Masters of Science in Professional Counseling Annual Report 2020-2021

Masters of Science in Professional Counseling

Carlow University

Masters of Science in Professional Counseling Annual Report:
Summary

This report is comprised of six 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, alumni survey, employer/supervisor survey, 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 2020-2021 academic year continued to be a time of transition and uncertainty in regards to the COVID-19 pandemic. The program maintained the majority of courses in an online modality summer 2020, fall 2020, and spring 2021. Virtual classes continue into summer 2021 and resume in person in fall 2021.

- In August 2020, Dr. Melanie Kautzman began her role as Program Director and Dr. Fawn Robinson moved into the Clinical Coordinator position. The shared leadership within the program is strong and contributes to the vitality of the culture.

- Over this academic period CACREP addendums were submitted in November 2020 and April 2021. The CACREP site visit occurred in May 2021, which was followed by a substantive response from the program later that month. Accreditation was approved in summer 2021.

The following is a summary of the data for 2020-2021 to assist in acclimating the reader to the data and some points to consider.

1. **Key Performance Indicators:** What follows is an overview of the KPI results and points of consideration for future efforts. There are several missing data points noted in the report that are due to a combination of COVID-19 related difficulties and staffing issues. Please note that some unreported data is being retrieved from archival sources and the report will be updated at that time:

Domain	Narrative
Ethics	Some data is missing from this domain due to staffing issues with the foundational course over this academic year. These have been resolved and data will be provided by faculty moving forward. Data points from other courses suggest that in application (e.g., clinical placement), students are consistently meeting or exceeding expectations for ethical practice. It seems that prior to placement (i.e., PRC730 Pre-Practicum), students are inconsistent with applying ethical principles and standards to clinical scenarios.

Professional Identity	Some data is missing from this domain due to staffing issues with the foundational course over this academic year. These have been resolved and data will be provided by faculty moving forward. The standard appears in other courses (i.e., PRC760) where it appears that students are largely meeting or exceeding expectations. This is an improvement from previous years and my reflect the changes that the program has been implementing.
Social and Cultural	This area continues to be strong when students are in the Social and Cultural Foundations course. Notable improvements are present in coursework prior to clinical placement (i.e., PRC730). However, the application in case study/treatment planning for Internship II are still inconsistent. The changes in the program might be the reason for these positive shifts at the beginning and mid-point, but the program may need to address how to enhance the integration of social and cultural models into conceptualizations.
Lifespan and Development	The KPI for the Lifespan course suggests that students are largely effective at applying models, considering environmental factors, and suggesting interventions. However, the intersection of ethics is a notably lower scoring domain within the assessment. This may connect to the issues addressed in the ethics section above. Application of developmental models and considerations later in the program seems to be inconsistent. Some sections of courses appear to meet or exceed expectations while others may not include it at all in the assignment. The program may want to address how these assessments are presented to students and helping to scaffold student application.
Career	Career KPI assessments continue to be strong over this academic year. In the foundational course (i.e., PRC721), students are consistently applying models and meeting/exceeding expectations. Furthermore, students are performing in similar fashion when applying theories in later assignments (i.e., PRC760). Given that this is an area of concern from employers/supervisors, it is notable that these improvements are showing promise for current students.
Theory	Theories data is mixed with at least one semester appearing to have 25-45% of students below expectations across all domains of the rubric. The latter section was taught by a core faculty member and might reflect inconsistencies in using the rubric. Similar low results show up in PRC730, also taught by core faculty, suggest similar below expectation application of theory.

	External sources of data (e.g., alumni, employer/supervisor) also suggest that application of theory is a weak area of the program. NCE results suggest that this is improving over past years and should continue to be examined by the program.
Skills	Counseling skills continue to be strong across all data points in the program (i.e., PRC705, PRC730, and clinical placement). This reflects both faculty and supervisor assessments. Data from employers/supervisors and alumni suggest that this is a strength of the program.
Group	Students continued to perform well on the KPI for the Group Counseling course. The application of group decreases in quality or is sometimes absent all together from later KPIs. The program needs to revisit how to maintain those gains from the foundational course in subsequent assignments. Given the strength of scores on the NCE, it might be that students are uncertain how to apply group theories to course conceptualizations, which make up many of the latter KPI data points.
Assessment	The KPI assessments are mixed in application for those prior to clinical placement (i.e., PRC730), but appear to be present while on clinical placement (i.e., PRC761). Given the NCE results, this content area seems to be strong overall, but students may need additional support in applying it to case studies. External data suggests that applying more clinical assessments might be an area of improvement for graduates.
Research	Overall students are effectively completing the KPI for the foundational research course (i.e., PRC733). It seems that questions/variables, measures, and design seem to be the lowest scoring areas. This might be something to consider for future offerings of the course. Additionally, the application of research methods to clinical settings through self-monitoring and program evaluation seem to be consistently at or above expectations. External data sources suggest that this is an area that graduates struggle and therefore may need to be evaluated by program faculty and advisory board.
Clinical Mental Health	Summer of 2020 showed a notable drop in performance in this area; however, it appears that there was a return to consistently high scores in fall 2020 and spring 2021. Faculty teaching the course did not change over that time and the shift may have been a result of pandemic related difficulties. Diagnosis in later courses (i.e., PRC730 and PRC761) appear to be consistently strong over time. However, the application of theory is limited and shows more variability in performance. Revisiting theory application in mental health counseling is prudent given this data.

Addictions	The data for this section is being pulled from archival sources and will be updated when completed.

2. **Dispositions:** All students are assessed on dispositions throughout Tier I (i.e., Lifespan, Social and Cultural, Helping, Ethics, Theory, and Diagnosis) and Tier III coursework (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, particularly for Tier I students:

1. Professional Ethics: Understands and adheres to the ethical guidelines of the ACA, ASCA, IAMFC, & NBCC.
2. Professional and Personal Boundaries: Maintains appropriate boundaries with instructors and peers.
3. Knowledge of Program Policies: Demonstrates an understanding & appreciation for all university, counseling program, and course policies & procedures.
4. Multicultural Competence: Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.).
5. Motivation to Learn: Demonstrates engagement in learning & development of his or her counseling competencies.

While the majority of students are performing well in these areas, these domains have a higher number of lower scores. Two domains are new additions to this academic year—i.e., Professional Ethics and Multicultural Competence. However, the other three have carried over from the previous year. 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.

3. **Current Student Data:** The current student survey was distributed in May 2021. 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	Results indicate that 78% of students are having meetings with their adviser each semester. Future surveys may benefit from adding questions about email contact to capture students who are in contact, but may not be meeting individually with advisers.

