



**THE PALO ALTO UNIVERSITY DEPARTMENT OF
COUNSELING ANNUAL DATA REPORT**

**Analysis and Report for Academic Year
2020-2021**

Final Version: November 22, 2021

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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 June 2020 through June 2021. A presentation of key data was made to the Core faculty during the October 2021 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.

Palo Alto University is accredited by the Western Association of Schools and Colleges (WASC), which also sets expectations for annual program review and data reporting.

Currently the Department hosts a single degree with two program emphases, the 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 program outcomes. Some key areas include:

- a) Admissions data including demographics, acceptance rates, and other characteristics of applicants.
- b) Demographic, enrollment and retention data of currently enrolled students.
- 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.
- e) Student Evaluation Committee (SEC) interventions based on faculty reviews of student progress.
- f) Student learning outcomes in courses and other program activities that align with program/student learning outcomes as measured by signature assignments.
- g) Surveys of currently enrolled students and alumni.
- h) Leave of Absence and Withdrawal data (examining of the impact of COVID-19).

STUDENT ADMISSIONS DATA

ADMISSIONS DATA

Based on admissions data collected and analyzed in 2019-2020, the Counseling Department made significant changes to the admissions process for AY 2020-2021. Specifically, the focus was on attempting to diversify our applicant pool through more targeted recruiting and outreach, and on improving the selectivity of applicants for admissions through an enhanced admissions process.

The Counseling Department admissions committee revised its admissions process from individual interviews and a second applicant read with core faculty to a group interview process co-led by faculty and a trained counseling student. During this revised process, up to 10 applicants meet with a faculty member and student via zoom and engage in small group discussions and activities designed to evaluate preparation and readiness for graduate work, counseling program fit, interpersonal skills and dispositions, and diversity and multiculturalism. After the 2-hour group activity, student and faculty evaluators complete a scoring rubric and recommend either “admit” “do not admit” or “waitlist”.

The MA in Counseling program has two admissions points: Fall and Spring. For the Fall 2020 admissions cycle, we had not yet implemented the new process described above. We had, however, implemented the new process for the Spring 2021 cycle. It is noteworthy that the admit rate was 96.2% for the Fall cycle and 86.3% for the Spring cycle. This data signals that our revised efforts did result in greater selectivity of candidates during this process.

For both admissions cycles, 269 prospective students submitted applications for admissions. Of that number, 238 were offered enrollment and 181 students deposited for enrollment. 75.4% of applicants accepted the offer for admission in the Fall 2020 admit cycle, and 66.7% accepted the offer for admissions in the Spring 2021 admit cycle.

	MAFA 2020	MASP 2021
Completed an Application	182	87
Deny Pre-Interview	2	8
Deny Post-Interview	5	2
Offered Admission	175	63
Declined Offer	36	8
Deposited	139	42
Defers	17	12
Withdraw After Deposit	7	1
Admit Rate	96.2%	86.3%
Accepted Offer	75.4%	66.7%

We also collected demographic and geographic data on our applicants. For demographic data, we collected race/ethnicity, gender, average GPA, and CA residential status. We normally would disaggregate this data by residential/hybrid cohort students and distance learning students, but

due to COVID-19, all admitted students in the AY 2020-2021 were admitted to distance learning cohorts.

The admitted student profile data indicates that we need to continue efforts to increase the diversity of the student population in the Counseling program. There were no significant differences in the diversity profiles of newly admitted students from the Fall 2020 to the Spring 2021 admissions cycle, however, differences were noted as compared to last year. For example, in AY 2019-2020, 17.7% of admitted students self-identified as Asian, and in AY 2020-2021, 28.4% of admitted students self-identified as Asian. There were smaller but noteworthy increases in all other identified ethnic and diversity groups as well.

MA Fall 2020 Admitted Student Profile

Admitted Students by Race

Self-Reported and Unduplicated

Hispanic	5.8%	Black	4.1%	Multi	3.5%
American Indian	N/A	Pacific Islander	N/A	Multi - URM	14.5%
Asian	15.7%	White	51.2%	Decline to State	5.2%

Admitted Students by Gender Identity

Self-Reported and Unduplicated

Male	15.7%	Gender Non-Conforming	.6%
Female	83.1%	Transgender	.6%

Admitted Students Additional Demographics

CA Resident	67.4%	Cumulative UG GPA	Q1: 2.94 Average: 3.28 Q3: 6.36
First Generation	31.4%		

MA Spring 2021 Admitted Student Profile

Admitted Students by Race

Self-Reported and Unduplicated

Hispanic	6.35%	Black	3.2%	Multi	3.2%
American Indian	N/A	Pacific Islander	N/A	Multi - URM	11.1%
Asian	12.7%	White	54%	Decline to State	9.52%

Admitted Students by Gender Identity

Self-Reported and Unduplicated

Male	17.5%	Gender Non-Conforming	3.17%
Female	79.4%		

Additional Demographics

CA Resident	69.8%	Cumulative UG GPA	Q1: 3.19 Average: 3.32 Q3: 3.68
First Generation	20.6%		

Faculty and Staff Observations:

In a review of admissions data, Counseling Department faculty and staff noted that we still have a preponderance of White applicants and admitted students, and more effort should go to recruitment of students from diverse backgrounds. Specifically, since PAU is applying to be a Hispanic Serving Institution, more steps should be taken to align recruitment and admissions process with that goal. The review of data also led to discussions about future data to be collected including the profile of applicants who are admitted versus the profile of applicants who are not admitted or who decides not to attend.

Actions for 2021-2022:

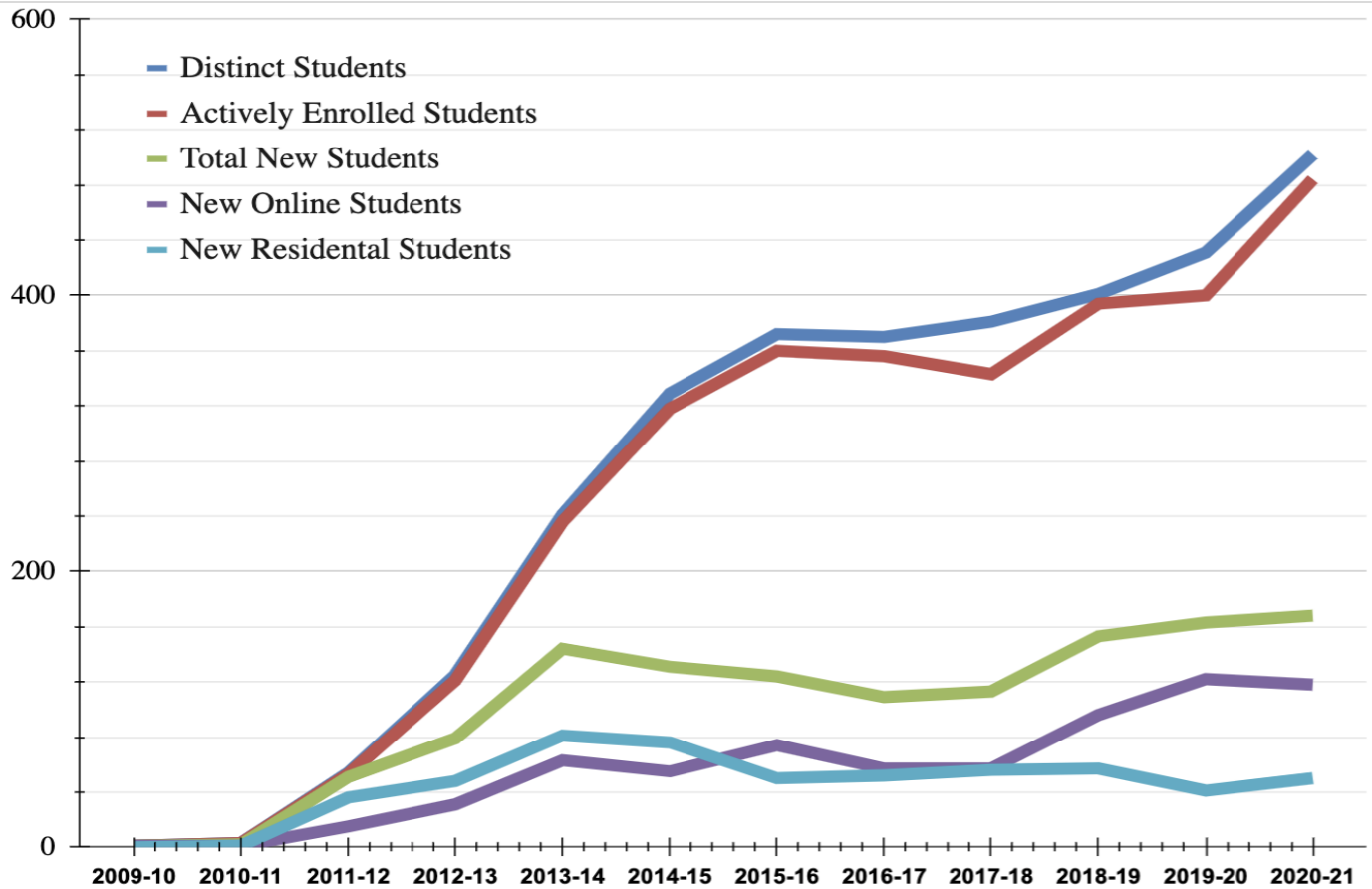
- Continue to use the group interview model for admissions cycles.
- Continue to host Open Houses and Information Sessions for prospective students.
- Work with admissions team on targeted recruitment for underserved and diverse populations.
- Request additional data to better understand why we were more selective and who we do not admit/who decides not to attend.

2020-2021 STUDENT AND FACULTY PROFILES

STUDENTS

GROWTH TRENDS

The MA in Counseling program continues to experience robust growth, especially in its online delivery. While enrollment flattened a bit during the COVID-19 pandemic, between 2019 and 2020 enrollment cycles, the number of actively enrolled students trended up significantly over the last two years. The highest growth continues to be in the distance learning/online program with almost 80% of the enrollment represented by those students.



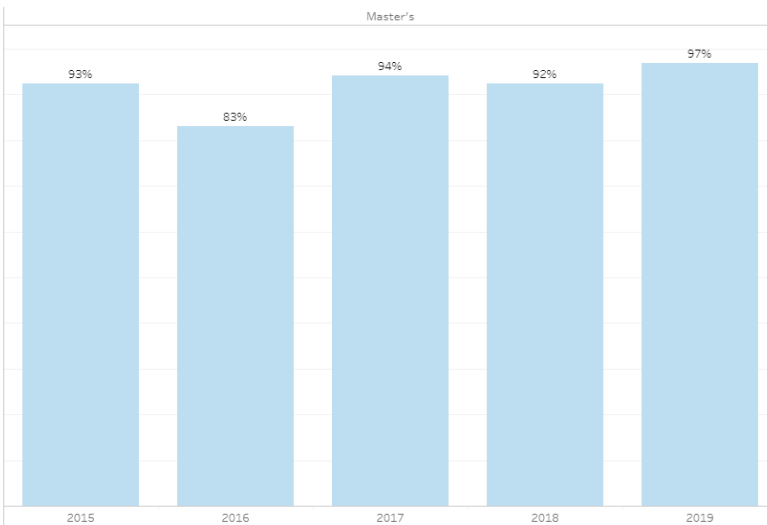
RETENTION AND GRADUATION RATES

As reported in the 2020 program outcomes reports for the MCFC specialty and the CMHC specialty area, there were 79 students who graduated from the MCFC specialty with an on-time completion rate of 84%. There were 27 students who graduated from the CMHC specialty with an on-time completion rate of 83%. 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.

First year retention rates continue to be high as indicated by the Fall 2020 Census Data. The program strives to support first year students through advising, assessment and remediation of dispositions, and a focus on orientation to PAU and the profession through the Professional Orientation Course.

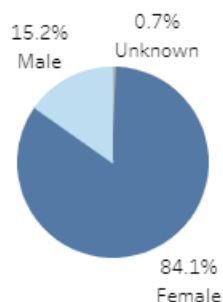
1st Year Retention Rates

	Entry Year				
	2015	2016	2017	2018	2019
Master's	93%	83%	94%	92%	97%

**ENROLLMENT**

Each Fall, the Office of Institutional Research gathers census data of currently enrolled students. As of the Fall 2020 Census, there were **434** students enrolled in the MA in Counseling Program. At the time of this report (Fall 2021), there are **475** actively enrolled students. Please see enrollment data presented above.

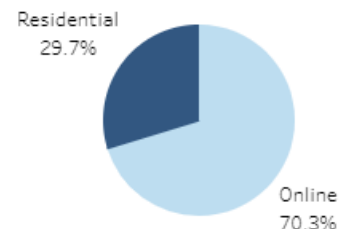
The graphs below show the demographic, age and gender breakdown of enrolled students at the **Fall 2020** census. In addition, whether students are enrolled in the residential-hybrid or online delivery, whether they are full or part time, and whether they were new students in Fall 2020 or continuing is presented.

Gender

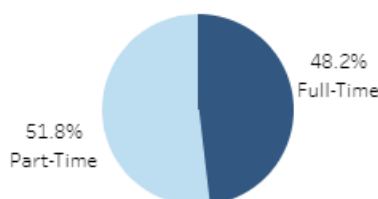
Female	84.1%
Male	15.2%
Unknown	0.7%

**Race-
Ethnicity**

Asian	2.3%
Black	3.9%
Hispanic	2.3%
Two or more races	37.6%
White	50.0%
Unknown	3.9%

Modality

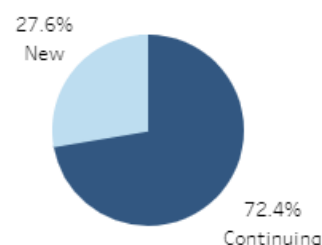
Online	70.3%
Residential	29.7%

Full-Time / Part-Time

Full-Time	48.2%
Part-Time	51.8%

Age Group

20-21	0.2%
22-24	12.9%
25-29	26.3%
30-34	19.8%
35-39	10.8%
40-49	20.3%
50-64	9.4%
65 and over	0.2%

New vs. Continuing

Continuing	72.4%
New	27.6%

At the time of the Fall 2020 census, MA in Counseling students were predominately female (84.1%), and were 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 two or more ethnicities. The most underrepresented groups are males, in general, and Asian, Black, and Hispanic students.

Most students are between the ages of 25 and 34, but another largely represented group are students in their 40's.

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, other than an "unknown" designation. 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 2020-2021, there were 15 core faculty members whose gender and ethnicity are represented below.

Core Faculty 2020-2021

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Asian	3	20.0	20.0	20.0
	Black or African American	1	6.7	6.7	26.7
	White	11	73.3	73.3	100.0

Valid	Female	11	73.3	73.3	73.3
	Male	4	26.7	26.7	100.0

During the 2020-2021 year, there continued to be 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. Other actions to attempt to diversify the population of students and to recruit and retain diverse faculty included the following:

1. Hiring of three new visiting assistant professors who are now core faculty members in the Counseling Department who represent diverse backgrounds.
2. 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.
3. 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.
4. Continue outreach activities in recruiting a diverse core and adjunct faculty. (For example, 2 additional faculty from diverse backgrounds were hired as permanent core faculty for the 2021-2022 school year.
5. 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.

Faculty and Staff Observations:

In a review of student and faculty data, Counseling Department faculty and staff noted that we still have a preponderance of White students and faculty. There was a noted trend increase in the number of male students in the program. It was noted that it would be helpful if demographic metrics were more accurate and representative so we can get a truer picture of representation.

Actions for 2021-2022:

- Establish a system for tracking retention rates for students from diverse backgrounds.
- Increase support for students and faculty of color and have greater intentionality in retention efforts.
- Gather data on student experiences in the 9-quarter versus 11-quarter cohort programs and whether the accelerated program has a potential impact on student success.

IMPACT OF COVID-19 ON ENROLLMENT AND RETENTION

During the AY 2020-2021, the Counseling Department offered all coursework, clinical skills training, and clinical supervision for practicum and internship online. Given the department's expertise with using synchronous virtual learning platforms, this transition was relatively smooth. However, there is no denying the impact of COVID-19 on the experiences of students, faculty, and staff in the Counseling Department.

During the past year, the Counseling Department experienced an increase in the number of students seeking Leaves of Absence (LOA's) and withdrawing from the program, so we wanted to examine whether COVID-19 was a precipitating factor.

The data below outlines the reasons stated for seeking an LOA and for withdrawing from the MA in counseling program.

Reasons For LOA

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No Reason Given	2	4.2	4.2	4.2
	COVID	9	18.8	18.8	22.9
	Practicum	8	16.7	16.7	39.6
	Financial Aid	1	2.1	2.1	41.7
	Personal-Family	12	25.0	25.0	66.7
	Personal-Health	13	27.1	27.1	93.8
	Personal-Financial	2	4.2	4.2	97.9
	Program of Study Concerns	1	2.1	2.1	100.0
	Total	48	100.0	100.0	

LOA Data

Students can request a leave of absence, quarter by quarter, at any point in their program and up to a maximum of three quarters. During the 2020-2021 academic year, about 19% of those requesting an LOA cited the impact of COVID-19 to be a precipitating reason. 27% cited personal-health reasons that may have not included specific mention of the pandemic. Overall, personal reasons were indicated as primary reasons students were seeking an LOA in a given term. It is noteworthy that "practicum" is identified for 17% of those seeking an LOA. This can occur if a student is unable to obtain an internship placement and needs to delay their program of study until they can find one.

Reasons for Withdraw

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No Reason Given	2	10.0	10.0	10.0
	COVID	2	10.0	10.0	20.0
	Financial Aid	1	5.0	5.0	25.0
	Personal-Family	2	10.0	10.0	35.0
	Personal-Financial	4	20.0	20.0	55.0
	Program of Study Concern	1	5.0	5.0	60.0
	Different Career Path	7	35.0	35.0	95.0
	Recommended to Withdraw	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

Withdrawal Data

Students requesting a withdrawal from the program are leaving the program and the university entirely. COVID-19 was only cited by 10% of those requesting a withdrawal in 2020-2021. The most common reason for requesting a withdrawal was students realizing that they wanted a different career path (35%). Roughly less than 4% of students in the program sought to withdraw in 2020-2021.

Faculty and Staff Observations:

In a review of LOA and withdraw data, Counseling Department faculty and staff noted that there were other factors contributing to students requesting LOA's and withdrawing that might be more significant than COVID. Personal/family reasons and financial considerations were noted as significant. Faculty and staff also identified a gap in the LOA process where faculty do not always know when a student or advisee returns from an LOA and how to support them in getting back on track with their program of study.

Actions for 2021-2022:

- Track the timing of exits from the program: do they occur at consistent points? (i.e., after the first quarter, before practicum/internship).
- Improve the process for making faculty aware of student returns from LOA's.
- Explore whether we could offer options beyond LOAs or withdraws to support students who are struggling (i.e., reduced course load).
- Use the Professional Orientation class more intentionally to assess student readiness and preparation for the program.
- Create a process for students to speak to their faculty advisors before seeking an LOA.

