Clinical Mental Health Counseling
Program Evaluation Plan
CACREP 2016 Standards
Section 4 Evaluation in the Program
Standards A-K

UNO Counseling Department
Clinical Mental Health Counseling Program
AY 22-24

UNO Clinical Mental Health Counseling
EVALUATION OF THE PROGRAM
CACREP 2016 Standard 4. A-E

CMHC Program Mission

The mission of the UNO Counseling Department is to provide high quality academic and clinical preparation leading to eligibility for licensure as professional counselors. Through a rigorous, evidence-based curriculum designed to train critical thinkers and reflective practitioners, candidates are prepared to work with diverse clients across multiple professional settings and engage as advocates and future leaders for the counseling profession and those we serve.

CMHC Goals
1. **Counseling Discipline Knowledge**: Students in the Clinical Mental Health Counseling (CMHC) concentration will be prepared to work with the behavioral and mental health needs of individuals and families in diverse society based on the strength-based, preventative, and wellness tenets of the counseling profession by demonstrating competency in the counseling curriculum and internship experiences.
2. **Professional Dispositions, Counselor Identity and Ethical Reasoning:** Students will demonstrate culturally responsive professional behaviors that display self-regulation, self-awareness, flexibility, openness to feedback, and motivation to learn and grow.
3. **Clinical Competence and Skill:** Students will demonstrate competence in evaluating and applying evidence-based research in their work with clients through evaluation of skills in counseling courses and internship experiences.

CMHC Objectives

1. Counseling Discipline Knowledge	Graduates will have knowledge of theory and core concepts in counseling as evidenced by maintaining the required 3.0 GPA.
2. Professional Dispositions, Counselor Identity and Ethical Reasoning	Graduates will possess a strong counselor identity and professionalism with ethical and multicultural competencies as evidenced by meeting core standards in courses and clinical experiences.
3. Clinical Competence and Skill	Graduates will gain the ability to perform a wide range of therapeutic services for diverse client populations in a variety of settings as evidenced by site and faculty evaluations in clinical courses.

Counselor Education Program Evaluation Plan
CACREP 2016 Standard 4. A-E

The counselor education faculty assesses the CMHC program through a variety of mechanisms to evaluate overall program effectiveness. The collected data is analyzed and viewed within context of what is known about the students, the program, the community, supervisor and employer informal reports, and trends over time to inform curriculum and program decisions. Program evaluation is categorized into two main areas: 1) Student Learning Outcomes, and 2) Program Performance Measures.

Student Learning Outcomes (CACREP 4.A, F, G)
Students' learning and progress throughout the program is evaluated in the areas of knowledge, skills, and professional dispositions. Student learning outcomes include:
- Key Performance Indicators (KPIs) across the curriculum in knowledge, skills, and dispositions. KPIs assess student learning in CACREP's eight core areas of Professional Counseling Identity and the CMHC Specialty Area.
- Mastery of curriculum content as evidenced by scores on the comprehensive exams
- Mastery of clinical skills as evaluated by faculty and site supervisors on the formative evaluation in the advanced internship course.

Program Performance Measures (CACREP 4.A, B)
The program performance measures are evaluated throughout the program and are used to assess the programs' goals and objectives. These measures include:
- Admission Data
- Student demographic information
- Aggregate Key Performance Indicators for students
- Pass rates on Comprehensive Exam
- Site Evaluations completed by students in Practicum and Internship courses
- Student Course Evaluations of all faculty (Core and Non-Core)
- Graduate Surveys
- Graduation rates
- Licensing rates
- Employer Surveys

Systematic Data Use, Planning, and Reporting (CACREP 4.C, B, D, E)
Data is collected and analyzed every semester by the Department Chair, Graduate Program Chair and Clinical Training Director and reviewed by the counselor education faculty at the end of the Fall and Spring Semesters. The Spring Semester review will include reviewing the annual report. The CMHC Data Collection Plan chart below outlines the data collection and analysis plan. The assigned faculty member will compile and analyze the data using descriptive statistics, and lead the discussion in the Program Data Meetings regarding the results. During the twice annual Program Data Meetings, the data will be reviewed by the faculty for curriculum and program improvement. The information and program modifications made will be kept on file.

An annual report that summarizes the program evaluation data, outlines the program's successes, and highlights the curricular and program changes is written by the Department Chair and disseminated on the UNO Counseling Website for each academic year. Notification of the report is made to key stakeholders, including faculty and current students, the College and University Administrators, Site Supervisors, Community Partners, and Advisory Board members. In addition to the annual report, the following CMHC vital statistics are posted each year:
> 1) Number of CMHC graduates in the past academic year
> 2) Pass rates on the NCE Exam for CMHC Students
> 3) Completion rates for the CMHC program
> 4) Job Placement rates reflected in the rates of provisional licensed CMHC graduates.

