



Department of Psychology and Counseling
Clinical Mental Health Counseling
Program Evaluation Report (2021-2022)

The program evaluation report is located on the CMHC program's webpage. Stakeholders were emailed and directed to the webpage to locate this report. (August 4, 2022)



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APPENDICES

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The following report is written in accordance with CACREP Standard I.AA. which states that: “Program faculty members engage in continuous systematic program evaluation indicating how the mission, objectives, and student learning outcomes are measured and met.”

CACREP Standard I A.A. EVALUATION

1. A review by program faculty of programs, curricular offerings, and characteristics of program applicants.

Curricular Offerings – Clinical Mental Health Counseling Program

The Clinical Mental Health Counseling (CMHC) program reviews program curriculum three times per year. Curriculum offerings are rather consistent for fall, spring, and summer; however, each semester the program director reviews the course offerings and works to ensure each course is offered so students can complete the program within three years of full-time study. The faculty discuss additional one-credit offerings to expand student knowledge beyond the core curriculum. The program continued to offer the one-credit elective courses entitled Proactive Grief Counseling Strategies (Dr. David Martinson); Religious and Spiritual Values in Counseling (Dr. David Hunt); Introduction to TeleMental Health Counseling, and Autism Spectrum Disorder (ASD): Supporting the Transition to Adulthood. Dr. Rachel Vannatta offered a one-credit course entitled Introduction to Perinatal Mental Health Concerns in the fall (2021).

Note: The Clinical Mental Health Counseling Alumni Survey (more fully addressed in the Alumni Survey section) provides an opportunity for alumni to rate the program and its course offerings. The program curriculum follows the CACREP standards, which include the eight core content areas required as well as the specialty standards for Clinical Mental Health Counseling. The faculty will review these results at an upcoming fall faculty meeting.

Characteristics of Program Applicants

Characteristics of program applicants are reviewed each semester. In accordance with CACREP standard K (Section I), the CMHC faculty held program interviews for all applicants. The program director works closely with Graduate Admissions throughout the interview process. Faculty individually interviewed applicants over the past review period on regularly scheduled interview days. Each faculty member has an open interview time each week and after a completed application is submitted, the Graduate Office schedules the applicant with one of the faculty for an entrance interview. The Office of Institutional Research created the fall 2021-spring 2022 CMHC Gender and Ethnicity report (Appendix A). For the Fall 2021 semester, the program enrolled 103 degree-seeking students, and of this number, 70 identified as White, and 33 identified an ethnicity to include Asian, Black or African American, Hispanic/Latino, Native Hawaiian or Pacific Islander, Non-resident alien, two or more races, or Unknown.

CMHC Enrollment and Graduation

The CMHC program received 86 applications for the 2021-2022 academic year. The program enrolled 25 new students in the (fall 2022); 10 (spring 2022), and 2 summer 2021. Of those enrolled, a total of 35 new students were new in the program from fall of 2021 through summer 2022*. There were 98 total students enrolled in the CMHC program in the fall of 2021, and 90 for spring 2022. During this same time period, a total of 37 students graduated from the program. Student Enrollment, Retention, and Graduation (Appendix B) rates were reported by The Office of Institutional Research and Effectiveness and are presented in the attached table. In



reviewing the past four academic years, *new applications have risen*, fall enrollment has risen over the past 4 years, while spring and summer new enrollment declines. One potential explanation for high application numbers and declining enrollment is the number of applicants applying to multiple (N=7) programs that are CACREP accredited within a 6.7- 45 -mile radius (average distance from IU 25 miles) of Immaculata has increased since 2018, with the most recent program accreditation in 2021.

	New applications	Total enrollment (ave/year)	Graduated
fall 2021- spring 2022	86	98	37
fall 2020 - spring 2021	90	107.5	33
fall 2019-spring 2020	69	128	32
fall 2018 - spring 2019	71	127	24
fall 2017 - spring 2018	47	149.5	36
fall 2016 - spring 2017	39	141.5	25

2. Formal follow-up studies of program graduates to assess graduate perceptions and evaluations of major aspects of the program.

Alumni Survey

An Alumni Survey (Appendix D) was sent out to all CMHC graduates (N=37) on June 13, 2022. Survey recipients were given until June 27, 2022, to complete the survey, with a follow up reminder sent out on June 20, 2022. Twenty-one of 37 program alumni who received the survey responded to the survey, **a survey response rate of 56.8%**. The following report was generated by the Office of Institutional Research and Effectiveness (IRE) in collaboration with the CMHC program director. The CMHC program director collaborates with the Office of Institutional Research, which prepares the written report for the survey generated by the CMHC program director.

The Office of IRE prepared the following summary of key findings from the alumni survey:

Key findings from the survey of this year's graduates are as follows:

- 1) Positive Employment Outcomes – Within less than one year after graduation, 82% of responding alumni report having jobs in the counseling field (see question 12). The majority (86%) of students working in the counseling field have obtained jobs in a mental health setting (see question 13). Other settings include schools, private practices, and intensive outpatient settings. The high job placement rate and variety of settings and consistency of these findings over time suggests that students are well-prepared to enter the job market following completion of the CMHC program.
- 2) Overall Moderate to High Satisfaction with CMHC Program Experience and Faculty – CMHC alumni were asked to rate their overall program experience for 10 areas (question 7). Students indicated moderate to high satisfaction in all ten areas of the CMHC program (ratings ranged from 3.90 to 4.40

of 5). Highest ratings were for ‘Instruction by course professors’ (4.40 of 5), ‘Appropriateness of course content’ (4.30 of 5), and ‘College of Graduate Studies’ (4.20 of 5). These areas consistently obtained the highest ratings in the survey from the prior year, showing sustained high satisfaction with these three elements of the program. In addition to the strong quantitative rating about faculty instruction, the majority of alumni comments regarding their favorite program aspect (question 9) pertained to the knowledge and support of the program’s professors, similar to comments provided in response to last year’s survey. CMHC program ratings by 2022 graduates were higher than or equal to all ratings of 2021 graduates.

3) Overall Moderate to High Satisfaction in Development of Counseling Skills - Students reported moderate to high satisfaction in the development of their counseling skills through the CMHC program in the five areas assessed (question 3). Satisfaction ratings of the five counseling skills statements ranged from 3.43 to 4.48 out of 5. In relation to the prior year, four out of the five skill areas assessed had higher satisfaction ratings, with increases ranging from +0.43 to +0.55 Likert scale units. Students gave high satisfaction ratings to ‘Foundations of Clinical Mental Health’ (4.48 of 5) and ‘Implementation of counseling skills’ (4.45 of 5). For three consecutive years, ‘Foundations of Clinical Mental Health’ received the highest satisfaction ratings (4.48 out of 5 in 2022; 4.00 of 5 in 2021; 4.38 in 2019). Student comments pertaining to these ratings are provided in question 4. Although satisfaction ratings are all satisfactory, IRE notes that satisfaction ratings of ‘Intake interviews’ has declined since 2020 (3.43 of 5 in 2022, 3.46 in 2021, 3.94 in 2020; -0.51 from 2020).

4) Overall Moderate to High Satisfaction in Development of Knowledge and Understanding – Alumni rated their perception of knowledge and understanding in nine assessment areas (question 5). Students reported continued moderate satisfaction in the development of their assessment skills through the CMHC program, with ratings of the nine assessment statements ranging from 3.71 to 4.57 out of 5. Students provided the highest satisfaction scores for ‘Helping relationships’ (4.57 of 5) and ‘Group work’ (4.52 of 5). IRE notes that all nine assessment areas received higher ratings relative to 2021 results. The rating for ‘Research and program development’ has increased from 2.77 in 2021 to 3.81 in 2022, indicating a significant improvement (+1.04 Likert scale units) in this specific assessment area of CMHC program.

5) Opportunities for Consideration – When specifically prompted to share the aspect of the CMHC program that they liked the least (question 10), thirteen students responded to the question, providing a variety of responses with no consensus on any noted issues. Respondents were also prompted to offer suggestions for improvement for the program, and, like the prior question, no consensus improvement suggestions were offered (question 11).

6) Representative Survey – The majority of survey respondents were white (76%) and female (90%). IRE notes that this distribution of respondents is reflective of the gender and ethnicity distribution of program graduates in 2022. For the 37 students completing the program from Summer 2021 through Spring 2022, 29 of the 37 graduates (78%) report being white, and 33 of the 37 graduates (89%) self-report being female.

