



Annual Report 2019

**Master of Science in Counseling
Program Evaluation**

University of Providence

Table of Contents

I. THE UNIVERSITY OF PROVIDENCE.....	5
II. UNIVERSITY MISSION	5
III. CORE THEMES	6
IV. GRADUATE PROGRAM OBJECTIVES	6
V. COUNSELING PROGRAM OBJECTIVES	7
1. MASTER OF SCIENCE IN COUNSELING PROGRAM GOALS	7
2. MASTER OF SCIENCE IN COUNSELING PROGRAM OBJECTIVES	7
3. PROFESSIONAL DISPOSITIONS	8
VI. PROGRAM ASSESSMENT OVERVIEW	9
VII. ANNUAL REPORT 2019	11
1. SUMMARY OF PROGRAM EVALUATION RESULTS	11
A. <i>Current Students</i>	11
General Perception of the Program.	11
Purpose of the Program	12
Student agreement with Program Purpose.....	12
Importance of Program Areas	12
Program Objectives	14
Ethical practice in counseling.....	14
Social and cultural diversity	14
Human growth and development.....	14
Career and mental well-being.....	14
Personal model of counseling.....	15
Group counseling	15
Assessment and testing.....	15
Research and evidence-based counseling	15
Sufficiency of Curriculum.....	15
Overall Rating of the Program	16
Conclusions.....	16
B. <i>Alumni</i>	17
General Perception of the Program	17
Purpose of the Program	17
Agreement with program purpose.	18
Importance of program areas	18
Program Objectives	18
Ethical practice in counseling.....	19
Social and cultural diversity	19
Human growth and development.....	19
Career and mental well-being.....	19
Personal model of counseling.....	19
Group counseling	19
Assessment and testing.....	19
Research and evidence-based counseling	19
Sufficiency of Curriculum.....	20
Overall Rating of the Program	20
Conclusions.....	21
C. <i>Faculty Full-Time, Part-Time, Adjunct</i>	21
General Perception of the Program.	22
Strengths and Limitations of the Program.	22
Purpose of the Program.	22
Faculty Agreement with Program Purpose.....	23
Importance of Program Areas.	23

Professional counseling orientation and ethical practice	23
Social and cultural diversity	23
Human growth and development	23
Career development.....	23
Counseling and helping relationships.....	23
Group counseling and group work	23
Assessment and testing.....	23
Research and program evaluation.....	23
Program Objectives	24
Professional counseling orientation and ethical practice	24
Social and cultural diversity	24
Human growth and development.....	24
Career development.....	24
Counseling and helping relationships.....	25
Group counseling and group work	25
Assessment and testing.....	25
Research and program evaluation.....	25
Sufficiency of Curriculum.....	25
Recommended Additions to the Curriculum.....	26
Additional Comments and Suggestions.....	26
Overall Rating of the Program.....	26
Conclusion.....	26
D. Clinical Supervisors	27
General Perception of the Program.....	27
Purpose of the Program	27
Site Supervisor Agreement with Program Purpose.....	28
Importance of Program Areas	28
Professional counseling orientation and ethical practice	28
Social and cultural diversity	28
Human growth and development.....	28
Career development.....	28
Counseling and helping relationships.....	28
Group counseling and group work	28
Assessment and testing.....	28
Research and program evaluation.....	28
Program Objectives	28
Ethical practice in counseling.....	28
Social and cultural diversity	29
Human growth and development.....	29
Career and mental well-being.....	29
Personal model of counseling.....	29
Group counseling	29
Assessment and testing.....	29
Research and evidence-based counseling	29
Sufficiency of Curriculum.....	30
Overall Rating of the Program	30
Conclusions.....	30
2. SUMMARY OF PROFESSIONAL COMPETENCY EVALUATION RESULTS	31
A. Clinical Supervision	31
Professional Competence of Students by Site Supervisor	31
Basic Work Requirements.....	31
Case Management.....	31
Supervision.....	32
Interactions with Clients.....	32
Initial Session Skills.....	33
Counseling Skills.....	33
Case Conceptualization.....	34
Treatment.....	35
Overall Rating.....	35
Strengths and Limitations.....	35

Summary.	36
Student Self-Evaluation of Professional Competence.	36
Basic Work Requirements.	36
Case Management.	36
Supervision.	37
Interactions with Clients.	37
Initial Session Skills.	38
Counseling Skills.	38
Conceptualization.	38
Treatment.	38
Overall Rating.	39
Strengths and Limitations.	39
Summary.	39
Student Evaluation of Site Supervisor.	39
Supervisor Skill.	39
Supervisor Effectiveness.	39
3. COMPARISON 2017, 2018, AND 2019.	41
4. SUBSEQUENT PROGRAM MODIFICATIONS.	60
5. OTHER SUBSTANTIAL PROGRAM CHANGES.	61
6. ADDITIONAL PROGRAM INFORMATION.	61
7. MSC PROGRAM DATA.	61
8. PLAN TO IMPROVE RETENTION.	62

I. The University of Providence

The Master of Science in Counseling (MSC) program integrates the University Mission and the Graduate Mission along with CACREP Standards. The primary drivers within the program are the Program Goals and Objectives. The Program Goals represent the aspirations of the faculty for the students. The program objectives are the specific student learning outcomes that reflect CACREP requirements for counselor education. Faculty members use the objectives to guide course development and assignments to provide a quality educational experience for students at the University of Providence (UP).

II. University Mission

As an expression of the teaching mission of Jesus Christ, the mission of the University of Providence is to provide students with the opportunity to obtain a liberal education for *living and for making a living*.

The University of Providence was founded through the collaborative efforts of the Sisters of Providence, the Ursuline Sisters, the Catholic Bishop of Great Falls and the Great Falls civic community all of whom recognized societal need for higher education. The University's educational mission, sponsored by the Sisters of Providence, continues to be realized through the shared endeavors of a diverse group of highly dedicated people.

The University cooperates with both private and public institutions to attain goals consistent with its educational purpose and values.

The University continually and responsibly evaluates its operation and programs. It develops professional and career programs and continuing education courses designed in view of society's present and future needs as well as traditional academic degrees in appropriate fields.

The University offers students a foundation for actively implementing Gospel values and the teaching of Jesus within the Catholic tradition; it serves students of all beliefs who wish to take advantage of its programs.

The faculty and staff of the University join with students in a cooperative and enthusiastic search for truth, so that students may develop:

Character - have a positive impact on the world and to the communities in which they live and work, particularly by recognizing and accepting personal accountability to themselves, to society, and to God;

Competence - further their ability to live full and rewarding lives by becoming competent working members of society who know the basics of their professional field and have access to future learning;

Commitment - find meaning in life which enables them to participate effectively in society while transcending its limitations, by living according to their own moral and religious convictions, as well as by respecting the dignity and beliefs of other people.

III. Core Themes

Seeking to understand: As an expression of the teaching mission of Jesus Christ, our University brings together reason and faith to seek the truth. We are a faith-based learning community, dedicated to encouraging and assisting our students in seeking to understand and searching for truth.

Living in community: “to provide students with the opportunity to obtain a liberal education for living and making a living.” We believe a particular type of education prepares students for both living and making a living. The origins of a liberal education are Greek, an education for a free, independent man. Our liberal education is for a free independent man or woman, engaged in civic and faith communities, often demonstrating independence in a counter-cultural manner, with a special concern for the poor and vulnerable.

Searching together: “the faculty and staff of the University join with students in a cooperative and enthusiastic search for the truth...” We learn together, we search together, we seek to understand together. We live and learn in community.

IV. Graduate Program Objectives

It is the mission of Graduate Studies at the University to prepare reflective professionals in the dimensions of scholarship, learning, and practice.

Reflective Scholarship - The graduate programs all involve learning and mastering the skills of reflective scholarship as the ability to understand and to reflect on the major theoretical and empirical data in a field of study.

Reflective Learning – The graduate programs instill the ability to act while reflecting on one’s own ideas, analyses, values, personal and organizational interests, and the interests of others.

Reflective Practice – The graduate programs impart the ability to apply skills and perspectives in life, to reflect on the appropriateness of practices and to practice self-efficacy in application, both reflection-on-action and reflection-in-action of professional activities.

The goal of Graduate Studies is to instill in the students an understanding of and capacity for scholarship, independent judgment, academic rigor, and intellectual honesty. It is the responsibility of faculty and students to work together in partnership to encourage freedom of inquiry, demonstrate personal and professional integrity, and foster mutual respect.

Quality graduate education depends upon the professional and ethical conduct of all parties. Members of the graduate faculty and graduate students have mutual responsibilities in the maintenance of academic standards and the creation of a high-quality graduate program. Graduate students are viewed as professionals, not solely as students whose only interest is degree completion. Graduate students have made a career choice and are viewed as members of a profession that has obligations to our human community.

V. Counseling Program Objectives

1. Master of Science in Counseling Program Goals

The MSC Program strives

1. To provide students with a broad theoretical base that serves as the basis of a personal model of counseling.
2. To expose students to historical, current, and emerging counseling methods that provide options for the best counseling practice.
3. To provide students with knowledge and skills that serve as a basis for critically consuming data based professional literature and informs data-based counselor practice.
4. To provide students with opportunities to develop knowledge and skills necessary for self-growth and self-care for continued exemplary practice through time.
5. To provide students with clinical experience that serves as the basis for the practice of emerging counseling skills.
6. To prepare students for passage of the state licensure exam as a basis for entering a professional counselor role.
7. To prepare students to assume leadership positions in their professions and their communities.
8. To provide students with a capstone experience that integrates all of the goals from above.

2. Master of Science in Counseling Program Objectives

PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

By the end of this program, students will be able to ...

Evaluate ethical practice according to the counseling profession.

Describe ethical practice according to the counseling profession.

Synthesize elements of ethical practice in counseling.

SOCIAL AND CULTURAL DIVERSITY

By the end of this program, students will be able to ...

Analyze the impact of social and cultural diversity on served clientele.

Determine multicultural theories to describe cultural identity development.

Integrate this knowledge to provide examples of multicultural counseling competences.

HUMAN GROWTH AND DEVELOPMENT

By the end of this program, students will be able to ...

Determine theories of individual and family development across the lifespan.

Describe factors that affect human development, functioning, and behavior.

CAREER DEVELOPMENT

By the end of this program, students will be able to ...

Analyze theories and models of career development related to counseling.

Describe strategies for career development program planning and implementation.

Identify approaches for conceptualizing the interrelationships among work, relationships, and mental well-being.

COUNSELING AND HELPING RELATIONSHIPS

By the end of this program, students will be able to ...

Analyze theories and models of counseling.

Identify relevant counseling interventions suitable to a specific population.

Integrate gained knowledge and formulate a personal model of counseling.

GROUP COUNSELING AND GROUP WORK

By the end of this program, students will be able to ...

Determine theories of group counseling and group work.

Identify dynamics related to group process and development.

Synthesize gained knowledge to demonstrate relevant strategies to facilitate groups.

ASSESSMENT AND TESTING

By the end of this program, students will be able to ...

Define basic concepts of assessment procedures in counseling.

Identify relevant strategies for selecting appropriate tests in counseling.

Evaluate assessment results to diagnose developmental, behavioral, and mental disorders.

RESEARCH AND PROGRAM EVALUATION

By the end of this program, students will be able to ...

Indicate the importance of research in advancing the counseling profession.

Identify evidence-based counseling practices.

Analyze various methods used in research and program evaluation.

Evaluate statistical methods used in conducting research and program evaluation.

3. Professional Dispositions

Students will be evaluated on their ability to demonstrate and progress in the following professional dispositions in all courses and throughout the program:

1. **Mindfulness.** Active, open attention on the present; observing one's thoughts and feelings without judgment. The average score for all MSC students in 2019 was 2.72 out of 4.
2. **Engagement.** Involvement and commitment to one's own and other's personal and professional development. For all MSC students, the average score for 2019 was 2.87 of 4.
3. **Reflexivity.** An awareness and exploration of one's own belief systems and values, and their impact on relationships with self and others. The average score for all MSC students was 2.92 out of 4 for 2019.
4. **Curiosity.** Eagerness to know, discover, and generate; interest leading to inquiry. The average score for all MSC students was 3.11 out of 4.0 in 2019. Curiosity represented the second highest professional disposition score of all professional disposition scales in 2019.
5. **Integrity.** Consistent commitment to professional ethics and values of the counseling profession; holding steadfastly true to one's commitments. MSC students represented the average score of 2.96 for integrity in 2019.
6. **Empathy.** The action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings and thoughts of another. MSC students showed an average score of 3.26 for Empathy in 2019, which represented the highest professional disposition.

7. **Professionalism.** Maintaining conduct and qualities that characterize a counseling professional. The average score for Professionalism was 3.07 for all MSC students in 2019, which was slightly lower compared to 2018.

The average ratings for all students in the MSC program for 2019 are as follows in Figure 1 below:

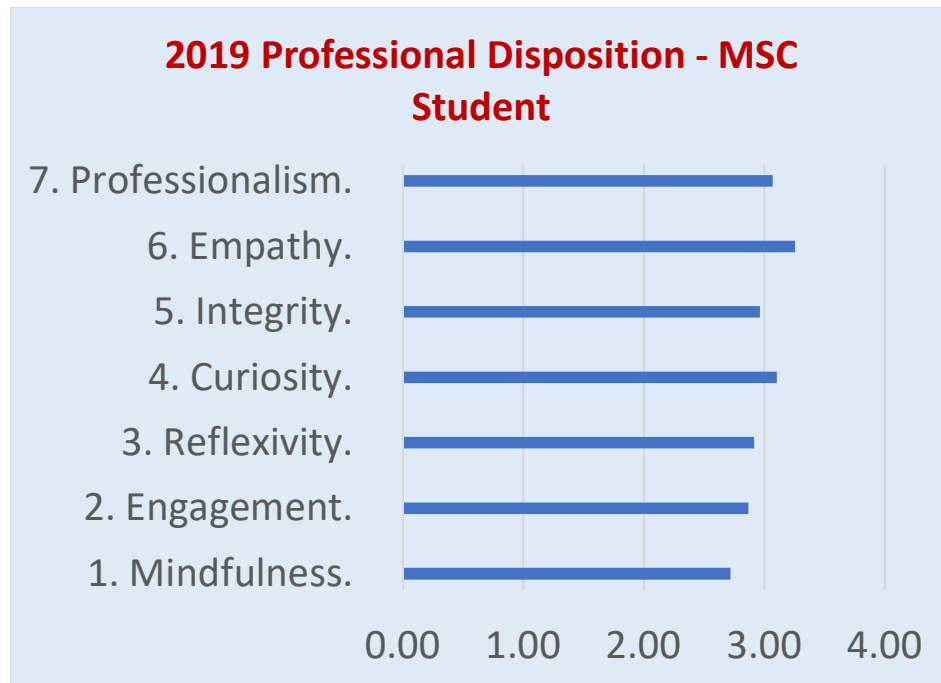


Figure 1: Professional Disposition Students

VI. Program Assessment Overview

Assessment of the Master of Science in Counseling (MSC) program is designed to ensure students have a quality educational experience that prepares them to succeed as professional counselors (specialty clinical mental health counselors). Influences such as CACREP Standards, Program Goals, Selection/Retention Criteria, Program Objectives, Courses, Assignments, Student Input, Faculty Input, Clinical Supervisors, Alumni, Advisory Council, and Employers are incorporated into the assessment process. Aggregate data analysis is based on cohort data, course/instructor evaluations, clinical experience evaluations, and program evaluations.

Three constituents are routinely and systematically evaluated from multiple perspectives to ensure continuous improvement. **Students** are evaluated at admission to identify aptitude to successfully complete the program. Students are evaluated throughout the program on their knowledge, skills, and professional dispositions and they are tracked following graduation to assess licensure and work competence. **Faculty** are assessed at time of hire to ensure a good fit for the University and program as well as to enhance diversity and innovation. They are also evaluated by students with each class or practicum/internship. The **Program** is reviewed

systematically by students, alumni, faculty, clinical site supervisors, advisory council, and employers to ensure the program is continuously compared to the needs of the counseling profession. The systematic assessment process provides for formative and summative assessment from multiple people at multiple times. The plan provides specific feedback to students and allows faculty and the advisory group to review compiled data.

The program director creates (1) a summary of the program evaluation results and these data are evaluated at the MSC Semester Meeting, Annual Retreat, and the Advisory Council Meeting. Based on the outcomes of these evaluations, the program coordinator and MSC faculty make (2) subsequent program modifications, and (3) any other substantial program changes that will benefit students, the program, and the university.

