University of Holy Cross

Evaluation Data for the Counseling Graduate Programs
For the academic year 2023-2024
October 31, 2024

For the MA degree programs in:
 Clinical Mental Health Counseling
 Marriage, Couple, and Family Counseling
 School Counseling

For the PhD degree program in:
 Counselor Education and Supervision

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Description of the Counseling Department Programs

The Counseling Department at the University of Holy Cross includes CACREP-accredited master's programs in Clinical Mental Health Counseling, Marriage, Couple, and Family Counseling, and School Counseling, as well as a doctoral program in Counselor Education and Supervision.

Counseling Department Mission Statement

The Graduate Programs in Counseling incorporate the Mission of the University in their own statement of Mission and Philosophy. The various specialties in Counseling nurture students to become self-developing, competent professionals who can contribute to their communities, both personally and professionally. The programs emphasize the whole person's development of the spiritual, intellectual, cultural, and material values necessary to live responsibly, respect individuality, seek truth and peace, and foster justice in society. The programs emphasize the delivery of services from sociocultural, systemic, developmental, and wellness perspectives. The Graduate Programs in Counseling integrate their philosophy into their Mission through measurable objectives for teaching, research, and public service.

Program Objectives of the Graduate Programs in Counseling

1. To recruit and provide graduate degree programs for a diverse student body.
2. To provide students at the master's-level with the necessary knowledge, skills, and preparation to work as professional counselors.
3. To provide students at the doctoral-level with the necessary knowledge, skills, and preparation to work as faculty, supervisors, scholars, and leaders in the counseling profession.
4. To guide students in acquiring theoretical knowledge and the skills for applying theory to practice in the field of counseling.
5. To guide students in acquiring ethical and legal knowledge relevant to the field of counseling and the skills for applying ethical principles to practice in the field of counseling.
6. To guide students in acquiring multicultural awareness and competencies and the skills for applying diversity considerations to practice in the field of counseling.
7. To guide students in acquiring knowledge of best research methods and practices and the skills for applying principles of scholarship to practice in the field of counseling.
8. To guide students in developing a spirit of service and advocacy.
9. To promote the mission of University of Holy Cross.

Key Performance Indicators for the Master's Level Programs in Counseling

1. Students will demonstrate knowledge and skills in professional counseling orientation and ethical practice.
2. Students will demonstrate knowledge and skills in social and cultural diversity.
3. Students will demonstrate knowledge and skills in human growth and development.
4. Students will demonstrate knowledge and skills in career development.
5. Students will demonstrate knowledge and skills in counseling and helping relationships.
6. Students will demonstrate knowledge and skills in group counseling and group work.
7. Students will demonstrate knowledge and skills in assessment and testing.
8. Students will demonstrate knowledge and skills in research and program evaluation.
9. Students will demonstrate knowledge and skills in foundations, contextual dimensions, and practice in their chosen specialty area of Clinical Mental Health Counseling.
10. Students will demonstrate knowledge and skills in foundations, contextual dimensions, and practice in their chosen specialty area of Marriage, Couple, and Family Counseling.
11. Students will demonstrate knowledge and skills in foundations, contextual dimensions, and practice in their chosen specialty area of School Counseling.

Key Performance Indicators for the Doctoral Program in Counseling

1. Students will demonstrate knowledge and skills in the doctoral area of counseling.
2. Students will demonstrate knowledge and skills in the doctoral area of supervision.
3. Students will demonstrate knowledge and skills in the doctoral area of teaching.
4. Students will demonstrate knowledge and skills in the doctoral area of research and scholarship.
5. Students will demonstrate knowledge and skills in the doctoral area of leadership and advocacy.

Key performance indicators are assessed using performance in classroom activity, clinical practicum and internship evaluations, the exit examination for master's level students, and faculty review and discussion of student performance.

