



Clinical Mental Health Counseling (MS)

Program Evaluation Report

2022-2023

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Description of the Program

The Clinical Mental Health Counseling (CMHC) program at Fairleigh Dickinson University (FDU) is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). It is a primarily full-time program that uses a cohort model to support student growth and learning. The curriculum has been developed over many years by faculty in the CMHC program. This program evaluation describes the ongoing process of the CMHC faculty to monitor and update the curriculum to best prepare students to be professional counselors.

The mission of the Fairleigh Dickinson University (FDU) Clinical Mental Health Counseling (CMHC) Program is to prepare counselors who integrate developmental, cultural, wellness, and diagnostic knowledge with clinical skills in order to enhance the lives of a diverse clientele. To accomplish this mission, the FDU CMHC program established Program Objectives and Student Learning Outcomes (SLOs) to measure success in those objectives. The Program Objectives and SLOs are the following:

Program Objectives

Graduates of the FDU CMHC program will demonstrate:

1. Knowledge of the core curriculum areas required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the state of New Jersey Professional Counselor Examiners Committee.
2. Developmentally appropriate counseling skills.
3. Professional dispositions consistent with those necessary for professional counseling.
4. Awareness of inequities that affect clients, along with the ability to advocate for social justice and engage in social justice interventions.
5. A professional counselor identity while working in the continuum of care alongside other behavioral health professionals.

Student Learning Outcomes

1. Students will demonstrate knowledge of the theoretical, developmental, and cultural foundations of counseling, and apply that knowledge in case conceptualization and treatment planning. (Program Objectives 1, 2, and 4)

2. Students will demonstrate an awareness and understanding of the cultural and economic factors that contribute to mental health outcomes and will address those factors when planning and implementing treatment for individual clients while also advocating to address those factors at the societal level. (Program Objectives 3, 4)
3. Students will demonstrate the knowledge and skills needed to assess, diagnose, and construct treatment plans for individual clients. (Program Objectives 1, 2)
4. Students will demonstrate the ability to establish and maintain an effective counseling relationship, from intake through termination, with diverse sets of individuals, families, and groups. (Program Objectives 2, 3, and 4)
5. Students will demonstrate the ability to accurately screen individuals for suicidal or homicidal intent and effectively intervene in hazardous situations, including crisis situations. (Program Objectives 1 and 2)
6. Students will demonstrate an understanding of the ethical, legal, and pragmatic aspects of providing clinical mental health services to a diverse set of clients and demonstrate the ability to adhere to professional requirements in those areas. (Program Objectives 1, 3, 5)
7. Students will demonstrate an understanding of the methods used to gather empirical data on individuals and populations, along with the ability to seek out, process, and apply empirical data in their work as counselors. (Program Objectives 1, 3, 4)
8. Students will demonstrate an understanding of the physiological aspects of clients' presenting issues, along with an understanding of the causes of those physiological aspects and current evidence-based interventions for addressing them. (Program Objectives 1, 2, 4)
9. Students will demonstrate an understanding of the professional counselor identity and will enact their own counselor identity in different contexts. (Program Objectives 3, 5)

The FDU CMHC program is committed to maintaining the standards of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). Towards that end, the FDU CMHC performs yearly programmatic evaluations. This programmatic evaluation covers the 2022-2023 academic year and provides an analysis of all data collected to determine how well the program is accomplishing the Program Objectives and any changes that should be made. The program evaluation first provides information about substantial program changes and student data and demographics. Then, a summary of data findings and program modifications based on the data is provided. Finally, the assessment process is described, and the data is presented, which includes key performance indicators (KPI), national counseling test scores, and survey data.

Substantial Program Changes

Faculty Changes

In the 2022-2023 academic year, the Director of the CMHC program and a core faculty member resigned from the program, which resulted in changes to faculty leadership. Additionally, the faculty member who left was also the CACREP Liaison, so that role also was taken on by another faculty member. The new Interim-Director of the program is Dr. Alwin Wagener, who also took over as the CACREP Liaison. Due to the loss of the faculty member in the middle of the Spring 2023 semester, a hiring process was initiated, and candidate reviews and interviews will continue in the Fall semester of 2023 with the goal of hiring a new faculty member to start in January 2024.

Course Changes

The Class of 2022 was the class that graduated in the Fall of 2022. The first year of courses for that cohort was completely online due to the pandemic. For the cohorts coming after the Class of 2022, the courses have returned to being in-person. It is uncertain how the online courses may have affected the learning process, so when looking at the data gathered for the Class of 2022, it is important to take the unusual context of their first year in the CMHC program into consideration.

Student Demographic Data

As part of evaluating the program, the demographics of the student body are evaluated. Towards that end, the student numbers, race and ethnicity, and gender are documented. In the Fall 2022 semester, 23 students entered the program, 25 students continued in their second year of the program, and 21 students moved into their final semester of the program. In the 2022-2023 academic year, 21 students graduated in from the FDU CMHC program following completion of their last semester in the program in the Fall of 2022. Of the 48 students in the first and second year of the CMHC program, four students attended part-time, and the remainder were full-time. The program dismissed three students following the Spring 2023 semester.

Demographics of the program by semester

	Fall 2022	Spring 2023
Race/Ethnicity		
Black	2.9% (N = 2)	4.2% (N = 2)
Asian	5.8% (N = 4)	8.3% (N = 4)
Hispanic	27.5% (N = 19)	20.8% (N = 10)
White	59.4% (N = 41)	60.4% (N = 29)
Multi-Ethnicity	2.9% (N = 2)	4.2% (N = 2)
Unknown	1.4% (N = 1)	2.1% (N = 1)
Gender		
Male	7.2% (N = 5)	10.4% (N = 5)
Female	94.1% (N = 64)	89.6% (N = 43)
First Generation		
First Generation	27.5% (N = 19)	20.8% (N = 10)
Not First Generation	72.5% (N = 50)	79.2% (N = 38)

Demographics of Applicants for Fall of 2023

There were 102 applicants for the Class of 2025. Of those, 23 full-time and 1 part-time student started the program. The table below shows the Race/Ethnicity and Gender for those who applied and those who were admitted.

