

2019 Comprehensive Program Evaluation

MA Clinical Mental Health Counseling Program

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A comprehensive program evaluation of the MA Clinical Mental Health Counseling Program was conducted in August 2019 as required by the Council for Accreditation of Counseling and Related Education (CACREP Section I AA. 1-6). The evaluation includes a review of the mission, program goals, curricular offerings, and characteristics of program applicants; and assessment of student learning and professional development. Resulting identified program strengths and concerns are listed along with identified areas for possible program modification.

Review of Mission Statement, Program Goals, and Curricular Offerings

The review of the mission, objectives, and learning outcomes is ongoing. Review involves input from the faculty, students, and personnel from cooperating agencies.

The CMHC Mission Statement

In accordance with CACREP Section II “A:” The program mission statement was reviewed by all program faculty during a CMHC Program Committee meeting on February 2019. It was decided that no revision was needed at this time. The mission statement was last revised in March 2014 to more clearly articulate the intent and purpose of the program (*See Appendix “A”*).

Review of Program Goals and Objectives

Program objectives were reviewed in February 2019 by the CMHC Program Committee. It was decided that the program objectives continue to reflect the 8 CACREP core areas addressing the respective CACREP standards. The CMHC program Committee decided that no

changes were necessary at this time. Refer to *Appendix B* for current CMHC Program Objectives.

Review of Curricular Offerings

Review of curricular offerings is ongoing by the CMHC Program Committee to ensure that courses are offered consistent with program objectives and CACREP standards.

Curricular Changes. In Spring 2018, under new departmental leadership, the CMHC Program Committee decided that CEP 578 “Advanced Practicum” and CEP 522 “Organization and Administration of School Counseling Services” would no longer be offered as they are not required components of a Clinical Mental Health Counseling program. Additionally, CEP 556 (Addictions Counseling) was removed from the program of study. These elective courses were included as options in the Student Handbook for the incoming Fall 2018 cohort. Another change included for the Fall 2018 incoming cohort related to the number of credit hours students had to enroll for CEP 550 (Counseling Theory and Technique) and CEP 572 (Counseling Practicum). Both of these courses transitioned from 3 credit hours to 6 credit hours. The reasoning behind this change was to capture the time commitment required for students to complete these courses as they both require a considerable amount outside of class.

In Fall 2018, however, CMHC Program Committee engaged in additional discussions about necessary coursework and possible elective courses for the program, taking into consideration the needs of the students, the community, and formal and informal feedback obtained from students, faculty, alumni, and site supervisors. In Spring 2019, CMHC faculty finalized the course of study for the CMHC Program, which included the following changes: (a) CEP 522 “Organization and Administration of School counseling services,” will continue to be offered as an elective course but will be offered only every other year. This course will not be

part of the program of study but will be an optional elective course for students; (b) CEP 556 “Addictions Counseling” will remain as part of the program course of study, as it is a required training component for several state licensing boards; (c) CEP 578 Advanced Practicum will be offered as an elective every year in an effort to enhance child/adolescent counseling training but will continue to not be a part of the required course of study; (d) CEP 550 and CEP 572 will return to a 3-credit course as there were no drastic changes to the curriculum or time requirements for students that would explain the additional credit hours. CEP 598 “Special Topics: Traumatology” will be offered at least every other the summer as an elective option in an effort to enhance student’s training in trauma-related issues. Similarly, CEP 642 “Psychometrics” will be offered for students who want to obtain more in-depth experience in the area of research and appraisal.

The CMHC program curriculum was presented to the Site Supervisors as part of the Supervisor Training. Their feedback included the following recommendations to (a) provide students with more experience in the administration/professional expectations side of mental health counseling (no specifics were offered); (b) More training in working in the field of “Corrections,” and (c) More in depth-training in treatment planning in different settings. No substantial changes in the curriculum were suggested. The CMHC Program curriculum meets the 60-hour requirement for Clinical Mental Health Counseling. Refer to updated Program of Study on *Appendix “C.”* Please note that three different options for the program of study are offered to the students. These options take into consideration students’ preference to complete internship in one semester, complete internship in two semesters, and/or engage in additional specified elective courses to meet requirements of a HRSA training grant available to all

Clinical Mental Health Counseling students in the program. Requirements regarding core curriculum and clinical hours are consistent throughout the three different options.

Review of course syllabi. Plan for how the program objectives and learning outcomes would be addressed was created prior to the last program evaluation (August 2016) and has not changed since. This plan specified what learning objectives and learning outcomes would be covered in each of the required classes. Information regarding how the program objectives and learning outcomes are to be addressed in each course was determined through multiple meetings among the CMHC Program Committee members. All of the syllabi meet CACREP standards Section II. D. 1-5. For courses in which one or more student learning outcomes for Clinical Mental Health Counseling have been assigned, the specific learning outcome(s) to be assessed in the course and the basis for the assessment were stated in the syllabus.

To ensure consistency from semester to semester, syllabi templates have been created and made available to all faculty. The syllabi include the appropriate course objectives and student learning outcomes assigned to each course. All syllabi must also include: contact information, day and time class is held, required texts, suggested texts, catalog description of the course, method of instruction of the course, CACREP course objectives, CACREP learning outcomes, evaluation criteria for each outcome, NMSU disability statement, tentative course schedule, and NMSU conceptual framework. All of the syllabi templates are formatted in accordance with the 2009 CACREP standards.

Over the last three years, all course syllabi were reviewed every semester to ensure that the 2009 CACREP standards and student learning outcomes were addressed as planned. The process of syllabi review is ongoing and will continue on a semester-by-semester basis to ensure continuity. Every semester, the CMHC Program Committee and faculty members assigned to

each course were informed of the results of the syllabus review. Modifications are made by assigned faculty member (instructor of course) when inconsistencies are noted. A report of the syllabi review is discussed with each individual course instructor.

Review of Academic and Personal Characteristics of Program Applicants

Admission criteria and application information are stated on the CMHC Program webpage. The admission criteria and materials required for application to the program have not changed since the last review. An online application platform was implemented in 2012 and has continued to be used. As of 2013, all applications are required to be submitted online. A link to the application portal is available on the CMHC Program webpage.

The CMHC Program strives to enroll highly qualified students who represent a diversity of backgrounds. During the evaluation period, 2016-2019, recruitment activities continued to include the following: current and relevant information on the program webpage (i.e., student handbook, application procedures and requirements, contact information, and program brochure); annual presentations at NMSU psychology student organization meetings, psychology classes, undergraduate counseling classes; timely responses to all inquiries; dissemination of program brochures to university counseling center, career center, veteran affairs, Chicano Programs, Indian programs, and graduate school; and attendance at university Graduate Professional School annual event.

Students are only admitted into the program once a year. In Spring 2016, 34 applications were reviewed; in Spring 2017, 35 applications were reviewed; and in Spring 2018, 54 applications were reviewed. Thirty-nine applications were reviewed in Spring 2019 (for incoming Fall 2019-2020 cohort). Twelve students were admitted into the program for Fall 2016 and Fall 2017. In Spring 2018, college administration encouraged program to attempt to expand

enrollment. This led to accepting 20 students into the program for the Fall 2018 incoming cohort. This was 8 students more than the program's average. A total of 12 students were admitted into the program for the Fall 2019 incoming cohort. The average GPA for incoming students during the evaluation period (Fall 2016- Spring 2019) was 3.6 in 2016, 3.35 in 2017, 3.65 in 2018, and 3.46 in 2019 (measured on a 4.0 scale).

