



Annual Assessment Report

Program Assessment of Key Performance Indicators of Student Outcomes

The M.A. Counseling Program, Specialty Area Clinical Mental Health Counseling, assessed program student learning through 10 Key Performance Indicators (KPIs) Each KPI is assessed multiple times throughout the program. The KPI data below includes Student Exit Survey, Employer Survey, Site Supervisor Survey and final KPI assignment in the program. The final KPI assignment in the program, Student Exit Survey, and Site Supervisor Survey were completed upon student graduation (May 2022). The Employer Survey includes employers of graduates from the prior two years (Summer 2022).

Program Outcome Data Result Averages

Likert Scale for KPIs – Student Exit Survey, Site Supervisor Survey, and Employer Survey
(5=Very Satisfied; 4=Satisfied; 3=Neither satisfied nor unsatisfied; 2=Unsatisfied; 1=Very Unsatisfied)

Likert scale for Program Dispositions-Student Self-Assessment; Site Supervisor; Faculty Supervisor
(5=Exceeds Expectations; 4=Meets Expectations; 3=Near Expectations; 2=Below Expectations; 1=Harmful)

Key Performance Indicators	ASSESSMENT SOURCE & CRITERIA (measures Program KPIs)	PROGRAM RESULTS
II.F.1.k. Understand and apply strategies for personal and professional self-evaluation and implications for practice.	<i>Average score of 4 or above on associated question identifies meets/exceeds standard.</i>	<i>Met Standard</i>
	Student Exit Survey: Q1	Student Exit Survey 4.8
	Employer Survey: Q4	Employer Survey: 4.9
	Site Supervisor Survey: Q1	Site Supervisor Survey: 4.8
	100% of students will receive 20 or higher points out of 25 points on the Professional self-evaluation and implications for practice sections in the Clinical Transcription and Self-Evaluation Project.	100% of students fully met or exceeded expectations.
	100% of students will Fully Meet or Exceed Expectations for the Professional self-evaluation and implications for practice section in the Self Evaluation Paper.	100% of students fully met or exceeded expectations.
II.F.2.c. Understand and apply	<i>Average score of 4 or above on associated question identifies meets/exceeds standard.</i>	<i>Met Standard</i>

multicultural counseling competencies.	Student Exit Survey: Q3	Student Exit Survey: 4.4
	Employer Survey: Q6	Employer Survey: 4.5
	Site Supervisor Survey: Q3	Site Supervisor Survey: 4.3
	100% of students will meet or exceed expectations on the Client System Description and Multicultural Counseling Considerations sections (4 points out of 6 points) of the final case presentation.	100% of students fully met or exceeded expectations.
II.F.2.g. Understand and consider the impact of spiritual beliefs on clients' and counselors' worldviews	<i>Average score of 4 or above on associated question identifies meets/exceeds standard.</i>	<i>Met Standard</i>
	Student Exit Survey: Q4	Student Exit Survey: 4.7
	Employer Survey: Q4	Employer Survey: 4.5
	Site Supervisor Survey: Q4	Site Supervisor Survey: 4.3
	100% of students will meet or exceed expectations on Impact of spiritual beliefs on clients' and counselors' worldviews section of the Self Evaluation Paper.	100% fully met expectations.
	100% of students will meet or exceed expectations on the Multicultural Counseling Considerations section of the case presentations.	100% fully met expectations.
II.F.3.f. Understand the importance of systemic and environmental factors that affect human development, functioning, and behavior	<i>Average score of 4 or above on associated question identifies meets/exceeds standard.</i>	<i>Met Standard</i>
	Student Exit Survey: Q5	Student Exit Survey: 4.8
	Employer Survey: Q5	Employer Survey: 4.6
	Site Supervisor Survey: Q5	Site Supervisor Survey: 4.3
	100% of students will meet or exceed expectations on the Understand the importance of systemic and environmental factors that affect human development, functioning, and behavior section of the case presentations.	100% of students met expectations.
II.F.4.b. Understand and implement approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors.	<i>Average score of 4 or above on associated question identifies meets/exceeds standard.</i>	<i>Met Standard</i>
	Student Exit Survey: Q6	Student Exit Survey: 4.8
	Employer Survey: Q6	Employer Survey: 4.7
	Site Supervisor Survey: Q6	Site Supervisor Survey: 4.5
	100% of students will meet or exceed expectations on the Understand and implement approaches for conceptualizing the interrelationships among and between	100% of students met expectations.

