



NAU CACREP PROGRAMS
ANNUAL PROGRAM EVALUATION REPORT
COUNSELING PROGRAM/STUDENT OUTCOMES
SUMMER 2019, FALL 2019, AND SPRING 2020

College of Education
Department of Educational Psychology

PURPOSE OF THIS ANNUAL REPORT

- To maintain accreditation, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) requires that programs ***undergo continuous, systematic evaluation of the program and its objectives (Section 4).***
- CACREP also requires an annual report that:
 - Summarizes program evaluation results
 - Outlines program modifications
 - Identifies substantial program changes
- Provide highlights and data about our programs
 - Clinical Mental Health Counseling (CMHC)
 - Counseling – School Counseling (SC)
- Share the report with students, faculty, administration, and personnel in cooperating agencies

Mission and Program Objectives

OUR CACREP PROGRAM'S MISSION STATEMENT

The mission of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) accredited master's programs is to prepare professional counselors who meet national standards of the National Board of Certified Counselors (NBCC) as well as state counseling licensure or certification in their specialty area. Our programs are designed to be comprehensive in nature and to focus on the development of evidence-based counseling practice in a variety of settings and with clients from culturally diverse backgrounds.

OUR CACREP PROGRAM'S OBJECTIVES

NEWLY REVISED OBJECTIVES for Fall 2020:

- **Program and Student Learning Objectives for School Counseling and Clinical Mental Health Counseling Programs**

Programmatic Objectives:

1. Our Clinical Mental Health and School Counseling Programs regularly gather and “reflect input from all persons involved in the conduct of the program, including counselor education program faculty, current and former students, and personnel in cooperating agencies.”
2. We seek to recruit and retain students who represent the diverse population of the Southwestern U.S.

OUR PROGRAM'S OBJECTIVES, *CONTINUED*

Student Learning Objectives:

Successful completion of the Master of Arts in Clinical Mental Health Counseling and the Master of Education in School Counseling prepares students to:

1. Become familiar with the requirements for being a professional counselor, including the relevant research and literature pertinent to the discipline.
2. Become familiar with and knowledgeable about the nature and needs of individuals at all developmental levels.
3. Develop a thorough understanding of knowledge and competencies related to issues and trends in a multicultural and pluralistic society, and to effectively demonstrate multicultural counseling competencies.
4. Demonstrate effective counseling skills.
5. Become familiar with studies in group dynamics and to development and related life factors, and to demonstrate effective career counseling skills.
6. Understand major theories of career development and related life factors, and to demonstrate effective career counseling skills.

OUR PROGRAM'S OBJECTIVES, *CONTINUED*

7. Develop an understanding of assessment processes, and to demonstrate skills in individual and group approaches to assessment and evaluation.
8. Become familiar with research, statistics, and program evaluation as they apply to the practice of counseling.
9. Develop a clear sense of professional identity in counseling, which includes professional ethics, legal responsibilities, professional preparation standards, participating in professional organizations, and obtaining necessary credentials.
10. Acquire knowledge about counseling supervision, and to experience peer, site supervisor and faculty supervision that allow students to integrate and apply the knowledge and skills that they have acquired to practice.
11. Experience continuous course-related and overall program-related feedback to enhance their professional development as they become professional counselors.
12. Acquire knowledge and skills related to the ways that counselors use a variety of technologies designed to assist students, clients, and the systems they work within.
13. Acquire knowledge related to the professional identity, roles, and functions of professional counselors.
14. Practice ongoing assessment of one's own skills, strengths, weaknesses, professional and personal development as related to counseling professional identity, counseling ethics, and the principles of ethics of client autonomy, non-maleficence, beneficence, justice, and fidelity.

Program History

OUR CACREP PROGRAM'S HISTORY

- CACREP Accredited Since 1998
 - Community Counseling (now Clinical Mental Health Counseling)
 - School Counseling
- Re-accredited in 2006
- Re-accredited in 2014 – through March 2016
- Fully re-accredited in 2015 through 2022
- Next self-study due to CACREP in December 2020/January 2021
- Site visit during 2021
 - Seeking continued accreditation through March 2022
- Currently accredited under CACREP 2009 Standards
 - Moving actively toward CACREP 2016 Standards
- Our Self-Study is being sent to CACREP by 12/22/20
 - Goal: Re-accreditation for 2022- 2030

Current Programs:

Degrees and Locations

Curricula

Faculty

OUR CURRENT CACREP PROGRAMS

- MA Clinical Mental Health Counseling (60-credit hours)
 - Flagstaff Mountain Campus
 - Annual admission each Fall
 - Phoenix, North Valley Campus
 - Annual admission each Fall (as of Fall 2019)
 - Tucson Campus
 - Alternate odd-year admission - Spring
- MEd Counseling – School Counseling (*NOW 60-credit hours*)
 - Flagstaff Mountain Campus
 - Annual admission each Fall
 - Phoenix, North Valley Campus
 - Annual admission each Fall (as of Fall 2019)
 - Tucson Campus
 - Biannual admission

OUR PROGRAM'S CURRICULA

- M.A. Clinical Mental Health Counseling (60-credit hours)
 - Theoretical Foundations
 - Lifespan Human Development: Implications for Counseling
 - Social / Cultural Foundations
 - Multicultural Counseling
 - Research and Statistics
 - Intermediate Statistics
 - Introduction to Counseling Research (New course, became EPS 617 in Fall 2019)
 - Counseling Specializations
 - Measurements
 - Counseling Assessment (New course, became EPS 688 in Fall 2019)
 - Counseling
 - Foundations of Clinical Mental Health Counseling
 - Marriage, Couple and Family Counseling
 - Theories of Counseling
 - Vocational Counseling and Career Development
 - Counseling Processes
 - Group Processes
 - Crisis, Trauma, and Disaster Counseling
 - Evidence-Based Counseling Techniques

