



**THE PALO ALTO UNIVERSITY COUNSELING ANNUAL**

**DATA REPORT**

**Analysis and Report for Academic Year  
2019-2020**

*Final Version: Dated 16 October 2020*

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## **INTRODUCTION TO THE OUTCOMES ASSESSMENT AND PROGRAM REVIEW PROCESS**

The Palo Alto University Counseling Department has developed and implemented a [comprehensive assessment plan](#) that guides both student-level and program-level assessment. The Counseling faculty participate in regular review of curriculum, processes, student learning, and student and program outcomes through a systematic process of evaluation and assessment.

As outlined in the comprehensive assessment plan the Palo Alto University Counseling faculty reviewed data collected from September 2019 through June 2020. A [presentation of key data](#) was made to the Core faculty during the June 2020 Core faculty meeting.

As required by its professional accreditor, The Council for Accreditation of Counseling and Related Educational Departments (CACREP) the Counseling Department publishes an annual data report on its website and shares the posting of this data with students, faculty, site- supervisors, and university leadership. In addition, the Counseling Department collects and posts each year outcome data as required by CACREP to include student graduation rates and pass rates on credentialing exams.

The M.A. in Counseling Programs are accredited under CACREP 2009 standards, but per CACREP policy 2.h., the department is moving towards adhering to 2016 standards. Towards this end, the department has been engaged in curriculum and assessment activities to bring us under the newest set of standards for the past three years. These activities have included:

- 1) Mapping the counseling curriculum to 2016 CACREP standards.
  - a. Updating all master syllabi to identify 2016 curriculum standards met in the course.
  - b. Creating a new curriculum matrix showing 2016 CACREP core and specialty standards mapped to courses.
- 2) Identifying key performance indicators (KPI's) linked to Program/Student learning outcomes.
- 3) Updating the program of study and curriculum for both emphasis areas to strengthen the alignment with CACREP standards and licensure board requirements.
- 4) Updating the Program/Student Learning Outcomes to reflect alignment with 2016 CACREP standards and assessment requirements.

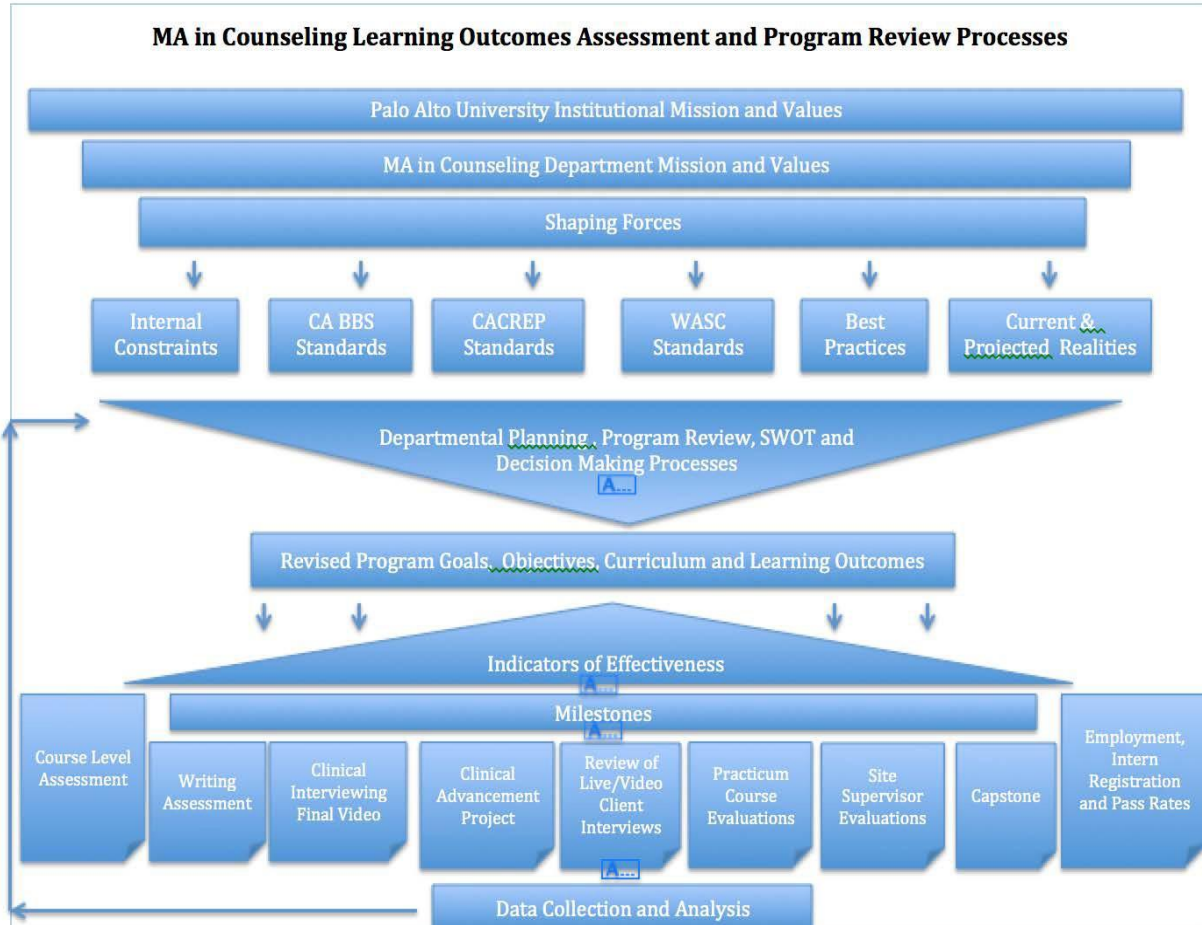
Currently the Department hosts a single degree with two program emphases. It is the M.A. in Counseling with the Clinical Mental Health Counseling emphasis and the Marriage, Child and Family Counseling emphasis. This report focuses on that degree with its two emphasis areas.

As evidenced by the developed comprehensive assessment plan, the M.A. in Counseling Department uses several sources of data to evaluate student progress and outcomes. Some key areas include:

- a) Admissions data including criteria, demographics, acceptance rates, and

- other characteristics of applicants.
- b) Enrollment and retention data
  - c) Clinical skills as assessed at multiple points through the program with use of the Clinical Competencies Scales-Revised (CCS-R).
  - d) Dispositional assessment at multiple points in the program. (to begin Fall 2020)
  - e) Site supervisor and faculty supervisor assessments of student work and professional dispositions.
  - f) Student learning outcomes in courses and other program activities that align with all specialty-area curriculum standards and professional dispositions.
  - g) Course outcomes that are mapped for each course to 2016 CACREP standards.
  - h) Surveys of program graduates, employers, and supervisors after program completion. (Not completed in 2019-2020 academic year due to COVID-19).

The graphic below identifies how data gathered is systematically used to make decisions about the program and student learning. The data collection and analysis for each student-level assessment milestone indicated above is also examined by the program faculty in aggregate to make decisions about program effectiveness and possible changes to be made to mission, goals, processes, and curriculum.



## STUDENT ADMISSIONS, ENROLLMENT, RETENTION AND GRADUATION RATES

### ADMISSIONS

The MA in Counseling program has two admissions points: Spring and Fall. For the Spring 2019 and Fall 2019 admissions cycles, 246 prospective students submitted applications for admissions. Of that number, 216 were offered enrollment and 157 students deposited for enrollment. The program had a 97.3% admit rate and a 77.7% yield rate for the two admissions periods.

We collected demographic and geographic data on our applicants. For demographic data, we collected race/ethnicity, gender, average GPA, age, US citizenship status, and CA residential status. We disaggregated this information by our residential/hybrid cohort and our distance learning/online cohort. (See Charts below).

#### Admitted Students Demographic Summary

##### Race/Ethnicity

	MA (all applicants)	MA (hybrid applicants)	MA (online applicants)
Hispanic	25 (11.63%)	6 (8.9%)	19 (13%)
American Indian	0	0	0
Asian	38 (17.7%)	14 (20.9%)	24 (16.4%)
Black	11 (5.1%)	3 (4.5%)	8 (5.5%)
Pacific Islander	0	0	0
White	107 (49.8%)	37 (55.2%)	69 (47.3%)
Multi	1 (.5%)	1 (1.5%)	0
Multi - URM	27 (12.6%)	5 (7.5%)	22 (15.1%)
Decline to State	6 (2.8%)	1 (1.5%)	4 (2.7%)

##### Gender

	MA (all applicants)	MA (hybrid applicants)	MA (online applicants)
Male	25 (11.6%)	11 (16.2%)	13 (8.9%)
Female	189 (87.5%)	57 (83.82%)	131 (89.7%)
Decline to State	2 (.9%)	0	2 (1.4%)

## Academics

	MA (all applicants)	MA (hybrid applicants)	MA (online applicants)
Average Cumulative UG GPA	3.23 <i>Range: 2.15 – 4.0</i>	3.22 <i>Range: 2.17 – 4.0</i>	3.24 <i>Range: 2.15 – 4.0</i>

## Other Demographics

	MA (all applicants)	MA (hybrid applicants)	MA (online applicants)
Average Age at Submission	32.1 <i>Range: 21-63</i>	31 <i>Range: 21-63</i>	34 <i>Range: 21-58</i>
US Citizenship	90.7%	91.2%	90.4%
CA Resident	70.4%	83.8%	63.7%

**Actions.** In a review of the data, faculty discussed actions that could be taken to continue to increase the diversity of our student body while also adding more selectivity to our admissions process to better manage overall growth in the program.

Actions for 2020-2021 include:

- Coordination with the admissions office to do more targeted recruitment of BIPOC applicants.
- Revision of admissions process including more diversity-aligned goal statement, a two-step interview process, and more selective pre-screening.

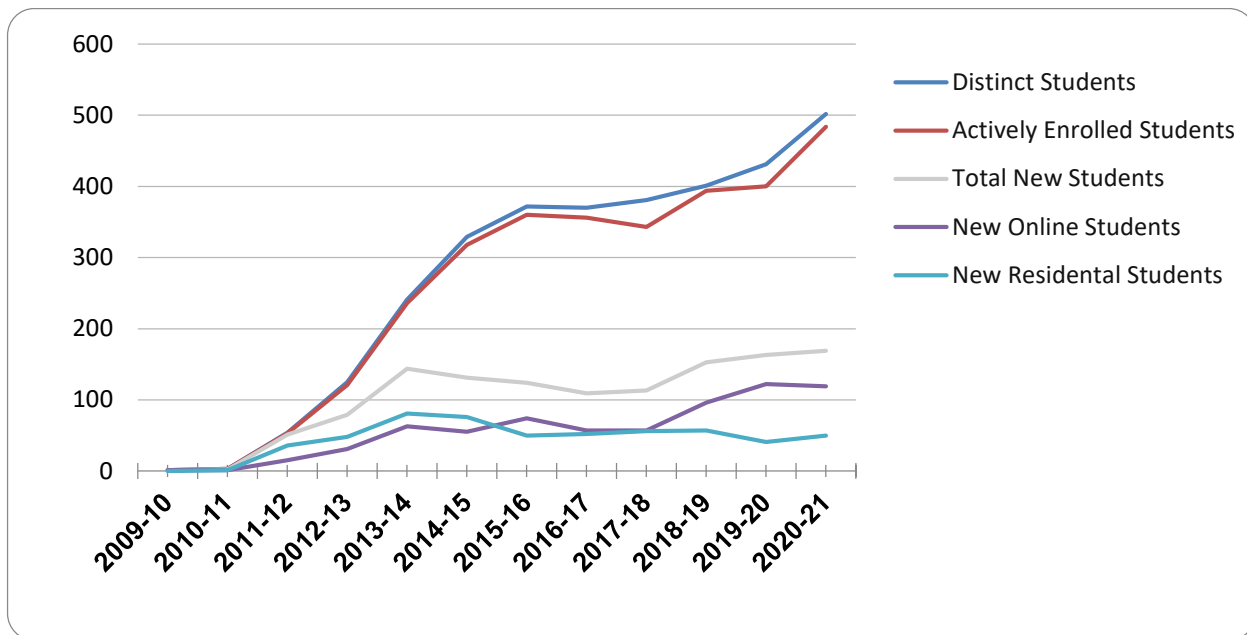
ENROLLMENT

During the 2019-2020 Academic Year 400 students were actively enrolled in the MA in Counseling Program. The program has experienced significant growth over the past two academic years, and that growth trend is continuing into the 2020-2021 academic year (see chart below). The highest growth has been in the distance learning/online program with almost  $\frac{3}{4}$  of the enrollment represented by those students.

**MA in Counseling Enrollment History 25 Aug 2020 version**

Academic Year	Tuition	Distinct Students	Actively Enrolled Students	Total New Students	New Online Students	New Residential Students	New Distance Learning Students as % of New Enrollment	New Residential Students as % of New Enrollment
2009-10	\$34,000.00	1	1	1	1	0		
2010-11	\$35,000.00	3	3	2	1	1		
2011-12	\$36,930.00	54	53	51	15	36	29.41%	70.59%
2012-13	\$39,150.00	125	121	79	31	48	39.24%	60.76%
2013-14	\$40,860.00	241	236	144	63	81	43.75%	56.25%
2014-15	\$42,660.00	329	318	131	55	76	41.98%	58.02%
2015-16	\$44,910.00	372	360	124	74	50	59.68%	40.32%
2016-17	\$48,450.00	370	356	109	57	52	52.29%	47.71%
2017-18	\$50,541.00	381	343	113	57	56	50.44%	49.56%
2018-19	\$51,890.00	401	394	153	96	57	62.75%	37.25%
2019-20	\$52,917.00	431	400	163	122	41	74.85%	25.15%
2020-21	\$53,940.00	502	484	169	119	50	70.41%	29.59%

Note #1: Fall 2020 had 454 distinct students and 436 active students. Yellow are estimates waiting on official counts and Spring 2021 additional enrollment which is projected as 48 new students



### RETENTION AND GRADUATION RATES

At the time of this report, the Vital Statistics data for 2019 has not yet been collected. As reported in the 2018 program outcomes reports for the MCFC specialty and the CMHC specialty area, there were 65 students who graduated from the MCFC specialty with an on-time completion rate of 84%. There were 20 students who graduated from the CMHC specialty with an on-time completion rate of 79%. Please note that the term “On time” is defined as finishing within 11 terms for full time students, and within 16 terms for part time students.

### EXPERIENCES OF STUDENTS AROUND ISSUES OF RACE, CULTURE, AND INCLUSION

The Department of Counseling Executive Committee has discussed future efforts for retention and support of students. Our intention is to align these with creating an inclusive learning environment for students from diverse backgrounds, in particular. During the Spring 2020 term, faculty in the department embarked on an effort to actively support anti-racist positions and support all students from diverse backgrounds. The Counseling Department hosted a listening session to hear the experiences of BIPOC students and sent out a survey to capture student experiences of PAU as an inclusive learning environment.

The survey was sent to the 30 students who participated in the listening session, and we had a response rate of only 9 students. The feedback centered in three areas:

- 1) Cultural competence including cultural knowledge and awareness/fragility. Students indicated that they do not feel they have appropriate language or knowledge about systemic injustices and oppression and feel uncomfortable navigating these conversations.
- 2) Classroom concerns were identified including the need for our curriculum to move from a Eurocentric focus to be more inclusive and culturally aware. In addition, students raised the need for inclusive use of technology and how we can leverage Zoom, in particular, to foster inclusion, connection, and community.

- 3) Students identified programmatic concerns related to faculty support and training, relevant policies and procedures related to experiences of implicit bias and microaggressions, and intention hiring practices of diverse faculty and staff.

**Actions.** The University has hired a Faculty Director of Diversity, Equity, and Inclusion and two members of the Counseling Department faculty are on her committee. The Counseling Department faculty is committed to the following actions for the 2020-2021 academic year and beyond:

- 1) Do an assessment of counseling program curriculum as we continue to implement curriculum changes to ensure inclusion of relevant and empirically-based content around cultural humility, awareness of biases, skills for counseling clients who are culturally different, and research on culturally-aligned counseling concepts. This will be guided by the Department of Counseling Curriculum Committee
- 2) Faculty and staff will engage in PAU-sponsored trainings and trainings outside of PAU to increase cultural competence, humility, awareness, and strategies in the classroom.
- 3) The Counseling Department will gather relevant resources and information for all faculty, staff, and students and strive to be culturally responsive to student concerns inside and outside of the classroom.

#### STUDENT EVALUATION COMMITTEE

In 2019-2020 there were referrals to the Student Evaluation Committee (SEC) for academic concerns (12 referrals) and dispositional/serious academic concerns (11 referrals). Academic referrals are made if students receive a B- in more than one class in the same quarter or if they receive an F. These circumstances are remediated by formal advising and retaking courses, if necessary. All 12 academic concerns in 2019-2020 have resulted in students being advised, retaking required courses, and maintaining a 3.0 GPA or better. If a student receives more than one F, it will usually rise to the level of an SEC intervention. SEC interventions can include ongoing support by the student's academic advisor, retaking courses, stopping progress in the program until the issue is resolved, and other action plans as needed. The table below reflects the current state of these referrals. It also includes updates on referrals made in 2018 but carried through to 2019-2020.

	In Process	Remediated	Resulting in withdraw or dismissal
2018 Referrals (continued into 2019)	2	5	11- Withdraw 2- Dismissal
2019-2020 Referrals	5	13	4-Withdraw 1-Dismisssal

**Actions.** One concern expressed by the faculty is the need to engage in early gatekeeping and to institute early and meaningful remediation plans and when



those remediation plans fail to counsel out students unfit for the profession earlier than later. The following strategies will be implemented in 2020-2021.

1. Work with the Office of Student Services in developing support services for distance learning students as well as those taking courses residentially.
2. Develop better collaborative processes with the Office of Student Services in order to institute early, meaningful remediation plans and when those remediation plans fail to counsel out students unfit for the profession earlier than later.
3. Work with Counseling Department faculty to institute an early intervention strategy for identification of student concerns.
4. Develop a Canvas shell to house and manage student concerns and tracking of remediation plans.
5. Implement a Dispositions Assessment at key points in the program to assist with early identified of dispositional concerns.
6. Target an assessment of dispositions during the interview process for prospective students.

## 2019-2020 STUDENT AND FACULTY PROFILE BY GENDER AND ETHNIC DIVERSITY

### STUDENTS

The following chart describes the breakdown of the Counseling Department Student enrollment by gender and ethnicity.

Counseling Department Student Ethnic and Gender Breakdown					Note: Data is based un 2020 Census Snapshot Data
	Male	Female	Total	Percent	
American Indian or Alaska Native	0	0	0	0.00%	
Asian	3	7	10	2.30%	
Black or African American	5	12	17	3.92%	
Hispanic or Latino	4	5	9	2.07%	
Native Hawaiian or Other Pacific Islander	0	0	0	0.00%	
White	36	181	217	50.00%	
Multiracial	14	146	160	36.87%	
Other/Undisclosed	4	13	17	3.92%	
Nonresident Alien	1	3	4	0.92%	
<b>Total #</b>	<b>67</b>	<b>367</b>	<b>434</b>	<b>100%</b>	
<b>Total %</b>	<b>15.44%</b>	<b>84.56%</b>	<b>100%</b>		

The 2019 group of students was predominately female (84.5%), and was evenly split between white (50%) and non-white (50%) with four percent choosing the category of other/undisclosed. The two largest ethnic demographics are white and multiracial. The most underrepresented groups are males, in general, and American Indian, Asian, Black, Hispanic, and Native Hawaiian.

One of the limitations of this data is that the university gender data gathered is binary (male and female) and does not capture those who do not fit these discrete categories. Another limitation is that there is not an identified category for students of middle eastern descent, and this population could be represented in the “white” category.

## FACULTY

For the academic year 2019-2020, there were 13 core faculty members whose gender and ethnicity are represented below.