	Applicants	Class of 2025
Race/Ethnicity		
Black	7.8% (N = 8)	12.5% (N = 3)
Asian	8.8% (N = 9)	0% (N = 0)

Hispanic/Latino	10.8% (N = 11)	0% (N = 0)
White (Non-Hispanic/Latino)	64.7% (N = 66)	54.2% (N = 13)
White and Hispanic/Latino	10.8% (N = 11)	16.7% (N = 4)
Multi-Ethnicity (other than White and Hispanic/Latino)	(N = 3)	12.5% (N = 3)
American Indian/Pacific Islander/Alaskan Native	0% (N = 0)	0% (N = 0)
Unknown	1.0% (N = 1)	1.0% (N = 1)
Gender		
Male	21.6% (N = 22)	29% (N = 7)
Female	78.4% (N = 80)	70.8% (N = 17)

The overall make-up of the FDU-Florham campus is 53.6% White, 19.3% Hispanic/Latino, 9.26% Black/African American, 7.08% Asian, 2.44% Two or more races, 0.26% American Indian or Alaskan Native, and 0.0975% Native Hawaiian or other Pacific Islanders. The Race/Ethnicity of the Class of 2025 is interesting to view in relation to the Race/Ethnicity of the student body in the Fall 2022 and Spring 2023 semesters. What stands out is that the new cohort has a larger Black/African American percentage, a larger Multi-Ethnicity proportion, and a smaller Non-Latino/Hispanic White percentage and Hispanic/Latino proportion. The genders of students on the Florham campus are 39.5% male and 60.5% female, which is far more even than in the FDU CMHC program. It is common for Females to far outnumber Males in Clinical Mental Health Counseling programs, though even for counseling programs, the ratio in the classes of Fall 2022 and Spring 2023 are extreme, so it is a positive change to see the percentage of males in the program increasing with the incoming cohort.

Summary of Program Evaluation Results

The program evaluation results provide evidence of both strengths and areas for growth in the CMHC program. An initial summary based on program changes and student data is that the program needs another faculty hire and that the Racial/Ethnic diversity in the CMHC program is slightly less than the university for the Fall 2022 and Spring 2023 semesters, though

the racial/ethnic diversity of the incoming cohort is consistent with that of the university. The percentage of females in the CMHC program is far higher than males in the program, though the incoming cohort indicates a positive shift towards more males. Based on the incoming cohort, no modifications are suggested in the admissions process, but it will be important to continue to work to maintain diversity in both gender and racial/ethnic identity in the future. It is also recommended that to support diversity in the program, hiring a new faculty member from a historically marginalized population should be prioritized.

The results for the CPCE for the Class of 2022 were delivered in the Fall of 2022. For the CPCE, there was a 90% pass rate. The results show that CMHC students perform near the mean in most sections of the CPCE and overall, they performed a quarter of a standard deviation above the mean. The only items that stand out as significantly different from the mean are Section 3: Human Growth and Development, which was nearly three quarters of a standard deviation above the mean and Section 8: Research and Program Evaluation which was over a quarter of a standard deviation above the mean. The scores on Human Growth and Development and Research and Program Evaluation indicate these as possible program strengths.

The class of 2022 took the NCE in their last semester in the counseling program. The results of the NCE are difficult to interpret due to the inclusion of a student not authorized or prepared to take the exam along with a student from an earlier cohort (no information about individual test takers is provided with the report, only the overall scores for all those affiliated with FDU CMHC who took it in the previous year). Overall, the pass rate, 87% with the unauthorized student and 91% without that student, is higher than the national average, which is 81%. The notably weak performances in the Social and Cultural Diversity and Career domains, which were both more than one standard deviation below the mean is more significant than can be accounted for by the inclusion of one unprepared student. Instead, it indicates that there is a need to improve training in those areas. The strength of performance in Counseling and Helping Relationships, which was over a standard deviation above the mean, and Research and Program Evaluation, which was 0.3 points from being one standard deviation above the mean indicates excellent training in those domains.

The NCE also provides data on areas identified as Work Behaviors and Domains. In comparison to the national average, students in the CMHC program scored close to the mean on all but two responses. The score on Areas of Clinical Focus was one standard deviation below the mean and Professional Practice and Ethics was 0.1 away from being a standard deviation above the mean. This result is indicative of a strength in Professional Practice and Ethics and a weakness in preparing students to address Areas of Clinical Focus. The Areas of Clinical Focus refers to specific topics that are likely addressed in counseling, such as disability, aging, and grief.

The alumni survey had a low number of respondents, only 17 out of 153. However, the responses provided are valuable. Most alumni stated they were Extremely Satisfied followed by Satisfied with no respondents saying they were less than Satisfied with the training. When looking at the areas in which alumni felt the most and least prepared, valuable information is gained about the program. To start, overall, alumni stated they were either Extremely Well Prepared or Well Prepared. In terms of strengths, only in Counseling Skills did the majority state they were Extremely Well Prepared. There was also a tie between Extremely Well Prepared and Well Prepared in Ethical and Professional Behaviors. Turning to areas for improvement, the overall score for Diagnosis and Treatment planning was just below Well Prepared (in between Well Prepared and Somewhat Well Prepared) as was Assessment and Testing. All other scores were at Well Prepared or above.