The program faculty will review these key findings during the next academic year. Any modification will be identified in the 2022-2023 Annual Report.

3. Formal studies of site supervisors and program graduate employers that assess their perceptions and evaluations of major aspects of the program.

Site Supervisor Survey



Dr. David Hunt, Field Site Coordinator, sent an email to all site supervisors of Immaculata's CMHC practicum and internship students on May 25, 2022, requesting their feedback regarding our training preparation of the current practicum and internship students. Supervisors were given a three-week window to respond to the survey by June 13, 2021. A second email was generated on June 7, 2022, reminding site supervisors to take this opportunity to formally share their feedback with the program regarding the preparedness of students in our program. All 25 site supervisors were emailed the survey link, with a total of 11 completed surveys for a **response rate of 40%**. Cecilia Oswald, Director of Institutional Research, collected all survey responses and generated the final survey report (Appendix F). "For those questions that request a rating, a 5-point evaluation scale was used (Extremely Well Prepared – 5; Well Prepared– 4; Adequately Prepared – 3; Poorly Prepared – 2; and Unprepared – 1). N/A responses were not included in mean calculations. Ratings statements are written such that a high score is the desired result" (IRE, 2020, p.2).

Program Highlights

Key findings from the survey are reported by the Office of Institutional Research and Effectiveness (IRE) as prepared by Cecelia Oswald:

Key findings from the survey are as follows:

- 1) High rate of Hiring CMHC Graduates – Seventy-three percent of site supervisors (8 of 11 individuals) reported that they employed recent graduates from Immaculata's Clinical Mental Health Counseling program since summer 2021 (question 4). Longitudinal data indicate an increase (23%) in the hiring of Immaculata University CMHC graduates from 2021 to 2022. This continued high rate of permanent hire suggests strong satisfaction with the preparation and performance of Immaculata program graduates.
- 2) High overall perception of preparation - When asked to give an overall rating to the effectiveness of Immaculata University's Clinical Mental Health program preparation, site supervisor respondents rated the program graduates as "well prepared" (average rating of 4.00 of 5; question 5). This overall rating demonstrates a high overall level of satisfaction with the program's ability to prepare graduate students for mental health counseling. The overall satisfaction rating increased relative to the previous year (4.00 of 5 in 2022; 3.79 of 5 in 2021; an increase of +0.21 Likert scale units), although IRE notes the practicum experience modality differed between the two years.
- 3) Satisfaction with Student Knowledge and Application – Site supervisors rated specific areas of student preparation by evaluating 13 statements (questions 1 and 2). Nine of the 13 ratings statements included in the survey pertain to the assessment of areas of knowledge (question 1). Site supervisor ratings demonstrate moderate to high satisfaction with the knowledge of internship/practicum students in a wide variety of topics as well as their ability to apply this knowledge to their work. Ratings ranged from 3.73 to 4.00 of 5. "Knowledge/application of counseling theories" (4.00 of 5), "Knowledge of diverse populations and competent application to clients" (4.00 of 5), and "Knowledge of and application of crisis and trauma to clients" (4.00 of 5) received the highest scores. IRE notes a significant improvement in ratings (+0.57 points) for "Knowledge of and application of crisis and trauma to clients" over the previous year. In addition, eight of nine knowledge statements received higher ratings in 2022 than in the prior year. The increased ratings ranged from a nominal +0.03 to +0.57 Likert scale units, indicating improved satisfaction with student knowledge and application.
- 4) Satisfaction with Receptivity, Ethics, and Coping Skills of Students – Four of the 13 ratings statements assessed supervisor opinions on site role preparation. When asked to rate the areas of receptivity, ethics, and coping skills, site supervisors rated each of these practical aspects as ≥ 3.73 of 5



(see question 2). IRE notes that three of four statements received slightly lower satisfaction ratings compared to the previous year (decline ranging from -0.16 to -0.34). However, the statement “open and receptive to supervision and feedback” received the highest rating in this category (3.91 of 5) for the fifth consecutive year. Even with the small score decrease, ratings data suggest current site supervisors are satisfied with the CMHC program’s ability to prepare students for supervised practice in the field, as 3.91 indicates a perception of “well prepared.”

Employment (now collected via Site Supervisor Evaluation and via self report in the Alumni Survey)

Within less than one year after graduation, 82% of responding alumni report having jobs in the counseling field (see question 12). The majority (86%) of students working in the counseling field have obtained jobs in a mental health setting (see question 13).

4. Assessment of student learning and performance on professional identity, professional practice, and program area standards.

**Professional Identity Standards (Section II):
Section B:**

Characteristics of Applicants:

Comprehensive Examination

Nine (9) students registered for the fall 2021 Comprehensive Examination. All 9 9 students passed, which yields a 100% Pass rate. In the spring of 2022, 12 students registered for the Comprehensive Examination and all 12 students passed the examination, which yielded a 100% pass rate. The **combined Pass** rate for the Comprehensive Examination for the 2021-2022 academic year **is 100%**, which is up from last year’s combined pass rate of 97.6%. It should be noted that for the spring comprehensive examination, 3 students were required to re-do and/or prepare additional work to pass the exam. Two students used identifying information in the examination; one of these two students also failed to integrate theory into the treatment plan; and the third person provided insufficient information to pass the course specific application section. All three students met with the program director, individually, to discuss the required work necessary to complete the comprehensive examination. All three students submitted work and therefore Passed comps.

National Counselor Examination

Below are the results of the fall 2021 and spring 2022 NCE for Immaculata University, which are compared to the national data. To help provide resources to our NCE test takers, the program’s CMHC Hub in Moodle offers links to study guides and additional preparation resources.

	Fall 2021	Spring 2022
No. Tested	17	15
No. Passed	13	10
IU Pass Rate	76%	66.7%
National Pass Rate	78.25%	63%



Individual and Program Evaluation

The program is in the process of completing the 2016 self-study due in the spring of 2024. With this transition, a new program assessment procedure has been developed to assess all program students and the program as a whole. The new assessment process was created in the fall of 2021 and finalized in the spring of 2022. The summer of 2022 is the first opportunity to implement the new assessment procedure.

On July 11, 2022, the program faculty met to review the first implementation of the Individual and Program Assessment. The total results are reflective of the fall 2021 and spring 2022 semesters. The new assessment process uses a course grade of B (or 83%) as 'acceptable' and meeting the KPI's evaluated with the course. As of the fall 2022, all newly entering students will be required to earn a B (83%) or higher for each course listed (with the exception of COUN 691-693 where they are required to earn a P for Pass). NOTE: This is the first time using this assessment process and students who earn a grade below the threshold will not be penalized as the new grade policy goes into effect fall 2022 for new students.

Please see the table below for *Individual Student Assessment* results:

Course	Percentage of KPI met	# of students not meeting KPI	Grade earned
GEN 501	96%	1	B-
COUN 599	100%	0	n/a
COUN 600	97%	1	B-
COUN 601	94%	1	withdrew
COUN 604	100%	0	n/a
COUN 608	100%	0	n/a
COUN 609	100%	0	n/a
COUN 618	94%	2	B-
COUN 640	95%	1	C+
COUN 641	100%	0	n/a
COUN 692	100%	0 (fall)	n/a

Program Assessment Results

Below is the report for the aggregate data from the fall 2021 and spring 2022 Individual Student Assessment, which is used to provide a final program assessment report.

KPI Summary
K = Knowledge; S = Skills



COUN 599: Comprehensive Examination	Course grade - Pass (K)	21	21	100%															
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Professional Practice standards (Section III):

Professional Practice standards are specific to the Practicum and Internship experiences. The CMHC Alumni Survey (Appendix C) asked alumni to comment on their experiences in Practicum and Internship. Alumni responses indicated overall moderate-to-high satisfaction (rating 4.15 out of 5) with their practicum and internship experiences (which is an increase from the previous year rating of 3.92). Within less than one year after graduation, 82% of responding alumni report having jobs in the counseling field (see question 12). The majority (86%) of students working in the counseling field have obtained jobs in a mental health setting (see question 13).

Site supervisors and program faculty complete an end of semester evaluation of all practicum and internship students. The program has developed a method for compiling collected faculty feedback into a spreadsheet. The document allows faculty to further assess student competencies connected to Professional Practice. Specific standards are outlined in the course syllabi and in the course mapping matrix.

