



## Department of Counseling 2021 – 2022 Annual Report

The MA in Counseling program is a CACREP accredited program with two emphasis areas: Clinical Mental Health Counseling (CMHC) and Marriage, Family, and Child Counseling (MFCC). Our mission is to prepare students for licensure as a Marriage and Family Therapist in California or a Licensed Professional Clinical Counselor in California or in students' home states or jurisdictions.

The faculty and staff in the MA in Counseling program are committed to five core values:  
Creating and nurturing a diverse and inclusive learning community for all students, faculty, and staff.

Providing excellent education and clinical supervision for students.

Promoting healing and empowerment by addressing social privilege and oppression.

Generating knowledge through research and scholarship of the highest level.

Providing services to the local, national, and international community informed by science and scholarship.

The purpose of this annual report is to inform all stakeholders of the MA in Counseling Program, including students, faculty, administration, alumni and site-supervisors about program evaluation results, program modifications based on these results, and other significant program changes.

### 1. Admissions Data, Enrollment Data and Faculty Data

#### Admissions

The MA in Counseling program admits students two times per year for the Fall and Spring quarters. For both admissions cycles, **299** prospective students submitted applications for admissions. Of that number, **220** were offered enrollment and **141** students matriculated into the program with **38** students opting to defer their enrollment to future quarters. **79.2%** of applicants accepted the offer for admission in the Fall 2021 admit cycle, and **86.9%** accepted the offer for admissions in the Spring 2022 admit cycle. **Table 1** contains a summary of the number of prospective students that applied, were admitted, and enrolled.

**Table 1: Number of Students that applied, were admitted, and enrolled during the 2021- 2022 academic year**

<b>Program</b>	<b>Quarter</b>	<b>Completed an Application</b>	<b>Offered Admission</b>	<b>Accepted Offer</b>	<b>Admit Rate</b>
<b>MA Counseling (CMHC and MFCC)</b>	F 2021	209	159	102	90.9%
<b>MA Counseling (CMHC and MFCC)</b>	Sp. 2022	90	61	39	74.3%

**Table 2: Admitted Student Demographics for the 2021- 2022 academic year**

<b>Demographic</b>	<b>Fall 2021</b>	<b>Spring 2022</b>
<b>Male</b>	23	8
<b>Female</b>	127	50
<b>Gender Non-Conforming</b>	6	1
<b>Hispanic</b>	7	3
<b>Asian/Pacific Islander</b>	25	12
<b>Black</b>	4	0
<b>White</b>	86	28
<b>Two or More Races</b>	30	15

<b>Veteran/Active Duty</b>	3	3
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### **Faculty and Staff Observations-Admissions:**

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 now designated as a Hispanic Serving Institution, more steps should be taken to align recruitment and admissions process with recruiting that population. 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.

It was noted by faculty serving on the admissions committee that there have been efforts made in the past few years to increase diversity and representation including:

- Hosting recruitment events such as the Career Changers Panel
- Launching an NA in Counseling Diversity Scholarship in 2022.
- Eliminating a monetary deposit to reduce barriers to enrollment.
- Implementing group interviews and increased the diversity of faculty and student interviewers.

### **Actions for 2022-2023-Admissions:**

- 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.
- Work to develop tools for support and retention of first generation college students since this is now a larger group being admitted to the MA in Counseling program.
- Work with program leadership and university leadership to determine realistic targets for enrollment each term.

## **Enrollment**

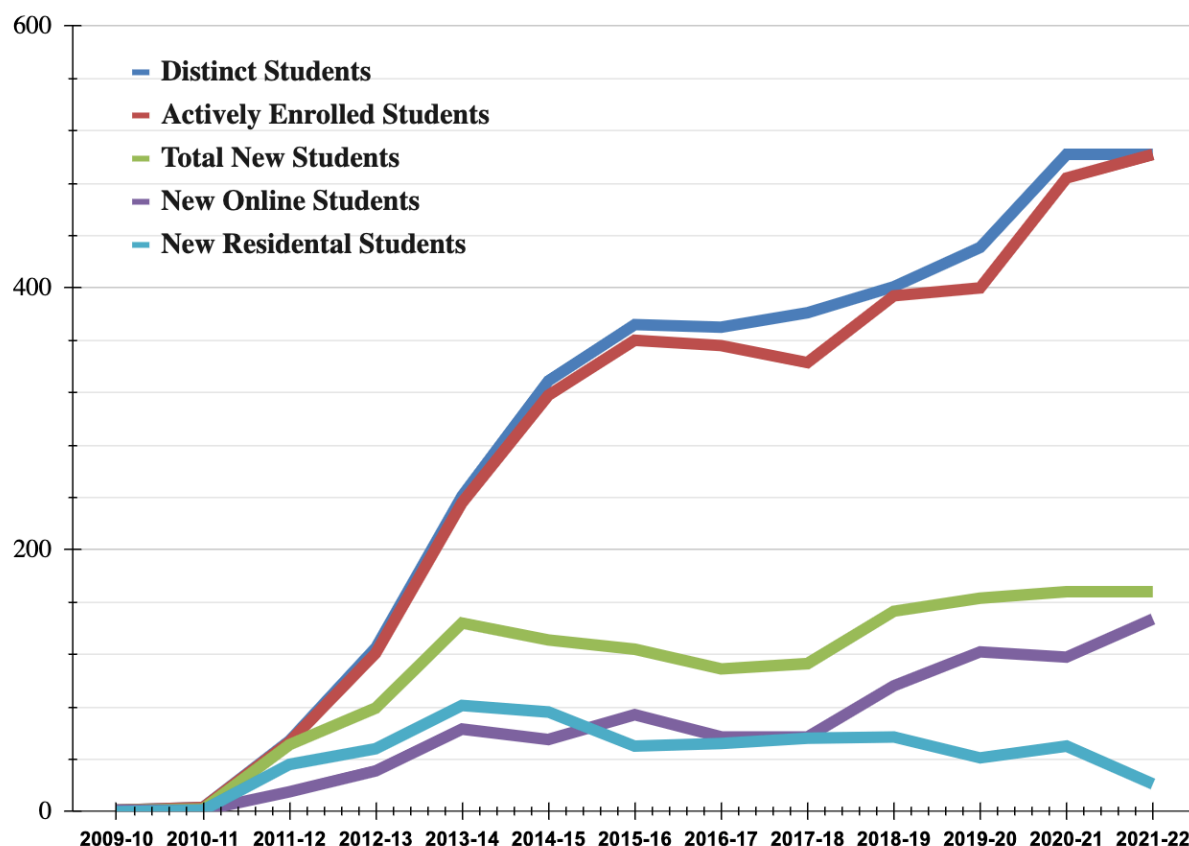
There are currently 501 students enrolled in the MA Counseling program.

Table 3 below identifies the known demographics of current enrolled students.

**Table 3: Currently Enrolled Student Demographics**

<b>Demographic</b>	<b>Male</b>	<b>Female</b>	<b>Gender Non-Conforming or Not Reported</b>
<b>Hispanic</b>	12	79	3
<b>Asian/Pacific Islander</b>	7	55	0
<b>Black</b>	4	16	0
<b>White</b>	42	205	7
<b>Two or More Races</b>	5	44	0
<b>Veteran/Active Duty</b>	1	5	0
<b>TOTAL</b>	<b>74</b>	<b>417</b>	<b>10</b>

The chart below identifies enrollment growth trends in the program over time.



### Faculty and Staff Observations-Enrollment:

In a review of admissions data, Counseling Department faculty and staff noted that we still have a preponderance of White, female admitted students, and more efforts could be made to provide mentoring and support services from students from diverse backgrounds. It was identified, however, that these efforts around support and retention should not fall solely on the shoulders of BIPOC faculty.

It was also observed that while the distance education delivery continues to enjoy robust growth, the residential-hybrid delivery enrollment continues to decline, raising questions about whether we need to take a deeper look into our program priorities and make some decisions about enrollment by delivery.

### Actions for 2022-2023-Enrollment:

- Conduct a student survey of all MA in Counseling students to identify their needs around mentoring, advising, and support.
- With the addition of a new writing center in the 2022-2023 academic year, track the number of MA in Counseling students who seek these services.

- Continue to explore ways to incorporate anti-racist curriculum and pedagogy across courses in the MA in Counseling program through:
  - Curriculum committee review of course content,
  - Faculty training through the Center for Educational Excellence (CEE)

### **Faculty**

During the 2021-2022 academic year, there were 17 core faculty in the MA in Counseling program and 36 adjunct faculty. At the time of this report, we have had two faculty members resign leaving us with 15 core faculty. We are currently conducting a search for multiple faculty lines which, if successful, will bring our full time faculty numbers to 18 by the start of the 2023-2024 academic year.

The demographics of the core faculty from the 2021-2022 academic year are identified in Table 4 below.

**Table 4: 2021-2022 Core Faculty Demographics**

<b>Demographic</b>	<b>Male</b>	<b>Female</b>
<b>Hispanic</b>	1	0
<b>Asian/Pacific Islander</b>	0	2
<b>Black</b>	0	2
<b>White</b>	2	10
<b>TOTAL</b>	<b>3</b>	<b>14</b>

**FTE Ratio:** CACREP requires that accredited counseling programs ensure that they maintain a 12-student to 1-faculty member Full Time Equivalency (FTE) ratio. This ratio includes counts of both full-and part-time students and core and adjunct faculty. For the 2021-2022 academic year, the FTE ratio was **12.88 to 1** with a total student FTE of **412\*** and a total faculty FTE of **32\*\***.

**Number of Credit Hours Taught by Core Faculty:** CACREP requires that core faculty should teach the majority of credits hours (at least 51%) to students enrolled in accredited programs. For the 2021-2022 academic year, the number of credit hours taught by core faculty was 531 and the

number taught by adjunct faculty was 441, yielding a 54.63% of credit hours being taught by core faculty.

\*Student FTE based on 33 credit per year being full time (inclusive of the summer term)  
(141.88 PT Students [4682/33] \* 270 FT Students = 412 Student FTE)

\*\*Faculty FTE based on a teaching load of 28 units per year as full time (not inclusive of the summer term)

### **Faculty and Staff Observations-Faculty:**

In a review of faculty data, Counseling Department faculty and staff noted given the decline in enrollment for residential-hybrid students, we should identify program priorities to inform future faculty hires. It was also noted that we need to continue to diversify our faculty in all areas including location (i.e., more faculty in California?), representation (i.e., more faculty from diverse backgrounds including gender identity, LGBTQ, ability, etc.), and expertise (i.e., more faculty who can support research and other potential specialty areas).

### **Actions for 2022-2023-Faculty:**

- Develop a resource list for all faculty to include relevant materials, resources, policies and procedures, and documents and forms.
- Currently there are three different faculty searches being conducted to fill up to six faculty lines. Representation as identified above should be key in these efforts.
- There is a university committee discussing the roles of residential versus remote faculty which will have implications for both current and future faculty. The results of these efforts should also inform faculty recruitment, retention, and support.
- There is also a faculty salary study being conducted with implications for faculty compensation for existing and future faculty.

## **2. Number of Graduates, Program Completion, Certification/Licensure Exam Pass Rate, and Job Placement Rate**

Vital statistics are gathered each year and reported to CACREP in December. Detailed outcomes reports are posted on the PAU website and include data for both the CMHC and MFCC programs. An overview of these statistics can be found in Table 5 below.

**Table 5: Graduation Rates, On-line Completion Rates, Exam Pass Rates, Job Placement Rates: 2021-2022**

<b>Program</b>	<b>Number of Students who Graduated 2021-2022</b>	<b>On-time Completion Rate</b>	<b>Certification/ Licensure Exam Pass Rate*</b>	<b>Job Placement Rate</b>
<b>MA Counseling-CMHC</b>	50	92.6%	90%-LPCC Law and Ethics 86%-NCMHCE	100%
<b>MA Counseling-MFCC</b>	87	94%	85%-LMFT Law and Ethics 81% LMFT Clinical	96%

**\*Based on California Board of Behavioral Sciences (BBS) Data**

The information above is for reporting purposes only and was not discussed in the faculty review of data meeting.

### **3. Program/Student Learning Outcomes (PSLOs) Assessment**

As required by CACREP standards, the MA in Counseling Program collects data in alignment with their [Comprehensive Assessment Plan \(CAP\)](#) to measure and evaluate PSLO's. PSLO's are measured using direct assessments (i.e., signature assignments, disposition assessments, skills assessments) and indirect assessments (i.e., admissions data, enrollment data, surveys of key stakeholders).

Table 6 below identifies the PSLOs for the MA in Counseling Program including the two specialty areas.

