

Southern Adventist University
Graduate Studies in Professional Counseling

An Entry-level Counselor Preparation Program

Assessment Outcomes Report

School of Education and Psychology

Assessment System Office

December 2022

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Contact Information

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Graduate Studies in Professional Counseling

An Entry-level Counselor Preparation Program

Counseling Assessment Outcomes Report

December 2022 on Outcomes of 2021-2022

Program Objective and Outcomes

The objective of the MS in Professional Counseling program is to prepare graduates who demonstrate the following:

- Evidence of personal and professional dispositions essential for counseling practice;
- Evidence of the knowledge, skills, and practices necessary to implement ACA and/or ASCA professional standards for counseling practice in a multicultural and pluralistic society;
- Evidence of actively identifying with the counseling profession and having knowledge of current developments in the counseling field.

Operationally, the program objective breaks out into three outcomes, thus:

1. The program prepares graduates who demonstrate evidence of the personal and professional dispositions essential for counseling practice.
2. The program prepares graduates who demonstrate evidence of the knowledge, skills, and practices necessary to implement ACA and/or ASCA professional standards for counseling practice in a multicultural and pluralistic society.
3. The program prepares graduates who demonstrate evidence of actively identifying with the counseling profession and having knowledge of current developments in the counseling field.

The attainment of each outcome is assessed and monitored through the assessment system of the program.

Table 1. Program Outcome Objectives and Indicators for Each Outcome

Program Objective Outcomes	How Indicated
1. The program prepares graduates who demonstrate evidence of the personal and professional dispositions essential for counseling practice.	Assessments of professional conduct and dispositions
2. The program prepares graduates who demonstrate evidence of the knowledge, skills, and practices necessary to implement ACA and/or ASCA professional standards for counseling practice in a multicultural and pluralistic society.	Clinical observation assessments; key performance indicators for each of the eight core areas; indicators within dispositional and clinical observation assessments that focus on elements essential for practice in a multicultural and pluralistic society
3. The program prepares graduates who demonstrate evidence of actively identifying with the counseling profession and having knowledge of current developments in the counseling field.	Membership and participation in counseling organizations ACA and ASCA; presentation at conferences; research and research presentations. Site supervisor feedback; Alumni and employer surveys (employment in field, continued performance in the eight core areas)

Characteristics of Program Candidates and Faculty

While performance indicators in dispositional and clinical observation assessment monitor preparation to practice counseling in a multicultural and pluralistic society, the demographic composition of the student population and faculty provides the setting within which cultural competence is developed. Fall 2022 program candidates (N = 39) are from thirteen states and three international countries. Gender composition is predominately female (33, 85%). Racial composition is 47.5% white (19 white non-Hispanic) and 52.5% non-white, with Hispanic individuals (22.5%) and persons of color (15%) composing the greater part of the non-white group. Asians, Pacific Islanders, and persons of mixed race compose the remaining non-white student population. The 2021-22 completer group is distributed at 20% Hispanic and 60% white, with representation of black and those of mixed race.

By comparison, the university’s fall 2022 overall enrollment (N = 2,903) is 43.1% White (non-Hispanic), 56.9% non-white (including Hispanic).¹ The university’s fall 2022 graduate enrollment (N = 332) is 55.7% white (non-Hispanic). The U.S. Census QuickFacts² (July 2022) indicates the U.S. population of white alone, not Hispanic or Latino, is at 59.3%. Thus, the non-white population of the counselor education program is at a greater percent (52.5%) than that of the U.S. non-white population as a whole (40.7%).

¹ University InfoCenter, Enrollment by Ethnicity

² U.S. Census QuickFacts ([U.S. Census Bureau QuickFacts: United States](https://www.census.gov/quickfacts/))

Table 2. Race and Ethnic Identity of Program Students Compared

Race/Ethnicity Identity	Counselor Educ Prog F22		SAU Graduate Programs		Southern Adventist University		Hamilton County	U.S.
	#	%	#	%	#	%	%	%
Black or African American alone, percent	6	15.0%	50	15.1%	236	8.1%	19.0%	13.6%
American Indian and Alaska Native alone,	0	0.0%	1	0.3%	4	0.1%	0.6%	1.3%
Asian alone, percent	4	10.0%	19	5.7%	403	13.9%	2.2%	6.1%
Native Hawaiian and Other Pacific Islander alone, percent	1	2.5%	1	0.3%	7	0.2%	0.2%	0.3%
Two or More Races, percent	1	2.5%	10	3.0%	192	6.6%	2.1%	2.9%
Unknown	0	0.0%	3	0.9%	11	0.4%	0.0%	0.0%
Hispanic or Latino	9	22.5%	63	19.0%	799	27.5%	6.4%	18.9%
White alone, not Hispanic or Latino, percent	19	47.5%	185	55.7%	1251	43.1%	70.6%	59.3%
Totals	40	100%	332	100%	2903	100%	101%	102%

Source: SEP Assessment System Office; SAU InfoCenter, Enrollment by Ethnicity; U.S. Census QuickFacts ([U.S. Census Bureau QuickFacts: United States](https://www.census.gov/quickfacts/))

Among full-time faculty, the demographic composition is two white females, one black female, and one Cuban-American female. An adjunct who consistently teaches one to three classes each term is white male.

No data have been maintained to date on demographic representation among site supervisors.

Charts 1 through 4 illustrate the data of Table 1.

Chart 1. Racial and Ethnic Diversity: Counselor Education F22 Students and Southern Adventist University Graduate Programs Compared

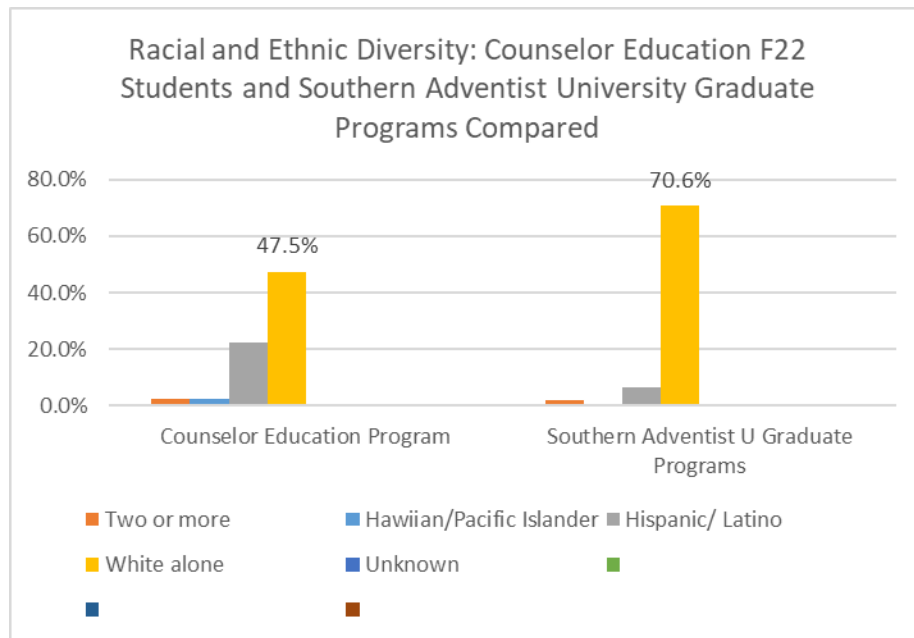


Chart 2. Racial and Ethnic Diversity: Counselor Education F22 Students and Southern Adventist University Compared

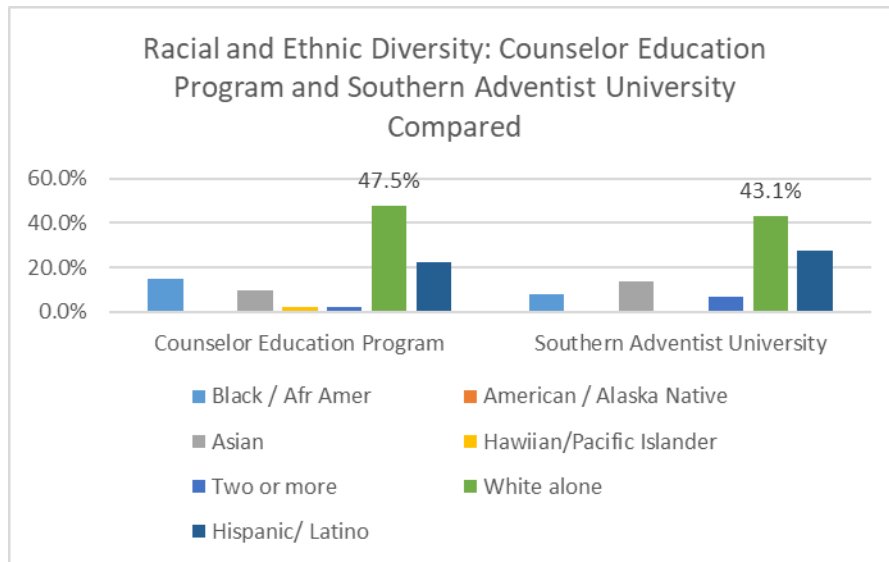


Chart 3. Racial and Ethnic Diversity: Counselor Education F22 Students and Hamilton County Compared

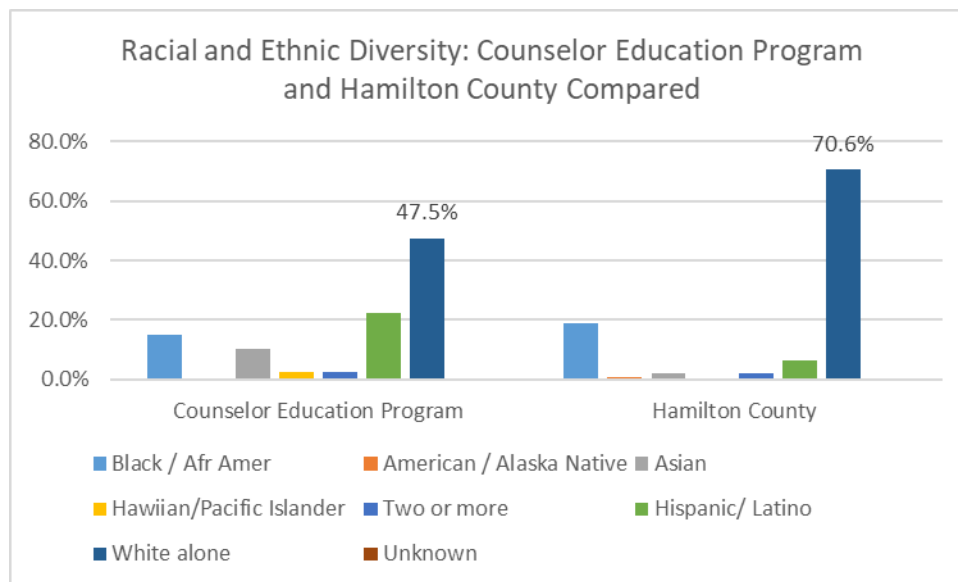
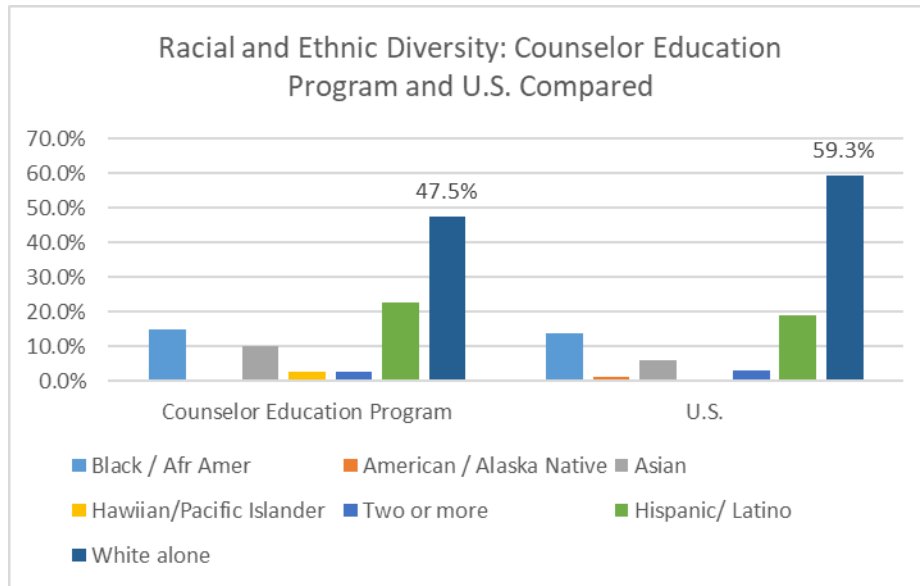


Chart 4. Racial and Ethnic Diversity: Counselor Education F22 Students and U. S. Population Compared



Candidate Learning Outcomes

Essential elements of professional conduct and disposition are monitored through two instruments:

- E-5a Student Semester Progress and Annual Review
- E-5b Field Professional Conduct and Disposition

The two instruments are alike except that the first is designed to be completed by faculty and contains some elements that can only be observed by faculty (e.g., measures of satisfactory academic progress) and the second is adapted for administration by site supervisors.

