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 2021

(Revisited February 2022)

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Contents

Contact Information

The Counseling Outcomes Assessment Report is compiled by the School of Education and Psychology Unit Assessment System Manager, with support from the Counseling Assessment Committee.

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Graduate Studies in Professional Counseling

An Entry-level Counselor Preparation Program

Counseling Assessment Outcomes Report

February 2022 on Outcomes of 2020-2021

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; dispositional and practice indicators within dispositional and clinical observation assessments that focus on dispositions and practices 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. Program candidates are from twelve states and two international countries. Gender composition is predominately female (90%). Racial composition is 55% white and 45% non-white, with Hispanic individuals (25%) and persons of color (17%) composing the greater part of the non-white group. Asians and persons of mixed race are represented. The 2020-21 completer group is distributed at 34% Hispanic, 25% Asian, 25% White, with representation of Black and those of mixed race.

Faculty demographic composition is two white females, one black female, and one Cuban-American female. An adjunct who typically teaches one to three classes each term is white male.

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

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 2 through 6, with the corresponding visual representation by the charts. [1] An overall mean of 2.00 on an indicator is optimal, achieved when every individual candidate is rated at "Expectation-met."

   Shaded rows in particular state dispositions that are essential to effective practice in a multicultural and pluralistic society.

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[1] More details supporting this summary assessment are available on request.

Table 2. Professional Conduct and Dispositions on 2020-21 Completers (Indicators # 1 – 7)

Professional Conduct & Dispositions	
as rated by external site supervisors at conclusion of Internship	
Ratings: 0 - Unacceptable; 1 =Developing; 2 = Expectation Met (possible range of 0 - 2)	
Indicators 1 – 7 (N = 12, actual response range = 1 – 2)	
Performance Indicator	**Overall Mean**
1. Genuineness, Empathy, and Interest in Others	2.00
2. Sensitivity to Others	2.00
3. Respect Autonomy	2.00
4. Cultural Sensitivity	2.00
5. Personal Wellness - Physical Health	2.00
6. Personal Wellness - Mental Health	2.00
7. Information into Practice	1.92

Chart 1. Professional Conduct and Dispositions on 2020-21 Completers (Indicators # 1 – 7)

Table 3. Professional Conduct and Dispositions on 2020-21 Completers (Indicators # 8 – 14)

Professional Conduct & Dispositions	
as rated by external site supervisors at conclusion of Internship	
Ratings: 0 - Unacceptable; 1 =Developing; 2 = Expectation Met (possible range of 0 - 2)	
Indicators 8 – 14 (N = 12, actual response range = 1 – 2)	
Performance Indicator	**Overall Mean**
8. Open-mindedness	1.92
9. Follow Procedures and Policies	1.83
10. Facilitate Learning	2.00
11. Willing to Adjust and Improve	2.00
12. Accept Supervision and Consultation	2.00
13. Awareness of Impact on Others	1.83
14. Maintain Objectivity	1.92

Chart 2. Professional Conduct and Dispositions on 2020-21 Completers (Indicators # 8 – 14)
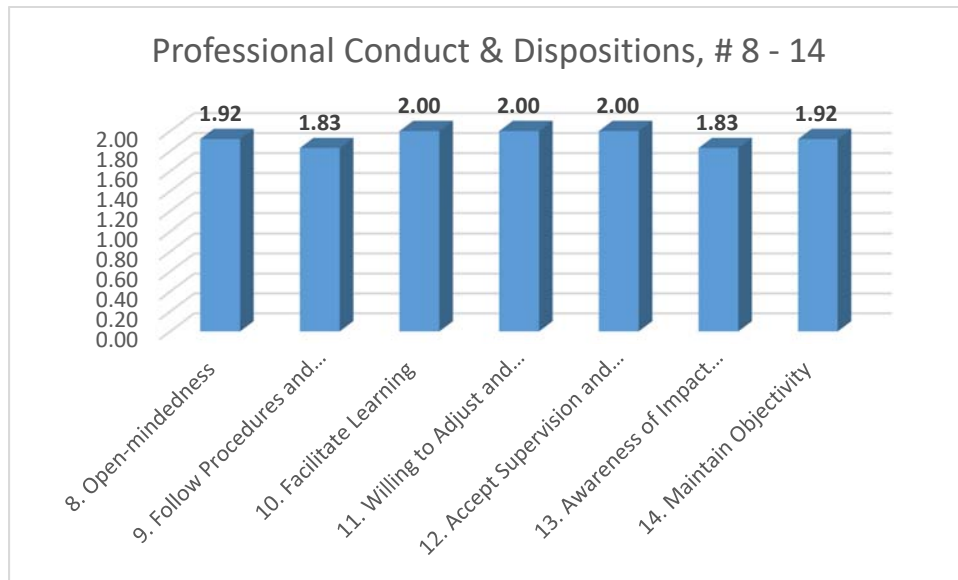
Table 4. Professional Conduct and Dispositions on 2020-21 Completers (Indicators # 15 – 21)

Professional Conduct & Dispositions	
as rated by external site supervisors at conclusion of Internship	
Ratings: 0 - Unacceptable; 1 =Developing; 2 = Expectation Met (possible range of 0 - 2)	
Indicators 8 – 14 (N = 12, actual response range = 1 – 2)	
Performance Indicator	**Overall Mean**
15. Maturity and Judgment	2.00
16. Accept Responsibility for Own Actions	2.00
17. Manage Own Issues	2.00
18. Demonstrate Integrity	2.00
19. Use of Constructive Feedback	2.00
20. Self-reflection	1.92
21. Accuracy and Truthfulness	1.92

Chart 3. Professional Conduct and Dispositions on 2020-21 Completers (Indicators # 15 – 21)
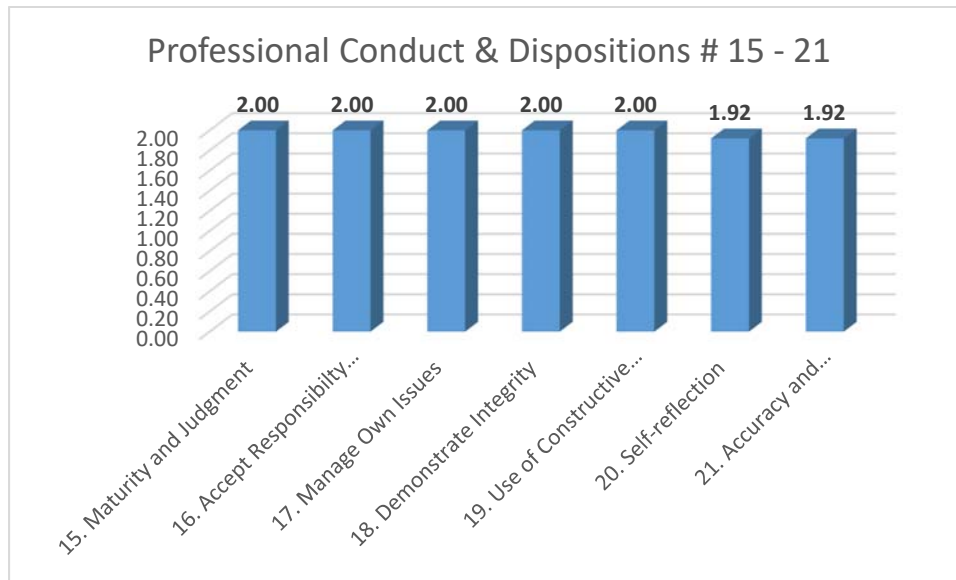
Table 5. Professional Conduct and Dispositions on 2020-21 Completers (Indicators # 22 – 28)