**Table 6: MA in Counseling Program/Student Learning Outcomes**

<p><b>OUTCOME 1-Professional identity and Ethical Practice.</b> 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. (CACREP Standards 2.F.1.i, 2.F.1.K, WASC CC 1, ILO 7)</p>
<p><b>OUTCOME 2-Social justice and cultural diversity.</b> Graduates will have developed an understanding of various cultures and the implications of diversity for social justice and advocacy. Graduates will have demonstrated insights into the social and psychological implications of socioeconomic position and how power, privilege, and oppression can affect an individual's mental health and recovery. (CACREP Standards 2.f.2.c., 2.F.2.e., 2.F.2.h., WASC CC 1,2, ILO 4)</p>
<p><b>OUTCOME 3-Human growth and development.</b> Graduates will have incorporated the theories and principles of optimal lifespan development towards promoting resilience and wellness across the lifespan. (CACREP Standards 2.F.3.a., 2.F.3.i, WASC CC 1, ILO 1, 5.)</p>
<p><b>OUTCOME 4-Career development.</b> Graduates will have demonstrated the ability to advocate for clients' diverse career needs and educational development using theories and models of career development. (CACREP Standards 2.F.4.a., 2.F.4.g., WASC CC 1, 4, ILO 1)</p>
<p><b>OUTCOME 5-Counseling and systemic practice.</b> Graduates will have applied theories and models of counseling through essential interviewing, counseling, and case conceptualization skills and will have integrated a systems approach to conceptualizing client development, presenting issues, and counseling strategies and approaches. (CACREP Standards 2.F.5.a., 2.F.5.b., 2.F.5.g., WASC CC 1, ILO 2, 4, 5)</p>
<p><b>OUTCOME 6-Group counseling and effective leadership.</b> Graduates will have incorporated theoretical foundations of group work to become a group process facilitator and a positive force in achieving high levels of participation, cooperation and cohesion in group counseling settings. (CACREP Standards 2.F.6.a., 2.F.6.b., WASC CC 1, ILO 2, 4, 5)</p>
<p><b>OUTCOME 7-Assessment and testing.</b> Graduates will have acquired, refined, and demonstrated appropriate ability to assess client issues for diagnosis and treatment planning. (CACREP Standards 2.F.7.b., 2.F.7.e., WASC CC 1, 2, ILO 1, 2)</p>
<p><b>OUTCOME 8-Research and program evaluation.</b> Graduates will have demonstrated the ability to critique research in order to incorporate evidence-based counseling practices in a variety of settings. (CACREP Standards 2.F.8.a., 2.F.8.b. WASC CC 1, 3, ILO 1, 3)</p>
<p><b>OUTCOME 9 (MFC Track Only)-Professional Practice.</b> Graduates will have acquired, refined, and demonstrated appropriate knowledge, skills, and dispositions to effectively work with couples, families, and other systems in a variety of settings. (CACREP Standards 5.F.1.f., 5.F.2.a., 5.F.3.c., WASC CC 1, 2, 4, ILO 1, 2, 6, 8)</p>
<p><b>OUTCOME 10 (CMHC Track Only)-Professional Practice.</b> Graduates will have acquired, refined, and demonstrated appropriate knowledge, skills, and dispositions to effectively assess, diagnose, and treat clients in a variety of settings. (CACREP Standards 5.C.1.e., 5.C.2.d., 5.C.3.b. WASC CC 1, 2, 4, ILO 1, 2, 6, 8)</p>

For each PSLO in the table above, at least two assessments across at least two points in the program are identified to evaluate student progress. These measures are a mix of knowledge, skill, and disposition artifacts.

## **Knowledge**

Signature Assignments (SA's) are identified in key courses to help assess student knowledge acquisition for each PSLO. Signature assignments typically account for the highest number of points in a given class and represent a culminating activity that meets relevant Course Learning Outcomes (CLOs) for the course. Every course syllabus identifies CLOs, relevant activities, and the signature assignment for the course. Individual faculty grade these assignments and determine if students have met the relevant benchmarks to meet the PSLOs.

Currently PAU is implementing a new assessment system, eLumen, for evaluation of PSLOs. As this implementation is still in progress, not all identified signature assignments have been evaluated in aggregate. The signature assignments that were included in eLumen were as follows:

- COUN 601-Professional Orientation (**PSLO 1**)
- COUN 612-Lifespan Development (**PSLO 3**)
- CLIN 615-Counseling Skills (**PSLO 5**)
- COUN 603-Assessment and Appraisal (**PSLO 7, 10**)
- COUN 634-Diagnosis (**PSLO 7, 10**)

For all knowledge based signature assignments, students scored either at the “meeting benchmark” level or “exceeding benchmark” level.

## **Skills**

The Counselor Competency Skills Rating (CCS-R) assessment is used to measure counseling skills across the program. This measure is used to evaluate skills for identified PSLOs across the program. For the 2021-2022 academic year, CCS-R data was gathered and reviewed for students in Counseling Skills, Practicum, and Internship.

- CLIN 615-Counseling Skills (**PSLO 5**)
- PRAC 615/616-Practicum (**PSLO 1, 2, 5, 6, 9, 10**)
- INTR 600/601-Internship I (**PSLO 1, 2, 5, 6, 9, 10**)
- INTR 602/603-Internship II (**PSLO 1, 2, 5, 6, 9, 10**)

Students in CLIN 615-Counseling Skills are typically only in the second term of their program, so it is not expected that ratings on the CCS-R for skill development will be particularly high. In the Winter of 2022, 116 students were evaluated on their final skills video using the CCS-R.

- Most scores were “near-3” or “meets-4”
- No scores were “below-2” or “harmful-1”
- Highest scores for SKILLS
  - Non-verbal skills (M=4.01)
  - Encouragers (M=4.00)
  - Facilitate Therapeutic Environment (M=4.03)
- Lowest scores for SKILLS
  - Questions (M=3.61)

- Confrontation (M=3.49)
- Advanced Reflection (M=3.47)
- Lowest scores for DISPOSITIONS
  - Multicultural Competence (M=3.58)

Students in **PRAC 615/616-Practicum** are evaluated using the CCS-R. This evaluation is done by both their faculty supervisor and their site-supervisor. 49 students were evaluated on their overall skill development at the end of their Practicum. For the Fall 2021 term, **faculty** ratings included the following trends:

- Most Scores were “Meets-4” or “Exceeds-5”
- Highest SKILLS
  - Non-verbal skills, encouragers, questions (M=4.30)
- Lowest SKILLS
  - Advanced Reflection (M=3.88)
  - Reflection of Feeling (M=3.90)
- Lowest DISPOSITIONS
  - Multicultural Competence (M=4.21)

For **site-supervisor** ratings:

- Most Scores were “Near-3”, “Meets-4” or “Exceeds-5”
- Highest SKILLS
  - Non-verbal skills (M=4.00)
  - Reflecting Feeling (M=4.00)
- Lowest SKILLS
  - Confrontation (M=3.54)
  - Questions (M=3.67)
  - Focus of Counseling (M=3.67)
- Lowest DISPOSITIONS
  - Professional Behavior (M=3.80)
  - Flexibility & Adaptability (M=4.00)

Students continue to be evaluated using the CCS-R during their **INTR 600/601-Internship I**. In the Winter 2022 term, Internship I faculty ratings included the following trends:

- Most Scores were “Meets-4” or “Exceeds-5”
- Highest SKILLS
  - Non-verbal skills (M=4.68)
  - Goal setting (M=4.65)
  - Focus of Counseling (M=4.73)
- Lowest SKILLS
  - Advanced Reflection (M=3.93)
  - Confrontation (M=3.78)
- Lowest DISPOSITIONS
  - Multicultural Competence (M=4.00)

**Site-supervisor** trends for Internship I included:

- Most Scores were “Meets-4” or “Exceeds-5”
- Highest SKILLS
  - Non-verbal skills (M=4.51)
  - Encouragers (M=4.59)
  - Focus of Counseling (M=4.46)
- Lowest SKILLS
  - Confrontation (M=4.09)
  - Advanced Reflection (M=4.19)
- Lowest DISPOSITIONS
  - Professional Behavior (M=3.93)

Students continue to be evaluated using the CCS-R during their **INTR 602/603-Internship I**. In the Spring 2022 term, Internship II **faculty** ratings included the following trends:

- Most Scores are “Exceeds-5”
- All SKILLS M=4.54 or Higher
- All DISPOSITIONS M=4.71 or Higher

**Site-supervisor** trends for Internship II included:

- Most Scores are “Meets-4” or “Exceeds-5”
- Most SKILLS M=4.53 or Higher
- Lowest SKILLS
  - Confrontation (M=4.30)
  - Advanced Reflection (M=4.32)
- Lowest DISPOSITIONS
  - Professional Behavior (M=4.00)

### **Faculty and Staff Observations-Knowledge and Skills Assessment:**

In a review of signature assignment and CCS-R data, Counseling Department faculty and staff noted that there are still some significant issues with the eLumen platform including ease of use, integration with our LMS, Canvas, and resourcing and support for its use. Faculty and staff also discussed the continued use of the CCS-R in CLIN 615-Counseling Skills. Now that we will be moving to a Residency model, it was noted that this instrument is not the best measure for initial and emerging counseling skills. In addition, the CCS-R could be re-examined for its utility in Practicum and Internship. It was noted by faculty and staff that the CCS-R may not accurately reflect the expectations of skill and disposition development in Practicum and Internship, and may not be culturally appropriate in evaluating students from diverse backgrounds.

### **Actions for 2022-2023-Knowledge and Skills Assessment:**

- Using our newly-developed advisory committee, re-examine all PSLOs and identified knowledge and skill assessments. One example discussed by faculty and staff was to consider whether the signature assignment in COUN 600-Counseling Theory is actually a reasonable measure of PSLO 5.
- The university is planning to either replace eLumen with another assessment platform

and/or add staff resourcing to support its use. This step will be vital in our efforts to more effectively measure signature assignments linked to PSLOs.

- Consider replacing the CCS-R with another measure for use in Counseling Skills and Residency I. The Residency Planning Committee can investigate and propose a new assessment.
- Consider replacing the CCS-R with another measure for use in Practicum and Internship. The Field Experience Team can investigate and propose a new assessment.

## **Dispositions**

The CCS-R includes measures of professional dispositions, and this portion of the instrument is used across the curriculum to measure student dispositions. Additionally, the Student Concern Note/Referral is used to refer any student for review by the Student Evaluation Committee where dispositions concerns are identified. Professional Dispositions are assessed for all students at the following points in the program:

- COUN 601-Professional Orientation (**PSLO 1**)
- CLIN 601-Multicultural Counseling (**PSLO 2**)
- CLIN 615-Counseling Skills (**PSLO 5**)
- PRAC 615/616-Practicum (**PSLO 1, 2, 5, 6, 9, 10**)
- INTR 600/601-Internship I (**PSLO 1, 2, 5, 6, 9, 10**)
- INTR 602/603-Internship II (**PSLO 1, 2, 5, 6, 9, 10**)

As dispositions assessments are included in the CCS-R for Counseling Skills, Practicum, and Internship I and II, as identified above, dispositions ratings for Professional Orientation and Multicultural Counseling will be highlighted below.

During their first term in the program, students take **COUN 601-Professional Orientation**. During this class, students learn about professional dispositions and are introduced to the professional dispositions expected in the MA in Counseling program. They are then assessed on these dispositions by their faculty. Evaluations during the Fall 2021 term included the following trend:

- Most scores were “Meets-4” and “Exceeds-5”
- No scores were “Below-2” or “Harmful-1”
- Highest Dispositions:
  - Openness to Feedback (M=4.65)
  - Congruence & Genuineness (M=4.6)
- Lowest Dispositions:
  - Professional Ethics (M=4.18)
  - Multicultural Competence (M=4.3)

During their second term in the program, students take CLIN 601-Multicultural Counseling Skills and are again assessed by their faculty members on professional dispositions. Evaluations during the Spring 2022 term included the following trends:

- Most scores were “Meets-4” and “Exceeds-5”
- No scores were “Below-2” or “Harmful-1”
- Highest Dispositions:
  - Motivated to Learn & Grow (M=4.45)
  - Professional Behavior & Professional Ethics (M=4.45)
- Lowest Dispositions:
  - Multicultural Competence (M=4.15)
  - Professional Ethics (M=4.16)

**Student Evaluation Committee (SEC):** Faculty and staff in the Counseling Department can refer students for additional support and remediation using the Student Concern Note or by making an SEC referral. Student Concern Notes are used to identify emerging concerns about student dispositions or academic performance. These concerns are typically handled through intervention by the student’s advisor to discuss the concern and determine a plan of action.

There were **seven** student concern notes submitted in 2021-2022. **Six** of these were handled to a satisfactory resolution with the students’ faculty advisors, and **one** of these resulted in program dismissal due to failing grades.

There were **six** referrals to the SEC committee during the 2021-2022 academic year. Of these referrals, **two** resulted in program dismissal, **two** resulted in successful completion of SEC retention and remediation plans, **one** resulted in clinical probation, and **one** is still in progress.

### **Faculty and Staff Observations-Dispositions and SEC:**

In a review of dispositions and SEC referral data, Counseling Department faculty and staff noted that having only 13 referrals for advisor or SEC intervention out of over 450 students is not a bad ratio. There was some discussion on how to better orient Professional Orientation and Multicultural Counseling faculty on dispositions assessments and their use in identifying any relevant concerns.

### **Actions for 2022-2023-Dispositions and SEC:**

- Re-examine the identified dispositions and consider revising these to be more culturally responsive and program specific.
- Discuss other ways to support students in demonstrating expected dispositions.
- Consider adding a monthly SEC report to identify students’ with either SEC referrals or Student Concern Notes so faculty can keep an eye out for any concerns.

### **PSLO #5-Focus of PAU Annual Report**

Each Summer term, academic programs must identify one PSLO to evaluate and summarize key findings and actions. During the 2022 Summer term, the MA in Counseling Program identified PSLO #5-Counseling and Systemic Practice. This report was reviewed and approved by the PAU Assessment Committee, Provost’s Office, and the PAU Board of Trustees. Actions stemming from this report include the addition of 2-face to face week-long residencies required of all distance

education students prior to the start of practicum. Residential-hybrid students also take these residencies, but as weekly labs that connect to their Counseling Skills Courses. The institution has committed budgetary funds as well as resources to add the Residencies to the program. [The entire report can be found here.](#)

#### 4. Constituent Surveys

The PAU Office of Institutional Research (IR) deploys several consentient surveys including Alumni Surveys, Employer Surveys, Student Satisfaction surveys, and Student/Faculty/Staff Climate Surveys. During the 2021-2022 academic year, results were collected on Alumni Surveys, Employer Surveys, and Climate Surveys.

