

Masters of Science in Professional Counseling Annual Report 2019-2020

Masters of Science in Professional Counseling

Carlow University

Prepared by faculty and staff of the Masters of Science in Professional Counseling program at Carlow University in May 2020. Please contact the Program Chair, Travis W. Schermer, with any questions or comments at [twschermer@carlow.edu](mailto:twschermer@carlow.edu).

**Masters of Science in Professional Counseling Annual Report:  
Summary**

This report is comprised of four sections that address different assessments of the Masters of Science in Professional Counseling (MPC) program. Included herein is Key Performance Indicators (KPI), dispositional data, current student survey responses, and National Counselor Exam (NCE) results. This data is intended to help measure the efficacy of the program and guide focused changes for its enhancement.

The past academic year was notably impacted by the COVID-19 pandemic. The University went on spring break the week of March 8, 2020 and did not return for face-to-face classes. Faculty were required to transform all courses to alternative formats the week of March 15 and classes resumed in this medium the week of March 22. Some assignments needed to be altered slightly in order to meet new concerns about safety and feasibility (e.g., PRC702 cultural immersion experience was not feasible given the stay at home order). The University has also moved all summer 2020 classes online and plans are being made for fall 2020. Faculty and Advisory Board members will need to monitor how this may impact program outcomes.

The following is a summary of the findings to assist in acclimating the reader to the data and some points to consider. Additional information is provided about the current status of the CACREP accreditation process.

- 1. Key Performance Indicators:** This is the first year that all KPI data has been collected. There are several missing data points noted in the report that are due to some initial confusion about the process. This has been rectified by the CACREP liaison and future data collection will be more consistent. What follows is an overview of the KPI results and points of consideration for future efforts:

<b>Domain</b>	<b>Narrative</b>
<b>Ethics*</b>	Based upon the scores provided, students seem to be doing well in this domain. The program outcome related to ethical and legal issues seems to be strong across semesters. This includes the ethical scenario and supervisor ratings. It appears that some students are forgetting to include this in some assignments (e.g., PRC730), which might suggest that it needs to be emphasized more across all classes.
<b>Professional Identity*</b>	The history and philosophy of the counseling profession appears strong in the Counseling Identity paper; however, these gains seem to be lost in the Counseling Career paper during Internship. This past spring showed an improvement, which might suggest that changes are starting to take hold. Given the concerns about this area on the NCE, it is worth further consideration.

	<p>Furthermore, the social justice domain on the final exam is the lowest overall, which suggests that further work should be done in this area. While students indicated that they felt prepared in the student survey, it might be that they are not learning the particulars of the topic.</p>
<b>Social and Cultural</b>	<p>This area appears to be going well when students are in the Social and Cultural Foundations course. However, the assignments occurring later in their coursework suggest that they are forgetting to include these elements in conceptualizations. Given that this is an area of the NCE that students perform well, it might be that they have the knowledge and lack the ability to apply it.</p>
<b>Lifespan and Development</b>	<p>Students appear to be doing well on this domain on the NCE examination and on the KPI in the Lifespan course. However, they seem to struggle to integrate it into conceptualizations later in their coursework. Additionally, the results seem to support the earlier points about application of ethics and culture, given that this is the lowest scoring area in the Self-Evaluation of Development paper.</p>
<b>Career</b>	<p>Career KPI assessments appears to have stabilized over the assessments from last year. Additionally, this area has improved on the NCE. Students seem to be performing well on both the Personal Career Profile and again on the Counselor Career paper.</p> <p>The final exam indicated that one low scoring area has to do with advocacy. When taken in relationship to the low advocacy scores delineated in Professional Identity, this might be an area to bolster into the future.</p>
<b>Theory</b>	<p>The KPI data for the Theories suggests that students are grasping the material. These gains seem to be maintained through the rest of the program with notable increases in spring 2020. The latter was a concern in the previous academic year and it appears that this is improving.</p>
<b>Skills</b>	<p>Counseling skills acquisition appears to be strong across the program and are particular robust in the areas of empathy and respect. The scores seem to dip a little in Pre-Practicum and the rise again while on clinical placement.</p>
<b>Group</b>	<p>Students are performing well on the KPI in the Group Counseling course; however, the scores fall in later application of the material. The latter are about identifying relevant group treatment options, therefore are</p>

	less focused on the application of a particular model. This is something that will need to be addressed in order to ensure that students are thinking about group counseling as an important treatment option.
<b>Assessment</b>	The KPI contained in the Assessment course indicates that students are performing well overall. Additionally, the KPIs in Pre-Practicum and Internship showed improvement over last year.
<b>Research</b>	Similar to last year, students appear to be effectively applying research concepts during Internship I and now Internship II. However, they seem to struggle with addressing the details of a research study during the Research course (e.g., study design, validity/reliability, measures, variables). The NCE data suggests that this is not an area of concern.
<b>Clinical Mental Health</b>	Students seem to be performing well on the Treatment Plan in Diagnosis. Notable improvement has occurred over the year in the area of Case Conceptualization. Additionally, students are performing well at integrating diagnosis with treatment interventions.
<b>Addictions</b>	Both assessments for addictions indicate that students are grasping the material and performing well overall. The Treatment Plan in Co-Occurring Disorders, the final class in the addictions curriculum, evidences that students are gaining the knowledge they need.

\*Highlights reflect areas that need to be addressed to enhance student performance.

- 2. Dispositions:** All students are assessed on dispositions throughout Tier I coursework (i.e., Lifespan, Social and Cultural, Helping, Ethics, Theory, and Diagnosis). The evaluation was also added to all Tier III courses in spring 2020 (i.e., Pre-Practicum, Practicum, Internship I, and Internship II). The results are presented separately in order for the reader to observe the difference between students early in their program and towards the end.

The dispositional scores suggest that students are overall doing very well at meeting the standards of the program. There are several areas that might warrant further examination and consideration for programmatic change:

1. Professional and Personal Boundaries: Maintains appropriate boundaries with instructors and peers.
2. Knowledge of Program Policies: Demonstrates an understanding & appreciation for all university, counseling program, and course policies & procedures.

3. **Emotional Stability:** Demonstrates self- awareness and emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in interpersonal and classroom interactions.
4. **Motivation to Learn:** Demonstrates engagement in learning & development of his or her counseling competencies.
5. **Openness to Feedback:** Responds non-defensively & alters behavior in accordance with supervisory &/or instructor feedback

While the majority of students are performing well in these areas, these domains have a higher number of lower scores. This is particularly true for the spring 2020 semester that has just concluded. These results should be taken into context of the COVID-19 pandemic that disrupted both the academic environment and our larger society.

The Tier III dispositional evaluations show that these students score higher than the Tier I group. This may suggest that student dispositions develop over the course of their studies and clinical work. Further data collection will evidence if this conclusion is accurate.

3. **Current Student Data:** The current student survey was distributed in May 2020 and 15 respondents provided feedback. The CACREP liaison will make this survey available again in order to try and boost participation. The results were overall very positive and supportive of the work going on in the program, with several notable exceptions. There are several results of interest:

Result	Narrative
Advisement	The results indicate that students are typically in contact with their advisers and are meeting one or more times each semester. This finding supports the efforts of the program to consolidate advising to core faculty members.
Preparation	<p>Over 93% of respondents indicated a moderate to excellent preparation overall. The specific content areas surveyed are connected to program objectives and the responses suggest that the program is meeting these goals.</p> <p>There are two areas where additional gains may be made (a) application of developmental theories, and (b) impact of substance abuse on mental health. Both might be considered in the context of the prompts (i.e., “application” and “impact”) and course instructors may consider how that might be addressed further in classes.</p>

	<p>Finally, the none content outcomes of social justice, advocacy, and scholarship were all rated highly by students. While not associated with any particular courses, students are identifying that they are feeling prepared in these areas. This suggests that faculty are integrating them into the classroom and course-related activities.</p>
<p>Faculty</p>	<p>Based on the qualitative responses the faculty are a standout part of their experiences in the program. Many noted the support, connection, and preparation that they are receiving from faculty.</p> <p>There were also voices that countered this claim, with some students suggesting that this was a weak point for the program. Inconsistent standards, inaccessibility, and lack of connection were cited as concerns.</p>

4. **CACREP Update:** The Carlow University Professional Counseling Program submit the CACREP self-study in June 2019. The CACREP board reviewed the submission and requested the addendum in September 2019, which was provided in December 2019. The CACREP board recommended to move forward with a site visit in April 2020 and that is being scheduled for the fall semester. The board has indicated that they may move to a virtual site visit and the program is submitting materials for that possibility.