<b>Counseling Department Core Faculty Ethnic and Gender Breakdown</b>				
	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Percent</b>
American Indian or Alaska Native	0	0	0	0%
Asian	0	2	2	15%
Black or African American	0	0	0	0%
Hispanic or Latino	0	0	0	0%
Native Hawaiian or Other Pacific Islander	0	0	0	0%
White	4	6	10	77%
Multiracial	0	0	0	0%
Other/Undisclosed	0	1	1	8%
Nonresident Alien	0	0	0	0%
<b>Total #</b>	<b>4</b>	<b>9</b>	<b>13</b>	<b>100%</b>
<b>Total %</b>	<b>31%</b>	<b>69%</b>	<b>100%</b>	

**Actions.** During the Spring 2020 term, there were several examples of extreme violence against people of color in the country at the hands of police. This prompted several actions on the part of the university and the counseling department including communications condemning these actions and affirming our commitment to supporting our students, faculty, and staff of color, holding listening sessions for students and faculty to discuss their experiences with race at PAU, and opportunities for trainings and information for the PAU community. Ongoing efforts for 2020-2021 include:

1. Hiring of three new visiting assistant professors who are now core faculty members in the Counseling Department who represent diverse backgrounds.
2. Development of a Counseling Department Diversity and Inclusion committee to establish resources, processes, and policies to support Black, Indigenous, People of Color (BIPOC) faculty, staff, and students.
3. Review admissions and enrolled student data on gender, sexual identity and racial identity that is collected by the university in order to develop a more accurate and complex profile of the student body.
4. Given that the Hispanic population in California is 39% and of the PAU Counseling Student Body is only 2%, intentional recruitment of this population is warranted.
5. Continue outreach activities in recruiting a diverse core and adjunct faculty.
6. Encourage promising students and alumni of color to pursue doctoral degrees in Counselor Education and Supervision in order to diversify the future pool of faculty candidates within the profession.

## COUNSELING COMPETENCIES SCALE-REVISED (CCS-R)

The *Counseling Competencies Scale—Revised* (CCS-R) is designed to measure counseling competencies within two domains/factors:

- Counseling skills and therapeutic conditions and
- Counseling dispositions and behaviors.

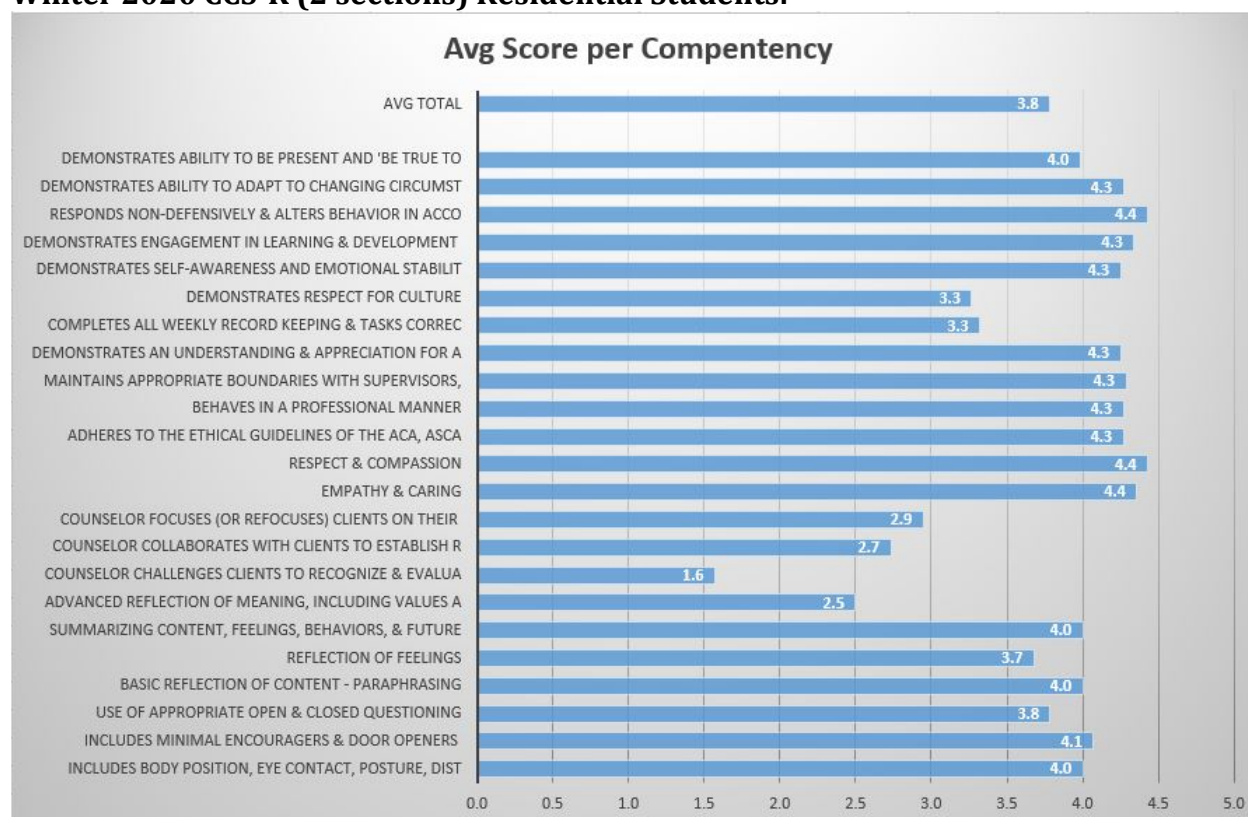
Additionally, the CCS-R contains five supervisor-rater evaluation response categories that include

1. Harmful
2. Performing Below Expectations
3. Performing Near Expectations
4. Meeting Expectations
5. Exceeds expectations

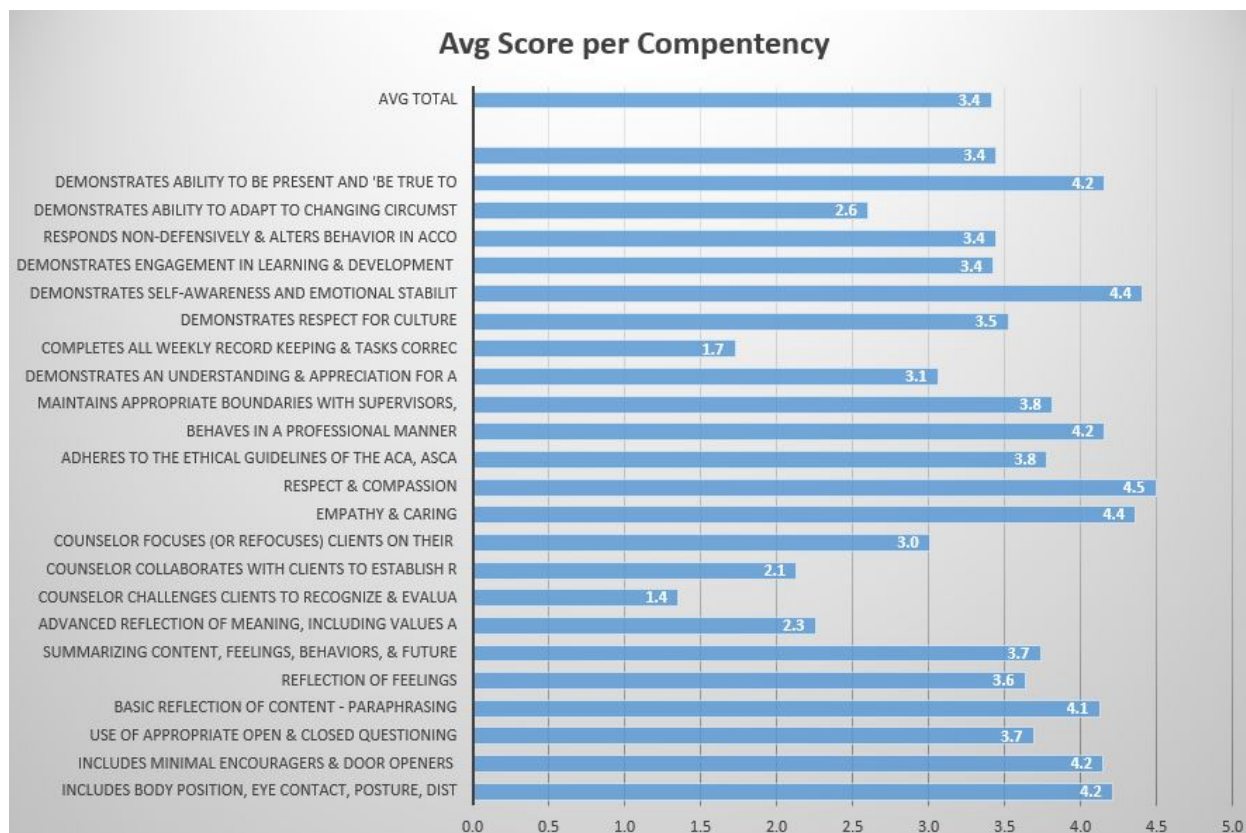
### COUNSELING SKILLS

The CCS-R is used systematically at two different points in the Counseling Program. All students take COUN 612-Counseling Skills in their second or third term in the program. This course provides practice of initial counseling skills and an opportunity for students to record a clinical video demonstrating these skills. The video is assessed by faculty using the CCS-R. Students in the online program typically take this course in a one-week on-ground clinical intensive format and students in the residential program will meet weekly across an academic term to practice their skill development. The [complete reports can be found here](#).

### Winter 2020 CCS-R (2 sections) Residential Students:



## Summer 2020 CCS-R (4 Sections) Online Students:



It is noted that the average scores across the CCS-R are slightly higher for the residential students (3.8) than online students (3.4). It is interesting to note, however, that on areas where students regardless of delivery tend to score higher (i.e., Ability to be present with clients, demonstrates self-awareness and emotional stability, behaves in a professional manner, shows respect and compassion) the focus is on counselor behavior and dispositions. Specific skill elements that received the highest marks across deliveries included basic reflection of content, use of minimal encouragers, and nonverbal communication. More advanced skills such as challenging and confrontation, establishing of goals, and advanced reflection of meaning were lower for both groups.

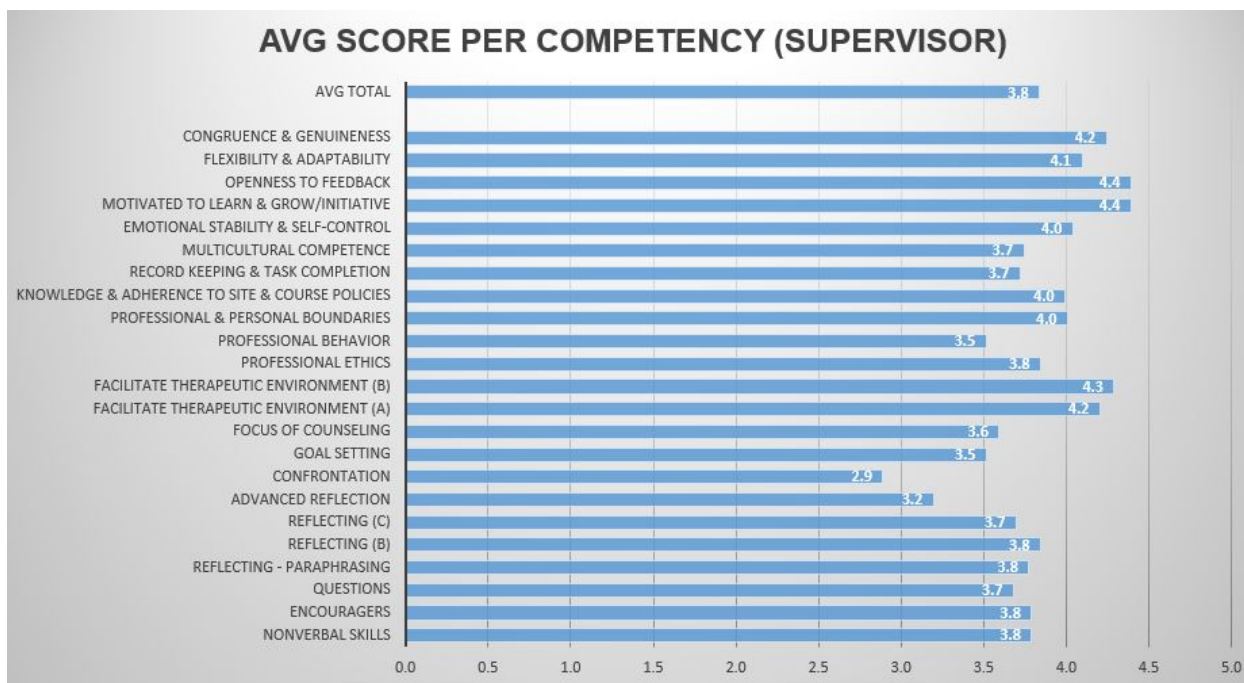
**Actions.** Over the past year, the Counseling Department has created a more structured and consistent approach to training clinical skills in this course. In addition, a second residential, clinical intensive experience has been added to the program that will allow for more focus on higher-level counseling skills where students tend to score lower after the introductory Counseling Skills Course. Other actions include.

1. Improve use of the CCS-R for the course to ensure both inter-rater reliability and the ratings of clinical skills are valid and not inflated.
2. Review the course as a key gate keeping course to ensure that student dispositional issues are identified early in order to remediate them effectively.

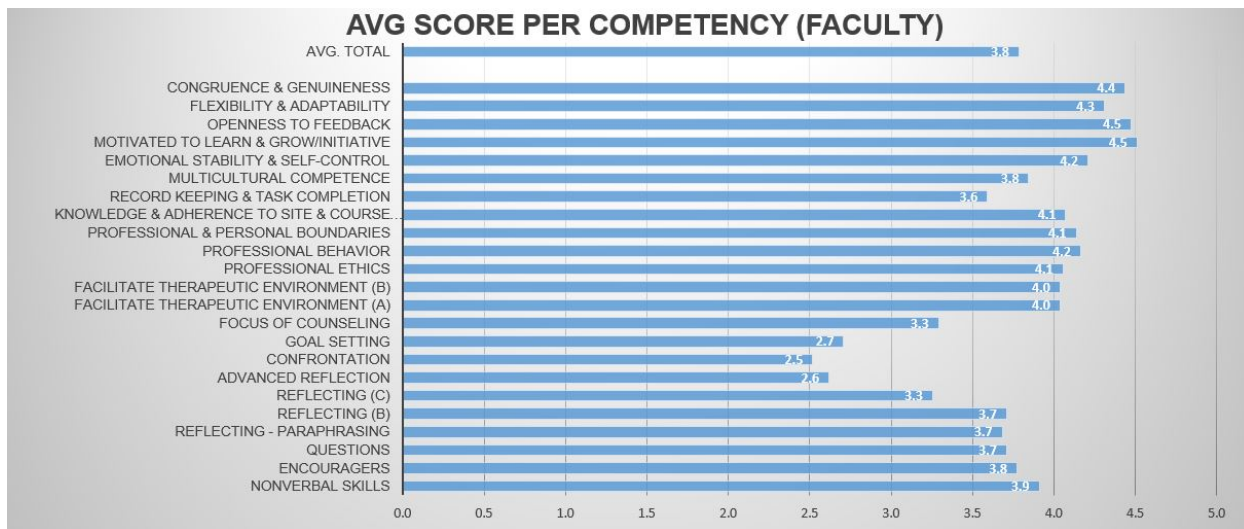
## PRACTICUM CCS-R EVALUATIONS

Students enrolled in Practicum for the Fall 2019 and Spring 2020 terms were evaluated by both faculty and site supervisors using the CCS-R. The expectation is that scores along the dimensions of clinical skills and professional dispositions will improve from when students were in the Counseling Skills course and will be consistent between site-supervisors and faculty. It is further anticipated that scores will increase as students move through the Practicum sequence (i.e., better in Winter than in Fall). [The complete reports can be found here.](#)

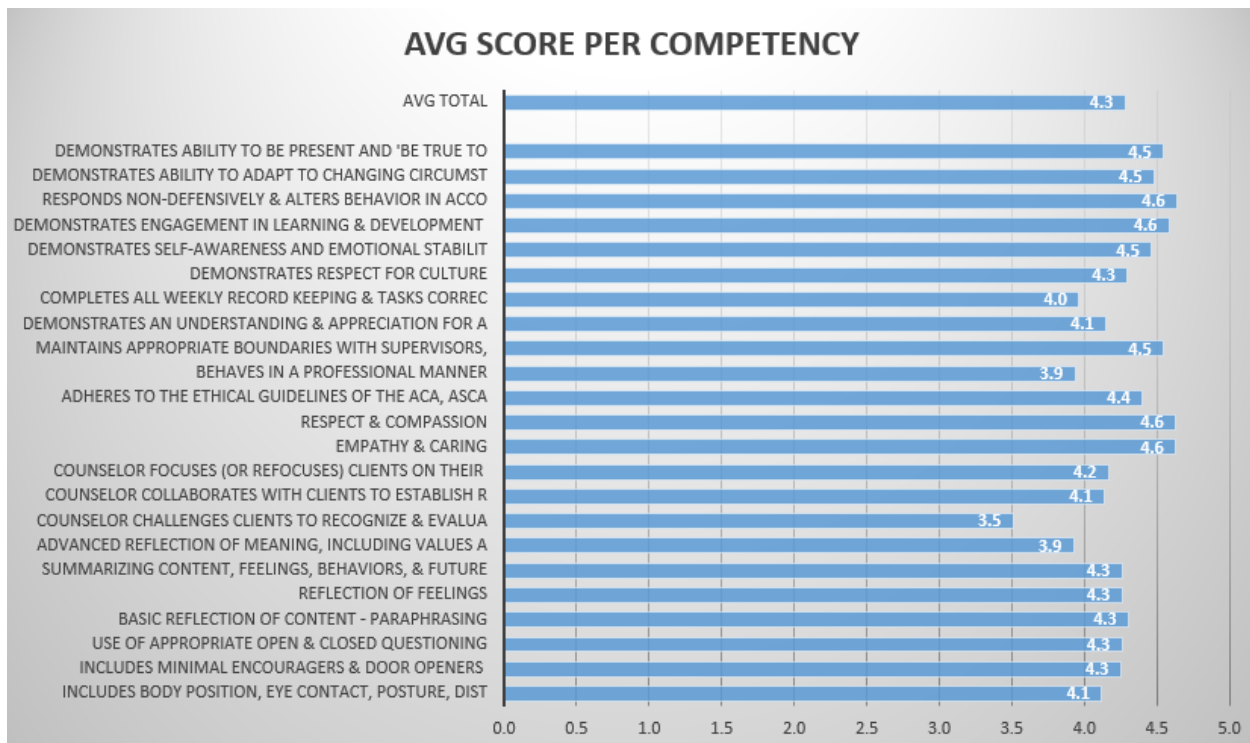
### Fall 2019 CCS-R (12 Sections) Site-Supervisor Ratings:



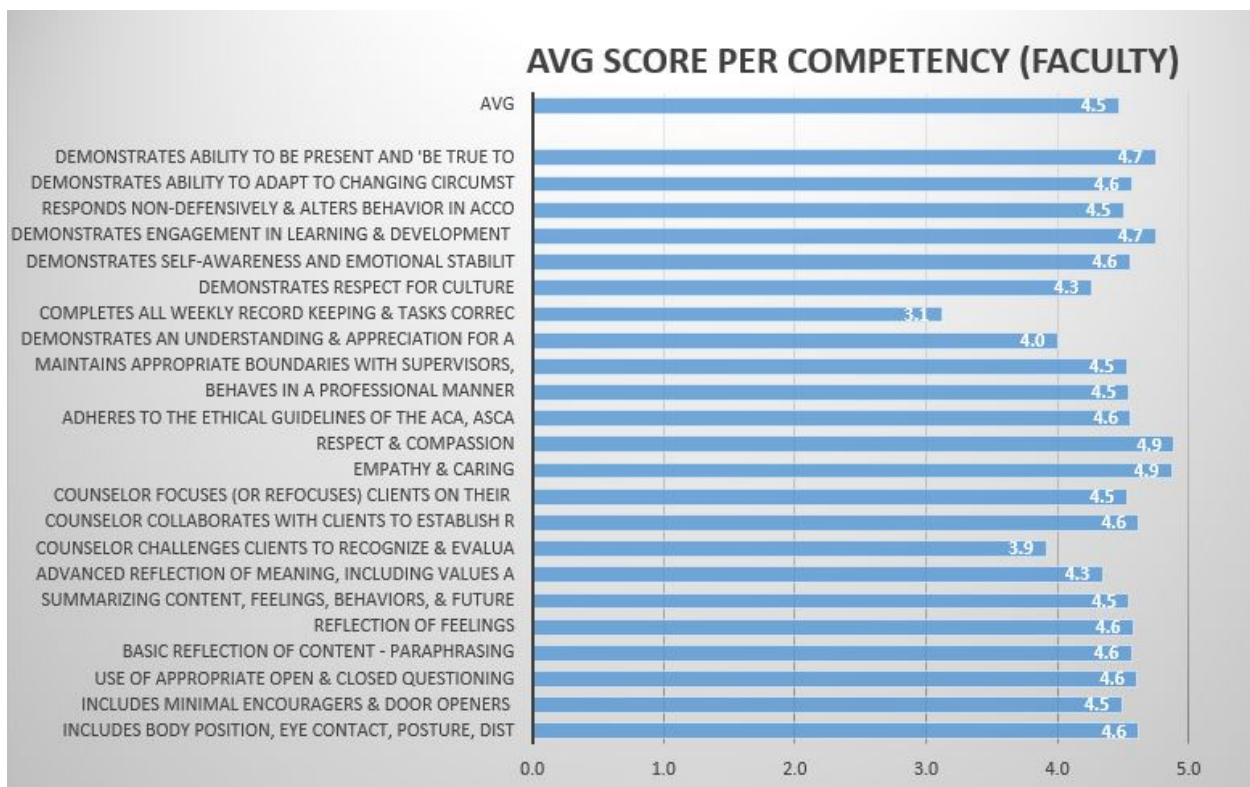
### Fall 2019 CCS-R (12 Sections) Faculty Ratings:



### Winter 2020 CCS-R (12 Sections) Site-Supervisor Ratings:



### Winter 2020 CCS-R (12 Sections) Faculty Ratings:



The overall average score for Fall 2019 Practicum students was a 3.8 when assessed by both site-supervisors and faculty. This number increases to 4.3 (site-supervisors) and 4.5 (faculty) for the Winter 2020 term. There is also consistency between faculty and site-supervisors across individual ratings with an overall improvement in scores from one quarter to the next.