In 2019 all presented data were collected by the university's assessment tool MS Office Forms. As faculty, supervisors, and students become more consistent with MS Office Forms, data collection and analysis within MS Office Forms may also include more specific data related to CACREP standards and specific courses. Most goals, objectives, rubrics, and surveys are currently assessed using MS Office Forms surveys. However, faculty started also collecting data via forms developed in Microsoft.

The Annual Program report is published on the University of Providence Masters in Counseling website, and is accessible to faculty, institutional administrators, and personnel in cooperating agencies such as employers and clinical site supervisors of students and Alumni, as well as for the public.

The schematic below shows how data is aggregated for analysis and impacts the MSC program

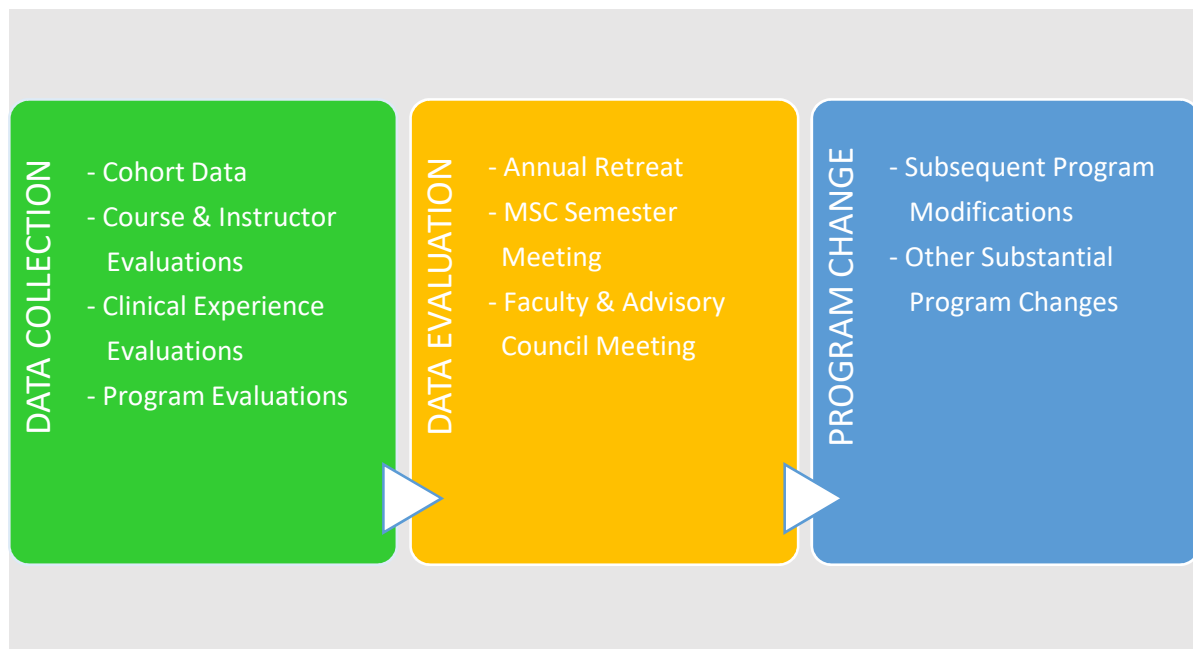


Figure 2: Schematic of how data is aggregated for analysis and impacts the MSC program

VII. Annual Report 2019

1. Summary of Program Evaluation Results

A. Current Students

Data were collected on current students enrolled in the MSC Program, at the University of Providence. The current students answered a 19-question survey using electronic **forms in Microsoft Office**. The questionnaires were the same as used in MS Office Forms in 2018. Of twenty-one students, ten current students seven (48%) responded to the survey questions. This was a decreased response rate of current students. Of the ten students (100%) who responded to the survey, one plans to graduate in 2020 and nine students plan to graduate in 2022.

General Perception of the Program. The general perception of the program was very positive. The majority of students expressed positive impressions about the program and professors. Most stated the program prepares them to be a competent professional counselor. *“I love this program, the Professors are very knowledgeable, very caring and want us all to succeed. I cannot wait to see how we all grow as a group and individuals.”*, *“It is good, easy to schedule around full-time work”*, *The MSC program at the University of Providence is an excellent program. The professors are informed and competent in their profession and teaching. They are easy to access and respond to questions and concerns in a prompt manner. The content of the courses is relevant to the field and prepares students for success in a counseling career.”*, *“Excellent.”*, *“This program has been very rigorous and has pushed me intellectually. I feel that I am getting a high-quality education, and good preparation to be a counselor.”*, *“Great, it accommodates working students and parent students. The teachers are highly knowledgeable.”*, *“The program strikes a good balance between maintaining high academic standards while providing the flexibility and support to accommodate distance learning. The professors are very friendly, accessible, and encourage the students to reach out for support regarding anything.”*

One current student also felt that the program has improved academically with CACREP accreditation and expressed themselves positively about continuing their higher education as a future clinical mental health counselor. To give an example: *“I am thankful for choosing this CACREP program.”*, whereas one student recommended a fast track and responded: *“I think that the program should allow the students to fast track through the course because the course load feels light and would like to get done sooner.”*

Particular Liking. When asked what the students **do like** in particular about the M.S. in Counseling (specialty Clinical Mental Health Counseling) MSC program, some answered: *“Professors, Class organization and CACREP content Internship program Schedule.”*, *“The teachers are very involved in helping the students succeed and become effective professionals.”*, *“Faculty advocates for the students.”*, *“The instructors.”*,

In addition, some students reported the following: *“The program offers small classes with possibility for high interaction.”*, *“The curriculum is great.”*, *“Classes are informational.”*, *“Personal, supportive, academic, forward thinking.”*

Others responded positive about format and faculty: *“Majority of it is online.”*, *“Small class sizes.”*, *“In person contact.”*, *“I like how the program is structured, and the professors seem very engaged and promote success.”*, *“I like the faculty and structure.”*, *“The one block in campus classes is beneficial for applying learned skills and face-to-face interaction.”*, *“Faculty is flexible and understanding of the stress that students are under.”*.

Particular Dislike. When students were asked what they dislike about the M.S. in Counseling, some responded the following: *“Nothing”*, *“N/A”*, *“The program does not offer any scholarships.”*, *“Some classes are better than others- a couple have not been organized well.”*, *“Assignments are not always clear.”*, *“Some of the syllabus need to be up dated to reflect accurate dates.”*.

One student expressed difficulties with the structure of a course on Moodle: *“Some of the organization of the Moodle pages what confusing.”*.

Two students expressed concerns about the time for grading assignments: *“The grading system because some of the professors don't grade papers before the next one is due. I feel that if the students are required to meet the deadline then the professors should have to grade them in a timely manner.”*, *“There was some issues with assignment details and some delay in getting assignments returned back quickly.”*.

One student recommended to provide sample papers as indicated in the response: *“Lack of examples of papers”*.

Purpose of the Program. The current students are convinced that the purpose of the program is to provide an education that will produce clinically competent clinical mental health counselors. All ten responses (100%) included a statement about becoming an effective professional counselor similarly to:

“To produce skilled, caring counselors”, *“To prepare students to practice mental health counseling in a helpful and ethical manner”*, *“To assist students in becoming critical thinkers, multi-culturally sensitive counselors, and have the skills and ability to assess, diagnose, and treat mental illness according to the needs of the individual client.”*, *“To prepare counselors to be professional and put the client's needs above all else.”*, *“To become a well-rounded individual and counselor through the wellness perspective”*, *“The purpose of this program is to prepare students with the education they need to be able to graduate with a master's degree and successfully pass the licensing exam., as well as be prepared to begin a profession as a counselor.”*, *“Building competent future counselors.”*, *“Training effective counselors who can ethically offer holistic mental health services to all kinds of hurting clients and populations. to get a counseling degree.”*, *“To prepare students to provide professional, ethical and skilled counseling services to a wide range of communities.”*

Student agreement with Program Purpose. Students were asked to rate the extent to which they agree with the what they perceive to be the purpose and philosophy of the program using a scale (1 = Poor 2 = Acceptable 3 = Good 4 = Excellent). 100% (n=10) of the current students rated the philosophy of the program as excellent, as evidenced by the highest score of 4.

Importance of Program Areas. The students were also able to score all eight program areas (1) Professional Counseling Orientation and Ethical Practice; (2) Social and Cultural Diversity; (3) Human Growth and Development; (4) Career Development; (5) Counseling and Helping Relationships; (6) Group Counseling and Group Work; (7) Assessment and Testing; (8) Research and Program Evaluation. These eight areas are according to their perceived significance to

succeed as a clinical mental health counselor. The program areas were scored from 1 = *Least Important* 2 = *Little Importance* 3 = *Important* 4 = *Very Important* to 5 = *Most Important*.

Professional Counseling Orientation and Ethical Practice was scored by five students (50%) as 5 = *Most Important* and five students (50%) as 4 = *Very important*.

Social and Cultural Diversity was perceived by seven students (70%) as 4 – *Very Important*, while the rest of three students (30%) ranked it as 5 – *Most Important*.

Human Growth and Development was scored by one student (10%) as 3 = *Important*, six students (60%) as 4 = *Very Important*, and three students (30%) as 5 = *Most Important*.

Career Development was scored as 3 = *Important* by four students (40%), as 4 = *Very Important* by four students (40%) and as 5 = *Most Important* by two students (20%).

Counseling and Helping Relationships received the score 3 = *Important* by one student (10%), as 4 = *Very Important* by seven students (70%) and as 5 = *Most Important* by two students (20%).

Group Counseling was scored as 3 = *Important* by two students (20%), as 4 = *Very Important* by six students (60%) and as 5 = *Most Important* by two students (20%).

Assessment and Testing was scored as 3 = *Important* by three students (30%), as 4 = *Very Important* by four students (40%) and as 5 = *Most Important* by three students (30%).

Research and Program Evaluation was scored by two students (20%) as 2 = *Little Importance*, by three students (30%) as 3 = *Important*, three students (30%) as 4 = *Very Important*, and two students (20%) as 5 = *Most Important*.

See Figure 3 below.

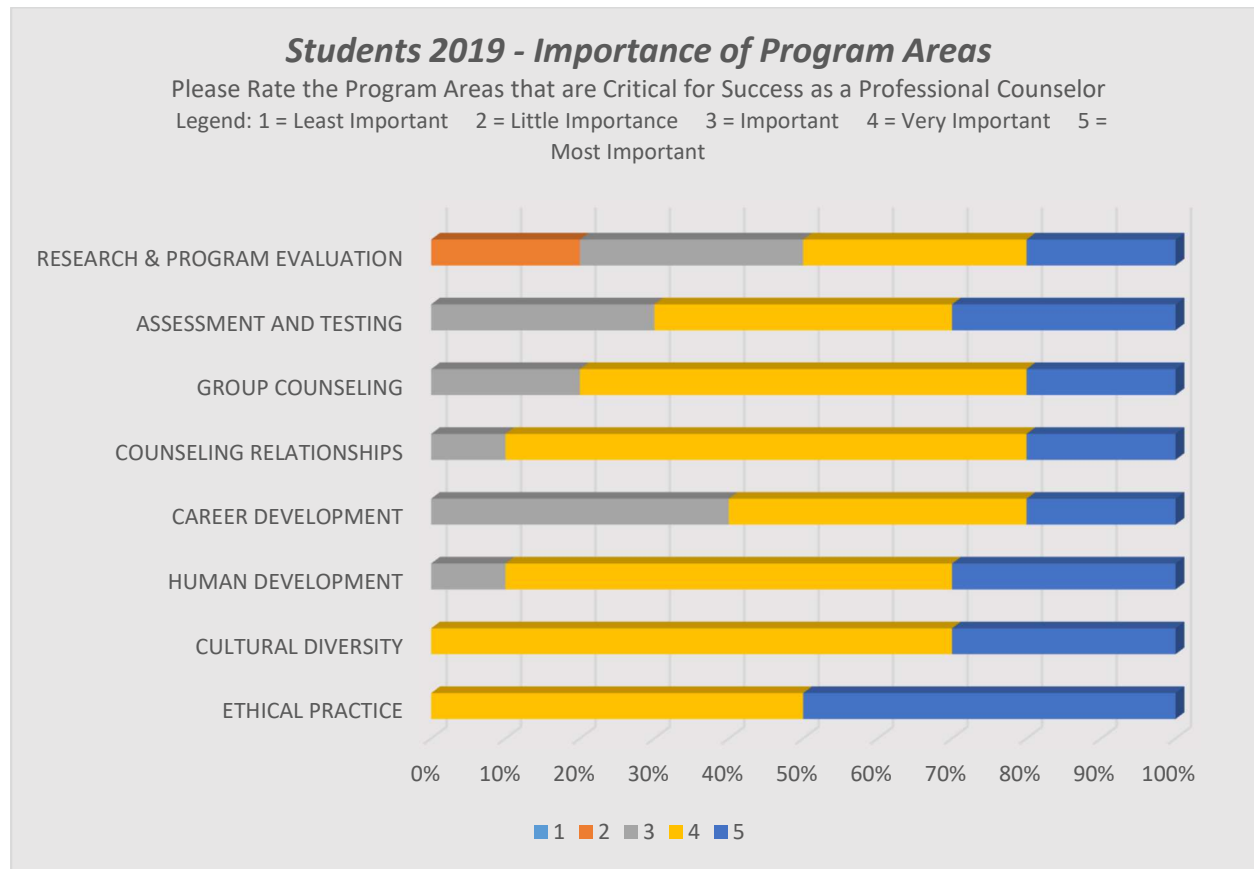


Figure 3: Students - Importance of Program Areas

Program Objectives. Students were also asked about their perception of graduates being able to implement their learned material into successful practical approach and accomplish program objectives. The students were able to rank their responses using 1 (*poor*), 2 (*acceptable*), 3 (*good*), or 4 (*excellent*).

Ethical practice in counseling. Ten (100%) of the twelve students responded with “*excellent*” as their perception of graduates of the program being able to synthesize elements of ethical practice in counseling.

Social and cultural diversity. All students (100%) of the eleven students ranked their perception of graduates being able to integrate knowledge of social and cultural diversity and demonstrate multicultural counseling competence with “*excellent*”.

Human growth and development. Three (30%) of the ten students responded with “*good*” for their perception of graduates integrating knowledge of human growth and development in their counseling practice. Seven students (70%) responded with “*excellent*.”

Career and mental well-being. One (10%) of the ten students responded with “*good*” for their perception of graduates being able to identify approaches for conceptualizing the

interrelationships among, work, relationships, and mental well-being. Nine (90%) of students responded with “*excellent*”.

Personal model of counseling. Nine (90%) of the eleven students responded with “*excellent*” for their perception of graduates being able to integrate gained knowledge and formulate a personal model of counseling that they apply in their counseling practice. One (10%) student responded with “*good*”.

Group counseling. One (10%) of the ten students responded with “*good*” for their perception of graduates being able to demonstrate relevant strategies to facilitate group counseling. The majority of nine students (90%) responded with “*excellent*”.

Assessment and testing. All students (100%) responded with 4 “*excellent*” for their perception of graduates being able to evaluate assessment results to diagnosis developmental, Behavioral, and mental disorders.

Research and evidence-based counseling. Two (20%) of the ten students responded with “*good*” for their perception of graduates being able to indicate the importance of research in advancing the counseling profession and identify evidence-based counseling practices. The majority of students (80%) responded with “*excellent*”.

See Figure 4 below.

