



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 2024). The Employer Survey includes employers of graduates from the prior three years (Summer 2024).

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>	Met Standard
	Student Exit Survey: Q1	Student Survey 4.9
	Employer Survey: Q4	Employer Survey: 4.8
	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.	94% met or exceeded expectations initially. Remediation completed: 100%
	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% met or exceeded expectations.
II.F.2.c. Understand and apply multicultural counseling competencies.	<i>Average score of 4 or above on associated question identifies meets/exceeds standard.</i>	Met Standard
	Student Exit Survey: Q3	Student Survey: 4.6
	Employer Survey: Q6	Employer Survey: 4.5
	Site Supervisor Survey: Q3	Site Supervisor Survey:

		4.4
	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% 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 Survey: 4.8
	Employer Survey: Q4	Employer Survey: 4.5
	Site Supervisor Survey: Q4	Site Supervisor Survey: 4.6
	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% met or exceeded expectations.
	100% of students will meet or exceed expectations on the Multicultural Counseling Considerations section of the case presentations.	100% met or exceeded 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 Survey: 4.7
	Employer Survey: Q5	Employer Survey: 4.7
	Site Supervisor Survey: Q5	Site Supervisor Survey: 4.6
	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% met or exceeded 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 Survey: 4.8
	Employer Survey: Q6	Employer Survey: 4.6
	Site Supervisor Survey: Q6	Site Supervisor Survey: 4.6
	100% of students will meet or exceed expectations on the Understand and implement approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors section of the case presentations	100% met or exceeded expectations.

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>	Met Standard
	Student Exit Survey: Q8	Student Survey: 4.8
	Employer Survey: Q8	Employer Survey: 4.6
	Site Supervisor Survey: Q8	Site Supervisor Survey: 4.8
	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% met or exceeded 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>	Partially Met Standard
	Student Exit Survey: Q7	Student Survey: 3.8
	Employer Survey: Q7	Employer Survey: 4.7
	Site Supervisor Survey: Q7	Site Supervisor Survey: 4.3
	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% met or exceeded 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>	Met Standard
	Student Exit Survey: Q9	Student Survey: 4.6
	Employer Survey: Q9	Employer Survey: 4.7
	Site Supervisor Survey: Q9	Site Supervisor Survey: 4.5
	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 or exceeded 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>	Met Standard
	Student Exit Survey: Q10	Student Survey: 4.5
	Employer Survey: Q10	Employer Survey: 4.7
	Site Supervisor Survey: Q10	Site Supervisor Survey: 4.5
	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.	83% met or exceeded expectations initially. (15/18) Remediation Completed: 100%

5.C.1.b. Understand and apply theories and models related to clinical mental health counseling.	<i>Average score of 4 or above on associated question identifies meets/exceeds standard.</i>	<i>Met Standard</i>
	Student Exit Survey: Q11	Student Survey: 4.6
	Employer Survey: Q11	Employer Survey: 4.7
	Site Supervisor Survey: Q11	Site Supervisor Survey: 4.6
	100% of students will receive 48 or higher points out of 60 on their Personal Model of Counseling Paper.	100% met or exceeded 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: 4.7
	Employer Survey: Q12	Employer Survey: 4.8
	Site Supervisor Survey: Q12	Site Supervisor Survey: 4.6
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: 4.6
	Employer Survey: Q13	Employer Survey: 4.6
	Site Supervisor Survey: Q13	Site Supervisor Survey: 4.7
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: 4.6
	Employer Survey: Q14	Employer Survey: 4.3
	Site Supervisor Survey: Q14	Site Supervisor Survey: 4.2
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: 4.7
	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: 4.4
	Employer Survey: Q16	Employer Survey: 4.6
	Site Supervisor Survey: Q16	Site Supervisor Survey: 4.5
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: 4.8
	Employer Survey: Q17	Employer Survey: 4.6
	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: 4.8
	Employer Survey: Q18	Employer Survey: 4.8
	Site Supervisor Survey: Q18	Site Supervisor Survey: 4.7
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: 4.9
	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: 4.2
	Site Supervisor Final Evaluation: 2. A	Site Supervisor Final Evaluation: 4.5
	Faculty Supervisor Final Evaluation: 2.A	Faculty Supervisor Final Evaluation: 4.2

