



CLINICAL MENTAL HEALTH PROGRAM

CACREP

Comprehensive Assessment Plan

April 2020

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CACREP Comprehensive Assessment Plan

In compliance with CACREP (2009) standards, the purpose of this comprehensive assessment plan is to engage in continuous, systematic program evaluation of the program mission, objectives and student learning outcomes.

Mission of the University

NCU is a University that fosters wisdom, faith, and service through excellent academic programs within a Christ-centered community.

Mission of the CMHC Program

The NCU CMHC Program is to prepare culturally humble mental health counselors who integrate current, evidenced-based interventions and techniques with clients to foster their wellness and relationships.

CMHC Program Objectives

- a. Develop and exhibit a professional identity as a counselor, as evidenced by membership in professional counseling organizations, active preparation for licensure, and other counseling credentials, skillsets and expertise.
- b. Verbalize and integrate a personal theoretical orientation to counseling.
- c. Conduct a comprehensive mental health assessment including a DSM diagnosis and/or other relevant impressions.
- d. Formulate an evidenced based treatment plan including client informed goals, interventions and objectives.
- e. Model professional ethical practices and adherence to legal requirements for counselors.
- f. Demonstrate awareness of social, spiritual and cultural issues affecting clients and integrate that awareness into culturally informed practice.
- g. Deliver supervised counseling services to individuals, families and groups. Document a minimum of 700 clock hours (280 direct client contact hours) of supervised clinical experience.

CMHC Student Development Assessment

Student Developmental Assessment (SDA) is completed during the admissions process, during each academic semester (except summer), and at program exit. The student's assigned faculty mentor completes the SDA. The SDA assesses the following areas:

- a. Academic Performance: The CMHC program requires a 3.0 cumulative GPA, a grade of B- or higher in each course and an 80% higher on each signature assignment.
- b. Professional Development: A passing grade in the field experience courses CMHC 685, CMHC 686, and CMHC 695 and Meets Expectations/Demonstrates Competencies on the Counseling Competencies Scale (CCS) by the end of CMHC 695.
- c. Personal Development: A positive rating on all disposition evaluation areas.
- d. Mentor Endorsement of Program: Program mentors endorse student progress during each

- semester. Students are referred to the remedial process if not endorsed for Program progression.
- e. Each SDA is completed on an individual spreadsheet. SDA data is kept confidential according to FERPA law on a Secure Drive. Students may request individual advising data.

Program Evaluation

- a) AA.1: A review by program faculty of programs, curricular offerings, and characteristics of the program applicants.
 - i) Program and curricular offerings are reviewed at the CMHC Advisory Board Meeting bi-yearly (March/Sept). Formal minutes are kept and filed. Data from our Student Survey, Graduate Survey, Employer Survey, Vital Statistics report, NCE passing rate etc. are incorporated into the Advisory Board Meeting.
 - ii) For admitted students, characteristics are reviewed throughout the program via the SDA.
- b) AA.2: Formal follow-up studies of program graduates to assess graduate perceptions and evaluations of major aspects of the programs.
 - i) Perceptions and evaluations of major aspects of the Program are assessed through a Graduate Survey offered annually in January. Data is reviewed at the Advisory Board Meetings and at Faculty and Staff meetings.
- c) AA.3: Formal studies of site supervisors and program graduate employers that assess their perceptions and evaluations of the major aspects of the program.
 - i) Perceptions and evaluations of major aspects of the Program are assessed through an annual supervisor/employer survey (January). Site Supervisors also evaluate students using the CCS at the end of each CHMC 695 Field Experience. Data is reviewed at the Advisory Board Meetings and at Faculty and Staff Meetings.
- d) AA.4: Assessment of student learning and performance on professional practice and program area standards.
 - i) Student assessment is completed throughout the student's matriculation from application (ranked interviewing scoring, criminal background checks, writing sample, group interaction, undergraduate academic work, recommendations) through program exit. Following admission all data is kept on the SDA.
- e) AA.5: Evidence of use of finding to inform program modifications:
 - i) Assessment data and findings are reviewed at Advisory Meetings and Faculty/Staff meetings. Recommendations for changes are made during meetings following discussion, initial decision, and feedback and finalization process. Program changes may also need to go through a University Process, such as Academic Council (e.g. for curricular changes).
- f) AA.6: Distribution of an official report that documents outcomes of the systematic program evaluation, with descriptions of any program modifications, to students currently in the program, program faculty, institutional administrators, personnel in cooperation agencies (e.g. employers, site supervisors) and the public.
 - i) The Assistant Dean of CMHC prepares a yearly, formal report in January (Appendix A). The report is shared with Advisory Board Members, other key stakeholders and posted on the Program Website.
- g) BB: Students have regular and systematic opportunities to formally evaluate who provides