The Assessment Process

The key performance indicators of the graduate programs in counseling at University of Holy Cross are assessed using data acquired through multiple measures applied at multiple points in time throughout the master's-level and doctoral-level programs of study. In accordance with CACREP guidelines, these data include (1) aggregate student assessment data that address student knowledge, skills, and professional dispositions, (2) demographic and other characteristics of applicants, students, and graduates, and (3) data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates. Data are collected by faculty report of course assessments, student evaluations, and surveys completed in Qualtrics.

The Assessment Review Committee (ARC), which includes the Chair of the Department of Counseling and Behavioral Sciences, the CACREP Liaison, a designated Faculty Reviewer of assessment data, and one additional faculty member, in coordination with the program coordinators and other departmental subcommittee representatives as needed, is responsible for reviewing the collected aggregate data, summarizing the data, reporting the findings to program faculty, and guiding the process of programmatic modification in response to the assessment data.

Student knowledge and skills in the areas identified by the key performance indicators are assessed in classroom activity, the practicum and internship experience, and the exit examination. Student professional dispositions are assessed during the practicum and internship experience as well as by faculty observation and discussion throughout the program.

For the MA degree programs, a specific assignment is designated for assessing knowledge related to each of the Eight Core Curricular Areas as well as Diagnosis and Treatment, which are collected by the faculty responsible for teaching each course, converted to a 3-point scale, and forwarded to the ARC for review. For the PhD degree programs, a specific assignment is designated for assessing knowledge related to each of the Five Doctoral Areas, which are collected by the faculty responsible for teaching each course, converted to a 3-point scale, and forwarded to the ARC for review.

During the Practicum and Internship courses, both course instructors and on-site supervisors complete evaluations of student clinical skills and professional dispositions. The items related to these skills and dispositions are rated on a 3-point scale, collected by the Practicum and Internship Coordinator, and forwarded to the ARC for review.

The demographic and other characteristics of applicants, students, and graduates are collected on an annual basis by the CACREP liaison and then forwarded to the ARC for review. Student evaluations of coursework and supervisors are collected by the departmental administrative assistant and forwarded to the ARC for review.

Every two years, surveys are sent to program alumni, who are asked to evaluate their experience in the program. Every two years, surveys are sent out to employers of program graduates, who are asked to evaluate the professional competency of employed program graduates.

The ARC is responsible for reviewing, summarizing, and reporting the findings resulting from these assessment data to the program faculty. This is done throughout the evaluation process in monthly faculty meetings and in summary at the end of each academic year. The ARC is also responsible for ensuring that the results of the evaluation plan are published on the university website and disseminated to institutional administrators and personnel in cooperating agencies (e.g., internship sites, employers).

Discussion by program faculty, with consideration of input from other stakeholders, guides the response to the assessment data and the design and implementation of any necessary program modifications. Each summer term, the ARC makes any adjustments to the evaluation plan that are necessary following these program modifications.

Program Modifications and Substantial Changes

To achieve overall program effectiveness, faculty members in our program are dedicated to continually evaluating our program, updating materials to meet current environments, and improving the program as necessary. Faculty members update syllabi each term a course is taught incorporating new or updated textbooks and readings from the literature; acknowledging new trends in the counseling profession; and exploring new professional, ethical, and legal trends as they emerge.

A very important process that leads to program updating and improvement is our program evaluation plan that yields data that we examine and use in our program planning.

After carefully reviewing the data in this program evaluation document, the faculty looked for areas in the program that could be addressed to improve the counseling graduate program. Overall, the program evaluation process affirmed that the three master's degree programs and the PhD program are functioning well and that students are being provided with a high quality educational experience. In accordance with CACREP guidelines, data we collect and review include (1) aggregate student assessment data that address student knowledge, skills, and professional dispositions, (2) demographic and other characteristics of applicants, students, and graduates, and (3) data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates. Data are collected by faculty report of course assessments, student evaluations, and surveys completed in Qualtrics.

