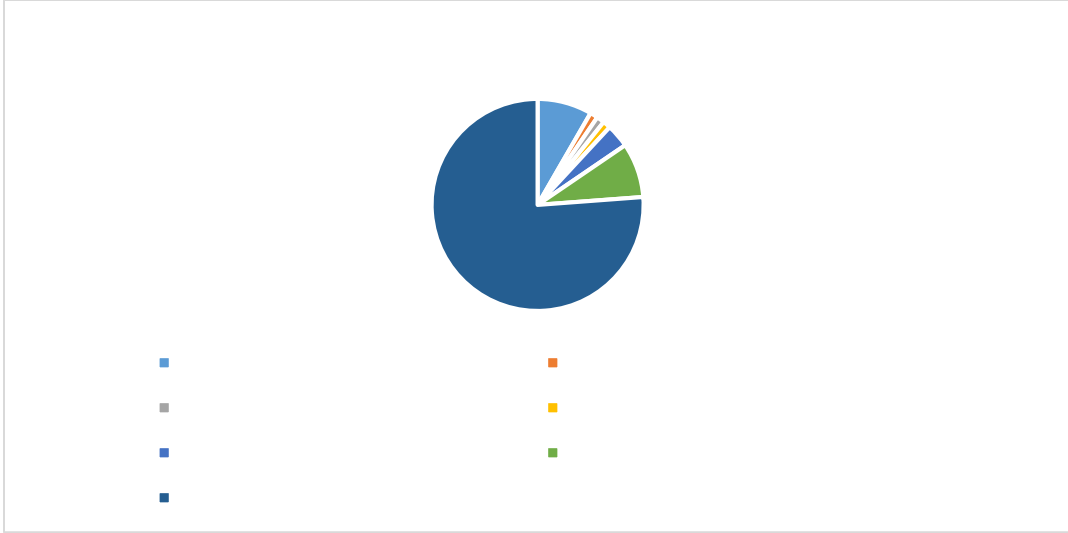
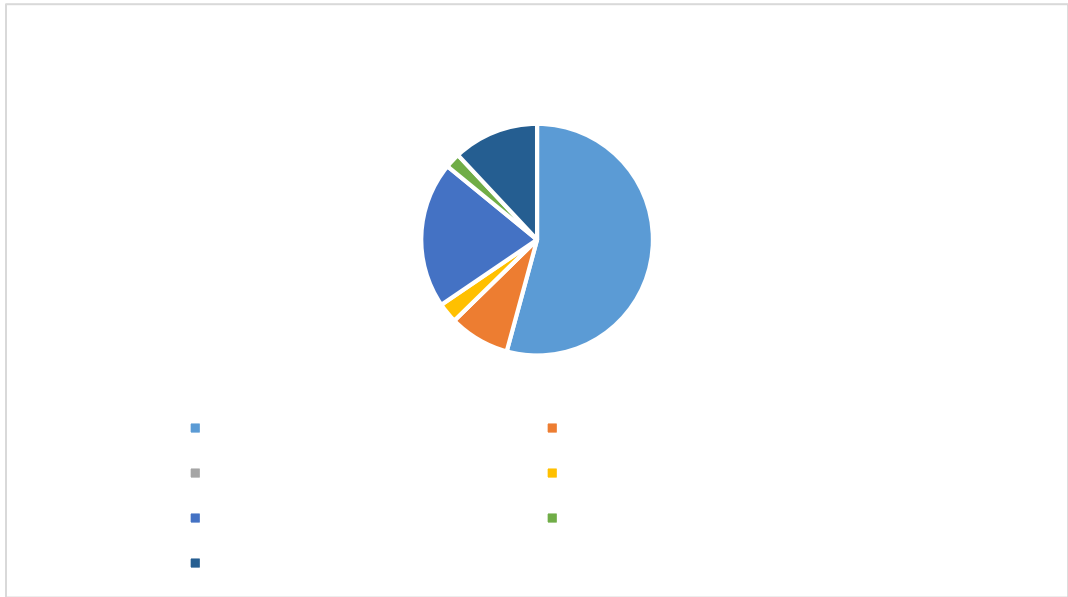


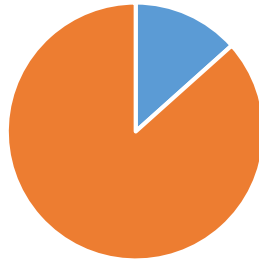
Annual Program Evaluation Report
Masters of Arts in Clinical Mental Health Counseling



The chart above is consistent with history of the demographic breakdown of program applicants for the CMHC program.