curricular experiences and supervisors of clinical experiences.

- i) Students complete formal course evaluations at the end of each course. The Assistant Dean reviews all student evaluations and reviews results with faculty. Data from course evaluations is also reported in the Annual Report.
 - ii) Students complete formal evaluations of clinical supervisors, both site and program faculty supervisors. Data from clinical supervisor evaluations also reported in the Annual Report.
 - iii) Students also evaluate the program via the Student Survey administered by the CMHC Student Representative bi-annually (February, August). Data from the Student Survey is reported in the Annual Report.
- h) CC: Annual results of student course evaluations are provided to the faculty.
- i) Program faculty can access their course evaluations and clinical supervisors' evaluations within 4 weeks of the student completion. Faculty have the opportunity to review their evaluations with the Assistant Dean on a requested basis and part of formal evaluations.
- i) DD: Written faculty evaluation procedures are presented to program faculty and supervisors at the beginning of each evaluation period and whenever changes are made in the procedures.
- i) Faculty evaluation procedures are described in the NCU Faculty Handbook and Field Experience Handbook (updated annually in August at Faculty Retreat).

Table 1: CACREP Assessment Data Collection Plan

CACREP Standard	Data Collected	Date Collected
AA.1	Advisory Committee Feedback Graduate/Employer Survey	September & March January
AA.1	Student Survey Vital Statistics Report	February & August June
AA.2	Graduate Survey	January
AA.3	Site Supervisor Evaluation Employer Survey	End of each term January
AA.4	Admissions Interview SDA	Pre-Admission Admissions thru Exit
AA.5	Advisory Board Committee Minutes	September & March
AA.6	Annual Report	January
BB	Annual Report	January
CC	Annual Report/Annual Retreat Minutes	January
DD	Annual Report	January
Other	NCE Exam Results	Spring/Fall

Stakeholder Contact Information

Email contact lists are kept and regularly updated for the following Stakeholders;

- h. Program applicants, both admitted students and individuals that declined admission.
- i. Current students
- j. Program graduates (also collect address and phone at exit)
- k. Program Faculty (core and non-core)
- l. Program Advisory Board
- m. Program Staff
- n. Field Experience site supervisors

Additionally, the CMHC Program will list assessment information on the NCU CMHC program page. This will include the Annual report, Vital Statistics Report, Student/Graduate/Employer Surveys.

Surveys/Assessments

- a. **Counselor Competencies Scale (CCS)**
- b. **SDA**
- c. **Signature Assignments**
- d. **Student Survey**
- e. **Graduate Survey**
- f. **Employer Survey**
- g. **Student Evaluations of Supervisors**
- h. **Student Interviews Ranking**

Table 2: NCU-CMHC Data-Driven Program Modifications Plan*

Area of Improvement	Modifications/Interventions	Results/ Objectives
<p>9/9/19 Advisory Board/Student Survey Finding: Students are requesting specific counseling skills that go beyond what is taught in counseling theory.</p>	<p>Explore options to offer specialized training courses in counseling skills within and outside of CMHC program.</p>	<p>From Nov 27, 2019 Follow up Report to Advisory Board: We have submitted a Program Change form making Practicum one semester, which would allow the program to offer electives in specific counseling skills, such as CBT, MI, EMDR etc. Taught by qualified faculty. Still awaiting approval from Academic Council. A file has been completed on Beacon Learning, which includes specific counseling technique resources. We also have worked with the NCU library to add a library of videos consisting of lectures, counseling sessions, etc. This program contains thousands of videos! CMHC students have access to these resources. We have collaborated with OHSU to offer free training to NCU students and staff. To date we have been able to offer training on psychiatric assessments including the SCID and SIPS, and training on Feedback Informed Treatment. We are looking to redo those trainings in 2020, in addition to CBT, EMDR and a Supervisors Training. We will add a visit (possible training) to Oregon State Hospital (OSH) to our Orientation Course.</p>

