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

November 2024

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.

Questions, observations, or suggestions may be directed to Elaine Hayden, Unit Assessment System Manager, at *haydene@southern.edu*.

Contents

This page is intentionally left blank.

Graduate Studies in Professional Counseling

An Entry-level Counselor Preparation Program

Counseling Assessment Outcomes Report

November 2024 on Outcomes of 2023-2024

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 Applicants, Program Students, Faculty, and Clinical Experiences

A total of 25 applications were received for the 2023-24 year, 19 for CMHC and six for dual emphasis (both CMHC and SC). Of those applicants, 21 were admitted (17 CMHC and four dual). One (dual) who was not admitted was accepted for admission pending English proficiency. Of the applicants, 19 were White, four were Black or African American, and two were Asian. The four not admitted were among the applicants who identified as White. Six of the applicants identified as Hispanic in addition to their racial identity. Two of the not-admitted were among those identifying as (White) Hispanic, one of whom was the individual lacking English proficiency.

The diversity among the student population, faculty, site supervisors, and the clients and P-12 students served through clinical experiences provides the setting within which cultural competence is developed. Program candidates at fall 2024 are from ten states. Gender composition is predominately female (80%). Racial composition is 58% White alone and 42% non-White, with Hispanic individuals at 26%. Persons who identify as Black or Asian are among the group. The various races and ethnicities are represented in both CMHC and SC enrollment, and among those completing both emphases (dual). Of the 2023-24 completer group, 31% identify as Hispanic and 38% as White alone. Persons of Asian, Black, and Pacific Islander heritage are among the completers.

The current (fall 2024) demographic composition of full-time faculty is two white females, one of whom is Cuban-American. The affiliates include representation of White, Hispanic, and Black individuals, one of whom has a history of involvement in advocacy efforts, including activities to help young African Americans.

The 2023-24 completer cohort (N=13) submitted 49 diversity reports (26 CMHC, 23 SC) on their varied clinical experiences in practicum and internship.

Of the 49 reports, 23 indicated that candidates had worked with clients or P-12 students who identified as African American or Black; 10 Asian; 33 Caucasian; 27 Hispanic or Latino; five South Pacific, and three of other races.

Thirty-one reported working with supervisors or other professionals who identified as African American or Black; five as Asian; 27 as Caucasian; 13 as Hispanic or Latino; three as South Pacific; and two as other races.

Of the 23 SC reports, 12 indicated that candidates had worked with English language learners, 11 with gifted, one with hearing impaired, three with vision impaired, and nine with speech or language impairments. Four reports indicated that candidates had served students with physical challenges, 11 with psychological or emotional challenges, and three with other exceptionalities. School counseling placements included eight Title I school settings and three urban settings, according to the reports.

School counseling candidates reported that 14 of the placements allowed them to work with boys or young men, 14 with girls or young women, and five with P-12 students who identified as transgender or nonconforming.

CMHC candidates reported that 12 of their placements allowed them to work with clients whose native language was not English; one with hearing impaired, five with physical challenges, six with speech or other language impairments, and one with other exceptionalities. For CMHC, candidates reported that 16 placements allowed them to work with men, 21 with women, and two with clients who identified as transgender or nonconforming.

Table 2. Race and Ethnic Identity of Program Students Compared

Race/Ethnicity Identity	Counselor Educ Prog F24		SAU Graduate Programs		Southern Adventist University		Hamilton County	U.S.
	#	%	#	%	#	%	%	%
Black or African American alone	6	11.8%	43	14.3%	248	7.7%	18.2%	13.1%
American Indian and Alaska Native alone	0	0.0%	2	0.7%	3	0.1%	0.7%	1.3%
Asian alone	0	0.0%	21	7.0%	478	14.8%	2.3%	6.3%
Asian//Hawaiian Pacific Islander	2	3.9%	1	0.3%	9	0.3%	0.2%	0.3%
Two or More Races	1	2.0%	12	4.0%	206	6.4%	2.3%	3.0%
Unknown (includes non-Hispanic)	0	0.0%	3	1.0%	138	4.3%	0.0%	0.0%
Hispanic or Latino	13	25.5%	64	21.3%	873	27.0%	8.2%	19.0%
White alone, not Hispanic or Latino	29	56.9%	154	51.3%	1274	39.5%	69.5%	58.4%
Totals	51	100%	300	100%	3229	100%	101%	101%

Sources for Table 2 and Charts 1 - 4: SEP Assessment System Office; SAU InfoCenter, Enrollment by Ethnicity; U.S. Census QuickFacts (U.S. Census Bureau QuickFacts)

The data of Table 2 are illustrated in Charts 1 to 4, following.

Chart 1. Racial and Ethnic Diversity: Counselor Education F24 Students and Southern Adventist University Graduate Programs Compared
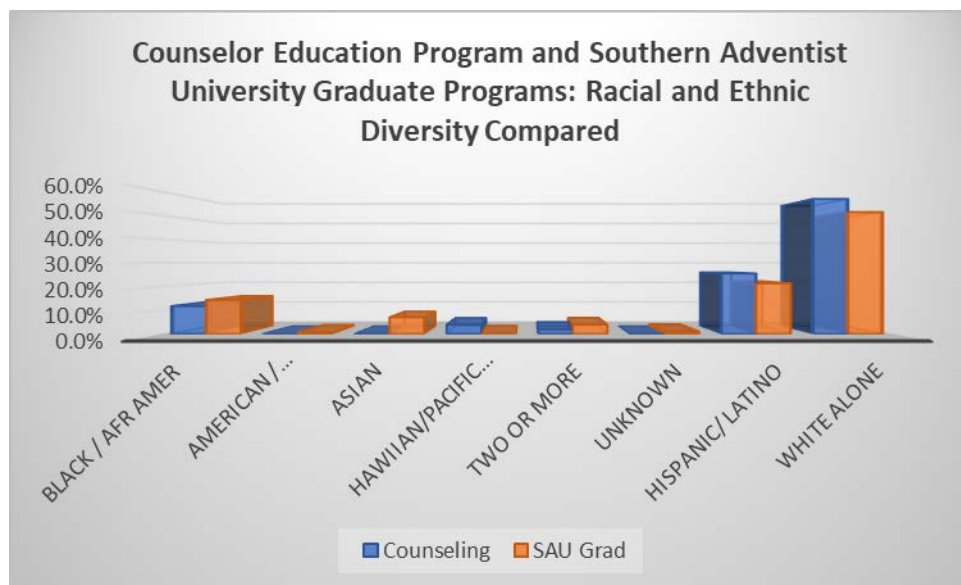
Referenced on data in Table 2.

Chart 2. Racial and Ethnic Diversity: Counselor Education F24 Students and Southern Adventist University Compared
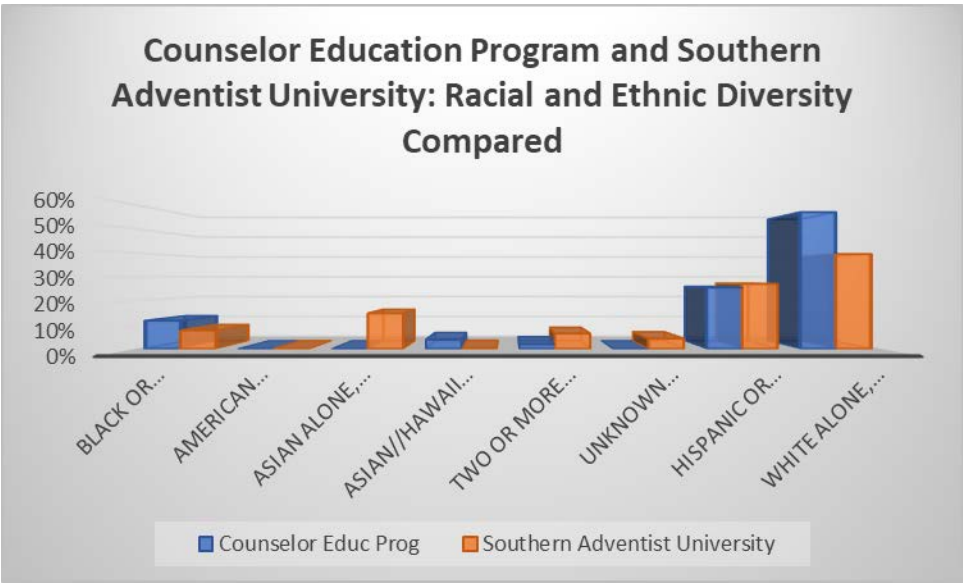
Referenced on data in Table 2.

Chart 3. Racial and Ethnic Diversity: Counselor Education F24 Students and Hamilton County Compared
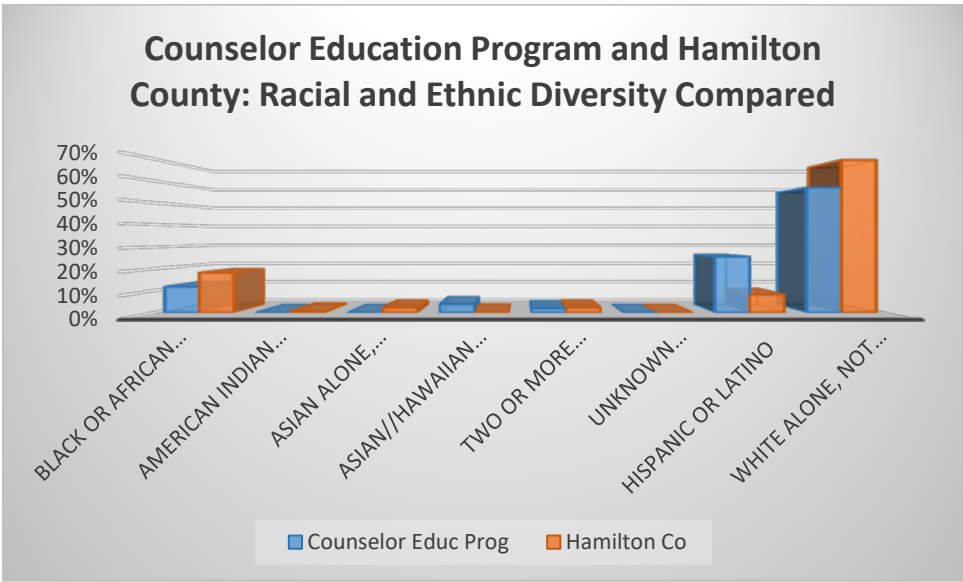
Referenced on data in Table 2.

Chart 4. Racial and Ethnic Diversity: Counselor Education F24 Students and U.S. Population Compared
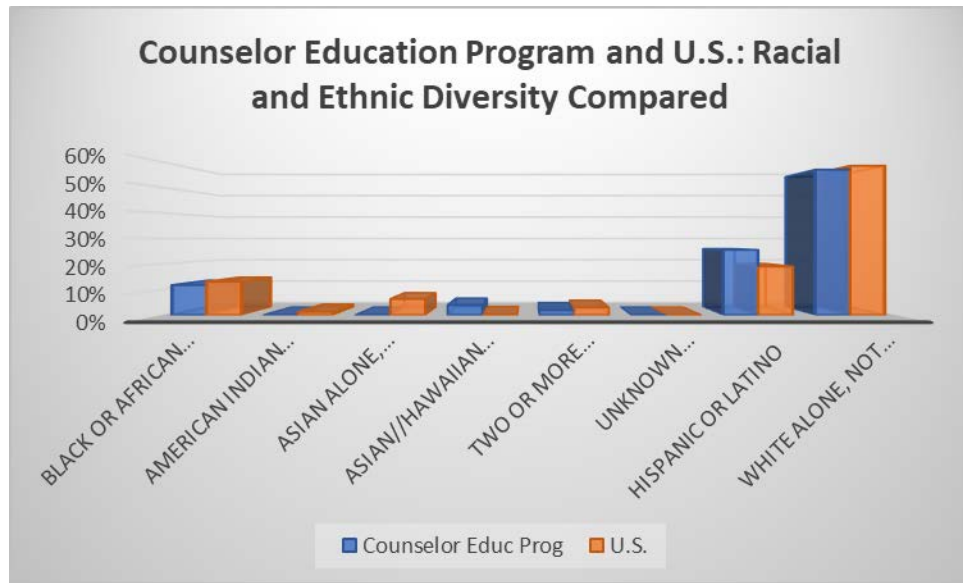
Referenced on data in Table 2.