DISPOSITIONS ASSESSMENT AND SEC INTERVENTIONS

At the end of the 2019-2020 year, the Counseling Department Faculty determined that the following strategic initiatives would be implemented to address dispositions assessment, referral, remediation, and tracking.

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.

Of these identified actions, numbers 2 through 6 were implemented during the 2020-2021 academic year. Numbers 1 and 2 are still in progress and a clearer process for collaborating with the Office of Student Affairs is underway.

DISPOSITIONS

One strategy for achieving number 3 (early identification of student concerns) included implementing number 5 (dispositions assessments at key points) and number 6 (refining admissions process to allow for assessment of professional behavior).

The Counseling Department developed a dispositions assessment that is done with every student during their Professional Orientation course (first term) and their Multicultural Counseling course (second or third term). These assessments are the professional behavior sections of the clinical instrument already used by the program during Clinical courses and Field experience; the CCS-R. These assessments are housed in our field experience data tracking system, Tevera, and are completed by faculty teaching Professional Orientation and Multicultural Counseling. If faculty identify a score any lower than a “2” on the instrument for an identified disposition, the assessment is flagged and the student’s advisor is notified that there is a potential dispositional concern to address. Below are tables showing the data collected for each of these courses during the 2020-2021 academic year.

The first table shows faculty assessment of student dispositions for student taking their first-term Professional Orientation course in the Fall of 2020:

CRITERIA LEVEL COUNTS									
Professional Ethics CCS-R - Adheres to the ethical guidelines of the ACA, ASCA	18	55	29	0	0	3.89	4	0.67	
Professional Behavior CCS-R - Behaves in a professional manner	47	0	3	0	0	4.60	5	1.22	
Professional & Personal Boundaries CCS-R - Maintains appropriate boundaries with supervisors	47	58	9	0	0	4.33	4	0.62	
Knowledge & Adherence to Site & Course Policies CCS-R - Demonstrates an understanding & appreciation for a	40	58	6	0	0	4.33	4	0.58	
Record Keeping & Task Completion CCS-R - Completes all weekly record keeping & tasks correct	27	48	15	0	0	4.13	4	0.67	
Multicultural Competence CCS-R - Demonstrates respect for culture	27	61	16	0	0	4.11	4	0.63	
Emotional Stability & Self-control CCS-R - Demonstrates self-awareness and emotional stability	41	55	4	0	0	4.37	4	0.56	
Motivated to Learn & Grow/Initiative CCS-R - Demonstrates engagement in learning & development	56	53	5	0	0	4.45	5	0.58	
Openness to Feedback CCS-R - Responds non-defensively & alters behavior in accord	51	54	7	0	0	4.39	4	0.60	
Flexibility & Adaptability CCS-R - Demonstrates ability to adapt to changing circumstances	39	62	7	0	0	4.30	4	0.58	
Congruence & Genuineness CCS-R - Demonstrates ability to be present and be true to	61	51	5	0	0	4.48	5	0.58	

The second table shows results of Dispositions assessments of students taking Multicultural Counseling during the Spring of 2021:

Professional Ethics CCS-R - Adheres to the ethical guidelines of the ACA, ASCA	0	30	0	0	0	4.00	4	0.00
Professional Behavior CCS-R - Behaves in a professional manner	0	0	0	0	0	0.00	0	0.00
Professional & Personal Boundaries CCS-R - Maintains appropriate boundaries with supervisors,	0	30	0	0	0	4.00	4	0.00
Knowledge & Adherence to Site & Course Policies CCS-R - Demonstrates an understanding & appreciation for a	0	30	0	0	0	4.00	4	0.00
Record Keeping & Task Completion CCS-R - Completes all weekly record keeping & tasks correc	0	27	3	0	0	3.90	4	0.30
Multicultural Competence CCS-R - Demonstrates respect for culture	0	30	0	0	0	4.00	4	0.00
Emotional Stability & Self-control CCS-R - Demonstrates self-awareness and emotional stabilit	0	30	0	0	0	4.00	4	0.00
Motivated to Learn & Grow/Initiative CCS-R - Demonstrates engagement in learning & development	27	3	0	0	0	4.90	5	0.30
Openness to Feedback CCS-R - Responds non-defensively & alters behavior in acco	27	3	0	0	0	4.90	5	0.30
Flexibility & Adaptability CCS-R - Demonstrates ability to adapt to changing circumst	24	6	0	0	0	4.80	5	0.40
Congruence & Genuineness CCS-R - Demonstrates ability to be present and 'be true to	27	3	0	0	0	4.90	5	0.30

Both sets of data demonstrate that there were no significant dispositional concerns during these two courses.

Another way that dispositions concerns were identified during the 2020-2021 academic year were through three department meetings of core faculty and staff, where any student of concern was identified and discussed. These concerns could be academic, dispositional, or clinical. Concerns were then captured on the Student Concern Note and then submitted to the SEC Chair for collection and action, if warranted. Additionally, faculty and staff were able to submit referrals to the SEC Chair using the Student Concern Note at any time for any reason.

STUDENT EVALUATION COMMITTEE

In 2020-2021, the Counseling Department initiated a new referral process for dispositional concerns. A Student Concern note was developed for use by faculty to identify any potential concerns, no matter how small. This strategic action was implemented based on action plans from the previous academic year identifying the need for an early intervention process for student concerns. Under the new process, Student Concern Notes were generated for 8 students in 2021, and 5 of those resulted in full SEC remediation plans. By the end of the academic year, 4 remediation plans were still in process and 2 more were completed. In addition, 1 student withdrew from the program after being referred to the SEC and 4 students were dismissed. NOTE: These numbers are also based on referrals and remediation plans generated from the previous academic year. Please see chart below.

	Student Concern Notes	Student Concern Notes To SECs	In Process	Remediated	Resulting withdraw dismissal in or
2018-2019 Referrals	N/A	N/A	2	5	11- Withdraw 2- Dismissal
2019-2020 Referrals	N/A	N/A	5	13	4-Withdraw 1- Dismissal
2020-2021 Referrals	8	5	4	2	1-Withdraw 4- Dismissal

Faculty and Staff Observations:

In a review of Dispositions and SEC data, Counseling Department faculty and staff noted that the Student Concern Note was helpful in identifying concerns earlier in the program. There was an identified need to collect more dispositions data and to try to link those results to SEC referrals. (For example, do those cohorts who score higher on dispositions assessments have fewer overall SEC referrals?) At the time of this report, the process for referral and remediation of student concerns has shifted and is now led by the Dean of Students in the Office of Student Affairs. The Associate Chair of the Counseling Department is still involved in any dispositional referrals, but the remediation plans will now be coordinated and implemented by the Dean of Students in consultation with the Associate Chair and the identified student's academic advisor. As this process shifts, the Counseling Department faculty and staff noted that it would be helpful to train core and adjunct faculty in the use of the student concern note and the new referral process. We will also want to note any changes to the numbers of referrals, remediation, withdraws, and dismissals under the new process.

Actions for 2021-2022:

- Train core and adjunct faculty on the new referral and remediation process.
- Track timing of referrals (i.e., early in the program, during field experience) and link this data to dispositions assessments.
- Gather dispositions data during the Legal and Ethical course as well as during Professional Orientation and Multicultural counseling.
- Gather data on the effectiveness of the new Student Affairs-led referral and remediation process.

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 & Dispositions

Additionally, the CCS-R contains five supervisor-rater evaluation response categories that range from "1"-Harmful to "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. Three key areas of development are assessed on the CCS-R based on the final submitted video; Basic Counseling Skills, Advanced Counseling Skills, and Professional Behaviors and Dispositions. It is expected that students show proficiency (at least a score of “3” on Basic Counseling Skills. Scores for more Advanced Skills (Advanced reflection of meaning, confrontation, goal setting) are not expected to be high given this is the first time students engage in counseling skills practice in the program. Dispositions and professional behavior scores are expected to be in the proficient (3 or above) range for students successfully completing this course.

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. Starting in the Summer of 2020, all sections of Counseling Skills were taught in virtual, synchronous formats due to the COVID-19 pandemic. In the Summer, there were 9 sections of Counseling Skills; 7 of which held a week-long intensive for 2 hours a day via Zoom, and 2 of which met weekly for 2 hours for clinical skills practice. In the Winter 2021 term, there were 9 sections, 6 of which met weekly for 4 hours of clinical skills practice and 3 of which met weekly for 2.5 hours. NOTE: The adjustment in time allotted to skill development was based on student feedback during Course Evaluations as well as data gathered as part of a supplemental study led by Dr. Darlene Chen to evaluate the effectiveness of teaching clinical skills at a distance.

Below are aggregate data for the Summer 2020 and Winter 2021 sections for Basic Skills, Advanced Skills, and Professional Behaviors and Dispositions:

Summer 2020 CCS-R (9 sections)

BASIC COUNSELING SKILLS

	N	Minimum	Maximum	Mean	Std. Deviation
Non Verbal Skills: Body Position, Eye Contact, Posture, Distance	128	0	5	3.99	.758
Encouragers: Minimal Encouragers & Door Openers	128	2	5	4.05	.515
Questions: Use of Appropriate Open & Closed Questioning	128	2	5	3.73	.525
Paraphrasing: Basic Reflection of Content	128	0	5	3.98	.547
Reflection: Reflection of Feelings	128	2	5	3.76	.599
Summarizing: Summary of content, feelings, behaviors, & future direction	128	0	5	3.85	.603

ADVANCED COUNSELING SKILLS

	N	Minimum	Maximum	Mean	Std. Deviation
Advanced Reflection: Meaning and values	128	0	5	3.11	1.231
Confrontation: Counselor challenges clients to recognize & evaluate	128	0	4	2.25	1.844
Goal Setting: Counselor collaborates with clients to establish goals	128	0	4	1.29	1.811
Focus of Counseling: Counselor focuses (or refocuses) clients on their goal	128	0	5	3.27	1.570

DISPOSITIONS AND PROFESSIONAL BEHAVIORS

	N	Minimum	Maximum	Mean	Std. Deviation
Facilitate Therapeutic Environment: Empathy & Caring	128	0	5	4.18	.657
Facilitate Therapeutic Environment: Respect & Compassion	128	0	5	4.22	.588
Professional Ethics: Adheres to the ethical guidelines of the ACA	128	0	5	3.80	1.159
Professional Behavior: Behaves in a professional manner	128	3	5	4.20	.417
Professionalism & Personal Boundaries	128	3	5	4.18	.405
Knowledge and Adherence to Site & Course Policies	128	0	5	3.75	1.397
Record Keeping & Task Completion: Completes all weekly record keeping & tasks correctly	128	0	5	2.62	2.104
Multicultural Competence: Demonstrates respect for culture	128	0	5	3.29	1.712
Emotional Stability & Self Awareness	128	3	5	4.20	.436
Motivated to Learn & Grow: Demonstrates engagement in learning & development	128	3	5	4.26	.474
Openness to Feedback: Responds non-defensively & alters behavior accordingly	128	3	5	4.23	.510
Flexibility & Adaptability: Demonstrates ability to adapt to changing circumstances	128	0	5	4.05	.573
Congruence & Genuineness	128	3	5	4.16	.431

Winter 2021 CCS-R (9 sections)

BASIC COUNSELING SKILLS

	N	Minimum	Maximum	Mean	Std. Deviation
Non Verbal Skills: Body Position, Eye Contact, Posture, Distance	114	3	5	4.42	.578
Encouragers: Minimal Encouragers & Door Openers	114	4	5	4.39	.491
Questions: Use of Appropriate Open & Closed Questioning	114	3	5	3.84	.472
Paraphrasing: Basic Reflection of Content	114	3	5	4.19	.496
Reflection: Reflection of Feelings	114	3	5	4.05	.689
Summarizing: Summary of content, feelings, behaviors, & future direction	114	3	5	4.10	.479

ADVANCED COUNSELING SKILLS

	N	Minimum	Maximum	Mean	Std. Deviation
Advanced Reflection: Meaning and values	114	0	5	3.64	.754
Confrontation: Counselor challenges clients to recognize & evaluate	114	0	5	3.10	1.505
Goal Setting: Counselor collaborates with clients to establish goals	114	0	5	1.69	1.810
Focus of Counseling: Counselor focuses (or refocuses) clients on their goal	114	3	5	4.14	.677

DISPOSITIONS AND PROFESSIONAL BEHAVIORS

	N	Minimum	Maximum	Mean	Std. Deviation
Facilitate Therapeutic Environment: Empathy & Caring	114	3	5	4.60	.510
Facilitate Therapeutic Environment: Respect & Compassion	114	4	5	4.70	.460
Professional Ethics: Adheres to the ethical guidelines of the ACA	114	0	5	3.92	1.657
Professional Behavior: Behaves in a professional manner	114	4	5	4.62	.487
Professional & Personal Boundaries	114	4	5	4.64	.482
Knowledge and Adherence to Site & Course Policies	114	3	5	4.66	.495
Record Keeping & Task Completion: Completes all weekly record keeping & tasks correctly	114	3	5	4.63	.520
Multicultural Competence: Demonstrates respect for culture	114	0	5	3.97	1.125
Emotional Stability & Self Awareness	114	3	5	4.61	.509
Motivated to Learn & Grow: Demonstrates engagement in learning & development	114	4	5	4.64	.482
Openness to Feedback: Responds non-defensively & alters behavior accordingly	114	4	5	4.66	.477
Flexibility & Adaptability: Demonstrates ability to adapt to changing circumstances	114	4	5	4.57	.497
Congruence & Genuineness	114	4	5	4.64	.482

Faculty and Staff Observations:

The Counseling Department Faculty and Staff noted the following trends in the presented data:

Consistently LOWEST Basic Counseling Skill:

Use of Questions (3.84%; 3.73%)

Consistently HIGHEST Basic Counseling Skills:

Non-verbal Communication (3.99%; 4.42%)

Minimal Encouragers (4.05%; 4.39%)

Reflection of Content (3.98%; 4.19%)

Middle-Range Basic Counseling Skills:

Reflection of Feeling (3.76%; 4.05%)

Summarizing (3.85%; 4.10%)

Other Observations, Questions:

(Scores might be skewing higher than needed for Counseling Skills Course; note differences between Summer 2020 scores and Winter 2021 scores)

How much do we expect advanced counseling skills? (Reflection of Meaning, Confrontation, Goal Setting & Establishing Direction)

Is the CCS-R even the best measure for this class? (i.e., measures that capture cultural competence and basic counseling skills might be more relevant).

Actions for 2021-2022:

- Add more practice modules in Theravue for cultural competency practice.
- Add a component to the final video for cultural competence.
- Work with faculty to establish expectations for scoring and increase inter-rater reliability using the CCS-R.
- Explore other assessments to use to measure counseling skills.
- Explore future options for skills training (i.e., adopt Residency model, move more advanced skills to second clinical intensive).

PRACTICUM CCS-R EVALUATIONS

Students enrolled in Practicum courses for Fall 2020, Winter 2021, and Spring 2021 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 Spring than in Fall). In an examination of faculty and site supervisor ratings for Basic Skills, Advanced Skills, and Dispositions, we did see a consistency of ratings with site supervisors tending to rate students slightly lower than faculty:

BASIC COUNSELING SKILLS: Fall 2020 and Spring 2021 CCS-R Faculty and Site-Supervisor Ratings

Faculty Evaluation of Basic Counseling Skills-Fall 2020

	N	Minimum	Maximum	Mean	Std. Deviation
Nonverbal Skills	115	0	5	3.91	1.460
Minimal Encouragers	115	0	5	3.83	1.552
Use of Questions	115	0	5	3.70	1.516
Reflecting - Paraphrasing	115	0	5	3.74	1.562
Reflecting-Feelings	115	0	5	3.77	1.481
Reflecting-Summarizing	115	0	5	3.69	1.575

Faculty Evaluation of Basic Counseling Skills-Spring 2021

	N	Minimum	Maximum	Mean	Std. Deviation
Nonverbals	101	0	5	4.67	.814
Minimal Encouragers	101	0	5	4.67	.814
Use of Questions	101	0	5	4.72	.709
Reflecting - Paraphrasing	101	0	5	4.59	.751
Reflecting-Feelings	101	0	5	4.61	.721
Reflecting-Summarizing	101	0	5	4.55	.781

Supervisor Evaluation of Basic Counseling Skills-Fall 2020

	N	Minimum	Maximum	Mean	Std. Deviation
Nonverbal Skills	129	0	5	3.22	1.968
Minimal Encouragers	129	0	5	3.79	1.498
Use of Questions	129	0	5	3.75	1.392
Reflecting - Paraphrasing	129	0	5	3.56	1.625
Reflecting-Feelings	129	0	5	3.57	1.585
Reflecting-Summarizing	129	0	5	3.53	1.649

Supervisor Evaluation of Basic Counseling Skills-Spring 2021

	N	Minimum	Maximum	Mean	Std. Deviation
Nonverbals	114	0	5	4.26	1.351
Minimal Encouragers	114	0	5	4.26	1.351
Use of Questions	113	0	5	4.47	1.001
Reflecting - Paraphrasing	114	0	5	4.37	.998
Reflecting-Feelings	114	0	5	4.36	1.006
Reflecting-Summarizing	114	0	5	4.39	1.026

ADVANCED COUNSELING SKILLS: Spring 2021 CCS-R Faculty and Site-Supervisor Ratings

Faculty Evaluation of Advanced Counseling Skills-Spring 2021

	N	Minimum	Maximum	Mean	Std. Deviation
Advanced Reflection	101	0	5	4.43	1.161
Confrontation	101	0	5	4.15	1.374
Goal Setting	101	0	5	4.10	1.345
Focus of Counseling	101	0	5	4.53	.843

Supervisor Evaluation of Advanced Counseling Skills-Spring 2021

	N	Minimum	Maximum	Mean	Std. Deviation
Advanced Reflection	114	0	5	4.40	1.011
Confrontation	114	0	5	4.12	1.304
Goal Setting	114	0	5	3.99	1.179
Focus of Counseling	114	0	5	4.39	.908

ADVANCED COUNSELING SKILLS: Spring 2021 CCS-R Faculty and Site-Supervisor Ratings

Faculty

	N	Minimum	Maximum	Mean	Std. Deviation
Facilitate Therapeutic Environment-Empathy and Caring	99	0	5	4.67	.685
Facilitate Therapeutic Environment-Respect and Compassion	99	0	5	4.70	.677
Professional Ethics	99	3	5	4.53	.522
Professional Behavior	99	3	5	4.62	.548
Professional & Personal Boundaries	99	3	5	4.60	.605
Knowledge & Adherence to Site & Course Policies	99	0	5	4.51	.813
Record Keeping & Task Completion	99	0	5	4.40	1.029
Multicultural Competence	99	3	5	4.46	.577
Emotional Stability & Self-control	99	0	5	4.52	.719
Motivated to Learn & Grow/Initiative	99	2	5	4.68	.531
Openness to Feedback	99	3	5	4.74	.507
Flexibility & Adaptability	99	0	5	4.56	.688
Congruence & Genuineness	99	3	5	4.64	.524

Supervisors

	N	Minimum	Maximum	Mean	Std. Deviation
Facilitate Therapeutic Environment-Empathy and Caring	108	0	5	4.50	.902
Facilitate Therapeutic Environment-Respect and Compassion	108	0	5	4.62	.782
Professional Ethics	108	3	5	4.43	.567
Professional Behavior	43	3	4	3.93	.258
Professional & Personal Boundaries	108	3	5	4.49	.538
Knowledge & Adherence to Site & Course Policies	108	3	5	4.54	.537
Record Keeping & Task Completion	108	0	5	4.39	.759
Multicultural Competence	108	0	5	4.31	.880
Emotional Stability & Self-control	108	0	5	4.55	.675
Motivated to Learn & Grow/Initiative	108	3	5	4.58	.514
Openness to Feedback	108	3	5	4.69	.483
Flexibility & Adaptability	108	0	5	4.38	.770
Congruence & Genuineness	108	4	5	4.58	.495

In an examination of the development of skills across time, we saw a consistent progression of higher scores for on both faculty and site supervisor ratings.