#### Alumni Survey

In the Spring 2022 quarter, an alumni survey was deployed to all PAU alumni. 39 MA in Counseling alumni completed the survey. Alumni were asked about licensure exam pass rates, employment rates, and whether the program could contact their employers for additional data. In addition, alumni were asked to evaluate how well the program prepared them for the field using the PSLOs as measures. 33 Alumni completed this portion of the survey. In Table 7, the results of that question are reported.

**Table 7: Results on Alumni Survey: PSLOs**

<b>Outcome</b>	<b>Very Well</b>	<b>Somewhat</b>	<b>Not Very Well</b>	<b>Not Well at All</b>
<b>Outcome 1: Professional Identity and Ethical Practice</b>	78%	22%		
<b>Outcome 2: Social Justice and Cultural Diversity</b>	74%	16%	10%	
<b>Outcome 3: Human Growth and Development</b>	81%	16%	3%	
<b>Outcome 4: Career Development</b>	36%	48%	10%	6%

<b>Outcome 5: Counseling and Systemic Practice</b>	78%	22%		
<b>Outcome 6: Group Counseling and Effective Leadership</b>	50%	38%	9%	3%
<b>Outcome 7: Assessment and Treatment Planning</b>	41%	41%	15%	3%
<b>Outcome 8: Research and Program Evaluation</b>	47%	38%	12%	3%
<b>Outcome 9: Professional Practice (MFCC)</b>	78%	19%	3%	
<b>Outcome 10: Professional Practice (CMHC)</b>	77%	13%	10%	

### **Employer Survey**

In the Fall 2021 quarter, a survey was deployed to those employers for whom we were given permission to contact from results of the previous survey of alumni. Only 8 employers completed this survey, so results below in Table 8 should be interpreted with caution. Employers were asked how well their employee was prepared for their role for each of the identified outcomes.

**Table 8: Results on Employer Survey: PSLOs**

<b>Outcome</b>	<b>Very Well</b>	<b>Somewhat</b>	<b>Not Very Well</b>	<b>Not Well at All</b>
<b>Outcome 1: Professional Identity and Ethical Practice</b>	75%	25%		
<b>Outcome 2: Social Justice and Cultural Diversity</b>	75%	25%		
<b>Outcome 3: Human Growth and Development</b>	75%	25%		
<b>Outcome 4: Career Development</b>	12.5%	75%	12.5%	
<b>Outcome 5: Counseling and Systemic Practice</b>	62.5%	37.5%		
<b>Outcome 6: Group Counseling and Effective Leadership</b>	62.5%	37.5%		
<b>Outcome 7: Assessment and Treatment Planning</b>	37.5%	62.5%		
<b>Outcome 8: Research and Program Evaluation</b>	50%	25%	25%	

<b>Outcome 9: Professional Practice (MFCC) N=7</b>	50%	25%		
<b>Outcome 10: Professional Practice (CMHC) N=7</b>	75%	12.5%		

### **Faculty and Staff Observations-Surveys:**

In a review of provided survey data, Counseling Department faculty and staff noted that small response sizes make it difficult to use the results for any meaningful program improvements. Faculty and staff also discussed not being provided with survey results from the Climate Survey deployed in 2022 so no data was available for review related to currently enrolled student experiences.

### **Actions for 2022-2023-Surveys:**

- Request that Climate Survey results be provided for review and discussion so potential program improvements can be made.
- The MA in Counseling program will deploy a site-supervisor survey in the Spring of 2023 that will be used for next year's reporting.
- Continue to collaborate with the Office of Institutional Research (IR) on strategies to increase response rates on deployed surveys.

## **5. Program Advisory Committee**

Starting in Winter 2023, the MA in Counseling Program will convene an advisory committee made up of key constituents and stake holders. Members will include currently enrolled students, alumni, site-supervisors, community stakeholders, and faculty and staff. The Advisory board will meet once a quarter and will engage in the following actions:

- Review and make recommended changes to the Department and Program Mission Statements.
- Review and make recommended changes to the Program/Student Learning Outcomes (PSLOs).
- Review and make recommendations for changes to Skills and Dispositions assessments.
- Review updated curriculum maps and signature assignments.
- Other activities as identified by the program.

## **6. CACREP Self Study**

CACREP accreditation for the Counselor Education program expires March 2025. The MA in Counseling program is working to write a self-study for submission to CACREP by October of 2023. As the newest set of CACREP standards are set to be released in the

summer of 2023, the program will seek reaccreditation using the new 2024 CACREP standards.

## **7. Program Changes and Modifications**

In reviewing all program evaluation data, the faculty made the following program modifications:

### Implemented Changes:

- Updated the admissions group interview process and questions. Added more faculty to the group interview committee.
- Updated all signature assignment rubrics to serve as assessment rubrics in eLumen.
- Added a 1.5 unit Residency I course to the curriculum for all students starting in Fall of 2022. (First Residency I to occur in Winter 2023).
- Added a 1.5 unit Residency II course to the curriculum for all students starting in Fall of 2022. (First Residency II to occur in Summer of 2023).
- A search is underway for 6 faculty lines, which will bring total faculty numbers to 18 at the start of Fall 2023.

Other actions as identified in the different sections of this report will be in progress for the remainder of the 2022-2023 academic year.

**PALO ALTO UNIVERSITY**  
**Comprehensive Assessment Plan (5-year cycle for traditional programs or accreditation cycle)**

**DEPARTMENT: Counseling-MA Program (Please note this plan is still under development)**

<i>a</i>	<i>b</i>	<i>d</i>	<i>e</i>	<i>f</i>	<i>g</i>	<i>h</i>	<i>i</i>	<i>j</i>	<i>k</i>
<i>ILOs</i>	<i>PSLOs &amp; corresponding specialty accreditor standards or competencies (i.e.: APA, CACREP, WASC)</i>	<i>Courses where PSLOs are assessed</i>	<i>Direct Assessments used to measure outcome success</i>	<i>Indirect Assessments used to measure outcome success</i>	<i>Assessment schedule – how often PSLOs will be assessed</i>	<i>How data/ findings will be quantitatively or qualitatively reported</i>	<i>Designated personnel to collect, analyze, and interpret student learning outcome data</i>	<i>Program data/ findings dissemination schedule</i>	<i>Closing the loop strategies</i>
<b>7</b>	<b>PSLO 1 2.F.1.i. 2.F.1.k. WCC 1</b>	COUN 601-Professional Orientation  CLIN 610-Legal and Ethical Foundations  PRAC 616-Practicum  INTR 601/603-Internship I & II	Professional Identity Paper; Dispositions Assessment  Ethical Case Poster  CCS-R-Skills and Dispositions  CCS-R-Skills and Dispositions	Admissions Data  Site-Supervisor Survey  Alumni Survey  Employer Survey	Signature Assignments will be assessed every quarter that the respective course is taught.  Fall term: Practicum CCS-R  Winter term: Internship I CCS-R  Spring term: Internship II CCS-R  Admissions Data: every year  Site-Supervisor survey: only for Internship II students  Alumni Survey: every 2 years	Institutional annual reports will include an evaluation of one PSLO and will be submitted by August 1st.  CACREP-specific annual data reports will be completed by the end of the Fall term.  CACREP Vital Statistics reporting will be completed by the end of the Fall term.	The Faculty Director of Student Learning Outcomes in collaboration with other stakeholders (i.e., Institutional Research, Admissions, OAA, Librarian, etc.)  The Director of Strategic and Academic Effectiveness will play a role in helping to coordinate assessment efforts.	Department Annual Report: August 1.  CACREP Annual Report: December 30th.  CACREP Vital Statistics Reporting: December 1st.	Faculty review data during the Fall term and include strategic initiatives based on data review. Strategic initiatives are included in the CACREP Annual Report and are tracked throughout the year.  The department Annual Report is submitted to DASA each summer, and findings are used to develop MOU's for program improvements.

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					Alumni Survey: every 2 years				
<b>4</b>	<b>PSLO 2</b> <b>2.F.2.c.</b> <b>2.F.2.e.</b> <b>2.F.2.h.</b> <b>WCC 1, 2</b>	CLIN 601- Multicultural Counseling  PRACT 616- Practicum  INTR 601/603- Internship I & II  INTR 603- Internship II	Resistance Project; Dispositions Assessment  CCS-R-Skills and Dispositions  CCS-R-Skills and Dispositions; Comprehens ive Case Study	Admissions Data  Site- Supervisor Survey  Alumni Survey  Employer Survey	Signature Assignments will be assessed every quarter that the respective course is taught.  Fall term: Practicum CCS-R  Winter term: Internship I CCS- R  Spring term: Internship II CCS-R  Site-Supervisor survey: only for Internship II students  Admissions Data: every year  Alumni Survey: every 2 years  Alumni Survey: every 2 years	Institutional annual reports will include an evaluation of one PSLO and will be submitted by August 1st.  CACREP- specific annual data reports will be completed by the end of the Fall term.  CACREP Vital Statistics reporting will be completed by the end of the Fall term.	The Faculty Director of Student Learning Outcomes in collaboration with other stakeholders (i.e., Institutional Research, Admissions, OAA, Librarian, etc.)  The Director of Strategic and Academic Effectiveness will play a role in helping to coordinate assessment efforts.	Department Annual Report: August 1.  CACREP Annual Report: December 30th.  CACREP Vital Statistics Reporting: December 1st.	Faculty review data during the Fall term and include strategic initiatives based on data review. Strategic initiatives are included in the CACREP Annual Report and are tracked throughout the year.  The department Annual Report is submitted to DASA each summer, and findings are used to develop MOU's for program improvements.
<b>1, 5</b>	<b>PSLO 3</b> <b>2.F.3.a.</b> <b>2.F.3.i.</b> <b>WCC 1</b>	COUN 612- Lifespan Development  INTR 603- Internship II	Developmen tal Theory to Practice Presentation	Site- Supervisor Survey  Alumni Survey	Signature Assignments will be assessed every quarter that the respective course is taught.	Institutional annual reports will include an evaluation of one PSLO and will be	The Faculty Director of Student Learning Outcomes in collaboration with other	Department Annual Report: August 1.  CACREP Annual Report:	Faculty review data during the Fall term and include strategic initiatives based on data review.

**PALO ALTO UNIVERSITY**  
**Comprehensive Assessment Plan (5-year cycle for traditional programs or accreditation cycle)**

			Comprehensive Case Study	Employer Survey	<p>Fall term: Practicum CCS-R</p> <p>Winter term: Internship I CCS-R</p> <p>Spring term: Internship II CCS-R</p> <p>Site-Supervisor survey: only for Internship II students</p> <p>Alumni Survey: every 2 years</p> <p>Alumni Survey: every 2 years</p>	<p>submitted by August 1st.</p> <p>CACREP-specific annual data reports will be completed by the end of the Fall term.</p> <p>CACREP Vital Statistics reporting will be completed by the end of the Fall term.</p>	<p>stakeholders (i.e., Institutional Research, Admissions, OAA, Librarian, etc.)</p> <p>The Director of Strategic and Academic Effectiveness will play a role in helping to coordinate assessment efforts.</p>	<p>December 30th.</p> <p>CACREP Vital Statistics Reporting: December 1st.</p>	<p>Strategic initiatives are included in the CACREP Annual Report and are tracked throughout the year.</p> <p>The department Annual Report is submitted to DASA each summer, and findings are used to develop MOU's for program improvements.</p>
1	<p><b>PSLO 4</b></p> <p><b>2.F.4.a.</b></p> <p><b>2.F.4.g.</b></p> <p><b>WCC 1,4</b></p>	<p>COUN 661- Career Development</p> <p>INTR 603- Internship II</p>	<p>Special Population Presentation</p> <p>Comprehensive Case Study</p>	<p>Site-Supervisor Survey</p> <p>Alumni Survey</p> <p>Employer Survey</p>	<p>Signature Assignments will be assessed every quarter that the respective course is taught.</p> <p>Fall term: Practicum CCS-R</p> <p>Winter term: Internship I CCS-R</p> <p>Spring term: Internship II CCS-R</p>	<p>Institutional annual reports will include an evaluation of one PSLO and will be submitted by August 1st.</p> <p>CACREP-specific annual data reports will be completed by the end of the Fall term.</p> <p>CACREP Vital Statistics reporting will</p>	<p>The Faculty Director of Student Learning Outcomes in collaboration with other stakeholders (i.e., Institutional Research, Admissions, OAA, Librarian, etc.)</p> <p>The Director of Strategic and Academic Effectiveness</p>	<p>Department Annual Report: August 1.</p> <p>CACREP Annual Report: December 30th.</p> <p>CACREP Vital Statistics Reporting: December 1st.</p>	<p>Faculty review data during the Fall term and include strategic initiatives based on data review. Strategic initiatives are included in the CACREP Annual Report and are tracked throughout the year.</p> <p>The department Annual Report is submitted to</p>