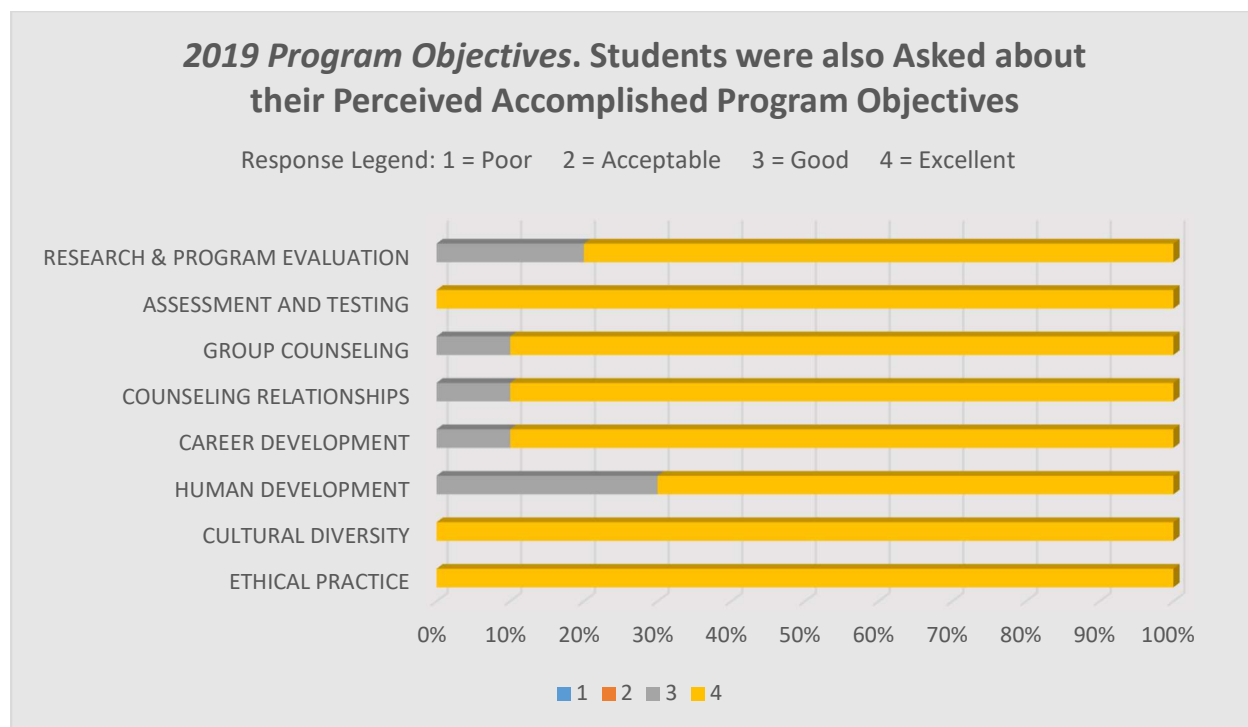


Figure 4: Students - Program Objectives

Sufficiency of Curriculum. Two (20%) of the ten students responded with “*good*” about the above areas of the program curriculum being sufficient. The majority of eight students (80%) responded with “*excellent*”.

The next question of the survey requested suggestions for the curriculum. Responses ranged from “no need to change anything” to “The content of classes is packed full. There is no time to add any more, although I love everything we learn about and I look forward to continuing ed in the field.”

In contrast, one student stated “offering more classes”, while other students recommended “Better variety of electives - grief and loss, couples counseling, trauma-focused counseling.” as well as “Add examples of assignments as guidelines.”

One student suggested “I would like to see video presentations explaining curriculum ideas and topics, or even with professors talking through assignment example.”

Other suggestions were: “More extra credit classes we can choose from.”, “Regulations about opening a private practice.”, and “A course on the role of technology in contemporary counseling practices. There is talk of a course related to succeeding in private practice, perhaps a section on electronic medical record software and software/hardware for HIPAA compliant distance counseling.”

Three students did not suggest any changes at this time and one stated the s/he has not taken enough classes to answer this question adequately. The statement was: “None As this is my first semester I cannot think of anything I would add at this point.”

Overall Rating of the Program. The overall rating of the program was the final question of the survey. The scale was the same scale used above. All (100%) students ranked the program as “excellent”. This represents an improvement from 2018 when 75 % answered in this manner.

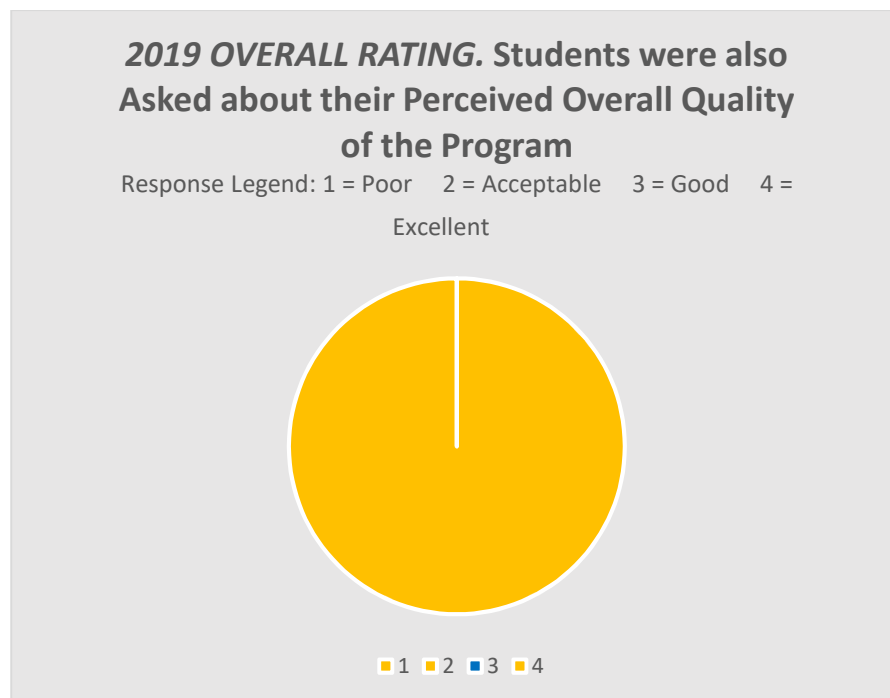


Figure 5: Students - Overall Rating of the MSC Program

Conclusions. Based on the information that has been provided by current students, it appears that the Master of Science in Counseling (MSC) program, specialty Clinical Mental Health Counseling at the University of Providence prepares students very well as future professional

counselors. The findings do not indicate the need for specific program changes other keeping the standards that secured the accomplished CACREP accreditation until 2025. The overall results of 2019 show higher scores in most areas compared to 2018. Nevertheless, some of the suggestions such as modifying or adding more electives are already planned by MSC faculty. Some students provided some additional suggestions how the MSC program could be improved. One student responded: *"Provision of grants to study abroad or participate in international activities."* Another response was: *"The program certainly deserves its current accreditation and I hope to see it expand...adding a post graduate level PsyD or PhD program would be fantastic."* This may be other areas that MSC faculty will focus on in the future.

B. Alumni

Data were solicited from alumni enrolled in the University of Providence MSC Program in the past 3 years. Alumni were emailed invitations to complete a program evaluation survey generated through MS Office Forms. A reminder email was sent out two weeks prior to the closing of the survey.

Of 23 alumni identified by the University Alumni office 2 (9%) responded. One respondent graduated in May 2018 and one in 2019 from the MSC program. Low response rates were attributed to the survey delivery process, the fact that the same alumni were surveyed in the previous year regarding program effectiveness, and the decision to limit surveys to graduates in the past 5 years. Plans to stagger alumni survey requests by year of graduation should help to alleviate this problem in the future.

General Perception of the Program. Program Alumni generally perceived the program in a favorable manner. The majority of respondents indicated that the program is solid and has the potential to be even better. One former student wrote: *"I felt that in the beginning of the program it lacked leadership and structure, however during my last year and a half with a change in leadership and more structure due to CACREP the program improved dramatically."* *"I think it is a great program that offers a strength-based approach that recognizes and values the assets and resources of all students."*

Other Alumni expressed their favorable view of program faculty with one writing that: *"The relationships I made with my cohort, the hands-on learning, professors that cared about our success, hands on learning."* and another indicating that they had *"I like the structure of the program and the professors' high dedication"*.

Lastly, respondents commented on the importance of the flexibility through asynchronous education and the block of four days face-to-face with one respondent indicating the *"The weekend hours got long at times, however very helpful schedule for those already in the workforce."*

Responses to questions about what the program could improve were focused on recent changes in the program and support for internships. One respondent said: *"I have no dislikes."*

Purpose of the Program. Alumni agreed about the overall purpose of the program. The majority provided comments similar to the following *"To be able to graduate students whom were adequately prepared to enter the workforce with a good counseling foundation"*. Another Alumni responded: *"This program prepares graduate students to understand the human condition within the social, multicultural, and structural context to focus on human strength and resolve mental health problems."* Respondents in previous years have commented on the

positive impact of the program's catholic identity and the program's adherence to CACREP accreditation standards.

Agreement with program purpose. Alumni were asked to rate the extent to which they agree with what they perceive to be the purpose and philosophy of the program using a scale (1 = Poor 2 = Acceptable 3 = Good 4 = Excellent). Of those alumni who responded to the survey all (100%) rated the philosophy of the program as excellent.

Importance of program areas. Alumni were asked to rank the program areas they viewed as most critical for success as a professional counselor. Professional counseling orientation and ethical practice, cultural diversity, assessment and testing, and counseling relationships, were rated equally as the most significant program areas for being a successful professional counselor. Human Growth and Development was the second most critical program component, while group counseling, career counseling and research methods were perceived to be the least important components. See Figure 6 below:

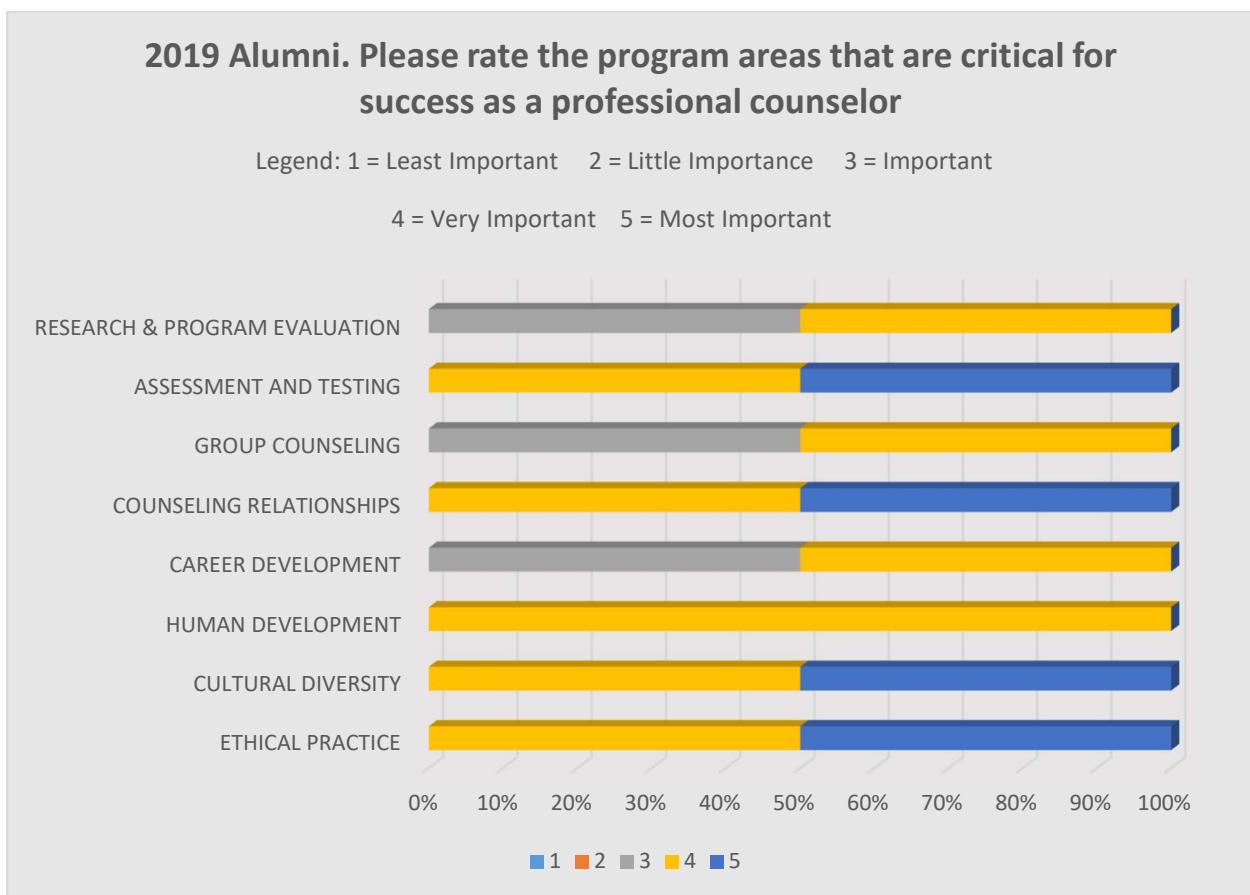


Figure 6: Alumni - Importance of Program Areas

Program Objectives. Alumni were asked about their perception of program graduates in terms of ability to integrate content knowledge into their counseling practices. Alumni were asked to rank their responses using 1 (*poor*), 2 (*acceptable*), 3 (*good*), or 4 (*excellent*).

Ethical practice in counseling. 50% of alumni responded “*excellent*” as their perception that the program prepared them to be able to synthesize elements of ethical practice in counseling. The other 50% of the responses fell in the good category.

Social and cultural diversity. 50% of the Alumni ranked their perception of being prepared to integrate knowledge of social and cultural diversity and demonstrate multicultural counseling competence as “*excellent*”. An additional 50% responded with “*acceptable*”.

Human growth and development. All of those alumni who responded 100% selected “*good*” for their rating of competence of integrating knowledge of human growth and development in their counseling practice.

Career and mental well-being. 100% of the Alumni responded with “*excellent*” for their ability to identify approaches for conceptualizing the interrelationships among, work, relationships, and mental well-being.

Personal model of counseling. All (100%) of Alumni responded with “*excellent*” for their perception of being able to integrate gained knowledge and formulate a personal model of counseling that they apply in their counseling practice.

Group counseling. 50% of Alumni responded with “*excellent*” for their perception of being able to demonstrate relevant strategies to facilitate group counseling. the remaining 50% responded with “*good*”.

Assessment and testing. All of the Alumni 100% responded with “*excellent*” for their perception of graduates being able to evaluate assessment results to diagnosis developmental. Behavioral, and mental disorders.

Research and evidence-based counseling. **100%** of the Alumni responded with “*excellent*,” for being able to indicate the importance of research in advancing the counseling profession and identify evidence-based counseling practices. This was a significant improvement to 2018 when 50% responded with excellent and 50% with good.

See Figure 7 below:

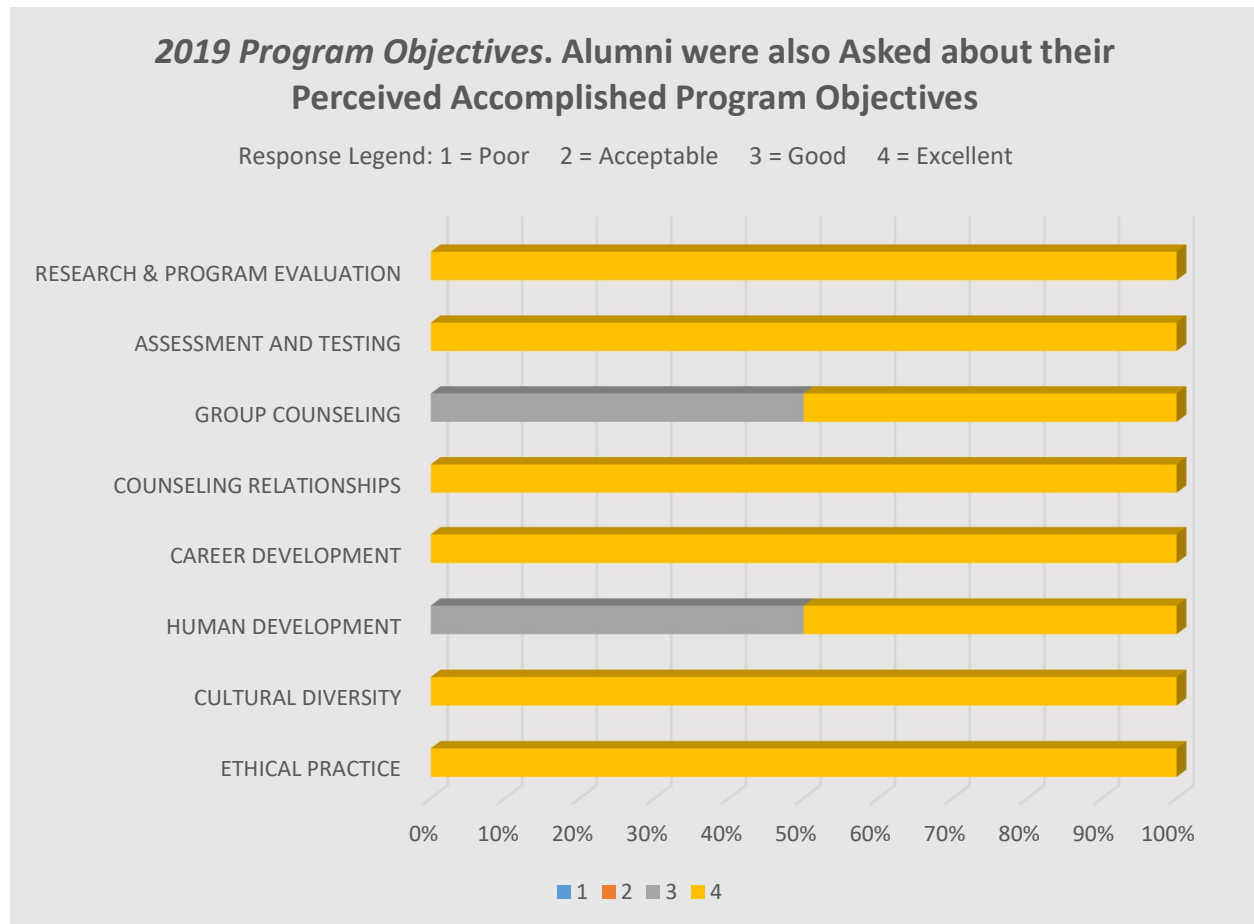


Figure 7: Alumni - Program Objectives

Sufficiency of Curriculum. 100% of Alumni responded with “*excellent*” when asked if the above areas of the program curriculum were sufficient.