For example, for ADVANCED COUNSELING SKILLS of Advanced Reflection of Meaning, Confrontation, Goal Setting, and Establishing a Focus in Counseling, percentages of ratings of “Meets Expectations” and “Exceed Expectations” were as follows:

	Fall 2020	Winter 2021	Spring 2021
Faculty Supervisor	66.1%	84.1%	88.8%
Site Supervisor	69.2%	84.7%	89.9%

Advanced Counseling Skills: Scores of “4” and “5”

Faculty and Staff Observations:

The Counseling Department Faculty and Staff noted the following trends in the presented data:

- Even though data is not grouped by Practicum, Internship I, and Internship II YET, we can see a progression of skills and disposition development from Fall to Winter to Spring.
- ALL Basic skills scores are in the “meets” or “exceeds” range by the end of Spring quarter.
- ALL Advanced skills scores are in the “meets” or “exceeds” range by the end of Spring quarter.
- ALL Dispositions are in the “meets” or “exceeds” range by the end of Spring quarter.
- There is a consistency of ratings between site supervisors and faculty on all areas.

Actions for 2021-2022:

- Add training for practicum and internship faculty supervisors and site supervisors on how to use the CCS-R to assess student progression.
- Explore assessment options across the program that capture in-training growth; possible use of a different measure for assessment during pre-practicum experiences.
- Improve system for identifying dispositional concerns and ensure adjunct faculty know how to report any dispositional concerns.
- Determine how to use the CCS-R as a mechanism for referrals for remediation.

SIGNATURE ASSIGNMENTS TIED TO PROGRAM LEARNING OUTCOMES

The Counseling Department has established Program/Student Learning Outcomes (PSLO's) and has identified signature assignments across the curriculum designed to measure these outcomes. These outcomes align to both WASC Core Competencies and CACREP 2016 standards and the signature assignments represent multiple measures over multiple points in time for each outcome.

[illegible]

OUTCOME 5-Counseling and systemic practice. 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.	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	1	2, 4 and 5	COUN 600-Counseling Theory	COUN 600-Theory Presentation-eLumen (YEAR 1)
				CLIN 615-Counseling Skills	CLIN 615-Final Video CCS-R-Tevera (faculty) (YEAR 1)
				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)
OUTCOME 6-Group counseling and effective leadership. 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.	2.F.6.a.-theoretical foundations of group counseling and group work 2.F.6.b.-dynamics associated with group process and development	1	2, 4 and 5	CLIN 621-Group Counseling	CLIN 621-10 Week Group Curriculum Proposal-eLumen (YEAR 1)
				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)
OUTCOME 7-Assessment and testing. Graduates will have acquired, refined, and demonstrated appropriate ability to assess client issues for diagnosis and treatment planning.	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	2	1 and 2	COUN 603-Appraisal and Assessment	COUN 603-Mental Measurements Yearbook Review-eLumen (YEAR 1)
				COUN 634-Diagnosis	COUN 635-(NEW ASSIGNMENT)-eLumen (YEAR 1)
				CLIN 604-Addiction Counseling	CLIN 604-Treatment Plan-eLumen (YEAR 2)

[illegible]

				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 Fall of 2020, Palo Alto University purchased an assessment software called eLumen. eLumen allows programs to set up signature assignments and assessment rubrics so that identified key performance indicators can be evaluated against PSLO's. During the AY 2020-2021, the Counseling Department engaged in pilot testing the system through the creation of benchmark assessment rubrics, identification of courses and instructors to conduct assessments of signature assignments in eLumen, and begin to create an infrastructure of consistent measurement of signature assignments linked to PSLO's. We developed a training module and materials for development of assessment-based signature assignments for course leads and faculty to use in creation of their signature assignments.

For this pilot testing phase, we pulled data in the Spring quarter from three courses with signature assignments and one course in the Summer term:

COUN 600-Counseling Theory (Spring 2021)

COUN 601-Professional Orientation (Spring 2021)

COUN 612-Lifespan Development (Spring 2021)

CLIN 615-Counseling Skills (Summer 2021)

COUN 600-Counseling Theory Signature Assignment (2 Sections-Spring 2021)

SLO	Default Performance Measure	Graduate Spring 2021					
		GRAD MA Level 4	GRAD MA Level 3	GRAD MA Level 2	GRAD MA Level 1	GRAD MA Level 0	N/A
1. Written and Oral Communication	70.0%	37	9	0	0	0	0
5n. processes for aiding students in developing a personal model of counseling	70.0%	36	10	0	0	0	0
5a. theories and models of counseling	70.0%	40	6	0	0	0	0
5j. evidence-based counseling strategies and techniques for prevention and intervention	70.0%	40	6	0	0	0	0
8b. identification of evidence-based counseling practices	70.0%	36	10	0	0	0	0
2. Critical Thinking: Demonstrate ability to analyze a body of knowledge and evaluate arguments in a manner that is disciplined, reasoned, reflective, self-critical, and informed by scientific evidence and scholarship.	100.0%	35	11	0	0	0	0
4. Cultural Competence in a Diverse World: Demonstrate understanding, appreciation, and sensitivity with respect to cultural differences, including differences associated with multiple and intersecting gender, age, sex, ethnicity, sexual orientation, language, identity, language, and social-economic status; demonstrate commitment and competence to engage effectively and respectfully in a diverse multicultural society; demonstrate knowledge and application of cultural and diversity science; develop a global perspective.	100.0%	46	0	0	0	0	0
5. Communication: Demonstrate competence in writing, oral, and interpersonal communication skills.	100.0%	38	8	0	0	0	0

COUN 601-Professional Orientation Signature Assignment (2 Sections-Spring 2021)

SLO	Default Performance Measure	Graduate Spring 2021					
		GRAD MA Level 4	GRAD MA Level 3	GRAD MA Level 2	GRAD MA Level 1	GRAD MA Level 0	N/A
1. Written and Oral Communication	70.0%	9	36	1	0	0	0
1i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	7.0%	12	33	1	0	0	0
1k. strategies for personal and professional self-evaluation and implications for practice	70.0%	12	33	1	0	0	0
7. Moral and Ethical Responsibility: Demonstrate a commitment and competence to apply ethical, moral, and professional standards to personal conduct and to the evaluation and conduct of scholarship, science, and professional practice.	100.0%	12	33	1	0	0	0

COUN 612-Lifespan Development Signature Assignment (3 Sections-Spring 2021)

SLO	Default Performance Measure	Graduate Spring 2021					
		GRAD MA Level 4	GRAD MA Level 3	GRAD MA Level 2	GRAD MA Level 1	GRAD MA Level 0	N/A
3a. theories of individual and family development across the lifespan	70.0%	53	35	3	0	0	0
3i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	70.0%	56	32	3	0	0	0
3f. systemic and environmental factors that affect human development, functioning, and behavior	70.0%	52	35	4	0	0	0
3c. theories of normal and abnormal personality development	70.0%	52	36	3	0	0	0
Graduates will have incorporated the theories and principles of optimal lifespan development towards promoting resilience and wellness across the lifespan. (2.F.3.a, 2.F.3.i.)	70.0%	55	32	4	0	0	0
4. Information Literacy	70.0%	52	36	3	0	0	0
1. Disciplinary Knowledge and Skill: Demonstrate a systematic, coherent understanding of the academic field of study, as well as culturally competent proficiency in the application of discipline-specific content and skills.	100.0%	51	37	3	0	0	0

COUN 615-Counseling Skills Signature Assignment (2 Sections-Summer 2021)

SLO	Default Performance Measure	Graduate Summer 2021					
		GRAD MA Level 4	GRAD MA Level 3	GRAD MA Level 2	GRAD MA Level 1	GRAD MA Level 0	N/A
1. Written and Oral Communication	70.0%	16	4	0	0	0	0
Student identifies strategies for personal and professional self-evaluation and implications for practice 2.F.1.k	70.0%	10	10	0	0	0	0
Student develops multicultural counseling competencies 2.F.2.c, 5.C.2.j	70.0%	3	16	1	0	0	0
Student identifies counselor characteristics and behaviors that influence helping processes 2.F.5.f	70.0%	14	6	0	0	0	0
Student demonstrates essential interviewing, counseling, and case conceptualization skills 2.F.5.g, 5.C.3.a, 5.C.3.b, 5.F.3.c	70.0%	10	10	0	0	0	0

Faculty and Staff Observations:

The Counseling Department Faculty and Staff made the following observations in reviewing the eLumen data:

- Benchmarks should be set at 80% instead of 70% for meeting expectations.
- There is a need to continue to work with faculty to develop assessment rubrics and to train them how to use eLumen for signature assignment creation and grading/assessment.
- Look at how to link signature assignments together for each PSLO in eLumen.
- We might want to consider using eLumen for assessment of individual student learning through ePortfolios.

- Given that students routinely get levels 3 and 4 or benchmark rubrics, are there potential issues with grade inflation?
- Are the rubrics robust enough to measure outcomes linked to the assignment? How do we ensure inter-rater reliability?

Actions for 2021-2022:

- Continue to add signature assignments and assessment rubrics to the eLumen system with the goal of all SA's to be in the system and being used by faculty by the Spring 2022 quarter.
- Develop and deliver training on how to build rigorous rubrics that can be used for assessment and grading.
- Have the curriculum committee ensure that signature assignments are actually designed to assess the identified PSLOs.
- Cultivate more intentionality around the process of creating assessment rubrics and using eLumen. Consider what we are really measuring and how we should be measuring core competencies and outcomes.

ANNUAL STUDENT, ALUMNI, AND EMPLOYER SURVEYS

Each year, the PAU Office of Institutional Research deploys an annual student survey, and alumni survey, and an employer survey. At the time of this report, data had been collected from the student and alumni surveys. The employer survey was recently deployed and results will be added to this report as an addendum when they are available. **NOTE: Please see results of employer data from in [Appendix III](#). This data was gathered late and the sample was not large enough to be representative, so it was not included in the review of data by faculty. Future employer surveys will be deployed earlier and will increased efforts to improve response rates.**

STUDENT SATISFACTION SURVEY

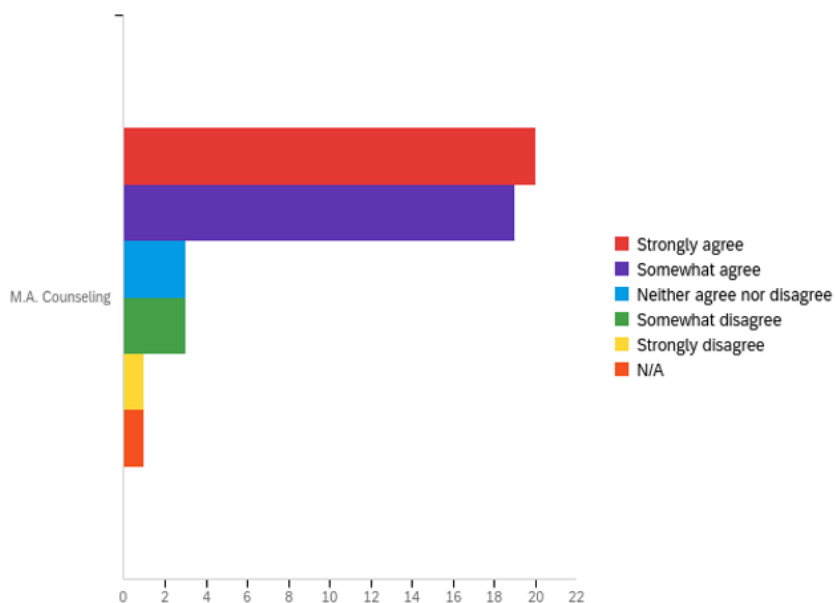
The Student survey is designed to measure student experiences in the program including courses, curriculum, quality of teaching, advising, and other support. This survey is sent to all currently enrolled students in the Spring of each year.

59 Masters in Counseling students completed the student satisfaction survey during the Spring of 2021.

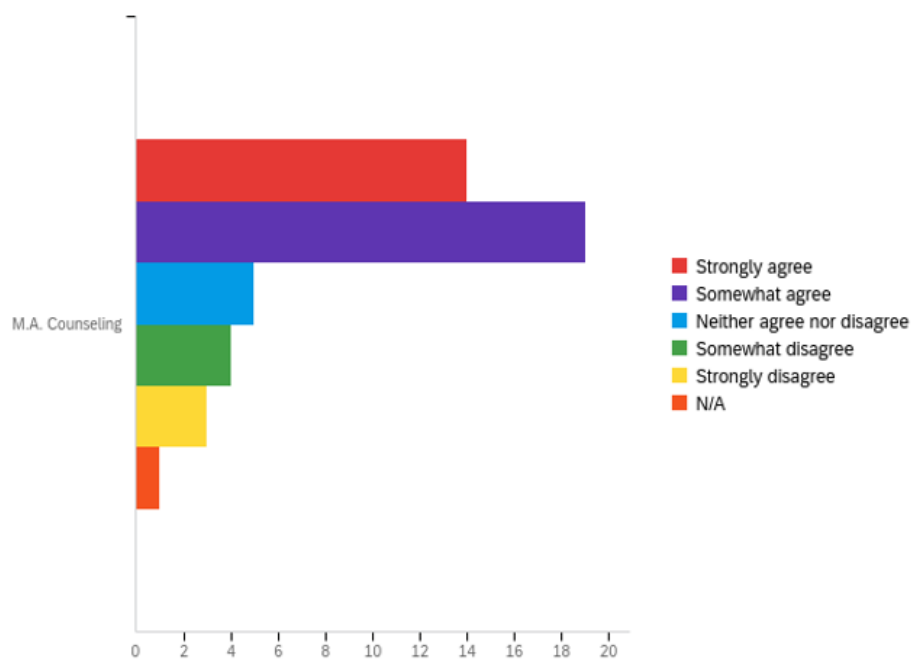
Areas of focus for faculty and staff review included how well prepared students feel, the quality of their instruction, their sense of belonging, and the support they receive from the advisors and mentors.

C & I -1 - Please indicate your level of agreement with these statements regarding curriculum and instruction at PAU:

My academic courses are preparing me to achieve my goals:

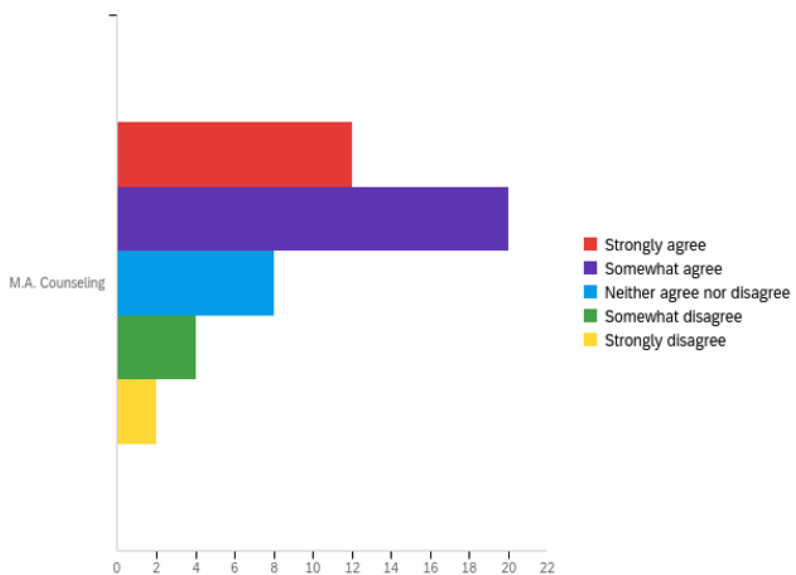


The quality of course instruction I receive is excellent:

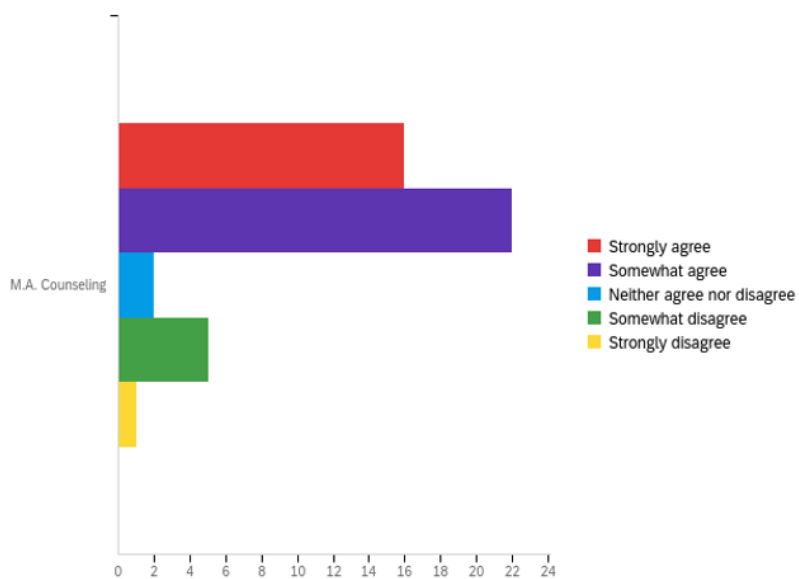


I & B - 1 - Please indicate your level of agreement with these statements regarding inclusion and belonging at PAU:

