THE PALO ALTO UNIVERSITY COUNSELING PROGRAM

OUTCOMES, LESSONS LEARNED AND RECOMMENDATIONS

A Report From the Counseling Faculty

Approved- 20 September 2017

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INTRODUCTION TO THE OUTCOMES ASSESSMENT AND PROGRAM REVIEW 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.

In September 2017 the Palo Alto University Counseling faculty reviewed the research findings on students, graduates, clinical supervisors and employers of our students and graduates. The period of examination is from January 2016 through August 2017. The faculty also reviewed the 2016 report and noted how the 2016 strategic initiatives were met or unmet as it came up with new strategic initiatives for 2017-18.

As required by CACREP, the Counseling program 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 program collects and posts each year outcome data as required by CACREP to include student graduation rates and pass rates on credentialing exams.
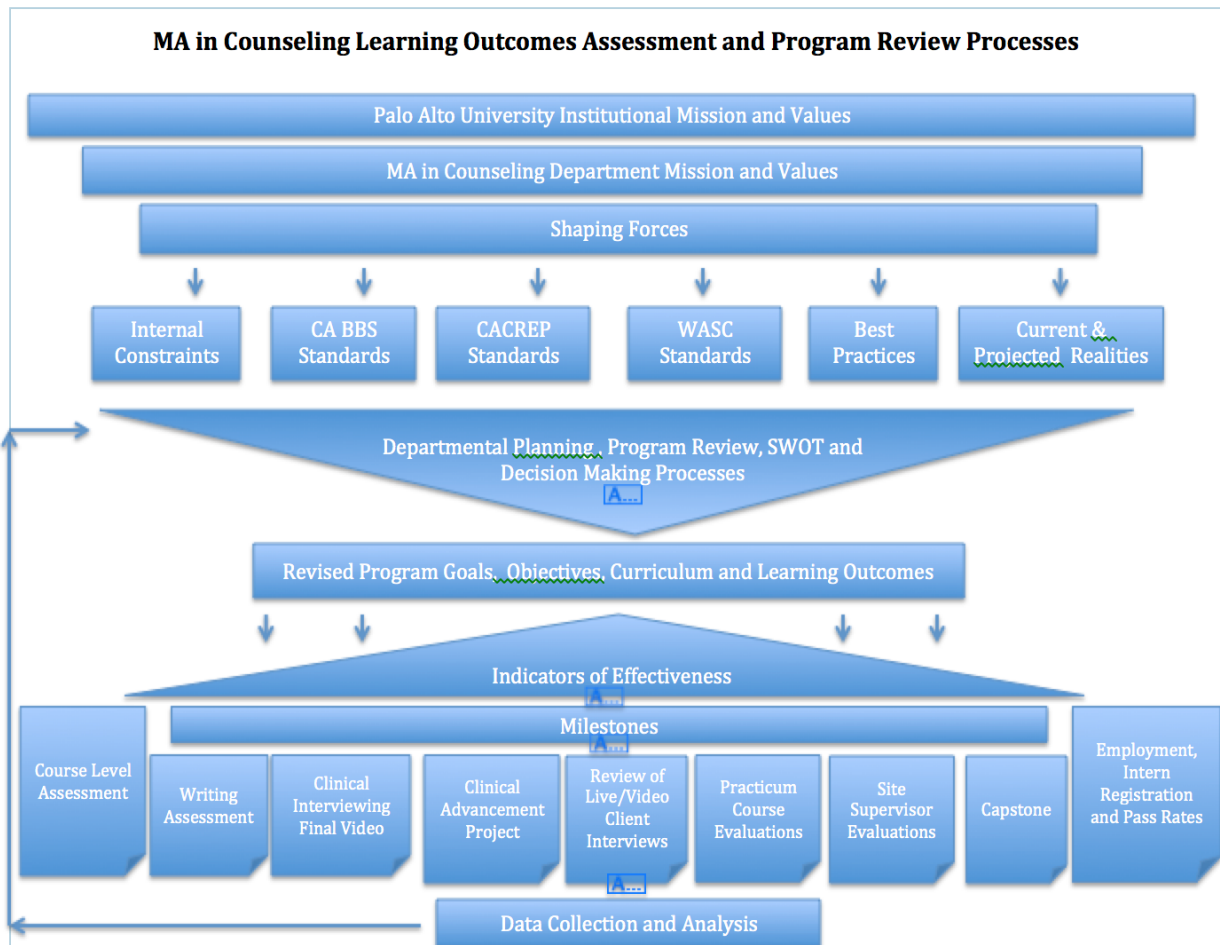
As evidenced by the developed comprehensive assessment plan, the M.A. in Counseling program uses several sources of student-level data to evaluate student progress and outcomes. Some key areas include:

a) Student learning outcomes in courses and other program activities (i.e. clinical interviewing, capstone project, practicum) that align with all specialty-area curriculum standards.
b) Clinical skills as assessed at multiple points through the program with use of the Clinical Competencies Scales-Revised (CCS-R).
c) Portfolio submission to Clinical Training Manager (CTM) at different points in the program.
d) Capstone Project including comprehensive case study of an actual client at the student's training site.
e) Site supervisor and faculty supervisor assessments of student work.
f) Surveys of program graduates, employers, and supervisors after program completion.
g) Credentialing exam pass rates.

Student progress is evaluated annually by the counseling program's 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 M.A. in Counseling program developed a graphic to demonstrate 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

effectiveness and possible changes to be made to mission, goals, processes, and curriculum.