Suggestions for Improvement. In response to an open-ended question about what respondents felt should be added to the existing program curriculum, responses were varied. One alumnus felt the program should collaborate a bit more with practicum sites to enhance diagnosis and group work opportunities while the other one had no suggestions at this time.

Overall Rating of the Program. The overall rating of the program was the final question of the survey. All respondents rated the overall program as “*excellent*”.

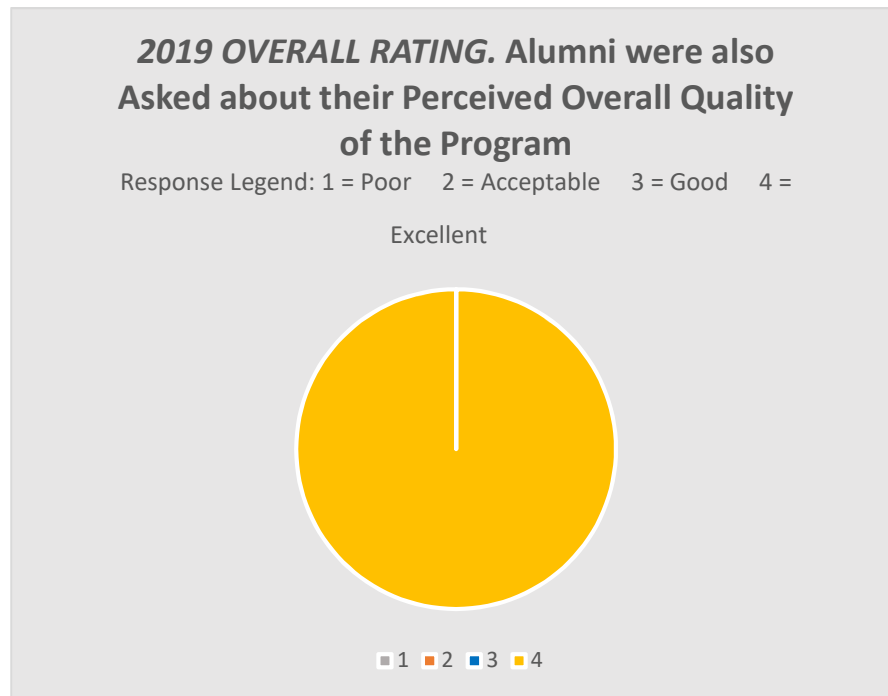


Figure 8: Alumni - Overall Rating of the MSC Program

Conclusions. Based on the information that has been provided by Alumni, it appears that the Master of Science in Counseling (MSC) program at the University of Providence improved their performance of preparing graduates for their career as professional counselors from "good" to "excellent". response rates and be better able to link responses to specific stages in the program's development Some of the suggestions from last year, such as preparing graduates for the NBCC licensure exam have already been addressed, while others like integrating media and technology are a process toward long-term endeavors. Bringing all syllabi and course content into line with CACREP standards has been a challenge but has resulted in a comprehensive and consistent curricular experience for students. In addition, MSC faculty is working toward implementing Quality Matters standards into instructional designs of courses on Moodle. Previous suggestions to add a variety of experiences and populations to the internship experience are partially implemented as MSC faculty has connected to more mental health agencies to open opportunities for practicum and internship experiences. Lastly, plans to add additional elective courses related to addiction and psychopharmacology will expand the curricular opportunities available to students in the future.

C. Faculty Full-Time, Part-Time, Adjunct

Data were collected from the core faculty in the Master of Science in Counseling (MSC) program at the University of Providence. The survey was sent to full-time, core faculty and administered through an electronic link to fill out a form in Microsoft. All three core faculty members completed the survey. The faculty survey was comprised of open-ended responses and scaled rating questions. Each survey question is considered in turn.

Rating of the Program. Faculty were asked to provide an overall perception of the program using a rating scale where 1 = poor, 2 = acceptable, 3 = good, and 4 = excellent. All faculty responses (100%) rated the program as excellent.

General Perception of the Program. Faculty were asked to provide a summative statement regarding their overall perception of the program. Responses varied among participants, with each identifying different attributes of the program. Consistent with the previous survey question regarding the overall program rating, responses tended to focus on program strengths. One faculty member described the program as a *“Student focused program that consistently self-evaluates and improves based on evaluation.”* and another faculty stated *“I think this graduate counseling program has rigor and prepares students Academically and clinically to become competent, confident, and effective clinical mental health counselors.”* Other responses identified *“The program is accredited by CACREP and is motivated by the mission of the Sisters of Providence to provide healing, education and service to all, with a special concern for those who are poor and vulnerable, and to make the world a more just, peaceful and loving place for all.”*

One participant identified the CACREP accreditation as both a strength to the program and as an indicator of a strong curriculum that is aligned with the mission of the Sisters of Providence who founded the University of Providence. In conclusion, faculty responses tended to focus on strengths when providing an overall perception of the program.

Strengths and Limitations of the Program. Faculty members were asked to identify what they like and dislike about the program. In regards to what is liked about the program, one participant identified the quality and format of the program as valuable and stated: *“Online format, CACREP-informed, student centered.”* A strong connection between faculty and students was also stated: *I like that core faculty teaches students and the format serves physically close and distant students well.”* Participants noted that students are highly engaged and faculty are well involved and represent online teaching capability. One participant identified the following three positive areas of the MSC program: 1) *Flexibility: Three face-to-face clinical skill development courses in blocks of four days during each of the first four semesters.* 2) *Rigor: Sixty (60) credit hours of courses specific to clinical mental health counseling, including required practicum and internship experiences* 3) *Cohort model – students gain a sense of community and individual attention as they progress through the program with the same group of students.* Perceived limitations of the program included limited resources for recruitment and advertising as stated as: *“Improved marketing needed.”* One faculty noted that the MSC program could integrate service learning as stated: *“Program could incorporate more opportunities for service-learning opportunities in diverse communities.”* In summary, perceived strengths emphasized the rigor, format and student-centered quality of the program and limitations identified the need for improved marketing and integration of service learning.

Purpose of the Program. Faculty were asked to identify the goals, objectives, and guiding philosophy of the program. Although the particular word choice varied (“develop,” “prepare,” “assist”), all participants identified the purpose of the program as being to prepare knowledgeable, ethical, and competent counselors. To give an example, one response was: *“To educate and develop ethical and highly effective professional counselors.* More specific purposes included assisting students to become effective counselors and implement the mission of the Sisters of Providence to serve their clients with compassion. *“The guiding principle of the program is to serve individuals who struggle with their mental health and lives as clinically competent professional counselors, in particular following the mission of the Sisters of Providence helping the underserved people.”*

Lastly, one participant identified the purpose of assisting with students' personal growth as stated: *This mission of the Sisters of Providence is applied by program faculty as they use teaching, scholarship and supervision to cultivate in students the standards for ethical conduct, the integration of scholarship and practice, interpersonal openness, lifelong learning, and respect for and value of all individuals.* In summary, the faculty uniformly identified the purpose of the program to be to develop competent, knowledgeable, and ethical counselors who are compassionate and admire life-long learning.

Faculty Agreement with Program Purpose. Faculty were asked to rate the extent to which they agree with the what they perceive to be the purpose of the program using a scale (1 = Poor 2 = Acceptable 3 = Good 4 = Excellent). All faculty members (100%) rated their agreement with the program purpose as 4.

Importance of Program Areas. Faculty were asked to rate the extent to which each of the program areas is critical for the success of a professional counselor. The scale for this item was as follows: 1 = least important, 2 = little importance, 3 = important, 4 = very important, 5 = most important.

Professional counseling orientation and ethical practice: One of the faculty (33%) rated this area as most important, and two faculty members (67%) rated this area as very important.

Social and cultural diversity: One of the faculty (33%) rated this area as most important, and two faculty members (67%) rated this area as very important.

Human growth and development: One of the faculty (33%) rated this area as most important, and two faculty members (67%) rated this area as very important.

Career development: One of the faculty (33%) rated this area as most important, and two faculty member (67%) rated this area as important.

Counseling and helping relationships: One of the faculty (33%) rated this area as most important, and two faculty members (67%) rated this area as very important.

Group counseling and group work: One of the faculty (33%) rated this area as most important, and two faculty members (67%) rated this area as very important.

Assessment and testing: One of the faculty (33%) rated this area as most important, one (33%) as very important, and one faculty member (33%) rated this area as important.

Research and program evaluation: One of the faculty (33%) rated this area as most important, and two faculty member (67%) rated this area as important.

In summary, most of faculty ratings of importance of program areas for counselor competence were either most important or very important.

See Figure 9 below:

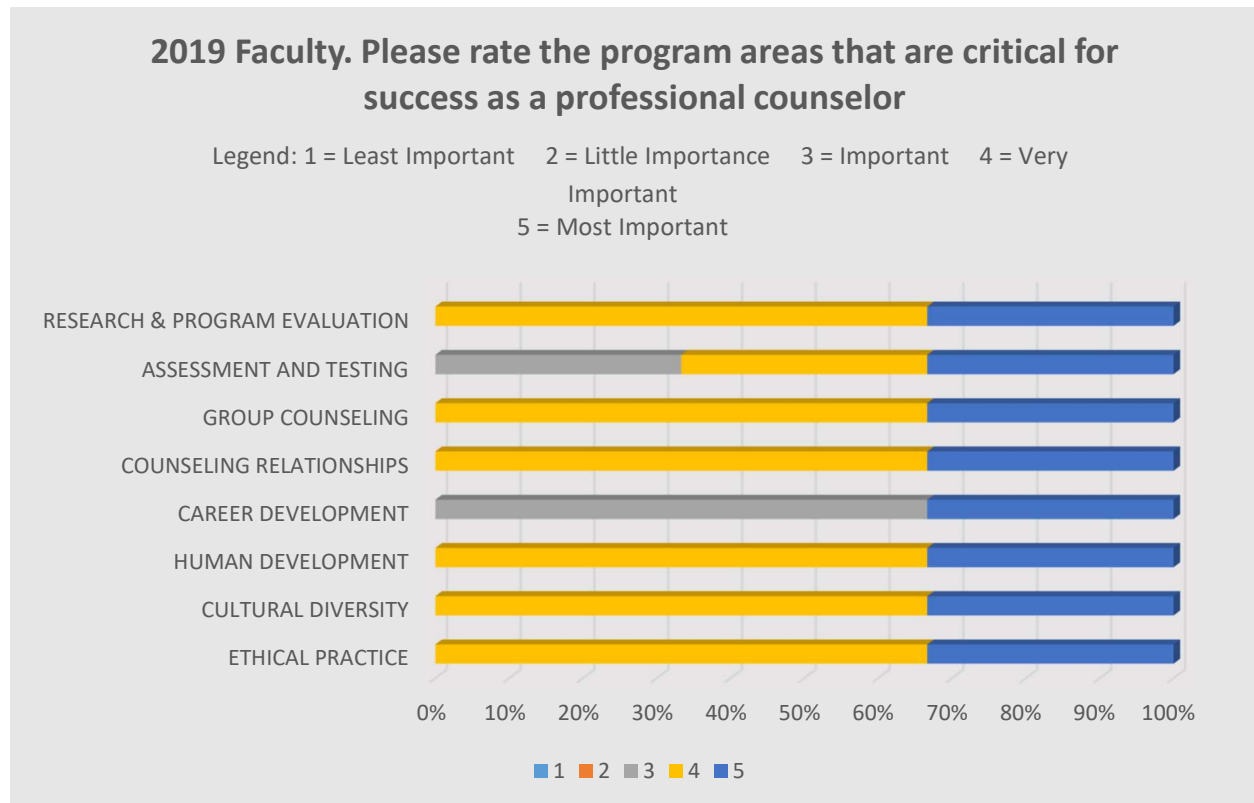


Figure 9: Faculty - Importance of Program Areas

Program Objectives. Level of student preparation in the eight core areas of CACREP competence.

Faculty were asked to rate the extent to which they think the program prepares graduate students in each of the eight core areas of competence designated by CACREP. Each core area was rated using the following scale: 1 = poor, 2 = acceptable, 3 = good, 4 = excellent

Professional counseling orientation and ethical practice: All three faculty (100%) rated student preparation as excellent in preparing students to synthesize elements of ethical practice in counseling.

Social and cultural diversity: Two of the faculty (67%) rated student preparation as excellent, and one faculty member (33%) rated student preparation as good in preparing students to integrate knowledge of social and cultural diversity in counseling.

Human growth and development: All of the faculty (100%) rated student preparation as excellent in preparing students to integrate knowledge of human growth and development in counseling practice.

Career development: All of the faculty (100%) rated student preparation as good in preparing students to identify approaches for conceptualizing the interrelationships among work, relationships, and mental well-being.

Counseling and helping relationships: All faculty (100%) rated student preparation as excellent in preparing students to integrate knowledge and formulate a personal model of counseling in practice.

Group counseling and group work: All faculty (100%) rated student preparation as excellent in preparing students to synthesize gained knowledge to demonstrate relevant strategies to facilitate groups.

Assessment and testing: One of the faculty (33%) rated student preparation as good, and two faculty members (67%) rated student preparation as excellent in preparing students to evaluate assessment results and to diagnose developmental, behavioral, and mental disorders.

Research and program evaluation: All of the faculty (100%) rated student preparation as good in preparing students to be able to indicate the importance of research in advancing the counseling profession and to identify evidenced-based counseling practices.

See Figure 10 below:

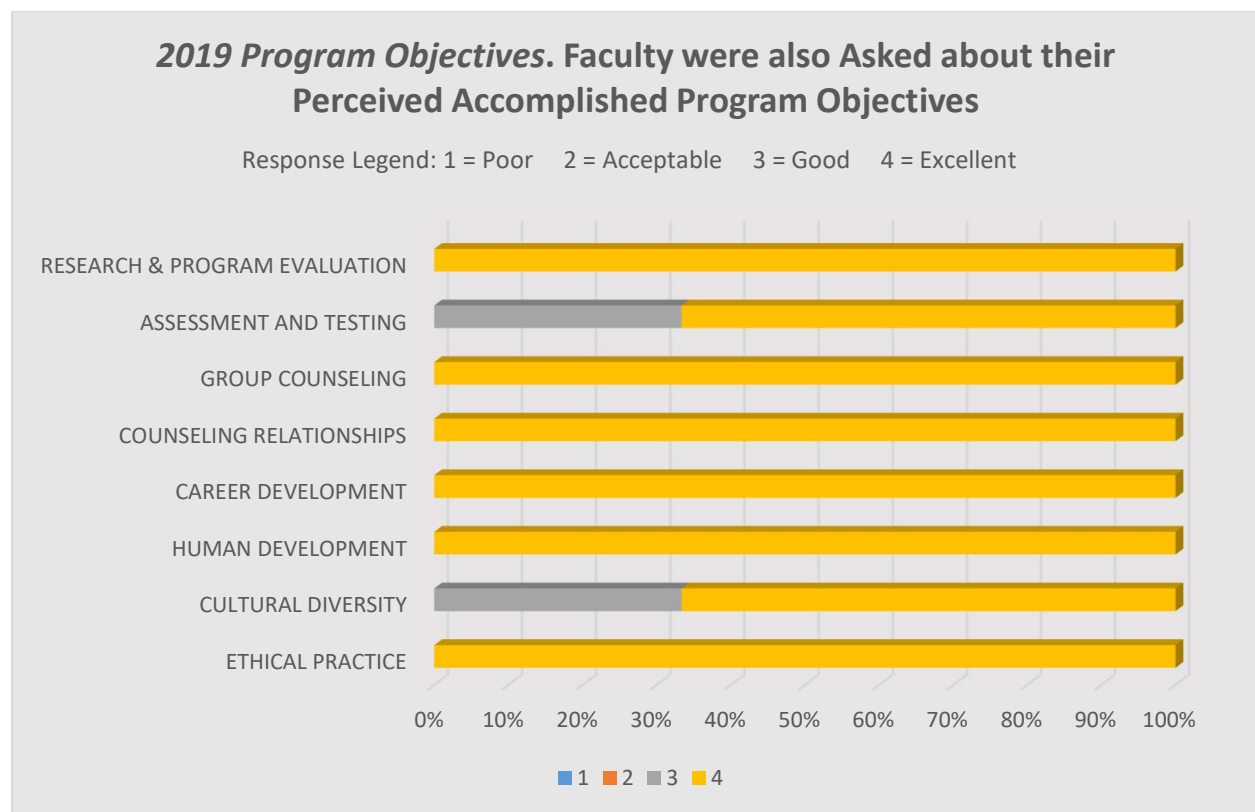


Figure 10: Faculty - Program Objectives

Sufficiency of Curriculum. Additionally, faculty were asked to rate (using the same scale) the extent to which the above areas of the program focus are sufficient. Two of the faculty (67%) rated the program / curriculum as excellent, and one of the faculty (33%) rated the program / curriculum as good. In summary, faculty rank student preparation in each of the eight core areas of development as being good or excellent. Faculty responses presented 22 excellent ratings (92%) and 2 good ratings (8%).

