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 2023

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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Counseling Assessment Outcomes Report

December 2023 on Outcomes of 2022 – 2023

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, Faculty, and Clinical Experiences

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 fourteen states and two international countries. Gender composition is predominately female (78%). Racial composition is 62% white alone and 38% non-white, with Hispanic individuals at 11%. Asians, African-Americans, and Hawaiian/Pacific Islanders are represented. The 2022-2023 completer group is distributed at 20% Hispanic and 60% white, with representation of black and those of mixed race.

Among full-time faculty, the demographic composition is three white females, one of whom is Cuban-American. Of three adjuncts, two are white males and one is a black male. This last individual has a record of involvement in advocacy efforts, including activities to help young African Americans.

Practicum and internship experiences immerse students in diversity-rich experiences. A recent review found that of 72 School Counseling practicum and internship placements for which reports are available (since fall 2019), candidates reported having worked with site supervisors or other professionals who were African American (38), Asian (6), Native American (3), Caucasian (69), Hispanic/Latino (44), South Pacific/Caribbean (6), and others (4). Of the candidates, 56 reported having worked with English-language learners, 47 with gifted/talented, 8 with hearing impaired, 11

with vision impaired, 18 with physical challenges, 63 with psychological/emotional disabilities, 33 with speech/language impaired, and 8 with other exceptionalities. Of the placements, 48 were in Title I schools and 6 in urban settings. Interns reported working with 32 P-12 students who identified as transgender or nonconforming.

The same review found that of 55 Clinical Mental Health Counseling internship placements for which reports are available (since fall 2019), interns reported having worked with site supervisors or other professionals who were African American (43), Asian (9), Native American (1), Caucasian (43), Hispanic/Latino (22), South Pacific/Caribbean (10), and others (2). Placement diversity reports indicated 40 counseling interns had worked with African American clients, 13 with Asian, 3 with Native American, 50 with Caucasian, 44 with Hispanic/Latino, 5 with South Pacific/Caribbean, and 5 with other races. Candidates reported having worked with clients with autism (3), auditory processing delays (11), hearing impairments (9), physical challenges (18), psychological or emotional disabilities (34), speech/language impairments, (27) and other exceptionalities (24). Of the interns, 16 reported having worked with clients who identified as transgender or nonconforming.

Table 2. Race and Ethnic Identity of Program Students Compared

Race/Ethnicity Identity	Counselor Educ Prog F23		SAU Graduate Programs		Southern Adventist		Hamilton County	U.S.
	#	%	#	%	#	%	%	%
Black or African American alone, percent	6	15.0%	48	14.6%	257	8.1%	18.4%	13.6%
American Indian and Alaska Native alone, percent	0	0.0%	1	0.3%	4	0.1%	0.6%	1.3%
Asian alone, percent	4	10.0%	22	6.7%	452	14.3%	2.3%	6.1%
Asian//Hawaiian Pacific Islander	1	2.5%	1	0.3%	12	0.4%	0.2%	0.3%
Two or More Races, percent	1	2.5%	8	2.4%	192	6.1%	2.2%	2.9%
Unknown	0	0.0%	3	0.9%	36	1.1%	0.0%	0.0%
Hispanic or Latino	9	22.5%	56	17.1%	860	27.3%	6.8%	18.9%
White alone, not Hispanic or Latino, percent	19	47.5%	189	57.6%	1342	42.5%	70.7%	59.3%
Totals	40	100%	328	100%	3155	100%	101%	102%

These data are illustrated in Charts 1 to 4, following.

Chart 1. Racial and Ethnic Diversity: Counselor Education F23 Students and Southern Adventist University Graduate Programs Compared
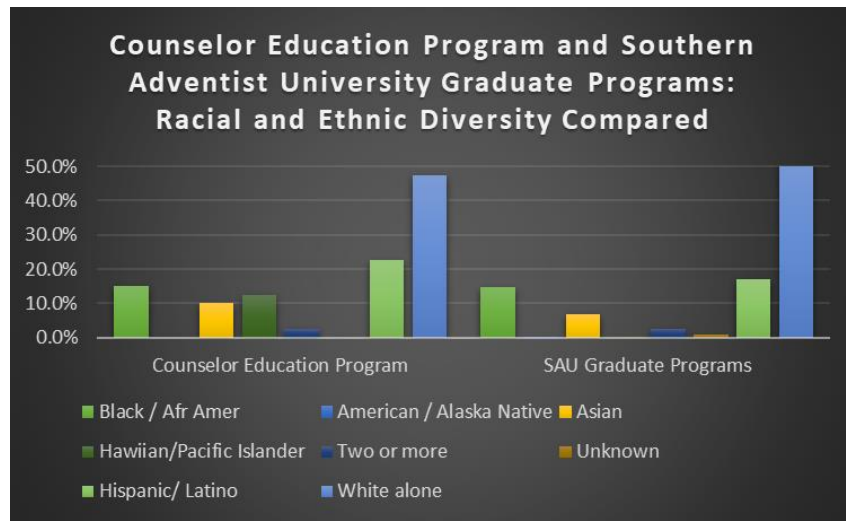
Referenced on data in Table 2.

Chart 2. Racial and Ethnic Diversity: Counselor Education F23 Students and Southern Adventist University Compared
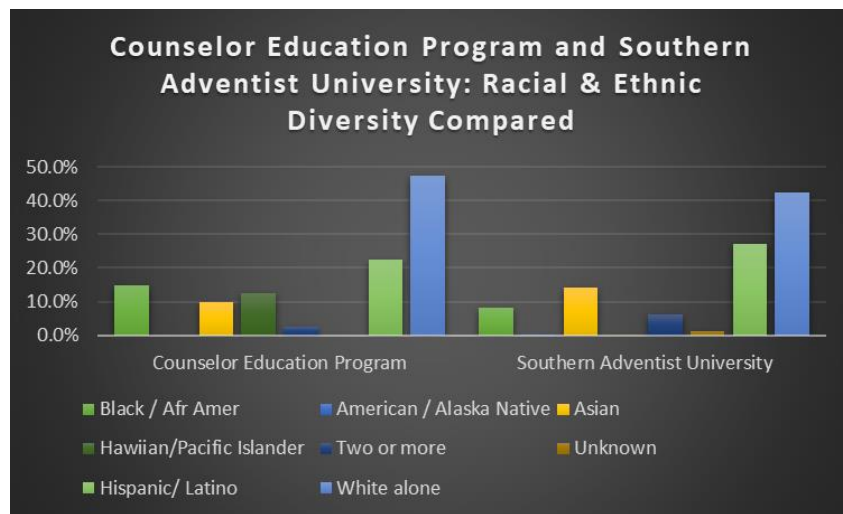
Referenced on data in Table 2.

Chart 3. Racial and Ethnic Diversity: Counselor Education F23 Students and Hamilton County Compared
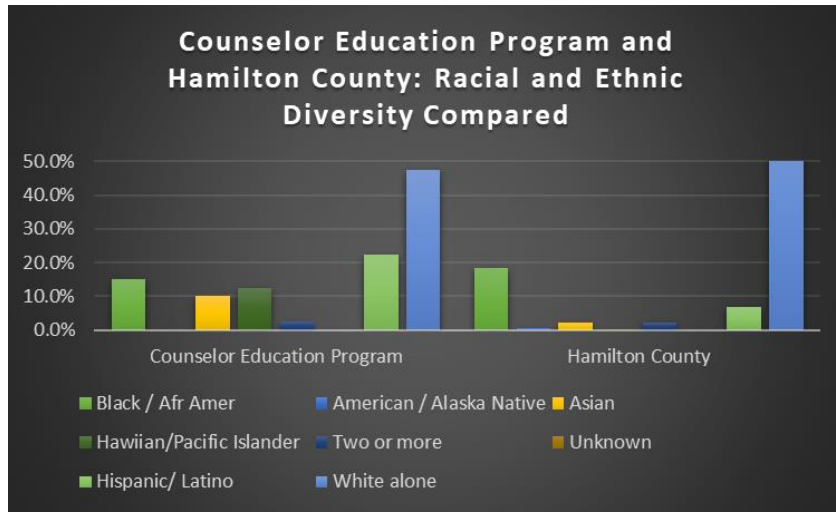
Referenced on data in Table 2.