Clinical observation also uses two instruments:

- E-4 CMHC Evaluation of Candidate’s Clinical Practice
- E-4 SC Evaluation of Candidate’s Clinical Practice

Many of the performance indicators of the two E-4 instruments are the same except where wording is specific to clients vs. students; other indicators are specific to one or the other of the two entry-level specialties. Aggregation of assessment results permits combining those indicators that address both specialty areas.

The key performance indicators (KPIs) incorporate selected performance indicators from the E-4 and E-5 forms along with course-based assessments and the comprehensive final—Counselor Preparation Comprehensive Exam (CPCE). Designated throughout the curriculum, KPIs use multiple measures at multiple points to monitor candidate achievement in each of eight core curricular areas and each of the specialty areas, Clinical Mental Health Counseling (CMHC) and School Counseling (SC).

Feedback from site supervisors, alumni, and employers further monitor the effectiveness of the preparation program, candidate learning outcomes, and the three program outcomes.

Monitoring Data in Support of Program Outcomes

Outcome 1

1. *The program prepares graduates who demonstrate evidence of the personal and professional dispositions essential for counseling practice.*

Results of the E-5b Field Professional Conduct and Disposition Assessment are reported in support of this outcome. The E-5a is used every semester by faculty and the E-5b every term in which a student is in external practicum or internship to provide continual guidance in dispositional development. The final field assessment, as the culmination of their growth through the program, is reported in Tables 3 through 7, with the corresponding visual representation by Charts 5 through 9. An overall mean of 3.00 on an indicator is optimal, achieved when every individual candidate is rated at “Expectation-exceeded.” A rating of 2 indicates “Expectation-met,” and is acceptable; thus, a mean between 2.00 and 3.00 is something above “Expectation-met.”

Shaded rows indicate dispositions that can be considered particularly essential to effective practice in a multicultural and pluralistic society.

Table 3. Professional Conduct and Dispositions on 2021-22 Completers (Indicators # 1 – 7)

Professional Conduct & Dispositions	
as rated by external site supervisors at conclusion of Internship	
Rating options: 0 =Unacceptable; 1 =Developing; 2 = Expectation Met; 3 = Expectation Exceeded (possible response range of 0 - 3)	
Indicators 1 - 7 (N = 9, actual response range = 2- 3)	
Performance Indicator	Overall Mean
1. Genuineness, Empathy, and Interest in Others	3.00
2. Sensitivity to Others	3.00
3. Respect Autonomy	3.00
4. Cultural Sensitivity	3.00
5. Personal Wellness - Physical Health	2.80
6. Personal Wellness - Mental Health	2.70
7. Information into Practice	2.80

Chart 5. Professional Conduct and Dispositions on 2021-22 Completers (Indicators # 1 – 7)

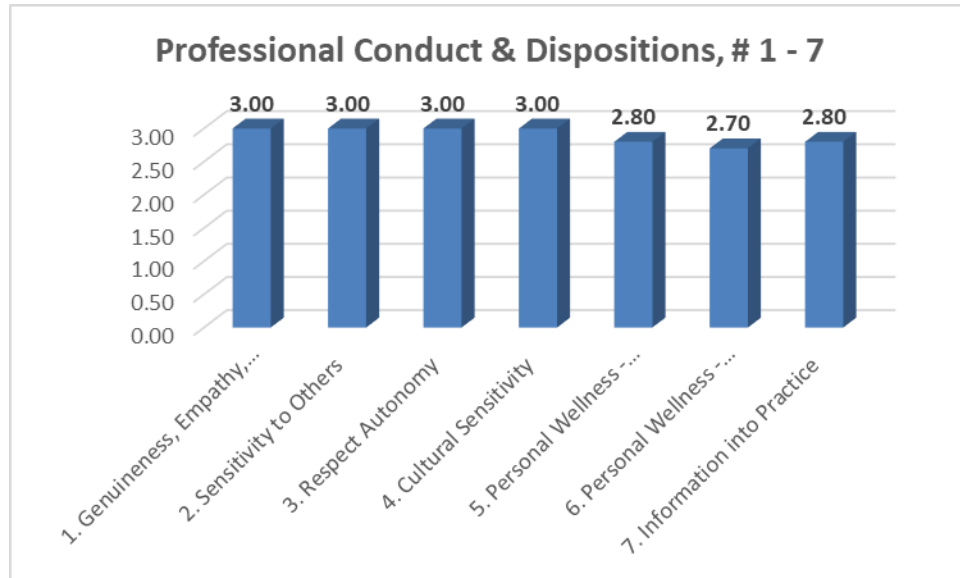


Table 4. Professional Conduct and Dispositions on 2021-22 Completers (Indicators # 8 – 14)

Professional Conduct & Dispositions	
as rated by external site supervisors at conclusion of Internship	
Ratings options: 0 =Unacceptable; 1 =Developing; 2 = Expectation Met; 3 = Expectation Exceeded (possible response range of 0 - 3)	
Indicators 8 – 14 (N = 9, actual response range = 2- 3)	
Performance Indicator	Overall Mean
8. Open-mindedness	2.80
9. Follow Procedures and Policies	2.90
10. Facilitate Learning	3.00
11. Willing to Adjust and Improve	3.00
12. Accept Supervision and Consultation	2.90
13. Awareness of Impact on Others	2.90
14. Maintain Objectivity	2.80

Chart 6. Professional Conduct and Dispositions on 2021-22 Completers (Indicators # 8 – 14)

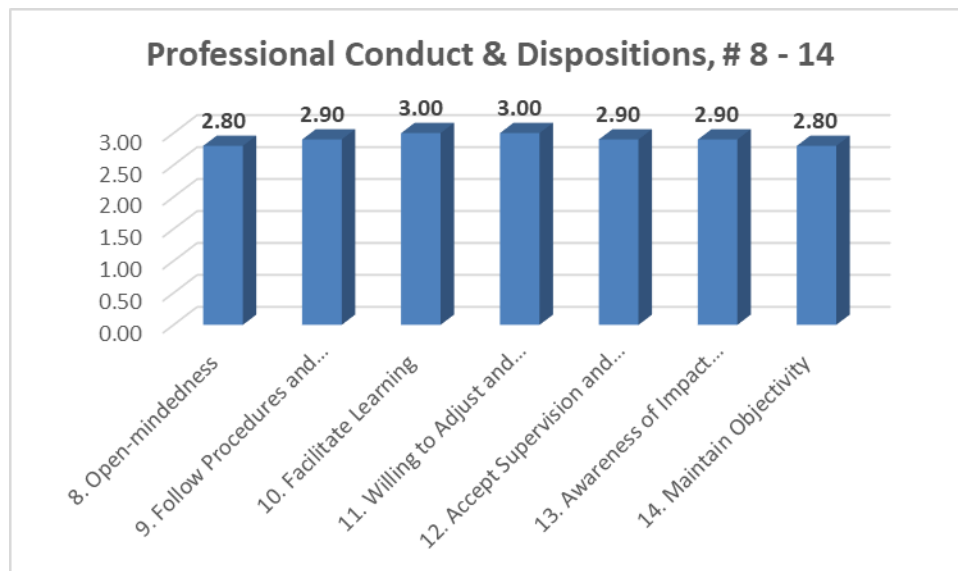


Table 5. Professional Conduct and Dispositions on 2021-22 Completers (Indicators # 15 – 21)

Professional Conduct & Dispositions	
as rated by external site supervisors at conclusion of Internship	
Ratings options: 0 =Unacceptable; 1 =Developing; 2 = Expectation Met; 3 = Expectation Exceeded (possible response range of 0 - 3)	
Indicators 15- 21 (N = 9, actual response range = 2- 3)	
Performance Indicator	Overall Mean
15. Maturity and Judgment	2.90
16. Accept Responsibility for Own Actions	3.00
17. Manage Own Issues	2.90
18. Demonstrate Integrity	2.90
19. Use of Constructive Feedback	2.90
20. Self-reflection	2.90
21. Accuracy and Truthfulness	2.90

Chart 7. Professional Conduct and Dispositions on 2021-22 Completers (Indicators # 15 – 21)

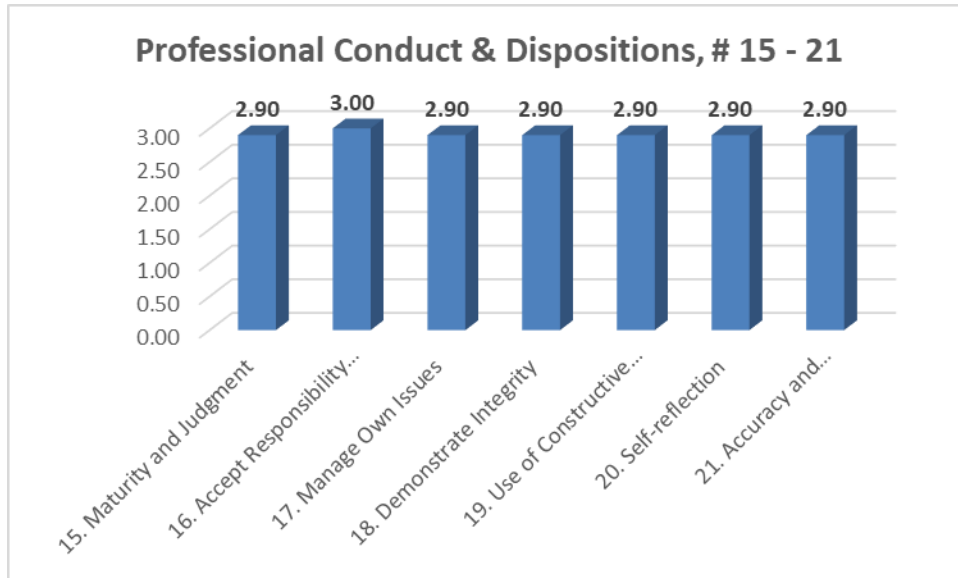


Table 6. Professional Conduct and Dispositions on 2021-22 Completers (Indicators # 22 – 28)