UNO CMHC Program Assessment and Data Collection Plan

Program Evaluation Element	Data Point	Data Collection Mechanism	When Collected	Responsible Faculty	Documents Needed	Review Plan and Use
Student Learning Outcomes	**KPI's** Key Assignments	Canvas Outcomes Rubric Report	Spring, Summer/Fall	Graduate Program Chair	KPI Data Spreadsheet	Reviewed in Program Data Meetings
	Comprehensive Exams	Comprehensive Exam Data Base	End of Every Semester; Fall and Spring	Graduate NBCC/CECE Liaison	Comprehensive Exam Data Spreadsheet	Reviewed in Program Data Meetings
	Internship Evaluation-Disposition	Site and Faculty Supervisor Evaluation of Student Form 8260	COUN 8260 Fall, Spring, Summer	Clinical Training Director	Student Evaluation Database	Reviewed in Program Data Meetings
Program Performance Measures	Acceptance and Enrollment Data	Admission outcomes	Spring and Fall Admission Process	Department Chair	Admission Status Spreadsheet	Reviewed in Program Data Meetings
	Student Demographic Data	Analytics and Dashboards	Fall and Spring	Department Chair	CACREP Vital Statistics Report	Reviewed in Program Data Meetings
	KPI's Aggregate Key Assignments-	Canvas Outcomes Rubric Report	End of Every Semester; Fall and Spring	Graduate Program Chair	KPI Spreadsheet Aggregate Data	Reviewed in Program Data Meetings
	Comprehensive Exam	CECE Report	End of Every Semester; Fall and Spring	Graduate Program Chair	CECE Spreadsheet Aggregate Data	Reviewed in Program Data Meetings
	Site Evaluations	Student Evaluation of Site	COUN 8260 Fall, Spring, Summer	Clinical Training Director	Student Evaluation of Site Data Base	Reviewed in Program Data Meetings
	Student Course Evaluations	ACE Course Evaluations	End of Every Semester every course	Department Chair	Analytics and Dashboard	Reviewed in Program Data Meetings
	Graduate Surveys	Graduation Application	At Graduation Every semester	Department Chair	Graduate Survey report	Reviewed in Program Data Meetings
	Graduation Rates	Analytics and Dashboard Reports	End of every Fall Semester	Department Chair	Analytics and Dashboard	Reviewed in Program Data Meetings
	Licensing Rates	BHECN Data Collection	Beginning of every Spring Semester	Graduate Program Chair	BHECN Report	Reviewed in Program Data Meetings
	Employer Survey	Employer Qualtrics Survey	Every Summer Semester	Department Chair	Graduate Survey report	Reviewed in Program Data Meetings

Student Learning Outcomes
Assessment Plan
CACREP 2016 Standard
Section 4.A, B, F-H
Section 2 & 5.C

Key Performance Indicators (KPIs) for Student Learning Outcomes
Knowledge, Skills, and Professional Dispositions

Key Performance Indicators (KPI's) for students are identified by the UNO Counselor Education Program to assess student learning in the areas of knowledge, skills, and professional dispositions in the eight core areas of the Professional Counseling Identity Standards (Section 2) and in the CMHC Specialty Area (Section 5). The KPI's are used for both individual student evaluation and for program evaluation when combined across all students in aggregate form.

<u>Knowledge and Skill KPIs</u> are assessed by examining the student's performance on identified key assignments throughout the course curriculum over multiple points in time in course work, clinical internship experiences, and a final comprehensive exam end of the program.
<u>Professional Disposition KPIs</u> are assessed by examining the student's performance on identified key assignments throughout the course curriculum and clinical internship experiences. The chart below outlines the KPI's for Student Learning Outcomes.

For each data point collected a three-point scale is used to determine student performance:
- 3= Exceeds Standards
- 2=Meet Standards
- 1=Does Not Meet Standards

Knowledge, Skill, and Dispositions KPIs
CACREP 2016 Standard Section 4.A, B, F, G; 2 and 5.C

PROFESSIONAL COUNSELING ORIENTATION AND PROFESSIONAL PRACTICE		
Key Performance Indicators (Student)	**CACREP 2016 Standards 2.F.1; 5.C.2**	**Courses & Assessment Assignments Data Collection Method**
KPI 1 Students will demonstrate and apply comprehensive ethical decision-making models. *Knowledge and Skill Three-point Scale 3-Exceeds Standards 2-Meets Standards 1-Does Not Meet Standards	2.F.1.i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling 2.F.1.f. professional counseling organizations, including	<u>TIME 1</u> **COUN 8040 Ethical, Legal, Professional Issues in CMHC** *Chapter Summaries-Cluster 1* (Formative Evaluation): Students will read the material in cluster 1, provide a general summary of the content of the readings, and write a reflection of the material to include ethical decision-making models. The readings include professional identity of counselors, client and counselor rights and responsibilities, and legal and ethical issues faced by counselors.