Chart 4. Racial and Ethnic Diversity: Counselor Education F23 Students and U.S. Population Compared
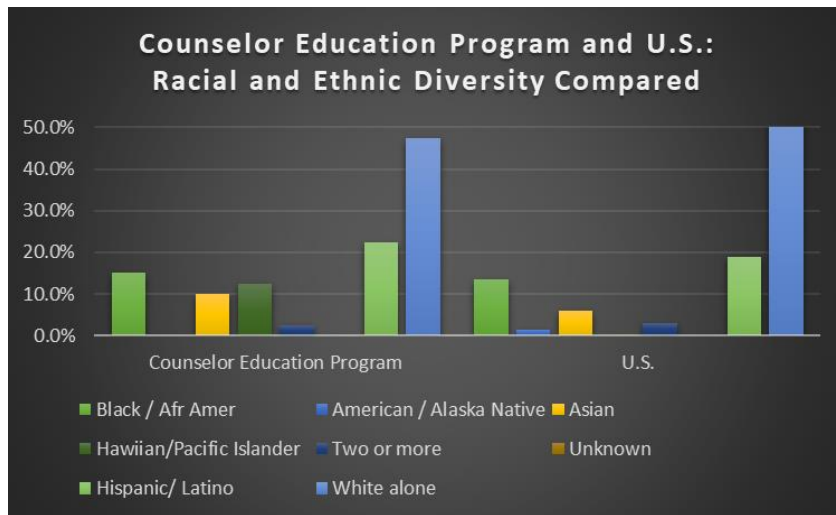
Referenced on data in Table 2.

Sources for Table 2 and accompanying Charts: SEP Assessment System Office; SAU InfoCenter, Enrollment by Ethnicity; U.S. Census QuickFacts (U.S. Census Bureau QuickFacts)

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. The similarity permits combining results on 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 two 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 in particular state dispositions that can be considered particularly essential to effective practice in a multicultural and pluralistic society.

Table 3. Professional Conduct and Dispositions on 2022-23 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 = 13, 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	2.92
5. Personal Wellness - Physical Health	3.00
6. Personal Wellness - Mental Health	3.00
7. Information into Practice	2.75

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

Chart 5. Professional Conduct and Dispositions on 2022-23 Completers (Indicators # 1 – 7)
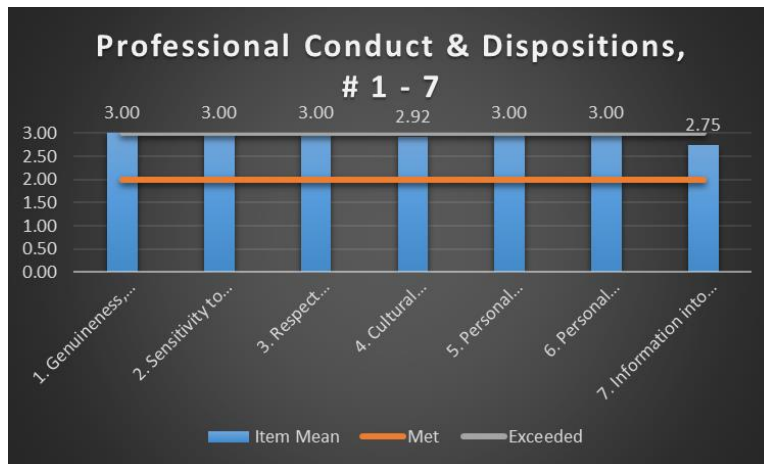
Referenced on data in Table 3.

Table 4. Professional Conduct and Dispositions on 2022-23 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 = 13, actual response range = 2- 3)	
Performance Indicator	**Overall Mean**
8. Open-mindedness	3.00
9. Follow Procedures and Policies	2.92
10. Facilitate Learning	2.92
11. Willing to Adjust and Improve	2.83
12. Accept Supervision and Consultation	2.92
13. Awareness of Impact on Others	2.92
14. Maintain Objectivity	2.83

Chart 6. Professional Conduct and Dispositions on 2022-23 Completers (Indicators # 8 – 14)

Referenced on data in Table 4.

Table 5. Professional Conduct and Dispositions on 2022-23 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 =13, actual response range = 2- 3)	
Performance Indicator	**Overall Mean**
15. Maturity and Judgment	3.00
16. Accept Responsibility for Own Actions	3.00
17. Manage Own Issues	2.83
18. Demonstrate Integrity	3.00
19. Use of Constructive Feedback	2.92
20. Self-reflection	2.75
21. Accuracy and Truthfulness	2.92

Chart 7. Professional Conduct and Dispositions on 2022-23 Completers (Indicators # 15 – 21)
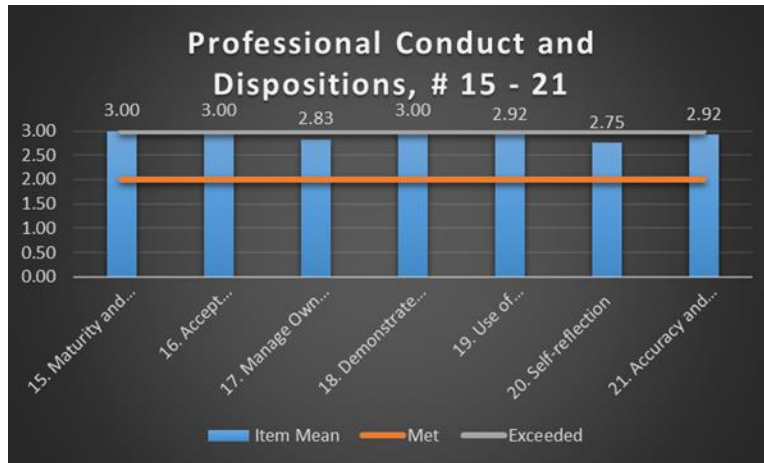
Referenced on data in Table 5.

Table 6. Professional Conduct and Dispositions on 2022-23 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 = 13, actual response range = 2- 3)	
Performance Indicator	**Overall Mean**
22. Respect Interpersonal Boundaries	3.00
23. Aware of Personal Beliefs	2.92
24. Professional Identity	2.83
25. Respect Privacy	3.00
26. Maintain Ethical Guidelines	3.00
27. Professional Growth	2.75
28. Prioritization of Interests	2.83

Chart 8. Professional Conduct and Dispositions on 2022-23 Completers (Indicators # 22 – 28)

Referenced on data in Table 6.

Table 7. Professional Conduct and Dispositions on 2022-23 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 = 13, actual response range = 2- 3)	
Performance Indicator	**Overall Mean**
29. Sensitivity to Role and Dynamics	3.00
30. Attention to Professional Appearance	3.00
31. Refrain from Substance Abuse	3.00
32. Effective Relationships	2.83
33. Professional Communication	2.83
34. Fulfill Obligations	3.00

Chart 9. Professional Conduct and Dispositions on 2022-23 Completers (Indicators # 29 – 34)

Data Set for Tables 3 – 7 & Charts 5 – 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 16 of the 34 performance indicators. Eight items received one rating at Expectation-met, seven received two, and three received three ratings at Expectation-met. There were no ratings below Expectation-met. The charts visually illustrate that overall, aggregated ratings were close to Expectation-Exceeded.

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

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 presented in support of outcome 2. KPIs incorporate multiple assessments in areas of knowledge, skills, and dispositions over multiple 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). These instruments are administered at multiple points within clinical experiences 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 2022-23

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 (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 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 9 are pictured in Charts 6 - 8, which follow.

Table 10. Summary of KPI Course Assessments

Course Assessments						
Area	**Course**	**N**	**Possible Range**	**Actual Range**	**Mean**	**Mean**
		2022-23 completers		**2022-23 completers**	**2021-22 completers**	**2022-23 completers**
1. Professional Identity and Ethical Practice	COUN 537	11	0 - 3	2 - 3	2.44	2.32
2. Social and Cultural	COUN 561	12	0 - 3	2 - 3	2.5	2.15
3. Human Growth and Development	COUN 510	12	0 - 3	2 - 3	3	2.83
4. Career Development	COUN 516	11	0 - 3	1 - 3	2.56	2.09
5. Counseling and Helping Relationships	COUN 556 (KPI 5a) Case Conceptualization	12	0 - 3	2 - 3	2.78	2.83
	COUN 579 (KPI 5b) Interviewing and Counseling Skills	12	0 - 3	2 - 3	1.88	2.25
6. Group Counseling and Group Work	COUN 553	8	0 – 3	2 - 3	2.7	2.75
7. Assessment and Testing	COUN 530	11	0 - 3	2 - 3	2.44	2.55
8. Research and Program Evaluation	COUN 598	13	0 - 3	1 - 3	2.67	2.54
9. Diagnostic Procedures	COUN 521	12	0 - 3	1 - 3	2.7	2.17
10. School Counseling Program Design and Evaluation	COUN 577	1	0 - 3	--	2.2	**

**N of 1 is too small to allow confidentiality in reporting. There was only one School Counseling completer.
Data Set: KPI_COURSE.sav (O:\SPSS\SPSS databases\Tracking\counseling\KPI)

Chart 10. Course Assessments (Point 1) Results Overview
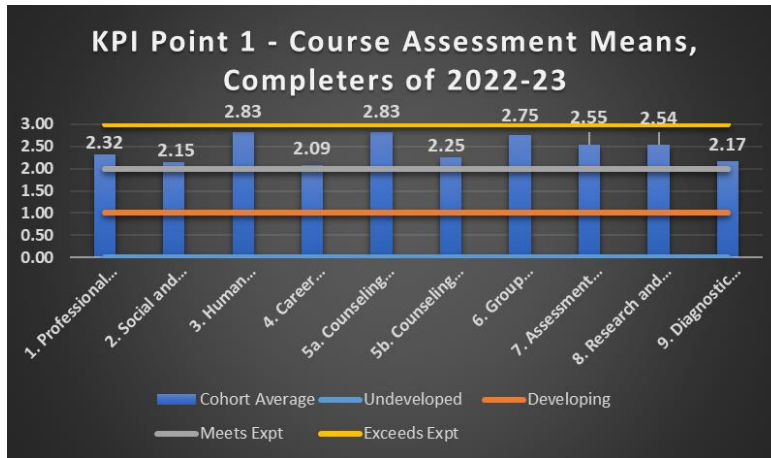
Referenced on data of Table 10.