MA in Counseling Learning Outcomes Assessment and Program Review Processes

Palo Alto University Institutional Mission and Values

MA in Counseling Department Mission and Values

Shaping Forces

Internal Constraints	CA BBS Standards	CACREP Standards	WASC Standards	Best Practices	Current & Projected Realities

Departmental Planning, Program Review, SWOT and Decision Making Processes

Revised Program Goals, Objectives, Curriculum and Learning Outcomes

Indicators of Effectiveness

Milestones

Course Level Assessment	Writing Assessment	Clinical Interviewing Final Video	Clinical Advancement Project	Review of Live/Video Client Interviews	Practicum Course Evaluations	Site Supervisor Evaluations	Capstone	Employment, Intern Registration and Pass Rates

Data Collection and Analysis

STUDENT ENROLLMENT, RETENTION AND GRADUATION RATES

During the 2016-17 Academic Year approximately 350 different students were actively enrolled throughout the year with approximately 260 enrolled during any one quarter. During this time period 39 students graduated with the emphasis in Clinical Mental Health Counseling and 42 with the emphasis in Marriage, Couple, And Family Counseling program. Since the program began the overall on-time completion rate is 67%.   Full details of graduation rates by year of entry is as follows:

Entry Year	N	Grads	% Grad	On Time	% On Time
Full Time Students					
2010	1	0	0%	0	0%
2011	7	5	71%	4	57%
2012	19	10	53%	3	16%
2013	58	50	86%	44	76%
2014	42	39	93%	39	93%
FT Total	**127**	**104**	**82%**	**90**	**71%**
Part Time Students					
2011	6	1	17%	1	17%
2012	9	7	78%	7	78%
2013	14	7	50%	7	50%
PT Total	**29**	**15**	**52%**	**15**	**52%**
Grand Total	**156**	**119**	**76%**	**105**	**67%**

Note- "On time" is defined as 11 terms for FT students, and 16 terms (1.5x 11) for PT students.

With an overall graduation rate of 67% there is also clear evidence of the gradual increase in retention and graduation rates with 93% of the 2014 class of full time students completing at a rate of 93%.

Recommendations from the examination of enrollment, retention and graduation rates:

1. Conduct a more thorough analysis of risk, retention and success factors.
2. Use the risk, retention and success factors to improve student selection, faculty advising, remediation, and student services.
3. Strengthen advising of part time students.
4. Reexamine our degree plan, courses and sequence.

CLINICAL INTERVIEWING VIDEOS IN THE CLINICAL INTERVIEWING COURSE

All students are required to successfully complete the Clinical Interviewing Course prior to beginning the Practicum sequence. A key outcome for the course and the program is the completion of a video taped practice interview to standard. The Counselor Competency Scale (CCS-R) as the primary rubric for evaluating the practice videos and final videos for the class.

The *Counseling Competencies Scale—Revised* (CCS-R) is designed to measure counseling competencies within two domains/factors:
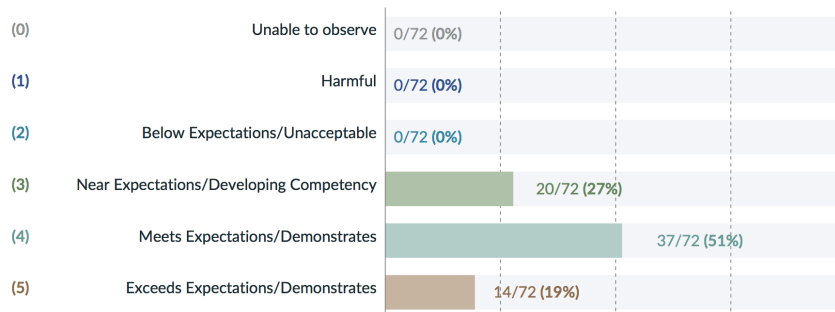- Counseling skills and therapeutic conditions and
- Counseling dispositions and behaviors.

Additionally, the CCS-R contains five supervisor-rater evaluation response categories that include
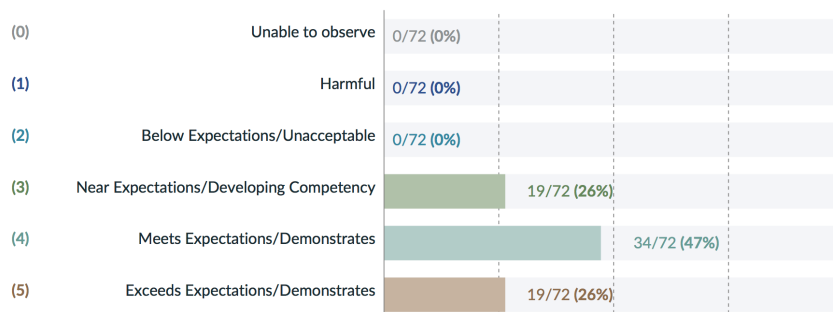1. Harmful
2. Performing Below Expectations
3. Performing Near Expectations
4. Meeting Expectations
5. Exceeds expectations

During the Spring/Summer of 2017 there were 72 students who completed the Clinical Interviewing Course. At the end of the course all students met the basic requirements. The two areas of greatest strength were in the areas of non-verbal and facilitating a therapeutic environment.

Nonverbal: Includes body position, eye contact, posture, distance from client, voice tone, rate of speech, use of silence, etc. Attuned to the emotional state and cultural norms of the clients

(0)	Unable to observe	0/72 (0%)
(1)	Harmful	0/72 (0%)
(2)	Below Expectations/Unacceptable	0/72 (0%)
(3)	Near Expectations/Developing Competency	20/72 (27%)
(4)	Meets Expectations/Demonstrates	37/72 (51%)
(5)	Exceeds Expectations/Demonstrates	14/72 (19%)

Facilitate therapeutic environment, respect and compassion: counselor expresses appropriate respect and compassion for clients

(0)	Unable to observe	0/72 (0%)
(1)	Harmful	0/72 (0%)
(2)	Below Expectations/Unacceptable	0/72 (0%)
(3)	Near Expectations/Developing Competency	19/72 (26%)
(4)	Meets Expectations/Demonstrates	34/72 (47%)
(5)	Exceeds Expectations/Demonstrates	19/72 (26%)

The area with the lowest scores was in the area of advanced reflection, a skill the students will continue to work on during the clinical experiences.

