



## **NAU CACREP PROGRAMS**

### **ANNUAL REPORT**

### **PROGRAM/STUDENT OUTCOMES (SLIDE 2)**

**SUMMER 2020, FALL 2020, SPRING 2021**

College of Education

Department of Educational Psychology

# PROGRAM/STUDENT OUTCOMES REPORT

- Number of graduates in the past year (Institutional Research data)
  - **CMHC: 24**
  - **SC: 39**
- Graduation Completion Rate - (Institutional Research data)
  - **CMHC: 76% (3 yr completion rate; 97% 5-year comp. rate)**
  - **SC: 100% (3 year completion rate)**
- Licensure or Certification pass rate
  - **NCE results: 100% pass rate for past year**
  - **100% of SC grads who sought P-12 Guidance Counselor certificates were certified shortly after graduation**
- Job Placement Rates (communication with grads, alumni surveys)
  - **CMHC: 91%**
  - **SC: 100% job placement rates among graduates who**

# 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 & 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 Implemented 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/Jan 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 was sent to CACREP by 12/22/20
  - Goal: Re-accreditation for 2022- 2030
  - Site Visit – April 4-6, 2022



# Current Programs: Degrees & 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
    - 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
      - Mental Health Care Systems (new course as of Fall 2021)
      - 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 & Spirituality
        - Independent Study, 1-credit only, approved by advisor

# OUR SC PROGRAM'S CURRICULA

- M.Ed. Coun. – School Counseling (now 60-credit hrs)
  - Development
    - Lifespan Human Development: Implications for Counseling
  - Measurement
    - Counseling Assessment (New course)
    - Introduction to Counseling Research (New course, became 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 Beh. Mgt
  - School-Based Interventions
  - Others by advisor's consent

# OUR COUNSELING FACULTY

- Flagstaff Mountain Campus, Core Faculty:
  - **Pit Kolodinsky, PhD**
    - MA Clinical Mental Health Program Coordinator
  - **Sara Haas, PhD**
    - MEd Counseling-School Counseling Program Coordinator
  - **Timothy Thomason, EdD**
  - **Shane Haberstroh, EdD**
- Additional full-time Faculty
  - **Evie Garcia, PhD., Licensed Psychologist**
  - **Chesleigh Keene, PhD., 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
  - **Sara Haas, PhD**
    - MEd Counseling-School Counseling Program Coordinator

*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 & Analyses

# DATA COLLECTION PROCEDURES FOR THIS YEAR'S REPORT

1. Completing our CACREP Self-Study by 12/22/21
2. Complete CACREP's "Vital Statistics" summary by December 2021
3. Course Evaluation and KPI data collected each term compiled in Program Evaluation Report
4. Online surveys of all Key Constituent Groups collected Fall 2021
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 FALL 2020, SPRING 2021 & SUMMER 2021 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)
    - Supervisor Evaluations in Practicum, Internship, etc.
  - **Professional Dispositions measured with regular semester Professional Dispositions Evaluations**
    - Personal, Academic, Professional dispositions

# 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:
  - **Continue expanding 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 & Program Modifications

## RECENT EVENTS & 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

## Student Learning Program Objectives (SLPO) Evaluated:

1- Become familiar with the requirements for being a professional counselor, including the relevant research and literature pertinent to the discipline.

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.

13 - Acquire knowledge related to the professional identity, roles, and functions of professional counselors.

## CACREP Standard(s) Evaluated: 2.F.1: Professional Counseling Orientation And Ethical Practice

**Key Performance Indicator (KPI) 1:** Students will demonstrate knowledge and skills applying ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (2.F.1.i)

Assessment Criteria and Methods of Collection	Findings	Follow-up and Curricular and Program Improvement
<p><b>KPI 1 Data Point 1 (SLPO – 1,9 - Knowledge):</b> 80% of students will earn at least a score of 80% on the Case Scenario Assignment in EPS 670</p> <p><b>Method:</b> Faculty Assessed via BB Learn Rubric</p>	<p><b>Standard Met</b> 94% (46/49) passed the KPI with an 80% or higher.</p>	<ul style="list-style-type: none"> <li>Reviewed in faculty meeting 9/22/20</li> <li>Continue to monitor                             <ul style="list-style-type: none"> <li>Revisit Professional Orientation and Ethical Practice Program Objectives in Spring 2021 based on Advisory Board and faculty feedback in 2020-2021</li> </ul> </li> </ul>

## RECENT EVENTS AND HIGHLIGHTS, *CONTINUED*

- NAU Beta Alpha chapter of Chi Sigma Iota (National Honor Society for Counseling students) at Flagstaff campus
  - **Very active in 2020-2021:**
    - **Multiple presentations for CSI students and local therapists**
    - **Multiple Service projects**
    - **Fundraisers**
    - **Social events**

