-	-	2	-	-	2	0	-	2	6%
NA/AN	-	-	-	-	-	-	-	-	-	-	-
Pacific Islander	-	-	-	-	-	-	-	-	-	-	-
Multiracial	-	-	-	-	-	-	-	-	-	-	-
Not Reported	-	-	-	-	-	-	-	-	-	-	-

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

**Table 6: 2022-2023 Affiliate Faculty by Race/Ethnicity and Gender (N=96)**

Affiliate Faculty	OG (7)			OL (89)			Program (96)				Program Percent*
	F	M	Other /NR	F	M	Other /NR	F	M	Other /NR	Total	
White	5	-	-	24	5	11	29	5	11	45	47%
Black	1	-	-	10	4	3	11	4	3	18	19%
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.

## C. Student Advancement Towards Degree

Fall 2022-Spring 2023

### 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 2022-2023 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.

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 2022 to Spring 2023. In 2022-2023, relative to active student body size (906), very few students (around 2.5%) had GPAs below 3.0 (Table 7). We had 12% attrition in 2022-2023 (106 of 903 in the student body, aggregated from Fall 2022 to Spring 2023), with most attrition explained as students voluntarily withdrawing from the program without completing their degrees (Table 8). There was one dismissal in 2022-2023. 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 10 shows students' on-time degree progress for each track. In 2022-2023 our program's academic probation rate was low (Table 11), at about 3% of the active student body. Leaves of absence were lower than in the two previous years, which we attribute to the decreased impact of COVID and related conditions (Table 12).

**Table 7: GPA < 3.0 2022-2023**

GPA < 3.0	Overall	Sex/Gender			Race/Ethnicity	
		Female	Male	Non-Bin	BIPOC	Non-BIPOC
OG	0	0	0	0	0	0
OL	23	17	6	0	15	8
<b>Program</b>	<b>23</b>	<b>17</b>	<b>6</b>	<b>0</b>	<b>15</b>	<b>8</b>

^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 2022-2023**

Discontinued	Overall	Sex/gender			Race/Ethnicity	
		Female	Male	Non-Bin	BIPOC	Non-BIPOC
OG	1	1	0	0	1	0
OL Full-Time	1	1	0	0	0	1
OL Part-Time	40	30	8	0	6	34
<b>Program</b>	<b>42</b>	<b>32</b>	<b>8</b>	<b>0</b>	<b>7</b>	<b>35</b>

\*Students withdrawing from the program without earning the degree during the 2022 - 2023 academic year. Sex/gender for two students are unreported within the overall count of discontinued students.

**Table 9: Graduations in 2022-2023**

Graduations	Overall	Sex/gender			Race/Ethnicity	
		Female	Male	Non-Binary	BIPOC	Non-BIPOC
OG (completing in 3 years)	27	22	5	0	4	23
OL Full Time (completing in 2 years)	48	42	6	0	11	37
OL Part-Time (completing in 4 years)	268	225	38	0	71	197
<b>Program</b>	<b>343</b>	<b>289</b>	<b>49</b>	<b>0</b>	<b>86</b>	<b>257</b>

\*Count of students completing and graduating from each site during 2022 - 2023 academic year. Sex/gender for five students are unreported within the overall count of completing students.

**Table 10: Median Time to Degree 2022-2023**

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

\*Median quarters of enrollment for students completing the degree in 2022 – 2023.

**Table 11: Academic Probation 2022-2023**

Academic probation	Overall	Sex/Gender			Race/Ethnicity	
		Female	Male	Non-Bin	BIPOC	Non-BIPOC
OG	0	0	0	0	0	0
OL Full-Time	5	2	3	0	5	3
OL Part-Time	22	19	3	0	12	<b>10</b>
<b>Program</b>	<b>27</b>	<b>21</b>	<b>6</b>	<b>0</b>	<b>17</b>	<b>13</b>

\*Students placed on academic probation during the 2022 - 2023 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 2022-2023**

LOAs	Count
OG	3
OL Full-Time	6
OL Part-Time	79
<b>Program</b>	<b>88</b>

\*Students on leave of absence for any quarter in 2022-2023. Not counted in active student body.