	membership benefits, activities, services to members, and current issues	**Data Collection:** Canvas Outcomes Rubric Report Grade on Summary Assignment
	5.C 2. l. Legal and ethical considerations specific to CMHC	<u>TIME 2</u> **COUN 8250 CMHC Internship** *Internship Evaluations* (Summative Evaluation): Students will demonstrate and apply ethical decision making when working with clients in internship. **Data Collection:** Canvas Outcomes Rubric Report Mid Term Internship Evaluation COUN 8250 Professional Behaviors Section Professional Ethics Question Score

SOCIAL AND CULTURAL DIVERSITY		
Key Performance Indicator (Student)	**CACREP 2016 Standards 2.F.2; 5.C.2**	**Courses & Assessment Assignments Data Collection Method**
KPI 2 Students will demonstrate the ability to utilize multicultural theories and competencies to engage in social justice and advocacy for diverse client groups. *Skill Three-point Scale 3-Exceeds Standards 2-Meets Standards 1-Does Not Meet Standards	2.F.2.b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy. 2.F.2.c. multicultural counseling competencies 5.C.2.j Cultural factors relevant to clinical mental health counseling	<u>TIME 1</u> **COUN 8520 Counseling with Multicultural Populations** *Social and Cultural Diversity Advocacy Project:* (Formative Evaluation) Students will create and engage in an advocacy activity promoting intentional mental health/wellness from a strengths/resilience perspective for that community. **Data Collection:** Canvas Outcomes Rubric Report Grade on Social and Cultural Diversity Advocacy Project <u>TIME 2</u> **COUN 8220 CMHC Practicum** *Practicum Evaluations*: (Summative Evaluation): Students will demonstrate their ability to utilize multicultural theories and competencies in practice during the practicum course. **Data Collection:** Canvas Outcomes Rubric Report Final Practicum Evaluation COUN 8220 Professional Behaviors Section, Multicultural Competence Score

HUMAN GROWTH AND DEVELOPMENT		
Key Performance Indicator (Student)	**CACREP 2016 Standard 2.F.3; 5.C.1**	**Courses & Assessment Assignments Data Collection Method**
KPI 3 Students will demonstrate knowledge of developmental models working with individuals across the lifespan and families. *Knowledge Three-point Scale 3-Exceeds Standards 2-Meets Standards 1-Does Not Meet Standards	2.F.3.a. theories of individual and family development across the lifespan 2.F.3.h. a general framework for understanding differing abilities and strategies for differentiated interventions. 5.C.1.c principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	TIME 1 **COUN 8110 Human Development** *Group Research presentation*: *1* (Formative Evaluation) Students will present in groups on special populations and identity typical and atypical developmental pathways and appropriate counseling interventions. **Data Collection:** Canvas Outcomes Rubric Report Grade on Group Research Presentation TIME 2 **COUN 8700 Child and Adolescent Counseling** *Case Conceptualize/ Treatment Plan Assignment* (Formative Evaluation): Students will identify a case from media and write a case conceptualization and treatment plan assignment addressing development needs and treatment planning of the "client". **Data Collection:** Canvas Outcomes Rubric Report Grade on Case Conceptualization and Treatment Plan Assignment

CAREER DEVELOPMENT		
Key Performance Indicator (Student)	**CACREP 2016 Standards 2.F.4; 5.C.1**	**Courses & Assessment Assignments Data Collection Method**
KPI 4 Students will demonstrate knowledge of effective and ethical career theory counseling to diverse clients. **Knowledge Three-point Scale 3-Exceeds Standards 2-Meets Standards 1-Does Not Meet Standards	2.F.4.a. theories and models of career development, counseling, and decision making 2.F.4.j. ethical and culturally relevant strategies for addressing career development 5.C.1.b theories and models related to clinical mental health counseling	TIME 1 **COUN 8226 Career Development and Lifestyle** *Career Counseling theory Assignment* (Formative Evaluation): Students will demonstrate their knowledge of career counseling theory by applying career theory to a current news event. **Data Collection:** Canvas Outcomes Rubric Report Career Theory & Current Event Assign. Grade TIME 2 **Comprehensive Exam**: (Summative evaluation) Students will demonstrate knowledge of career theory through passing the career section of the comprehensive exam. **Data Collection:** Exam score in the Career Section of the Comprehensive Exam.