# PROGRAM MODIFICATIONS

- *Application Change*
  - Updated our application essay questions and scoring system to reflect social justice and diversity values
- *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
  - Tucson campus has moved to Annualized Admission

# PROGRAM MODIFICATIONS

- Curricular modifications:
  - **Revised Programs of Study during Spring 2020**
    - 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 & Spirituality

# PROGRAM MODIFICATIONS, *CONTINUED*

- Faculty Changes:
  - **Dr. Sara Haas begins as Program Coordinator of School Counseling program in Flagstaff in Jan. 2022, remains interim PC for SC programs in Tucson and Phoenix.**
  - **Dr. Chad Snyder hired in Fall 2019 as new Core faculty member in Phx**
  - **Dr. Shane Haberstroh hired in Fall 2018 as new Core faculty member in Flagstaff**
  - **Dr. Chesleigh Keene, Psychologist, joined our full-time faculty Fall 2020**
- Counseling Program is officially approved for the following new CACREP Core faculty and staff positions beginning in Fall 2022:
  - **1 Asst Clinical Professor in Flagstaff campus**
  - **2 Asst Clinical Professor in Phoenix campus**
  - **1 Asst Clinical Professor in Tucson campus**
  - **1 Asst Clinical Professor in Yuma campus (pending program approval)**
  - **1 full-time Practicum Program Coordinator (across all campuses)**
  - **1 part-time administrative assistant specifically serving CACREP programs**

# 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 Phx 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 15 new Internship sites developed between Summer 2020 and Fall 2021, including several in greater Phoenix, and new sites in other states as well.
- Affiliation Agreements required between Schools or Agencies and NAU

# 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 & RECENT GRADUATES

## FLAGSTAFF, PHOENIX, AND TUCSON

- **Summer 2020 – Spring 2021**
  - **174 Active Students**
    - 124 (71%) MA Clinical Mental Health Counseling
    - 50 (29%) MEd Counseling-School Counseling
  - **63 Degrees Awarded**
    - 24 MA Clinical Mental Health Counseling
    - 39 MEd Counseling-School Counseling

# OUR STUDENTS, *CONTINUED*

- **Gender**
  - 134 Female (52%)
  - 126 Male (48%)
- **Ethnicity**
  - 12 (5%) African American
  - 5 (2%) American Indian/Native Alaskan
  - 2 (1%) Asian-American
  - 159 (61%) Caucasian/White
  - 58 (22%) Hispanic/Latino/Spanish American
  - 15 (6%) Multiracial
  - 5 (2%) Other/Undisclosed
- **Identified Disability**
  - 0 (0%)

# JOB REPLACEMENT RATES (BASED ON N=28 RESPONDENTS)

## SUMMER 2020, FALL 2020, SPRING 2021

Of 29 respondents:

- 75% (21/28) secured a counseling position in their respective specialty area:
  - **16 CMHC jobs, 5 SC jobs**
- 11% (3/28) unsuccessful in finding a counseling position in their respective specialty area
- 14% (4/28) not looking for a counseling job
  - **1 Entered a PhD program**
  - **3 Other**

**RESULTS FROM  
ONLINE SURVEYS  
SUMMER 2020, FALL 2020,  
SPRING 2021**

# Data from Current Interns and Recent Graduates

# CURRENT INTERNS AND RECENT GRADUATES' SURVEY RESULTS (SURVEYED FALL 2021)

- All current interns and recent graduates were emailed survey
- N=39 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
1	Graduated Fall 2020	23%	9
2	Graduated Spring 2021	10%	4
3	Graduated Summer 2021	3%	1
4	Graduated Mid-Fall 2021	10%	4
5	Current Intern	46%	18
6	Other	8%	3
	Total	100%	39

## Q6 - NAU Campus you are/were enrolled in:

#	Answer	%	Count
1	Flagstaff	59%	23
2	Phoenix	26%	10
3	Tucson	15%	6
	Total	100%	39

## Q7 - Please describe the format of your NAU degree:

#	Answer	%	Count
1	All in-person	31%	12
2	Mostly in-person, with the rest online or hybrid	54%	21
3	About half in-person, and half online or hybrid	2.5%	1
4	Mostly online or hybrid, with the rest being in-person	5%	2
5	All online or hybrid	2.5%	1
6	Other	5%	2
	Total	100%	39