Chart 11. Course Assessments (Point 1), 2021-22 and 2022-23 Completer Means Compared (KPI 1 – 5)
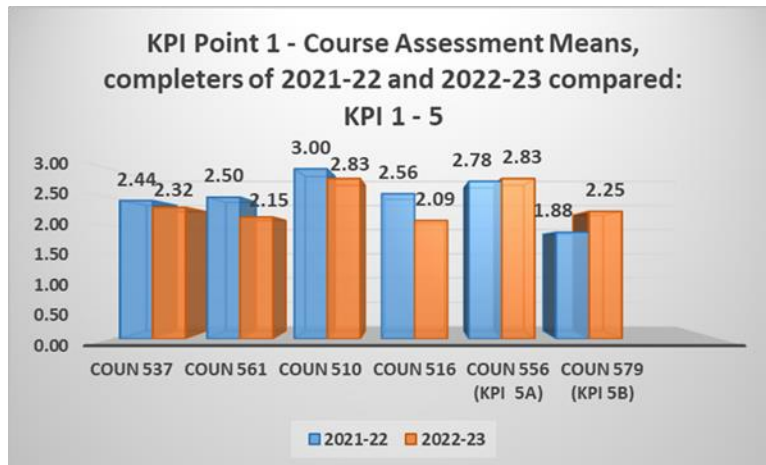
Referenced on data of Table 10.

Chart 12. Course Assessments (Point 1) 2021-22 and 2022-23 Completer Means Compared (KPI 6 – 10)

KPI Point 1 - Course Assessment Means, completers of 2021-22 and 2022-23 compared: KPI 6 - 10
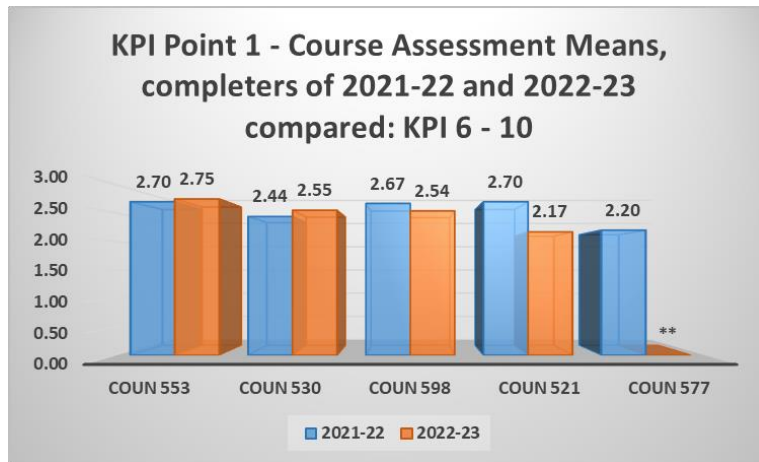
**No data reported – N is too small for reporting.
Referenced on data of Table 10.

Comment on Summary of Course Assessment Means (Table 10, Charts 10 - 12): One may observe from these results that the averages of the scores are almost all within Meets-expectation (2.00) to Expectation-exceeded (3.00), 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 - 5[1]

KPI	Point	N 2022-23 completers[2]	Lo/Hi 2022-23 completers	Mean 2021-22 completers	Mean 2022-23 completers
KPI 1. Professional Orientation and Ethical Practice (CMHC 25/SC 36. Ethical Behavior)	Point 2.1	14	3/5	4.67	4.14
	Point 3.1	14	5/5	5.00	4.86
KPI 2. Social and Cultural Diversity (CMHC 9/SC 27. Diversity Competency)	Point 2.1	14	3/5	4.40	3.5
	Point 3.1	14	4/5	4.87	4.71
KPI 3. Human Growth and Development (CMHC 10/SC 9. Recognition of Normal and Abnormal Development)	Point 2	10	3/5	4.20	3.7
	Point 3	14	3/5	4.83	4.64
KPI 5(a). Counseling and Helping Relationships (KPI 5a: CMHC 14/SC 13. Theory-specific Case Conceptualization)	Point 2	14	3/5	4.14	3.57
	Point 3	14	3/5	4.62	4.36
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	4.11	3.87
	Point 3	13	3/5	4.73	4.68
KPI 6. Group Counseling and Group Work (CMHC 18/SC 21. Small Groups for Clients'/Students' Identified Needs or Interests)	Point 2	7	3/5	4.25	3.86
	Point 3	9	3/5	4.42	4.67
KPI 7. Assessment and Testing (CMHC 11/SC 10. Assessment)	Point 2	14	3/5	4.21	3.43
	Point 3	14	3/5	4.60	4.57
KPI 9. Specialty Area: Clinical Mental Health Counseling: Competence in Diagnosis (CMHC 5. Diagnostic Process)	Point 2	13	3/5	3.80	3.46
	Point 3	13	4/5	4.78	4.31

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

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

[2] Why are the N's greater than the number of completers (14 vs. 13)? Because those in dual emphasis have ratings in both CMHC and SC E-4. One 2022-23 completer was dual emphasis. Items with N's lower than expected are due to either a failure of the assessor to rate the item or to the individual having had the course and the assessment prior to use of the current instrument.

The data of Table 11 are represented in Charts 13 – 15.

Chart 13. Clinical Observations Assessments Summary (Points 2a and 3a of Listed KPIs)
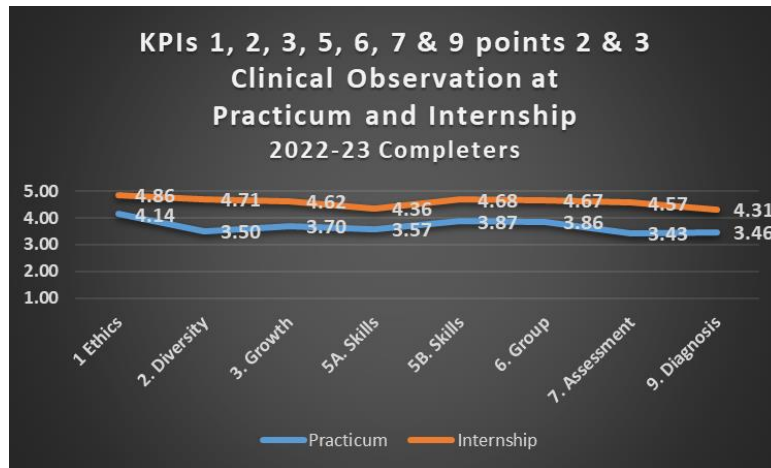
Referenced on data of Table 11.
Data Sets: E-4 2022-23 completers.xlsx (Data2\A Counseling\COUN E-4\2023 completers);
KPI_2020_E4_CMH_SC_Combined.sav (O:\SPSS\SPSS databases\Tracking\counseling\E-4)

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 2021-22 and 2022-23 Means Compared (Point 3 of Listed KPIs): KPI 1 – 5(a)
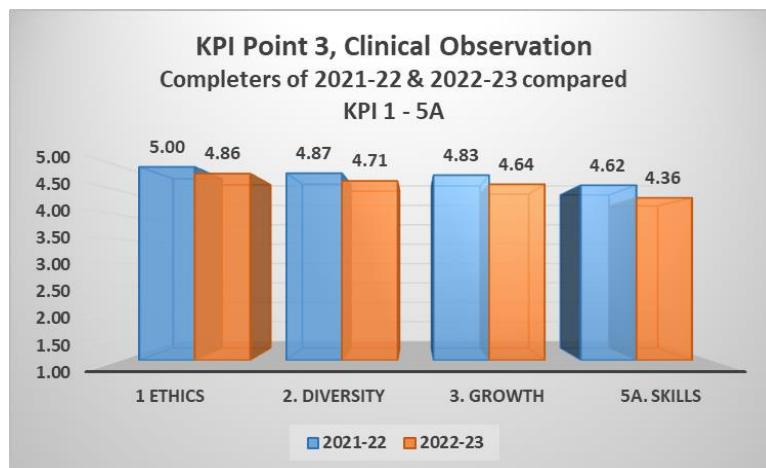
Referenced on data of Table 11. Data Sets: E-4 2022-23 completers.xlsx (Data2\A Counseling\COUN E-4\2023 completers);
KPI_2020_E4_CMH_SC_Combined.sav (O:\SPSS\SPSS databases\Tracking\counseling\E-4)