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					Site-Supervisor survey: only for Internship II students  Alumni Survey: every 2 years  Alumni Survey: every 2 years	be completed by the end of the Fall term.	will play a role in helping to coordinate assessment efforts.		DASA each summer, and findings are used to develop MOU's for program improvements.
<b>2, 4, 5</b>	<b>PSLO 5</b> <b>2.F.5.a.</b> <b>2.F.5.b.</b> <b>2.F.5.g.</b> <b>WCC 1</b>	COUN 600- Counseling Theory  RES 600- Residency 1  RES 601- Residency 2  PRAC 615/616- Practicum  INTR 600/601/602/603- Internship I and II	Theory Presentation  Final Video Project & CCS-R  Final Video Project & CCS-R  CCS-R-Skills & Dispositions  CCS-R-Skills & Dispositions	Site-Supervisor Survey  Alumni Survey  Employer Survey	Signature Assignments will be assessed every quarter that the respective course is taught.  Fall term: Practicum CCS-R  Winter term: Internship I CCS-R  Spring term: Internship II CCS-R  Site-Supervisor survey: only for Internship II students  Alumni Survey: every 2 years  Alumni Survey: every 2 years	Institutional annual reports will include an evaluation of one PSLO and will be submitted by August 1st.  CACREP-specific annual data reports will be completed by the end of the Fall term.  CACREP Vital Statistics reporting will be completed by the end of the Fall term.	The Faculty Director of Student Learning Outcomes in collaboration with other stakeholders (i.e., Institutional Research, Admissions, OAA, Librarian, etc.)  The Director of Strategic and Academic Effectiveness will play a role in helping to coordinate assessment efforts.	Department Annual Report: August 1.  CACREP Annual Report: December 30th.  CACREP Vital Statistics Reporting: December 1st.	Faculty review data during the Fall term and include strategic initiatives based on data review. Strategic initiatives are included in the CACREP Annual Report and are tracked throughout the year.  The department Annual Report is submitted to DASA each summer, and findings are used to develop MOU's for program improvements.
<b>2, 4, 5</b>	<b>PSLO 6</b> <b>2.F.6.a.</b> <b>2.F.6.b.</b>	CLIN 621-Group Counseling	Group Curriculum Proposal	Site-Supervisor Survey	Signature Assignments will be assessed	Institutional annual reports will include an	The Faculty Director of Student	Department Annual Report: August 1.	Faculty review data during the Fall term and

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	<b>WCC 1</b>	<p>RES 601-Residency 2</p> <p>PRAC 615/616-Practicum</p> <p>INTR 600/601/602/603-Internship I and II</p>	<p>Group Skills Demonstration</p> <p>CCS-R-Skills &amp; Dispositions</p> <p>CCS-R-Skills &amp; Dispositions</p>	<p>Alumni Survey</p> <p>Employer Survey</p>	<p>every quarter that the respective course is taught.</p> <p>Fall term: Practicum CCS-R</p> <p>Winter term: Internship I CCS-R</p> <p>Spring term: Internship II CCS-R</p> <p>Site-Supervisor survey: only for Internship II students</p> <p>Alumni Survey: every 2 years</p> <p>Alumni Survey: every 2 years</p>	<p>evaluation of one PSLO and will be submitted by August 1st.</p> <p>CACREP-specific annual data reports will be completed by the end of the Fall term.</p> <p>CACREP Vital Statistics reporting will be completed by the end of the Fall term.</p>	<p>Learning Outcomes in collaboration with other stakeholders (i.e., Institutional Research, Admissions, OAA, Librarian, etc.)</p> <p>The Director of Strategic and Academic Effectiveness will play a role in helping to coordinate assessment efforts.</p>	<p>CACREP Annual Report: December 30th.</p> <p>CACREP Vital Statistics Reporting: December 1st.</p>	<p>include strategic initiatives based on data review. Strategic initiatives are included in the CACREP Annual Report and are tracked throughout the year.</p> <p>The department Annual Report is submitted to DASA each summer, and findings are used to develop MOU's for program improvements.</p>
<b>1, 2</b>	<b>PSLO 7 2.F.7.b. 2.F.7.e. WCC 1, 2</b>	<p>COUN 603-Appraisal &amp; Assessment</p> <p>COUN 634-Diagnosis</p> <p>CLIN 604-Addiction Counseling</p>	<p>Mental Measurements Yearbook Review</p> <p>Group Diagnostic Category Presentation</p> <p>Treatment Plan Project</p>	<p>Site-Supervisor Survey</p> <p>Alumni Survey</p> <p>Employer Survey</p>	<p>Signature Assignments will be assessed every quarter that the respective course is taught.</p> <p>Fall term: Practicum CCS-R</p> <p>Winter term: Internship I CCS-R</p>	<p>Institutional annual reports will include an evaluation of one PSLO and will be submitted by August 1st.</p> <p>CACREP-specific annual data reports will be completed by the end of the Fall term.</p>	<p>The Faculty Director of Student Learning Outcomes in collaboration with other stakeholders (i.e., Institutional Research, Admissions, OAA, Librarian, etc.)</p>	<p>Department Annual Report: August 1.</p> <p>CACREP Annual Report: December 30th.</p> <p>CACREP Vital Statistics Reporting: December 1st.</p>	<p>Faculty review data during the Fall term and include strategic initiatives based on data review. Strategic initiatives are included in the CACREP Annual Report and are tracked throughout the year.</p>

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					<p>Spring term: Internship II CCS-R</p> <p>Site-Supervisor survey: only for Internship II students</p> <p>Alumni Survey: every 2 years</p> <p>Alumni Survey: every 2 years</p>	<p>CACREP Vital Statistics reporting will be completed by the end of the Fall term.</p>	<p>The Director of Strategic and Academic Effectiveness will play a role in helping to coordinate assessment efforts.</p>		<p>The department Annual Report is submitted to DASA each summer, and findings are used to develop MOU's for program improvements.</p>
<b>3</b>	<p><b>PSLO 8</b>  <b>2.F.8.a.</b>  <b>2.F.8.b.</b>  <b>WCC 1, 3</b></p>	<p>COUN 641- Research &amp; Program Evaluation</p> <p>CLIN 651- Community Mental Health</p>	<p>Program Evaluation Poster Project</p> <p>NEW ASSIGNMENT</p>	<p>Site-Supervisor Survey</p> <p>Alumni Survey</p> <p>Employer Survey</p>	<p>Signature Assignments will be assessed every quarter that the respective course is taught.</p> <p>Fall term: Practicum CCS-R</p> <p>Winter term: Internship I CCS-R</p> <p>Spring term: Internship II CCS-R</p> <p>Site-Supervisor survey: only for Internship II students</p> <p>Alumni Survey: every 2 years</p>	<p>Institutional annual reports will include an evaluation of one PSLO and will be submitted by August 1st.</p> <p>CACREP-specific annual data reports will be completed by the end of the Fall term.</p> <p>CACREP Vital Statistics reporting will be completed by the end of the Fall term.</p>	<p>The Faculty Director of Student Learning Outcomes in collaboration with other stakeholders (i.e., Institutional Research, Admissions, OAA, Librarian, etc.)</p> <p>The Director of Strategic and Academic Effectiveness will play a role in helping to coordinate assessment efforts.</p>	<p>Department Annual Report: August 1.</p> <p>CACREP Annual Report: December 30th.</p> <p>CACREP Vital Statistics Reporting: December 1st.</p>	<p>Faculty review data during the Fall term and include strategic initiatives based on data review. Strategic initiatives are included in the CACREP Annual Report and are tracked throughout the year.</p> <p>The department Annual Report is submitted to DASA each summer, and findings are used to develop MOU's for program improvements.</p>

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					Alumni Survey: every 2 years				
<b>1, 2, 6, 8</b>	<b>PSLO 9* 5.F.1.f. 5.F.2.a. 5.F.3.c. WCC 1, 2, 4</b>	RES 600- Residency I  CLIN 618-Family Systems Theory  CLIN 619- Couples Counseling  PRAC 615- Practicum  INTR 600/602- Internship	Final Video- CCS-R  Video Response Paper  Role Play Video & Treatment Plan for Couples  CCS-R Skills & Dispositions  CCS-R Skills & Dispositions	Site- Supervisor Survey  Alumni Survey  Employer Survey	Signature Assignments will be assessed every quarter that the respective course is taught.  Fall term: Practicum CCS-R  Winter term: Internship I CCS- R  Spring term: Internship II CCS-R  Site-Supervisor survey: only for Internship II students  Alumni Survey: every 2 years  Alumni Survey: every 2 years	Institutional annual reports will include an evaluation of one PSLO and will be submitted by August 1st.  CACREP- specific annual data reports will be completed by the end of the Fall term.  CACREP Vital Statistics reporting will be completed by the end of the Fall term.	The Faculty Director of Student Learning Outcomes in collaboration with other stakeholders (i.e., Institutional Research, Admissions, OAA, Librarian, etc.)  The Director of Strategic and Academic Effectiveness will play a role in helping to coordinate assessment efforts.	Department Annual Report: August 1.  CACREP Annual Report: December 30th.  CACREP Vital Statistics Reporting: December 1st.	Faculty review data during the Fall term and include strategic initiatives based on data review. Strategic initiatives are included in the CACREP Annual Report and are tracked throughout the year.  The department Annual Report is submitted to DASA each summer, and findings are used to develop MOU's for program improvements.
<b>1, 2, 6, 8</b>	<b>PSLO 10+ 5.C.1.e. 5.C.2.d. 5.C.3.b. WCC 1, 2, 4</b>	RES 600- Residency I  COUN 603- Appraisal and Assessment	Final Video- CCS-R  Mental Measureme nts Yearbook Review	Site- Supervisor Survey  Alumni Survey  Employer Survey	Signature Assignments will be assessed every quarter that the respective course is taught.  Fall term: Practicum CCS-R	Institutional annual reports will include an evaluation of one PSLO and will be submitted by August 1st.	The Faculty Director of Student Learning Outcomes in collaboration with other stakeholders (i.e., Institutional	Department Annual Report: August 1.  CACREP Annual Report: December 30th.	Faculty review data during the Fall term and include strategic initiatives based on data review. Strategic initiatives are included in the

**PALO ALTO UNIVERSITY**  
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		COUN 634- Diagnosis	Group Diagnostic Category Presentation		Winter term: Internship I CCS- R	CACREP- specific annual data reports will be completed by the end of the Fall term.	Research, Admissions, OAA, Librarian, etc.)	CACREP Vital Statistics Reporting: December 1st.	CACREP Annual Report and are tracked throughout the year.
		PRAC 616- Practicum	CCS-R Skills & Dispositions		Spring term: Internship II CCS-R	CACREP Vital Statistics reporting will be completed by the end of the Fall term.	The Director of Strategic and Academic Effectiveness will play a role in helping to coordinate assessment efforts.		The department Annual Report is submitted to DASA each summer, and findings are used to develop MOU's for program improvements.
		INTR 601/603- Internship I and II	CCS-R Skills & Dispositions		Site-Supervisor survey: only for Internship II students				
					Alumni Survey: every 2 years				
					Alumni Survey: every 2 years				

\*MFCC Outcome

+CMHC Outcome

*Also note that demographic data of applicants, students, and faculty will be collected and analyzed to inform Program Changes and Improvements.*

**PALO ALTO UNIVERSITY**  
**Comprehensive Assessment Plan (5-year cycle for traditional programs or accreditation cycle)**

**Key:**

**A. Institutional Learning Goals:**

1. Disciplinary Knowledge and Skill
2. Critical Thinking
3. Scientific and Quantitative Reasoning
4. Cultural Competence in a Diverse World
5. Communication
6. Literacy
7. Moral and Ethical Responsibility
8. Community Engagement and Service

**B. WASC Core Competencies:**

1. Written and Oral Communication
2. Critical Thinking
3. Quantitative Reasoning
4. Information Literacy

# PALO ALTO UNIVERSITY

## Comprehensive Assessment Plan (5-year cycle for traditional programs or accreditation cycle)

### C. Program/Student Learning Outcomes: Your department / program outcomes

<b>OUTCOME 1-Professional identity and Ethical Practice.</b> 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. (CACREP Standards 2.F.1.i, 2.F.1.K)
<b>OUTCOME 2-Social justice and cultural diversity.</b> Graduates will have developed an understanding of various cultures and the implications of diversity for social justice and advocacy. Graduates will have demonstrated insights into the social and psychological implications of socioeconomic position and how power, privilege, and oppression can affect an individual's mental health and recovery. (CACREP Standards 2.f.2.c., 2.F.2.e., 2.F.2.h.)
<b>OUTCOME 3-Human growth and development.</b> Graduates will have incorporated the theories and principles of optimal lifespan development towards promoting resilience and wellness across the lifespan. (CACREP Standards 2.F.3.a., 2.F.3.i.)
<b>OUTCOME 4-Career development.</b> Graduates will have demonstrated the ability to advocate for clients' diverse career needs and educational development using theories and models of career development. (CACREP Standards 2.F.4.a., 2.F.4.g.)
<b>OUTCOME 5-Counseling and systemic practice.</b> Graduates will have applied theories and models of counseling through essential interviewing, counseling, and case conceptualization skills and will have integrated a systems approach to conceptualizing client development, presenting issues, and counseling strategies and approaches. (CACREP Standards 2.F.5.a., 2.F.5.b., 2.F.5.g.)
<b>OUTCOME 6-Group counseling and effective leadership.</b> Graduates will have incorporated theoretical foundations of group work to become a group process facilitator and a positive force in achieving high levels of participation, cooperation and cohesion in group counseling settings. (CACREP Standards 2.F.6.a., 2.F.6.b.)
<b>OUTCOME 7-Assessment and testing.</b> Graduates will have acquired, refined, and demonstrated appropriate ability to assess client issues for diagnosis and treatment planning. (CACREP Standards 2.F.7.b., 2.F.7.e.)
<b>OUTCOME 8-Research and program evaluation.</b> Graduates will have demonstrated the ability to critique research in order to incorporate evidence-based counseling practices in a variety of settings. (CACREP Standards 2.F.8.a., 2.F.8.b.)
<b>OUTCOME 9 (MFC Track Only)-Professional Practice.</b> Graduates will have acquired, refined, and demonstrated appropriate knowledge, skills, and dispositions to effectively work with couples, families, and other systems in a variety of settings. (CACREP Standards 5.F.1.f., 5.F.2.a., 5.F.3.c.)
<b>OUTCOME 10 (CMHC Track Only)-Professional Practice.</b> Graduates will have acquired, refined, and demonstrated appropriate knowledge, skills, and dispositions to effectively assess, diagnose, and treat clients in a variety of settings. (CACREP Standards 5.C.1.e., 5.C.2.d., 5.C.3.b.)