Professional Conduct & Dispositions	
as rated by external site supervisors at conclusion of Internship	
Ratings: 0 - Unacceptable; 1 =Developing; 2 = Expectation Met (possible range of 0 - 2)	
Indicators 22 – 28 (N = 12, actual response range = 1 – 2)	
Performance Indicator	**Overall Mean**
22. Respect Interpersonal Boundaries	2.00
23. Aware of Personal Beliefs	2.00
24. Professional Identity	1.83
25. Respect Privacy	2.00
26. Maintain Ethical Guidelines	2.00
27. Professional Growth	2.00
28. Prioritization of Interests	1.92

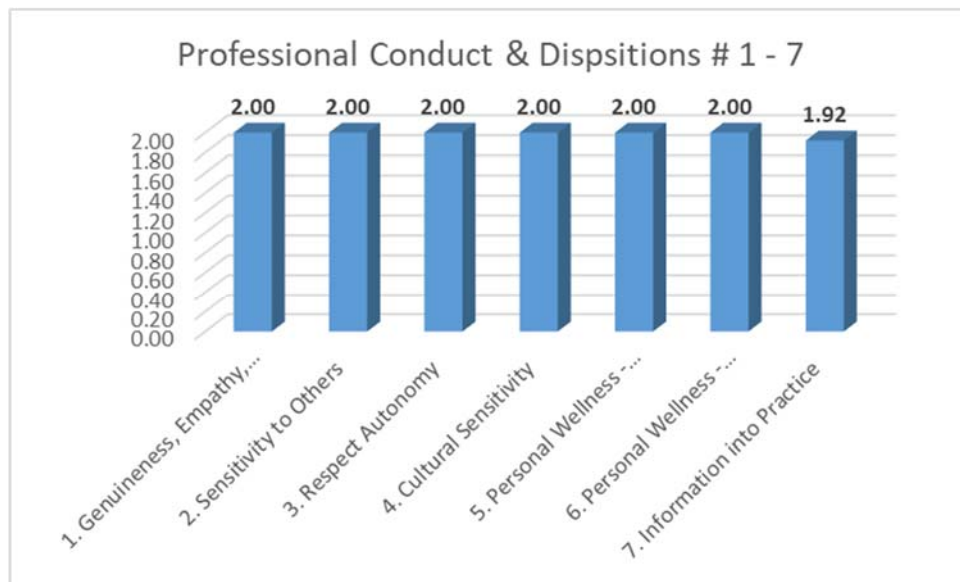Chart 4. Professional Conduct and Dispositions on 2020-21 Completers (Indicators # 22 – 28)
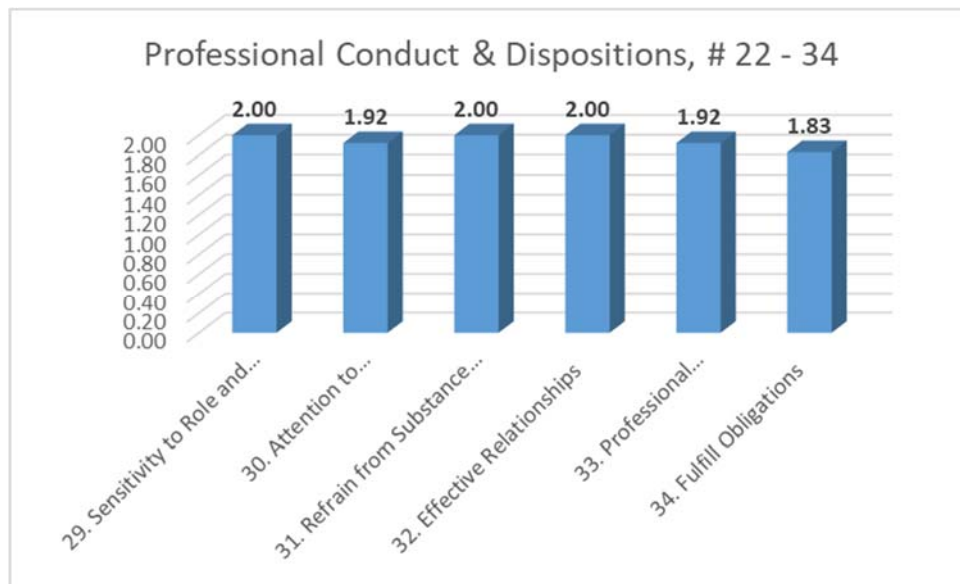
Table 6. Professional Conduct and Dispositions on 2020-21 Completers (Indicators # 29 – 34)

Professional Conduct & Dispositions	
as rated by external site supervisors at conclusion of Internship	
Ratings: 0 - Unacceptable; 1 =Developing; 2 = Expectation Met (possible range of 0 - 2)	
Indicators 29 – 34 (N = 12, actual response range = 1 – 2)	
Performance Indicator	**Overall Mean**
29. Sensitivity to Role and Dynamics	2.00
30. Attention to Professional Appearance	1.92
31. Refrain from Substance Abuse	2.00
32. Effective Relationships	2.00
33. Professional Communication	1.92
34. Fulfill Obligations	1.83

Chart 5. Professional Conduct and Dispositions on 2020-21 Completers (Indicators # 29 – 34)
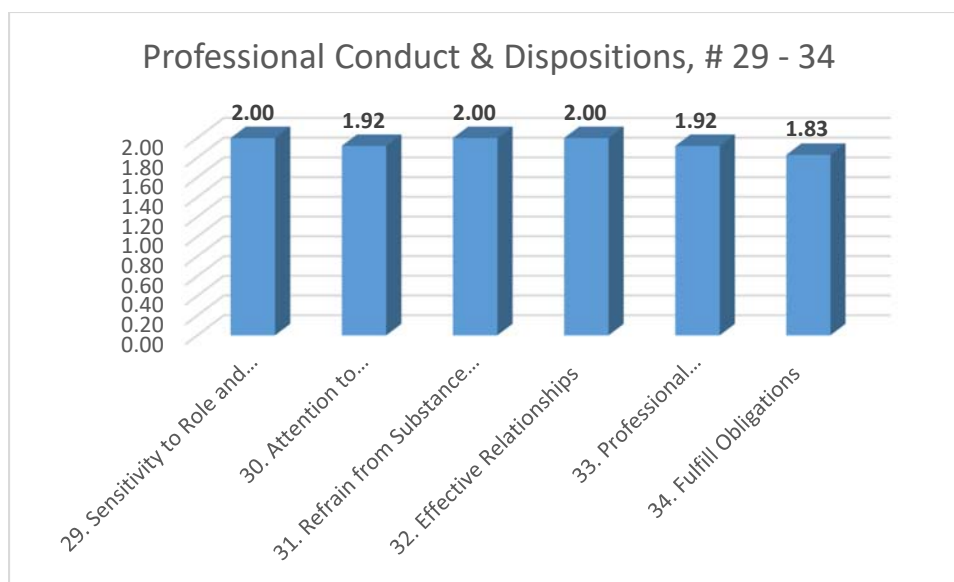
Data Set for Tables/Charts 2 - 6: E-5b 20-21 criterion means, latest student submission.xlsx. O:\Work for Faculty and Staff\AAHayden, E\Data2\Counseling\COUN E-5. Data pulled from Anthology Portfolio.

