# CARLOW
## U N I V E R S I T Y

### Devoted to the Future of You.

Masters of Science in Professional Counseling Annual Report 2021-2022

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 2021-2022 academic year continued to be a time of transition and uncertainty in regards to the COVID-19 pandemic. The program courses were fully online in summer 2021 and returned to fully on campus delivery method in fall 2021, with pre-existing exceptions those online prior to the pandemic. The spring 2022 semester started fully virtual because of case numbers in the area and the administration continued to encourage flexibility around students attending virtually. This led to some difficulties with attendance and data collection for all metrics.

This academic year was also the first that the Professional Counseling program was accredited by CACREP. This allowed for the formation of a chapter of Chi Sigma Iota (CSI), which had its first induction in spring 2022. The chapter has afforded opportunities for students to connect with one another, the larger profession, and program alumni.

The following is a summary of the data for 2021-2022 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.

| Domain | Narrative |
|---|---|
| **Ethics** | Data collection has become more consistent in this area, notably in PRC708, and there appears to be some stability in the metrics. Students evidence foundational knowledge in their Tier I course and show particular improvement in applying the ethical and legal codes to scenarios. This appears to develop into solid application of ethics in later clinical application. The latter is present in both content courses (e.g., PRC730) and in clinical placement. Additionally, the scores on the NCE appear to reflect the improvements made in this area. The use of ethical decision making models has not shown marked improvement and has come up as a point of improvement in the 2022-2023 academic year. |
| **Professional Identity** | This is another area where data collection has become more consistent due to staffing changes. It is also an area of notable improvement with students scoring more positively in the foundational courses (e.g., PRC708) and later in the program (e.g., PRC760). These results are also supported in the outcomes from the NCE. |
| **Social and Cultural** | Social and cultural knowledge and skills are still strong in the foundational course (i.e., PRC702). There has been improvement in later courses (e.g., PRC730) and there is also considerable support for the preparation from supervisors and employers. The scores in the NCE for this domain were markedly strong, particularly for the fall 2021 administration of the test, which may be a result of taking the course during the most challenging parts of the COVID-19 pandemic. |
| **Lifespan and Development** | Previous data has indicated that students perform well in the course PRC701 Lifespan and Human Development, but did not retain that understanding for future application in advanced courses. This academic year suggests that the alterations to courses is |

| | |
|---|---|
| | having the desired impact. Scores were stable for foundational coursework and gains were noted in KPIs towards the end of the program. |
| **Career** | The Career KPIs continue to show stability around grasping the content in foundational courses and then applying it later in more clinical application settings. This is notable given the inconsistencies in this domain in previous years. |
| **Theory** | The data on theory application has continued to be stable across the foundational coursework. However, it is markedly improved in later case application (e.g., PRC730). This learning being carried through the program may be a reflection of alterations made to the curriculum design. The NCE and feedback from supervisors/employers suggests that this is an area that needs to improve. It is probable that the shifts in the data observed in the present report will also yield future improvements in those areas. |
| **Skills** | Counseling skills are strong across all data points in the foundational class (e.g., PRC705), pre-practicum preparation (PRC730), and in clinical placement. Additional feedback from employers/supervisors suggests that interns and alumni have the skills necessary to engage with clients in practice. |
| **Group** | Students continued to perform well on the KPI for the Group Counseling course, which is consistent with previous data collection periods. However, this academic period shows that students are starting to more effectively apply this knowledge later in the courses. This is a marked improvement over previous years and suggests that alterations in student preparation are having an impact on learning. |
| **Assessment** | The KPI assessments have improved considerably in the application of assessment in clinical practice. This was a point of growth in previous academic years and the increase in scores suggests that alterations to the curriculum are having the desired impact. However, external data suggests that applying more clinical assessments might be an area of improvement for graduates. |
| **Research** | Students are performing well on the foundational KPI assessment in PRC733 Research and Program Evaluation. This learning is starting to show an impact in later assessment points in PRC761 when applied to program evaluation projects. The NCE data suggests that this area may need to be bolstered to ensure effective performance on the licensure exam. |
| **Clinical Mental Health** | The application of theory and diagnosis seem to be strong across all KPI data points. However, it is notable that treatment planning is consistently the lowest scoring area on the KPI for PRC711. This has been addressed by program faculty and should be monitored and strengthened moving forward. |
| **Addictions** | The KPI data from the capstone PRC743 suggests that students are learning and then applying the necessary content from the addictions coursework. The courses have been going through a substantive overhaul over the past academic year and outcomes will need to be monitored to assess the impact of these changes. |

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. The spring 2022 data for Tier III indicated a decrease in scores, which were not reflective of the summer 2021 or fall 2021. This should be examined by program faculty to assess the cause for these lower ratings.

It is notable that dispositions in Tier I vary significantly between the summer semester and the fall/spring semesters. This may reflect a difference in how faculty interact with students in the summer, the fact that all courses were still online in summer 2021, or that most courses are taught by adjunct faculty during the summer semester. This is an area that faculty should explore to further understand the origins of these discrepancies.

The particular dispositions that warrant further examination to bolster performance include:

1. **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.
2. **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.
3. **Flexibility and Adaptability**: Demonstrates ability to adapt to changing circumstance, unexpected events, & new situations.

The results from the previous data collection period suggested that an area of growth was around "knowledge of program policies." In the current data, Tier I scores suggest a continued need for attention in this area; however, Tier III scores are much higher. This understanding of the program and the importance of understanding policies (e.g., handbooks, syllabi) might be a developmental process that improves with time/experience. This may warrant further exploration by program faculty.

3. **Current Student Data:** The results of the current student survey 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 94% of students are in contact with their adviser one or more times each semester. This is up from 78% in the last data collection period. All students are assigned one of the core faculty as an adviser and this seems to be resulting in increased connection. |
| Preparation | Only 88% of respondents indicated moderate to excellent preparation overall, which is down from the previous data collection period by 2%, and 6% reported receiving no preparation from the program. Roughly 81% of responses indicated satisfaction with the program overall and 82% endorsed that they would recommend the program to a friend. <br><br> The students largely endorsed a sense a preparedness across the content areas. There were several areas where students indicated little to no preparation; however, these were very small percentages of respondents (i.e., 5-11%). These areas included: (a) counseling identity, history, and philosophy; (b) group counseling; and (c) social justice issues in the lives of clients. While these percentages are small, they may indicate areas of further consideration for the program. |
| Course offerings | The current student survey results included questions about the timing of course offerings. The results are the following and should be considered by program administration when constructing future schedules. |

|  |  |
|---|---|
| 1. | The majority of students indicated that they are not interested in Friday or Saturday courses. |
| 2. | 53% of students were interested in more traditionally stacked classes (i.e., 4:30 & 6:00pm). |
| 3. | 65% of students indicated interest in later hybrid courses that might stack (e.g., 6:00 & 7:30pm). |
| 4. | 71% of students expressed interest in online synchronous courses and 77% were interested in online asynchronous. |

4. **Alumni Survey Data:** The Professional Counseling Alumni Survey responses were largely supportive of the training experience at Carlow University. Several areas of growth were identified that might be explored by program faculty and the advisory board.

| Result | Narrative |
|---|---|
| Employment | 88% of respondents were employed in the counseling field. Those who were not either transitioned into another related profession (e.g., pursued a doctorate in psychology) or had left their positions for advancement in other areas. The latter included alumni who found other career paths that afforded a higher income. |
| Licensure and examination | Of those who took the NCE, 97% indicated passing, and 100% of those who took the Addictions exam passed. Of the 29% who were not licensed, 64% were not eligible yet (i.e., not completed sufficient hours to become LPC). |
| Preparation | Alumni largely endorsed solid preparation across the content areas. There domains emerged as being relevant for further consideration: (a) effects of power and privilege; (b) work and well-being; (c) social justice, and (d) advocacy. While the responses indicating "minimal preparation" in these areas ranged from 2-8%, it may behoove the program to examine ways to bolster preparation in these areas. |
| Alumni engagement | A large number of alumni indicated interest in being engaged with the program: (a) 51% would provide mentorship to a graduate student, (b) 41% would speak to a class about a specialty area/clinical practice, and (c) 24% would supervise an intern from Carlow. |

5. **Employer/Supervisor Survey Data:** The Professional Counseling Employer/Supervisor Survey received minimal responses from the community. This may be a continued impact of the pandemic and the fatigue around completing online assessment tools. However, the data provided can still inform the program to make adjustments into the future.