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. Their similarity permits combining results on those indicators that address core competencies.

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—the 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 Informs 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. The assessment provides continual guidance in dispositional development. The final field assessment, as the culmination of candidates' 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 highlight dispositions that are considered particularly essential to effective practice in a multicultural and pluralistic society.

Table 3. Professional Conduct and Dispositions on 2023-24 Completers (Indicators # 1 – 7)

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 1 - 7 (N = 13, actual response range = 2- 3)	
Performance Indicator	**Overall Mean**
1. Genuineness, Empathy, and Interest in Others	2.85
2. Sensitivity to Others	2.92
3. Respect Autonomy	2.92
4. Cultural Sensitivity	2.92
5. Personal Wellness - Physical Health	2.77
6. Personal Wellness - Mental Health	2.69
7. Information into Practice	2.77

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

Chart 5. Professional Conduct and Dispositions on 2023-24 Completers (Indicators # 1 – 7)
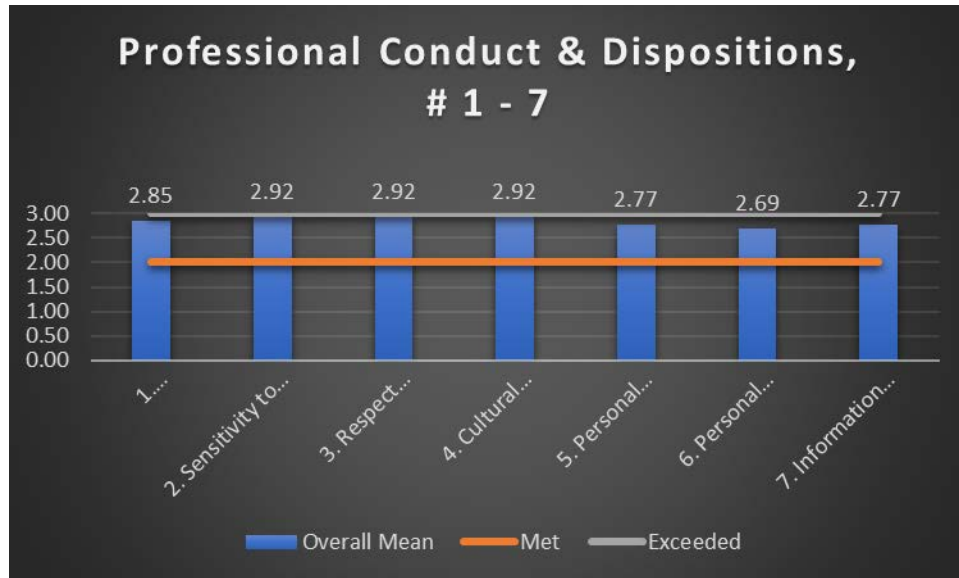
Referenced on data in Table 3.

Table 4. Professional Conduct and Dispositions on 2023-24 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	2.77
9. Follow Procedures and Policies	2.69
10. Facilitate Learning	2.85
11. Willing to Adjust and Improve	2.85
12. Accept Supervision and Consultation	3.00
13. Awareness of Impact on Others	2.69
14. Maintain Objectivity	2.77

Chart 6. Professional Conduct and Dispositions on 2023-24 Completers (Indicators # 8 – 14)
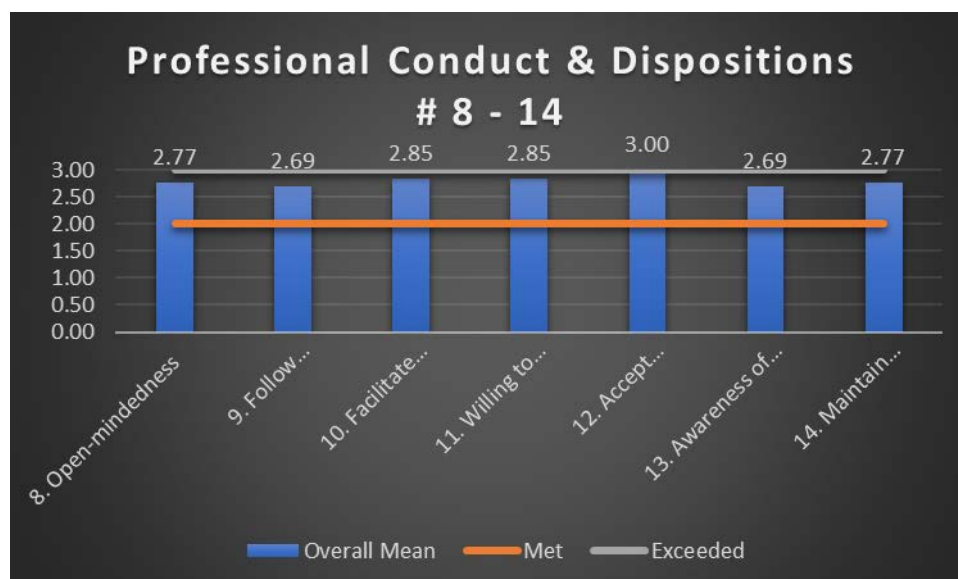
Referenced on data in Table 4.

Table 5. Professional Conduct and Dispositions on 2023-24 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	2.92
16. Accept Responsibility for Own Actions	2.69
17. Manage Own Issues	2.62
18. Demonstrate Integrity	2.77
19. Use of Constructive Feedback	2.85
20. Self-reflection	2.85
21. Accuracy and Truthfulness	2.77

Chart 7. Professional Conduct and Dispositions on 2023-24 Completers (Indicators # 15 − 21)
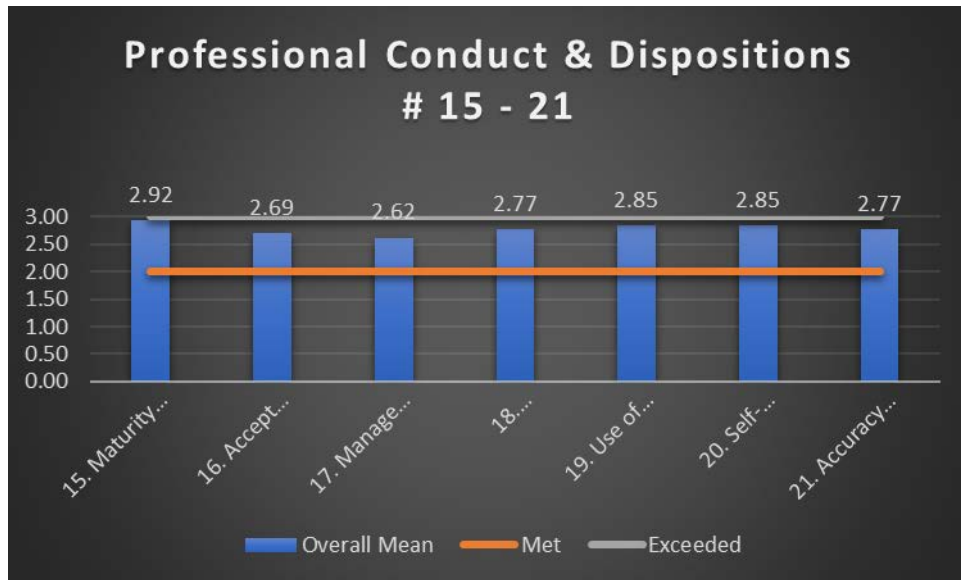
Referenced on data in Table 5.

Table 6. Professional Conduct and Dispositions on 2023-24 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	2.77
23. Aware of Personal Beliefs	2.85
24. Professional Identity	2.85
25. Respect Privacy	2.85
26. Maintain Ethical Guidelines	2.85
27. Professional Growth	2.77
28. Prioritization of Interests	2.85

Chart 8. Professional Conduct and Dispositions on 2023-24 Completers (Indicators # 22 – 28)

Professional Conduct & Dispositions # 22 - 28

Indicator	Overall Mean
22. Respect...	2.77
23. Aware of...	2.85
24. Professional...	2.85
25. Respect Privacy	2.85
26. Maintain...	2.85
27. Professional...	2.77
28. Prioritization...	2.85
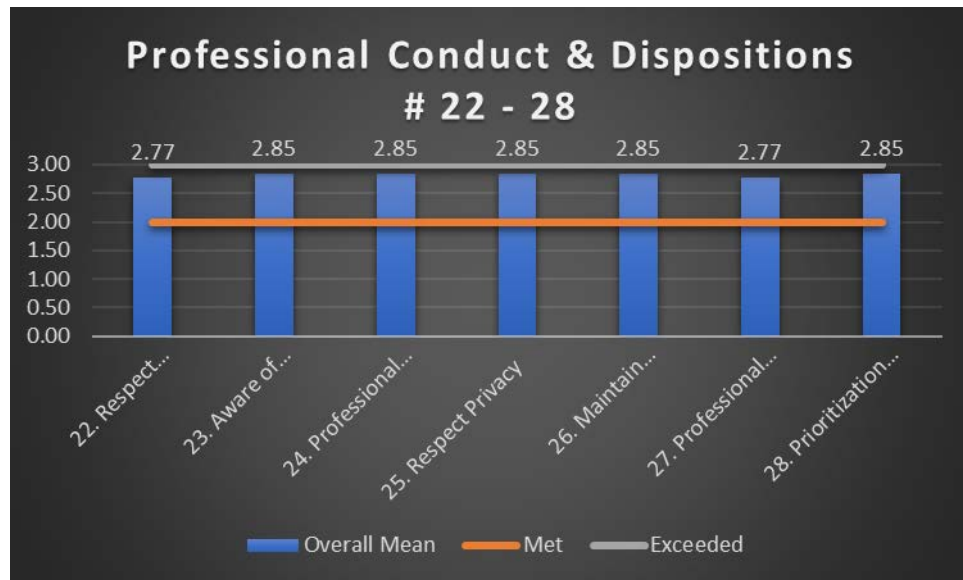
Referenced on data in Table 6.

Table 7. Professional Conduct and Dispositions on 2023-24 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	2.77
30. Attention to Professional Appearance	2.85
31. Refrain from Substance Abuse	2.85
32. Effective Relationships	2.54
33. Professional Communication	2.77
34. Fulfill Obligations	2.77

Chart 9. Professional Conduct and Dispositions on 2023-24 Completers (Indicators # 29 – 34)
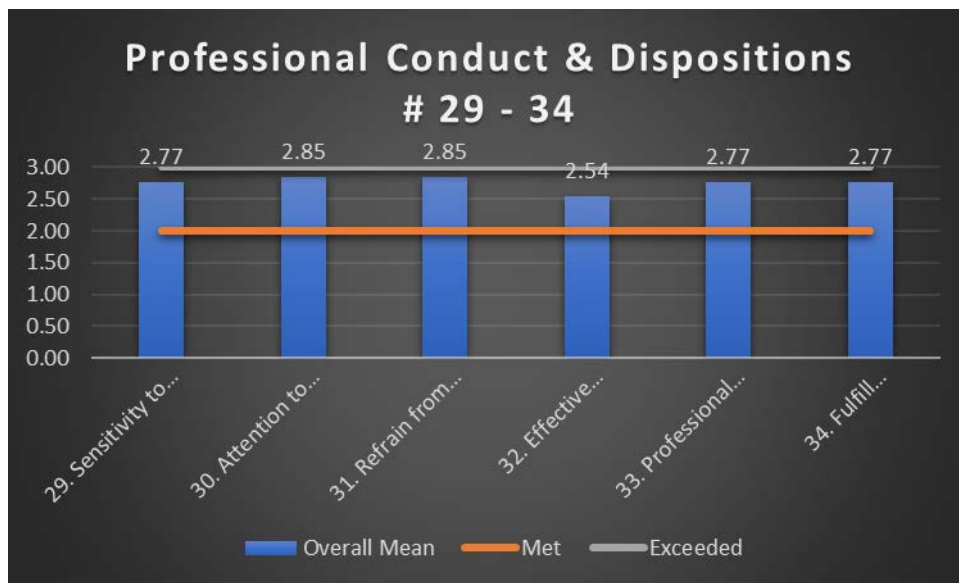
Data Set for Tables 3 – 7 & Charts 5 – 9: E-5b.sav (O:\SPSS\SPSS databases\Tracking\counseling\E-5)

Observations: Site supervisors (at conclusion of internship) rated all candidates within "Expectation met" and "Expectation exceeded" across all indicators, with no ratings below "Expectation met." Item means range from a high of 3.00 in "Accept supervision and consultation" to a low of 2.54 in "Effective

Relationships." The charts visually illustrate that the means of all items were well above "Expectation met."