### D. Specialty Standards Used for PSLO's (APA, CACREP):

<b>PSLO 1-Professional Identity and Ethical Practice</b> 2.F.1.i.-ethical standards and applications of ethical and legal considerations 2.F.1.k.-strategies for personal and professional self-evaluation and implications for practice
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**PALO ALTO UNIVERSITY**  
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<b>PSLO 2-Social Justice and Cultural Diversity</b> 2.F.2.c.-multicultural counseling competencies 2.F.2.e.-effects of power and privilege for counselors and clients 2.F.2.h.-strategies for identifying and eliminating barriers, prejudices, oppression and discrimination
<b>PSLO 3-Human Growth and Development</b> 2.F.3.a.-theories of individual and family development across the lifespan 2.F.3.i.-ethical and culturally relevant strategies for promoting resilience and wellness across the lifespan
<b>PSLO 4-Career Development</b> 2.F.4.a.-theories and models of career development, counseling, and decision making 2.F.4.g.-strategies for advocating for diverse clients' career and educational development
<b>PSLO 5-Counseling and Systemic Practice</b> 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
<b>PSLO 6-Group Counseling and Effective Leadership</b> 2.F.6.a.-theoretical foundations of group counseling and group work 2.F.6.b.-dynamics associated with group process and development
<b>PSLO 7-Assessment and Testing</b> 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
<b>PSLO 8-Research and Program Evaluation</b> 2.F.8.a.-how to critique research to inform counseling practices 2.F.8.b.-identification of evidence-based counseling practices
<b>PSLO 9-MFCC Professional Practice</b> 5.F.1.f.-assessments relevant to MCFC 5.F.2.a.-roles and settings of MCF counselors 5.F.3.c.-techniques and interventions of MCFC
<b>PSLO 10-CMHC Professional Practice</b> 5.C.1.e.-psychological tests and assessments specific to CMHC 5.C.2.d.-diagnostic process, including use of DSM and ICD 5.C.3.b.-techniques and interventions for prevention and treatment of mental health issues

D. Course Learning Outcomes: Representative outcomes from the syllabus of a course or courses that will be assessed (usually begin with one where students demonstrate degree-level mastery of the outcome)

**PALO ALTO UNIVERSITY**  
**Comprehensive Assessment Plan (5-year cycle for traditional programs or accreditation cycle)**

E. Examples of assessment activities: final exam, presentation, project, performance, observations, classroom response systems, computer simulated tasks, analytical paper, case study, portfolio, critique, policy paper, comparative analysis project, qualifying or comprehensive examination, project, thesis, dissertation, and many others.

F. Examples of Assessment Tools (an instrument used to score or evaluate an assessment activity/assignment): Rubrics (that produce scores based on established criteria – can be used with most activities listed above), observational checklists, etc.

G. Assessment Schedule: This schedule should be realistic. In general, a program should try to assess one program outcome at least twice during its program review cycle.

H. Examples of ways to report assessment data: number/percentage of those scoring at or above 4.0 on a 5.0 point scale on the assessment used to measure mastery of a specific SLO; number/percentage of students scoring at the highly proficient level; instructor observational narrative that includes analysis and findings to qualitatively show trends and patterns; mean scores of all who exhibited desired traits or behaviors on an observational checklist. Other examples?

I. Designated Personnel: Who in your program is responsible for organizing and conducting the assessment? Responses may include: assessment committee, assessment coordinator, all faculty, or chair.

J & K When will findings be reported and what closing-the-loop strategies are being used: When will you report these findings to the rest of your program's faculty and discuss the closing-the-loop strategies? Strategies may include revising program curriculum, reviewing curriculum map to determine course order, more training on inter-rater reliability, etc.

**PALO ALTO UNIVERSITY**  
**Annual Assessment Report (for Undergraduate & Graduate Programs)**

For 2022-23, all programs' annual reporting of their PSLOs is due by **August 5, 2022**, to the Director of Academic and Strategic Effectiveness. Please remember that any activity addressing MOU recommendations should be included in annual assessment reporting, in addition to at least one direct measure of a PSLO. In addition, if you have not already submitted an assessment plan, please do so by **December 15, 2022** to the Director of Academic and Strategic Effectiveness. These plans will be used to monitor PSLO assessment on an annual basis in preparation for your program review

Academic Year:	AY 2021-22
Degree Program Name:	Masters of Arts in Counseling
Department Name:	Counseling
Department Chair:	Will Snow, PhD
Report Completed By:	Kelly Coker, PhD

1. Identify which Program Learning Outcome (PSLO) for this degree program was assessed over the past year and briefly describe how this outcome is linked to PAU's Institutional learning outcomes?

**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. (CACREP Standards 2.F.5.a., 2.F.5.b., 2.F.5.g.)  
 This PSLO aligns with PAU Institutional Learning Goals 4-Cultural Competence in a Diverse World, and 5-Communication.  
 This PSLO aligns with WASC Core Competency 1-Written and Oral Communication

2a. Briefly describe the **direct assessments** used to measure this competency. Examples of direct assessments consist of the assessment of products produced by students for the purposes of learning and to demonstrate learning (e.g., papers, projects, presentations, performances, posters, tests, theses, dissertations, etc.)

COUN 600-Counseling Theory (Introduced)	COUN 600-Theory Presentation- <b>eLumen</b> (Spring 2022)
CLIN 615-Counseling Skills (Introduced, Developed)	CLIN 615-Final Video CCS-R- <b>Tevera</b> (Winter 2022) CLIN 615-Final Video Transcription- <b>eLumen</b> (Winter 2022)
PRAC 615/616-Practicum (Developed, Mastered)	PRAC 615/616-CCS-R- <b>Tevera</b> (faculty and site-supervisor) (Winter 2022)
INTR 600/601-602/603-Internship I and II (Mastered)	INTR 600/601-602/603-CCS-R- <b>Tevera</b> (faculty and site-supervisor) (Spring 2022)

2b. Did you use any **indirect assessment** to complement your direct assessments? If so, briefly explain what you used and how you employed it. Indirect Assessments focuses on perceptions of student learning. These perceptions can be obtained from any stakeholder (student, faculty, alumni) and often take the form of surveys, focus groups, or self-reflections.

At the time of the submission of this report, alumni and employer surveys have not been deployed for the AY 2021-2022. Previously deployed **Alumni** and **Employer** Surveys (AY 2020-2021) included specific questions related to PSLO's in the program. Alumni and employers were asked how well the PAU's MA in Counseling program prepared the graduate. For **PSLO #5-Counseling and Systemic Practice**, the responses were as follows:

Alumni-N=53		Employers-N=8
Very Well	77.36%	62.5%
Somewhat	18.87%	37.5%
Not Very Well	1.89%	0%
Not Well At All	1.89%	0%

The MA in Counseling Program also has a partnership agreement with the **National Board of Certified Counselors (NBCC)** to offer either the National Counseling Exam (NCE) or the National Clinical Mental Health Counseling Exam (NCMHCE) to students who are close to graduating from the program. This is a newer arrangement, and because California-based students cannot count licensure exams taken before graduation towards their license application, we still have a small number of students taking advantage of this opportunity. We certainly hope to increase interest in this among students as these tests also give us information about how students are meeting PSLO's. For example, the report we received from NBCC in Fall 2021 only had one PAU student who took the NCE, but that one student scored above the national average on all content areas, including Counseling and Helping Relationships.

3. What were the results of the assessment? Also include a narrative about what the results suggest about the skills students possess when they graduate from your program.

#### eLumen Assessments

Students in the MA in Counseling program are expected to learn and apply relevant theories and techniques to the counseling process. This outcome is measured in **COUN 600-Counseling Theories** through a professional presentation of relevant counseling theories applied to a developed case study. Because this signature assignment was one of the first that was imported into eLumen, we have the benefit of two terms of data (Spring 2021, Spring 2022) for evaluation. For Spring 2021, 93.3% of students met Level 4 Benchmark and for Spring 2022, 90.83% of students met Level 4 Benchmark, with the remainder of students for both terms meeting Level 3 Benchmark. These results demonstrate that students possess an introductory ability to apply theories and models of counseling.

There are two data artifacts collected when students take **CLIN 615-Counseling Skills**. After their clinical intensive training week, students submit a recorded video of a counseling practice session and a transcription paper of that session. The paper is a signature assignment assessed in eLumen, and the video is assessed using the CCS-R in Tevera. Data from the Winter 2022 term was examined for this report. On the signature assignment in eLumen, 80% of students met Level 4 Benchmark, 19% met Level 3 Benchmark, and 1% met Level 2 Benchmark.

#### Tevera Assessments

The Counselor Competency Scale-Revised (CCS-R) is used to measure the development of clinical skills across the program. This instrument is first used during **CLIN 615-Counseling Skills** to assess the final video submitted along with the transcription paper. For the Winter 2022 term, most of the expected skills were identified as "met-Level 4", as expected for this level of training. Some skills, such as multicultural competence, advanced reflection, and confrontation were identified as "near-Level 3" targets for most students.

The CCS-R is also used as a summative assessment during the field experience sequence. Data were analyzed sequentially by examining **PRAC 615/616-Practicum** for Fall 2021, **INTR 600/601-Internship I** for Winter 2022, and **INTR 602/603-Internship II** for Spring 2022. The purpose of using the same measure over time is that there will be an expected increase in both basic and more advanced skills; moving from "met" to "exceeded" in most areas. During the field experience sequence, students are evaluated by both their site supervisors and their faculty, so we are also looking for consistency in ratings across these two groups.

For the Fall 2021 term, **Practicum** students were consistently rated as meeting Level 4 targets by both faculty and site-supervisors. Faculty were more likely to rate students higher than site supervisors (exceeds-Level 5) on facilitating therapeutic environment (M=4.8), Professional Behavior (M=4.93), and Knowledge of Policies/Record Keeping (M=4.8). Site-supervisors were more likely to rate students lower on more advanced skills including use of questions (M=3.67), Reflecting and Advanced Reflection (M=3.79; M=3.85), confrontation (M=3.54), goal setting (M=3.87), and focus of counseling (M=3.67).

For the Winter 2022 term, **Internship I** students were consistently rated as meeting Level 4 targets by both faculty and site-supervisors. Areas rated between "near-Level 3" and "meets-Level 4" targets for faculty included advanced reflection (M=3.83) and confrontation (M=3.78). Scores on faculty and site supervisor evaluations tended to be higher, overall, for Internship I than Practicum, which is expected. The highest notes scores for both faculty and site-supervisors were facilitating a therapeutic environment (M=4.81; M=4.72) and knowledge and adherence to site policies (M=4.85; M=4.70). It is noteworthy that on the skill of professional behavior, the mean score for faculty ratings was 4.85, and for site-supervisor ratings was 3.93.

For the Spring 2022 term, **Internship II** students were consistently rated as between targets of "meets-Level 4" and "exceeds-Level 5". Faculty ratings were particularly high for this group, with mean scores for all skills falling between 4.54 and 4.91. Site supervisor scores, however, fell between a mean of 4 and 4.83, with professional behavior consistently being the lowest rating of M=4.

4. How will you use the results used for improving student learning (how are you "closing the loop")? Please also provide information on any curricular or instructional changes that were made during the past cycle as a result of past assessments.

It is noteworthy that in the Counseling Skills class, the criteria on both the signature assignment rubric and the CCS-R for Multicultural Competence was generally rated lower. **The Counseling Department Curriculum Committee has been reviewing curriculum changes that include adding more culturally-relevant readings to every course and at least one cultural competency to every signature assignment.**

In addition, students in Counseling Skills do not generally attain the skills, especially more advanced skills, needed to be prepared for Practicum. **With the addition of Residency I, students will engage in clinical skills practice both during the 3-credit Counseling Skills class as well as the 1.5 credit Residency I experience.**

During the field experience sequence (Practicum through Internship II), CCS-R scores generally show that students are meeting and exceeding clinical skill and dispositional expectations. There are some discrepancies, however, between faculty and site-supervisor ratings which speak to the need for better training with both groups on use of the instrument. As the CCS-R is used to track developmental skills development, it is important that raters understand that it is typical for ratings at Practicum to generally be lower than those at Internship I and then Internship II. **The field experience team will develop a more robust training for site-supervisors and practicum/internship instructors on the use of the CCS-R for evaluation of skill and dispositional development.**

The Counseling program faculty have felt that the CCS-R may not be the best measure for Counseling Skills, and have started **exploring other measures of foundational skill development** including testing out the use of the Depth Scale as a measure for evaluating the final video and transcription.

**This gap in clinical skill development will be addressed with the addition of two face to face Residencies in the MA in Counseling Program.** It is anticipated that by uncoupling Residency I from Counseling Skills, there will be opportunities for even more clinical skills practice, both during the Counseling Skills class and the week-long intensive. Students at the Residency will also have the benefit of engaging with other faculty during large-group demonstrations and role plays, working with other students at different points in the program, and having a clear focus on key skills development.

The addition of a second Residency will ensure that there is not such a long gap in clinical skills training between the early part of the program and the field experience. **Residency II will occur in the second year of the program and will be taken after Group Counseling and concurrent with Crisis and Trauma and Child and Adolescent Counseling.** It is anticipated that the

acquisition of stronger multicultural competence and advanced counseling skills such as advanced reflection and consultation will be realized by adding the second clinical training component prior to field experience.

