



Master of Arts-Clinical Mental Health Counseling  
Program Evaluation Report Summary  
2020-2021

The 2020-2021 Program Evaluation Report (PER) demonstrates our efforts to understand our progress in achieving our vision, mission, and objectives. The PER also showcases our capacity to comply with the evaluation requirements of the Council for Accreditation of Counseling and Related Education Programs (CACREP, 2016). We compile and present annual data about the on-ground site (hereafter OG), the online site (hereafter OL), and the program overall (hereafter Program).

**A. Students Admitted and Studying with us in 2020-2021**

In 2020-2021, 1215 individuals applied to study with us. Of the 1,215 who applied, we interviewed 793 individuals (65%), and of those interviewed, 608 (76%) were admitted. Of those admitted, 401 (66%) matriculated/enrolled. For 2020-2021, the percent of applicants offered admissions on-ground was around 20% and online around 58%. Most applicants admitted were women. White students made up 60% with students coming from around forty-three states, the largest contingent from Illinois. For a second year, COVID dynamics significantly impacted our capacity to enroll international students on-ground with only three in the enrolled cohort.

Table 1: Admissions (2020-2021)

Status	On-Ground	Online	Program
Applied	250	965	1,215
Interviewed	98	695	793
Admitted	50	558	608
Matriculated/Enrolled	34	367	401

Table 2: Admitted Students by Gender (2020-2021)

Gender	OG N=50	OL N=558	Program N=608	Program Percent*
Female	42	470	512	84%
Male	5	77	82	13%
Non-Binary	–	10	10	2%
Not Reported	3	1	4	>1%

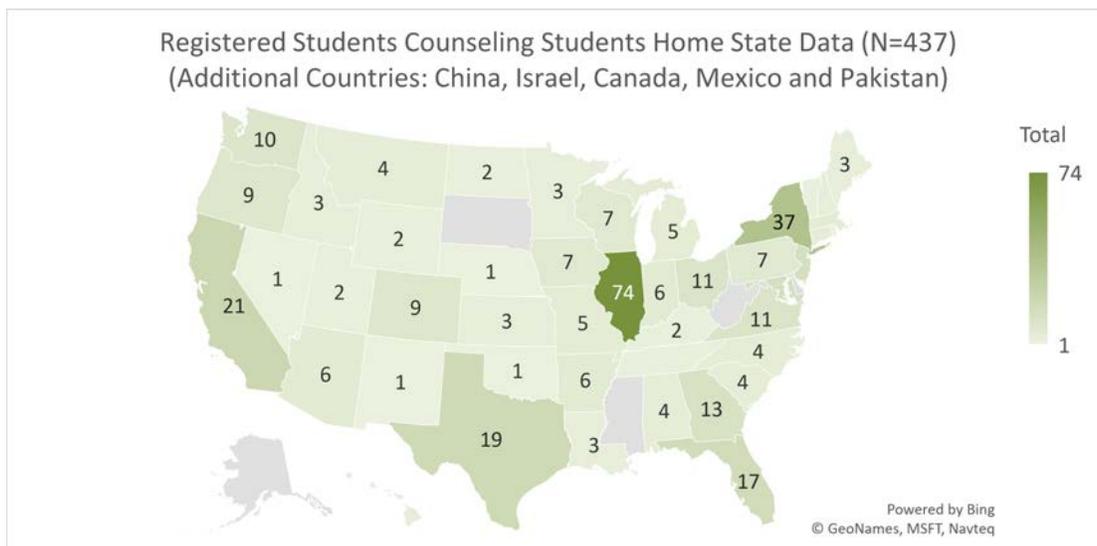
\*Numbers are rounded

Table 3: Newly Matriculated/Enrolled Students by Race & Ethnicity (2020-2021)

Race/Ethnicity Admitted	OG N=34	OL N=367	Program N=401	Program Percent*
White	18	222	240	60%
Black/African American	4	37	41	10%
Latinx	4	44	48	12%
Asian	7	40	47	12%
Native American/American Ind.	-	2	2	>1%
Hawaiian/Pacific Islander	-	-	-	-
Multiracial	-	13	13	3%
Not Reported	1	9	10	2%

\*Numbers are rounded

Figure 1. Newly Enrolled Students by U.S. State (2020-2021)



In 2020-2021, the entire student body made up of new and continuing students, numbered 804. Table 4 shows that around 37% were Black, Indigenous, Persons of Color (BIPOC).