A survey of sites hosting our interns resulted in 12 responses. The survey was sent to 70 sites, so the response rate was very low. Respondents to the question of how prepared FDU CMHC interns been compared to interns from other sites showed most sites rated our students as Prepared. However, the average scores for the items on the survey indicated that only in Ethical and Professional Behaviors was the average score at Prepared, with all others averaging between Prepared and Somewhat Prepared. Areas rated as lowest are Group and Family Counseling, Diagnosis and Treatment Planning, and Assessment and Testing. The results of the question regarding how likely the site was to host FDU CMHC interns in the future were that 70% replied extremely likely, 10% somewhat likely, and there were two respondents who selected Neither Likely nor Unlikely. One respondent commented that they just began hosting

their first intern, so it is likely that one of the Neither Likely nor Unlikely responses is related to not having enough experience with our interns to know.

The last survey was of Worksites that hire alumni of the CMHC program. The survey was sent to twelve sites that had recently hired our alumni, but only two of those sites responded to the survey. One of those sites had hired one alumnus and the other had hired more than 4. It is not possible to make meaningful interpretations based on two responses, but the areas where one site rated graduates of the CMHC program as Somewhat Well Prepared were in Ethics and Professional Behaviors, Diagnosis and Treatment Planning, Group and Family Counseling, and Overall. One site also rated graduates of our program as Very Well Prepared in all but Group and Family Counseling and Diagnosis and Treatment Planning. Also, notably, both respondents rated our alumni as Very Well Prepared in Developmentally Appropriate Counseling. However, it must be emphasized that there is too little data to draw conclusions from this survey.

Finally, analyzing the KPI data in relation to the CPCE, NCE, and surveys shows that the KPIs (excluding the CPCE) are not giving the detailed information needed for program planning. The KPIs show that students are performing sufficiently. However, it is not clear from that data which courses may need to be strengthened because many of the quantitative KPIs have scores that are too consistently high, and the scales of some assignments are not aligned with the overall scoring for the course (e.g., for the Human Growth and Development Exam most students get below 80 on an exam but all students score over 80 in the course) making them difficult to interpret. Additionally, the current SLOs are too broad to be clearly supported by the KPIs. Based on these issues, it seems appropriate to modify the SLOs and KPIs. The approach for that modification will be discussed in the Program Modifications Based on the Program Evaluation section below.

Program Modifications Based on Program Evaluation

As a result of the data captured and analyzed in the 2022-2023 program evaluation process, program modifications will be made to the program. Before describing the modifications, it is important to note that much of the data, such as the NCE and CPCE scores, used to guide the modifications is from the Class of 2022, which had their first year of courses

completely online due to the COVID-19 pandemic. Because of that, it is uncertain if the lower scores are a result of the online instruction during the first year of their courses. Regardless, the program modifications resulting from the data should strengthen the program. Below specific areas for modification will be identified, the reason for the change will be provided, and the modification will be described.

- Training in Social and Cultural Diversity will be modified due to students' performance on the NCE. Despite performing at the mean on this subject on the CPCE, doing well on KPIs, and not having the topic identified as a concern on the surveys, the NCE scores necessitated a review of the training. Across the program, social and cultural diversity is incorporated into the courses and seems to be adequately covered. Looking specifically at the Multicultural Counseling course, the syllabus for the course was reviewed and the course seems to be appropriately covering the material and the textbook is also appropriate to the course. Examining the course over the past few years highlighted a variable that may be contributing to the lower performance, namely the lack of a consistent instructor for the course. Therefore, the planned modification is to identify an instructor that can teach the course consistently each year. It is hoped this modification will result in improved performance and should make it easier to determine additional changes that need to be made to the course.
- The topic of Career was identified as needing to be modified based on students' performance on the NCE. As with social and cultural diversity, only on the NCE did this topic show as needing remediation. The review of the topic began with examining the Career Counseling course. The syllabus and assignments seem to be covering the material appropriately. However, it was noted that the KPIs linked to the course showed very high scores with little differentiation. Because of this, the instructor will incorporate a more rigorous midterm and final exam starting in the Fall 2024 offering of the course. The instructor is also reviewing textbooks, particularly those used in the development of national counseling exams to determine if a textbook update would be beneficial. Additionally, the instructor will incorporate more applied lessons connecting career issues and assessments with mental health case studies, and in that will use z-codes from the

DSM-5-TR to support the links between career and mental health counseling. Finally, the use of z-codes that identify issues related to career will also be used in the Diagnosis and Treatment Planning course to support the importance of career counseling for clinical mental health counseling.

- The Clinical Focus domain of the NCE was notably low, so there will be modifications to support improved performance on that area. To improve knowledge of areas of clinical focus, in the Diagnosis and Treatment Planning course, z-codes from the DSM-5-TR will be used to contextualize the v-code diagnoses students learn. Then, in practicum and internship, students will be asked as part of case conceptualizing to use z-codes along with their v-code diagnoses. Additionally, in internship and practicum, students will be asked to identify the clinical focus of cases they present including how clients' developmental levels and culture affect their diagnoses and treatment. The specifics of adding this focus to practicum and internship will be developed with instructors for practicum and internship and incorporated into the course assignment plan for case studies. It is hoped that this will strengthen students' knowledge in areas of Clinical Focus.
- Assessment is another topic identified as needing modification based on alumni, sites hosting interns, and the workplace of alumni surveys. In conversation with faculty and the advisory board, it was noted that national testing does not show a problem here, though the surveys indicate it should be improved. Looking at the plan of study, the assessment course comes in the second semester of the second year, meaning that students begin practicum and internship without assessment training. To improve assessment knowledge and skills before they begin clinical work in practicum and internship, students will receive limited assessment training in Counseling Skills and Practice and Diagnosis and Treatment Planning, which precede the clinical work. It is hoped this modification will increase students' knowledge and comfort with assessment, so that they will be better prepared to use assessments in their clinical work.
- Diagnosis and treatment planning is the final course area to modify based on alumni, site, and workplace surveys. Each of those surveys indicated students are not as prepared in diagnosis and treatment as is the goal. Therefore, there will be modifications to the