Observations: Site supervisors (at conclusion of internship) rated all candidates at Expectation-Met on 22 of the 34 performance indicators. Of the 12 performance indicators that fell below 2.00 overall, 8 were at 1.92 (one candidate was marked at developing) and 4 were at 1.83 (two candidates were marked at developing). The items that received as many as two ratings at developing were 9 – Follow

Procedures and Policies; 13 – Awareness of Impact on Others; 17 – Manage Own Issues; and 34 – Fulfill Obligations.

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

After review of these results, the Counseling Assessment Committee authorized and later approved a modification of the rubric to allow for four performance levels: Unacceptable, Developing, Expectation Met, and Expectation Exceeded. The adding of a level allows greater specificity in identifying where a student is performing and points candidates toward the ideal for which they should strive in professional conduct and disposition. The results of the 2021-22 study will reflect the modified rubric.

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.*

First, key performance indicators (KPI) for each of the eight core areas are the first presentation in support of outcome 2. KPIs incorporate multiple assessments in areas of knowledge, skills, and dispositions over points through the program of study. This report offers a summary of a more detailed study, which is available on request.

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 provided 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 2020-2021

Table 7. 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 (candidates) will demonstrate ability to: • 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 8. 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 9 is pictured in Chart 6, which follows.

Table 9 . Summary of KPI Course Assessments

Course Assessments					
Area	Course	N	Possible Range	Actual Range	Mean
1. Professional Identity and Ethical Practice	COUN 537	12	0 - 3	1 - 3	2.13
2. Social and Cultural	COUN 561	12	0 - 3	2 - 3	2.50
3. Human Growth and Development	COUN 510	12	0 - 3	1 - 3	2.42
4. Career Development	COUN 516	12	0 - 3	2 - 3	2.75
5. Counseling and Helping Relationships	COUN 556 (KPI 5a)	12	0 - 3	2 - 3	2.17
	COUN 579 (KPI 5b)	12	0 - 3	1 - 3	1.92
6. Group Counseling and Group Work	COUN 553	12	0 – 3	2 - 3	2.58
7. Assessment and Testing	COUN 530	12	0 - 3	1 - 3	2.29
8. Research and Program Evaluation	COUN 598	12	0 - 3	1 - 3	2.17
9. Diagnostic Procedures	COUN 521	7	0 - 3	2 - 3	2.14
10. School Counseling Program Design and Evaluation	COUN 577	6	0 - 3	2 - 3	2.17

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

Chart 6. Course Assessments (Point 1) Results Overview
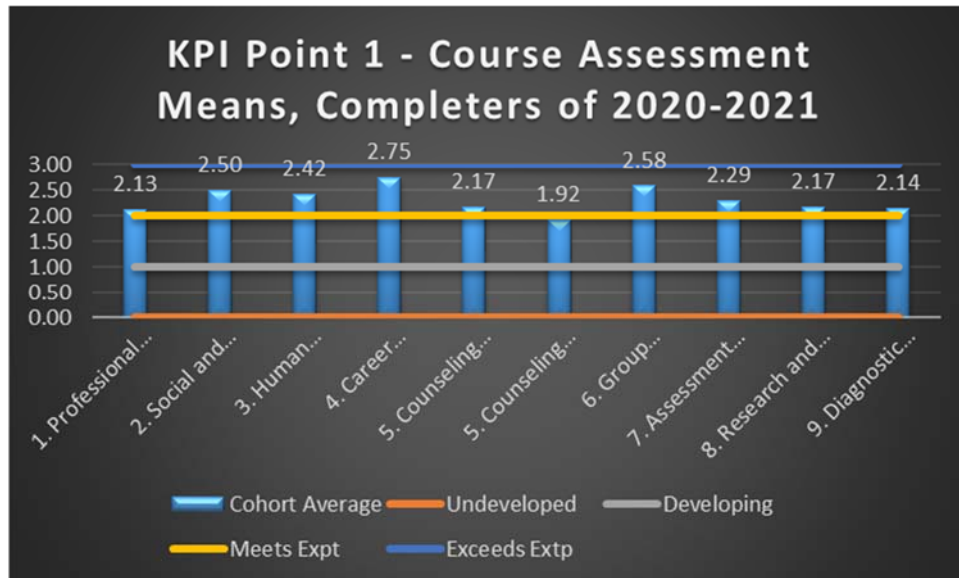
Comment on Summary of Course Assessment Means (Table 9, Chart 6): One may observe from these stats that the averages of the scores are close to or above Meets Expectation, even at the initial assessment point. The course assessments are unique to each course; there is no standardization of assessments 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.

Summary of Clinical Observation Assessments (KPI midpoint)

The clinical observation assessments typically represent midpoints in the sequential KPI measures. The data of Table 10 is pictured in Chart 7.

Table 10. Clinical Observation Assessments Data

Clinical Observation Assessments
Point 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 - 5[2]

KPI	Point	N	Lo/Hi	Mean
KPI 1. Professional Orientation and Ethical Practice (CMHC 25/SC 36. Ethical Behavior)	Point 2.1	11	3/5	4.45
	Point 3.1	13	3/5	4.54
KPI 2. Social and Cultural Diversity (CMHC 9/SC 27. Diversity Competency)	Point 2.1	12	3/5	4.08
	Point 3.1	13	3/5	4.54
KPI 3. Human Growth and Development (CMHC 10/SC 9. Recognition of Normal and Abnormal Development)	Point 2	8	3/5	3.75
	Point 3	13	3/5	4.69
KPI 5(a). Counseling and Helping Relationships (KPI 5a: CMHC 14/SC 13. Theory-specific Case Conceptualization)	Point 2	9	3/5	3.67
	Point 3	12	3/5	4.58
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
	Point 3	13	2/5	4.78
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
	Point 3	11	4/5	4.55
KPI 7. Assessment and Testing (CMHC 11/SC 10. Assessment)	Point 2	10	3/5	3.70
	Point 3	13	3/5	4.62
Specialty Area: Clinical Mental Health Counseling: Competence in Diagnosis (CMHC 5. Diagnostic Process)	Point 2	6	3/5	3.50
	Point 3	7	3/5	4.14