| Result | Narrative |
|---|---|
| Strengths of preparation | The responses were largely supportive of the competence of interns and practicum students. Notably, 75% of respondents indicated very to extremely competent when compared to full time employees, 100% very to extremely competent compared to graduates from other programs, and 100% very to extremely competent compared to other counselors at this level. 100% indicated that student preparation was very good to excellent overall. They noted that students were high in self-awareness and integrity. Qualitative feedback suggested themes around strong clinical skills and application of theory with clients.<br><br>Survey results suggest that graduates of the program score higher in the areas of preparation than interns/practicum students. This suggests that learning continues to happen post-graduation and that students are growing into competent clinicians. |

| | |
|---|---|
| Areas of growth | Supervisors and employers noted that students may be lacking in some of the mechanics around functioning clinically outside of direct practice with clients. Qualitative feedback suggested that students needed additional preparation in working through the implications of ethical decisions (e.g., confidentiality) and also in case management (e.g., connecting clients to additional resources in the community). |
| Communication with program | The ratings suggest that the clinical coordinator and university supervisors are effectively communicating with site supervisors. The preponderance of responses strongly agreed that they were provided information, training opportunities, and were able to access university representatives with questions. |

6. **NCE Scores:** The program received data from the National Counselor Examinations for fall 2021 and spring 2022. The fall 2021 administration had several different versions and the pass rate was 63% overall. Faculty overseeing the registration process for the NCE noted that ten students moved their exam date from fall 2021 to spring 2022. This might suggest that there is a historical confounding variable that led to lower levels of preparation for this examination. In spring 2022, there was a 100% pass rate, which seems to be in line with trends from the past several years. Notable areas of improvement are around professional ethics and identity.

**SECTION I: KPI Report Academic Year 2021-2022**

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 |
|---|---|---|---|
| Fall 2021 | 0% Not pres.<br>4% Below<br>70% Meet<br>26% Exceed | 0% Not pres.<br>4% Below<br>52% Meet<br>26% Exceed | 0% Not pres.<br>4% Below<br>61% Meet<br>35% Exceed |
| Spring 2022 | 0% Not pres.<br>15%Below<br>77% Meet<br>8% Exceed | 0% Not pres.<br>23% Below<br>46% Meet<br>31% Exceed | 0% Not pres.<br>8% Below<br>84% Meet<br>8% 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 |
|---|---|
| Summer 2021 | 0% Not pres.<br>0% Below<br>0% Meet<br>100% Exceed |
| Fall 2021 | 0% Not pres.<br>0% Below<br>0% Meet<br>100% Exceed |
| Spring 2022 | 0% Not Present<br>8% Below<br>17% Meet<br>75% 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 2021 | 0% Unable to Observe<br>0% Harmful<br>0% Below<br>0% Near Expectations<br>33% Meets Expectations<br>66% Exceed Expectations |
| Fall 2021 | 0% Unable to Observe<br>0% Harmful<br>0% Below<br>0% Near Expectations<br>0% Meets Expectations<br>100% Exceed Expectations |
| Spring 2022 | 0% Unable to Observe<br>0% Harmful<br>0% Below<br>11% Near Expectations<br>61% Meets Expectations<br>27% 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 |
|---|---|---|---|---|---|
| Fall 2021 | 0% Not present<br>21% Below<br>45% Meet<br>30%Exceed | 0% Not present<br>4% Below<br>58% Meet<br>38%Exceed | 0% Not present<br>8% Below<br>54% Meet<br>38%Exceed | 0% Not present<br>8% Below<br>62% Meet<br>30%Exceed | 0% Not present<br>8% Below<br>67% Meet<br>25%Exceed |
| Spring 2022 | 0% Not present<br>21% Below<br>43% Meet<br>36%Exceed | 7% Not present<br>7% Below<br>79% Meet<br>7%Exceed | 14.5% Not present<br>14.5% Below<br>50% Meet<br>21%Exceed | 14.5% Not present<br>14.5% Below<br>50% Meet<br>21%Exceed | 0% Not present<br>36% Below<br>64% Meet<br>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]

| Standards | Semester | |
|---|---|---|
| | Fall 2021 | Spring 2022 |
| a: history and philosophy of the counseling profession and its specialty areas | 13% Below<br>87% Meet | 9% Below<br>91% 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 | 80% Below<br>20% Meet | 86% Below<br>14% Meet |
| d: the role and process of the professional counselor advocating on behalf of the profession | 0% Below<br>100% Meet | 0% Below<br>100% Meet |
| e: advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients | 20% Below<br>80% Meet | 18% Below<br>82% Meet |
| f: professional counseling organizations, including membership benefits, activities, services to members, and current issues | 0% Below<br>100% Meet | 28% Below<br>71% Meet |
| g: professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues | 33% Below<br>77% Meet | 37% Below<br>63% Meet |
| l: self-care strategies appropriate to the counselor role | 0% Below<br>100% Meet | 0% Below<br>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 2021 | 0% Not present<br>0% Below<br>100% Meets<br>0% Exceed |
| Fall 2021 | 0% Not present<br>0% Below<br>40% Meet<br>60 %Exceed |
| Spring 2022 | 0% Not present<br>0% Below<br>25% Meet<br>75%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 2021 | 0% Not pres.<br>0% Below<br>93% Meet<br>7% Exceed | 0% Not pres.<br>0% Below<br>60% Meet<br>40% Exceed | 0% Not pres.<br>0% Below<br>52% Meet<br>48% Exceed | 0% Not pres.<br>0% Below<br>97% Meet<br>3% Exceed | 0% Not pres.<br>0 % Below<br>70 % Meet<br>30% Exceed | 0% Not pres.<br>7% Below<br>89% Meet<br>4% Exceed |
| Spring 2022 | 0% Not pres.<br>5% Below<br>79% Meet<br>16% Exceed | 0% Not pres.<br>11% Below<br>78% Meet<br>11% Exceed | 0% Not pres.<br>16% Below<br>79% Meet<br>5% Exceed | 0% Not pres.<br>26% Below<br>63% Meet<br>11% Exceed | 0% Not pres.<br>21% Below<br>68% Meet<br>11% Exceed | 0% Not pres.<br>32% Below<br>57% Meet<br>11% 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 and Cultural Considerations |
|---|---|
| Summer 2021 | 0% Not present<br>0% Below<br>0% Meet<br>100% Exceed |
| Fall 2021 | 0% Not present<br>0% Below<br>33% Meet<br>67% Exceed |
| Spring 2022 | 0% Not present<br>0% Below<br>8% Meet<br>92% 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 2021 | 0% Not pres.<br>0% Below<br>57% Meet<br>43% Exceed |
| Fall 2021 | 0% Not pres<br>0% Below<br>83% Meet<br>17% Exceed |
| Spring 2022 | 0% Not pres.<br>0% Below<br>100% Meet<br>0% 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 2021 | 0% Not pres.<br>0% Below<br>17% Meet<br>83% Exceed | 0% Not pres.<br>0% Below<br>17% Meet<br>83% Exceed | 0% Not pres.<br>0% Below<br>17% Meet<br>83% Exceed | 0% Not pres.<br>0% Below<br>0% Meet<br>100% Exceed | 0% Not pres.<br>0% Below<br>17% Meet<br>83% Exceed |
| Fall 2021 | 0% Not pres.<br>4% Below<br>68% Meet<br>28% Exceed | 0% Not pres.<br>8% Below<br>44% Meet<br>48% Exceed | 0% Not pres.<br>0% Below<br>60% Meet<br>40% Exceed | 4% Not pres.<br>8% Below<br>40% Meet<br>48% Exceed | 0% Not pres.<br>20% Below<br>32% Meet<br>48% Exceed |
| Spring 2022 | 0% Not pres.<br>6% Below<br>50% Meet<br>44% Exceed | 0% Not pres.<br>0% Below<br>63% Meet<br>37% Exceed | 0% Not pres.<br>6% Below<br>63% Meet<br>31% Exceed | 6% Not pres.<br>0% Below<br>69% Meet<br>25% Exceed | 6% Not pres.<br>0% Below<br>50% Meet<br>44% 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 |
|---|---|
| Summer 2021 | 0% Not present<br>0% Below<br>0% Meet<br>100% Exceed |
| Fall 2021 | 0% Not present<br>0% Below<br>0% Meet<br>100% Exceed |
| Spring 2022 | 0% Not present<br>42% Below<br>33% Meet<br>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 2021 | 0% Not pres.<br>0% Below<br>57% Meet<br>43% Exceed |
| Fall 2021 | 0% Not pres.<br>0% Below<br>83% Meet<br>17% Exceed |
| Spring 2022 | 0% Not pres.<br>0% Below<br>100% Meet<br>0% 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 2021 | 0% Not pres.<br>0% Below<br>75% Meet<br>25% Exceed | 0% Not pres.<br>0% Below<br>75% Meet<br>25% Exceed | 0% Not pres.<br>0% Below<br>81% Meet<br>19% Exceed | 0% Not pres.<br>0% Below<br>69% Meet<br>31% Exceed | 0% Not pres.<br>0% Below<br>69% Meet<br>31% Exceed | 0% Not pres.<br>6% Below<br>75% Meet<br>19% Exceed |
| Fall 2021 | 0% Not pres.<br>0% Below<br>100% Meet<br>0% Exceed | 0% Not pres.<br>0% Below<br>100% Meet<br>0% Exceed | 0% Not pres.<br>0% Below<br>100% Meet<br>0% Exceed | 0% Not pres.<br>0% Below<br>100% Meet<br>0% Exceed | 0% Not pres.<br>0% Below<br>100% Meet<br>0% Exceed | 0% Not pres.<br>0% Below<br>100% Meet<br>0% Exceed |
| Spring 2022 | 0% Not pres.<br>0% Below<br>14% Meet<br>86% Exceed | 0% Not pres.<br>0% Below<br>29% Meet<br>71% Exceed | 0% Not pres.<br>0% Below<br>14% Meet<br>86% Exceed | 0% Not pres.<br>0% Below<br>14% Meet<br>86% Exceed | 0% Not pres.<br>0% Below<br>14% Meet<br>86% Exceed | 0% Not pres.<br>0% Below<br>14% Meet<br>86% 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 2021 | 0% Not pres.<br>0% Below<br>0% Meet<br>100% Exceed |
| Fall 2021 | 0% Not pres.<br>0% Below<br>60% Meet<br>40% Exceed |
| Spring 2022 | 0% Not pres.<br>0% Below<br>75% Meet<br>25% 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]