Professional Behavior <i>Behaves in a professional manner towards supervisors, peers, & clients (e.g., emotional regulation). Is respectful and appreciative to the culture of colleagues and is able to effectively collaborate with others.</i>	<i>Average score of 4 or above on associated question.</i>	<i>Met Standard</i>
	Student Self-Assessment: 2. B	Student Self-Assessment: 4.4
	Site Supervisor Final Evaluation: 2. B	Site Supervisor Final Evaluation: 4.8
	Faculty Supervisor Final Evaluation: 2. B	Faculty Supervisor Final Evaluation: 4.3
Professional and Personal Boundaries <i>Maintains appropriate boundaries with supervisors, peers, & clients.</i>	<i>Average score of 4 or above on associated question.</i>	<i>Met Standard</i>
	Student Self-Assessment: 2.C	Student Self-Assessment: 4.3
	Site Supervisor Final Evaluation: 2.C	Site Supervisor Final Evaluation: 4.6
	Faculty Supervisor Final Evaluation: 2.C	Faculty Supervisor Final Evaluation: 4.2
Knowledge & Adherence to Site and Course Policies <i>Demonstrates an understanding & appreciation for all counseling site and course policies & procedures.</i>	<i>Average score of 4 or above on associated question.</i>	<i>Met Standard</i>
	Student Self-Assessment: 2. D	Student Self-Assessment: 4.4
	Site Supervisor Final Evaluation: 2. D	Site Supervisor Final Evaluation: 4.6
	Faculty Supervisor Final Evaluation: 2. D	Faculty Supervisor Final Evaluation: 4.4
Record Keeping & Task Completion <i>Completes all weekly record keeping & tasks correctly & promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report).</i>	<i>Average score of 4 or above on associated question.</i>	<i>Met Standard</i>
	Student Self-Assessment: 2. E	Student Self-Assessment: 4.3
	Site Supervisor Final Evaluation: 2. E	Site Supervisor Final Evaluation: 4.5
	Faculty Supervisor Final Evaluation: 2. E	Faculty Supervisor Final Evaluation: 4.6
Multicultural Competence in Counseling Relationship <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>	<i>Average score of 4 or above on associated question.</i>	<i>Met Standard</i>
	Student Self-Assessment: 2. F	Student Self-Assessment: 4.0
	Site Supervisor Final Evaluation: 2. F	Site Supervisor Final Evaluation: 4.4
	Faculty Supervisor Final Evaluation: 2. F	Faculty Supervisor Final Evaluation: 4.2
Emotional Stability and Self-Control <i>Demonstrates self-awareness and</i>	<i>Average score of 4 or above on associated question.</i>	<i>Met Standard</i>
	Student Self-Assessment: 2. G	Student Self-Assessment: 4.4

<i>emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with clients.</i>	Site Supervisor Final Evaluation: 2. G	Site Supervisor Final Evaluation: 4.7
	Faculty Supervisor Final Evaluation: 2. G	Faculty Supervisor Final Evaluation: 4.3
Motivated to Learn & Grow / Initiative <i>Demonstrates engagement in learning & development of his or her counseling competencies.</i>	<i>Average score of 4 or above on associated question.</i>	<i>Met Standard</i>
	Student Self-Assessment: 2.H	Student Self-Assessment: 4.6
	Site Supervisor Final Evaluation: 2.H	Site Supervisor Final Evaluation: 4.9
	Faculty Supervisor Final Evaluation: 2.H	Faculty Supervisor Final Evaluation: 4.7
Openness to Feedback <i>Responds non-defensively & alters behavior in accordance with supervisory &/or instructor feedback.</i>	<i>Average score of 4 or above on associated question.</i>	<i>Met Standard</i>
	Student Self-Assessment: 2. I	Student Self-Assessment: 4.4
	Site Supervisor Final Evaluation: 2. I	Site Supervisor Final Evaluation: 4.9
	Faculty Supervisor Final Evaluation: 2. I	Faculty Supervisor Final Evaluation: 4.9
Flexibility and Adaptability <i>Demonstrates ability to adapt to changing circumstances, unexpected events, & new situations.</i>	<i>Average score of 4 or above on associated question.</i>	<i>Met Standard</i>
	Student Self-Assessment: 2. J	Student Self-Assessment: 4.3
	Site Supervisor Final Evaluation: 2. J	Site Supervisor Final Evaluation: 4.6
	Faculty Supervisor Final Evaluation: 2. J	Faculty Supervisor Final Evaluation: 4.2
Congruence & Genuineness <i>Demonstrates ability to be present and 'be true to oneself'</i>	<i>Average score of 4 or above on associated question.</i>	<i>Met Standard</i>
	Student Self-Assessment: 2. K	Student Self-Assessment: 4.5
	Site Supervisor Final Evaluation: 2. K	Site Supervisor Final Evaluation: 4.8
	Faculty Supervisor Final Evaluation: 2. K	Faculty Supervisor Final Evaluation: 4.6

Program Proposed Changes and Implemented Changes based on Assessment Data Review

The M.A. Counseling program faculty reviewed the data from three cohorts graduating in the Spring 2022, Spring 2023, and Spring 2024. These cohorts represent the most recent three graduating classes. The program faculty also met with the Advisory Council in October 2023 and May 2024 to elicit feedback that was helpful in considering proposed changes. The Advisory Council includes current students, alumni, adjunct faculty, site supervisors, and employers. The following are changes that were in process for the prior Annual Assessment Report and have already been implemented, as well as proposed changes for 2024-2025.