Preparation	100% of respondents indicated a moderate to excellent preparation overall, with 90% providing good to excellent ratings. Over 80% of responses indicated satisfaction with the program overall and 78% endorsed that they would recommend the program to a friend. Several of the qualitative responses indicated that their satisfaction or willingness to refer friends would increase once CACREP accredited. The content areas are largely being addressed according to student perceptions. There are several areas that might warrant consideration from the faculty and advisory board. This includes (a) connecting career counseling to mental health, (b) applying group theories, (c) integrating clinical assessments, (d) conceptualizing the impact of addictions, and (e) use of research methods. Addictions in particular is a carryover from the previous academic year and should receive special attention. An additional area of growth is around locating relevant literature for assignments. This was rated poorly in the student survey, even though the majority of students indicated using Grace Library. Program faculty and the advisory board might consider how to more fully integrate this into the curriculum.
Course offerings	The current student survey suggested that students are interested in shifting how courses are offered. This survey was administered when the majority of classes were being offered in a virtual format due to the COVID-19 pandemic. However, the ratings to questions and open ended responses addressed a desire for different types of course offerings. While some are beyond the control of the program (e.g., discontinuing program internship courses), some of the changes in timing should be considered: 1. The majority of students indicated that they are not interested in Friday or Saturday courses. 2. 62% of students were interested in more traditionally stacked classes (i.e., 4:30 & 6:00pm). 3. 91% of students indicated interest in later hybrid courses that might stack (e.g., 6:00 & 7:30pm). 4. 75% of students expressed interest in online synchronous courses and 60% were interested in online asynchronous. How much overlap there was between these responses is unclear from the data.

4. **Alumni Survey Data:** The Professional Counseling Alumni Survey was administered in spring 2021. The responses where very positive about alumni perception of their training experience. Several areas of growth were identified that might be explored by program faculty and the advisory board.

Result	Narrative
Licensure and examination	The majority of alumni are licensed or certified in their specialty area. The 29% who are not licensed were largely comprised of recent graduates who may not be eligible. In combination with some of the qualitative responses, the program faculty and advisory board might consider how to offer additional supports after graduation. This might extend to those alumni looking to take the NCE. While 97% of those who took the NCE passed, offering additional supports might increase these numbers overall.
Preparation	Alumni largely endorsed solid preparation across the content areas. There domains emerged as being relevant for further consideration: (a) social justice, (b) locating relevant literature, and (c) connecting career to mental health counseling. The latter two have emerged as areas of concern in other data sources, which increases the importance of addressing it programmatically.

5. **Employer/Supervisor Survey Data:** The Professional Counseling Employer/Supervisor Survey was administered in spring 2021. Response was limited as a potential result of increased demand on mental health professionals as a result of the COVID-19 pandemic. Data suggests a largely positive image of students and employees, with areas of growth that are consistent with other data sources.

Result	Narrative
Strengths of preparation	The responses were overall positive for students and employees in the community. However, several areas of strengths emerged and are consistent with other data sources. Counseling skills and diagnostic abilities were consistently rated highly across employers and supervisors. Additionally, the ability of Carlow students to advocate for their clients was praised in both ratings and in qualitative responses. Survey results indicated that Carlow students and employees have the necessary temperament for being counselors and working in a professional setting. In comparison to other programs and other counselors at similar developmental levels, Carlow students meet or exceed expectations.

Areas of growth	Consistent with other data sources, employers/supervisors highlight the following areas for continued growth: (a) applying career to mental health counseling, (b) using research methods in a clinical setting, (c) integrating group counseling theory into practice, and (d) locating relevant literature to support interventions. The latter might be related to a qualitative response that indicated a desire for Carlow students to have a greater exposure to a diversity of theories. While the response also praised the program saying it "leads the pack in this area in Pittsburgh," it might be worthwhile to explore how to increase the exposure to other orientations while in the program.

6. **NCE Scores:** The program received data from the National Counselor Examinations for spring 2020, fall 2020, and spring 2021. These test administrations reflect the highest scores in program history with 100%, 91%, and 100% pass rates respectively. While this success is noteworthy, the program needs to exercise vigilance in continuing to build upon these strengths. Areas of continued concern include (a) ethics and professional orientation, (b) helping skills/counseling theories, and (c) research.

7. **CACREP Update:** The Carlow University Professional Counseling Program completed the CACREP site-visit in May 2021 and was officially accredited in July 2021. The board endorsed both specialty areas for eight years: Clinical Mental Health Counseling and Addictions.

SECTION I: KPI Report Academic Year 2020-2021

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 2020	NA	NA	NA
Fall 2020	NA	NA	NA
Spring 2021	NA	NA	NA

Due to staffing issues, the responsible faculty did not report data for these assignments. This issue has been resolved.

    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 2020	0% Not pres. 33% Below 22% Meet 44% Exceed
Spring 2021	8% Not Present 33% Below 25% Meet 33% 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 2020	7% Unable to Observe 0% Harmful 0% Below 3% Near Expectations 28% Meets Expectations 60% Exceed Expectations
Fall 2020	0% Unable to Observe 0% Harmful 0% Below 0% Near Expectations 39% Meets Expectations 61% Exceed Expectations
Spring 2021	2% Unable to Observe 0% Harmful 0% Below 4% Near Expectations 36% Meets Expectations 55% 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 2020	NA	NA	NA	NA	NA
Fall 2020	NA	NA	NA	NA	NA
Spring 2021	NA	NA	NA	NA	NA

Due to staffing issues, the responsible faculty did not report data for these assignments. This issue has been resolved.

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 2020	NA
Fall 2020	NA
Spring 2021	NA

Due to staffing issues, the responsible faculty did not report data for these assignments. This issue has been resolved.

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 2020	0% Not present 0% Below 100% Meets 0% Exceed
Fall 2020	0% Not present 29% Below 29% Meet 43% Exceed
Spring 2021	Missing data due to COVID-19 disruption.