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 2023-24

Table 8. Core Areas and Key Performance Indicator Statements

Professional Counseling Identity Core Area	Key Performance Indicator
1. Professional Orientation and Ethical Practice	**1.** Students will understand ethical standards of professional counseling organizations and credentialing bodies. They will demonstrate competency in application of ethical and legal considerations in professional counseling.
2. Social and Cultural Diversity	**2.** Students will demonstrate the knowledge, skills, and self-awareness to effectively counsel clients of various cultures and ethnicities.
3. Human Growth and Development	**3.** Students will demonstrate a thorough knowledge of the theories of normal and abnormal development, including personality, social and physical development, learning, and the effects trauma has on development.
4. Career Development	**4.** Students will demonstrate ability to: • 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. Point 1 assessments indicate candidate progress levels early in the program. The data of Table 10 are pictured in Charts 10 - 12, which follow.

Table 10. Summary of KPI Course-embedded Assessments

Course Assessments						
		N	Possible Range*	Actual Range	Mean	Mean
Area	Course	2023-24 completers		2023-24 completers	2022-23 completers	2023-24 completers
1. Professional Identity and Ethical Practice	COUN 537	11	0 - 3	1 - 3	2.32	1.82
2. Social and Cultural	COUN 561	11	0 - 3	1 - 3	2.15	2.09
3. Human Growth and Development	COUN 510	11	0 - 3	1 - 3	2.83	2.36
4. Career Development	COUN 516	11	0 - 3	2 - 3	2.09	2.23
5. Counseling and Helping Relationships	COUN 556 (KPI 5a) Case Conceptualization	11	0 - 3	3 - 3	2.83	3.00
	COUN 579 (KPI 5b) Interviewing and Counseling Skills	11	0 - 3	2 - 3	2.25	2.64
6. Group Counseling and Group Work	COUN 553	11	0 – 3	3 - 3	2.75	3.00
7. Assessment and Testing	COUN 530	11	0 - 3	2 - 3	2.55	2.91
8. Research and Program Evaluation	COUN 598	11	0 - 3	2 - 3	2.54	2.64
9. Diagnostic Procedures	COUN 521	11	0 - 3	1 - 3	2.17	2.00
10. School Counseling Program Design and Evaluation	COUN 577	5	0 - 3	3 - 3	**	3.00

*Undeveloped = 0; Developing = 1; Expectation met = 2; Expectation Exceeded = 3.

**N of 1 is too small to allow confidentiality in reporting. There was only one School Counseling completer in 2022-23.
Data Set: KPI_COURSE.sav (O:\SPSS\SPSS databases\Tracking\counseling\KPI)

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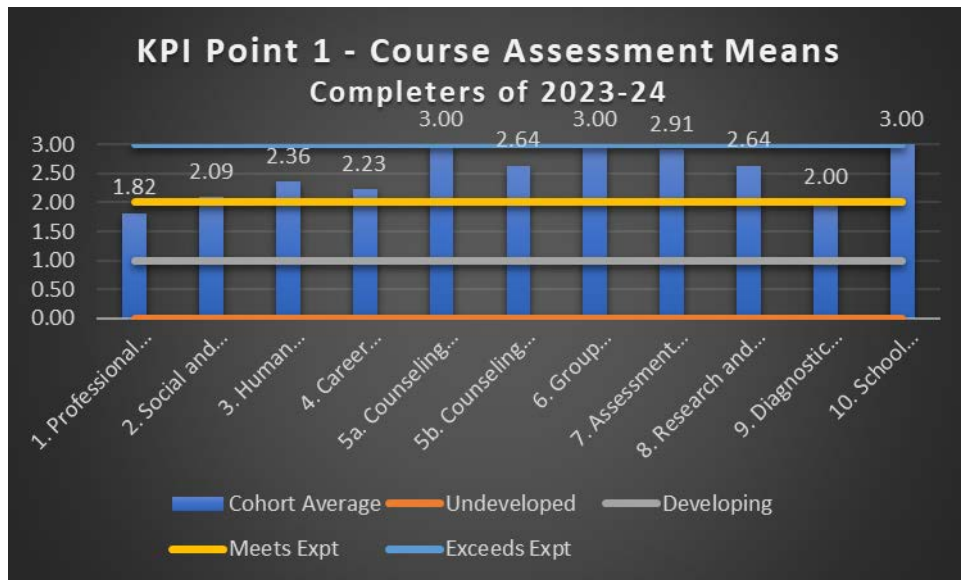
Referenced on data of Table 10.

Chart 11. Course Assessments (Point 1), 2022-23 and 2023-24 Completer Means Compared (KPI 1 – 5)
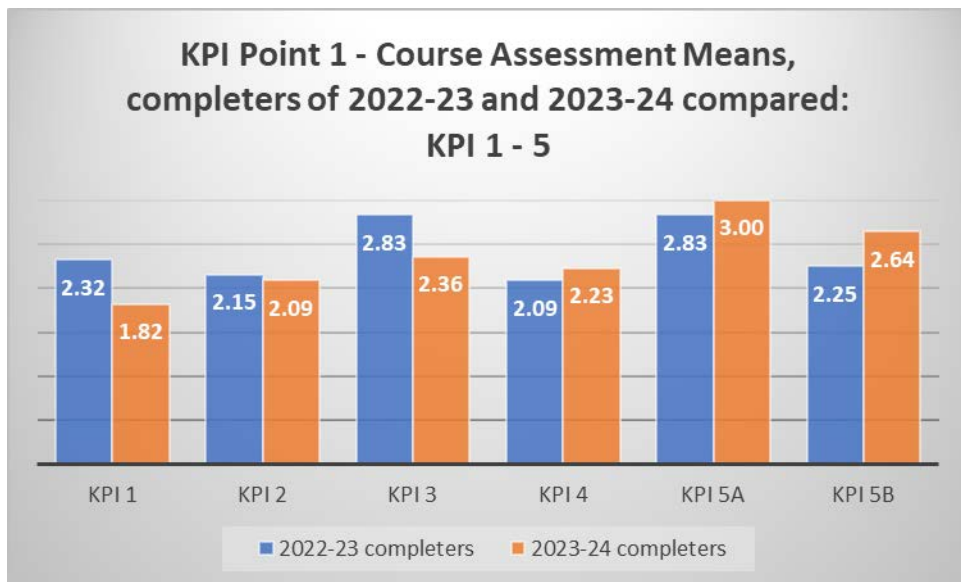
Referenced on data of Table 10.

Chart 12. Course Assessments (Point 1) 2022-23 and 2023-24 Completer Means Compared (KPI 6 – 10)
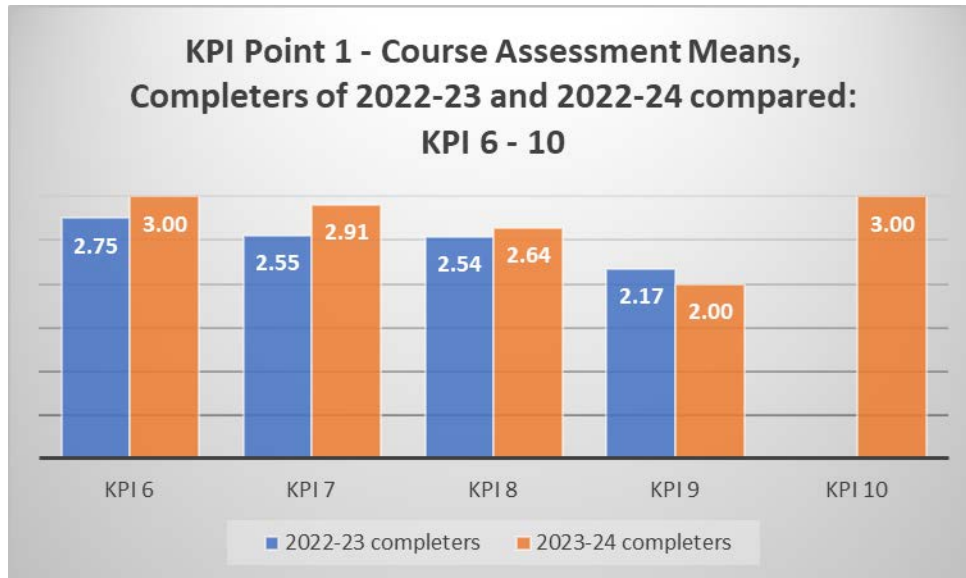
No data reported for 2022-23 #10 – N is too small for reporting.
Referenced on data of Table 10.

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) at the initial assessment point. An exception here is the low mean of the 2023-24 cohort for KPI 1, Professional Identity and Ethical Practice. This mean is considerably lower than that of previous year's cohort (1.82 vs. 2.32). No rationale for this dip has been identified. However, continued monitoring will indicate whether there is a trend.

Term-to-term, a course will use the same methods to derive KPI ratings unless there is a considered modification of course assessments. The course assessments are unique to each course, however, and there is no standardization of assessments among the different key courses in which the subject matter behind each KPI is largely presented. As the first of multiple assessment points, the point 1 scores reflect candid observations of where the student is performing in each area early in the program; therefore, low averages, when they occur, may represent 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 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 (Point 2) and Clinical Internship II (Point 3)
Possible Range: 1 - 5[1]

KPI	Point	N 2023-24 completers	Lo/Hi 2023-24 completers	Mean 2021-22 completers	Mean 2022-23 completers	Mean 2023-24 completers
KPI 1. Professional Orientation and Ethical Practice (CMHC 25/SC 36. Ethical Behavior)	Point 2.1	17	3/5	4.67	4.14	4.24
	Point 3.1	17	4/5	5.00	4.86	4.94
KPI 2. Social and Cultural Diversity (CMHC 9/SC 27. Diversity Competency)	Point 2.1	17	3/5	4.40	3.50	3.82
	Point 3.1	16	3/5	4.87	4.71	4.69
KPI 3. Human Growth and Development (CMHC 10/SC 9. Recognition of Normal and Abnormal Development)	Point 2	16	2/5	4.20	3.70	3.63
	Point 3	16	3/5	4.83	4.64	4.63
KPI 5(a). Counseling and Helping Relationships (KPI 5a: CMHC 14/SC 13. Theory-specific Case Conceptualization)	Point 2	17	3/5	4.14	3.57	3.47
	Point 3	15	3/5	4.62	4.36	4.53
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	17	2/5	4.11	3.87	4.04
	Point 3	17	3/5	4.73	4.68	4.73
KPI 6. Group Counseling and Group Work (CMHC 18/SC 21. Small Groups for Clients'/Students' Identified Needs or Interests)	Point 2	12	2/5	4.25	3.86	4.25
	Point 3	12	3/5	4.42	4.67	4.75
KPI 7. Assessment and Testing (CMHC 11/SC 10. Assessment)	Point 2	17	1/5	4.21	3.43	3.76
	Point 3	16	3/5	4.60	4.57	4.69
KPI 9. Specialty Area: Clinical Mental Health Counseling: Competence in Diagnosis (CMHC 5. Diagnostic Process)	Point 2	11	3/5	3.80	3.46	3.27
	Point 3	10	3/5	4.78	4.31	4.40

