

Walsh University
Counseling & Human Development (CHD) Program
Three-Year Evaluation Report
2014-2017

I. Admissions Data Summary

CHD faculty members review admissions data annually; additionally, they have reviewed admission data over the course of the three-year program evaluation period in comparison to the prior three-year program evaluation period.

The trend in the decline in conversion from admissions to enrolled students appears to have stabilized. Whereas there was a 13-22 student difference between admissions and enrollment during the previous evaluation period, and the current average difference between admissions and enrollment maintained at 19. Applicants continue to demonstrate a slower commitment to enrollment. Walsh University has recently refined the admissions process, and it is hoped that this will be reflected in an increased conversion from admission to enrollment. Admissions continues the trend of primarily local (Canton area and 70 mile radius in northeast Ohio) applicants. There continues to be a need to increase marketing beyond northeast Ohio, as well as enhance programmatic information available on the university website.

The summary of admissions data (per student report) demonstrates that the CHD student body continues to remain primarily European-American and more female than male (26% male compared to 39% male in the previous evaluation period), with an average of 13% of admitted students representing Hispanic and nonwhite populations (including Native American; Non-Resident Africans; African Americans; Hispanic Americans; and Biracial). This percentage of nonwhite populations remains the same as the previous evaluation period, and continues to reflect the broader issue of a meaningful cultural diversity within the university as a whole. Retaining diverse students remains difficult despite the creation of CHD tutors and more intense efforts of faculty (including efforts to assist homeless students) to address the complexities in the lives of culturally diverse students. There continues to be little organized university support for conditionally admitted graduate students.

II. Comprehensive and Licensure Examinations; Field Competency Ratings

A. Comprehensive Examinations

The CHD program continues to use the nationally-normed Counselor Preparation Comprehensive Examination (CPCE), produced and managed by NCC Inc., as the comprehensive examination for the core counseling curriculum areas, and locally determined case study discussion questions as the comprehensive examination for the specialty areas of School Counseling and Clinical Mental Health Counseling. Faculty members have reviewed CPCE and comps case study exams both annually and for the three-year evaluation period. Three-year CPCE data for overall mean CPCE scores show that 88% of the overall scores for Walsh students were above the national overall mean CPCE scores during the three year evaluation period. Additionally, 38% of the Walsh overall mean scores were significantly above the national mean (by at least 15.46 points). Throughout the evaluation period, the Walsh mean score for each of the core areas was above the national mean.

Student Affairs in Higher Education (SAHE) take a locally determined comprehensive examination, designed to parallel the core counseling curriculum areas included in the SAHE program of study. This is the first time SAHE has been included in the Comprehensive Examination three-year programmatic evaluation.

Regarding the case study discussion portion of the overall comprehensive exam, annual faculty reviews of student products have resulted in continued fine-tuning in the design of cases and questions and instructions to focus student efforts on case conceptualization and interventions. While internship site supervisors generally report that students have very good case conceptualization skills and the use of counseling interventions, faculty continue to seek ways to improve students' skills.

B. License Examinations

In the 2014-2017 evaluation period, per the OCSWMFTB report, Walsh clinical mental health students continue to perform well on the NCE, the exam required for the initial, limited practice license in Ohio. Walsh is ranked 9th of the 23 counselor education programs statewide with an 89% pass rate on the NCE. Per the OCSWMFTB reports on the NCMHCE, the state examination for the independent practice clinical license in Ohio, Walsh alumni had a 100% overall pass rate during the three-year evaluation period. It is important to note that, unlike several other Ohio counselor education programs, Walsh does not directly "teach to" these exams, particularly the NCMHCE exam, nor requires attendance at license examination preparation programs.

In the 2014-2017 evaluation period, the state of Ohio changed the state examination for the school counseling license to the Ohio Assessment for Educators (OAE) exam. Per the OAE report, Walsh school counseling students performed well on the OAE exam. For two years of the three-year evaluation period, the pass rate was 100%. The initial pass rate for 2016-2017 was 63% and 100% pass rate in the subsequent administration of the exam.

There are no licensing exam requirements for the student affairs in higher education profession.

C. Field Competency Ratings

School Field Competency Ratings. Internship site supervisors from Fall 2014 through Spring 2017 (N = 16) rated fifteen (15) students at "exceeds expectations" (rated above 3.5, with a rating of 3 as "meets expectations") and one (1) student at "meets expectations" (rated from 3.0 to 3.4).

Clinical Mental Health Competency Ratings. Internship site supervisors from Fall 2014 through Spring 2017 (N = 59) rated forty-nine (49) students "exceeds expectations" (rated above 3.5, with a rating of 3 as "meets expectations", and ten (10) students at "meets expectations" (rated from 3.0 to 3.4).

Student Affairs in Higher Education Ratings. Internship site supervisors from Fall 2014 through Spring 2017 (N= 13) rated eleven (11) students "exceeds expectations" (rated above 3.5, with a

rating of 3 as "meets expectations," and two (2) students at "meets expectations (rated from 3.0 to 3.4).

III. Student learning Outcome and Developmental Theme Data

The CHD program assessment plan requires analysis of two student learning outcomes (SLO) each academic year, utilizing two measures for each SLO. In the 2014-2015 academic year, the programmatic assessment plan was reorganized to fully analyze each goal in the same academic year. Previous years split the analysis of the programmatic goal into two separate academic years. Therefore, academic year 2014-2015 assessed SLO 1 (from programmatic Goal 1) and SLO 4 (programmatic Goal 2). Academic year 2015-2016 restarted the assessment cycle and assessed SLO 1 and SLO 2 (from programmatic Goal 1 - Develop students' core knowledge and competencies necessary to function as professional counselors in school and clinical mental health counseling, and as student affairs professionals) and academic year 2016-2017 assessed SLO 3 and SLO 4 (from programmatic Goal 2 - Prepare students for specialized professional roles as clinical mental health counselors, or school counselors, or student affairs professionals).