OUR CMHC PROGRAM'S CURRICULA, *CONTINUED*

- M.A. Clinical Mental Health Counseling, *continued*
 - Counseling Specializations
 - Professional Practices
 - Substance-related and Addictive Disorders
 - Professional Ethics, Legal Standards, and Responsibilities
 - Counseling Practicum
 - Psychopathology and Diagnosis
 - Master's Counseling Internship
 - Electives
 - Child and Adolescent Counseling
 - Biological Bases of Behavior
 - 1 credit course elective options began Fall 2018
 - Self-Care and Wellness for Counselors
 - Counseling and Spirituality
 - Independent Study, 1-credit only, approved by advisor

OUR SC PROGRAM'S CURRICULA

- M.Ed. Counseling – School Counseling (now 60-credit hours)
 - Development
 - Lifespan Human Development: Implications for Counseling
 - Measurement
 - Counseling Assessment (New course)
 - Introduction to Counseling Research (New course, becoming EPS 617 in Fall 2019)
 - Counseling
 - Theories of Counseling
 - Vocational Counseling and Career Development
 - Counseling Processes
 - Group Processes
 - Professional Ethics, Legal Standards, and Responsibilities
 - Multicultural Counseling
 - Counseling Practicum
 - Master's Counseling Internship
 - Crisis, Trauma, and Disaster Counseling – School Counseling version

OUR SC PROGRAM'S CURRICULA, *CONTINUED*

School Counseling Specialization

- Foundations of School Counseling
- Child and Adolescent Counseling
- Practices of School Counseling

Newly required courses (*shifted from 48 to 60 credits*)

- Marriage, Couple and Family Counseling
- Substance-related and Addictive Disorders
- Psychopathology and Diagnosis
- Elective options
 - Evidence Based Counseling Techniques
 - Survey of Special Education
 - Applied Behavioral Management
 - School-Based Interventions
 - Others by advisor's consent

OUR COUNSELING FACULTY

- Flagstaff Mountain Campus, Core Faculty:
 - **William “Pit” Kolodinsky, PhD**
 - MA Clinical Mental Health Program Coordinator
 - **Katherine Feather, PhD**
 - MEd Counseling-School Counseling Program Coordinator
 - **Timothy Thomason, EdD**
 - **Shane Haberstroh, PhD**
- Additional full-time Faculty
 - **Evie Garcia, PhD., Licensed Psychologist**
 - **Kim Kalas, EdD, Licensed Psychologist**

NAU CACREP CORE FACULTY, *CONTINUED*

- Phoenix, North Valley Campus
 - **Steven Farmer, PhD**
 - MA Clinical Mental Health Program Coordinator
 - **Sara Haas, PhD**
 - MEd Counseling-School Counseling Program Coordinator
 - **Chad Snyder, PhD, CMHC and SC faculty**
- Tucson Campus
 - **Saumya Arora, PhD**
 - MA Clinical Mental Health Program Coordinator
 - **Joyce DeVoss, Ed.D, retired Summer 2020**

We also have numerous qualified non-core full-time and part-time faculty across the state to assist in teaching in our programs and mentoring our students.

Data Collection Methods and Analyses

DATA COLLECTION PROCEDURES FOR THIS YEAR'S REPORT

1. Completing our CACREP Self-Study by 12/22/20
2. Complete CACREP's "Vital Statistics" summary by December 2020
3. Course Evaluation and KPI data collected each term
4. Online surveys of all Key Constituent Groups collected summer/fall – including results of Advisory Board Meeting (October 2020)
5. Assessment and refinement of all CACREP standards from Sections I, II, III, & IV
 1. **Core Faculty Ratios and FTE annually for each semester, Counselor Identity, Semester-by semester formal feedback to all students, etc.**
6. Program and curricular modifications discussed at:
 1. **Monthly Counseling Committee meetings**
 2. **Monthly CACREP subcommittee meetings**
 3. **Bi-monthly CACREP Program Coordinator-Chair meetings**

OVERVIEW OF DATA FOR SUMMER 2019, FALL 2019, AND SPRING 2020 ANNUAL REPORT (AY)

- Student Demographic data
 - **Student demographics for both CMHC and SC program at NAU-Tucson, NAU-Phoenix and NAU-Flagstaff**
- Data informing curricular changes
- Program Modifications
- Personnel Changes
- Continuous and Systematic Evaluation
- Annual surveys of site supervisors and employers, alumni, and current students
- Survey of AZ School Districts

DATA REVIEW AND ANALYSIS METHODS

How data is used for Curricular and Program Improvements

- During Counseling Committee and CACREP Subcommittee meetings, Program and Curricular data are continuously reviewed and analyzed.
- Refinements and revisions are implemented (once voted in) on an on-going basis. Examples:
 - **Review of KPI data**
 - **Data collected from course evaluations, constituent groups**
 - **Professional Disposition Evaluations completed each semester on each student**

STUDENT ASSESSMENT DATA

- Aggregate student assessment data that address student knowledge, skills, and professional dispositions
 - **Knowledge measured by grading of all assignments in all required classes (tests, projects rubrics, etc.)**
 - **Rubrics from skills-based Courses, for example:**
 - Counseling Processes (micro-skills rubrics), Group Processes (leadership rubrics), Practicum, Internship, etc.
 - **Professional Dispositions measured with regular semester Professional Dispositions Evaluations**