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 2020	0% Not pres. 3% Below 97% Meet 0% 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. 21% Below 59% Meet 21% Exceed	0% Not pres. 48% Below 48% Meet 3% Exceed
Spring 2021	0% Not pres. 0% Below 54% Meet 46% Exceed	0% Not pres. 0% Below 38% Meet 62% Exceed	0% Not pres. 0% Below 46% Meet 54% Exceed	8% Not pres. 0% Below 54% Meet 38% Exceed	0% Not pres. 0% Below 54% Meet 46% Exceed	0% Not pres. 23% Below 54% Meet 23% 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 2020	0% Not present 0% Below 33% Meet 67% Exceed
Spring 2021	0% Not present 0% Below 33% Meet 67% 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 2020	0% Not pres. 36% Below 55% Meet 9% Exceed
Fall 2020	40% Not pres 0% Below 40% Meet 20% Exceed
Spring 2021	0% Not pres. 0% Below 9% Meet 91% 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 2020	0% Not pres. 0% Below 86% Meet 14% Exceed	0% Not pres. 0% Below 86% Meet 14% Exceed	0% Not pres. 0% Below 71% Meet 29% Exceed	7% Not pres. 7% Below 64% Meet 21% Exceed	0% Not pres. 0% Below 93% Meet 7% Exceed
Fall 2020	0% Not pres. 5% Below 65% Meet 30% Exceed	0% Not pres. 5% Below 65% Meet 30% Exceed	0% Not pres. 10% Below 85% Meet 5% Exceed	5% Not pres. 35% Below 55% Meet 5% Exceed	0% Not pres. 30% Below 35% Meet 35% Exceed
Spring 2021	0% Not pres. 23% Below 31% Meet 46% Exceed	0% Not pres. 8% Below 54% Meet 38% Exceed	0% Not pres. 38% Below 38% Meet 23% Exceed	0% Not pres. 23% Below 38% Meet 38% Exceed	0% Not pres. 23% Below 62% Meet 15% 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 2020	0% Not present 0% Below 56% Meet 44% Exceed
Spring 2021	0% Not present 50% Below 25% Meet 25% 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 2020	Data missing due to COVID-19 pandemic disruption.
Fall 2020	60% Not pres. 0% Below 20% Meet 20% Exceed
Spring 2021	0% Not pres. 0% Below 0% Meet 100% 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.
Fall 2020	9% Not pres. 0% Below 73% Meet 18% Exceed	9% Not pres. 0% Below 91% Meet 0% Exceed	9% Not pres. 0% Below 91% Meet 0% Exceed	9% Not pres. 0% Below 91% Meet 0% Exceed	9% Not pres. 0% Below 91% Meet 0% Exceed	9% Not pres. 0% Below 91% Meet 0% Exceed
Spring 2021	0% Not pres. 0% Below 0% Meet 100% Exceed	0% Not pres. 0% Below 7% Meet 93% Exceed	0% Not pres. 0% Below 0% Meet 100% Exceed	0% Not pres. 0% Below 14% Meet 86% Exceed	0% Not pres. 14% Below 0% Meet 86% Exceed	0% Not pres. 0% Below 64% Meet 36% 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 2020	0% Not pres. 0% Below 50% Meet 50% Exceed
Fall 2020	0% Not pres. 29% Below 57% Meet 14% Exceed
Spring 2021	Missing data due to COVID-19 disruption.

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	Fall 2020	Spring 2021
a. theories and models of career development, counseling, and decision making		
b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors		
c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems		
d. approaches for assessing the conditions of the work environment on clients' life experiences		
e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development		
f. strategies for career development program planning, organization, implementation, administration, and evaluation		
g. strategies for advocating for diverse clients' career and educational development and		

Data to be provided.

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

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 2020	0% Not pres. 0% Below 73% Meet 27%Exceed	0% Not pres. 0% Below 64% Meet 36%Exceed	0% Not pres. 0% Below 73% Meet 27%Exceed	0% Not pres. 0% Below 45%Meet 55%Exceed	0% Not pres. 0% Below 73% Meet 27%Exceed	0% Not pres. 0% Below 73% Meet 27%Exceed
Fall 2020	0% Not pres. 45% Below 36% Meet 18%Exceed	0% Not pres. 36% Below 54% Meet 9%Exceed	0% Not pres. 32% Below 50% Meet 18%Exceed	0% Not pres. 32% Below 64% Meet 5%Exceed	0% Not pres. 32% Below 41% Meet 27%Exceed	0% Not pres. 23% Below 59% Meet 18%Exceed
Spring 2021	0%Not pres. 0%Below 75%Meet 25%Exeed	0% Not pres. 0% Below 87.5% Meet 12.5%Exceed	0% Not pres. 0% Below 50% Meet 50%Exceed	0% Not pres. 0% Below 12.5% Meet 87.5%Exceed	0% Not pres. 12.5% Below 87.5% Meet 0%Exceed	0% Not pres. 0% Below 25% Meet 75%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 2020	0% Not present 11% Below 44% Meet 44% Exceed
Spring 2021	0% Not present 33% Below 42% Meet 25% 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 2020	Missing data due to COVID-19 disruption.
Fall 2020	0% Not pres. 40% Below 40% Meet 20% Exceed
Spring 2021	0% Not pres. 0% Below 36% Meet 64% 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 2020	0% Harmful 0% Below 4% Near 54% Meet 43% Exceed	0% Harmful 0% Below 0% Near 54% Meet 46% Exceed	0% Harmful 0% Below 18% Near 57% Meet 25% Exceed	0% Harmful 0% Below 11% Near 64% Meet 25% Exceed	0% Harmful 0% Below 21% Near 54% Meet 25% Exceed	0% Harmful 0% Below 10.5% Near 61% Meet 28.5% Exceed	0% Harmful 14% Below 64% Near 18% Meet 4% Exceed	0% Harmful 0% Below 93% Near 7% Meet 0% Exceed	0% Harmful 7% Below 54% Near 25% Meet 14% Exceed	0% Harmful 4% Below 17.5% Near 53.5% Meet 25% Exceed	0% Harmful 0% Below 10.5% Near 29% Meet 60.5% Exceed	0% Harmful 0% Below 0% Near 29% Meet 71% Exceed
Spring 2021	0% Harmful 0% Below 0% Near 6% Meet 94% Exceed	0% Harmful 0% Below 0% Near 0% Meet 100% Exceed	0% Harmful 13% Below 31% Near 31% Meet 25% Exceed	0% Harmful 0% Below 6% Near 19% Meet 75% Exceed	0% Harmful 12.5% Below 50% Near 12.5% Meet 25% Exceed	0% Harmful 0% Below 13% Near 6% Meet 81% Exceed	0% Harmful 25% Below 56% Near 0% Meet 19% Exceed	0% Harmful 0% Below 69% Near 0% Meet 31% Exceed	0% Harmful 12.5% Below 56% Near 19% Meet 12.5% Exceed	0% Harmful 0% Below 31% Near 38% Meet 31% Exceed	0% Harmful 0% Below 44% Near 31% Meet 25% Exceed	0% Harmful 0% Below 0% Near 0% Meet 100% 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 2020	0% Harmful 0% Below 0% Near 10% Meet 90% 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
Spring 2021	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

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 2020	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	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 25% Exceed	0% Harmful 0% Below 0% Near 32% Meet 64% Exceed
Fall 2020	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 8% Below 18% Near 35% Meet 24% Exceed	0% Harmful 0% Below 13% Near 40% Meet 35% 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 2021	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 2020	0% Not pres. 0% Below 61% Meet 39% Exceed	0% Not pres. 0% Below 56% Meet 44% Exceed	0% Not pres. 0% Below 72% Meet 28% Exceed	0% Not pres. 0% Below 78% Meet 22% Exceed	0% Not pres. 0% Below 22% Meet 78% Exceed	0% Not pres. 0% Below 94% Meet 6% Exceed
Fall 2020	0% Not pres. 0% Below 93% Meet 7% Exceed	0% Not pres. 0% Below 93% Meet 7% Exceed	0% Not pres. 0% Below 93% Meet 7% Exceed	0% Not pres. 7% Below 86% Meet 7% Exceed	0% Not pres. 0% Below 57% Meet 43% Exceed	0% Not pres. 0% Below 100% Meet 0% Exceed
Spring 2021	0% Not pres. 0% Below 0% Meet 100% Exceed	0% Not pres. 0% Below 0% Meet 100% Exceed	0% Not pres. 0% Below 0% Meet 100% Exceed	0% Not pres. 0% Below 0% Meet 100% Exceed	0% Not pres. 0% Below 0% Meet 100% Exceed	0% Not pres. 0% Below 0% Meet 100% Exceed