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

---

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

Chart 13. Clinical Observations Assessments Summary (Points 2a and 3a of Listed KPIs)
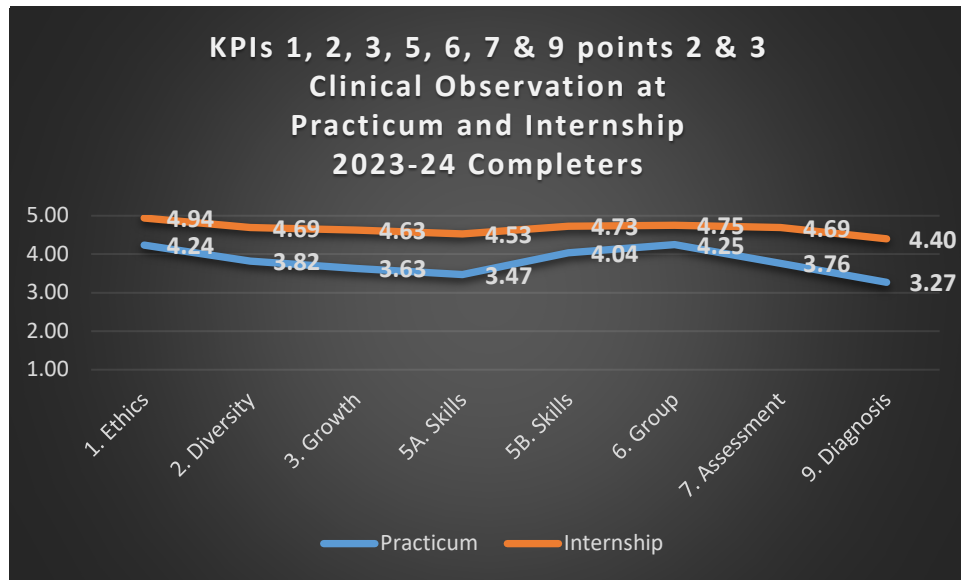
Referenced on data of Table 11. Data Sets: KPI analysis E-4 completers 2023-24 (Data2\A Counseling\COUN E-4\2023-24 completers); KPI_2020_E4_CMH_SC_Combined.sav (O:\SPSS\SPSS databases\Tracking\counseling\E-4)

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. The consistently higher means that emerge at conclusion of internship, as one might expect, suggest a degree of reliability among the various independent site supervisor observations. 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 2022-23 and 2023-24 Means Compared (Point 3 of Listed KPIs): KPI 1 – 5(a)
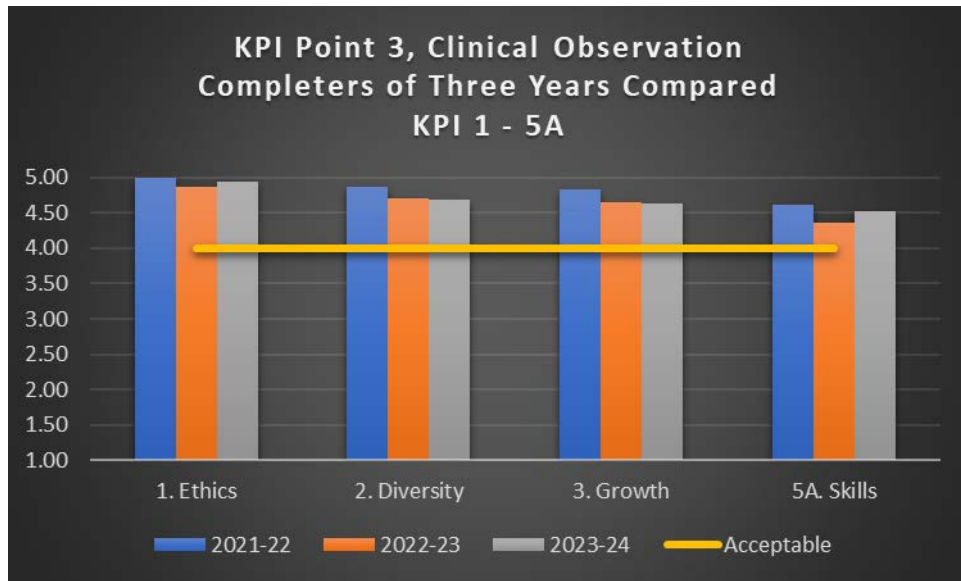
Referenced on data of Table 11. Data Sets: KPI analysis E-4 completers 2023-24 (Data2\A Counseling\COUN E-4\2023-24 completers); KPI_2020_E4_CMH_SC_Combined.sav (O:\SPSS\SPSS databases\Tracking\counseling\E-4)

Chart 15. Clinical Observations, Completers of 2021-22 and 2022-23 Means Compared (Point 3 of Listed KPIs): KPI 5(b), 6, 7, 9
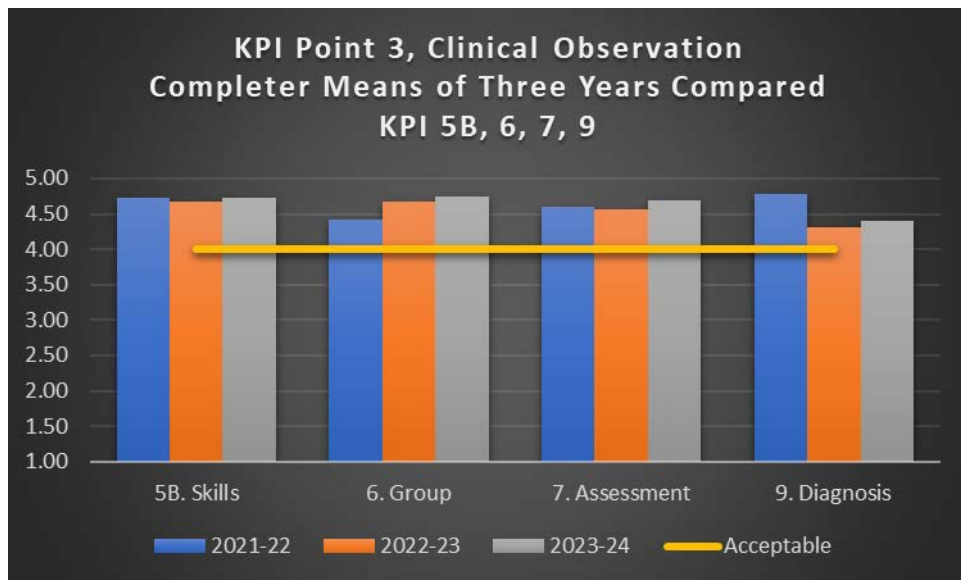
Referenced on data of Table 11. Data Sets: KPI analysis E-4 completers 2023-24 (Data2\A Counseling\COUN E-4\2023-24

Comment on three years' comparison: All means are within 4.00 and 5.00, as expected at conclusion of internship. These means are derived from independent ratings by the different site supervisors.

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

Relevant items from the dispositional assessment are monitored for KPIs 1 and 2, Professional Counseling Orientation and Ethical Practice, and Social and Cultural Diversity. These data are for the 2023-24 completers at midpoint (Practicum II) and exit (Internship II).

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)	13	0 - 3	2 - 3	2.62
	E-5b (KPI 1 point 3.2 – Exit)	13	0 - 3	2 - 3	2.85

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)	13	0 - 3	2 - 3	2.69
	E-5b (KPI 2 point 3.2 - Exit)	13	0 - 3	2 - 3	2.92

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

Chart 16. Dispositional Assessments Summary (additional midpoint)
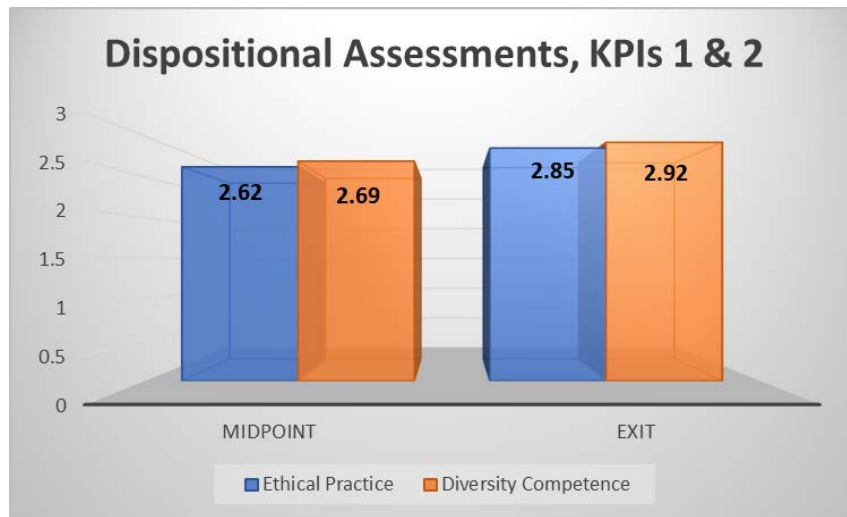
Referenced on data of Tables 12 and 13.

Comment on Dispositional Assessments Summary (Tables 12 & 13, Chart 16): A rating of 3 indicates "Expectation exceeded"; 2 indicates "Expectation Met." In this case, both means are slightly higher at exit, suggesting development of positive dispositions. 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 2023-24 tested at three different test administrations: one completer tested W23, four in F23, and six in W24. Because reporting is in reference to national averages (which fluctuate monthly), the combined analysis of these scores requires reference to 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 2023-24 Completers

Core Area	Average of Z-Scores for 2023-24 Completers
1. Professional Counseling Orientation and Ethical Practice	-0.27
2. Social and Cultural Diversity	-0.29
3. Human Growth and Development	-0.20
4. Career Development	-0.02
5. Counseling and Helping Relationships	-0.20
6. Group Counseling and Group Work	-0.31
7. Assessment and Testing	-0.53
8. Research and Program Evaluation	-0.21

Data Set: SPSS KPI_CPCE.sav

Chart 17. CPCE Results of 2023-24 Completers
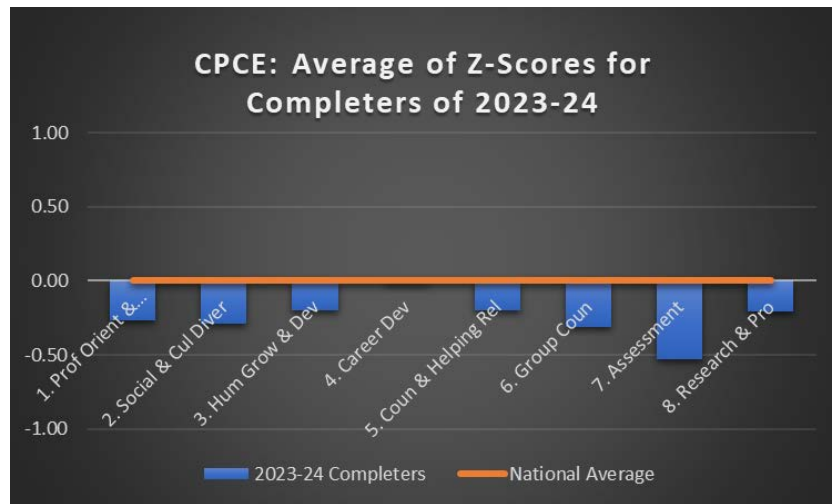
Referenced on data of Table 14.

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 2023-24 completers, who in turn tested in W23, F23, and W24, against the national averages and standard deviations of each respective time frame. The means (in z-scores) of the SAU 2023-24 completers fell within one standard deviation of the national average of all the individuals who tested these months, with only one area (Assessment) exceeding 0.5 standard deviation. Individual z-scores are plotted in Charts 18 to 25.

Chart 18. CPCE Z-Score Distribution for (1) Professional Orientation and Ethical Practice
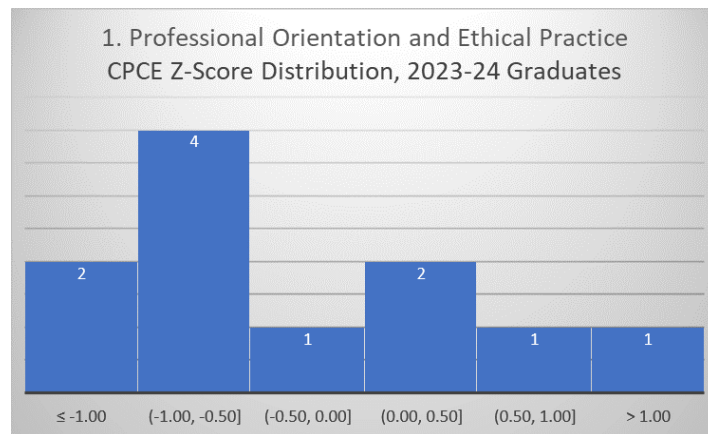
Referenced on data of Table 14.