Fall 2021 and Spring 2022 practicum and internships faculty supervisors completed the Supervisor Evaluation of Student at the end of semester. Students are evaluated on the following: Personal/Professional Characteristics; Skills in Counseling; Conceptualization; Personalization/Countertransference; and Communication Skills. Each section has multiple items for evaluation (see Supervisor Evaluation of Student), which are assessed on a 4-point Likert scale (4= Outstanding; 3= Very Good; 2=Adequate; 1 = Unsatisfactory; and 0= not observed). In the Fall of 2020, there were three sections of Practicum (COUN 691) and three sections of Internship (COUN 692 and COUN 693). All students achieved scores of Adequate (2) up through Outstanding (4). Class means scores ranged from a 3.4 to 3.8. In the Fall of 2021, Practicum, class mean scores ranged from a 3.6 to a 4.0. In the Spring of 2021, Internship class mean scores ranged from a 3.4 to a 3.8. No individual student received an Unsatisfactory (1) score.

Program Area standards:

The final section of the program addresses the content knowledge relevant for Clinical Mental Health Counseling students. All three categories of Knowledge, Counseling Prevention and Intervention, and Diversity and Advocacy, in the program continue to prepare students to become CMHC professionals in the areas of knowledge, skills, and practice. Specific foundational knowledge remains consistent with the 2009 Self-study report submitted and approved by CACREP.

The addition of the Program Assessment provided a means to evaluate student knowledge and skill specific to the Clinical Mental Health Counseling track. Please see the program assessment results below:

Program Objective 9: Specialty Area 1: Clinical Mental Health Counseling						
KPI: 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)						
Course		2021-2022	2022-2023	2023-2024	2024-2025	2025-2026



	Individual Student Assessment	# students	# obtained	%	# students	# obtained	%	# students	# obtained	%	# students	# obtained	%	# students	# obtained	%
COUN 608: Psychopathology	Course grade - B or higher (K)	47	47	100%												
COUN 599: Comprehensive Examination	Course grade - Pass (K)	21	21	100%												

5. Evidence of the use of findings to inform program modifications.

The program has changed its overall assessment process, which was implemented the summer of 2022. Any program changes will be determined after the Alumni Report is discussed at an upcoming meeting in the fall of 2022.

New program developments:

Nothing at this time to report.

6. Distribution of an official report that documents outcomes of the systematic program evaluation, with descriptions of any program modifications, to students currently in the program, program faculty, institutional administrators, personnel in cooperating agencies (e.g., employers, site supervisors), and the public.”

The program evaluation report will be added as a link to the CMHC program, and made public to institutional administrators, current and potential students, and personnel in field sites affiliated with the program. Additionally, institutional administrators were emailed a copy of this report on 8/04/22, in addition to each CMHC program faculty member.



APPENDICES



Appendix A

Summary of Student Gender and Ethnicity in CMHC Program 2021 -2022

Summary of Student Gender and Ethnicity in CMHC Program						
2021-2022						
	Enrolled Students in CMHC Program					
	Fall 2021 ^{2,4}			Spring 2022 ^{3,4}		
IPEDS Ethnicity Category ¹	Female	Male	Other / Prefer not to Answer	Female	Male	Other / Prefer not to Answer
American Native or Alaskan Native	--	--	--	--	--	--
Asian	1	--	--	1	--	--
Black or African American	8	5	1	8	4	1
Hispanic/Latino	8	--	--	6	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--
Non-resident alien	1	--	--	1	--	--
Two or more races	3	--	--	2	--	--
Unknown	1	1	--	1	1	--
White	64	6	4	62	7	4
Subtotal	86	12	5	81	12	5
Total Enrollment for Term	103			98		
Notes:						
1) Ethnicity and gender categories are those stipulated by IPEDS federal reporting.						
2) Fall 2021 enrollment based on October 15, 2021, frozen fall student data.						
3) Spring 2022 enrollment based on spring student data as of March 4, 2022.						
4) Headcounts include students with CMHC as primary major plus students enrolled in CMHC as second degree program.						



Appendix B

Summary of Enrollment, Graduation and Retention in CMHC Program Immaculata University

Summary of Enrollment, Graduation and Retention in CMHC Program Immaculata University								
First Term Enrolle	Number of New CHMC Students	Student Composition		Number	% CMHC Graduates	Number Enrolled / Active in CMHC Program	% Retention	% Positive Outcomes (Retention + Graduation)
	Per Term ¹	CMHC Only Students	CMHC+MAMT Students ²	CMHC Graduates (thru May 2021) ⁴	(thru May 2021) ⁴	(Spring 2021) ³		
	Summer 2014	25	25	---	22	88%		0
Fall 2014	47	47	---	30	64%	2	4%	68%
Spring 2015	31	31	---	24	77%	0	0%	77%
Summer 2015	11	11	---	8	73%	0	0%	73%
Fall 2015	47	47	---	39	83%	2	4%	87%
Spring 2016	8	8	---	4	50%	0	0%	50%
Summer 2016	6	6	---	4	67%	0	0%	67%
Fall 2016	28	28	---	19	68%	2	7%	75%
Spring 2017	14	14	---	10	71%	1	7%	79%
Summer 2017	8	8	---	4	50%	3	38%	88%
Fall 2017	36	35	1	25	69%	5	14%	83%
Spring 2018	11	11	---	5	45%	3	27%	73%
Summer 2018	10	9	1	3	30%	3	30%	60%
Fall 2018	20	20	---	4	20%	11	55%	75%
Spring 2019	13	11	2	4	31%	8	62%	92%
Summer 2019	11	9	2	0	0%	10	91%	91%
Fall 2019	16	14	2	0	0%	12	75%	75%
Spring 2020	10	10	---	0	0%	8	80%	80%
Summer 2020	3	3	---	0	0%	2	67%	67%
Fall 2020	25	23	2	0	0%	22	88%	88%
Spring 2021	9	7	2	0	0%	9	100%	100%
Totals	389	377	12	205	53%	103	26%	79%

¹ Number of new students enrolled in the Clinical Mental Health Counseling (CMHC) major during the term indicated (full term or second part of term). Student start date is based on the first term they have enrolled in classes with CMHC major code, which is not necessarily the same term the student was admitted to IU.

² Number of students who have dual enrollment in the Master of Music Therapy (MAMT) and CMHC program.

³ Spring enrollment reported as of the Spring 2021 data freeze date, 3/1/2021.

⁴ Graduates from CMHC program are reported here. There is a small group of students who initially enrolled in CMHC but transferred into Immaculata's PsyD program or other graduate program. These students are not included in CMHC graduation or retention numbers.



Appendix C

Evaluation of Time to Completion

Evaluation of Time to Completion in Clinical Mental Health Counseling (CMHC) Program Graduates							
	Number of	Total	OVERALL	Time to Completion Analysis			
	New CHMC		COMPLETION RATE	CMHC	10-Term	CMHC	15-Term
First Term	Students	CMHC Graduates	% Graduates	Graduates	Completion Rate ³	Graduates	Completion Rate ⁴
Enrolled	Per Term ¹	(thru May 2022) ²	(thru May 2022)	in ≤ 10 Terms	100% Rate	in ≤ 15 Terms	150% Rate
Summer 2014	25	22	88%	13	52%	19	76%
Fall 2014	47	30	64%	16	34%	29	62%
Spring 2015	31	24	77%	16	52%	23	74%
Summer 2015	11	8	73%	7	64%	7	64%
Fall 2015	47	39	83%	29	62%	39	83%
Spring 2016	8	4	50%	4	50%	4	50%
Summer 2016	6	4	67%	0	0%	4	67%
Fall 2016	28	20	71%	12	43%	19	68%
Spring 2017	14	11	79%	9	64%	11	79%
Summer 2017	8	5	63%	3	38%	5	63%
Fall 2017	36	29	81%	24	67%	29	TBD Aug 2022
Spring 2018	11	8	73%	5	45%	8	TBD Jan 2023
Summer 2018	10	5	50%	3	30%	5	TBD May 2023
Fall 2018	20	13	65%	13	65%	13	TBD Aug 2023
Spring 2019	13	9	69%	9	69%	9	TBD Jan 2024
Summer 2019	11	6	55%	6	TBD Aug 2022	6	TBD May 2024
Fall 2019	16	5	31%	5	TBD Jan 2023	5	TBD Aug 2024
Spring 2020	10	0	TBD	---	TBD May 2023	---	TBD Jan 2025
Summer 2020	3	0	TBD	---	TBD Aug 2023	---	TBD May 2025
Fall 2020	25	0	TBD	---	TBD Jan 2024	---	TBD Aug 2025
Spring 2021	9	0	TBD	---	TBD May 2024	---	TBD Jan 2026
Summer 2021	4	0	TBD	---	TBD Aug 2024	---	TBD May 2026
Fall 2021	26	0	TBD	---	TBD Jan 2025	---	TBD Aug 2026
Spring 2022	3	0	TBD	---	TBD May 2025	---	TBD Jan 2027
Totals	422	242	---	174	---	235	---

TBD = To be determined

¹ Number of new students enrolled in the Clinical Mental Health Counseling (CMHC) major during the term indicated (full term or second part of term). Start date is based on the first term they have enrolled in classes with CMHC major code, which may differ from admission term.