Professional Conduct & Dispositions	
as rated by external site supervisors at conclusion of Internship	
Ratings options: 0 =Unacceptable; 1 =Developing; 2 = Expectation Met; 3 = Expectation Exceeded (possible response range of 0 - 3)	
Indicators 22 - 28 (N = 9, actual response range = 2- 3)	
Performance Indicator	Overall Mean
22. Respect Interpersonal Boundaries	2.90
23. Aware of Personal Beliefs	3.00
24. Professional Identity	2.90
25. Respect Privacy	3.00
26. Maintain Ethical Guidelines	3.00
27. Professional Growth	2.90
28. Prioritization of Interests	2.80

Chart 8. Professional Conduct and Dispositions on 2021-22 Completers (Indicators # 22 – 28)

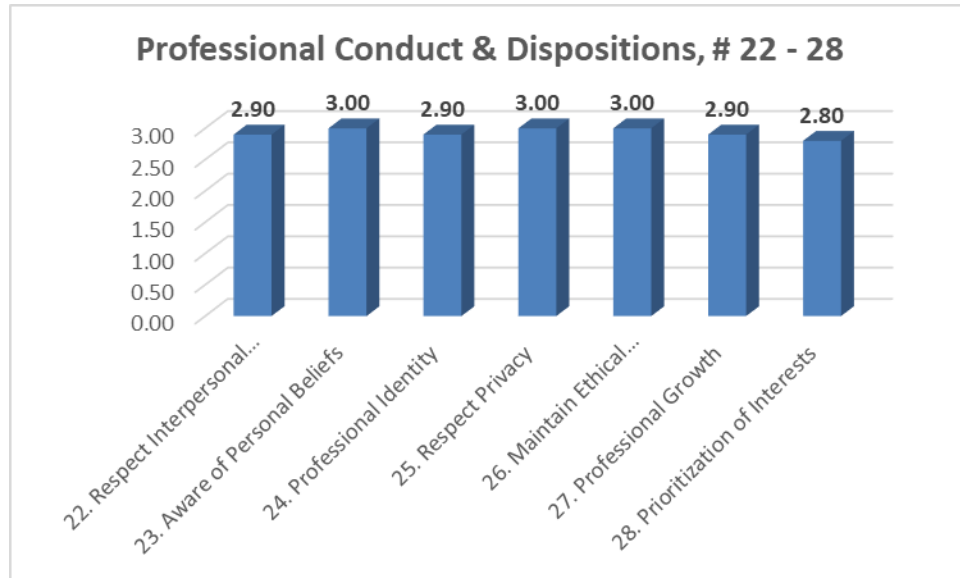
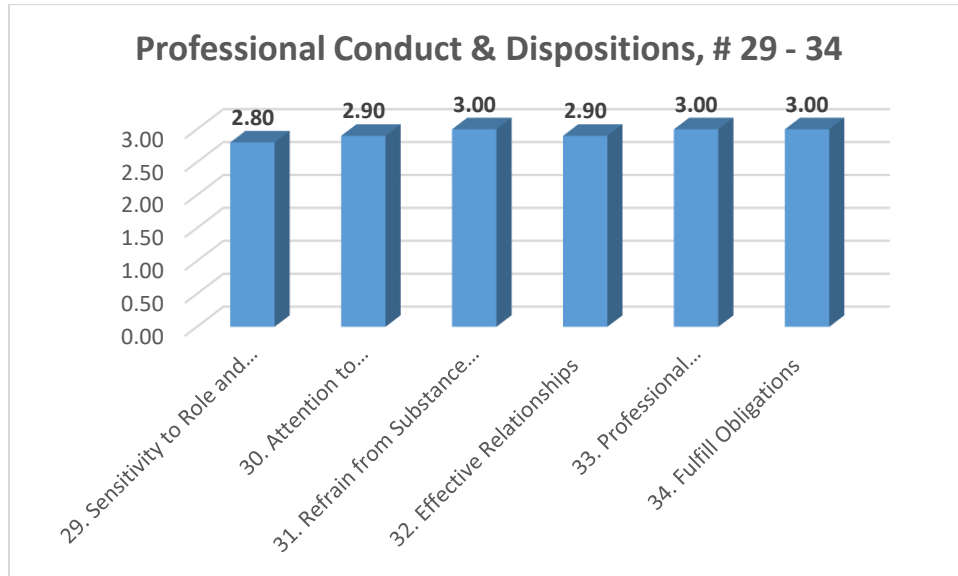


Table 7. Professional Conduct and Dispositions on 2021-22 Completers (Indicators # 29 – 34)

Professional Conduct & Dispositions	
as rated by external site supervisors at conclusion of Internship	
Rating options: 0 =Unacceptable; 1 =Developing; 2 = Expectation Met; 3 = Expectation Exceeded (possible response range of 0 - 3)	
Indicators 29 - 34 (N = 9, actual response range = 2- 3)	
Performance Indicator	Overall Mean
29. Sensitivity to Role and Dynamics	2.80
30. Attention to Professional Appearance	2.90
31. Refrain from Substance Abuse	3.00
32. Effective Relationships	2.90
33. Professional Communication	3.00
34. Fulfill Obligations	3.00

Chart 9. Professional Conduct and Dispositions on 2021-22 Completers (Indicators # 29 – 34)



Data Set for Tables 3 - 7/Charts 4 - 9: E-5b F21 onward.sav (O:\SPSS\SPSS databases\Tracking\counseling\E-5)

Observations: Site supervisors (at conclusion of internship) rated all candidates at Expectation-Exceeded on 13 of the 34 performance indicators. Nine items received one rating at Expectation-met, six received two, and one (“Personal Wellness-Mental Health”) received three ratings at Expectation-met.

These results inform the continuing attention faculty give to supporting all candidates in attaining expectations in all aspects of professional conduct and disposition.

Outcome 2

- The program prepares graduates who demonstrate evidence of the knowledge, skills, and practices necessary to implement ACA and/or ASCA professional standards for counseling practice in a multicultural and pluralistic society.*

First, key performance indicators (KPI) for each of the eight core areas are presented in support of outcome 2. KPIs incorporate multiple assessments in areas of knowledge, skills, and dispositions over points through the program of study.

Second, the full set of results from the clinical observation instruments for CMHC and SC are presented (E-4 CMHC and E-4-SC, Evaluation of Candidate’s Clinical Practice). As with the disposition assessments, these instruments are used at multiple points to provide guidance to candidates as they develop their knowledge and practice skills. The results summarized here reflect the ratings by site supervisors at the conclusion of internship.

Key Performance Indicators for Completers of 2021-2022

Table 8. Core Areas and Key Performance Indicator Statements

Professional Counseling Identity Core Area	Key Performance Indicator
1. Professional Orientation and Ethical Practice	1. Students will understand ethical standards of professional counseling organizations and credentialing bodies. They will demonstrate competency in application of ethical and legal considerations in professional counseling.
2. Social and Cultural Diversity	2. Students will demonstrate the knowledge, skills, and self-awareness to effectively counsel clients of various cultures and ethnicities.
3. Human Growth and Development	3. Students will demonstrate a thorough knowledge of the theories of normal and abnormal development, including personality, social and physical development, learning, and the effects trauma has on development.
4. Career Development	4. Students will demonstrate ability to: <ul style="list-style-type: none"> • Assess client abilities, interests, values, personality, and other factors that contribute to career development and • facilitate client skill development for career, educational, and lifework planning and management
5. Counseling and Helping Relationships	5. Students will demonstrate competent application of essential interviewing, counseling and case conceptualization skills.
6. Group Counseling and Group Work	6. The students will demonstrate thorough understanding of theoretical foundations of group counseling and group work.
7. Assessment and Testing	7. The students will understand assessment processes and will be able to evaluate and provide intervention based on IQ and achievement, personality, career, behavioral, and diagnostic assessments.
8. Research and Program Evaluation	8. The students will demonstrate knowledge and ability to conduct research, including the use of needs assessments and development of outcome measures, to evaluate counseling interventions and programs.

Table 9. Specialty Areas and Key Performance Indicator Statements

Specialty Areas	Key Performance Indicator
Specialty Area: Clinical Mental Health Counseling	9. Clinical Mental Health Counseling emphasis students will demonstrate competence in the diagnostic process, including differential diagnosis and the use of current diagnostic classification systems.
Specialty Area: Professional School Counseling	10. School Counseling emphasis students will demonstrate competence in the design and evaluation of a school counseling program

Summary of Course Assessments Data (KPI first point)

The course assessments typically represent point 1 of the sequential KPI assessments in each area. The point 1 assessments indicate candidate progress levels early in the program. The data of Table 10 are pictured in Charts 10 - 12, which follow.

Table 10. Summary of KPI Course Assessments

Course Assessments						
Area	Course	N 2021-22 completers ³	Possible Range	Actual Range 2021-22 completers	Mean 2020-21 completers	Mean 2021-22 completers
1. Professional Identity and Ethical Practice	COUN 537	9	0 - 3	2 - 3	2.13	2.44
2. Social and Cultural	COUN 561	10	0 - 3	2 - 3	2.50	2.50
3. Human Growth and Development	COUN 510	9	0 - 3	3 - 3	2.42	3.00
4. Career Development	COUN 516	9	0 - 3	2 - 3	2.75	2.56
5. Counseling and Helping Relationships	COUN 556 (KPI 5a) Case Conceptualization	9	0 - 3	2 - 3	2.17	2.78
	COUN 579 (KPI 5b) Interviewing and Counseling Skills	8	0 - 3	1 - 3	1.92	1.88
6. Group Counseling and Group Work	COUN 553	10	0 - 3	2 - 3	2.58	2.70
7. Assessment and Testing	COUN 530	9	0 - 3	2 - 3	2.29	2.44
8. Research and Program Evaluation	COUN 598	9	0 - 3	2 - 3	2.17	2.67
9. Diagnostic Procedures	COUN 521	10	0 - 3	1 - 3	2.14	2.70
10. School Counseling Program Design and Evaluation	COUN 577	5	0 - 3	2 - 3	2.17	2.20

Data Set: KPI_COURSE.sav (O:\SPSS\SPSS databases\Tracking\counseling\KPI)

³ Where the N is <10, one or more completers took the course prior to the establishment of the KPI. Five of the cohort were either Dual emphasis or School Counseling, hence the N of 5 in #10.