## D. Students Performance as Counselors-in-Training

2022-2023

### 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.

Students trained at around 568 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 682 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 (and standard deviations) of supervisor evaluation of students. On ground there were 108 evaluations for 36 practicum trainees and 108 evaluations for 36 interns. Online there were 876 evaluations for 445 practicum trainees and 950 for 476 interns. Ratings overall below were for 993 clinical trainees. Supervisor ratings across sites suggest that our students are achieving a solid standard of average to above average ratings of at least 3.5/5.0 in the practicum year and 3.85/5.0 in the internship year. We expect a slightly increased 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**

<b>Knowledge and Skills</b>	
<b>Professional Skills</b>	
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
<b>Approach to Learning</b>	
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
<b>Professional Demeanor</b>	
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
<b>Cultural competency</b>	
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 (2022-2023)**

Supervisor Evaluation of Practicum Students Knowledge and Skills; 1 (poor) 5 (excellent)							
Domain		OG	SD	OL	SD	Program	SD
1	Professional Skills	3.72	0.61	3.53	1.09	3.57	0.94
2	Approach to Learning	4.37	0.78	4.19	0.97	4.23	0.94
3	Professional Demeanor	4.47	0.69	4.23	0.86	4.28	0.84
4	Cultural Competency	4.04	1.10	3.91	1.19	3.94	1.16
Supervisor Evaluation of Internship Students Knowledge and Skills							

Domain		OG	SD	OL	SD	Program	SD
1	Professional Skills	3.85	0.67	4.12	0.76	4.07	0.74
2	Approach to Learning	4.48	0.69	4.54	0.71	4.53	0.71
3	Professional Demeanor	4.50	0.63	4.55	0.68	4.54	0.67
4	Cultural Competency	4.47	0.58	4.42	0.84	4.43	0.78

## E. Student Academic Performance 2022-2023

### 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 18 presents our online, on-ground, and program mean in signature assignments attached to each KPI in 2022-2023. Percentage means online ranged from 85.1 % (B) to 100% (A). For on-ground, percentage means ranged from 81.9% (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 (2022-2023)**

Domains	KPI	Measure	Prog Obj.	Assignment (Course)	OL	OG	Program
<b>Professional Counseling Orientation and Ethical Practice</b>	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)	93.97% SD 5.49	96.65% SD 8.75	<b>93%</b>
		2		Supervisor evaluation of students’ professional demeanor items 1,3 & cultural competency skills	87.78% SD 15.67	88.45% SD 11.07	

				items 2,3,4 (Internship)			
	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)	99.72% SD 19.1	97.83% SD 12.6	99%
		2		PISC Assessment & Reflection (Professional Topics in Counseling)	98.5% SD 24.29	95.40% SD 11.62	98%
<b>Social and Cultural Diversity</b>	1) Students will demonstrate knowledge of multicultural counseling principles and competencies (knowledge)	1	PO # 4, 5, 6	Cultural Event Paper (Multicultural Counseling)	93.52% SD 14.51	92.78% SD 15.16	93%
		2		Supervisor evaluation of students' cultural competency all items (Internship)	91.3% SD 16.85	89.40% SD 0.58	91%
	2) Students will demonstrate multicultural skills with diverse client populations (skill)	1	PO # 1& 4	Advocacy Workshop Proposal (Counseling Methods: Outreach, Prevention & Advocacy)	92.14% SD 15.14	99.88% SD 0.39	92%
		2		Supervisor evaluation of students' cultural competency all items (Internship)	91.3% SD 16.86	89.40% SD 0.58	91%
<b>Human Growth and Development (HGD)</b>	1) Students will demonstrate knowledge of human developmental theory in conceptualizing individual functioning and	1	PO # 1& 4	Child/Adolescent Interview (HGD-child/adolescent emphasis)	92.78% SD 6.13	97.47% SD 7.02	92%
		2					