   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 2020	Missing data due to COVID-19 disruption.
Fall 2020	22% Not pres. 22% Below 0% Meet 56% Exceed

Spring 2021	8% Not pres. 42% Below 33% Meet 17% 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 2020	Missing data due to COVID-19 disruption.
Fall 2020	40% Not pres. 20% Below 20% Meet 20% Exceed
Spring 2021	45% Not pres. 0% Below 0% Meet 55% 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 2020	Spring 2021
a. historical perspectives concerning the nature and meaning of assessment and testing in counseling		
b. methods of effectively preparing for and conducting initial assessment meetings		
c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide		
d. procedures for identifying trauma and abuse and for reporting abuse		
e. use of assessments for diagnostic and intervention planning purposes		
f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments		
g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations		
h. reliability and validity in the use of assessments		
i. use of assessments relevant to academic/educational, career, personal, and social development		
j. use of environmental assessments and systematic behavioral observations		
k. use of symptom checklists, and personality and psychological testing		
l. use of assessment results to diagnose developmental, behavioral, and mental disorders		

Data to be provided

m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	

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 2020	0% Not present 33% Below 33% Meet 33% Exceed
Spring 2021	0% Not present 41.5% Below 41.5% Meet 17% 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 2020	Missing data due to COVID-19 disruption.
Fall 2020	20% Not present 0% Below 40% Meet 40% Exceed
Spring 2021	0% Not present 0% Below 36% Meet 64% 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 2020	0% Not pres. 0% Below 82% Meet 18%Exceed	0% Not pres. 7% Below 40% Meet 53% Exceed	0% Not pres. 27% Below 55% Meet 18% Exceed	0% Not pres. 27% Below 64% Meet 9%Exceed	0% Not pres. 45% Below 45% Meet 9% Exceed	0% Not pres. 0% Below 82% Meet 18% Exceed	0% Not pres. 0% Below 73% Meet 27% Exceed	0% Not pres. 0% Below 73% Meet 27% Exceed	0% Not pres. 36% Below 45% Meet 18%Exceed
Fall 2020	0% Not pres. 20% Below 53% Meet 27% Exceed	0% Not pres. 20% Below 47% Meet 20% Exceed	0% Not pres. 27% Below 66.5% Meet 6.5% Exceed	0% Not pres. 20% Below 67% Meet 13% Exceed	0% Not pres. 20% Below 67% Meet 13% Exceed	0% Not pres. 13% Below 80% Meet 7% Exceed	0% Not pres. 0% Below 100% Meet 0% Exceed	0% Not pres. 0% Below 100% Meet 0% Exceed	0% Not pres. 7% Below 93% Meet 0% Exceed
Spring 2021	0% Not pres. 0% Below 56% Meet 44% Exceed	0% Not pres. 0% Below 56% Meet 44% Exceed	0% Not pres. 0% Below 56% Meet 44% Exceed	0% Not pres. 0% Below 56% Meet 44% Exceed	0% Not pres. 6% Below 50% Meet 44% Exceed	0% Not pres. 6% Below 50% Meet 44% Exceed	0% Not pres. 0% Below 56% Meet 44% Exceed	0% Not pres. 0% Below 56% Meet 44% Exceed	0% Not pres. 13% Below 43.5% Meet 43.5% 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 2020	0% Not pres. 0% Below 50% Meet 50% Exceed
Fall 2020	0% Not pres. 28.5% Below 43% Meet 28.5% Exceed
Spring 2021	Missing data due to COVID-19 disruption.

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 2020	0% Not pres. 0% Below 75% Meet 25%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	0% Not pres. 25% Below 75% Meet 0%Exceed	0% Not pres. 25% Below 75% Meet 0%Exceed
Spring 2021	NA	NA	NA	NA	NA	NA

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 2020	0% Not pres. 0% Below 57% Meet 43%Exceed	0% Not pres. 57% Below 0% Meet 43% Exceed	0% Not pres. 14% Below 43% Meet 43% Exceed	0% Not pres. 0% Below 43% Meet 57%Exceed	14% Not pres. 43% Below 14% Meet 29% Exceed	0% Not pres. 43% Below 0% Meet 57% Exceed	0% Not pres. 14% Below 29% Meet 57% Exceed	0% Not pres. 0% Below 43% Meet 57% Exceed
Fall 2020	0% Not pres. 0% Below 58% Meet 42%Exceed	0% Not pres. 0% Below 75% Meet 25%Exceed	0% Not pres. 0% Below 92% Meet 8%Exceed	0% Not pres. 0% Below 92% Meet 8%Exceed	0% Not pres. 0% Below 83% Meet 17%Exceed	0% Not pres. 0% Below 83% Meet 17%Exceed	0% Not pres. 0% Below 93% Meet 8%Exceed	0% Not pres. 0% Below 93% Meet 8%Exceed
Spring 2021	0% Not pres. 0% Below 5% Meet 95%Exceed	0% Not pres. 0% Below 9% Meet 91%Exceed	0% Not pres. 5% Below 22.5% Meet 72.5%Exceed	0% Not pres. 0% Below 0% Meet 100%Exceed	0% Not pres. 0% Below 23% Meet 77%Exceed	0% Not pres. 18% Below 45% Meet 36%Exceed	0% Not pres. 18% Below 32% Meet 50%Exceed	0% Not pres. 0% Below 14% Meet 86%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 2020	0% Not present 0% Below 33% Meet 67% Exceed	0% Not present 11% Below 44% Meet 44% Exceed
Spring 2021	0% Not present 0% Below 17% Meet 83% Exceed	0% Not present 33% Below 42% Meet 25% 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 2020	Missing data due to COVID-19 disruption.	
Fall 2020	0% Not pres. 0% Below 80% Meet 20% Exceed	0% Not pres. 40% Below 40% Meet 20% Exceed
Spring 2021	0% Not pres. 0% Below 9% Meet 91% Exceed	0% Not pres. 0% Below 36% Meet 64% 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 PRC738]

Standards	Semester	
	Fall 2020	Spring 2021
A.1. a. history and development of addiction counseling	No data	No data
A.1. b. theories and models of addiction related to substance use as well as behavioral and process addictions		
A.1. d. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning		
A.1. e. neurological, behavioral, psychological, physical, and social effects of psychoactive substances and addictive disorders on the user and significant others		
A.1. f. psychological tests and assessments specific to addiction counseling		
A.2. a. roles and settings of addiction counselors		
A.2. b. potential for addictive and substance use disorders to mimic and/or co-occur with a variety of medical and psychological disorders		
A.2. d. regulatory processes and substance abuse policy relative to service delivery opportunities in addiction counseling		
A.2. e. importance of vocation, family, social networks, and community systems in the addiction treatment and recovery process		

Data to be provided.