The admissions process resulted in a diverse student body each year. Based on the self-identification of the incoming students, the entering cohort in 2016 (n=12) was 66% (8) Female, 33% (4) Male, 75% (9) Hispanic, and 25% (3) Caucasian; the entering cohort in 2017 (n=12) was 75% (9) Female, 25% (3) Male, 66% (8) Hispanic, 17% (2) Caucasian, 8% (1) Native American/American Indian, and 8% (1) other; and the entering cohort in 2018 (n=20) was 75% (15) Female, 20% (4) Male, 5% (1) transgender, 45% (9) Caucasian, 35% (7) Hispanic, 10% (2) Native American/American Indian, 10% (2) Asian/Asian American. The following are gender demographics for the 2019 (n=12) entering cohort: 75% (9) Female, 16.7% (2) Male, gender non-binary 8.3% (1). In regards to ethnicity, the 2019 entering cohort identified as the following: 50% (6) Hispanic, 25% (4) White, 12.5% (1) African American/Black, and 12.5% (1) Multi-ethnic. Although recruitment and admissions procedures have resulted in student cohorts representing ethnically diverse backgrounds, the program faculty continues to focus on increasing and maintaining a diverse student body.

Assessment of student learning and professional development

The extent to which the mission, goals, and objectives of the program are met is assessed on an on-going basis. Program/curricular modifications are informed by the following performance indicators.

Assessment of student learning on professional identity standards

Assessment of student learning and performance on *professional identity standards* (eight common core curricular areas, CACREP) was conducted using the results from written comprehensive exams, oral comprehensive exams, surveys of recent graduates, follow-up surveys of past graduates and their employers, and surveys of intern supervisors. The aggregate ratings of these assessments were used in the overall evaluation and potential modification of the program.

Written comprehensive exam. During their last Spring or Fall semester, all students complete a comprehensive written exam consisting of multiple-choice questions designed to assess their acquired knowledge in each of the eight common core curricular areas (*professional identity standards*), Student Learning Outcomes for Clinical Mental Health Counseling identified by CACREP, and additional coursework that comprises students' curricular program of study. Students' overall performance on the Written Comprehensive Exam is used as an indicator of the effectiveness of the program curriculum in addressing the professional identity standards of CACREP and meeting the program goals. The percentage of students who successfully completed the Written Comprehensive Exam on the first attempt is listed for the following years: 2016 (Fall 2016/Spring 2017) –91% (10/11); 2017 (Fall 2017) – 100% (8/8), Students who graduated in Spring 2018 did not take a written exam due to a change in procedures for that semester only. In 2018, (Fall 2018/Spring 2019) –100% (9/9) of students passed the written exam. The one student, who was not successful on the first attempt in 2016, did successfully complete the exam on a second attempt in time to participate in the Oral Exam and graduated as scheduled.

Oral comprehensive exam. Following successful completion of the written examination, candidates are assigned a time and date for their oral exam. This portion of the final examination

is used to assess the candidate's ability to demonstrate their application of knowledge and skills in each of the eight common core curricular areas, the Student Learning Outcomes for Clinical Mental Health Counseling identified by CACREP, and additional coursework that comprises students' curricular program of study. Students' overall performance on the Oral Comprehensive Exam is used as an indicator of the effectiveness of the program curriculum in addressing the professional identity standards of CACREP and meeting the program goals. The percentage of students who successfully completed the Oral Comprehensive Exam on the first attempt is listed for the following years: 2016 (Fall 2016/Spring 2017) –100% (11/11); 2017 (Fall 2017/Spring 2018) –100% (13/13), 2018 (Fall 2018/Spring 2019) –100% (9/9) of students passed the oral exam.

Surveys of recent graduates, alumni, employers of alumni, and internship supervisors. Surveys of clinical site supervisors (CEP 580-Counseling Internship) and recent graduates are conducted every semester and reviewed annually so that potential concerns can be addressed in a timely manner. Surveys of alumni and employers of alumni are conducted every three years. Reports of all surveys are compiled every three years and presented in this aggregate report. This information is used to assess the extent to which the program curriculum effectively addresses the professional identity standards of CACREP and to inform program modification. The report below summarizes input from recent graduates (completed by students at the end of their last semester), alumni who graduated from 2016-2019, alumni's employers, and interns' clinical site supervisors.

Program evaluation survey of recent graduates. The results of surveys from recent graduates (from Fall 2016 - Spring 2019) were collected after the completion of the trainees' coursework, immediately before graduation (refer to *Appendix "D"*). Twenty-four students

completed the survey. Data for each semester was compiled and presented to the department faculty during a regular faculty meeting at the beginning of the Fall 2019 semester.

Numerical results of the survey were reported using a 5-point Likert scale (“1= *minimal*”; “3= *moderate*”; and “5= *excellent*”).

The majority of the students (87.5%; n=21) reported attending the annual program orientation session. Only five graduates provided suggestions for orientation including (a) “going over licensing steps and procedures,” (b) “notifying students that there would be a campus tour,” (c) “providing a disclaimer about status of the CMHC Program in regards to potential transitions,” (d) “hearing from past students in a more formal way,” (e) “holding the orientation on a weekend.”

Mean ratings evaluating CMHC courses ranged between “moderate” and “excellent.” The overall Mean rating attributed to the “Value of Courses” was 4.20 on a scale of 1 to 5 (individual item; not a cumulative rating). The highest rated course was CEP 517 (Multicultural Counseling) rated at a 4.8 and CEP 580 (Counseling Internship) rated at a 4.71, followed by CEP 578 (Advanced Practicum), at a 4.70. The lowest rated course was CEP 542 (Appraisal Theory and Technique) rated at a 3.43. The Mean rating of the written exam was 4.33; and the Mean rating for the value of the oral exam was 4.28. The Mean rating indicating the availability of faculty was 4.33. The Mean rating for assistance with thesis was 2.13. Due to ongoing feedback from students and the clinical focus of the program, CMHC program committee decided that a thesis option would no longer be offered as of Spring 2018. The thesis option was removed from the Student Handbook for the 2018 Fall incoming cohort, however students are encouraged to join one of several faculty research teams in the department.

This survey also inquired about experiences with the admissions process. All responses indicated that recent graduates had found admissions process clear and reasonable. Some suggestions for improvement included: (a) highlighting that recent GRE scores are required, (b) having more than one admissions cycle per academic year, (c) providing more information to potential applicants regarding opportunities for graduate assistantships, (d) being upfront about any future programmatic changes, and utilizing a “more relevant test than the GRE.” An aggregate report for Fall 2016 - Spring 2019 can be found in “*Appendix D.*”

Alumni survey. A survey was distributed in the Spring and Summer 2019 semesters to alumni who graduated between Fall 2016 - Spring 2019 (See *Appendix “E”*). Ratings for the alumni survey were based on a 4-point Likert scale (where “1= *inadequate*,” “2= *adequate*,” “3= *good*,” and “4= *exceptional*”). A total of 25 out of 33 alumni completed the survey. Alumni were surveyed regarding how much time they were spending doing different work-related activities. Results showed “Individual Counseling” to be the dominant activity at 40.63% followed by “Administration” at 26.43%. Other major activities included “Consultation” (22.31%) and “Couples and Family Work” (15.71%).