B. CMHC Program Current Students 2018-2019





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The CMHC program is made up of a mix of racial, ethnic, gender, and sexual orientation, SES, disability, and minority diversity. Lewis University as a whole, along with the CMHM program, tends to have students from first-generation college, bi/multilingual, religious/spiritual, socioeconomic, and age diverse backgrounds. Many of the CMHC program students speak more than one language (e.g. Spanish, Polish, etc.).

The chart below notes the age of the students in the CMHC program, with an average age of 28.54. This data

A. Faculty-to-Student Ratio for 2018-2019

2018-2019 FTE = 11.68	
Fall 2018	11.83
Spring 2019	10.5
Summer 2019	10.96

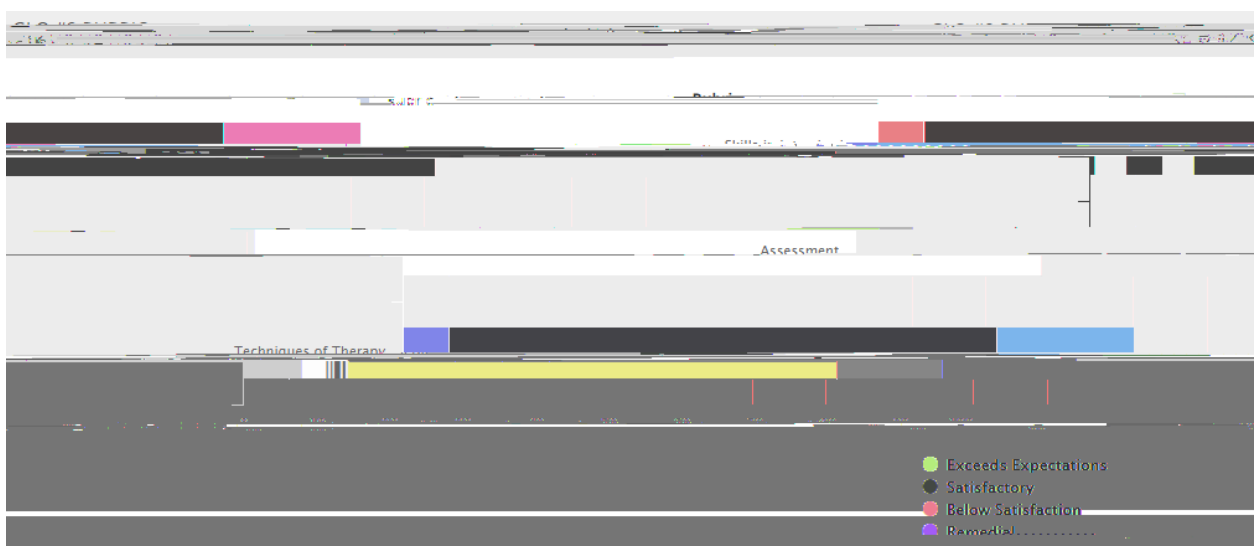
Semester Year	Faculty Semesters Hours Taught	Student Semester Hours Taken	Formula	Student-to-Faculty Ratio
Fall 2018	4 courses x 3 credit hours= 12 full-time faculty hours taught per semester	1279 credit hours completed/9 (FTE) student= 142 FTE students	142 /12 FTE Faculty=11.83	11.83 Students/1 Faculty
Spring 2019	4 courses x 3 credit hours= 12 full-time faculty hours taught per semester	1313 credit hours completed/9 FTE student= 145	145/12 FTE Faculty= 10.5	10.5 Students/1 Faculty
*Summer 2019	Outside of faculty course load contract	863 credit hours completed/9 FTE student= 95.89	2 reC /P MCID 8.2	