	behavior (knowledge)			Adult Interview (HGD- Adult emphasis)	98.56% SD 3.97	88.76% SD 2.63	98%
				Personal Genogram and Family Essay (Foundations of Family Marital and couple Counseling)	98.1% SD 11.90	99.2% SD 2.12	98%
<b>Career Development</b>	1) Students will demonstrate an understanding of ethical and culturally informed career development counseling strategies (knowledge)	1	PO #4	NCE prep quiz (Career Counseling)	90.09% SD 19.06	96.05% SD 1.17	90%
		2		Career work with culturally diverse client (Career Counseling)	97.05% SD 11.37	98.93% SD 1.02	97%
<b>Counseling and Helping Relationships</b>	1) Students will demonstrate self-reflective interviewing and counseling skills (Skill)	1	PO #3	Recording/Transcription (Counseling Methods 2: Advanced Skills)	95.56% SD 37.23	97.89% SD 3.07	95%
		2		Supervisor evaluation of students' professional skills items 4, 5; approaches to learning, item 3 and cultural competency item 2 (Internship)	91.65% SD 15.95	90.39% SD 10.65	91%
	2) Students will demonstrate a capacity to integrate psychodynamic principles into the practice of counseling (knowledge)	1	PO #2	Case Conceptualization #1 (Theories in Counseling & Psychotherapy)	94.47% SD 10.06	96.75% SD 5.60	94%
		2		Psycho-diagnostic Chart and			

				Integration Assignment (Psychodynamic Counseling)	97.99% SD 3.09	96.19% SD 3.30	97%
	3) Students will demonstrate competency in treatment planning (Skill)	1	PO # 1 & 2	Biopsychosocial Mental Health Eval Report (Counseling Methods: Outreach, Advocacy, prevention)	97.27% SD 16.28	99.61% SD 1.23	97%
		2		Supervisor evaluation of students' professional skills 6, 9, 11 (Internship)	85.11% SD 36.17	81.87% SD 7.03	85%
<b>Group Counseling and Group Work</b>	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	98.85% SD 15.26	98.14% SD 2.40	98%
		2		Group workshop proposal (Group Theory and Techniques)	98.12% SD 15.26	96.78% SD 3.89	98%
<b>Assessment and Testing</b>	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)	98.11% SD 10.08	99.98% SD 0.10	98%
		2		Become an Expert paper (Assessment in Counseling)	98.97% SD 8.88	92.69% SD 3.71	98%

<b>Research and Program Evaluation</b>	1) Students will showcase knowledge of research advancements in clinical mental health counseling and how research evidence informs counseling practice (knowledge)	1	PO # 1,5 & 6	Research Article Critique (Research in Counseling)	92.63% SD 12.91	98.91% SD 4.62	<b>92%</b>  <b>100% Pass</b>
		2		Capstone Evaluation (Student Capstone conference)	100% Pass	100% Pass	
<b>Specialty Area CMHC</b>	1) Students will demonstrate competencies in conducting a biopsychosocial evaluation for the purpose of diagnosis and treatment planning (Skill)	1	PO # 1, 3, 6	Biopsychosocial Mental Health Eval Report (Counseling Methods: Outreach, Advocacy, prevention)	97.27% SD 16.28	99.61% SD 1.23	<b>97%</b>  <b>85%</b>
		2		Supervisor evaluation of students' professional skills items 6, 8,9 (Internship)	85.12% SD 36.05	83.11% SD 4.74	
	2) Students will demonstrate competencies in clinical documentation (Skill)	1	PO # 1& 5	Case note assignment (Counseling Methods: Advanced Skills)	97.92% SD 18.6	99.22% SD 0.13	<b>97%</b>  <b>85%</b>
		2		Supervisor evaluation of students' professional skills items 10,11 (Internship)	85.11% SD 33.27	86.71% SD 4.47	

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 (2022-2023)

### 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 2022-2023. 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 (2022-2023)**

Year	OG	OL	Program
2022-2023	100% (7)	90.5% (57)	91.4% (64)



## G. Student Feedback in 2022-2023: Qualitative Themes

### G. 1. STUDENT EXIT INTERVIEW & SURVEY DATA

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 or in person based on student preference, 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 2022-2023. 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 2022-2023**

Strengths		
	OG	OL
<b>Opportunities for Growth &amp; Reflection</b>	This will be an intense two years and uncomfortable at times. But it is a means to an end and a rich learning experience in and of itself.	I am so grateful for my time in the program. While I think there are certainly ways the program can grow, I also acknowledge that no program is perfect, and I overall feel very fortunate for my experience and to have been a part of this community.
<b>Group Dynamics Immersion</b>	...the power dynamics at work in this program are incredibly strong...	Group immersion was an amazing experience. I got out of it exactly what I put into it.