Advanced reflection (meaning): advanced reflection of meaning including values and core beliefs (taking counseling to a deeper level)

(0)	Unable to observe	7/72 (9%)
(1)	Harmful	0/72 (0%)
(2)	Below Expectations/Unacceptable	20/72 (27%)
(3)	Near Expectations/Developing Competency	11/72 (15%)
(4)	Meets Expectations/Demonstrates	32/72 (44%)
(5)	Exceeds Expectations/Demonstrates	1/72 (1%)
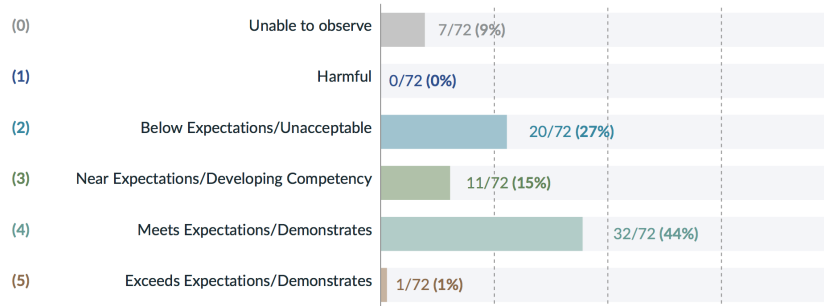
The outcome demonstrates that the students who have been admitted to the program so far can demonstrate basic clinical skills.

Recommendations from the Clinical Interviewing Course:

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.
3. Standardize the course and course shell with a very standardized evaluation.
4. Investigate the weighting of the behavioral and dispositional issues.
5. Ensure the online versus residential programs.

STUDENT SELF EVALUATIONS

All students are asked to engage in a self-assessment on regular basis using the Counselor Competency Scale (CCS-R). It is interesting to note that their self-evaluations are lower then their supervisors' and instructors', demonstrating some level of intellectual and cultural humility. Self-Evaluations of Residential and Distance Learning Student demonstrate no statistically significant difference between the two groups.

Student Self Evalatuations

	Residential Versus Distance Learner								
	DL			RE			Total		
	Mean	N	Std. Deviation	Mean	N	Std. Deviation	Mean	N	Std. Deviation
1.A. Non–Verbal	3.9545	22	.78542	3.8500	20	.87509	3.9048	42	.82075
1.B Encouragers	4.0909	22	.61016	3.4737	19	1.02026	3.8049	41	.87234
1.C Questions	3.8636	22	.99021	3.3000	20	.80131	3.5952	42	.93859
1.D Reflecting and Paraphrasing	4.0000	22	.75593	3.5500	20	.94451	3.7857	42	.87054
1.E Reflecting: Reflection of Feelings	3.8636	22	.83355	3.4500	20	.88704	3.6667	42	.87420
1.F Reflecting – Summarizing	3.9091	22	.86790	3.4500	20	.94451	3.6905	42	.92362
1.G Advanced Reflection	3.5455	22	.96250	3.0526	19	1.02598	3.3171	41	1.01092
1.H Confrontation	3.6818	22	.71623	3.1500	20	.93330	3.4286	42	.85946
1.I Goal Setting	3.7273	22	.70250	3.6500	20	.87509	3.6905	42	.78050
1.J Focus of Counseling	3.7727	22	.81251	3.4444	18	.92178	3.6250	40	.86787
1.K Facilitate Therapeutic Environment: Empathy & Caring	4.2273	22	.68534	3.8500	20	1.03999	4.0476	42	.88214
1.L Facilitate Therapeutic Environment: Respect & Compassion	4.2727	22	.70250	4.0000	20	1.02598	4.1429	42	.87154
1.M Facilitate Therapeutic Environment: Interactions	3.8636	22	.71016	3.7000	20	.80131	3.7857	42	.75015
1. Counseling Skills and Therapeutic Conditions– Total	50.7727	22	7.825	45.2500	20	9.85086	48.1429	42	9.17199
2.A Professional Ethics	4.0000	22	.69007	3.6500	20	.81273	3.8333	42	.76243
2.B Professional Behavior	4.0455	22	.78542	4.2500	20	.71635	4.1429	42	.75131
2.C Professional & Personal Boundaries	4.0952	21	.62488	4.2000	20	.69585	4.1463	41	.65425
2.D Knowledge & Adherence to Site and Course Policies	4.0000	22	.69007	3.8500	20	.81273	3.9286	42	.74549
2.E Record Keeping & Task Completion	3.7143	21	.90238	3.7000	20	.65695	3.7073	41	.78243
2.F Multicultural Competence in Counseling Relationship	3.7273	22	.76730	3.6000	20	1.04630	3.6667	42	.90167
2.F–1 Multicultural Competence: Case Conceptualization	3.6190	21	.74001	3.6000	20	.82078	3.6098	41	.77065
2.G Emotional Stability & Self–Control	4.0455	22	.65300	3.8000	20	.89443	3.9286	42	.77752
2.H Motivated to Learn & Grow/Initiative	4.1364	22	.56023	4.0000	20	.85840	4.0714	42	.71202
2.I Openness to Feedback	4.1364	22	.56023	4.1000	20	.85224	4.1190	42	.70546
2.J Flexibility & Adaptability	3.9524	21	.80475	3.9000	20	.85224	3.9268	41	.81824
2.K Congruence & Genuiness	4.0455	22	.72225	3.8500	20	.87509	3.9524	42	.79487
2. Counseling Dispositions and Behaviors	42.8182	22	7.500	41.0500	20	10.4048	41.9762	42	8.93196

Recommendations from Student Self Evaluations:

1. Encourage the use of CCS-R self evaluations with students to identify discrepancies.
2. Increase the standardization and training on the use of the CCS-R.

PRE-PRACTICUM CLINICAL COMPETENCY ASSESSMENT

All students also must complete the Clinical Competency Assessment as well as the Clinical Interviewing Video prior to beginning the Practicum sequence. In this assessment each student must conduct an intensive case study of a fictitious client case. With the guidance of program faculty, they complete this formal written document and submit it for review and evaluation. Successful completion demonstrates they know the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.

The Clinical Competency Assessment measures clinical proficiency on five domains of:
- Clinical Assessment
- Diagnostic Formulation
- Case Conceptualization
- Treatment Planning
- Clinical Report Writing

These domains are for students in all phases of the program. A sixth domain related to formal APA formatted writing competency is used only for end of program students.