Chart 15. Clinical Observations, Completers of 2021-22 and 2022-23 Means Compared (Point 3 of Listed KPIs): KPI 5(b), 6, 7, 9
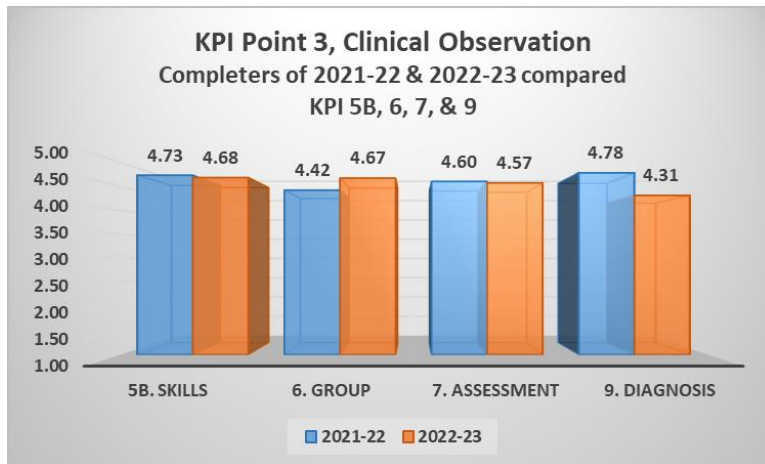
Referenced on data of Table 11.
Data Sets: E-4 2022-23 completers.xlsx (Data2\A Counseling\COUN E-4\2023 completers);
KPI_2020_E4_CMH_SC_Combined.sav (O:\SPSS\SPSS databases\Tracking\counseling\E-4)

Comment on 2021-22 to 2022-23 comparison: The mean ratings of the two years are similar, but a number of the 2022-23 means are lower than those of 2021-22. No trend can be said to be observable in this short time frame. All means are within 4.00 and 5.00, as expected at conclusion of internship.

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

Table 12. Dispositional Assessments Summary, 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. *Understands and maintains the ethical guidelines for counselors as published by the profession.*	E-5b (KPI 1 point 2.2 - Midpoint)	12	0 - 3	3 - 3	3.00
	E-5b (KPI 1 point 3.2 – Exit)	13	0 - 3	3 - 3	3.00

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

Table 13. 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 - Midpoint)	12	0 - 3	2 - 3	2.89
	E-5b (KPI 2 point 3.2 - Exit)	13	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)
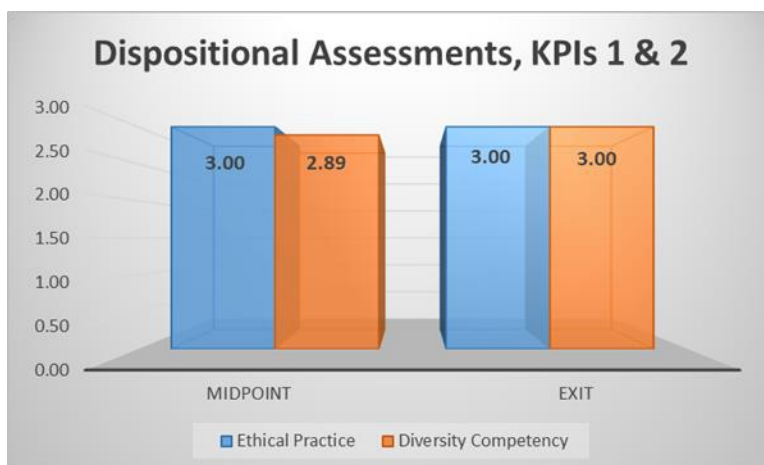
Referenced on data of Tables 12 and 13.

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). (Note on N of 12 at practicum and 13 at internship – one candidate was not rated using the E-5b at practicum.)

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

The completers of 2022-23 tested at four different test periods: W21, W22, F22, and W23. 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 from the national average (which is represented as zero in z-score analysis).

Table 14. CPCE Results of 2022-23 Completers

Core Area	Average of Z-Scores for 2022-23 Completers
1. Professional Counseling Orientation and Ethical Practice	-0.06
2. Social and Cultural Diversity	0.12
3. Human Growth and Development	0.07
4. Career Development	-0.32
5. Counseling and Helping Relationships	-0.25
6. Group Counseling and Group Work	0.10
7. Assessment and Testing	0.28
8. Research and Program Evaluation	0.09

Data Set: SPSS KPI_CPCE.sav

Chart 17. CPCE Results of 2022-23 Completers
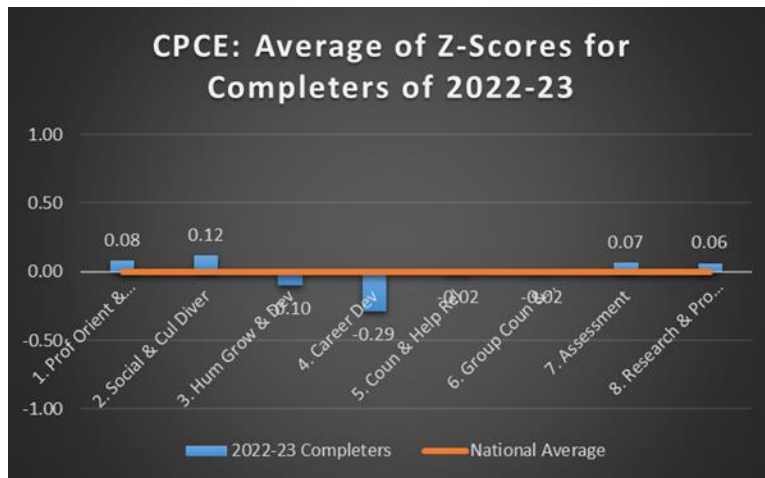
Referenced on data of Table 14.

Comments on Table 14 and Chart 17: The Center for Credentialing and Education (CCE) does not set a passing or cut-off score for the CPCE. Rather, the mean results and related standard deviations of all the individuals nationally who tested within a given month are provided to institutions who administered the exam in that month. Table 14 presents the 2022-23 completers, who in turn tested in W21, W22, F22, and W23, against the national averages and standard deviations of each respective time frame. As a group, the SAU 2022-23 completers achieved within 0.5 standard deviation above and below the national average of all the individuals who tested these months. Individual z-scores are plotted in Charts 18 to 25.

Chart 18. CPCE Z-Score Distribution for (1) Professional Orientation and Ethical Practice

1. Professional Orientation and Ethical Practice
CPCE Z-Score Distribution, 2022-23 Graduates
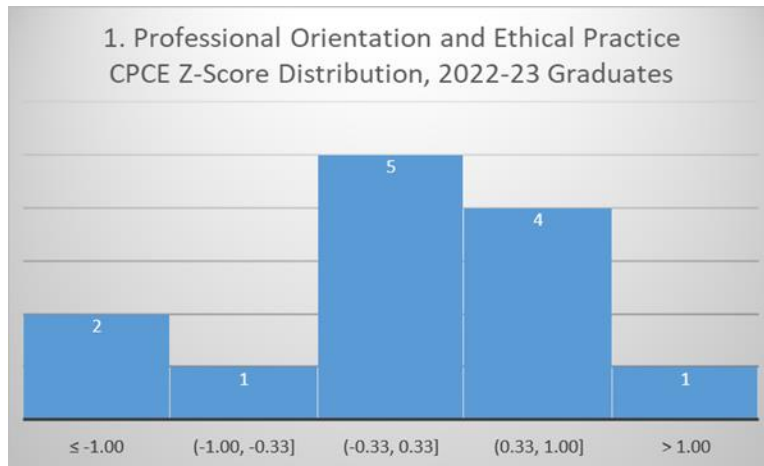
Referenced on data of Table 14.

Area 1: Two completers fell more than one standard deviation below the national average on area 1. One individual scored greater than one standard deviation above the national average.

Chart 19. CPCE Z-Score Distribution for (2) Social and Cultural Diversity

2. Social and Cultural Diversity
ZPCE Z-Score Distribution, 2023-23 Graduates
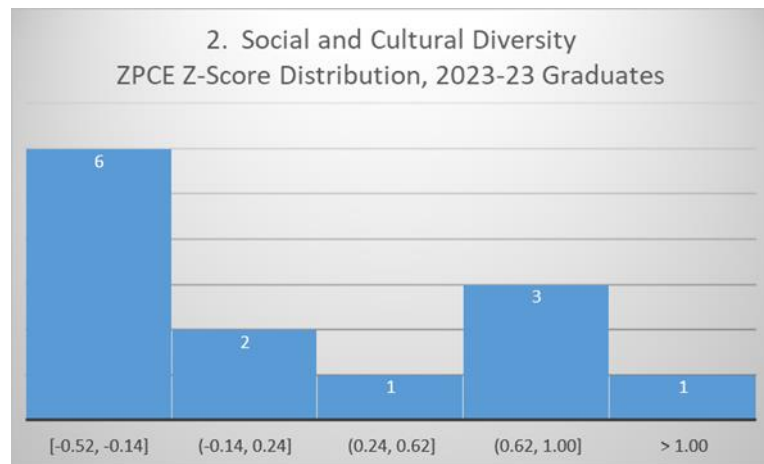
Referenced on data of Table 14.