Diagnosis and Treatment Planning course. Starting in the Fall 2023 semester, more challenging exams will be introduced into the Diagnosis and Treatment Planning course to emphasize to students the importance of detailed knowledge of diagnosis and treatment planning along with encouraging them to develop detailed, memorized knowledge of the topic. Additionally, in practicum and internship, more emphasis will be placed on diagnosis and treatment planning when students present cases. The specifics of this emphasis will be developed with instructors for practicum and internship and incorporated into the course assignment plan for case studies.

- Based on the KPIs (excluding the CPCE) not giving the detailed information needed for evaluating areas for modification in the program, the SLOs and KPIs will be revised. The revision will focus on the following:
 - Making SLOs more narrowly focused and measurable.
 - Identifying KPIs more directly related to SLOs.
 - Creating a simpler KPI-curriculum mapping.

The SLO and KPI revision will take place over the Fall 2023 and Spring 2024 semesters and involve the faculty as well as the CMHC Advisory Board. The target dates for the development of the new SLOs and KPIs is May 1st, 2024. That date gives the CACREP Liaison time to gather the new data and produce a program evaluation of the 2023-2024 year in the Fall 2024 semester.

Assessment Process

The FDU CMHC program uses data from multiple sources in its assessment process. The process begins with collecting the data, which involves compiling scores from KPIs, collecting CPCE and NCE testing data, and administering surveys to alumni, sites that host our interns, and organizations that hire our graduates. Once the data is gathered, it is organized into tables showing passing rates for testing scores related to national averages, KPIs and survey results. Then, the data is examined by the core faculty in the CMHC program. When examining the data, the faculty are looking for evidence of strengths and weaknesses in the program along with how well the assessment process is generating data that is useful for program evaluation. Following a

faculty review of the data, the data is presented to the Advisory Board for the CMHC program, and they are asked for feedback on Program Modifications based on the data. Then, the faculty take the Advisory Board recommendations into consideration as they generate the final list of Program Modifications based on the results of the program evaluation.

Student Assessment Data

The goal of the assessment process is to collect data on the performance of students, the curriculum, and the program. The process seeks to identify assignments and evaluations that are particularly indicative of students' progress in learning. Therefore, this section will be divided into the following sections, 1. Student Learning Outcomes and Key Performance Indicators, 2. Counselor Preparation Comprehensive Exam, 3. National Counselor Exam, and 4. Survey Data.

Student Learning Outcomes and Key Performance Indicators

The FDU CMHC program recently identified nine Student Learning Outcomes (SLO) to monitor and evaluate. Each student learning outcome was divided into subcategories, and those subcategories were linked with key performance indicators (KPIs) gathered at multiple points of time during the program and representing both formative and summative assessments. To make the evaluation meaningful, program evaluation data is examined by cohort, so the 2022-2023 program evaluation examines the SLOs for the class of 2022, then looks at the current performance of the classes of 2023 and 2024 to understand their current progress on the SLOs.

Target scores were set for each KPI based on requirements in the CMHC program. For the course assignments, passing scores were set at 80% or above based on the passing score for courses in the CMHC program and scores on the supervisor evaluations are set at 50%, which corresponds to a score of Satisfactory or above. For the total score on the CPCE exam, the passing score for our program is at or above one standard deviation below the mean, which is also the passing score for this assessment. Academic and Professional Disposition are also provided in this report with failing being the presence of any items designated as undeveloped. Below are the SLOs and where applicable, the subcategories of SLOs, along with the KPIs and

passing rate for the assessment categories of Introduction, Application 1, Application 2, Application Mastery, and Final Summative. The quantitative KPIs are divided into knowledge, “K”, skills, “S”, and dispositions, “D”, and labeled as such in the tables below. The knowledge KPIs are assignments that demonstrate the knowledge base for counseling. The skills KPIs are assignments that demonstrate the skills required of professional counselors, and the dispositions KPIs are the assignments demonstrating the professional orientation and behaviors needed by a professional counselor.

Class of 2022

1. Theoretical, developmental, and cultural foundations of counseling, and apply that knowledge in case conceptualization and treatment planning.

SLO Subcategories	Introduction	Dispositions	Application 1	Application 2	Application Mastery	Final Summative
1a. Counseling Theories	K:95%	D:95%	S:100%	K:100% S:100%	S:100%	K&S:100% K:90%
1b. Developmental Theories	*K:5%	D:95%	S:100%	S:100%	S:100%	K:90%
1c. Cultural Theories	K:100%	D:95%	S:100%	S:100%	S:100%	K:90% D:100%
1d. Case Conceptualization	K:95% S:95%	D:95%	S:100% D:100%	S:100% S:100%	S:96% S:100%	K:100% K:90%

**Students taking the final exam in the COUN 7703 Human Development course rarely get above an 80% on the test despite most students scoring over 80 on their final exam.*

2. Cultural and economic factors that contribute to mental health outcomes and will address those factors when planning and implementing treatment for individual clients while also advocating to address those factors at the societal level.