2014-2015

The academic year of 2014-2015 evaluated SLO 1: CHD graduates will demonstrate core knowledge competencies in counseling (8 core CACREP areas) and SLO 4: CHD graduates will demonstrate the specialized skills required to practice as Mental Health, School Counselors, and/or Student Affairs Professionals. Data for SLO 1, measure 1: This measure utilized the Counseling Preparation Comprehensive Exam (a national counseling education exit exam). Sixty-one students (61) attained scores above the national mean; eleven (11) received a score below the national mean (N = 72).

Data for SLO 1, measure 2: This measure utilized an Alumni Survey (with items assessing Core knowledge areas). Nineteen (19) students rated the CHD educational program as "exceeds expectations" and three (3) students rated the program as "satisfactory." Evaluation of SLO 1 via the CACREP standards demonstrates that students are successfully meeting the outcome target, although there are relatively lower scores in the areas of research and assessment standardized/nonstandardized assessment and statistical concepts, and social and cultural concepts measured via a final exam. As a result of the SLO 1 data, an action plan was developed that included 1) Faculty discussion to assess motivation of students to be more excited about the research/assessment concepts in Research Methods and Assessment in Counseling classes, as well as balancing conceptual knowledge versus practical utilization of concepts; and 2) the Social and Cultural Diversity exam will be broken into more examination points throughout the class so the burden of examination is spread out continuously. Data for SLO 2, measure 1: This measure utilized the external examiner (site supervisor) appraisal of intern skills. Thirty (30) school counseling students attained an overall rating of "exceeds expectations" (N = 30) and twenty-nine (29) clinical mental health counseling students attained an overall rating of "exceeds expectations" and three (3) "meets expectations" (N = 32). Data for SLO 2, measure 2: This measure utilized the Comparative Survey (Walsh versus other students) completed by Site Supervisors at the Walsh alumni places of employment (items assessing counseling skills). Two (2) school counseling supervisors rated Walsh students as comparable across items (N = 2) and nine (9) clinical mental health counseling supervisors rated Walsh clinical mental health counseling students as comparable with other students across items (N = 9). Results of the case

conceptualization development theme found that students' development of counseling skills progressed from meeting the initial and mid-point target to approximating the professional practice target. The initial practice rating was a relatively higher rating for each of the criteria. There is continued evidence of multicultural issues (as identified in previous assessment reports). These include discovering implications regarding cultural issues (identifies the role of culture in relation to precipitating & contributing factors, resources (assets/liabilities), case hypothesis, and counseling/educational intervention plan; demonstrates clear sense of multiple, subtle resources & limitations & thorough understanding of how these may impact counseling/ educational process). There were relatively lower scores in presents evidence, information and/or theories through investigation of multiple theories & research. Because of the theme data, an action plan was developed that included 1) Many students take Lifespan (the initial practice rating) and Addictions (the mid-point rating) in the same semester. Another class/assessment artifact will be identified to collect the initial rating; 2) The initial rating will be shifted to a class taught by core faculty; 3) There will be a training regarding utilizing the rubric, thereby improving interrater reliability; and 4) Continued discussion/focus on cultural issues, which are reflective of student's demographic diversity as well as university-wide issue.

2015-2016

The academic year 2015-2016 evaluated SLO 1: CHD graduates will demonstrate core knowledge competencies in counseling (8 core CACREP areas) and SLO 2: CHD graduates will combine core counseling skills in practice and in practicum/field experiences. Data for SLO 1, measure 1 and measure 2 were reviewed in the academic year 2014-2015 discussion. Evaluation of SLO 1 via the CACREP standards demonstrates that students are successfully meeting the outcome target, although there are still relatively lower scores in the some of the research/assessment concepts (especially standardized/nonstandardized assessment and statistical concepts), an assignment in Career that appears to lack specificity, and continued issues with the final exam in Social and Cultural Diversity. Note: This SLO was evaluated in the 2014-2015 academic year and the action plan has not had the full three year cycle to demonstrate change. As a result of the SLO 1 data, an action plan was developed that included 1) Break the final exam into more examination points throughout the class so the burden of examination in spread out continuously; 2) When class is taught by the adjunct the same exam will be used; 3) The responsible faculty member will communicate with adjunct(s) teaching the Assessment class to structure activities focused on relatively weaker standards. Study outline will offer more in depth look at these two standards also in order for students to prepare for the assignment. Data for SLO 2, measure 1 and 2 were not analyzed. The 2015-2016 Annual Report evaluated SLO 4 instead of SLO 2 (due to confusion on the part of the Assessment Chair and the new organization of the assessment plan. The information on SLO 4 was reported in the 2014-2015 academic year. Evaluation of SLO 2 via the CACREP standards demonstrates that students are successfully meeting the outcome target. Results of the counseling skills development theme found that students' development of counseling skills progressed from meeting the initial and mid-point target to approximating the professional practice target.