	work, mental well-being, relationships, and other life roles and factors section of the case presentations	
II.F.5.g. Understand and demonstrate essential interviewing, counseling, and case conceptualization skills.	<i>Average score of 4 or above on associated question identifies meets/exceeds standard.</i>	<i>Met Standard</i>
	Student Exit Survey: Q8	Student Exit Survey: 4.9
	Employer Survey: Q8	Employer Survey: 4.8
	Site Supervisor Survey: Q8	Site Supervisor Survey: 4.5
	100% of students will receive 16 or higher points out of 20 on the 2 Essential Counseling and Case Conceptualization Skills sections of the Theoretical Project Presentation.	100% of students met expectations.
II.F.6.b. Understand and apply the dynamics associated with group process and development.	<i>Average score of 4 or above on associated question identifies meets/exceeds standard.</i>	<i>Met Standard</i>
	Student Exit Survey: Q7	Student Exit Survey: 4.5
	Employer Survey: Q7	Employer Survey: 4.6
	Site Supervisor Survey: Q7	Site Supervisor Survey: 4
	100% of students will meet or exceed expectations for the Group Process Dynamics; Beneficial Group Dynamics; and Changing Group Dynamics for the 5th and final reflection of the Reflection of Group Counseling Experience in Community Setting.	100% of students met expectations.
II.F.7.e. Understand and demonstrate use of assessments for diagnostic and intervention planning purposes.	<i>Average score of 4 or above on associated question identifies meets/exceeds standard.</i>	<i>Met Standard</i>
	Student Exit Survey: Q9	Student Exit Survey: 4.5
	Employer Survey: Q9	Employer Survey: 4.5
	Site Supervisor Survey: Q9	Site Supervisor Survey: 4.3
	100% of students will receive 20 or higher points out of 25 on the Comprehensive Evaluation: Assessment and Diagnosis section of the Trauma Case Application Final Paper.	100% met expectations.
II.F.8.b. Identify and apply evidence- based counseling practices.	<i>Average score of 4 or above on associated question identifies meets/exceeds standard.</i>	<i>Met Standard</i>
	Student Exit Survey: Q10	Student Exit Survey: 4.7
	Employer Survey: Q10	Employer Survey: 4.2
	Site Supervisor Survey: Q10	Site Supervisor Survey: 4.3
	100% of students will receive a 20 out of 25 on the Treatment Plan with Specific Interventions and Resources section of the Trauma Case Application Final Paper.	100% of students met expectations.
5.C.1.b. Understand and apply theories and models	<i>Average score of 4 or above on associated question identifies meets/exceeds standard.</i>	<i>Met Standard</i>

related to clinical mental health counseling.	Student Exit Survey: Q11	Student Exit Survey: 4.7
	Employer Survey: Q11	Employer Survey: 4.5
	Site Supervisor Survey: Q11	Site Supervisor Survey: 4.5
	100% of students will receive 48 or higher points out of 60 on their Personal Model of Counseling Paper.	100% of students met expectations.