EVALUATION OF FACULTY AND SUPERVISORS

- *Students have regular, systematic opportunities to formally evaluate counselor education program faculty.*
 - ***All Counselor Education Program faculty (including part-time instructors) are formally evaluated via Course Evaluations each semester (reviewed by Faculty Status Committee, Chair, and Dean)***
- *Written procedures for administering the process for student evaluations of faculty are available to the counselor education program faculty.*
 - ***All students in all courses are prompted multiple times during the last few weeks of each semester to complete formal Course Evaluations of faculty via NAU email notifications as well as via Black Board Learn shell prompts***
 - ***Evaluation data reviewed regularly each semester***

EVALUATION OF FACULTY AND SUPERVISORS, *CONTINUED*

- *Students have regular, systematic opportunities to formally evaluate practicum and internship supervisors.*
 - **Practicum supervisors are formally evaluated via Course Evaluations which are reviewed by Faculty Status Committee, the Chair and the COE Dean each semester and formalized annually**
 - **Internship site supervisors are formally evaluated at the mid-point and at the end of internship via a qualtrics evaluation link**
 - **Group supervision (and overall internship experience) is provided by NAU faculty who are also reviewed formally at the mid-point and the end of internship via a qualtrics evaluation link**

RECRUITMENT AND MARKETING EFFORTS

- Working with NAU Graduate College on these initiatives:
 - **More open houses, including weekly open-houses conducted via Zoom or phone**
 - **Continue monthly prospective student visits**
 - **Ad hoc student prospective visits are ongoing**
 - **Redesigned website with updates:**
 - Faculty research highlighted
 - Advocacy projects highlighted

Recent Events and Program Modifications

RECENT EVENTS AND HIGHLIGHTS: CACREP ASSESSMENT PLAN HIGHLIGHTS

- Assessment Plan assesses Program Objectives, KPI's, and all CACREP curricular standards in highly integrated fashion
 - **Collecting Key Performance Indicators (KPIs) for all 8 CACREP core curricular domains, and from Specialty areas (School and Clinical Mental Health Counseling)**
- Sample of two KPI's:
 - **Self-Care KPI: developed and assessed in first semester (orientation courses), assessed again in Crises courses, and evaluated externally by Internship Supervisor ratings**
 - **Counseling Skills KPI: Detailed Summative Skills rubrics taught and assessed in EPS 660, measured again via Practicum supervisor, and finally by Internship Supervisor**
- Faculty collect and evaluate Assessment Plan data each semester, and use data for program modifications as needed

SNAPSHOT OF CACREP ASSESSMENT PLAN

2019 – 2020 Assessment Plan

Master of Arts (M.A.) in Clinical Mental Health and School Counseling Programs

Curricular and Program Standards Assessed - Students will Demonstrate the Following	CACREP Standard and Core Area Assessed	Program Objectives (PO) Assessed	Assessment Criteria	Findings	Follow-up and Curricular Changes
A. KPI 1: Knowledge of ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	Professional Orientation II.F.1	PO 1 PO 9 PO 14	A.1. KPI Data Point 1 80% of students will earn at least XXXX on the Case Scenario Assignment in EPS 670	A.1.a	A.1.a.1 A.1.a.2 A.1.a.3
			A.2. KPI Data Point 2 80% of students will earn at least XXXX on each of the two the Case Conceptualization Papers EPS 692	A.2.a	A.2.a.1 A.2.a.2

RECENT EVENTS AND HIGHLIGHTS, *CONTINUED*

- FULLY CACREP Accredited through 2022
 - In the process of adopting CACREP 2016 Standards
- NCE Results
 - 100% pass rate for past year
- On-Time Graduation and Employment
 - 96%+ on-time completion, with high levels of counseling employment among recent graduates
 - 72% of last year's SC grads working full-time as Certified School Counselors
 - 69% of last year's CMHC grads working full-time or half-time as Psychotherapists
- COMPLETION RATE
 - 96%+ on-time completion, with high levels of counseling employment among recent graduates

EVENTS AND HIGHLIGHTS, *CONTINUED*

- NAU Beta Alpha chapter of Chi Sigma Iota (National Honor Society for Counseling students) at Flagstaff campus
 - **Very active in 2019-2020:**
 - **Multiple presentations for CSI students and local therapists**
 - **Multiple Service projects**
 - **Fundraisers**
 - **Social events**

PROGRAM MODIFICATIONS

- *Admissions Changes*
 - **GRE NO LONGER REQUIRED (except for GPAs < 3.0)**
 - **Modified/enhanced Interview Day for all MA CMHC and MEd SC Candidates (piloted successfully in spring 2017, installed permanently in Spring 2018)**
 - Revised Applicant Scoring process
 - **Phoenix campus has moved to Annualized Admission**

PROGRAM MODIFICATIONS

- Curricular modifications:
 - **Revised Programs of Study during Spring 2019**
 - New courses became official in both programs (in Fall 2019):
 - EPS 688 Counseling Assessment
 - EPS 617 Counseling Research
 - New requirements:
 - School-based Crisis course now required for School Counseling (Statistics has now moved to program pre-req.)
 - Intro to Stats now a SC program pre-requisite
 - EPS 621 now required, with new title: "Counseling Marriages, Couples, and Families"
 - Revised electives in CMHC MA program:
 - » Counselor Self-Care and Wellness
 - » Counseling and Spirituality