Recommended Additions to the Curriculum. Faculty were asked what additions should be added to the curriculum. One of the faculty recommended greater emphasis on Psychopharmacology as this is highly relevant to the field and necessary for licensure in some states. One faculty recommended more elective courses related to trauma, grief, and resilience, neurophysiology. One faculty recommended to add some Service-learning opportunities in diverse communities.

Additional Comments and Suggestions. Faculty were provided an opportunity to give additional comments and / or suggestions. Suggestions included the need to improve marketing for the MSC program and suggested online advertisements. Other suggestions included to incorporate more service-learning opportunities in diverse communities.

Overall Rating of the Program. Faculty were asked to provide an overall rating of the program using the following scale: 1 = poor, 2 = acceptable, 3 = good, 4 = excellent. Two of the faculty (67%) rated the program as overall excellent, and one faculty member (33%) rated the program as overall good. See Figure 11 below:

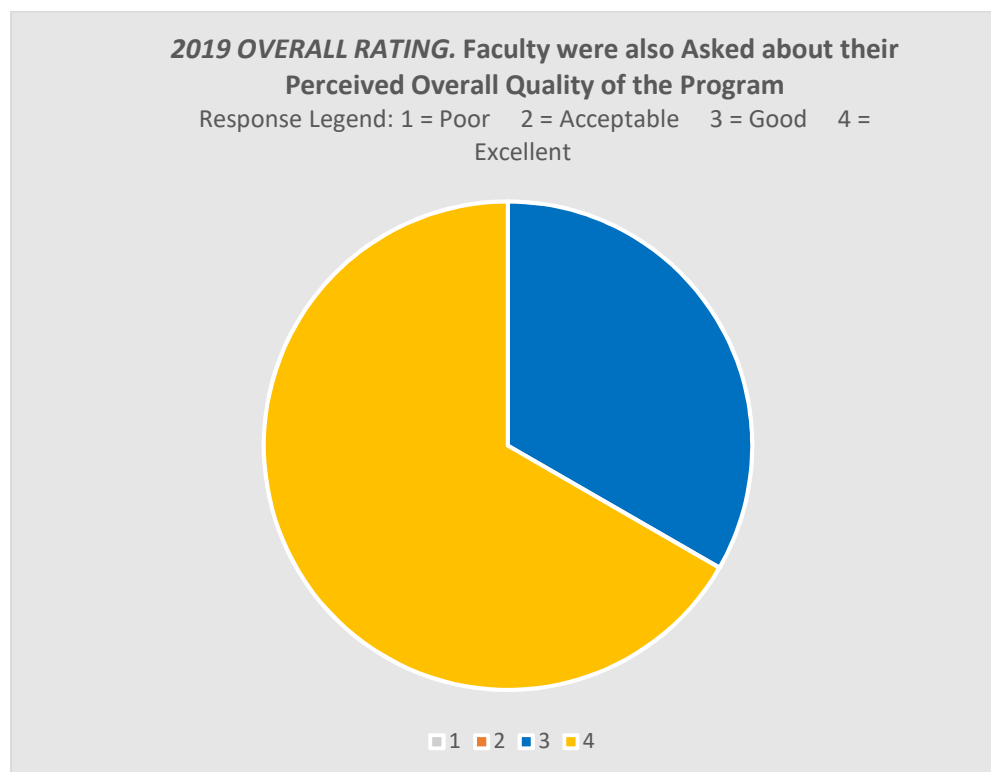


Figure 11: Faculty - Overall Rating of the MSC Program

Conclusion. The measures of overall program rating (100% excellent) and overall program perception (66.7% excellent, 33.33% good) are indicative of the faculty's view of the program in relation to program purpose, program curriculum, and student preparedness. Qualitative responses offer detailed perceptions of program strengths and potential areas for improvement. A student-focused education should be perpetuated, and ways to increase the variety of electives as well as the implementation of student-learning opportunities should be considered.

D. Clinical Supervisors

Data were collected on current students enrolled in the MSC Program, at the University of Providence. The current students answered a 19-question survey using an electronic form developed in *Microsoft*.

Of four current clinical supervisors only two (50%) responded to the survey questions.

Rating of the Program. Faculty were asked to provide an overall perception of the program using a rating scale where 1 = poor, 2 = acceptable, 3 = good, and 4 = excellent. One (50%) rated their general perception of the program with 4 (excellent) whereas one (50%) responded with 3 (good).

General Perception of the Program. The general perception of the program was very positive. The majority of clinical supervisors expressed positive perceptions about the program and stated the program prepares their supervisees well to be an effective professional counselor. To give some examples of clinical supervisors: *“The program’s online format appears to be effective and provides an ease of access to a graduate education. I’ve been pleased with response time from professors when I need to contact them.”* One clinical site supervisor stated that *“It is a solid program which prepares its students to be competent counselors.”*

Particular Liking. When asked what the clinical supervisors **do like** in particular about the M.S. in Counseling (specialty Clinical Mental Health Counseling), one answer was: *“Small cohorts receiving individualized attention.”*, while another stated: *“The online format appears to be effective and easy to access for students.”* and *“Professors appear to be easy for supervisors to contact.”*

Particular Dislike. When clinical supervisors were asked what they dislike about the M.S. in Counseling, one responded the following: *The current evidence-based practices class is not going to effectively prepare students for evidence-based practices as they are focusing on grant-writing instead, which is not helpful unless you are going into research, rather than direct clinical work.”* In response to this feedback, the curriculum of the MSC implements evidence-based practice in the theory course, advanced techniques for counseling course, as well in the practicum and internship courses. Actually, the opportunity for students to learn grant writing was positively mentioned by the CACREP site visitors. The other clinical site supervisor stated no complaints as evidenced by: *“I have no complaints about the program. Some students have voiced that at times there is confusions at the start of the online courses as far as knowing expectations.”*

Purpose of the Program. The clinical supervisor was convinced that the purpose of the program is to provide an education that will produce clinically competent clinical mental health counselors. To provides some examples: *“My perception is that the goals are to strengthen the counseling profession through the development of competent counselors.”* and *“To provide students with a clinical education to prepare them as future mental health counselors.”*

Site Supervisor Agreement with Program Purpose. The responses from site supervisor rated the purpose and philosophy of the program on a scale (1 = Poor 2 = Acceptable 3 = Good 4 = Excellent) with 4. One (50%) rated their general perception of the program with 4 (excellent) whereas one (50%) responded with 3 (good).

Importance of Program Areas. The site supervisors were also able to score all eight program areas according to their perceived significance to succeed as a clinical mental health counselor. The program areas were scored from 1 = *Least Important* 2 = *Little Importance* 3 = *Important* 4 = *Very Important* to 5 = *Most Important*.

Professional counseling orientation and ethical practice: One of the clinical site supervisors (50%) rated this area as most important, while the other one (50%) rated it as very important.

Social and cultural diversity: One of the clinical site supervisors (50%) rated this area as most important, while the other one (50%) rated it as very important.

Human growth and development: One of the clinical site supervisors (50%) rated this area as most important, and one clinical site supervisor (50%) rated this area as very important.

Career development: One of the clinical site supervisors (50%) rated this area as very important, and one clinical site supervisors (50%) rated this area as important.

Counseling and helping relationships: Both of the clinical site supervisors (100%) rated this area as most important.

Group counseling and group work: One of the clinical site supervisors (50%) rated this area as most important, and one clinical site supervisor (50%) rated this area as very important.

Assessment and testing: One of the clinical site supervisors (50%) rated this area as most important, and one clinical site supervisor (50%) rated this area as very important.

Research and program evaluation: Two of the clinical site supervisors (100%) rated this area as important.

In summary, most of faculty ratings of importance of program areas for counselor competence were either important or very important.

Program Objectives. Clinical Supervisors were also asked about their perception of graduates being able to implement their learned material into successful practical approach and accomplish program objectives. The site supervisors were able to rank their responses using 1 (*poor*), 2 (*acceptable*), 3 (*good*), or 4 (*excellent*).

Ethical practice in counseling. The response graduates of the program being able to synthesize elements of ethical practice in counseling fell 100% in the “*excellent*” category.

Social and cultural diversity. The perception of graduates being able to integrate knowledge of social and cultural diversity and demonstrate multicultural counseling competence was also to 100% rated in the “*excellent*” category.

Human growth and development. The response for their perception of graduates integrating knowledge of human growth and development in their counseling practice was also from all site supervisors graded as “*excellent*.”

Career and mental well-being. The response for graduates being able to identify approaches for conceptualizing the interrelationships among, work, relationships, and mental well-being was rated by 50% with “*good*.” The other clinical site supervisor (50%) rated this area 4 (*excellent*).

Personal model of counseling. The perception of graduates being able to integrate gained knowledge and formulate a personal model of counseling that they apply in their counseling practice was overall “*excellent*.” One clinical site supervisors (50%) rated this area with 4 (*excellent*) and one clinical site supervisor (50%) rated this area 3 (*good*).

Group counseling. The response of one (50%) clinical supervisors’ perception of graduates being able to demonstrate relevant strategies to facilitate group counseling was responded with “*good*”. The other one clinical site supervisor (50%) rated the objectives with 4 “*excellent*.”

Assessment and testing. The perception of graduates being able to evaluate assessment results to diagnosis developmental, behavioral, and mental disorders was rated as “*good*” by 50%. *The rest rated this area 4 (excellent).*

Research and evidence-based counseling. Perception of graduates being able to indicate the importance of research in advancing the counseling profession and identify evidence-based counseling practices was scored by both clinical site supervisors (100%) with “*excellent*”.

See Figure 12 below:

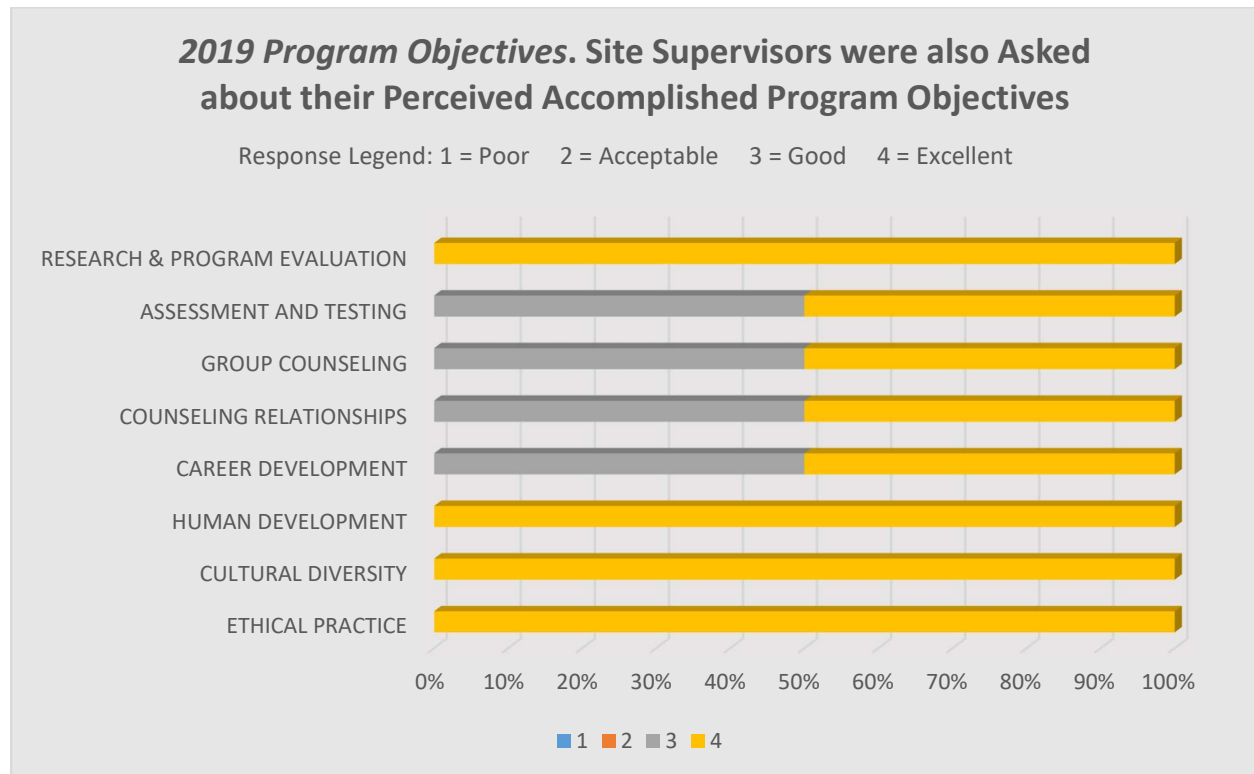


Figure 12: Site Supervisors - Program Objectives

Sufficiency of Curriculum. One of clinical supervisors (50%) responded that the above described areas of the program curriculum are “*excellent*” to prepare graduate students in Clinical Mental Health Counseling for effective mental health treatment, while the other one responded with “*good*”. One recommendation was to add “*Neuro Counseling foundations Human Sexuality Child and Adolescent Counseling Crisis and Trauma.*” Another clinical site supervisor stated: “*If the evidence-based practices class is going to focus on grants, then a direct clinical practices, theories, and interventions is needed.*” In response to that, the MSC curriculum has rigor in clinical practices, theories and evidence-based interventions are implemented throughout practicum and both internship courses.

Overall Rating of the Program. The overall rating of the program was the final question of the survey. The scale was the same scale used above. One clinical supervisor (50%) ranked the program as “*excellent*”, whereas the other one rated it as “*good.*”

Conclusions. Based on the information that has been provided by current students, it appears that the Master of Science in Counseling (MSC) program, specialty Clinical Mental Health Counseling at the University of Providence prepares students well as future professional counselors. The findings do not indicate the need for specific program changes other than adding more elective courses to the curriculum in the future.

2. Summary of Professional Competency Evaluation Results

A. Clinical Supervision

As a part of the program, students complete three semesters of clinical work at a community site. Students are supervised on site by a clinical supervisor. Data used to report on clinical supervision includes three surveys. One survey is completed by practicum or internship site supervisors that assesses student clinical competence. A second survey is completed by practicum or internship students that evaluates the clinical supervisor. A third survey is completed by practicum or internship students as a self-evaluation of clinical competence.

Professional Competence of Students by Site Supervisor. The survey was sent via a link using Microsoft Forms to 4 supervisors that provided supervision to students that were enrolled in clinical coursework during 2019.

Four supervisors completed the survey (100%). Supervisors evaluated their student supervisees in eight areas, rated student overall clinical competence, and provided qualitative data on student strengths and limitations.

Basic Work Requirements. Supervisors rated students on matters of professionalism in basic work requirements at their site using the following scale: 0 = Major adjustments needed; not helpful or well-timed, potentially harmful or unethical. 1 = Continued practice needed; not very helpful or well-timed, and/or not very effective. 2 = Developing skill: somewhat helpful, too many missed opportunities to be effective. 3 = Well developed; helpful, well-timed when performed, not consistently smooth. 4 = Highly developed: helpful, well-timed and consistent. Ten survey items included rankings on being on time and using time effectively, informing supervisor about absences, completing paperwork in a timely manner, taking initiative, dresses appropriately, applies ethical guidelines and consults on ethical issues, and awareness of client population.