A.2. g. culturally and developmentally relevant education programs that raise awareness and support addiction and substance abuse prevention and the recovery process		
A.2. h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation		
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)		
A.3. d. techniques and interventions related to substance abuse and other addictions		
A.3. g. evaluating and identifying individualized strategies and treatment modalities relative to clients' stage of dependence, change, or recovery		

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 2021	Archived data being extracted.					

SECTION II: Disposition Report Academic Year 2020-2021

Dispositional evaluations are completed by faculty for all students taking Tier I (i.e., PRC701, PRC702, PRC705, PRC708, PRC710, and PRC711) and Tier III (i.e., PRC730, PRC740, PRC760, and PRC761). 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.

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

Tier I

Rating	Summer 2020	Fall 2020	Spring 2021
5 Exceeds	4 (9%)	9 (8%)	23 (32%)
4 Meets	35 (81%)	57 (50%)	46 (64%)
3 Near	3 (7%)	25 (22%)	3 (4%)
2 Below	0	0	0
1 Harmful	0	0	0
0 Unable to observe	1 (2%)	23 (20%)	0

Tier III

Rating	Summer 2020	Fall 2020	Spring 2021
5 Exceeds	6 (40%)	15 (54%)	7 (27%)
4 Meets	8 (53%)	11 (39%)	18 (69%)
3 Near	0	2 (7%)	1 (4%)
2 Below	0	0	0
1 Harmful	0	0	0
0 Unable to observe	1 (7%)	0	0

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 2020	Fall 2020	Spring 2021
5 Exceeds	7 (16%)	17 (15%)	38 (53%)
4 Meets	35 (81%)	95 (83%)	32 (44%)
3 Near	0	2 (2%)	2 (3%)
2 Below	0	2	0
1 Harmful	0	0	0
0 Unable to observe	1 (2%)	0	0

Tier III

Rating	Summer 2020	Fall 2020	Spring 2021
5 Exceeds	8 (53%)	22 (79%)	6 (23%)
4 Meets	7 (47%)	6 (21%)	20 (77%)
3 Near	0	0	0
2 Below	0	0	0
1 Harmful	0	0	0
0 Unable to observe	0	0	0

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

Tier I

Rating	Summer 2020	Fall 2020	Spring 2021
5 Exceeds	4 (43%)	15 (13%)	34 (47%)
4 Meets	33 (77%)	94 (82%)	35 (49%)
3 Near	5 (12%)	4 (4%)	3 (4%)
2 Below	0	0	0
1 Harmful	0	0	0
0 Unable to observe	1 (2%)	1 (1%)	0

Tier III

Rating	Summer 2020	Fall 2020	Spring 2021
5 Exceeds	6 (40%)	22 (79%)	7 (27%)
4 Meets	8 (53%)	6 (21%)	18 (69%)
3 Near	1 (7%)	0	1 (4%)
2 Below	0	0	0
1 Harmful	0	0	0
0 Unable to observe	0	0	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 2020	Fall 2020	Spring 2021
5 Exceeds	8 (19%)	21 (18%)	40 (55%)
4 Meets	29 (67%)	76 (67%)	29 (40%)
3 Near	4 (9%)	15 (13%)	3 (4%)
2 Below	1 (2%)	1 (1%)	0
1 Harmful	0	1 (1%)	0
0 Unable to observe	1 (2%)	0	0

Tier III

Rating	Summer 2020	Fall 2020	Spring 2021
5 Exceeds	9 (60%)	21 (75%)	7 (27%)
4 Meets	2 (13%)	5 (18%)	19 (73%)
3 Near	3 (20%)	2 (7%)	0
2 Below	0	0	0
1 Harmful	1 (7%)	0	0
0 Unable to observe	0	0	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 2020	Fall 2020	Spring 2021
5 Exceeds	3 (43%)	13 (11.5%)	19 (26.5%)
4 Meets	37 (86%)	79 (69%)	50 (69.5%)
3 Near	2 (5%)	21 (18.5%)	3 (4%)
2 Below	0	0	0
1 Harmful	0	0	0
0 Unable to observe	1 (2%)	1 (1%)	0

Tier III

Rating	Summer 2020	Fall 2020	Spring 2021
5 Exceeds	6 (40%)	18 (64%)	9 (34.5%)
4 Meets	8 (53%)	10 (36%)	16 (61.5%)
3 Near	1 (7%)	0	1 (4%)
2 Below	0	0	0
1 Harmful	0	0	0
0 Unable to observe	0	0	0

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 2020	Fall 2020	Spring 2021
5 Exceeds	7 (16%)	20 (17.5%)	40 (55.5%)
4 Meets	35 (81%)	91 (79.5%)	31 (43.5%)
3 Near	0	3 (3%)	1 (1%)
2 Below	0	0	0
1 Harmful	0	0	0
0 Unable to observe	1 (3%)	0	0

Tier III

Rating	Summer 2020	Fall 2020	Spring 2021
5 Exceeds	8 (53%)	20 (71%)	8 (31%)
4 Meets	6 (40%)	8 (29%)	17 (65%)
3 Near	1 (7%)	0	1 (4%)
2 Below	0	0	0
1 Harmful	0	0	0
0 Unable to observe	0	0	0

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

Tier I

Rating	Summer 2020	Fall 2020	Spring 2021
5 Exceeds	11 (26%)	23 (20%)	43 (60%)
4 Meets	28 (65%)	75 (66%)	26 (36%)
3 Near	2 (5%)	15 (13%)	3 (4%)
2 Below	1 (2%)	1 (1%)	0
1 Harmful	0	0	0
0 Unable to observe	1 (2%)	0	0

Tier III

Rating	Summer 2020	Fall 2020	Spring 2021
5 Exceeds	8 (53%)	18 (64%)	8 (30.5%)
4 Meets	4 (27%)	9 (32%)	18 (69%)
3 Near	2 (13%)	0	0
2 Below	1 (7%)	0	0
1 Harmful	0	1 (4%)	0
0 Unable to observe	0	0	0

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

Tier I

Rating	Summer 2020	Fall 2020	Spring 2021
5 Exceeds	13 (30.5%)	19 (17%)	43 (59.5%)
4 Meets	29 (67.5%)	87 (76%)	27 (37.5%)
3 Near	0	8 (7%)	2 (3%)
2 Below	0	0	0
1 Harmful	0	0	0
0 Unable to observe	1 (2%)	0	0

Tier III

Rating	Summer 2020	Fall 2020	Spring 2021
5 Exceeds	10 (67%)	24 (86%)	8 (31%)
4 Meets	4 (26%)	3 (10.5%)	18 (69%)
3 Near	1 (7%)	1 (3.5%)	0
2 Below	0	0	0
1 Harmful	0	0	0
0 Unable to observe	0	0	0