Area of Improvement	Modifications/Interventions	Results/ Objectives
<p>9/9/19 Advisory Board: Increase access for a wider population to the NCU Clinic to offer support to community and to offer Prac students a larger diversity of clients.</p>	<p>Review current clinic policies, liability insurance and forms to ethically and legally increase access to more diverse populations. Continue to work with Dean of Students, Director of Student Life & Vice President for Student Development on increasing visibility and access of the clinic for existing NCU undergraduate students.</p>	<p>From Nov 27, 2020 Follow up Report to Advisory Board: Mindi Barta has started visiting each internship site and will continue this practice each term. She will be letting sites know the clinic is an option for client referrals. Dr. Melton and Mindi Barta have met with representatives of the Offices of Student Enrollment and Development to discuss utilization of the Counseling Clinic We have added the ability in the clinic to work with adolescents, couples and groups.</p> <p>April 2020 Update: We now offer full telehealth services to students and community following best practices in telehealth (ACA/CACREP/Person-Centered Tech).</p>
<p>April 2020: Data sources (Student Survey, Vital Statistics Report) Indicate low racial and sexual diversity in CMHC program. Student survey found 100% of student reporting identify as white and 5% of them identify as a sexual minority. Vital Statistics report 14% identify as non-white and no sexual minority identification.</p>	<p>Work with Dean of Students to target minority undergraduates interested in the helping profession.</p> <p>Identify cultural brokers in these specific areas that may be able to offer support/insights in recruiting minority students.</p> <p>Identify minority members of advisory council that may guide us as a program in this area.</p>	<p>Goal: Increase both areas by 10% enrollment over by Fall 2021</p>
<p>April 2020: Data sources (Student Survey, Student Faculty Evaluations) indicate 55% satisfaction with organization of courses.</p>	<p>Emphasize consistency in communication and application of course syllabi. Begin to integrate new University Faculty Evaluation that reviews course syllabi and online courses in more detail.</p>	<p>Goal: Increase to 70% by Fall 2021</p>

Area of Improvement	Modifications/Interventions	Results/ Objectives
<p>April 2020: Data Source (Student Survey) indicate the least preferred (85%) form of instruction is online formats.</p>	<p>Continue to engage in strategies that may improve online courses (e.g. tech snacks, personal mentorship with Instructional Technology Specialist Elise Crichton, webinars, etc.)</p>	<p>Goal: Reduce this finding to 70% by Fall 2021.</p>
<p>April 2020: Data Source (Student Survey) indicate 30% dissatisfaction rate with being able to locate resources in the NCU Clinic.</p>	<p>Continue to move all clinical forms within Theranest, increase Mindi's access to basic supplies, Integrate MyOutcomes into clinic practice.</p>	<p>Goal: Decrease this finding to 15% by Fall 2021.</p>
<p>April 2020: Data Source (Student Survey) indicate 65% of students feel they do not have enough time to engage in research for working with clients. Staff audits have also noted some students neglecting to report other hours in Prac and Supervision.</p>	<p>Practicum and Internship Faculty review other hours on Hour logs more consistently and give specific assignments (e.g. review articles, AVON video specific to a client need).</p> <p>Create Special Topics Course to cover specific counseling interventions/research.</p>	<p>Goal: Decrease this finding to 50% by Fall 2021.</p>
<p>April 2020: Data Source (Vital Statistics Report) indicates a 72% program completion rate.</p>	<p>Integrate rating system in initial student interviews. Continue to consistently offer SDA meetings each semester if not more consistently, if student is of concern. Students of concern are identified at bi-weekly Faculty and Staff meetings.</p>	<p>Goal: Increase this finding to 80%.</p>
<p>April 2020: Data Source (Student Evaluations) indicate a 55% evaluation completion rate.</p>	<p>Faculty to integrate course evaluations into course learning (e.g. research methods, assessment and appraisal). Dean to send reminder to all students each term.</p>	<p>Goal: Increase this finding to 70%</p>