Table 4: 2020-2021 Student Body by Race/Ethnicity and Gender (N=804)

Student Body	OG (74)			OL (730)			Program (804)				Program* percent
	W	M	Other	W	M	other	W	M	Other	Total	
White	37	8		383	61	4	420	69	4	493	61%
Black	6	0		78	22		84	22		106	13%
Asian	6	1		49	5		55	6		61	8%
Latinx	6	0	1	16	4		22	4	1	27	3%
NA/AN	0	0			1		0	1		2	>1%

Pacific Islander	0	0		1			1			1	>1%
Multi racial	6			81	9		87	9		96	12%
Not Reported	2	1		13	2	1	15	3	1	19	2%

\*Numbers are rounded

## B. Our Faculty 2020-2021

We had a total of 30 Core faculty in 2020-2021, with all but one meeting the criteria to count as *core* under the CACREP (2016) guidelines (Table 5). We contracted one hundred affiliate instructors to support teaching in 2020-2021, with a majority (93%) teaching online. To count as an affiliate, the faculty taught at least one section of a course in that academic year. In terms of racial/ethnic representation faculty who identified as Black, Latinx, Asian, or multiracial represented 33 % of our core and around 26% percent of affiliates. In 2020-2021 our educators were overwhelming cis-gendered females (83% core and 77 % affiliate).

**Table 5: 2020-2021 Core Faculty by Race/Ethnicity and Gender**

Core Faculty	OG (5)			OL (25)			Program (30)				Program Percent
	F	M	Other	F	M	Other	F	M	Other	Total	
White	2			13	5		15	5		20	67%
Black	2			4			6	0		6	20%
Asian	1			2			3	0		3	10%
Latinx				1			1	0		1	3%
NA/AN											
Pacific Islander											
Multiracial											
Not Reported											

\*Department Chair is counted online

**Table 6: 2020-2021 Affiliate Faculty by Race/Ethnicity and Gender (N=98)**

Affiliate Faculty	OG (7)			OL (93)			Program (100)				Program percent
	F	M	Other	F	M	Other	F	M	Other	Total	
White	4	2		53	15		57	17		74	75%
Black	1			15	1		16	1		17	17%
Asian					2			2		2	2%
Latinx				1	2		1	2		3	2%
NA/AN											

Pacific Islander													
Multiracial				4								4	4%
Undisclosed													

**C. Student Achievement 2020-2021**

In Tables 7-13, we present academic metrics collated by The Graduate School that show our students’ advancement towards their degrees.

**Table 7: GPA < 3.0 2020-2021**

GPA < 3.0	Overall	Sex/Gender			Race/Ethnicity	
		Female	Male	Non-Bin	BIPOC	Non-BIPOC
OG	0	0	0	0	0	0
OL	23	17	6	0	20	3
<b>Program</b>	<b>23</b>	<b>17</b>	<b>6</b>	<b>0</b>	<b>20</b>	<b>3</b>

\*Students with GPAs of 3.0 are placed on probation multiple times in the same academic year, in this case, they would be counted multiple times.

**Table 8: Attrition: Students discontinued or withdrawing-2020-2021**

Discontinued	Overall	Sex/gender			Race/Ethnicity	
		Female	Male	Non-Bin	BIPOC	Non-BIPOC
OG	0	0	0	0	0	0
OL	8	8	0	0	1	7
<b>Program</b>	<b>8</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>7</b>

\*Students withdrawing from the program without earning the degree during the 2020 - 2021 academic year.

**Table 9: Graduations in Fall 2020 - Spring 2021**

Graduations	Overall
On-Ground	28
Online	206
<b>Program</b>	<b>234</b>

\*Count of students completing and graduating from each site during the 2020 - 2021 academic year.

## D. Student Performance as Counselors-in-Training 2020-2021

Students are required to complete at least fifty direct face-to-face hours with clients for the practicum experience. Students must also complete a minimum of 240 direct face- to face- hours with clients during an internship. Students trained at around 568 unique sites across the U.S and Appendix 2 shows some of the agencies and institutions where our students are placed. Students trained with around 638 unique supervisors at sites. Training competencies are evaluated on the following rating scale: 5=excellent work, 4.5=clear strength, 4=satisfactory work, 3.5=student experiencing difficulty in this area and making satisfactory progress, 3=student experiencing difficulty in this area and making slow progress, 2.5=student experiencing difficulty in this area and making questionable progress, 2=represents an area of difficulty where progress has not yet been demonstrated, and 1=a key problem area which threatens to interfere with clinical effectiveness, consultation should be initiated, N/A=not able to evaluate at the present time or does not apply.

**Table 10: Supervisor Evaluation of Counselors-in-Training Competencies (2020-2021)**

Supervisor Evaluation of Practicum Trainees' Knowledge and Skills							
Domain		OG	SD	OL	SD	Program	SD
1	Professional Skills	4.641	0.247	4.044	0.474	4.170	0.426
2	Approach to Learning	4.714	0.145	4.348	0.193	4.426	0.183
3	Professional Demeanor	4.735	0.136	4.329	0.264	4.415	0.237
4	Cultural Competency	4.662	0.127	4.175	0.199	4.177	0.200
Supervisor Evaluation of Internship Trainees' Knowledge and Skills							
Domain		OG	SD	OL	SD	Program	SD
1	Professional Skills	4.538	0.267	4.427	0.367	4.441	0.355
2	Approach to Learning	4.621	0.168	4.645	0.141	4.642	0.145
3	Professional Demeanor	4.664	0.204	4.627	0.188	4.632	0.191
4	Cultural Competency	4.568	0.127	4.555	0.156	4.557	0.152