Listed below are some particular areas in the report that suggest some improvements could be considered for the program and the actions planned by the faculty to implement steps toward improvement. Areas in which program effectiveness are being demonstrated by the data in this report are not addressed in the list below.

Information from the Program Evaluation Data for the 2023-2024 Academic Year	Faculty Response
Student demographic data is provided on page 8 of the report.	A total of 40% of our master's students and 63% of our PhD students identify as Non-White. While we are pleased that we serve a very culturally diverse student population in both our master's and PhD degree programs, only 20% of our master's students and only 15% of our PhD students are male. The faculty are developing a student recruitment plan that will target populations of potential master's and PhD students that include more males.
Classroom activity of master's students are rated on a scale of 3 (exceptional), 2 (sufficient), and 1 (deficient). Results	Master's students are performing well in all curriculum areas. However, in both classroom activity and exit exam results, the performance of master's students, while adequate, is lowest among all of the other core areas of instruction in research and program evaluation. The faculty are developing a plan to offer

for master's students are provided on page 12. Master's exit exam results are provided on page 15.	help sessions in the area of research for the coming academic year while students are taking the research course, and to offer an exit exam review in the area of research prior to the next administrations of the exit exam.
Classroom activity of PhD students are rated on a scale of 3 (exceptional), 2 (sufficient), and 1 (deficient). Results are provided on page 16.	The lowest ratings for classroom activity of PhD students are in the area of supervision. The mean of 2.55 shows the majority of students are performing at the exceptional level, but some scores of sufficient and deficient are being recorded. First, the faculty will review the procedure for rating the classroom activity of PhD students in the area of supervision to determine whether the process needs to be modified and improved. In addition, faculty members will review the course syllabi to determine whether changes need to be made to improve the PhD supervision course.
The results of recent alumni surveys of master's and PhD graduates are included on page 19.	Master's and PhD alumni expressed very high satisfaction with their educational experiences in the program and 100% of those responding indicated they would recommend the program they completed to others. One area where less than 100% satisfaction was expressed was on the item, "My professors were generally available when I needed them." In faculty meetings, discussions have emphasized the need to respond in a timely manner to student questions sent by email, text, and through Canvas. Faculty members will continue to discuss this issue and will work toward developing guidelines that include minimum response time to student questions.

The program modifications based on this report that are being planned are summarized above.

No substantial changes in the master's and PhD programs are being planned at this point.

Student Demographic Data

Race, Ethnicity, and Gender – Master's Programs Fall 23, Spring 24, and Summer 24

American Indian or Alaska Native	2	(1%)
Asian	0	(0%)
Black or African American	38	(28%)
Native Hawaiian or Other Pacific Islander	0	(0%)
White	80	(60%)
More than one race selected	4	(3%)
Did not report	10	(8%)
Hispanic	14	(10%)
Not Hispanic	120	(90%)
Female	104	(78%)
Male	27	(20%)
Did not report	3	(2%)

Race, Ethnicity, and Gender – Doctoral Program Fall 23, Spring 24, and Summer 24

American Indian or Alaska Native	0	(0%)
Asian	2	(1%)
Black or African American	79	(50%)
Native Hawaiian or Other Pacific Islander	0	(0%)
White	59	(37%)
More than one race selected	9	(6%)
Did not report	10	(6%)
Hispanic	9	(6%)
Not Hispanic	150	(94%)
Female	134	(84%)
Male	23	(15%)
Did not report	2	(1%)

State of Residence – Master's Programs Fall 23, Spring 24, and Summer 24

Louisiana	120 (90%)
Other	14 (10%)

State of Residence – Doctoral Program Fall 23, Spring 24, and Summer 24

Louisiana	123 (77%)
Other	36 (23%)

Assessment of Student Knowledge and Skills

Assessment of student knowledge and skills is performed at multiple points throughout the graduate counseling experience. Methods used to assess student knowledge and skills include designated assignments in specific courses (varying programmatically as described below), evaluation of both course instructors and on-site supervisors during the practicum and internship experience, and the department's exit examination.