It is also noteworthy that for both faculty and site-supervisor evaluators, more advanced skills of goal setting, confrontation, and advanced reflection significantly improve from the first practicum term to the second term.

The highest mean individual scores on both supervisor and faculty ratings in the second practicum were for the skills “respect and compassion” (4.6; 4.9) and “empathy and caring” (4.6; 4.9).

The lowest mean individual scores for site-supervisors in the second practicum were for “counselor challenges clients” (3.5), “behaving in a professional manner” (3.8) and “advanced reflection of meaning” (3.8).

The lowest mean individual scores for faculty reviewers were for “completing weekly record keeping and tasks” (3.1) and “advanced reflection of meaning” (3.9).

**Actions.** Given lower scores for record keeping, professional behavior, and some more advanced counseling skills, the following actions are being taken:

1. Students, faculty, and site-supervisors may still have challenges with the software used for Practicum recordkeeping (Tevera). Additional training and support for students in particular may increase their proficiency in maintaining records necessary for Practicum.
2. The addition of a new Dispositions assessment used at two additional places in the program (Professional Orientation and Multicultural Counseling) will assist with identifying and remediating early dispositional concerns so they do not become an issue during practicum.
3. The addition of a second clinical intensive tied to the Crisis and Intervention and Child and Adolescent Counseling class will ensure students get additional training in more advanced clinical skills before they get to Practicum.





				Foundations  PRAC 616-Practicum  INTR 601/603-Internship	(YEAR 1)  PRAC 603-CCS-R-Tevera (faculty and site-supervisor) (YEAR 2)  INTR 601/603-CCS-R-Tevera (faculty and site-supervisor) (YEAR 2/3)
<b>OUTCOME 2-Social justice and cultural diversity.</b> Graduates will have developed an understanding of various cultures and the implications of diversity for social justice and advocacy. Graduates will have demonstrated insights into the social and psychological implications of socioeconomic position and how power, privilege, and oppression can affect an individual's mental health and recovery.	2.F.2.c.-multicultural counseling competencies 2.F.2.e.-effects of power and privilege for counselors and clients 2.F.2.h.-strategies for identifying and eliminating barriers, prejudices, oppression and discrimination	2	4	CLIN 601-Multicultural Counseling  PRAC 616-Practicum  INTR 601/603-Internship	CLIN 601-Resistance Project-eLumen (YEAR 1)  Dispositions Assessment-Tevera  PRAC 616-CCS-R-Tevera (faculty and site-supervisor) (YEAR 2)  INTR 601/603-CCS-R-Tevera (faculty and site-supervisor) (YEAR 2/3)
<b>OUTCOME 3-Human growth and development.</b> Graduates will have incorporated the theories and principles of optimal lifespan development towards promoting resilience and wellness across the lifespan.	2.F.3.a.-theories of individual and family development across the lifespan 2.F.3.i.-ethical and culturally relevant strategies for promoting resilience and wellness across the lifespan	4	1	COUN 612-Lifespan Development  PRAC 616-Practicum	COUN 612-Developmental Theory to Practice Presentation (NEW)-eLumen (YEAR 1)  PRAC 616-Comprehensive Case Study-eLumen (YEAR 2)
<b>OUTCOME 4-Career development.</b> Graduates will have demonstrated the ability to advocate for clients' diverse career needs and educational development using theories and models of career development.	2.F.4.a.-theories and models of career development, counseling, and decision making 2.F.4.g.-strategies for advocating for diverse clients' career and educational development	4	1	PRAC 616-Practicum  COUN 661-Career Development	PRAC 616-Comprehensive Case Study-eLumen (YEAR 2)  COUN 661-Special Population Presentation-eLumen (YEAR 3)

<p><b>OUTCOME 5-Counseling and systemic practice.</b> Graduates will have applied theories and models of counseling through essential interviewing, counseling, and case conceptualization skills and will have integrated a systems approach to conceptualizing client development, presenting issues, and counseling strategies and approaches.</p>	<p>2.F.5.a.-theories and models of counseling 2.F.5.b.-systems approach to conceptualizing clients 2.F.5.g.-essential interviewing, counseling, and case conceptualization skills</p>	1	2, 4 and 5	<p>COUN 600-Counseling Theory</p> <p>CLIN 615-Counseling Skills</p> <p>PRAC 616-Practicum</p> <p>INTR 601/603-Internship</p>	<p>COUN 600-Theory Presentation-eLumen (YEAR 1)</p> <p>CLIN 615-Final Video CCS-R-Tevera (faculty) (YEAR 1)</p> <p>PRAC 616-CCS-R-Tevera (faculty and site-supervisor) (YEAR 2)</p> <p>INTR 601/603-CCS-R-Tevera (faculty and site-supervisor) (YEAR 2/3)</p>
<p><b>OUTCOME 6-Group counseling and effective leadership.</b> Graduates will have incorporated theoretical foundations of group work to become a group process facilitator and a positive force in achieving high levels of participation, cooperation and cohesion in group counseling settings.</p>	<p>2.F.6.a.-theoretical foundations of group counseling and group work 2.F.6.b.-dynamics associated with group process and development</p>	1	2, 4 and 5	<p>CLIN 621-Group Counseling</p> <p>PRAC 616-Practicum</p> <p>INTR 601/603-Internship</p>	<p>CLIN 621-10 Week Group Curriculum Proposal-eLumen (YEAR 1)</p> <p>PRAC 616-CCS-R-Tevera (faculty and site-supervisor) (YEAR 2)</p> <p>INTR 601/603-CCS-R-Tevera (faculty and site-supervisor) (YEAR 2/3)</p>
<p><b>OUTCOME 7-Assessment and testing.</b> Graduates will have acquired, refined, and demonstrated appropriate ability to assess client issues for diagnosis and treatment planning.</p>	<p>2.F.7.b.-methods of effectively preparing for and conducting initial assessment meetings 2.F.7.e.-use of assessments for diagnostic and intervention planning purposes</p>	2	1 and 2	<p>COUN 603-Appraisal and Assessment</p> <p>COUN 634-Diagnosis</p> <p>CLIN 604-Addiction Counseling</p>	<p>COUN 603-Mental Measurements Yearbook Review-eLumen (YEAR 1)</p> <p>COUN 635-(NEW ASSIGNMENT)-eLumen (YEAR 1)</p> <p>CLIN 604-Treatment Plan-eLumen (YEAR 2)</p>

<p><b>OUTCOME 8-Research and program evaluation.</b> Graduates will have demonstrated the ability to critique research in order to incorporate evidence-based counseling practices in a variety of settings.</p>	<p>2.F.8.a.-how to critique research to inform counseling practices 2.F.8.b.-identification of evidence-based counseling practices</p>	3	3	<p>COUN 641- Research and Program Evaluation</p> <p>CLIN 651- Community Mental Health</p>	<p>COUN 641- Program Evaluation for Substance Abuse Coaching-eLumen (YEAR 2)</p> <p>CLIN 651- (NEW ASSIGNMENT)-eLumen (YEAR 2)</p>
<p><b>OUTCOME 9 (MFC Track Only)-Professional Practice.</b> Graduates will have acquired, refined, and demonstrated appropriate knowledge, skills, and dispositions to effectively work with couples, families, and other systems in a variety of settings.</p>	<p>5.F.1.f.-assessments relevant to MCFC 5.F.2.a.-roles and settings of MCF counselors 5.F.3.c.-techniques and interventions of MCFC</p>	1, 2 and 4	1, 2, 6 and 8	<p>CLIN 615- Counseling Skills</p> <p>CLIN 618- Family Systems Theory</p> <p>CLIN 619- Couples Counseling</p> <p>PRAC 616- Practicum</p> <p>INTR 601/603- Internship</p>	<p>CLINC 615- Final Video CCS-R-Tevera (faculty) (YEAR 1)</p> <p>CLIN 618- Video Response Paper-eLumen (YEAR 1)</p> <p>CLIN 619-Role Play Video and Treatment Plan for Couples-eLumen (YEAR 2)</p> <p>PRAC 616-CCS-R-Tevera (faculty and site-supervisor) (YEAR 2)</p> <p>INTR 601/603- CCS-R-Tevera (faculty and site-supervisor) (YEAR 2/3)</p>
<p><b>OUTCOME 10 (CMHC Track Only)-Professional Practice.</b> Graduates will have acquired, refined, and demonstrated appropriate knowledge, skills, and dispositions to effectively assess, diagnose, and treat clients in a variety of settings.</p>	<p>5.C.1.e.-psychological tests and assessments specific to CMHC 5.C.2.d.-diagnostic process, including use of DSM and ICD 5.C.3.b.-techniques and interventions for prevention and treatment of mental health issues</p>	1, 2 and 4	1, 2, 6 and 8	<p>CLIN 615- Counseling Skills</p> <p>COUN 603- Appraisal and Assessment</p> <p>COUN 634- Diagnosis</p>	<p>CLIN 615-Final Video CCS-R-Tevera (faculty) (YEAR 1)</p> <p>COUN 603- Mental Measurements Yearbook Review-eLumen (YEAR 1)</p> <p>COUN 635- (NEW ASSIGNMENT)-eLumen (YEAR 1)</p>

				PRAC 616-Practicum	PRAC 616-CCS-R-Tevera (faculty and site-supervisor) (YEAR 2)
				INTR 601/603-Internship	INTR 601/603-CCS-R-Tevera (faculty and site-supervisor) (YEAR 2/3)

In the Spring of 2020, we attempted to pull signature assignment data from several courses in Canvas to compare student performance on these indicators. This is the first time we have engaged in an analysis of signature assignment data across sections, and we found that trying to pull the data from Canvas shells was difficult and cumbersome. During the faculty data discussion meeting, we looked at four different sets of data from the table above:

#### **Outcome 5: Theory Presentation in Counseling Theories (sections 1 and 2)-Fall 2019**

Section	Delivery	Assignment	Scale	Percentage
Section 01	Residential	Final Theory Presentation	100 points	100%
Section 02	Residential	Final Theory Presentation	100 points	88.5%

(Taught by same instructor)

#### **Outcome 3: Genogram in Lifespan Development (section 1-5) Fall 2019**

Section	Delivery	Assignment	Scale	Percentage
Section 01	Online	Family Genogram	25 points	99%
Section 02	Online	Family Genogram	25 points	99%
Section 03	Residential	Family Genogram	250 points	98%
Section 04	Residential	Genogram	20 points	96%
Section 05	Online	Genogram Family Project	50 points	98%

(4 Different Instructors with Different Grading Scales)

### Outcome 7: Diagnostic Category Presentation in Diagnosis I Class (Sections 1 and 2)- Winter 2020

Section	Delivery	Assignment	Scale	Percentage
Section 01	Online	Group Diagnostic Category Presentation	100 points	100%
Section 02	Online	Group Diagnostic Category Presentation	100 points	101%

(2 Different Instructors)

### Outcome 9: Video Response Paper in Family Systems Class (MCFC Only, Sections 1-3)- Winter 2020

Section	Delivery	Assignments	Scale	Percentage
Section 01	Online	Tres Madres Video Response Paper and Family Tx. Video Response Paper	30 points	93%
Section 02	Online	Tres Madres Video Response Paper and Family Tx. Video Response Paper	30 points	95%
Section 03	Online	Tres Madres Response Paper and Satir of Rocks and Flowers Response Paper	20 points	95%

(2 Different Instructors)

**Actions.** The faculty discussed a few key issues with the courses, assignments, and scoring. First, there was a recognition that when faculty use different rubrics with different scoring it can be difficult to compare outcomes. Second, some of the assignments have been revised to better align with the outcomes (There is a new assignment in the Lifespan Development class; the Diagnosis Class will have a new signature assignment). Third, the ability to pull data from Canvas for analysis is limited at best.

PAU has invested in a new assessment software called eLumen. Currently all identified signature assignments are being imported into eLumen with consistent scoring rubrics. These will be tied to Canvas and will allow for data across all signature assignments to be collected and viewed as individual student data and in aggregate to inform program

changes. The goal is that by the Spring 2021 Faculty Data Meeting we will have multiple sources of aggregate data from both Tevera (CCS-R; Dispositions Assessment) and eLumen (Academic Signature Assignments) to review.

### ANNUAL STUDENT, ALUMNI, AND EMPLOYER SURVEY

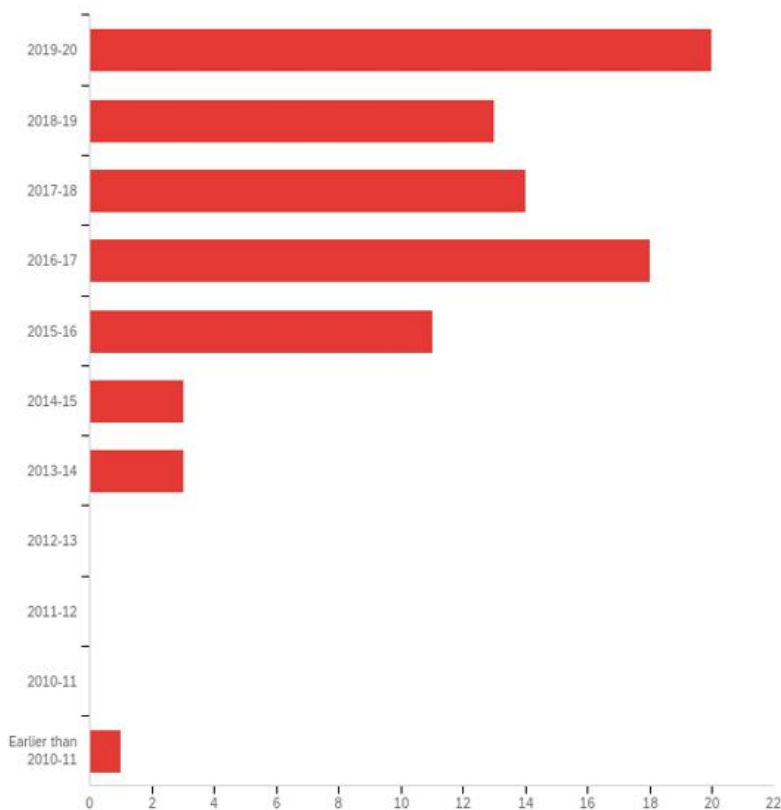
Normally the PAU Office of Institutional Research deploys an annual student survey, an alumni survey, and an employer survey in the Spring term. This past spring, the Coronavirus Pandemic hit, and two of these surveys were not administered. The alumni survey was deployed, however, and key findings are highlighted below.

The Student survey is designed to measure student experiences in the program including courses, curriculum, quality of teaching, advising, and other support. This survey will be sent to all students in the Fall 2020 term so data will be available for review in the Spring.

The Alumni Survey is sent to recent graduates of the program and asks about post-graduation activities including testing, registration with licensure boards, steps towards licensure, and employment. The full results of the [alumni survey can be found here](#).

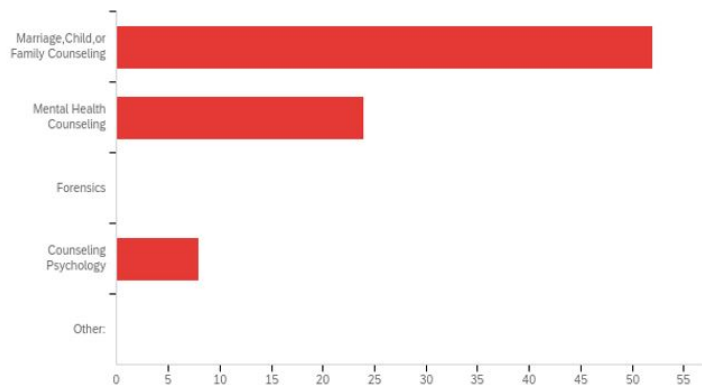
The majority of responses on the most recently administered alumni survey come from graduates in the 2019-2020 academic year (24%) with other responses from alumni breaking down as follows:

#### Q4 - Which academic year did you graduate from PAU?



The majority of graduates from the MA in Counseling program continue to be from the Marriage, Child, Family Counseling emphasis (61.9%) and to reside in California (74.32%).

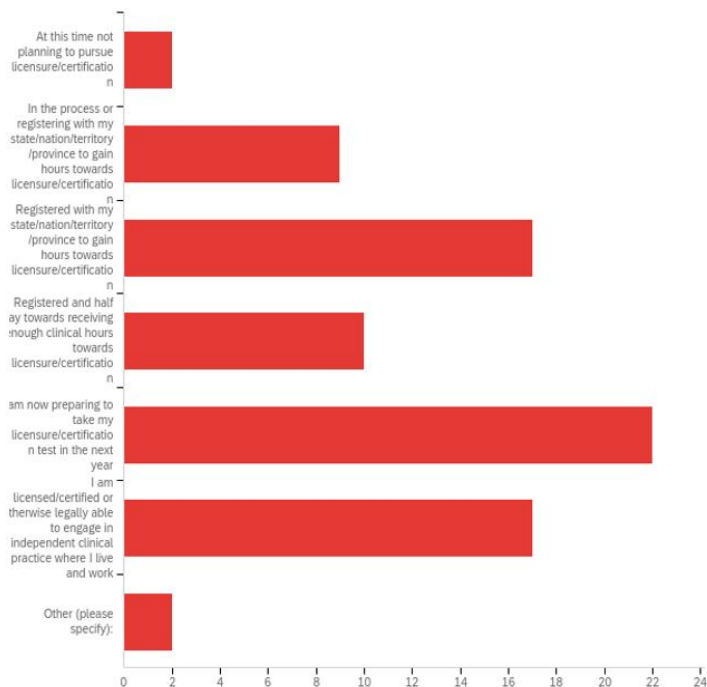
**Q3 - Area of MA emphasis:**



**Please note: The “Counseling Psychology” emphasis is no longer a part of the MA in Counseling program. This is representative of the program before it moved to a Counselor Education program and before it was CACREP accredited.**

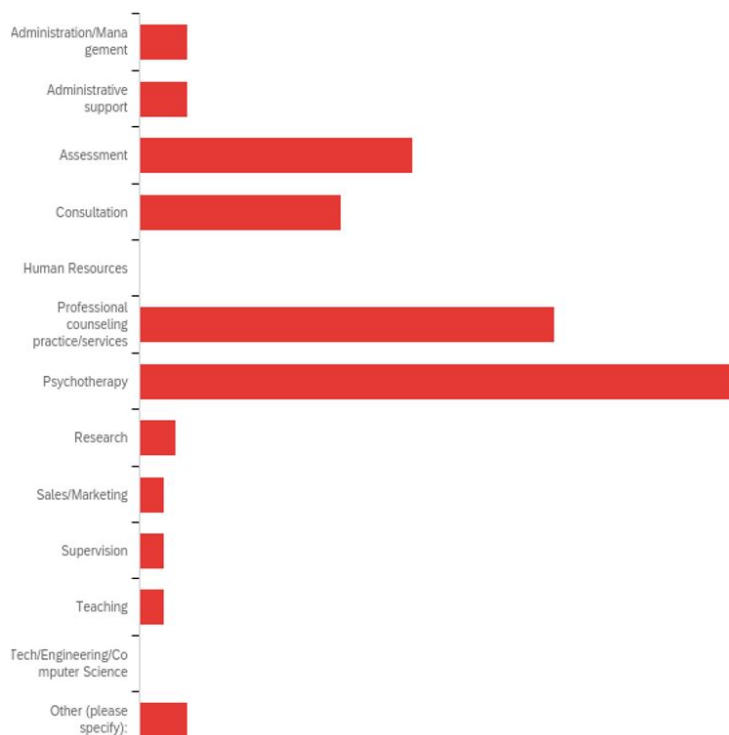
Only 2.53% of respondents indicated that they did not plan to pursue licensure. All others were either in some stage of the process of obtaining licensure (73.42%) or were already licensed to practice (21.52%).