On each subscale students are evaluated on a scale of 1 to 5.

5-The professional counselor performs extremely well in this area
4-The professional counselor's performance level is more than adequate in this area
3-The professional counselor possesses adequate competence in this area
2-The professional counselor possesses competence in this area but needs to improve performance
1-The professional counselor clearly lacks competence in this area

During the summer of 2017, 36 students were reviewed, with 13 students as Residential students and 23 as Distance Learning students. Overall the scores were relatively high with means from 4.6 to 5.0. No student failed to meet the pre-practicum minimum scores in order to be able to move on to their practicum placement.

Residential Versus Distance Learner		1J. Overall Rating for Clinical Assessment Skills	2F. Overall Rating for Diagnostic Formulation Skills	3E. Overall Ratingfor Case Conceptualiz ation Skills	4H. Overall Ratingfor Treatment Planning Skills	5F. Overall Rating for Report Writing Skills	6F. Overall Rating for Writing Skills	ClinicalComp etencyTotalS core
DL	Mean	4.6087	4.7826	4.5909	4.7391	4.6957	4.7368	187.7391
	N	23	23	22	23	23	19	23
	Std. Deviation	.58303	.42174	.73414	.54082	.47047	.56195	22.32247
RE	Mean	4.9231	4.8462	4.9167	4.9167	4.9167	5.0000	194.2308
	N	13	13	12	12	12	11	13
	Std. Deviation	.27735	.55470	.28868	.28868	.28868	.00000	21.32352
Total	Mean	4.7222	4.8056	4.7059	4.8000	4.7714	4.8333	190.0833
	N	36	36	34	35	35	30	36
	Std. Deviation	.51331	.46718	.62906	.47279	.42604	.46113	21.88852

A critical question is the potential difference between Residential and Distance Learning students. In reviewing the overall scores and the six sub-scores it was found that there is no statistical difference in the performance of the two groups.

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
1J. Overall Rating for Clinical Assessment Skills * Residential Versus Distance Learner	Between Groups	(Combined)	.821	1	.821	3.322	.077
	Within Groups		8.401	34	.247		
	Total		9.222	35			
2F. Overall Rating for Diagnostic Formulation Skills * Residential Versus Distance Learner	Between Groups	(Combined)	.034	1	.034	.150	.701
	Within Groups		7.605	34	.224		
	Total		7.639	35			
3E. Overall Ratingfor Case Conceptualization Skills * Residential Versus Distance Learner	Between Groups	(Combined)	.824	1	.824	2.155	.152
	Within Groups		12.235	32	.382		
	Total		13.059	33			
4H. Overall Ratingfor Treatment Planning Skills * Residential Versus Distance Learner	Between Groups	(Combined)	.249	1	.249	1.116	.299
	Within Groups		7.351	33	.223		
	Total		7.600	34			
5F. Overall Rating for Report Writing Skills * Residential Versus Distance Learner	Between Groups	(Combined)	.385	1	.385	2.197	.148
	Within Groups		5.786	33	.175		
	Total		6.171	34			
6F. Overall Rating for Writing Skills * Residential Versus Distance Learner	Between Groups	(Combined)	.482	1	.482	2.377	.134
	Within Groups		5.684	28	.203		
	Total		6.167	29			
ClinicalCompetencyTotal Score * Residential Versus Distance Learner	Between Groups	(Combined)	350.008	1	350.008	.725	.401
	Within Groups		16418.742	34	482.904		
	Total		16768.750	35			

Recommendations from the findings of the Clinical Advancement Course:

1. Review the scoring to ensure scores are valid, not inflated, and thus are capable of catching important pre-practicum clinical challenges faced by students.
2. Continue the standardization process for the course.

PRACTICUM EVALUATIONS BY SITE SUPERVISOR

Practicum Site Supervisors evaluate all practicum students each quarter using the CCS-R. The intent is to have the evaluations completed based upon director observation- either live supervision or a review of video tapes.

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

An evaluation of the results demonstrates that supervisors are generally satisfied with our students. Out of the 64 students reviewed in 2016-17, the average score is a 4 or higher.

| | Residential Versus Distance Learner | | | | | | | | |
| | DL | | | Re | | | Total | | |
	Mean	N	Std. Deviation	Mean	N	Std. Deviation	Mean	N	Std. Deviation
1.A. Non–Verbal	4.5000	12	.52223	4.6000	40	.49614	4.5769	52	.49887
1.B Encouragers	4.6667	12	.49237	4.6500	40	.57957	4.6538	52	.55606
1.C Questions	4.3333	12	.49237	4.4250	40	.59431	4.4038	52	.56913
1.D Reflecting and Paraphrasing	4.3333	12	.65134	4.3846	39	.59007	4.3725	51	.59869
1.E Reflecting: Reflection of Feelings	4.3333	12	.65134	4.5250	40	.50574	4.4808	52	.54198
1.F Reflecting – Summarizing	4.1667	12	.57735	4.4250	40	.50064	4.3654	52	.52502
1.G Advanced Reflection	4.0833	12	.66856	4.1500	40	.62224	4.1346	52	.62713
1.H Confrontation	4.0833	12	.66856	4.2250	40	.65974	4.1923	52	.65794
1.I Goal Setting	4.1667	12	.38925	4.5750	40	.59431	4.4808	52	.57702
1.J Focus of Counseling	4.1667	12	.38925	4.4750	40	.59861	4.4038	52	.56913
1.K Facilitate Therapeutic Environment: Empathy & Caring	4.5833	12	.51493	4.7250	40	.50574	4.6923	52	.50637
1.L Facilitate Therapeutic Environment: Respect & Compassion	4.6667	12	.49237	4.7750	40	.42290	4.7500	52	.43724
1.M Facilitate Therapeutic Environment: Interactions	4.1667	12	.71774	4.4500	40	.63851	4.3846	52	.66137
1. Counseling Skills and Therapeutic Conditions– Total	54.417	12	6.86835	58.0250	40	5.66359	57.192	52	6.0877
2.A Professional Ethics	4.4167	12	.51493	4.6500	40	.53349	4.5962	52	.53356
2.B Professional Behavior	4.5000	12	.67420	4.7250	40	.45220	4.6731	52	.51340
2.C Professional & Personal Boundaries	4.5833	12	.51493	4.7000	40	.46410	4.6731	52	.47367
2.D Knowledge & Adherence to Site and Course Policies	4.5833	12	.66856	4.7000	40	.46410	4.6731	52	.51340
2.E Record Keeping & Task Completion	4.1667	12	.71774	4.5500	40	.63851	4.4615	52	.67043
2.F Multicultural Competence in Counseling Relationship	4.2500	12	.62158	4.5750	40	.50064	4.5000	52	.54233
2.F–1 Multicultural Competence: Case Conceptualization	4.2500	12	.62158	4.3000	40	.56387	4.2885	52	.57177
2.G Emotional Stability & Self–Control	4.5833	12	.51493	4.6250	40	.49029	4.6154	52	.49125
2.H Motivated to Learn & Grow/Initiative	4.5833	12	.51493	4.7250	40	.45220	4.6923	52	.46604
2.I Openness to Feedback	4.6667	12	.49237	4.8500	40	.36162	4.8077	52	.39796
2.J Flexibility & Adaptability	4.6667	12	.49237	4.5750	40	.54948	4.5962	52	.53356
2.K Congruence & Genuiness	4.5833	12	.51493	4.6750	40	.47434	4.6538	52	.48038
2. Counseling Dispositions and Behaviors	53.833	12	4.89589	55.5250	40	3.98064	55.135	52	4.2196