Area of Improvement	Modifications/Interventions	Results/ Objectives
April 2020: Data Source (Graduate Survey) indicates lower scores on the prepared or more prepared in the following areas as it related to their careers as counselors: Counseling Skills (75%) Addictions (57%) Family (57%) Crisis (62%) Cultural (75%) Career (63%)	Assure faculty teaching these areas have support and resources to offer pedagogical approaches that increase preparedness in these areas. Focus Special Topic Course in these areas. CSI to offer presentations from experts in these areas.	Goal: All CACREP areas show 80% prepared or more prepared as indicated by Graduate surveys.

*This table presents areas identified for improvement based on a review of program data. This table is updated on an ongoing basis in order to track modifications suggested and the results of implemented modifications.



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APPENDIX A



NORTHWEST CHRISTIAN UNIVERSITY

Wisdom · Faith · Service

CLINICAL MENTAL HEALTH PROGRAM

Annual Report

for

Stakeholders and the Public

NORTHWEST CHRISTIAN UNIVERSITY 828 E 11th Avenue, Eugene, OR 97401

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CLINICAL MENTAL HEALTH COUNSELING YEARLY ASSESSMENT REPORT

I. Introduction

Mission of NCU

1. NCU aspires to be a university characterized by its commitment to equip students to discover and answer God's call in their lives. NCU achieves this vision through academic excellence and faithful stewardship in a Christ-centered community that develops purposeful graduates.
2. NCU is a university that fosters wisdom, faith and service through excellent academic programs within a Christ-centered community.

Core themes of NCU

3. Manifest excellence in Christian higher education. Exercise faithful stewardship. Foster life-transformation in a Christ-centered community. Develop purposeful graduates

Mission of the CMHC Program

The mission of the NCU Clinical Mental Health Counseling Program is to prepare culturally humble mental health counselors who integrate current, evidence-based interventions and techniques with clients to foster their wellness and relationships.

CMHC Program Objectives

Upon completion of the NCU Master of Arts in Clinical Mental Health Counseling, candidates will be able to:

- Develop and exhibit a professional identity as a counselor, as evidenced by membership in relevant professional organizations, active preparation for licensure, and obtaining relevant counseling credentials.
- Verbalize a personal theoretical orientation to counseling.
- Conduct a comprehensive mental health assessment including a DSM diagnosis as appropriate.
- Formulate and monitor the effectiveness of an evidence-based treatment plan for counseling.
- Deliver supervised counseling services to individuals and groups and document a minimum of 700 clock hours (280 direct hours) of supervised clinical experience.
- Model professional ethical practices and adherence to legal requirements for counselors.
- Demonstrate awareness of social, spiritual, and cultural issues affecting clients, and integrate that awareness into culturally competent counseling practice.

Program Faculty 2015-2016

New Faculty

The program hired one new faculty member in 2019-2020.

Kaj Kayij-Wint, Ph.D. CMHS, MHP, LMFT

Associate Professor of Counseling

Ph.D. Counselor Education, Oregon State University

M.A. Counseling Psychology, St. Martin's University

B.A. Sociology, Providence College

Continuing Faculty

Ryan Melton Ph.D., LPC

Assistant Dean and Associate Professor of Counseling

Ph.D. Counselor Education, Oregon State University

M.A. Counseling Psychology, Pacific University

B.A. Psychology, Pacific University

Gene James, Ph.D.

Associate Professor of Counseling

Ph.D. Counselor Education, Oregon State University

M.S. Counselor Education, Oregon State University

B.A. Multicultural Counseling, Evergreen State College

A.A.S. & A.A. Human Services, Grays Harbor CC

Mindi Barta, M.A., LPC, NCC

Clinic Manager & Field Experience Coordinator

M.A. Clinical Mental Health Counseling, NCU

B.A. Interdisciplinary Studies, Northwest Christian University

The Program also employs affiliate and adjunct faculty who support the mission, goals, and curriculum of the Program. All affiliate faculty hold graduate degrees, preferably in counseling or counselor education from CACREP-accredited programs, have relevant preparation and experience in the assigned area of teaching, and who identify with the counseling profession through memberships in professional organizations, appropriate certifications, and/or licenses pertinent to the profession.