PROGRAM MODIFICATIONS, *CONTINUED*

- Faculty Changes:
 - Dr. Pat Young retired at end of Spring 2019
 - Dr. Sara Haas began as Program Coordinator of School Counseling program in Phoenix, interim PC for SC programs in Phoenix and Flag.
 - Dr. Chad Snyder hired in Fall 2019 as new Core faculty member in Phoenix
 - Dr. Shane Haberstroh hired in Fall 2018 as new core faculty member in Flagstaff
 - Dr. Katherine Feather is leaving for different position in Spring 2021
- Technological updates:
 - New Practicum and Internship sites in Phoenix, Tucson, and Flagstaff
 - VALT digital session recording system in Practicum Lab in Flagstaff and Tucson, being integrated into Phoenix Lab in 2021 as well
 - All evaluations for Practicum and Internship moved to an online format and items edited to match desired measurement for CACREP standards and Key Performance Indicators – continuous revisions

PROGRAM MODIFICATIONS, *CONTINUED*

- Programs now have “dual-career” flexibility
 - Graduates completing the 60-credit School Counseling degree program are now eligible to apply for an LAC under the AZ BBHE
 - Graduates completing the 60-credit CMH Counseling degree program are now eligible to apply for an AZ Certificate as a Guidance Counselor (need to add 2 SC courses within 3 years of earning certificate).

PROGRAM MODIFICATIONS, *CONTINUED*

- Technological updates:
 - VALT digital session recording system in Practicum Lab in Flagstaff and Tucson, being integrated into Phoenix Lab in 2021 as well
 - Purchased TheraVue for implementation in Spring 2021. 100 licenses for 2021. TheraVue allows students to record themselves practicing a wide variety of counseling microskills for self-evaluation and evaluation by faculty
 - *Suicidal assessment responses*
 - *Crisis responses*
 - *Handling difficult conversations*
 - *Advanced empathy*
 - *Confrontation*
 - All evaluations for Practicum and Internship moved to an online format and items edited to match desired measurement for CACREP standards and Key Performance Indicators – continuous revisions

EVER-EXPANDING INTERNSHIP PARTNERSHIPS

- Over a dozen new Internship sites developed between Summer 2019 and Spring 2020, including several in greater Phoenix, and new sites in other states as well.
- Affiliation Agreements now required between Schools or Agencies and NAU

Personnel Changes

PERSONNEL CHANGES

SUMMER 2019, FALL 2019, AND SPRING 2020

- Dr. Shane Haberstroh hired in fall 2018 as new core faculty member in Flagstaff
- Dr. Pat Young retired at end of Spring 2019
- Dr. Sara Haas began in Fall 2019 as Program Coordinator of School Counseling program in Phoenix, interim PC for SC programs in Phoenix and Flagstaff
- Dr. Chad Snyder hired in fall 2019 as new Core faculty member in Phoenix
- Dr. Katherine Feather is leaving for different position in Spring 2021
- Dr. DeVoss retired from NAU-Tucson In August 2020
- Dr. Feather is taking another Counselor Education Position in January 2021

PROGRAM MODIFICATIONS, *PERSONNEL*

- Faculty Changes:
 - Dr. Pat Young retired at end of Spring 2019
 - Dr. Sara Haas began as Program Coordinator of School Counseling program in Phoenix, interim Program Coordinator for School Counseling programs in Phoenix and Flagstaff
 - Dr. Chad Snyder hired in fall 2019 as new Core faculty member in Phoenix
 - Dr. Shane Haberstroh hired in fall 2018 as new core faculty member in Flagstaff
 - Dr. Katherine Feather is leaving for different position in Spring 2021

CONTINUOUS AND SYSTEMATIC EVALUATION

- *Data routinely gathered from variety of sources each semester:*
 - Practicum Evaluations from site/lab supervisors
 - Internship Evaluations from site supervisors
 - Each student evaluated each semester by consensus of faculty: “Professional Disposition Evaluation” process
 - Course evaluations analyzed by peer faculty, Chair, and Dean
 - Core Faculty ratios analyzed each semester
 - Alumni Surveys
 - Site Supervisor/Employer surveys

CONTINUOUS AND SYSTEMATIC EVALUATION, *CONTINUED*

- CACREP standards have been selected from each of the 8 core areas and each specialty (CMHC and School Counseling)
- Key Performance Indicators have been developed to measure learning outcomes for each of these standards at different points throughout the program.
- Syllabi containing the KPI's have been finalized and shared with all faculty with instructions on how to capture KPI outcome data.
- Each course has a designated Course Lead as of Fall 2018 in order to carefully monitor standards and KPI data collection
- Outcome data are being aggregated and maintained in Qualtrics and Blackboard. Faculty are reviewing data, identifying areas for growth and implementing changes for program improvement.
 - **Practicum and Internship KPI data collected via Qualtrics**
 - **All other course-level KPI data are being collected via Bb Learn**

**# OF GRADS IN PAST YEAR,
COMPLETION RATE,
LICENSURE OR CERTIFICATION
EXAMINATION PASS RATE, AND
JOB PLACEMENT RATE OF
STUDENTS/GRADUATES.**

OUR COUNSELING STUDENTS AND RECENT GRADUATES FLAGSTAFF, PHOENIX, AND TUCSON

- **Summer 2019 – Spring 2020**
 - **111 Active Students**
 - 69 (62%) MA Clinical Mental Health Counseling
 - 42 (38%) MEd Counseling-School Counseling
 - **40 Degrees Awarded – over past year**
 - 35 MA Clinical Mental Health Counseling
 - 5 MEd Counseling-School Counseling

OUR STUDENTS, *CONTINUED*

- **Gender**
 - 93 Female (84%)
 - 18 Male (16%)
- **Ethnicity**
 - 6 (5%) African American
 - 3 (3%) American Indian/Native Alaskan
 - 2 (2%) Asian-American
 - 69 (62%) Caucasian/White
 - 24 (22%) Hispanic/Latino/Spanish American
 - 6 (5%) Multiracial
 - 1 (1%) Other/Undisclosed
- **Identified Disability**
 - 9 (8%)