A critical question is the potential difference between Residential and Distance Learning students in on CCS-R Counseling Skills and Therapeutic Conditions. In reviewing the overall scores and the six sub-scores it was found that there is no statistical difference in the performance of the two groups.

			Sum of Squares	df	Mean Square	F	Sig.
1.A. Non–Verbal * Residential Versus Distance Learner	Between Groups	(Combined)	.092	1	.092	.366	.548
	Within Groups		12.600	50	.252		
	Total		12.692	51			
1.B Encouragers * Residential Versus Distance Learner	Between Groups	(Combined)	.003	1	.003	.008	.929
	Within Groups		15.767	50	.315		
	Total		15.769	51			
1.C Questions * Residential Versus Distance Learner	Between Groups	(Combined)	.078	1	.078	.236	.629
	Within Groups		16.442	50	.329		
	Total		16.519	51			
1.D Reflecting and Paraphrasing * Residential Versus Distance Learner	Between Groups	(Combined)	.024	1	.024	.066	.798
	Within Groups		17.897	49	.365		
	Total		17.922	50			
1.E Reflecting: Reflection of Feelings * Residential Versus Distance Learner	Between Groups	(Combined)	.339	1	.339	1.158	.287
	Within Groups		14.642	50	.293		
	Total		14.981	51			
1.F Reflecting – Summarizing * Residential Versus Distance Learner	Between Groups	(Combined)	.616	1	.616	2.291	.136
	Within Groups		13.442	50	.269		
	Total		14.058	51			
1.G Advanced Reflection * Residential Versus Distance Learner	Between Groups	(Combined)	.041	1	.041	.102	.750
	Within Groups		20.017	50	.400		
	Total		20.058	51			
1.H Confrontation * Residential Versus Distance Learner	Between Groups	(Combined)	.185	1	.185	.423	.518
	Within Groups		21.892	50	.438		
	Total		22.077	51			
1.I Goal Setting * Residential Versus Distance Learner	Between Groups	(Combined)	1.539	1	1.539	4.984	.030
	Within Groups		15.442	50	.309		
	Total		16.981	51			
1.J Focus of Counseling * Residential Versus Distance Learner	Between Groups	(Combined)	.878	1	.878	2.805	.100
	Within Groups		15.642	50	.313		
	Total		16.519	51			
1.K Facilitate Therapeutic Environment: Empathy & Caring * Residential Versus Distance Learner	Between Groups	(Combined)	.185	1	.185	.719	.401
	Within Groups		12.892	50	.258		
	Total		13.077	51			
1.L Facilitate Therapeutic Environment: Respect & Compassion * Residential Versus Distance Learner	Between Groups	(Combined)	.108	1	.108	.562	.457
	Within Groups		9.642	50	.193		
	Total		9.750	51			
1.M Facilitate Therapeutic Environment: Interactions * Residential Versus Distance Learner	Between Groups	(Combined)	.741	1	.741	1.718	.196
	Within Groups		21.567	50	.431		
	Total		22.308	51			
1. Counseling Skills and Therapeutic Conditions– Total * Residential Versus Distance Learner	Between Groups	(Combined)	120.185	1	120.185	3.395	.071
	Within Groups		1769.892	50	35.398		
	Total		1890.077	51			