| Standards | Semester | |
|---|---|---|
| | Fall 2021 | Spring 2022 |
| a. theories and models of career development, counseling, and decision making | 4% below<br>96% meet | 10% below<br>90% meet |
| b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors | 0% below<br>100% meet | 0% below<br>100% meet |
| c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems | 67% below<br>33% meet | Missing |
| d. approaches for assessing the conditions of the work environment on clients' life experiences | 0% below<br>100% meet | 7% below<br>93% meet |
| e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development | 11% below<br>89% meet | 7% below<br>93% meet |
| f. strategies for career development program planning, organization, implementation, administration, and evaluation | 0% below<br>100% meet | 7% below<br>93% meet |
| g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy | 17% below<br>83% meet | 14% below<br>86% meet |

| | | |
|---|---|---|
| h. strategies for facilitating client skill development for career, educational, and lifework planning and management | 0% below 100% meet | Missing |
| i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making | 0% below 100% meet | 0% below 100% meet |
| j. ethical and culturally relevant strategies for addressing career development | 0% below 100% meet | 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 2021 | 0% Not pres.<br>0% Below<br>0% Meet<br>100%Exceed | 0% Not pres.<br>0% Below<br>17% Meet<br>83%Exceed | 0% Not pres.<br>0% Below<br>17% Meet<br>83%Exceed | 0% Not pres.<br>0% Below<br>0%Meet<br>100%Exceed | 0% Not pres.<br>0% Below<br>50% Meet<br>50%Exceed | 0% Not pres.<br>0% Below<br>0% Meet<br>100%Exceed |
| Fall 2021 | 0% Not pres.<br>11% Below<br>44% Meet<br>44%Exceed | 0% Not pres.<br>11% Below<br>56% Meet<br>33%Exceed | 0% Not pres.<br>0% Below<br>11% Meet<br>89%Exceed | 0% Not pres.<br>0% Below<br>11% Meet<br>89%Exceed | 0% Not pres.<br>11% Below<br>67% Meet<br>22%Exceed | 0% Not pres.<br>33% Below<br>67% Meet<br>0%Exceed |
| Spring 2022 | 0%Not pres.<br>7%Below<br>71%Meet<br>21%Exeed | 0% Not pres.<br>21.5% Below<br>57% Meet<br>21.5%Exceed | 0% Not pres.<br>21% Below<br>71% Meet<br>7%Exceed | 0% Not pres.<br>21% Below<br>79% Meet<br>0%Exceed | 0% Not pres.<br>12.5% Below<br>87.5% Meet<br>0%Exceed | 0% Not pres.<br>57% Below<br>36% Meet<br>7%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 |
|---|---|
| Summer 2021 | 0% Not present<br>0% Below<br>0% Meet<br>100% Exceed |
| Fall 2021 | 0% Not present<br>0% Below<br>0% Meet<br>100% Exceed |
| Spring 2022 | 0% Not present<br>8% Below<br>25% Meet<br>67% 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 2021 | 0% Not pres<br>0% Below<br>86% Meet<br>14% Exceed |
| Fall 2021 | 0% Not pres<br>0% Below<br>83% Meet<br>17% Exceed |
| Spring 2022 | 0% Not pres.<br>0% Below<br>100% Meet<br>0% 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 2021 | 0% Harmful<br>0% Below<br>0% Near<br>0% Meet<br>100% Exceed | 0% Harmful<br>0% Below<br>0% Near<br>0% Meet<br>100% Exceed | 8% Harmful<br>17% Below<br>33% Near<br>8% Meet<br>33% Exceed | 0% Harmful<br>8% Below<br>25% Near<br>17% Meet<br>50% Exceed | 8% Harmful<br>25% Below<br>42% Near<br>0% Meet<br>25% Exceed | 0% Harmful<br>17% Below<br>25% Near<br>8% Meet<br>50% Exceed | 0% Harmful<br>50% Below<br>25% Near<br>8% Meet<br>17% Exceed | 8% Harmful<br>33% Below<br>42% Near<br>8% Meet<br>8% Exceed | 8% Harmful<br>33% Below<br>25% Near<br>33% Meet<br>0% Exceed | 0% Harmful<br>17% Below<br>33% Near<br>0% Meet<br>50% Exceed | 8% Harmful<br>17% Below<br>25% Near<br>8% Meet<br>42% Exceed | 0% Harmful<br>0% Below<br>8% Near<br>0% Meet<br>92% Exceed |
| Spring 2022 | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |

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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Summer2021 | 0% Harmful<br>0% Below<br>20% Near<br>60% Meet<br>20% Exceed | 0% Harmful<br>0% Below<br>60% Near<br>40% Meet<br>0%Exceed | 0% Harmful<br>0% Below<br>0% Near<br>100% Meet<br>0% Exceed | 0% Harmful<br>0% Below<br>0% Near<br>60% Meet<br>40% Exceed | 0% Harmful<br>0% Below<br>80% Near<br>20% Meet<br>0% Exceed | 0% Harmful<br>0% Below<br>80% Near<br>20% Meet<br>0% Exceed | 20% Harmful<br>0% Below<br>80% Near<br>0% Meet<br>0% Exceed | 0% Harmful<br>0% Below<br>0% Near<br>25% Meet<br>75% Exceed | 80% Harmful<br>0% Below<br>20% Near<br>0% Meet<br>0% Exceed | 0% Harmful<br>0% Below<br>0% Near<br>80% Meet<br>20% Exceed | 0% Harmful<br>0% Below<br>0% Near<br>0% Meet<br>100% Exceed | 0% Harmful<br>0% Below<br>0% Near<br>60% Meet<br>40% Exceed |
| Fall 2021 | 0% Harmful<br>0% Below<br>0% Near<br>25% Meet<br>75% Exceed | 0% Harmful<br>0% Below<br>0% Near<br>0% Meet<br>100% Exceed | 0% Harmful<br>0% Below<br>0% Near<br>75% Meet<br>25% Exceed | 0% Harmful<br>0% Below<br>0% Near<br>0% Meet<br>100% Exceed | 0% Harmful<br>0% Below<br>0% Near<br>0% Meet<br>100% Exceed | 0% Harmful<br>0% Below<br>0% Near<br>50% Meet<br>50% Exceed | 0%Harmful<br>10% Below<br>0% Near<br>75% Meet<br>25% Exceed | 0% Harmful<br>% Below<br>50% Near<br>75% Meet<br>25% Exceed | 0% Harmful<br>0% Below<br>0% Near<br>0% Meet<br>0% Exceed | 0% Harmful<br>0% Below<br>0% Near<br>0% Meet<br>100% Exceed | 0% Harmful<br>0% Below<br>0% Near<br>25% Meet<br>75% Exceed | 0% Harmful<br>0% Below<br>0% Near<br>0% Meet<br>100% 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 Summarize | Advanced Reflection | Challenge Skills | Goal Setting | Focus | Empathy | Respect |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Summer 2021 | 0% Harmful<br>0% Below<br>0% Near<br>100% Meet<br>0% Exceed | 0% Harmful<br>0% Below<br>0% Near<br>100% Meet<br>0% Exceed | 0% Harmful<br>0% Below<br>66% Near<br>33% Meet<br>0% Exceed | 0% Harmful<br>0% Below<br>66% Near<br>33% Meet<br>0% Exceed | 0% Harmful<br>0% Below<br>66% Near<br>33% Meet<br>0% Exceed | 0% Harmful<br>0% Below<br>66% Near<br>33% Meet<br>0% Exceed | 0% Harmful<br>0% Below<br>66% Near<br>33% Meet<br>0% Exceed | 0% Harmful<br>66% Below<br>0% Near<br>0% Meet<br>0% Exceed | 0% Harmful<br>66% Below<br>0% Near<br>33% Meet<br>0% Exceed | 0% Harmful<br>0% Below<br>0% Near<br>100% Meet<br>0% Exceed | 0% Harmful<br>0% Below<br>0% Near<br>33% Meet<br>66% Exceed | 0% Harmful<br>0% Below<br>0% Near<br>0% Meet<br>100% Exceed |
| Fall 2021 | 0% Harmful<br>0% Below<br>0% Near<br>33% Meet<br>66% Exceed | 0% Harmful<br>0% Below<br>0% Near<br>33% Meet<br>66% Exceed | 0% Harmful<br>0% Below<br>0% Near<br>33% Meet<br>66% Exceed | 0% Harmful<br>0% Below<br>0% Near<br>33% Meet<br>66% Exceed | 0% Harmful<br>0% Below<br>0% Near<br>0% Meet<br>100% Exceed | 0% Harmful<br>0% Below<br>0% Near<br>0% Meet<br>100% Exceed | 0% Harmful<br>0% Below<br>0% Near<br>33% Meet<br>66% Exceed | 0% Harmful<br>0% Below<br>0% Near<br>33% Meet<br>66% Exceed | 0% Harmful<br>0% Below<br>0% Near<br>33% Meet<br>66% Exceed | 0% Harmful<br>0% Below<br>0% Near<br>0% Meet<br>100% Exceed | 0% Harmful<br>0% Below<br>0% Near<br>0% Meet<br>100% Exceed | 0% Harmful<br>0% Below<br>0% Near<br>0% Meet<br>100% Exceed |
| Spring 2022 | 0% Harmful<br>0% Below<br>5% Near<br>77% Meet<br>16% Exceed | 0% Harmful<br>0% Below<br>0% Near<br>77% Meet<br>22% Exceed | 0% Harmful<br>0% Below<br>5% Near<br>88% Meet<br>5% Exceed | 0% Harmful<br>0% Below<br>11% Near<br>77% Meet<br>11% Exceed | 0% Harmful<br>5% Below<br>11% Near<br>66% Meet<br>16% Exceed | 0% Harmful<br>0% Below<br>11% Near<br>77% Meet<br>11% Exceed | 0% Harmful<br>5% Below<br>11% Near<br>77% Meet<br>0% Exceed | 0% Harmful<br>0% Below<br>11% Near<br>77% Meet<br>5% Exceed | 0% Harmful<br>0% Below<br>16% Near<br>66% Meet<br>11% Exceed | 0% Harmful<br>0% Below<br>11% Near<br>72% Meet<br>11% Exceed | 0% Harmful<br>0% Below<br>5% Near<br>55% Meet<br>38% Exceed | 0% Harmful<br>0% Below<br>0% Near<br>55% Meet<br>44% 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 2021 | 0% Not pres.<br>100% Below<br>0% Meet<br>0% Exceed | 0% Not pres.<br>100% Below<br>0% Meet<br>0% Exceed | 0% Not pres.<br>100% Below<br>0% Meet<br>0% Exceed | 0% Not pres.<br>100% Below<br>0% Meet<br>0% Exceed | 0% Not pres.<br>100% Below<br>0% Meet<br>0% Exceed | 0% Not pres.<br>100% Below<br>0% Meet<br>0% Exceed |
| Fall 2021 | 0% Not pres.<br>0% Below<br>40% Meet<br>60% Exceed | 0% Not pres.<br>0% Below<br>20% Meet<br>80% Exceed | 0% Not pres.<br>0% Below<br>90% Meet<br>10% Exceed | 0% Not pres.<br>0% Below<br>100% Meet<br>0% Exceed | 0% Not pres.<br>0% Below<br>10% Meet<br>90% Exceed | 0% Not pres.<br>0% Below<br>80% Meet<br>20% Exceed |
| Spring 2022 | 0% Not pres.<br>0% Below<br>20% Meet<br>80% Exceed | 0% Not pres.<br>0% Below<br>20% Meet<br>80% Exceed | 0% Not pres.<br>0% Below<br>100% Meet<br>0% Exceed | 0% Not pres.<br>0% Below<br>60% Meet<br>40% Exceed | 0% Not pres.<br>0% Below<br>40% Meet<br>60% Exceed | 0% Not pres.<br>0% Below<br>100% Meet<br>0% 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:<br>Group Treatment |
|---|---|
| Summer 2021 | 0% Not pres.<br>0% Below<br>0% Meet<br>100% Exceed |
| Fall 2021 | 0% Not pres.<br>0% Below<br>0% Meet<br>100% Exceed |
| Spring 2022 | 0% Not pres.<br>8% Below<br>8% Meet<br>84% 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]

|  | Group Application |
|---|---|
| Summer 2021 | 57.5% Not pres.<br>0% Below<br>42.5% Meet<br>0% Exceed |
| Fall 2021 | 0% Not pres.<br>0% Below<br>67% Meet<br>33% Exceed |
| Spring 2022 | 0% Not pres.<br>0% Below<br>100% Meet<br>0% 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 2021 | Spring 2022 |
| a. historical perspectives concerning the nature and meaning of assessment and testing in counseling | NA | NA |
| b. methods of effectively preparing for and conducting initial assessment meetings | NA | NA |
| c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide | NA | NA |
| d. procedures for identifying trauma and abuse and for reporting abuse | NA | NA |
| e. use of assessments for diagnostic and intervention planning purposes | 9% below 91% meet | 13% below 87% meet |
| f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments | 12% below 88% meet | 15% below 85% meet |
| g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations | NA | NA |
| h. reliability and validity in the use of assessments | 8% below 91% meet | 0% below 100% meet |
| i. use of assessments relevant to academic/educational, career, personal, and social development | 8% below 91% meet | 2% below 98% meet |
| j. use of environmental assessments and systematic behavioral observations | 28% below 72%  meet | Missing Data |

| | | |
|---|---|---|
| k. use of symptom checklists, and personality and psychological testing | 12% below 88% meet | 9% below 91% meet |
| l. use of assessment results to diagnose developmental, behavioral, and mental disorders | 8% below 91% meet | 15% below 85% meet |
| m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results | 100% meet | NA |