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

Tier I

Rating	Summer 2020	Fall 2020	Spring 2021
5 Exceeds	8 (19%)	16 (14%)	34 (47%)
4 Meets	34 (79%)	95 (83%)	38 (53%)
3 Near	0	2 (2%)	0
2 Below	0	0	0
1 Harmful	0	0	0
0 Unable to observe	1 (2%)	1 (1%)	0

Tier III

Rating	Summer 2020	Fall 2020	Spring 2021
5 Exceeds	4 (27%)	19 (68%)	7 (27%)
4 Meets	9 (60%)	9 (32%)	18 (69%)
3 Near	2 (13%)	0	1 (4%)
2 Below	0	0	0
1 Harmful	0	0	0
0 Unable to observe	0	0	0

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

Tier I

Rating	Summer 2020	Fall 2020	Spring 2021
5 Exceeds	7 (16.5%)	19 (17%)	41 (57%)
4 Meets	34 (79.5%)	94 (82%)	31 (43%)
3 Near	1 (2%)	0	0
2 Below	0	0	0
1 Harmful	0	0	0
0 Unable to observe	1 (2%)	1 (1%)	0

Tier III

Rating	Summer 2020	Fall 2020	Spring 2021
5 Exceeds	7 (47%)	25 (89%)	10 (38%)
4 Meets	8 (53%)	3 (11%)	16 (62%)
3 Near	0	0	0
2 Below	0	0	0
1 Harmful	0	0	0
0 Unable to observe	0	0	0

SECTION III: Current Student Survey

The Professional Counseling Current Student Survey **Spring 2021** was posted for students on May 6, 2021. A total of **32** current students completed the survey and provided feedback about their experiences in the program. The participants reflect students who started the program between 2013 to 2021, with the most representation from those who started between 2018 and 2020 (n = 28).

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

Never	1 (3%)
Less than one time/semester	6 (19%)
At least one time/semester	15 (47%)
More than one time/semester	10 (31%)

2. Alternative class time and delivery formats:

	Very Disinterested	Disinterested	Undecided	Interested	Very Interested
Friday Classes	40%	22%	9%	19%	9%
Saturday Classes	41%	12.5%	12.5%	21.5%	12.5%
Stacked Traditional (4:30-5:45 & 6:00-8:30)	12.5%	9.5%	16%	43.5%	18.5%
Late Hybrid (6:00-7:15 & 7:30-8:45)	6%	3%	0%	44%	47%
Online Synchronous	13%	9%	3%	37.5%	37.5%
Online Asynchronous	15.5%	15.5%	9%	22%	38%

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

	0 No Preparation	1 Minimal Preparation	2 N/A	3 Moderate Preparation	4 Good Preparation	5 Excellent Preparation
Ethical and legal issues	0%	0%	6%	25%	37.5%	31.5%
Counseling identity, history, and philosophy	0%	19%	3%	6%	34.5%	37.5%
Power and privilege in self and client	3%	0%	6%	6%	28%	56%
Apply development to conceptualization	0%	6%	3%	9%	31%	50%
Interrelationship between work and wellbeing	0%	3%	28%	3%	28%	38%
Counseling theories and models for work with clients	0%	9%	13%	6%	34%	38%
Helping skills	0%	0%	9.5%	9.5%	28%	53%
Group counseling	0%	3%	34%	16%	19%	28%
Utilize assessments in treatment	3%	3%	41%	13%	31%	9%
Screen symptoms and	0%	3%	9%	0%	41%	47%

provide diagnosis						
Impact of substance abuse on mental health	0%	0%	44%	19%	28%	9%
Knowledge of research and program eval.	0%	3%	31%	6%	35%	25%
Social justice issues in lives of clients	0%	3%	3%	16%	28%	50%
Advocate with/on behalf of clients	0%	6%	0%	15.5%	40.5%	38%
Locate relevant literature to enhance practice	0%	3%	0%	28%	25%	44%
Preparation overall	0%	0%	0%	9.5%	56%	34.5%

4. Overall satisfaction with the program:

	Very Dissatisfied	Dissatisfied	Unsure	Satisfied	Very Satisfied
Overall satisfaction	0%	6%	12.5%	47%	34.5%

5. Recommend the program to others

Yes	78%
No	9.5%
Not Sure	12.5%

6. Did you participate in the Professional Counseling Graduate Student Club?

Yes	37.5
No	47%
I didn't know there was a club	15.5%

7. Please list all university services you utilized during your time in the MPC Program:

*Percentages skewed due to multiple responses by individuals

Center for Academic Achievement (CAA)	12 (37.5%)
Career Center	11 (34%)
Grace Library	28 (87.5%)
Disability Services	4 (12.5%)
Counseling Center Services	6 (19%)
Tutoring	1 (3%)
Dining	1 (3%)
Health Services	1 (3%)
Campus Ministry	1 (3%)
None	2 (6%)

8. Identified strengths of program:

I've had a wonderful experience in the MPC program. Both of my internships have been fulfilling, the faculty I've learned from have been engaged, and I've had multiple opportunities to participate in professional development opportunities.

The program is a good solid program.

I adore Carlow and the program I'm in. I've met so many people who have touched my life within a significant way.

I enjoy most of the classes

I believe that this program is doing everything to prepare an individual to work in the field as a professional counselor and to receive their LPC.

The attentiveness and commitment of the core faculty (and adjunct) to provide a positive experience and continually improve the program is one of the reasons I would recommend the program.

I will recommend this program, once it is CACREP accredited.

9. Suggested improvements

I feel as my advisor should more actively participate in my progress through the program.

Some classes, e.g., Theory, Ethics, and Diagnosis are very content heavy. It would be nice if those classes could be broken into 2 classes or somehow spread out the content for more in-depth exploration as well as case study / practice instead of a once-and-done approach.

Online classes should be synchronous, so there is guaranteed regular teacher/student interaction, instruction, and feedback.

Something that would help is the ability to make sure that course materials are better connected with the teaching facility and with the students, there were some disconnects I experienced with expectations of the teaching faculty holding up the core teaching materials being thoroughly taught to allow students to be at the mastery level.

Dated coursework lectures from 2013, typos, changing vignettes with inconsistent narratives, DSM IV material, "apply diversity" as an afterthought to vignettes signaling that white clients are default.

I would suggest that information about the Counseling Club be provided in orientation for new Counseling students.

i feel like the communication in this program is not great and the candidacy process was extremely frustrating on all aspects.

I think that having a practicum seminar/internship seminar along with going to our sites is unnecessary. I think that it would be helpful if we only had to do reflections and have weekly check in meetings for our sites. The assignments that I did during pre-practicum are very similar to the assignments that I had to complete for the practicum seminar.

I also think that having more class options starting at 6 is better than classes starting at 4:30 because it gives you more time to collect hours for practicum/internship. It's not fair to adult students who have to work and have other responsibilities outside of school to only have class options that start at 4:30.