JOB REPLACEMENT RATES (BASED ON $N = 29$ RESPONDENTS) SUMMER 2019, FALL 2019, AND SPRING 2020

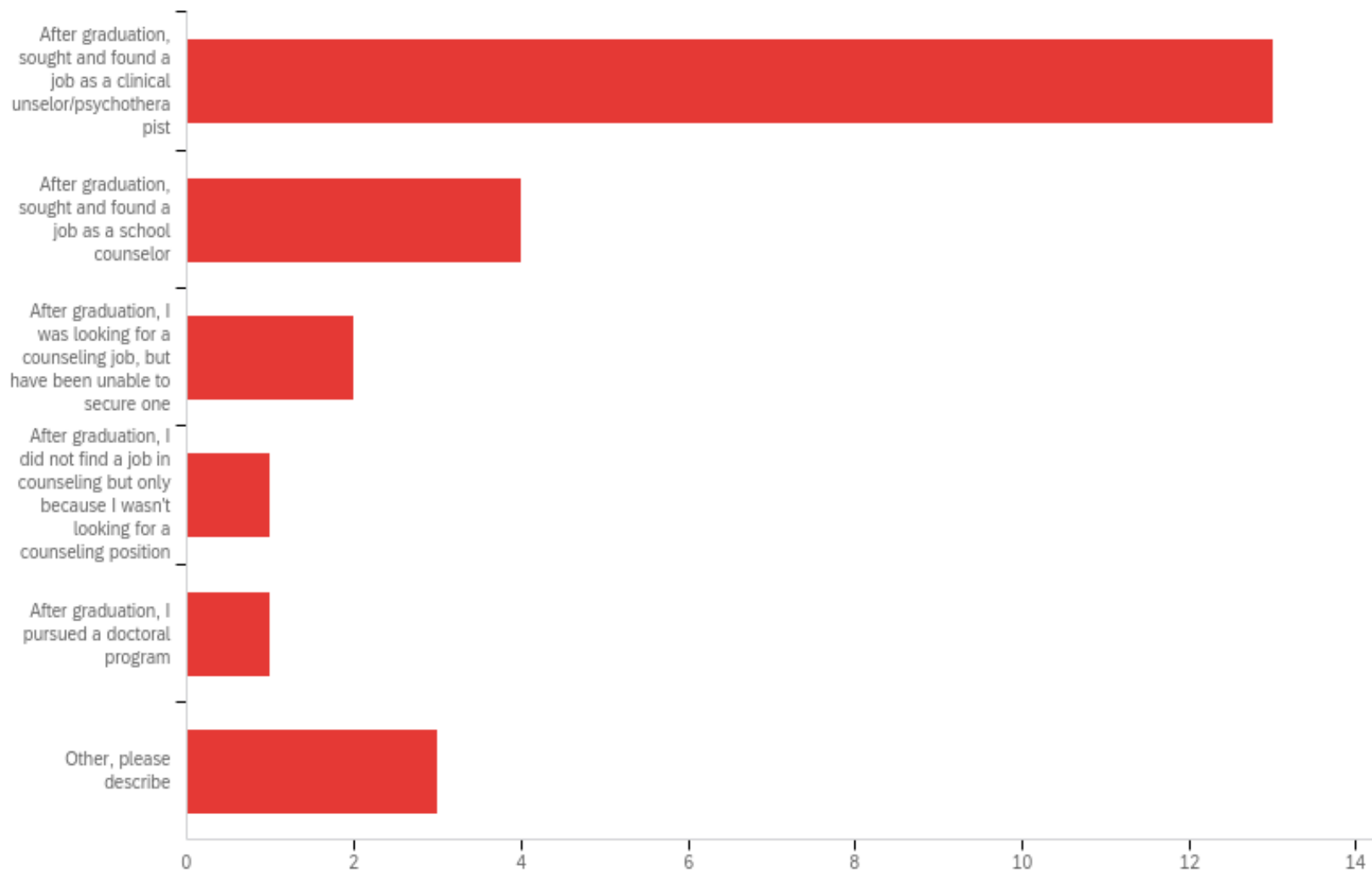
Of 29 respondents:

- 59% (17/29) secured a counseling position in their respective specialty area:
 - **13 CMHC jobs, 4 SC jobs**
- 7% (2/29) unsuccessful in finding a counseling position in their respective specialty area
- 10% (3/29) not looking for a counseling job
 - **1 Entered a PhD program**
 - **1 not looking due to pandemic, safety issues**

**RESULTS FROM
ONLINE SURVEYS
SUMMER 2019, FALL 2019, AND
SPRING 2020**

Data from Current Interns and Recent Graduates

Q19 - If you have completed internship and graduated, please describe your job placement status (If you have NOT graduated yet, please skip this question and go to the next one)



Job Status after grad school, “Other” comments

Other, please describe - Text

After graduation, sought and found a potential job in counseling. However, due to the pandemic and job requirements found it unsuitable. Currently, looking for a safer job environment or virtual work setting until the pandemic subsides.

After graduation and delayed internship, I am working as a continuing teacher under contract. Retirement in 5/2020 to do full time counseling

I found a job as a counselor prior to practicum or internship. I was approached about the job personally due to word of mouth.