2016-2017

The academic year of 2016-2017 evaluated SLO 3: CHD graduates will integrate the core and the specialty knowledge and competencies required to practice as Mental Health Counselors and/or School Counselors, and SLO 4: CHD graduates will demonstrate the specialized skills

required to practice as Mental Health Counselors and/or School Counselors, and/or Student Affairs Professionals. SLO 3, measure 1: This measure utilized the Comprehensive Exam – case conceptualization artifact. Twenty-nine (29) students “exceeds expectations,” sixty-five (65) students “meets expectations,” and five (5) students were “below expectation” (N = 99). SLO 3, measure 2: This measure utilized external examiner (Practicum site supervisor) appraisal of the integration of core and specialty knowledge and competencies. Sixty-one (61) students attained an overall rating of “exceeds expectation” (N = 61). Evaluation of SLO 3 via the CACREP standards demonstrates that students are successfully meeting the outcome target. SLO 4, measure 1: This measure utilized external examiner (internship site supervisor) appraisal of intern skills. Eighteen (18) school counseling interns attained an overall rating of “exceeds expectations” (N = 18). Twenty-eight (28) clinical mental health counseling interns attained an overall rating of “exceeds expectations” (N = 28). Thirteen (13) student affairs students attained an overall rating of “exceeds expectations” (N = 13). SLO 4, measure 2: This measure utilized the Comparative Survey (Walsh versus other students) completed by Site Supervisors at the Walsh alumni places of employment (Items assessing counseling skills). One (1) school counseling site supervisor rated the school counseling student as higher than students from other universities in seven areas and comparable in four areas (N = 1). Four (4) clinical mental health site supervisors rated the clinical mental health counseling student as comparable to higher than students from other universities in all areas (N = 4). Two (2) student affairs site supervisors rated the student affairs students as comparable to higher than students from other universities in all areas (N = 2). Evaluation of SLO 4 via the CACREP standards demonstrates that students are successfully meeting the outcome target, although there are still relatively lower scores in one standard associated with the Social and Cultural Diversity final exam. As a result of the SLO 4 data, an action plan was developed that included 1) Review the final exam and make additional changes. Results of the case conceptualization development theme found that students' development of counseling skills progressed from meeting the initial and mid-point target to approximating the professional practice target. The initial practice rating was a relatively higher rating for each of the criteria, partly due to the strong fit between the multiple opportunities to demonstrate case conceptualization skills in Counseling Theories (the course/artifact that the initial rating was moved to as a result of the 2014-2015 analysis). It was also determined that the mid-point rating was in Addictions, where there is a significant increase in case complexity, therefore a more difficult demonstration of skills. There is evidence of improvement in multicultural issues. There continues to be relatively lower scores in presents evidence, information and/or theories through investigation of multiple theories & research. As a result of the theme data, an action plan was developed that included 1) Search for a different course/artifact, later in curriculum, for mid-point evaluation; and 2) Adjust case conceptualization assignments to enhance fit with case conceptualization rubric.

IV. Three-Year Survey Data: Alumni/Employer Comparative Ratings

A. Alumni Survey Data (N=81) See Appendix A.

Historically, alumni surveys have been distributed via postal mail. This evaluation period, surveys were sent to alumni via Survey Monkey to available email and social media contact information. Some contact information was not current (i.e., email/phone number no longer valid), therefore not all alumni were successfully contacted. As a result of this effort, twenty-

eight (28) or 35% of the alumni submitted responses (13 CMHC students, 5 SC students, 3 CMHC/SC Dual students, 4 SAHE students, 2 SC/SAHE Dual students and 1 CMHC/SAHE Dual student). This return rate is similar to the return rate in previous evaluation cycles.

Review of the survey data resulted in the following summary:

University Resources and Services (1- 5 scale: 1= poor; 2= fair; 3= satisfactory; 4= very good; 5= exceptional)

Overall, alumni rated university resources as satisfactory or above with some exceptions: 7.41% (N=2) rated library services as "fair" and 3.7% (N=1) rated library services as "poor;" 3.85% (N=1) rated financial aid services as "fair" and 3.85% (N=1) rated financial aid services as "poor;" 7.69% (N=2) rated the computer lab/computer services as "fair;" 3.57% (N=1) rated administrative offices as "poor." The two university services with the highest overall average rating was counseling services and instructional facilities and the service area with the lowest overall average rating was library services. Similar results emerged in the previous evaluation cycle report.

Professional/Personal Development (same 1-5 scale as above)

The majority of areas in this section were rated as "satisfactory" or above. The relatively lowest rated areas (at 3.68-3.82) were: "involvement in professional associations (ACA, ASCA, AMCHA, OCA)"; and "assessing, critiquing, and using research literature in your counseling practice". The relatively highest rated areas (at 4.25-4.43) were: "self-evaluation/openness to supervision and continued development"; and "self-awareness."

Overall Evaluation of the Counseling program

82% of respondents (N=23) reported that they recommended the program to others; 18% (N=5) reported that he/she did not recommend the program to others. 100% of respondents (N=26) reported that if they had the opportunity to recommend the program (again), they would do so. 61% (N=17) reported that the program exceeded their expectations; 36% (N=10) reported that the program met their expectations and 3% (N=1) reported that the program did not meet his/her recommendations. These overall alumni evaluations of the Counseling program represent similar responses in past evaluation periods. In the 2011-2014 evaluation period 95% of respondents had reported that they had recommended the program to others and 5% reported that they had not recommended the program to others. In the 2011-2014 evaluation cycle 100% of respondents had reported that, if they had the opportunity to recommend the program (again), they would do so. In the 2008-2011 evaluation cycle 68% of respondents had reported that the program exceeded their expectations and 32% reported that the program met their expectations. In the 2008-2011 evaluation period 82% of respondents had reported that they had recommended the program to other and 18% reported that they had not recommend the program to others. In the last evaluation cycle 86% of respondents had reported that, if they had the opportunity to recommend the program (again), they would do so and 14% of respondents had reported that they would not recommend the program again.

General Aspects of the Counseling Program (same 1-5 scale)

The majority of areas in this section were rated as "satisfactory" or above. The relatively lowest rated areas were: "orientation to Walsh University and CHD program" (3.43); and "opportunities to be exposed to/involved in research or presentation activities" (3.46). The relatively highest rated areas (at 4.50-4.58) were: "quality of supervision at internship sites" (4.50); "opportunities to obtain feedback from faculty about your progress in the program" (4.50); and "faculty members' clinical knowledge and skills" (4.58). The item with the lowest rating was "orientation to Walsh University and the CHD program" and the second lowest rated item was "opportunity to be involved in research." These two items were the two lowest rated items in the 2011-2014 evaluation period and remain areas for improvement.