Chart 10. Course Assessments (Point 1) Results Overview

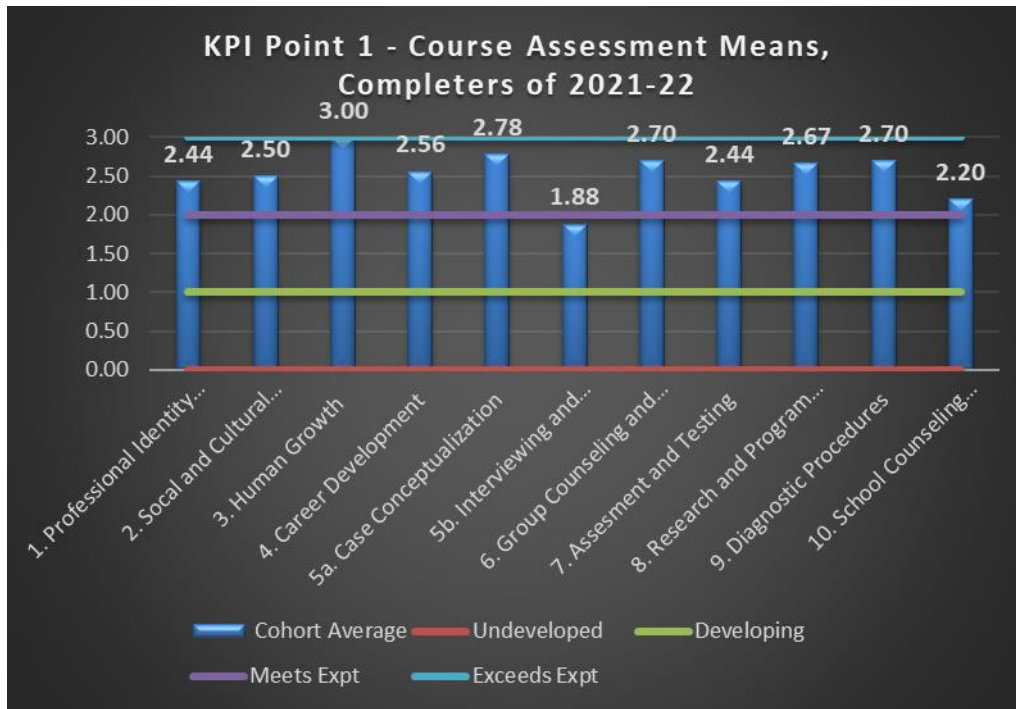


Chart 11. Course Assessments (Point 1), 2020-21 and 2021-22 Completer Means Compared (KPI 1 – 5)

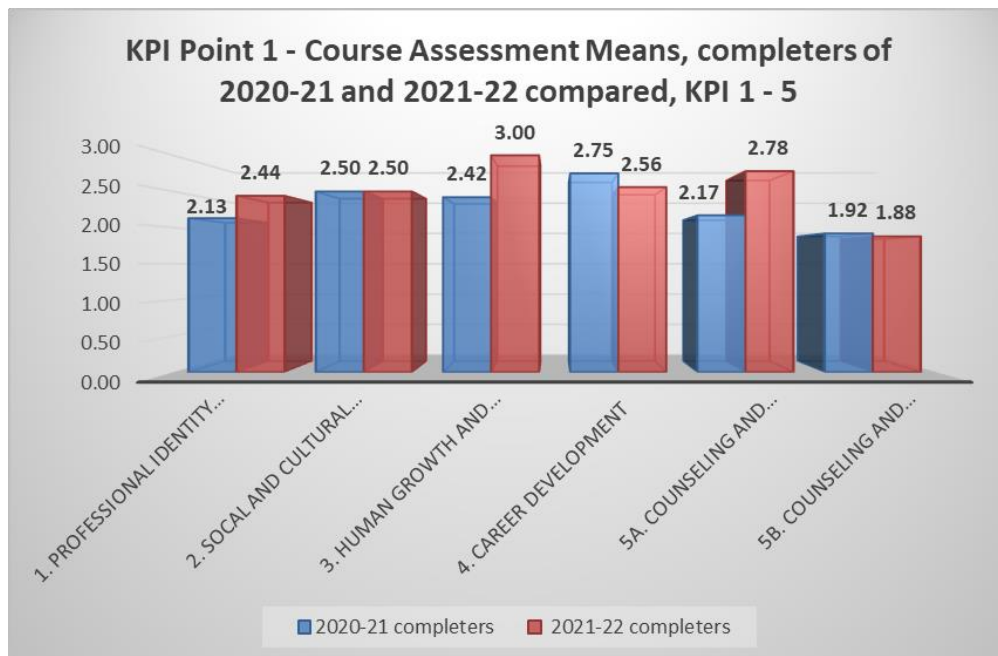
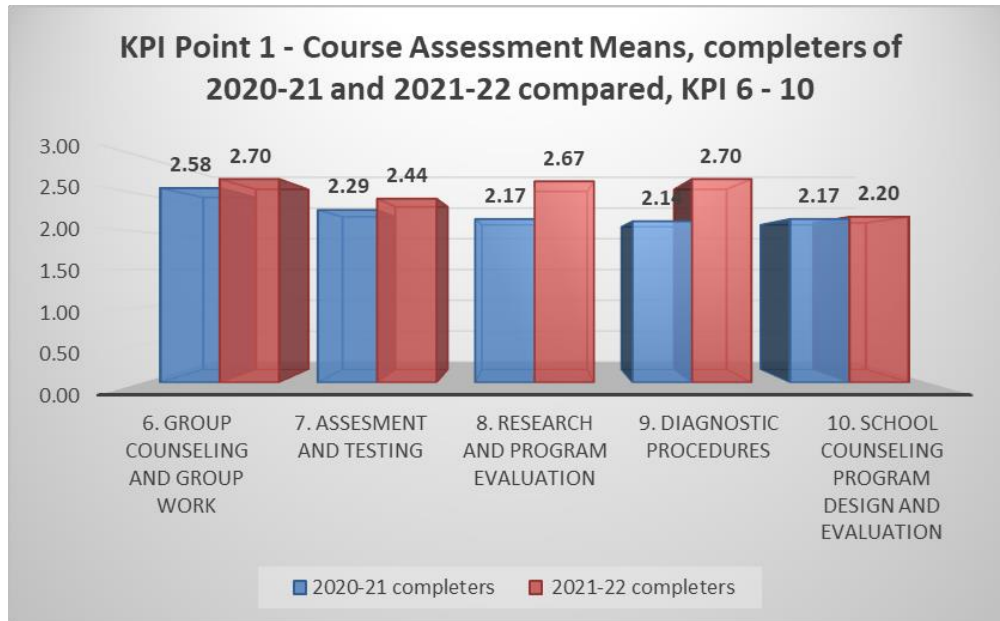


Chart 12. Course Assessments (Point 1) 2020-21 and 2021-22 Completer Means Compared (KPI 6 – 10)



Comment on Summary of Course Assessment Means (Table 10, Chart 10): One may observe from these results that the averages of the scores are close to or above Meets-expectation, even at the initial assessment point. The course assessments are unique to each course; there is no standardization of assessments among courses. As the first of multiple assessment points, the scores reflect candid observations of where the student is performing in each area early in the program; therefore, the low averages in some areas are not a negative reflection on the curriculum, but rather a starting point from which improvements are expected. For example, KPI 5b reflects the level of students in Practicum I, when they are just beginning to apply theories and practice techniques of counseling practice.

Summary of Clinical Observation Assessments (KPI midpoint)

The clinical observation assessments typically represent midpoints in the sequential KPI measures. The data of Table 11 are pictured in Charts 13 through 15.

Table 11. Clinical Observation Assessments Data

Clinical Observation Assessments
Points 2 & 3 for KPIs 1, 2, 3, 5, 6, 7, and 9
CMHC E-4 and SC E-4 at Conclusion of Practicum II and Clinical Internship II

Possible Range: 1 - 5⁴

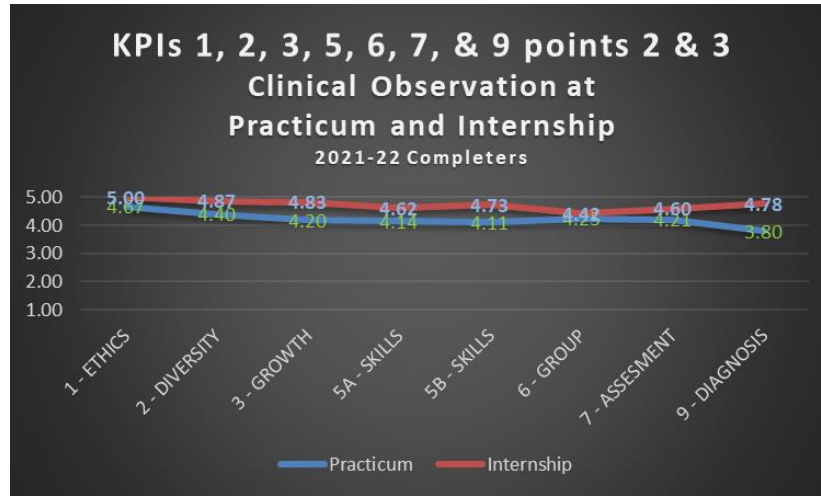
KPI	Point	N 2021-22 completers ⁵	Lo/Hi 2021-22 completers	Mean 2020-21 completers	Mean 2021-22 completers
KPI 1. Professional Orientation and Ethical Practice (CMHC 25/SC 36. Ethical Behavior)	Point 2.1	15	3/5	4.45	4.67
	Point 3.1	15	5/5	4.54	5.00
KPI 2. Social and Cultural Diversity (CMHC 9/SC 27. Diversity Competency)	Point 2.1	15	3/5	4.08	4.40
	Point 3.1	15	4/5	4.54	4.87
KPI 3. Human Growth and Development (CMHC 10/SC 9. Recognition of Normal and Abnormal Development)	Point 2	15	3/5	3.75	4.20
	Point 3	12	3/5	4.69	4.83
KPI 5(a). Counseling and Helping Relationships (KPI 5a: CMHC 14/SC 13. Theory-specific Case Conceptualization)	Point 2	14	3/5	3.67	4.14
	Point 3	13	3/5	4.58	4.62
KPI 5(b). Counseling and Helping Relationships (KPI 5b: CMHC 1,2,3,4,5;SC 2,3,4,5,6. Counseling and Interviewing Skills)	Point 2	12	3/5	4.12	4.11
	Point 3	13	3/5	4.78	4.73
KPI 6. Group Counseling and Group Work (CMHC 18/SC 21. Small Groups for Clients'/Students' Identified Needs or Interests)	Point 2	8	3/5	3.75	4.25
	Point 3	12	3/5	4.55	4.42
KPI 7. Assessment and Testing (CMHC 11/SC 10. Assessment)	Point 2	14	3/5	3.70	4.21
	Point 3	15	3/5	4.62	4.60
KPI 9. Specialty Area: Clinical Mental Health Counseling: Competence in Diagnosis (CMHC 5. Diagnostic Process)	Point 2	10	3/5	3.50	3.80
	Point 3	9	4/5	4.14	4.78

Data Set: KPI_2020_E4_CMHC_SC_Combined.sav (O:\SPSS\SPSS databases\Tracking\counseling\E-4)

⁴ Bloom's Taxonomy, 2001. 1 = Unacceptable; 2 = Understands; 3 = Applies; 4 = Analyzes and Evaluates; 5 = Creates

⁵ Why the N's greater than the number of completers (10)? Because those in dual emphasis had ratings in both CMHC and SC E-4. Items with N's lower than expected are due to either a failure of the assessor to rate the item ("unobserved") or to the individual having had the course and the assessment prior to use of the current instrument.