CURRENT INTERNS AND RECENT GRADUATES' SURVEY RESULTS

- All current interns and recent graduates were emailed survey
- $N = 29$ total respondents
- Questions:
 - **Quantitative questions: Multiple Likert scale items**
 - **Qualitative data:**
 - Strengths of program
 - Least beneficial elements of program
 - Suggestions

Q5 - Please indicate your status with regard to your NAU Counseling program:

#	Answer	%	Count
2	Graduated in Fall 2019	31.03%	9
4	Graduated in Spring 2020	10.34%	3
5	Graduated in Summer 2020	3.45%	1
6	Graduated in mid-Fall 2020	13.79%	4
7	Current intern, graduation anticipated end of Fall, 2020	34.48%	10
8	Completing all pre-internship coursework this semester - beginning Internship in January 2021, graduation anticipated between Jan and May 2020	0.00%	0

Other = 2

Q6 - NAU Campus you are/were enrolled in:

#	Answer	%	Count
1	Flagstaff	51.72%	15
2	Phoenix	31.03%	9
3	Tucson	17.24%	5
	Total	100%	29

Q7 - Please describe the format of your NAU degree:

#	Answer	%	Count
1	All in-person	37.93%	11
2	Mostly in-person, with the rest online or hybrid	62.07%	18
3	About half in-person, and half online or hybrid	0.00%	0
4	Mostly online or hybrid, with the rest being in-person	0.00%	0
5	All online or hybrid	0.00%	0
6	Other	0.00%	0
	Total	100%	29

Q9 - Which of the following best represented your status while in grad school?

#	Answer	%	Count
1	Full-time grad student with no outside employment	24.14%	7
2	Full-time grad student with about 20 hours or so of employment (including working as a GA, etc)	48.28%	14
3	Full-time grad student with less than 20 hours per week of employment	3.45%	1
4	Half-time grad student, full-time employment (30-40 hours/wk)	0.00%	0
5	Half-time grad student, half-time employment (approx 20 hours/wk)	0.00%	0
6	Other	24.14%	7

Q11 - How effective has your Advisor been in providing relevant advisement in order to matriculate through the program successfully?

#	Answer	%	Count
1	Extremely effective	65.52%	19
2	Mostly effective	17.24%	5
3	Moderately effective	13.79%	4
4	Slightly effective	0.00%	0
5	Not effective at all	0.00%	0
6	Other	3.45%	1
	Total	100%	29

Q13 - I experienced part-time faculty as effective instructors

#	Answer	%	Count
1	Strongly agree	44.83%	13
2	Agree	37.93%	11
3	Neither agree nor disagree	10.34%	3
4	Disagree	3.45%	1
5	Strongly disagree	3.45%	1
	Total	100%	29

CURRENT INTERNS AND ALUMNI COMMENTS ABOUT NAUs COUNSELING PROGRAMS' STRENGTHS

- Most, if not all classes were beneficial to me as a student, especially the experiential coursework classes: EPS 660, EPS 681, EPS 692
- Faculty extremely well equipped to train students coming from related and unrelated fields
- There are numerous research opportunities presented during program.
- Professors care about their students and provide great resources for learning. Overall a positive experience.
- The most helpful tool I took with me after graduating from NAU was learning and applying therapeutic approaches in sessions. I can identify other students who did not graduate from NAU because they are not as well prepared or skilled with utilizing therapeutic approaches.
- The peer-to-peer practice session performed prior to practicum were extremely beneficial.

CURRENT INTERNS AND ALUMNI COMMENTS ABOUT NAUs COUNSELING PROGRAMS' STRENGTHS

- The part-time instructors, currently working in the field were beneficial.
- The support and accessibility of the staff was by far the biggest strength of this program.
- Advisors are very approachable and flexible with course schedules.
- Actual counseling of cohort members and receiving it myself was very relevant and a good experience for me.
- I found all of the classes in the program to be valuable towards my professional career especially the school counseling foundations, school practices and practicum courses.

CURRENT INTERNS AND ALUMNI COMMENTS ABOUT LEAST BENEFICIAL ASPECTS OF THEIR MASTERS DEGREE EXPERIENCE

- The least valuable courses in my career so far have been statistics and tests and measurements.
- The least valuable applied course was the career counseling course.
- More teamwork activities would help to become closer with the cohort- especially since they will be relied upon in the future for emotional support and long-term friendships.
- The NCE test included school counseling questions that I didn't learn about at all in my NAU program.
- The EPS 688 and EPS 621 instructor seems generally dispassionate about the material she covered (assessment and MFT), which made those topics difficult to learn.

CURRENT INTERNS AND ALUMNI COMMENTS ABOUT LEAST BENEFICIAL ASPECTS OF THEIR MASTERS DEGREE EXPERIENCE

- Some professors were not receptive to somatic and neurological based treatments for trauma symptoms, perhaps indicating a lack of knowledge for newer evidence based treatments
- Some professors seemed dispassionate about the subject they were teaching, this was especially so for EPS 688 and 621.
- For some coursework, the style of teaching was not conducive to my learning: EPS 621, substance use course, and marriage and family therapy.
- Least beneficial part of the program was the instructor's heavy reliance on power points and instructor lead lectures. The content was relevant but was often non engaging due to how it was presented.
- The lack of actual real-life examples or shadowing of professionals in the field.

CURRENT INTERNS AND ALUMNI SUGGESTED IMPROVEMENTS THEIR MASTERS DEGREE EXPERIENCE

- Some coursework that could be added into the program of study would be a psychopharmacology course and coursework related to specific interventions or groups of interventions (DBT coursework or CBT coursework)
- More diverse experiences with faculty members
- Pay for full-time staff who have experience and expertise in their field. Drs. Haberstroh, Kolodinsky and Feather were instrumental in my education and hiring more professors of their caliber would be very helpful for future students.
- Possible thesis introduction for students interested in doctorate programs.
- Try to make more effort to better vet your adjunct faculty. Keep in touch with your remote campuses. Support your remote campus faculty and students.