**Q16 - Where are you at in the process of licensure/certification as a mental health professional?**



The majority of respondents were employed with only 7.22% indicating they were “unemployed looking for work”. Many recent graduates were working as registered associates (MFT, LPCC) while they continued their post-graduation hours towards final licensure. Settings of alumni included Community Mental Health Centers (22.06%), K-12 Education Settings (10.29%), Private Practice/Professional Service Settings (25%) and Healthcare Settings (8.82%). Primary work activities of graduates include Psychotherapy (34.25%) and Professional Counseling Services (23.97%).

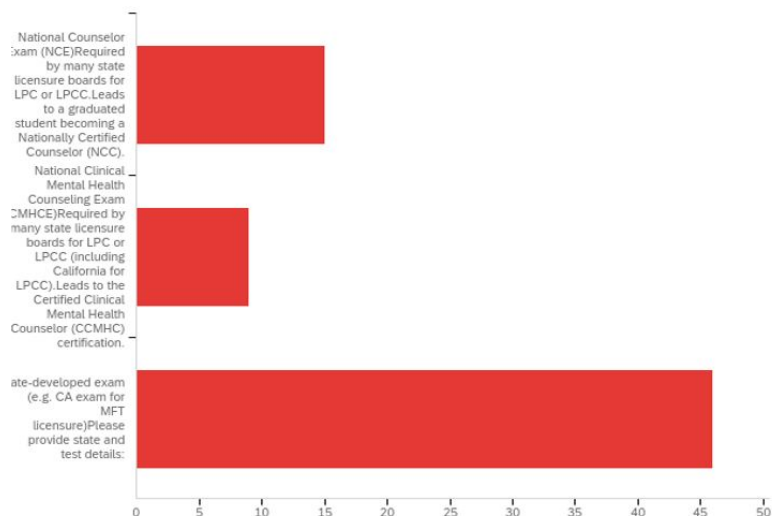
**Q11 - Please select the primary activity/activities that apply to this position (select all that apply):**



When asked which licensure tests alumni have taken or planned to take, 21.43% indicated the National Counselor Exam (NCE), 12.86% indicated the National Clinical Mental Health Counseling Exam (NCMHCE), and 65.71% indicated a state-developed exam for licensure.



**Q18 - Please indicate which exam you have taken or plan to take:**



**Please note: California MFT licensure requires a state-developed exam**

The Employer Survey is administered when alumni give permission and contact information of current employers. Historically, the response rates of these survey are low. They are designed to assess employer observations of their employees’ preparedness of their professional role based on the training at PAU. Again, this survey was not administered during 2019-2020 due to the COVID-19 pandemic.

**Actions.** While the recent alumni survey demonstrates the majority of graduates seeking the Marriage and Family Counseling track and seeking licensure as an MFT in California, the program has seen a shift in recent admissions cycles. In our most recent admissions (Fall 2020), we admitted 5 cohort groups; 4 of which were online groups. Increasingly, our applicants are coming from outside of California and are interested in the Clinical Mental Health Counseling emphasis with a goal towards LPCC/LPC/LCMHC licensure. To respond to this trend, the Counseling Department has recently been approved as a partner institution with the National Board for Certified Counselors (NBCC) to be able to offer administration of the NCE and NCMHCE to students at PAU who are nearing the end of their program.

**REVIEW OF PAST STRATEGIC INITIATIVES AND ACCOMPLISHMENTS**

The Palo Alto University M.A. in Counseling Programs outcomes report is created every year to highlight the changes made in the program as a result of assessments completed through the year. Here are a few highlights of key needs identified at the time of that report:

1. Develop better collaborative processes with the Office of Student Services in order to institute early, meaningful remediation plans and when those remediation plans fail to counsel out students unfit for the profession earlier than later.
  - Status: In Process. Revised SEC form and process, implementing revisions to SEC process in collaboration with Office of Student

Affairs.

2. Explore the use of telemedicine and virtual clinic training as an option for distance learning and residential students to accrue practicum and internship hours for graduation.
  - Status: In Process/Being Implemented. Due to COVID-19, a rapid response was needed to students' ability to obtain clinical hours via tele-mental health. This led to the formation of a university-wide initiative to launch an eClinic that can be staffed by PAU students in practicum and internship experiences and that can serve students and community members in the bay area.
3. Explore integrating the Pre-Practicum Clinical Competency Assessment into existing coursework such as Diagnosis and Treatment Planning and eliminating the assessment as part of a standalone course.
  - Status: In Process/Being Implemented. The curriculum in the MA in Counseling program has been revised based on some of the needed changes identified in the 2018 Annual Report. The Capstone project will be integrated into Practicum and Internship, the Diagnosis I and II courses are being combined into one Diagnosis course, and other revisions to the curriculum allow for more opportunities to assess student dispositions and clinical skills throughout the curriculum.
4. Explore the potential of integrating the outcomes assessment features of the Capstone Project into the final phase of clinical work as part of the practicum course.
  - Status: Being Implemented. Capstone will no longer be offered as a stand-alone class and will be integrated into Internship.
5. Complete the transition to the 2016 CACREP Standards.
  - Status: Complete. All of the newly revised curriculum has been mapped to CACREP 2016 standards and all program/student learning outcomes and signature assignments are also linked to the 2016 standards. A mid-cycle report was submitted to CACREP in August, 2020.
6. Complete the proposal for a Ph.D. in Counselor Education and Supervision.
  - Status: In process. The prospectus has been written and submitted and is being reviewed for approval. Next steps include the development of a full proposal for review and approval. Anticipated completion and implementation: Fall 2021.
7. Complete the proposal for a Bachelors program in Human Services.
  - Status: In process. There is sub-committee working on the development of curriculum for a Bachelors in Human Services that would be administered out of the Department of Counseling.
8. Work with an instructional design professional to develop a more professional and consistent Canvas set of courses implemented in all courses.
  - Status: In Process. An instructional design consultant was hired in

the Spring and Summer of 2020 to work with Counseling Department faculty/course leads to create and implement a standard CANVAS Course Shell Template. This is being implemented across all Counseling Department courses in the Fall 2020 and Winter 2021 terms.

9. Explore potentials for expanded community partnership between PAU and Family Connections to include, but not limited to: service learning, clinical training, and research through Registered Play Therapy Certificate, Latinx Mental Health Specialization Certificate, and Family Systems class series.
  - Status: In Process. A Play Therapy sequence of courses has been created and will be implemented in 2020-2021. Other initiatives are in various phases of discussion and implementation, and are part of the eClinic initiative at PAU and collaborations with PAU's CEU-granting company, CONCEPT.

## **STRATEGIC INITIATIVES FOR 2020-2021**

Based on the data collected and analyzed for 2019, the Counseling Department has developed strategic initiatives for the 2019-2020 academic year.

1. Implement the use of eLumen for assessment of all identified signature assignments.
2. Ensure all courses are revised to adhere to the new approved curriculum, that all faculty use the Master Syllabus template, and that all are presented in Canvas shells using the developed template.
3. Continue to refine the SEC process to ensure early identification of dispositional issues and considerations for remediation.
4. Revise the admissions process to include a two-tiered process of faculty review with a particular focus on diversifying the student body, maintaining a healthy and appropriately-resources enrollment, and identifying potential dispositional considerations.
5. Work to improve efforts to recruit, support, and retain diverse students and faculty.
6. Continue to develop the Counseling Department offerings through the development and approval of a Bachelors in Human Services and a Doctorate in Counselor Education and Supervision.

# PAU Department of Counseling

## Comprehensive Assessment Plan

### 2020-2021

#### Introduction

The Department of Counseling at Palo Alto University (PAU) is home to an M.A. in Counseling degree program with two emphasis areas: Marriage, Family, and Child Counseling and Clinical Mental Health Counseling. Both emphasis areas are accredited by the Council for the Accreditation of Counseling and Related Educational Program (CACREP). The faculty in the Department of Counseling are committed to engaging in an ongoing assessment of student learning and development as well as program effectiveness and excellence. This document describes all key elements of the department's comprehensive assessment plan as well as relevant elements of the university's assessment process.

The M.A. in Counseling program (MCFC and CMHC tracks) has developed and implemented a comprehensive assessment plan that guides both student-level and program-level assessment. As required by CACREP, the counseling faculty participate in regular review of curriculum, processes, student learning, and student and program outcomes through a systematic process of evaluation and assessment.

#### Assessment Process

In the Spring Quarter of each year, the counseling faculty review the research findings on students, graduates, clinical supervisors and employers of our students and graduates. As part of the process, the faculty also review the previous year's report and note how strategic initiatives were met or unmet and develop new strategic initiatives based on this assessment.

During the Fall Quarter, the faculty in the Department of Counseling publishes an annual data report on its website and shares the posting of this data with students, faculty, site-supervisors, and university leadership. In addition, the Department of Counseling collects and posts each year outcome data as required by CACREP to include student graduation rates and pass rates on credentialing exams.

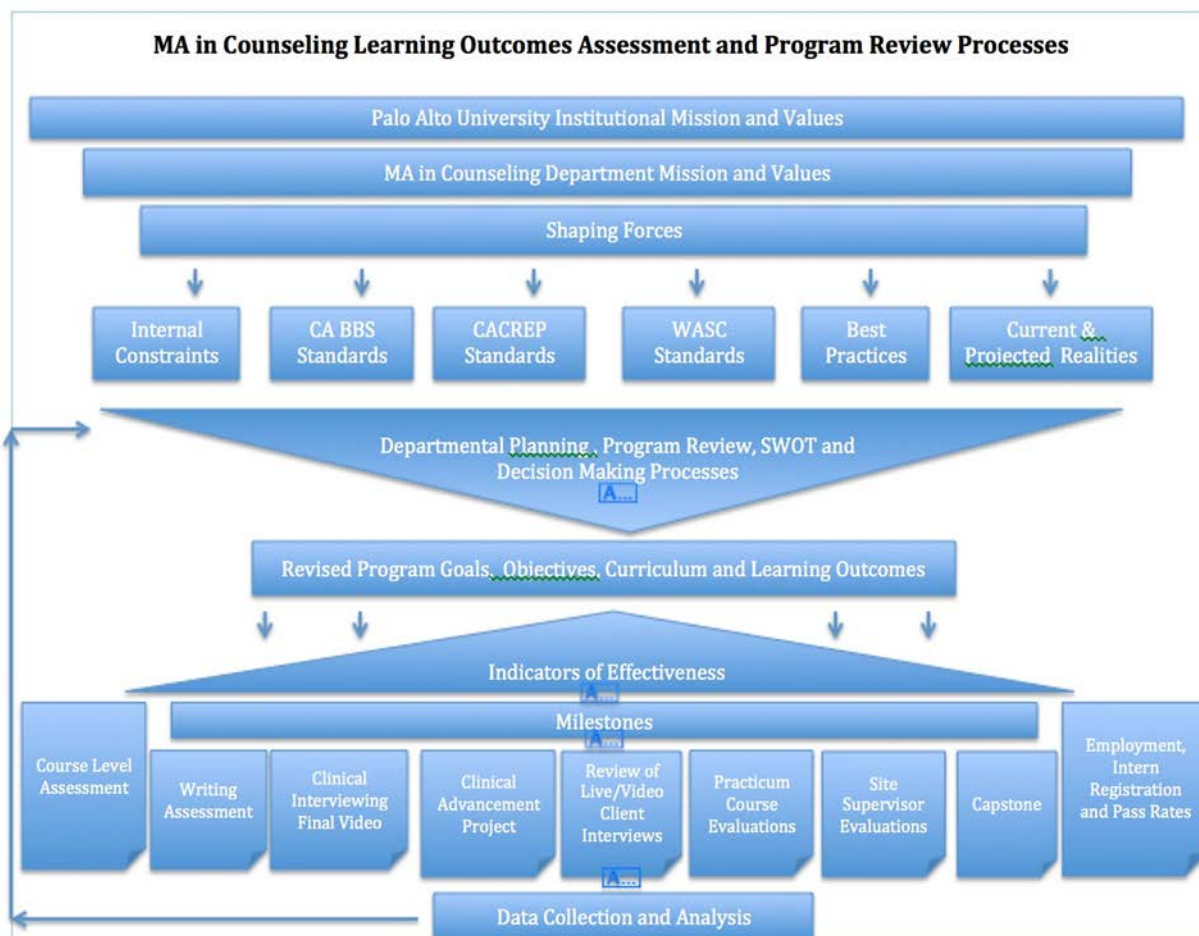
The Department of Counseling uses several sources of **student-level data** to evaluate student progress and outcomes. Some key areas include:

- a) Admissions data including criteria, demographics, acceptance rates, and other characteristics of applicants.
- b) Student learning outcomes in courses and other program activities that align with all specialty-area curriculum standards and professional dispositions.
- c) Course outcomes that are mapped for each course to 2016 CACREP standards.
- d) Clinical skills as assessed at multiple points through the program with use of the Clinical Competencies Scales-Revised (CCS-R).
- e) Dispositional skill assessment at multiple points in the program.
- f) Site supervisor and faculty supervisor assessments of student work and professional dispositions.

- g) Surveys of program graduates, employers, and supervisors after program completion.
- h) Credentialing exam pass rates (where available).

Student progress is evaluated quarterly by the faculty and the Department of Counseling Student Progress Committee (SPC). This information is shared with students and if remediation activities are needed, the student's faculty advisor engages with them in this process.

The graphic below demonstrates how data gathered is systematically used to make decisions about the program and student learning (see below). The data collection and analysis for each student-level assessment milestone indicated above is also examined by the program faculty in aggregate to make decisions about program including effectiveness and possible changes to mission, goals, processes, and curriculum.



## **Transition from 2009 to 2016 CACREP Standards**

A key component of the comprehensive assessment plan for 2020-2021 is to continue to move into compliance with the 2016 CACREP standards. Since both emphasis areas were accredited under the 2009 standards, the Department of Counseling has worked to align the curriculum and program processes and activities to the 2016 CACREP standards. This has included several processes including curriculum mapping, development of student learning outcomes, and development of signature assignments used to measure whether student learning has occurred in each of the identified areas.

### **Curriculum Mapping**

The Curriculum and Assessment Committee (CAC) in the Department of Counseling has worked with course leads to align curriculum in each emphasis area with the 2016 CACREP curriculum standards. Individual course outcome tables reflecting this mapping process are housed within the syllabi for each course. Additionally, the Department of Counseling has developed an overall program matrix that reflects where curriculum standards are met across all courses.

<https://docs.google.com/spreadsheets/d/1OMmWKD6XaLGSBDq4e4XXPrCmQ6ssckrJClegcRnG6el/edit#gid=2064841978>

Full-time faculty in the department serve as course leads for two to three courses, and are responsible for ensuring that standards alignment and student/program learning outcome assignments are identified in the syllabi and information for the courses they oversee.

### **Review and Adoption of Student/Program Learning Outcomes**

During the Spring Quarter of each year, the CAC brings forward to the full-time faculty and staff a review of the Department of Counseling Program Learning Outcomes for both emphasis areas. The program outcomes also serve as student outcomes, and are aligned with standards representing the eight CACREP core areas as well as the Marriage, Counseling, and Family Counseling (MCFC) CACREP standards and the Clinical Mental Health Counseling (CMHC) CACREP standards.

### **Development of Student Learning Outcome Signature Assignments**

A part of the assessment plan that is currently in process includes the identification of signature assignments to represent a measurement of student learning and progress for each of the Student/Program Learning Outcomes. The following table reflects this alignment:

<https://docs.google.com/spreadsheets/d/1pQfykTo3hB7Cwj09dZNVfFzUpb-5nYue/edit#gid=2068494119>

### **Use of Systems in Data Collection and Analysis**

**eLumen:** In the Fall of 2020, identified and approved signature assignments will be put into a new assessment management system called eLumen. Faculty and course leads will be able to assess signature assignments to track individual student progress. Data will be aggregated for program-level review using the program, eLumen.

**Tevera:** Currently, the clinical training management system, Tevera, is used to house the CCS-R, Dispositional Assessments, and Site and University Supervisor evaluations. In addition, sample artifacts of student work (i.e, counseling videos) are also housed on this site.

During the 2020-2021 academic year, a process for evaluating individual student progress will include an assessment of the following:

- Dispositions Assessments (2 points in the program)
- CCS-R Assessments (4 points in the program)

- Signature Assignments (11 points in the program for all students)
  - (2 additional points for both MFCC and CMHC)

### **Development and Assessment of Student Dispositions**

Evaluation measures such as the CCS-R already contain expectations for professional comportment among developing counselors. We have also adapted the second section of the CCS-R which is focused on behaviors and dispositions.

### **Timeline of Assessment Activities**

The following recurring timeline of assessment activities is designed to ensure that the Department of Counseling is engaging in regular and ongoing assessment of both student progress and program improvement.