COUNSELING AND HELPING RELATIONSHIPS		
Key Performance Indicator (Student)	**CACREP 2016 Standards 2.F.5; 5.C.1**	**Courses & Assessment Assignments Data Collection Method**
KPI 5 Students will demonstrate and apply evidenced-based counseling theories, essential interviewing, and case conceptualization skills with diverse clients. * Knowledge and Skill Three-point Scale 3-Exceeds Standards 2-Meets Standards 1-Does Not Meet Standards	2.F.5.a. theories and models of counseling 2.F.5.g. essential interviewing, counseling, and case conceptualization skills 5.C.1.b theories and models related to CMHC	<u>TIME 1</u> **COUN 8030 Practices** *Counseling Session Final Role Play Assignment* (Summative Evaluation): Students will conduct a 50 minute recorded session and transcribe the session to demonstrate knowledge of interviewing, counseling, and case conceptualization skills. **Data Collection:** Canvas Outcomes Rubric Report Grade Final Role Play Assignment <u>TIME 2</u> **COUN 8200 Theories** *Final Exam* (Summative Evaluation) Students will demonstrate knowledge of evidence-based counseling theories by passing a final exam. **Data Collection:** Canvas Outcomes Rubric Report Grade on Theories Final Exam

GROUP COUNSELING AND GROUP WORK		
Key Performance Indicator (Student)	**CACREP 2016 Standards 2.F.6.**	**Courses & Assessment Assignments Data Collection Method**
KPI 6 Students will demonstrate knowledge of group theories with diverse clients and ethical considerations of group practice. *Knowledge and Skill Three-point Scale 3-Exceeds Standards 2-Meets Standards 1-Does Not Meet Standards	2.F.6.g. ethical and culturally relevant strategies for designing and facilitating groups	<u>TIME 1</u> **COUN 8360 Group Theory and Techniques** *Teach a group technique assignment*: (Formative Evaluation) Students will present and model a technique relevant to a group, lead the class in group activity, and provide to the class a written description of the activity. **Data Collection:** Canvas Outcomes Rubric Report Grade on Teaching a Group Technique Assignment <u>TIME 2</u> **COUN 8040 Ethics** *Confidentiality Assignment* (Formative Evaluation): Students will lead a discussion board assignment related to confidentiality, privileged communication, and privacy of individual and group practice. **Data Collection:** Canvas Outcomes Rubric Report Grade on Confidentiality Discussion Board Assignment

ASSESSMENT AND TESTING		
Key Performance Indicator (Student)	**CACREP 2016 Standards 2.F.7; 5.C.2**	**Courses & Assessment Assignments Data Collection Method**
<u>KPI 7</u> Students will demonstrate knowledge of assessments and appraisal theory when working with diverse clients. *Knowledge and Skill Three-point Scale 3-Exceeds Standards 2-Meets Standards 1-Does Not Meet Standards	2.F.7.m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessments and test results 2.F.7.i use of assessments relevant to academic/educational, career, personal, and social development 5.C.2. d diagnostic process, including differential diagnosis and the use of the current diagnostic classification systems, including the DSM and ICD.	<u>TIME 1</u> **COUN 8230 Appraisal** *Integrated Report Paper* (Formative Evaluation): Students will interview and administer assessments to an in-class client and complete an integrated evaluation report of the results and the process. **Data Collection:** Canvas Outcomes Rubric Report Grade on Integrated Report Assignment <u>TIME 2</u> **8920 COUN DSM** *Trauma and Stress Related Disorders Case Study Assignment* (Formative Evaluation): Students will demonstrate the ability to assess a client using DSM-5-TR criteria through creating a case study of client and engaging in a discussion board activity regarding the client. **Data Collection:** Canvas Outcomes Rubric Report Grade on Trauma and Stress Related Disorders Case Study and Discussion Assignment

RESEARCH AND PROGRAM EVALUATION		
Key Performance Indicators (Student)	**CACREP 2016 Standards 2.F.8.**	**Courses & Assessment Assignments Data Collection Method**
<u>KPI 8</u> Students will demonstrate knowledge and apply research methods with diverse clients and systems. *Knowledge Three-point Scale 3-Exceeds Standards 2-Meets Standards 1-Does Not Meet Standards	2.F.8.j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation 2.F.8.g. designs used in research and program evaluation 2.F.8.i. analysis and use of data in counseling	<u>TIME 1</u> **COUN 8280 Crisis** *Annotated Bibliography Assignment*: (Formative Evaluation) Students will create an annotated bibliography synthesizing and analyzing peer reviewed research in counseling. **Data Collection:** Canvas Outcomes Rubric Report Grade on Annotated Bibliography Assignment <u>TIME 2</u> **Comprehensive Exam**: (Summative evaluation) Students will demonstrate knowledge of research and program evaluation scores through passing the research section of the comprehensive exam. **Data Collection:** Exam score in the Research Section of the Comprehensive Exam.