Counseling Knowledge and Skills (same 1-5 scale)

The majority of areas in this section were rated as "satisfactory" or above. The relatively lowest rated areas were: "career counseling" (with 7.14% below "satisfactory"; N=2); "counseling theories and their application with clients" (with 7.14% below "satisfactory"; N=2); and "systemic level structures governing counseling practice (mental health and school administration, managed care)" (with 7.7% below "satisfactory"; N=2). The relatively highest rated areas were: "basic counseling skills" (with 53.57% at "exceptional"; N=15); "client advocacy" (with 55.56% at "exceptional"; N=15); and "professional behavior" (with 64.29% at "exceptional"; N=18). In the 2011-2014 evaluation period "systemic level structures governing counseling practice (mental health and school administration, managed care)" was the lowest rated item and therefore remains an area for improvement. In the 2011-2014 evaluation period "professional behavior" was the highest rated item, demonstrating this knowledge/skill area as a continued area of strength.

Mental Health Specialization (same 1-5 scale)

All items in this section were rated "satisfactory" or above; both " case conceptualization and treatment planning" and " assessment and clinical appraisal (including MSE)" had the highest rating in this category (4.61).

School Counseling Specialization (same 1-5 scale)

The majority of areas in this section were rated as "satisfactory" or above. The highest rated area was "Knowledge of the ASCA National Model (4.10)." The relatively lowest rated area in this section was "Student Assessment." In the 2011-2014 evaluation period "knowledge of the ASCA National Model" was the lowest rated item, demonstrating improvement in the area.

Student Affairs in Higher Education Specialization (same 1-5 scale)

All items in this section were rated "satisfactory" or above. The highest rated area was Student development and theories (4.33)." The relatively lowest rated area in this section was "Knowledge of legal and ethical principles in higher education." This is the first time this specialization is included in the three-year evaluation report.

B. Employer Comparative Survey (N=7) (Scale: 1=lower; 2= comparable; 3=higher [than students from other university counseling programs])

Of the 28 alumni surveys submitted, only 7 included employer surveys (5 employers of CMHC alumni, 1 employer of a SC/SAHE alumni and 1 employer of a SAHE alumni). All supervisors rated Walsh students as comparable or higher than students from other university counseling programs. Average ratings across all areas were "comparable" or "above" for Walsh students. All supervisors rated Walsh students as well prepared and said they would hire a candidate with the same preparation, if given an opportunity to do so (100%, N=7)

Counseling Knowledge / Skills

The relatively lowest rated areas by employers were "Understanding and applying research results to counseling practice" (with 14.29% rated at "above", N=1 and 85.71% rated at "comparable", N=6) and "Knowledge of counseling theories and their applications" (with 14.29% rated at "above", N=1 and 85.71% rated at "comparable", N=6). The research rating constitutes an area that has been cited as relatively weaker in previous evaluation cycles. The relatively highest areas as rated by employers were: "professional behavior," "basic counseling skills," and "writing" (all with 71.43% rated at "above" other counselors at the same experience level, N=5).

Professional Skills According to Specialization:

Mental Health specialization (N=5)

All ratings in this area were rated at "comparable" or "above" in relation to graduates from other universities, with "Case conceptualization and clinical hypothesis formation" and "treatment planning" being rated the highest (both rated at "above" by 42.86%, N=3).

School Counseling (N=1)

All the average ratings in this area were clearly rated above "comparable" in relation to graduates from other universities. In view of the small number (N=2) further analysis is not possible.

Student Affairs in Higher Education (N=2)

All the average ratings in this area were clearly rated above "comparable" in relation to graduates from other universities. In view of the small number (N=2) further analysis is not possible.

V. Program Philosophy and Goals Review, Curriculum Review and Summary Outcomes

A. Program Philosophy and Program Goals Review

Faculty members reviewed the program philosophy and goals in relation to including the new Student Affairs in Higher Education specialty. It was determined that the overall program

mission and philosophy did not need further modification. Program goals were also reviewed and determined to remain a good fit for graduate education philosophy at Walsh and the CHD program philosophy, however, minor changes were made to wording in order to reflect the addition of Student Affairs in Higher Education.

B. Curriculum Review and Summary Outcomes (for the three-year data)

CHD faculty members reviewed the assessment data over the three year evaluation period from the various sources within the assessment plan, as well as outcomes identified for action in the 2011-2014 Program Evaluation report. In this evaluation period, faculty members developed and implemented revisions to the CHD Assessment Plan to include Student Affairs in Higher Education in programmatic assessment.

Action taken on 2011-2014 Program Evaluation Report Outcomes

1. Efforts were made to increase marketing and expand beyond NE Ohio via improvements to the CHD website, utilization of Walsh marketing/admissions personnel to capture technology-based resources (i.e., of web-based lists/contact information from various higher educational institutions and related professional organizations).
2. Improved orientation to CHD program and to university, however, this evaluation report demonstrates that further work is needed in this area.
3. The results in this program evaluation report support efforts to improve writing via encouragement to use Graduate Writing Tutor services and CHD tutor services, as well as documenting this information in every CHD syllabi.
4. The feasibility of providing an orientation to the NCMHCE exam for alums was examined; the provision of this orientation was tabled.
5. Efforts have been made to increase student opportunities for self-reflection re: diversity awareness and the impact on the counselor-client relationship via inclusion of diversity awareness throughout the curriculum.
6. Efforts have been made to increase student opportunities for becoming involved in faculty research, however, this evaluation reports that students continue to indicate this is an area for improvement.
7. The results in this program evaluation report support efforts to increase opportunities for students to develop case –conceptualization and treatment planning skills across the CMHC curriculum. These areas are now evaluated by alumni and employers as a strength.
8. Efforts have been made to increase students’ knowledge regarding the use of educational and psychological instruments in school counseling, however, this evaluation report demonstrates that further work is needed in this area.
9. Faculty members have improved assignment instructions; grading rubrics; examination questions and other course-specific recommendations as indicated in the yearly programmatic assessment plan.
10. Faculty members have participated in trainings regarding assessment of artifacts in developmental themes, and inter-rater reliability has improved.
11. Faculty members continue to evaluate the match of assessment artifacts to evaluation rubrics in multicultural and case conceptualization developmental themes and make necessary

adjustments in designated artifacts; current changes in artifacts are continuing to be assessed for appropriate fit to the developmental theme.