**In addition, a site-supervisor outcomes survey has been added to Tevera** and will be deployed to site-supervisors working with students during the INTR 603-Internship II class. This survey, along with alumni and employer surveys, will inform how well we are preparing our students for their roles as future counselors against all of our identified PSLO's.

5. Please provide an update on actions regarding your most recent MOU if appropriate and attach the update to this report if necessary.

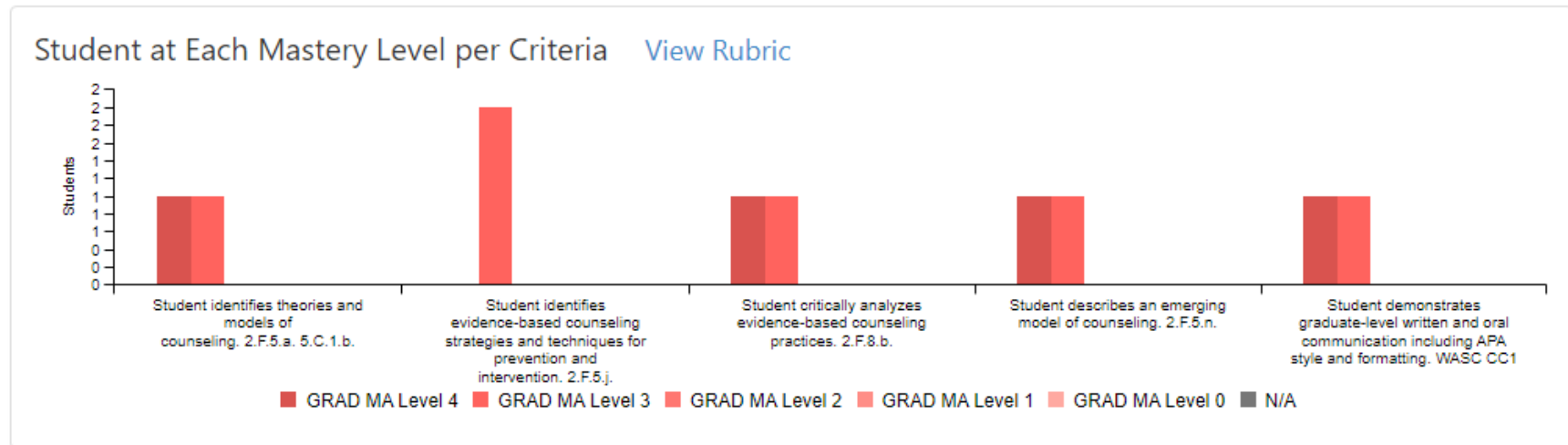
The Residency Proposal was approved by the Board of Trustees to be implemented in the AY 2022-2023. The budget has been submitted and approved and planning is underway for Residencies in the Winter and Summer terms. PSLO #5 will include measures from both Residency I and II to identify how these activities impact clinical skill development. The updated Curriculum Map and Assessment Plan provided include these additions.

Please send the completed report, your current [multi-year assessment plan](#) as well as your program's most recent [curriculum map](#) to your Department Chair and the Director of Academic and Strategic Effectiveness, Tiana Kraus-Kozioł. Please save a copy for your files. If you have any questions, please contact Tiana at tkraus-koziol@paloaltou.

APPENDIX 1: AY 2022-23 DATA

Counseling Department Assessment Data Reporting for AY2021-22

Spring 2022-COUN 600 Counseling Theories Signature Assignment-eLumen



## SLO Performance Term by Term

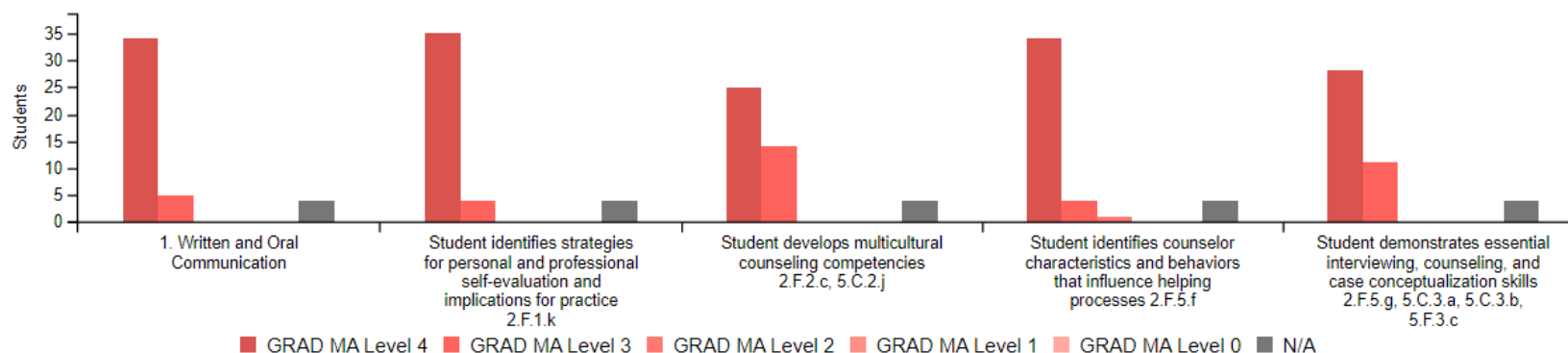
SLO	Default Performance Measure	Graduate Spring 2021						Graduate Spring 2022					
		GRAD MA Level 4	GRAD MA Level 3	GRAD MA Level 2	GRAD MA Level 1	GRAD MA Level 0	N/A	GRAD MA Level 4	GRAD MA Level 3	GRAD MA Level 2	GRAD MA Level 1	GRAD MA Level 0	N/A
1. Written and Oral Communication	70.0%	37	9	0	0	0	0	1 ▼-30%	1 ▲30%	0 —0%	0 —0%	0 —0%	0 —0%
5n. processes for aiding students in developing a personal model of counseling	70.0%	36	10	0	0	0	0	1 ▼-28%	1 ▲28%	0 —0%	0 —0%	0 —0%	0 —0%
5a. theories and models of counseling	70.0%	40	6	0	0	0	0	1 ▼-37%	1 ▲37%	0 —0%	0 —0%	0 —0%	0 —0%
5j. evidence-based counseling strategies and techniques for prevention and intervention	70.0%	40	6	0	0	0	0	1 ▼-37%	1 ▲37%	0 —0%	0 —0%	0 —0%	0 —0%
8b. identification of evidence-based counseling practices	70.0%	36	10	0	0	0	0	1 ▼-28%	1 ▲28%	0 —0%	0 —0%	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	1 ▼-26%	1 ▲26%	0 —0%	0 —0%	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	1 ▼-50%	1 ▲50%	0 —0%	0 —0%	0 —0%	0 —0%
5. Communication: Demonstrate competence in writing, oral, and interpersonal communication skills.	100.0%	38	8	0	0	0	0	1 ▼-33%	1 ▲33%	0 —0%	0 —0%	0 —0%	0 —0%

## Assessment Rubric [View Rubric](#)

	GRAD MA Level 4	GRAD MA Level 3	GRAD MA Level 2	GRAD MA Level 1	GRAD MA Level 0	
Criteria	4	3	2	1	0	N/A
Student identifies theories and models of counseling. 2.F.5.a, 5.C.1.b.	1	1	0	0	0	0
Student identifies evidence-based counseling strategies and techniques for prevention and intervention. 2.F.5.j.	0	2	0	0	0	0
Student critically analyzes evidence-based counseling practices. 2.F.8.b.	1	1	0	0	0	0
Student describes an emerging model of counseling. 2.F.5.n.	1	1	0	0	0	0
Student demonstrates graduate-level written and oral communication including APA style and formatting. WASC CC1	1	1	0	0	0	0

## Winter 2022-CLIN 615-Counseling Skills Signature Assignment Results-eLumen

### Student at Each Mastery Level per SLO [View Rubric](#)



### SLO Performance Term by Term

SLO	Default Performance Measure	Graduate Winter 2022					
		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%	34	5	0	0	0	4
Student identifies strategies for personal and professional self-evaluation and implications for practice 2.F.1.k	80.0%	35	4	0	0	0	4
Student develops multicultural counseling competencies 2.F.2.c, 5.C.2.j	80.0%	25	14	0	0	0	4
Student identifies counselor characteristics and behaviors that influence helping processes 2.F.5.f	80.0%	34	4	1	0	0	4
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	80.0%	28	11	0	0	0	4

### Winter 2022-CLIN 615-Counseling Skills CCS-R Results-Tevera

CRITERIA LEVEL COUNTS									
Criteria	Exceeds 5	Meets 4	Near 3	Below 2	Harmful 1	Mean	Mode	Stdev	
<b>Nonverbal Skills</b> CCS-R - Includes Body Position, Eye Contact, Posture, Dist	4	70	3	0	0	4.01	4	0.30	
<b>Encouragers</b> CCS-R - Includes Minimal Encouragers & Door Openers	1	75	1	0	0	4.00	4	0.16	
<b>Questions</b> CCS-R - Use of Appropriate Open & Closed Questioning	0	47	30	0	0	3.61	4	0.49	
<b>Reflecting - Paraphrasing</b> CCS-R - Basic Reflection of Content - Paraphrasing	1	69	7	0	0	3.92	4	0.31	
<b>Reflecting (b)</b> CCS-R - Reflection of Feelings	1	53	23	0	0	3.71	4	0.48	
<b>Reflecting (c)</b> CCS-R - Summarizing content, feelings, behaviors, & future	2	63	12	0	0	3.87	4	0.41	
<b>Advanced Reflection</b> CCS-R - Advanced Reflection of Meaning, including Values a	2	32	42	0	0	3.47	3	0.55	
<b>Confrontation</b> CCS-R - Counselor challenges clients to recognize & evalua	1	29	33	0	0	3.49	3	0.53	
<b>Goal Setting</b> CCS-R - Counselor collaborates with clients to establish r	0	22	13	0	0	3.63	4	0.48	
<b>Focus of Counseling</b> CCS-R - Counselor focuses (or refocuses) clients on their	1	62	14	0	0	3.83	4	0.41	
<b>Facilitate Therapeutic Environment (a)</b> CCS-R - Empathy & Caring	3	73	1	0	0	4.03	4	0.23	

<b>Facilitate Therapeutic Environment (b)</b> CCS-R - Respect & Compassion	2	75	0	0	0	4.03	4	0.16
<b>Professional Ethics</b> CCS-R - Adheres to the ethical guidelines of the ACA, ASCA	10	66	1	0	0	4.12	4	0.36
<b>Professional Behavior</b> CCS-R - Behaves in a professional manner	1	76	0	0	0	4.01	4	0.11
<b>Professional &amp; Personal Boundaries</b> CCS-R - Maintains appropriate boundaries with supervisors,	1	75	1	0	0	4.00	4	0.16
<b>Knowledge &amp; Adherence to Site &amp; Course Policies</b> CCS-R - Demonstrates an understanding & appreciation for a	3	72	2	0	0	4.01	4	0.25
<b>Record Keeping &amp; Task Completion</b> CCS-R - Completes all weekly record keeping & tasks correc	2	57	6	0	0	3.94	4	0.35
<b>Multicultural Competence</b> CCS-R - Demonstrates respect for culture	0	45	32	0	0	3.58	4	0.49
<b>Emotional Stability &amp; Self-control</b> CCS-R - Demonstrates self-awareness and emotional stabilit	0	75	2	0	0	3.97	4	0.16
<b>Motivated to Learn &amp; Grow/Initiative</b> CCS-R - Demonstrates engagement in learning & development	3	73	1	0	0	4.03	4	0.23
<b>Openness to Feedback</b> CCS-R - Responds non-defensively & alters behavior in acco	2	75	0	0	0	4.03	4	0.16
<b>Flexibility &amp; Adaptability</b> CCS-R - Demonstrates ability to adapt to changing circumst	1	76	0	0	0	4.01	4	0.11
<b>Congruence &amp; Genuineness</b> CCS-R - Demonstrates ability to be present and 'be true to	0	76	1	0	0	3.99	4	0.11

## Fall 2021-PRAC 615/616-Practicum-CCS-R Results (Faculty)

Total Clinical Trainees Being Assessed: 49

CRITERIA LEVEL COUNTS											
Criteria	Exceeds 5	Meets 4	Near 3	Below 2	Harmful 1	Mean	Mode	Stdev			
<b>Nonverbal Skills</b> CCS-R - Includes Body Position, Eye Contact, Posture, Dist	3	7	0	0	0	4.30	4	0.46			
<b>Encouragers</b> CCS-R - Includes Minimal Encouragers & Door Openers	3	7	0	0	0	4.30	4	0.46			
<b>Questions</b> CCS-R - Use of Appropriate Open & Closed Questioning	3	7	0	0	0	4.30	4	0.46			
<b>Reflecting - Paraphrasing</b> CCS-R - Basic Reflection of Content - Paraphrasing	3	5	2	0	0	4.10	4	0.70			
<b>Reflecting (b)</b> CCS-R - Reflection of Feelings	2	5	3	0	0	3.90	4	0.70			
<b>Reflecting (c)</b> CCS-R - Summarizing content, feelings, behaviors, & future	2	7	1	0	0	4.10	4	0.54			
<b>Advanced Reflection</b> CCS-R - Advanced Reflection of Meaning, including Values a	0	7	1	0	0	3.88	4	0.33			
<b>Confrontation</b> CCS-R - Counselor challenges clients to recognize & evalua	0	7	0	0	0	4.00	4	0.00			
<b>Goal Setting</b> CCS-R - Counselor collaborates with clients to establish r	2	7	0	0	0	4.22	4	0.42			
<b>Focus of Counseling</b> CCS-R - Counselor focuses (or refocuses) clients on their	2	8	0	0	0	4.20	4	0.40			
<b>Facilitate Therapeutic Environment (a)</b> CCS-R - Empathy & Caring	8	2	0	0	0	4.80	5	0.40			
<b>Facilitate Therapeutic Environment (b)</b> CCS-R - Respect & Compassion	8	2	0	0	0	4.80	5	0.40			