			Sum of Squares	df	Mean Square	F	Sig.
2.A Professional Ethics * Residential Versus Distance Learner	Between Groups	(Combined)	.503	1	.503	1.793	.187
	Within Groups		14.017	50	.280		
	Total		14.519	51			
2.B Professional Behavior * Residential Versus Distance Learner	Between Groups	(Combined)	.467	1	.467	1.801	.186
	Within Groups		12.975	50	.260		
	Total		13.442	51			
2.C Professional & Personal Boundaries * Residential Versus Distance Learner	Between Groups	(Combined)	.126	1	.126	.555	.460
	Within Groups		11.317	50	.226		
	Total		11.442	51			
2.D Knowledge & Adherence to Site and Course Policies * Residential Versus Distance Learner	Between Groups	(Combined)	.126	1	.126	.472	.495
	Within Groups		13.317	50	.266		
	Total		13.442	51			
2.E Record Keeping & Task Completion * Residential Versus Distance Learner	Between Groups	(Combined)	1.356	1	1.356	3.145	.082
	Within Groups		21.567	50	.431		
	Total		22.923	51			
2.F Multicultural Competence in Counseling Relationship * Residential Versus Distance Learner	Between Groups	(Combined)	.975	1	.975	3.476	.068
	Within Groups		14.025	50	.280		
	Total		15.000	51			
2.F-1 Multicultural Competence: Case Conceptualization * Residential Versus Distance Learner	Between Groups	(Combined)	.023	1	.023	.069	.793
	Within Groups		16.650	50	.333		
	Total		16.673	51			
2.G Emotional Stability & Self-Control * Residential Versus Distance Learner	Between Groups	(Combined)	.016	1	.016	.065	.800
	Within Groups		12.292	50	.246		
	Total		12.308	51			
2.H Motivated to Learn & Grow/Initiative * Residential Versus Distance Learner	Between Groups	(Combined)	.185	1	.185	.850	.361
	Within Groups		10.892	50	.218		
	Total		11.077	51			
2.I Openness to Feedback * Residential Versus Distance Learner	Between Groups	(Combined)	.310	1	.310	1.997	.164
	Within Groups		7.767	50	.155		
	Total		8.077	51			
2.J Flexibility & Adaptability * Residential Versus Distance Learner	Between Groups	(Combined)	.078	1	.078	.269	.607
	Within Groups		14.442	50	.289		
	Total		14.519	51			
2.K Congruence & Genuiness * Residential Versus Distance Learner	Between Groups	(Combined)	.078	1	.078	.332	.567
	Within Groups		11.692	50	.234		
	Total		11.769	51			
2. Counseling Dispositions and Behaviors * Residential Versus Distance Learner	Between Groups	(Combined)	26.416	1	26.416	1.498	.227
	Within Groups		881.642	50	17.633		
	Total		908.058	51			

Recommendations from Practicum Evaluations by Site Supervisor Evaluations:

1. Work to ensure the validity of the scoring of students by the Site Supervisors.

PRACTICUM EVALUATIONS BY COURSE INSTRUCTOR

Practicum Course Instructors also evaluate all practicum students each quarter using the CCS-R. These individuals have the ability to look at any evaluation by any site supervisor or previous instructor in the student's portfolio. Although some of the mean ratings were statistically different there does not seem to be any clinically observable differences. The average differences in the Counseling Skills and Therapeutic Conditions was .25 and the average differences in the Counseling Behaviors and Dispositions was .5

STUDENT CLINICAL EVALUATIONS BY PRACTICUM INSTRUCTORS								
	DL Students			Residential Students			Difference	Significance Level
	Mean	N	Std. Deviation	Mean	N	Std. Deviation		
1.A. Non-Verbal	4.3636	33	0.4885	4.6316	76	0.48558	0.268	0.009
1.B Encouragers	4.2727	33	0.45227	4.6	75	0.4932	0.3273	0.002
1.C Questions	4.2121	33	0.48461	4.3067	75	0.54459	0.0946	////
1.D Reflecting and Paraphrasing	4.2813	32	0.4568	4.52	75	0.50296	0.2387	0.023
1.E Reflecting: Reflection of Feelings	4.25	32	0.508	4.5526	76	0.52649	0.3026	0.007
1.F Reflecting - Summarizing	4.1818	33	0.39167	4.4267	75	0.54953	0.2449	0.023
1.G Advanced Reflection	4.1212	33	0.33143	4.25	76	0.54467	0.1288	////
1.H Confrontation	4.0909	33	0.38435	4.3026	76	0.54209	0.2117	0.045
1.I Goal Setting	4.2424	33	0.43519	4.6316	76	0.5123	0.3892	0.000
1.J Focus of Counseling	4.2727	33	0.45227	4.4342	76	0.57354	0.1615	////
Environment: Empathy & Caring	4.3636	33	0.4885	4.8816	76	0.32525	0.518	0.000
1.L Facilitate Therapeutic Environment: Respect & Compassion	4.3636	33	0.4885	4.9342	76	0.24956	0.5706	0.000
1.M Facilitate Therapeutic Environment: Interactions	4.0909	33	0.38435	4.0526	76	0.32227	-0.0383	////
1. Counseling Skills and Therapeutic Conditions- Total	54.8485	33	5.03191	58.2895	76	4.24834	3.441	0.000
2.A Professional Ethics	4.4194	31	0.50161	4.8133	75	0.42532	0.3939	0.000
2.B Professional Behavior	4.4545	33	0.56408	4.7467	75	0.43785	0.2922	0.004
2.C Professional & Personal Boundaries	4.375	32	0.55358	4.7973	74	0.43729	0.4223	0.000
2.D Knowledge & Adherence to Site and Course Policies	4.3636	33	0.65279	4.5132	76	0.55362	0.1496	////
2.E Record Keeping & Task Completion	4.2121	33	0.5453	4.3158	76	0.46792	0.1037	////
2.F Multicultural Competence in Counseling Relationship	4.2727	33	0.45227	4.6133	75	0.49027	0.3406	0.001
Competence: Case Conceptualization	4.2424	33	0.56071	4.3919	74	0.59259	0.1495	////
2.G Emotional Stability & Self-Control	4.2727	33	0.45227	4.6842	76	0.46792	0.4115	0.000
2.H Motivated to Learn & Grow/Initiative	4.5152	33	0.56575	4.8947	76	0.30893	0.3795	0.000
2.I Openness to Feedback	4.4848	33	0.56575	4.9067	75	0.29286	0.4219	0.000
2.J Flexibility & Adaptability	4.3333	33	0.47871	4.76	75	0.48879	0.4267	0.000
2.K Congruence & Genuiness	4.5455	33	0.50565	4.8684	76	0.34028	0.3229	0.000
2. Counseling Dispositions and Behaviors	52.0909	33	4.87573	55.75	76	3.64829	3.6591	0.000

Recommendations from the Course Instructors:

1. Work on increasing Instructor training and inter-rater reliability.

END OF PROGRAM CAPSTONE ASSESSMENT

All students must complete a Capstone Project in order to graduate. In this assessment each student must conduct an intensive case study of one of their cases from the clinical work. With the guidance of program faculty, they complete this formal written document and submit it for review and evaluation. Successful completion demonstrates they know the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.

In this final assessment, 100% of the students completed the assessment to standard. This reflects the quality of the students, but it also reflects the hard work of the Capstone instructors and the previous hard work of the Clinical Training Director, the practicum course instructors, the practicum site supervisors, and all of the other course faculty in preparing students for this final assessment.