Outcomes Targeted for action on the basis of faculty analysis and Advisory Board discussion of the 2014-2017 Program Evaluation Report.

1. Improve orientation to CHD program and to university.
2. Increase student opportunities for becoming involved in faculty research.
3. Increase students' knowledge regarding the use of educational and psychological instruments in school counseling.
4. Provide an orientation to the NCMHCE exam for alumni.
5. Conduct a focus group to enhance effectiveness of the Employer Survey.
6. Develop a programmatic response to the 2020 CACREP deadline for school counseling programs to move to 60 credits
7. Conduct curriculum evaluation in preparation to move the CHD program from 2009 CACREP standards to 2016 CACREP standards.

Appendix A: Alumni Evaluation Data

Have you recommended Walsh University's Counseling Program to others?

Answer choices	Responses	
Yes	82.14%	23
No	17.86%	5

Total 28

If you had the opportunity to do so (or do so again), would you?

Answer choices	Responses	
Yes	100%	26
No	0%	0

Total 26

Student Comments:

- I would return to Walsh if I ever decided to add another degree!
- I believe the program provides what is needed to begin a career in counseling.
- Not Sure. Some classes/professors were very helpful, others were not as beneficial.
- It depends, when I talk about CHD and SAHE Program I describe it as intense but very insightful. Without the internship intensity I would not be in the position that I am today. However, I believe that SAHE program is very intense and may not be for everyone especially since we have only one faculty member teaching those courses. Although he has some insight it felt like I was only receiving his perspective and not understanding the full picture of SAHE. It wasn't until I started doing my OWN research and read books that were not recommended to me by that particular professor did I feel that I was growing more as a SAHE professional. In addition, I felt that in certain cases the professor was unforgiving in circumstances that many of us had to face with either our families or our jobs that we had in order to PAY for this particular education. When I talk to perspective students about this program I tell them this if you like intensity and you want to learn a lot about SAHE and Counseling pick this program. If you cannot commit to that intensity or the amount of time that they expect you to put in for your internship then this might not be the program for you.
- Walsh provided me with great experiences and a wonderful education
- The program trains students to be competent counselors who are able to create impact in the world while appreciating multiculturalism. I can work in any part of the world with Walsh diploma certificate
- I cannot commit either way because I did have a great experience at my internship site, however I was never as stressed and deeply unhappy in my life than in my time at Walsh University. Ultimately my experience did get me to a position that I love, but for 2 years I was deeply unhappy and experiencing the most stress I have ever had. When other people ask about the program, I am truthful and try to give the pros and cons either way. I believe that those in the counseling tracks have a great experience (understanding that it is still stressful and difficult) but the SAHE seems overwhelmingly so, especially for a program where we are not seeking some type of license or certification. I am grateful for the writing, critical thinking and oral presentation skills gained and value those aspects of the program.

- However, I am glad to be graduated and done with school!
- The program adequately prepared me
- If they are interested in a tough, counseling-based higher ed program, I would definitely recommend.
- It is a well recognized program for producing outstanding counselors
- Walsh was not my first choice for my graduate school, solely because I did not know much about the program and at the time I thought I wanted to attend a more MFT based program. However, when it came time to pick my school, Walsh was where I ended up choosing due to its location. Looking back, I am so elated and happy that I ended up choosing Walsh. The knowledge and guidance I was able to acquire prior to practicum and internship allowed me to feel calm and eager to learn more as I finished my last semester. The guidance, support and knowledge exuding from the staff was the most distinguishing factor. Walsh is precisely where I was supposed to end up for my graduate career.
- At this point not seeking further education, but it is a useful degree with helpful staff.

University Resources and Services

	Poor	Fair	Satisfactory	Very Good	Exceptional	Total	Weighted Average
Instructional facilities	0% 0	0% 0	10.71% 3	57.14% 16	32.14% 9	28	4.21
Library facilities	3.70% 1	7.41% 2	14.81% 4	66.67% 18	7.41% 2	27	3.67
Financial aid	3.85% 1	3.85% 1	42.31% 11	34.62% 9	15.38% 4	26	3.54
Computer lab/computer services	0% 0	7.69% 2	23.08% 6	57.69% 15	11.54% 3	26	3.73
Counseling services	0% 0	0% 0	21.43% 6	35.71% 10	42.86% 12	28	4.21
Student accessibility services	0% 0	0% 0	28.10.00% 7	40.00% 10	32.00% 8	25	4.04
Administrative offices (e.g., registrar's computer lab/computer services office, business office, etc.)	3.57% 1	0% 0	28.57% 8	50.00% 14	17.86% 5	28	3.79

Student Comments:

- The hours at Walsh University are set with undergraduate students in mind. In graduate school, myself and classmates were working and participating in internships that took us away from campus during normal business hours. This made it difficult to have question answered

regarding things like financial aid. In addition, while those who work in the CHD program were overall so helpful, welcoming and cared about students, other administrative offices were very different, often having cold, unhelpful staff.