Quarter	Activity	Who Responsible?
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<p>Fall Quarter</p>	<p>Admissions review for incoming students (Summer)</p> <p>Course leads provide master syllabi and Master Canvas Shell including CACREP alignment and signature assignments</p> <p>Preparation of Vital Statistics Report for CACREP</p> <p>Preparation and publishing of Annual Data Report for previous academic year</p> <p>Dispositions Assessment in Professional Orientation and Multicultural Counseling</p> <p>CCS-R for students in Counseling Skills (Summer)</p> <p>CCS-R for students in Practicum and Internship (Summer and Fall)</p> <p>Other signature assessments tied to student outcomes identified and gathered</p>	<p>Faculty Admissions Committee with support from Admissions Office</p> <p>All course leads</p> <p>CACREP Liaison with support from Institutional Research</p> <p>Counseling Department administration with support from Institutional Research</p> <p>Faculty with support from the Director of Clinical Training Management Support Systems</p> <p>Faculty with support from the Director of Clinical Training Management Support Systems</p> <p>Faculty with support from the Director of Clinical Training Management Support Systems</p> <p>Faculty with support from the Faculty Director of Assessment and Student Learning Outcomes</p>
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	<p>End-of-Quarter Academic, Skills, and Dispositional Reviews</p>	<p>Faculty with support from the Chair of the Student Evaluation Committee (SEC)</p>
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<p>Winter Quarter</p>	<p>Admissions review for incoming students</p> <p>Course leads provide master syllabi and Master Canvas Shell including CACREP alignment and signature assignments</p> <p>CCS-R for students in Counseling Skills</p> <p>CCS-R for students in Practicum and Internship</p> <p>Other signature assessments tied to student outcomes identified and gathered</p> <p>End-of-Quarter Academic, Skills, and Dispositional Reviews</p>	<p>Faculty Admissions Committee with Support from Admissions Office</p> <p>All course leads</p> <p>Faculty with support from the Director of Clinical Training Management Support Systems</p> <p>Faculty with support from the Director of Clinical Training Management Support Systems</p> <p>Faculty with support from the Faculty Director of Assessment and Student Learning Outcomes</p> <p>Faculty with support from the Chair of the Student Evaluation Committee (SEC)</p>
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Spring Quarter	<p>Gather Admissions data (demographics, characteristics, acceptance rate)</p> <p>Course leads provide master syllabi and Master Canvas Shell including CACREP alignment and signature assignments</p> <p>Gather student satisfaction, recent graduate, and employer survey data</p> <p>Dispositions Assessment in Professional Orientation and Multicultural Counseling</p> <p>CCS-R for students in Practicum and Internship</p> <p>Other signature assessments tied to student outcomes identified and gathered</p> <p>End-of-Quarter Academic, Skills, and Dispositional Reviews</p> <p>Program mission statement, program/student learning outcomes reviewed and approved</p>	<p>CACREP liaison with support from Admissions Office</p> <p>All course leads</p> <p>Institutional Research</p> <p>Faculty with support from the Director of Clinical Training Management Support Systems</p> <p>Faculty with support from the Director of Clinical Training Management Support Systems</p> <p>Faculty with support from the Faculty Director of Assessment and Student Learning Outcomes</p> <p>Faculty with support from the Chair of the Student Evaluation Committee (SEC)</p> <p>Faculty and Other Key Stakeholders</p>
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# PALO ALTO UNIVERSITY

## Department of Counseling

Data Presentation

June 3, 2020

Kelly Coker and Will Snow

# Data Collected in 2019-2020

- Admissions Data (2018-2019)
- CCS-R
  - Counseling Skills (Summer 2019 and Winter 2020)
  - Practicum (Fall 2019 and Winter 2020)
- Signature Assignments Data (selected)
  - Fall 2019 and Winter 2020

# Missing Data-Process Derailed due to COVID

- Student Satisfaction Survey
- Alumni Survey
- Employer Survey

# Admissions Data-Spring 2019 and Fall 2019

## Application and Enrollment Summary

### Applied

*Submitted an application and received a decision*

### MA (all applicants)

246

### Deny Pre-Interview

0

### Deny Post-Interview

6

### Offered Admission

216

### Declined Offer

38

### Deposited

157

### Defers

11

### Withdraw After Deposit

10

### Admit Rate

97.3%

### Yield Rate

*Deposits (including defers)/ Offers of admission*

77.7%

# Admissions Data (cont.)

## Admitted Students Demographic Summary

Race/Ethnicity	MA (all)	MA (hybrid applicants)	MA (online applicants)
<b>Hispanic</b>	25 (11.63%)	6 (8.9%)	19 (13%)
<b>American Indian</b>	0	0	0
<b>Asian</b>	38 (17.7%)	14 (20.9%)	24 (16.4%)
<b>Black</b>	11 (5.1%)	3 (4.5%)	8 (5.5%)
<b>Pacific Islander</b>	0	0	0
<b>White</b>	107 (49.8%)	37 (55.2%)	69 (47.3%)
<b>Multi</b>	1 (.5%)	1 (1.5%)	0
<b>Multi - URM</b>	27 (12.6%)	5 (7.5%)	22 (15.1%)
<b>Decline to State</b>	6 (2.8%)	1 (1.5%)	4 (2.7%)
Gender			
<b>Male</b>	25 (11.6%)	11 (16.2%)	13 (8.9%)
<b>Female</b>	189 (87.5%)	57 (83.82%)	131 (89.7%)
<b>Declined to State</b>	2 (.9%)	0	2 (1.4%)



# Admissions Data (Cont.)

## Academics

	<b>MA (all)</b>	<b>MA (hybrid)</b>	<b>MA (online)</b>
<b>Average Cumulative UG GPA</b>	3.23	3.22	3.24
	<i>Range: 2.15 – 4.0</i>	<i>Range: 2.17 – 4.0</i>	<i>Range: 2.15 – 4.0</i>

## Other Demographics

<b>Average Age at Submission</b>	32.1	31	34
	<i>Range: 21-63</i>	<i>Range: 21-63</i>	<i>Range: 21-58</i>
<b>US Citizenship</b>	90.7%	91.2%	90.4%
<b>CA Resident</b>	70.4%	83.8%	63.7%

# Admissions Data (Cont.)

Countries of Citizenship		
MA (all applicants)	MA (hybrid applicants)	MA (online applicants)
Brazil Canada China Hong Kong India Iran Korea Liberia Mexico Pakistan Saudi Arabia Sri Lanka Turkey United States US Minor Outlying Islands Uruguay Viet Nam	India Liberia Mexico Pakistan Turkey United States Uruguay	Brazil Canada China Hong Kong India Iran (Islamic Republic of) Korea (the Republic of) Saudi Arabia Sri Lanka United States US Minor Outlying Islands Viet Nam

# Admissions Data (Cont.)

States of Residence		
<b>MA (all applicants)</b>	<b>MA (hybrid applicants)</b>	<b>MA (online applicants)</b>
Alaska 0.93% Arizona 1.39% California 70.37% Colorado 1.39% Connecticut 0.93% Florida 2.78% Georgia 1.39% Hawaii 0.46% Idaho 1.39% Illinois 0.93% Indiana 0.46% International 3.24% Louisiana 0.46% Maryland 0.46% Michigan 0.93% Minnesota 0.46% Mississippi 0.46% Missouri 0.46% Nebraska 0.46% Nevada 0.93% New Jersey 1.39% New York 1.39% Oregon 0.93% Other 0.46% Pennsylvania 0.46% Utah 0.46% Virginia 0.46% Washington 4.17%	California 83.82% International 2.94% Missouri 1.47% New Jersey 2.94% New York 2.94% Pennsylvania 1.47% Washington 4.41%	Alaska 1.37% Arizona 2.05% California 63.70% Colorado 2.05% Connecticut 1.37% Florida 4.11% Georgia 2.05% Hawaii 0.68% Idaho 2.05% Illinois 1.37% Indiana 0.68% International 3.42% Louisiana 0.68% Maryland 0.68% Michigan 1.37% Minnesota 0.68% Mississippi 0.68% Nebraska 0.68% Nevada 1.37% New Jersey 0.68% New York 0.68% Oregon 1.37% Other 0.68% Utah 0.68% Virginia 0.68% Washington 4.11%

# Admissions Data Take-Aways?

# CCS-R Data-Counseling Skills

- 7 Sections of Counseling Skills in Summer 2019
  - 4 Instructors completed CCS-R for the final recorded video
  - Distance learning cohorts
- 2 Sections of Counseling Skills in Winter 2020
  - Residential cohorts
- At this time, Tevera cannot aggregate this data by CLASS and TERM, so data was examined per individual course that completed this.
- For comparison purposes, residential and distance learning sections taught by the same instructors (Chen and Wathen) are offered for review.
  - Focus on Counseling Skills (Section 1 of CCS-R)

# CCS-R Data-Counseling Skills-Summer and Winter-Chen

## Chen-Summer (distance learning)

	Near	Meets	Exceeds
Nonverbals	7%	43%	50%
Encouragers	0%	50%	50%
Questions	37%	57%	7%
Reflecting (P)	10%	67%	23%
Reflecting (F)	50%	30%	20%
Reflecting (C)	7%	73%	20%
Adv.Reflection	37%	23%	(40%/N.O.)
Confrontation	3%	20%	(77%/N.O.)
Goal Setting	20%	7%	(73%/N.O.)
Focus of Couns.	10%	80%	(10%/N.O.)

## Chen-Winter (Residential)

	Near	Meets	Exceeds
Nonverbals	0%	73%	27%
Encouragers	0%	73%	27%
Questions	23%	77%	0%
Reflecting (P)	0%	100%	0%
Reflecting (F)	42%	58%	0%
Reflecting (C)	0%	100%	0%
Adv.Reflection	92%	8%	0%
Confrontation	31%	4%	(65%/N.O.)
Goal Setting	21%	12%	(8%/N.O.)
Focus of Couns.	0%	100%	0%

N.O.=Not Observed

# CCS-R Data-Counseling Skills-Summer and Winter-Wathen

## Wathen-Summer (distance learning)

	Near	Meets	Exceeds
Nonverbals	8%	67%	25%
Encouragers	29%	50%	21%
Questions	46%	46%	4%(4%/N.O.)
Reflecting (P)	21%	42%	38%
Reflecting (F)	38%	50%	8%(4%/Below)
Reflecting (C)	8%	50%	13%(29%/N.O.)
Adv.Reflection	13%	38%	3%(46%/N.O.)
Confrontation	4%	46%	(4%/N.O.)
Goal Setting	8%	42%	8%(42%/N.O.)
Focus of Couns.	8%	38%	8%(46%/N.O.)

## Wathen-Winter (Residential)

	Near	Meets	Exceeds
Nonverbals	7%	73%	10%(7%/Below 3%N.O.)
Encouragers	13%	83%	4%
Questions	20%	80%	0%
Reflecting (P)	10%	80%	10%
Reflecting (F)	27%	70%	3%
Reflecting (C)	0%	100%	0%
Adv.Reflection	7%	37%	7%(50%/N.O.)
Confrontation	7%	37%	7%(50%/N.O.)
Goal Setting	0%	50%	(50%/N.O.)
Focus of Couns.	0%	47%	3%(50%/N.O.)

# CCS-R Data-Counseling Skills Observations

- All faculty need to complete the CCS-R for Counseling Skills
- We should level-set expectations for Counseling Skills to inform ratings (see differences between Graff and Coker for example)
- Should we focus more on the acquisition of:
  - Use of Questions
  - Advanced Reflection
  - Confrontation
  - Goal Setting



# Other Take-aways for CCS-R data for Counseling Skills?

# CCS-R Data-Practicum

- 12 Sections for Fall 2019
- 11 Sections for Winter 2020
- Data cannot be aggregated by CLASS at this time
- Data not disaggregated by level for practicum
- DATA NEEDS FROM TEVERA:
  - Aggregate data by type of class (Counseling Skills, Practicum Internship I and II)
  - Comparison between site-supervisor and faculty supervisor (by student; by section)
  - Examination over time of development of students (Counseling Skills, Practicum, Internship I, Internship II)
- Will will do an analysis of CCS-R scores across sections, deliveries, and comparing residential and online this summer using raw data.

# Signature Assignments-Fall 2019

- Counseling Theories (Sec 01 and 02\*)

Section	Delivery	Assignment	Scale	Percentage
Section 01	Residential	Final Theory Presentation	100 points	100%
Section 02	Residential	Final Theory Presentation	100 points	88.5%

\*Same Instructor

# Signature Assignments-Fall 2019

- Lifespan Development (Sections 01-05\*)

Section	Delivery	Assignment	Scale	Percentage
Section 01	Online	Family Genogram	25 points	99%
Section 02	Online	Family Genogram	25 points	99%
Section 03	Residential	Family Genogram	250 points	98%
Section 04	Residential	Genogram	20 points	96%
Section 05	Online	Genogram Family Project	50 points	98%

\*4 Different Instructors: Does not include Feedback to Classmates, Reflection Paper, Analysis (see raw data)

# Signature Assignments-Winter 2020

- Diagnosis I (Section 01 and 02\*)

Section	Delivery	Assignment	Scale	Percentage
Section 01	Online	Group Diagnostic Category Presentation	100 points	100%
Section 02	Online	Group Diagnostic Category Presentation	100 points	101%

\*2 Different instructors

# Signature Assignments-Winter 2020

- Family Systems Theory (Sections 01-03\*)

Section	Delivery	Assignments	Scale	Percentage
Section 01	Online	Tres Madres Video Response Paper and Family Tx. Video Response Paper	30 points	93%
Section 02	Online	Tres Madres Video Response Paper and Family Tx. Video Response Paper	30 points	95%
Section 03	Online	Tres Madres Response Paper and Satir of Rocks and Flowers Response Paper	20 points	95%

\*2 Different Instructors

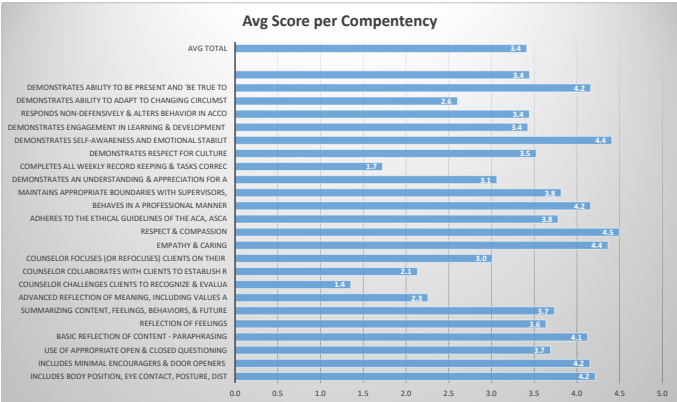
# Signature Assignments-Going Forward

- All signature assignments will be moved into eLumen
- Graded signature assignments will be evaluated based on an 80% or better
- All signature assignments for each course need to have same name, description, scoring and rubrics (embedded into Canvas rubrics)
- Not all courses have signature assignments linked to course learning outcomes (but each course should have an identified primary assignment)
- Course leads: Please update the spreadsheet:  
<https://drive.google.com/file/d/1pQfykTo3hB7Cwj09dZNvFfZUpb-5nYue/view?usp=sharing>
- Please do this by June 15<sup>th</sup>!

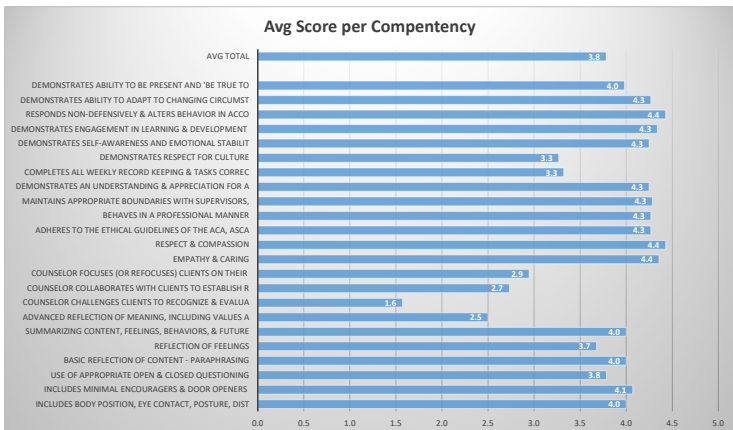
# Other Data Presentation Take-aways?



	Includes Bt	Includes M	Use of App	Basic Refle	Reflection	Summarizi	Advanced	Counselor	Counselor	Counselor	Empathy & Respect	Adheres to	Behaves in	Maintains	Demonstr	Completes	Demonstr	Demonstr	Demonstr	Responds	Demonstr	Demonstrates ability to be presen	Avg TOTAL		
Avg CHEN	4.4	4.5	3.7	4.1	3.7	4.1	2.0	0.9	0.9	3.5	4.4	4.5	2.4	3.7	3.5	2.0	2.4	3.5	4.3	2.4	2.4	2.0	3.5	3.2	3.1
Avg COKER	3.4	3.7	3.2	3.8	3.6	3.7	3.1	1.9	2.5	2.5	3.9	4.0	4.0	3.8	3.8	2.3	1.9	3.4	4.0	3.8	3.9	3.7	4.0	3.4	3.4
Avg GRAFF	4.9	4.6	4.5	4.5	3.6	4.1	1.6	0.6	2.9	3.8	4.9	5.0	4.7	4.9	4.6	3.9	0.0	4.6	5.0	3.0	4.7	2.1	5.0	3.8	3.8
Avg WATHEN	4.2	3.9	3.4	4.2	3.6	2.9	2.1	2.0	2.3	2.2	4.4	4.6	4.2	4.3	3.4	4.4	2.5	2.5	4.5	4.5	2.6	2.5	4.3	3.4	3.4
Avg TOTAL	4.2	4.2	3.7	4.1	3.6	3.7	2.3	1.4	2.1	3.0	4.4	4.5	3.8	4.2	3.8	3.1	1.7	3.5	4.4	3.4	3.4	2.6	4.2	3.4	3.4

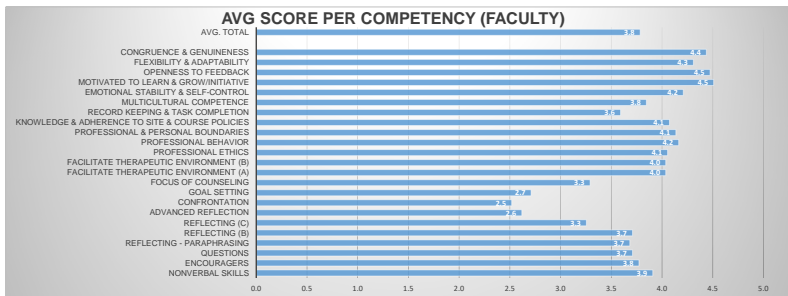


Faculty	Includes B	Includes M	Use of App	Basic Refle	Reflection	Summarizi	Advanced I	Counselor	Counselor	Counselor	Empathy & Respect &	Adheres to Behaves in	Maintains	Demonstr	Completes	Demonstra	Demonstra	Demonstra	Responds	Demonstr	Demonstrates ability t	Avg TOTAL	
Avg CHEN	4.3	4.3	3.8	4.0	3.6	4.0	3.1	1.1	3.6	4.0	4.5	4.5	4.0	4.0	4.0	4.0	4.0	4.0	4.2	4.3	4.0	3.5	3.9
Avg WATH	3.8	3.9	3.8	4.0	3.8	4.0	2.0	2.0	2.0	2.0	4.3	4.4	4.5	4.5	4.4	2.7	2.6	4.5	4.5	4.5	4.5	4.4	3.7
<b>Avg TOTAL</b>	<b>4.0</b>	<b>4.1</b>	<b>3.8</b>	<b>4.0</b>	<b>3.7</b>	<b>4.0</b>	<b>2.5</b>	<b>1.6</b>	<b>2.7</b>	<b>2.9</b>	<b>4.4</b>	<b>4.4</b>	<b>4.3</b>	<b>4.3</b>	<b>4.3</b>	<b>3.3</b>	<b>3.3</b>	<b>4.3</b>	<b>4.3</b>	<b>4.4</b>	<b>4.3</b>	<b>4.0</b>	<b>3.8</b>



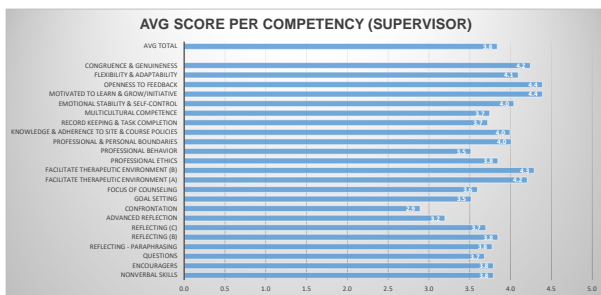
Faculty	Nonverbal	Encourag	Questions	Reflecting	Reflecting	Reflecting	Advanced	Confronta	Goal Setti	Focus of	Facilitate	Facilitate	Professor	Professor	Professor	Knowledge	Record K	Multicultu	Emotional	Motivated	Openness	Flexibility	Congruence & Genu	AVG. TOTAL
avg. AUTEN	4.0	4.0	3.0	3.0	4.0	4.0	4.0	3.0	3.0	4.0	5.0	5.0	4.0	4.0	4.0	4.0	3.0	4.0	4.0	5.0	5.0	4.0	4.0	4.0
avg. BAMA	4.5	4.3	4.1	3.4	4.2	2.1	1.4	4.0	4.2	4.3	4.7	4.7	4.1	4.3	4.3	4.3	4.1	4.0	4.2	4.4	4.7	4.3	4.3	4.0
avg. BASMA	4.0	4.0	4.0	4.0	3.8	4.0	3.9	3.8	4.0	4.0	4.1	4.1	4.8	4.8	4.8	4.8	4.8	4.7	4.9	4.8	4.7	4.6	4.6	4.4
avg. HAZLIP	4.7	4.7	4.7	4.7	4.2	4.8	4.0	4.1	4.8	4.8	4.8	4.9	4.7	4.8	4.8	4.8	0.7	3.9	4.9	4.9	4.9	4.7	4.8	4.5
avg. HERWICK	3.4	2.9	3.1	3.0	2.9	2.9	0.0	0.0	0.0	0.8	2.0	2.0	3.7	3.8	3.7	3.7	3.8	3.7	3.8	4.2	3.8	3.8	4.2	2.8
avg. JU	4.8	4.4	4.4	4.1	4.4	4.3	3.8	3.9	4.6	4.1	4.8	4.8	4.4	4.8	4.6	4.5	4.4	4.3	4.6	4.9	4.9	4.5	4.8	4.5
avg. ROLLER	3.2	3.2	3.2	3.2	3.2	3.2	2.9	1.4	1.4	3.2	3.8	3.8	1.3	1.5	1.5	1.0	1.0	1.5	2.5	3.4	3.5	3.5	3.6	2.6
avg. SADIK 1	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
avg. SADIK 2	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
avg. SMITH	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	1.0	4.0	4.0	4.0	4.0	4.0	4.2	4.0	4.1	4.2	4.0	4.0	4.0	2.0
avg. THOMPSON	4.3	3.5	4.0	4.2	4.2	0.0	4.2	0.0	0.0	0.0	4.8	4.8	4.2	4.5	4.3	4.2	4.2	3.5	4.7	4.8	4.8	4.2	4.3	3.6
avg. WATHAN	4.2	4.2	3.5	4.1	4.1	3.3	0.0	0.0	0.3	3.3	4.3	4.3	4.3	4.2	4.2	4.3	4.1	3.4	3.4	4.3	4.3	4.2	4.3	3.5
Competency AVG TOTAL	3.9	3.8	3.7	3.7	3.7	3.3	2.6	2.5	2.7	3.3	4.0	4.0	4.1	4.2	4.1	4.1	3.6	3.8	4.2	4.5	4.5	4.3	4.4	3.8