**KPI Report Academic Year 2019-2020**

**1. Professional Identity and Ethics**

a. Professional Identity and Ethics: Students will demonstrate a knowledge of ethical and legal issues in the counseling profession. [Measurement: Ethical Scenarios in PRC708]

	Application of Model	Legal and Ethical Codes	Prof. Writing
Summer 2019	No data available		
Fall 2019	0% Not pres. 0% Below 100% Meet 0% Exceed	0% Not pres. 0% Below 100% Meet 0% Exceed	0% Not pres. 0% Below 100% Meet 0% Exceed
Spring 2020	0% Not pres. 5% Below 95% Meet 0% Exceed	0% Not pres. 5% Below 38% Meet 43% Exceed	0% Not pres. 5% Below 90% Meet 5% Exceed

b. Professional Identity and Ethics: Students will demonstrate a knowledge of ethical and legal issues in the counseling profession. [Measurement: Pre-Practicum Case Study in PRC730]

	Ethical Considerations
Fall 2019	0% Not pres. 14% Below 86% Meet 0% Exceed
Spring 2020	18% Not Present 0% Below 36% Meet 46% Exceed

- c. Professional Identity and Ethics: Students will demonstrate a knowledge of ethical and legal issues in the counseling profession. [Measurement: Supervisor Evaluation CCS-R #2.A in PRC761]

	Professional Ethics*
Summer 2019	2% Unable to Observe 0% Harmful 0% Below 6% Near Expectations 51% Meets Expectations 35% Exceed Expectations
Fall 2019	2% Unable to Observe 0% Harmful 0% Below 8% Near Expectations 14% Meets Expectations 51% Exceed Expectations
Spring 2020	0% Unable to Observe 0% Harmful 0% Below 9% Near Expectations 38% Meets Expectations 52% Exceed Expectations

\*Data includes Practicum, Internship I, and Internship II CCS-R reports.



- d. Professional Identity and Ethics II: Students will have knowledge about counseling history and philosophy.  
 [Measurement: Professional Identity Paper in PRC708]

	History & Philosophy	Specialty Area & Advocacy	Licensure & Certification	Self-Care & Self-Mgmt.	Professional Communication
Summer 2019	No data available				
Fall 2019	0% Not pres. 0% Below 100% Meet 0% Exceed	0% Not pres. 0% Below 100% Meet 0% Exceed	0% Not pres. 0% Below 100% Meet 0% Exceed	10% Not pres. 0% Below 90% Meet 0% Exceed	0% Not pres. 30% Below 70% Meet 0% Exceed
Spring 2020	0% Not pres. 5% Below 76% Meet 19% Exceed	0% Not pres. 0% Below 90.5% Meet 9.5% Exceed	0% Not pres. 0% Below 90.5% Meet 9.5% Exceed	0% Not pres. 5% Below 71% Meet 24% Exceed	0% Not pres. 29% Below 71% Meet 0% Exceed

- e. Professional Identity and Ethics II: Students will have knowledge about counseling history and philosophy.  
 [Measurement: Ethics and Professional Orientation Exam in PRC708]

	Professional Identity Exam
Summer 2019	No data available
Fall 2019	18% Below B- 0% B- 28% B 9% B+ 18% A- 27% A

New reporting structure spring 2020:

	Semester
Standards	Spring 2020
a: history and philosophy of the counseling profession and its specialty areas	10% Below 90% Meet
b: the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation	5% Below 95% Meet
d: the role and process of the professional counselor advocating on behalf of the profession	0% Below 100% Meet
e: advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	32% Below 68% Meet
f: professional counseling organizations, including membership benefits, activities, services to members, and current issues	14% Below 86% Meet
g: professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	33% Below 77% Meet
l: self-care strategies appropriate to the counselor role	0% Below 100% Meet

- f. Professional Identity and Ethics II: Students will have knowledge about counseling history and philosophy.  
 [Measurement: Professional Counselor Career Paper in PRC760]

	Counseling History & Philosophy
Summer 2019	10% Not present 10% Below 40% Meets 40% Exceed
Fall 2019	0% Not present 10% Below 60% Meet 30% Exceed
Spring 2020	0% Not present 0% Below 100% Meets 0% Exceed

**2. Social and Cultural Diversity**

a. Social and Cultural Diversity: Students will acknowledge and effectively respond to the effects of power and privilege for themselves, their clients, and the counseling relationship. [Measurement: Cultural Observation in PRC702]

	Cultural Description	Personal Reflection	Self-awareness	Growth Goals	Prof. Values	Prof. Comm.
Fall 2019	0% Not pres. 22% Below 56% Meet 22% Exceed	0% Not pres. 0% Below 78% Meet 22% Exceed	0% Not pres. 0% Below 78% Meet 22% Exceed	0% Not pres. 0% Below 78% Meet 22% Exceed	0% Not pres. 33% Below 44% Meet 22% Exceed	0% Not pres. 22% Below 56% Meet 22% Exceed
Spring 2020	0% Not pres. 0% Below 100% Meet 0% Exceed	0% Not pres. 0% Below 100% Meet 0% Exceed	3% Not pres. 3% Below 91% Meet 3% Exceed	0% Not pres. 0% Below 100% Meet 0% Exceed	0% Not pres. 3% Below 100% Meet 0% Exceed	0% Not pres. 6% Below 94% Meet 0% Exceed

b. Social and Cultural Diversity: Students will acknowledge and effectively respond to the effects of power and privilege for themselves, their clients, and the counseling relationship. [Measurement: Pre-Practicum Case Study in PRC730]

	Social & Cultural
Fall 2019	0% Not present 0% Below 86% Meet 14% Exceed
Spring 2020	18% Not present 0% Below 64% Meet 18% Exceed

- c. Social and Cultural Diversity: Students will acknowledge and effectively respond to the effects of power and privilege for themselves, their clients, and the counseling relationship. [Measurement: Case Presentation in PRC761]

	Cultural Background
Summer 2019	0% Not pres. 36% Below 55% Meet 9% Exceed
Fall 2019	17% Not pres 33% Below 50% Meet 0% Exceed
Spring 2020	0% Not pres. 14% Below 29% Meet 57% Exceed

**3. Human Growth and Development**

- a. Human Growth and Development: Students will apply theories of individual and personality development in the conceptualization of clients. [Measurement: Self-Evaluation of Development in PRC701]

	Applied Models	External Factors	Intervention	Ethics & Culture	Prof. Comm.
Summer 2019	0% Not pres. 0% Below 71% Meet 29% Exceed	0% Not pres. 43% Below 29% Meet 29% Exceed	0% Not pres. 14% Below 71% Meet 14% Exceed	0% Not pres. 14% Below 71% Meet 14% Exceed	0% Not pres. 43% Below 29% Meet 29% Exceed
Fall 2019	0% Not pres. 16% Below 57% Meet 27% Exceed	0% Not pres. 5% Below 78% Meet 16% Exceed	0% Not pres. 19% Below 68% Meet 14% Exceed	22% Not pres. 11% Below 59% Meet 5% Exceed	3% Not pres. 19% Below 54% Meet 24% Exceed
Spring 2020	0% Not pres. 14% Below 65% Meet 21% Exceed	0% Not pres. 14% Below 57.5% Meet 28.5% Exceed	0% Not pres. 7% Below 86% Meet 7% Exceed	7% Not pres. 14% Below 72% Meet 7% Exceed	0% Not pres. 36% Below 35.5% Meet 28.5% Exceed