CRITERIA LEVEL COUNTS								
<b>Professional Ethics</b> CCS-R - Adheres to the ethical guidelines of the ACA, ASCA	8	7	0	0	0	4.53	5	0.50
<b>Professional Behavior</b> CCS-R - Behaves in a professional manner	14	1	0	0	0	4.93	5	0.25
<b>Professional &amp; Personal Boundaries</b> CCS-R - Maintains appropriate boundaries with supervisors,	8	7	0	0	0	4.53	5	0.50
<b>Knowledge &amp; Adherence to Site &amp; Course Policies</b> CCS-R - Demonstrates an understanding & appreciation for a	13	1	1	0	0	4.80	5	0.54
<b>Record Keeping &amp; Task Completion</b> CCS-R - Completes all weekly record keeping & tasks correc	12	3	0	0	0	4.80	5	0.40
<b>Multicultural Competence</b> CCS-R - Demonstrates respect for culture	3	11	0	0	0	4.21	4	0.41
<b>Emotional Stability &amp; Self-control</b> CCS-R - Demonstrates self-awareness and emotional stabilit	8	7	0	0	0	4.53	5	0.50
<b>Motivated to Learn &amp; Grow/Initiative</b> CCS-R - Demonstrates engagement in learning & development	11	4	0	0	0	4.73	5	0.44
<b>Openness to Feedback</b> CCS-R - Responds non-defensively & alters behavior in acco	10	5	0	0	0	4.67	5	0.47
<b>Flexibility &amp; Adaptability</b> CCS-R - Demonstrates ability to adapt to changing circumst	8	7	0	0	0	4.53	5	0.50
<b>Congruence &amp; Genuineness</b> CCS-R - Demonstrates ability to be present and 'be true to	8	7	0	0	0	4.53	5	0.50

**Fall 2021-PRAC 615/616-Practicum-CCS-R Results (Site Supervisors)**

Total Clinical Trainees Being Assessed: 49

CRITERIA LEVEL COUNTS										
Criteria	Exceeds 5	Meets 4	Near 3	Below 2	Harmful 1	Mean	Mode	Stdev		
<b>Nonverbal Skills</b> CCS-R - Includes Body Position, Eye Contact, Posture, Dist	3	9	3	0	0	4.00	4	0.63		
<b>Encouragers</b> CCS-R - Includes Minimal Encouragers & Door Openers	2	9	3	0	0	3.93	4	0.59		
<b>Questions</b> CCS-R - Use of Appropriate Open & Closed Questioning	0	10	5	0	0	3.67	4	0.47		
<b>Reflecting - Paraphrasing</b> CCS-R - Basic Reflection of Content - Paraphrasing	2	7	5	0	0	3.79	4	0.67		
<b>Reflecting (b)</b> CCS-R - Reflection of Feelings	3	9	3	0	0	4.00	4	0.63		
<b>Reflecting (c)</b> CCS-R - Summarizing content, feelings, behaviors, & future	1	9	4	0	0	3.79	4	0.56		
<b>Advanced Reflection</b> CCS-R - Advanced Reflection of Meaning, including Values a	1	9	3	0	0	3.85	4	0.53		
<b>Confrontation</b> CCS-R - Counselor challenges clients to recognize & evalua	1	5	7	0	0	3.54	3	0.63		
<b>Goal Setting</b> CCS-R - Counselor collaborates with clients to establish r	2	9	4	0	0	3.87	4	0.62		
<b>Focus of Counseling</b> CCS-R - Counselor focuses (or refocuses) clients on their	1	8	6	0	0	3.67	4	0.60		
<b>Facilitate Therapeutic Environment (a)</b> CCS-R - Empathy & Caring	5	8	2	0	0	4.20	4	0.65		
<b>Facilitate Therapeutic Environment (b)</b> CCS-R - Respect & Compassion	7	7	2	0	0	4.31	4	0.68		

CRITERIA LEVEL COUNTS								
<b>Professional Ethics</b>								
CCS-R - Adheres to the ethical guidelines of the ACA, ASCA	6	8	3	0	0	4.18	4	0.71
<b>Professional Behavior</b>								
CCS-R - Behaves in a professional manner	0	8	2	0	0	3.80	4	0.40
<b>Professional &amp; Personal Boundaries</b>								
CCS-R - Maintains appropriate boundaries with supervisors,	6	9	2	0	0	4.24	4	0.64
<b>Knowledge &amp; Adherence to Site &amp; Course Policies</b>								
CCS-R - Demonstrates an understanding & appreciation for a	8	6	2	1	0	4.24	5	0.88
<b>Record Keeping &amp; Task Completion</b>								
CCS-R - Completes all weekly record keeping & tasks correc	5	10	1	1	0	4.12	4	0.76
<b>Multicultural Competence</b>								
CCS-R - Demonstrates respect for culture	5	10	2	0	0	4.18	4	0.62
<b>Emotional Stability &amp; Self-control</b>								
CCS-R - Demonstrates self-awareness and emotional stabilit	5	10	2	0	0	4.18	4	0.62
<b>Motivated to Learn &amp; Grow/Initiative</b>								
CCS-R - Demonstrates engagement in learning & development	6	9	2	0	0	4.24	4	0.64
<b>Openness to Feedback</b>								
CCS-R - Responds non-defensively & alters behavior in acco	7	8	2	0	0	4.29	4	0.67
<b>Flexibility &amp; Adaptability</b>								
CCS-R - Demonstrates ability to adapt to changing circumst	3	10	3	0	0	4.00	4	0.61
<b>Congruence &amp; Genuineness</b>								
CCS-R - Demonstrates ability to be present and 'be true to	5	11	1	0	0	4.24	4	0.55

## Winter 2022-INTR 600/601-Internship I-CCS-R Results (Faculty)

Total Clinical Trainees Being Assessed: 49

CRITERIA LEVEL COUNTS										
Criteria	Exceeds 5	Meets 4	Near 3	Below 2	Harmful 1	Mean	Mode	Stdev		
<b>Nonverbal Skills</b> CCS-R - Includes Body Position, Eye Contact, Posture, Dist	17	8	0	0	0	4.68	5	0.47		
<b>Encouragers</b> CCS-R - Includes Minimal Encouragers & Door Openers	15	11	1	0	0	4.52	5	0.57		
<b>Questions</b> CCS-R - Use of Appropriate Open & Closed Questioning	4	19	4	0	0	4.00	4	0.54		
<b>Reflecting - Paraphrasing</b> CCS-R - Basic Reflection of Content - Paraphrasing	16	11	0	0	0	4.59	5	0.49		
<b>Reflecting (b)</b> CCS-R - Reflection of Feelings	16	11	0	0	0	4.59	5	0.49		
<b>Reflecting (c)</b> CCS-R - Summarizing content, feelings, behaviors, & future	16	11	0	0	0	4.59	5	0.49		
<b>Advanced Reflection</b> CCS-R - Advanced Reflection of Meaning, including Values a	6	13	8	0	0	3.93	4	0.72		
<b>Confrontation</b> CCS-R - Counselor challenges clients to recognize & evalua	3	15	9	0	0	3.78	4	0.63		
<b>Goal Setting</b> CCS-R - Counselor collaborates with clients to establish r	18	7	1	0	0	4.65	5	0.55		
<b>Focus of Counseling</b> CCS-R - Counselor focuses (or refocuses) clients on their	19	7	0	0	0	4.73	5	0.44		
<b>Facilitate Therapeutic Environment (a)</b> CCS-R - Empathy & Caring	22	5	0	0	0	4.81	5	0.39		
<b>Facilitate Therapeutic Environment (b)</b> CCS-R - Respect & Compassion	22	5	0	0	0	4.81	5	0.39		

CRITERIA LEVEL COUNTS								
<b>Professional Ethics</b> CCS-R - Adheres to the ethical guidelines of the ACA, ASCA	19	8	0	0	0	4.70	5	0.46
<b>Professional Behavior</b> CCS-R - Behaves in a professional manner	24	2	1	0	0	4.85	5	0.45
<b>Professional &amp; Personal Boundaries</b> CCS-R - Maintains appropriate boundaries with supervisors,	19	8	0	0	0	4.70	5	0.46
<b>Knowledge &amp; Adherence to Site &amp; Course Policies</b> CCS-R - Demonstrates an understanding & appreciation for a	24	2	1	0	0	4.85	5	0.45
<b>Record Keeping &amp; Task Completion</b> CCS-R - Completes all weekly record keeping & tasks correc	17	8	2	0	0	4.56	5	0.63
<b>Multicultural Competence</b> CCS-R - Demonstrates respect for culture	1	25	1	0	0	4.00	4	0.27
<b>Emotional Stability &amp; Self-control</b> CCS-R - Demonstrates self-awareness and emotional stabilit	20	7	0	0	0	4.74	5	0.44
<b>Motivated to Learn &amp; Grow/Initiative</b> CCS-R - Demonstrates engagement in learning & development	20	5	2	0	0	4.67	5	0.61
<b>Openness to Feedback</b> CCS-R - Responds non-defensively & alters behavior in acco	23	3	1	0	0	4.81	5	0.47
<b>Flexibility &amp; Adaptability</b> CCS-R - Demonstrates ability to adapt to changing circumst	18	9	0	0	0	4.67	5	0.47
<b>Congruence &amp; Genuineness</b> CCS-R - Demonstrates ability to be present and 'be true to	19	7	1	0	0	4.67	5	0.54

## Winter 2022-INTR 600/601-Internship I-CCS-R Results (Site-Supervisors)

Total Clinical Trainees Being Assessed: 49

CRITERIA LEVEL COUNTS										
Criteria	Exceeds 5	Meets 4	Near 3	Below 2	Harmful 1	Mean	Mode	Stdev		
<b>Nonverbal Skills</b> CCS-R - Includes Body Position, Eye Contact, Posture, Dist	24	18	0	1	0	4.51	5	0.62		
<b>Encouragers</b> CCS-R - Includes Minimal Encouragers & Door Openers	28	17	1	0	0	4.59	5	0.53		
<b>Questions</b> CCS-R - Use of Appropriate Open & Closed Questioning	16	28	2	0	0	4.30	4	0.55		
<b>Reflecting - Paraphrasing</b> CCS-R - Basic Reflection of Content - Paraphrasing	20	24	1	0	0	4.42	4	0.54		
<b>Reflecting (b)</b> CCS-R - Reflection of Feelings	19	26	1	0	0	4.39	4	0.53		
<b>Reflecting (c)</b> CCS-R - Summarizing content, feelings, behaviors, & future	17	27	2	0	0	4.33	4	0.55		
<b>Advanced Reflection</b> CCS-R - Advanced Reflection of Meaning, including Values a	12	27	4	0	0	4.19	4	0.58		
<b>Confrontation</b> CCS-R - Counselor challenges clients to recognize & evalua	11	27	5	1	0	4.09	4	0.67		
<b>Goal Setting</b> CCS-R - Counselor collaborates with clients to establish r	17	24	4	0	0	4.29	4	0.62		
<b>Focus of Counseling</b> CCS-R - Counselor focuses (or refocuses) clients on their	22	23	1	0	0	4.46	4	0.54		
<b>Facilitate Therapeutic Environment (a)</b> CCS-R - Empathy & Caring	35	10	0	1	0	4.72	5	0.58		
<b>Facilitate Therapeutic Environment (b)</b> CCS-R - Respect & Compassion	34	12	0	0	0	4.74	5	0.44		

CRITERIA LEVEL COUNTS								
<b>Professional Ethics</b> CCS-R - Adheres to the ethical guidelines of the ACA, ASCA	25	20	1	0	0	4.52	5	0.54
<b>Professional Behavior</b> CCS-R - Behaves in a professional manner	1	11	2	0	0	3.93	4	0.46
<b>Professional &amp; Personal Boundaries</b> CCS-R - Maintains appropriate boundaries with supervisors,	28	18	0	0	0	4.61	5	0.49
<b>Knowledge &amp; Adherence to Site &amp; Course Policies</b> CCS-R - Demonstrates an understanding & appreciation for a	34	10	2	0	0	4.70	5	0.55
<b>Record Keeping &amp; Task Completion</b> CCS-R - Completes all weekly record keeping & tasks correc	27	15	2	0	2	4.41	5	0.92
<b>Multicultural Competence</b> CCS-R - Demonstrates respect for culture	16	29	1	0	0	4.33	4	0.51
<b>Emotional Stability &amp; Self-control</b> CCS-R - Demonstrates self-awareness and emotional stabilit	27	19	0	0	0	4.59	5	0.49
<b>Motivated to Learn &amp; Grow/Initiative</b> CCS-R - Demonstrates engagement in learning & development	30	15	1	0	0	4.63	5	0.53
<b>Openness to Feedback</b> CCS-R - Responds non-defensively & alters behavior in acco	35	11	0	0	0	4.76	5	0.43
<b>Flexibility &amp; Adaptability</b> CCS-R - Demonstrates ability to adapt to changing circumst	24	22	0	0	0	4.52	5	0.50
<b>Congruence &amp; Genuineness</b> CCS-R - Demonstrates ability to be present and 'be true to	31	14	0	1	0	4.63	5	0.60