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

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

Chart 7. Clinical Observations Assessments Summary (Points 2 and 3 of Listed KPIs)
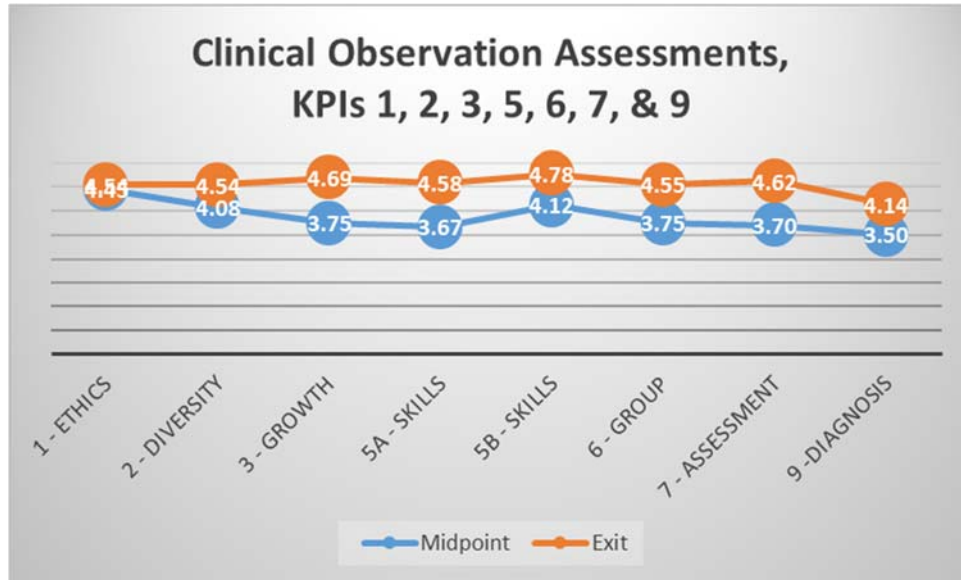
Comments on Clinical Observation Assessments (Table 10, Chart 7): Reference the corresponding table above. Level 3 (3.00) is the minimum expected at conclusion of Practicum II. Levels 4 – 5 (4.00 – 5.00) are expected at the conclusion of Internship II. As would be expected, the Point 3–Exit averages tend to run higher than the Point 2–Midpoint averages. All of the averages meet expectations.

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

Table 11. Dispositional Assessments Summary, KPI 1 – Ethics (points 2.2 & 3.2)

KPI 1. Professional Orientation and Ethical Practice

E-5 Dispositions	Assessment	N	Possible Range	Actual Range	Mean
Item Committed Professional #3. *Understands and maintains the ethical guidelines for counselors as published by the profession.*	E-5b (KPI 1 point 2.2)	12	0 - 2	0 - 2	1.67
	E-5b (KPI 1 point 3.2)	12	0 - 2	2 - 2	2.00

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

Table 12. Dispositional Assessments Summary, 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. *Exhibits sensitivity to the individual and cultural identities of others and displays cultural competence by acting respectfully and skillfully in interactions with others.*	E-5b (KPI 2 point 2.2)	12	0 - 2	1 - 2	1.83
	E-5b (KPI 2 point 3.2)	12	0 - 2	2 - 2	2.00

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

Chart 8. Dispositional Assessments Summary (additional midpoint)

Dispositional Assessments, KPIs 1 & 2
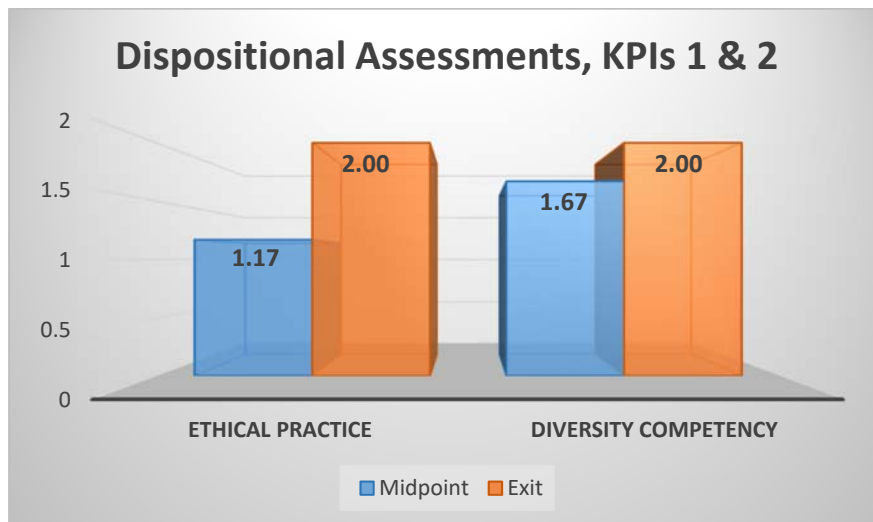
Comment on Dispositional Assessments Summary (Tables 11 & 12, Chart 8): One would certainly like for the last-point dispositional assessments in ethical practice and diversity competency (orange columns) to be at the highest rating on the rubric, as they are (Meets Expectation, 2.00). These last-point averages represent ratings given by site supervisors in clinical internship, close to program exit.

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

Table 13. CPCE Results of Winter 2021 Completers

(Based on the seven 2020-2021 completers who took the exam in winter 2021; in fall 2020 the CPCE was not available and we had develop a comprehensive exam; the two exams are not compatible for aggregating.)

	1 Ethics	2 Diversity	3 Growth	4 Career	5 Skills	6 Group	7 Assessment	8 Research
SAU Average	10.57	8.43	11.71	8.86	8	9.86	12	9.14
Nat Average	13.7	9.8	9.5	11.4	10.7	12.5	10	11.5
1 SD above Nat	16	12.2	11.8	14	13.3	15	12.5	14.1
1 SD below Nat	11.4	7.4	7.2	8.8	8.1	10	7.5	8.9

Data Set: SPSS KPI_CPCE.sav (filter: cmpl_yr = 9 AND assm_term = 76); National Average & S.D. are ETS data for the winter 2021 testing cohort.