CLINICAL MENTAL HEALTH COUNSELING		
Key Performance Indicator (Student) (CMHC Specialty)	**CACREP 2016 Standards 5.C.**	**Courses & Assessment Assignments Data Collection Method**
KPI 9 Students will demonstrate their knowledge of the potential for substance use disorders to mimic and/or co-occur with other disorders and apply them to their work with clients. *Knowledge Three-point Scale 3-Exceeds Standards 2-Meets Standards 1-Does Not Meet Standards	5.C.2.c. Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders* (*DSM*) and the *International Classification of Diseases (ICD)*. 5.C.2.e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders.	TIME 1 **COUN 8516: Clinical Treatment Issues** *In Vivo Counseling Assignment* (Formative Evaluation): Students will be evaluated on DSM & ICD assessment, diagnostic and treatment process skills via an in vivo counseling session case study and assessment assignment. **Data Collection:** Canvas Outcomes Rubric Report Grade on In Vivo Counseling Assignment and Documentation TIME 2 **COUN 8920: DSM** *Quiz on Substance Use and Addictive Disorders* (Formative Evaluation): Students will pass a unit quiz on substance use and addictive disorders **Data Collection:** Canvas Outcomes Rubric Report Grade on Substance Use and Addictive Disorders Quiz

Student Professional Dispositions		
Key Performance Indicator (Student) Professional Dispositions	**CACREP 2016 Standards 4. G**	**Courses and Assessment Measures Data Collection Method**
KPI 10 Students will demonstrate culturally responsive professional behaviors that display self-regulation, self-awareness, flexibility, openness to feedback, and motivation to learn and grow. *Disposition Three-point Scale 3-Exceeds Standards 2-Meets Standards 1-Does Not Meet Standards	4.G the counselor education program faculty systematically assesses each student's professional dispositions throughout the program.	TIME 1 **COUN 8520 Counseling Multicultural Populations** *Counselor Self-Awareness Project Assignment*: (Formative Evaluation) Students will write a descriptive and informative reflection papers on key aspects of personal cultural identity, attitudes, beliefs, worldviews, and actions. **Data Collection:** Canvas Outcomes Rubric Report Grade on Counselor Self-Awareness Project TIME 2 **COUN 8250 CMHC Internship** *Internship Evaluations* (Summative Evaluation): Students will demonstrate their ability to engage in professional behaviors in the internship course **Data Collection:** Canvas Outcomes Rubric Report Final Internship Evaluation COUN 8250 Professional Behaviors Section

<h1 style="text-align: center">Systematic Student Assessment</h1>
<p style="text-align: center">Retention, Remediation, and Dismissal
CACREP 2016 STANDARD 4.H</p>

The Key Performance Indicators (KPIs) identified by the UNO Counselor Education program are an essential part of the systematic assessment used by faculty to determine student success and challenges in the areas of knowledge, skills, and professional dispositions. The KPIs data is used by faculty, advisors, and the CMHC leadership in the student remediation process when concerns arise.

<u>Student Remediation Process</u>
The faculty reviews student progress on a regular basis through the Key Performance Indicators for Student Learning Outcomes and interactions inside and outside of the classroom.   In alignment with the ACA Code of Ethics and UNO Student Conduct and Work Quality policies, the faculty have developed comprehensive student retention, evaluation, remediation and dismissal processes. **These guidelines can be found in the student handbook** and are designed to help faculty consider academic abilities, clinical skills, and professional dispositions when evaluating student progress.

<h1 style="text-align: center">Evaluation of Faculty and Supervisors</h1>
<p style="text-align: center">CACREP 2016 Standard 4.I, J, K</p>

In order to ensure that the department's curriculum and program maintains standards of excellence, student faculty evaluations occur for every class. Faculty evaluations by students are completed at the end of every course a student is enrolled in through the Automated Course Evaluation system. Two weeks prior to the end of the course, the course evaluations are made available in CANVAS. Students are notified via email that the course evaluation is open and ready to be completed. Reminder e-mails are sent to the student every week until the evaluation is complete or the class closes. After final grades have been submitted for the term, faculty gain access to the cumulative course evaluation results through CANVAS. Information on the evaluation process can be found on [UNO's Website.](#)