- b. Human Growth and Development: Students will apply theories of individual and personality development in the conceptualization of clients. [Measurement: Pre-Practicum Case Study in PRC730]

	Developmental Considerations
Fall 2019	0% Not present 43% Below 43% Meet 14% Exceed
Spring 2020	18% Not present 0% Below 64% Meet 18% Exceed

- c. Human Growth and Development: Students will apply theories of individual and personality development in the conceptualization of clients. [Measurement: Case Presentation in PRC761]

	Development Background
Summer 2019	0% Not pres. 30% Below 60% Meet 10% Exceed
Fall 2019	17% Not pres. 50% Below 17% Meet 17% Exceed
Spring 2020	0% Not pres. 29% Below 42% Meet 29% Exceed

**4. Career Development**

a. Career Development: Students will demonstrate knowledge of the interrelationship among and between work, mental wellbeing, relationships, and other life roles and factors. [Measurement: Personal Career Profile in PRC721]

	Summary/Background	Theory Application	Assessment	Connection	Appendix data	Prof. Com.
Summer 2019	0% Not pres. 6% Below 72% Meet 22% Exceed	0% Not pres. 11% Below 78% Meet 11% Exceed	0% Not pres. 6% Below 83% Meet 11% Exceed	0% Not pres. 5% Below 89% Meet 6% Exceed	0% Not pres. 5% Below 89% Meet 6% Exceed	0% Not pres. 18% Below 76% Meet 6% Exceed
Fall 2019	0% Not pres. 0% Below 14% Meet 86% Exceed	0% Not pres. 21% Below 50% Meet 29% Exceed	0% Not pres. 14% Below 43% Meet 43% Exceed	0% Not pres. 0% Below 14% Meet 86% Exceed	0% Not pres. 7% Below 7% Meet 86% Exceed	0% Not pres. 0% Below 36% Meet 64% Exceed
Spring 2020	0% Not pres. 0% Below 12.5% Meet 87.5% Exceed	0% Not pres. 12.5% Below 25% Meet 62.5% Exceed	0% Not pres. 12.5% Below 50% Meet 37.5% Exceed	0% Not pres. 0% Below 12.5% Meet 87.5% Exceed	0% Not pres. 37.5% Below 0% Meet 62.5% Exceed	0% Not pres. 0% Below 12.5% Meet 87.5% Exceed

b. Career Development: Students will demonstrate knowledge of the interrelationship among and between work, mental wellbeing, relationships, and other life roles and factors. [Measurement: Counselor Career Paper in PRC760]

	Career Development
Summer 2019	0% Not pres. 17% Below 83% Meet 0% Exceed
Fall 2019	0% Not pres. 33% Below 33% Meet 33% Exceed
Spring 2020	0% Not pres. 0% Below 40% Meet 60% Exceed



- c. Career Development: Students will demonstrate knowledge of the interrelationship among and between work, mental wellbeing, relationships, and other life roles and factors. [Measurement: Final exam in PRC721]

	Semester
Standards	Spring 2020 Final*
a. theories and models of career development, counseling, and decision making	11% Below 89% Meet
b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	0% Below 100% Meet
c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems	0% Below 100% Meet
d. approaches for assessing the conditions of the work environment on clients' life experiences	25% Below 75% Meet
e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	4% Below 96% Meet
f. strategies for career development program planning, organization, implementation, administration, and evaluation	0% Below 100% Meet
g. strategies for advocating for diverse clients' career and educational development and	25% Below 75% Meet

employment opportunities in a global economy	
h. strategies for facilitating client skill development for career, educational, and lifework planning and management	17% Below 83% Meet
i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making	0% Below 100% Meet
j. ethical and culturally relevant strategies for addressing career development	0% Below 100% Meet

**5. Counseling and Helping Relationships**

a. Counseling Helping Relationships: Students will demonstrate knowledge of counseling theories and models necessary for work with clients. [Measurement: Treatment Handbook in PRC710]

	Background	Human Nature	Relationship	Goals	Techniques	Prof. Com.
Summer 2019	0% Not pres. 0% Below 83% Meet 17% Exceed	0% Not pres. 0% Below 67% Meet 17% Exceed	0% Not pres. 17% Below 50% Meet 33% Exceed	0% Not pres. 0% Below 100% Meet 0% Exceed	0% Not pres. 0% Below 67% Meet 33% Exceed	0% Not pres. 0% Below 100% Meet 0% Exceed
Fall 2019	0% Not pres. 0% Below 100% Meet 0% Exceed	0% Not pres. 0% Below 100% Meet 0% Exceed	0% Not pres. 0% Below 100% Meet 0% Exceed	0% Not pres. 0% Below 100% Meet 0% Exceed	0% Not pres. 0% Below 100% Meet 0% Exceed	0% Not pres. 0% Below 100% Meet 0% Exceed
Spring 2020	No data provided	0% Not pres. 0% Below 100% Meet 0% Exceed	0% Not pres. 0% Below 100% Meet 0% Exceed	0% Not pres. 0% Below 100% Meet 0% Exceed	0% Not pres. 0% Below 100% Meet 0% Exceed	0% Not pres. 25% Below 50% Meet 25% Exceed

b. Counseling Helping Relationships: Students will demonstrate knowledge of counseling theories and models necessary for work with clients. [Measurement: Pre-Practicum Case Study in PRC730]

	Theory Application
Fall 2019	0% Not present 0% Below 71.5% Meet 28.5% Exceed
Spring 2020	18% Not present 0% Below 55% Meet 27% Exceed

- c. Counseling Helping Relationships: Students will demonstrate knowledge of counseling theories and models necessary for work with clients. [Measurement: Case Presentation in PRC761]

	Theory Application
Summer 2019	0% Not pres. 30% Below 40% Meet 30% Exceed
Fall 2019	0% Not pres. 33% Below 67% Meet 0% Exceed
Spring 2020	0% Not pres. 14% Below 14% Meet 72% Exceed

- d. Counseling Helping Relationships II: Students will demonstrate essential helping skills to facilitate relationships with clients. [Measurement: Recorded Skills Demonstration II in PRC705]

	Non-verbal	Encouragers	Questions	Reflection of Content	Reflection of Feeling	Reflection of Goals	Advanced Reflection	Challenge Skills	Goal Setting	Focus	Empathy	Respect
Fall 2019	0% Harmful 0% Below 0% Near 41% Meet 59% Exceed	0% Harmful 0% Below 6% Near 65% Meet 29% Exceed	0% Harmful 0% Below 29% Near 65% Meet 6% Exceed	0% Harmful 0% Below 35% Near 59% Meet 6% Exceed	0% Harmful 0% Below 24% Near 71% Meet 6% Exceed	0% Harmful 0% Below 29% Near 47% Meet 24% Exceed	0% Harmful 0% Below 59% Near 35% Meet 6% Exceed	0% Harmful 0% Below 59% Near 35% Meet 6% Exceed	0% Harmful 0% Below 18% Near 65% Meet 18% Exceed	0% Harmful 0% Below 0% Near 94% Meet 6% Exceed	0% Harmful 0% Below 0% Near 29% Meet 71% Exceed	0% Harmful 0% Below 6% Near 12% Meet 82% Exceed
Spring 2020	0% Harmful 0% Below 8% Near 38% Meet 54% Exceed	0% Harmful 0% Below 0% Near 46% Meet 54% Exceed	0% Harmful 31% Below 31% Near 30% Meet 8% Exceed	0% Harmful 8% Below 15% Near 39% Meet 6% Exceed	0% Harmful 15% Below 23% Near 30.5% Meet 30.5% Exceed	0% Harmful 0% Below 15% Near 0% Meet 85% Exceed	0% Harmful 39% Below 31% Near 15% Meet 15% Exceed	0% Harmful 0% Below 31% Near 61% Meet 8% Exceed	0% Harmful 31% Below 38% Near 23% Meet 8% Exceed	0% Harmful 15% Below 31% Near 31% Meet 23% Exceed	0% Harmful 8% Below 30% Near 31% Meet 31% Exceed	0% Harmful 0% Below 0% Near 46% Meet 54% Exceed

e. Counseling Helping Relationships II: Students will demonstrate essential helping skills to facilitate relationships with clients. [Measurement: Pre-Practicum Skills Demonstration in PRC730]