SLO Subcategories	Introduction	Dispositions	Application 1	Application 2	Application Mastery	Final Summative

2a. Cultural/ Economic Factors	K:100%	S&D:95%	S&D:100%	S&D:100% S:100%	S&D:100%	K:90% K:100%
2b. Advocating to Ameliorate Cultural/ Economic Factors	K:100%	S&D:100%	S&D:100%	S&D:100%	S&D:95% S:95%	S:100% S:100%

3. Assess, diagnose, and construct treatment plans for individual clients.

SLO Subcategories	Introduction	Dispositions	Application 1	Application 2	Application Mastery	Final Summative
3a. Use Formal/ Informal Appraisal Tools	K:95% S&K:100%	D:95%	S:100%	S:100%	S:100%	K:90%
3b. Diagnose and Construct Treatment Plans	S&K:96% S&K:100%	D:100%	S:100%	S:100%	S:100%	K:90%

4. Effective counseling relationships, from intake through termination, with diverse sets of individuals, families, and groups.

SLO Subcategories	Introduction	Dispositions	Application 1	Application 2	Application Mastery	Final Summative
4a. Knowledge and Application of Counseling Skills	K:95%	D:95%	S:100%	S:100%	S:100%	K:90% K&S:95%
4b. Family Counseling	K:100%	D:100%	N/A	*K:52%	N/A	K:90%
4c. Group Counseling	K:100%	D:100%	S:100%	S:100%	S:100%	K:90%

**The score of 52% is particularly low for this assignment and contrasts with the 96% pass rate the year after and the 94% pass rate the year before.*

5. Screen individuals for suicidal or homicidal intent and effectively intervene in hazardous situations, including crisis situations.

SLO	Introduction	Dispositions	Application 1	Application 2	Application Mastery	Final Summative
5. Intervene in Hazardous/Crisis Situations including Suicide Prevention Models and Strategies	K:100%	D:100%	S:100%	S:100%	S:100%	K:100%

6. Ethical, legal, and pragmatic aspects of providing clinical mental health services to a diverse set of clients and demonstrate the ability to adhere to professional requirements in those areas.

SLO	Introduction	Dispositions	Application 1	Application 2	Application Mastery	Final Summative
6. Counselor Ethics and Legal Compliance	*K:87%	D:100%	S:100%	S:100%	S:100% K:100%	K:90% D:100%

**The score of 87% is the pass rate for the Final Exam in the COUN 7711: The Professional Counselor-Ethical Issues course. The exam is an assessment of overall knowledge. It is a critical exam that more strongly differentiates between students than the overall course grade.*

7. Research methods used to gather empirical data on individuals and populations, along with the ability to seek out, process, and apply empirical data in their work as counselors.

SLO	Introduction	Dispositions	Application 1	Application 2	Application Mastery	Final Summative
7. Research Methods	K&S:100% S:100%	D:95%	S:100%	S:100%	S:100%	K:90%

8. Physiological aspects of clients' presenting issues, along with an understanding of the causes of those physiological aspects and current evidence-based interventions for addressing them.

SLO Subcategories	Introduction	Dispositions	Application 1	Application 2	Application Mastery	Final Summative
8a. Trauma Informed Care	S&K:95%	D:95%	S:100%	S:100%	S:100%	K:100%
8b. Substance Misuse	K:90%	D:95%	S:100% K:90%	S:100%	S:100%	K:100%
8c. Psychopharmacology	K:100%	D:95%	S:100%	S:100%	S:95%	K:100% K:90%

9. Professional counselor identity and will enact their own counselor identity in different contexts.

SLO Subcategories	Introduction	Dispositions	Application 1	Application 2	Application Mastery	Final Summative
9a. Counselor Identity	S:95%	D:100%	S:100%	S:100%	S:100%	D:100%
9b. Self-Care Practice	K&S:100%	D:100%	S&D:100%	S&D:100%	S&D:100%	D:100%

Class of 2023- Current Status

The data for the Class of 2023 does not have their summative assessment data. The summative data is primarily from the CPCE along with assignments in their final semester of program. Though students took the CPCE in the Summer semester, the scores have not been delivered yet. Because of this, most summative assessments are marked as N/A.

1. Theoretical, developmental, and cultural foundations of counseling, and apply that knowledge in case conceptualization and treatment planning.

SLO Subcategories	Introduction	Dispositions	Application 1	Application 2	Application Mastery	Final Summative
1a. Counseling Theories	K:100%	D:100%	S:100%	K:91% S:100%	S:100%	N/A
1b. Developmental Theories	*K:0%	D:100%	S:100%	S:100%	S:100%	N/A
1c. Cultural Theories	K:100%	D:100%	S:96%	S:100%	S:100%	N/A
1d. Case Conceptualization	K:100% S:100%	D:100%	S:100% D:100%	S:100%	S:100%	N/A

**The score of 0% on the COUN 7703 Human Development course is consistent with very low pass rates on the exam in past semesters but is lower than the years before and after. Despite the low pass rate on the exam, the pass rate for the course is very high, so this KPI is a particularly critical evaluation of knowledge.*

2. Cultural and economic factors that contribute to mental health outcomes and will address those factors when planning and implementing treatment for individual clients while also advocating to address those factors at the societal level.

SLO Subcategories	Introduction	Dispositions	Application 1	Application 2	Application Mastery	Final Summative
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2a. Cultural/ Economic Factors	K:100%	S&D:100%	S&D:96%	S&D:100% S:100%	S&D:100% S:100%	N/A
2b. Advocating to Ameliorate Cultural/ Economic Factors	N/A	S&D:100%	S&D:100%	S&D:100%	S&D:100%	N/A

3. Assess, diagnose, and construct treatment plans for individual clients.

SLO Subcategories	Introduction	Dispositions	Application 1	Application 2	Application Mastery	Final Summative
3a. Use Formal/ Informal Appraisal Tools	K:96% S&K:91%	D:100%	S:100%	S:100%	S:100%	N/A
3b. Diagnose and Construct Treatment Plans	S&K:100% S&K:96%	D:100%	S:100%	S:100%	S:100%	N/A

4. Effective counseling relationships, from intake through termination, with diverse sets of individuals, families, and groups.