All standards were met in relation to our Key Performance Indicator measures, with 100% of students fully meeting or exceeding the standards measured. Additionally, all faculty supervisor final evaluations, placement site supervisor surveys, and employer surveys met or exceeded each of the standards being measured. All professional counseling dispositions met or exceeded expectations for each of the standards being measured. With student self-assessment exit surveys, 28 of the 29 standards met or exceeded the standards. The exception was II.F.6.b.: Understand and apply the dynamics associated with group process and development (3.8/4.0). Although this KPI relates to group experiences in practicum and internship semesters, the course it relates to is taken within the first spring of the program. The timing of when we get exit survey feedback from the students is thus delayed in relation to when we specifically cover key performance indicators in classwork, which will be discussed below.

Regarding II.F.6.b KPI not meeting expectations (3.8/4). Since the time this particular cohort took Group Counseling, the instructor has made adjustments to the course based on course feedback from students and core faculty suggestions. Faculty brainstormed ideas for potential further changes to the course and brought their ideas for further discussion to the Advisory Council's Fall 2024 meeting, where additional suggestions were generated.

Although 100% of students did meet the KPI measurement for II.F.8.b. Identify and apply evidence-based counseling practices after remediation, 83% of students met or exceeded expectations when the assignment was initially graded (15/18); Our remediation policy allows the students an opportunity to rewrite: the additional 3 students met expectations upon rewrite, thus 100% of students met or exceeded expectations. However, it was concerning to faculty that there were this many students in their final course (Neuroscience, Counseling, and Trauma) in the program that did not initially meet expectations. This KPI is from the last course in the program and overlaps with Internship II. Faculty discussed that timing may be a major factor. Further, the faculty brought the concern to the Advisory Council in Fall 2024 after reviewing the data. Council members agreed and affirmed that students noted the timing as well as the trauma topics' emotional toll on them during this time in the program. Faculty to work on the timing of Internship II presentations so as not to conflict with timing of this assignment.

Proposed and Implemented Changes:

- Final presentation for Internship II will not be scheduled until the conclusion of the final course (Neuroscience, Counseling, and Trauma), given Internship II concludes two weeks after the course.
- Faculty will continue to discuss possible changes of the Group Counseling course for the future, so that all students feel that they are able to "Understand and apply the dynamics associated with group process and development when they graduate from the program" (II.F.6.b). Specifically, faculty are working on restructuring the Group Experience for Spring 2026.
- Year One and Year Two documents were reviewed by the Advisory Council in May 2024 and recommendations were considered and revisions made for 2024/2025.
- We implemented a change in our surveys starting Summer 2024, including a text box to gather qualitative responses, which will be required for any response that is 3.9 or below for any survey item. Given the language that a score of 3 is "neither satisfied nor unsatisfied," having specific details related to any response within this range or lower is helpful in interpreting the data and determining appropriate changes.
- For the Multicultural Counseling and Social Justice course, an experiential activity was added to the course for Spring 2024. New emphases on cultural humility, cultural sensitivity, and broaching skills have been integrated into the Multicultural Counseling and Social Justice course. Spring 2025, a panel of alumni will be invited to share with the class specifically about their experiences applying multicultural counseling. We will continue to evaluate and consider this course on a yearly basis in response to ongoing cultural shifts.
- Faculty implemented additional guidance for case presentations in practicum/internships to clearly remind the students to look at their own worldview/spirituality/religion and the impact on their clients.

- Content for Lifespan Development was revised for Summer 2024, with an intentional focus on systemic and environmental factors. Additionally, core faculty intentionally offer students more information on resources available for clients to help them deepen their understanding of systemic and environmental factors. The intentional inclusion of the Poverty Simulation in the first semester of the program is seen as a start to this process, during which we have already begun to share resources with students during their first 8 weeks of the program.
- For 2023-2024, additional advanced training on theories (CBT, ACT, DBT) were purchased to provide additional ways for students to develop their learning and application of the theories while working directly with clients. They have the opportunity to use these training sessions as nondirect hours during their clinical year.
- Professional Orientation and Ethics was reviewed and revised for Spring 2024, including implementation of new telehealth considerations, as well as further development of professional identity for the students as clinical mental health counselors.
- Counseling Microskills was reviewed and revised for Fall 2024.