Studies of Program Graduates (Alumni)

Alumni Survey – Graduate Perceptions, Employment, Licensure

In 2019, alumni were invited to participate in a NCU CMHC Graduate survey. We received 40 responses. Of those responding, the majority (90%) indicated that they were working as a counselor.

Most of the alumni (77%) feel that the CMHC program prepared them equivalent to or

better than others in the mental field with similar degrees.

Majority (88%) of NCU CMHC Graduates are registered interns to become a licensed professional counselor or currently a licensed professional counselor.

The NBCC reported a recent 100% pass rate on the national exams (NCE & NCMHE)

You can review the full survey results here:



NCU CMHC
Graduate Survey Res

Graduation Rate

Of those students who entered in Fall 2016, a total of 72% of those have graduated.

Employer Survey

In 2019, employers of NCU CMHC graduates were invited to participate in an employer survey regarding program objectives related to employment outcomes. Employers from a wide range of settings responded (14 total) including mental health agencies, hospitals, schools, universities, group practice etc.

The majority of employers (93%) felt the NCU CMHC program prepared them to work in their respective settings.

100% of employers indicated they are likely to more likely to hire an NCU graduate!

You can review the full survey results here:



NCU CMHC
Employer Survey

Studies of Applicants and Current Students

Program Applicant Characteristics

RACE		RELIGIOUS AFFILIATION	
White	16	Agnostic	1
Two or More	3	Calvary Chapel	1
Unknown	1	Catholic	3
	20	Churh of Christ	1
		Christian Church/Non-Instrumental	2
GENDER		Foursquare	1
Female	17	Methodist	1
Male	3	Mormon	1
	20	No Affiliation	2
		Non-Demoninational	4
FROM		Unknown	3
Oregon	18		20
Utah	1		
Idaho	1		
	20		

Current Student Characteristics

In Fall, 2019, 24 admitted students began the CMCH program. Making a total of 58 currently enrolled.

Most are female (69%), and most indicate that their race is non-Hispanic White (86%). Other student races (totaling 14% of current students) include American Indian/Alaska Native; Hispanic/Latino; Black/African American; Two or more races, and Unknown. Currently, 9% of our students are Veterans.

Student Satisfaction Survey

When it comes to student satisfaction, the NCU CMHC program believes in “by the student, for the student”. A student survey is administered every six (6) months by a student representative. In 2019, 21 CMHC students (47% of CMHC students invited to participate) completed the survey

45% of students expressed feeling satisfied or very satisfied with the structure of the program 80% reported feeling satisfied or very satisfied with support from faculty and administration.

Areas where students expressed the most dissatisfaction were around online courses (70%). These results highlight areas where improvements will be targeted; see *Program Modifications* (Section VII) below.

You can review the full survey results here:



Studies of Site Supervisors and Sites

Feedback from Site Supervisors

The NCU CMHC program utilizes the Counselor Competency Scale (CCS) for Off-site evaluations of students. The CCS measures three primary areas: Primary Counseling Skills, Professional Dispositions and Professional Behaviors with the following anchors:

1 = Below Expectations / Insufficient / Unacceptable

2 = Near Expectations / Developing Towards Competencies

3 = Meets Expectations / Demonstrates Competencies

4 = Exceeds Expectations / Demonstrates Competencies

Over the course of the 2019 academic year, 40 responses from off-site supervisors were collected with the following summary of results.

Off-site supervisors responded that

- 84% of CMHC NCU students met or exceeded expectations in the area of Professional Counseling Skills.
- 89% of CMHC NCU students met or exceeded expectations in the areas of Professional Dispositions.
- 92% of CMHC students met or exceeded expectations in the areas of Professional Behaviors.

Student Evaluations of Fieldwork Sites

NCU currently has established relationships with 30 community sites where our Internship students are placed for their field experiences.

Students and Field Experience Coordinator evaluations/comments of field experience sites are recorded in the Student Development Assessment files and specific information about the sites is kept in the Field Experience coordinator's office. The purpose of its availability is to allow each succeeding cohort to consider information about prospective.