	Non-verbal skills	Encouragers	Questions	Paraphrasing	Reflection of Feeling	Summarizing	Meaning	Challenge Skills	Goal Setting	Focus of Counseling	Empathy & Caring	Respect & Compassion
Fall 2019	0% Harmful 0% Below 0% Near 100% Meet 0% Exceed	0% Harmful 0% Below 0% Near 100% Meet 0% Exceed	0% Harmful 0% Below 0% Near 100% Meet 0% Exceed	0% Harmful 0% Below 14% Near 71% Meet 14% Exceed	0% Harmful 14% Below 71% Near 0% Meet 14% Exceed	14% Not pres. 0% Harmful 0% Below 86% Near 0% Meet 0% Exceed	0% Harmful 71% Below 29% Near 0% Meet 0% Exceed	0% Harmful 86% Below 0% Near 14% Meet 0% Exceed	0% Harmful 43% Below 57% Near 0% Meet 0% Exceed	0% Harmful 0% Below 14% Near 86% Meet 0% Exceed	0% Harmful 0% Below 0% Near 57% Meet 43% Exceed	0% Harmful 0% Below 0% Near 57% Meet 43% Exceed
Spring 2020	0% Harmful 0% Below 10% Near 90% Meet 0% Exceed	0% Harmful 0% Below 10% Near 40% Meet 50% Exceed	0% Harmful 0% Below 10% Near 10% Meet 80% Exceed	0% Harmful 10% Below 40% Near 40% Meet 10% Exceed	0% Harmful 10% Below 60% Near 30% Meet 0% Exceed	0% Harmful 10% Below 60% Near 20% Meet 10% Exceed	0% Harmful 10% Below 70% Near 20% Meet 0% Exceed	0% Harmful 10% Below 90% Near 0% Meet 0% Exceed	0% Harmful 10% Below 90% Near 0% Meet 0% Exceed	0% Harmful 0% Below 10% Near 0% Meet 90% Exceed	0% Harmful 0% Below 10% Near 0% Meet 90% Exceed	0% Harmful 0% Below 10% Near 0% Meet 90% Exceed

f. Counseling Helping Relationships II: Students will demonstrate essential helping skills to facilitate relationships with clients. [Measurement: Supervisor Evaluation CCS-R Section I in PRC761]\*

	Non-verbal	Encouragers	Questions	Reflection of Content	Reflection of Feeling	Reflection of Goals	Advanced Reflection	Challenge Skills	Goal Setting	Focus	Empathy	Respect	
Summer 2019	0% Harmful 0% Below 6% Near 54% Meet 35% Exceed	0% Harmful 0% Below 9% Near 45% Meet 38% Exceed	0% Harmful 0% Below 22% Near 48% Meet 25% Exceed	0% Harmful 0% Below 12% Near 48% Meet 35% Exceed	0% Harmful 0% Below 16% Near 41% Meet 35% Exceed	0% Harmful 0% Below 12% Near 45% Meet 35% Exceed	0% Harmful 3% Below 19% Near 45% Meet 12% Exceed	0% Harmful 3% Below 19% Near 45% Meet 12% Exceed	3% Harmful 0% Below 12% Near 51% Meet 22% Exceed	1% Harmful 0% Below 9% Near 54% Meet 25% Exceed	0% Harmful 3% Below 6% Near 58% Meet 25% Exceed	0% Harmful 0% Below 6% Near 41% Meet 48% Exceed	0% Harmful 0% Below 0% Near 32% Meet 64% Exceed
Fall 2019	0% Harmful 0% Below 5% Near 40% Meet 51% Exceed	0% Harmful 0% Below 8% Near 40% Meet 48% Exceed	0% Harmful 0% Below 13% Near 43% Meet 40% Exceed	0% Harmful 0% Below 10% Near 43% Meet 40% Exceed	0% Harmful 0% Below 8% Near 40% Meet 45% Exceed	0% Harmful 0% Below 10% Near 43% Meet 40% Exceed	0% Harmful 5% Below 16% Near 45% Meet 21% Exceed	0% Harmful 5% Below 18% Near 35% Meet 24% Exceed	0% Harmful 8% Below 13% Near 40% Meet 35% Exceed	0% Harmful 0% Below 13% Near 40% Meet 40% Exceed	0% Harmful 2% Below 18% Near 35% Meet 40% Exceed	0% Harmful 0% Below 2% Near 32% Meet 62% Exceed	0% Harmful 0% Below 2% Near 16% Meet 78% Exceed
Spring 2020	0% Harmful 0% Below 9% Near 29% Meet 61% Exceed	0% Harmful 0% Below 4% Near 47% Meet 45% Exceed	0% Harmful 0% Below 22% Near 34% Meet 40% Exceed	0% Harmful 0% Below 13% Near 47% Meet 36% Exceed	0% Harmful 0% Below 11% Near 40% Meet 40% Exceed	0% Harmful 0% Below 11% Near 45% Meet 36% Exceed	0% Harmful 4% Below 22% Near 31% Meet 31% Exceed	0% Harmful 6% Below 25% Near 34% Meet 27% Exceed	0% Harmful 0% Below 20% Near 25% Meet 45% Exceed	0% Harmful 2% Below 9% Near 43% Meet 38% Exceed	0% Harmful 0% Below 2% Near 31% Meet 61% Exceed	0% Harmful 0% Below 2% Near 31% Meet 63% Exceed	

\*Contains data from Practicum, Internship I, and Internship II.

**6. Group Counseling**

- a. Group Counseling: Students will demonstrate knowledge of the theoretical foundations of group counseling, group formation, types of groups, and characteristics of effective group leaders when working with diverse client populations. [Measurement: Group Proposal in PRC713]

	Purpose	Characteristics	Theory & Leadership	Ethics & Diversity	Curric. & Assessment	Prof. Com.
Summer 2019	0% Not pres. 0% Below 72% Meet 28% Exceed	0% Not pres. 0% Below 72% Meet 28% Exceed	0% Not pres. 6% Below 78% Meet 17% Exceed	0% Not pres. 11% Below 72% Meet 17% Exceed	0% Not pres. 6% Below 72% Meet 22% Exceed	0% Not pres. 6% Below 61% Meet 33% Exceed
Fall 2019	0% Not pres. 0% Below 67% Meet 33% Exceed	0% Not pres. 17% Below 50% Meet 33% Exceed	0% Not pres. 17% Below 67% Meet 17% Exceed	0% Not pres. 33% Below 50% Meet 17% Exceed	0% Not pres. 0% Below 50% Meet 50% Exceed	0% Not pres. 17% Below 50% Meet 33% Exceed
Spring 2020*	0% Not pres. 0% Below 100% Meet 0% Exceed	0% Not pres. 0% Below 100% Meet 0% Exceed	0% Not pres. 0% Below 100% Meet 0% Exceed	0% Not pres. 100% Below 0% Meet 0% Exceed	0% Not pres. 100% Below 0% Meet 0% Exceed	0% Not pres. 0% Below 100% Meet 0% Exceed

\*The full class was canceled this semester due to low enrollment and one student completed it as part of a tutorial.