Regarding the supervisee being on time, 25% of responses indicated well developed and 75% of responses indicated highly developed. Regarding using time effectively, 25% of responses indicated well developed and 75% of responses indicated highly developed. In evaluating the supervisee informing the supervisor about absences, 100% of responses indicated highly developed. Regarding completing paperwork in a timely manner, 25% of responses indicated well developed and 75% of responses indicated highly developed. In evaluating taking initiative, 25% of responses indicated well developed and 75% of responses indicated highly developed. Regarding appropriate dress and language, 25% of responses indicated well developed and 75% of responses indicated highly developed. Regarding application of ethical guidelines and consultation on ethical issues, 25% of responses indicated well developed and 75% of responses indicated highly developed. In evaluating knowledge level regarding client population at the beginning of the semester, 25% of responses indicated developing, 50% said well-developed, and 25% of responses indicated highly developed. Open-ended feedback included the following: *[supervisee's] work history in community mental health is strong and shows via her knowledge of clinical process, clinical skill-set and interactions with clients and peers. She is a hard worker who is consistent in her job duties/expectations.*

Case Management. Supervisors rated students on issues relating to case management using the same scale provided above. Six survey items included keeping scheduled appointments with clients, writing appropriate and timely case notes, regular and timely attendance to staff

meetings, confidential handling of information, and following site protocols. Regarding keeping scheduled appointments with clients, 25% of responses indicated well developed and 75% of responses indicated highly developed. Regarding being on time for scheduled appointments with clients, 25% of responses indicated well developed and 75% of responses indicated highly developed. Regarding writing appropriate and timely case notes, 75% of responses indicated well developed and 25% of responses indicated highly developed. Regarding regular and timely attendance to staff meetings, 50% of responses indicated well developed and 50% of responses indicated highly developed. Regarding confidential handling of information, 25% of responses indicated well developed and 75% of responses indicated highly developed. Regarding following site protocols, 25% of responses indicated well developed and 75% of responses indicated highly developed. There was not any open-ended feedback regarding student case management.

Supervision. Supervisors rated students on how well they utilize supervision using the same scale provided above. Eleven survey items included areas such as keeping appointments with supervisor, actively seeking supervision, understanding information, accepting and using feedback, awareness of personal feelings in supervision, discusses relevant personal issues, recognizing personal values, contributes to supervision, and recognizes and shares competencies and deficiencies. Regarding keeping appointments with supervisor, 50% of responses indicated well developed and 50% of responses indicated highly developed. Regarding actively seeking supervision, 25% of responses indicated well developed and 75% of responses indicated highly developed. Regarding understanding information in supervision, 25% of responses indicated well developed and 75% of responses indicated highly developed. Regarding accepting and using feedback, 25% of responses indicated well developed and 75% of responses indicated highly developed. Regarding awareness of personal feelings in supervision, 25% of responses indicated well developed and 75% of responses indicated highly developed. Regarding discussing relevant personal issues, 25% of responses indicated well developed and 75% of responses indicated highly developed. Regarding recognizing personal values, 25% of responses indicated well developed and 75% of responses indicated highly developed. Regarding supervisee contributing ideas to supervision, 50% of responses indicated well developed and 50% of responses indicated highly developed. Regarding the supervisee recognizing and sharing competencies and deficiencies, 25% of responses indicated well developed and 75% of responses indicated highly developed. There was not any open-ended feedback regarding student performance in supervision.

Interactions with Clients. Supervisors rated students on how well they interact with clients using the same scale provided above. Twelve survey items included areas such as building rapport, comfort with clients, reading non-verbal, communicates effectively, genuineness, empathetic, unconditional positive regard, sensitivity to client needs, multicultural sensitivity, systemic awareness, and works effectively with multiple family members. Regarding building rapport, 100% of responses indicated highly developed. Regarding comfort with clients, 100% of responses indicated highly developed. Regarding reading non-verbal behaviors, 100% of responses indicated highly developed. Regarding communicating to clients effectively, 100% of responses indicated highly developed. Regarding genuineness with clients, 100% of responses indicated highly developed. Regarding being empathetic with clients, 100% of responses indicated highly developed. Regarding conveyance of unconditional positive regard, 100% of responses indicated highly developed. Regarding conveying safety and competence, 100% of responses indicated highly developed. Regarding sensitivity to client needs, 100% of responses indicated highly developed. Regarding multicultural sensitivity, 25% of responses indicated well

developed and 75% of responses indicated highly developed. Regarding systemic awareness, 25% of responses indicated well developed and 75% of responses indicated highly developed. Regarding working effectively with multiple family members, 50% of responses indicated well developed and 50% of responses indicated highly developed. See Figure 13 below about MSC Students Interactions with clients.

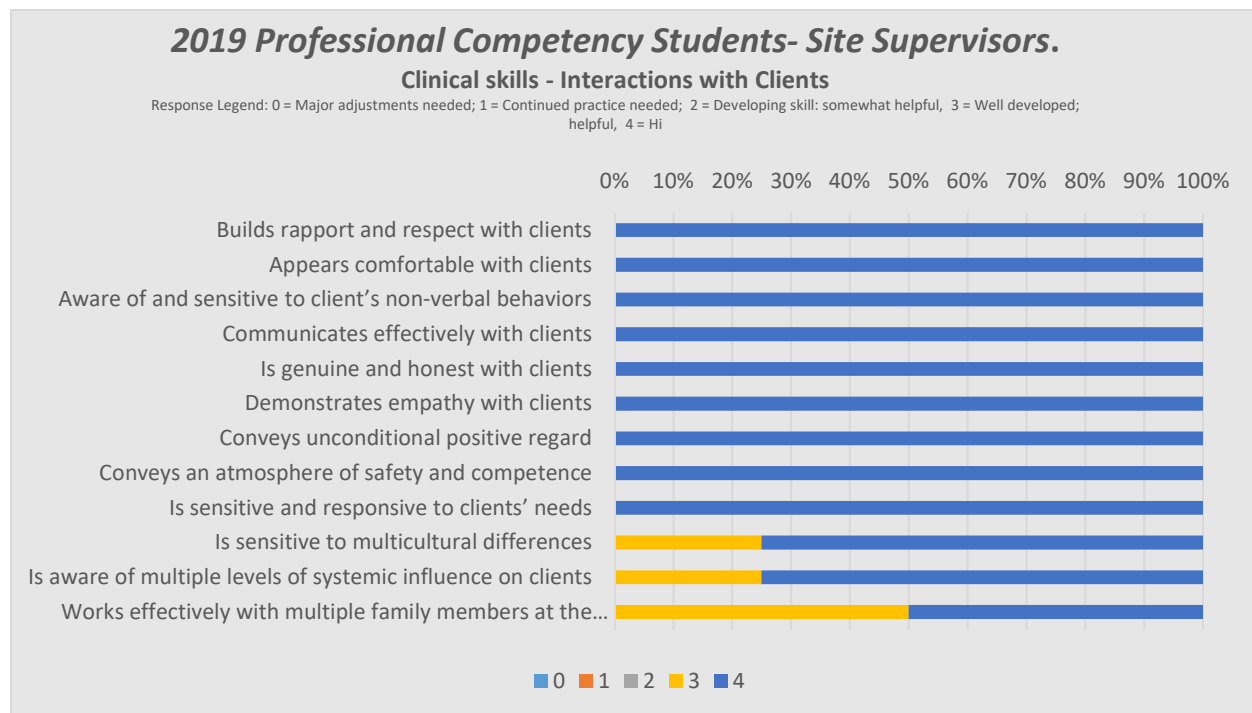


Figure 13: Site Supervisor – Professional Competency Students Interactions with Clients

Initial Session Skills. Supervisors rated students on how well they implement initial session skills with clients using the same scale provided above. Six survey items included areas such as basic intake skills, informed consent, confidentiality, discussing client expectations, and establishing rapport. Regarding basic intake skills, 50% of responses indicated well developed and 50% of responses indicated highly developed. Regarding informed consent, 25% of responses indicated well developed and 75% of responses indicated highly developed. Regarding obtaining permission to video record, 25% of responses indicated well developed and 75% of responses indicated highly developed. Regarding confidentiality, 25% of responses indicated well developed and 75% of responses indicated highly developed. Regarding discussing client expectations, 50% of responses indicated well developed and 50% of responses indicated highly developed. Regarding establishing rapport, 25% of responses indicated well developed and 75% of responses indicated highly developed. There was not any open-ended feedback regarding student initial session skills.

Counseling Skills. Supervisors rated students on how well they implement basic counseling skills using the same scale provided above. Twenty survey items were assessed. Although too cumbersome to detail here, items addressed basic counseling skills such as paraphrasing, open-ended questions, summarizing, using silence, etc. Thirty-six percent of all responses indicated well developed and 64% of all responses indicated highly developed. There was not any open-ended feedback regarding student counseling skills.

See Figure 14 below about MSC Students Counseling Skills:

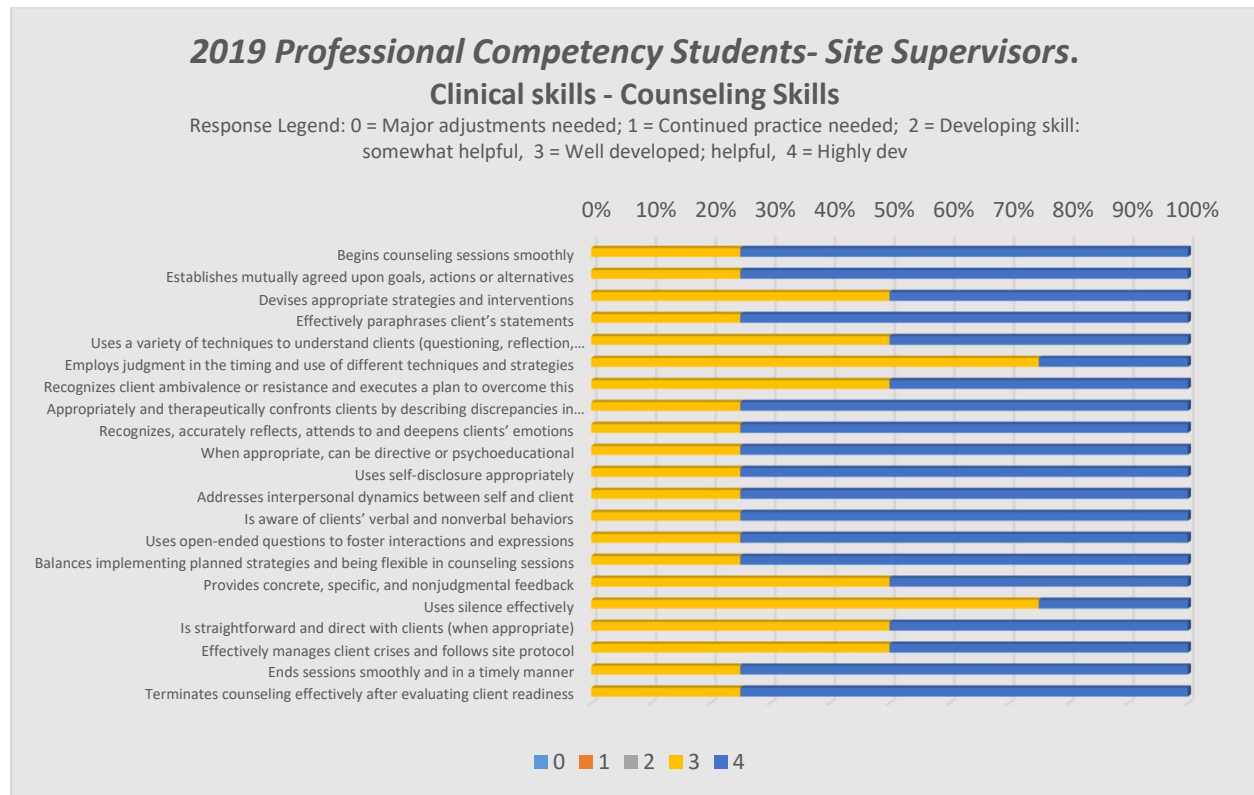


Figure 14: Site Supervisor – Professional Competency Students Counseling Skills

Case Conceptualization. Supervisors rated students on their ability to conceptualize a client case using the same scale provided above. Seven survey items included areas such as recognizing client patterns, generating case hypothesis, using historical data, reading client verbal and nonverbal communications, using theoretically based rationale, conveying conceptualization clearly, and identifying additional assessment needs. Regarding supervisee recognizing client patterns, 25% of responses indicated well developed and 75% of responses indicated highly developed. Regarding supervisee generating a case hypothesis, 100% of responses indicated highly developed. Regarding using historical data, 25% of responses indicated well developed and 75% of responses indicated highly developed. Regarding reading client verbal and nonverbal communications, 25% of responses indicated well developed and 75% of responses indicated highly developed. Regarding using theoretically based rationale, 25% of responses not able to observe and 75% of responses indicated highly developed. Regarding conveying conceptualization clearly, 50% of responses indicated well developed and 50% of responses indicated highly developed. Regarding identifying additional assessment needs, 25% of responses indicated well developed and 75% of responses indicated highly developed. There was not any open-ended feedback regarding student case conceptualization.

See Figure 15 below about MSC Students Case Conceptualization Skills:

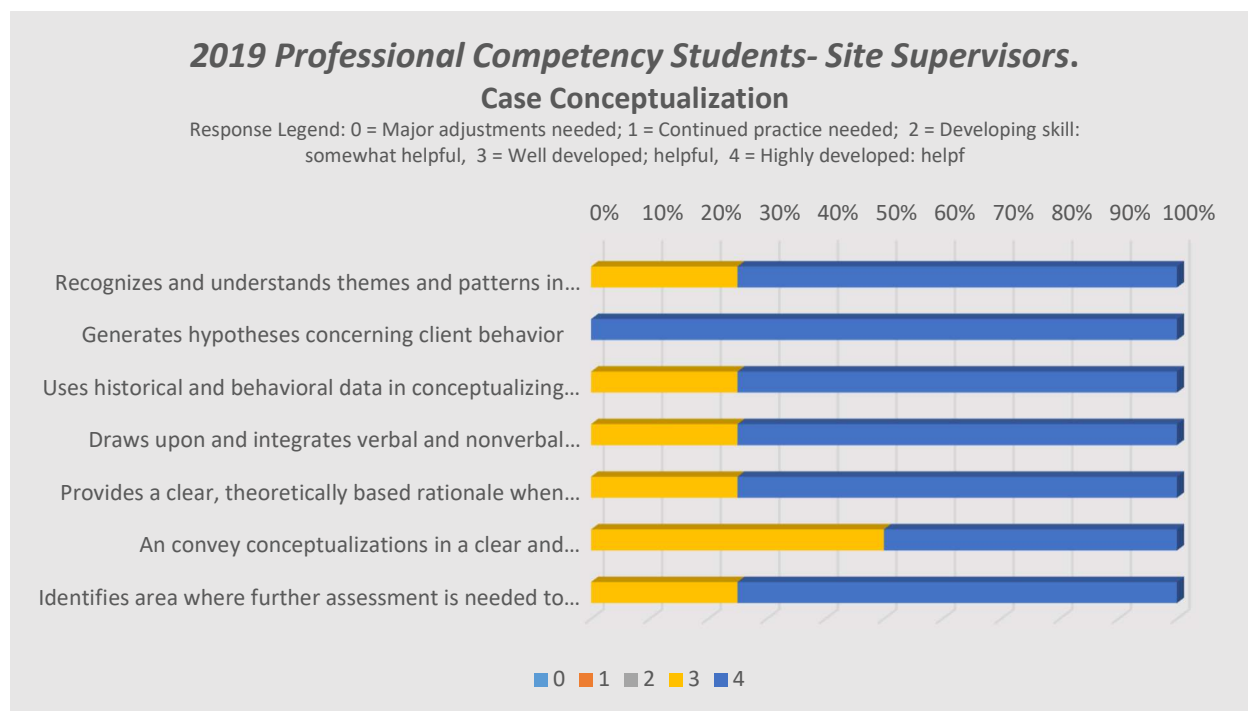


Figure 15: Site Supervisor – Professional Competency Students Case Conceptualization Skills

Treatment. Supervisors rated students on aspects of client treatment and treatment planning using the same scale provided above. Three survey items included the following areas: developing short and long-term goals that are individualized for the client, implementing goal-specific interventions, and recognizing unrealistic goals for counseling. Regarding developing short and long-term goals that are individualized for the client, 25% of responses indicated well developed and 75% of responses indicated highly developed. Regarding implementing goal-specific interventions, 100% of responses indicated highly developed. Regarding recognizing unrealistic goals for counseling, 100% of responses indicated highly developed. There was not any open-ended feedback regarding student treatment.