In addition to indicating how much time they were spending engaging in counseling related work-activities, alumni were asked to rate their current skills rated on a scale of 1 to 4 (where 1=inadequate, 2=adequate, 3=good, and 4=exceptional). Alumni’s Mean rating of their Overall skills was a 2.93 (“Good”). The highest rated skills were “Professional Role and Function as a Mental Health Counselor” with a Mean rating of 3.58, “Individual Counseling” with a Mean rating of 3.54, and “Crisis Intervention,” with a Mean rating of 3.44. The lowest

rated skills were “Research and Evaluation” and “Appraisal,” which received Mean ratings of 2.13 and 1.96, respectively.

Alumni also provided ratings related to the perceived effectiveness of CMHC curriculum on their professional preparation. Similarly, a 4-point Likert scale was utilized (*where 1=inadequate, 2=adequate, 3=good, and 4=exceptional*). The overall Mean score for alumni’s experience in the CMHC program was a 3.14. The highest rated course was CEP 580 (Counseling Internship) with a Mean rating of 3.80. This was followed by CEP 572 (Counseling Practicum) with a Mean rating of 3.64. CEP 578 (Advanced Practicum) and CEP 517 (Multicultural Counseling) both received a Mean rating of 3.56. The lowest rated course included “Addictions” at 2.63, followed by “Research” at 2.65. Thus, the lowest rated courses were equally rated between “adequate” and “good.” Alumni also provided ratings on other non-course specific items. The Mean rating for Elective/Minor Courses was 3.06. The Mean rating for Advisement was (2.95).

The survey included an open-ended question regarding alumni’s educational experience and training. Most graduates indicated a positive experience throughout the program, sharing appreciating the program’s multicultural focus and opportunities to obtain knowledge of ethics, counseling theory and technique. One student mentioned, “I am very grateful for the education I received at NMSU, now that I am working and able to see other counselors and their work, I realize that I received a top-notch education at NMSU.” Another mentioned, “I loved my experience in the program and would do it all over again... I am definitely proud of my education... one year after graduation, I can fully appreciate the education I received in the program. Working with other mental health professionals who did not graduate from our program, I can definitely see the quality of training I received.”

Suggestions for improvement included (a) expand clinical training to other counseling modalities such as family counseling, (b) modifying procedures for collecting “recent graduate” feedback to facilitate more open feedback from students (i.e. online), and (c) expand training on post-graduation topics such as licensure and professional development.

Survey of supervisors/employers of past graduates. Alumni who consented to having their supervisor/employer provide anonymous information about their work skills were asked to provide contact information for their current supervisor/employer. A total of 7 out of the 33 surveyed alumni provided supervisor/employer contact information. Most of the surveyed alumni provided the name of their workplace/agency but did not provide employer’s name or contact information. The seven supervisors/employers contacted were invited to complete the survey via Qualtrics. A total of 4 supervisors/employers completed the survey. Results from this survey are summarized in *Appendix G*. A five-point Likert scale was utilized (*where 1=inadequate, 2=adequate, 3=satisfactory, 4=good, and 5=exceptional*). The employers/supervisors’ Overall rating of the alumni’s counseling skills was “4.23” (individual item; not a cumulative rating). The highest rated skills were “Legal/Ethical Decision Making,” “Professional Role and Function as Mental Health Counselor,” ($M=4.75$) followed by “Case Management” ($M=4.66$). It is important to note that “Legal/Ethical Decision Making” was one of the lowest rated skills ($M=3.3$) during the last evaluation cycle (Fall 2016). The skills rated the lowest were “Research and Evaluation” with a Mean rating of 3.5 and “Career” with a Mean rating of 3.0. None of the assessed skills received a Mean rating lower than “3.”

Survey of internship supervisors. Internship site supervisors were asked to provide information regarding the preparedness of interns with whom they were working with at the time of the survey. This information was collected at the end of the site supervisor training, which

typically takes place at the beginning-middle of the semester. Thirteen supervisors completed the survey between Fall 2016 - Spring 2019 utilizing a five-point Likert scale where (1= *inadequate*, 2= *adequate*, 3= *good*, 4= *very good*, 5= *exceptional*). The Mean Overall rating for this time period was 3.84 (individual item; not a cumulative rating). Supervisors' rating of interns' skills ranged from 3.12 to 4.23. No skills received less than a Mean rating of 3 ("Good"). However, the lowest Mean scores was associated with "Career Counseling" ($M=3.12$). The highest rated skills were "Professional Role and Function as a Mental Health Professional" followed by "Legal and Ethical Decision Making" ($M= 4.15$).

Overall, Supervisors identified the following program/students' strengths: (a) strong foundational knowledge and skill set, (b) professional demeanor (i.e. motivated, confident, well-prepared for "real world"), (c) knowledge and application of counseling theories, (d) "above average documentation skills," (e) bilingual training, (f) dedicated faculty, (g) emphasis on multicultural considerations. In regard to areas that could be improved in the program, supervisors made several suggestions including: (a) providing more professional development opportunities for students, (b) providing continuing education opportunities (CEU's) for supervisors, (c) increase students' training in treatment plan development skills, theoretical frameworks, treatment approaches, specialized settings (i.e. correctional care) and documentation, (d) offer site supervisor training at beginning of semester, (e) offer students with career development opportunities by connecting them with "seasoned" clinicians in the community prior to them beginning internship. Supervisors generally requested continuing to have open communication between site and program and requested more professional development opportunities for supervisors. A number of supervisors commented that they would like for the CMHC to continue to "send" students to their sites for placement.

Internship Supervisors' Evaluation of Students. In addition to completing surveys at the end of site supervisor trainings, internship site supervisors are asked to submit an Evaluation of the Intern at the completion of their internship placement requirements. This evaluation consisted of a set of items related to one of 4 categories (Counseling Process; Diagnosis, Assessment, & Treatment Planning; Professional Behavior; and Supervision). Utilizing a five-point Likert scale (*where 1=not satisfactory, 2=minimally satisfactory, 3=average/satisfactory, 4=above average, and 5=exceptional*), supervisors rated the perceived skill level of each intern (See *Appendix H*). These evaluations were collected from Fall 2016 to Spring 2019.

A total of 58 supervisor evaluations were received for students enrolled in CEP 580 between Fall 2016 and Spring 2019. The range of Mean scores for these four categories was 3.99- 4.47. The highest Mean score was attributed to "Supervision" (included items such as "*Demonstrates openness to explore challenging moments and potential areas of growth,*" and "*Demonstrates self-awareness and reflectivity related to strengths and areas of growth*"), which received a Mean score of 4.47. The lowest Mean score, 3.99 was associated to the category related to skills pertaining to "Diagnosis, Assessment, & Treatment Planning" (included items such as "*Uses specific techniques and interventions as appropriate,*" and "*Selects appropriate assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.*") The "Professional Behavior" (included items such as "*Explains informed consent and limits to confidentiality*" and "*Keeps accurate and current records and case notes*") and "Counseling Process" (included items such as "*Attends to client message,*" and "*Uses immediacy in session*") received Mean scores of 4.21 and 4.12 respectively. The overall mean across all four categories was 4.11.

As reflected on their scores, site supervisors indicated that student interns demonstrated “Above Average” skills in each of the four categories: Supervision, Counseling Process, Diagnosis and Treatment Planning, and Professional Behavior.