² Graduates from CMHC program are reported here. There is a small group of students who initially enrolled in CMHC but transferred into Immaculata's clinical psychology or school counseling programs. These students are not counted in graduation or retention numbers for CMHC.

^{3,4} Number of students in the cohort who completed the CMHC program in ten or fifteen consecutive terms, respectively.



Appendix D

Clinical Mental Health Counseling Program Alumni Survey Report Summer 2022 Office of Institutional Research and Effectiveness

Executive Summary

As a required component of CACREP accreditation, a Clinical Mental Health Counseling Alumni Survey was administered in the summer of 2021 to recent alumni (August 2020, Fall 2020 and Spring 2021 program graduates) of the Clinical Mental Health Counselor Master's program. Similar surveys were administered in each summer for the prior five years (2016-2020). These surveys provide six years of comparable data regarding student opinions on their experiences in the Clinical Mental Health Counseling (CMHC) program at Immaculata University. The CMHC program has been accredited by CACREP since 2016. Thirteen of 39 program alumni who received the survey responded to the survey, **a survey response rate of 33.3%**. Trend data should be considered in the context that the numbers of respondents and response rates from some prior surveys are small.

IRE notes that the academic experiences of 2021 recent graduates were heavily impacted by COVID-19. When considering 2021 ratings relative to prior year data, over half of the 2020 survey recipients completed their degree prior to January 2020 (pre-COVID), and the remaining students learning experience was minimally impacted by COVID-19 (2-3 months). Conversely, the 2021 graduates completed approximately fourteen months of their graduate learning experience during COVID. CMHC Program Director, Dr. Tracy Stinchfield, added that students under review for this period shifted from on-site and in-person classes and training to remote synchronous supervision/courses and engaged in virtual telemental health. The unanticipated delivery formats, required a large learning curve for all involved and challenged student personal well-being in a way that no previous group experienced.

Key findings from the survey are as follows:

- 1) Positive Employment Outcomes – Within less than one year after graduation, 100% of responding alumni report having jobs in the counseling field (see question 12). The majority (75%) of students working in the counseling field have obtained jobs in a mental health setting (see question 13). Other settings include substance abuse, private practice, and mental health research/outpatient therapy. The high job placement rate and variety of settings suggests that students are well-prepared to enter the job market following completion of the CMHC program. IRE notes that these positive employment outcomes are based on the responses of approximately one-third (33%) of 2020-2021 program graduates.



- 2) Overall Moderate to High Satisfaction with CMHC Program Experience and Faculty – CMHC alumni were asked to rate their overall program experience for 10 areas (question 7). Students indicated moderate to high satisfaction in all ten areas of the CMHC program (ratings ranged from 3.54 to 4.38 of 5). Highest ratings were for ‘Appropriateness of course content’ (4.38 of 5), ‘Instruction by course professors’ (4.15 of 5), and ‘College of Graduate Studies’ (4.15 of 5). In addition to the strong quantitative rating about faculty instruction, the majority of alumni comments regarding their favorite program aspect (question 9) pertained to the knowledge and support of the program’s professors.
- 3) Overall Moderate Satisfaction in Development of Counseling Skills - Students reported moderate satisfaction in the development of their counseling skills through the CMHC program in the areas assessed (question 3). Ratings of the five counseling skills statements ranged from 3.31 to 4.00 out of 5. Students provided highest satisfaction scores for ‘Foundations of clinical mental health’ (4.00 of 5) and ‘Development of counseling skills’ (4.00 of 5). Student comments pertaining to these ratings are provided in question 4. Although satisfaction ratings are all satisfactory, IRE notes that all ratings of counseling skill development decreased below the 2020 levels, with the largest change in the rating of ‘Intake interviews’ (3.31 of 5 score; -0.48 from 2021 to 2020).
- 4) Overall Moderate Satisfaction in Development of Most Assessment Areas – Alumni rated their perception of knowledge and understanding in nine assessment areas (question 5). Students reported continued moderate satisfaction in the development of their assessment skills through the CMHC program, with ratings of the eight of the nine assessment statements ranging from 3.00 to 4.23 out of 5. Students provided the highest satisfaction scores for ‘Group work’ (4.23 of 5) and ‘Helping relationships’ (4.15 of 5). The rating of ‘Research and Program development’ dropped from 3.31 in 2020 to 2.77 in 2021 (-0.54 change).
-
- 5) Opportunities for Consideration – When specifically prompted to share the aspect of the CMHC program that they liked the least (question 10), eleven students responded to the question, providing a variety of responses with no consensus on any noted issues. Respondents were also prompted to offer suggestions for improvement for the program, and, like the prior question, no consensus improvement suggestions were offered (question 11). Each of the various program considerations and suggestions were offered by one to two individuals. Overall, there was no student consensus in the 2021 survey regarding a particular area of focus for improvement.
-
- 6) Representative Survey – The majority of survey respondents were white (62%) and female (92%). IRE notes that this distribution of respondents is reflective of the gender and ethnicity distribution of program graduates in 2021. For the 41 students completing the program from Summer 2020 through Spring 2021, 28 of the 41 graduates (68%) self-report being white, and 36 of the 41 graduates (88%) report being female.

IRE asked Dr. Tracy Stinchfield, CMHC Program Director, to provide a summary of implemented program improvements since the last survey to provide context for this year’s report. Dr. Stinchfield’s comments are provided in [blue text](#).

The response rate for this survey was noticeably less than previous years, though reflective of response rate for survey responses in graduate studies. While the response rate was small and is not an accurate reflection of all students’ experiences, there is value in the reported findings that identifies strengths of our program and faculty as well as areas we can pay attention to in reference to longitudinal data.

The first area of feedback that program and faculty received was that the Clinical Mental Health Counseling alumni strongly rated the faculty instruction, including faculty knowledge and support as high. In any given year,



this feedback is affirming to what and how we teach, as well as how students experience faculty. Within the context of this last review period, and students finishing out the program remotely due to COVID-19, this felt support demonstrates that of the respondents, they felt supported during an unprecedented time in all of our lives.

A second area to highlight is that of employment. Tracking alumni employment continues to be a requirement of CACREP that we are to report on annually. Dr. Stinchfield has worked with the IRE director, Cecelia Oswald on opportunities to capture this data from alumni. All respondents (N=13) reported current employment in the counseling field, which is significant and demonstrates the relevancy of our program and the training students receive while in our program. This information will be shared in all future CMHC Virtual Information Sessions with potential students/applicants, but also displayed on our program website (per CACREP requirements).

Finally, there are always areas to improve. Each year, the faculty engage in a program evaluation. The CMHC Alumni Survey results provide another method of feedback for faculty to consider, although there was no one item that received consensus from alumni. A few responses could be categorized in the 'post-degree' pathway (i.e., National Counselor Examination (NCE); licensure). Dr. Stinchfield began working with IT in June of 2021 to create a CMHC Hub in Moodle for all students enrolled in the CMHC program as well as those enrolled in the dual degree CMHC and Music Therapy program. This 'hub' will be a way to communicate to all students about program events, important information (rather than requesting the department administrative support staff to send out emails), and will place ownership on students to check the Hub and respond to emails sent out widely. As this is currently under development, the next annual report will provide further detail of what is offered in this 'Hub'."