Area 1: One candidate scored more than one standard deviation above the national average. Two candidates scored more than one standard deviation below the national average.

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

2. Social and Cultural Diversity
CPCE Z-Score Distribution, 2023-24 Graduates
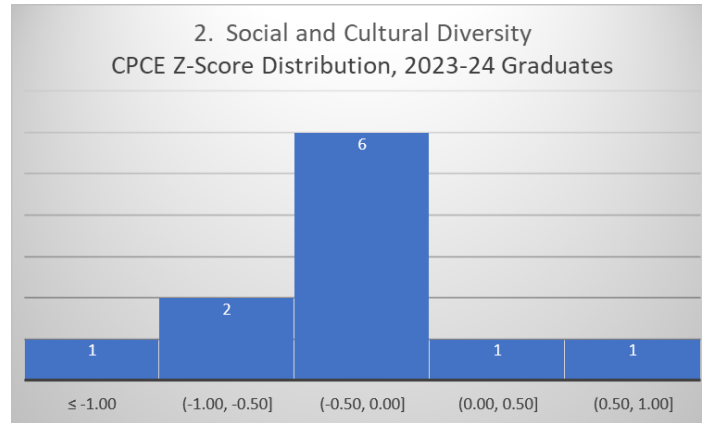
Referenced on data of Table 14.

Area 2: Two candidates scored on the high side of the national average, still within one standard deviation above. One candidate scored more than one standard deviation below the national average.

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

3. Human Growth and Development
CPCE Z-Score Distribution, 2023-24 Graduates
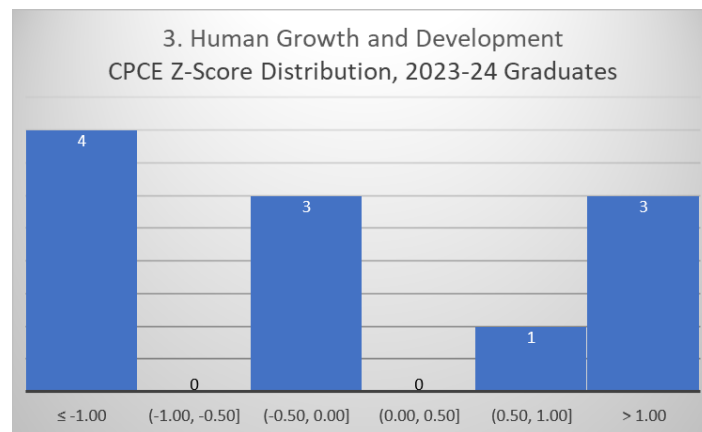
Referenced on data of Table 14.

Area 3: Three candidates scored more than one standard deviation above the national average. Four scored more than one standard deviation below.

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

4. Career Development
CPCE Z-Score Distribution, 2023-24 Graduates

≤ -1.00	(-1.00, -0.50]	(-0.50, 0.00]	(0.00, 0.50]	(0.50, 1.00]	> 1.00
2	2	1	4	0	2
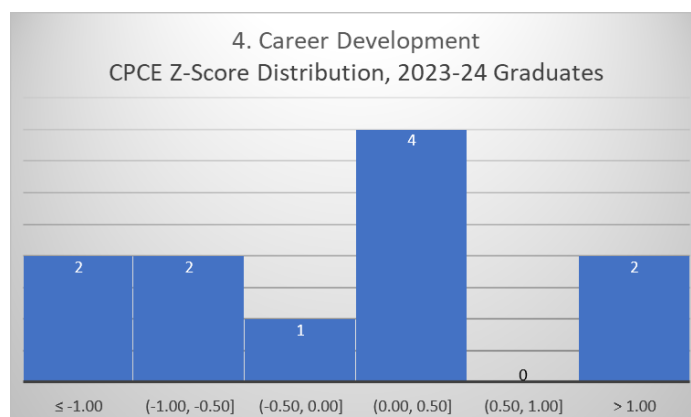
Referenced on data of Table 14.

Area 4: Two candidates scored more than one standard deviation above the national average. Two scored more than one standard deviation below national average.

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

5. Counseling and Helping Relationships
CPCE Z-Score Distribution, 2023-24 Graduates

≤ -1.00	(-1.00, -0.50]	(-0.50, 0.00]	(0.00, 0.50]	(0.50, 1.00]
2	3	1	1	4
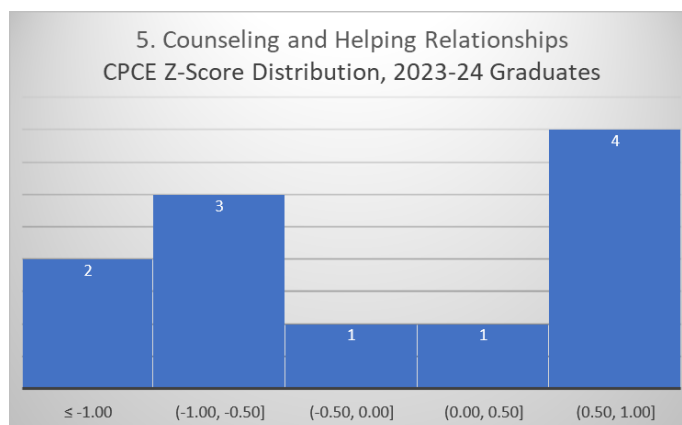
Referenced on data of Table 14.

Area 5: Two scored on the high side of the national average, still within one standard deviation above. Two scored more than one standard deviation below the national average.

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

6. Group Counseling and Group Work
CPCE Z-Score Distribution, 2023-24 Graduates
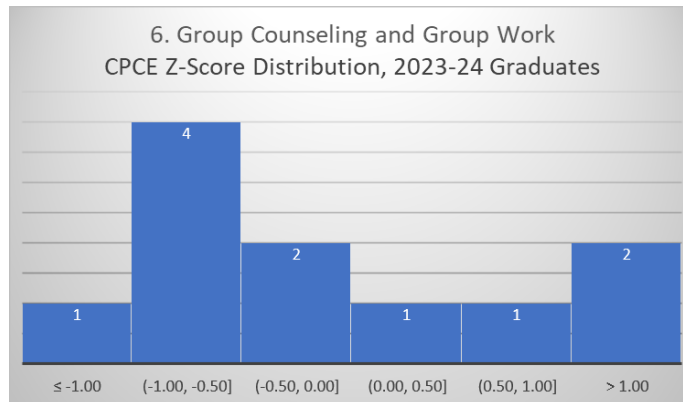
Referenced on data of Table 14.

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

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

7. Assessment and Testing
CPCE Z-Score Distribution, 2023-24 Graduates
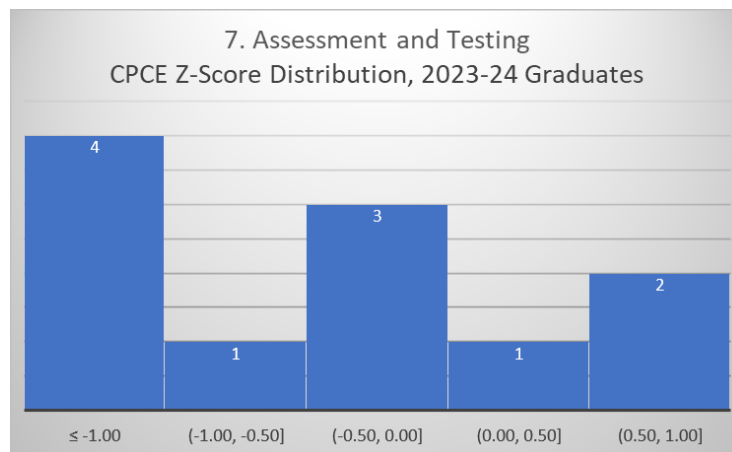
Referenced on data of Table 14.

Area 7: One candidate scored on the high side of the national average, still within one standard deviation above. Four scored more than one standard deviation below the national average.

Chart 25: CPCE Z-Score Distribution for (8) Research and Program Evaluation

8. Research and Program Evaluation
CPCE Z-Score Distribution, 2023-24 Graduates

| ≤ -1.00 | (-1.00, -0.50] | (-0.50, 0.00] | (0.00, 0.50] | (0.50, 1.00] |
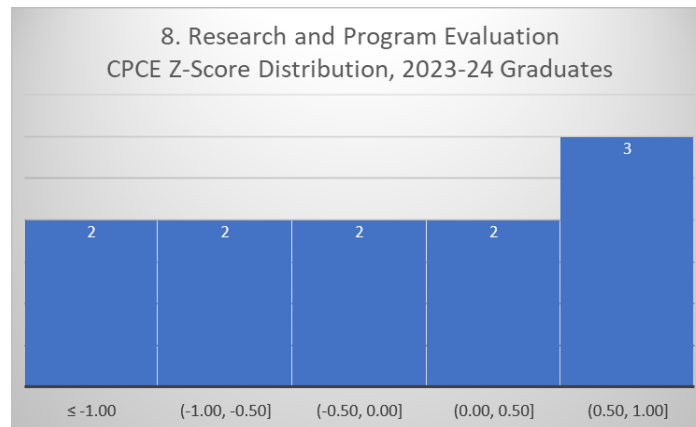
Referenced on data of Table 14.

Area 8: Five candidates scored on the high side of the national average, still within one standard deviation above. Two scored more than one standard deviation below the national average.

Observations:

While a number of candidates scored above the national average, there were others who scored below. These results are lower than we saw in the previous two years. Test anxiety was clearly a factor in at least one instance, and those low scores affect the means.

The possible factors and considerations for strengthening CPCE outcomes are discussed later; see page 50.

Clinical Observation for Completers of 2023-24

The observation instruments reported here are:

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

The earlier analysis of clinical observation results was limited to those performance indicators that specifically support certain KPI's. The discussion now turns to all the performance indicators within the clinical observation instruments.

The two 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.

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 2021-22, 2022-23, and 2023-24

CMHC & SC Combined, at Conclusion of Internship

From Evaluation of Candidate's Clinical Practice E-4 CMHC and E-4 SC. Some performance indicators are shared between CMHC and 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 2021-2022 Completers Combined N = 15	Mean 2022-2023 Completers Combined N - 14	Mean 2023-24 Completers Combined N = 17
1	CMHC 1/SC 2	Rapport	4.93	4.71	4.82
2	CMHC 2/SC 3	Management of Process	4.87	4.69	4.76
3	CMHC 3/SC 4	Management of Therapeutic Dialog	4.73	4.62	4.76
4	CMHC 4/SC 5	Delivery of Content	4.60	4.62	4.65
5	CMHC 6/SC 6	Therapeutic Skills	4.53	4.79	4.65
6	CMHC 7/SC 7	Introduction & Summary	4.60	4.69	4.65

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
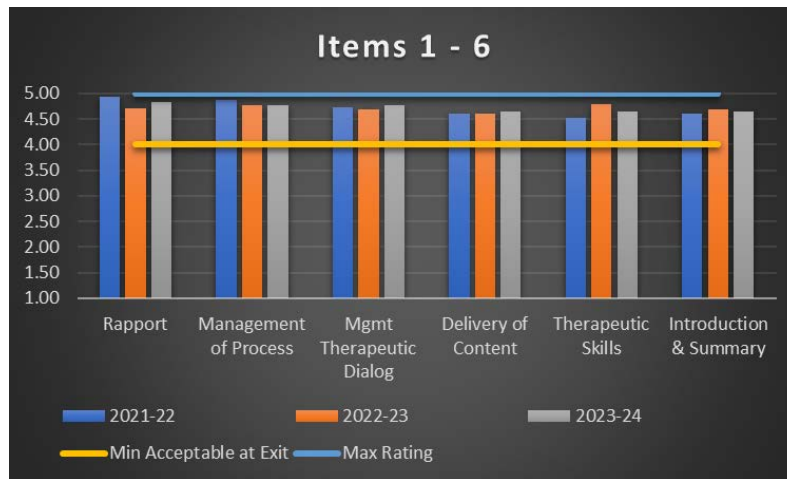
Referenced on data of Table 15.