SLO Subcategories	Introduction	Dispositions	Application 1	Application 2	Application Mastery	Final Summative
4a. Knowledge and Application of Counseling Skills	K:100%	D:100%	S:100%	S:100%	S:100%	N/A
4b. Family Counseling	K:100%	D:100%	S:100%	K:98%	N/A	N/A

4c. Group Counseling	K:100%	D:100%	S:100%	S:100%	S:100%	N/A
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- 5. Screen individuals for suicidal or homicidal intent and effectively intervene in hazardous situations, including crisis situations.**

SLO	Introduction	Dispositions	Application 1	Application 2	Application Mastery	Final Summative
5. Intervene in Hazardous/Crisis Situations including Suicide Prevention Models and Strategies	K:96%	D:100%	S:100%	S:100%	S:100%	N/A

- 6. Ethical, legal, and pragmatic aspects of providing clinical mental health services to a diverse set of clients and demonstrate the ability to adhere to professional requirements in those areas.**

SLO	Introduction	Dispositions	Application 1	Application 2	Application Mastery	Final Summative
6. Counselor Ethics and Legal Compliance	K:100%	D:100%	S:100%	S:100%	S:100% K&S:96%	N/A

- 7. Research methods used to gather empirical data on individuals and populations, along with the ability to seek out, process, and apply empirical data in their work as counselors.**

SLO	Introduction	Dispositions	Application 1	Application 2	Application Mastery	Final Summative

7. Research Methods	S:100% K&S:96%	D:100%	S:100%	S:100%	S:100%	N/A
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8. Physiological aspects of clients' presenting issues, along with an understanding of the causes of those physiological aspects and current evidence-based interventions for addressing them.

SLO Subcategories	Introduction	Dispositions	Application 1	Application 2	Application Mastery	Final Summative
8a. Trauma Informed Care	S&K:100%	D:100%	S:100%	S:100%	S:100%	N/A
8b. Substance Misuse	K:100%	D:100%	S:100% K:100%	S:96%	S:100%	N/A
8c. Psychopharmacology	*K:74%	D:100%	S:100%	S:100%	S:100%	K:100% N/A

**The score of 74% on the COUN 7714: Psychopharmacology reflects the challenging exam. This KPI reflects a more stringent evaluation of knowledge that the overall course score in which almost all students get above an 80.*

9. Professional counselor identity and will enact their own counselor identity in different contexts.

SLO Subcategories	Introduction	Dispositions	Application 1	Application 2	Application Mastery	Final Summative
9a. Counselor Identity	S:100%	D:100%	S:100%	S:100%	S:100%	N/A
9b. Self-Care Practice	K&S:100%	D:100%	S&D:100%	S&D:100%	S&D:100%	N/A

Class of 2024

The Class of 2024 completed their first year of the program. Because of this, only the Introduction and Dispositions column of the SLOs is applicable. The other columns are not shown in the presentation of their data. It must also be noted that the Dispositions are based on only the first year and may not be the final rating of Dispositions for the cohort.

1. Theoretical, developmental, and cultural foundations of counseling, and apply that knowledge in case conceptualization and treatment planning.

SLO Subcategories	Introduction	Dispositions
1a. Counseling Theories	K:95%	D:100%
1b. Developmental Theories	*K:19%	D:100%
1c. Cultural Theories	K:100%	D:100%
1d. Case Conceptualization	S&K:95%	D:100%

**The score of 19% on the COUN 7703 Human Development course is consistent with very low pass rates on the exam in past semesters and is higher than in the past two years of the course. Despite the low pass rate on the exam, the pass rate for the course is very high.*

2. Cultural and economic factors that contribute to mental health outcomes and will address those factors when planning and implementing treatment for individual clients while also advocating to address those factors at the societal level.

SLO Subcategories	Introduction	Dispositions
2a. Cultural/Economic Factors	K:100%	S&D:100%

2b. Advocating to Ameliorate Cultural/Economic Factors	N/A	S&D:95%
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3. Assess, diagnose, and construct treatment plans for individual clients.

SLO Subcategories	Introduction	Dispositions
3a. Use Formal/ Informal Appraisal Tools	N/A	D:100%
3b. Diagnose and Construct Treatment Plans	N/A	D:95%

4. Effective counseling relationships, from intake through termination, with diverse sets of individuals, families, and groups.

SLO Subcategories	Introduction	Dispositions
4a. Knowledge and Application of Counseling Skills	K:95%	D:100%
4b. Family Counseling	N/A	D:95%
4c. Group Counseling	K:95%	D:95%

5. Screen individuals for suicidal or homicidal intent and effectively intervene in hazardous situations, including crisis situations.

SLO	Introduction	Dispositions
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5. Intervene in Hazardous/Crisis Situations including Suicide Prevention Models and Strategies	K:100%	D:95%
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- 6. Ethical, legal, and pragmatic aspects of providing clinical mental health services to a diverse set of clients and demonstrate the ability to adhere to professional requirements in those areas.**

SLO	Introduction	Dispositions
6. Counselor Ethics and Legal Compliance	*K:62%	D:95%

**The score of 62% is the pass rate for the Final Exam in the COUN 7711: The Professional Counselor-Ethical Issues course. The exam was revised for this semester to make it a more challenging assessment of overall knowledge. The score from this semester is not directly comparable to the scores from previous semesters.*

- 7. Research methods used to gather empirical data on individuals and populations, along with the ability to seek out, process, and apply empirical data in their work as counselors.**