- b. Group Counseling: Students will demonstrate knowledge of the theoretical foundations of group counseling, group formation, types of groups, and characteristics of effective group leaders when working with diverse client populations. [Measurement: Pre-Practicum Case Study in PRC730]

	Theory Application: Group Treatment
Summer 2019	Not Administered
Fall 2019	0% Not pres. 71% Below 29% Meet 0% Exceed
Spring 2020	18% Not pres. 0% Below 64% Meet 18% Exceed

- c. Group Counseling: Students will demonstrate knowledge of the theoretical foundations of group counseling, group formation, types of groups, and characteristics of effective group leaders when working with diverse client populations. [Measurement: Case Presentation in PRC761]

	Starting Summer 2019
Summer 2019	60% Not pres. 10% Below 30% Meet 0% Exceed
Fall 2019	100% Not pres. 0% Below 0% Meet 0% Exceed
Spring 2020	57% Not pres. 0% Below 14% Meet 29% Exceed

**7. Assessment**

- a. Assessment: Students will demonstrate knowledge of the use of assessments in treatment planning, types of commonly used assessments, and assessing trauma and risk. [Measurement: Assessment Exam in PRC735]

Standards	Semester			
	Fall 2019 Mid-Term	Fall 2019 Final	Spring 2020 Mid-Term	Spring 2020 Final*
a. historical perspectives concerning the nature and meaning of assessment and testing in counseling	No data	NA	32% Below 68% Meet	NA
b. methods of effectively preparing for and conducting initial assessment meetings	12% Below 88% Meet	45% Below 55% Meet	11% Below 89% Meet	0% Below 100% Meet
c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	NA	5% Below 95% Meet	26% Below 74% Meet	NA
d. procedures for identifying trauma and abuse and for reporting abuse	5% Below 95% Meet	5% Below 95% Meet	5% Below 95% Meet	NA
e. use of assessments for diagnostic and intervention planning purposes	3% Below 97% Meet	0% Below 100% Meet	NA	0% Below 100% Meet
f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments	15% Below 85% Meet	35% Below 65% Meet	13% Below 87% Meet	0% Below 100% Meet
g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	11% Below 89% Meet	15% Below 85% Meet	25% Below 75% Meet	NA
h. reliability and validity in the use of assessments	18% Below 82% Meet	NA	29% Below 71% Meet	0% Below 100% Meet
i. use of assessments relevant to academic/educational, career, personal, and social development	20% Below 80% Meet	7% Below 93% Meet	13% Below 87% Meet	0% Below 100% Meet



j. use of environmental assessments and systematic behavioral observations	NA	7% Below 93% Meet	NA	0% Below 100% Meet
k. use of symptom checklists, and personality and psychological testing	NA	4% Below 96% Meet	NA	0% Below 100% Meet
l. use of assessment results to diagnose developmental, behavioral, and mental disorders	25% Below 75% Meet	5% Below 95% Meet	NA	0% Below 100% Meet
m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	17% Below 83% Meet	0% Below 100% Meet	5% Below 95% Meet	0% Below 100% Meet

\*COVID-19 Pandemic Alteration: The course instructor used a series of worksheets to address these standards in place of the final exam.

- b. Assessment: Students will demonstrate knowledge of the use of assessments in treatment planning, types of commonly used assessments, and assessing trauma and risk. [Measurement: Pre-Practicum Case Study in PRC730]

	Assessments Used
Fall 2019	0% Not present 57% Below 43% Meet 0% Exceed
Spring 2020	18% Not present 0% Below 64% Meet 18% Exceed

- c. Assessment: Students will demonstrate knowledge of the use of assessments in treatment planning, types of commonly used assessments, and assessing trauma and risk. [Measurement: Case Presentation in PRC761]

	Assessment Used
Summer 2019	0% Not present 30% Below 70% Meet 0% Exceed
Fall 2019	17% Not present 33% Below 33% Meet 17% Exceed
Fall 2018	0% Not present 0% Below 71% Meet 29% Exceed

**8. Research and Program Evaluation**

a. Research and Program Evaluation: Students will demonstrate knowledge of research and program evaluation processes and how to analyze data in counseling in an ethical manner. [Measurement: Program Evaluation Proposal in PRC733]

	Background	Evidence	Ques. & Variables	Measures	Design	Val. & Rel.	Ethics	Implications	Prof. Com.
Summer 2019	0% Not pres. 7% Below 13% Meet 80% Exceed	0% Not pres. 7% Below 40% Meet 53% Exceed	0% Not pres. 27% Below 27% Meet 47% Exceed	0% Not pres. 20% Below 40% Meet 40% Exceed	0% Not pres. 20% Below 53% Meet 27% Exceed	0% Not pres. 7% Below 27% Meet 67% Exceed	0% Not pres. 0% Below 20% Meet 80% Exceed	0% Not pres. 0% Below 33% Meet 67% Exceed	0% Not pres. 27% Below 47% Meet 27% Exceed
Fall 2019	0% Not pres. 17% Below 75% Meet 8% Exceed	0% Not pres. 25% Below 67% Meet 8% Exceed	0% Not pres. 25% Below 58% Meet 17% Exceed	0% Not pres. 25% Below 75% Meet 0% Exceed	0% Not pres. 50% Below 50% Meet 0% Exceed	0% Not pres. 33% Below 50% Meet 17% Exceed	8% Not pres. 8% Below 75% Meet 8% Exceed	0% Not pres. 33% Below 50% Meet 17% Exceed	0% Not pres. 33% Below 67% Meet 0% Exceed
Spring 2020	0% Not pres. 0% Below 83% Meet 17% Exceed	8% Not pres. 0% Below 75% Meet 17% Exceed	0% Not pres. 0% Below 83% Meet 17% Exceed	8% Not pres. 0% Below 75% Meet 17% Exceed	8% Not pres. 0% Below 75% Meet 17% Exceed	8% Not pres. 0% Below 75% Meet 17% Exceed	0% Not pres. 0% Below 83% Meet 17% Exceed	8% Not pres. 0% Below 75% Meet 17% Exceed	0% Not pres. 17% Below 66% Meet 17% Exceed

b. Research and Program Evaluation: Students will demonstrate knowledge of research and program evaluation processes and how to analyze data in counseling in an ethical manner. [Measurement: Professional Counselor Career Paper in PRC760]

	Monitoring Effectiveness
Summer 2019	0% Not pres. 8% Below 92% Meet 0% Exceed
Fall 2019	0% Not pres. 17% Below 33% Meet 50% Exceed
Spring 2019	0% Not pres. 0% Below 20% Meet 80% Exceed

- c. Research and Program Evaluation: Students will demonstrate knowledge of research and program evaluation processes and how to analyze data in counseling in an ethical manner. [Measurement: Advocacy Project in PRC761]

	Literature Review	Objectives	Strength & Effectiveness of Intervention	Formal Evaluation	Informal Evaluation	Suggestions for Future Work
Fall 2019	0% Not pres. 0% Below 100% Meet 0% Exceed	0% Not pres. 50% Below 50% Meet 0% Exceed	0% Not pres. 0% Below 100% Meet 0% Exceed	0% Not pres. 50% Below 50% Meet 0% Exceed	0% Not pres. 0% Below 100% Meet 0% Exceed	0% Not pres. 0% Below 100% Meet 0% Exceed
Spring 2020	0% Not pres. 14% Below 57% Meet 29% Exceed	0% Not pres. 0% Below 43% Meet 57% Exceed	0% Not pres. 0% Below 57% Meet 43% Exceed	0% Not pres. 0% Below 86% Meet 14% Exceed	0% Not pres. 0% Below 86% Meet 14% Exceed	0% Not pres. 0% Below 86% Meet 14% Exceed