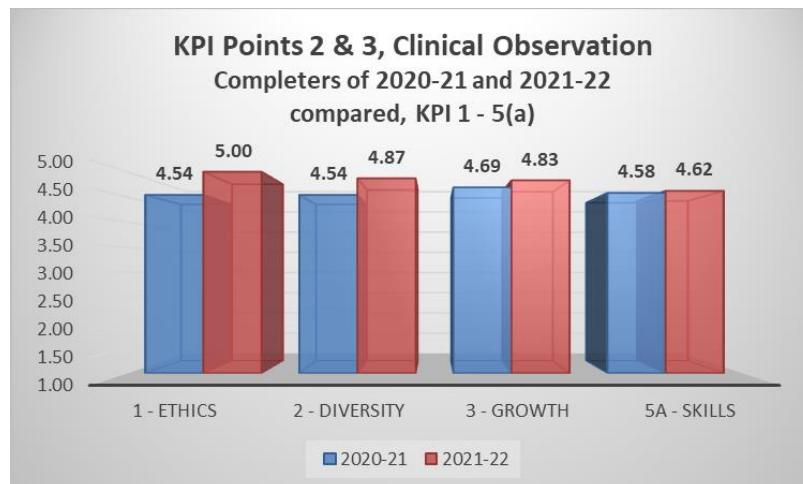
Chart 13. Clinical Observations Assessments Summary (Points 2a and 3a of Listed KPIs)



Data Set: KPI CourseAssm 2021-22 cptrs.xlsx; KPI_2020_E4_CMH_SC_Combined.sav (O:\SPSS\SPSS databases\Tracking\counseling\E-4)

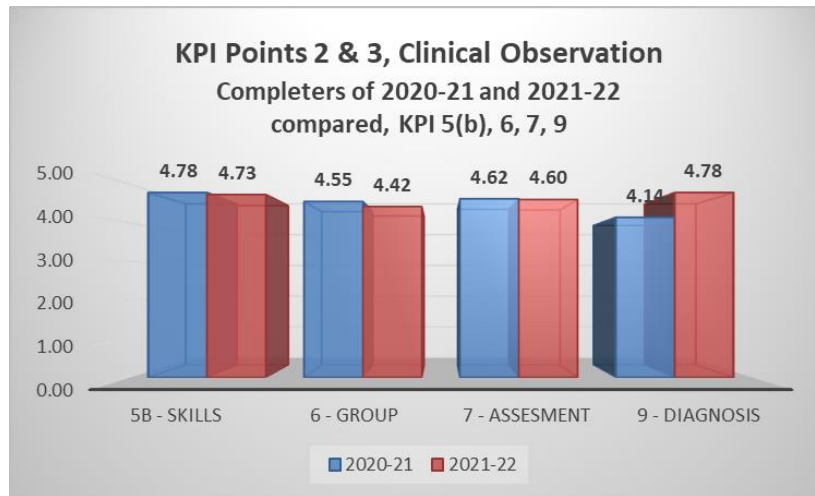
Comments on Clinical Observation Assessments (Table 11, Chart 13): Level 3 (3.00) is the minimum expected at conclusion of Practicum II. Levels 4 – 5 (4.00 – 5.00) are expected at the conclusion of Internship II. As would be expected, the Point 3–Exit averages tend to run higher than the Point 2–Midpoint averages. All of the averages meet expectations. Note that not all KPIs are represented in clinical observation. Career (KPI 4), Research and Evaluation (KPI 8), and School Counseling (KPI 10) are the exceptions.

Chart 14. Clinical Observations, Completers of 2020-21 and 2021-22 Means Compared (Points 2 and 3 of Listed KPIs): KPI 1 – 5(a)



Data Set: KPI CourseAssm 2021-22 cptrs.xlsx; KPI_2020_E4_CMH_SC_Combined.sav (O:\SPSS\SPSS databases\Tracking\counseling\E-4)

Chart 15. Clinical Observations, Completers of 2020-21 and 2021-22 Means Compared (Points 2 and 3 of Listed KPIs): KPI 5(b), 6, 7, 9



Data Set: KPI CourseAssm 2021-22 cptrs.xlsx; KPI_2020_E4_CMH_SC_Combined.sav (O:\SPSS\SPSS databases\Tracking\counseling\E-4)

Comment on 2020-21 vs. 2021-22 comparison: The mean ratings of the two years are similar, but for five of the eight indicators are slightly higher in 2021-22 completer group. No trend can be said to be observable in this short timeframe.

Summary of Dispositional Assessments Used in KPIs (2.2 and 3.2 of KPIs 1 and 2)

Table 12. Dispositional Assessments Summary, Completers of 2021-22, KPI 1 – Ethics (points 2.2 & 3.2)

KPI 1. Professional Orientation and Ethical Practice					
Rating scale: 0 = Unacceptable; 1 = Developing; 2 = Expectation Met; 3 = Expectation Exceeded					
E-5 Dispositions	Assessment	N	Possible Range	Actual Range	Mean
Item Committed Professional #3. <i>Understands and maintains the ethical guidelines for counselors as published by the profession.</i>	E-5b (KPI 1 point 2.2 - Midpoint)	9	0 - 3	3 - 3	3.00
	E-5b (KPI 1 point 3.2 – Exit)	10	0 - 3	3 - 3	3.00

Data Set: E-5b.sav (O:\SPSS\SPSS databases\Tracking\counseling\E-5)

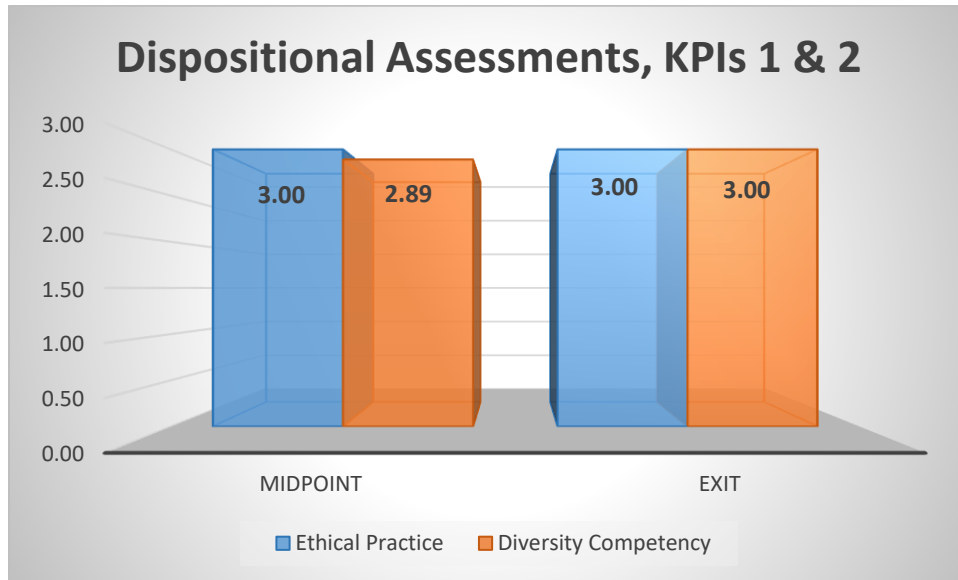
Table 13. Dispositional Assessments Summary, Completers of 2021-22, KPI 2 – Diversity (points 2.2 & 3.2)

KPI 2. Social and Cultural Diversity

E-5 Dispositions	Assessment	N	Possible Range	Actual Range	Mean
Item Caring Person #4. <i>Exhibits sensitivity to the individual and cultural identities of others and displays cultural competence by acting respectfully and skillfully in interactions with others.</i>	E-5b (KPI 2 point 2.2 - Midpoint)	9	0 - 3	2 - 3	2.89
	E-5b (KPI 2 point 3.2 - Exit)	10	0 - 3	3 - 3	3.00

Data Set: E-5b.sav (O:\SPSS\SPSS databases\Tracking\counseling\E-5)

Chart 16. Dispositional Assessments Summary (additional midpoint)



Comment on Dispositional Assessments Summary (Tables 12 & 13, Chart 16): A rating of 3 indicates Expectation-Exceeded; 2 indicates Expectation-Met. The means are high for both Ethics and Diversity Competency at midpoint and exit. These averages represent ratings given by site supervisors in clinical internship, at conclusion of practicum (midpoint) and conclusion of internship (exit).

Summary of CPCE Results (last point KPI assessment for core areas)

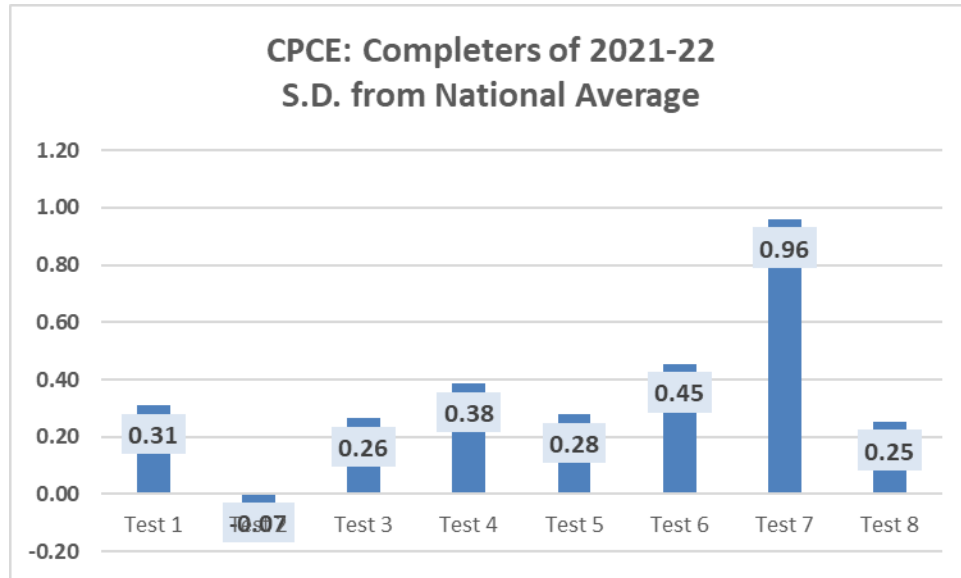
The completers of 2021-22 tested at four different test periods: W20, W21, F21, and W22. The analysis of these scores requires referencing the CPCE national averages and standard deviations of each of those testing periods. A z-score analysis is used to normalize the scores, i.e., show the +/- difference in standard deviations from the national average (which is represented as zero in z-score analysis).

Table 14. CPCE Results of 2021-22 Completers

Core Area	Average of Z-Scores for 2021-22 Completers
1. Professional Counseling Orientation and Ethical Practice	0.31
2. Social and Cultural Diversity	-0.07
3. Human Growth and Development	0.26
4. Career Development	0.38
5. Counseling and Helping Relationships	0.28
6. Group Counseling and Group Work	0.45
7. Assessment and Testing	0.96
8. Research and Program Evaluation	0.25

Data Set: SPSS KPI_CPCE.sav

Chart 17. CPCE Results of 2021-22 Completers



Comments on CPCE Summary (Table 14, Chart 17): As a group, the 2021-22 completers achieved averages above the national average except for one core area, Social and Cultural Diversity. In this area, the 2021-22 completers' average dips slightly below the national average. On review of this dip, faculty observed that a number of the students of this cohort (including all of the School Counseling emphasis candidates) were taking the supporting course, COUN 561 - Multicultural Issues in Counseling, during the term in which they are sat for the CPCE (winter term of 2nd program year). Thus, they would not yet have studied the entire course content. The curricular sequence has been rearranged so that candidates now will have completed all of their core classes before the term in which they take the CPCE.

Clinical Observation for Completers of 2021-2022

The observation instruments reported here are:

- E-4 CMHC Evaluation of Candidate's Clinical Practice
- E-4 SC Evaluation of Candidate's Clinical Practice

These instruments are similar and contain many performance indicators that can be combined in reporting, as they are here. Each also contains one or more items that are specific to the given entry-level specialty. The data are broken out into multiple tables with corresponding charts in the interest of readability.

The performance indicators for which there are corresponding elements in both instruments are shown first; indicators specific to CMHC or SC are presented second.