Faculty Demographics

SECTION II: ASSESSMENT OF STUDENT LEARNING OUTCOMES

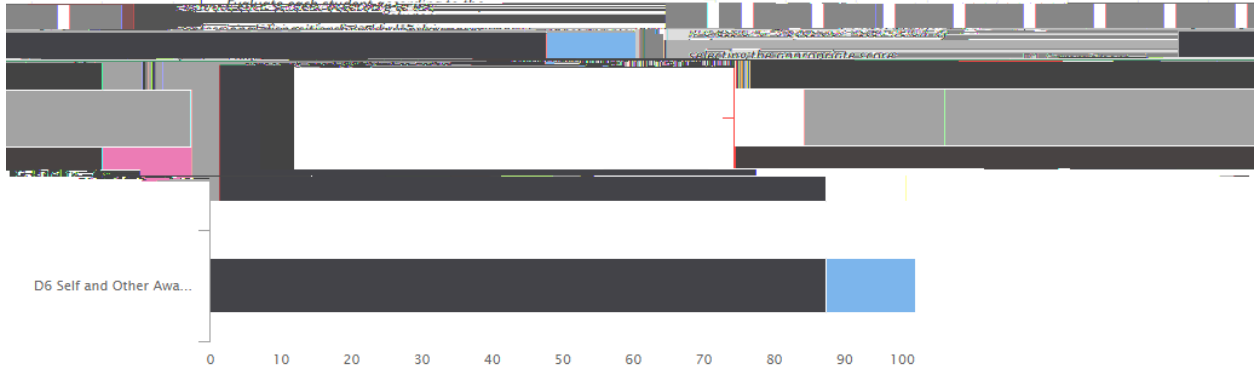
The Clinical Mental Health program conducts assessment of the student learning outcomes in specific courses each semester. Uvwfgpv"ngctpkpi"qwveq o gu"ctg" o gcuwtgf"d{"uvwfgpvuø" performance on particular assignments. Students are evaluated on behavioral dispositions relevant to specific assignments as well as all of the behavioral dispositions as a whole. Each Student Learning Outcome (SLO) is broken down into General Learning Outcomes [[GLO](#)] Each GLO is further broken down into Specific Learning Outcomes ([sLOs](#)) GLOs are further matched with specific assessment measures.

Tk20 is a comprehensive data management system that allows student learning outcomes to be easily assessed on multiple measures. Lewis University recently purchased Tk20 and began to use it in the fall 2018. This assessment database allows the University to collect, store, and analyze data from each program. The CMHC program collects data on the following items: Ngyku"Wpkxgtukv{" I tcfwcvg"Uvwfgpv"Ngctpkpi"Qdlgevkvxgu"* I UNQøu+."EO JE"rtqi tco"Uvwfgpv" Learning Objectives, CMHC Professional Dispositions, and CMHC Key Performance Indicators. Each semester faculty members are instructed to score students on the data sent to their courses via the TK20 system. At the end of each semester, the artifacts stored in TK20 are scored and reports are generated outlining each

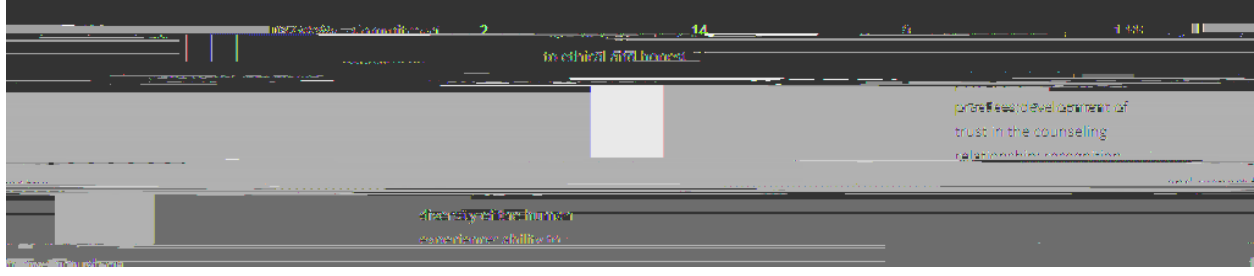


GLO #2 RUBRIC: AGGREGATED RESULTS

Rubric	12	0	0	Skills in interviewing	3
	12	0	0	Assessment	3
	12	0	0	Techniques of Therapy	3