Chart 9. CPCE Results of Winter 2021 Completers
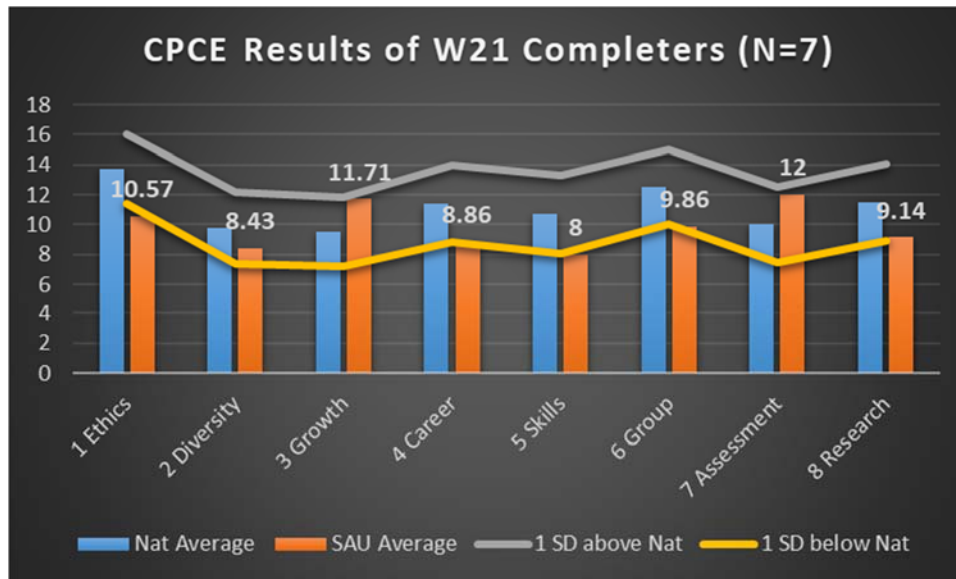
Comments on CPCE Summary (Table 7, Chart 4): Averages are of interest, although interpretation must be cautioned due to the low N (7). The Z-score distributions for each core area are presented in the full KPI data report available on request.

Clinical Observation

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 14. Clinical Observation on Completers of 2020-2021, CMHC & SC Combined (Items 1 – 6)

Clinical Observation on Completers of 2020-2021, CMHC & SC Combined			
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.			
Range of responses: 1 - 5; minimum mean of 4.00 is expected at conclusion of Internship.			
CMHC/SC Shared Items 1 - 6 (Combined N = 13*)			
#	E-4 Instrument Reference	Performance Indicator	Mean
1	CMHC 1/SC 2	Rapport	4.85
2	CMHC 2/SC 3	Management of Process	4.62
3	CMHC 3/SC 4	Management of Therapeutic Dialog	4.77
4	CMHC 4/SC 5	Delivery of Content	4.85
5	CMHC 6/SC 6	Therapeutic Skills	4.54
6	CMHC 7/SC 7	Introduction & Summary	4.54

Chart 10. Clinical Observation Items 1 – 6

Items 1 - 6
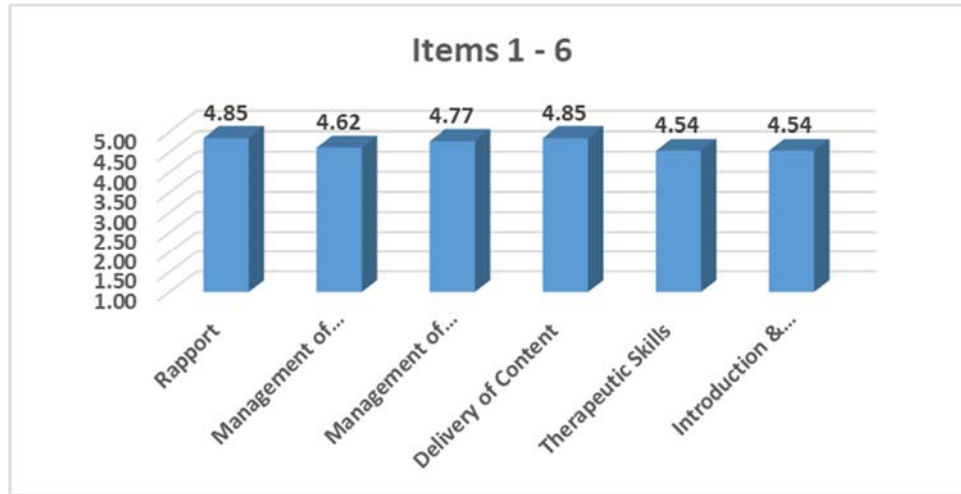
Table 15. Clinical Observation on Completers of 2020-2021, CMHC & SC Combined (Items 7 – 12)

#	E-4 Instrument Reference	Performance Indicator	Mean
	CMHC/SC Shared Items 7 -12 (Combined N = 13*)		
7	CMHC 8/SC 8	Management of Emotions	4.54
8	CMHC 10/SC 9	Recognition of Normal and Abnormal Development	4.62
9	CMHC 11/SC 10	Assessment	4.54
10	CMHC 12 /SC 11	Goal Setting	4.69
11	CMHC 13 / SC 12	Theoretical Congruence	4.58
12	CMHC 14 / SC 13	Theory-specific Case Conceptualization	4.42

Chart 11. Clinical Observation Items 7 – 12
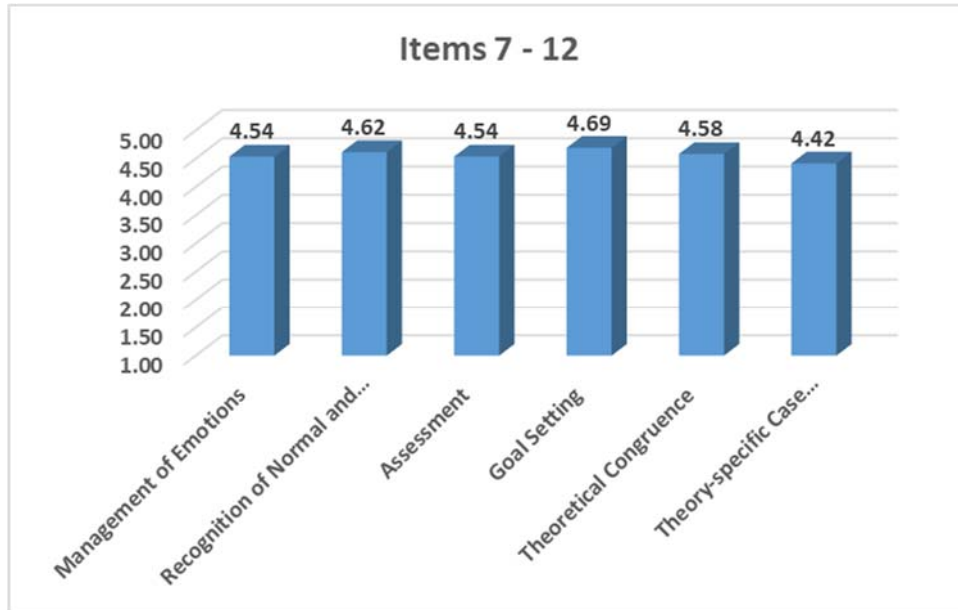
Table 16. Clinical Observation on Completers of 2020-2021, CMHC & SC Combined (Items 13 – 18)

	CMHC/SC Shared Items 13 - 18 (Combined N = 13*)		
#	E-4 Instrument Reference	Performance Indicator	Mean
13	CMHC 15 / SC 14	Termination	4.77
14	CMHC 16/SC 15	Readiness for Crisis Intervention	4.31
15	CMHS 17 / SC 16	CMHS 17 / SC 16 Use of Referrals	4.45
16	CMHC 18 / SC 21	Small Groups	4.50
17	MHC 19 / SC 30	Consultation with Other Professionals	4.58
18	CMHC 20 / SC 31	Collaboration	4.62