Professional/Personal Development

	Poor	Fair	Satisfactory	Very Good	Exceptional	Total	Weighted Average
Writing skills	0% 0	3.57% 1	25.00% 7	53.57% 15	17.86% 5	28	3.86
Self-awareness	0% 0	3.57% 1	7.14% 2	32.14% 9	57.14% 16	28	4.43
Analytic skills	0% 0	3.57% 1	21.43% 6	42.86% 12	32.14% 9	28	4.04
Speaking/ presentation skills	0% 0	7.14% 2	17.86% 5	53.57% 15	21.43% 6	28	3.89
Advocacy activities	0% 0	7.14% 2	10.71% 3	46.43% 13	35.71% 10	28	4.11
Assessing, critiquing, and using research literature in your counseling practice	0% 0	7.14% 2	28.57% 8	39.29% 11	25.00% 7	28	3.82
Social and cultural foundations, trends, issues	0% 0	0% 0	25.00% 7	42.86% 12	32.14% 9	28	4.07
Self-evaluation/ openness to supervision and continued development	0% 0	3.57% 1	10.71% 3	42.86% 12	42.00% 12	28	4.25
Self-confidence and self-efficacy as a counselor	0% 0	3.57% 1	21.43% 6	46.43% 13	28.57% 8	28	4.00
Professional identity as a counselor	0% 0	3.57% 1	21.43% 6	46.43% 13	28.57% 8	28	4.00
Involvement in professional associations (ACA, ASCA, AMHCA, OCA)	0% 0	10.71% 3	32.14% 9	35.71% 10	21.43% 6	28	3.68
Individual development (moral, psychological, intellectual, vocational, etc.)	0% 0	3.57% 1	17.86% 5	35.71% 10	42.86% 12	28	4.18

Student Comments:

- I believe my speaking/presentation skills were already at an advanced level before this program.

Alumni overall evaluation of the CHD program

Answer choices	Responses	
Met my expectations	35.71%	10
Exceeded my expectations	60.71%	17
Did not meet my expectations	3.57%	1

Total 28

Student Comments:

- This was an amazing program. It prepared me for the "real world" and I am confident in my abilities as a Counselor thanks to the training and education I received!
- I thought that some of the counseling courses were excellent and extremely helpful. However, I felt that for many of the counseling courses that SAHE students were mostly an after thought and weren't able to apply many of the things that we were learning in classes. For example, when we were asked to identify a serious mental or psychological issue within a student and counsel them through that it put us in an ethical bind because we may identify the issue but we would neither counsel them nor formally diagnose them. We would most likely bring them to a mental health counselor. I think that it is important for SAHE students to learn the counseling techniques but I think it would be important for us to feel more included and not feel out of place within the courses.
- CHD program offers hands on training and offers opportunity for students to challenge themselves. It is practical and impact oriented especially to students facilitating easy translation and transition into the world of work
- The counseling program as a whole is a very good one. My biggest issue is that the SAHE is siloed and I think that led to the areas that left me frustrated with the program.
- It was a very good program, I learned a lot of great skills!
- The Walsh CHD program provided knowledge and exceptional guidance from the professors and staff. This support and guidance was a large contributing factor in allowing me to reach my academic goals. Through my time in the program, I consistently felt like my professors were highly trained and educated in the course material as well as extremely eager in encouraging me to challenge myself.
- In hindsight and throughout my education, I would have liked to have seen a more experienced instructor who has worked many years in a school setting. I gained the majority of my understanding of schools from my internship supervisor who had many years experience to share. I think it would be beneficial for the program to hire someone with School Counseling experience at K-12 levels in order to bring true insight into what a school counselor faces on a daily basis. The program did not address 504 Planning with any detail as well. Multiple assignments to practice writing 504 Plans would have been very helpful. I was shocked that we did not cover Muslim culture in our Cultural Diversity class. I would have liked to learn more about this culture and be able to be an advocate, especially during such a tense time in history that often highlights this culture that most people do not now enough about.

General Aspects of the Counseling Program

	Poor	Fair	Satisfactory	Very Good	Exceptional	Total	Weighted Average
Admissions process	0% 0	7.14% 2	39.29% 11	39.29% 11	14.29% 4	28	3.61
Orientation to Walsh University and CHD program	7.14% 2	7.14% 2	35.71% 10	35.71% 10	14.29% 4	28	3.43
Program overall/in general	0% 0	10.71% 3	7.14% 2	35.71% 10	46.43% 13	28	4.18
Quality of supervision at internship sites	0% 0	0% 0	3.57% 1	42.86% 12	53.57% 15	28	4.50
Environment for developing peer networks/peer interaction/peer support	0% 0	7.14% 2	3.57% 1	39.29% 11	50.00% 14	28	4.32
Field-based practicum and internship sites	0% 0	0% 0	14.29% 4	32.14% 9	53.57% 15	28	4.39
Accessibility/availability of faculty members	0% 0	3.57% 1	10.71% 3	32.14% 9	53.57% 15	28	4.36
Faculty members as role models, mentors	0% 0	7.14% 2	7.14% 2	35.71% 10	50.00% 14	28	4.29
Opportunities to be exposed to/involved in research or presentation activities	3.57% 1	14.29% 4	28.57% 8	39.29% 11	14.29% 4	28	3.46
Faculty members' knowledge of subject matter	0% 0	10.71% 3	7.14% 2	32.14% 9	50.00% 14	28	4.21
Quality of instruction	0% 0	3.57% 1	7.14% 2	46.86% 12	46.43% 13	28	4.32
Faculty members' clinical knowledge and skills	0% 0	0% 0	7.69% 2	26.92% 7	65.38% 17	28	4.58
Opportunities to obtain feedback from faculty about your progress in the program	0% 0	0% 0	10.71% 3	28.57% 8	60.71% 17	28	4.50

Opportunities to evaluate instruction and supervision	7.14% 2	3.57% 1	7.14% 2	28.57% 8	53.57% 15	28	4.18
Flexibility of curriculum to accommodate individual differences among students	3.57% 1	10.71% 3	10.71% 3	46.43% 13	28.57% 8	28	3.86

Student Comments:

- Besides local and national professional organizations, I was not aware of other opportunities for research/presentation. I was not aware of any curriculum flexibility. I found it hard to connect with peers in this program. I had a very different experience in my other master's program. I still meet with them regularly 12 years later.
- Several faculty questions were listed as "satisfactory". That is the average as some professors were very good while others were fair.
- It is hard to answer some of these questions as I was in the SAHE track, however I do believe that I grew greatly in my academic skills. The internship part of the SAHE program was where I was the most disappointed in the program. The expectations were over and beyond what I feel would be fair in a program where degree seekers are not looking for a license or certification of some kind. There was also minimal help in finding and securing an internship.