Competency AVG TOTAL	Nonverbal	Encourag	Questions	Reflecting	Reflecting	Reflecting	Advanced	Confronta	Goal Setti	Focus of	Facilitate	Facilitate	Professor	Professor	Professor	Knowledge	Record K	Multicultu	Emotional	Motivated	Openness	Flexibility	Congruence & Genu	AVG. TOTAL
Competency AVG TOTAL	3.9	3.8	3.7	3.7	3.7	3.3	2.6	2.5	2.7	3.3	4.0	4.0	4.1	4.2	4.1	4.1	3.6	3.8	4.2	4.5	4.5	4.3	4.4	3.8



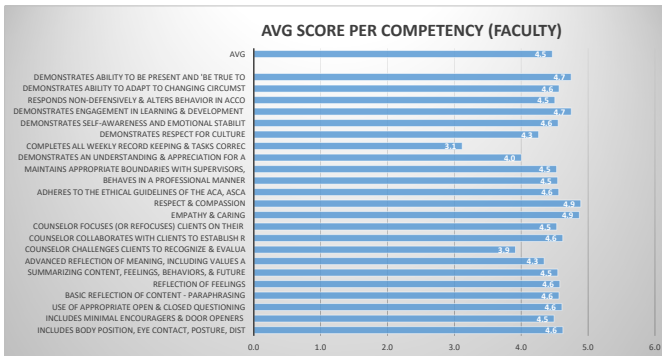
Faculty	Nonverbal	Encourage	Questions	Reflecting - Reflecting (	Reflecting (	Advanced f	Confrontati	Goal Settin	Focus of C	Facilitate T	Facilitate T	Professio	Professio	Professio	Knowledge	Record Ke	Multicultura	Emotional	Motivated	Openness	Flexibility & Congruence	Genuine	AVG TOTAL	
avg. Aulen	3.8	3.4	3.4	3.2	3.6	3.5	2.9	3.3	4.0	3.4	4.3	4.4	4.2	4.0	4.3	4.3	3.9	4.0	4.4	4.6	4.5	4.2	4.4	3.9
avg. Baama	3.9	3.9	3.8	3.9	4.0	3.9	3.3	3.1	4.0	3.9	4.3	4.3	4.2	3.8	4.3	4.3	4.0	4.1	4.3	4.3	4.5	4.4	4.4	4.0
avg. Basma	4.4	4.3	4.4	4.3	4.4	3.8	3.7	3.1	2.9	3.8	4.7	4.6	4.4	4.0	4.6	4.8	4.4	4.2	4.4	4.7	4.7	4.4	4.4	4.2
avg. Halzip	3.9	3.9	3.8	4.3	4.4	4.3	3.8	3.7	4.0	4.3	4.6	4.8	4.4	4.0	4.4	4.5	3.9	4.3	4.5	4.7	4.7	4.3	4.6	4.3
avg. Herwick	3.9	4.0	3.8	3.8	3.4	3.4	3.8	3.8	4.0	4.1	4.3	4.3	3.9	4.0	4.0	4.3	3.9	3.9	4.1	4.3	4.1	4.1	4.0	3.9
avg. Ju	4.1	4.4	4.1	4.3	4.4	4.4	3.4	2.8	3.3	3.0	4.6	4.8	4.4	4.0	4.4	4.5	4.4	4.8	4.5	4.9	4.8	4.1	4.6	4.2
avg. Roller	3.3	3.2	3.1	3.3	3.4	3.3	2.8	2.0	2.3	3.1	3.9	3.9	2.4	2.3	2.8	2.5	2.4	2.4	3.2	3.8	3.7	3.4	3.7	3.0
avg. Sadik one	2.8	3.2	3.2	3.3	3.3	3.1	2.6	2.6	4.1	3.4	3.3	3.9	4.2	3.8	4.3	4.5	4.1	3.8	3.8	4.5	4.6	4.4	4.2	3.7
avg. Sadik two	4.6	4.6	4.3	4.3	4.4	4.3	4.0	4.1	4.3	4.3	4.6	4.6	4.4	4.0	4.1	4.4	4.1	4.4	4.4	4.7	4.7	4.4	4.6	4.4
avg. Smith	3.4	3.9	3.8	3.5	3.6	3.8	3.6	3.3	3.8	3.3	4.0	4.1	4.4	4.2	4.5	4.0	4.4	3.4	4.0	4.6	4.8	4.3	4.5	3.9
avg. Thompson	4.0	3.7	3.7	3.8	3.2	2.3	2.8	3.7	3.5	4.0	4.0	3.7	3.8	3.8	4.0	3.7	3.7	3.8	4.0	4.0	4.0	4.0	4.0	3.7
avg. Wathen	4.3	4.2	4.0	4.3	4.0	4.0	3.1	2.0	3.8	3.8	4.3	4.3	3.8	3.9	4.2	4.1	3.6	3.9	4.1	4.6	4.6	4.1	4.2	4.0
AVG TOTAL	3.8	3.8	3.7	3.8	3.8	3.7	3.2	2.9	3.5	3.6	4.2	4.3	3.8	3.5	4.0	4.0	3.7	3.7	4.0	4.4	4.4	4.1	4.2	3.8

Competency	AVG TOTAL	Nonverbal	Encourage	Questions	Reflecting - Reflecting (	Reflecting (	Advanced f	Confrontati	Goal Settin	Focus of C	Facilitate T	Facilitate T	Professio	Professio	Professio	Knowledge	Record Ke	Multicultura	Emotional	Motivated	Openness	Flexibility & Congruence	Genuine	AVG TOTAL	
Competency AVG TOTAL	3.8	3.8	3.8	3.7	3.8	3.8	3.7	3.2	2.9	3.5	3.6	4.2	4.3	3.8	3.5	4.0	4.0	3.7	3.7	4.0	4.4	4.4	4.1	4.2	3.8



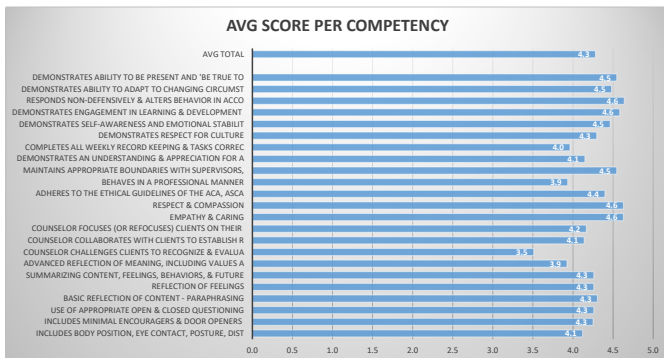
Faculty	Includes B	Includes M	Use of App	Basic Refle	Reflection	Summariz	Advanced	Counselor	Counselor	Counselor	Counselor	Empathy & Respect	Adheres to	Behaves in	Maintains	Demonstr	Completes	Demonstr	Demonstr	Demonstr	Demonstr	Responds	Demonstr	Demonstr	FAC AVG	
Avg AUTEN	4.0	3.0	4.0	4.0	5.0	4.0	4.0	4.0	5.0	4.0	4.0	5.0	5.0	4.0	4.0	3.0	2.0	3.0	4.0	5.0	3.0	4.0	5.0	4.0	5.0	4.0
Avg BAIMA	4.7	4.7	4.5	4.2	4.6	4.4	4.3	4.1	4.3	4.5	4.7	4.7	4.0	4.2	4.1	4.1	4.0	4.0	4.0	4.2	4.2	4.2	4.2	4.2	4.2	4.3
Avg HAIZLIP	4.8	4.8	4.9	4.9	4.0	4.9	3.9	4.2	4.9	4.8	4.9	4.9	4.8	4.9	4.9	0.6	4.0	4.9	4.9	5.0	5.0	5.0	4.9	4.9	4.9	4.5
Avg SHEPERS	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
Avg JU	5.0	5.0	5.0	5.0	4.7	4.7	4.3	4.2	4.7	4.5	5.0	5.0	4.2	4.7	4.7	5.0	4.8	4.7	4.8	5.0	5.0	5.0	4.7	4.8	4.8	4.8
Avg ROLLER	4.0	4.0	4.0	4.0	4.0	4.0	4.0	3.3	3.7	4.0	4.6	4.7	4.0	4.0	4.0	1.0	0.3	4.0	4.1	4.1	4.2	4.3	4.3	4.3	3.7	
Avg SADIK	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
Avg SMITH	4.5	4.5	4.5	4.4	4.4	4.4	4.2	3.5	4.4	4.5	4.8	4.9	4.5	4.6	4.6	4.0	3.2	4.4	4.6	4.7	4.7	4.6	4.7	4.4	4.4	
AVG TOTAL	4.6	4.5	4.6	4.6	4.6	4.5	4.3	3.9	4.6	4.5	4.9	4.9	4.6	4.5	4.5	4.0	3.1	4.3	4.6	4.7	4.5	4.6	4.7	4.6	4.7	

Includes B Includes M Use of App Basic Refle Reflection Summariz Advanced Counselor Counselor Counselor Empathy & Respect Adheres to Behaves in Maintains Demonstra Completes Demonstra Demonstra Demonstra Responds r Demonstra Demonstrates ability t AVG 4.6 4.5 4.6 4.6 4.6 4.5 4.3 3.9 4.6 4.5 4.9 4.9 4.6 4.5 4.5 4.0 3.1 4.3 4.6 4.7 4.5 4.6 4.7 4.5



	Includes Bi	Includes M	Use of App	Basic Refle	Reflection	Summarizi	Advanced I	Counselor	Counselor	Counselor	Empathy & Respect &	Adheres to Behaves in	Maintains	Demonstra	Completes	Demonstra	Demonstra	Demonstra	Responds i	Demonstra	Demonstrates ability t	Avg TOTAL		
Avg AUTEN	3.8	4.4	4.5	4.5	4.4	4.4	4.2	3.9	4.1	4.1	4.7	4.7	4.5	4.0	4.7	4.8	4.7	4.8	4.8	4.8	4.7	4.8	4.5	
Avg BAIMA	4.4	4.4	4.2	4.3	4.2	4.2	4.0	4.0	4.4	4.2	4.7	4.7	4.5	4.0	4.6	4.6	4.4	4.4	4.5	4.6	4.6	4.5	4.6	4.4
Avg BASMA	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.4	4.4	4.6	4.8	4.6	4.8	4.0	4.6	4.8	4.9	4.8	4.8	4.6	4.9	4.9	4.6	4.6
Avg HAIZLIP	3.4	4.6	4.3	4.6	4.6	4.7	4.2	4.0	4.7	4.2	4.8	4.8	4.2	4.0	4.6	4.6	4.4	4.4	4.4	4.7	4.7	4.1	4.6	4.4
Avg HERWECK	4.0	4.7	4.6	4.7	4.6	4.7	4.3	4.4	4.3	4.6	4.9	4.7	4.6	4.0	4.7	4.6	4.3	4.3	4.4	4.9	5.0	4.9	4.6	4.5
Avg JU	5.0	4.4	4.6	4.4	4.6	4.6	4.4	4.0	4.2	4.6	5.0	5.0	4.4	4.0	5.0	5.0	4.4	4.8	4.4	5.0	5.0	5.0	4.6	4.6
Avg ROLLER	4.0	3.9	3.8	3.8	4.0	3.9	3.6	2.4	3.7	3.8	4.5	4.6	4.0	3.9	4.2	2.6	2.3	4.0	4.3	4.3	4.3	4.3	3.9	3.9
Avg SADIK	4.2	4.1	4.1	4.2	3.7	4.1	3.8	4.0	4.1	4.2	4.4	4.4	4.6	3.8	4.7	4.4	4.1	4.0	4.2	4.4	4.4	4.3	4.4	4.2
Avg SMITH	4.0	4.0	4.8	4.5	4.5	4.4	4.0	3.6	4.3	4.5	4.5	4.6	5.0	4.0	4.9	4.1	4.5	3.8	4.8	4.6	4.9	4.5	4.8	4.4
Avg THOMPSON	3.8	3.7	3.8	4.0	4.0	3.7	3.3	3.3	3.8	3.8	4.0	4.0	4.0	4.0	4.3	4.5	4.0	3.8	4.3	4.3	4.3	4.3	4.3	4.0
Avg Wathen	4.5	4.5	4.4	4.5	4.4	4.3	3.6	2.7	4.3	4.1	4.8	4.7	4.4	4.0	4.5	4.5	4.3	4.5	4.4	4.6	4.7	4.4	4.5	4.3

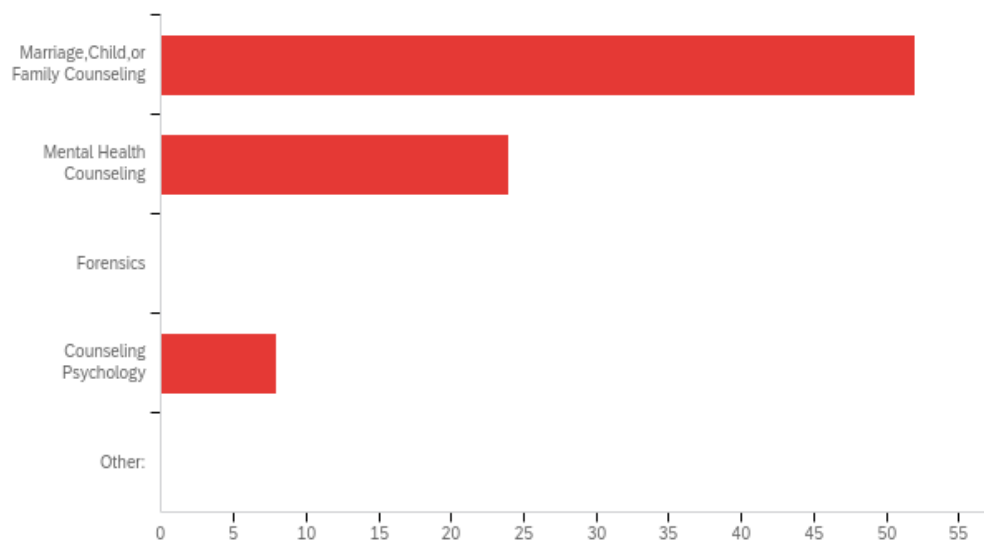
	Includes Bi	Includes M	Use of App	Basic Refle	Reflection	Summarizi	Advanced I	Counselor	Counselor	Counselor	Empathy & Respect &	Adheres to Behaves in	Maintains	Demonstra	Completes	Demonstra	Demonstra	Demonstra	Responds i	Demonstra	Demonstrates ability t	Avg TOTAL		
AVG TOTAL	4.1	4.3	4.3	4.3	4.3	4.3	3.9	3.5	4.1	4.2	4.6	4.6	4.4	3.9	4.5	4.1	4.0	4.3	4.5	4.6	4.6	4.5	4.5	4.3



# PAU Alumni Survey (2020) – MA Counseling responses

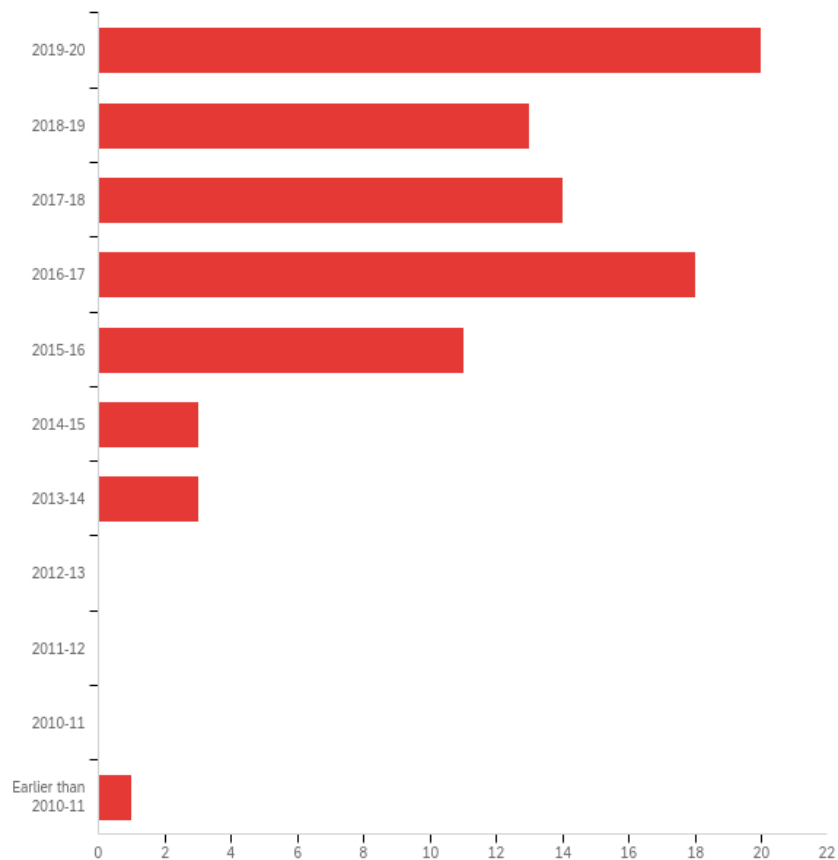
October 14th 2020, 4:37 pm MDT

## Q3 - Area of MA emphasis:



Answer	%	Count
Marriage, Child, or Family Counseling	61.90%	52
Mental Health Counseling	28.57%	24
Forensics	0.00%	0
Counseling Psychology	9.52%	8
Other:	0.00%	0
<b>Total</b>	<b>100%</b>	<b>84</b>

## Q4 - Which academic year did you graduate from PAU?



Answer	%	Count
2019-20	24.10%	20
2018-19	15.66%	13
2017-18	16.87%	14
2016-17	21.69%	18
2015-16	13.25%	11
2014-15	3.61%	3
2013-14	3.61%	3
2012-13	0.00%	0
2011-12	0.00%	0
2010-11	0.00%	0
Earlier than 2010-11	1.20%	1
Total	100%	83



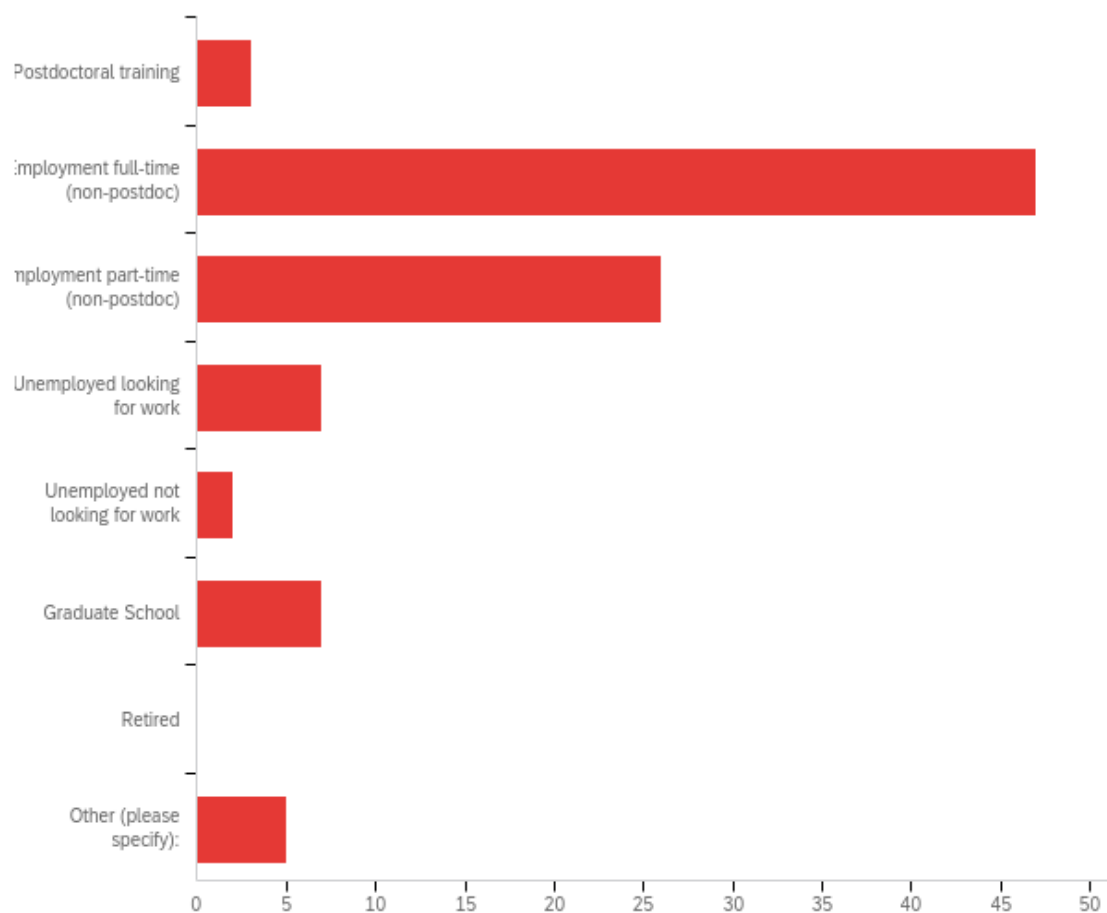
## Q5 - Where do you currently reside?