## Spring 2022-INTR 602/603-Internship II CCS-R Results (Faculty)

Total Clinical Trainees Being Assessed: 49

CRITERIA LEVEL COUNTS										
Criteria	Exceeds 5	Meets 4	Near 3	Below 2	Harmful 1	Mean	Mode	Stdev		
<b>Nonverbal Skills</b> CCS-R - Includes Body Position, Eye Contact, Posture, Dist	30	3	0	0	0	4.91	5	0.29		
<b>Encouragers</b> CCS-R - Includes Minimal Encouragers & Door Openers	28	4	0	0	0	4.88	5	0.33		
<b>Questions</b> CCS-R - Use of Appropriate Open & Closed Questioning	25	8	0	0	0	4.76	5	0.43		
<b>Reflecting - Paraphrasing</b> CCS-R - Basic Reflection of Content - Paraphrasing	28	5	0	0	0	4.85	5	0.36		
<b>Reflecting (b)</b> CCS-R - Reflection of Feelings	28	5	0	0	0	4.85	5	0.36		
<b>Reflecting (c)</b> CCS-R - Summarizing content, feelings, behaviors, & future	30	3	0	0	0	4.91	5	0.29		
<b>Advanced Reflection</b> CCS-R - Advanced Reflection of Meaning, including Values a	17	13	0	0	0	4.57	5	0.50		
<b>Confrontation</b> CCS-R - Counselor challenges clients to recognize & evalua	14	12	0	0	0	4.54	5	0.50		
<b>Goal Setting</b> CCS-R - Counselor collaborates with clients to establish r	26	5	0	0	0	4.84	5	0.37		
<b>Focus of Counseling</b> CCS-R - Counselor focuses (or refocuses) clients on their	30	3	0	0	0	4.91	5	0.29		
<b>Facilitate Therapeutic Environment (a)</b> CCS-R - Empathy & Caring	30	3	0	0	0	4.91	5	0.29		

CRITERIA LEVEL COUNTS								
<b>Facilitate Therapeutic Environment (b)</b> CCS-R - Respect & Compassion	31	2	0	0	0	4.94	5	0.24
<b>Professional Ethics</b> CCS-R - Adheres to the ethical guidelines of the ACA, ASCA	29	5	0	0	0	4.85	5	0.35
<b>Professional Behavior</b> CCS-R - Behaves in a professional manner	32	2	0	0	0	4.94	5	0.24
<b>Professional &amp; Personal Boundaries</b> CCS-R - Maintains appropriate boundaries with supervisors,	28	6	0	0	0	4.82	5	0.38
<b>Knowledge &amp; Adherence to Site &amp; Course Policies</b> CCS-R - Demonstrates an understanding & appreciation for a	29	5	0	0	0	4.85	5	0.35
<b>Record Keeping &amp; Task Completion</b> CCS-R - Completes all weekly record keeping & tasks correc	19	2	1	0	0	4.82	5	0.49
<b>Multicultural Competence</b> CCS-R - Demonstrates respect for culture	24	10	0	0	0	4.71	5	0.46
<b>Emotional Stability &amp; Self-control</b> CCS-R - Demonstrates self-awareness and emotional stabilit	29	5	0	0	0	4.85	5	0.35
<b>Motivated to Learn &amp; Grow/Initiative</b> CCS-R - Demonstrates engagement in learning & development	30	4	0	0	0	4.88	5	0.32
<b>Openness to Feedback</b> CCS-R - Responds non-defensively & alters behavior in acco	29	5	0	0	0	4.85	5	0.35
<b>Flexibility &amp; Adaptability</b> CCS-R - Demonstrates ability to adapt to changing circumst	31	3	0	0	0	4.91	5	0.28
<b>Congruence &amp; Genuineness</b> CCS-R - Demonstrates ability to be present and 'be true to	31	3	0	0	0	4.91	5	0.28

## Spring 2022-INTR 602/603-Internship II CCS-R Results (Site-Supervisors)

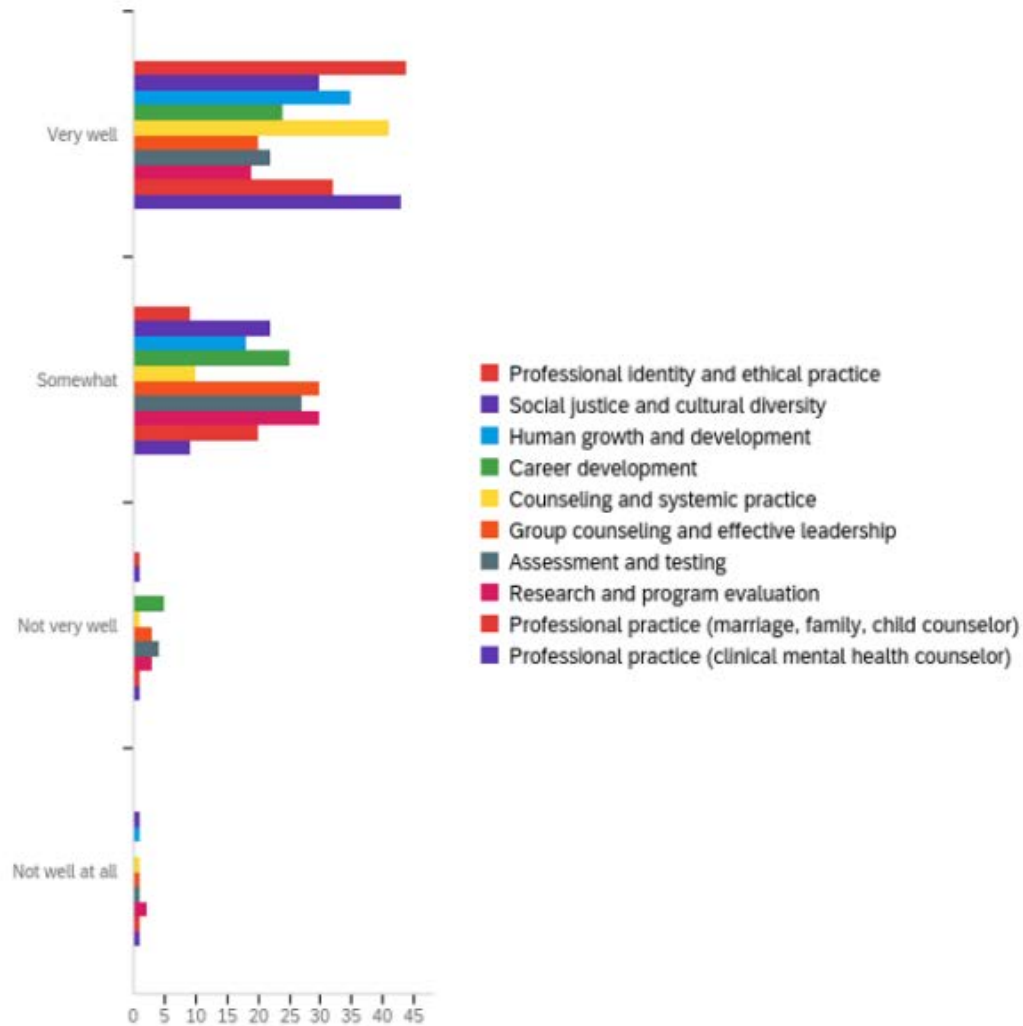
Total Clinical Trainees Being Assessed: 49

CRITERIA LEVEL COUNTS										
Criteria	Exceeds 5	Meets 4	Near 3	Below 2	Harmful 1	Mean	Mode	Stdev		
<b>Nonverbal Skills</b> CCS-R - Includes Body Position, Eye Contact, Posture, Dist	27	14	1	0	0	4.62	5	0.53		
<b>Encouragers</b> CCS-R - Includes Minimal Encouragers & Door Openers	27	18	0	0	0	4.60	5	0.49		
<b>Questions</b> CCS-R - Use of Appropriate Open & Closed Questioning	27	17	1	0	0	4.58	5	0.54		
<b>Reflecting - Paraphrasing</b> CCS-R - Basic Reflection of Content - Paraphrasing	28	15	2	0	0	4.58	5	0.58		
<b>Reflecting (b)</b> CCS-R - Reflection of Feelings	25	19	1	0	0	4.53	5	0.54		
<b>Reflecting (c)</b> CCS-R - Summarizing content, feelings, behaviors, & future	30	16	0	0	0	4.65	5	0.48		
<b>Advanced Reflection</b> CCS-R - Advanced Reflection of Meaning, including Values a	18	22	4	0	0	4.32	4	0.63		
<b>Confrontation</b> CCS-R - Counselor challenges clients to recognize & evalua	17	22	4	0	0	4.30	4	0.63		
<b>Goal Setting</b> CCS-R - Counselor collaborates with clients to establish r	28	19	0	0	0	4.60	5	0.49		
<b>Focus of Counseling</b> CCS-R - Counselor focuses (or refocuses) clients on their	28	18	0	0	0	4.61	5	0.49		
<b>Facilitate Therapeutic Environment (a)</b> CCS-R - Empathy & Caring	34	12	0	0	0	4.74	5	0.44		

CRITERIA LEVEL COUNTS								
<b>Facilitate Therapeutic Environment (b)</b> CCS-R - Respect & Compassion	39	8	0	0	0	4.83	5	0.38
<b>Professional Ethics</b> CCS-R - Adheres to the ethical guidelines of the ACA, ASCA	34	13	0	0	0	4.72	5	0.45
<b>Professional Behavior</b> CCS-R - Behaves in a professional manner	0	11	0	0	0	4.00	4	0.00
<b>Professional &amp; Personal Boundaries</b> CCS-R - Maintains appropriate boundaries with supervisors.	35	11	1	0	0	4.72	5	0.49
<b>Knowledge &amp; Adherence to Site &amp; Course Policies</b> CCS-R - Demonstrates an understanding & appreciation for a	38	9	0	0	0	4.81	5	0.39
<b>Record Keeping &amp; Task Completion</b> CCS-R - Completes all weekly record keeping & tasks correc	32	12	2	0	0	4.65	5	0.56
<b>Multicultural Competence</b> CCS-R - Demonstrates respect for culture	29	17	0	0	0	4.63	5	0.48
<b>Emotional Stability &amp; Self-control</b> CCS-R - Demonstrates self-awareness and emotional stabilit	35	12	0	0	0	4.74	5	0.44
<b>Motivated to Learn &amp; Grow/Initiative</b> CCS-R - Demonstrates engagement in learning & development	39	8	0	0	0	4.83	5	0.38
<b>Openness to Feedback</b> CCS-R - Responds non-defensively & alters behavior in acco	38	9	0	0	0	4.81	5	0.39
<b>Flexibility &amp; Adaptability</b> CCS-R - Demonstrates ability to adapt to changing circumst	31	15	0	0	0	4.67	5	0.47
<b>Congruence &amp; Genuineness</b> CCS-R - Demonstrates ability to be present and 'be true to	37	10	0	0	0	4.79	5	0.41

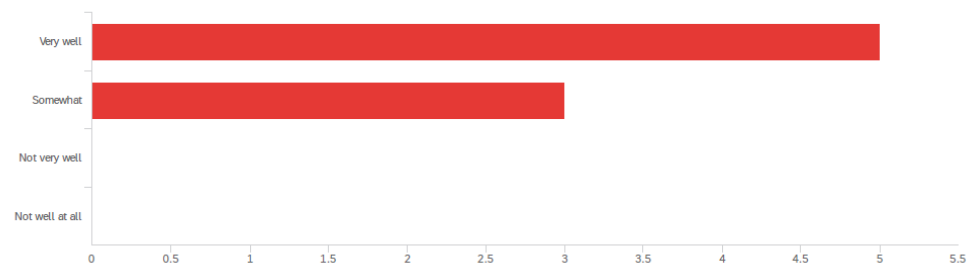
## Spring 2021 Alumni Survey-Q24

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



Summer 2021-Employer Survey Results-Outcome #5

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.



1	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.	1.00	2.00	1.38	0.48	0.23	8
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#	Field	Choice Count
1	Very well	62.50% 5
2	Somewhat	37.50% 3
3	Not very well	0.00% 0
4	Not well at all	0.00% 0

8

### Descriptive Statistics on Palo Alto University

Program:	CACREP - Marriage, Couple, and Child Counseling(93 Hours)		
Examination Date:	Fall 2021	Number Tested:	1
National Count for Certification:	4445	Number Passed:	1
National Pass Rate	81%		
Form Number:	146220A		
Minimum Criteria:	91.00		

	Items	University Results		National Results	
		Mean	Std Dev	Mean	Std Dev
Professional Counseling Orientation and Ethical Practice	15	8.00	0.00	10.23	2.24
Social and Cultural Diversity	6	4.00	0.00	4.72	1.02
Human Growth and Development	16	10.00	0.00	10.84	2.59
Career Development	16	11.00	0.00	10.38	2.21
Counseling and Helping Relationships	53	40.00	0.00	37.25	6.91
Group Counseling and Group Work	28	22.00	0.00	19.45	3.98
Assessment and Testing	21	11.00	0.00	11.72	2.81
Research and Program Evaluation	5	2.00	0.00	2.67	1.16
Score	160	108.00	0.00	107.25	18.13
Professional Practice and Ethics	19	6.00	0.00	10.47	2.82
Intake, Assessment and Diagnosis	19	15.00	0.00	11.67	2.49
Areas of Clinical Focus	47	35.00	0.00	32.71	5.47
Treatment Planning	14	12.00	0.00	10.15	2.11
Counseling Skills and Interventions	48	30.00	0.00	32.64	6.98
Core Counseling Attributes	13	10.00	0.00	9.61	2.12
Score	160	108.00	0.00	107.25	18.13