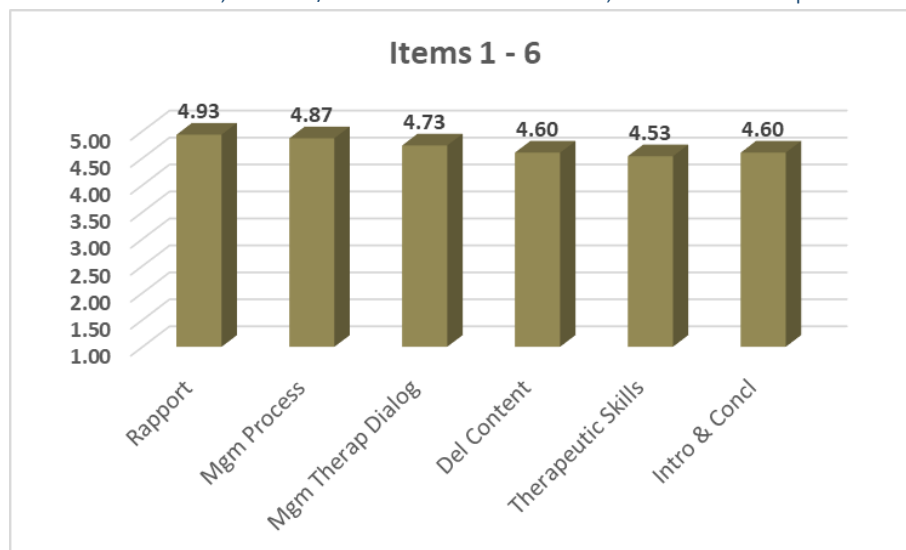
The numerical range of responses is 1 to 5, with 4 being acceptable at conclusion of internship and 5 being exemplary. Means should range from 4.00 to 5.00 at the juncture from which these results are derived.

Table 15. Clinical Observation, CMHC/SC Shared Items 1 - 6

Clinical Observation on Completers of 2020-2021 and 2021-2022, CMHC & SC Combined, Conclusion of Internship				
From Evaluation of Candidate's Clinical Practice E-4 CMHC & E-4 SC. Some performance indicators are shared between CMHC & SC; others are specific to CMHC or SC. Those indicators that correspond are listed first. Indicators specific to CMHC or SC are at the end.				
Possible range of responses: 1 - 5; minimum mean of 4.00 is expected at conclusion of Internship.				
CMHC/SC Shared Items 1 - 6				
#	E-4 Instrument Reference	Performance Indicator	Mean 2020-2021 completers Combined N=13	Mean 2021-2022 completers Combined N=15 ⁶
1	CMHC 1/SC 2	Rapport	4.85	4.93
2	CMHC 2/SC 3	Management of Process	4.62	4.87
3	CMHC 3/SC 4	Management of Therapeutic Dialog	4.77	4.73
4	CMHC 4/SC 5	Delivery of Content	4.85	4.60
5	CMHC 6/SC 6	Therapeutic Skills	4.54	4.53
6	CMHC 7/SC 7	Introduction & Summary	4.54	4.60

Data Set: KPI_2020_E4_CMHC_SC_Combined.sav (O:\SPSS\SPSS databases\Tracking\counseling\E-4)

Chart 18. Clinical Observation, CMHC/SC Shared Items 1 – 6, 2021-22 Completers



⁶ Five of the ten 2021-22 completers were dual emphasis and in the combined items would have ratings in both CMHC and SC. Hence the N of ratings (15) is greater than the number of 2021-22 completers (10).

Table 16. Clinical Observation, CMHC/SC Shared Items 7 – 12)

CMHC/SC Shared Items 7 -12				
#	E-4 Instrument Reference	Performance Indicator	Mean 2020-2021 completers Combined N=13	Mean 2021-2022 completers Combined N=15
7	CMHC 8/SC 8	Management of Emotions	4.54	4.80
8	CMHC 9 /SC 27	Diversity Competency	4.87	4.87
9	CMHC 10/SC 9	Recognition of Normal and Abnormal Development	4.62	4.83
10	CMHC 11/SC 10	Assessment	4.54	4.60
11	CMHC 12 /SC 11	Goal Setting	4.69	4.73
12	CMHC 13 /SC 12	Theoretical Congruence	4.58	4.67

Data Set: KPI_2020_E4_CMH_SC_Combined.sav (O:\SPSS\SPSS databases\Tracking\counseling\E-4)

Chart 19. Clinical Observation, CMHC/SC Shared Items 7 – 12, 2021-22 Completers

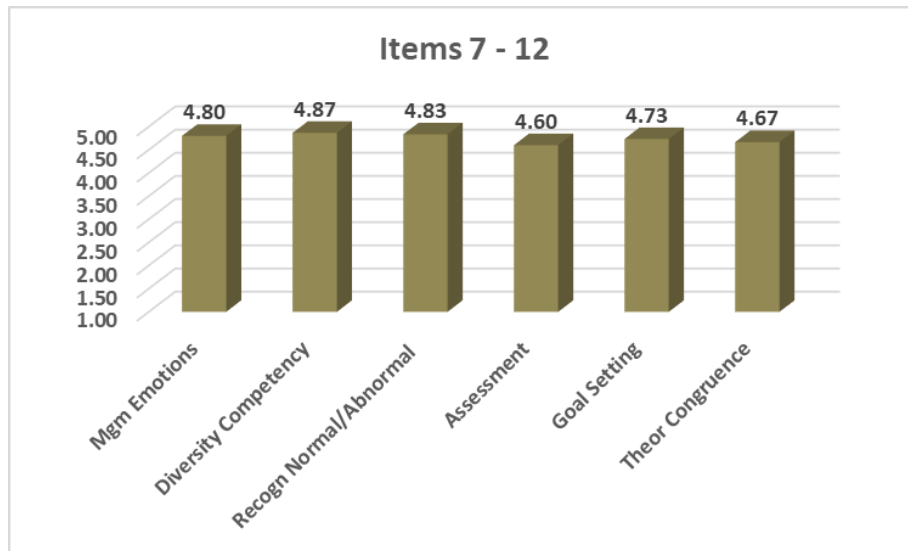


Table 17. Clinical Observation, CMHC/SC Shared Items 13 – 19

CMHC/SC Shared Items 13 - 19				
#	E-4 Instrument Reference	Performance Indicator	Mean 2020-2021 completers Combined N=13	Mean 2021-2022 completers Combined N=15
13	CMHC 14 /SC 13	Theory-specific Case Conceptualization	4.42	4.62
14	CMHC 15 /SC 14	Termination	4.77	4.69
15	CMHC 16/SC 15	Readiness for Crisis Intervention	4.31	4.33
16	CMHS 17/SC 16	Use of Referrals	4.45	4.57
17	CMHC 18/SC 21	Small Groups	4.50	4.42
18	CMHC 19/SC 30	Consultation with Other Professionals	4.58	4.73
19	CMHC 20/SC 31	Collaboration	4.62	4.87

Data Set: KPI_2020_E4_CMH_SC_Combined.sav (O:\SPSS\SPSS databases\Tracking\counseling\E-4)

Chart 20. Clinical Observation, CMHC/SC Shared Items 13 – 19, 2021-22 Completers

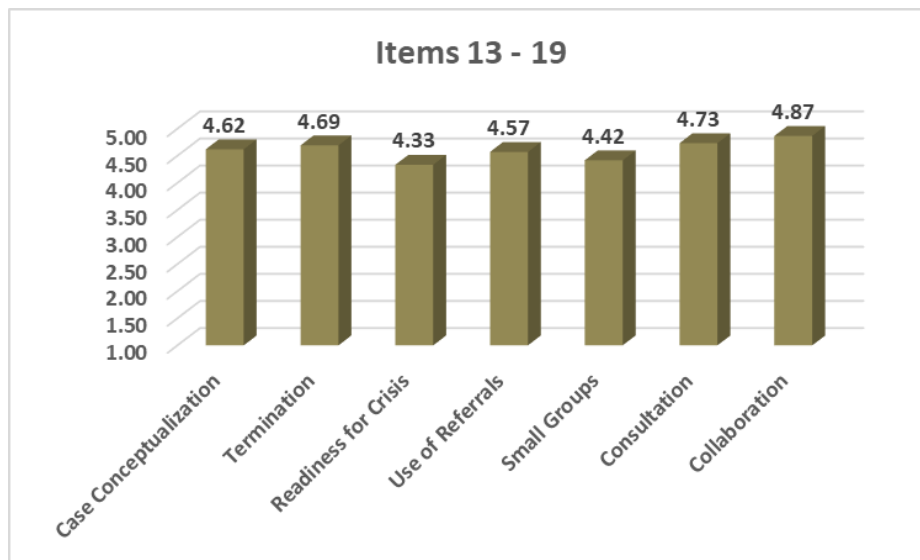


Table 18. Clinical Observation, CMHC/SC Shared Items 20 – 26

CMHC/SC Shared Items 19 - 24				
#	E-4 Instrument Reference	Performance Indicator	Mean 2020-2021 completers Combined N=13	Mean 2021-2022 completers Combined N=15
20	CMHC 21/SC 32	Teaming	4.54	4.80
21	CMHC 22 /SC 33	Self-Supervision of Counseling	4.62	4.93
22	CMHC 23 /SC 34	Follow-through with Tasks/Work	4.31	4.87
23	CMHC 24/SC 35	Attendance	4.62	4.87
24	CMHC 25/SC 36	Ethical Behavior	4.62	5.00
25	CMHC 26/SC 37	Growth Activities	4.54	4.80
26	CMHC 27/ SC 38	Use of Feedback	4.69	5.00

Data Set: KPI_2020_E4_CMH_SC_Combined.sav (O:\SPSS\SPSS databases\Tracking\counseling\E-4)

Chart 21. Clinical Observation Items 19 – 24, 2021-22 Completers

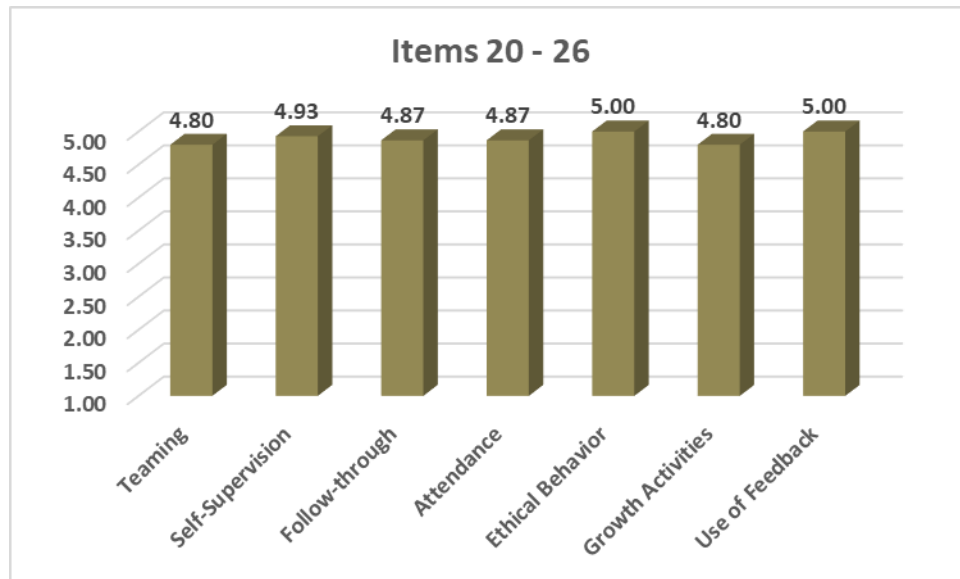


Table 19. Clinical Observation, CMHC/SC Specific Items 27 – 32

Items 27 - 32 (Specific to CMHC or SC)				
#	E-4 Instrument Reference	Performance Indicator	Mean 2020-2021 completers CMHC N = 7; SC N = 6	Mean 2021-2022 completers CMHC N = 10; SC N = 5
27	CMHC 5	Diagnostic Process	4.14	4.78
28	SC 1	Consultation with Parents or Guardians	4.50	4.80
29	SC 17	System and Techniques of Peer Facilitation	4.75	4.75
30	SC 18	Classroom Developmental Guidance Lessons	4.50	4.50
31	SC 19	Classroom Management	4.50	4.50
32	SC 20	Guidance Curriculum Development	4.40	4.80

