

Summary Report of 2015-2016 Program Evaluation Assessment Data
Data Collected Summer 2016

The Clinical Mental Health Counseling (CMHC) Program at Valparaiso University surveyed Students, Alumni, Supervisors and Employers in the summer of 2016 in an effort to understand constituent perspectives on how the CMHC program meets current objectives. Results of the 2015 – 2016 program assessment of Student, Alumni, Supervisor and Employer perspectives revealed that program objectives are being met at consistently high levels, i.e., on a Likert scale from 1 (very poor) to 5 (very well) the lowest ranking on any objective was above 4.0. Listed below are the descriptive statistics for each question. Faculty identified themes from constituent responses follow.

Objective 1a: *How well does the CMHC program assist students in developing personal identification with and commitment to a professional identity grounded in ethics and guided by best practice?*

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Obj1aStudent	17	4.0	5.0	4.882	.3321
Obj1aAlumni	20	3.0	5.0	4.700	.6569
Obj1aSupervisor	4	5.0	5.0	5.000	.0000
Obj1aEmployer	3	5.0	5.0	5.000	.0000
Valid N (listwise)	3				

Objective 1b: *How well does the CMHC program support students in becoming active in various professional counseling organizations?*

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Obj1bStudent	17	3.0	5.0	4.706	.5879
Obj1bAlumni	20	3.0	5.0	4.200	.7678
Obj1bSupervisor	2	4.0	5.0	4.500	.7071
Obj1bEmployer	2	4.0	5.0	4.500	.7071
Valid N (listwise)	0				

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Objective 1c: *How well does the CMHC program prepare graduates to meet all academic licensure requirements within the state of Indiana?*

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Obj1cStudent	17	5.0	5.0	5.000	.0000
Obj1cAlumni	20	2.0	5.0	4.450	.7592
Obj1cSupervisor	4	5.0	5.0	5.000	.0000
Obj1cEmployer	3	3.0	5.0	4.333	1.1547
Valid N (listwise)	3				

Objective 2a: *How well does the CMHC program help students acquire an awareness of the cognitive, emotional, and spiritual aspects of themselves and others?*

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Obj2aStudent	17	4.0	5.0	4.588	.5073
Obj2aAlumni	20	3.0	5.0	4.400	.7539
Obj2aSupervisor	3	4.0	5.0	4.667	.5774
Obj2aEmployer	3	4.0	4.0	4.000	.0000
Valid N (listwise)	2				

Objective 2b: *How well does the CMHC program help students utilize clinical skills that are consistent with and respectful of clients' cultural background?*

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Obj2bStudent	17	4.0	5.0	4.824	.3930
Obj2bAlumni	20	3.0	5.0	4.650	.6708
Obj2bSupervisor	4	4.0	5.0	4.500	.5774
Obj2bEmployer	3	4.0	5.0	4.667	.5774
Valid N (listwise)	3				

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Objective 2c: *How well does the CMHC program assist students in the assessment of their personal strengths and challenges related to working with diverse client populations?*

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Obj2cStudent	17	4.0	5.0	4.882	.3321
Obj2cAlumni	20	2.0	5.0	4.200	.8944
Obj2cSupervisor	3	4.0	5.0	4.667	.5774
Obj2cEmployer	2	5.0	5.0	5.000	.0000
Valid N (listwise)	1				

Objective 3a: *How well does the CMHC program prepare students to demonstrate skills in a counseling context (i.e., use appropriate clinical skills, convert counseling knowledge/theories into best professional practice, encourage advocacy and social justice)?*

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Obj3aStudent	17	4.0	5.0	4.706	.4697
Obj3aAlumni	20	2.0	5.0	4.150	.9333
Obj3aSupervisor	4	4.0	5.0	4.500	.5774
Obj3aEmployer	3	4.0	5.0	4.333	.5774
Valid N (listwise)	3				

Objective 3b: *How well does the CMHC program assist students in the development of counselor competencies as evidenced through scholarship and knowledge?*

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Obj3bStudent	17	3.0	5.0	4.588	.6183
Obj3bAlumni	20	2.0	5.0	4.000	.9733
Obj3bSupervisor	4	4.0	5.0	4.500	.5774
Obj3bEmployer	3	4.0	5.0	4.667	.5774
Valid N (listwise)	3				

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Objective 3: *How well does the CMHC program assist students in successful completion of the practica and internships?*

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Obj3cStudent	16	3.0	5.0	4.625	.6191
Obj3cAlumni	20	4.0	5.0	4.700	.4702
Obj3cSupervisor	4	4.0	5.0	4.750	.5000
Obj3cEmployer	3	3.0	5.0	4.000	1.0000
Valid N (listwise)	3				

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Faculty Identified Themes (from Constituent Narrative Responses)	Action Steps	
A. Student Preparedness	1. In the face of the challenge of limited diverse populations in the city and immediate region, students' rate their ability to apply knowledge about diverse client populations as strong with more direct experiences being desired	The multicultural course is very well received and students report getting solid grounding in diversity implications in each of their courses. Students would benefit from additional applied multicultural counseling experiences.
	2. The focus on student personal self-awareness is experienced as a strength of the program. Students are encouraged to seek their own therapy. Some students would like the program to have a greater spiritual focus.	The program implemented Triadic Supervision in Summer 2011. This, along with a deliberate focus on personal development in several courses, facilitates increased self-awareness among students and how self-awareness impacts clinical work.
	3. Students feel their general preparation is excellent but want greater training in doing child and family work.	Faculty should explore how to provide additional attention to child and family aspects of diagnosis and intervention.
B. Professional Identity & Involvement	1. Doing well in this area overall. Exposure to counseling ethics is a particular strength. The cohort nature of the program is a significant asset to professional development of the students.	Continue to encourage student joining and involvement in ACA, ICA, ACES, AMHCA, etc. (including presenting and volunteering at conferences, etc.)
	2. Provide periodic reminders of value of professional development and support of it.	Continue supporting the VU chapter of Chi Sigma Iota and its activities
C. Licensure	1. Students are informed about the licensure process. Almost all take the licensure exam in the spring of their second year. The pass rate has been near 100%. Many have gone on to become fully licensed. Student confidence in getting licensed is high.	Faculty should continue to share information on the process of applying for licensure and provide guidance through it. Faculty strongly encourage students to explore licensure regulations in states of interest.
D. Practicum and Internships	1. Concern about the balance between the focus on theory vs practice	Students feel their learning about theoretical aspects is excellent. Some have asked for greater attention to the practice aspects, e.g. diagnosis and intervention with specific conditions, so these should be increased.
	2. Communication and support about procedures for finding sites, site/student match, etc. and support while on-site.	This component of the program has become much more structured. The time deadlines for arranging sites and getting contracts has helped students and sites avoid last minute pressures. The time demands remain a challenge as students typically take two courses while doing their internships.

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Subsequent program modifications:

1. Provide additional attention to treatment (diagnosis and intervention) of children and families during psychopathology sequence and the family counseling course.
2. Increase support during clinical training to students seeking to improve treatment of specific populations.

Additional substantial program changes:

None