Assessment of student learning on program area standards

Assessment of student learning and performance on program area standards for Clinical Mental Health Counseling is conducted using faculty submissions of the Student Learning Outcome Evaluations and Fitness to Practice Semester Evaluations that are completed and reviewed each semester. In addition to using the assessment of Student Learning Outcome Evaluations and Fitness to Practice Evaluations to monitor the academic and professional development of individual students as they progress through the program, CMHC Program faculty have identified a set of Key student learning outcomes and fitness to practice competencies as indicators of program effectiveness. The learning outcomes and competencies listed below are aligned with the stated goals of the program and are used to assess the extent to which the program meets the goals of the program.

Key Student Learning Outcomes

The following key indicators are aligned with the stated goals of the program and are used to assess overall student performance and program/curricular effectiveness in meeting program goals. This data is used to inform the program and curricular development and modifications.

- Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling (*CACREP III.A.2*). When assessed at the conclusion of CEP 580-Counseling Internship, 100% of the students assessed received a rating of 3 or higher on this learning outcome.

- Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders (*CACREP III.D.2*). When assessed at the conclusion of CEP 580-Counseling Internship, 100% of the students assessed received a rating of 3 or higher on this learning outcome.
- Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psycho-educational and personality assessments (*CACREP MHC.III.G.2*). When assessed at the conclusion of CEP 580-Counseling Internship, 100% of the students assessed received a rating of 3 or higher on this learning outcome.

Identified Fitness to Practice Competencies

Students' acquired ratings on the Fitness to Practice Competencies listed below are used in aggregate to assess the extent to which program curriculum effectively addresses the program goals. FTP evaluations utilize a 3-point Likert scale, "3" indicates that "*Competency Satisfied*"; "2= *Competency Minimally Satisfied*," and "1=*Competency Not Satisfied*."

- x Student demonstrates Cultural Sensitivity. When assessed at the conclusion CEP-580-Counseling Internship, 60 out of the 61 (98.4%) students assessed (Fall 2016- Spring 2019) received an average rating of 3 on this competency across all FTP Semester Evaluation Forms submitted. One student obtained a mean rating of 2.9 and successfully completed a remediation plan prior to enrolling in CEP 580 (Counseling Internship). Two students admitted into the program between Fall 2016 and Spring 2019 left the program prior to enrolling in CEP 580. They had received mean ratings of 2.75 and 2.33 on this competency during their time in the program.

- x Student adheres to ethical and legal standards established by ACA and other related professional associations. When assessed at the conclusion CEP-580-Counseling Internship, 100% of the students assessed received an average rating of 3 on this competency across all FTP Semester Evaluation Forms submitted.

Summary of Findings

Strengths

A number of strengths were highlighted in the surveys completed by recent graduates, alumni, employers/supervisors of alumni and internship supervisors.

Recent graduates contended that the admission process was clear and reasonable. Recent graduates gave overall positive rating to the value of their courses in preparing them to be counselors. For recent graduates, mean ratings evaluating CMHC Counseling courses ranged from “3” to “5” (“moderate” to “maximum” value). The highest rated course was CEP 517 (Multicultural Counseling) rated at a 4.8/5 and CEP 580 (Counseling Internship) rated at a 4.71/5. Recent graduates also highlighted other strengths particularly related to advising. The rating on all advising items (Advisor’s knowledge, accessibility and other faculty’s knowledge) ranged from “4”- “4.52” where “1=minimal” and “5= maximum.” Means for ratings of faculty, staff, and comprehensive exams also indicated that recent graduates had a positive experience in regards to the availability of faculty ($M=4.33$), performance of office staff ($M=4.25$), and value of both written and oral exam (Mean ratings of 4.33 and 4.28, respectively). The perceived value of written exam increased from 3.93 (Fall 2016 Comprehensive Program Evaluation) to 4.33.

Similarly, to recent graduates, alumni gave overall positive rating to the value of their courses in preparing them to be counselors. Alumni gave their highest course ratings to CEP 580 (Counseling Internship) with a rating of 3.8 out of 4 (where “1=inadequate” and

“4=exceptional”), followed by CEP 517 (Multicultural Counseling), CEP 578 (Advanced Counseling Practicum) and CEP 524 (Professional Issues in MHC) all with a rating of 3.56 out of 4. In regard to self-ratings on tasks/skills, alumni rated “Professional Role and Function as a Mental Health Counselor” the highest ($M=3.58$) followed by “Individual Counseling” ($M=3.54$).

Employers/Supervisors of alumni rated the skills of alumni from “adequate” to “exceptional.” The Mean employers/supervisors’ Overall Rating (individual item; not a cumulative number) of the alumni’s counseling skills was a 4.23 out of a 5. The highest rated skills were “Case Management” ($M=4.66$), “Individual Counseling” ($M=4.5$), “Group Counseling” ($M=4.5$) and “Child/Adolescent Counseling” ($M=4.5$). On a scale of 1-5, rating of interns’ skills ranged from 3-4.66. The highest rated skills were “Child/Adolescent Counseling” (Mean rating of 4.1) and “Individual Counseling” (Mean rating of 4).

Similarly, Site Supervisors rated the skills of interns from “adequate” to “exceptional.” According to their responses on this particular survey, the highest rated skills were “Professional Role and Function as a Mental Health Counselor” ($M=4.23$) and “Legal and Ethical Decision Making” ($M=4.15$). Supervisors listed the strengths of students in the CMHC Program as: strengths: (a) strong foundational knowledge and skill set, (b) professional demeanor (i.e. motivated, confident, well-prepared for “real world”), (c) knowledge and application of counseling theories, (d) “above average documentation skills,” (e) bilingual training, (f) dedicated faculty, (g) emphasis on multicultural considerations.

Furthermore, as reflected on the Site Supervisors’ Summative Evaluation scores, site supervisors indicated that student interns demonstrated “Above Average” to “Exceptional” skills in each of the four categories: Supervision ($M=4.47$), Counseling Process ($M=4.12$), Diagnosis and Treatment Planning ($M=3.99$), and Professional Behavior ($M=4.21$).

Key Indicators of student learning and professional competencies suggest that the program curriculum is effectively meeting the stated goals of the program.

Areas of Growth

Recent graduates (completed the survey the last semester of training; surveys obtained from Fall 2016 to Spring 2019) highlighted only one area that may benefit from improvement. As students approached graduation (recent graduate survey), they perceived obtaining assistance with a thesis as less than “moderately” valuable (Mean rating of 2.13 out of 5), it should be noted that no students completing the survey had completed the thesis option. As previously stated, due to ongoing feedback from students and the clinical focus of the program, CMHC Program Committee decided that a thesis option would no longer be offered as of Spring 2018. The thesis option was removed from the Student Handbook for the 2018 Fall incoming cohort, however, students are encouraged to join a research team.

Alumni (completed the survey in Summer 2019) who graduated from Fall 2013- Spring 2016 were asked to rate their current skills from “1” to “4” in several areas. The mean rating for skills (Mean of all ratings) was 2.93 out of 4 (where “3=Good”). The following skills/tasks received Mean ratings lower than a “3” (“good”): “Assessment and Diagnosis” ($M=2.75$), “Addictions Counseling” ($M=2.50$), “Career Counseling” ($M=2.48$), “Family Counseling” ($M=2.35$), “Research and Evaluation” ($M=2.13$), “Appraisal” ($M=1.96$). This indicated that respondents felt less than “Good” about these six particular skills.