SLO	Introduction	Dispositions
7. Research Methods	N/A	D:100%

- 8. Physiological aspects of clients' presenting issues, along with an understanding of the causes of those physiological aspects and current evidence-based interventions for addressing them.**

SLO Subcategories	Introduction	Dispositions
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8a. Trauma Informed Care	S&K:95%	D:100%
8b. Substance Misuse	N/A	D:100%
8c. Psychopharmacology	K:100%	D:100%

9. Professional counselor identity and will enact their own counselor identity in different contexts.

SLO Subcategories	Introduction	Dispositions
9a. Counselor Identity	S:95%	D:95%
9b. Self-Care Practice	K&S:100%	D:95%

Counselor Preparation Comprehensive Exam:

The Counselor Preparation Comprehensive Exam (CPCE) serves as the comprehensive exam for the program and is taken in the summer semester after students' second year and before their final semester in the program. Since it is a national exam designed by the National Board of Certified Counselors (NBCC), Center for Credentialing & Education (CCE), it is a good measure of how students compare with the national average for those taking the exam. The results are provided below for the 2022 graduating classes in total and for each of the eight sections, 1. Professional Counseling Orientation and Ethical Practice, 2. Social and Cultural Diversity, 3. Human Growth and Development, 4. Career Development, 5. Counseling and Helping Relationships, 6. Group Counseling and Group Work, 7. Assessment and Testing, 8. Research and Program Evaluation. For each of those categories, the scores have been converted into a T-Score, such that the score of 50 is equivalent to the National Average and 10 points is indicative of one standard deviation.

Counselor Preparation Comprehensive Exam	Graduates in 2022
CPCE Total	52.5
CPCE Section 1: Professional Counseling Orientation and Ethical Practice	50.2
CPCE Section 2: Social and Cultural Diversity	50
CPCE Section 3: Human Growth and Development	57.1
CPCE Section 4: Career Development	49.6
CPCE Section 5: Counseling and Helping Relationships	52.0
CPCE Section 6: Group Counseling and Group Work	50.6
CPCE Section 7: Assessment and Testing	50.9
CPCE Section 8: Research and Program Evaluation	53.9

National Counselor Exam:

The NCE score report from Spring 2023 (of Graduates of 2022) shows that 23 students from the Counseling Program were tested. That includes one student who was not authorized to take the exam due to failing their comprehensive exam. The pass rate was 87% though was 91% for those authorized to take the exam.

CACREP Content Areas				
National Counselor Exam	CMHC		National	
	Mean	Standard Deviation	Mean	Standard Deviation
Professional Counseling Orientation and Ethical Practice	10	2.9	9.4	2.0
Social and Cultural Diversity	3.1	0.8	5.9	1.6
Human Growth and Development	10.1	2.3	10.9	2.3
Career Development	9.6	2.3	15.4	3.4
Counseling and Helping Relationships	38.1	6.1	30.3	6.2
Group Counseling and Group Work	20	3.7	21.9	3.6
Assessment and Testing	18	3.6	19.4	3.5
Research and Program Evaluation	4.3	1.5	2.7	1.3
TOTAL SCORE	113.1	17.8	115.7	16.7

Work Behaviors and Domains				
National Counselor Exam	CMHC		National	
	Mean	Standard Deviation	Mean	Standard Deviation
Professional Practice and Ethics	15.8	4.1	12.4	3.5
Intake, Assessment and Diagnosis	13.8	3.2	13.7	2.7
Areas of Clinical Focus	28.8	5.3	33.5	4.7
Treatment Planning	9.7	2.2	10.0	2.1
Counseling Skills and Interventions	34.5	5.4	35.3	6.0

Core Counseling Attributes	10.3	2.3	10.7	1.8
TOTAL	113.1	17.8	115.7	16.7

Systematic Follow-Up Surveys:

In the Summer of 2023, three surveys were initiated as part of the program evaluation process. Those surveys were designed to gather information about the program from the perspective of graduates of the CMHC program, employers of graduates of the CMHC program, and counseling sites who host CMHC interns. The result of each survey is provided below, and the next surveys are planned for the Spring of 2025.

Alumni Survey

The survey was sent to 153 alumni, and 17 alumni responded to the survey. Respondents were asked to evaluate their learning experience and provide data about where they currently work, their current licensure and certifications, their satisfaction with the training, and how well the program prepared them overall and in eight specific areas: Ethical and Professional Behaviors, Counseling Skills, Diagnosis and Treatment Planning, Multiculturally Competent Counseling, Developmentally Appropriate Counseling, Assessment and Testing, Counseling Theories, and Group and/or Family Counseling. The goal is for participants to state they are Well Prepared or better on each item.

The data from the survey is provided in the tables below:

Current Licensure and Certifications

Q6 - Current Licensure and Certifications - Selected Choice	Percentage	Count
Licensed Associate Counselor	35%	6
Licensed Professional Counselor	59%	10
Licensed Clinical Alcohol and Drug Counselor	12%	2

National Certified Counselor	41%	7
Approved Clinical Supervisor	12%	2
Student Assistance Coordinator	12%	2
Other	12%	2
Sum	182%	31

What type of setting is your current workplace (Check all that apply)?