The same Clinical Competency Assessment is used to measure Capstone clinical proficiency on five domains of:
- Clinical Assessment
- Diagnostic Formulation
- Case Conceptualization
- Treatment Planning
- Clinical Report Writing

These domains are for students in all phases of the program. A sixth domain related to formal APA formatted writing competency is used only for end of program students.

On each subscale students are evaluated on a scale of 1 to 5.

5-The professional counselor performs extremely well in this area
4-The professional counselor's performance level is more than adequate in this area
3-The professional counselor possesses adequate competence in this area
2-The professional counselor possesses competence in this area but needs to improve performance
1-The professional counselor clearly lacks competence in this area

A critical question is the potential difference between Residential and Distance Learning students. In reviewing the overall scores and the six sub-scores it was found that there is no statistical difference in the performance of the two groups. All 39 students reviewed received near perfect scores.

Residential Versus Distance Learner		1J. Overall Rating for Clinical Assessment Skills	2F. Overall Rating for Diagnostic Formulation Skills	3E. Overall Rating for Case Conceptualization Skills	4H. Overall Rating for Treatment Planning Skills	5F. Overall Rating for Report Writing Skills	6F. Overall Rating for Writing Skills	Capstone Total Scores
DL	Mean	5.0000	5.0000	5.0000	5.0000	4.9167	5.0000	193.6667
	N	12	12	12	12	12	12	12
	Std. Deviation	.00000	.00000	.00000	.00000	.28868	.00000	3.22866
Re	Mean	5.0000	5.0000	4.9630	4.9630	4.9259	4.9615	194.8519
	N	27	26	27	27	27	26	27
	Std. Deviation	.00000	.00000	.19245	.19245	.26688	.19612	3.84011
Total	Mean	5.0000	5.0000	4.9744	4.9744	4.9231	4.9737	194.4872
	N	39	38	39	39	39	38	39
	Std. Deviation	.00000	.00000	.16013	.16013	.26995	.16222	3.66255

ANOVA Table[a,b]

			Sum of Squares	df	Mean Square	F	Sig.
3E. Overall Rating for Case Conceptualization Skills * Residential Versus Distance Learner	Between Groups	(Combined)	.011	1	.011	.438	.512
	Within Groups		.963	37	.026		
	Total		.974	38			
4H. Overall Rating for Treatment Planning Skills * Residential Versus Distance Learner	Between Groups	(Combined)	.011	1	.011	.438	.512
	Within Groups		.963	37	.026		
	Total		.974	38			
5F. Overall Rating for Report Writing Skills * Residential Versus Distance Learner	Between Groups	(Combined)	.001	1	.001	.010	.923
	Within Groups		2.769	37	.075		
	Total		2.769	38			
6F. Overall Rating for Writing Skills * Residential Versus Distance Learner	Between Groups	(Combined)	.012	1	.012	.455	.504
	Within Groups		.962	36	.027		
	Total		.974	37			
Capstone Total Scores * Residential Versus Distance Learner	Between Groups	(Combined)	11.670	1	11.670	.867	.358
	Within Groups		498.074	37	13.461		
	Total		509.744	38			

a. No variance within groups – statistics for 1J. Overall Rating for Clinical Assessment Skills * Residential Versus Distance Learner cannot be computed.

b. No variance within groups – statistics for 2F. Overall Rating for Diagnostic Formulation Skills * Residential Versus Distance Learner cannot be computed.

Recommendations from the Capstone Project:

1. Explore the potential of a final video review.

ANNUAL STUDENT SURVEY

 Palo Alto University conducts an institution wide survey each year. In 2017 there were 286 Masters students surveyed with 108 responding for a 38% response rate.

The Distance Learning students have a somewhat difference experience then the Residential Students. The five areas of greatest satisfaction and dissatisfaction for the Distance Learning students are outlined in the chart below. Overall the Distance Learning students are pleased with the overall quality of program, the methods of instruction and its inclusiveness. Overall they have pride as a Palo Alto University student.

The major source of dissatisfaction is on the issue of mentorship. Although every student receives an academic advisor at least 20% of the distance learning students surveyed wanted more.

2017 Annual Student Survey
M.A. Counseling (Online)

162 students surveyed; 57 responded (Response Rate: 35%)

Top 5 Areas of High-Level Satisfaction[1]

PAU values diversity	96.43%
Pride in being a PAU student	94.64%
Methods of online instruction	92.98%
Inclusiveness of race-ethnicities	92.59%
Overall program experience	91.23%

Top 5 Areas of High-Level Dissatisfaction[1]

Mentorship	19.64%
Academic deadlines are easy to find/understand	7.14%
Overall experience with academic advisor	7.02%
Understand expected level of school-related expenses each year	5.45%
Sense of community in program	5.36%

The Residential students' five areas of greatest satisfaction and dissatisfaction are outlined in the chart below. Overall the Residential students are pleased with the overall quality of program, the quality of teaching and its diversity. Overall they have pride as a Palo Alto University student.

The major source of dissatisfaction is again on the issue of mentorship. Although every student receives an academic advisor at least 20% of the Residential students surveyed wanted more.

2017 Annual Student Survey
M.A. Counseling (Residential)

124 students surveyed; 51 responded (Response Rate: 41%)

Top 5 Areas of High-Level Satisfaction[1]

Zoom Conferencing Tool	91.67%
Overall program experience	86.27%
Quality of teaching	84.31%
Ease of course registration	82.35%
Value PAU places on diversity	82.35%

Top 5 Areas of High-Level Dissatisfaction[1]

Los Altos student lounge	29.03%
Mentorship	25.49%
Student workspace in and out of class Los Altos	16.67%
Job opportunities at PAU for current students	12.00%
Communicativeness of Clinical Director	11.76%

Recommendations from the 2017 Annual Student Survey

1. Study the concept of mentorship as desired by the distance learning and residential students in order to better understand and meet their expressed need for mentorship**.**

EMPLOYMENT, REGISTRATION AND LICENSURE RATES

The Department of Institutional Research conducted a survey of alumni as well as looking at graduate profiles on LinkedIn to determine employment rates in the six month following graduation. The calculations were as follows:

> **Numerator**: the number of students who, within 180 days of the day they received their master's counseling degree [in a given award year], obtained employment in the recognized occupation for which they were trained or in a related comparable recognized occupation.
>
> **Denominator**: the number of students who, during the award year, received the master's counseling degree awarded for successfully completing the program and were actively seeking employment.