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**The Emphasis on Reflective practice**

The RPS and CCS experiences have been wildly impactful. To be able to engage with a small group of peers and provide supervision and support to each other has been an incredible opportunity.

The self-reflective aspect of this program is so unique and so valuable and has probably been the most impactful part of this experience.

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**Quality of Education & Training**

Know that faculty are passionately committed to the profession, and to our education and training....

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.

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**Core Faculty**

...faculty and supervisors who have really believed in me and championed me.

Professors that are genuinely kind, caring, and most importantly, competent! Some were more able to bring the class together as a group than others.

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**Connection to Peers**

My fellow cohort members.... Also my support system outside the program (family) has been vital. I could not have done this program without their help.

The peer relationships I formed in the program helped me get through the most difficult parts of the program. Being able to see those people at Group Immersion was a beautiful experience....

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**Clinical Experiences**

Getting clinical experience and quality supervision from the very start.

Internship has done the most for me in terms of shaping me. The hands on experience teaches me.

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Growth Areas		
	OG	OL
<b>Cost</b>	I am concerned about the cost of the program.	The cost was significant....
<b>Diversity, Equity, Inclusion,</b>	Parents/caregivers are an underrepresented population that has not yet been named or supported as such.	Include more topics of diversity, spirituality, religion.
<b>Group Dynamics Immersion</b>	.. 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.	Potentially make changes to group immersion. Had a negative group experience that impacted me for months after the experience.
<b>Placement</b>	There needs to be more support around the internship process; for some students struggling with life circumstances there was an experience of limited support and flexibility.	Although the placement team made it quite stressful when securing my site, my time at my site has been overall very positive. I have built a wonderful relationship with my supervisor and my colleagues, and learned so much through my hours with clients and group/individual supervision.
<b>Asynchronous Coursework</b>	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.	A lot of the async was less informative and engaging than I thought it would be, and there was very high variance between synchronized professors.

## CONCLUSION

We derive several conclusions from our 2022-2023 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 40 states, the District of Columbia and several international locations. Because of positive change in international COVID dynamics, many countries were represented among those who applied and were able to study with us in the U.S.
- 3) Our recruitment and retention of training sites and site supervisors, nationally, is strong and expanding. Students are trained in 568 agencies and institutions across the U.S. with over 682 unique supervisors. Many of these sites are reused (meaning that has been with us for multiple years), demonstrating our ability to maintain these clinical relationships.
- 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 90%.
- 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 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. Towards this end, we have

established a curriculum committee that will guide the review of course content and develop a plan to systematically evaluate student performance trends on signature assignments.

2) Student feedback on clinical training via exit surveys (online) and interviews (on-ground) highlighted several continuing themes. Consistent with previous years, students report the quality of their clinical training experience to be strong, noting that they feel better prepared at internship than peers from other institutions. Clinical placements also continue to be an area of high anxiety for students. Our clinical training team has enacted several measures to respond to student concerns. These measures include expanded internship preparation delivered by Clinical Training Directors, and deliberate advising check-ins regarding the internship process.

3) Multicultural competence throughout the program continues to remain a high priority. In addition to curricular audits and reviews, dedicated student advising, candid conversations, the faculty DEI Committee co-chaired by faculty members in both sites established our first annual Diversity, Respect, Inclusion, Veracity, Equity (DRIVE) Symposium. DRIVE was conceived with the intention of demonstrating and celebrating the importance of DEI-related values to our community at large. This symposium is an opportunity for our program to explore the incorporation of these values into our daily work and lives.