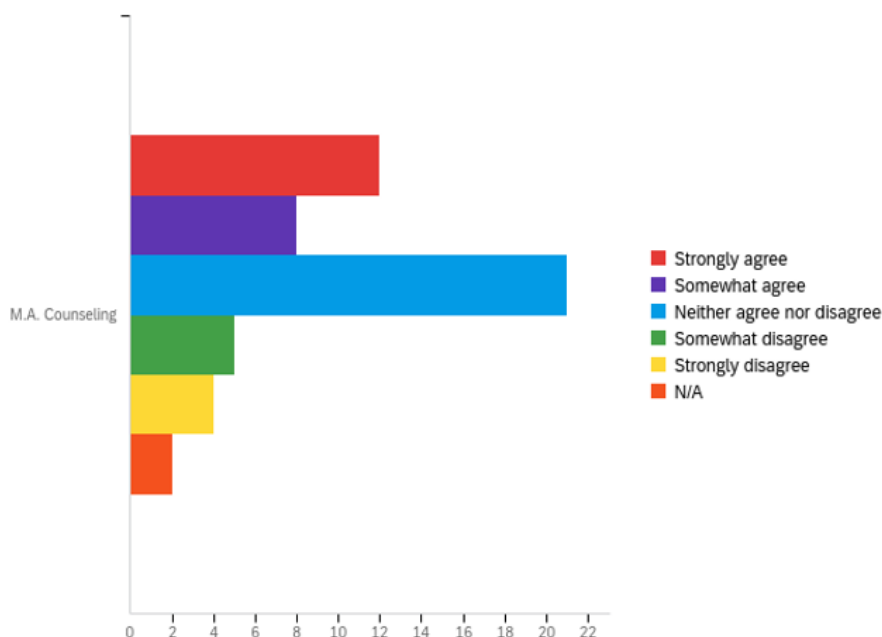
I am an integral part of my academic program:



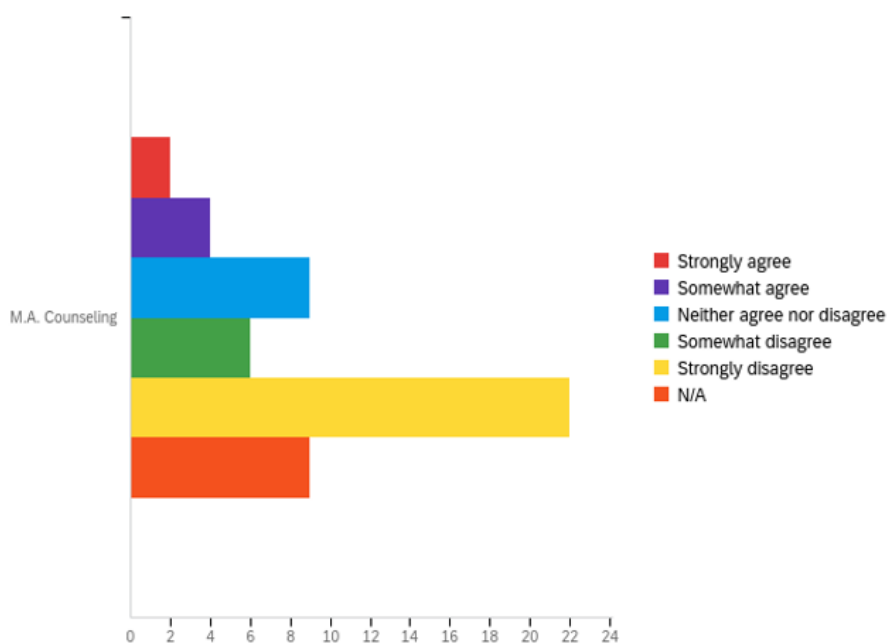
I feel a sense of belonging in my courses:



My academic advisor/s support and help to guide my academic progress:



I have a mentor (other than my academic advisor) at PAU that supports and helps to guide my career and life goals:



The Student Satisfaction survey highlighted that the majority of students feel they are receiving quality instruction (71%) which is preparing them to meet their professional goals (83%).

Given that much of PAU's operations and instruction moved to an online format during the COVID-19 pandemic, we were curious as to how students experienced a sense of belonging. 69% indicated that they feel an integral part of PAU and 83% indicated they experience a sense of belonging in their classes.

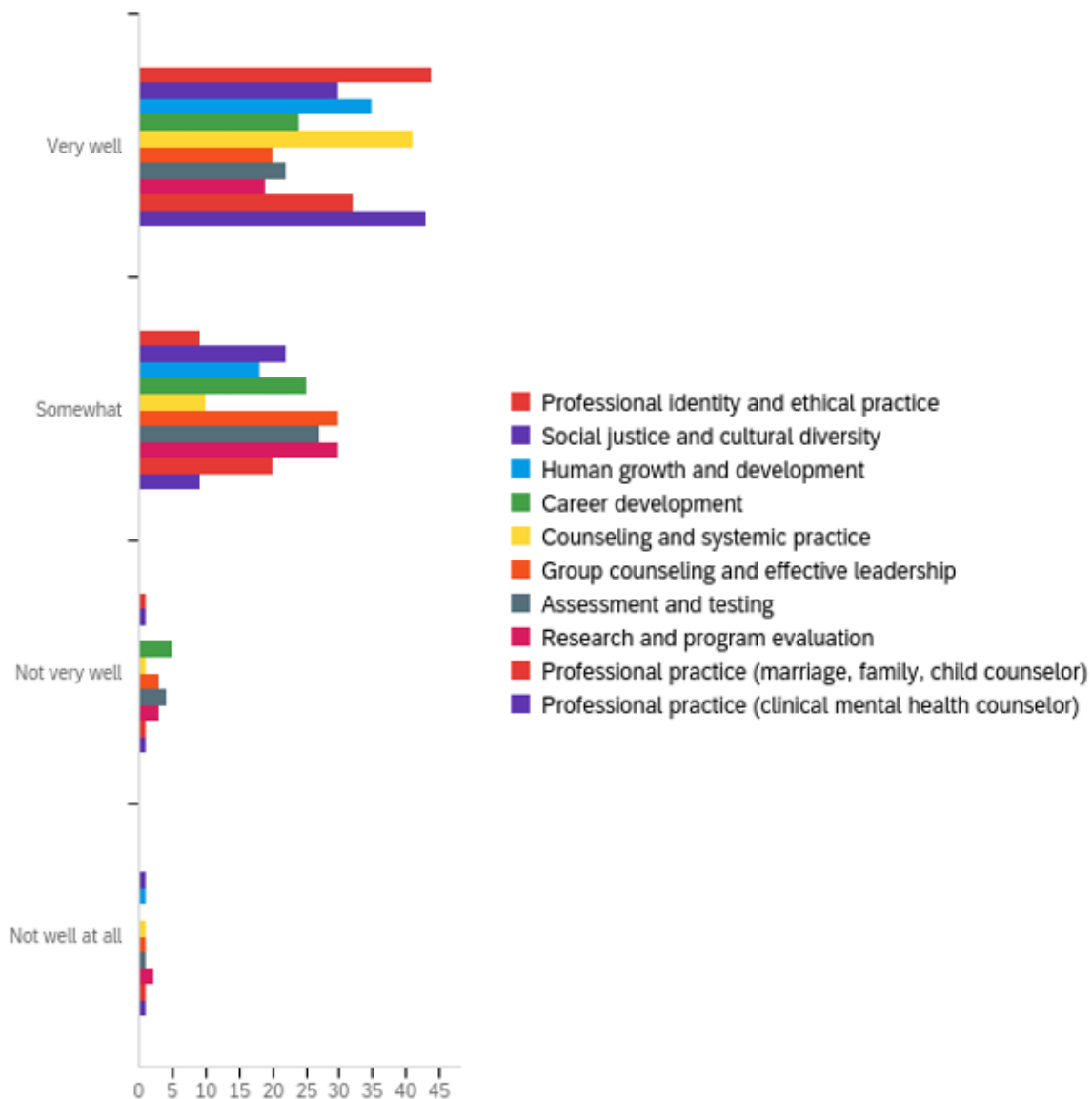
Only 38% of respondents indicated that they "somewhat agree" or "strongly agree" with

the statement, “My academic advisor supports and helps to guide my academic progress”. Even fewer students, only 14% identified having a mentor, other than their advisor, who they felt they could speak to about their future goals.

ALUMNI SURVEY

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. This past year, we added the PSLO's to the alumni survey and asked alumni to rate how well the program prepared them and helped them meet the identified PSLO's. 54 MA in Counseling Alumni completed the alumni survey.

Q24 - How well did PAU's MA in Counseling program prepare you in the following areas?
(Respond only to relevant areas)



Areas where the majority of alumni (over 50%) felt “very well prepared” included Professional Identity and Ethical Practice (81%), Social Justice and Cultural Diversity (56%), Human Growth and Development (65%), Counseling and Systemic Practice (77%), Professional CMHC Practice (80%) and Professional MFCC Practice (59%).

Areas where alumni felt “somewhat prepared” (over 50%) included Group Counseling and Effective Leadership (56%), Assessment and Testing (50%) and Research and Program Evaluation (56%).

Faculty and Staff Observations:

The Counseling Department Faculty and Staff made the following observations in reviewing the Student Satisfaction Survey and Alumni Survey data:

- For both surveys, there is a lower response rate.
- There is possible confusion between the roles of “advisor” and “mentor” among students.
- There are challenges for students in finding needed information and where to access that information.
- Based on the alumni survey, there are opportunities to examine curricular and clinical experiences for modification and improvement.

Actions for 2021-2022:

- As a department, seek more involvement in communications to alumni and ways to get involved with the alumni office for planning and engagement.
- Consider a follow up survey for students to ask more about what students might be seeking in having a “mentor” versus an academic advisor.
- Seek additional engagement activities for students; especially as we continue to operate almost exclusively online during the pandemic.
- Consider adding a question to future surveys to better tease out what students are seeking for “support”; among whom? (Peers, cohorts, advisor, faculty, staff, internship site)

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 the 2019-2020 report:

1. Implement the use of eLumen for assessment of all identified signature assignments.
 - STATUS: In process. Each term in 2021-2022, more courses and signature assignment are being added to the system.
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.
 - STATUS: Complete. The MA in Counseling Department’s Curriculum Committee has created a systematic process for

- syllabus and Canvas course review and approval. All courses now use the master course shell template and all syllabi are created using an approved master template.
3. Continue to refine the SEC process to ensure early identification of dispositional issues and considerations for remediation.
 - STATUS: In process. This process is significantly different starting in 2021. The Office of Student Affairs is primarily responsible for managing student issues and coordinating remediation plans. Data will be gathered on the effectiveness of this new process throughout the year.
 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.
 - STATUS: Complete/In Process. The Admissions process has been revised and preliminary evaluation points to an increase in our ability to measure dispositions and to manage growth and enrollment. More efforts around diversifying the student body are needed.
 5. Work to improve efforts to recruit, support, and retain diverse students and faculty.
 - STATUS: In Process. New hires have resulted in a more diverse faculty and staff, and plan are in place to work with the LatinX Task Force and the Admissions Team to continue to diversify the student body. Support and retention efforts include unofficial mentoring of faculty, training and support through the Center for Educational Excellence (CEE), and support for students through the
 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.
 - STATUS: In Process. The CES proposal has been developed and is under review and the HS prospectus has been development and is under review. Tentatively, both new program offerings will begin during the 2023-2024 academic year.

STRATEGIC INITIATIVES FOR 2021-2022

Based on the data collected and analyzed for 2020, the Counseling Department has developed strategic initiatives for the 2021-2022 academic year.

1. Admissions: Executive team and admissions committee to collaborate with Admissions Office on increasing recruitment of students of color and underserved populations.
2. Faculty and Student Profiles: Develop and implement formal mentoring, training, and institutional support for faculty from diverse backgrounds and students from diverse backgrounds.
3. Enrollment and Retention: Continue to track reasons for Leaves of Absence and Withdrawals and use data to support students who might be struggling and need additional support through advising and mentoring.

4. Dispositions and Remediation: In collaboration with the Office of Student Affairs, evaluate the effectiveness of the new referral and remediation process. Add a Dispositions assessment to another point in the program: Legal and Ethical Foundations.
5. CCS-R: Counseling Skills and Practicum/Internship: Explore alternate measures for assessing initial counseling skills and provide training for faculty and site supervisors in using the CCS-R at different points in the field experience process. Also explore alternate clinical skills training models (i.e., Residency Model).
6. Assessment of PSLO's in eLumen: Continue to add signature assignments and assessment rubrics to the eLumen system with the goal of all SA's to be in the system and being used by faculty by the Fall 2022 quarter.
7. Actions from Survey Data: Work to increase student engagement, belonging as well as support of students through advising and possible mentoring.

PAU Department of Counseling

Comprehensive Assessment Plan

Updated-September 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 and regional accreditor WASC, 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.

This plan will also include assessment activities to include in a future Counselor Education and Supervision (CES) program which will be launched in the Fall of 2023.

Assessment Process

In the Fall Quarter of each year, the counseling faculty review the research findings on students, graduates, clinical supervisors and employers of our students and graduates from the previous academic year. 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 for Masters and Doctoral programs.
- 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 regularly in classes and at department faculty meetings where any students of concern are identified. Faculty and staff can refer a student to the Dean of Students for concerns around academic progress, code of conduct, and other behavioral or personal concerns. The faculty in the Department of Counseling address any dispositional or clinical concerns through a Student Evaluation Committee (SEC) process in collaboration with the Dean of Students to identify remediation or actions.

Adherence to CACREP Standards

Curriculum Mapping

The Curriculum and Assessment Committee (CAC) in the Department of Counseling maintains the mapping of CACREP standards to curriculum. 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.

[MA in Counseling Curriculum Map](#)

[Proposed CES PhD Curriculum Map](#)

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. Any changes to standards met, course learning outcomes, signature assignments, or other key curricular changes must be approved by the Department Curriculum and Assessment Committee.

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/Student Learning Outcomes (PSLO's) for programs offered by the department. The PSLO's for the MA Program 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. The PSLO's for the proposed doctoral program are aligned with the five core areas of CACREP doctoral standards. Signature assignments are identified in each table demonstrating how PSLO's are measured across the programs.

[PSLO's and Signature Assignments for the MA in Counseling Program](#)

[Proposed PSLO's and Signature Assignments for the CES PhD Program](#)

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. During the 2021-2022 academic year, we will continue to add signature assignments and

assessment rubrics from courses across the curriculum to gather aggregate data on PSLO's and to create ePortfolios for the assessment and tracking of student learning.

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 2021-2022 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. The identified dispositions measured through use of the CCS-R and through assessment of dispositional concerns are:

Behaves in a professional manner- Behaves in a professional manner towards supervisors, peers, & clients (e.g., emotional regulation). Is respectful and appreciative to the culture of colleagues and is able to effectively collaborate with others.

Maintains appropriate boundaries- Maintains appropriate boundaries with supervisors, peers, & clients.

Demonstrates understanding of counseling site and course policies & procedures- Demonstrates an understanding & appreciation for *all* counseling site and course policies & procedures.

Completes all record keeping tasks correctly and promptly- Completes *all* weekly record keeping & tasks correctly & promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report).

Demonstrates respect for culture and ways in which culture interacts with the counseling relationship- Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.) and awareness of and responsiveness to ways in which culture interacts with the counseling relationship.

Demonstrates self-awareness and emotional stability- Demonstrates self-awareness and emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with clients.

Demonstrate engagement in learning & developing of counseling competencies- Demonstrates engagement in learning & development of his or her counseling competencies.

Respond non-defensively to feedback- Responds non-defensively & alters behavior in accordance with supervisory &/or instructor feedback.

Demonstrates ability to adapt to changing circumstances- Demonstrates ability to adapt to changing circumstance, unexpected events, & new situations.

Demonstrates ability to be present and be true to oneself- Demonstrates ability to be present and 'be true to oneself'

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?
Fall Quarter	Admissions review for incoming students (Summer)	Faculty Admissions Committee with support from Admissions Office
	Course leads provide master syllabi and Master Canvas Shell including CACREP alignment and signature assignments. Assessments put into eLumen	All course leads with support of Faculty Director of Assessment and Student Learning Outcomes
	Preparation of Vital Statistics Report for CACREP	CACREP Liaison with support from Institutional Research
	Presentation of Data to Faculty from the previous academic year.	Department Chair and Associate Chairs
	Preparation and publishing of Annual Data Report for previous academic year	Department Chair and Associate Chairs
	Dispositions Assessment in Professional Orientation and Multicultural Counseling	Faculty with support from the Director of Clinical Training Management Support Systems
	CCS-R for students in Counseling Skills (Summer)	Faculty with support from the Director of Clinical Training Management Support Systems
	CCS-R for students in Practicum and Internship (Summer and Fall)	Faculty with support from the Director of Clinical Training Management Support Systems
	Signature assessments tied to student outcomes identified and gathered	Faculty with support from the Faculty Director of Assessment and Student Learning Outcomes
	End-of-Quarter Academic, Skills, and Dispositional Reviews	

APPENDIX I

		Faculty with support from the Chair of the Student Evaluation Committee (SEC)
Winter Quarter	<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>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 with support of Faculty Director of Assessment and Student Learning Outcomes</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>
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>Associate Chairs with support from Admissions Office</p> <p>All course leads with support of Faculty Director of Assessment and Student Learning Outcomes</p> <p>Associate Chairs with Support from Institutional Research</p>

APPENDIX I

	<p>Dispositions Assessment in Professional Orientation and Multicultural Counseling</p> <p>CCS-R for students in Practicum and Internship</p> <p>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>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>
Summer Quarter	<p>All annual reporting data gathered for preparation of Data Presentation and Annual Data Reporting for the Fall Term (Use this table to identify data needs)</p>	<p>Associate Chairs with Support from Faculty Director of Assessment and Student Learning Outcomes, Institutional Research, and other key stakeholders</p>

APPENDIX II

PALO ALTO UNIVERSITY

Department of Counseling

Data Discussion

October 13 , 2021

Data For Review

- Admissions Data (Fall 2020 and Spring 2021)
- Student Profile (Fall 2020)
- Student Demographics (Fall 2021)
- Student Evaluation Committee (SEC) data
- Signature Assignments Data (selected)
 - Professional Orientation (Spring)
 - Counseling Theory (Spring)
 - Lifespan Development (Spring)
 - Counseling Skills (Summer)
- CCS-Rs
 - Counseling Skills (Summer, Winter)
 - Practicum (Fall, Winter, Spring)
- Dispositions Assessments
 - Professional Orientation (Fall)
 - Multicultural Counseling (Spring)
- LOA and Withdraw Data
- Alumni Survey
- Student Satisfaction Survey

Process for Today

- Different breakout rooms set up for looking at different data points.
- Find the slides that are for the data identified on different categories.
- Use the **Take Aways and Strategic Actions Slides** for each section to capture the following:
 - What does the data tell you/What does it mean?
 - What are possible strategic actions to take based on results?
- We will review four categories of data for 20 minutes, then 4 additional categories for 20 minutes.
- I will use your observations to help frame our final data report and to capture strategic actions based on data review that can also be a part of our strategic plan.