Counseling Knowledge and Skills

	Poor	Fair	Satisfactory	Very Good	Exceptional	Total
Basic counseling skills	0% 0	0% 0	14.29% 4	32.14% 9	53.57% 15	28
Counseling theories and their application with clients	3.57% 1	3.57% 1	21.43% 6	42.86% 12	28.57% 8	28
Ethical standards and legal issues	0% 0	0% 0	17.86% 5	42.86% 12	42.86% 12	28
Professional behavior	0% 0	0% 0	7.14% 2	28.57% 8	64.29% 18	28
Group counseling theories and skills	0% 0	3.57% 1	25.00% 7	32.14% 9	39.29% 11	28
Understanding and applying research results to counseling practice	0% 0	0% 0	50.00% 13	23.08% 6	26.92% 7	26
Developmental theories and their application with clients	0% 0	0% 0	25.93% 7	40.74% 11	33.33% 9	27
Career development theories and their application with clients	0% 0	3.57% 1	32.14% 9	42.86% 12	21.43% 6	28
Career counseling	0% 0	7.14% 2	28.57% 8	42.86% 12	21.43% 6	28

	0	2	8	12	6	28
Issues of diversity and impact on counseling process (e.g., race, ethnicity, gender, sexual orientation, SES)	0% 0	3.57% 1	10.71% 3	42.86% 12	42.86% 12	28
Evaluation of counseling interventions	3.85% 1	0% 0	30.77% 8	42.31% 11	30.77% 8	26
Research and program evaluation methods	0% 0	3.85% 1	26.92% 7	53.85% 14	15.38% 4	26
Client advocacy	0% 0	0% 0	14.81% 4	29.63% 8	55.56% 15	27
Systemic level structures governing counseling practice (mental health and school administration, managed care)	3.85% 1	3.85% 1	26.92% 7	42.31% 11	23.08% 6	26
Supervision of Practicum and Internship courses	0% 0	0% 0	25.00% 7	28.57% 8	46.43% 13	28

Student Comments:

- I did not answer questions that did not apply to the SAHE program.

Evaluation of specializations

	Poor	Fair	Satisfactory	Very Good	Exceptional	NA	Total	Weighted Average
For Mental Health specialization:								
Diagnosis	0% 0	0% 0	4.35% 1	30.43% 7	43.48% 10	21.74% 5	23	4.50
Assessment and clinical appraisal (including MSE)	0% 0	0% 0	0% 0	30.43% 7	47.83% 11	21.74% 5	23	4.61
Case conceptualization and treatment planning	0% 0	0% 0	4.35% 1	21.74% 5	52.17% 12	21.74% 5	23	4.61
Clinical documentation	0% 0	0% 0	4.35% 1	34.78% 8	39.13% 9	21.74% 5	23	4.44
For School Counseling specialization								
Classroom guidance	0% 0	0% 0	20.00% 4	15.00% 3	15.00% 3	50.00% 10	20	3.90
Knowledge of the ASCA National Model	0% 0	0% 0	10.00% 2	25.00% 5	15.00% 3	50.00% 10	20	4.10
Consultation/collaboration	0% 0	5.00% 1	10.00% 2	15.00% 3	20.00% 4	50.00% 10	20	4.00
Student assessment	0% 0	10.00% 2	20.00% 4	20.00% 4	0% 0	50.00% 10	20	3.20

Personal/social development	0% 0	0% 0	15.00% 3	20.00% 4	15.00% 3	50.00% 10	20	4.00
Prevention and Intervention plans	0% 0	5.00% 1	25.00% 5	15.00% 3	5.00% 1	50.00% 10	20	3.40
Making appropriate referrals	0% 0	5.00% 1	10.00% 2	20.00% 4	15.00% 3	50.00% 10	20	3.90
For Student Affairs in Higher Education specialization:								
Knowledge of legal and ethical principles in higher education	0% 0	0% 0	5.00% 1	10.00% 2	10.00% 2	70.00% 14	20	3.83
Inclusion and competence in higher education	0% 0		5.00% 1	10.00% 2	10.00% 2	75.00% 15	20	4.20

Significant learning experiences outside the classroom

Student Comments:

- Real life application to the things I learned in class
- How you can learn all the theories in the world, but actually using them in a real session is extremely different
- Practicum and internship
- I would say my internship helped me understand diversity
- I was currently working as a school counselor while completing the program.
- My graduate assistantship, my conference presentations, and my internship experience
- Practicum/internship; conferences
- Uganda trip
- Practicum, Internship, Peer Mentoring, interaction with fellow students
- Some of the classroom assignments encouraged us to take our real-life experiences into account for self-evaluation and introspection. This led to a great deal of communication with other students and members of our lives and opened us up to more worldviews.
- Internship Experience
- People have always described counseling students/counselors as unique. Mental health awareness especially in Uganda is inadequate and hence some people don't access counseling services. In Uganda, people don't pay for counseling as a service especially in Gulu because they can't readily afford the service. However, agencies and institutions provide free counseling services. In Uganda, organizations, institutions and agencies prefer lower cadre counselors because they can take lower wage/salary offers. In conclusion, a counselor needs to be creative and innovative in approach and intervention in community.
- Community Clients during Practicum
- My internship was by far the best part of my graduate school experience. I was lucky enough to find an internship with a large amount of student interaction.