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 |
|---|---|
| Summer 2021 | 0% Not present 40% Below 40% Meet 10% Exceed |
| Fall 2021 | 0% Not present 0% Below 50% Meet 50% Exceed |
| Spring 2022 | 0% Not present 42% Below 42% Meet 16% 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 2021 | 0% Not present<br>100% Below<br>0% Meet<br>0% Exceed |
| Fall 2021 | 0% Not present<br>0% Below<br>67% Meet<br>33% Exceed |
| Spring 2022 | 0% Not present<br>0% Below<br>100% Meet<br>0% 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 2021 | 0% Not pres. 23% Below 46% Meet 31%Exceed | 0% Not pres. 0% Below 85% Meet 15% Exceed | % Not pres. 23% Below 54% Meet 23% Exceed | 0% Not pres. 30% Below 47% Meet 23%Exceed | 0% Not pres. 30% Below 47% Meet 23% Exceed | 0% Not pres. 0% Below 77% Meet 23% Exceed | 0% Not pres. 0% Below 92% Meet 8% Exceed | 0% Not pres. 0% Below 100% Meet 0% Exceed | 0% Not pres. 23% Below 69% Meet 8%Exceed |
| Fall 2021 | 0% Not pres. 0% Below 83% Meet 17% Exceed | 0% Not pres. 17% Below 66% Meet 17% Exceed | 0% Not pres. 0% Below 83% Meet 17% Exceed | 0% Not pres. 66% Below 17% Meet 17% Exceed | 0% Not pres. 17% Below 50% Meet 33% Exceed | 0% Not pres. 0% Below 100% Meet 0% Exceed | 0% Not pres. 17% Below 66% Meet 17% Exceed | 0% Not pres. 0% Below 100% Meet 0% Exceed | 0% Not pres. 0% Below 100% Meet 0% Exceed |
| Spring 2022 | 0% Not pres. 30% Below 70% Meet 0% Exceed | 0% Not pres. 0% Below 50% Meet 50% Exceed | 0% Not pres. 50% Below 30% Meet 20% Exceed | 0% Not pres. 60% Below 30% Meet 10% Exceed | 0% Not pres. 30% Below 40% Meet 30% Exceed | 0% Not pres. 50% Below 50% Meet 0% Exceed | 0% Not pres. 10% Below 90% Meet 0% Exceed | 20% Not pres. 10% Below 70% Meet 0% Exceed | 0% Not pres. 30% Below 70% Meet 0% 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 2021 | 0% Not pres. 0% Below 0% Meet 100% Exceed |
| Fall 2021 | 0% Not pres. 0% Below 60% Meet 40% Exceed |
| Spring 2022 | 0% Not pres. 25% Below 50% Meet 25% 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 2021 | 0% Not pres.<br>0% Below<br>75% Meet<br>25%Exceed | 0% Not pres.<br>0% Below<br>100% Meet<br>0%Exceed | 0% Not pres.<br>0% Below<br>100% Meet<br>0%Exceed | 0% Not pres.<br>25% Below<br>50% Meet<br>25%Exceed | 0% Not pres.<br>25% Below<br>75% Meet<br>0%Exceed | 0% Not pres.<br>25% Below<br>75% Meet<br>0%Exceed |
| Spring 2022 | 0% Not pres.<br>0% Below<br>100% Meet<br>0%Exceed | 0% Not pres.<br>0% Below<br>100% Meet<br>0%Exceed | 0% Not pres.<br>0% Below<br>100% Meet<br>0%Exceed | 0% Not pres.<br>0% Below<br>50% Meet<br>50%Exceed | 0% Not pres.<br>0% Below<br>100% Meet<br>0%Exceed | 0% Not pres.<br>0% Below<br>100% Meet<br>0%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 2021 | 0% Not pres. 0% Below 36% Meet 64%Exceed | 0% Not pres. 14% Below 57% Meet 29% Exceed | 0% Not pres. 14% Below 29% Meet 57% Exceed | 0% Not pres. 0% Below 0% Meet 100%Exceed | 0% Not pres. 7% Below 50% Meet 43% Exceed | 0% Not pres. 21% Below 29% Meet 50% Exceed | 0% Not pres. 36% Below 21% Meet 43% Exceed | 0% Not pres. 0% Below 29% Meet 71% Exceed |
| Fall 2021 | 0% Not pres. 0% Below 43% Meet 57%Exceed | 0% Not pres. 0% Below 43% Meet 57%Exceed | 0% Not pres. 43% Below 0% Meet 57%Exceed | 0% Not pres. 0% Below 0% Meet 100%Exceed | 0% Not pres. 0% Below 28% Meet 72%Exceed | 0% Not pres. 14% Below 58% Meet 28%Exceed | 0% Not pres. 0% Below 29% Meet 71%Exceed | 0% Not pres. 0% Below 0% Meet 100%Exceed |
| Spring 2022 | 0% Not pres. 12% Below 47% Meet 41%Exceed | 0% Not pres. 12% Below 35% Meet 53%Exceed | 0% Not pres. 12% Below 41% Meet 47%Exceed | 0% Not pres. 0% Below 24% Meet 76%Exceed | 0% Not pres. 12% Below 24% Meet 64%Exceed | 0% Not pres. 35% Below 24% Meet 41%Exceed | 0% Not pres. 23.5% Below 53% Meet 23.5%Exceed | 0% Not pres. 0% Below 35% Meet 65%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 |
|---|---|---|
| Summer 2021 | 0% Not present 0% Below 0% Meet 100% Exceed | 0% Not present 0% Below 0% Meet 100% Exceed |
| Fall 2021 | 0% Not present 0% Below 0% Meet 100% Exceed | 0% Not present 0% Below 0% Meet 100% Exceed |
| Spring 2022 | 0% Not present 0% Below 8% Meet 92% Exceed | 0% Not present 8% Below 25% Meet 67% 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 2021 | 0% Not pres.<br>0% Below<br>0% Meet<br>100% Exceed | 0% Not pres.<br>0% Below<br>0% Meet<br>100% Exceed |
| Fall 2021 | 0% Not pres.<br>0% Below<br>83% Meet<br>17% Exceed | 0% Not pres.<br>0% Below<br>83% Meet<br>17% Exceed |
| Spring 2022 | 0% Not pres.<br>0% Below<br>100% Meet<br>0% Exceed | 0% Not pres.<br>0% Below<br>100% Meet<br>0% 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 2021 | Spring 2022 |
| A.1. a. history and development of addiction counseling | NA | 56% |
| A.1. b. theories and models of addiction related to substance use as well as behavioral and process addictions | NA | 97% |
| A.1. d. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning | NA | 77% |
| A.1. e. neurological, behavioral, psychological, physical, and social effects of psychoactive substances and addictive disorders on the user and significant others | NA | 52% |
| A.1. f. psychological tests and assessments specific to addiction counseling | NA | 81% |
| A.2. a. roles and settings of addiction counselors | NA | 75% |
| A.2. b. potential for addictive and substance use disorders to mimic and/or co-occur with a variety of medical and psychological disorders | NA | 19% |
| A.2. d. regulatory processes and substance abuse policy relative to service delivery opportunities in addiction counseling | NA | 88% |
| A.2. e. importance of vocation, family, social networks, and community systems in the addiction treatment and recovery process | NA | 50% |

| | | |
|---|---|---|
| A.2. g. culturally and developmentally relevant education programs that raise awareness and support addiction and substance abuse prevention and the recovery process | NA | 69% |
| A.2. h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation | NA | 97% |
| 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) | NA | 77% |
| A.3. d. techniques and interventions related to substance abuse and other addictions | NA | 90% |
| A.3. g. evaluating and identifying individualized strategies and treatment modalities relative to clients' stage of dependence, change, or recovery | NA | 41% |

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]

| | Conceptualization | Treatment Plan | Countertransference | Ethical and Legal | Professional Communication |
|---|---|---|---|---|---|
| Spring 2022 | 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 |

**SECTION II: Disposition Report 2021-2022**

Dispositional evaluations are completed by faculty for all students taking Tier I and II courses (i.e., PRC701, PRC702, PRC705, PRC708, PRC710, PRC711, 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. This data is presented separately for each domain and across tiers.