Evaluation in Classroom Activity

For the MA degree programs in Counseling, the following assignments are used to assess student knowledge in the Eight Core Curricular Areas. Students are additionally assessed for knowledge of Diagnosis and Treatment as well as the specific content areas of Clinical Mental Health Counseling, in Marriage, Couple, and Family Counseling, and in School Counseling in each respective degree program. Student performance on these assignments is reported to the department with one of three ratings: Deficient (1), Sufficient (2), or Exceptional (3).

Professional Counseling Orientation and Ethical Practice
COU 609 Professional Orientation and Ethics in Counseling
Assignment – Case Studies
Students receive three case studies. Each case study must be addressed by applying ethical concepts and codes to answer questions and navigate or resolve the presented dilemma. Students are assessed on their ability to identify key ethical and legal concerns, identify and apply relevant concepts and codes, and the clarity and thoughtfulness of the response.

Social and Cultural Diversity
COU 602 Social and Cultural Foundations
Assignment – Cultural Quick Guide
Students select five demographic groups to study and review. For each selected and instructor-approved demographic group, students identify, describe, and reflect on the cultural components of these populations, with emphasis placed on information that would be especially relevant for counselor awareness and consideration when working with members of these populations.

Human Growth and Development
COU 600 Human Growth and Development
Assignment – Movie Analysis
Students select, view, and analyze a movie. The analysis must include a brief summary of the movie, a description of the events of the movie through the lens of Erikson's developmental stages or an alternative developmental model approved by the instructor, a critique of the movie's effectiveness at portraying the challenges of the identified developmental stage(s), and reflection on the content of the movie and its meaning.

Career Development
COU 605 Career and Lifestyle Development
Assignment – Career Guidance Program Proposal
Students design a proposal for a career guidance program in either a community/clinical setting or an educational setting. Components of the proposal include a description of the population (and associated considerations), tools available (and intended uses), and the philosophy of the program (including specific objectives).

Counseling and Helping Relationships
COU 606 Theories of Counseling
Assignment – Theoretical Exploration Research Paper
Students select a theory of counseling and complete a research paper which must include at least four peer-reviewed or instructor-approved sources. Components of the paper include the history of the theory, the central tenets or core concepts of the theory, the typical approach of the theory to addressing client concerns (techniques), and a critique of the theory's general effectiveness.

Group Counseling and Group Work
COU 607 Theory and Practice of Group Counseling
Assignment – Group Counseling Proposal
Students design a proposal for a counseling group. Components of the proposal include the purpose of the group, the type of group (e.g., psychoeducational), the intended members of the group (including the screening/selection process), the setting, the number and schedule of sessions, ethical considerations, diversity considerations, and an outline including the topics and activities for each session (with a minimum of four sessions).

Assessment and Testing
COU 618 Appraisal in Counseling
Assignment – Statistical Analysis
Students utilize reviewed methods of statistical analysis to interpret and report on provided data sets of hypothetical assessment results. Students are required to show all work involved in reaching the reported results and conclusions.

Research and Program Evaluation
COU 610 Research Methods and Program Evaluation
Assignment – Research Manuscript
Students are guided through the process of developing and performing a scientific study. The completed manuscript which must be submitted at the end of this process must include the completed and approved form from the Institutional Review Board or Human Subjects Protection Review Committee, a literature review including a minimum of four scientific sources (properly cited and referenced), a participants subsection, a materials and procedures subsection, a results subsection for the data which was analyzed in SPSS, and a discussion subsection.

Diagnosis and Treatment
COU 615 Diagnosis and Treatment of Mental Disorders
Assignment – Case Study Set Quizzes
Students are presented with case studies which describe scenarios corresponding to mental disorders described in the DSM-5-TR. Students utilize the DSM-5-TR to diagnosis the individuals described in the case studies. The assigned diagnoses must include proper coding, specifiers, formatting, and spelling. Students are required to provide the rationale or justification for the assigned diagnosis. The case studies are collected into ten sets based on the category of disorder which they describe and total performance across all sets is reported to the department.