**9. Clinical Mental Health Specialization**

- a. Clinical Mental Health Specialization: Students will demonstrate the knowledge and skills necessary to address diverse populations within the context of clinical mental health counseling, including the application of evidence-based interventions and address mental health disorders. [Measurement: Treatment Plan in PRC711]

	Clinical Assessment	Client Diagnosis	Psychometric Assessment	Risk & Safety Assessment	Systemic Assessment	Case Conceptualization	Treatment Plan	Professional Communication
Summer 2019	0% Not pres. 0% Below 33% Meet 67% Exceed	0% Not pres. 0% Below 33% Meet 67% Exceed	0% Not pres. 0% Below 33% Meet 67% Exceed	0% Not pres. 0% Below 0% Meet 100% Exceed	0% Not pres. 0% Below 67% Meet 33% Exceed	0% Not pres. 100% Below 0% Meet 0% Exceed	0% Not pres. 33% Below 33% Meet 33% Exceed	0% Not pres. 0% Below 67% Meet 33% Exceed
Fall 2019	5% Not pres. 5% Below 70% Meet 20% Exceed	0% Not pres. 5% Below 80% Meet 15% Exceed	0% Not pres. 15% Below 60% Meet 25% Exceed	0% Not pres. 0% Below 85% Meet 15% Exceed	0% Not pres. 5% Below 70% Meet 25% Exceed	5% Not pres. 5% Below 60% Meet 30% Exceed	0% Not pres. 5% Below 70% Meet 20% Exceed	0% Not pres. 5% Below 95% Meet 0% Exceed
Spring 2020	0% Not pres. 0% Below 31% Meet 69% Exceed	0% Not pres. 8% Below 23% Meet 69% Exceed	0% Not pres. 46% Below 31% Meet 23% Exceed	0% Not pres. 0% Below 31% Meet 69% Exceed	0% Not pres. 23% Below 38% Meet 39% Exceed	0% Not pres. 38% Below 31% Meet 31% Exceed	0% Not pres. 38% Below 39% Meet 23% Exceed	0% Not pres. 31% Below 23% Meet 46% Exceed

- b. Clinical Mental Health Specialization: Students will demonstrate the knowledge and skills necessary to address diverse populations within the context of clinical mental health counseling, including the application of evidence-based interventions and address mental health disorders. [Measurement: Pre-Practicum Case Study in PRC730]

	Diagnosis	Theory Application
Fall 2019	0% Not present 0% Below 100% Meet 0% Exceed	0% Not present 0% Below 71.5% Meet 28.5% Exceed
Spring 2020	18% Not present 0% Below 45% Meet 37% Exceed	18% Not present 0% Below 55% Meet 27% Exceed

- c. Clinical Mental Health Specialization: Students will demonstrate the knowledge and skills necessary to address diverse populations within the context of clinical mental health counseling, including the application of evidence-based interventions and address mental health disorders. [Measurement: Case Presentation in PRC761]

	Diagnosis	Theory Application
Summer 2019	0% Not pres. 40% Below 40% Meet 20% Exceed	0% Not pres. 30% Below 40% Meet 30% Exceed
Fall 2019	0% Not pres. 50% Below 33% Meet 17% Exceed	0% Not pres. 33% Below 67% Meet 0% Exceed
Spring 2020	0% Not pres. 0% Below 29% Meet 71% Exceed	0% Not pres. 14% Below 14% Meet 72% Exceed

**10. Addictions Counseling Specialization**

- a. Addictions Counseling Specialization: Students will evidence the knowledge and techniques necessary to provide competent counseling services to clients who abuse substances. [Measurement: Final Exam in PRC739]

Standards	Semester	
	Fall 2019	Spring 2020
A.1. a. history and development of addiction counseling	No data	0% Below 100% Meet
A.1. b. theories and models of addiction related to substance use as well as behavioral and process addictions		9% Below 91% Meet
A.1. d. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning		17% Below 83% Meet
A.1. e. neurological, behavioral, psychological, physical, and social effects of psychoactive substances and addictive disorders on the user and significant others		10% Below 90% Meet
A.1. f. psychological tests and assessments specific to addiction counseling		0% Below 100% Meet
A.2. a. roles and settings of addiction counselors		12% Below 88% Meet
A.2. b. potential for addictive and substance use disorders to mimic and/or co-occur with a variety of medical and psychological disorders		25% Below 75% Meet
A.2. d. regulatory processes and substance abuse policy relative to service delivery opportunities in addiction counseling		2% Below 98% Meet
A.2. e. importance of vocation, family, social networks, and community systems in the addiction treatment and recovery process		3% Below 97% Meet

A.2. g. culturally and developmentally relevant education programs that raise awareness and support addiction and substance abuse prevention and the recovery process		8% Below 92% Meet
A.2. h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation		33% Below 67% Meet
A.2. i. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)		22% Below 78% Meet
A.3. d. techniques and interventions related to substance abuse and other addictions		0% Below 100% Meet
A.3. g. evaluating and identifying individualized strategies and treatment modalities relative to clients' stage of dependence, change, or recovery		8% Below 92% Meet



- b. Addictions Counseling Specialization: Students will evidence the knowledge and techniques necessary to provide competent counseling services to clients who abuse substances. [Measurement: Treatment Plan in PRC743]

	Substance Abuse Assessment	Conceptualization	Treatment Plan	Countertransference	Ethical and Legal	Professional Communication
Spring 2020	0% Not pres. 0% Below 0% Meet 100% Exceed	0% Not pres. 0% Below 0% Meet 100% Exceed	0% Not pres. 0% Below 6% Meet 94% Exceed	0% Not pres. 0% Below 6% Meet 100% Exceed	0% Not pres. 0% Below 6% Meet 100% Exceed	0% Not pres. 0% Below 6% Meet 100% Exceed

**SECTION II: Disposition Report**

Dispositional evaluations are completed by faculty for all students taking Tier I courses (i.e., PRC701, PRC702, PRC705, PRC708, PRC710, and PRC711). The feedback is provided to the students and advisers are available to discuss questions or concerns. Those students scoring “below” expectation are required to meet with their adviser to formulate a plan for remediation of concerns. Tier III classes were added to the data collection in spring 2020, which includes PRC730, PRC740, PRC760, and PRC761. This data is presented separately for each domain.

1. **Professional Ethics:** Understands and adheres to the ethical guidelines of the ACA, ASCA, IAMFC, & NBCC.

**Tier I**

Rating	Summer 2019	Fall 2019	Spring 2020
<b>5 Exceeds</b>	2 (6%)	7 (6%)	6 (6%)
<b>4 Meets</b>	24 (77%)	77 (65%)	76 (72%)
<b>3 Near</b>	5 (16%)	15 (13%)	13 (12%)
<b>2 Below</b>	0	0	0
<b>1 Harmful</b>	0	0	0
<b>0 Unable to observe</b>	0	19 (16%)	11 (10%)

**Tier III**

Rating	Summer 2019	Fall 2019	Spring 2020
<b>5 Exceeds</b>			11 (42%)
<b>4 Meets</b>			13 (50%)
<b>3 Near</b>			0
<b>2 Below</b>			0
<b>1 Harmful</b>			0
<b>0 Unable to observe</b>			2 (8%)

2. **Professional Behavior:** Behaves in a professional manner with faculty, staff, & students; behaves appropriately in class (e.g., emotional regulation & expression); Is respectful & appreciative of contributions other class members; Is able to effectively collaborate with others.