The supervisors of current interns made suggestions that included (a) providing more professional development opportunities for students, (b) providing continuing education opportunities (CEU's) for supervisors, (c) increase students' training in treatment plan development skills, theoretical frameworks, treatment approaches, specialized settings (i.e.

correctional care) and documentation, (d) offer site supervisor training at beginning of semester, (e) offer students with career development opportunities by connecting them with “seasoned” clinicians in the community prior to them beginning internship. Note that the above suggestions are presented as individual statements and not arranged in themes. More generally, supervisors requested continuing to have open communication between site and program and requested more professional development opportunities for supervisors.

Program Modifications based on 2016 Evaluation

The following changes/modifications were made in response to the findings of the 2016 Comprehensive Evaluation. All of these modifications have been communicated to faculty and students via faculty meetings and student orientations (both introductory orientation and clinical orientation) as well as individual advising sessions with students. Any changes related to clinical sites have been communicated to site supervisors during site supervisor meetings.

- The CEP 524 course “Organization and Administration of School Counseling” was removed from the program of study and instead will be offered as an elective. Program faculty continue to work to identify the appropriate adjunct/non-core instructor to teach this course.
- The relevance of the Comprehensive Written Exam was re-evaluated. CMHC Program faculty have agreed to revise the questions in the written exam during the Fall 2019 semester. In the Spring 2018 semester, the oral exam process was modified and instead consisted of conducting a case conceptualization during internship class on an existing client. Based on the response from faculty, site supervisors, and current students, the oral exam process has changed back to the “original” process. The oral exam process will remain unchanged from when the site visit occurred.

- In the previous comprehensive evaluation, alumni indicated the need for improved preparation in the area of career counseling. The CMHC Program faculty have been working on identifying the appropriate instructor for the CEP 552 course.
- In order to address internship supervisors' suggestions related to additional training opportunities for students, Dr. Anna Lopez has developed summer workshops. These summer workshops have been available to students, faculty, and community members. In addition, with the support of the department leadership, courses in Traumatology, Psychometrics, Spanish Counseling, Behavioral Health, Primary Care Psychology, and Mindfulness are currently being offered as potential electives for students.
- Due to the fact that the skills and course ratings related to "Assessment" had been inconsistent (based on data from 2016), the CMHC Program has assigned one of the newest core faculty as instructor of the course. Dr. Kalkbrenner has been scheduled to teach this course for the last two years. Dr. Kalkbrenner has consistently received positive teaching evaluations and therefore the CMHC Program faculty is expecting ratings on specific classes such as "Assessment" and "Research" to improve.

Identified Areas for Potential Modification

CMHC Program faculty have reviewed the findings of the reports included in the program evaluation and identified the program strengths and areas for improvement. These findings have implications for program modification. These modifications will be shared as they are made with the CEP faculty, students, and personnel from the community. Potential modifications include the following:

- Program faculty meeting with advisees at least one semester to discuss course work, potential research involvement, and address any programmatic questions.

- Assessment tools including all surveys will be revised in an attempt to obtain more specific information related to coursework, program, advising, admissions, clinical skills and overall experience in the program.
- In an effort to uphold the highest standards in the profession and to maintain accreditation, as of Fall 2019, the program faculty will begin transitioning to the 2016 CACREP Standards.

APPENDIX A

Departmental Mission Statement

The New Mexico State Department of Counseling and Educational Psychology (CEP) is a rapidly growing field of study, comprised of innovative graduate and undergraduate programs. The mission of the Department is to promote social justice/advocacy through the cultivation and preparation of professionals in school and mental health counseling, school psychology, counseling psychology, and medical psychology. Our programs emphasize ethical responsibility and the development of multicultural competencies to work effectively with diverse populations and systems. We create collaborative relationships with educational, health/mental health, and community settings to reduce health and educational disparities, conduct relevant high-quality research, and nurture active learners and critical thinkers.

MA Counseling Program Mission Statement

The mission of the Clinical Mental Health Counseling Program is to prepare highly competent mental health counselors. Our focus is on training students to provide culturally sensitive services to diverse clientele addressing a wide range of concerns in a variety of settings (e.g., clinics, hospitals, private practice). Our goal is to graduate professionals qualified to meet the mental health needs of the people in their communities and to move the profession forward through professional involvement, research, service, and advocacy.

APPENDIX B

Program Goals and Training Objectives

The Clinical Mental Health Counseling program is committed to ensuring that program graduates are able to:

- Demonstrate the knowledge necessary to obtain licensure in New Mexico and the United States;
- Demonstrate the knowledge and skills within the eight common core curricular areas identified in the CACREP standards and in all Student Learning Outcomes identified by CACREP for Clinical Mental Health Counseling;
- Develop culturally sensitive counseling and professional relationships;
- Perform counseling duties and responsibilities in accordance with the standards of the counseling profession; and
- Provide professional counseling services with diverse populations in a variety of mental health settings.

The following training objectives correspond to the eight common core areas asserted in the *2009 CACREP Standards*:

Professional Orientation and Ethical Practice—studies that provide an understanding of all of the following aspects of professional functioning:

- a. History and philosophy of the counseling profession;
- b. Professional roles, functions, and relationships with other human service providers, including strategies for interagency/inter-organization collaboration and communications;
- c. Counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;
- d. Self-care strategies appropriate to the counselor role;
- e. Counseling supervision models, practices, and processes;
- f. Professional organizations, including membership benefits, activities, services to members, and current issues;
- g. Professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
- h. The role and process of the professional counselor advocating on behalf of the profession;
- i. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
- j. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

Social and Cultural Diversity—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:

- a. Multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;

- b. Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;
- c. Theories of multicultural counseling, identity development, and social justice;
- d. Individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
- e. Counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and
- f. Counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

Human Growth and Development—studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:

- a. Theories of individual and family development and transitions across the life span;
- b. Theories of learning and personality development, including current understandings about neurobiological behavior;
- c. Effects of crises, disasters, and other trauma-causing events on persons of all ages;
- d. Theories and models of individual, cultural, couple, family, and community resilience;
- e. A general framework for understanding exceptional abilities and strategies for differentiated interventions;
- f. Human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
- g. Theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and
- h. Theories for facilitating optimal development and wellness over the life span.

Career Development—studies that provide an understanding of career development and related life factors, including all of the following:

- a. Career development theories and decision-making models;
- b. Career, vocational, educational, occupational and labor market information resources, and career information systems;
- c. Career development program planning, organization, implementation, administration, and evaluation;
- d. Interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development;
- e. Career and educational planning, placement, follow-up, and evaluation;
- f. Assessment instruments and techniques relevant to career planning and decision making; and
- g. Career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.

Helping Relationships—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:

- a. An orientation to wellness and prevention as desired counseling goals;
- b. Counselor characteristics and behaviors that influence helping processes;
- c. Essential interviewing and counseling skills;

- d. Counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;
- e. A systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;
- f. A general framework for understanding and practicing consultation; and
- g. Crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

Group Work—studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:

- a. Principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;
- b. Group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;
- c. Theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;
- d. Group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and
- e. Direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.