Clinical Mental Health Counseling
COU 641N Clinical Mental Health Counseling
Assignment – Clinical Mental Health Portfolio
Students complete and submit a portfolio which includes a 20-minute role play counseling session, a case conceptualization, a case note completed in a minimum of two different formats (e.g., DAP, SOAP), and a treatment plan.

Marriage, Couple, and Family Counseling
COU 631 Marriage and Family Counseling
Assignment – Role-Play Demonstration
Students record three ~5-minute role-play counseling sessions, each of which must demonstrate an identified theory-based skill, concept, or technique related to the course material and clearly emphasizing and addressing a systemic issue.

School Counseling
COU 623 Foundations of School Counseling
Assignment – School Counselor Professional Identity Paper
Students utilize resources such as the American School Counselor Association and the Louisiana School Counseling Model (LaSCM) and write a paper demonstrating personal understanding of school counselor professional roles and responsibilities, including descriptions of professional organizations and the guidance that they provide.

Evaluation in Classroom Activity – Master's Programs

Content Area	Mean	Exceptional (3)	Sufficient (2)	Deficient (1)
Professional Counseling Orientation and Ethical Practice	3.00	35	0	0
Social and Cultural Diversity	2.79	48	4	4
Human Growth and Development	2.32	12	5	5
Career Development	2.69	27	12	0
Counseling and Helping Relationships	2.58	26	11	3
Group Counseling and Group Work	2.81	22	3	1
Assessment and Testing	3.00	23	0	0
Research and Program Evaluation	2.63	37	17	2
Diagnosis and Treatment	2.62	29	10	3
Clinical Mental Health Counseling	3.00	33	0	0
Marriage, Couple, and Family Counseling	2.90	19	2	0
School Counseling	3.00	12	0	0
Overall	2.78	80%	16%	4%

Evaluation in Practicum and Internship

During the Practicum and Internship courses, both course instructors and on-site supervisors complete evaluations of student clinical skills. The following items receive one of three ratings on each evaluation: Deficient (1), Sufficient (2), or Exceptional (3).

For all students providing counseling services, the following 14 items are included and rated:
> Empathy
> Active Listening
> Nonverbal Communication
> Reflecting and Summarizing
> Appropriate Challenging
> Application of Counseling Theory
> Goal Setting and Progress Monitoring
> Appropriate Termination
> Multicultural/Diversity Competence
> Application of Research
> Group Management
> Documentation and Record Keeping
> Use of Technology
> Adherence to Site Policies

Evaluation in Practicum and Internship – Core Items – Master's Programs

Content Area	Mean	Exceptional (3)	Sufficient (2)	Deficient (1)
Empathy	2.85	168	30	0
Active Listening	2.83	164	33	0
Nonverbal Communication	2.62	123	74	0
Reflecting and Summarizing	2.72	142	56	0
Appropriate Challenging	2.52	105	89	3
Application of Counseling Theory	2.55	109	85	1
Goal Setting and Progress Monitoring	2.68	134	60	1
Appropriate Termination	2.64	94	50	1
Multicultural/Diversity Competence	2.66	128	67	0
Application of Research	2.45	67	78	1
Group Management	2.64	45	25	0
Documentation and Record Keeping	2.68	120	54	1
Use of Technology	2.77	146	44	0
Adherence to Site Policies	2.80	154	34	2
Overall	2.67	68%	31%	1%