Area 2: All completer scores fell within or above one standard deviation from the national average for area 2.

Chart 20. CPCE Z-Score Distribution for (3) Human Growth and Development

3. Human Growth and Development
CPCE Z-Score Distribution , 2022-23 Graduates
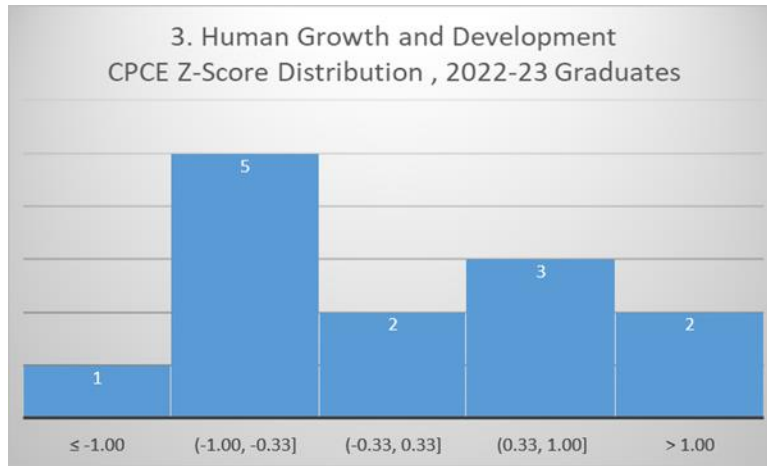
Referenced on data of Table 14.

Area 3: One candidate scored more than one standard deviation below the national average; two scored more than one standard deviation above.

Chart 21. CPCE Z-Score Distribution for (4) Career Development

4. Career Development
CPCE Z-Score Distrbution, 2022-23 Graduates
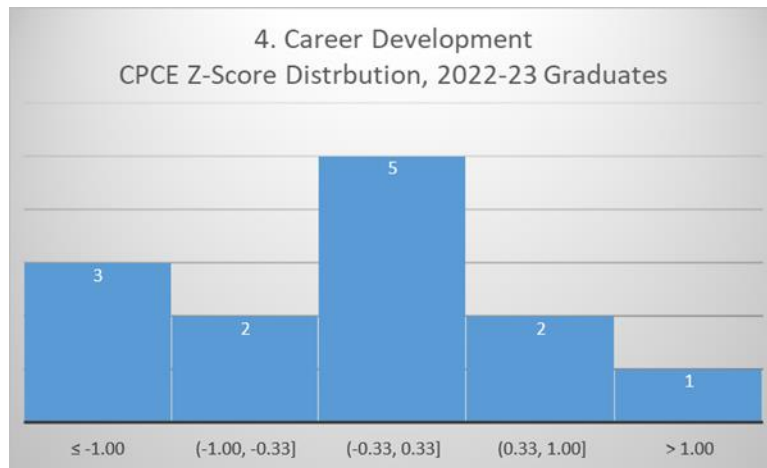
Referenced on data of Table 14.

Area 4: Three scored more than one standard deviation below national average; one scored more than one standard deviation above.

Chart 22. CPCE Z-Score Distribution for (5) Counseling and Helping Relationships

**5. Counseling and Helping Relationships
CPCE Z-Score Distribution, 2022-23 Graduates**

≤ -1.00	(-1.00, -0.33]	(-0.33, 0.33]	(0.33, 1.00]	> 1.00
1	5	3	3	1
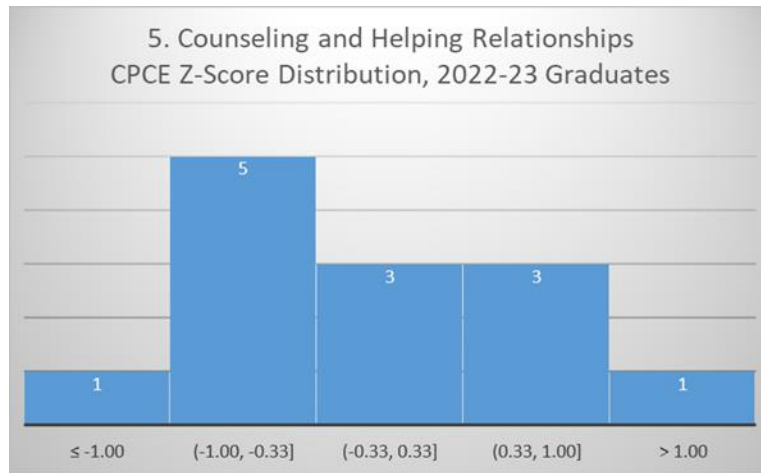
Referenced on data of Table 14.

Area 5: One scored more than one standard deviation below the national average, and one scored more than one standard deviation above.

Chart 23. CPCE Z-Score Distribution for (6) Group Counseling and Group Work

**6. Group Counseling and Group Work
CPCE Z-Score Distribution, 2022-23 Graduates**

≤ -1.00	(-1.00, -0.33]	(-0.33, 0.33]	(0.33, 1.00]	> 1.00
2	3	4	2	2
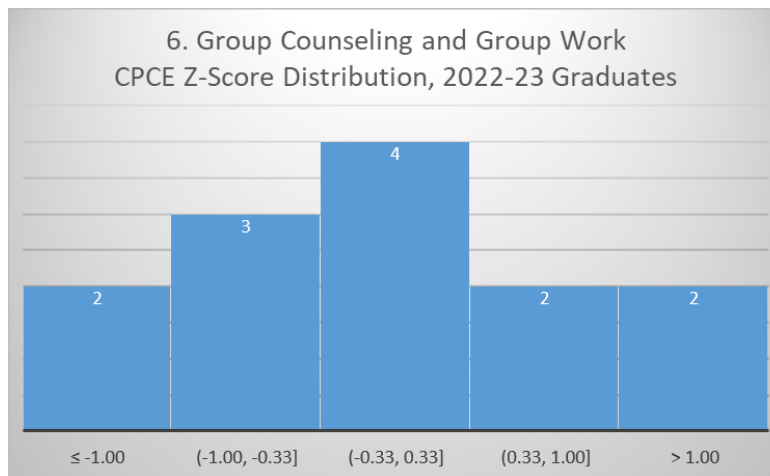
Referenced on data of Table 14.

Area 6: Two candidates scored more than one standard deviation below the national average; two scored more than one standard deviation above.

Chart 24. CPCE Z-Score Distribution for (7) Assessment and Testing

Referenced on data of Table 14.

Area 7: One scored more than one standard deviation below the national average; two scored more than one standard deviation above.

Chart 25: CPCE Z-Score Distribution for (8) Research and Program Evaluation
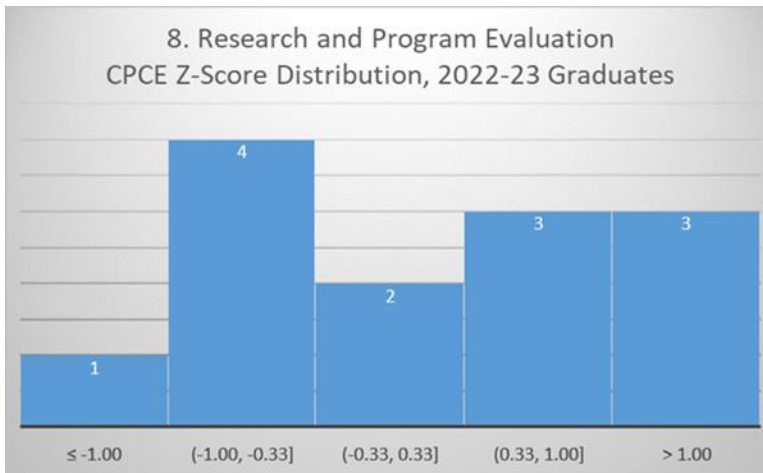
Referenced on data of Table 14.