Assessment—studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:

- a. Historical perspectives concerning the nature and meaning of assessment;
- b. Basic concepts of standardized and non-standardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations;
- c. Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
- d. Reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
- e. Validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);
- f. Social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and
- g. Ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

Research and Program Evaluation—studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

- a. The importance of research in advancing the counseling profession;

- b. Research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
- c. Statistical methods used in conducting research and program evaluation;
- d. Principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;
- e. The use of research to inform evidence-based practice; and
- f. Ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

APPENDIX C

Program of Study Options

OPTION 1- Core Program of Study FULL-TIME, THREE-QUARTER TIME, AND HALF-TIME SCHEDULES

SUGGESTED FULL-TIME SCHEDULE*			
<i>Semester</i>	<i>Course Number</i>	<i>Course Title</i>	<i>Credits</i>
Summer	CEP 512	Human Development	3
	CEP 517	Multicultural Counseling	3
Fall 1	CEP 524	Professional Issues in Mental Health Counseling	3
	CEP 550	Counseling Theory and Technique	3
	CEP 551	Diagnosis and Treatment Planning	3
	CEP 542	Appraisal Theory and Technique	3
Spring 1	CEP 532	Counseling Research	3
	CEP 566	Group Work Theory and Technique	3
	CEP 572	Counseling Practicum	3
	CEP 552	Career/Life Planning and Vocational Assessment	3
Summer	CEP 562	Family Therapy Theory and Technique	3
	CEP 556	Addictions Counseling	3
Fall 2	CEP 558	Child and Adolescent Counseling	3
	XXX xxx	Elective**	3
	CEP 580	Counseling Internship I*	6
Spring 2	CEP 580	Counseling Internship II* (Oral/Written Comprehensive Exam)	6
	XXX xxx	Elective**	3
	XXX xxx	Elective**	3
TOTAL CREDIT HOURS =			60

SUGGESTED THREE-QUARTER TIME SCHEDULE*			
<i>Semester</i>	<i>Course Number</i>	<i>Course Title</i>	<i>Credits</i>
Summer	CEP 512	Human Development	3
	CEP 517	Multicultural Counseling	3
Fall 1	CEP 542	Appraisal Theory and Technique	3
	CEP 524	Professional Issues in Mental Health Counseling	3
	CEP 551	Diagnosis and Treatment Planning	3
Spring 1	CEP 532	Counseling Research	3
	CEP 566	Group Work Theory and Technique	3
	CEP 550	Counseling Theory and Technique	3
Summer	CEP 562	Family Therapy Theory and Technique	3
	CEP 556	Addictions Counseling	3
Fall 2	CEP 572	Counseling Practicum	3
	CEP 558	Child and Adolescent Counseling	3
	XXX xxx	Elective**	3
Spring 2	CEP 552	Career/Life Planning and Vocational Assessment	3
	CEP 580	Counseling Internship I*	6
Summer	XXX xxx	Elective**	3
Fall 3	CEP 580	Counseling Internship II* (Oral/Written Comprehensive Exam)	6
	XXX xxx	Elective	3
TOTAL CREDIT HOURS =			60

SUGGESTED HALF-TIME SCHEDULE*			
<i>Semester</i>	<i>Course Number</i>	<i>Course Title</i>	<i>Credits</i>
Summer	CEP 512	Human Development	3
Fall 1	CEP 542	Appraisal Theory and Technique	3
	CEP 524	Professional Issues in Mental Health Counseling	3
Spring 1	CEP 532	Counseling Research	3
	CEP 566	Group Work Theory and Technique	3
Summer	CEP 517	Multicultural Counseling	3
Fall 2	CEP 558	Child and Adolescent Counseling	3
	CEP 551	Diagnosis and Treatment Planning	3
Spring 2	CEP 550	Counseling Theory and Technique	3
	CEP 566	Group Work Theory and Technique	3
Summer	CEP 562	Family Therapy Theory and Technique	3
Fall 3	CEP 558	Child and Adolescent Counseling	3
	CEP 572	Counseling Practicum	3
Spring 3	CEP 552	Career/Life Planning and Vocational Assessment	3
	XXX xxx	Elective**	3
Summer	CEP 556	Addictions Counseling	3
Fall 4	CEP 580	Counseling Internship	6
Spring 4	CEP 580	Counseling Internship (Oral/Written Exam)	6
TOTAL CREDIT HOURS =			60

Please see posted course schedule each semester for actual course offerings, which are subject to change based on university and department needs. Some courses are offered only in odd or even years.

*Total of 12 credit hours needed to complete "Internship." Internship can be taken in either one or two semesters.

**Three electives are required so that total credit hours are a minimum of 60. Electives may be taken in different semesters than those listed and selected from CEP department offerings (mindfulness, addictions, transgender counseling, traumatology, other special topics) or from related minors (Gender and Sexuality Studies, Native American studies, Spanish Counseling, Integrated Behavioral Health).

OPTION 2-Internship In One Semester

FULL-TIME, THREE-QUARTER TIME, AND HALF-TIME SCHEDULES

SUGGESTED FULL-TIME SCHEDULE*			
<i>Semester</i>	<i>Course Number</i>	<i>Course Title</i>	<i>Credits</i>
Summer	CEP 512	Human Development	3
	CEP 517	Multicultural Counseling	3
Fall 1	CEP 524	Professional Issues in Mental Health Counseling	3
	CEP 550	Counseling Theory and Technique	3
	CEP 551	Diagnosis and Treatment Planning	3
	CEP 542	Appraisal Theory and Technique	3
Spring 1	CEP 532	Counseling Research	3
	CEP 566	Group Work Theory and Technique	3
	CEP 572	Counseling Practicum	3
	CEP 552	Career/Life Planning and Vocational Assessment	3
Summer	CEP 562	Family Therapy Theory and Technique	3
	CEP 556	Addictions Counseling	3
Fall 2	CEP 558	Child and Adolescent Counseling	3
	XXX xxx	Elective**	3
	XXX xxx	Elective**	3
Spring 2	CEP 580	Counseling Internship* (Oral/Written Comprehensive Exam)	12
	XXX xxx	Elective**	3
TOTAL CREDIT HOURS =			60

SUGGESTED THREE-QUARTER TIME SCHEDULE*			
<i>Semester</i>	<i>Course Number</i>	<i>Course Title</i>	<i>Credits</i>
Summer	CEP 512	Human Development	3
	CEP 517	Multicultural Counseling	3
Fall 1	CEP 542	Appraisal Theory and Technique	3
	CEP 524	Professional Issues in Mental Health Counseling	3
	CEP 551	Diagnosis and Treatment Planning	3
Spring 1	CEP 532	Counseling Research	3
	CEP 566	Group Work Theory and Technique	3
	CEP 550	Counseling Theory and Technique	3
Summer	CEP 562	Family Therapy Theory and Technique	3
	CEP 556	Addictions Counseling	3
Fall 2	CEP 572	Counseling Practicum	3
	CEP 558	Child and Adolescent Counseling	3
	XXX xxx	Elective**	3
Spring 2	CEP 552	Career/Life Planning and Vocational Assessment	3
	XXX xxx	Elective**	3
	XXX xxx	Elective**	3
Summer	XXX xxx	No summer course work	3
Fall 3	CEP 580	Counseling Internship	12
TOTAL CREDIT HOURS =			60

SUGGESTED HALF-TIME SCHEDULE*			
<i>Semester</i>	<i>Course Number</i>	<i>Course Title</i>	<i>Credits</i>
Summer	CEP 512	Human Development	3
Fall 1	CEP 542	Appraisal Theory and Technique	3
	CEP 524	Professional Issues in Mental Health Counseling	3
Spring 1	CEP 532	Counseling Research	3
	CEP 566	Group Work Theory and Technique	3
Summer	CEP 517	Multicultural Counseling	3
Fall 2	CEP 558	Child and Adolescent Counseling	3
	CEP 551	Diagnosis and Treatment Planning	3
Spring 2	CEP 550	Counseling Theory and Technique	3
	CEP 566	Group Work Theory and Technique	3
Summer	CEP 562	Family Therapy Theory and Technique	3
Fall 3	CEP 558	Child and Adolescent Counseling	3
	CEP 572	Counseling Practicum	3
Spring 3	CEP 552	Career/Life Planning and Vocational Assessment	3
	XXX xxx	Elective**	3
Summer	CEP 556	Addictions Counseling	3
Fall 4	CEP 580	Counseling Internship	6
Spring 4	CEP 580	Counseling Internship (Oral/Written Exam)	6
TOTAL CREDIT HOURS =			60

Please see posted course schedule each semester for actual course offerings, which are subject to change based on university and department needs. Some courses are offered only in odd or even years.