investment in the academic and personal process of becoming a professional counselor; development of professional counseling identity; aspiration towards personal and professional development



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Fall 2018	Question 1: 9/9 Question 2: 9/9 Question 3: 7/9	Met benchmark of 80% of students will pass the examination for questions 2 and 3. Only 78% of students passed question 3.
Spring 2019	Question 1: 10/13 Question 2: 11/13	Met benchmark of 80% of students will pass the examination for questions 2 and 3. Only 76% of students pass question 3.

	Question 3: 14/15	
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Do you feel like your knowledge of relevant areas of psychology and counseling, including personality, psychopathology, therapy, and evaluation and assessment, have been strengthened since taking courses in the CMHC program?

	Yes	No
Students	98%	2%

How satisfied are you with the level of instruction in the CMHC program?

	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied
Students	41%	38%	12%	7%	2%

Please rate your classroom experience in the CMHC program.

	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied
Students	51%	40%	8%	1%	0%

Gender		
	Male	Female

Employment
82% were employed
Professional Associations
60% belonged to a professional association in the field of counseling
Program Satisfaction
56.34% reported being very satisfied with the program, 35.21% reported being satisfied with the program
8.45% reported being neither satisfied nor dissatisfied with the program.
Field Preparedness
47.89% reported feeling a great deal preparedness
42.25% reported feeling moderately prepared
9.86% reported feeling a little prepared.

The survey allowed for a written response for areas of program recommendations. These written responses provide valuable data for faculty when determining areas of improvement and program strengths.

C. Employment

The program does not currently have data on the employment statistics of those graduates. An alumni survey was created for distribution in fall 2019 semester. The alumni survey will be used

75% of respondents state about the same as other students
100% of respondents stated that they would consider another Lewis CMHC student for their practicum experience.

SECTION IV: PROGRAM MODIFICATIONS AND ACTIONS

The CMHC program began collection assessment data in the fall 2015 and continued through the fall 2019 semester. Over the course of 4 years of data collection, many modifications and improvements have been made in the areas of program teaching methods, student needs assessment and overall level of satisfaction with the CMHC program, the developing professional needs of our students, and as well as the validity and effectiveness of our evaluation efforts. Uq o g"qh"vjg"hkpfkpiu"qh"vjg"cpn{uku"qh"vjg"EO J Eøu"rtqitc o "gxcnwcvkqp" were as follows:

1. Some of the data found that the CMHC program did not always measure what it thought it was measuring. For example, in addition to assessing Key Performance Indicators (KPIs), the CMHC program also attached certain assignments to its Behavioral Dispositions. This strategy was not productive as it did not really differentiate students' performance on the dispositions per assignment. Thus, in the fall 2019 semester the CMHC program refined this process and measured behavioral dispositions for specific courses as opposed to redundantly measuring them for specific courses *and* chosen assignments. It found that measuring behavioral dispositions makes more sense as an indicator of overall performance in a course. Finally, through an internal review of the assessment processes, it was determined that the CMHC program neglected to seek

3. One area that has been noted for improvement is in the area of counselor identity for the students. The table below lists the various areas in the curriculum where counselor identity can be addressed and improved upon.

<p>Foundational Courses</p>	<p>Introduction to Clinical Mental Health Counseling: Faculty mentoring for student submissions to ICA's CONTACT newsletter.</p> <p>Research in Counseling: Faculty mentoring for student submissions for ICA fall conferences.</p>
<p>Intermediate Courses</p>	<p>Treatment of Su</p>