Program Outcome	ASSESSMENT SOURCE & CRITERIA (measures Program Outcomes)	PROGRAM RESULTS
1. Develop a professional identity as a Clinical Mental Health Counselor within the broader counseling profession.	<i>Average score of 4 or above on associated question.</i>	<i>Met Standard</i>
	Student Survey: Q12	Student Survey: 4.8
	Employer Survey: Q12	Employer Survey: 4.2
	Site Supervisor Survey: Q12	Site Supervisor Survey: 4.8
2. Demonstrate proficiency in the counseling core curriculum and specialty area of Clinical Mental Health Counseling.	<i>Average score of 4 or above on associated question.</i>	<i>Met Standard</i>
	Student Survey: Q13	Student Survey: 4.7
	Employer Survey: Q13	Employer Survey: 4.5
	Site Supervisor Survey: Q13	Site Supervisor Survey: 4.8
3. Apply research to the evaluation and practice of effective counseling.	<i>Average score of 4 or above on associated question.</i>	<i>Met Standard</i>
	Student Survey: Q14	Student Survey: 4.7
	Employer Survey: Q14	Employer Survey: 4.3
	Site Supervisor Survey: Q14	Site Supervisor Survey: 4
4. Apply ethical principles and ethical decision-making to counseling practice.	<i>Average score of 4 or above on associated question.</i>	<i>Met Standard</i>
	Student Survey: Q15	Student Survey: 4.8
	Employer Survey: Q15	Employer Survey: 4.8
	Site Supervisor Survey: Q15	Site Supervisor Survey: 4.8
5. Apply cultural sensitivity and social justice advocacy in research, assessment, and practice.	<i>Average score of 4 or above on associated question.</i>	<i>Met Standard</i>
	Student Survey: Q16	Student Survey: 4.5
	Employer Survey: Q16	Employer Survey: 4.6

	Site Supervisor Survey: Q16	Site Supervisor Survey: 4.3
6. Develop sensitivity to religious and spiritual diversity throughout the counseling process.	<i>Average score of 4 or above on associated question.</i>	<i>Met Standard</i>
	Student Survey: Q17	Student Survey: 4.6
	Employer Survey: Q17	Employer Survey: 4.7
	Site Supervisor Survey: Q17	Site Supervisor Survey: 4.7
7. Demonstrate professional counseling competencies in a mental health clinical setting.	<i>Average score of 4 or above on associated question.</i>	<i>Met Standard</i>
	Student Survey: Q18	Student Survey: 5
	Employer Survey: Q18	Employer Survey: 4.5
	Site Supervisor Survey: Q18	Site Supervisor Survey: 4.8
Overall, how satisfied are you with your interns' education from Bethel's M.A. Counseling Program?	<i>Average score of 4 or above on associated question.</i>	<i>Met Standard</i>
	Student Survey: Q19	Student Survey: 5
	Employer Survey: Q19	Employer Survey: 4.7
	Site Supervisor Survey: Q19	Site Supervisor Survey: 4.8

Professional Counseling Dispositions <i>Used with Permission: Counselor Competencies Scale – Revised (CCS-R) – Part 2 Counseling Dispositions and Behavior (Lambie, Mullen, Swank, & Blount, 2015)</i>	ASSESSMENT SOURCE & CRITERIA (measures Program Dispositions)	PROGRAM RESULTS
Professional Ethics <i>Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, & NBCC; including practices within competencies.</i>	<i>Average score of 4 or above on associated question.</i>	<i>Met Standard</i>
	Student Self-Assessment: 2. A	Student Self-Assessment: 4.6
	Site Supervisor Final Evaluation: 2. A	Site Supervisor Final Evaluation: 4.8
	Faculty Supervisor Final Evaluation: 2.A	Faculty Supervisor Final Evaluation: 4.7
Professional Behavior <i>Behaves in a professional manner towards supervisors, peers, & clients (e.g., emotional regulation). Is respectful and appreciative to the culture of</i>	<i>Average score of 4 or above on associated question.</i>	<i>Met Standard</i>
	Student Self-Assessment: 2. B	Student Self-Assessment: 4.9