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

CMHC/SC Shared Items 7 -12

#	E-4 Instrument Reference	Performance Indicator	Mean 2021-2022 Completers Combined N = 15	Mean 2022-2023 Completers Combined N = 14	Mean 2023-24 Completers Combined N = 17
7	CMHC 8/SC 8	Management of Emotions	4.80	4.69	4.76
8	CMHC 9 /SC 27	Diversity Competency	4.87	4.71	4.69
9	CMHC 10/SC 9	Recognition of Normal and Abnormal Development	4.83	4.64	4.63
10	CMHC 11/SC 10	Assessment	4.60	4.57	4.69
11	CMHC 12 /SC 11	Goal Setting	4.73	4.77	4.69
12	CMHC 13 /SC 12	Theoretical Congruence	4.67	4.64	4.63

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

CMHC/SC Shared Items 13 - 19

#	E-4 Instrument Reference	Performance Indicator	Mean 2021-2022 Completers Combined N = 15	Mean 2022-2023 Completers Combined N - 14	Mean 2023-24 Completers Combined N = 17
13	CMHC 14 /SC 13	Theory-specific Case Conceptualization	4.62	4.36	4.53
14	CMHC 15 /SC 14	Termination	4.69	4.69	4.60
15	CMHC 16/SC 15	Readiness for Crisis Intervention	4.33	4.64	4.40
16	CMHS 17/SC 16	Use of Referrals	4.57	4.75	4.40
17	CMHC 18/SC 21	Small Groups	4.42	4.67	4.75
18	CMHC 19/SC 30	Consultation with Other Professionals	4.73	4.86	4.75
19	CMHC 20/SC 31	Collaboration	4.87	4.79	4.71

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
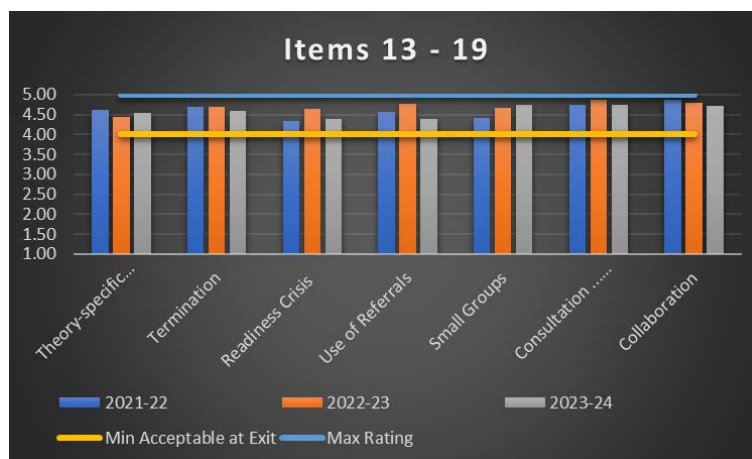
Referenced on data of Table 17.

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 2021-2022 completers Combined N = 15	Mean 2022-2023 completers Combined N - 14	Mean 2023-24 Completers Combined N = 17
20	CMHC 21/SC 32	Teaming	4.80	4.79	4.56
21	CMHC 22 /SC 33	Self-Supervision of Counseling	4.93	4.71	4.56
22	CMHC 23 /SC 34	Follow-through with Tasks/Work	4.87	4.86	4.75
23	CMHC 24/SC 35	Attendance	4.87	5.00	4.76
24	CMHC 25/SC 36	Ethical Behavior	5.00	4.86	4.94
25	CMHC 26/SC 37	Growth Activities	4.80	4.62	4.47
26	CMHC 27/ SC 38	Use of Feedback	5.00	4.71	4.76

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

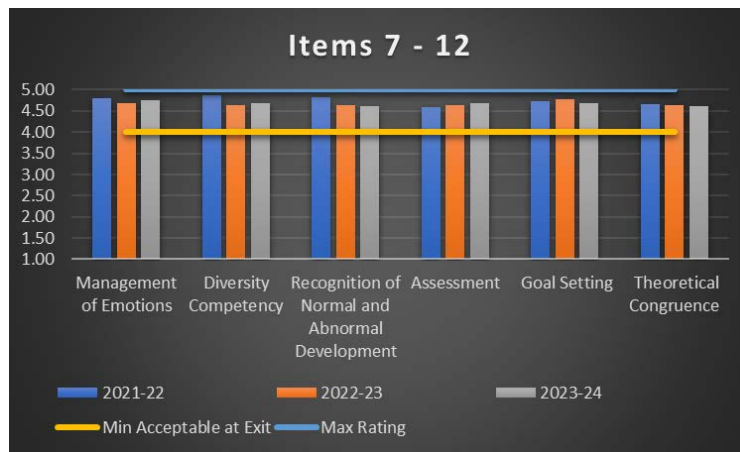Referenced on data of Table 18.

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 2021-2022 Completers CMHC N = 10; SC N = 5	Mean 2022-2023 Completers CMHC = 13 SC N = 1*	Mean 2023-24 Completers CMHC N = 13 SC N = 5
27	CMHC 5	Diagnostic Process	4.78	4.31	4.40
28	SC 1	Consultation with Parents or Guardians	5.00	--	4.80
29	SC 17	System and Techniques of Peer Facilitation	5.00	--	4.80
30	SC 18	Classroom Developmental Guidance Lessons	4.60	--	4.75
31	SC 19	Classroom Management	4.40	--	5.00
32	SC 20	Guidance Curriculum Development	4.80	--	4.75

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

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

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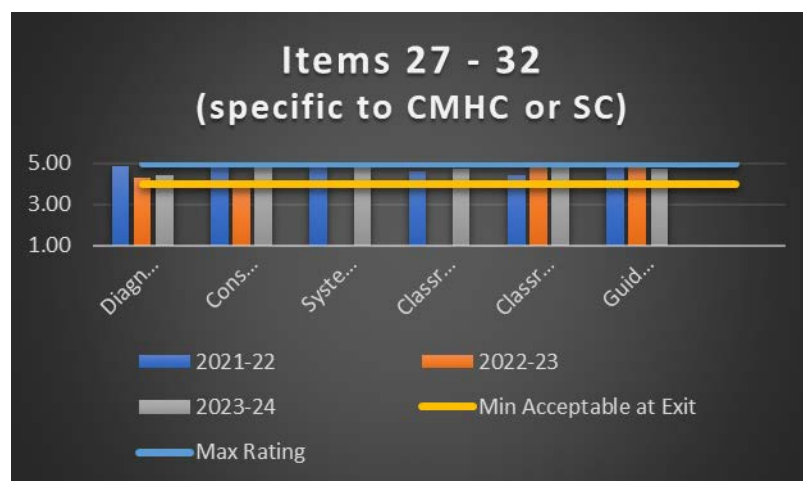
Referenced on data of Table 19.

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

Items 33 - 37 (Specific to SC)

#	E-4 Instrument Reference	Performance Indicator	Mean 2021-2022 completers SC N = 5	Mean 2022-2023 completers SC N=1*	Mean 2023-2024 completers SC N=5
33	SC 22	Parent Workshops and/or Informational Sessions	4.50	--	4.20
34	SC 23	Use of Technology to Enhance Communication and Student Learning	4.80	--	4.80
35	SC 24	School Counseling Assessment Instruments and System	5.00	--	4.40
36	SC 25	Personal, education and career advisement	4.80	--	4.40
37	SC 26	Exceptional Student Needs	5.00	--	4.40

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

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

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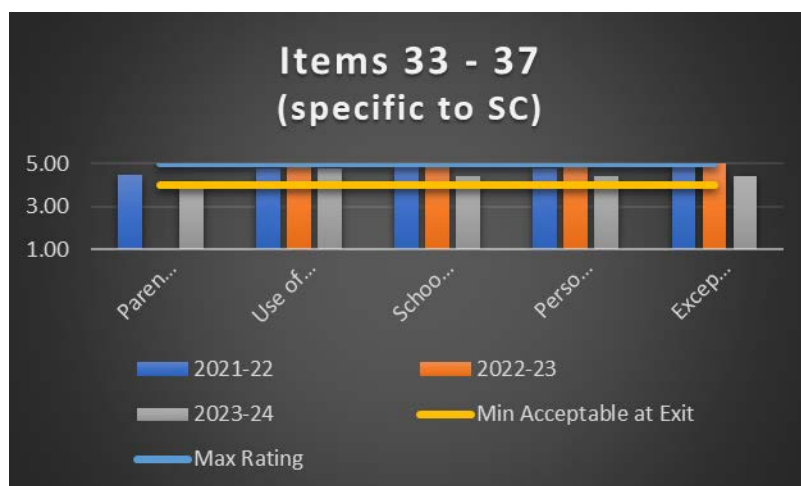
Referenced on data of Table 20.

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. Feedback from External Site Supervisors, 2021-22, 2022-23, and 2023-24 Completers

This table presents site supervisor feedback over three completer cohorts on the preparation of candidates in each of the eight core areas. Responses from CMHC and SC supervisors are combined.

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), & 2023-24 (Response N = 19)
Possible response range: 0 – 3*
Prompt: How well was your candidate prepared in the following areas?

CACREP Reference	Item	Lo/Hi 2023-24 Completers	2021-22 Completer Mean	2022-23 Completer Mean	2023-24 Completer Mean
2.F.1	Professional Orientation and Ethical Practice	1/3	2.77	2.44	2.63
2.F.2	Social and Cultural Diversity	2/3	2.85	2.56	2.78
2.F.3	Human Growth and Development	1/3	2.69	2.50	2.41
2.F.4	Career Development	1/3	2.67	2.33	2.63
2.F.5	Counseling and Helping Relationships	1/3	2.62	2.44	2.53
2.F.6	Group Counseling and Group Work	1/3	2.75	2.43	2.29
2.F.7	Assessment and Testing	1/3	2.62	2.25	2.65
2.F.8	Research and Program Evaluation	1/3	2.77	2.63	2.36

*Response choices: Not at All (0); Somewhat (1); Well (2); Exceptionally Well (3)
Source: Anthology survey & Data Set: O:\SPSS\SPSS databases\Unit Evaluation\COUN Site Sprv Srv.sav

Chart 32. Site Supervisor Ratings

Site Supervisor Feedback:
Response Means on Core Areas of Candidate Preparation

Legend: 2021-22 Completer Mean; 2022-23 Completer Mean; 2023-24 Completer Mean; Candidate was prepared Well; Candidate was prepared Exceptionally Well
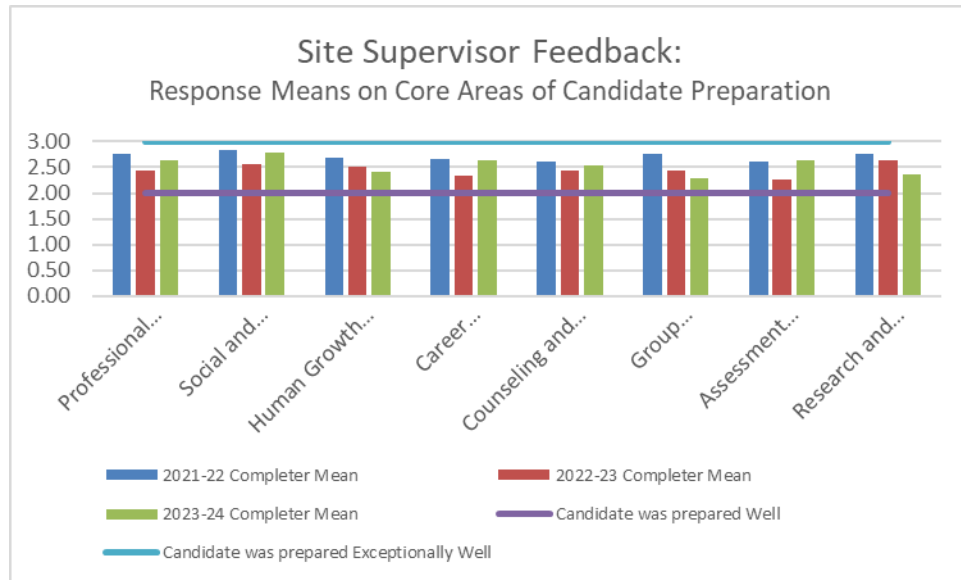
Chart 32 is referenced on Table 21.