Data Set: KPI_2020_E4_CMH_SC_Combined.sav (O:\SPSS\SPSS databases\Tracking\counseling\E-4)

Chart 22. Clinical Observation, CMHC/SC Specific Items 27 – 32, 2021-22 Completers

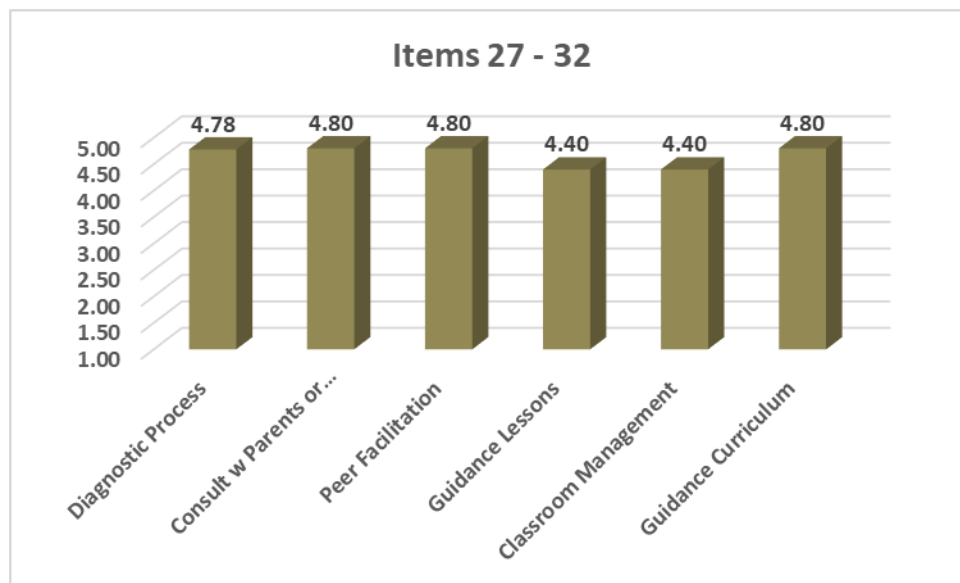


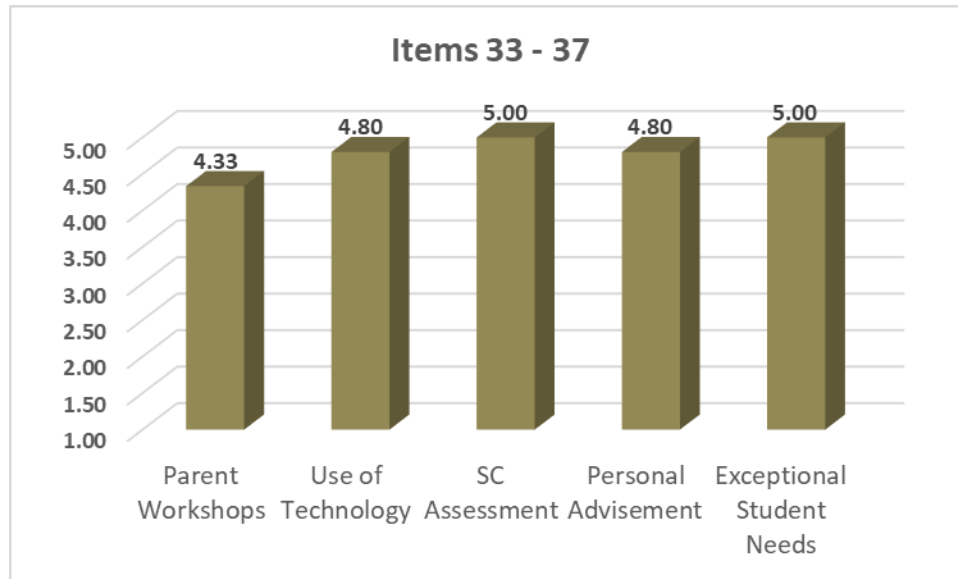
Table 20. Clinical Observation, SC Specific, Items 33 – 37

Items 33 - 37 (Specific to SC)				
#	E-4 Instrument Reference	Performance Indicator	Mean 2020-2021 completers SC N = 6	Mean 2021-2022 completers SC N = 5
33	SC 22	Parent Workshops and/or Informational Sessions	*	4.33
34	SC 23	Use of Technology to Enhance Communication and Student Learning	4.67	4.80
35	SC 24	School Counseling Assessment Instruments and System	4.33	5.00
36	SC 25	Personal, education and career advisement	4.80	4.80
37	SC 26	Exceptional Student Needs	4.40	5.00

Data Set: KPI_2020_E4_CMH_SC_Combined.sav (O:\SPSS\SPSS databases\Tracking\counseling\E-4)

*Not all candidates had opportunity to complete parent sessions, probably due to the schools' being preoccupied with the pandemic. The response N for this item in 2021 was too small for averaging.

Chart 23. Clinical Observation Items 33 - 37, 2021-22 Completers



Data set: Combined E-4 SC CMHC Cptrs of 20-21.xlsx. O:\Work for Faculty and Staff\AAHayden, E\Data2\Counseling\COUN E-4\CMHC 2020-2021

Comment: All items achieved an overall mean between 4.00 and 5.00, as expected at conclusion of internship.

Outcome 3

3. The program prepares graduates who demonstrate evidence of actively identifying with the counseling profession and having knowledge of current developments in the counseling field.

Results from surveys of site supervisors, alumni, and employers are presented in support of Outcome 3. All students held membership in either ACA or ASCA.

Site Supervisor Survey

Table 21 presents descriptive means on representative items from each of the eight common core areas, with one question on overall satisfaction with candidate preparation. Visual representation is given in Chart 24.

Table 21. Site Supervisor Feedback, 2021-2022

Site Supervisor Survey			
Descriptive Means on Representative Items from Each of the Eight Core Areas 2021-2022 (N = 13) Possible response range: 0 – 3*			
CACREP Reference	Item	Lo/Hi	Mean
2.F.1	Professional Orientation and Ethical Practice	2/3	2.77
2.F.2	Social and Cultural Diversity	2/3	2.85
2.F.3	Human Growth and Development	2/3	2.69
2.F.4	Career Development	2/3	2.67
2.F.5	Counseling and Helping Relationships	2/3	2.62
2.F.6	Group Counseling and Group Work	2/3	2.75
2.F.7	Assessment and Testing	1/3	2.62
2.F.8	Research and Program Evaluation	2/3	2.77
Satisfaction with preparation	Level of Satisfaction with overall preparation of candidate	2/3	2.62

*Response choices, 2.F.1 through 2.F.8: Not at All (0); Somewhat (1); Well (2); Exceptionally Well (3); response choices on satisfaction: Not pleased (0); Satisfied (1); Well satisfied (2); Very pleased (3).

Data Set: O:\SPSS\SPSS databases\Unit Evaluation\COUN Site Sprv Srv.sav

Chart 24. Site Supervisor Ratings



Comments on Supervisor Survey:

2.F.4: One supervisor had indicated “Not-at-all” (0) for a candidate on 2.F.4, the item pertaining to career development. All other ratings on the candidate were “Exceptionally-well” (3). When asked if the low rating suggested something the faculty need to attend to in the curriculum, the supervisor immediately said they had intended to mark the item “Not-observed” and asked that the rating be corrected accordingly (which is why the low rating is not reflected in Table 21).

2.F.7: One supervisor rated a candidate at “Somewhat” (1) in assessment of risk. In the same survey, the supervisor indicated she was “Very pleased” (3) with the overall preparation of the candidate. In the conversation with the faculty supervisor at the conclusion of the placement, this supervisor commented that they were pleased with the candidate and the progress demonstrated during the placement. In a subsequent placement, another supervisor rated the same candidate at “Exceptionally-well” (3) in assessment of risk, suggesting that the skill was being developed.

Otherwise, the site supervisor responses suggest a positive perception of candidate abilities in the eight core areas.

Alumni and Employer Studies

Alumni surveys track completers of the previous three years. The alumni survey sent in 2022 addressed completers of 2018-19, 2019-20 and 2020-21. The survey asks alumni to what extent the program prepared them for several representative standards taken from the core area lettered standards of 2016 CACREP 2.F. Charts 25 and 26 illustrate data from Table 22.

Table 22. Alumni Survey Responses, 2022 Survey of 2018-19, 2019-20, and 2020-21 Completers

How well did the program prepare you to apply knowledge and skills in these competencies?

Possible response range: 0 - 3*

CACREP Reference	Item	N	Response Range	Mean
2.F.1.c	Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	10	2/3	2.10
2.F.2.c	Multicultural counseling competencies	10	2/3	2.40
2.F.2.d	The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	10	1/3	2.30
2.F.3.a	Theories of individual and family development across the lifespan	10	1/3	2.20
2.F.3.c	Theories of normal and abnormal personality development	10	1/3	2.00
2.F.4.e	Strategies for facilitating client skill development for career, educational, and life-work planning and management	10	1/3	2.20
2.F.4.i	Methods of identifying and using assessment tools and techniques relevant to career planning and decision making	10	1/3	1.80
2.F.5.g	Essential interviewing, counseling, and case conceptualization skills	10	2/3	2.40
2.F.5.j	Evidence-based counseling strategies and techniques for prevention and intervention	10	1/3	2.10
2.F.6.a	Theoretical foundations of group counseling and group work	10	1/3	2.30
2.F.6.e	Approaches to group formation, including recruiting, screening, and selecting members	10	1/3	2.30
2.F.7.c	Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	10	1/3	2.20
2.F.7.e	Use of assessments for diagnostic and intervention planning purposes	10	0/3	1.80
2.F.8.a	Making use of research to advance the counseling profession, including critiquing research to inform counseling practice	10	1/3	2.10
2.F.8.e	Evaluation of counseling interventions and programs	10	1/3	2.10
Program prepared	In retrospect, the program prepared me well for the challenges of my work.	10	2/3	2.40
Would recommend	I would recommend this program of study to a friend who had career aspirations similar to mine.	10	2/3	2.50

*Response options, 2.F items: Not at all (0); Somewhat (1); Well (2); Exceptionally well (3). Last two items: Strongly disagree (0); Disagree (1); Agree (2); Strongly agree (3).