I think that a lot of the assignments that I have completed have been a lot more busy work than me actually learning about counseling. I think that there should be more of a focus on helping skills and things that we are going to be actually doing in the field.

I believe that if students understood the history behind countries and groups then there will be a better understanding of how to navigate tougher issues that may involve different cultures. Also, I think that it may be of benefit that students learn civics. Many of my classmates have expressed little knowledge in how certain government institutions work such as contacting your local representative to what types of benefits do citizens receive in our country.

I would prefer not to have cross-listed courses. I've found that this often comes with a higher number of students in the class, and the discussions are not as intensive as they can be. It may also be appropriate to have a portion of the class that is required only for the graduate level students, like 2-3 additional seminar classes for that level throughout the semester.

There needs to be more help (coaching) for students struggling academically in the master's program.

The summer course offerings are a strain for working professionals to be "in" class at 4:30 on weekdays. They do not have breaks long enough to have a meal; which makes it difficult to stay focused throughout the evening.

The online Ethics and Substance Abuse class provide little interaction with instructor.

More events within the program to bring us students together.

More diversity regarding online/Saturday options and stacking of classes would be helpful so that I don't have to be away from my family as many nights.

SECTION IV: Professional Counseling Alumni Survey 2020-2021

The Professional Counseling Alumni Survey was administered in spring 2021. A total of **49** alumni completed the survey and provided feedback about their current employment, licensure/certification, and perceptions of the program. The participants reflect graduates from the years spanning 2007-2021.

2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2020	2021
1	0	2	2	3	2	4	5	7	7	5	4	6	1

I.   **Current Employment:** Alumni indicated that they are largely working in the counseling field, with **83%** citing full or part time employment as counselors.

Level of Employment	Number Employed	Percentage
Full time employment in field	38	78%
Part time employment in field	5	10%
Not working in field	6	12%

     a.   **Place of employment:** The following is a list of the employment sites that were reported by the alumni.

Allegheny Health Network (n =2)	Self-Employed (n=8)	Beacon Light	Pittsburgh PCIT and Counseling
North Hills School District	Dittmar Counseling and Michael Stephens	EDSI	Creating Connections
Lifespan	BIA & Larimer Law	Rehab After Work	JP Counseling & Associates, LLC
Elliot Counseling	PeerStar LLC	Mid- Ohio Psychological Services Inc.	Anchor point Counseling

Pittsburgh Mercy (n = 3)	Stepping Stones Psychiatric Care	Faculty of Nursing and Public Health of Bhutan	Maria Christina LPC LLC
Robert Morris University	Watson Institute-Friendship Academy	Grace Wellness Center	New Directions Counseling Services
OUTMemphis	Texas Woman's University	Manifest Psychotherapy	Bath County Public Schools
University of Pittsburgh (n = 3)	UPMC (n = 2)	Workplace Options	Resolve Crisis Services
Carlow University (n=2)	North Cathioc High School	Northland Counseling	

b. **Not working in field:** Of those surveyed, 12% indicated that they are not currently working in the field. Several notes about this segment of the sample are made below:
   i. **33%** (n = 2) reported that they are currently enrolled in doctoral studies and are not working clinically.
   ii. **17%** (n = 1) reported that they previously worked in a toxic counseling field work environment.
   iii. **17%** (n=1) reported that they never worked in the counseling field.
   iv. **33%** (n = 2) did not make any indication as to why they are currently not working in the counseling field.

II. **Licensure and Certification:** Professional Counseling alumni have pursued and received licensure and certification in a number of areas germane to the counseling profession. Some alumni have more than one of the license or certification listed below.

License or Certification	Number Completed	Percentage
LPC	25	51%
Certified School Counselor	4	8%
NBCC	9	18%
Licensed Behavioral Specialist	0	0%
CAADC	2	4%
No Licensure or Certificate	14	29%

a. **Alternative licensure or certification:** Additionally, some had alternative certifications that were not indicated on this list. These included:
    i. Clinical psychology postdoctoral fellow
    ii. Licensed psychologist
    iii. Certified Trauma Professional
    iv. Certified Sexual Assault Counselor
    v. EDMRIA Certified
    vi. Licensed Mental Health Counselor Associate
    vii. Certified Transgender Care Counselor
    viii. Certified Telemental Health Counselor

b. **Not Licensed or Certified:** Those currently not licensed or certified comprised **29%** of respondents. Of those, **64%** graduated within the past five years and **36%** were not eligible for licensure based upon graduation date (i.e., two years of supervised full-time work experience).

c. **Testing for licensure or certification:** Respondents reported taking a variety of tests for licensure and/or certification.

Examination	Taken Exam	Percentage	Passed
National Counselor Exam	35	71%	97%
Advanced Alcohol and Other Drug Abuse Counselor Exam	2	4%	100%
Praxis for School Counseling	2	4%	100%
EPPP	3	6%	100%
NCMHCE	1	2%	100%

d. **Exam and Licensure Preparation Suggestions**: Of those who responded, **55%** indicated that they did not experience any difficulties and had no suggestions for improvement. The remainder had suggestions for the program to assist on improving their post graduate licensure experience. These included:
    i. Assisting graduates in locating supervisors who meet state requirements.
    ii. More discussion about the licensure process.
    iii. Integrating the career center into the program to assist with the job search.
    iv. Support in understanding the NCE requirements.
    v. Information about licensure in other states.

vi.   Information on documenting and insurance credentials
vii. Spend more time teaching students on the application of theories
viii. More hands on experience and more speakers/professors from the field to talk to/ask questions of.
ix.   More information on private practice

III.   **Perceptions of Preparedness**: Respondents rated how well they believe the program prepared them across the program objectives and overall.

Rating	Minimal Preparation		Moderate Preparation		Excellent Preparation
Ethical and legal issues	0	0	19%	0	81%
Counseling identity, history, and philosophy	0	0	22%	0	78%
Effects of power and privilege	8%	0	23%	0	69%
Apply developmental theories	0	0	29%	0	71%
Work and well-being	3%	0	38%	0	59%
Theories and modalities	0	0	29%	0	71%
Essential helping skills	0	0	25%	0	75%
Identify issues related to social justice	7%	0	40%	0	53%
Ability to advocate	2%	0	33%	0	65%

Finding relevant literature	0	0	44%	0	56%
Overall preparation	0	0	20%	0	80%

IV.   **General Feedback**: Respondents were prompted to, "Please provide any additional comments or reflections on your graduate work at Carlow University." These comments were consolidated into positive attributes of the program and suggestions for enhancing the program.

Positive Attributes	Suggestions for Enhancements
Supportive/Excellent Faculty: Faculty were engaging and knowledgeable	*Add Course Content*: More suicide risk assessment, crisis planning, private practice, documentation, and evidence-based treatments.
Good Professional Preparation: Prepared to work in the field, take the NCE, and be a reflective practitioner.	*Post-graduation Preparation*: Assistance finding jobs, tracking hours, and pursuing the LPC.
Addresses Needs of Students: schedule meets the needs of graduate students working full time, part-time study is helpful.	*Experiential Requirements:* Requiring students to go to counseling as a client while in the program to increase awareness about the process.