*Total of 12 credit hours needed to complete "Internship." Internship can be taken in either one or two semesters.

**Three electives are required so that total credit hours are a minimum of 60. Electives may be taken in different semesters than those listed and selected from CEP department offerings (mindfulness, addictions, transgender counseling, traumatology, other special topics) or from related minors being sought (Gender and Sexuality Studies, Native American studies, Spanish Counseling, Integrated Behavioral Health).

OPTION 3-BHWET Grant

FULL-TIME, THREE-QUARTER TIME, AND HALF-TIME SCHEDULES

SUGGESTED FULL-TIME SCHEDULE*			
<i>Semester</i>	<i>Course Number</i>	<i>Course Title</i>	<i>Credits</i>
Summer	CEP 512	Human Development	3
	CEP 517	Multicultural Counseling	3
Fall 1	CEP 524	Professional Issues in Mental Health Counseling	3
	CEP 550	Counseling Theory and Technique	3
	CEP 551	Diagnosis and Treatment Planning	3
	CEP 542	Appraisal Theory and Technique	3
Spring 1	CEP 532	Counseling Research	3
	CEP 566	Group Work Theory and Technique	3
	CEP 572	Counseling Practicum	3
	CEP 552	Career/Life Planning and Vocational Assessment	3
Summer	CEP 562	Family Therapy Theory and Technique	3
	CEP 556	Addictions Counseling	3
Fall 2	CEP 558	Child and Adolescent Counseling	3
	CEP 563	Primary Care Psychology	3
	CEP 578	Advanced Practicum	3
Spring 2	CEP 580	Counseling Internship* (Oral/Written Comprehensive Exam)	12
	CEP 598	Behavioral Health Practicum	3
TOTAL CREDIT HOURS =			60

SUGGESTED THREE-QUARTER TIME SCHEDULE*			
<i>Semester</i>	<i>Course Number</i>	<i>Course Title</i>	<i>Credits</i>
Summer	CEP 512	Human Development	3
	CEP 517	Multicultural Counseling	3
Fall 1	CEP 542	Appraisal Theory and Technique	3
	CEP 524	Professional Issues in Mental Health Counseling	3
	CEP 551	Diagnosis and Treatment Planning	3
Spring 1	CEP 532	Counseling Research	3
	CEP 566	Group Work Theory and Technique	3
	CEP 550	Counseling Theory and Technique	3
Summer	CEP 562	Family Therapy Theory and Technique	3
	CEP 556	Addictions Counseling	3
Fall 2	CEP 572	Counseling Practicum	3
	CEP 558	Child and Adolescent Counseling	3
	XXX xxx	Elective**	3
Spring 2	CEP 552	Career/Life Planning and Vocational Assessment	3
	CEP 598	Primary Care Psychology	3
	CEP 578	Advanced Practicum	3
Summer		No Summer Course work	0
Fall 3	CEP 580	Counseling Internship	12
	CEP 598	Behavioral Health Prac	3
TOTAL CREDIT HOURS =			63

¹BHWET- Behavioral Health Workforce Education Training grant.

SUGGESTED HALF-TIME SCHEDULE*			
<i>Semester</i>	<i>Course Number</i>	<i>Course Title</i>	<i>Credits</i>
Summer	CEP 512	Human Development	3
Fall 1	CEP 542	Appraisal Theory and Technique	3
	CEP 524	Professional Issues in Mental Health Counseling	3
Spring 1	CEP 532	Counseling Research	3
	CEP 566	Group Work Theory and Technique	3
Summer	CEP 517	Multicultural Counseling	3
Fall 2	CEP 558	Child and Adolescent Counseling	3
	CEP 551	Diagnosis and Treatment Planning	3
Spring 2	CEP 550	Counseling Theory and Technique	3
	CEP 566	Group Work Theory and Technique	3
Summer	CEP 562	Family Therapy Theory and Technique	3
Fall 3	CEP 558	Child and Adolescent Counseling	3
	CEP 572	Counseling Practicum	3
Spring 3	CEP 552	Career/Life Planning and Vocational Assessment	3
	XXX xxx	Elective**	3
Summer	CEP 556	Addictions Counseling	3
Fall 4	CEP 580	Counseling Internship	6
Spring 4	CEP 580	Counseling Internship (Oral/Written Exam)	6
TOTAL CREDIT HOURS =			60

Please see posted course schedule each semester for actual course offerings, which are subject to change based on university and department needs. Some courses are offered only in odd or even years.

**Three electives are required so that total credit hours are a minimum of 60. Electives may be taken in different semesters than those listed and selected from CEP department offerings (mindfulness, addictions, transgender counseling, traumatology, other special topics) or from related minors being sought (Gender and Sexuality Studies, Native American studies, Spanish Counseling, Integrated Behavioral Health).

APPENDIX D

Program Evaluation of Recent Graduates

General Information

The evaluations were collected between Fall 2016 - Spring 2019 after completion of students' oral comprehensive exams.

- 24 out of the 33 total graduates submitted completed evaluations.
- The majority of students identified "Mental Health Counselor" as career objective, 1 indicated interest in both Mental Health Counselor and School Counselor.
- 21 of the 24 graduates who completed the survey indicated that they had attended orientation, 3 did not attend.

Table 1

Means on Advising Items

Area	Mean Percentages
Advisor's knowledge	4.52
Advisor's accessibility	4
Other Faculty's knowledge	4.32
Clarity and usefulness of program packet	4.36

**Rated on a scale of 1 to 5, where 1=minimal, 3=moderate, and 5=maximum*

Suggestions for improving advising

Suggestions included (a) setting up meetings with students consistently or at least once a semester with the advisor setting up the initial meeting, (b) having one consistent advisor throughout duration of their program of study, (c) consistency in program processes, procedures, and faculty/staff.

Table 2

Means on “Value” of Required Courses

Area	Mean
Human Development	4.04
Multicultural Counseling	4.8
Appraisal Theory and Technique	3.43
Organization and Administration of School Coun.	4.22
Counseling Theory and Technique	4.48
Diagnosis and Treatment Planning	4.36
Child and Adolescent Counseling	4.26
Career/Life and Vocational Planning	3.92
Group Work Theory and Technique	4.32
Family Therapy Theory and Technique	4.40
Counseling Research	3.96
Professional Issues in Mental Health Counseling	4.58
Counseling Practicum	4.32
Advanced Counseling Practicum	4.70
Counseling Internship	4.71

**Rated on a scale of 1 to 5, where 1=minimal, 3=moderate, and 5=maximum*

Table 3

Means for Course Fit & Thesis Assistance

Area	Mean
Values of courses for preparation as a counselor	4.20
Extent of course overlap	4.32
Difficulty to obtain course at convenient time	3.32
Assistance when considering thesis	2.13

**Rated on a scale of 1 to 5, where 1=minimal, 3=moderate, and 5=maximum*

Suggestions for improving program of study

Students reported that they would have liked more use of theory and case conceptualizations in teaching. Some students indicated coursework met or exceeded expectations.