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

   **Tier I**

| Rating | Summer 2021 | Fall 2021 | Spring 2022 |
|---|---|---|---|
| 5 Exceeds | 9 (32.1%) | 37 (33.9%) | 16 (15.8%) |
| 4 Meets | 14 (50%) | 65 (59.6%) | 83 (82.1%) |
| 3 Near | 3 (10.7%) | 6 (5.5%) | 1 (1%) |
| 2 Below | 0 | 1 (0.9%) | 1 (1%) |
| 1 Harmful | 0 | 0 | 0 |
| 0 Unable to observe | 2 (7.1%) | 0 | 0 |

   **Tier III**

| Rating | Summer 2021 | Fall 2021 | Spring 2022 |
|---|---|---|---|
| 5 Exceeds | 6 (21.4%) | 15 (57.7%) | 9 (22%) |
| 4 Meets | 20 (71.4%) | 10 (38.5%) | 31 (75.6%) |
| 3 Near | 2 (7.1%) | 1 (3.8%) | 1 (2.4%) |
| 2 Below | 0 | 0 | 0 |
| 1 Harmful | 0 | 0 | 0 |
| 0 Unable to observe | 0 | 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 2021 | Fall 2021 | Spring 2022 |
|---|---|---|---|
| 5 Exceeds | 17 (60.7%) | 43 (39.4%) | 26 (25.7%) |
| 4 Meets | 10 (35.7%) | 60 (55%) | 64 (63.3%) |
| 3 Near | 0 | 6 (5.5%) | 3 (3%) |
| 2 Below | 1 (3.6%) | 0 | 2 (2%) |
| 1 Harmful | 0 | 0 | 0 |
| 0 Unable to observe | 0 | 0 | 0 |

Tier III

| Rating | Summer 2021 | Fall 2021 | Spring 2022 |
|---|---|---|---|
| 5 Exceeds | 7 (25%) | 15 (57.7%) | 20 (48.7%) |
| 4 Meets | 21 (75%) | 11 (42.3%) | 19 (46.3%) |
| 3 Near | 0 | 0 | 2 (4.8%) |
| 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 2021 | Fall 2021 | Spring 2022 |
|---|---|---|---|
| 5 Exceeds | 14 (50%) | 30 (27.5%) | 12 (11.8%) |
| 4 Meets | 13(46.4%) | 78 (71.6%) | 82 (81.1%) |
| 3 Near | 1 (3.6%) | 1 (0.9%) | 7 (7%) |
| 2 Below | 0 | 0 | 0 |
| 1 Harmful | 0 | 0 | 0 |
| 0 Unable to observe | 0 | 0 | 0 |

Tier III

| Rating | Summer 2021 | Fall 2021 | Spring 2022 |
|---|---|---|---|
| 5 Exceeds | 7 (25%) | 17 (65.4%) | 20 (48.7%) |
| 4 Meets | 19 (67.9%) | 9 (34.6%) | 20 (48.7%) |
| 3 Near | 1 (3.6%) | 0 | 1 (2.4%) |
| 2 Below | 1 (3.6%) | 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 2021 | Fall 2021 | Spring 2022 |
|---|---|---|---|
| 5 Exceeds | 19 (67.9%) | 46 (42.2%) | 13 (12.8%) |
| 4 Meets | 6 (21.4%) | 59 (54.1%) | 82 (81.1%) |
| 3 Near | 3 (10.7%) | 4 (3.7%) | 6 (6%) |
| 2 Below | 0 | 0 | 0 |
| 1 Harmful | 0 | 0 | 0 |
| 0 Unable to observe | 0 | 0 | 0 |

**Tier III**

| Rating | Summer 2021 | Fall 2021 | Spring 2022 |
|---|---|---|---|
| 5 Exceeds | 8 (28.6%) | 15 (57.7%) | 15 (36.5%) |
| 4 Meets | 19 (67.9%) | 11 (42.3%) | 23 (22.7%) |
| 3 Near | 1 (3.6%) | 0 | 3 (7.3%) |
| 2 Below | 0 | 0 | 0 |
| 1 Harmful | 0 | 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 2021 | Fall 2021 | Spring 2022 |
|---|---|---|---|
| 5 Exceeds | 14 (50%) | 42 (38.5%) | 7 (7%) |
| 4 Meets | 14 (50%) | 61 (56%) | 94 (93%) |
| 3 Near | 0 | 6 (5.5%) | 0 |
| 2 Below | 0 | 0 | 0 |
| 1 Harmful | 0 | 0 | 0 |
| 0 Unable to observe | 0 | 0 | 0 |

**Tier III**

| Rating | Summer 2021 | Fall 2021 | Spring 2022 |
|---|---|---|---|
| 5 Exceeds | 4 (14.3%) | 16 (61.5%) | 17 (41.4%) |
| 4 Meets | 23 (82.1%) | 9 (34.6%) | 24 (58.5%) |
| 3 Near | 1 (3.6%) | 1 (3.8%) | 0 |
| 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 2021 | Fall 2021 | Spring 2022 |
|---|---|---|---|
| 5 Exceeds | 17 (60.7%) | 38 (34.9%) | 11 (10.8) |
| 4 Meets | 10 (35.7%) | 70 (64.2%) | 88 (87.1%) |
| 3 Near | 0 | 1 (0.9%) | 5 (5%) |
| 2 Below | 1 (3.6%) | 0 | 0 |
| 1 Harmful | 0 | 0 | 0 |
| 0 Unable to observe | 0 | 0 | 0 |

**Tier III**

| Rating | Summer 2021 | Fall 2021 | Spring 2022 |
|---|---|---|---|
| 5 Exceeds | 4 (14.3%) | 15 (57.7%) | 20 (48.7%) |
| 4 Meets | 22 (78.6%) | 8 (30.8%) | 19 (46.3%) |
| 3 Near | 1 (3.6%) | 2 (7.7%) | 3 (7.3%) |
| 2 Below | 1 (3.6%) | 1 (3.8%) | 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 2021 | Fall 2021 | Spring 2022 |
|---|---|---|---|
| 5 Exceeds | 17 (60.7%) | 49 (45%) | 31 (30.6%) |
| 4 Meets | 8 (28.6%) | 56 (51.4%) | 64 (63.3%) |
| 3 Near | 2 (7.1%) | 3 (2.8%) | 5 (5%) |
| 2 Below | 1 (3.6%) | 1 (0.9%) | 1 (1%) |
| 1 Harmful | 0 | 0 | 0 |
| 0 Unable to observe | 0 | 0 | 0 |

Tier III

| Rating | Summer 2021 | Fall 2021 | Spring 2022 |
|---|---|---|---|
| 5 Exceeds | 11 (39.3%) | 19 (73.1%) | 21 (51.2%) |
| 4 Meets | 15 (53.6%) | 7 (26.9%) | 19 (46.3%) |
| 3 Near | 2 (7.1%) | 0 | 1 (2.4%) |
| 2 Below | 0 | 0 | 0 |
| 1 Harmful | 0 | 0 | 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 2021 | Fall 2021 | Spring 2022 |
|---|---|---|---|
| 5 Exceeds | 17 (60.7%) | 40 (36.7%) | 31 (30.6%) |
| 4 Meets | 10 (35.7%) | 67 (61.5%) | 67 (66.3%) |
| 3 Near | 0 | 1 (0.9%) | 3 (3%) |
| 2 Below | 1 (3.6%) | 1 (0.9%) | 0 |
| 1 Harmful | 0 | 0 | 0 |
| 0 Unable to observe | 0 | 0 | 0 |

Tier III

| Rating | Summer 2021 | Fall 2021 | Spring 2022 |
|---|---|---|---|
| 5 Exceeds | 7 (25%) | 16 (61.5%) | 23 (56%) |
| 4 Meets | 20 (71.4%) | 9 (34.6%) | 17 (41.4%) |
| 3 Near | 1 (3.6%) | 1 (3.8%) | 1 (2.4%) |
| 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 2021 | Fall 2021 | Spring 2022 |
|---|---|---|---|
| 5 Exceeds | 17 (60.7%) | 31 (28.4%) | 11 (10.8%) |
| 4 Meets | 10 (35.7%) | 73 (67%) | 80 (79.2%) |
| 3 Near | 0 | 5 (4.6%) | 8 (8%) |
| 2 Below | 1 (3.6%) | 0 | 0 |
| 1 Harmful | 0 | 0 | 0 |
| 0 Unable to observe | 0 | 0 | 0 |

**Tier III**

| Rating | Summer 2021 | Fall 2021 | Spring 2022 |
|---|---|---|---|
| 5 Exceeds | 3 (10.7%) | 15 (57.7%) | 22 (53.6%) |
| 4 Meets | 24 (85.7%) | 11 (42.3%) | 18 (44%) |
| 3 Near | 1 (3.6%) | 0 | 1 (2.4%) |
| 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 2021 | Fall 2021 | Spring 2022 |
|---|---|---|---|
| 5 Exceeds | 17 (60.7%) | 36 (33%) | 19 (18.8%) |
| 4 Meets | 10 (35.7%) | 72 (66.1%) | 77 (76.2%) |
| 3 Near | 1 (3.6%) | 1 (0.9%) | 5 (5%) |
| 2 Below | 0 | 0 | 0 |
| 1 Harmful | 0 | 0 | 0 |
| 0 Unable to observe | 0 | 0 | 0 |

Tier III

| Rating | Summer 2021 | Fall 2021 | Spring 2022 |
|---|---|---|---|
| 5 Exceeds | 12 (42.9%) | 21 (80.8) | 22 (53.6%) |
| 4 Meets | 15 (53.6%) | 4 (15.4%) | 16 (39%) |
| 3 Near | 1 (3.6%) | 1 (3.8%) | 3 (7.3%) |
| 2 Below | 0 | 0 | 0 |
| 1 Harmful | 0 | 0 | 0 |
| 0 Unable to observe | 0 | 0 | 0 |

**SECTION III: Current Student Survey 2021-2022**

The Professional Counseling Current Student Survey reflects students who started the program between 2018 and 2022, with the most representation from those who started between 2019 and 2022 (n = 16).