Data Rooms

First 20 minutes:

- ROOM 1: Admissions Data (slides 5-9)
- ROOM 2: Student Profile, Growth, and Demographics (slides 10-13)
- ROOM 3: SEC Data and Dispositions Assessments (slides 14-19)
- ROOM 4: Learning Outcomes-Signature Assignment data (slides 20-26)

Second 20 minutes:

- ROOM 1: Counseling Skills-CCS-R (slides 27-35)
- ROOM 2: Practicum-CCS-R (slides 36-47)
- ROOM 3: LOA and Withdraw data (slides 48-49)
- ROOM 4: Student Survey data (slides 50-51)

[Link to Comprehensive Assessment Plan](#)

Admissions Data-Fall 2020

MA Fall 2020 Admitted Student Profile

Admitted Students by Race

Self-Reported and Unduplicated

Hispanic	5.8%	Black	4.1%	Multi	3.5%
American Indian	N/A	Pacific Islander	N/A	Multi - URM	14.5%
Asian	15.7%	White	51.2%	Decline to State	5.2%

Admitted Students by Gender Identity

Self-Reported and Unduplicated

Male	15.7%	Gender Non-Conforming	.6%
Female	83.1%	Transgender	.6%

Admitted Students Additional Demographics

CA Resident	67.4%	Cumulative UG GPA	Q1: 2.94 Average: 3.28 Q3: 6.36
First Generation	31.4%		

Admissions Data-Spring 2021

MA Spring 2021 Admitted Student Profile

Admitted Students by Race

Self-Reported and Unduplicated

Hispanic	6.35%	Black	3.2%	Multi	3.2%
American Indian	N/A	Pacific Islander	N/A	Multi - URM	11.1%
Asian	12.7%	White	54%	Decline to State	9.52%

Admitted Students by Gender Identity

Self-Reported and Unduplicated

Male	17.5%	Gender Non-Conforming	3.17%
Female	79.4%		

Additional Demographics

CA Resident	69.8%	Cumulative UG GPA	Q1: 3.19 Average: 3.32 Q3: 3.68
First Generation	20.6%		

Admissions Data (cont.)

	MAFA 2020	MASP 2021
Completed an Application	182	87
Deny Pre-Interview	2	8
Deny Post-Interview	5	2
Offered Admission	175	63
Declined Offer	36	8
Deposited	139	42
Defers	17	12
Withdraw After Deposit	7	1
Admit Rate	96.2%	86.3%
Accepted Offer	75.4%	66.7%

Admissions Data Summary

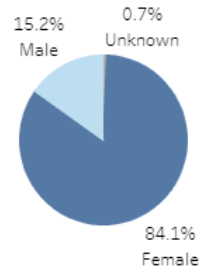
- 2 Strategic actions identified last year:
 - Given continued growth, increase selectivity in admissions process.
 - Continue to improve efforts to attract a diverse student body.
 - Acceptance rate decreased from 96.2% in old admissions process to 86.3% in new admissions process.
 - As compared to 2019-2020, some increase in diversity of accepted students, but no significant changes noted.

Admissions Data Take-Aways and Strategic Actions

- What does the data tell you/What does it mean?
 - Predominantly white students/candidates
 - Q - Understanding demographics and trends for CES program?
 - Doesn't tell us about DEI recruitment
 - How do we look at profile of student who applies and is admitted vs. profile of student who applies and either is not admitted or decides not to attend
 - 20-30% of admits are first generation students
- What are possible strategic actions to take based on results? (Consider recruitment, admissions process, onboarding, etc.)
 - How are our recruitment practices aligned with DEI initiatives? (learn more from admissions and how/if Sharon Washington is involved)
 - Applying to be Hispanic Serving Institution, what specific steps are we taking in admissions and recruitment to align with this goal?
 - More transparency re: marketing and recruitment strategies
 - Do we have data that explains why we were more selective this year?

Student Profile: Enrolled Students-Fall 2020 Census

Gender

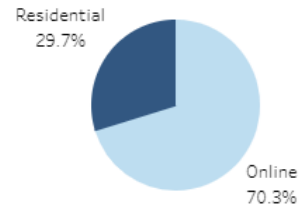


Female	84.1%
Male	15.2%
Unknown	0.7%

Race-Ethnicity

Asian	2.3%
Black	3.9%
Hispanic	2.3%
Two or more races	37.6%
White	50.0%
Unknown	3.9%

Modality

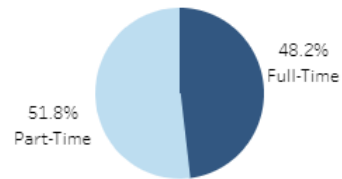


Online	70.3%
Residential	29.7%

1st Year Retention Rates

	Entry Year				
	2015	2016	2017	2018	2019
Master's	93%	83%	94%	92%	97%

Full-Time / Part-Time

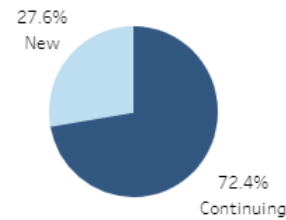


Full-Time	48.2%
Part-Time	51.8%

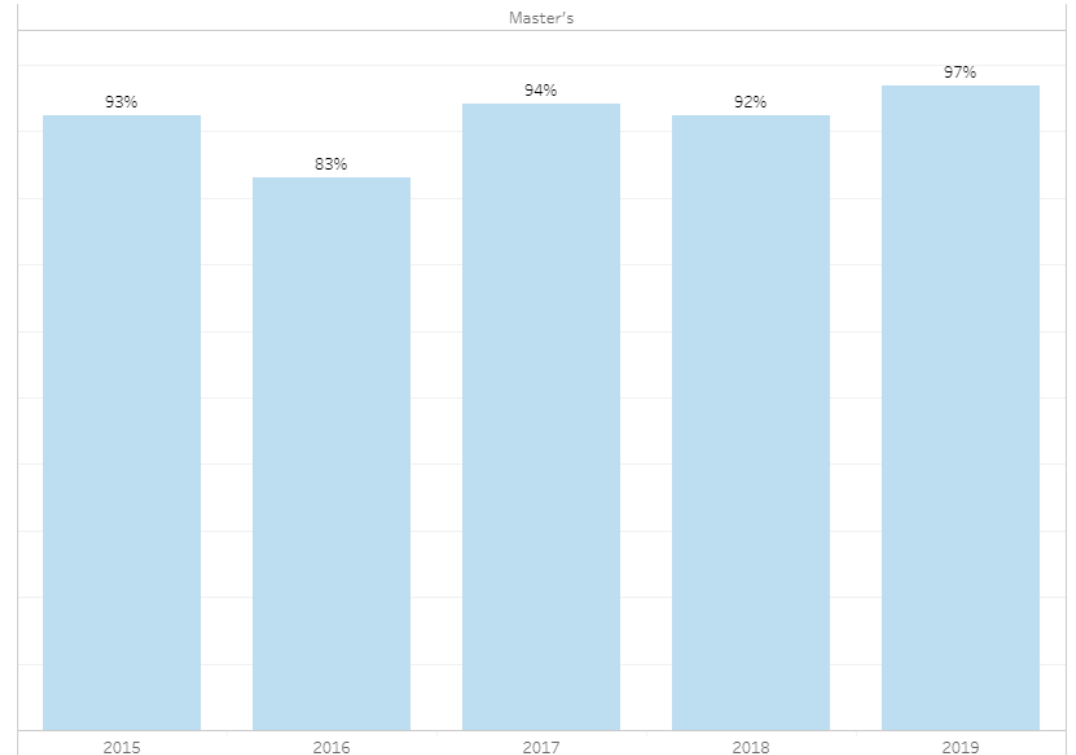
Age Group

20-21	0.2%
22-24	12.9%
25-29	26.3%
30-34	19.8%
35-39	10.8%
40-49	20.3%
50-64	9.4%
65 and over	0.2%

New vs. Continuing



Continuing	72.4%
New	27.6%



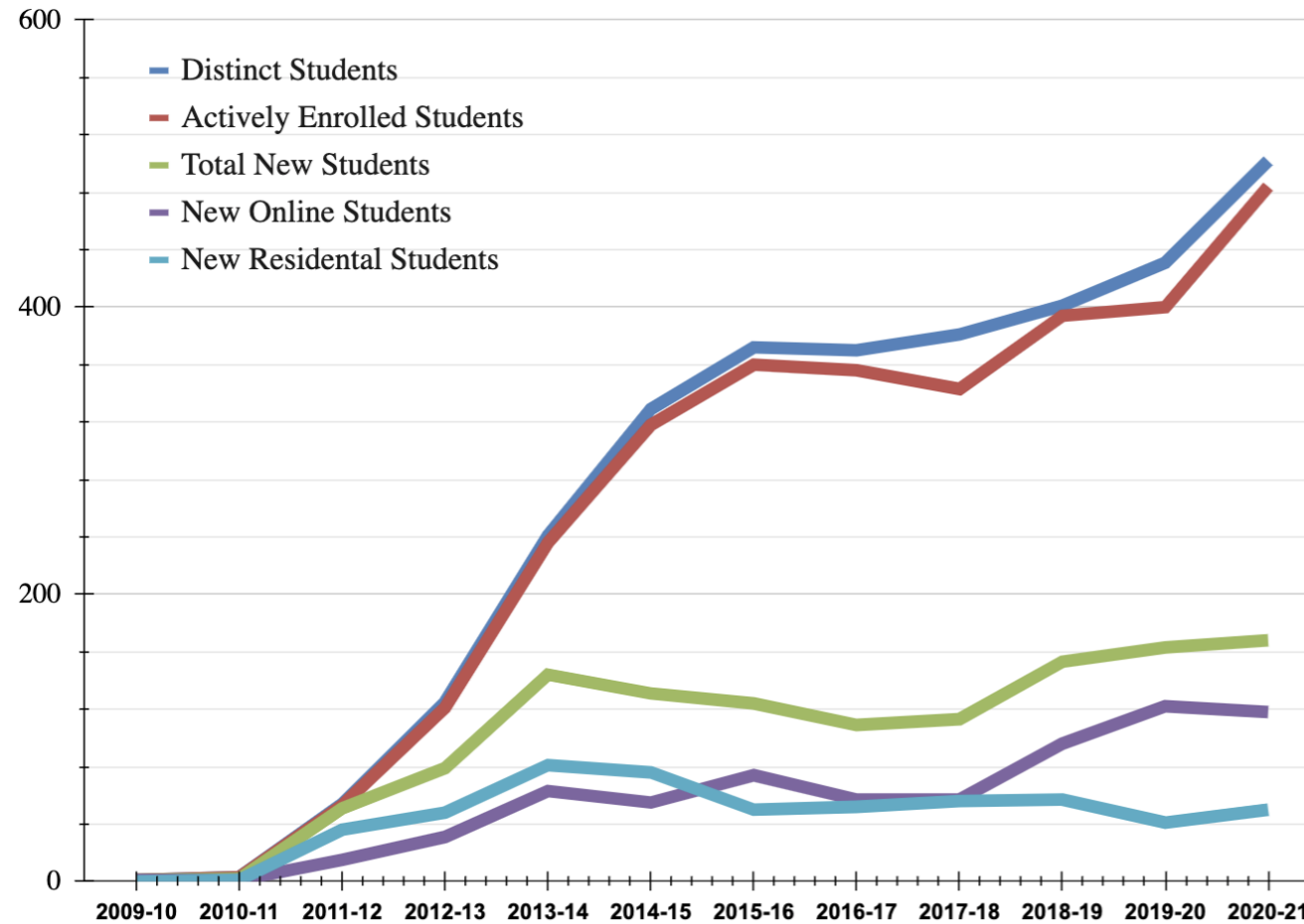
Currently Enrolled Students-Fall 2021

Race/ethnicity	N
Asian	5
Black	21
Hispanic	5
Two or more races	176
Unknown	24
White	244
Total	475

Gender	N
Female	390
Male	77
Unknown	8
Total	475

Modality	N
Online	382
Residential-Hybrid	93
Total	475

Growth Trends for the MA in Counseling Program



Student Data Take Aways and Strategic Actions

- What does the data tell you? What does it mean?

Our racial/ethnic demographics do not match the US or primary state of most students (CA);
underrepresentation of students of color (or culture, as Menakem would say)

Trend of increasing number of male students

International students data?

- Based on enrollment size, demographics and growth trends, what are suggested strategic actions? (consider recruitment, retention, support efforts as well as managing growth)
 - establish system for tracking retention rates for minority students (to determine if there is a need for more support)
 - establish system for talking to students about accelerated program (9 versus 11 quarter cohorts) and options to slow down
 - create connections between students and programs that exist at PAU to support them
 - how can we be more deliberate in our retention efforts? (outreach to address stigma at elementary and middle school level)

Student Evaluation and Remediation

- During the AY 2020-2021, we continued to refine the SEC process.
 - Added Student Concern Note to track emerging student concerns.
 - Added quarterly review of students of concern in department meetings.
 - Added Canvas page for tracking of SEC process.
 - Updated policies and processes for dispositional concerns, skills concerns, and academic concerns.
 - Added Dispositions assessment during Professional Orientation and Multicultural Counseling.

Student Evaluation Committee

	Student Concern Notes	Student Concern Notes To SECs	In Process	Remediated	Resulting withdraw in or dismissal
2018-2019 Referrals	N/A	N/A	2	5	11- Withdraw 2- Dismissal
2019-2020 Referrals	N/A	N/A	5	13	4-Withdraw 1- Dismissal
2020-2021 Referrals	8	5	4	2	1 -Withdraw 4 - Dismissal

Assessment of Professional Dispositions Professional Orientation-Fall 2020

CRITERIA LEVEL COUNTS								
Criteria	Exceeds 5	Meets 4	Near 3	Below 2	Harmful 1	Mean	Mode	Stdev
CRITERIA LEVEL COUNTS								
Professional Ethics CCS-R - Adheres to the ethical guidelines of the ACA, ASCA	18	55	29	0	0	3.89	4	0.67
Professional Behavior CCS-R - Behaves in a professional manner	47	0	3	0	0	4.60	5	1.22
Professional & Personal Boundaries CCS-R - Maintains appropriate boundaries with supervisors,	47	58	9	0	0	4.33	4	0.62
Knowledge & Adherence to Site & Course Policies CCS-R - Demonstrates an understanding & appreciation for a	40	58	6	0	0	4.33	4	0.58
Record Keeping & Task Completion CCS-R - Completes all weekly record keeping & tasks correc	27	48	15	0	0	4.13	4	0.67
Multicultural Competence CCS-R - Demonstrates respect for culture	27	61	16	0	0	4.11	4	0.63
Emotional Stability & Self-control CCS-R - Demonstrates self-awareness and emotional stabilit	41	55	4	0	0	4.37	4	0.56
Motivated to Learn & Grow/Initiative CCS-R - Demonstrates engagement in learning & development	56	53	5	0	0	4.45	5	0.58
Openness to Feedback CCS-R - Responds non-defensively & alters behavior in acco	51	54	7	0	0	4.39	4	0.60
Flexibility & Adaptability CCS-R - Demonstrates ability to adapt to changing circumst	39	62	7	0	0	4.30	4	0.58
Congruence & Genuineness CCS-R - Demonstrates ability to be present and 'be true to	61	51	5	0	0	4.48	5	0.58

Assessment of Professional Dispositions Multicultural Counseling Spring 2021

CRITERIA LEVEL COUNTS									
Criteria	Exceeds 5	Meets 4	Near 3	Below 2	Harmful 1	Mean	Mode	Stdev	
Professional Ethics CCS-R - Adheres to the ethical guidelines of the ACA, ASCA	0	30	0	0	0	4.00	4	0.00	
Professional Behavior CCS-R - Behaves in a professional manner	0	0	0	0	0	0.00	0	0.00	
Professional & Personal Boundaries CCS-R - Maintains appropriate boundaries with supervisors,	0	30	0	0	0	4.00	4	0.00	
Knowledge & Adherence to Site & Course Policies CCS-R - Demonstrates an understanding & appreciation for a	0	30	0	0	0	4.00	4	0.00	
Record Keeping & Task Completion CCS-R - Completes all weekly record keeping & tasks correc	0	27	3	0	0	3.90	4	0.30	
Multicultural Competence CCS-R - Demonstrates respect for culture	0	30	0	0	0	4.00	4	0.00	
Emotional Stability & Self-control CCS-R - Demonstrates self-awareness and emotional stabilit	0	30	0	0	0	4.00	4	0.00	
Motivated to Learn & Grow/Initiative CCS-R - Demonstrates engagement in learning & development	27	3	0	0	0	4.90	5	0.30	
Openness to Feedback CCS-R - Responds non-defensively & alters behavior in acco	27	3	0	0	0	4.90	5	0.30	
Flexibility & Adaptability CCS-R - Demonstrates ability to adapt to changing circumst	24	6	0	0	0	4.80	5	0.40	
Congruence & Genuineness CCS-R - Demonstrates ability to be present and 'be true to	27	3	0	0	0	4.90	5	0.30	

SEC and Disposition Summary

- Increase in number of dismissals based on SEC actions.
- Use of Student Concern note aided in referrals of concerns.
- No identified dispositions concerns from systematic review.

Remediation and Dispositions Take Aways and Strategic Actions

- What does the data tell you? What does it mean?
 - wondering when SEC referrals are occurring relative to these two courses with dispositional assessments
 - wondering if this data reflects the same cohorts
 - we would like to see what SEC referrals scored on the two disposition data points

Given that SEC process is shifting, what are needed strategic actions to support student remediation?