4) We noted a rise in student withdrawals in 2022-2023. We are responding to this observation with close monitoring of students across both sites by our program monitoring and evaluation committee (PMEC) that will guide the collection of student performance data and offer in-depth analyses to understand the salience and significance of this finding.

**Appendix 1: 2022-2023 Program Evaluation Report Data Collection, Timing & Analytics**

<b>What Data</b>	<b>How &amp; When</b>	<b>Data Collection Methods</b>	<b>Data Analytics</b>
<ul style="list-style-type: none"> <li>Admission and enrollment metrics</li> <li>Student location and diversity metrics</li> <li>Faculty Data</li> </ul>	<ul style="list-style-type: none"> <li>Student admission applications</li> <li>Student matriculation and class enrollment from graduate school</li> <li>First-second quarter retention of admitted students</li> <li>Student class registrations</li> <li>Data collected annually OG, and Quarterly OL</li> <li>Data collected from faculty survey and CVS</li> </ul>	<ul style="list-style-type: none"> <li>Retrieval of Applicant data in college net (OG) in Salesforce (OL)</li> <li>Retrieval of Graduate school tracking data</li> <li>Retrieval of data in N.U.'s BI/COGNOS systems</li> <li>Data collected quarterly when faculty are first contracted</li> </ul>	<ul style="list-style-type: none"> <li>Data downloaded in excel</li> <li>Cleaned and recoded where needed</li> <li>Data descriptive (frequencies, mean, median, percent etc.)</li> <li>Trend &amp; categorical comparisons</li> <li>Data descriptive (Frequencies, mean, median, percent etc.)</li> </ul>
	<b>How &amp; When</b>	<b>Data Collection Methods</b>	<b>Data Analytics</b>
<ul style="list-style-type: none"> <li>Aggregate and individual student Key Performance Indicators</li> <li>Student evaluations of instruction</li> <li>Student achievement metrics (e.g., GPA, time to degree, graduation rates,</li> </ul>	<ul style="list-style-type: none"> <li>KPI Data are collected quarterly, Data collected quarterly and annually by academic year</li> <li>Students' academic achievement data are collected as part of the graduate school tracking</li> </ul>	<ul style="list-style-type: none"> <li>KPI data collected via achievement on signature assignments. Typically, overall percent achieving a grade of B or better on assignments or evaluations</li> <li>Data drawn from N.U. graduate</li> </ul>	<ul style="list-style-type: none"> <li>Data downloaded to excel</li> <li>Cleaned and recoded where needed</li> <li>Data descriptive (frequencies, mean, median, percent)</li> <li>Simple comparisons</li> <li>Open ended data (e.g, written comments)</li> </ul>

<p>Academic Probation, Attrition)</p> <ul style="list-style-type: none"> <li>Supervision evaluation of students occur quarterly in practicum and internship</li> <li>Student evaluation of practicum and internship occurs at end of internship</li> <li>Faculty evaluation of student Key Professional Dispositions (KPDs)</li> </ul>	<p>system updated quarterly</p> <ul style="list-style-type: none"> <li>Data collected from supervisors and students on practicum and internship via Qualtrics survey</li> </ul>	<p>school tracking systems and from N.U.'s course eval system (CTEC)</p> <ul style="list-style-type: none"> <li>Supervisory data collected in quarterly supervisory evaluation of practicum and internship- Qualtrics Survey</li> <li>Students' evaluation of site and supervisors drawn annually from Qualtrics survey</li> <li>Faculty evaluation of KPDs are collected via Qualtrics survey</li> </ul>	<p>evaluated for core themes and patterns</p>
<p><b>What Data</b></p>	<p><b>How &amp; When</b></p>	<p><b>Data Collection Methods</b></p>	<p><b>Data Analytics</b></p>
<ul style="list-style-type: none"> <li>Aggregated and individual evaluation of KPIs</li> <li>Alumni ratings on program's achievement of program objectives</li> <li>Supervisor ratings of program's achievement of program objectives</li> <li>Employer ratings of student's capacities related to program objectives</li> </ul>	<ul style="list-style-type: none"> <li>KPI data are collected via achievement on signature assignments.</li> <li>Data collected quarterly and annually by academic year</li> <li>Alumni, supervisor, and alumni surveys are collected triennially. Last collection (2020-2021)</li> </ul>	<ul style="list-style-type: none"> <li>KPI data collected via achievement on signature assignments.</li> <li>Site data allows for comparisons</li> <li>Key benchmark: Typically, overall percent achieving a grade of B or better on assignments or evaluations</li> <li>Alumni, supervisor and employer data</li> </ul>	<ul style="list-style-type: none"> <li>Data downloaded to excel</li> <li>Cleaned and recoded where needed</li> <li>Data descriptive (frequencies, mean, median, percent)</li> <li>Categorical comparisons</li> <li>NPS data calculated based on traditional NPS formula</li> </ul>