Evaluation in Practicum and Internship – Core Items – Doctoral Program

Content Area	Mean	Exceptional (3)	Sufficient (2)	Deficient (1)
Empathy	2.89	157	19	0
Active Listening	2.89	158	20	0
Nonverbal Communication	2.85	151	26	0
Reflecting and Summarizing	2.88	157	21	0
Appropriate Challenging	2.86	153	24	0
Application of Counseling Theory	2.86	153	22	1
Goal Setting and Progress Monitoring	2.85	150	25	1
Appropriate Termination	2.82	118	24	1
Multicultural/Diversity Competence	2.88	158	21	0
Application of Research	2.83	134	27	0
Group Management	2.87	117	16	1
Documentation and Record Keeping	2.85	139	22	1
Use of Technology	2.85	152	26	0
Adherence to Site Policies	2.89	154	17	1
Overall	2.86	87%	13%	0.0025%

For students providing counseling services at school sites, the following 4 items are additionally included and rated:

- Academic Interventions
- Career Interventions
- Classroom Management
- Student Advocacy

Evaluation in Practicum and Internship – School Items – Master's Programs

Content Area	Mean	Exceptional (3)	Sufficient (2)	Deficient (1)
Academic Interventions	2.64	9	5	0
Career Interventions	2.70	7	3	0
Classroom Management	2.80	8	2	0
Student Advocacy	2.78	14	4	0
Overall	2.73	73%	27%	0%

Evaluation in Practicum and Internship – School Items – Doctoral Program

Content Area	Mean	Exceptional (3)	Sufficient (2)	Deficient (1)
Academic Interventions	2.95	21	1	0
Career Interventions	2.95	18	1	0
Classroom Management	2.95	18	1	0
Student Advocacy	2.96	25	1	0
Overall	2.95	95%	5%	0%

For doctoral students, the following 4 items are additionally included and rated:

- Supervision Competency
- Teaching Competency
- Research and Scholarship
- Leadership and Advocacy

Evaluation in Practicum and Internship – Doctoral Area Items

Content Area	Mean	Exceptional (3)	Sufficient (2)	Deficient (1)
Supervision Competency	2.83	101	18	1
Teaching Competency	2.86	93	13	1
Research and Scholarship	2.87	89	13	0
Leadership and Advocacy	2.90	107	12	0
Overall	2.87	87%	13%	0.004%

Evaluation in Exit Examination

Students in the MA degree programs take a comprehensive Exit Examination when close to the point of graduation. The examination is designed to assess student knowledge in the Eight Core Curricular Areas as well as Diagnosis and Treatment and to prepare students for taking examinations required to attain professional licensure.

The exit exam is reviewed for potential modification on an annual basis based on review of student evaluations (identifying areas of need), student exam scores, and faculty review of test items and discussion.

Exit Exam Results for Fall 2023 – Summer 2024 Academic Year

Scores are reported as percentage of items correct in content area and overall.

Fall 2023, Spring 2024, and Summer 2024 (N = 38)

Content Area	Mean	Standard Deviation	Median	Range
Professional Counseling Orientation and Ethical Practice	70	12	69	44 – 94
Social and Cultural Diversity	54	13	54	25 – 75
Human Growth and Development	61	17	63	33 – 92
Career Development	59	15	58	17 – 83
Counseling and Helping Relationships	57	13	55	30 – 85
Group Counseling and Group Work	63	13	67	33 – 83
Assessment and Testing	60	17	60	30 – 90
Research and Program Evaluation	51	16	50	20 – 90
Diagnosis and Treatment	68	12	69	44 – 100
Overall	61	8	62	45 – 78

Evaluation of the Five Doctoral Areas

For the PhD degree program in Counselor Education and Supervision, the following assignments are used to assess student knowledge in the Five Doctoral Areas.

Student performance on these assignments is reported to the department with one of three designations: Deficient (1), Sufficient (2), or Exceptional (3).

> **Counseling**
> COU 806 Advanced Theories of Counseling
> Assignment – Case Conceptualization Paper
> Students select a fictional character from any instructor-approved medium and source, for example a movie or comic book. Students select a theory of counseling practice and apply that theory to the selected character. Components of the analysis and application include a biography of the character, a description of the problem through the lens of the

selected theory, a rationale for selection of the theory for this case, and a treatment plan including specific interventions.