- keep the student concern note as it gets to issues earlier
- train faculty (core and adjunct) on what falls under a student concern note/need
- Do we need any adjustments to measurement of dispositions process and timing?
 - interrater reliability maybe problematic; ethical dispositions are lower after the ethics class than before
 - we may need to track where someone is in the program when an SEC is initiated

Signature Assignments-eLumen

- COUN 600-Counseling Theory (Spring 2021)
- COUN 601-Professional Orientation (Spring 2021)
- COUN 612-Lifespan Development (Spring 2021)
- CLIN 615-Counseling Skills (Summer 2021)

COUN 600-Counseling Theory Signature Assignment (2 Sections-Spring 2021)

SLO	Default Performance Measure	Graduate Spring 2021					
		GRAD MA Level 4	GRAD MA Level 3	GRAD MA Level 2	GRAD MA Level 1	GRAD MA Level 0	N/A
1. Written and Oral Communication	70.0%	37	9	0	0	0	0
5n. processes for aiding students in developing a personal model of counseling	70.0%	36	10	0	0	0	0
5a. theories and models of counseling	70.0%	40	6	0	0	0	0
5j. evidence-based counseling strategies and techniques for prevention and intervention	70.0%	40	6	0	0	0	0
8b. identification of evidence-based counseling practices	70.0%	36	10	0	0	0	0
2. Critical Thinking: Demonstrate ability to analyze a body of knowledge and evaluate arguments in a manner that is disciplined, reasoned, reflective, self-critical, and informed by scientific evidence and scholarship.	100.0%	35	11	0	0	0	0
4. Cultural Competence in a Diverse World: Demonstrate understanding, appreciation, and sensitivity with respect to cultural differences, including differences associated with multiple and intersecting gender, age, sex, ethnicity, sexual orientation, language, identity, language, and social-economic status; demonstrate commitment and competence to engage effectively and respectfully in a diverse multicultural society; demonstrate knowledge and application of cultural and diversity science; develop a global perspective.	100.0%	46	0	0	0	0	0
5. Communication: Demonstrate competence in writing, oral, and interpersonal communication skills.	100.0%	38	8	0	0	0	0

COUN 601-Professional Orientation Signature Assignment (2 Sections-Spring 2021)

SLO	Default Performance Measure	Graduate Spring 2021					
		GRAD MA Level 4	GRAD MA Level 3	GRAD MA Level 2	GRAD MA Level 1	GRAD MA Level 0	N/A
1. Written and Oral Communication	70.0%	9	36	1	0	0	0
1i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	7.0%	12	33	1	0	0	0
1k. strategies for personal and professional self-evaluation and implications for practice	70.0%	12	33	1	0	0	0
7. Moral and Ethical Responsibility: Demonstrate a commitment and competence to apply ethical, moral, and professional standards to personal conduct and to the evaluation and conduct of scholarship, science, and professional practice.	100.0%	12	33	1	0	0	0

COUN 612-Lifespan Development Signature Assignment (3 Sections-Spring 2021)

SLO	Default Performance Measure	Graduate Spring 2021					
		GRAD MA Level 4	GRAD MA Level 3	GRAD MA Level 2	GRAD MA Level 1	GRAD MA Level 0	N/A
3a. theories of individual and family development across the lifespan	70.0%	53	35	3	0	0	0
3i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	70.0%	56	32	3	0	0	0
3f. systemic and environmental factors that affect human development, functioning, and behavior	70.0%	52	35	4	0	0	0
3c. theories of normal and abnormal personality development	70.0%	52	36	3	0	0	0
Graduates will have incorporated the theories and principles of optimal lifespan development towards promoting resilience and wellness across the lifespan. (2.F.3.a, 2.F.3.i.)	70.0%	55	32	4	0	0	0
4. Information Literacy	70.0%	52	36	3	0	0	0
1. Disciplinary Knowledge and Skill: Demonstrate a systematic, coherent understanding of the academic field of study, as well as culturally competent proficiency in the application of discipline-specific content and skills.	100.0%	51	37	3	0	0	0

COUN 615-Counseling Skills Signature Assignment (2 Sections-Summer 2021)

SLO	Default Performance Measure	Graduate Summer 2021					
		GRAD MA Level 4	GRAD MA Level 3	GRAD MA Level 2	GRAD MA Level 1	GRAD MA Level 0	N/A
1. Written and Oral Communication	70.0%	16	4	0	0	0	0
Student identifies strategies for personal and professional self-evaluation and implications for practice 2.F.1.k	70.0%	10	10	0	0	0	0
Student develops multicultural counseling competencies 2.F.2.c, 5.C.2.j	70.0%	3	16	1	0	0	0
Student identifies counselor characteristics and behaviors that influence helping processes 2.F.5.f	70.0%	14	6	0	0	0	0
Student demonstrates essential interviewing, counseling, and case conceptualization skills 2.F.5.g, 5.C.3.a, 5.C.3.b, 5.F.3.c	70.0%	10	10	0	0	0	0

Signature Assignment Summary

- Movement towards adding ALL SA's to eLumen.
- Will set Benchmark at 80%.
- Need to continue to create outcomes-based rubrics.
- Link together signature assignments to inform assessment of PSLO's.
- Possible action: Create student ePortfolio of SA's for annual evaluation of progress?

Signature Assignment Take Aways and Strategic Actions

- What does the data tell you? What does it mean?
 - There are a lot of students that are already at a high level (??? but are they???)
 - grade inflation - so are the rubrics strong enough? is there inter-rater reliability?
 - that maybe we're giving students higher CCSR so they pass the class (unless they are a serious gatekeeping issue)
- What should next steps/actions be in working with faculty to create signature assignments and outcomes-based rubrics for both Canvas and eLumen?
 - Training on building rigorous rubrics that can then lead to stronger signature assignments.
 - Making sure that signature assignments are actually designed to assess the SLO and that the rubric is designed to measure those SLO's.
 - More intentionality....rather than slapping things together to get your SA into Kelly on time
 - Think about where we're really measuring SLO's (do students really demonstrate multicultural competency in counseling skills (as much as the data suggests they are) ? and how should they be measured on that, when they're focusing on the core competencies

CCS-R Data-Counseling Skills

- 9 Sections of Counseling Skills in Summer 2020
 - All Instructors completed CCS-R for the final recorded video
 - All Distance learning cohorts
- 9 Sections of Counseling Skills in Winter 2021
 - All Instructors completed CCS-R for the final recorded video
 - All Distance learning cohorts
- Expectation is minimum of “3” on identified metrics (basic counseling skills and dispositions).

CCS-R Results-Summer 2020-Faculty

Basic Counseling Skills

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Non Verbal Skills: Body Position, Eye Contact, Posture, Distance	128	0	5	3.99	.758
Encouragers: Minimal Encouragers & Door Openers	128	2	5	4.05	.515
Questions: Use of Appropriate Open & Closed Questioning	128	2	5	3.73	.525
Paraphrasing: Basic Reflection of Content	128	0	5	3.98	.547
Reflection: Reflection of Feelings	128	2	5	3.76	.599
Summarizing: Summary of content, feelings, behaviors, & future direction	128	0	5	3.85	.603

\$BasicCounselingSkills Frequencies

		Responses		Percent of Cases
		N	Percent	
Basic Counseling Skills ^a	0	5	0.7%	3.9%
	2	8	1.0%	6.3%
	3	112	14.6%	87.5%
	4	576	75.0%	450.0%
	5	67	8.7%	52.3%
Total		768	100.0%	600.0%

CCS-R Results-Summer 2020-Faculty

Advanced Counseling Skills

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Advanced Reflection: Meaning and values	128	0	5	3.11	1.231
Confrontation: Counselor challenges clients to recognize & evaluate	128	0	4	2.25	1.844
Goal Setting: Counselor collaborates with clients to establish goals	128	0	4	1.29	1.811
Focus of Counseling: Counselor focuses (or refocuses) clients on their goal	128	0	5	3.27	1.570

\$AdvancedCounselingSkills Frequencies

		Responses		Percent of Cases
		N	Percent	
Advanced Counseling Skills ^a	0	170	33.2%	132.8%
	2	5	1.0%	3.9%
	3	103	20.1%	80.5%
	4	220	43.0%	171.9%
	5	14	2.7%	10.9%
Total		512	100.0%	400.0%

CCS-R Results-Summer 2020-Faculty

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Facilitate Therapeutic Environment: Empathy & Caring	128	0	5	4.18	.657
Facilitate Therapeutic Environment: Respect & Compassion	128	0	5	4.22	.588
Professional Ethics: Adheres to the ethical guidelines of the ACA	128	0	5	3.80	1.159
Professional Behavior: Behaves in a professional manner	128	3	5	4.20	.417
Professional & Personal Boundaries	128	3	5	4.18	.405
Knowledge and Adherence to Site & Course Policies	128	0	5	3.75	1.397
Record Keeping & Task Completion: Completes all weekly record keeping & tasks correctly	128	0	5	2.62	2.104
Multicultural Competence: Demonstrates respect for culture	128	0	5	3.29	1.712
Emotional Stability & Self Awareness	128	3	5	4.20	.436
Motivated to Learn & Grow: Demonstrates engagement in learning & development	128	3	5	4.26	.474
Openness to Feedback: Responds non-defensively & alters behavior accordingly	128	3	5	4.23	.510
Flexibility & Adaptability: Demonstrates ability to adapt to changing circumstances	128	0	5	4.05	.573
Congruence & Genuineness	128	3	5	4.16	.431

Dispositions and Behaviors

\$DispositionsandBehaviors Frequencies				
		Responses		Percent of Cases
		N	Percent	
Dispositions and Behaviors ^a	0	102	6.1%	79.7%
	2	2	0.1%	1.6%
	3	34	2.0%	26.6%
	4	1191	71.6%	930.5%
	5	335	20.1%	261.7%
Total		1664	100.0%	1300.0%

CCS-R Results-Winter 2021-Faculty

Basic Counseling Skills

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Non Verbal Skills: Body Position, Eye Contact, Posture, Distance	114	3	5	4.42	.578
Encouragers: Minimal Encouragers & Door Openers	114	4	5	4.39	.491
Questions: Use of Appropriate Open & Closed Questioning	114	3	5	3.84	.472
Paraphrasing: Basic Reflection of Content	114	3	5	4.19	.496
Reflection: Reflection of Feelings	114	3	5	4.05	.689
Summarizing: Summary of content, feelings, behaviors, & future direction	114	3	5	4.10	.479

\$BasicCounselingSkills Frequencies

		Responses		Percent of Cases
		N	Percent	
Basic Counseling Skills ^a	3	65	9.5%	57.0%
	4	440	64.3%	386.0%
	5	179	26.2%	157.0%
Total		684	100.0%	600.0%

CCS-R Results-Winter 2021-Faculty

Advanced Counseling Skills

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Advanced Reflection: Meaning and values	114	0	5	3.64	.754
Confrontation: Counselor challenges clients to recognize & evaluate	114	0	5	3.10	1.505
Goal Setting: Counselor collaborates with clients to establish goals	114	0	5	1.69	1.810
Focus of Counseling: Counselor focuses (or refocuses) clients on their goal	114	3	5	4.14	.677

\$AdvancedCounselingSkills Frequencies

		Responses		Percent of Cases
		N	Percent	
Advanced Counseling Skills ^a	0	80	17.5%	70.2%
	3	125	27.4%	109.6%
	4	197	43.2%	172.8%
	5	54	11.8%	47.4%
Total		456	100.0%	400.0%

CCS-R Results-Winter 2021-Faculty

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Facilitate Therapeutic Environment: Empathy & Caring	114	3	5	4.60	.510
Facilitate Therapeutic Environment: Respect & Compassion	114	4	5	4.70	.460
Professional Ethics: Adheres to the ethical guidelines of the ACA	114	0	5	3.92	1.657
Professional Behavior: Behaves in a professional manner	114	4	5	4.62	.487
Professional & Personal Boundaries	114	4	5	4.64	.482
Knowledge and Adherence to Site & Course Policies	114	3	5	4.66	.495
Record Keeping & Task Completion: Completes all weekly record keeping & tasks correctly	114	3	5	4.63	.520
Multicultural Competence: Demonstrates respect for culture	114	0	5	3.97	1.125
Emotional Stability & Self Awareness	114	3	5	4.61	.509
Motivated to Learn & Grow: Demonstrates engagement in learning & development	114	4	5	4.64	.482
Openness to Feedback: Responds non-defensively & alters behavior accordingly	114	4	5	4.66	.477
Flexibility & Adaptability: Demonstrates ability to adapt to changing circumstances	114	4	5	4.57	.497
Congruence & Genuineness	114	4	5	4.64	.482

Dispositions and Behaviors

\$DispositionsAndBehaviors Frequencies

		Responses		Percent of Cases
		N	Percent	
Dispositions and Behaviors ^a	0	23	1.6%	20.2%
	3	8	0.5%	7.0%
	4	569	38.4%	499.1%
	5	882	59.5%	773.7%
Total		1482	100.0%	1300.0%

CCS-R Evaluations-Counseling Skills Summary

- Consistently LOWEST Basic Counseling Skill:
 - Use of Questions (3.84%; 3.73%)
- Consistently HIGHEST Basic Counseling Skills:
 - Non-verbal Communication (3.99%; 4.42%)
 - Minimal Encouragers (4.05%; 4.39%)
 - Reflection of Content (3.98%; 4.19%)
- Middle-Range Basic Counseling Skills:
 - Reflection of Feeling (3.76%; 4.05%)
 - Summarizing (3.85%; 4.10%)
- Other Observations, Questions:
 - (Scores might be skewing higher than needed for Counseling Skills Course; note differences between Summer 2020 scores and Winter 2021 scores)
 - How much do we expect advanced counseling skills? (Reflection of Meaning, Confrontation, Goal Setting & Establishing Direction)

Counseling Skills CCS-R Take-Aways and Strategic Actions

- What does the data tell you/What does it mean?

Not sure how we are measuring cultural competence, or having students actually demonstrating cultural competence.

Is the CCS-R the BEST measure to even use in this class? (Are there others that better capture skills?)

Might still be some inter-rater reliability issues with the CCS-R (3's? 4's?)

- What are possible strategic actions to take based on results? (Consider training of faculty for inter-rater reliability, areas for skills enhancement, delivery of intensive, etc.)

Add Theravue practice modules that are focused on cultural differences.

Add component to the final video during professional disclosure statement for cultural competence.

Meet with all faculty ahead of time to level set expectations for the instrument.

Explore new instruments to use in Counseling Skills (Mark Young's Depth scale?)

CCS-R Data-Practicum (links take you to aggregate data by term if you want more information)

[Faculty-Fall 2020](#)

[Supervisors-Fall 2020](#)

[Faculty-Winter 2021](#)

[Supervisors-Winter 2021](#)

[Faculty-Spring 2021](#)

[Supervisors-Spring 2021](#)

Basic Counseling Skills*-Faculty

Fall 2020

\$BasicCounselingSkills Frequencies

		Responses		Percent of Cases
		N	Percent	
Basic Counseling Skills ^a	0	84	12.2%	73.0%
	3	53	7.7%	46.1%
	4	320	46.4%	278.3%
	5	233	33.8%	202.6%
Total		690	100.0%	600.0%

a. Group

Winter 2021

\$BasicCounselingSkills Frequencies

		Responses		Percent of Cases
		N	Percent	
Basic Counseling Skills ^a	0	5	0.8%	5.1%
	3	24	4.0%	24.2%
	4	291	49.0%	293.9%
	5	274	46.1%	276.8%
Total		594	100.0%	600.0%

a. Group

Spring 2021

\$BasicCounselingSkills Frequencies

		Responses		Percent of Cases
		N	Percent	
Basic Counseling Skills ^a	0	8	1.3%	7.9%
	3	27	4.5%	26.7%
	4	125	20.6%	123.8%
	5	446	73.6%	441.6%
Total		606	100.0%	600.0%

a. Group

*Non-Verbal Skills
Minimal Encouragers
Use of Questions
Reflecting-Paraphrasing
Reflecting-Feeling

Basic Counseling Skills*-Site Supervisors

Fall 2020

\$BasicCounselingSkills Frequencies

		Responses		Percent of Cases
		N	Percent	
Basic Counseling Skills ^a	0	121	15.6%	93.8%
	2	3	0.4%	2.3%
	3	52	6.7%	40.3%
	4	389	50.3%	301.6%
	5	209	27.0%	162.0%
Total		774	100.0%	600.0%

a. Group

Winter 2021

\$BasicCounselingSkills Frequencies

		Responses		Percent of Cases
		N	Percent	
Basic Counseling Skills ^a	0	44	6.8%	40.7%
	2	2	0.3%	1.9%
	3	22	3.4%	20.4%
	4	307	47.4%	284.3%
	5	273	42.1%	252.8%
Total		648	100.0%	600.0%

a. Group

Spring 2021

\$BasicCounselingSkills Frequencies

		Responses		Percent of Cases
		N	Percent	
Basic Counseling Skills ^a	0	34	5.0%	29.8%
	3	19	2.8%	16.7%
	4	235	34.4%	206.1%
	5	395	57.8%	346.5%
Total		683	100.0%	599.1%

a. Group

*Non-Verbal Skills
Minimal Encouragers
Use of Questions
Reflecting-Paraphrasing
Reflecting-Feeling

Breakdown of Basic Skills-Fall 2020-Spring 2021

Faculty Evaluation of Basic Counseling Skills-Fall 2020

	N	Minimum	Maximum	Mean	Std. Deviation
Nonverbal Skills	115	0	5	3.91	1.460
Minimal Encouragers	115	0	5	3.83	1.552
Use of Questions	115	0	5	3.70	1.516
Reflecting - Paraphrasing	115	0	5	3.74	1.562
Reflecting-Feelings	115	0	5	3.77	1.481
Reflecting-Summarizing	115	0	5	3.69	1.575

Faculty Evaluation of Basic Counseling Skills-Spring 2021

	N	Minimum	Maximum	Mean	Std. Deviation
Nonverbals	101	0	5	4.67	.814
Minimal Encouragers	101	0	5	4.67	.814
Use of Questions	101	0	5	4.72	.709
Reflecting - Paraphrasing	101	0	5	4.59	.751
Reflecting-Feelings	101	0	5	4.61	.721
Reflecting-Summarizing	101	0	5	4.55	.781

Supervisor Evaluation of Basic Counseling Skills-Fall 2020

	N	Minimum	Maximum	Mean	Std. Deviation
Nonverbal Skills	129	0	5	3.22	1.968
Minimal Encouragers	129	0	5	3.79	1.498
Use of Questions	129	0	5	3.75	1.392
Reflecting - Paraphrasing	129	0	5	3.56	1.625
Reflecting-Feelings	129	0	5	3.57	1.585
Reflecting-Summarizing	129	0	5	3.53	1.649

Supervisor Evaluation of Basic Counseling Skills-Spring 2021

	N	Minimum	Maximum	Mean	Std. Deviation
Nonverbals	114	0	5	4.26	1.351
Minimal Encouragers	114	0	5	4.26	1.351
Use of Questions	113	0	5	4.47	1.001
Reflecting - Paraphrasing	114	0	5	4.37	.998
Reflecting-Feelings	114	0	5	4.36	1.006
Reflecting-Summarizing	114	0	5	4.39	1.026

Advanced Counseling Skills*-Faculty

Fall 2020

\$AdvancedCounselingSkills Frequencies

		Responses		Percent of Cases
		N	Percent	
Advanced Counseling Skills ^a	0	119	25.9%	103.5%
	2	1	0.2%	0.9%
	3	36	7.8%	31.3%
	4	173	37.6%	150.4%
	5	131	28.5%	113.9%
Total		460	100.0%	400.0%

a. Group

Winter 2021

\$AdvancedCounselingSkills Frequencies

		Responses		Percent of Cases
		N	Percent	
Advanced Counseling Skills ^a	0	43	10.9%	43.4%
	3	20	5.1%	20.2%
	4	208	52.5%	210.1%
	5	125	31.6%	126.3%
Total		396	100.0%	400.0%

a. Group

Spring 2021

\$AdvancedCounselingSkills Frequencies

		Responses		Percent of Cases
		N	Percent	
Advanced Counseling Skills ^a	0	23	5.7%	22.8%
	3	22	5.4%	21.8%
	4	123	30.4%	121.8%
	5	236	58.4%	233.7%
Total		404	100.0%	400.0%

a. Group

*Advanced Reflection-Meaning
Confrontation
Goal Setting
Focus of Counseling

Advanced Counseling Skills*-Site Supervisors

Fall 2020

\$AdvancedCounselingSkills Frequencies

		Responses		Percent of Cases
		N	Percent	
Advanced Counseling Skills ^a	0	92	17.8%	71.3%
	2	4	0.8%	3.1%
	3	63	12.2%	48.8%
	4	246	47.7%	190.7%
	5	111	21.5%	86.0%
Total		516	100.0%	400.0%

a. Group

Winter 2021

\$AdvancedCounselingSkills Frequencies

		Responses		Percent of Cases
		N	Percent	
Advanced Counseling Skills ^a	0	29	6.7%	26.9%
	2	4	0.9%	3.7%
	3	33	7.6%	30.6%
	4	238	55.1%	220.4%
	5	128	29.6%	118.5%
Total		432	100.0%	400.0%

a. Group

Spring 2021

\$AdvancedCounselingSkills Frequencies

		Responses		Percent of Cases
		N	Percent	
Advanced Counseling Skills ^a	0	22	4.8%	19.3%
	2	1	0.2%	0.9%
	3	23	5.0%	20.2%
	4	193	42.3%	169.3%
	5	217	47.6%	190.4%
Total		456	100.0%	400.0%

a. Group

*Advanced Reflection-Meaning
Confrontation
Goal Setting
Focus of Counseling

Breakdown of Advanced Skills-Spring 2021

Faculty Evaluation of Advanced Counseling Skills-Spring 2021

	N	Minimum	Maximum	Mean	Std. Deviation
Advanced Reflection	101	0	5	4.43	1.161
Confrontation	101	0	5	4.15	1.374
Goal Setting	101	0	5	4.10	1.345
Focus of Counseling	101	0	5	4.53	.843