Chart 12. Clinical Observation Items 13 – 18
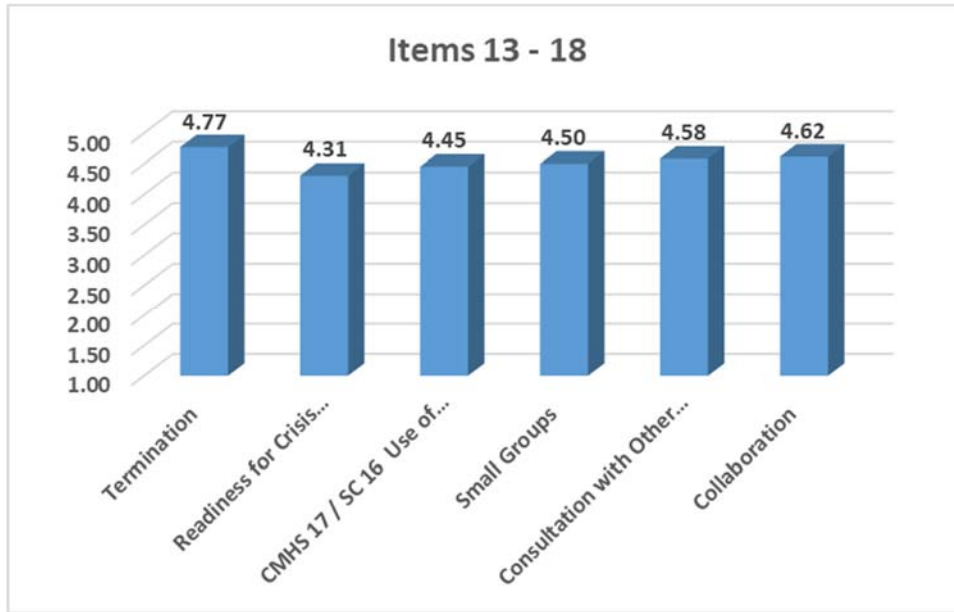
Table 17. Clinical Observation on Completers of 2020-2021, CMHC & SC Combined (Items 19 – 23)

CMHC/SC Shared Items 19 - 24 (Combined N = 13*)			
#	E-4 Instrument Reference	Performance Indicator	Mean
19	CMHC 21 /SC 32	Teaming	4.54
20	CMHC 22 / SC 33	Self-Supervision of Counseling	4.62
21	CMHC 23 / SC 34	Follow-through with Tasks/Work	4.31
22	CMHC 24/ SC 35	Attendance	4.62
23	CMHC 25/ SC 36	Ethical Behavior	4.62
24	CMHC 26/ SC 37	Growth Activities	4.54

Chart 13. Clinical Observation Items 19 – 24
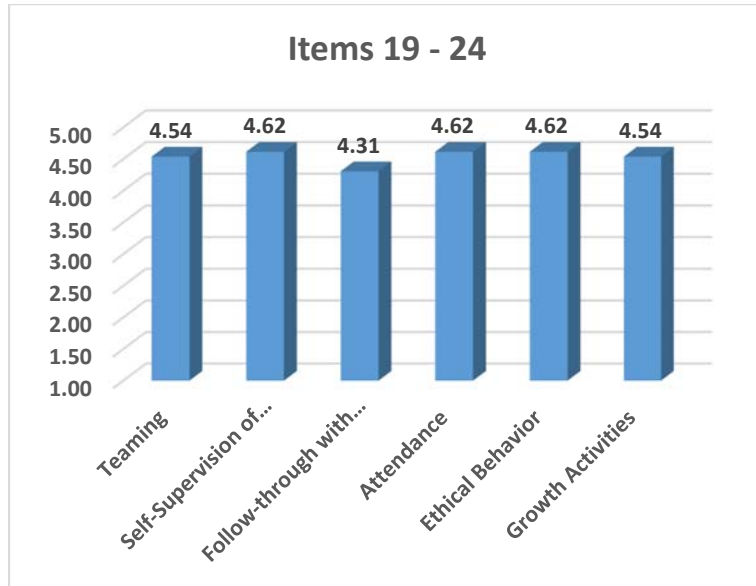
Table 18. Clinical Observation on Completers of 2020-2021, CMHC & SC Combined (Items 25 – 30)

Items 25 - 30 (N for shared item = 13; CMHC N = 7, SC N = 6)			
#	E-4 Instrument Reference	Performance Indicator	Mean
25	CMHC 27 / SC 38	Use of Feedback	4.69
26	CMHC 5	Diagnostic Process	4.14
27	SC 1	Consultation Effectiveness	4.50
28	SC 17	System and Techniques of Peer Facilitation	4.75
29	SC 18.	Classroom Developmental Guidance Lessons	4.50
30	SC 19	Classroom Management	4.50

Chart 14. Clinical Observation Items 25 - 30
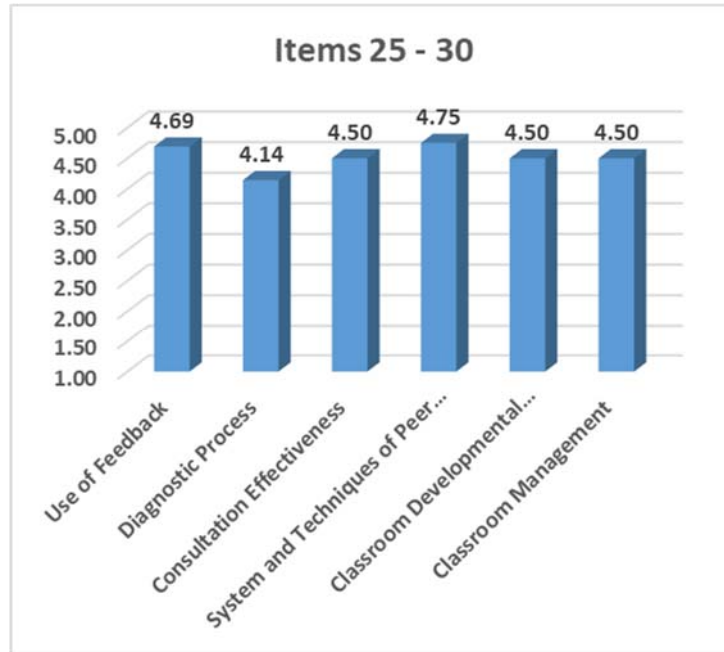
Table 19. Clinical Observation on Completers of 2020-2021, CMHC & SC Combined (Items 31 – 36)

		Items 31 - 36 (SC N = 6)	
#	E-4 Instrument Reference	Performance Indicator	Mean
31	SC 20	Guidance Curriculum Development	4.40
32	SC 22	Parent Workshops and/or Informational Sessions	*
33	SC 23	Use of Technology to Enhance Communication and Student Learning	4.67
34	SC 24	School Counseling Assessment Instruments and System	4.33
35	SC 25	Personal, education and career advisement	4.80
36	SC 26	Exceptional Student Needs	4.40

*Not all candidates had opportunity to actually complete parent sessions. The response N for this item was too small for averaging.