Methodology

In Summer 2021, the Clinical Mental Health Counseling program invited recent alumni to complete the *Clinical Mental Health Counseling Alumni Survey* via web link to an online survey instrument in Survey Monkey. Participants were assured of confidentiality and that all data would be evaluated in aggregate format. The survey invitation and the two subsequent survey reminders were issued by Dr. Tracy Stinchfield, Professor and CMHC (CACREP) Program Director. The survey was open for response for a period of two weeks, from June 16 to July 2, 2021. One survey reminder was sent by Dr. Tracy Stinchfield on June 28, 2021. Of the 41 2021 graduates, two email invitations were undeliverable. Of the possible 39 alumni who received the survey, thirteen completed the survey, equating a **survey response rate of 33.3%** (13 of 39 graduates) and an overall **alumni response rate of 31.7%** for this group (13 of 41 graduates). Table 1 below provides a summary of historical response rates for this instrument.

The Office of Institutional Research and Effectiveness provided analyses for this report. All tables are arranged from highest to lowest average for the current year's aggregate data, unless options were presented on a scale. Percentages reported are based on the number of respondents to that particular question. For those questions that request a rating, a 5-point evaluation scale was used (Excellent – 5; Very Good – 4; Good – 3; Fair – 2; and Poor – 1). N/A responses were not included in mean calculations. Ratings statements are written with the convention such that a high score is the desired result. Responses to open-ended questions have been provided exactly as submitted. Each bullet point contains the response of a single respondent in the various comment sections. Blue highlighting in the distribution tables indicates the most popular response selected for that statement.



Table 1. Summary of Survey Response Rates (2016-2021)

Survey Group	Graduation Terms included in Survey	Number of CMHC Program Alumni	Number of Survey Respondents	Alumni Response Rate %
2020-2021 Graduates	Sum 2020 – Spr 2021	41	13	32%
2019-2020 Graduates	Sum 2019 – Spr 2020	45	32	71%
2018-2019 Graduates	Sum 2018 – Spr 2019	42	12	29%
2017-2018 Graduates	Sum 2017 – Spr 2018	43	25	58%
2016-2017 Graduates	Fall 2016 – Spr 2017	25	12	48%
2016 Graduates	Spr 2016 – Sum 2016	9	3	33%
Total Graduates*		205		

*CMHC Graduates through Spring 2021.

SURVEY RESPONSES

DEMOGRAPHIC INFORMATION

Q1. What is your gender?

Options	2021		2020		2019		2018		2017		2016	
	#	%	#	%	#	%	#	%	#	%	#	%
Female	12	92%	30	94%	9	75%	20	80%	11	92%	3	100%
Male	1	8%	2	6%	3	25%	3	12%	1	8%	0	0%
Other	0	0%	0	0%	0	0	0	0%	0	0%	0	0%
Prefer not to answer	0	0%	0	0%	0	0	2	8%	0	0%	0	0%
Total	13	100%	32	100%	12	100%	25	100%	12	100%	3	100%

Q2. What is your racial/ethnic background?

Options	2021		2020		2019		2018		2017		2016	
	#	%	#	%	#	%	#	%	#	%	#	%
White, non-Hispanic	8	62%	24	75%	9	75%	22	88%	11	92%	2	67%
Black or African American, non-Hispanic	2	15%	2	6%	2	17%	1	4%	1	8%	0	0%
Asian	2	15%	0	0%	0	0%	0	0%	0	0%	0	0%
Prefer not to answer	1	8%	0	0%	0	0%	2	8%	0	0%	1	33%
Two or more races	0	0%	4	13%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	0	0%	2	6%	1	8%	0	0%	0	0%	0	0%

American Indian or Alaskan Native	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Native Hawaiian or Other Pacific Islander	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Other (please specify)	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Race/ethnicity unknown	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Total	13	100%	32	100%	12	100%	25	100%	12	100%	3	100%

SKILLS ASSESSMENT

Q3. Please rate your skills in the following areas, as a result of your education in the Clinical Mental Health Counseling Program:

Part A. Summary of Mean Ratings

Skill	2021	2020	2019	2018	2017	2016
	Mean (n= 13)	Mean (n=32)	Mean (n=12)	Mean (n=24)	Mean (n=12)	Mean (n=3)
Foundations of clinical mental health	4.00	4.38	4.17	4.04	4.25	4.67
Development of counseling skills	4.00	4.34	4.58	4.38	4.33	4.67
Implementation of counseling skills	3.92	4.06	4.50	4.17	4.25	4.33
Intake interviews	3.46	3.94	3.92	3.38	3.75	3.00
Diagnosis and treatment of clients	3.31	3.69	3.75	3.79	3.92	3.33

Part B. Distribution of 2021 Survey Responses

Skill	2021	2021 Response Distribution				
	Mean (n= 13)	Excellent	Very Good	Good	Fair	Poor
Foundations of clinical mental health	4.00	4	6	2	1	0
Development of counseling skills	4.00	4	7	0	2	0
Implementation of counseling skills	3.92	2	9	1	1	0
Intake interviews	3.46	2	5	4	1	1
Diagnosis and treatment of clients	3.31	1	5	4	3	0

Q4. Comments related to your above responses

[5 alumni responded; 8 skipped this question]

- I believe the practice and scenarios taught within the program did not provide much diversity that one will see in there, by large, mostly community and hospital based settings starting out in the field until internship, few are lucky to go right into private practice which I believe is heavily discussed in classes. Now working for almost a year in community mental health and a family-based clinician, I have come across so many real and area specific issues that I believe clinicians coming from the area have the need to know.
- The program did an excellent job and giving me a base to which I found my footing as a "baby clinician". While it was shell shock going from school to real world practice, the knowledge of theory and basic skills was invaluable. It helped me through the tough time of feeling like I didn't know what I was doing. I had some of the most influential professors during my time in the program that helped me reach and create the start of paths for myself to know where I wanted to start focusing in and strengthening in my skills, my theory, and my person as a therapist.
- I feel prepared and confident in my skills commensurate with my experience as a recent graduate and newly practicing pre-licensed counselor.
- I never did any intake interviews at Immaculata
- I would say I learned this information during my internship then the classes
- None

Q5. Please rate your knowledge and understanding in the following areas, based on what you learned in the Clinical Mental Health Counseling Program:

Part A. Summary of Mean Ratings

Assessment Area	2021	2020	2019	2018	2017	2016
	Mean (n=13)	Mean (n=31 to 32)	Mean (n=12)	Mean (n=22 to 23)	Mean (n=12)	Mean (n=3)
Group work	4.23	4.19	4.42	4.00	4.17	3.00
Helping relationships	4.15	4.25	4.58	4.35	4.42	4.67
Professional identity	4.00	4.28	4.50	4.14	4.17	4.00
Human growth and development	3.92	4.03	4.25	4.09	4.25	3.67
Social and cultural diversity	3.85	4.03	4.50	4.00	4.33	3.67
Consultation/supervision process	3.69	4.06	4.17	3.74	4.42	4.00
Assessment	3.23	3.44	4.08	3.39	3.92	3.00
Career development	3.00	3.44	4.00	3.61	4.00	3.67
Research and program development	2.77	3.31	3.58	3.48	3.42	2.67

Part B. Distribution of 2021 Survey Responses

Assessment Area	2021	2021 Response Distribution				
	Mean (n=13)	Excellent	Very Good	Good	Fair	Poor
Group work	4.23	5	7	0	1	0
Helping relationships	4.15	6	3	4	0	0
Professional identity	4.00	4	6	2	1	0
Human growth and development	3.92	5	4	2	2	0
Social and cultural diversity	3.85	5	4	2	1	1
Consultation/supervision process	3.69	4	4	2	3	0
Assessment	3.23	1	5	3	4	0
Career development	3.00	1	4	3	4	1
Research and program development	2.77	2	0	5	5	1



Q6. Comments related to your above responses:

[2 alumni responded; 11 skipped this question]

- More information and education regarding research would have been helpful
- None

OVERALL PROGRAM EXPERIENCE

Q7. Please rate your experience in the following areas:

Part A. Summary of Mean Ratings

Area of Experience	2021	2020	2019	2018	2017	2016
	Mean (n=13)	Mean (n=31 to 32)	Mean (n=11 to 12)	Mean (n=24)	Mean (n=12)	Mean (n=3)
Appropriateness of Course Content	4.38	4.28	4.33	4.17	4.17	4.00
Instruction by Course Professors	4.15	4.44	4.50	4.30	4.25	4.00
College of Graduate Studies	4.15	4.31	4.00	3.95	4.08	4.33
IU Graduate Application	4.08	4.16	4.17	3.95	4.25	4.33
Practicum and Internship Experience	3.92	4.41	4.27	4.35	4.33	4.67
Advising - availability of faculty advisor	3.77	4.09	4.00	3.74	4.00	3.33
University Library Services	3.77	4.06	3.91	3.70	3.92	4.67
CMHC Website	3.77	3.91	3.83	3.74	3.67	4.00
Advising - accuracy of information provided	3.62	3.97	4.08	3.78	4.17	3.33
Availability of Courses	3.54	4.13	4.25	3.74	4.17	4.00

Part B. Distribution of 2021 Survey Responses

Area of Experience	2021	2021 Response Distribution				
	Mean (n=13)	Excellent	Very Good	Good	Fair	Poor
Appropriateness of Course Content	4.38	7	4	2	0	0
Instruction by Course Professors	4.15	7	3	1	2	0
College of Graduate Studies	4.15	5	5	3	0	0
IU Graduate Application	4.08	5	5	2	1	0
Practicum and Internship Experience	3.92	4	6	1	2	0
Advising - availability of faculty advisor	3.77	4	3	5	1	0
University Library Services	3.77	4	3	5	1	0
CMHC Website	3.77	3	6	2	2	0

Advising - accuracy of information provided	3.62	4	2	5	2	0
Availability of Courses	3.54	3	3	5	2	0

Q8. Comments related to your above responses:

[6 alumni responded; 7 skipped this question]

- I found it helpful to have a more structured practicum and internship supervisor at IU and appreciate that the program responded to this need by granting a request for a specific professor. When there was lack of feedback and/or ability to structure the internship in a way that generates productive feedback I perceived this as a disservice during a critical point in the program and developing counselor's growth.
- I had nothing but positive experiences with all course profiteers and faculty
- None
- Should provide a class specifically around eating disorders
- Some professor were great and some were not. Was also provided false information during practicum tips
- There was only one course instructor that I felt was really poor.

Q9. What aspects of the IU Clinical Mental Health Counseling Program have you liked the best?

[12 alumni responded; 1 skipped this question]

Faculty [6 of 12 responses]

- Most of the professors were great
- Professors
- The faculty providing instruction and also sharing their own professional experience. Having faculty who were mostly practicing clinicians/therapists was incredibly valuable.
- The professors
- The professors were very communicative, helpful, and some became great mentors.
- Very supportive and knowledgeable professors and advisors.

Class Size/Supportive Atmosphere [2 of 12 responses]

- The close knit program between peers and the support of all faculty.
- The relationships established with professors and fellow students.

Academic & Practical Experiences [2 of 12 responses]

- Internship, skills, theories, behavioral addiction & group class, some professors
- The program is very hands on and detailed with what is needed for the profession

Multiple [2 of 12 responses]

- Small class sizes and professors that are flexible with issues that occur outside the class

- The size of the classes and the relationships that one is able to form with the professors within the program in order to have individualized needs met. I always felt that I knew who I could approach for what and there was always a thoughtful and helpful response. Professors always willing to help with any assignment/questions.

Q10. What aspects of the IU Clinical Mental Health Counseling Program have you liked the least?

[11 alumni responded; 2 skipped this question]

- Group projects in each class.
- How to do a treatment plan was poor; nowhere near enough information on that.
- Internship
- Lack of community with other students
- N/a
- Not enough NCE prep or ability to explore various theories in internship. Wasn't practical to community counseling
- Not providing students with accurate information; Communication between the school & students; Some of the professors; Diversity & assessment class - was not taught well and I feel as though I didn't learn anything; Felt like I was not challenged enough - and I worked a full time job on top of going to school full time
- Student advising can be better
- The lack of social and culture diversity, especially within the communities within the greater area. Education on logistics and structure of license, including more discussions around community based jobs, hospital positions, etc. as these are the primary jobs graduates will go into.
- There was no consistency between classes of the work. Some professors did not teach the appropriate material or talk too much about themselves.
- Unstructured practicum/internship experience; however, I was able to address this issue. Also, given the amount of time and preparation for the comprehensive exam, feedback would have been helpful in order to use as another learning opportunity, rather than solely receiving a pass/fail grade.

Q11. What specific changes could be made to the Clinical Mental Health Counseling Program to improve its overall quality?

[11 alumni responded; 2 skipped this question]

- 1) A suggested progression of courses. There were some courses that I appreciated having before/after others and this occurred by happenstance. It may have been helpful to have these tips prior. 2) Definitely wish I remembered being told to save core textbooks for comps. 3) *Recommend all students have the experience of triadic reflective model of supervision.

This challenges growth in not only the practicum/internship experience, but in professional role when engaging in group supervision.

- A way for alumni and students to communicate and network
 - Application of what is being taught
 - Available internships - had a hard time finding one
 - Communication; Guidelines for professors to follow
-
- Including the above.
 - More course availability (times offered).
 - More experience or opportunities to hone counseling skills throughout the program. More opportunities to practice taking intakes, doing therapy notes, writing biopsychosocials. More opportunities to learn & implement the practical side of counseling.
 - More hybrid learning options available, variation in the days specific courses are offered from semester to semester in order to better accommodate students with full time jobs.
 - More time learning application of theory
 - Overall the program is thorough and doesn't need much for me, perhaps more options for internship site

OUTCOMES

Q12. Are you currently employed in the counseling field?

[1 respondent skipped this question]

Options	2021		2020		2019		2018		2017	
	Count	%	Count	%	Count	%	Count	%	Count	%
Yes	12	100%	26	84%	10	91%	14	67%	7	64%
Not currently seeking employment (please elaborate)	0	0%	3	10%	0	0%	3	14%	**	**
No, I am employed outside the counseling field	0	0%	1	3%	1	9%	1	5%	2	18%
Prefer not to answer	0	0%	1	3%	0	0%	1	5%	2	18%
No, I am currently attending graduate school	0	0%	0	0%	0	0%	2	10%	0	0%
Total	12	100%	31	100%	11	100%	21	100%	11	100%

**Option not offered in 2017 survey.



Q13. If YES, could you please share in which area you are currently working as a counselor?

Note: This question was posed only to those alumni who responded YES to Question 12 (n=12).

Options	2021		2020		2019		2018		2017	
	Count	%	Count	%	Count	%	Count	%	Count	%
Mental health setting	9	75%	20	71%	6	60%	6	43%	6	86%
Other (please specify)	2	17%	2	7%	2	20%	1	7%	0	0%
Substance abuse/addiction setting	1	8%	6	21%	0	0%	5	36%	1	14%
School setting	0	0%	0	0%	2	20%	2	14%	0	0%
Total	12	100%	28	100%	10	100%	14	100%	7	100%

Other (please specify)

[2 alumni responded]

- Mental health research & outpatient therapy
- Private Practice

Report Prepared by

Cecelia Oswald
Director, Office of Institutional Research and Effectiveness

Deanna Eilenberger
Graduate Assistant, Office of Institutional Research and Effectiveness

CMHC Program Review Provided by

Dr. Tracy Stinchfield
Professor and Director, Clinical Mental Health Counseling Program

Appendix E

Clinical Mental Health Counseling Program Site Supervisor Survey Report Summer 2021 Office of Institutional Research and Effectiveness

Executive Summary

As a required component of CACREP accreditation, a brief Clinical Mental Health Counseling Site Supervisor Survey was administered in the summer of 2021 to current site supervisors of the Clinical Mental Health Counselor Master of Arts program internship/practicum students. This survey provides data regarding site supervisor opinions on their experiences with intern/practicum students from the Clinical Mental Health Counseling (CMHC) program at Immaculata University. Fourteen of 49 site supervisors responded in the 2021 survey, **equating a response rate of 28.6%**. Site Supervisor survey data from prior years are provided for longitudinal comparison.