City	State (e.g. CA, NY, etc.)	Country (if outside U.S.)
Belmont	CA	
	CA	United States
Folsom	CA	
Mountain View	CA	
Los Angeles	California	United States
Pacifica	CA	United States
San Carlos	CA	
Sunnyvale	CA	United States
Auburn	CA	
Cupertino	CA	
		China
Ramat Hasharon		Israel
BEAVERTON	OR	United States
Great Falls	MT	USA
Beijing	Beijing	China
Pueblo West	CO	United States
Clovis	CA	United States
Monterey	CA	
Santa Cruz	Ca	
Los Altos	CA	
Lathrop	CA	United States
Belmont	CA	United States
Pueblo	Colorado	
Reno	Nevada	
Milpitas	CA	
Palo Alto	CA	United States
San Lorenzo	CA	USA

Citrus Heights	CA	United States
Beijing	Beijing	China
Los Altos	CA	USA
San Luis Obispo	CA	
Columbus	OH	United States
SAN MATEO	CA	United States
Milpitas	CA	United States
Moscow	ID	United States
Albuquerque	NM	
San Jose	ca	
Santa Cruz	CA	United States
Boulder Creek	CA	
San Jose	CA	
Northridge	California	
Sacramento	CA	United States
San Jose	CA	
Woodland	CA	United States
Escondido	CA	
San Mateo	CA	
San mateo	Ca	
union city	ca	
MILPITAS	CA	United States
Woodinville	WA	
Santa Monica	Ca	
Sacramento	CA	US
San Francisco	CA	
Livermore	Ca	USA
Haikou	Hainan	China
Beijing		China
San Bruno	CA	

Vancouver	British Columbia	Canada
Sunnyvale	CA	
Indio	CA	United States
Arkansas City	Kansas	
Shanghai		China
Clayton	CA	
Star	Idaho	
Burson	Ca	
Singapore	Singapore	Singapore
Bayside	CA - California	
San Jose	Ca	
Chevy Chase	MD	
LA	CA	USA
San Bruno	CA	United States
Sullivans Island	SC	United States
Mountain View	CA	
Los Gatos	California	
San Carlos	California	United States
Oakley	California	
Santa Cruz	Ca	Usa
Melbourne	Victoria	Australia
San Jose	CA	
San Jose	CA	
Fairfield	CA	USA

## Q6 - How would you describe your professional activity this past year (select all that apply)?



Answer	%	Count
Postdoctoral training	3.09%	3
Employment full-time (non-postdoc)	48.45%	47
Employment part-time (non-postdoc)	26.80%	26
Unemployed looking for work	7.22%	7
Unemployed not looking for work	2.06%	2
Graduate School	7.22%	7
Retired	0.00%	0
Other (please specify):	5.15%	5
<b>Total</b>	<b>100%</b>	<b>97</b>

Q6\_8\_TEXT - Other (please specify):

Other (please specify): - Text

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Unemployed but staying home for child

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Unpaid Associate

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Graduated Nov. 2019 and started a job Feb. 2020

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Started my own practice

**Q7 - You indicated that you are currently pursuing graduate studies, please tell us more about that:**

University/institution you are attending:	Degree level you are pursuing:	Major/Program:
Walden University	PhD	Psychology
Walden University	PhD	Counselor Education & Supervision
Arizona State University	Master of Science	Forensic Psychology

**Q8 - Please tell us a bit more about your current employment:**

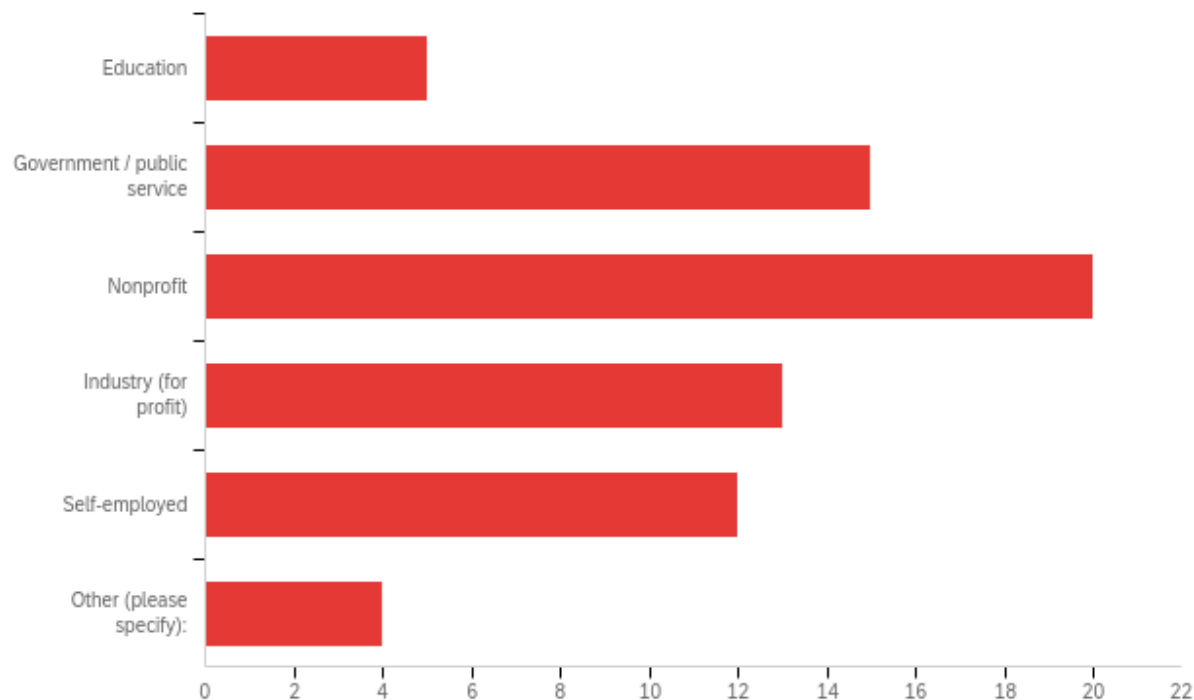
Position/job title:	Site/company name:
mental health associate	Kiasi Retreats
Bilingual Mental Health Clinician	Star-Vista/YSB
San Mateo County Lead Clinican	BHRS
Consultant	Self
Therapist	Discovery Counseling Center
University Counseling Center	
Family, adult and child therapist	Family and marriage counseling through city services
LPCI	PCCC
Practitioner in training therapist	Center for Mental Health
Clinical Mental Health Counselor	Beijing
Mental Health Specialist	Central Star Behavioral Health
LMFT	Building Bridges Counseling Center
Behavioral Health QI	Santa Cruz County BH
AMFT/APCC	Central Valley Therapeutic Alliance, Inc. & Stockton Family Therapy Professional Corporation
Mental Health Counselor	San Carlos Correctional Facility
School Mental Health Professional	Washoe County School District
Mental Health Therapist	Yes To Therapy Private Practice
School Counselor/MFT Associate	Acknowledge Alliance
AMFT	Eden Counseling Services
Associate Marriage Family Therapist	Mind to Mindful
counselor	Beijing New Century Clinic
Counselor	Silicon Valley Therapy
Associate MFT	Optimal Interventions and Leah DeRose Therapy
Therapist	OhioGuidestone
lcc	Rebekah children services
Mental Health Counselor	OTTP-SF

	HallowellTodaro ADHD Center
AMFT	Attachment Center of Monterey Bay
Owner/LMFT/private practice	Counseling by Dawn
Clinician I	Uplift Family Services
Associate Marriage and Family Therapist	Sierra Treatment Center and Eating Disorder Collaborative
Counselor	Life Compass
Patient Safety	Palomar Health
Clinical case manager	Caminar
Family Therapist	Bill Wilson Center
Counselor, owner	Blossom Counseling PLLC
Mental health therapist	Oak Hill Non Public School
LMFT	Heartland Child and Family Services
Behavioral Health Clinician	SFDPH Comprehensive Crisis
Staff Therapist	Axis Community Health
Medical Assistant	Haikou People's Hospital
Psychotherapist	Beijing United Family Hospital
Psychiatric Social Worker	Káiser Permanente
counsellor	Ealing Counselling & Coaching
Clinical Supervisor	Mental Health Systems
Associate therapist	Ri International
School Counselor	USD 470
Clinical Counselor	Yun Dong International Rehabilitation&Wellness Center
Owner	Affinity Couples
APPC	HorseSpeak Center for personal development
Counsellor	Care Corner Counselling Centre
Mental Health Clinician	County of Humboldt
Academic coach	Pivotal
Counselor	CAAT
private practice	LA
AMFT	Santa Clara unified school district



Private Practice	
Self-employed	Lisa Call Counseling Services
AMFT	Private practice/ Insights through Star Vista
Amft	Private practice
Counselor	Federal Organization
School Based Therapist	
Clinician - Psychologist	Corrections Victoria - Department of Justice and Community Safety
Intensive care coordinator	Rebecca's children services
Clinician	Uplift Family Services
Protective Services Social Worker	City/County of San Francisco

### Q9 - Please indicate the most relevant employment sector:



Answer	%	Count
Education	7.25%	5
Government / public service	21.74%	15
Nonprofit	28.99%	20
Industry (for profit)	18.84%	13
Self-employed	17.39%	12
Other (please specify):	5.80%	4
Total	100%	69

### Q9\_6\_TEXT - Other (please specify):

Other (please specify): - Text

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Treatment Center

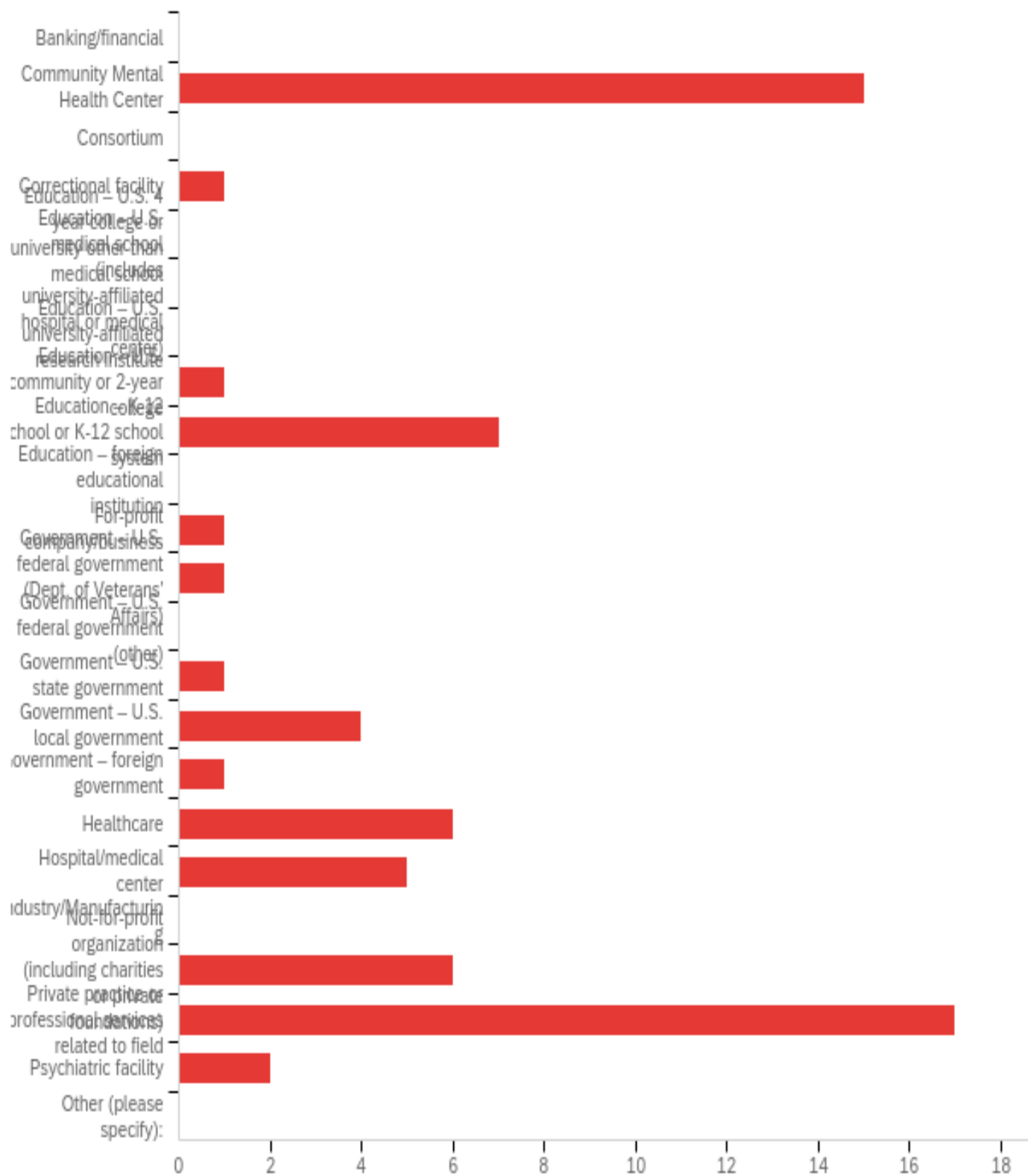
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associate mft in private practice

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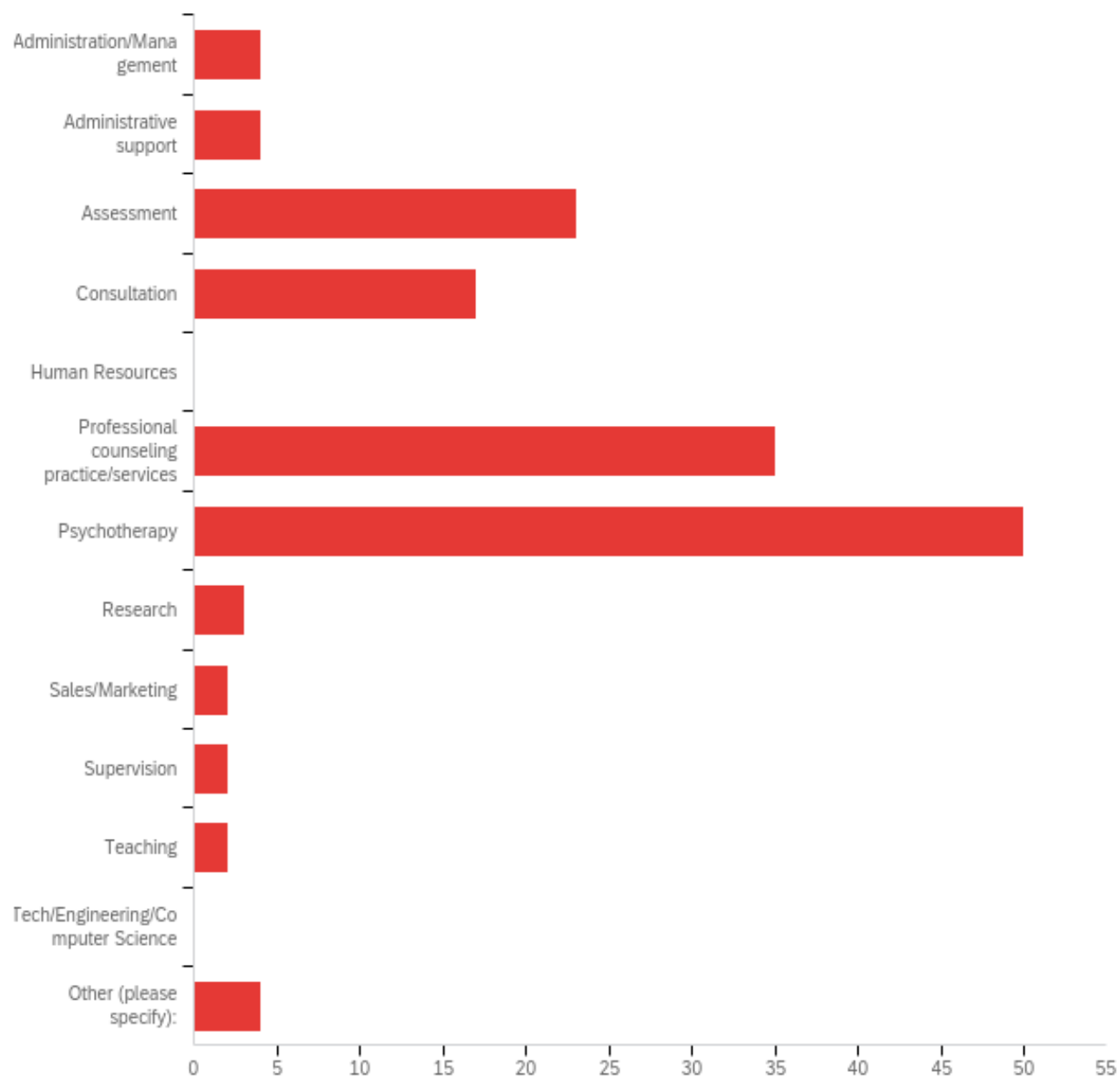
Private Hospital