CURRENT INTERNS AND ALUMNI SUGGESTED IMPROVEMENTS THEIR MASTERS DEGREE EXPERIENCE

- Hire more faculty that have experience in school. Her experiences in the schools made her more empathetic and realistic to our needs. Or encourage the separation of specialties, because CMHC gets a lot of the attention and focus, even though school counseling is a rapidly growing and needed profession.
- Intentionally advertise Prac Lab services in the greater Flagstaff community vs. primarily on campus to assist in greater variety in Prac clients.
- Be more intentional in separating school counseling from clinical mental health counseling courses since there is such a difference in settings
- A class on the business of counseling (how to market yourself, etc.,) may be helpful
- Space out the classes better. Front load instead of starting off with just 4 classes. Second semester was a rude awakening with the jump in course work.

CURRENT INTERNS AND ALUMNI

MISCELLANEOUS/HELPFUL COMMENTS

- I can't thank the faculty and staff of the CMHC program enough for facilitating my learning process. I feel prepared to start a career in a field I'm truly passionate about, and that's a gift you have given to me.
- A focus on LGBTQ issues would also be helpful as this is a growing clientele that is struggling to find effective support in the therapeutic community.
- The cohort was charged \$500.00 for technology that we didn't have access to, which was unethical. Dr. DeVoss retired and although I can see the strong efforts that Dr. Arora made in order to become familiar with the administrative parts of the job, I feel I would've had a better experience if she would've received additional support from NAU.
- Dr. Farmer is an asset to the program. He embodies the profession of counseling and I appreciated his experiential knowledge, especially since he is still a practicing counselor.

CURRENT INTERNS AND ALUMNI

MISCELLANEOUS/HELPFUL COMMENTS

- Dr. Feather is the most knowledgeable, understanding, resourceful, compassionate professor. She was an outstanding advisor, and she made the school counseling students feel important, and worthy, and like professionals who matter.
- In my first years as a counselor I immediately ran into severe cases of personality disorders (BPD, Bi-Polar, Dissociative Disorder, Histrionics PD, etc...). A specific focus on helping students recognize these traits early and review treatment approaches, termination when appropriate, and referrals while avoiding complaints, would be greatly helpful to learn to cope with such clients.
- Making coursework less repetitive and allowing students to have a wide range of options for electives (at least 3-4 courses).
- Great experience overall. Thanks for a wonderful graduate experience!

***WHAT ARE OUR SCHOOL
COUNSELING SITE
SUPERVISORS AND
EMPLOYERS ARE SAYING
ABOUT OUR INTERNS AND
GRADUATES?***

SCHOOL COUNSELING SITE SUPERVISORS' PROGRAM EVALUATION RATINGS

#	Question	Disagree		Neutral		Agree		Total
1	1. NAU faculty oriented me to the CMHC internship successfully	0.00%	0	0.00%	0	100.00%	8	8
2	2. NAU faculty were available for consultation if/when needed	0.00%	0	12.50%	1	87.50%	7	8
3	3. NAU's interns are generally well-prepared to begin internship	0.00%	0	0.00%	0	100.00%	8	8
4	4. I found the online mid-term and final evaluation surveys easy to use	0.00%	0	37.50%	3	62.50%	5	8
5	5. Expectations about my role as site supervisor were made clear to me	0.00%	0	12.50%	1	87.50%	7	8
6	6. My intern(s) seem to have a solid foundation in the ASCA Model	0.00%	0	12.50%	1	87.50%	7	8
7	7. Overall, I am impressed with NAU's CMHC internship processes	0.00%	0	12.50%	1	87.50%	7	8



KEY: 4= Agree, 3=Neutral

SCHOOL COUNSELING SITE SUPERVISORS' PROGRAM EVALUATION SUGGESTIONS/IMPROVEMENTS

Q130 - Please provide any suggestions for IMPROVEMENTS or SUGGESTIONS to the NAU School Counseling training program based on your interactions with the NAU intern and faculty.

Please provide any suggestions for IMPROVEMENTS or SUGGESTIONS to the NAU School Counseling training program based on your interactions with the NAU intern and faculty.

The accessing of the mid-term and final evaluations was confusing. When I thought I completed the documents, I found out I didn't.

Summary: there was only One suggestion provided by School Counseling supervisors. The issue of the Mid-Term and Final Evaluations has since been resolved

***WHAT ARE OUR CLINICAL
MENTAL HEALTH
COUNSELING SITE
SUPERVISORS AND
EMPLOYERS ARE SAYING
ABOUT OUR INTERNS AND
GRADUATES?***

CMHC SITE SUPERVISORS' PROGRAM EVALUATION RATINGS

SURVEY RESULTS

CMHC INTERNSHIP SITE SUPERVISORS' NAU CMHC PROGRAM EVAL QUAN. RATINGS AFTER MOST RECENT INTERNSHIP EXPERIENCES



#	Field	Disagree		Neutral		Agree		Total
1	NAU faculty oriented me to the CMHC internship successfully	0.00%	0	4.65%	2	95.35%	41	43
2	NAU faculty were available for consultation if/when needed	0.00%	0	4.76%	2	95.24%	40	42
3	NAU's interns are generally well-prepared to begin internship	0.00%	0	6.98%	3	93.02%	40	43
4	I found the online mid-term and final evaluation surveys easy to use	0.00%	0	0.00%	0	100.00%	44	44
5	Expectations about my role as site supervisor were made clear to me	0.00%	0	5.41%	2	94.59%	35	37
6	Overall, I am impressed with NAU's CMHC internship processes	0.00%	0	9.30%	4	90.70%	39	43



SUMMARY of RATINGS:

- 90%+ OF THE RECENT CMHC INTERNSHIP SITE SUPERVISORS "AGREE" THAT THEIR SERVICE AS SUPERVISORS REFLECT A POSITIVE, WELL-MANAGED, WELL-CONNECTED EXPERIENCE WITH NAU INTERNSHIP FACULTY AND THE PROGRAM OVERALL.