Here are the sites we currently have a contract in place:

1. Bethel Health Clinic
2. Christians as Family Advocates - CAFA
3. Cascade Health Hospice
4. Cascade Behavioral Health
5. Center for Community Counseling
6. Centros

7. Center Family Development
8. Children's Farm Home
9. Choices
10. Compass
11. Douglas County Educational Service
12. Eugene Mission
13. Family Faith And Relationship Advocates - FARA
14. Holly Residential Center
15. Jasper Mountain Center
16. Oregon State Hospital – Junction City
17. Lane Behavioral Health
18. Lane Community College
19. Monte Nido
20. Northwest Christian University Counseling Center
21. Oregon EMDR
22. PeaceHealth
23. Shangri-La (Eugene, Salem)
24. South Lane Mental Health
25. The Child Center
26. The Sage House
27. Umpqua Community College
28. White Bird
29. White Bird Chrysalis
30. Willamette Sky Counseling

Faculty review this information in order to ascertain those sites that best serve our students and those that might need to be dropped. Faculty also review this information to note whether only students with specific training would be appropriate for the site (e.g., working with client populations with particular disabilities).

Some comments include:

“My supervisor paid close attention to my cases but also really trusted my clinical judgement. I enjoyed having her as my supervisor and I feel so fortunate to have been able to intern at Center of Family Development (CFD). Site CFD 12/19

“My supervisor was a strong influence in my development as a counselor throughout the term, she helped me to build my confidence while transiting to working with a new population (e.g. children, adolescents). I feel I have gained a lot in my professional development as a result of having Courtney as my supervisor.” Site: Bethel Health Clinic 12/19

“My experience at CAFA has been outstanding.” Site CAFA 12/19

“Great site! Provides a whole host of different types of diagnosis experience.” Site: Lane Behavioral Health 12/19

“SLMH is an amazing internship site. If you are willing to make the drive to Cottage Grove you won’t regret it. I am grateful for plenty of clients, training, consultation and truly open-door policy that means you can ask anyone for consult at any time. Oh and they hire interns! I’m employed!” Site: South Lane Mental Health 9/18

Studies of Faculty and Supervisors

Faculty Course Evaluations

In 2019, the majority of sections of academic courses were taught by core faculty; three were taught by non-core faculty. Students rated faculty on a 25-item 5-point Likert scale (5 = *excellent*) in each of the four areas: *Quality of Course*, *Quality of Delivery*, *Class Environment*, and *Integration of Faith and Learning*.

Over the course of 2019, students rated faculty on average of 4.2 across all four domains. The range was 3.95 to 4.94, with higher scores coming later in the academic year.

Unfortunately, just half of students in courses are completing these evaluations. The faculty plan to encourage greater numbers of students to complete these evaluations so that feedback can be used to target continuous improvements. We did see higher rates of responses later in the year. Spring saw a 55% response rate with higher rates coming from core faculty.

Clinical Supervisors

Practicum I supervisors were rated by students over the 2019 academic year on a 29-item 5-point Likert scale (5 = *very satisfied*). CMHC faculty’s ratings averaged 4.6.

Program Modifications

Targeted Improvements

Based on data from several sources, the faculty plan to target the following improvements:

1. Increase opportunities for specific intervention skills for students.
2. Increase the frequency, quality, and amount of feedback to students on their coursework and clinical skills.
3. Increase the frequency, quality, and amount of feedback to faculty on their courses.
4. Ensure that part-time and new faculty receive support and training for all aspects of teaching at NCU and in CMHC; improve on-boarding processes; retain excellent part-time faculty from year to year.
5. Work to increase diversity in our student body.

Sustaining Strengths

Additionally, the faculty plan to do the following in order to sustain their areas of strength:

1. Hire and retain faculty with strong academic backgrounds and expertise in specialization areas.
2. Emphasize quality course content in curriculum planning and course design, for online, hybrid, and face-to-face courses.
3. Continue high availability to students through face-to-face and online meetings as needed; increasing number of meetings per year with assigned faculty Mentors.
4. Continue to obtain high employment rates and employer high expectations of NCH CMHC graduates.