Chart 15. Clinical Observation Items 31-36
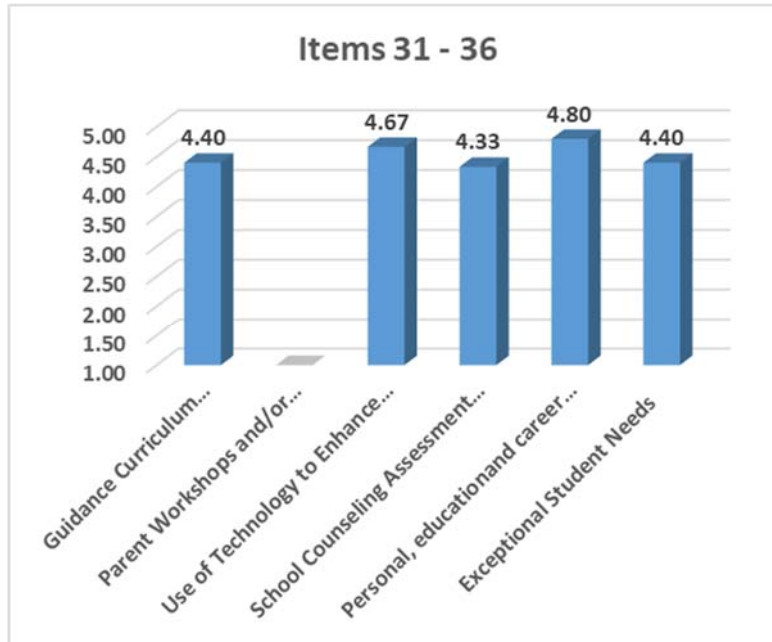
Comment: All items achieved an overall mean between 4.00 and 5.00, as expected.

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.

Student and alumni information is presented in support of Outcome 3. Although 2020-21 was a challenging year due to the pandemic, all students maintained membership in either ACA or ASCA.

Site Supervisor Survey

Table 20. Site Supervisor Feedback, 2020-2021

Site Supervisor Survey			
Descriptive Means on Representative Items from Each of the Eight Core Areas			
Response choices: Not at All (0); Somewhat (1); Well (2); Exceptionally Well (3)			
2020-2021 (N = 14)			
CACREP Reference	Item	Hi/Lo	Mean
2.F.1	Professional Orientation and Ethical Practice	2/3	2.86
2.F.2	Social and Cultural Diversity	2/3	2.86
2.F.3	Human Growth and Development	2/3	2.79
2.F.4	Career Development	2/3	2.71
2.F.5	Counseling and Helping Relationships	2/3	2.79
2.F.6	Group Counseling and Group Work	2/3	2.79
2.F.7	Assessment and Testing	2/3	2.77
2.F.8	Research and Program Evaluation	2/3	2.93

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

Chart 16. Site Supervisor Ratings

Alumni and Employer Studies

Alumni surveys track completers of the previous three years. The alumni survey sent in 2021 addressed completers of 2017-18, 2018-19, and 2019-20. 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.

Table 21. Counseling Alumni and Employer Surveys

Counseling Alumni and Employer Surveys

(1) 2021 surveys of completers of 2017-18, 2018-19, 2019-20
(2) 2021 surveys of employers of 2017-18, 2018-19, 2019-20 employers

(1) Completers of given year:	sent	received	return rate
2017-18	9	5	56%
2018-19	11	6	55%
2019-20	11	4	36%

(2) Employers, completers of given year:	sent	received	return rate
2017-18	5	1	20%
2018-19	4	0	0%
2019-20	4	3	75%

Source: 2021 survey responses at sep 28.xlsx; O:\Work for Faculty and Staff\AAHayden, E\Data2\Alumni Studies, Counseling\2021

Table 22. Alumni Survey Responses, 2021 Survey of 2017-18, 2018-19, 2019-20 Completers

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	14	2/3	2.07
2.F.2.c	Multicultural counseling competencies	14	1/3	2.21
2.F.2.d	The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	14	1/3	2.00
2.F.3.a	Theories of individual and family development across the lifespan	14	1/3	2.07
2.F3.c	Theories of normal and abnormal personality development	14	1/3	2.14
2.F.4.e	Strategies for facilitating client skill development for career, educational, and life-work planning and management	14	1/3	2.07
2.F.4.i	Methods of identifying and using assessment tools and techniques relevant to career planning and decision making	14	1/3	2.00
2.F.5.g	Essential interviewing, counseling, and case conceptualization skills	14	1/3	2.07
2.F.5.j	Methods of identifying and using assessment tools and techniques relevant to career planning and decision making	14	1/3	2.00
2.F.6.a	Theoretical foundations of group counseling and group work	14	0/3	1.93
2.F.6.e	Approaches to group formation, including recruiting, screening, and selecting members	14	0/3	1.79
2.F.7.c	Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	14	1/3	1.93
2.F.7.e	Use of assessments for diagnostic and intervention planning purposes	14	1/2	1.50
2.F.8.a	Making use of research to advance the counseling profession, including critiquing research to inform counseling practice	14	0/3	1.86
2.F.8.e	Evaluation of counseling interventions and programs	14	0/3	1.64

Chart 17. Professional Orientation and Ethical Practice, Social and Cultural Diversity, Human Growth and Development

Alumni Responses on 2.F.1.c, 2.F.2.c, 2.F.2.d, 2.F.3.a, 2.F.3.c

Category	Value
Counselors' roles and responsibilities as members of interdisciplinary community...	2.07
Multicultural counseling competencies	2.21
The impact of heritage, attitudes, beliefs, understandings, and acculturative...	2.00
Theories of individual and family development across the lifespan	2.07
Theories of normal and abnormal personality development	2.14

Chart 18. Career Development, Counseling and Helping Relationships

Alumni Responses on 2.F.4.e, 2.F.4.i, 2.F.5.g, 2.F.5.j

Category	Value
Strategies for facilitating client skill development for career, educational,...	2.07
Methods of identifying and using assessment tools and techniques...	2.00
Essential interviewing, counseling, and case conceptualization skills	2.07
Methods of identifying and using assessment tools and techniques...	2.00
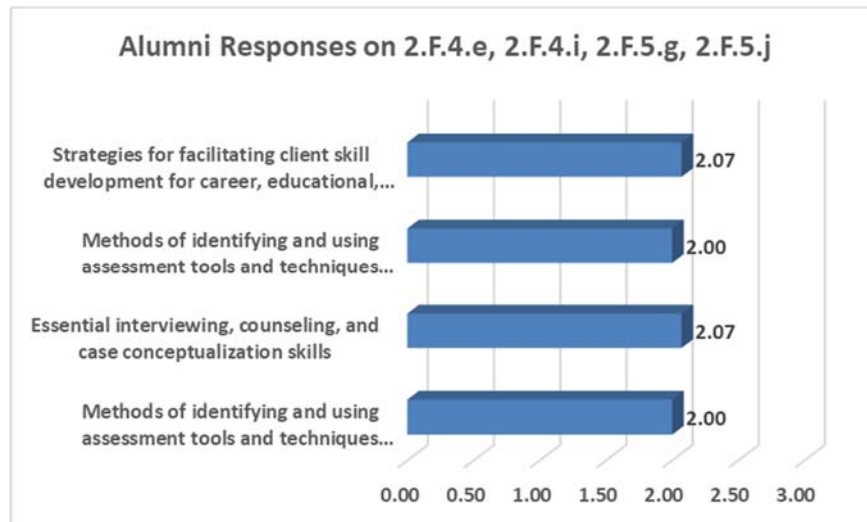
Chart 19. Group Counseling and Group Work, Assessment and Testing