CMHC SITE SUPERVISORS' PROGRAM EVALUATION SUGGESTIONS/IMPROVEMENTS

Do you have any suggestions for improvements or additions to the NAU CMHC training program based on your interactions with the NAU intern and faculty? ORGANIZED BY THEME:

1. TRAUMA

- Specific trauma training could be helpful (EMDR, Somatic Experiencing, Trauma-Focused CBT or play therapy, Internal Family System Therapy)
- Additional training and practice in trauma therapy approaches would be helpful

2. FAMILY SYSTEMS

- More family systems training would be great.
- OBSERVATION
 - Recording one or more sessions for observation by site supervisor might be required part of the internship.

3. NO SUGGESTIONS

- Interns come well prepared to apply their therapy training in the workplace environment here at CDLN.
- Students appear to be well prepared to begin internship and hit the ground running, supervision is positive and interactive which helps my role as a clinical supervisor
- It is nice to have face to face interactions and is completely understandable that we are unable to do so this year due to safety measures for COVID-19.
- No, this has been a wonderful experience!
- None at this time.
- Nothing I am very very pleased

SUMMARY of QUAL COMMENTS:

1. Overall, CMHC site supervisors were very pleased with their interactions with faculty and the program overall.
2. We will consider their suggestions:
 - a. Family systems trainings...we already have one family systems course and don't plan on adding more, but we can emphasize family systems mindsets during practicum and internship group supervision
 - b. We DO offer trauma-focused CBT in our Crisis/Trauma/Disaster course, but offering EMDR and/or S/E are not feasible because of the expense and time required, however, we do discuss these approaches in 669 and will continue to recommend post-grad trainings to our students.
 - c. Live and/or AV recordings ARE required, and discussed in manual, site supervisor orientation video/quiz, and during our 3 contacts. We will continue to reinforce this requirement during contract meetings and during the 3 contacts.

CMHC SUPERVISORS' PERCEPTION OF PROGRAM "STRENGTHS"

SURVEY RESULTS

CMHC INTERNSHIP SITE SUPERVISORS' NAU CMHC PROGRAM EVAL QUALITATIVE COMMENTS AFTER MOST RECENT INTERNSHIP EXPERIENCES – AY 2020

ALL COMMENTS PROVIDED BELOW VERBATIM

Do you have additional comments about the strengths of NAU's CMHC training program based on your interactions with the NAU intern and faculty?

1. The instructions for ~~supervisors~~ were clearly presented and available online for use at my convenience. This increased my ability to become informed about the program. You may have provided a summary of the courses and experiences of the student to me at the beginning of our work together, but it would have been helpful to have that available to refer back as I was considering what baseline was expected for (student's) knowledge and skills, so that I could pick up where her previous training left off.
2. Very happy and excited to be working with NAU students and faculty, this has been very positive and look forward to more opportunities. Well organized and executed program, student is well prepared and faculty was helpful
3. I love this program and hope to continue being involved.
4. I appreciated the amount of communication around the internship experiences and expectations for both the intern as well as the supervisor.
5. The intern was well-prepared to begin and complete the internship experience Including some training in specific therapy approaches could be helpful, particularly trauma therapy (i.e., day-long live or recorded presentations to build skills)
6. The student's foundations in theory and clinical skills were clearly in place making her internship experience most productive.
7. Students seem well-prepared to begin clinical practice in internships
8. The expectations of NAU's CHMC program have been clearly and effectively communicated. I greatly benefited from the training provided during the orientation process.
9. I would be happy to work with students from the NAU CMHC program again.
10. Dr. XYZ provides clear expectations and support throughout. Interns are prepared clinical and practically for work in an agency setting.

INTERNAL PERCEPTIONS OF:
STRENGTHS
CHALLENGES
INTENTIONS

OUR INTERNAL PERCEPTIONS OF OUR STRENGTHS

- **Perceived Strengths of programs**
 - Experienced new faculty with strong evaluations
 - Fully-accredited via CACREP for almost 20 years
 - Site supervisors consistently satisfied w interns/grads
 - Most grads are employed in their fields of study shortly after graduating
 - Most grads were satisfied with most elements of training, including relevance/utility of coursework
 - Courses routinely upgraded
 - Technology upgrades in practicum labs
 - TherapyNotes EMR, TheraVue, VALT, etc...
 - Exceptionally high NCE pass rate

OUR INTERNAL PERCEPTIONS OF OUR CHALLENGES

- **Overcoming effects of pandemic on budget, including loss of 2 faculty related to budget cuts**
 - Continuing to maintain sufficient core fac. to meet needs
- **Competition from large, online programs with massive marketing budgets and continuous enrollment**
- **Marketing more strategically for School Counseling and CMHC programs**
- **Recruiting and Enrolling % of Latinx students who match AZ HS graduation rates more closely**
- **Competition: AZ BBHE Rules changes have made it easier for graduates of unaccredited programs to get licensed**
- **Training process for P/T instructors to be formalized**
- **Social media needs to be enhanced**
- **More fieldwork experiences earlier in program**

THINKING AHEAD TO THE FUTURE

- Sample of PROGRAMMATIC INTENTIONS:
 - Considering adding an “integrated Behavioral Health care focus” to the CMHC degree, or, at least an emphasis option
 - Adding certificate programs, including:
 - College and Career readiness certificate
 - Aiming for new cohort specifically designed for Native American cities in N/E Az.
 - More microskill “drilling” with TheraVue
 - Continued Electronic Documentation in Practicum
 - Enhance interview process for all applicants