Area 8: One scored more than one standard deviation below the national average; three scored more than one standard deviation above.
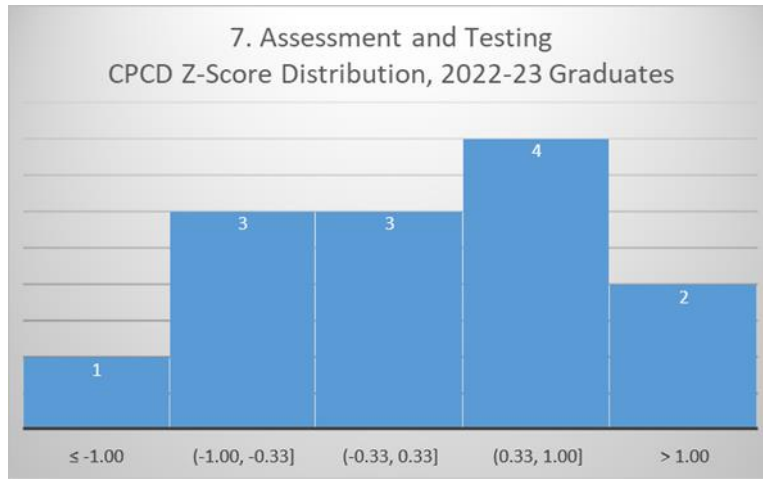
Clinical Observation for Completers of 2022-23

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, Three-year Summary

			Clinical Observation on Completers of 2020-2021, 2021-22, and 2022-23, 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	Mean 2022-2023 completers combined N=14
1	CMHC 1/SC 2	Rapport	4.85	4.93	4.71
2	CMHC 2/SC 3	Management of Process	4.62	4.87	4.69
3	CMHC 3/SC 4	Management of Therapeutic Dialog	4.77	4.73	4.62
4	CMHC 4/SC 5	Delivery of Content	4.85	4.60	4.62
5	CMHC 6/SC 6	Therapeutic Skills	4.54	4.53	4.79
6	CMHC 7/SC 7	Introduction & Summary	4.54	4.60	4.69

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

Chart 26. Clinical Observation, CMHC/SC Shared Items 1 – 6, Three-year Summary
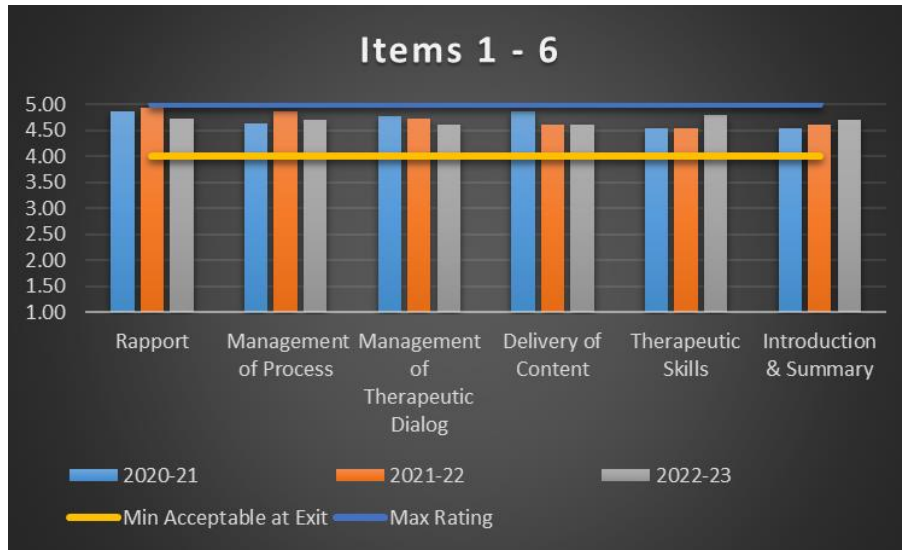
Referenced on data of Table 15.

Table 16. Clinical Observation, CMHC/SC Shared Items 7 – 12, Three-year Summary

#	E-4 Instrument Reference	Performance Indicator	Mean 2020-2021 completers Combined N=13	Mean 2021-2022 completers Combined N=15	Mean 2022-2023 completers combined N=14
CMHC/SC Shared Items 7 -12				
7	CMHC 8/SC 8	Management of Emotions	4.54	4.80	4.69
8	CMHC 9 /SC 27	Diversity Competency	4.87	4.87	4.71
9	CMHC 10/SC 9	Recognition of Normal and Abnormal Development	4.62	4.83	4.64
10	CMHC 11/SC 10	Assessment	4.54	4.60	4.57
11	CMHC 12 /SC 11	Goal Setting	4.69	4.73	4.77
12	CMHC 13 /SC 12	Theoretical Congruence	4.58	4.67	4.64

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

Chart 27. Clinical Observation, CMHC/SC Shared Items 7 – 12, Three-year Summary

Referenced on data of Table 16.

Table 17. Clinical Observation, CMHC/SC Shared Items 13 – 19, Three-year Summary

			Mean	Mean	Mean
#	E-4 Instrument Reference	Performance Indicator	2020-2021 completers Combined N=13	2021-2022 completers Combined N=15	2022-2023 completers combined N=14
13	CMHC 14 /SC 13	Theory-specific Case Conceptualization	4.42	4.62	4.36
14	CMHC 15 /SC 14	Termination	4.77	4.69	4.69
15	CMHC 16/SC 15	Readiness for Crisis Intervention	4.31	4.33	4.64
16	CMHS 17/SC 16	Use of Referrals	4.45	4.57	4.75
17	CMHC 18/SC 21	Small Groups	4.50	4.42	4.67
18	CMHC 19/SC 30	Consultation with Other Professionals	4.58	4.73	4.86
19	CMHC 20/SC 31	Collaboration	4.62	4.87	4.79

(CMHC/SC Shared Items 13 - 19)

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

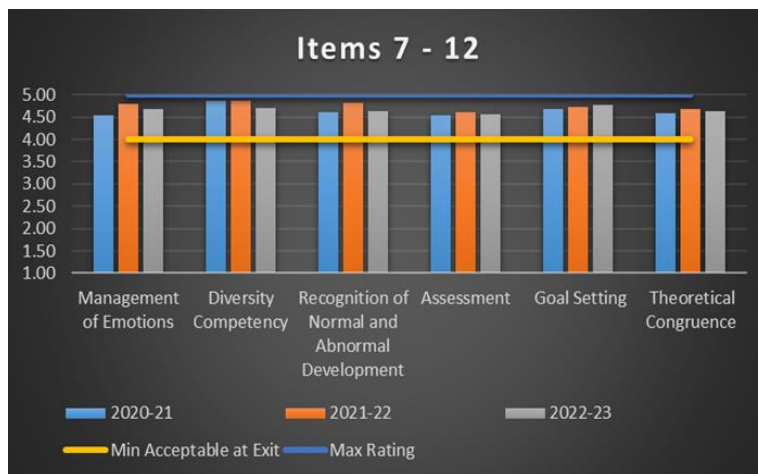## Chart 28. Clinical Observation, CMHC/SC Shared Items 13 – 19, Three-year Summary

Referenced on data of Table 17.

Table 18. Clinical Observation, CMHC/SC Shared Items 20 – 26, Three-year Summary

CMHC/SC Shared Items 20 - 26					
#	E-4 Instrument Reference	Performance Indicator	Mean 2020-2021 completers Combined N=13	Mean 2021-2022 completers Combined N=15	Mean 2022-2023 completers combined N=14
20	CMHC 21/SC 32	Teaming	4.54	4.80	4.79
21	CMHC 22 /SC 33	Self-Supervision of Counseling	4.62	4.93	4.71
22	CMHC 23 /SC 34	Follow-through with Tasks/Work	4.31	4.87	4.86
23	CMHC 24/SC 35	Attendance	4.62	4.87	5.00
24	CMHC 25/SC 36	Ethical Behavior	4.62	5.00	4.86
25	CMHC 26/SC 37	Growth Activities	4.54	4.80	4.62
26	CMHC 27/ SC 38	Use of Feedback	4.69	5.00	4.71

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

Chart 29. Clinical Observation Items 20 - 26, Three-year Summary

Referenced on data of Table 18.

Table 19. Clinical Observation, CMHC/SC Specific Items 27 – 32, Three-year Summary

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	Mean 2022-2023 completers combined N=13 CMHC, 1 SC
27	CMHC 5	Diagnostic Process	4.14	4.78	4.31
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)