Alumni Responses on 2.F.6.a, 2.F.6.e, 2.F.7.c, 2.F.7.e

Category	Value
Theoretical foundations of group counseling and group work	1.93
Approaches to group formation, including recruiting, screening, and selecting…	1.79
Procedures for assessing risk of aggression or danger to others, self-inflicted harm,…	1.93
Use of assessments for diagnostic and intervention planning purposes	1.50

(scale: 0.00 0.50 1.00 1.50 2.00 2.50 3.00)

Chart 20. Research and Program Evaluation

Alumni Responses on 2.F.8.1, 2.F.8.3

Category	Value
Making use of research to advance the counseling profession, including critiquing research to inform counseling…	1.86
Evaluation of counseling interventions and programs	1.64

(scale: 0.00 0.50 1.00 1.50 2.00 2.50 3.00)
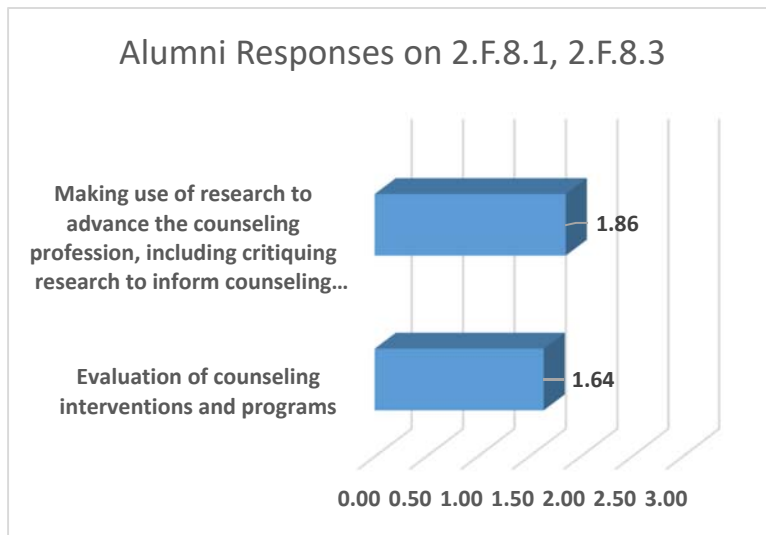
Source: Analysis, alumni surveys 2021 (2).xlsx; O:\Work for Faculty and Staff\AAHayden, E\Data2\Alumni Studies, Counseling\2021

Alumni_surv.sav; O:\SPSS\SPSS databases\Tracking\counseling\Alumni

Employers are difficult to identify and to engage, but the 2021 surveys secured responses from four of the 13 contacted. The return rate was actually 31% overall (see Table 21). This N is too low for averaging, so the frequencies of these few responses are presented here.

Table 23. Frequency: Responses to 2021 Survey of Employers of Completers of 2017-18, 2018-19, and 2019-20

Question	Response Frequencies				
Employer: How well do you feel the counselor education program prepared this counselor in the following areas?	Exceptionally well	Well	Somewhat	Not at all	Total Responses by Standard
2.F.1. Applications of ethical and legal considerations in professional counseling	3	1	0	0	4
2.F.2.c. Multicultural counseling competencies	4	0	0	0	4
2.F.3.c. Addressing normal and abnormal personality development	2	2	0	0	4
2.F.4.h. Facilitation of client skill development for career, educational, and life-work planning and management	3	1	0	0	4
2.F.5.g. Essential interviewing, counseling, and case conceptualization skills	3	1	0	0	4
2.F.6.a. Theoretical foundations (and/or practice) of group counseling and group work	3	1	0	0	4
2.F.7.c. Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	3	1	0	0	4
2.F.8.a. Use of research to advance the counseling profession, and/or critiquing research to inform counseling practice	3	1	0	0	4
Total Responses by performance level	**24**	**8**	**0**	**0**	**32**

The few employers who responded to the survey were quite positive in their perception of the alumni practice of the core area standards.

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 assessments overall for the 2020-2022 completers are mostly at Expectation-met (22 of 34 indicators, or 65%, with 12 (35%) indicators receiving one or two ratings of Developing. No ratings were at Unacceptable. These results are considered to indicate that outcome 1 was met for the 2020-21 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.

Subsequent Program Modifications

Demographics and Recruiting

Referencing the numbers and demographics of the candidate population, recruiting measures are to be taken toward increasing enrollment *and* achieving greater diversity among candidates. Campus and community outreach activities, beyond providing needed services, will be used as opportunities to convey the message that the counseling profession is in need of 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 will be conveyed through posters and other marketing media, and through conversation where opportunity presents. Counseling students involved in these activities along with faculty will be 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 over the sequential assessment points. The only area of concern was CPCE results, which were inconsistent. The CPCE represents the last of multiple points for each of the eight core areas. The N in this case was very small (7), as the CPCE was unavailable F20 due to COVID-19 and only the W21 completers took the CPCE. SAU averages for W21 completers exceed national averages in Human Growth & Development and Assessment &Testing. SAU averages fell slightly more than 1 SD below the national average in Professional Counseling Orientation & Ethical Practice and Counseling & Helping Relationships. Given the small N and the implications of the recent c COVID-19 situation, as well as positive ratings in both areas in other exit assessments, the faculty concluded that continued monitoring is in order before assuming need for curricular attention.

Continued monitoring will include a broader look at CPCE results over a period of three to five years to observe trends.

Course Additions

Added course: COUN 576—Advanced Clinical Diagnosis and Treatment Planning

The course COUN 576 – Advanced Clinical Diagnosis and Treatment Planning (3 hours) was added in 2021-2022 in response to feedback from a number of alumni residing in different states. These alumni indicated that such a course is required or preferred for certification in their state of residence; thus, upon further study, the program faculty implemented this change.

Added Course: COUN 562 – Spirituality and Religious Diversity in Counseling

Current students in research teams had come across articles observing that counseling students are graduating unprepared to deal with the spirituality of their clients. Our students in the team felt that they, too, were unprepared to appropriately, understandingly, treat clients whose spirituality is different from their own. The course COUN 562 – Spirituality and Religious Diversity in Counseling (3 hours) was added in 2021-2022 as a result of this observation on the part of students.

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 is to be presented to CACREP to authorize continued options in digital delivery.