IRE notes that this survey was conducted to assess site supervisor opinions on the practicums completed during the 2020-2021 academic year, which was heavily impacted by COVID-19. CMHC Program Director, Dr. Tracy Stinchfield, adds that students under review for this period shifted from on-site and in-person training to virtual telemental health, which required a large learning curve for all involved and challenged student personal well-being in a way that no previous group experienced.

Key findings from the survey are as follows:

- 1) High rate of Hiring CMHC Graduates – Fifty percent of site supervisors reported that they employed recent graduates from Immaculata’s Clinical Mental Health Counseling program since summer 2020. This high rate of permanent hire suggests strong satisfaction with the preparation and performance of Immaculata program graduates.
- 2) Moderate to High Overall Satisfaction with Student Preparation – Site supervisors rated student preparation by evaluating 13 statements (questions 1 and 2). Aggregate ratings and open-ended responses regarding internship/practicum students indicates that site supervisors continue to have moderate to high satisfaction with the preparation of Immaculata students. Ratings regarding internship/practicum students ranged from 3.43 to 4.14 of 5 for the 13 statements evaluated in this survey.
- 3) Satisfaction with Student Knowledge and Application – Nine of the 13 ratings statements included in the survey pertain to the assessment of areas of knowledge (question 1). Site supervisor ratings demonstrate moderate satisfaction with the knowledge of internship/practicum students in a wide variety of topics as well as their ability to apply this knowledge to their work). Ratings ranged from 3.43 to 4.00 of 5. “Knowledge/application of counseling skills” (4.00 of 5), “knowledge and application of counseling theories” (3.86 of 5), and “Knowledge of diverse populations and competent application to clients” (3.86 of 5) received the highest scores. Longitudinal data mirror these findings, indicating continued satisfaction with the knowledge of IU students and application of such knowledge. IRE notes that the nine statements received slightly lower ratings in 2021 than in the prior year. The ratings decrease ranged from nominal (-0.08) to -0.36 Likert scale units.
- 4) Satisfaction with Receptivity, Ethics, and Coping Skills of Students – Four of the 13 ratings statements assessed supervisor opinions on site role preparation. When asked to rate the areas of receptivity, ethics, and coping skills, site supervisors rated each of these practical aspects as ≥ 3.79 of 5 (see question 2). The

statement “open and receptive to supervision and feedback” received the highest rating in this category (4.14 of 5) for the fourth consecutive year. These ratings data suggest current site supervisors are satisfied with the CMHC program’s ability to prepare students for supervised practice in the field and longitudinal data support this finding as a continued trend.

The data indicate three areas for consideration within the CMHC program:

- 1) Knowledge and Application of Crisis and Trauma to Clients – Of the knowledge and application considerations, student “knowledge of and application of crisis and trauma to clients” received the lowest ranking (3.43 of 5), although it is important to note this score still indicates a satisfactory site supervisor opinion. This area’s ratings score decreased relative to last year (-0.33 in 2021).
- 2) Knowledge, Understanding, and Application of Research Methods and Evaluation - The ratings of “knowledge, understanding, and application of research methods and evaluation” decreased from 4.00 in 2020 to 3.64 in 2021.
- 3) Ability to Reflect and Cope – Of the 13 ratings areas assessed in the survey, student “ability to reflect and cope (your perception of the student’s depth, attitudes, ability to handle difficult decisions, higher order thinking, confidence, and initiative)” decreased by the largest amount, -0.40 from 2020 to 2021. The satisfaction score in 2021 is 3.79 of 5, and is still satisfactory.

Methodology

In Summer 2021, the Clinical Mental Health Counseling program invited current site supervisors to complete the *Clinical Mental Health Counseling Site Supervisor Survey* via web link to an online survey instrument in Survey Monkey. Participants were assured of confidentiality and that all data would be evaluated in aggregate format. The survey invitation and subsequent survey reminder were issued by Dr. David Martinson, Associate Professor and Field Site Coordinator for the CMHC (CACREP) Program. The survey was open for response for a period of approximately 2 weeks, from May 27 to June 14, 2021. Two reminders were sent by Dr. David Martinson during the course of the survey administration on June 3 and June 14, 2021.

The survey invitation was issued to site supervisors of IU’s CMHC internship and practicum students. Out of the possible 49 site supervisors who received the survey, a total of 14 completed the survey, equating a **response rate of 28.6%**.

The Office of Institutional Research and Effectiveness provided analyses for this report. All tables are arranged from highest to lowest average for the current year’s aggregate data, unless options were presented on a scale. Percentages reported are based on the number of respondents to that particular question. For those questions that request a rating, a 5-point evaluation scale was used (Extremely Well Prepared – 5; Well Prepared– 4; Adequately Prepared – 3; Poorly Prepared – 2; and Unprepared – 1). N/A responses were not included in mean calculations. Ratings statements are written such that a high score is the desired result. Shading provided in the response distribution counts for Likert scale questions reflects the response with the highest number of selections for that particular statement. Responses to open-ended questions have been provided exactly as submitted. Each bullet point contains the response of a single respondent in the various comment sections.

Q1. Based upon your experience with an Immaculata University CMHC practicum and/or internship student, please indicate the extent to which you think IU prepared the student for the following:

Part A: Knowledge and Application Preparation – 2021 Response Distribution

Area of Knowledge	2021 Response Distribution				
	Extremely Well Prepared	Well Prepared	Adequately Prepared	Poorly Prepared	Unprepared
Knowledge and application of counseling skills	2	10	2	0	0
Knowledge and application of counseling theories	2	8	4	0	0
Knowledge of diverse populations and competent application to clients	3	6	5	0	0
Knowledge and application of human growth and development	1	9	4	0	0
Knowledge, understanding, and application of research methods and evaluation	1	7	6	0	0
Knowledge and application of assessment to clients	1	7	6	0	0
Knowledge and application of group counseling skills	1	7	6	0	0
Knowledge and application of career counseling to clients	1	6	7	0	0
Knowledge of and application of crisis and trauma to clients	1	6	5	2	0

Part A: Knowledge and Application Preparation – Mean Satisfaction Ratings by Year

Area of Knowledge	2021	2020	2019	2018
	Mean (n =14)	Mean (n = 15 to 17)	Mean (n = 16 to 17)	Mean (n = 17 to 18)
Knowledge and application of counseling skills	4.00	4.12	4.18	3.89
Knowledge and application of counseling theories	3.86	3.94	3.94	3.89
Knowledge of diverse populations and competent application to clients	3.86	3.94	4.06	3.82
Knowledge and application of human growth and development	3.79	4.06	3.76	3.72
Knowledge, understanding, and application of research methods and evaluation	3.64	4.00	3.71	3.56
Knowledge and application of assessment to clients	3.64	3.76	4.00	3.78
Knowledge and application of group counseling skills	3.64	3.76	3.69	3.67
Knowledge and application of career counseling to clients	3.57	3.73	3.53	3.44
Knowledge of and application of crisis and trauma to clients	3.43	3.76	3.76	3.50

Comments related to the above responses:

[4 supervisors responded with 20 comments; 10 skipped this question]

Area of Knowledge	2021 Responses
Knowledge and application of counseling skills	<ul style="list-style-type: none"> ● Lacked confidence with follow through without validating first* ● Of the 5 practicum/internship students I've had all except one have been well prepared to apply their clinical and counseling skills ● The current intern is intelligent, verbal, and has a good understanding of theory and techniques. ● This is the first cohort that struggles with using counseling skills. I would say the cohort that began in Jan was poorly prepared but in my experience most have been adequately prepared
Knowledge and application of counseling theories	<ul style="list-style-type: none"> ● Lacked confidence with follow through without validating first*

Knowledge and application of group counseling skills	<ul style="list-style-type: none"> ● I have not discussed this with the intern as it is early in the internship. ● Lacked confidence with follow through without validating first*
Knowledge and application of human growth and development	<ul style="list-style-type: none"> ● Lacked confidence with follow through without validating first* ● Not discussed
Knowledge, understanding, and application of research methods and evaluation	<ul style="list-style-type: none"> ● Lacked confidence with follow through without validating first* ● Not discussed
Knowledge of diverse populations and competent application to clients	<ul style="list-style-type: none"> ● Lacked confidence with follow through without validating first* ● The intern has discussed this in group supervision and seems very knowledgeable.
Knowledge and application of assessment to clients	<ul style="list-style-type: none"> ● Lacked confidence with follow through without validating first* ● This has been discussed in group and individual supervision and she is knowledgeable about the process.
Knowledge and application of career counseling to clients	<ul style="list-style-type: none"> ● Lacked confidence with follow through without validating first* ● Not discussed and will not likely be a primary topic. ● This has not been applicable thus far.
Knowledge of and application of crisis and trauma to clients	<ul style="list-style-type: none"> ● Lacked confidence with follow through without validating first* ● This intern has firsthand experience with trauma and seems well-informed.