Table 22. Site Supervisor Overall Satisfaction with Candidate Preparation

This table summarizes the site supervisor responses to a single question on overall preparation of candidates over three cohorts. Responses on CMHC and SC completers are combined.

Site Supervisor Survey

Descriptive Means on Satisfaction Question

2021-2022 (Response N = 13), 2022-23 (Response N = 9), & 2023-24 (Response N = 19)

Possible response range: 0 – 3*

Prompt	Lo/Hi 2023-24 Completers	2021-22 Completer Mean	2022-23 Completer Mean	2023-24 Completer Mean
What is your level of satisfaction with the overall preparation of the Southern Adventist University candidate(s) you have supervised?	2/3	2.62	2.56	2.42

Response choices: Not pleased (0); Satisfied with some aspects (1); Well satisfied (2); Very pleased (3)

Chart 33. Site Supervisor Ratings
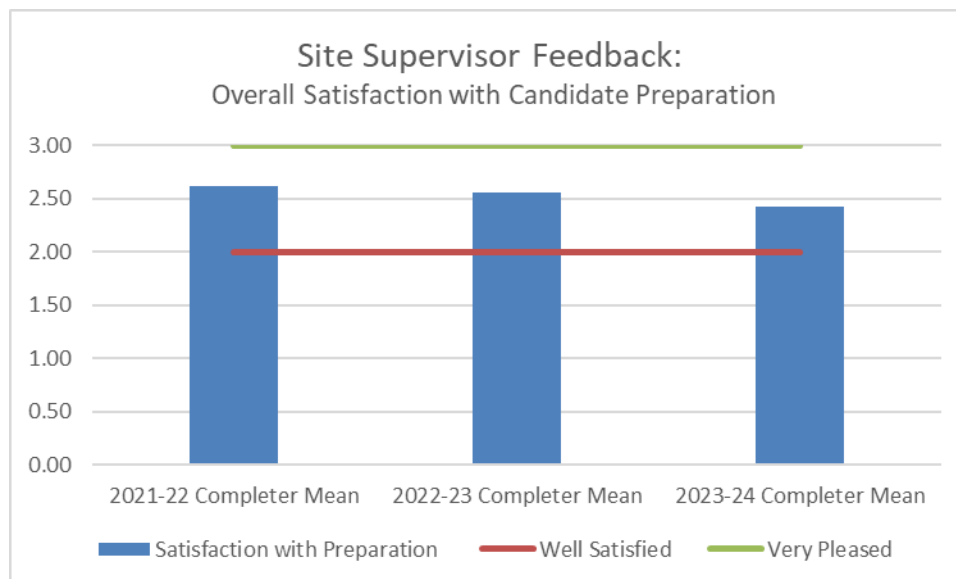
Within a possible range of 0 to 3, with 2 being "Well prepared," site supervisor perceptions of the preparation of the 2023-24 cohort yielded averages from a low of 2.29 on 2.F.6 – Group Counseling and Group Work to a high of 2.78 on 2.F.2 - Social and Cultural. An average of 2.42 resulted from an overall question of satisfaction with the overall preparation of their candidates (possible range of 1 – 3, 2 being "Well satisfied").

Alumni and Employer Studies

Alumni surveys track completers of the previous three years. The alumni survey sent in 2024 addressed completers of 2020-21, 2021-22, and 2022-23. 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 34 and 35 illustrate data from Table 23.

Table 23. Alumni Survey Responses, 2024 Survey of 2020-21, 2021-22, and 2022-23 Completers (Including means of the 2023 survey for comparison).

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

Possible response range: 0 - 3*

CACREP Reference	Item	2024 Response N	2024 Response Range	2023 Survey Mean	2024 Survey Mean
2.F.1.c: Counselor roles	Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	8	1/3	1.75	2.25

Table 23. Alumni Survey Responses, 2024 Survey of 2020-21, 2021-22, and 2022-23 Completers (continued)

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

Possible response range: 0 - 3*

CACREP Reference	Item	2024 Response N	2024 Response Range	2023 Survey Mean	2024 Survey Mean
2.F.2.c: Multicultural competencies	Multicultural counseling competencies	8	1/3	2.00	2.13
2.F.2.d: Heritage, attitudes	The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	8	1/3	1.94	2.25
2.F.3.a: Individual and family development	Theories of individual and family development across the lifespan	8	1/3	2.06	2.38
2.F.3.c: Normal and abnormal development	Theories of normal and abnormal personality development	8	1/3	2.06	2.50
2.F.4.e: Facilitating client skill	Strategies for facilitating client skill development for career, educational, and life-work planning and management	8	1/3	1.80	2.38
2.F.4.i: Identifying and using assessment	Methods of identifying and using assessment tools and techniques relevant to career planning and decision making	8	1/3	1.80	2.25
2.F.5.g: Essential interviewing, counseling, case	Essential interviewing, counseling, and case conceptualization skills	15	2/3	2.13	2.38
2.F.5.j: Evidence-based counseling strategies	Evidence-based counseling strategies and techniques for prevention and intervention	8	1/3	2.00	2.38
2.F.6.a: Theoretical foundations of group	Theoretical foundations of group counseling and group work	8	1/3	2.00	2.13

Table 23. Alumni Survey Responses, 2024 Survey of 2020-21, 2021-22, and 2022-23 Completers (continued)

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

Possible response range: 0 - 3*

CACREP Reference	Item	2024 Response N	2024 Response Range	2023 Survey Mean	2024 Survey Mean
2.F.6.e: Approaches to group formation	Approaches to group formation, including recruiting, screening, and selecting members	8	1/3	1.87	2.00
2.F.7.c: Assessing risk	Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	8	1/3	1.80	2.13
2.F.7.e: Use of assessments	Use of assessments for diagnostic and intervention planning purposes	8	1/3	1.67	2.00
2.F.8.a: Use of research	Making use of research to advance the counseling profession, including critiquing research to inform counseling practice	8	1/3	1.73	1.88
2.F.8.e: Evaluation of interventions	Evaluation of counseling interventions and programs	8	1/3	1.73	2.00
Program prepared me	In retrospect, the program prepared me well for the challenges of my work.	8	2/3	1.93	2.00
Would recommend	I would recommend this program of study to a friend who had career aspirations similar to mine.	8	2/3	2.20	2.50

*Response options, 2.F items: Not at all (0); Somewhat (1); Well (2); Exceptionally well (3). Last two items: Strongly disagree (0); Disagree (1); Agree (2); Strongly agree (3). The 2023 survey addressed completers of 2019-20, 2020-21, and 2021-22. The 2024 survey addressed completers of 2020-21, 2021-22, and 2022-23.

Data set: I:\SPSS\SPSS databases\Tracking\counseling\Alumni. Data collected by SurveyMonkey 2024 Survey of Counselor Education Alumni of 2020-21/2021-22/2022-23.

Chart 34. Professional Orientation and Ethical Practice, Social and Cultural Diversity, Human Growth and Development, Career Development
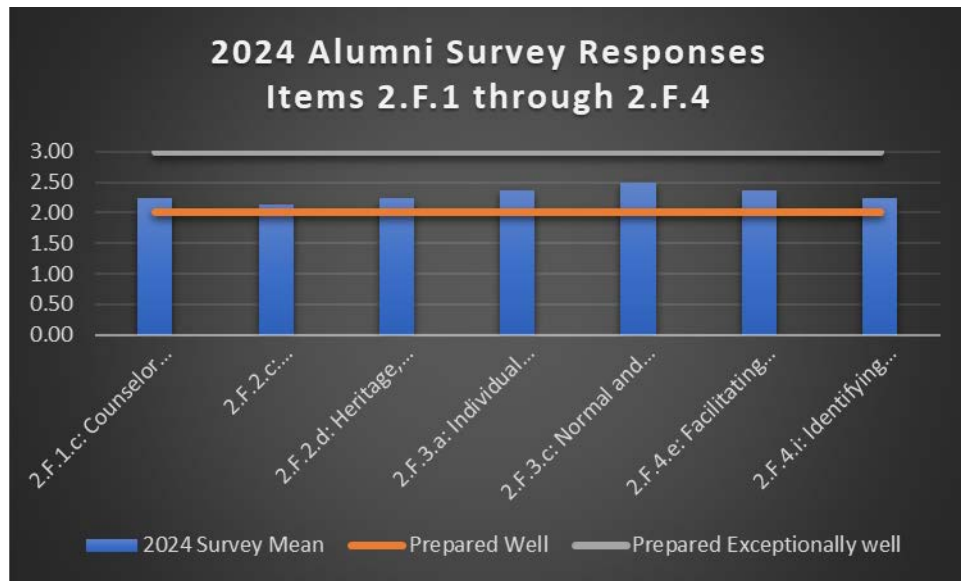
Referenced on data of Table 22.

Chart 35. Counseling and Helping Relationships, Group Counseling and Group Work, Assessment and Testing, Research and Program Evaluation
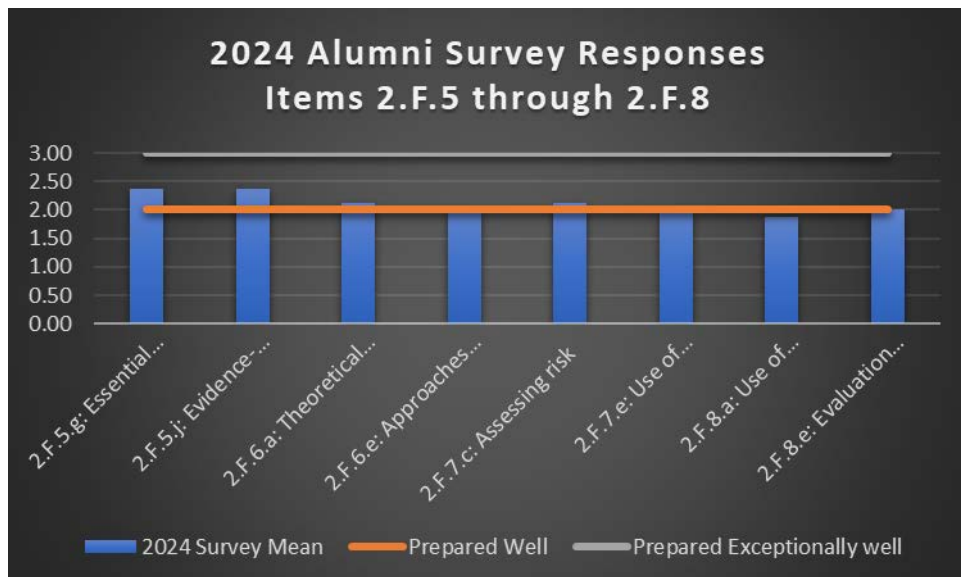
Referenced on data of Table 22.
Data Set: Alum_surv.sav; O:\SPSS\SPSS databases\Tracking\counseling\Alumni

Alumni response means for the 2024 survey ranged from a low of 1.88 in 2.F.8.a "Making use of research . . ." to a high of 2.50 in 2.F.3.c, "Theories of normal and abnormal development" (possible range of 0 – 3, 2 being "Well prepared"). Alumni of the past three years are surveyed each year, so any given year could represent up to three cohorts and an alum might respond in multiple surveys, up to all three surveys given over the three years out from their completion. When compared year-to-year, the responses of the 2024 survey show generally higher means than those of 2023. All factors considered, the alumni responses are simply a general indication of alumni satisfaction or concerns, and are best considered over multiple years to see if trends are suggested.