Supervision
COU 825 Counselor Supervision
Assignment – Observation of Supervision Group
Students are assigned to a master's-level internship group, attend a session of group supervision, and submit their observations and reflections. Additionally, students are assigned to an administrative staffing group (e.g., at the university counseling center), attend a session of group administrative supervision, and submit their observations and reflections.

Teaching
COU 820 College Teaching
Assignment – Teaching Demonstration
Students are assigned a course and specific topic area and then design an appropriate lecture and/or activity for teaching the assigned material. Students then provide a live demonstration of this lecture and/or activity which must be a minimum of 40 minutes in length.

Research and Scholarship
COU 833 Current Counseling Research
Assignment – Annotated Bibliography
Students select and summarize 10 data-based research articles related to their intended dissertation topic; these studies can be qualitative or quantitative.

Leadership and Advocacy
COU 860 Advanced Program Evaluation
Assignment – Comprehensive Program Evaluation Proposal
Students develop a comprehensive program evaluation proposal which reviews both the design and implementation of the evaluation methods. The proposal will be written following a provided prospectus format.

Evaluation in Classroom Activity – Doctoral Program

Content Area	Mean	Exceptional (3)	Sufficient (2)	Deficient (1)
Counseling	3.00	38	0	0
Supervision	2.55	32	1	9
Teaching	2.81	31	5	1
Research and Scholarship	3.00	31	0	0
Leadership and Advocacy	3.00	22	0	0
Overall	2.87	90%	4%	6%

Assessment of Student Professional Dispositions

In addition to practicum and internship evaluation and faculty discussion, professional dispositions are also included in the surveyors submitted to employers of program graduates.

Evaluation in Practicum and Internship

During the Practicum and Internship courses, both course instructors and on-site supervisors complete evaluations of student professional dispositions. The following items receive one of three ratings on each evaluation: Deficient (1), Sufficient (2), or Exceptional (3).

> Acceptance and Use of Feedback
> Self-Awareness and Personal Responsibility
> Motivation to Learn and Improve
> Ethical and Legal Competency
> Multicultural/Diversity Competency
> Self-Care and Professional Wellness
> Peer Relationships
> General Flexibility

Assessment of Professional Dispositions – Master's Programs

Content Area	Mean	Exceptional (3)	Sufficient (2)	Deficient (1)
Acceptance and Use of Feedback	2.86	175	25	2
Self-Awareness and Personal Responsibility	2.80	168	28	6
Motivation to Learn and Improve	2.87	176	25	1
Ethical and Legal Competency	2.77	155	46	0
Multicultural/Diversity Competency	2.68	136	65	0
Self-Care and Professional Wellness	2.67	137	62	2
Peer Relationships	2.78	150	40	1
General Flexibility	2.79	163	35	4
Overall	2.78	79%	20%	1%

Assessment of Professional Dispositions – Doctoral Program

Content Area	Mean	Exceptional (3)	Sufficient (2)	Deficient (1)
Acceptance and Use of Feedback	2.85	152	25	1
Self-Awareness and Personal Responsibility	2.87	156	21	1
Motivation to Learn and Improve	2.93	165	13	0
Ethical and Legal Competency	2.85	152	25	1
Multicultural/Diversity Competency	2.88	156	21	0

Self-Care and Professional Wellness	2.80	143	34	1
Peer Relationships	2.88	156	22	0
General Flexibility	2.88	157	19	1
Overall	2.87	87%	13%	0.0035%

Evaluation by Faculty Review

The program faculty meet each month to discuss matters related to the functioning of the program, which includes any observed student issues of an academic, clinical, or dispositional nature. These conversations are guided by faculty observation and further informed by course instructor and site supervisor evaluations when available. These conversations aim to identify the students in need of assistance or remediation in order to meet expectations for skills, knowledge, or dispositions.