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

| | |
|---|---|
| Never | 0 (0%) |
| Less than one time/semester | 1 (5.9%) |
| At least one time/semester | 13 (76.5%) |
| More than one time/semester | 3 (17.6%%) |

2.  Alternative class time and delivery formats:

| | Very Disinterested | Disinterested | Undecided | Interested | Very Interested |
|---|---|---|---|---|---|
| Friday Classes | 35.3% | 29.4% | 23.5% | 5.9% | 5.9% |
| Saturday Classes | 58.8% | 17.6% | 11.8% | 0% | 11.8% |
| Stacked Traditional (4:30-5:45 & 6:00-8:30) | 5.9% | 0% | 41.2% | 35.3% | 17.6% |
| Late Hybrid (6:00-7:15 & 7:30-8:45) | 5.9% | 5.9% | 23.5% | 17.6% | 47.1% |
| Online Synchronous | 5.9% | 5.9% | 11.8% | 29.4% | 47.1% |
| Online Asynchronous | 11.8% | 0% | 17.6% | 29.4% | 41.2% |

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

| | No Preparation | Minimal Preparation | Moderate Preparation | Good Preparation | Excellent Preparation | N/A |
|---|---|---|---|---|---|---|
| Ethical and legal issues | 0% | 0% | 23.5% | 29.4% | 41.2% | 5.9% |
| Counseling identity, history, and philosophy | 0% | 11.8% | 0% | 29.4% | 47.1% | 11.8% |

| | | | | | |
|---|---|---|---|---|---|
| Power and privilege in self and client | 0% | 0% | 17.6%% | 29.4% | 41.2% | 11.8% |
| Apply development to conceptualization | 0% | 0% | 0% | 41.2% | 47.1% | 11.8% |
| Interrelationship between work and wellbeing | 0% | 0% | 11.8% | 23.5% | 11.8% | 52.9% |
| Counseling theories and models for work with clients | 0% | 0% | 11.8% | 35.3% | 41.2% | 11.8% |
| Helping skills | 0% | 0% | 5.9% | 29.4% | 52.3% | 11.8% |
| Group counseling | 5.9% | 5.9% | 16% | 35.3% | 5.9% | 47.1% |
| Utilize assessments in treatment | 0% | 5.9% | 5.9% | 41.2% | 11.8% | 35.3% |
| Screen symptoms and provide diagnosis | 0% | 0% | 5.9% | 29.4% | 41.2% | 23.5% |
| Impact of substance abuse on mental health | 0% | 0% | 17.6% | 11.8% | 11.8% | 58.8% |
| Knowledge of research and program eval. | 0% | 0% | 0% | 29.4% | 17.6% | 52.3% |
| Social justice issues in lives of clients | 5.9% | 0% | 11.8% | 35.3% | 41.2% | 5.9% |
| Advocate with/on behalf of clients | 0% | 0% | 5.9% | 35.3% | 58.8% | 0% |
| Locate relevant literature to enhance practice | 0% | 0% | 0% | 47.1% | 52.3% | 0% |
| Preparation overall | 5.9% | 0% | 0% | 58.8% | 29.4% | 5.9% |

4.  Overall satisfaction with the program:

|  | Very Dissatisfied | Dissatisfied | Unsure | Satisfied | Very Satisfied |
|---|---|---|---|---|---|
| Overall satisfaction | 0% | 5.9% | 5.9% | 52.3% | 29.4% |

5.  Recommend the program to others

| Yes | 82.4% |
|---|---|
| No | 5.9% |
| Not Sure | 11.8% |

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

| Yes | 35.3 |
|---|---|
| No | 47.1% |
| I didn't know there was a club | 17.6% |

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) | 4 (23.5%) |
|---|---|
| Career Center | 2 (11.8%) |
| Grace Library | 15 (88.2%) |
| Disability Services | 4 (23.5%) |
| Counseling Center Services | 3 (17.6%) |
| Tutoring | 0 (0%) |
| Dining | 0 (0%) |
| Health Services | 1 (5.9%) |
| Campus Ministry | 0 (0%) |
| None | 0 (0%) |

### SECTION IV: Professional Counseling Alumni Survey 2021-2022

The Professional Counseling Alumni Survey was administered in spring 2022. A total of **51** 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 2007-2022.

| 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 |
|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| 1 | 1 | 2 | 1 | 0 | 2 | 7 | 4 | 3 | 6 | 6 | 2 | 3 | 8 | 3 | 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 | 36 | 70.6% |
| Part time employment in field | 9 | 17.6% |
| Not working in field | 6 | 11.8% |

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

| | | | |
|---|---|---|---|
| Allegheny Health Network (n=3) | Self-Employed (n=4) | ABC Associates | Anchorpoint Counseling Ministry |
| Department of Children, Youth & Families- State of Washington | 3 Rivers Therapists | Bath County Public Schools | BeneCard PBF |
| Carlow University | Crisp Forensic Counseling, Self Employed | Elliot Counseling | Family Behavioral Resources |

| | | | |
|---|---|---|---|
| Family Counseling Center of Armstrong County & Awareness and Wellness Center | Familylinks | Forward Wellness Counseling and Consulting Services LLC | Gateway Rehab |
| Healing Mind Therapy | Infinity Behavioral Health Services | Keystone Oaks School District and Self-Led private practice | Khesar Gyalpo University of Medical Sciences of Bhutan |
| Larimer Law | New Directions Counseling Services (n=2) | UPMC Western Behavioral Health at Mon Yough | North Hills High School |
| Peace of time Wellness | Peerstar LLC | Phoenix Center | Pittsburgh Mercy (n=2) |
| Pittsburgh Public Schools | Rehab After Work | Robert Morris University | Southwestern Human Services |
| Summit Psychological | Sun Point Wellness & OUTMemphis | University of Pittsburgh | UPMC |
| UPMC East | UPMC Western Psychiatric Hospital | UPMC CCBHO / Persoma PC | Vabode |

| Virginia Commonwealth University | Winston Salem Forsyth County Schools | Yeshiva Schools of Pittsburgh | |
|---|---|---|---|

b. **Not working in field:** Of those surveyed, 11.8% indicated that they are not currently working in the field. Several notes about this segment of the sample are made below:
  i. **50%** (n=3) reported that they are now in other fields of work due to other opportunities
  ii. **33%** (n = 2) reported that they switched to administration for better pay.
  iii. **16.7%** (n = 1) reported that they left counseling due to a toxic work environment and fell back on their previous career due to a lack of jobs in the area.