Overall Rating. Supervisors provided an overall rating of student competence at their site using the following scale: 1 = unacceptable, 2 = acceptable, 3 = good, 4 = excellent. Overall competence was based on two ratings, one for professionalism and one for skill. One hundred percent of supervisor ratings indicates student professionalism as excellent. In rating skill, 100% of supervisors rank students as excellent.

Strengths and Limitations. Supervisors provided open-ended responses identifying student strengths and limitations. Open-ended responses regarding strengths include the following: *“Supervisee has continued to grow in her clinical skills each semester. She has demonstrated ability to maintain clients and progress with them therapeutically. Supervisee seeks feedback, listens to it and incorporates it into her practice. Supervisee has begun to identify strategies to get unstuck with clients. Supervisee is making progress in her ability to solidify a treatment plan and use it as the basis for goals and interventions in session. She is also working on strategies to stay up to date on paperwork with clients. Supervisee will continue to work on fine tuning skills.”*

Summary. The participating supervisor consistently ranked student as well developed on all measures. Supervisor ratings indicate a high level of student clinical development and competence.

Student Self-Evaluation of Professional Competence. The survey was sent via Microsoft Forms to 4 students that were enrolled in clinical coursework during 2019. Four students completed the survey (100%). Students evaluated themselves in eight areas, rated their overall clinical competence, and provided qualitative data on their strengths and limitations.

Basic Work Requirements. Students rated themselves on matters of professionalism in basic work requirements at their site using the following scale: 0 = Major adjustments needed; not helpful or well-timed, potentially harmful or unethical. 1 = Continued practice needed; not very helpful or well-timed, and/or not very effective. 2 = Developing skill: somewhat helpful, too many missed opportunities to be effective. 3 = Well developed; helpful, well-timed when performed, not consistently smooth. 4 = Highly developed: helpful, well-timed and consistent. Ten survey items included rankings on being on time and using time effectively, informing supervisor about absences, completing paperwork in a timely manner, taking initiative, dresses appropriately, applies ethical guidelines and consults on ethical issues, and awareness of client population.

Regarding the supervisee being on time, 25% of responses indicated well developed and 75% of responses indicated highly developed. Regarding using time effectively, 25% of responses indicated developing, 50% of responses indicated well developed, and 25% of responses indicated highly developed. Regarding informing the supervisor about absences, 25% of responses indicated well developed and 75% of responses indicated highly developed. Regarding completing paperwork in a timely manner, 75% of responses indicated well developed and 25% of responses indicated highly developed. In evaluating taking initiative, 75% of responses indicated well developed and 25% of responses indicated highly developed. Regarding appropriate dress and language, 50% of responses indicated well developed and 50% of responses indicated highly developed. Regarding application of ethical guidelines and consultation on ethical issues, 75% of responses indicated well developed and 25% of responses indicated highly developed. In evaluating knowledge level regarding client population at the beginning of the semester, 50 % of responses indicated continued practice needed, 25% of responses indicated developing, 25% of responses indicated highly developed. There was not any open-ended feedback provided.

Case Management. Students rated themselves on issues relating to case management using the same scale provided above. Six survey items included keeping scheduled appointments with clients, writing appropriate and timely case notes, regular and timely attendance to staff meetings, confidential handling of information, and following site protocols. Regarding keeping scheduled appointments with clients, 50% of responses indicated well developed and 50% of responses indicated highly developed. Regarding being on time for scheduled appointments with clients, 25% of responses indicated well developed and 75% of responses indicated highly developed. Regarding writing appropriate and timely case notes, 25% of responses indicated developing skill, 50% of responses indicated well developed, and 25% of responses indicated highly developed. Regarding regular and timely attendance to staff meetings, 100% of responses indicated highly developed. Regarding confidential handling of information, 25% of responses indicated well developed and 75% of responses indicated highly developed. Regarding following

site protocols, 50% of responses indicated well developed and 50% of responses indicated highly developed. There was not any open-ended feedback regarding student case management.

Supervision. Students rated themselves on how well they utilize supervision using the same scale provided above. Eleven survey items included areas such as keeping appointments with supervisor, actively seeking supervision, understanding information, accepting and using feedback, awareness of personal feelings in supervision, discusses relevant personal issues, recognizing personal values, contributes to supervision, and recognizes and shares competencies and deficiencies. Regarding keeping appointments with supervisor, 25% of responses indicated well developed and 75% of responses indicated highly developed. Regarding actively seeking supervision, 50% of responses indicated well developed and 50% of responses indicated highly developed. Regarding understanding information in supervision, 25% of responses indicated well developed and 75% of responses indicated highly developed. Regarding accepting and using feedback, 50% of responses indicated well developed and 50% of responses indicated highly developed. Regarding awareness of personal feelings in supervision, 25% of responses indicated developing skill, 25% of responses indicated well developed, and 50% of responses indicated highly developed. Regarding discussing relevant personal issues, 50% of responses indicated well developed and 50% of responses indicated highly developed. Regarding recognizing personal values, 50% of responses indicated well developed and 50% of responses indicated highly developed. Regarding supervisee contributing ideas to supervision, 50% of responses indicated well developed and 50% of responses indicated highly developed. Regarding the supervisee recognizing and sharing competencies and deficiencies, 75% of responses indicated well developed and 25% of responses indicated highly developed. There was not any open-ended feedback regarding student performance in supervision.

Interactions with Clients. Students rated themselves on how well they interact with clients using the same scale provided above. Twelve survey items included areas such as building rapport, comfort with clients, reading non-verbal, communicates effectively, genuineness, empathetic, unconditional positive regard, sensitivity to client needs, multicultural sensitivity, systemic awareness, and works effectively with multiple family members. Regarding building rapport, 50% of responses indicated well developed and 50% of responses indicated highly developed. Regarding comfort with clients, 50% of responses indicated well developed and 50% of responses indicated highly developed. Regarding reading non-verbal behaviors, 25% of responses indicated developing skill, 25% of responses indicated well developed, and 50% of responses indicated highly developed. Regarding communicating to clients effectively, 25% of responses indicated developing, 25% of responses indicated well developed, and 50% of responses indicated highly developed. Regarding genuineness with clients, 50% of responses indicated well developed and 50% of responses indicated highly developed. Regarding being empathetic with clients, 50% of responses indicated well developed and 50% of responses indicated highly developed. Regarding conveyance of unconditional positive regard, 50% of responses indicated well developed and 50% of responses indicated highly developed. Regarding conveying safety and competence, 50% of responses indicated well developed and 50% of responses indicated highly developed. Regarding sensitivity to client needs, 50% of responses indicated well developed and 50% of responses indicated highly developed. Regarding multicultural sensitivity, 50% of responses indicated well developed and 50% of responses indicated highly developed. Regarding systemic awareness, 25% of responses indicated developing skill, 25% of responses indicated well developed, and 50% of responses indicated highly developed. Regarding working effectively with multiple family members, 25% of

responses indicated developing skill, 25% of responses indicated well developed, and 50% of responses indicated highly developed.

Initial Session Skills. Students rated themselves on how well they implement initial session skills with clients using the same scale provided above. Six survey items included areas such as basic intake skills, informed consent, confidentiality, discussing client expectations, and establishing rapport. Regarding basic intake skills, 75% of responses indicated well developed and 25% of responses indicated highly developed. Regarding informed consent, 25% of responses indicated well developed and 75% of responses indicated highly developed. Regarding obtaining permission to video record, 25% of responses indicated well developed and 75% of responses indicated highly developed. Regarding confidentiality, 25% of responses indicated well developed and 75% of responses indicated highly developed. Regarding discussing client expectations, 50% of responses indicated well developed and 50% of responses indicated highly developed. Regarding establishing rapport, 25% of responses indicated well developed and 75% of responses indicated highly developed. There was not any open-ended feedback regarding student initial session skills.

Counseling Skills. Students rated themselves on how well they implement basic counseling skills using the same scale provided above. Twenty survey items were assessed. Although too cumbersome to detail here, items addressed basic counseling skills such as paraphrasing, open-ended questions, summarizing, using silence, etc. Nine percent of all responses indicated developing, 43% of all responses indicated well developed, and 48% of all responses indicated highly developed. There was not any open-ended feedback regarding student counseling skills.

Conceptualization. Students rated themselves on their ability to conceptualize a client case using the same scale provided above. Seven survey items included areas such as recognizing client patterns, generating case hypothesis, using historical data, reading client verbal and nonverbal communications, using theoretically based rationale, conveying conceptualization clearly, and identifying additional assessment needs. Regarding supervisee recognizing client patterns, 50% of responses indicated well developed and 50% of responses indicated highly developed. Regarding supervisee generating a case hypothesis, 75% of all responses indicated well developed and 25% of responses indicated highly developed. Regarding using historical data, 25% of responses indicated developing skill, 50% of responses indicated well developed, and 25% of responses indicated highly developed. Regarding reading client verbal and nonverbal communications, 25% of responses indicated developing skill, 25% of responses indicated well developed, and 50% of responses indicated highly developed. Regarding using theoretically based rationale, 25% of responses indicated developing skill, 25% of responses indicated well developed, and 50% of responses indicated highly developed. Regarding conveying conceptualization clearly, 25% of responses indicated developing skill, 25% of responses indicated well developed, and 50% of responses indicated highly developed. Regarding identifying additional assessment needs, 75% of responses indicated well developed and 25% of responses indicated highly developed. There was not any open-ended feedback regarding student case conceptualization.

Treatment. Students rated themselves on aspects of client treatment and treatment planning using the same scale provided above. Three survey items included the following areas: developing short and long-term goals that are individualized for the client, implementing goal-specific interventions, and recognizing unrealistic goals for counseling. Regarding developing short and

long-term goals that are individualized for the client, 25% of responses indicated developing skill, 25% of responses indicated well developed, and 50% of responses indicated highly developed. Regarding implementing goal-specific interventions, 25% of responses indicated developing skill, 25% of responses indicated well developed, and 50% of responses indicated highly developed. Regarding recognizing unrealistic goals for counseling, 25% of responses indicated developing skill, 25% of responses indicated well developed, and 50% of responses indicated highly developed. There was not any open-ended feedback regarding student treatment.

Overall Rating. Students provided an overall rating of competence at their site using the following scale: 1 = unacceptable, 2 = acceptable, 3 = good, 4 = excellent. Overall competence was based on two ratings, one for professionalism and one for skill. Fifty percent of students' self-rank professionalism as good and 50% rank as excellent. Regarding skill, 75% of students' self-rank as good and 25% as excellent.

Strengths and Limitations. Students did not provide open-ended responses identifying strengths and limitations.

Summary. Students consistently self-ranked as well developed or highly developed on most measures. As an overall rating, students self-ranked as excellent or good. Student self-ratings indicated a high level of perceived clinical development and competence at their site. Students may be encouraged to work with their clinical professors and site supervisors to attend to individual needs in both group and individual supervision.

Student Evaluation of Site Supervisor. The survey was sent via a link using Microsoft Forms to 4 students that were enrolled in clinical coursework during 2019. Four students completed the survey (100%). Students represented a variety of sites, including a specialized clinic, community agency, and private practice. Students evaluated their supervisor on skills, effectiveness, and an overall rating. For the scaled rankings, the following was used: 1 = Unacceptable and/or not present. 2 = Needs significant improvement. 3 = Adequate. 4 = Good. 5 = Excellent.

Supervisor Skill. Students ranked their supervisor skill level on fifteen items using the above scale. Items included the following: knowledge of counseling theory, performs supervisor roles, encourages supervisee to explore alternatives, establishes rapport, appropriately challenges and supports supervisee, provides clear suggestions, sensitive to differences, demonstrates flexibility, assists in conceptualizing, models principles of counseling, gives appropriate feedback, confronts supervisee when needed, assists in treatment planning, identifies supervisee strengths and limitations, and is available to the supervisee. For all items used to evaluate supervisor skills, 100% of responses indicated a 5 (excellent) rating.

Supervisor Effectiveness. Students ranked their supervisor effectiveness on five items using the above scale. Items included the following: overall satisfaction with supervisor, supervisor competence, supervision increasing student competence, supervision applies to student caseload, and supervision increases student self-confidence. For all items used to evaluate supervisor effectiveness, 100% of responses indicated a 5 rating.

Overall Satisfaction of Host Site. Students provided an overall ranking for their host site using the following scale: 1 = Unacceptable 2 = Acceptable 3 = Good 4 = Excellent. All responses indicated a rating of 4, or excellent.

Conclusion: Both student and supervisor evaluations of student competence and clinical skill were most often rated as highly developed. Supervisor ratings of student were higher than student self-ratings. The results indicate that students are highly developed during their clinical experience in the counseling program.