**Tier I**

Rating	Summer 2019	Fall 2019	Spring 2020
5 Exceeds	4 (13%)	30 (25%)	22 (21%)
4 Meets	27 (87%)	84 (71%)	80 (75%)
3 Near	0	2 (2%)	4 (4%)
2 Below	0	2	0
1 Harmful	0	0	0
0 Unable to observe	0	0	0

**Tier III**

Rating	Summer 2019	Fall 2019	Spring 2020
5 Exceeds			21 (81%)
4 Meets			5 (19%)
3 Near			0
2 Below			0
1 Harmful			0
0 Unable to observe			0

3. **Professional and Personal Boundaries:** Maintains appropriate boundaries with instructors and peers.

**Tier I**

Rating	Summer 2019	Fall 2019	Spring 2020
5 Exceeds	5 (16%)	24 (20%)	22 (21%)
4 Meets	26 (84%)	88 (75%)	70 (66%)
3 Near	0	5 (4%)	13 (12%)
2 Below	0	1 (1%)	1 (1%)
1 Harmful	0	0	0
0 Unable to observe	0	0	0

**Tier III**

Rating	Summer 2019	Fall 2019	Spring 2020
5 Exceeds			20 (77%)
4 Meets			6 (23%)
3 Near			0
2 Below			0
1 Harmful			0
0 Unable to observe			0

4. **Knowledge and Adherence to Course and Program Policies:** Demonstrates an understanding & appreciation for *all* university, counseling program, and course policies & procedures.

**Tier I**

Rating	Summer 2019	Fall 2019	Spring 2020
5 Exceeds	4 (13%)	27 (23%)	25 (24%)
4 Meets	25 (81%)	86 (73%)	68 (64%)
3 Near	1 (3%)	5 (4%)	12 (11%)
2 Below	1 (3%)	0	1 (1%)
1 Harmful	0	0	0
0 Unable to observe	0	0	0

**Tier III**

Rating	Summer 2019	Fall 2019	Spring 2020
5 Exceeds			16 (62%)
4 Meets			8 (31%)
3 Near			0
2 Below			0
1 Harmful			2 (8%)
0 Unable to observe			0

5. **Multicultural Competence:** Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.); aware of and responsive to ways in which culture impacts personal awareness, development, & interpersonal interactions.

**Tier I**

Rating	Summer 2019	Fall 2019	Spring 2020
5 Exceeds	2 (6%)	16 (13%)	11 (10%)
4 Meets	28 (90%)	92 (78%)	72 (68%)
3 Near	1 (3%)	8 (7%)	11 (10%)
2 Below	0	0	0
1 Harmful	0	0	0
0 Unable to observe	0	2 (2%)	12 (11%)

**Tier III**

Rating	Summer 2019	Fall 2019	Spring 2020
5 Exceeds			8 (31%)
4 Meets			16 (62%)
3 Near			0
2 Below			0
1 Harmful			0
0 Unable to observe			2 (8%)

6. **Emotional Stability and Self-Control:** Demonstrates self- awareness and emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in interpersonal and classroom interactions.

**Tier I**

Rating	Summer 2019	Fall 2019	Spring 2020
5 Exceeds	6 (19%)	27 (23%)	26 (25%)
4 Meets	24 (77%)	85 (72%)	75 (71%)
3 Near	1 (3%)	4 (3%)	4 (4%)
2 Below	0	2 (2%)	1 (1%)
1 Harmful	0	0	0
0 Unable to observe	0	0	0

**Tier III**

Rating	Summer 2019	Fall 2019	Spring 2020
5 Exceeds			19 (73%)
4 Meets			7 (27%)
3 Near			0
2 Below			0
1 Harmful			0
0 Unable to observe			0

7. **Motivation to Learn and Grow/Initiative:** Demonstrates engagement in learning & development of his or her counseling competencies.

**Tier I**

Rating	Summer 2019	Fall 2019	Spring 2020
5 Exceeds	4 (13%)	26 (22%)	20 (19%)
4 Meets	23 (74%)	87 (74%)	71 (67%)
3 Near	2 (6%)	5 (4%)	13 (12%)
2 Below	2	0	1 (1%)
1 Harmful	0	0	0
0 Unable to observe	0	0	1 (1%)

**Tier III**

Rating	Summer 2019	Fall 2019	Spring 2020
5 Exceeds			19 (73%)
4 Meets			4 (15%)
3 Near			2 (8%)
2 Below			0
1 Harmful			0
0 Unable to observe			1 (4%)

8. **Openness to Feedback:** Responds non-defensively & alters behavior in accordance with supervisory &/or instructor feedback

**Tier I**

Rating	Summer 2019	Fall 2019	Spring 2020
5 Exceeds	2 (6%)	28 (24%)	17 (16%)
4 Meets	24 (77%)	88 (75%)	82 (77%)
3 Near	5 (16%)	1 (1%)	4 (4%)
2 Below	0	1 (1%)	1 (1%)
1 Harmful	0	0	0
0 Unable to observe	0	0	2 (2%)

**Tier III**

Rating	Summer 2019	Fall 2019	Spring 2020
5 Exceeds			21 (81%)
4 Meets			3 (12%)
3 Near			0
2 Below			0
1 Harmful			0
0 Unable to observe			2 (8%)

9. **Flexibility and Adaptability:** Demonstrates ability to adapt to changing circumstance, unexpected events, & new situations.

**Tier I**

Rating	Summer 2019	Fall 2019	Spring 2020
5 Exceeds	3 (30%)	15 (13%)	14 (13%)
4 Meets	28 (90%)	96 (81%)	76 (72%)
3 Near	0	6 (5%)	4 (4%)
2 Below	0	0	0
1 Harmful	0	0	0
0 Unable to observe	0	1 (1%)	12 (11%)

**Tier III**

Rating	Summer 2019	Fall 2019	Spring 2020
<b>5 Exceeds</b>			23 (88%)
<b>4 Meets</b>			1 (4%)
<b>3 Near</b>			0
<b>2 Below</b>			0
<b>1 Harmful</b>			0
<b>0 Unable to observe</b>			2 (8%)

**10. Congruence and Genuineness: Demonstrates ability to be present and “be true to oneself”**

**Tier I**

Rating	Summer 2019	Fall 2019	Spring 2020
<b>5 Exceeds</b>	6 (19%)	40 (34%)	25 (24%)
<b>4 Meets</b>	25 (81%)	76 (64%)	64 (60%)
<b>3 Near</b>	0	1 (1%)	15 (14%)
<b>2 Below</b>	0	1 (1%)	0
<b>1 Harmful</b>	0	0	0
<b>0 Unable to observe</b>	0	0	2 (2%)

**Tier III**

Rating	Summer 2019	Fall 2019	Spring 2020
<b>5 Exceeds</b>			18 (69%)
<b>4 Meets</b>			7 (27%)
<b>3 Near</b>			0
<b>2 Below</b>			0
<b>1 Harmful</b>			0
<b>0 Unable to observe</b>			1 (4%)



**SECTION III: Current Student Survey**

The Professional Counseling Current Student Survey 2019-2020 was posted for students on May 6, 2020. A total of **15** current students completed the survey and provided feedback about their experiences in the program. The participants reflect students who started the program between 2014 to 2019, with the most representation from those who started between 2017 and 2019 (n = 14).