Lowest Advanced Skill: Goal Setting

Highest Advanced Skill: Advanced Reflection

Supervisor Evaluation of Advanced Counseling Skills-Spring 2021

	N	Minimum	Maximum	Mean	Std. Deviation
Advanced Reflection	114	0	5	4.40	1.011
Confrontation	114	0	5	4.12	1.304
Goal Setting	114	0	5	3.99	1.179
Focus of Counseling	114	0	5	4.39	.908

Dispositions and Behaviors*-Faculty

Fall 2020

\$DispositionsAndBehavior Frequencies

		Responses		Percent of Cases
		N	Percent	
Dispositions and Behavior ^a	0	59	4.0%	52.2%
	2	4	0.3%	3.5%
	3	60	4.1%	53.1%
	4	462	31.4%	408.8%
	5	884	60.2%	782.3%
Total		1469	100.0%	1300.0%

a. Group

Winter 2021

\$DispositionsAndBehaviors Frequencies

		Responses		Percent of Cases
		N	Percent	
Dispositions and Behaviors ^a	0	8	0.6%	8.1%
	1	1	0.1%	1.0%
	2	3	0.2%	3.0%
	3	35	2.7%	35.4%
	4	412	32.0%	416.2%
	5	828	64.3%	836.4%
Total		1287	100.0%	1300.0%

a. Group

Spring 2021

\$DispositionsAndBehaviors Frequencies

		Responses		Percent of Cases
		N	Percent	
Dispositions and Behaviors ^a	0	5	0.4%	5.0%
	2	3	0.2%	3.0%
	3	33	2.5%	32.7%
	4	237	18.1%	234.7%
	5	1034	78.8%	1023.8%
Total		1312	100.0%	1299.0%

a. Group

*Empathy and Caring
Respect and Compassion
Professional Ethics and Behavior
Professional & Personal Boundaries
Adherence to Policies
Record Keeping/Task Completion
Multicultural Competence
Emotional Stability
Motivated to Learn & Grow
Openness to Feedback
Flexibility & Adaptability
Congruence & Genuineness

Dispositions and Behaviors*-Supervisors

Fall 2020

\$DispositionsAndBehavior Frequencies

		Responses		Percent of Cases
		N	Percent	
Dispositions and Behavior ^a	0	51	5.2%	67.1%
	1	2	0.2%	2.6%
	2	6	0.6%	7.9%
	3	53	5.4%	69.7%
	4	739	74.8%	972.4%
	5	137	13.9%	180.3%
Total		988	100.0%	1300.0%

a. Group

Winter 2021

\$DispositionsAndBehaviors Frequencies

		Responses		Percent of Cases
		N	Percent	
Dispositions and Behaviors ^a	0	10	0.7%	9.3%
	1	1	0.1%	0.9%
	3	35	2.6%	32.4%
	4	564	42.1%	522.2%
	5	729	54.4%	675.0%
Total		1339	100.0%	1239.8%

a. Group

Spring 2021

\$DispositionsAndBehaviors Frequencies

		Responses		Percent of Cases
		N	Percent	
Dispositions and Behaviors ^a	0	14	1.0%	12.3%
	2	2	0.1%	1.8%
	3	18	1.3%	15.8%
	4	426	30.4%	373.7%
	5	941	67.2%	825.4%
Total		1401	100.0%	1228.9%

a. Group

*Empathy and Caring
 Respect and Compassion
 Professional Ethics and Behavior
 Professional & Personal Boundaries
 Adherence to Policies
 Record Keeping/Task Completion
 Multicultural Competence
 Emotional Stability
 Motivated to Learn & Grow
 Openness to Feedback
 Flexibility & Adaptability
 Congruence & Genuineness

Breakdown of Dispositions and Behaviors- Winter 2021

Faculty

	N	Minimum	Maximum	Mean	Std. Deviation
Facilitate Therapeutic Environment-Empathy and Caring	99	0	5	4.67	.685
Facilitate Therapeutic Environment-Respect and Compassion	99	0	5	4.70	.677
Professional Ethics	99	3	5	4.53	.522
Professional Behavior	99	3	5	4.62	.548
Professional & Personal Boundaries	99	3	5	4.60	.605
Knowledge & Adherence to Site & Course Policies	99	0	5	4.51	.813
Record Keeping & Task Completion	99	0	5	4.40	1.029
Multicultural Competence	99	3	5	4.46	.577
Emotional Stability & Self-control	99	0	5	4.52	.719
Motivated to Learn & Grow/Initiative	99	2	5	4.68	.531
Openness to Feedback	99	3	5	4.74	.507
Flexibility & Adaptability	99	0	5	4.56	.688
Congruence & Genuineness	99	3	5	4.64	.524

Supervisors

	N	Minimum	Maximum	Mean	Std. Deviation
Facilitate Therapeutic Environment-Empathy and Caring	108	0	5	4.50	.902
Facilitate Therapeutic Environment-Respect and Compassion	108	0	5	4.62	.782
Professional Ethics	108	3	5	4.43	.567
Professional Behavior	43	3	4	3.93	.258
Professional & Personal Boundaries	108	3	5	4.49	.538
Knowledge & Adherence to Site & Course Policies	108	3	5	4.54	.537
Record Keeping & Task Completion	108	0	5	4.39	.759
Multicultural Competence	108	0	5	4.31	.880
Emotional Stability & Self-control	108	0	5	4.55	.675
Motivated to Learn & Grow/Initiative	108	3	5	4.58	.514
Openness to Feedback	108	3	5	4.69	.483
Flexibility & Adaptability	108	0	5	4.38	.770
Congruence & Genuineness	108	4	5	4.58	.495

CCS-R Evaluation of Practicum Summary

- Even though data is not grouped by Practicum, Internship I, and Internship II YET, we can see a progression of skills and disposition development from Fall to Winter to Spring.
- ALL Basic skills scores are in the “meets” or “exceeds” range by the end of Spring quarter.
- ALL Advanced skills scores are in the “meets” or “exceeds” range by the end of Spring quarter.
- ALL Dispositions are in the “meets” or “exceeds” range by the end of Spring quarter.
- There is a consistency of ratings between site supervisors and faculty on all areas.

Practicum CCS-R Take-Aways and Strategic Actions

- What does the data tell you/What does it mean?
 - There seems to be good interrater reliability between site supervisors and instructor CCS-R's
- What are possible strategic actions to take based on results? (Consider training for site supervisors, focus for practicum supervision, etc.)
 - More clarity needed for instructors about how to fill out the CCS-R
 - Modify CCS-R to include developmental stages of clinician-in-training growth (different evaluations for counseling skills in preparation for practicum/internship CCS-R too)
 - Establish a system for dispositional concerns (there still may be students slipped through the cracks).
 - Establish a system to communicate to adjunct faculty members about how to report concerns and that their positions will be protected when gatekeeping (some adjunct faculty don't know what forms/processes exist)
 - Establish a system for how to know when a prac/internship student should be referred to SEC (based on their CCS-R scores)

LOA and Withdraw Data-Thanks, Sami!!

Reasons For LOA

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No Reason Given	2	4.2	4.2	4.2
	COVID	9	18.8	18.8	22.9
	Practicum	8	16.7	16.7	39.6
	Financial Aid	1	2.1	2.1	41.7
	Personal-Family	12	25.0	25.0	66.7
	Personal-Health	13	27.1	27.1	93.8
	Personal-Financial	2	4.2	4.2	97.9
	Program of Study Concerns	1	2.1	2.1	100.0
	Total	48	100.0	100.0	

Reasons for Withdraw

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No Reason Given	2	10.0	10.0	10.0
	COVID	2	10.0	10.0	20.0
	Financial Aid	1	5.0	5.0	25.0
	Personal-Family	2	10.0	10.0	35.0
	Personal-Financial	4	20.0	20.0	55.0
	Program of Study Concern	1	5.0	5.0	60.0
	Different Career Path	7	35.0	35.0	95.0
	Recommended to Withdraw	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

LOA and Withdraw Take-Aways and Strategic Actions

- What does the data tell you/What does it mean?
 - largest LOA is personal/family reasons
 - largest reason for withdrawal is financial
 - Covid restrictions
- What are possible strategic actions to take based on results? (Consider ongoing efforts to support students during COVID-19, other retention and support needs, etc.)
 - potentially track when students are leaving/ time of year
 - improve process for making faculty aware of student returns from LOA
 - offer options beyond LOA or withdrawal such as reducing course-load
 - Use Professional Orientation or another course as a recruitment tool to assess student readiness and preparation for the program
 - students speak with advisor prior to approval of LOA or withdrawal

Student/Alumni Surveys

- [Student Satisfaction Survey \(MA Students-2021 N=59\)](#)
 - Questions focused on advising, support services, mentorship, financial support, and educational experiences.
- [Alumni Survey \(2021 N-69\)](#)
 - Questions focused on employment, setting, type of work and how well the program prepared them for their roles.

Student Satisfaction-Advising and Mentoring

My academic advisor/s support and help to guide my academic progress:

#	Question	M.A. Counseling		Total
13	Strongly agree	100.00%	12	12
14	Somewhat agree	100.00%	8	8
15	Neither agree nor disagree	100.00%	21	21
16	Somewhat disagree	100.00%	5	5
17	Strongly disagree	100.00%	4	4
6	N/A	100.00%	2	2

I have a mentor (other than my academic advisor) at PAU that supports and helps to guide my career and life goals:

#	Question	M.A. Counseling		Total
13	Strongly agree	100.00%	2	2
14	Somewhat agree	100.00%	4	4
15	Neither agree nor disagree	100.00%	9	9
16	Somewhat disagree	100.00%	6	6
17	Strongly disagree	100.00%	22	22
6	N/A	100.00%	9	9

Alumni Survey-How well prepared?

#	Question	Very well		Somewhat		Not very well		Not well at all		Total
1	Professional identity and ethical practice	81.48%	44	16.67%	9	1.85%	1	0.00%	0	54
2	Social justice and cultural diversity	55.56%	30	40.74%	22	1.85%	1	1.85%	1	54
3	Human growth and development	64.81%	35	33.33%	18	0.00%	0	1.85%	1	54
4	Career development	44.44%	24	46.30%	25	9.26%	5	0.00%	0	54
5	Counseling and systemic practice	77.36%	41	18.87%	10	1.89%	1	1.89%	1	53
6	Group counseling and effective leadership	37.04%	20	55.56%	30	5.56%	3	1.85%	1	54
7	Assessment and testing	40.74%	22	50.00%	27	7.41%	4	1.85%	1	54
8	Research and program evaluation	35.19%	19	55.56%	30	5.56%	3	3.70%	2	54
9	Professional practice (marriage, family, child counselor)	59.26%	32	37.04%	20	1.85%	1	1.85%	1	54
10	Professional practice (clinical mental health counselor)	79.63%	43	16.67%	9	1.85%	1	1.85%	1	54

Student Survey Take-Aways and Strategic Actions

- What does the data tell you/What does it mean?

low response rates (52 current, 54 alumni)

clarifying questions about needing/wanting a mentor versus having a mentor

Students may not know where to find their advisor

Advising is an issue for some students. All faculty need to reach out to new cohorts and hold advising meetings (and maybe verified that this happened)

- What are possible strategic actions to take based on results? (Consider advising, mentoring, other support needs; retention and support efforts, etc.)

budget incentive to improve response rates

Work with alumni office to improve the alumni communications around the survey

How is dept involved with alumni office/EA planning?

Does not having mentorship equal feeling like you're missing out?

Need an easier way for students to find information. A link on our counseling page that links to ONE PLACE where they can find the things they need (who advises which cohort, mental health resources, student support, etc). This link can be behind a onelogin page, but students need to be able to find this info in one place. Not in email, which they miss and is not static.

Students may not fully understand the role of advisors vs. mentors. One suggestion is finding out whether students are seeking more mentorship? Or are they lacking a feeling of support, in general. A question to consider adding is something like:

I feel support by (likert scale):

1. My peers/others in my classes or cohorts
2. My advisor
3. Faculty, other than my advisor
4. Staff
5. People at my internship site (supervisors, other interns, etc)

Default Report

Student Learning Outcomes (Employers of PAU MA Counseling Alumni)

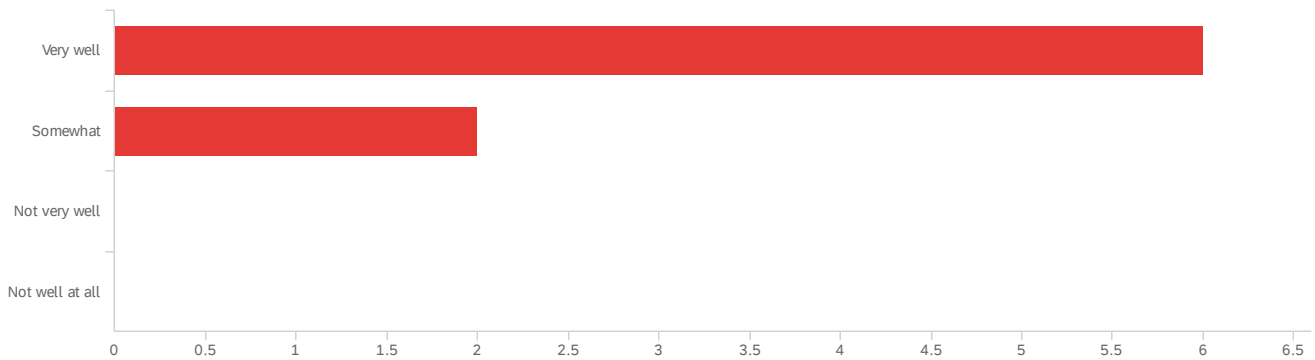
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Q1 - Outcome 1- Professional identity and ethical practice Graduates will have

developed a professional identity as a counselor in alignment with ethical and legal

standards of practice as well as the dispositions related to effective practice including

integrity, sensitivity, flexibility, insight, compassion, and personal presence.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Outcome 1- Professional identity and ethical practice Graduates will have developed a professional identity as a counselor in alignment with ethical and legal standards of practice as well as the dispositions related to effective practice including integrity, sensitivity, flexibility, insight, compassion, and personal presence.	1.00	2.00	1.25	0.43	0.19	8

#	Field	Choice Count
1	Very well	75.00% 6
2	Somewhat	25.00% 2
3	Not very well	0.00% 0
4	Not well at all	0.00% 0

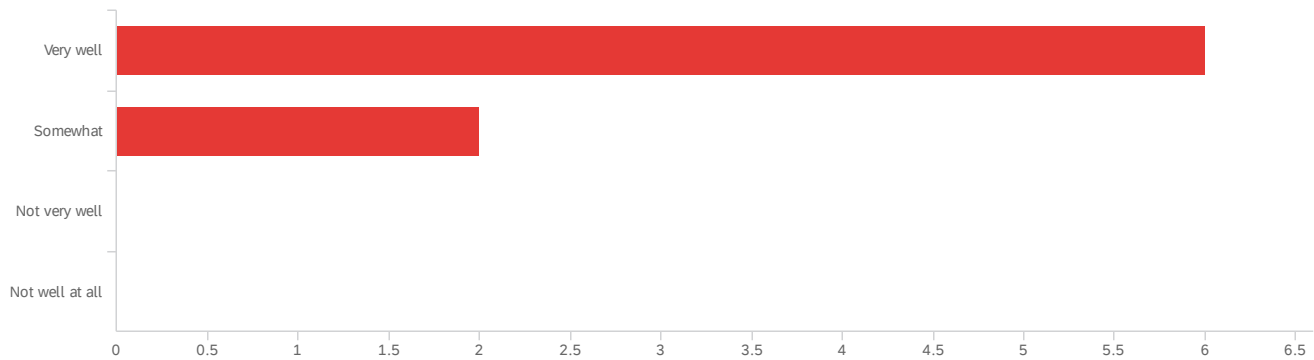
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APPENDIX III

Q2 - Outcome 2 - Social justice and cultural diversity 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.