Q3 - What type of setting is your current workplace (Check all that apply)? - Selected Choice	Percentage	Count
Community Health Agency (OP, IOP, Partial)	18%	3
Residential Treatment Center	0%	0
Hospital/Health Center	12%	2
School	6%	1
Work for a Private Practice	53%	9
Own and operate a Private Practice	24%	4
Substance Use Clinic- Outpatient	12%	2
Substance Use Clinic- Inpatient	6%	1
Correctional Facility	6%	1
Career Center	0%	0
University/College	6%	1
Doctoral program	6%	1
None- Not working in Mental Health	0%	0
Other	6%	1
Sum	153%	26

How well did the FDU Clinical Mental Health Counseling program prepare you in the following areas:

How well did the FDU Clinical Mental Health Counseling program prepare you...	Extremely Well Prepared	Well Prepared	Somewhat Well Prepared	Slightly Well Prepared	Not Well Prepared
Overall	6	11	0	0	0
Ethical and Professional Behaviors	8	9	0	0	0
Counseling Skills	9	6	2	0	0
Diagnosis and Treatment Planning	3	8	5	0	0
Multiculturally Competent Counseling	4	9	4	0	0
Developmentally Appropriate Counseling	2	12	3	0	0
Assessment and Testing	4	7	5	1	0
Counseling Theories	6	9	2	0	0
Group and/or Family Counseling	3	12	1	1	0

Overall, how satisfied are you with the training you received in the FDU CMHC program?

Q5 - Overall, how satisfied are you with the training you received in the FDU CMHC program?	Percentage	Count
Extremely Satisfied	53%	9
Satisfied	47%	8
Somewhat Satisfied	0%	0
Slightly Satisfied	0%	0
Not Satisfied	0%	0
Sum	100%	17

Sites Hosting Interns Survey

We conducted a survey of sites hosting our interns and received 12 responses out of the 70 surveys sent to those sites. The respondents were asked to describe how prepared our students were compared to those of other programs. The goal is to have all respondents state they are Prepared or Extremely Prepared compared to interns of other programs. An additional question in the survey asked how likely the site was to host our interns again, with the goal being to have all sites state that it is Extremely Likely. The survey data is in the tables below:

How many FDU interns has your site hosted in the last two years?

Q4 - How many FDU interns has your site hosted in the last two years?

	Percentage	Count
None	17%	2
1	8%	1
2	17%	2
3	8%	1
4	25%	3
More than 4	25%	3
Sum	100%	12

Compared to interns from other programs, how prepared have FDU Clinical Mental Health Counseling interns been in the following areas:

Compared to interns from other programs, how prepared have FDU Clinical Men...

	Extremely Prepared	Prepared	Somewhat Prepared	Slightly Prepared	Unprepared	Does Not Apply
Overall	0	7	3	0	0	2
Group and Family Counseling	0	5	2	2	0	3
Ethical and Professional Behaviors	1	8	1	0	0	2
Counseling Skills	0	7	3	0	0	2
Diagnosis and Treatment Planning	1	3	5	1	0	2
Multiculturally Competent Counseling	1	4	5	0	0	2
Developmentally Appropriate Counseling	1	6	3	0	0	2
Assessment and Testing	0	3	5	1	0	3
Counseling Theories	1	3	6	0	0	2

How likely are you to host FDU Clinical Mental Health Counseling Interns in the future

Q7 - How likely are you to host FDU Clinical Mental Health Counseling Interns in the future

	Percentage	Count
Extremely likely	70%	7
Somewhat likely	10%	1
Neither likely nor unlikely	20%	2
Somewhat unlikely	0%	0
Extremely unlikely	0%	0
Sum	100%	10

Workplace Survey

The Workplace survey was sent to 12 sites and 2 sites responded. The goal for the survey was to have our alumni rated as Well Prepared or better for the question that asks how prepared our graduates were in eight areas and overall. Then, for three additional questions asking how well prepared our graduates were compared to other employees, the goal was to have responses indicate they are Very Well or better. The data from the survey is provided in the tables below:

How prepared have FDU graduates been in the following areas

How prepared have FDU graduates been in the following areas	Very Well Prepared	Well Prepared	Somewhat Well Prepared	Slightly Well Prepared	Not Well Prepared	Does not Apply
Overall	1	0	1	0	0	0
Ethical and Professional Behaviors	1	0	1	0	0	0
Counseling Skills	1	1	0	0	0	0
Diagnosis and Treatment Planning	0	1	1	0	0	0
Multiculturally Competent Counseling	1	1	0	0	0	0
Developmentally Appropriate Counseling	2	0	0	0	0	0
Assessment and Testing	1	0	0	0	0	1
Counseling Theories	1	1	0	0	0	0
Group and/or Family Counseling	0	1	1	0	0	0

Compared to your other employees, how well did the academic training in Fairleigh Dickinson University's Clinical Mental Health Counseling program prepare graduates with the knowledge base required for professional counseling?

QS - Compared to your other employees, how well did the academic training in Fairleigh Dickinson University's Clinical Mental Health Counseling program prepare graduates with the knowledge base required for professional counseling?	Percentage	Count
Extremely Well	50%	1
Very well	50%	1
Moderately well	0%	0
Slightly well	0%	0
Not well at all	0%	0

Compared to your other employees, how well did the academic training in Fairleigh Dickinson University's Clinical Mental Health Counseling program prepare graduates with the clinical skills required for professional counseling?

Q6 - Compared to your other employees, how well did the academic training in Fairleigh Dickinson University's Clinical Mental Health Counseling program prepare graduates with the clinical skills required for professional counseling?	Percentage	Count
Extremely Well	0%	0
Very well	100%	2
Moderately well	0%	0
Slightly well	0%	0
Not well at all	0%	0

Compared to your other employees, how well did the academic training in Fairleigh Dickinson University's Clinical Mental Health Counseling program prepare graduates with the personal awareness and professional behaviors required for professional counseling?

Q7 - Compared to your other employees, how well did the academic training in Fairleigh Dickinson University's Clinical Mental Health Counseling program prepare graduates with the personal awareness and professional behaviors required for professional counseling?	Percentage	Count
Extremely Well	0%	0
Very well	50%	1
Moderately well	50%	1
Slightly well	0%	0
Not well at all	0%	0