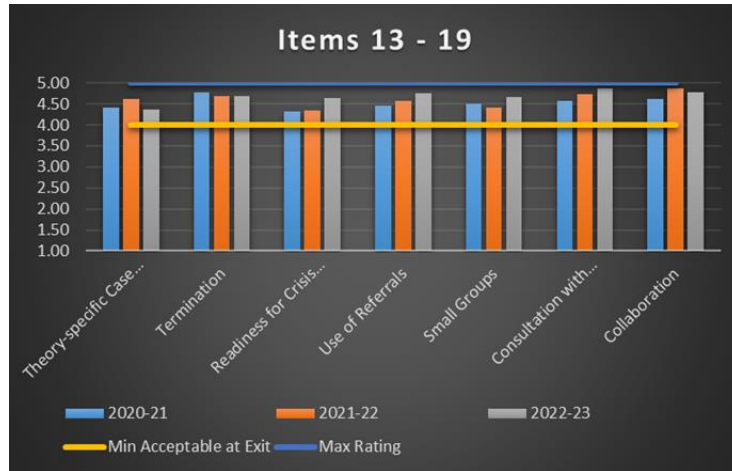## Chart 30. Clinical Observation, CMHC/SC Specific Items 27 – 32, Three-year Summary
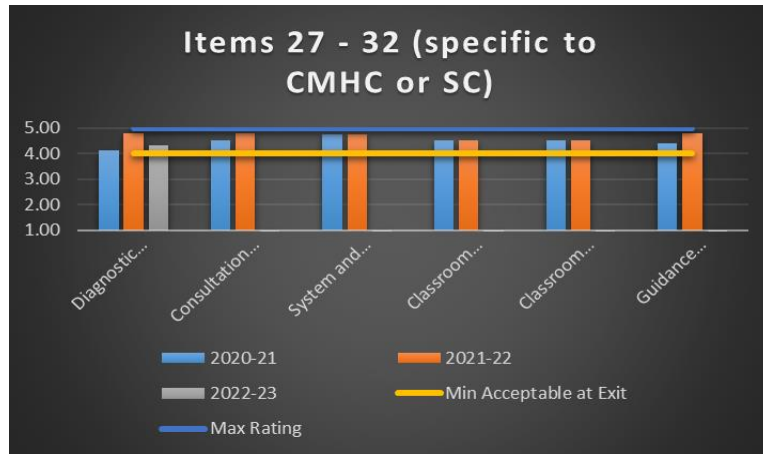
Referenced on data of Table 19.

Table 20. Clinical Observation, SC Specific, Items 33 – 37, Three-year Summary**

			Mean	Mean	Mean
#	E-4 Instrument Reference	Performance Indicator	2020-2021 completers SC N = 6	2021-2022 completers SC N = 5	2022-2023 completers combined N=1 SC
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 in 2020, probably due to the schools' being preoccupied with the pandemic. The response N for this item in 2021 was too small for averaging.

**Only one SC completer in 2022-23; data suppressed.

Chart 31. Clinical Observation, SC Specific, Items 33 – 37, Three-year Summary
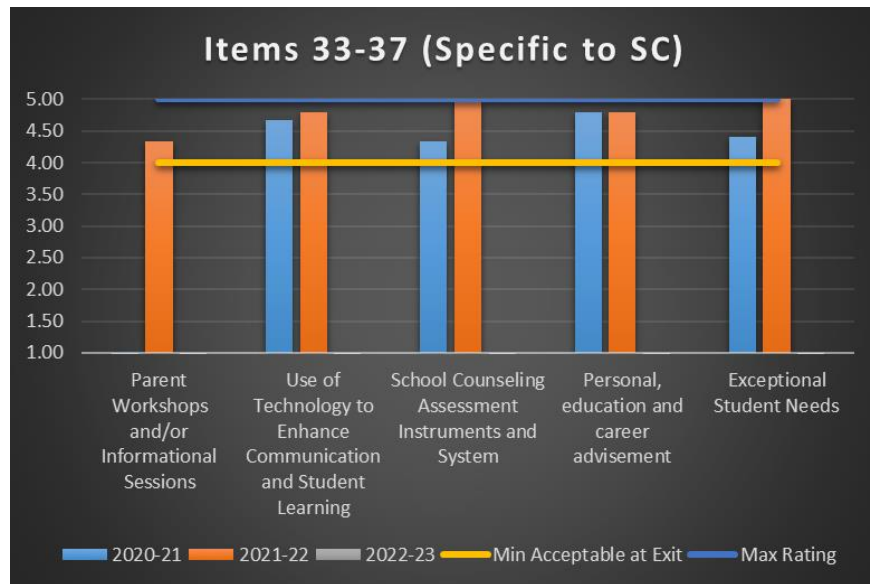
Referenced on data of Table 20.

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.

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. All students maintain membership in either ACA or ASCA.

Site Supervisor Survey

Table 21. Site Supervisor Feedback, 2021-22 and 2022-23 Completers

Descriptive means on representative items from each of the eight common core areas, with one question on overall satisfaction with candidate preparation.

Site Supervisor Survey				
Descriptive Means on Representative Items from Each of the Eight Core Areas 2021-2022 (Response N = 13) & 2022-23 (Response N = 9) Possible response range: 0 – 3*				
CACREP Reference	Item	Lo/Hi 2022-23 Completers	2021-22 Completer Mean	2022-23 Completer Mean
2.F.1	Professional Orientation and Ethical Practice	1/3	2.77	2.44
2.F.2	Social and Cultural Diversity	2/3	2.85	2.56
2.F.3	Human Growth and Development	2/3	2.69	2.50
2.F.4	Career Development	1/3	2.46	2.33
2.F.5	Counseling and Helping Relationships	1/3	2.62	2.44
2.F.6	Group Counseling and Group Work	1/3	2.75	2.43
2.F.7	Assessment and Testing	1/3	2.62	2.25
2.F.8	Research and Program Evaluation	2/3	2.77	2.63

*Response choices: Not at All (0); Somewhat (1); Well (2); Exceptionally Well (3)

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

Chart 32. Site Supervisor Ratings
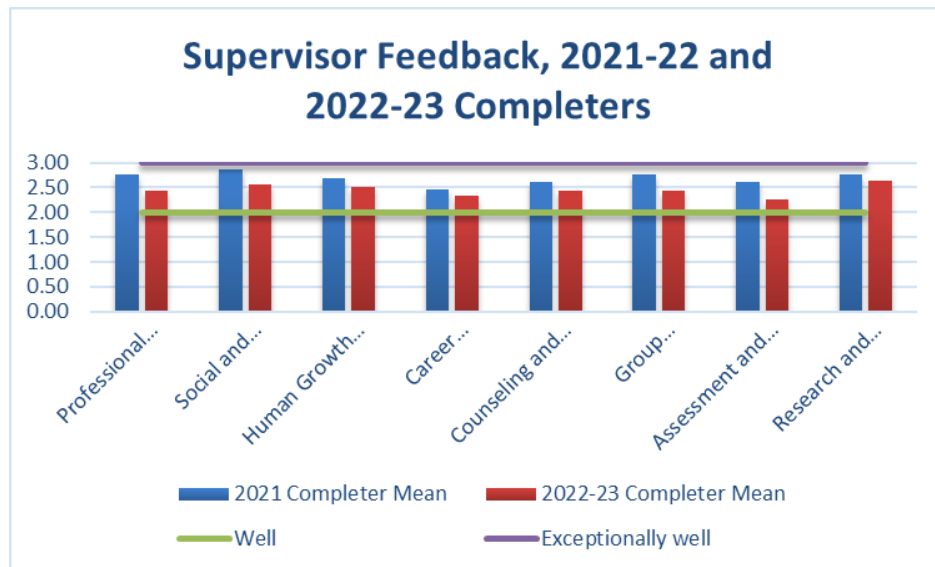
Referenced on data of Table 21.

Alumni and Employer Studies

Alumni surveys track completers of the previous three years. The alumni survey sent in 2023 addressed completers of 2019-20, 2020-21, and 2021-22. 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 33 and 34 illustrate data from Table 22.

Table 22. Alumni Survey Responses, 2023 Survey of 2019-20, 2020-21, and 2021-22 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	16	0/3	1.75
2.F.2.c	Multicultural counseling competencies	16	1/3	2.00
2.F.2.d	The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	16	0/3	1.94
2.F.3.a	Theories of individual and family development across the lifespan	16	1/3	2.06
2.F.3.c	Theories of normal and abnormal personality development	16	1/3	2.06
2.F.4.e	Strategies for facilitating client skill development for career, educational, and life-work planning and management	15	0/3	1.80
2.F.4.i	Methods of identifying and using assessment tools and techniques relevant to career planning and decision making	15	1/3	1.80
2.F.5.g	Essential interviewing, counseling, and case conceptualization skills	15	1/3	2.13
2.F.5.j	Evidence-based counseling strategies and techniques for prevention and intervention	15	1/3	2.00
2.F.6.a	Theoretical foundations of group counseling and group work	15	1/3	2.00
2.F.6.e	Approaches to group formation, including recruiting, screening, and selecting members	15	1/3	1.87

Continued next page

Table 22. Alumni Survey Responses, 2023 Survey of 2019-20, 2020-21, and 2021-22 Completers (continued)

CACREP Reference	Item	N	Response Range	Mean
2.F.7.c	Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	15	0/3	1.80
2.F.7.e	Use of assessments for diagnostic and intervention planning purposes	15	1/3	1.67
2.F.8.a	Making use of research to advance the counseling profession, including critiquing research to inform counseling practice	15	0/3	1.73
2.F.8.e	Evaluation of counseling interventions and programs	15	1/3	1.73
Program prepared	In retrospect, the program prepared me well for the challenges of my work.	15	0/3	1.93
Would recommend	I would recommend this program of study to a friend who had career aspirations similar to mine.	15	1/3	2.20

*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 33. Professional Orientation and Ethical Practice, Social and Cultural Diversity, Human Growth and Development, Career Development
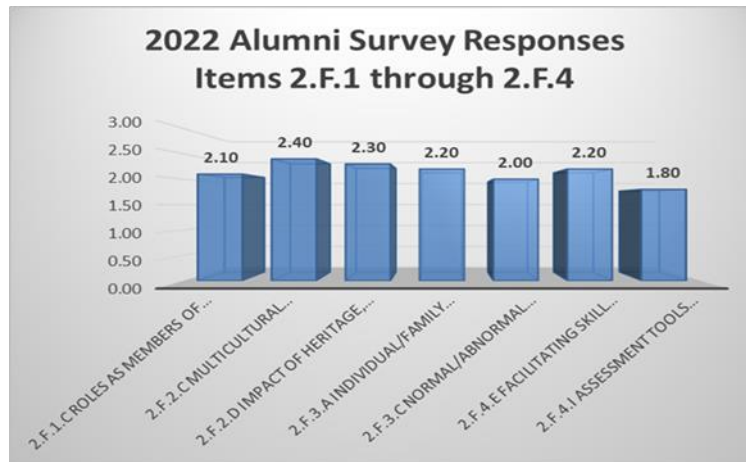
Referenced on data of Table 22.