Data Set: Alum_Surv.sav. O:\SPSS\SPSS databases\Tracking\counseling\Alumni

Chart 25. Professional Orientation and Ethical Practice, Social and Cultural Diversity, Human Growth and Development, Career Development

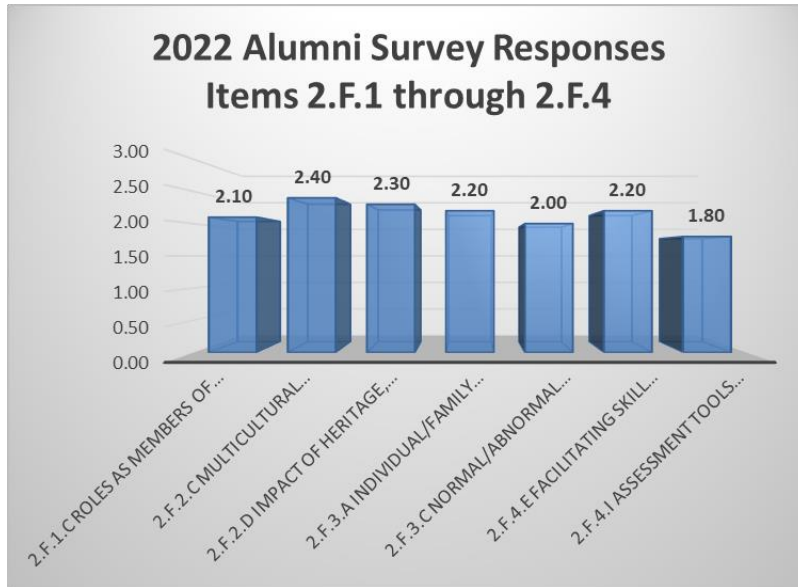
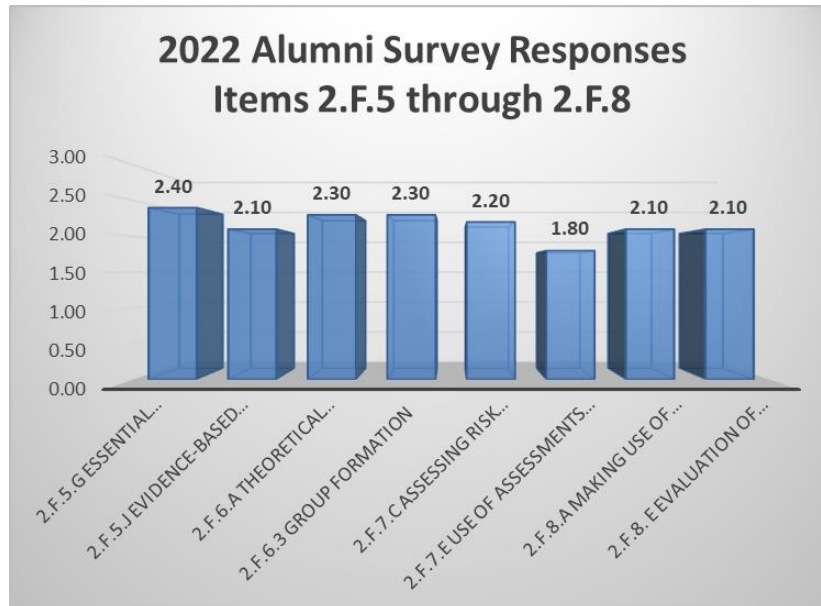


Chart 26. Counseling and Helping Relationships, Group Counseling and Group Work, Assessment and Testing, Research and Program Evaluation



Data Set: Alum_surv.sav; O:\SPSS\SPSS databases\Tracking\counseling\Alumni

Employers are difficult to identify and to engage, but the 2022 surveys secured responses from six of the eight contacted, a return of 75%. The results are presented as frequencies.

Table 23. Frequency: Responses to 2022 Survey of Employers of Completers of 2018-19, 2019-20, and 2020-21

Question	Response Frequencies				
	Exceptionally well	Well	Somewhat	Not at all	Total Responses by Standard
Employer: How well do you feel the counselor education program prepared this counselor in the following areas?					
2.F.1. Applications of ethical and legal considerations in professional counseling	5	1			6
2.F.2.c. Multicultural counseling competencies	4	2			6
2.F.3.c. Addressing normal and abnormal personality development	5	1			6
2.F.4.h. Facilitation of client skill development for career, educational, and life-work planning and management	4	1	1		6
2.F.5.g. Essential interviewing, counseling, and case conceptualization skills	4	2			6
2.F.6.a. Theoretical foundations (and/or practice) of group counseling and group work	4	2			6
2.F.7.c. Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	4	2			6
2.F.8.a. Use of research to advance the counseling profession, and/or critiquing research to inform counseling practice	3	3			6
Total Responses by performance level	33	14	1	0	48
Percentages	69%	29%	2%	0%	100%

Data Set: Empl_surv.sav. O:\SPSS\SPSS databases\Tracking\counseling\Employers. SurveyMonkey Counseling Employer surveys of 2022.

Comment on employer survey responses: A total of 98% of the responses indicated the employers perceived that the counselors were well or exceptionally well prepared in the eight core areas.

Comments on alumni and employer responses: There are a number of concerning ratings in the alumni responses. A follow-up conversation took place with the individual who gave most of the “somewhat” ratings and the one “not-at-all” rating. For the “not-at-all” rating, he clarified that he would like to have learned about more available assessments and which ones his license would or would not allow him to administer. He searched them out after graduation. He also would like to know how to interpret results from assessments given by other professionals, which his license might not have authorized him to personally administer.

The faculty discussed this perception and made two observations. First, the assessment course (COUN 530) which was taken by this student was taught by an adjunct who was brought in on short notice to meet an emergent need and has not subsequently taught in the program. Second, it is impossible within a single course to cover all the assessments that are available. An overview of the most commonly used assessments is provided, and students are taught how to find assessments. Also, typically, the organization in which the completer is employed will determine assessments to be used based on the demographic served, and will provide orientation to those assessments.

In contrast to the less-than-positive ratings, the individual responded “Agree” and “Strongly agree,” respectively, on the satisfaction questions at the conclusion of the survey (“This program prepared me well for the challenges of my work” and “I would recommend this program of study to a friend who had career aspirations similar to mine”). A concluding written comment made by this individual is of interest:

- I do look back on my time there with favor and gratitude to ALL of the instructors, especially as it pertains to diagnostics, MSE, TP and pragmatic tools for practice. I say this due to a comparison of other programs and having now hired people from a variety of schools, I believe that Southern does have a good program overall, are there areas for growth, always, but I am very appreciative. Thanks guys.

Areas of strength mentioned by respondents:

- The staff kindness and openness
- Psychopathology, DSM criteria, MSE, Assessment training.
- Good professors
- Spiritual aspect
- Lots of discussion and practice opportunities, the care of the professors to give personally tailored education to each student, lots of room for self-reflection and checking in while learning the counseling profession specifics
- Great knowledgeable professors, strong work ethic, relevant academic and life skills

Areas for improvement mentioned by respondents:

- Research
- Utilizing instruments for practice and evaluation
- Organization/consistency
- For additional courses to take post grad to maintain license
- More work with the diagnosis process

The employer responses, interestingly, are positive. There was one exception to the “Well” and “Very well” responses; that one response of “Somewhat” was under 2.F.4, Facilitation of client skill development for career, educational, and life-work planning and management. The employer surveys are returned anonymously, so it is not possible to follow up with the individual respondent. However, the same respondent indicated they were “very pleased” with the preparation of the alum. Of the six respondents, two indicated “Adequately, consistently satisfied” and four indicated “Very pleased, would like to see more counselors of this competency level” on the item gauging overall satisfaction.

Summary with Respect to the Program Objective Outcomes

Outcome 1

1. The program prepares graduates who demonstrate evidence of the personal and professional dispositions essential for counseling practice.

Dispositional ratings by site supervisors at conclusion of Internship II show positive habits and practices reflective of personal and professional dispositions essential for counseling practice. For the 2021-22 completers, the 13 of the 34 dispositional performance indicators received all Expectation-exceeded; nine indicators received one rating at Expectation-met, six received two, and one received three ratings at Expectation-met (“Personal Wellness/Mental Health”). These results are considered to suggest that Outcome 1 was met for the 2021-22 cohort. Completers show evidence of personal and professional dispositions essential for counseling practice.

Outcome 2

2. The program prepares graduates who demonstrate evidence of the knowledge, skills, and practices necessary to implement ACA and/or ASCA professional standards for counseling practice in a multicultural and pluralistic society.

Both the KPIs and the clinical observations indicate that graduates demonstrate evidence of the candidates’ knowledge, skills, and practices necessary to implement ACA/ASCA professional standards.

Outcome 3

3. The program prepares graduates who demonstrate evidence of actively identifying with the counseling profession and having knowledge of current developments in the counseling field.

Site surveys, alumni surveys, and employer surveys combine to suggest that graduates actively identify with the counseling profession and, as practicing professionals, have knowledge of current developments in the counseling field. Alumni survey results point to some possible growth areas, but overall indicate alumni satisfaction.

Subsequent Program Modifications

Demographics and Recruiting

Referencing the numbers and demographics of the candidate population, recruiting measures continue to be taken toward increasing enrollment *and* achieving continued and greater diversity among candidates. Campus and community outreach activities, beyond providing needed services, are used as opportunities to convey the message that the counseling profession needs more counselors of color, as well as persons of other uniquely diverse characteristics. The diversity of our society demands counselors with whom the various potential clientele can identify, and whom the counselees know can identify with them. The message is being conveyed through posters and other marketing media, and through conversation where opportunity presents. Counseling students involved in these activities, along with faculty, are at the forefront in conveying the message to those served in outreach activities.

Learning Outcomes and CPCE

KPIs in core areas had positive results, with expected growth in knowledge and skills across the sequential assessment points. The CPCE results for this group on average was above the national average except for core identity area two, Social and Cultural Diversity, where the mean was only slightly below the national average.

Action: Faculty observed that School Counseling students were in process of taking the supporting course at the time they took the CPCE. With the change to a 60-hour program of study for School Counseling, the curricular sequence has been arranged so that all candidates now complete all core courses prior to the term in which they take the CPCE.

The fact that candidates consistently pass the NCE suggests that their preparation is more consistent than is reflected in some individuals' performance on the CPCE. This observation has led the program to consider factors in the testing environment. The CPCE is administered on campus, rather than having candidates go to an external testing center. On-campus administration under the oversight of PearsonVue costs the candidates considerably less than external testing, and allows them the comfort of familiar surroundings. However, there have been problems in use of the technology lab, a bank of computers that is within the computer network of the university and subject to frequent updates or campus-wide applications that interfere with the browser lock necessary for secure testing. The too-frequent frustrations of being interrupted in the course of the timed assessment may well have had an effect on the performance of the candidates.

Action: The program will either start sending candidates to an external, designated testing center or establish a bank of computers that are detached from the campus system, so that testing will not be interrupted. Work is currently underway in collaboration with university Information Technology personnel to establish such a bank of computers.

Feedback from Site Supervisors, Alumni, and Employers

Feedback through site supervisor and employer surveys has been positive. Alumni feedback is mixed, with the same items being rated highly and not-so-highly by various alumni. It is observed that most of the concerning feedback is from the completers of 2018-19 (third year out), and centered on courses taught by faculty who have subsequently moved on to other employment or retirement. Current faculty teaching those courses can verify that the problems as perceived by alumni are already addressed.

Continued surveys of site supervisors, alumni for each of past three years, and employers of alumni for each of the past three years will provide ongoing monitoring.

Substantial Program Changes

Digital Delivery

Prior to 2020, Graduate Studies in Professional Counseling at Southern Adventist University occasionally used online delivery for selected courses. With the COVID-19 pandemic during the winter term of 2020, the program along with the rest of the university made a rapid transition to digital delivery. Selected faculty secured training in TeleMental Health, so that they could effectively supervise practicum and internship candidates who were suddenly transitioned to digital modes of service.

Interestingly, enrollment grew as prospective applicants realized they could matriculate through the mode of digital delivery. Given this observation, the return to in-person status was accompanied with continued digital delivery modes. With campus and program supports in place for students participating in online courses, a request for substantive change has been presented and is under review by CACREP.

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