<i>colleagues and is able to effectively collaborate with others.</i>	Site Supervisor Final Evaluation: 2. B	Site Supervisor Final Evaluation: 5.1
	Faculty Supervisor Final Evaluation: 2. B	Faculty Supervisor Final Evaluation: 5
Professional and Personal Boundaries	<i>Average score of 4 or above on associated question.</i>	<i>Met Standard</i>
<i>Maintains appropriate boundaries with supervisors, peers, & clients.</i>	Student Self-Assessment: 2.C	Student Self-Assessment: 4.9
	Site Supervisor Final Evaluation: 2.C	Site Supervisor Final Evaluation: 4.9
	Faculty Supervisor Final Evaluation: 2.C	Faculty Supervisor Final Evaluation: 4.8
Knowledge & Adherence to Site and Course Policies	<i>Average score of 4 or above on associated question.</i>	<i>Met Standard</i>
<i>Demonstrates an understanding & appreciation for all counseling site and course policies & procedures.</i>	Student Self-Assessment: 2. D	Student Self-Assessment: 4.9
	Site Supervisor Final Evaluation: 2. D	Site Supervisor Final Evaluation: 5.1
	Faculty Supervisor Final Evaluation: 2. D	Faculty Supervisor Final Evaluation: 4.9
Record Keeping & Task Completion	<i>Average score of 4 or above on associated question.</i>	<i>Met Standard</i>
<i>Completes all weekly record keeping & tasks correctly & promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report).</i>	Student Self-Assessment: 2. E	Student Self-Assessment: 4.8
	Site Supervisor Final Evaluation: 2. E	Site Supervisor Final Evaluation: 4.6
	Faculty Supervisor Final Evaluation: 2. E	Faculty Supervisor Final Evaluation: 4.4
Multicultural Competence in Counseling Relationship	<i>Average score of 4 or above on associated question.</i>	<i>Met Standard</i>
<i>Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.) and awareness of and responsiveness to ways in which culture interacts with the counseling relationship.</i>	Student Self-Assessment: 2. F	Student Self-Assessment: 4.2
	Site Supervisor Final Evaluation: 2. F	Site Supervisor Final Evaluation: 4.6
	Faculty Supervisor Final Evaluation: 2. F	Faculty Supervisor Final Evaluation: 4.4
Emotional Stability and Self-Control	<i>Average score of 4 or above on associated question.</i>	<i>Met Standard</i>
<i>Demonstrates self-awareness and emotional stability (i.e., congruence between mood &</i>	Student Self-Assessment: 2. G	Student Self-Assessment: 4.8
	Site Supervisor Final Evaluation: 2. G	Site Supervisor Final Evaluation: 5.2

<i>affect) & self-control (i.e., impulse control) in relationships with clients.</i>	Faculty Supervisor Final Evaluation: 2. G	Faculty Supervisor Final Evaluation: 4.8
Motivated to Learn & Grow / Initiative	<i>Average score of 4 or above on associated question.</i>	<i>Met Standard</i>
<i>Demonstrates engagement in learning & development of his or her counseling competencies.</i>	Student Self-Assessment: 2.H	Student Self-Assessment: 5.1
	Site Supervisor Final Evaluation: 2.H	Site Supervisor Final Evaluation: 5.1
	Faculty Supervisor Final Evaluation: 2.H	Faculty Supervisor Final Evaluation: 5
Openness to Feedback	<i>Average score of 4 or above on associated question.</i>	<i>Met Standard</i>
<i>Responds non-defensively & alters behavior in accordance with supervisory &/or instructor feedback.</i>	Student Self-Assessment: 2. I	Student Self-Assessment: 5
	Site Supervisor Final Evaluation: 2. I	Site Supervisor Final Evaluation: 5.2
	Faculty Supervisor Final Evaluation: 2. I	Faculty Supervisor Final Evaluation: 5.1
Flexibility and Adaptability	<i>Average score of 4 or above on associated question.</i>	<i>Met Standard</i>
<i>Demonstrates ability to adapt to changing circumstances, unexpected events, & new situations.</i>	Student Self-Assessment: 2. J	Student Self-Assessment: 4.8
	Site Supervisor Final Evaluation: 2. J	Site Supervisor Final Evaluation: 5.1
	Faculty Supervisor Final Evaluation: 2. J	Faculty Supervisor Final Evaluation: 4.9
Congruence & Genuineness	<i>Average score of 4 or above on associated question.</i>	<i>Met Standard</i>
<i>Demonstrates ability to be present and 'be true to oneself'</i>	Student Self-Assessment: 2. K	Student Self-Assessment: 4.9
	Site Supervisor Final Evaluation: 2. K	Site Supervisor Final Evaluation: 5.1
	Faculty Supervisor Final Evaluation: 2. K	Faculty Supervisor Final Evaluation: 5