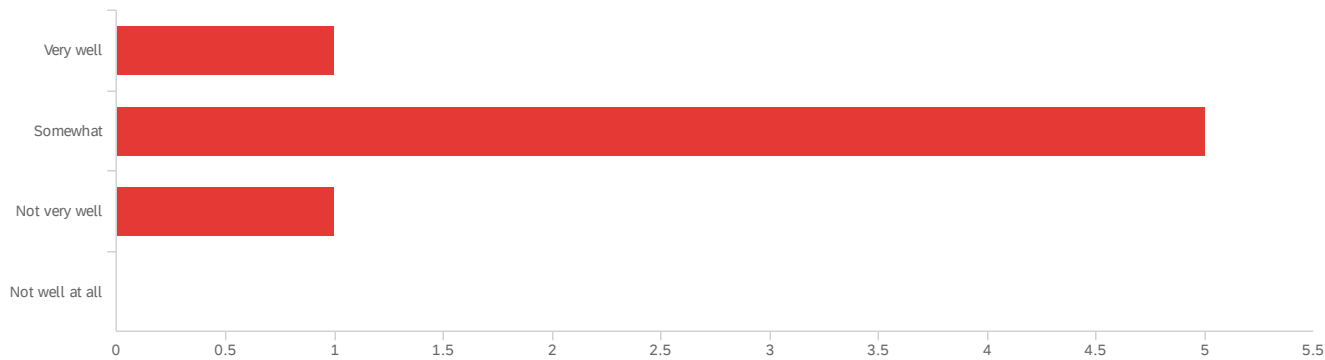
Q3 - Outcome 3 - Human growth and development Graduates will have incorporated the theories and principles of optimal lifespan development towards promoting resilience and wellness across the lifespan.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Outcome 3 - Human growth and development Graduates will have incorporated the theories and principles of optimal lifespan development towards promoting resilience and wellness across the lifespan.	1.00	2.00	1.25	0.43	0.19	8

#	Field	Choice Count
1	Very well	75.00% 6
2	Somewhat	25.00% 2
3	Not very well	0.00% 0
4	Not well at all	0.00% 0

Q4 - Outcome 4 - Career development Graduates will have demonstrated the ability to advocate for clients’ diverse career needs and educational development using theories and models of career development



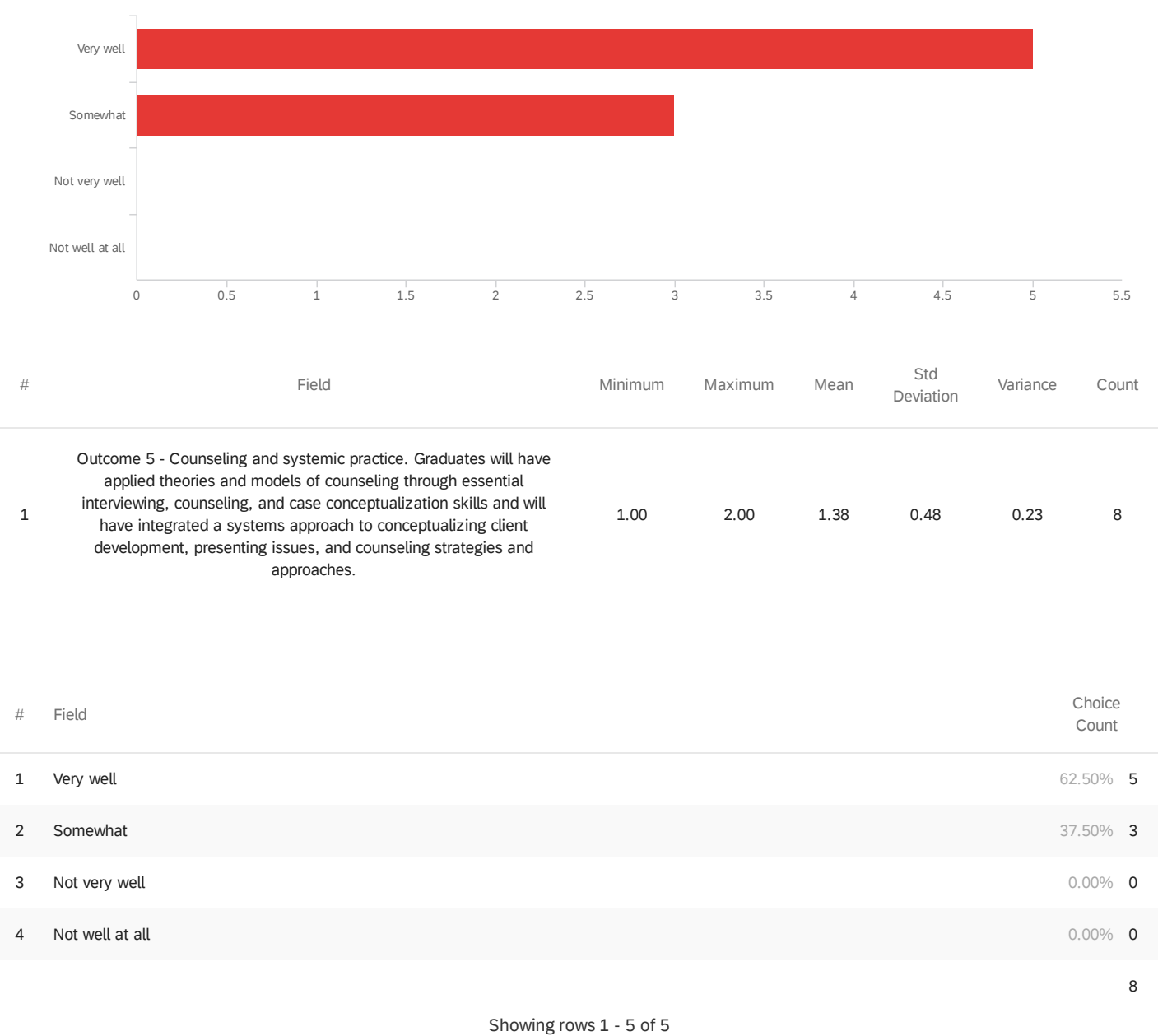
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Outcome 4 - Career development Graduates will have demonstrated the ability to advocate for clients' diverse career needs and educational development using theories and models of career development	1.00	3.00	2.00	0.53	0.29	7

#	Field	Choice Count
1	Very well	14.29% 1
2	Somewhat	71.43% 5
3	Not very well	14.29% 1
4	Not well at all	0.00% 0

APPENDIX III

Q5 - Outcome 5 - Counseling and systemic practice. 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.



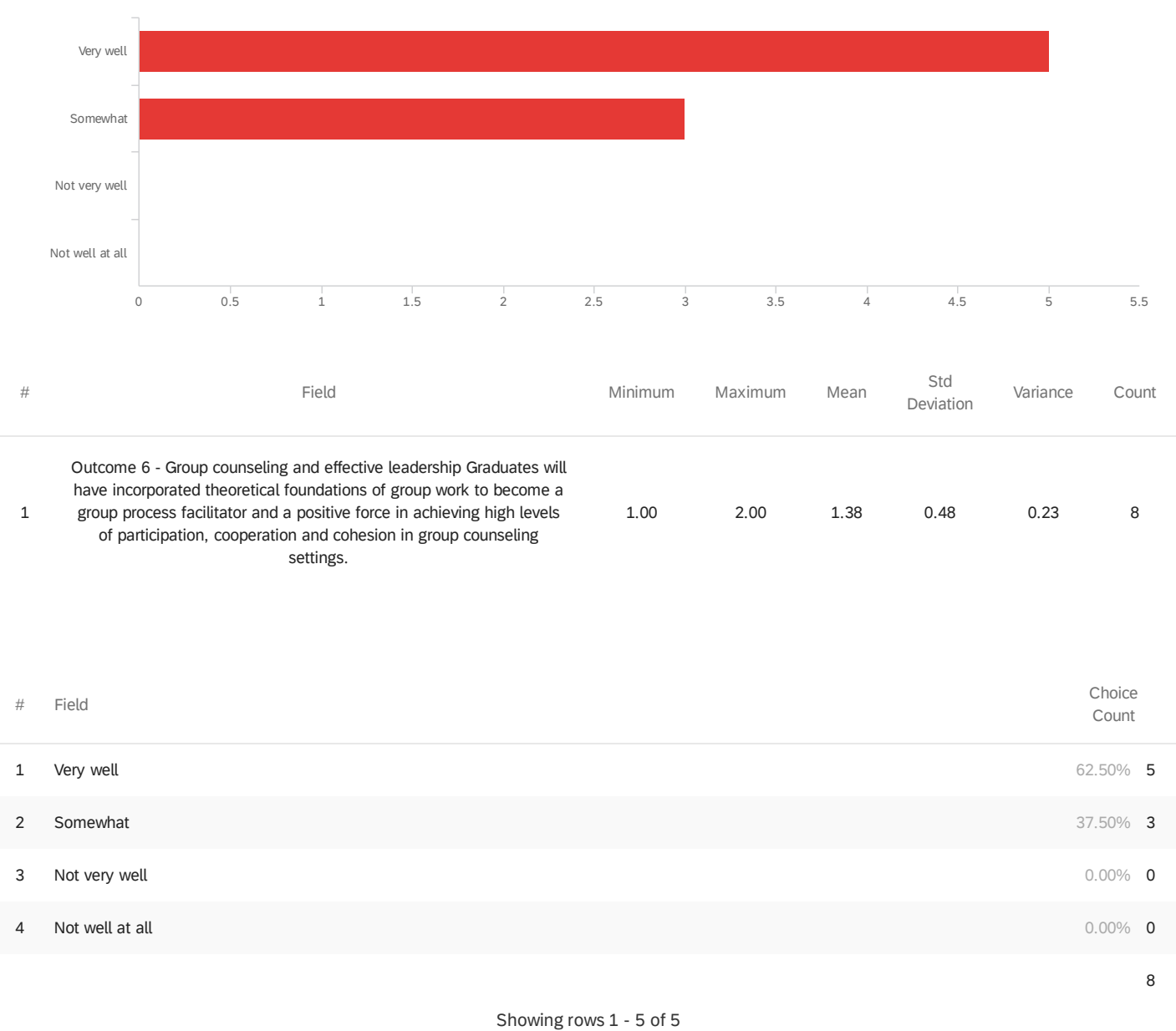
APPENDIX III

Q6 - Outcome 6 - Group counseling and effective leadership Graduates will have

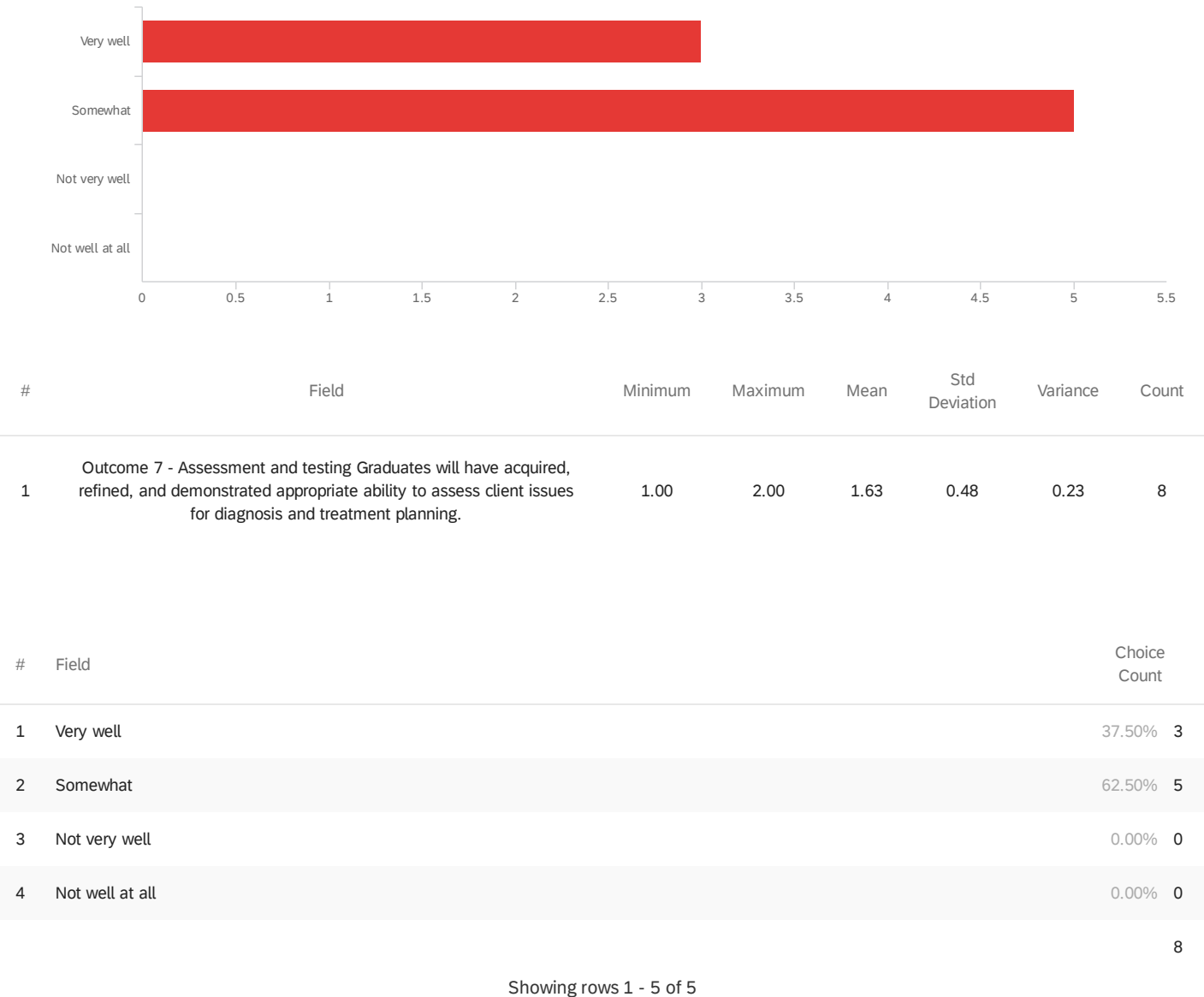
incorporated theoretical foundations of group work to become a group process facilitator

and a positive force in achieving high levels of participation, cooperation and cohesion in

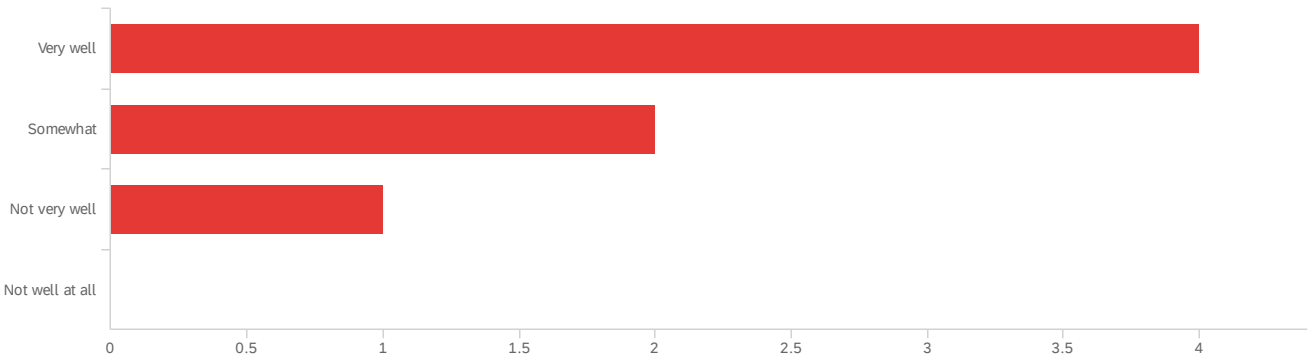
group counseling settings.



Q7 - Outcome 7 - Assessment and testing Graduates will have acquired, refined, and demonstrated appropriate ability to assess client issues for diagnosis and treatment planning.



Q8 - Outcome 8 - Research and program evaluation Graduates will have demonstrated the ability to critique research in order to incorporate evidence-based counseling practices in a variety of settings.

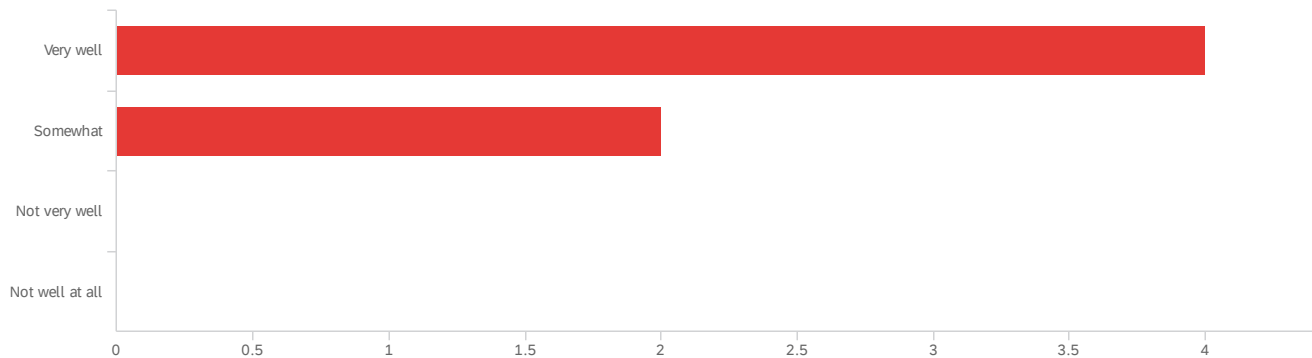


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Outcome 8 - Research and program evaluation Graduates will have demonstrated the ability to critique research in order to incorporate evidence-based counseling practices in a variety of settings.	1.00	3.00	1.57	0.73	0.53	7

#	Field	Choice Count
1	Very well	57.14% 4
2	Somewhat	28.57% 2
3	Not very well	14.29% 1
4	Not well at all	0.00% 0

7

Q9 - Outcome 9 - Professional practice (Marriage and Family Counseling) 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.

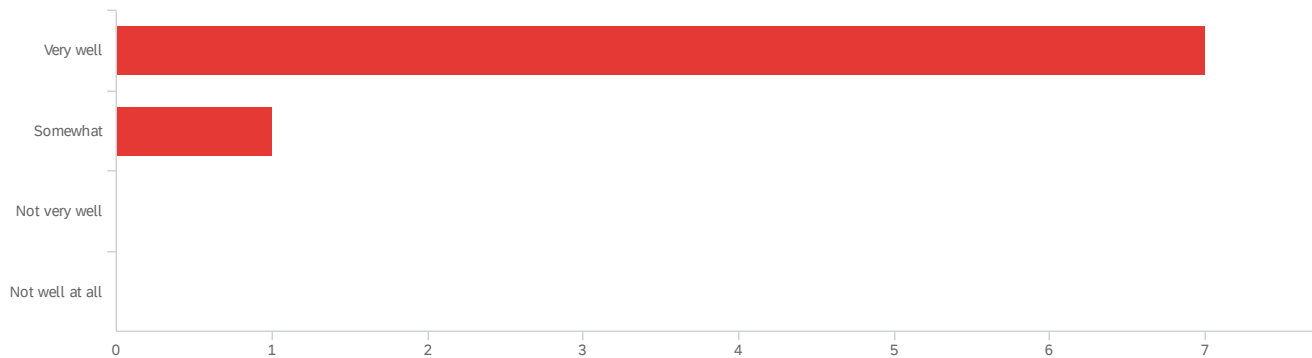


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Outcome 9 - Professional practice (Marriage and Family Counseling) Graduates will have acquired, refined, and demonstrated appropriate knowledge, skills, and dispositions to effectively work with couples, families, and other systems in a variety of settings.	1.00	2.00	1.33	0.47	0.22	6

#	Field	Choice Count
1	Very well	66.67% 4
2	Somewhat	33.33% 2
3	Not very well	0.00% 0
4	Not well at all	0.00% 0

Q10 - Outcome 10 - Professional practice (Clinical Mental Health Counseling) Graduates

will have acquired, refined, and demonstrated appropriate knowledge, skills, and dispositions to effectively assess, diagnose, and treat clients in a variety of settings.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Outcome 10 - Professional practice (Clinical Mental Health Counseling) Graduates will have acquired, refined, and demonstrated appropriate knowledge, skills, and dispositions to effectively assess, diagnose, and treat clients in a variety of settings.	1.00	2.00	1.13	0.33	0.11	8

#	Field	Choice Count
1	Very well	87.50% 7
2	Somewhat	12.50% 1
3	Not very well	0.00% 0
4	Not well at all	0.00% 0