## E. Snapshots of Supervisor and Employee Surveys Completed in 2020-2021

In 2020-2021, we conducted Site Supervisor and Employer evaluations consistent with CACREP (2016) requirements. Supervisors evaluated the extent to which they believed the program is meeting its mission (to deliver innovative clinical

mental health counselor training grounded in contemporary psychodynamic theory, best practices from multiple perspectives, and a multicultural worldview, preparing students to become competent counselors, mental health advocates, and leaders). Thirty employers of our alumni were asked whether their employees can be considered as meeting the program’s objectives around student learning. Twenty-five employers completed this question, and the results are in Table 12. Program objectives are in Column 1 and the remaining columns indicate the percent of alumni, and employers perceived are above, at, or below the expectations for each objective.

**Table 11. Site Supervisor Perceptions of Program’s Effectiveness in Meeting its Mission**

Ratings	Program		OG		OL	
Extremely or very effective	89%	184	90%	71	89%	114
Moderately or slightly effective	9%	20	9%	7	9%	11
Not effective at all	>1%	1	1%	1	2%	2
Total	100%	205	100%	79	100%	127

**Table 12: Employer Ratings of Northwestern Alumni-Employees on 6 Program Objectives**

Objective	3-Above Expectations		2-Meets Expectations		1-Below Expectations	
Northwestern Alumni possess an in-depth understanding of Clinical Mental Health Counseling	60.00%	15	40.00%	10	0.00%	0
Northwestern Alumni understand strategies to integrate psychodynamic thought & emerging best practices into clinical work	58.33%	14	33.33%	8	8.33%	2
Northwestern Alumni demonstrate self-reflective counseling skills honed through extensive and closely supervised clinical practice	64.00%	16	36.00%	9	0.00%	0
Northwestern Alumni demonstrate rich multicultural awareness that embraces and advances diversity and social justice values	60.00%	15	32.00%	8	8.00%	2
Northwestern Alumni embody a professional counselor identity	50.00%	12	45.83%	11	4.17%	1
Northwestern Alumni showcase a scientific mindset and an interest in scholarship and profession-centered activities	54.17%	13	41.67%	10	4.17%	1

## F. Student Performance on the National Counselor Exam

Consistently, our students do well on the national counselor exam (NCE) with pass rates of over 90%. Table 19 shows pass rates for 2020-2021. Additionally, in all domains, students in both sites perform better than the national average.

**Table 13 National Counselor Exam (NCE) Pass Rate on First Attempt (2020-2021)**

Year	OG	OL	Program
2020-2021	92.5% (40)	94.7% (57)	93.2% (97)

## G. Conclusion

We derived several conclusions from our 2020-2021 Program Evaluation Report.

- 1) Interest in the program remains extremely strong as documented by a high number of applications. Our online sites help us to achieve a diverse student body, while our ground site attracts international student interest. The on-ground site interest remained quite strong, but the admission of international students was dramatically affected by COVID conditions.
- 2) The program's national reach remains steady. Students come from 43 states and several international locations. Several countries were represented among those who applied although COVID dynamics impacted whether applicants were able to study in the U.S.
- 3) Our recruitment and retention of training sites and site supervisors, nationally, remained strong. Students and trained in 568 agencies and institutions across the U.S. with over 618 unique supervisors. Many of these sites are reused (meaning that has been with us for multiple years).
- 5) Our program NCE pass rates remain high at over 90%.
- 6) On-ground and online sites maintain a high degree of concordance in clinical training targets as documented by the small to moderate differences in mean scores in supervisory evaluations across all students.
- 7) Overall, supervisors' and employers' perceptions of the program's achievement of its mission and objectives were quite positive.

## RECOMMENDATIONS AND ACTIONS

Our annual program report data showcased in this summary (and in the report itself) suggest several growth edges that remain key to our strategic planning and implementation for continuous improvements. We summarize here key messages.

- 1) The Clinical Training arena, by far, experienced the most disruptions due to COVID and quarantine conditions in sites, supervisors, and trainees. Clinical placements also continue to be an area of high anxiety for students. Our Clinical Training

Team has enacted several measures to monitor student training experiences and respond to student concerns. These measures include closer follow-up of site experiences by Clinical Training Directors and a customer-service approach among the placement team.

2) We noted persistent areas for continuous improvement including improvements in communication and teaching effectiveness, especially within asynchronous coursework; and disruptions in engagement due to the impact of COVID conditions on students and faculty. The integration and activation of Diversity, Equity and Inclusion values, commitments, and actions continue to be high program priorities. Student experience continued anxiety about the cost of education and rising tuition rates, as well as perceived value of our degree in the marketplace, especially in labor and remuneration. These are continuing topics of conversation and support in our community.