Program Proposed Changes and Implemented Changes based on Assessment Data Review

The M.A. Counseling program faculty reviewed the data from our first and second graduating cohort of Spring 2020 and Spring 2021, as these are the first cohorts we could collect assessment data including employers. In the future, we will add on the graduating class of Spring 2022, and then move forward using the past 3 graduating classes each year for assessment data review. The program faculty also met with the Advisory Council in May 2022 and November 2022, thus their feedback is helpful in considering proposed changes. The Advisory Council includes current students, alumni, adjunct faculty, site supervisors, and employers. The following are the changes that were in process for the prior Annual Assessment Report and have already been implemented, as well as the proposed changes for 2022-2023.

- Revised Program Objectives were sent through the University process for updated revisions for 2022-2023 University Catalog and have been implemented across courses.
- KPI assignments and rubrics were reviewed and revised in June 2022 to ensure clarity of assignment descriptions, expectations, and congruent rubrics. This was to ensure that we are measuring student performance on KPIs and that assignment clarity is not a factor.
- The course syllabi assignments and Moodle Assignment descriptions were reviewed in the summer of 2022 to identify any discrepancies so that there is congruence and clarity for students as this was recommended during our advisory council meeting and stated in course evaluations.
- Faculty finalized a new Treatment Plan Program Template Spring 2022 to offer students a consistent treatment plan template that will have flexibility for students using different theories and working with different populations.
- The KPI Remediation Policy implemented in September 2021 was further revised in August of 2022 based on the Advisory Council recommendation that three faculty (instructor, Program Director, and another faculty) oversee the remediation process.
- The Multicultural Counseling and Social Justice course was revised for Spring 2022. Faculty worked to thread the Multicultural Counseling and Social Justice course to the Worldview and Integration of Spirituality and Religion course so that personal and professional worldviews are integrated into the discussions of the intersectionality of identities, cultural humility, and learning how to engage with others who hold different worldviews and multicultural identities.
- Placement Site Supervisor Training was revised and re-recorded Spring 2022 to address recommendations by the Advisory Council such as clarification of KPIs; Program Dispositions and how those can be incorporated into evaluations; and the importance of the Site Supervisor Survey in our program review process.
- The Theories and Techniques of Counseling course was revised for Fall 2022, including a shift in a textbook to better serve our students and shift of focus on specific theories to focus on for practical skills.
- Admissions requirements were assessed by the faculty, based on considerations to reduce barriers in our admissions process in hopes to increase diversity within our applicants and ultimately students who join our program. The requirements were revised and approved by the faculty Fall 2022, then sent through the University process for updated revisions for 2022-2023 University Catalog, allowing for changes to be implemented within the current admissions cycle.
- Faculty will review expanded data on stages in the admission process to further determine ways to reduce barriers in the admissions process. Additionally, a fact-sheet displaying cost-by-semester (including textbooks costs) is being finalized Fall 2022 for admissions to share with potential applicants to give transparent information on the cost of the program.
- Professional development opportunities have been added to key courses in 2022-2023 to expand student learning through specific trainings including Telehealth Ethics and Best Practices, Multicultural Awareness and Diversity, and TelePlay Therapy.
- Professional Orientation and Ethics is in the process of being reviewed and revised for Spring 2023, including implementation of telehealth considerations, as well as further development of professional identity for the students as clinical mental health counselors.
- Clinical Assessment and Intervention is in the process of being reviewed and revised for Spring 2023.
- Theories and Techniques of Group Counseling is in the process of being reviewed and revised for Spring 2023.