V.   Would you be interested in connecting with the program in any of the following ways?

Provide Mentorship	51%
Adjunct teaching	2%
Speaking to a class about Clinical work and advocacy efforts	41%
Supervising a counseling intern	24%
Offer Clinical Writing Workshops	2%
Provide Support to Military Spouses	4%)

SECTION V: Employer and Supervisor Feedback Survey: 2020-2021

1. Role of employer and supervisor respondents.

Role	
Employer Only	0
Site Supervisor Only	67%
Both Employer and Supervisor	17%
Other	17%

2. Supervisor perception of preparation of students:

Rating	Not Observed	Not So Well	Somewhat Well	Very Well	Extremely Well
Ethical and legal issues	17%	0	0	50%	33%
Counseling identity, history, and philosophy	0	0	17%	33%	50%
Locate and understand relevant literature to enhance practice	0	0	50%	17%	33%
Effects of power and privilege	0	0	17%	50%	33%
Apply developmental theories	0	0	33%	33%	33%
Work and well-being	17%	0	50%	0	33%
Theories and modalities	0	0	33%	33%	33%
Essential helping skills	0	0	0	67%	33%
Theory of group	0	0	33%	33%	33%
Use of assessment	17%	0	33%	17%	33%
Ability to screen and diagnose	17%	0	17%	50%	17%
Advocate for clients	0	0	0	67%	33%
Research and program eval.	17%	17%	33%	33%	0

3. Counselor in training and employee temperament:

Rating	Not Observed	Unsatisfactory	Satisfactory	Very Good	Outstanding
Self-awareness	0	0	0	67%	33%
Empathy	0	0	17%	33%	50%
Maturity	0	0	0	50%	50%
Integrity	0	0	0	67%	33%
Professional commitment	0	0	0	33%	67%
Leadership skills	17%	0	33%	17%	33%
Advocacy and social justice	0	0	17%	17%	67%
Preparation for workplace	0	0	33%	33%	33%

4. Competence in comparison to related groups:

Rating	Not Competent	Somewhat Competent	Competent	Very Competent	Extremely Competent
Compared to full-time employees	0	17%	33%	33%	17%
Compared to graduates from other programs	0	17%	17%	33%	33%
Compared to expectations of counselors at this level of training	0	17%	17%	33%	33%

5. Program preparation of students:

Rating	Not Applicable	Poor	Fair	Satisfactory	Very Good	Excellent
Overall preparation	0	0	0	17%	33%	50%
Knowledge base	0	0	0	33%	33%	33%
Clinical preparedness	0	0	17%	33%	33%	17%

6. Site supervisor ratings of program:

Rating	Not Applicable	Strongly Disagree	Disagree	Agree	Strongly Agree
The program adequately informed me of my responsibilities as a site supervisor.	0	0	0	50%	50%
The clinical coordinator and/or fieldwork instructor contacted me during the semester.	17%	0	0	17%	67%
The program provided a training session/ professional development workshop available to me during the semester.	33%	0	0	17%	50%
The clinical coordinator and/or fieldwork instructor was available to me, if necessary.	0	0	0	33%	67%
The practicum students and interns shared mid-semester and final evaluation forms with me early in the semester.	0	0	17%	33%	50%
The program adequately prepared the practicum students/ interns for their position.	0	0	17%	33%	50%

7. The Professional Counseling program best prepares students in the following:

Counseling skills.
Theoretical knowledge.
Professionalism and boundaries.

| Issues of social justice and advocacy. |
| Leadership. |

8. The Professional Counseling program could improve student preparedness in the following:

| Clinical assessments. |
| Working with physicians (other than psychiatrists). |
| Treatment planning. |
| Professional expectations. |
| Diversity of theoretical orientations ("although I will add that Carlow leads the pack in this area in the Pittsburgh market"). |

9. Employer graduate ratings:

Rating	Not Applicable	Poor	Fair	Very Good	Excellent
The Professional Counseling Program adequately prepared the graduate for their position.	17%	0	0	50%	33%
The graduate demonstrates adequate knowledge and competence in dealing with ethical/legal issues.	33%	0	0	17%	50%
The graduate demonstrates an understanding of professional counselor identity, including	17%	0	17%	33%	33%

issues such as the role of the counselor, credentialing, etc.					
The graduate demonstrates adequate knowledge and skill with issues relating to social and cultural diversity.	17%	0	0	33%	50%
The graduate has an adequate understanding of the nature and needs of individuals at various developmental levels.	17%	0	0	50%	33%
The graduate has an adequate understanding of career development and related life issues.	33%	0	17%	33%	17%
The graduate demonstrates adequate knowledge and skill in the areas of counseling and consultation processes.	17%	0	0	50%	33%
The graduate demonstrates adequate knowledge and skill in the area of group work.	50%	0	17%	0	33%
The graduate demonstrates adequate knowledge and skill in the area of client assessment and evaluation.	17%	0	17%	50%	33%
The graduate demonstrates an adequate understanding of research methods, statistical	33%	17%	17%	17%	17%

10. The Professional Counseling program best prepares students in the following:

Counseling skills.
Applying theory to practice.
Ability to work in professional settings.
Professionalism: e.g., reliability, responsibility, initiative, desire to learn/grow.

11. The Professional Counseling program could improve graduates in the following:

Clinical assessments.
Family counseling.
Post-graduate resources for employment and supervision.

SECTION VI: National Counselor Exam

The National Counselor Exam (NCE) is administered for current Carlow University students 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 while at student at Carlow University and therefore the program does not have access to their scores.

	Carlow Students	**Number Passed**	**Pass Rate**	**National Pass Rate**
October 2020	11	10	91%	85%
April 2021	5	5	100%	82%

Core Areas at or Above the National Mean:
- Career Development
- Assessment and Testing
- Social and Cultural Diversity – Below average for April 2021 only
- Human Growth and Development - Below average for April 2021 only
- Group Counseling

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 data reveals several themes for areas of improvement within the program:

1. **Counseling Theory**: Knowledge of theories appears to be strong, but the application of the knowledge is a growing area to address in the future.
2. **Career**: Students, alumni, and supervisors all indicate that connecting career theories to the wellbeing of clients is an area that need to be developed.
3. **Research**: The KPIs collected within the program suggest that this area may be improving; however, external sources suggest that this is an area that need to be bolstered.
4. **Ethics**: The application of ethics in assignments outside of the foundational course seems to be difficult. Additional sources of data (e.g., dispositions) indicate that this is an area that needs to be further developed.
5. **Literature**: The majority of data sources suggest that students and alumni struggle with identifying relevant literature for professional counseling. While the program needs to consider how to enhance this in the curriculum, the constraints around accessing journals after graduation is a systemic issue in the profession.