- 54% for Clinical Mental Health Counseling
- 46% for Marriage, Child and Family Counseling

The program also reviewed the registration and licensure of students. Masters graduates from the Counseling program generally must first register (or gain similar status depending on the state) with their respective state to engage in initial clinical practice. These practicing professionals in this initial post-masters phase are generally called Associate MFTs, Registered Associate MFTs, Associate PCCs or Registered Associate PCCs (see California rules at http://www.bbs.ca.gov/pdf/title_change_faq.pdf). As of 1 September 2017 there is record that 165 students were registered/licensed in California and 16 in China. Efforts are underway to check on the licensed status of students in other states, territories and countries.

In California these Registered professionals take a Law and Ethics Exam in the first year of their registered status in order to renew their registered status each year. California publishes yearly pass rates and PAU Masters grads had an 81% Law and Ethics pass rates for Registered MFTs and 100% for Registered PCCs.

http://www.bbs.ca.gov/pdf/exam_stats/schexamresults_2016.pdf

During the period of Registration the practicing professionals in California must receive regular supervision by a licensed professional possessing two years of post-masters experience. They must then accrue approximately 3,000 hours (specific hours are state specific) needed to apply for licensure which in short is unsupervised professional practice.

California licensure is similar to most other states in that once the Registered Professional completes the required 3,000 hours they then take a final exam. Upon successfully passing the exam they are then issued a license to replace their registration status.

2016 Exam Statistics				
LICENSE	**Law and Ethics-CA**	**Law and Ethics-PAU**	**Clinical Exam-CA**	**Clinical Exam-PAU**
Marriage and Family Therapy	N=9919 73% Pass	N=27 81% Pass	N=2409 75% Pass	N=1 100% Pass
Professional Clinical Counselor	N=562 71% Pass	N=3 100% Pass	N=28 78% Pass	N=0

Recommendations from Employment, Registration and Licensure rates

-None

REVIEW OF PAST STRATEGIC INITIATIVES AND ACCOMPLISHMENTS

The Palo Alto University M.A. in Counseling Programs <u>outcomes report</u> is created every year to highlight the changes made in the program as a result of assessments completed through the year. The most recent report is from February 2016. Here are a few highlights of key needs identified at the time of that report:

1. There was an identified need to improve the training for the use of the Counselor Competency Scale-Revised (CCS-R) for inter-rater reliability and to add more descriptors to the instrument.
2. Given lower than expected ratings of student clinical skills in the first practicum, there was an identified need to increase the Clinical Advancement course to 3 units to provide more time for needed skills development.
3. Re-focusing faculty to their role as gatekeepers and encouraging greater referrals to the Clinical Training Committee when issues of professional comportment and cultural awareness arise was identified.
4. Based on results from the annual student survey, it was identified that improvements need to continue to be made to the student advising process and that advising loads of faculty need to be reasonable to ensure high-quality interactions with students.
5. Continued improvement to administrative systems to increase student support was identified in the alumni survey.

These identified needs led to the development of specific strategic initiatives for 2016 to bring about the changes highlighted in the data report. The initiatives below have been enacted in the counseling program and data continues to be collected on these efforts.

1.Continue to improve the Counseling Program's student advising process.

ACTIONS:
- Added a CANVAS orientation and info page for program information
- In progress- a formal advising manual for faculty.

2. Refine the faculty's role as a gatekeeper to ensure the best preparation of students entering practicum and develop better remediation strategies for students at risk both clinically as well as academically.

ACTIONS:
- Reducing enrollment in our three gate-keeping classes to 12 or less. These classes include Clinical Interviewing, Clinical Advancement Project, and Capstone.
- Moved from Foliotek to Clinical Training Manger with improved capability for advising note, regular assessments and reporting
- Added an annual, end of academic year student review process

3. Provide reasonable limits on the advising loads of core faculty to ensure they have the time to provide quality mentorship.

ACTIONS:
- Increased advisors from 8 to 13 faculty to reduce the advisee load to 25-30 for each faculty member.

4. Develop an enhanced practicum support office to better support students and to improve the communication and working relationships with supporting mental health agencies in the San Francisco Bay Area, the United States and and abroad.

ACTIONS:
- Added a Director of Clinical Training Management Support
- Helped develop and adopt the Clinical Training Manager system
- Added a Canvas Practicum Information Page
- Added a second Clinical Training Director to focus on Distance Learning students

5. Increase the administrative capability of the Counseling Program to better support students as they navigate the technical aspects of the program.

ACTIONS:
- Changing the Program Manager's role to one of Director of Academic Support Systems

6. Continue to work towards achieving CACREP accreditation while educating and advocating the value of professional accreditation to all constituencies.

ACTIONS:
- Achieved 8 Years of Accreditation in January 2017

STRATEGIC INITIATIVES FOR THE 2017-18 ACADEMIC YEAR

1. Study the risk, retention and success factors to improve student selection, faculty advising, and remediation.
2. Institutionalize, advertise and enforce course pre-requisites, especially for enrollment in practicum.
3. Continue to develop the reliability of scoring in Clinical Interviewing, Clinical Advancement, and other key courses to ensure evaluations serve as effective key gate keeping courses in identifying students with behaviors and dispositions that could make them unfit for the profession.
4. Restructure the Counseling Program in to a Department of Counseling and Human Services in support of the strategic plan.
5. Begin the transition to the 2016 CACREP Standards in support of a future Ph.D. Program.
6. Develop a full proposal for a Ph.D. in Counselor Education and Supervision.
7. Conduct a preliminary study of a potential fully online, undergraduate program in Human Services as a unique degree with minimal overlap with the current Bachelors in Psychology and Social Action.