Alumni and Employer Surveys

Every two years, surveys are sent to program alumni, who are asked to evaluate their experience in the program. The responses to these items are used for evaluating the quality of the student experience and to indicate strengths and weaknesses of the program which merit faculty discussion for expansion or revision. Alumni are additionally asked to report professional (or provisional) licensure and employment in the field of counseling or counselor education.

Every two years, surveys are sent to employers of program graduates, who are asked to evaluate the demonstrated knowledge, skills, and dispositions of the graduate. The items used to rate these characteristics mirror those utilized in the course and site evaluations during the practicum and internship courses.

For the following tables, scores are reported as percentage of the total response, excluding items rated as non-applicable.

Key for Alumni Surveys: Strongly Agree (2), Agree (1), Neither Agree nor Disagree (0), Disagree (-1), and Strongly Disagree (-2).

Key for Employer Surveys: Excellent (2), Above Average (1), Average (0), Below Average (-1), Poor (-2)

Alumni Surveys – Master's Programs 2024 (*n=11)*

Item	2	1	0	-1	-2
The course sequence was logical and organized.	91%	9%	-	-	-
The overall objectives of the program were practical and relevant.	100%	-	-	-	-
The program met its objectives.	91%	9%	-	-	-
The program content met my anticipated professional needs.	91%	9%	-	-	-
My professors were generally available when I needed them.	82%	28%	-	-	-
The practicum and internship experience met my anticipated professional needs.	100%	-	-	-	-
The graduate orientation session was informative.	91%	9%	-	-	-
The handbook for graduate students was helpful.	91%	9%	-	-	-
Counselink was useful for communicating.	91%	-	9%	-	-
Item	**Yes**			**No**	
Would you recommend your program to others?	100%			-	

Alumni Surveys – Doctoral Program 2024 (*n=7)*

Item	2	1	0	-1	-2
The course sequence was logical and organized.	86%	14%	-	-	-
The overall objectives of the program were practical and relevant.	100%	-	-	-	-
The program met its objectives.	86%	14%	-	-	-
The program content met my anticipated professional needs.	86%	-	14%	-	-
My professors were generally available when I needed them.	71%	29%	-	-	-
The practicum and internship experience met my anticipated professional needs.	86%	14%	-	-	-
The graduate orientation session was informative.	86%	-	14%	-	-
The handbook for doctoral students was helpful.	100%	-	-	-	-
Counselink was useful for communicating.	86%	-	14%	-	-
Item	**Yes**			**No**	
Would you recommend your program to others?	100%			-	

Employer and Supervisor Surveys – 2024 (*n=7*)

Item	2	1	0	-1	-2	N/A
Counseling Skills	4 (57%)	1 (14%)	2 (29%)	-	-	-
Assessment Skills	4 (57%)	1 (14%)	1 (14%)	1 (14%)	-	-
Treatment Planning	5 (71%)	-	1 (14%)	1 (14%)	-	-
Professional Development	5 (71%)	1 (14%)	1 (14%)	-	-	-
Theoretical Knowledge	5 (71%)	-	2 (29%)	-	-	-
Working with Children	2 (66%)	-	-	-	1 (33%)	4
Relationship with Colleagues	5 (71%)	1 (14%)	-	1 (14%)	-	-
Case Conceptualization	4 (57%)	1 (14%)	2 (29%)	-	-	-
Consultation Skills	5 (71%)	-	2 (29%)	-	-	-
Evaluation/Research Skills	4 (57%)	1 (14%)	1 (14%)	1 (14%)	-	-
Crisis Intervention	4 (57%)	1 (14%)	1 (14%)	1 (14%)	-	-
Working with Diversity Issues	5 (71%)	-	1 (14%)	1 (14%)	-	-
Working with Couples/Families	5 (83%)	-	1 (17%)	-	-	1
Ethical Behavior	5 (71%)	-	2 (29%)	-	-	-
Openness to Supervision	6 (86%)	-	-	1 (14%)	-	-