Chart 34. Counseling and Helping Relationships, Group Counseling and Group Work, Assessment and Testing, Research and Program Evaluation
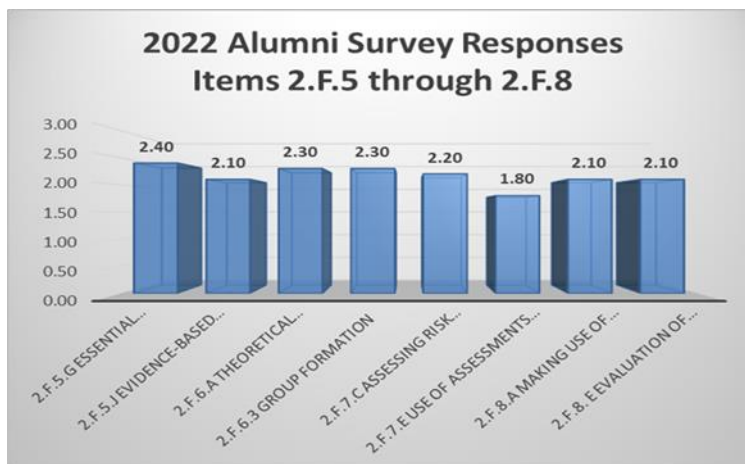

Referenced on data of Table 22.
Data Set: Alum_surv.sav; O:\SPSS\SPSS databases\Tracking\counseling\Alumni

Employers are difficult to identify and to engage, but the 2023 surveys secured responses from seven of the thirteen identified, a return of 54%. Due to the low N, the results are presented as frequencies.

Table 23. Frequency: Responses to 2023 Survey of Employers of Completers of 2019-20, 2020-21, and 2021-22

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	6	1	0	0	7
2.F.2.c. Multicultural counseling competencies	6	1	0	0	7
2.F.3.c. Addressing normal and abnormal personality development	6	1	0	0	7
2.F.4.h. Facilitation of client skill development for career, educational, and life-work planning and management	5	2	0	0	7
2.F.5.g. Essential interviewing, counseling, and case conceptualization skills	5	2	0	0	7

Continued next page

Table 23. Frequency: Responses to 2023 Survey of Employers of Completers of 2019-20, 2020-21, and 2021-22 (continued)

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.6.a. Theoretical foundations (and/or practice) of group counseling and group work	4	2	0	0	6
2.F.7.c. Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	5	2	0	0	7
2.F.8.a. Use of research to advance the counseling profession, and/or critiquing research to inform counseling practice	5	2	0	0	7
Total Responses by performance level	42	13	0	0	55
Percentages	76%	24%	0%	0%	100%

Data Set: Empl_surv.sav. O:\SPSS\SPSS databases\Tracking\counseling\Employers. SurveyMonkey Counseling Employer surveys of 2023.

Comment on employer survey responses: A total of 100% of the responses indicated the employers perceived that the counselors were well or exceptionally well prepared in the eight core areas. This indicator for the 2022 Employer Surveys was 98%.

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. On a rubric with performance level indicators classified under Undeveloped (0), Developing (1), Expectation-Met (2), and Expectation-Exceeded (3), the 2022-23 completer cohort at conclusion of internship received no ratings below Expectation-Met. At this point, 16 of the 34 dispositional performance indicators were all rated at Expectation-exceeded; eight indicators received one rating at Expectation-met, seven received two, and three received three ratings at Expectation-met. All other ratings were at Expectation-exceeded. These results are considered to demonstrate that Outcome 1 was met for the 2022-23 completer 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.

   Key performance indicators from selected course assessments, dispositional assessments, clinical observation assessments, and the final comprehensive exam combine to track the knowledge, skills, and practices attained by the candidates. The KPI course assessments for this cohort fall within expected ranges; the dispositional and clinical observational assessments are at positive levels, and the cohort average comprehensive exam results fall within 0.5 S.D. of the national mean.

   These indicators together provide evidence that candidates are attaining the 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 as evidence 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

With reference to the demographic setting presented at the beginning of this report, the academic unit continues to place a very high value on maintaining a diverse student body, as well as on creating and supporting an inclusive learning community. To further support inclusiveness within the learning community, faculty together have undertaken study of the book *Cultural Competence Now* (Vernita Mayfield, 2020), as well as seeking other professional development opportunities to enhance their cultural competence.

Along with the commitment to recruiting minority or marginalized individuals as students, there is also commitment, as opportunity allows, to attract faculty who represent diversity.

Presently the student body includes representation of the ethnic/racial diversity present in much of the U.S. population—Asian, black or African American, Hawaiian, Hispanic, mixed race, and white. Differences in gender orientation are represented, as are disabilities. This population mix is seen as an abundant opportunity to establish an atmosphere of openness and acceptance, with conversations that intentionally promote inclusivity and belonging. The expectation is established that everyone is responsible for contributing to an open, welcoming, and accepting environment that treasures people of various backgrounds, ethnicities, and perspectives. During their first term, students in new student orientation are introduced to the Counseling Student Handbook, with its statements on diversity, inclusion, and respect.

In every course, there is intersection between the subject matter and diversity considerations. These crosswalks are mentioned in the syllabi. Daily conversations take place in the classes as to how each topic can be implemented in the context of a pluralistic, diverse community of clients or students. Faculty lead these conversations modeling sensitivity to and respect for the different perspectives and life experiences of others, recognizing that for some students there have been generations of marginalization.

Campus and community outreach activities, beyond providing needed services, are 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 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.

In these ways the academic unit continues its quest to create, support, and enhance the inclusive learning environment, and to prepare counselors who are representative of, and sensitive to, the diversities of the clientele they will serve in our pluralistic society.

Learning Outcomes and CPCE

KPIs in core areas had positive results, with expected growth in knowledge and skills over the multiple measures of sequential assessment points. The CPCE results for this group on average are within 0.5 +/- standard deviation of the national average. Study of CPCE results as a component of the key performance indicators will continue to track the completer performance across the cohort years.

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.

As a follow-up, the alumna (a school counselor) who had rated several items at "Not at all" (0) was contacted and agreed to a conversation. She had already indicated in a comment on the survey that the low rating on preparation for the challenges of her work had to do with the employing school, not the preparation program. In the conversation she clarified that schools expect school counselors to do a lot of things besides school counseling, and the problem lies with the expectations of schools and misunderstanding of the role of school counselors. She further clarified that the course preparing her to develop a comprehensive school counseling program had divided out different aspects of the key comprehensive assignment, so that she personally had practice in developing only one aspect of a total program. Additionally, she felt that the crisis management class had emphasized responses to clinical mental health crises without sufficient preparation for the mental and emotional crises that occur among the P-12 student population.

Feedback such as this is highly valuable. Faculty have taken steps to address the issues in both courses.

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 via digital delivery. The regional accrediting agency, SACS-COC, accepted notification of distance education method of delivery for the M.S. program in Professional Counseling, all emphases, in June of 2021. In August of 2023, CACREP acknowledged that the program is being offered online and in-person and the information provided in the digital delivery substantive change request was deemed satisfactory. This recognition is not an accreditation decision; however, it is now a part of the program's official accreditation record.

In a recent survey of counseling students, 18 of 24 respondents (75%) rated their experience in combined in-person/distance classes (Hyflex) as Satisfactory, Very good, or Excellent. Four (17%) rated their experience as "Fair" and two (8%) as Poor. When asked the same question with regard to online-only courses (no in-person component) 28 (97%) of the respondents rated their experience as Satisfactory, Very good, or Excellent. One rating (3%) was at "Fair," with no rating at "Poor."

In their comments, students commented that they like in-person delivery but for some, matriculation would not be possible without the digital delivery option.

The student experience in coursework, both digital delivery and in-person, is monitored regularly to inform the best possible practices and concomitant learning outcomes.