Table 4

Means for Ratings of Faculty, Staff, and Comprehensive Exams

Area	Mean
Availability of faculty	4.33
Performance of office staff	4.25
Value of written final exam	4.33
Value of oral final exam	4.28

**Rated on a scale of 1 to 5, where 1=minimal, 3=moderate, and 5=maximum*

APPENDIX E

Alumni Survey

General Information

- Twenty-five of 33 past graduates from Fall 2016 to Spring 2019 answered the survey.
- Twenty three of the 25 graduates who completed the survey reported being currently employed in positions related to mental health counseling. One response indicated “not applicable” and another was left unanswered.
- Graduates identified professional settings including: psychiatric hospitals, outpatient clinics, medical clinics, schools, non-profits, corrections, crisis center(s), Employment Assistance Program, and private practice.
- Length of time at employment sites ranged from 1 month to 2 years.

Table 1

Mean Percentages of Time Spent in Work Related Activities

Area	Mean Percentages
Individual Counseling	40.63%
Administration	26.43%
Couples/Family Work	15.71%
Group Work	14%
Diagnosis	13.33%
Consultation	22.31%
Other Activities	16.92%
Supervision	10%
Teaching	15.33%

Research	3.08%
Assessment	13.73%

Self-Rating on Tasks/Skills

- Respondents asked to rate their current skills in various areas in which they were trained to perform.

Table 2

Mean of Self Rating on Various Skills/Tasks

Area	Mean
Legal/Ethical Decision Making	3.28
Professional Role and Function as Mental Health Counselor	3.58
Assessment and Diagnosis	2.75
Appraisal (e.g., use of psychological tests)	1.96
Research and Evaluation	2.13
Application of Theory	3.32
Individual Counseling	3.54
Group Counseling	3.13
Child/Adolescent Counseling	3.17
Family Counseling	2.35
Career Counseling	2.48
Addictions Counseling	2.50
Crisis Intervention	3.44
Consultation	3.00

Case Management	3.04
Overall Rating of Skills (<i>mean of all ratings</i>)	2.93

Rated on a scale of 1 to 4, where 1=inadequate, 2=adequate, 3=good, and 4=exceptional

Effectiveness of CEP Curriculum in Professional Preparation

Table 3

Mean Scores of CEP Curriculum

Area	Mean
Human Development	3.44
Multicultural Counseling	3.56
Appraisal Theory and Technique	2.72
Organization and Administration of School Counseling	3.0
Counseling Theory and Technique	3.52
Diagnosis and Treatment Planning	3.20
Child and Adolescent Counseling	3.25
Career/Life and Vocational Planning	2.92
Group Work Theory and Technique	3.00
Family Therapy Theory and Technique	2.72
Addictions Counseling	2.63
Counseling Research	2.65
Professional Issues in Mental Health Counseling	3.56
Counseling Practicum	3.64
Advanced Counseling Practicum	3.56

Counseling Internship	3.80
Thesis	2.17
Elective Courses/Minor	3.06
Advising	2.95
Faculty Semester Review of Students	2.95
Comprehensive Written Exam	3.18
Oral Exam	3.43
Overall Experience in the CMHC Program <i>(Individual item; not a cumulative number)</i>	3.14

Rated on a scale of 1 to 4, where 1=inadequate, 2=adequate, 3=good, and 4=exceptional

APPENDIX F

Survey of Supervisors/Employers of Past Graduates

General Information

- The supervisors/employers of the CMHC Alumni were surveyed during the summer of 2019.
- The survey was distributed to supervisors/employers who were identified by responding alumni. Four responses were received.
- The titles of the supervisors are: Assistant Clinical Director, Director, Behavioral Health Department Supervisor, Director of Clinical services.

Ratings of Tasks/Skills

The respondents were asked to rate their graduate employees' current skills in various areas in which they were trained to perform. The items were rated on the following 5-point Likert scale, where 1=minimal, 3=moderate, and 5=maximum. Table 1 below lists the score of the respondent's estimate of their graduate employee in various skill areas. No additional comments were included.

Table 1

Mean Scores of Employers' Perceptions of Graduate Counselors' Skills

Area	Mean
Legal/Ethical Decision Making	4.75
Professional Role and Function as Mental Health Counselor	4.75
Assessment and Diagnosis	4.5
Appraisal (e.g., use of psychological tests)	4
Research and Evaluation	3.5

Application of Theory	4.25
Individual Counseling	4.5
Group Counseling	4.5
Child/Adolescent Counseling	4.5
Family Counseling	4.33
Career Counseling	3
Addictions Counseling	4.00
Crisis Intervention	4.25
Consultation	4
Case Management	4.66
Overall Rating of Skills <i>(Individual item; not a cumulative number)</i>	4.23

Rated on a scale of 1 to 5, where 1=inadequate, 3=adequate, and 5=exceptional

APPENDIX G

Site Supervisors' Evaluation of the Program

General Information

- 13 internship site supervisors responded to the survey.
- Internship students' site supervisors were surveyed between Fall 2016 to Spring 2019 at the completion of the site supervisor training.
- Attendees included mental health professionals representing collaborating internship sites.
- Self-identified titles of attending supervisors included: Independent contractor, MFT, LCSW, LMHC, Domestic Violence therapist, Regional re-entry coordinator (corrections), Interim director, psychologist, Clinical Mental Health Supervisor, Clinical Mental Health therapist.

Ratings of Tasks/Skills

The respondents were asked to rate their internship students' current skills in various areas in which they were trained to perform. Supervisors completed a 5-point Likert scale survey (where 1=inadequate, 3=adequate, and 5=exceptional). Table 1 lists the score of the respondent's estimate of their student in the various skill areas.

Table 1

Mean Scores of Supervisors' Perceptions of Practicum/Internship Students' Skills for Fall 2016-Spring 2019

Area	Mean
Legal/Ethical Decision Making	4.15
Professional Role and Function as Mental Health Counselor	4.23
Assessment and Diagnosis	3.82

Appraisal (e.g., use of psychological tests)	3.50
Research and Evaluation	3.66
Application of Theory	3.77
Individual Counseling	4.08
Group Counseling	3.86
Child/Adolescent Counseling	4.00
Family Counseling	3.50
Career Counseling	3.13
Addictions Counseling	3.50
Crisis Intervention	3.88
Consultation	3.75
Case Management	3.8
Overall Rating <i>(Individual item; not a cumulative number)</i>	3.84

Rated on a scale of 1 to 5, where 1=inadequate, 3=adequate, and 5=exceptional

APPENDIX H

Site Supervisors' Summative Evaluation of Students

- Supervisors of students in CEP 580 Internship were surveyed between Fall 2016 and Spring 2019.
- 58 evaluations were completed for students in CEP 580.
- Items were rated on a 5-point Likert scale with the following anchor definitions, *1=not satisfactory, 2=minimally satisfactory, 3=average/satisfactory, 4=above average, and 5=exceptional.*

Table 1

Mean Scores of Site Supervisors Evaluation of Students

CEP 580	Mean
Counseling Process	4.12
Diagnosis, Assessment, & Treatment Planning	3.99
Professional Behavior	4.21
Supervision	4.47