<ul style="list-style-type: none"> <li>Students' ratings of program's Net Promotor Score</li> </ul>		<p>collected via Qualtrics survey</p>	<ul style="list-style-type: none"> <li>Open ended data (e.g., written comments) evaluated for core themes and patterns</li> </ul>
<ul style="list-style-type: none"> <li>National Counselor Education pass rates and national comparisons</li> <li>Supervisor, and employer survey ratings on student and alumni performance including assessment of alumni performance as compared to others from alternate programs</li> <li>Alumni reports of preparation and conditions in the mental health care (salary, licensures, preparation for practice etc)</li> </ul>	<ul style="list-style-type: none"> <li>Annual reports of student NCE pass rates</li> <li>Alumni, supervisor, and alumni surveys collected triennially. Last collected 2020-2021</li> </ul>	<ul style="list-style-type: none"> <li>Reports retrieved annually from National Board of Certified Counselors (NBCC)</li> <li>Data drawn from Qualtrics surveys of alumni, supervisor and employers</li> </ul>	<ul style="list-style-type: none"> <li>Data downloaded to excel</li> <li>Cleaned and recoded where needed</li> <li>Data descriptive (frequencies, mean, median, percent)</li> <li>Categorical comparisons</li> <li>Open ended data (e.g., written comments) evaluated for core themes and patterns</li> </ul>



**Appendix 2: Sample Sites for Academic Year 2022-2023**

Training Sites	Training Sites
12 South Recovery	La Concordia Psychotherapy and Wellness Clinic
A Better Life Counseling Services, Inc.	La Vida Counseling PLLC
A.M.A. Counseling Services, LLC	Life Connections (Bettendorf, IA)
ABBE Center for Community Mental Health (Cedar Rapids, IA)	LIFE Counseling and Neurofeedback
AMRI Counseling (Milwaukee, WI)	Lotus Psychotherapy
Anchored Roots Mental Health	Lutheran Counseling Services
BRAINS (Grand Rapids, MI)	Medecins Sans Frontieres Psychological Unit
Brazoria County Counseling Center	Mental Health America of Northern Kentucky and Southwest Ohio
Breakthrough Behavioral Health	New Life Journey, LLC
Cancer Support Center of South Bay	New York Anxiety Treatment
Cape & Islands Cognitive Behavioral Institute	Nashville Therapy Group
Capital Center for Psychotherapy and Wellness	Navajo Nation Department of Behavioral Health Chinle Treatment Center
Catholic Charities Diocese of Joliet	Neurobloom Counseling and Neurofeedback LLC
Dragonfly Counseling	Oregon Mental Health Services, LLC
Eating Recovery Center, Illinois	Oshkosh Marriage and Family Therapy Center
Family Resources, Inc (Davenport, IA)	Pinnacle Counseling
Family Service of El Paso	PLAN of Central Texas
Growth and Transitions Counseling	Plano Center of Counseling
Guided Path Counseling	Revive to Thrive Wellness Center
Hartford Counseling	Reyngold Psychotherapy & Wellness Center
Hartgrove Hospital (Chicago,IL)	Seneca Family of Agencies
Haven Counseling Center (Pontiac, MI)	Serenity Counseling Center
Jackson Healing Clinic	Shadowlight Center
Jacksonville University, Student Counseling Center	Taproot Counseling Services, PLLC