The 2024 employer surveys secured responses from three of the ten identified, a return of 33%. Due to the low N, the results are presented as frequencies rather than means.

Table 24. Frequency: Responses to 2024 Survey of Employers of Completers of 2020-21, 2021-22, and 2022-23

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	1	2	0	0	3
2.F.2.c. Multicultural counseling competencies	1	2	0	0	3
2.F.3.c. Addressing normal and abnormal personality development	1	2	0	0	3
2.F.4.h. Facilitation of client skill development for career, educational, and life-work planning and management	1	1	1	0	3
2.F.5.g. Essential interviewing, counseling, and case conceptualization skills	0	2	1	0	2
2.F.6.a. Theoretical foundations (and/or practice) of group counseling and group work	0	2	1	0	3
2.F.7.c. Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	1	1	1	0	3
2.F.8.a. Use of research to advance the counseling profession, and/or critiquing research to inform counseling practice	2	0	1	0	3
Total Responses by performance level	**7**	**12**	**5**	**0**	**23**
Percentages	**30%**	**52%**	**22%**	**0%**	**100%**

Data Set: Empl_surv.sav. O:\SPSS\SPSS databases\Tracking\counseling\Employers. SurveyMonkey Counseling Employer surveys of 2024.

Employers are the group most difficult to identify and draw into responding. This year only 10 were identified; of those, only three responded. Although the survey is sent to employers of alumni of the

past three years (2020-21, 2021-22, and 2022-23), only two years are represented in these responses, one being from the employer of a 2021-22 alumnus and two from employers of 2022-23 alumni. Given the low number, the results are presented as frequencies rather than as means. Of 24 item response ratings, samples within the eight core areas, 19 (79%) of the ratings indicated the employers perceived that the counselors were well or exceptionally well prepared in the given areas. The low-rating respondent gave four item ratings of "Somewhat prepared" (1), five item ratings at "Well prepared" (2) and one rating at 3 ("Exceptionally well prepared"), with an overall satisfaction rating of "Not pleased." The one comment offered by this employer-respondent was "More training is needed to work with youth issues." No other clue was offered for the lack of satisfaction other than the "somewhat" ratings. The other two respondents indicated "Adequately, consistently satisfied" on the overall satisfaction question.

Given the low number of responses, employer results are best considered over multiple years. The survey of 2023 (response N = 7) yielded ratings at "Well prepared" and "Exceptionally well prepared," for a total of 100% of ratings within these two categories. The overall satisfaction question indicated one response at "Adequately, consistently satisfied" and six at "Very pleased; would like to see more counselors at this competency level."

The survey of 2022 (response N = 6) showed only one item rating at "Somewhat"; 33 (69%) of the item ratings were at "Exceptionally well prepared" and 14 (29%) at "Well prepared," for a total of 98% at "Well prepared" or "Exceptionally well prepared." The overall satisfaction question had four responses of "Very pleased; would like to see more counselors of this competency level" and two at "Adequately, consistently satisfied."

Within this context, it remains to be seen whether the results of the 2024 survey stand alone or begin a trend. It should be noted that each employer has opportunity to respond repeatedly, up to three years out from the alumnus' completion.

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 2023-24 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 2023-24 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, and the dispositional and clinical observational assessments are at positive levels. The cohort average comprehensive exam results fall within one S.D. of the national mean; however, the means for this group are on the low side of the national mean and some individual scores were more than one S.D. below.

   There is a need to explore the factors that resulted in the low scores on the comprehensive exam.

   Otherwise, the indicators as a whole 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 supervisor surveys, alumni surveys, and employer surveys combine as evidence for this outcome.

   Site supervisor perceptions of the preparation of the 2023-24 cohort yielded averages from a low of 2.29 on 2.F.6 – Group Counseling and Group Work to a high of 2.78 on Social and Cultural Diversity (possible range of 0 – 3, with 2 being "Well Prepared."), as well as an average of 2.42

on an overall question of satisfaction with the overall preparation of their candidates (possible range of 1 – 3, 2 being "Well satisfied").

Alumni response means ranged from a low of 1.88 in 2.F.8.a "Making use of research . . ." to a high of 2.50 in 2.F.3.c, "Theories of normal and abnormal development" (possible range of 0 – 3, 2 being "Well prepared"). The responses of the 2024 survey show generally higher means than those of 2023.

Employer surveys return a low N but, considered over multiple years, typically demonstrate satisfaction with counselor preparation. Of the three respondents of 2024, seven performance level ratings in the core areas indicated counselor was "Exceptionally well" prepared, 12 indicated "Well" prepared for a total of 19 or 82% of the responses at "Well" or "Exceptionally Well" prepared. The survey of 2023 (response N = 7) yielded no rating below "Well prepared." The survey of 2022 (response N = 6) showed only one item rating at "Somewhat"; 33 (69%) of the item ratings were at "Exceptionally well prepared" and 14 (29%) at "Well prepared," for a total of 98% at "Well prepared" or "Exceptionally well prepared."

Together, feedback from these three constituency groups suggest that Objective 3 is being met.

In Conclusion

Outcome 1—Completers show evidence of personal and professional dispositions essential for counseling practice.

Outcome 2—Indicators overall provide evidence that candidates are attaining the knowledge, skills, and practices necessary to implement ACA/ASCA professional standards.

Outcome 3—External supervisors, alumni, and employers are affirmative in assessing the preparation of alumni.

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 emphasis on the expectations mirrored in 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. In keeping with the syllabus expectations given in the 2024 CACREP standards, a DEI statement is being developed to include in every syllabus.

Campus and community outreach activities, beyond providing needed services, are used as opportunities to convey the message that the counseling profession needs more counselors of color, as well as persons of other uniquely diverse characteristics. The diversity of our society demands counselors with whom the various potential clientele can identify, and whom the counselees know can identify with them. The message is being conveyed through posters and other marketing media, and through conversation where opportunity presents. Counseling students involved in these activities, along with faculty, are at the forefront in conveying the message to those served in outreach activities.

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 one standard deviation of the national average but are lower than those of the previous two years.

Two measures toward improving CPCE results have been implemented so far:

1. A proprietary exam prep resource (Study.com) has been made available to all students. This resource includes practice tests. Candidates' use of this resource can be monitored, and there is some indication that exam performance may be in positive correlation to candidate use of the resource.
2. Starting fall term of 2023, candidates during their last term are enrolled in COUN 600, a tuition-free, zero-credit, pass/fail capstone course.
   a) The course addresses non-coursework-related requirements for graduation, including preparation for the CPCE.
   b) Candidates are directed to the Center for Credentialing and Education (CCE) outline of what is covered by CPCE and encouraged to consider other study aids supportive of the CPCE.
   c) Candidates are informed that the NCE and CPCE cover the same areas, hence study materials targeting either one will be helpful in preparing for the other.
   d) The use of Study.com practice tests or other proprietary study resources is strongly encouraged in preparation for the CPCE.

CPCE results have declined over the past three years, and faculty have conversed on what might be the cause. Further analysis and continued monitoring can study possible correlating factors. In the meantime, faculty have agreed that the path forward includes careful attention to the essential learning outcomes and corresponding assessments of each course. Concurrently, the established key performance indicators and the related activities and assessments are to be re-evaluated in the process of adjusting to the 2024 CACREP Standards and Guidelines.

Continued monitoring is essential to evaluate the effects of measures implemented to enhance candidate performance on this standardized assessment.

Feedback from Site Supervisors, Alumni, and Employers

The 2024 iteration of CACREP standards calls for an advisory group representative of the different constituencies. It is anticipated that the establishment of such a group will offer a stronger, more reliable and informative way of securing feedback from external constituents.

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 regarding 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."

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.

Appendix

Key Performance Indicator Overview of Points and Assessments

Key Performance Indicators		Point 1	Point 2	Point 3	Point 4
KPI 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.	Course-embedded assessment, COUN 537: exam	Clinical Observation Assessment, Practicum/Internship		Comprehensive Final (CPCE): Professional Counselor Orientation and Ethical Practice
			(Point 2.1) CMHC E-4 #25, SC #36	(Point 3.1) CMHC E-4 #25, SC #36	
			Dispositions Assessment, Practicum/Internship		
			(Point 2.2) E-5b #22 Semester Progress	(Point 3.2) E-5b #26	
KPI 2	Students will demonstrate the knowledge, skills, and self-awareness to effectively counsel clients of various cultures and ethnicities.	Course-embedded assessment, COUN 561: Field Experience and racial cultural self-reflection	Clinical Observation Assessment, Practicum/Internship		Comprehensive Final (CPCE): Social and Cultural Diversity
			(Point 2.1) CMHC E-4 #9, SC #27	(Point 3.1) CMHC E-4 #9, SC #27	
			Dispositions Assessment, Practicum/Internship		
			(Point 2.2) E-5b #9 Semester Progress (CP4)	(Point 3.2) E-5b #4 Cultural Sensitivity	
KPI 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.	Course-embedded assessment, COUN 510: Online Quizzes	Clinical Observation Assessment, Practicum/Internship		Comprehensive Final (CPCE): Human Growth and Development
			CMHC E-4 #10, SC #9, Normal / Abnormal Development	CMHC E-4 #10, SC #9, Normal / Abnormal Development	

Key Performance Indicator Overview of Points and Assessments (continued)

Key Performance Indicators		Point 1	Point 2	Point 3	Point 4
KPI 4	Students (candidates) will demonstrate ability to: (a) Assess client abilities, interests, values, personality, and other factors that contribute to career development and (b) facilitate client skill development for career, educational, and lifework planning and management	Course-embedded assessment, COUN 516: Final Exam	--	--	Comprehensive Final (CPCE): Career Development
KPI 5 (a)	Students will demonstrate competent application of essential interviewing, counseling and case conceptualization skills.	Course-embedded assessment COUN 556: Team Case Conceptualization	Clinical Observation Assessment, Practicum/Internship		Comprehensive Final (CPCE): Counseling and Helping Relationships
KPI 5 (a)			CMHC E-4 # 14, SC #13 Theory-specific case conceptualization	CMHC E-4 # 14, SC #13 Theory-specific case conceptualization	
KPI 5 (b)	Students will demonstrate competent application of essential interviewing, counseling and case conceptualization skills.	Course-embedded assessment COUN 579: Microskill Analysis 1 & 2	Clinical Observation Assessment, Practicum/Internship		
KPI 5 (b)			CMHC E-4 #1,2,3,4,6; SC #2, 3, 4, 5, 6 Counseling skills	CMHC E-4 #1,2,3,4,6; SC #2, 3, 4, 5, 6 Counseling skills	

Key Performance Indicator Overview of Points and Assessments (continued)

Key Performance Indicators		Point 1	Point 2	Point 3	Point 4
KPI 6	The student will demonstrate thorough understanding of theoretical foundations of group counseling and group work.	Course-embedded assessment, COUN 553: Group Facilitation & Reflective Paper	Clinical Observation Assessment, Practicum/Internship		Comprehensive Final (CPCE): Group Counseling and Group Work
			CMHC E-4 # 18, SC #21 Group	CMHC E-4 # 18, SC #21 Item Group	
KPI 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.	Course-embedded assessment, COUN 530: Midterm & Final Exams	Clinical Observation Assessment, Practicum/Internship		Comprehensive Final (CPCE): Assessment and Testing
			CMHC E-4 # 11, SC #10 Assessment	CMHC E-4 # 11, SC #10 Assessment	
KPI 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.	Course-embedded assessment, COUN 598: Research Proposal	Internship-embedded assessment, COUN 581 & COUN 586: Case Study	--	Comprehensive Final: Research and Program Evaluation

Key Performance Indicator Overview of Points and Assessments (continued)

Key Performance Indicators		Point 1	Point 2	Point 3	Point 4
KPI 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.	Course-embedded assessment, COUN 521: Second Case Report	Clinical Observation Assessment, Practicum/Internship		
			CMHC E-4 #5 Diagnosis	CMHC E-4 #5 Diagnosis	
KPI 10	School Counseling emphasis students will demonstrate competence in the design and evaluation of a school counseling program.	Course-embedded assessment, COUN 577	Course-embedded assessment, COUN 598		