*IRE Notes that a Survey Respondent provided this identical comment for each of the 9 knowledge areas included in this question. The repetition of the comment in the table disproportionately increases the weight of the opinion of this respondent, given the low number of responses received for this question.

Q2. Based upon your experience with an Immaculata University CMHC practicum and/or internship student, please indicate the extent to which you think IU prepared the student for the following:

Part B: Site Role Preparation (Receptivity, Ethics, and Coping Skills) – 2021 Response Distribution

Area of Experience	2021 Response Distribution				
	Extremely Well Prepared	Well Prepared	Adequately Prepared	Poorly Prepared	Un-prepared
Open and receptive to supervision feedback	3	10	1	0	0
Prepared for supervision	3	9	2	0	0
Knowledge of professional and ethical issues	3	8	3	0	0
Ability to reflect and cope (your perception of student's depth, attitudes, ability to handle difficult decisions, higher order thinking, confidence, and initiative).	2	8	3	1	0

Part B: Site Role Preparation (Receptivity, Ethics, and Coping Skills) – Mean Satisfaction Ratings by Year

Area of Experience	2021	2020	2019	2018
	Mean (n = 14)	Mean (n = 16)	Mean (n = 16)	Mean (n = 18)
Open and receptive to supervision feedback	4.14	4.31	4.38	4.39
Prepared for supervision	4.07	4.06	4.19	4.17
Knowledge of professional and ethical issues	4.00	4.06	4.06	4.11
Ability to reflect and cope (your perception of student's depth, attitudes, ability to handle difficult decisions, higher order thinking, confidence, and initiative).	3.79	4.19	3.94	3.94

Comments related to the above responses:

[2 supervisors responded with 5 comments; 12 skipped this question]

Area of Knowledge	2021 Responses
Knowledge of professional and ethical issues	<ul style="list-style-type: none"> The intern has discussed the broad topic of ethics and ethical thinking in group supervision.
Prepared for supervision	<ul style="list-style-type: none"> The intern is well prepared for supervision with lists of questions and materials for discussion.
Open and receptive to supervision feedback	<ul style="list-style-type: none"> The intern is eager to learn and desires feedback.

Ability to reflect and cope (your perception of student's depth, attitudes, ability to handle difficult decisions, higher order thinking, confidence, and initiative).	<ul style="list-style-type: none"> ● Anxiety and confidence were the biggest issues ● The intern is reflective and thoughtful with a high degree of self-awareness. ●
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Q3. Please provide any additional comments or feedback regarding your experience with an Immaculata University CMHC practicum/internship student.

[5 supervisors responded; 9 skipped this question]

- As previously mentioned, of the five students I've supervised/am supervising, all but one have been adequately prepared to jump right into counseling sessions. I have had two students who I've had to instruct to write things down during supervision, which I think at the graduate level, a student should do independently.
- Both students I have worked with have been well prepared, hardworking, and a willingness to learn.
- Overall, I had an excellent experience with Immaculata and believe students are well prepared for the field. Our practicum/intern student struggled with confidence and anxiety during placement which requires support outside of the grad program. If the student was able to follow through they would shine!!
- Please see comment under #1
- This intern is intelligent and capable. She is eager and wants to learn. The experience has been positive.

NOTE – Questions 4 & 5 were newly added to the 2021 survey.

Q4. Did you employ any recent graduates from our Clinical Mental Health Counseling Program (Summer 2020 to present)?

Options	2021 Data	
	n	%
Yes	7	50.0%
No	7	50.0%
Total	14	100%

Q5. Overall, how well did Immaculata University's CMHC program do preparing the graduate for mental health counseling?



	2021	2021 Response Distribution				
	Mean (n = 14)	Extremely Well Prepared	Well Prepared	Adequately Prepared	Poorly Prepared	Un- prepared
Overall Preparedness	3.79	2	7	5	0	0

Report Prepared by

Cecelia Oswald
 Director, Office of Institutional Research and Effectiveness

Deanna Eilenberger
 Graduate Assistant, Office of Institutional Research and Effectiveness

Appendix F

Faculty Evaluation of Students



Scoring Key: 4 = Outstanding; 3 = Very Good; 2 = Adequate; 1 = Unsatisfactory; N/A = Not observed					
Supervisor Evaluation of Students Fall 2021 and Spring 2022	COUN 691			COUN 692 and COUN 693	
1. Personal/Professional Characteristics	Instructor 1	Instructor 2	Average	Instructor 1	Average
Sensitivity to others	3.25	4.0	3.6	3.8	3.8
Ability to accept others' values	3.5	4.0	3.8	3.8	3.8
Openness to growth and learning	3.5	4.0	3.8	3.9	3.9
Awareness of own strengths and areas for continued growth	2.8	4.0	3.4	3.6	3.6
Maintains therapeutic boundaries with client/family	3.3	4.0	3.6	3.6	3.6
Adheres to professional code of ethics	3.5	4.0	3.8	3.6	3.6
Non-judgmental towards clients' behaviors and concerns	3.3	4.0	3.6	3.8	3.8
Average for Personal/Professional Characteristics	3.3	4.0	3.6	3.7	3.7
2. Skills in Counseling					
Able to apply knowledge to counseling and/or client/family situations	3.5	4.0	3.8	3.2	3.2
Consistently demonstrates verbal/non-verbal attending skills	3.8	4.0	3.9	3.4	3.4
Demonstrates respect for client/family	4.0	4.0	4.0	3.9	3.9
Is genuine and congruent with client/family	4.0	4.0	4.0	3.8	3.8
Can develop client/family affective awareness through empathic responses	3.0	4.0	3.5	3.6	3.6
Paraphrases content statements	3.5	4.0	3.8	3.8	3.8
Effectively demonstrates confrontation skills	2.5	3.0	2.8	3.4	3.4
Uses probing questions to deepen client/family exploration	3.0	4.0	3.5	3.3	3.3
Uses immediacy statements in session	2.8	4.0	3.4	3.3	3.3
Concretely expresses client concerns	2.8	4.0	3.4	3.6	3.6
Reflects client/family concerns	3.3	4.0	3.6	3.6	3.6
Accurately summarizes during and at the end of sessions	3.0	4.0	3.5	3.4	3.4
Average for Skills in Counseling	3.3	3.9	3.6	3.5	3.5
3. Conceptualization					
Ability to generate theory-based hypotheses concerning client/family behavior	3.3	3.8	3.5	3.1	3.1
Integrates verbal/non-verbal behaviors into conceptualization	3.3	3.0	3.1	3.0	3.0
Ability to identify areas where additional information is needed to adequately conceptualize the client/family	3.5	3.0	3.3	3.6	3.6
Attends to cultural factors	3.3	4.0	3.6	3.8	3.8
Demonstrates intentionality in sessions	3.0	4.0	3.5	3.3	3.3
Average for Conceptualization	3.3	3.6	3.4	3.4	3.4
4. Personalization/Countertransference					
Awareness of and sensitivity to client/family's impact on self	3.5	4.0	3.8	3.6	3.6
Ability to critique and analyze own taped sessions	3.3	4.0	3.6	3.2	3.2
Able to integrate supervision feedback into sessions	4.0	4.0	4.0	3.8	3.8
Recognition of personal values and experiences and how they influence counseling	3.3	4.0	3.6	3.6	3.6
Average for Personalization/Countertransference	3.5	4.0	3.8	3.5	3.5
5. Communication Skills					
Works collaboratively with others	3.8	4.0	3.9	3.6	3.6
Able to consult with others while maintaining client confidentiality	4.0	4.0	4.0	4.0	4.0
Reports suspected or actual child abuse/neglect to supervisor and Child Service Protective Services within 24 hours	4.0	4.0	4.0	4.0	4.0
Able to effectively convey clinical information orally and in written form	3.8	4.0	3.9	3.8	3.8
Accepts and completes assigned tasks	3.5	4.0	3.8	3.9	3.9