II. **Licensure and Certification:** Professional Counseling alumni have pursued and received licensure and certification in several 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 | 26 | 51% |
| CAADC | 4 | 7.8% |
| Certified School Counselor | 5 | 9.8% |
| NBCC | 14 | 27.5% |
| DBT | 2 | 3.9% |
| BC-TMH | 1 | 2% |
| CCTP | 1 | 2% |
| CAIMHP | 1 | 2% |
| Licensed Psychologist | 1 | 2% |
| No Licensure or Certificate | 9 | 17.6% |
| Working towards licensure | 2 | 3.9% |

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.      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: 2021-2022**

1. Role of employer and supervisor respondents.

| Role | |
|---|---|
| Employer Only | 0 |
| Site Supervisor Only | 0% |
| Both Employer and Supervisor | 100% |
| Other | 0% |

2. Supervisor perception of preparation of students:

| Rating | Not Observed | Not So Well | Somewhat Well | Very Well | Extremely Well |
|---|---|---|---|---|---|
| Ethical and legal issues | 0 | 0 | 0 | 50% | 50% |
| Counseling identity, history, and philosophy | 0 | 0 | 25% | 25% | 50% |
| Locate and understand relevant literature to enhance practice | 0 | 0 | 0 | 50% | 50% |
| Effects of power and privilege | 0 | 0 | 0 | 50% | 50% |
| Identify issues related to social justice in the lives of clients | 0 | 0 | 25% | 25% | 50% |
| Apply developmental theories | 0 | 0 | 0 | 25% | 75% |
| Work and well-being | 0 | 0 | 0 | 50% | 50% |
| Theories and modalities | 0 | 0 | 25% | 0 | 75% |
| Essential helping skills | 0 | 0 | 0 | 50% | 50% |
| Theory of group | 0 | 0 | 25% | 25% | 50% |
| Use of assessment | 0 | 0 | 0 | 50% | 50% |
| Ability to screen and diagnose | 0 | 0 | 0 | 75% | 25% |
| Advocate for clients | 0 | 0 | 0 | 50% | 50% |
| Research and program eval. | 0 | 0 | 25% | 25% | 50% |

3. Counselor in training and employee temperament:

| Rating | Not Observed | Unsatisfactory | Satisfactory | Very Good | Outstanding |
|---|---|---|---|---|---|
| Self-awareness | 0 | 0 | 0 | 50% | 50% |
| Empathy | 0 | 0 | 0 | 25% | 75% |
| Maturity | 0 | 0 | 25% | 25% | 50% |
| Integrity | 0 | 0 | 0 | 25% | 75% |
| Professional commitment | 0 | 0 | 25% | 25% | 50% |
| Leadership skills | 0 | 0 | 25% | 25% | 50% |
| Advocacy and social justice | 0 | 0 | 25% | 25% | 50% |
| Preparation for workplace | 0 | 0 | 25% | 25% | 50% |

4. Competence in comparison to related groups:

| Rating | Not Competent | Somewhat Competent | Competent | Very Competent | Extremely Competent |
|---|---|---|---|---|---|
| Compared to full-time employees | 0 | 0 | 25% | 25% | 50% |
| Compared to graduates from other programs | 0 | 0 | 0 | 50% | 50% |
| Compared to expectations of counselors at this level of training | 0 | 0 | 0 | 50% | 50% |

5. Program preparation of students:

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

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 | 25% | 75% |
| **The clinical coordinator and/or fieldwork instructor contacted me during the semester.** | 0 | 0 | 0 | 0 | 100% |
| **The program provided a training session/ professional development workshop available to me during the semester.** | 0 | 0 | 0 | 0 | 100% |
| **The clinical coordinator and/or fieldwork instructor was available to me, if necessary.** | 0 | 0 | 0 | 0 | 100% |
| **The practicum students and interns shared mid-semester and final evaluation forms with me early in the semester.** | 0 | 0 | 0 | 0 | 100% |
| **The program adequately prepared the practicum students/ interns for their position.** | 0 | 0 | 0 | 0 | 100% |

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

Feedback indicated that Carlow University's Professional Counseling program prepares students to engage with clients in a counseling setting. Notably, respondents reported that interns and practicum students were adept at applying theory in their work with clients.

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

Supervisor feedback noted areas of improvements for interns and practicum students moving into the future. Responses suggested that a deeper understanding of the mechanics of managing their practice needed additional support (e.g., confidentiality, case management, working within a larger health system). Another area of improvement is around understanding medications and the function they play in treatment.

9.  Employer graduate ratings:

| Rating | Not Applicable | Poor | Fair | Very Good | Excellent |
|---|---|---|---|---|---|
| **The Professional Counseling Program adequately prepared the graduate for their position.** | 0 | 0 | 0 | 50% | 50% |

| | | | | | |
|---|---|---|---|---|---|
| The graduate demonstrates adequate knowledge and competence in dealing with ethical/legal issues. | 0 | 0 | 0 | 50% | 50% |
| The graduate demonstrates an understanding of professional counselor identity, including issues such as the role of the counselor, credentialing, etc. | 0 | 0 | 0 | 25% | 75% |
| The graduate demonstrates adequate knowledge and skill with issues relating to social and cultural diversity. | 0 | 0 | 0 | 25% | 75% |
| The graduate has an adequate understanding of the nature and needs of individuals at various developmental levels. | 0 | 0 | 0 | 25% | 75% |
| The graduate has an adequate understanding of career development and related life issues. | 0 | 0 | 0 | 50% | 50% |
| The graduate demonstrates adequate knowledge and skill in the areas of counseling and consultation processes. | 0 | 0 | 0 | 50% | 50% |
| The graduate demonstrates adequate knowledge and skill in the area of group work. | 0 | 0 | 0 | 50% | 50% |
| The graduate demonstrates adequate knowledge and skill in the area of client assessment and evaluation. | 0 | 0 | 0 | 50% | 50% |
| The graduate demonstrates an adequate understanding of research methods, statistical | 0 | 0 | 25% | 25% | 50% |

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

Employers indicated that graduates of the Professional Counseling program at Carlow University had a strong professional identity and were well prepared to provide mental health counseling in diverse settings.

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

Similar to the feedback about interns and practicum students, employers suggested that increased knowledge about medications would benefit their practice. Additional feedback included being able to research and implement evidence based treatments, as well as using assessment tools as a part of overall treatment with clients.

## 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 2021 | 8 | 5 | 63% | 74-81% |
| April 2022 | 10 | 10 | 100% | 63% |

**Strengths and Weaknesses**

The administration of the fall 2021 exam occurred across three versions of the test and the results vary considerably, which makes identifying strengths and weaknesses challenging. However, it appears that some general trends have emerged. Students scored within range of the mean across all domains of the exam, which is a testament to the updates made to the curriculum and test preparation. Notable strengths and weaknesses are indicated below.

| Strengths | Weaknesses |
|---|---|
| Professional Practice and Ethics | Counseling and Helping Relationship |
| Core Counseling Attributes | Assessment and Testing |

**Conclusion**

The goal of the MPC program at Carlow University is to prepare graduate-level students for careers in the counseling profession. The necessary skills, knowledge, and dispositions for practice are embedded within the program assessment tools (i.e., KPI and dispositional evaluations). The data collection period spanning summer 2021 to spring 2022 suggests that students are largely meeting and exceeding the standards set by the program. Additionally, external sources of data indicate that graduates feel well prepared overall and that employers view Carlow graduates as having the skills necessary to be effective.

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

1. **Treatment planning:** The application of theory to practice is a strength overall; however, several data points suggest that reinforcing this work might behoove students and graduates. Treatment planning is the weakest part of the PRC711 KPI assessment and the NCE scores on Counseling and Helping Relationship are inconsistent. A greater integration of treatment planning into coursework might be a way to strengthen this area.
2. **Application of assessment:** Assessment and Testing has been a traditional strength on the NCE; however, recent administrations indicate that this area is starting to show some inconsistency. In combination with feedback from employers/supervisors indicating that this is a deficiency, it may be worth considering ways to further strengthen the use of assessments in clinical practice.
3. **Promoting dispositional development:** The marked difference between summer dispositions and fall/spring needs to be examined more closely. Inconsistencies in data collection make it difficult for the program to adequately identify and address weaknesses in student preparation. Furthermore, the difference between Tier I and Tier III courses suggests that students are developing dispositions overtime. The program may consider ways to scaffold students to challenge the development of dispositions over the course of their studies.
4. **Ensuring adequate preparation for NCE:** The NCE pass rate has been strong over the past three years; however, the significant drop in fall 2021 suggests that something was missing in that semester. Given the importance of the NCE in licensure and assessing competencies, it is important for the program to examine what was missing that semester to ensure that scores return to a more consistent standard.
5. **Engagement with program alumni:** Alumni data indicates that there are a number of individuals willing to engage with the program and support students (e.g., talking in classes, mentoring, and supervising). The program needs to explore ways to capitalize on these offers of support to enhance the student experience and continue to connect with program alumni.