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

#	Answer	%	Count
1	Full-time grad student with no outside employment	23%	9
2	Full-time grad student with about 20 hours or so of employment (including working as a GA, etc)	41%	16
3	Full-time grad student with less than 20 hours per week of employment	8%	3
4	Half-time grad student, full-time employment (30-40 hours/wk)	5%	2
5	Half-time grad student, half-time employment (approx 20 hours/wk)	3%	1
6	Other	20%	8
	Total	100%	39

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

#	Answer	%	Count
1	Extremely effective	54%	21
2	Mostly effective	26%	10
3	Moderately effective	10%	4
4	Slightly effective	2.5%	1
5	Not effective at all	2.5%	1
6	Other	5%	2
	Total	100%	39

## Q13 - I experienced part-time faculty as effective instructors

#	Answer	%	Count
1	Strongly agree	36%	14
2	Agree	36%	14
3	Neither agree nor disagree	20%	8
4	Disagree	5%	2
5	Strongly disagree	3%	1
	Total	100%	39

# ALUMNI COMMENTS ABOUT NAUs COUNSELING PROGRAMS' STRENGTHS

- Summary of Strengths:
  - **All classes valuable to career**
    - Multicultural, Foundations & Practicum courses stand out
  - **Highly Experienced Faculty**
  - **Experiential Learning Approach**
  - **Cohort Experience**
- Direct Quotes:
  - “I can say with complete certainty that every class has been valuable to my professional career.”
  - “I got along with my cohort. We came from a diverse background, but had a common goal in helping others.”
  - “Strengths of the program include the multicultural class and evidence based treatment class. The peer-to-peer practice session performed prior to practicum were extremely beneficial.”
  - “The initial orientation class with Kolodinsky, Trauma and Crisis and groups with Haberstroh, and ethics with Garcia were the 4 most effective core classes. My self compassion class with Andrea Meronuck was transformational and changed the trajectory of my life.”
  - “Professors cared about their students. Great resources available for learning. Overall positive experience.”
  - “Experiential practice was the most valuable part of my program.”

# ALUMNI COMMENTS ABOUT NAUs COUNSELING PROGRAMS' LEAST BENEFICIAL EXPERIENCES

- Summary of Areas for Growth:
  - **Specific Areas to Learn More:**
    - Business of Counseling
    - Suicide risk & assessment
  - **More Support from Faculty in:**
    - Practicum & Internship placement
    - Advisement
    - NCE preparation
  - **Intensity of Course Load**
- Direct Quotes:
  - “To provide more guidance related to the NCE and ways in which to prepare for it given that it is a high-stakes exam.”
  - “I think faculty, students, and the program could benefit from it being restructured to being 3 years. It would most likely minimize stress and overwhelm on both students AND faculty.”

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

# SC SITE SUPERVISORS' PROGRAM EVAL RATINGS

- 100% of School Counseling Site Supervisors Agree that:
  - **NAU faculty oriented me to the SC internship successfully**
  - **NAU's interns are generally well- prepared to begin internship**
- 90%+ of School Counseling Site Supervisors Agree that:
  - **NAU faculty were available for consultation if/when needed**
  - **I found the online mid-term and final evaluation surveys easy to use**
  - **Expectations about my role as site supervisor were made clear to me**
  - **My intern(s) seem to have a solid foundation in the ASCA Model**
  - **Overall, I am impressed with NAU's CMHC internship processes**

# SC SITE SUPERVISORS' PROGRAM EVAL 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 MidTerm and Final Evals 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 EVAL RATINGS

- 100% of School Counseling Site Supervisors Agree that:
  - **NAU faculty oriented me to the CMHC internship successfully**
  - **NAU's interns are generally well- prepared to begin internship**
  - **I found the online mid-term and final evaluation surveys easy to use**
  - **Expectations about my role as site supervisor were made clear to me**
  - **Overall, I am impressed with NAU's CMHC internship processes**
- 90%+ of School Counseling Site Supervisors Agree that:
  - **NAU faculty were available for consultation if/when needed**
  - **NAU's interns are generally well- prepared to begin internship**

# CMHC SITE SUPERVISORS' PROGRAM EVAL 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**
- **Integrating TeleHealth into training curricula for prac, internship**

# THINKING AHEAD TO THE FUTURE

- Sample of PROGRAMMATIC INTENTIONS:
  - Considering adding an “integrated BH care focus” to the CMHC degree, or, at least an emphasis option
  - Will begin teaching Mental Health Care Systems (with integrated BH and private practice development emphases)
  - Aiming for new cohort specifically designed for Native American cities in N/E Az.
  - More formal microskill “drilling” with TheraVue
  - Continued Electronic Documentation in Practicum
  - Enhance interview process for all applicants