- The practicum and internship experience with Walsh prepared me for real life situations I am handling in the field now.
- My graduate assistantship, internship, practicum, educational trainings
- Internship and practicum
- Internship was major learning experience
- AA and NA meetings, Internship Experiences
- hands-on experiences - presenting at conferences, internship, etc.
- The Hertna counseling center on campus was the greatest experience
- Abroad trip to Uganda, Spring 2013.
- Internship
- Internship through domestic violence incorporated was very helpful.
- My practicum and internship in the school setting and in the Hertna Center were most valuable. I felt that the supervision and opportunity to see students from a middle school as well as college students was definitely a strong part to the counseling program.

3-5 descriptive words to characterize the counseling program at Walsh University:

Student Comments:

- Nurturing. Successful. Competent. Prepared.
- Fulfilling
- Helpful, educational, supportive
- solid, demanding, informative, challenging, accredited
- Outstanding for the most part
- adequate, required for job
- Insightful, overwhelming, intense, needs more balanced for SAHE
- Exceptional; accessible; comprehensive; supportive; innovative
- Prepared me for counseling
- Effective, Exceptional, Supportive
- Understanding, Helpful, Realistic, Intelligent, Applicable
- Engaging, Personal Development and Challenging
- THE BEST EVER!
- Supportive; Well Organized; Well Rounded
- Thorough, exceptional, professional, goal oriented
- Intellectual, Reflective, Insightful, & Challenging
- Unique, intense, caring staff
- directly applicable to real-world practice
- Rigorous, Challenging, prepares for work
- Professional, Student-Focused, Adaptive
- Very demanding, but worthwhile
- Excellent, valued, well known, concerned
- Enriching, exceptional, rigorous
- Challenging. Informative. Transformative.
- Personable, practical, up to code (accredited), achievable

Appendix B: Employer Survey Data

Does the employer believe the student was well prepared by his/her graduate school program

Answer choices	Responses	
Yes	100%	7
No	0%	0

Total 7

If given the opportunity, would the employer hire a candidate with the same educational background as this student

Answer choices	Responses	
Yes	100%	7
No	0%	0

Total 7

Counseling knowledge and skills (as compared to other counselors at the same experience level)

	Higher than other counselors at the same experience level	Comparable to other counselors at the same experience level	Lower than other counselors at the same experience level	Total
Basic counseling skills	71.43% 5	28.57% 2	0%	7
Knowledge of counseling theories and their applications	14.29% 1	85.71% 6	0% 0	7
Ethical standards and legal issues	57.14% 4	42.86% 3	0% 0	7
Issues of diversity (e.g., race, ethnicity, gender, sexual orientation, SES)	42.86% 3	57.14% 4	0% 0	7
Writing	71.43% 5	28.57% 2	0% 0	7
Research skills	50.00% 3	50.00% 3	0% 0	7
Speaking/presentation skills	42.86% 3	57.14% 4	0% 0	7
Self-confidence/ self-efficacy as a counselor	42.86% 3	57.14% 4	0% 0	7
Program development	42.86% 3	57.14% 4	0% 0	7
Program evaluation	28.57% 2	71.43% 5	0% 0	7
Professional behavior	71.43%	28.57%	0%	

	5	2	0	7
Understanding and applying research results to counseling practice	14.29% 1	85.71% 6	0% 0	7
Group counseling theories and skills	16.67% 1	83.33% 5	0% 0	6
Human development theories and their application with clients	45.86% 3	57.14% 4	0% 0	7
Career development theories and career counseling	33.33% 2	66.67% 4	0% 0	6
Evaluation of counseling interventions	42.86% 3	57.14% 4	0% 0	7
Systemic level structures governing counseling practice (mental health and school administration, managed care)	42.86% 3	57.14% 4	0% 0	7

Professional skills, according to specialization (as compared to other counselors at the same experience level)

	Higher	Comparable	Lower	NA	Total
Mental Health Specialization:					
Psychopathology and Diagnosis	28.57% 2	42.86% 3	0% 0	28.57% 2	7
Treatment planning	42.86% 3	28.57% 2	0% 0	28.57% 2	7
Case conceptualization and clinical hypothesis formation	42.86% 3	28.57% 2	0% 0	28.57% 2	7
Assessment and clinical appraisal (including MSE for mental health counseling)	28.57% 2	42.86% 3	0% 0	28.57% 2	7
School Counseling Specialization:					
Classroom guidance	14.29% 1	0% 0	0% 0	85.71% 6	7
Knowledge of the ASCA National Model for School counseling programs	0% 0	14.29% 1	0% 0	85.71% 6	7
The ability to consult/ collaborate with other professionals	14.29% 1	0% 0	0% 0	85.71% 6	7
Advocacy (students, parents, program, etc.)	0% 0	14.29% 1	0% 0	85.71% 6	7
Engage parents, guardians, and family when needed	14.29% 1	0% 0	0% 0	85.71% 6	7
Makes appropriate referrals to school and/or community resources	0% 0	14.29% 1	0% 0	85.71% 6	7

Develops measurable program outcomes	14.29% 1	0% 0	0% 0	85.71% 6	7
Implementation of prevention and intervention programs	0% 0	14.29% 1	0% 0	85.71% 6	7
Student Affairs Specialization:					
Student development understanding	28.57% 2	14.29% 1	0% 0	57.14% 4	7
Knowledge of legal and ethical principles in higher education	28.57% 2	14.29% 1	0% 0	57.14% 4	7
Inclusion and competence in multicultural issues	28.57% 2	28.57% 2	0% 0	42.86% 3	7