**Q10 - Please indicate the most relevant employment setting or sub-sector:**



Answer	%	Count
Banking/financial	0.00%	0
Community Mental Health Center	22.06%	15
Consortium	0.00%	0
Correctional facility	1.47%	1
Education – U.S. 4 year college or university other than medical school	0.00%	0
Education – U.S. medical school (includes university-affiliated hospital or medical center)	0.00%	0
Education – U.S. university-affiliated research institute	0.00%	0
Education – U.S. community or 2-year college	1.47%	1
Education – K-12 school or K-12 school system	10.29%	7
Education – foreign educational institution	0.00%	0
For-profit company/business	1.47%	1
Government – U.S. federal government (Dept. of Veterans' Affairs)	1.47%	1
Government – U.S. federal government (other)	0.00%	0
Government – U.S. state government	1.47%	1
Government – U.S. local government	5.88%	4
Government – foreign government	1.47%	1
Healthcare	8.82%	6
Hospital/medical center	7.35%	5
Industry/Manufacturing	0.00%	0
Not-for-profit organization (including charities or private foundations)	8.82%	6
Private practice or professional services related to field	25.00%	17
Psychiatric facility	2.94%	2
Other (please specify):	0.00%	0
Total	100%	68

**Q11 - Please select the primary activity/activities that apply to this position (select all that apply):**



Answer	%	Count
Administration/Management	2.74%	4
Administrative support	2.74%	4
Assessment	15.75%	23
Consultation	11.64%	17

Human Resources	0.00%	0
Professional counseling practice/services	23.97%	35
Psychotherapy	34.25%	50
Research	2.05%	3
Sales/Marketing	1.37%	2
Supervision	1.37%	2
Teaching	1.37%	2
Tech/Engineering/Computer Science	0.00%	0
Other (please specify):	2.74%	4
Total	100%	146

Q11\_13\_TEXT - Other (please specify):

Other (please specify): - Text

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Quality improvement and cultural competency

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Case management, discharge placement

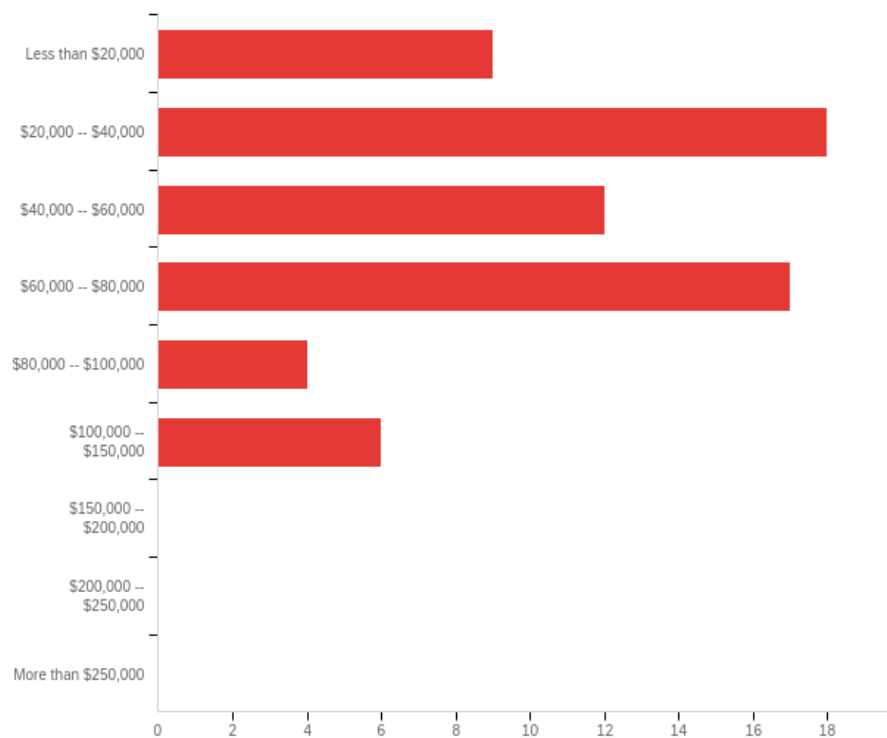
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Conflict resolution, student advocacy, crisis intervention

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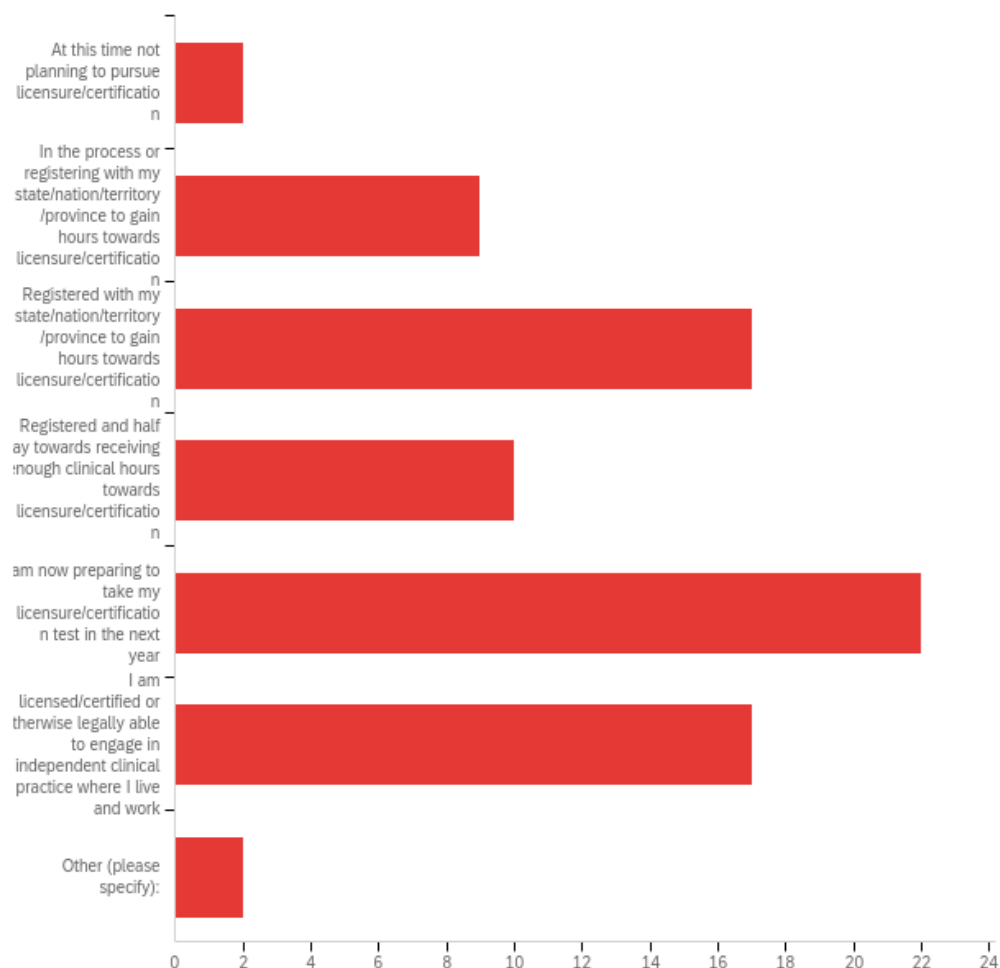
Case management/ mentorship

**Q12 - What is your approximate annual income from this position (pre-taxes)?** ► We ask this to understand the fiscal landscape for PAU graduates by comparing the cost of attendance, average student debt levels, and self-reported income. This information will be used only for aggregate analysis and reporting by the PAU Office of Institutional Research.



Answer	%	Count
Less than \$20,000	13.64%	9
\$20,000 -- \$40,000	27.27%	18
\$40,000 -- \$60,000	18.18%	12
\$60,000 -- \$80,000	25.76%	17
\$80,000 -- \$100,000	6.06%	4
\$100,000 -- \$150,000	9.09%	6
\$150,000 -- \$200,000	0.00%	0
\$200,000 -- \$250,000	0.00%	0
More than \$250,000	0.00%	0
<b>Total</b>	<b>100%</b>	<b>66</b>

### Q16 - Where are you at in the process of licensure/certification as a mental health professional?



Answer	%	Count
At this time not planning to pursue licensure/certification	2.53%	2
In the process or registering with my state/nation/territory/province to gain hours towards licensure/certification	11.39%	9
Registered with my state/nation/territory/province to gain hours towards licensure/certification	21.52%	17
Registered and half way towards receiving enough clinical hours towards licensure/certification	12.66%	10
I am now preparing to take my licensure/certification test in the next year	27.85%	22
I am licensed/certified or otherwise legally able to engage in independent clinical practice where I live and work	21.52%	17
Other (please specify):	2.53%	2
Total	100%	79



Q16\_7\_TEXT - Other (please specify):

Other (please specify): - Text

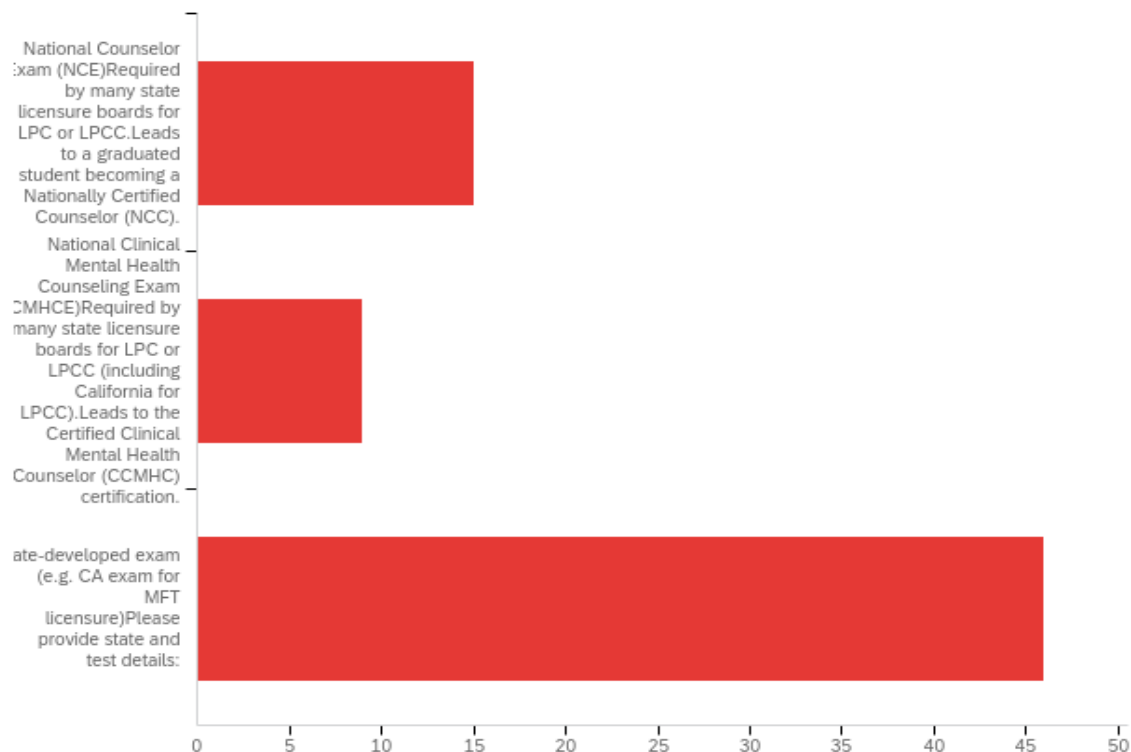
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I'm taking a long break to deal with personal issues.

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In MD you take the exam now

**Q18 - Please indicate which exam you have taken or plan to take:**



	Answer	%	Count
National Counselor Exam (NCE) Required by many state licensure boards for LPC or LPCC. Leads to a graduated student becoming a Nationally Certified Counselor (NCC).		21.43%	15
National Clinical Mental Health Counseling Exam (NCMHCE) Required by many state licensure boards for LPC or LPCC (including California for LPCC). Leads to the Certified Clinical Mental Health Counselor (CCMHC) certification.		12.86%	9
State-developed exam (e.g. CA exam for MFT licensure) Please provide state and test details:		65.71%	46
	Total	100%	70

Q18\_6\_TEXT - State-developed exam (e.g. CA exam for MFT licensure) Please provide state...

State-developed exam (e.g. CA exam for MFT licensure) Please provide state and test details: - Text

C.A. exam for MFT licensure

CA

CA

CA exam for MFT

CA MFT licensing exam

NEVADA exam MFT and NCMHCE

California LMFT

CA

CA

CA

CA MFT Clinical Examination

CA LMFT

CA in 2022

CA, law and ethics exam

CA exam for MFT licensure

CA MFT Licensure Exam

CA exam for MFT licensure

n/a

CA LMFT

California exam for MFT licensure

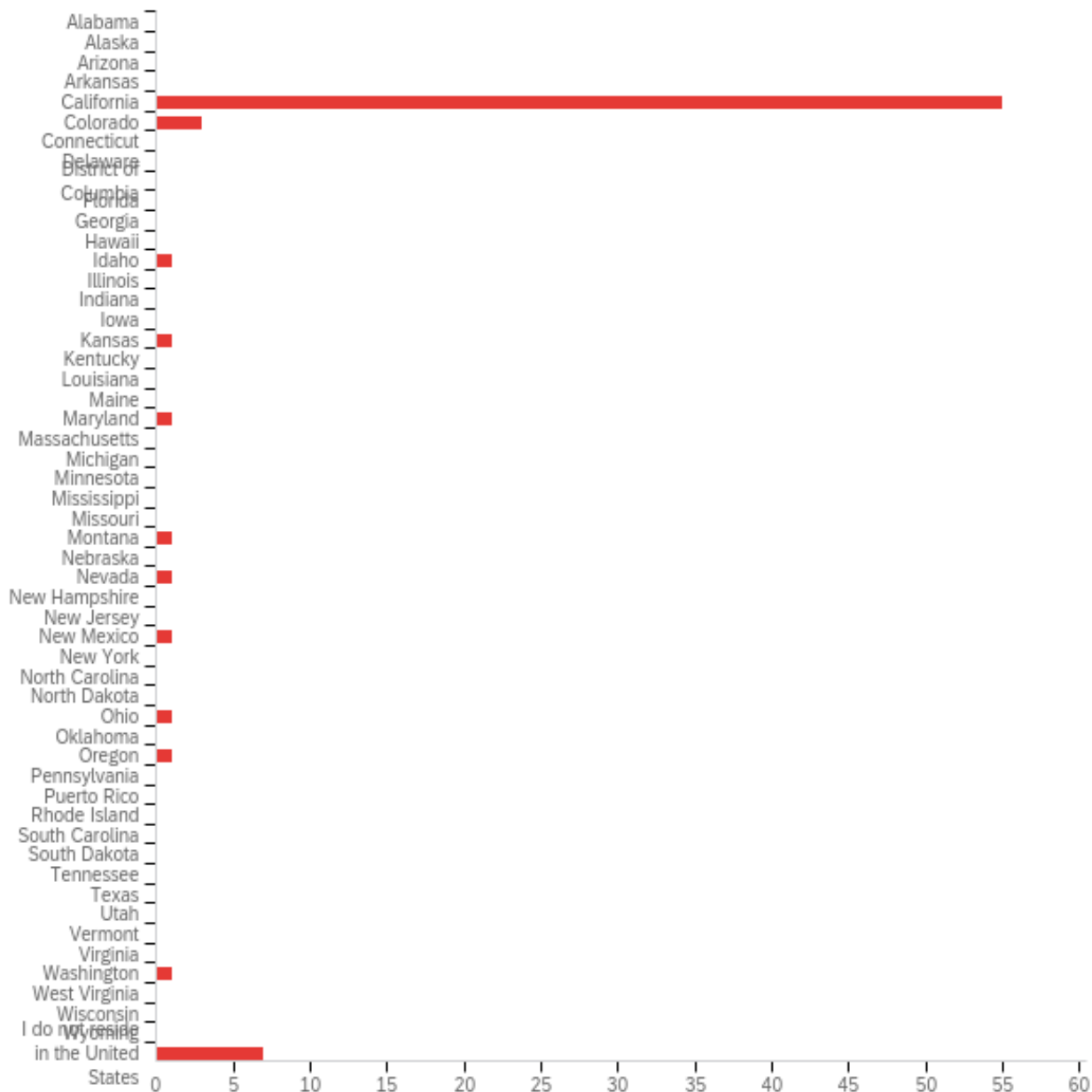
CA clinical marriage and family therapy exam

CA exam for MFT licensure

CA MFT

National Psychology Exam (AHPRA - Psychology Board)

### Q28 - In which state are you currently licensed or planning to be licensed?



#	Answer	%	Count
1	Alabama	0.00%	0
2	Alaska	0.00%	0
3	Arizona	0.00%	0
4	Arkansas	0.00%	0
5	California	74.32%	55
6	Colorado	4.05%	3

7	Connecticut	0.00%	0
8	Delaware	0.00%	0
9	District of Columbia	0.00%	0
10	Florida	0.00%	0
11	Georgia	0.00%	0
12	Hawaii	0.00%	0
13	Idaho	1.35%	1
14	Illinois	0.00%	0
15	Indiana	0.00%	0
16	Iowa	0.00%	0
17	Kansas	1.35%	1
18	Kentucky	0.00%	0
19	Louisiana	0.00%	0
20	Maine	0.00%	0
21	Maryland	1.35%	1
22	Massachusetts	0.00%	0
23	Michigan	0.00%	0
24	Minnesota	0.00%	0
25	Mississippi	0.00%	0
26	Missouri	0.00%	0
27	Montana	1.35%	1
28	Nebraska	0.00%	0
29	Nevada	1.35%	1
30	New Hampshire	0.00%	0
31	New Jersey	0.00%	0
32	New Mexico	1.35%	1
33	New York	0.00%	0
34	North Carolina	0.00%	0
35	North Dakota	0.00%	0
36	Ohio	1.35%	1

37	Oklahoma	0.00%	0
38	Oregon	1.35%	1
39	Pennsylvania	0.00%	0
40	Puerto Rico	0.00%	0
41	Rhode Island	0.00%	0
42	South Carolina	0.00%	0
43	South Dakota	0.00%	0
44	Tennessee	0.00%	0
45	Texas	0.00%	0
46	Utah	0.00%	0
47	Vermont	0.00%	0
48	Virginia	0.00%	0
49	Washington	1.35%	1
50	West Virginia	0.00%	0
51	Wisconsin	0.00%	0
52	Wyoming	0.00%	0
53	I do not reside in the United States	9.46%	7
	Total	100%	74

**Q19 - License #:**

License #:

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LMFT93370

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108963

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LMFT120485

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CP 1275

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8285

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National Counselor 112100008300249

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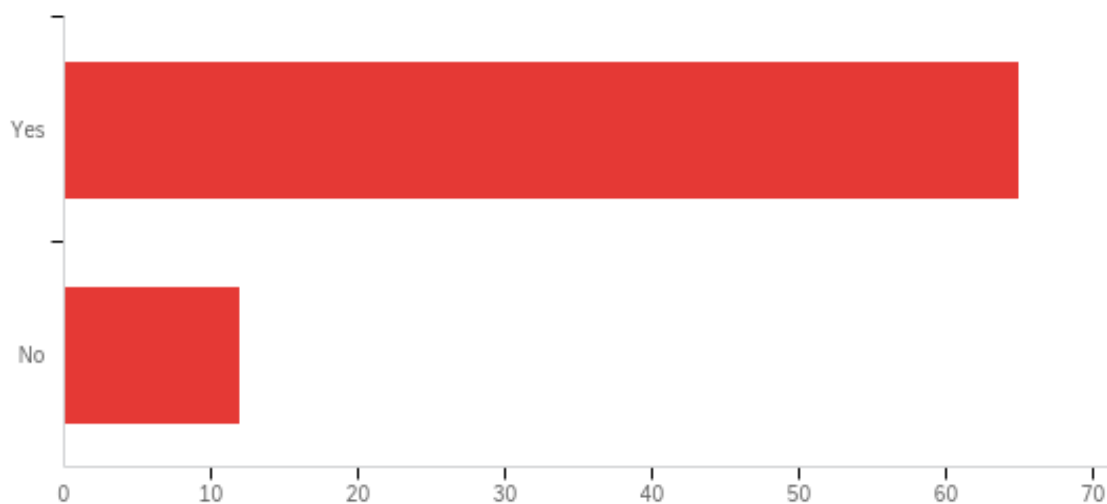
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LMFT 119884

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115760

**Q27 - Would you like to be notified by email when aggregate survey results are posted to the "Alumni Outcomes" dashboard on the PAU website?**



Answer	%	Count
Yes	84.42%	65
No	15.58%	12
Total	100%	77