1. Advisement: How frequently are students in contact with their adviser:

Never	1 (7%)
Less than one time/semester	3 (20%)
At least one time/semester	7 (47%)
More than one time/semester	4 (27%)

2. Alternative class time and delivery formats:

	<b>Very Disinterested</b>	<b>Disinterested</b>	<b>Undecided</b>	<b>Interested</b>	<b>Very Interested</b>
Friday Classes	35.7%	2.7%	28.6%	28.6%	
Saturday Classes	64.3%	0%	14.3%	14.3%	7.1%
Stacked Traditional (4:30-5:45 & 6:00-8:30)	7.1%	0%	21.4%	50%	21.4%
Late Hybrid (6:00-7:15 & 7:30-8:45)	7.1%	7.1%	14.3%	42.9%	28.6%
Online Synchronous	28.6%	28.6%	14.3%	21.4%	7.1%
Online Asynchronous	21.4%	14.3%	21.4%	21.4%	21.4%

3. Reflection on preparation they have received in the following knowledge and skill domains:

	<b>1 Minimal Preparation</b>	<b>2</b>	<b>3 Moderate Preparation</b>	<b>4</b>	<b>5 Excellent Preparation</b>
Ethical and legal issues	0%	0%	13.3%	46.7%	33.3%
Counseling identity, history, and philosophy	0%	0%	13.3%	53.3%	26.7%
Power and privilege in self and client	0%	0%	6.7%	46.7%	46.7%
Apply development to conceptualization	6.7%	6.7%	20%	33.3%	13.3%
Interrelationship between work and wellbeing	0%	0%	0%	40%	40%
Counseling theories and models for work with clients	0%	6.7%	26.7%	26.7%	26.7%
Helping skills	0%	6.7%	0%	66.7%	26.7%
Group counseling	0%	0%	13.3%	53.3%	6.7%
Utilize assessments in treatment	0%	0%	6.7	33.3	13.3
Screen symptoms and provide diagnosis	0%	6.7%	13.3%	40%	26.7%

Impact of substance abuse on mental health	6.7%	6.7%	0%	20%	26.7%
Knowledge of research and program eval.	0%	0%	13.3%	26.7%	33.3%
Social justice issues in lives of clients	0%	0%	13.3%	53.3%	33.3%
Advocate with/on behalf of clients	0%	0%	26.7%	40%	33.3%
Locate relevant literature to enhance practice	0%	0%	33.3%	40%	26.7%
Preparation overall	0%	6.7%	6.7%	40%	46.7%

4. Overall satisfaction with the program:

	<b>Very Dissatisfied</b>	<b>Dissatisfied</b>	<b>Undecided</b>	<b>Satisfied</b>	<b>Very Satisfied</b>
Overall satisfaction	0%	13%	0%	53%	33%

5. Recommend the program to others

Yes	87%
No	13%

6. Identified strengths of program:

The program faculty are all extremely talented.
All of the professors have been willing go out of their way to help me in any way I need.
The professors are wonderful and helpful. They care about their students and want them to do well.
The hands on interaction with the professors, smaller class size to interact together, and the constant support that is offered.
I think that the growing inclusion of the MAP program is helping the elective pool. I also think that some of the faculty are amazing.
Hands on Experiences Alot of opportunities to practice skills Beneficial Classes
Coverage of important foundational topic.
The professors that are teaching the Professional Counseling program seems to have a lot of experience in counseling and psychology, especially those counseling in their own private practices.
Professors want to talk to you to see how you're doing & about if you're providing self care.
It is small so there is a lot of individual attention.
The professional counseling program thus far has taught me quite a few things, to name a few. I understand the importance of proper boundaries and building rapport, how to reference the codes of ethics and remain morally and ethically grounded, the necessity to be culturally mindful and use an approach that fits the needs and comforts of the client, last but not least seek to understand the client from their worldview.

<p>Some classes I have had really great experiences with include the following: [classes and names omitted]. All of these courses had a variety of different assignments, a decent amount of reading, various ways to engage our learning in class, and were the perfect combination of challenge and growth. I think if more courses follow these models, it will make the overall program stronger.</p>
<p>The assignment requirements have all been helpful in learning about my own worldview and theory preference. The time and frequency of classes has been a benefit, as well. I really appreciate the small class sizes when available.</p>
<p>Most of the professors are very knowledgeable in the courses that they teach. The classes do help me to be more well rounded as a counselor-in-training.</p>

7. Suggested improvements

<p>Switching some tier 1 courses into tier 2 courses.</p>
<p>It would be great to have more online options. I work a full-time job, and finding courses to fit into my schedule has been incredibly challenging and stressful.</p>
<p>Evaluating the professors because some of the professors work so well, are hands on, take the time to ensure the students are understanding the material but others do not take the time to teach the materials and are hard to reach. It is hard to go from a professor that is providing so much help and support to really understand compared to other professors who do the bare minimum.</p>
<p>I feel that teaming up with the new masters of social work for some electives would be helpful.</p>
<p>Additional class hours and days</p>
<p>Greater coordination among faculty in terms of expectations.</p>

<p>I think that there is a need for some type of tutoring for those struggling in certain classes such as [name omitted]. Some professors teach as though they assume that most students have or are currently working in the counseling or mental health field.</p>
<p>More meetings or discussions about certain events or information about things coming up in the program. More hybrid classes!</p>
<p>Some of the courses could be more challenging.</p>
<p>I think being more selective about course instructors would be helpful. I have had a handful of classes that have just been too easy for graduate course work, if I am being honest. These were with a few different instructors. This makes sense, given they also have their day jobs going for them; however, I am paying a lot of money for this degree and really value the profession, so I expect my instructors to bring their all to the class.</p>
<p>My biggest concern has been the lack of ability to connect with professors. I have only met with my advisor once, but when speaking with them, I felt like they were not making an effort to listen. I've had professors not answer emails for months. In several classes, I received minimal feedback on papers, once even being told "I have not comments for you" on a paper that didn't receive 100 points. The very high price I am paying her class does not reflect in the education and mentorship I'm receiving.</p>

8. Additional feedback

<p>As a whole, I am happy with the program aside from some professors.</p>
<p>I think that the program is getting stronger because of the accreditation.</p>
<p>I would have like to seen more honesty and communication from faculty. Professors of the same program were telling you different information, and it needs to be more concise. I think also for field placements, someone really needs to step up and help people find a place or guide them in how to do so. Also, please try and collaborate with faculty on being non-biased about specific theoretical orientations. Some professors I really try avoiding due to this issue. The program honestly just feels like it's all over the place and needs some re-adjusting.</p>

I learned a lot and felt very supported throughout the process.

Some of the teachers are too lenient. I am an older student and am not used to that approach. I think it is an unrealistic approach, and one that does not prepare you well for the real world.

Thank you for all you have done for us during the COVID-19 pandemic. Your hard work and care for us does not go unnoticed!

Speaking with fellow classmates, the sentiment is negative. I am yearning for a mentor, but like I've heard from other students, most educators in the program don't have the energy or space for it.

**SECTION IV: National Counselor Exam  
Carlow University Administration**

The National Counselor Exam (NCE) is administered on campus two times a year. This is typically taken by current students who are enrolled in the program and represent their first attempt at the exam. Not all students in the program choose to take the NCE at Carlow University and therefore we do not have access to their scores. The following is a report of the scores for April 2019.

	Carlow Students	Number Passed	Pass Rate	National Pass Rate
April 2019	18	16	88.9%	90.6

The following are core areas where students scored the lowest on the NCE:

- Professional Orientation and Ethical Practice



### **Conclusion**

The goal of the MPC program at Carlow University is to prepare graduate-level students for careers in the counseling profession. The knowledge and the skills necessary for this work are reflected in the KPI assessments, which evidence that the majority of students are meeting or exceeding these expectations. Additionally, the dispositions required of professional counselors in the field are consistently embodied by our students through Tier I and Tier III classes. Current students also reinforce the perceived strength of the preparation they are receiving in the program.

The program has gone through considerable changes as it has worked towards CACREP accreditation. However, the continued growth of the program requires that improvements be made on an ongoing basis. The data contained herein is a snapshot of the program and will inform the Advisory Board about the efficacy of operations and policies to date. The feedback the Board provides will continue to enhance this work into the future. It is not enough to just focus on what is working, but to also take a hard look at the gaps and concerns evidenced in the data.

All stakeholders will be needed in order to continue to enhance and grow the program into the future. This is a team effort that depends on everyone offering suggestions, as well as working to implement the solutions. The future of the program and our profession depends on the work we do today. Thank you.