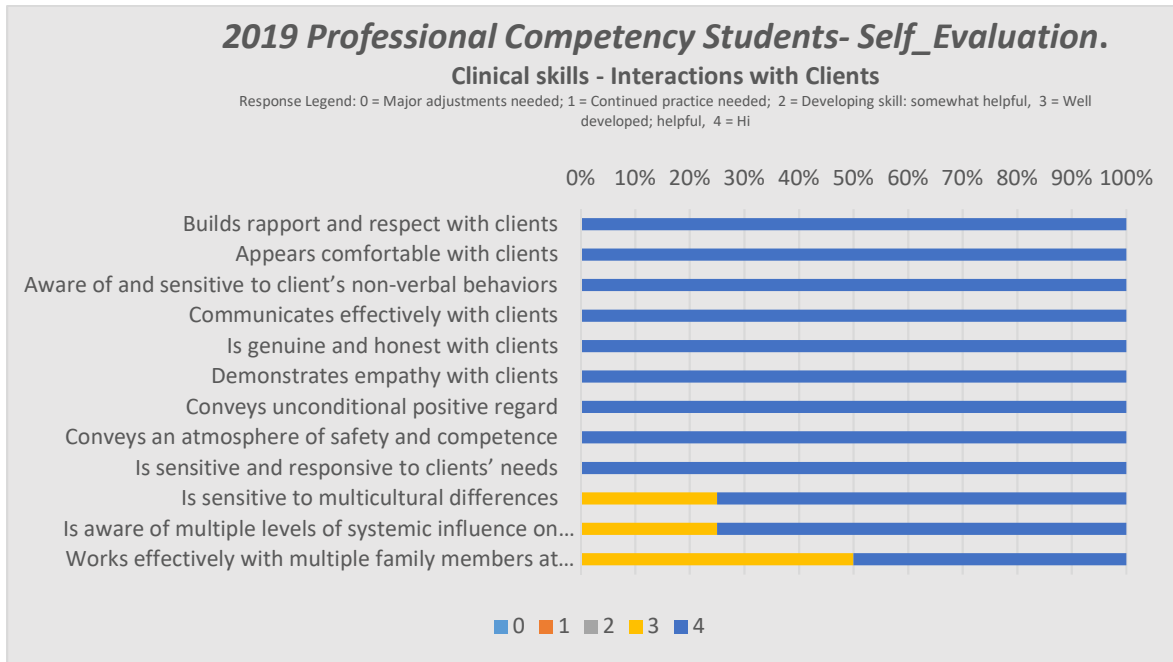


Figure 16: Students – Self-Evaluation Professional Competency – Clinical Skills

3. Comparison 2017, 2018, and 2019

Professional Disposition – MSC Students

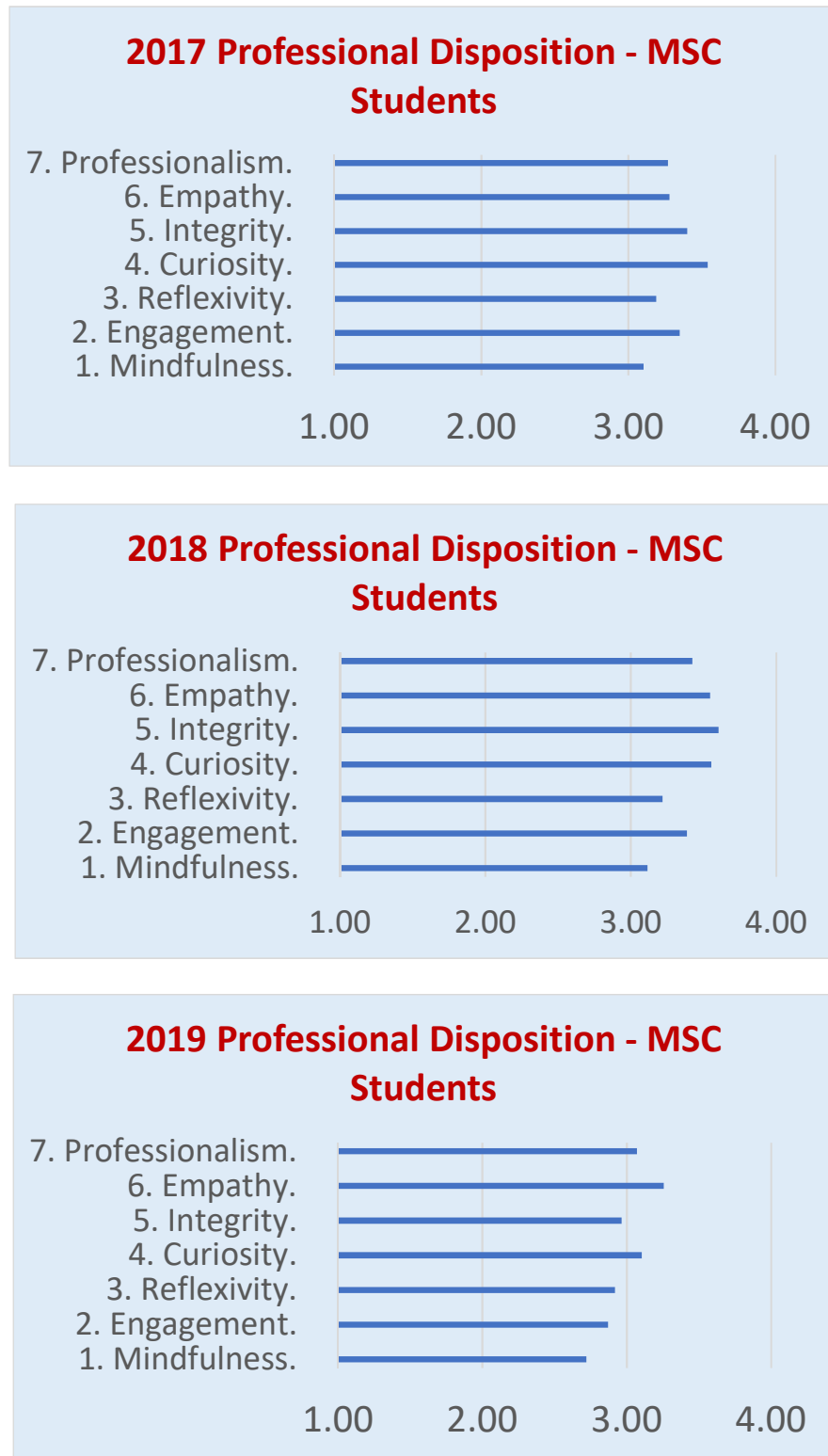


Figure 1: Professional Disposition Students

Program Evaluation (PE)

PE Students

Importance of Program Areas

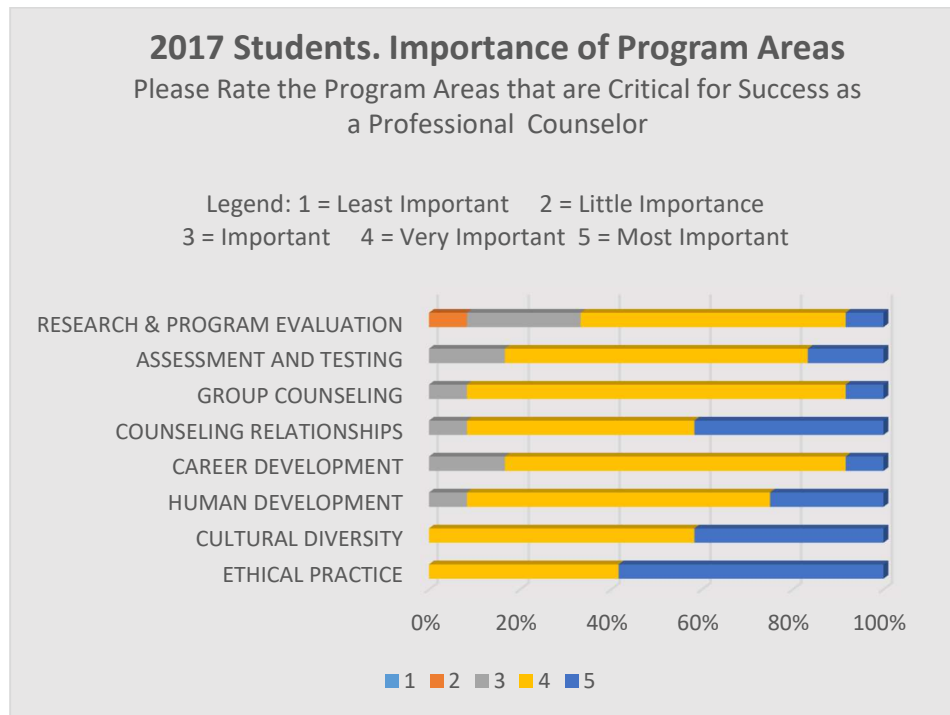


Figure 3: Students - Importance of Program Areas

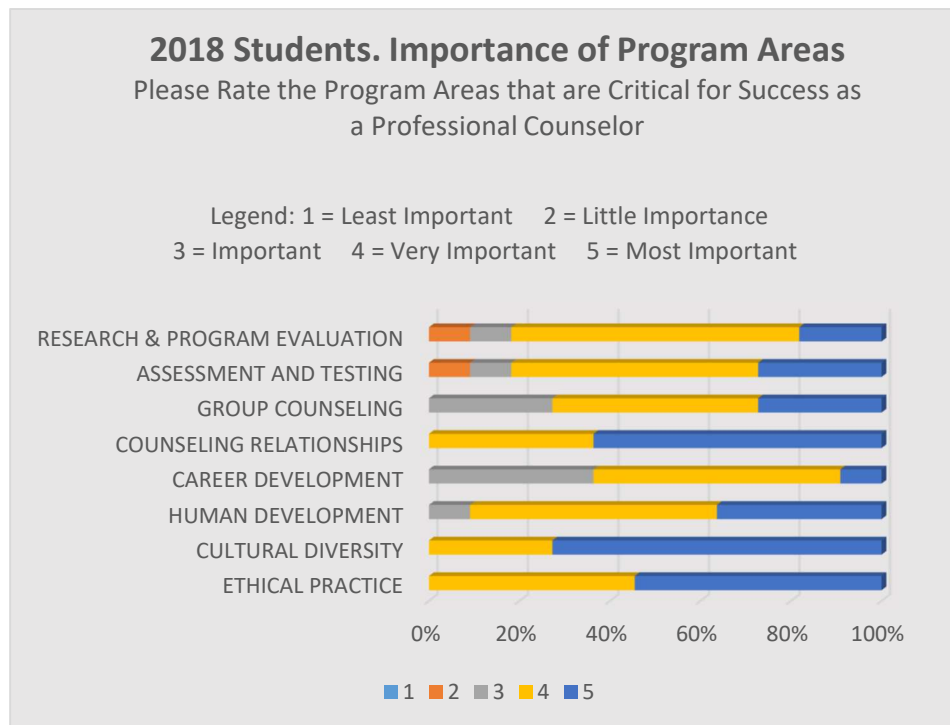


Figure 3: Students - Importance of Program Areas

Students 2019 - Importance of Program Areas

Please Rate the Program Areas that are Critical for Success as a Professional Counselor

Legend: 1 = Least Important 2 = Little Importance 3 = Important
4 = Very Important 5 = Most Important

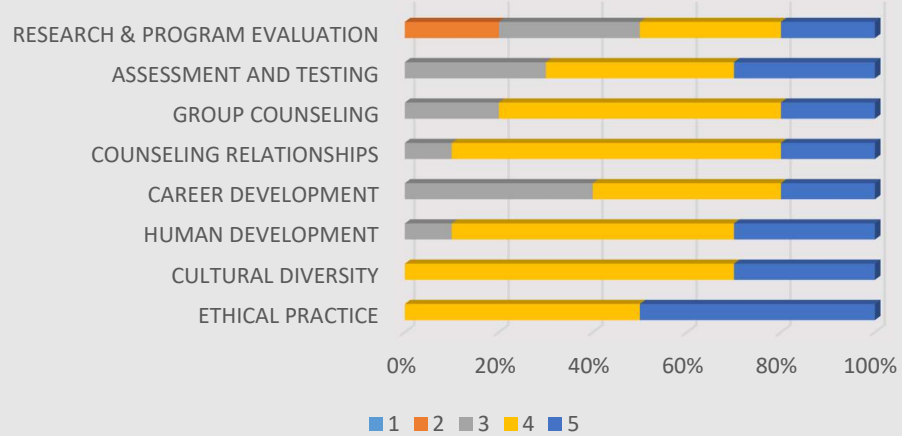
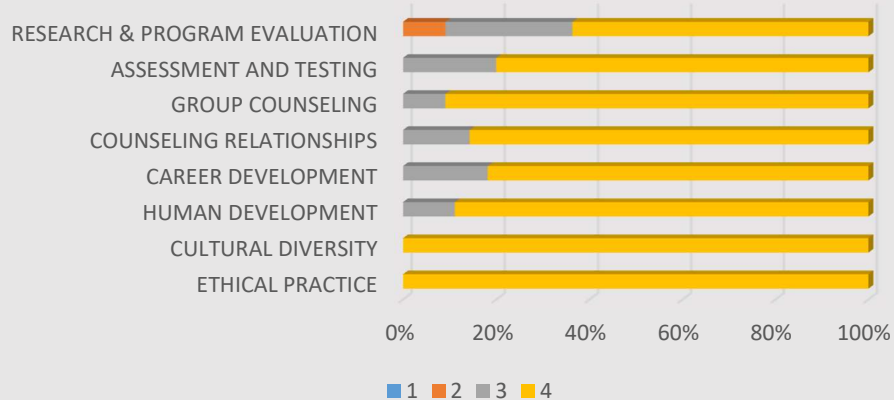


Figure 3: Students - Importance of Program Areas

STUDENTS - Perceived Accomplished Program Objectives

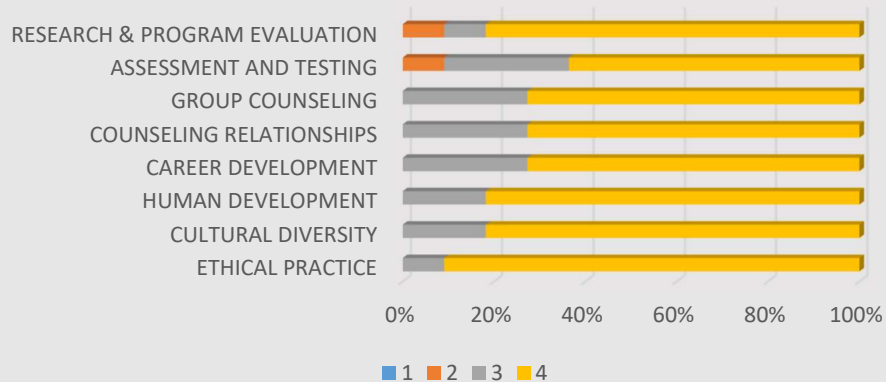
2017 Program Objectives. Students were also Asked about their Perceived Accomplished Program Objectives

Response Legend: 1 = Poor 2 = Acceptable 3 = Good 4 = Excellent



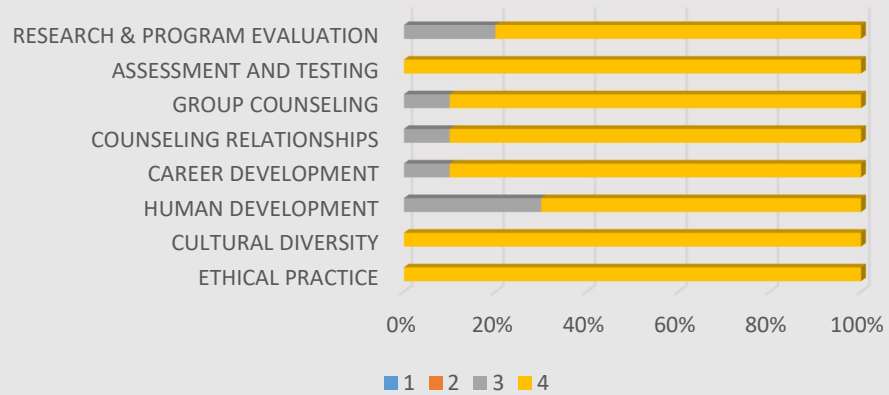
2018 Program Objectives. Students were also Asked about their Perceived Accomplished Program Objectives

Response Legend: 1 = Poor 2 = Acceptable 3 = Good 4 = Excellent



**2019 Program Objectives. Students were also
Asked about their Perceived Accomplished
Program Objectives**

Response Legend: 1 = Poor 2 = Acceptable 3 = Good 4 =
Excellent



STUDENTS - Perceived Overall Quality of the Program

2017 OVERALL RATING. Students were also Asked about their Perceived Overall Quality of the Program

Response Legend: 1 = Poor 2 = Acceptable
3 = Good 4 = Excellent



2018 - OVERALL RATING. Students were also Asked about their Perceived Overall Quality of the Program

Response Legend: 1 = Poor 2 = Acceptable
3 = Good, 4 = Excellent



2019 OVERALL RATING. Students were also Asked about their Perceived Overall Quality of the Program

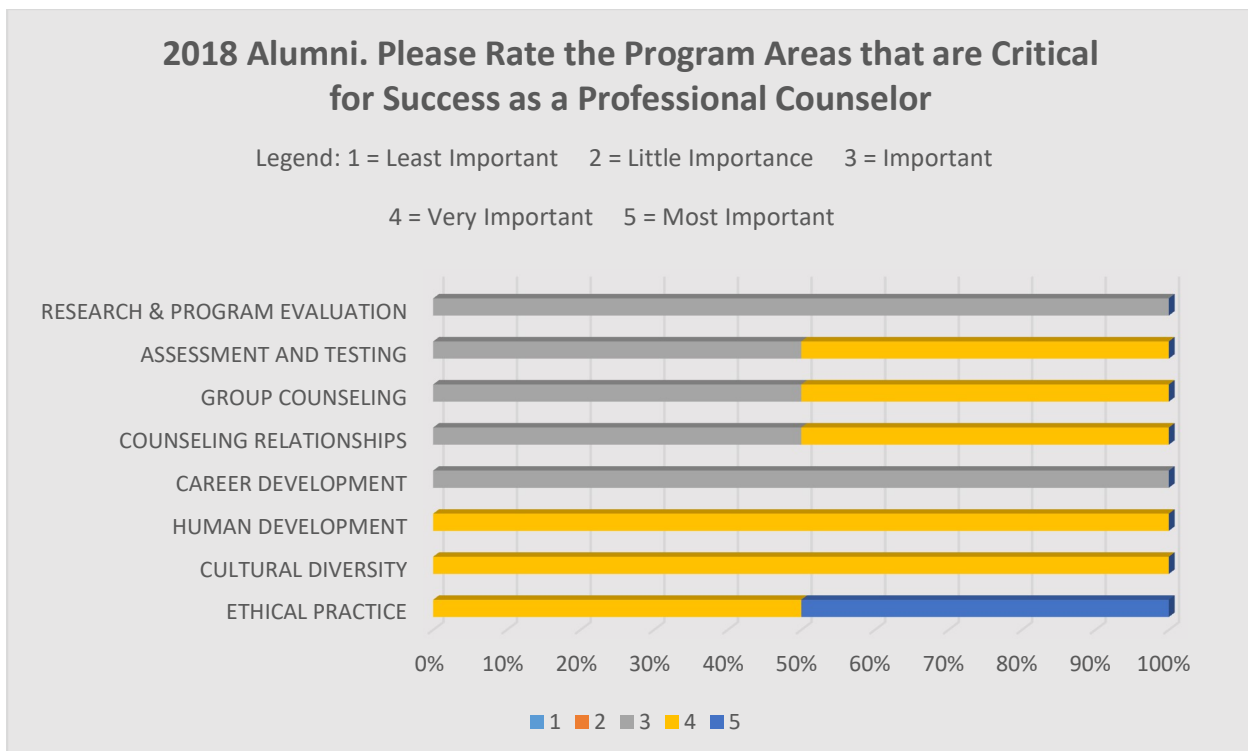
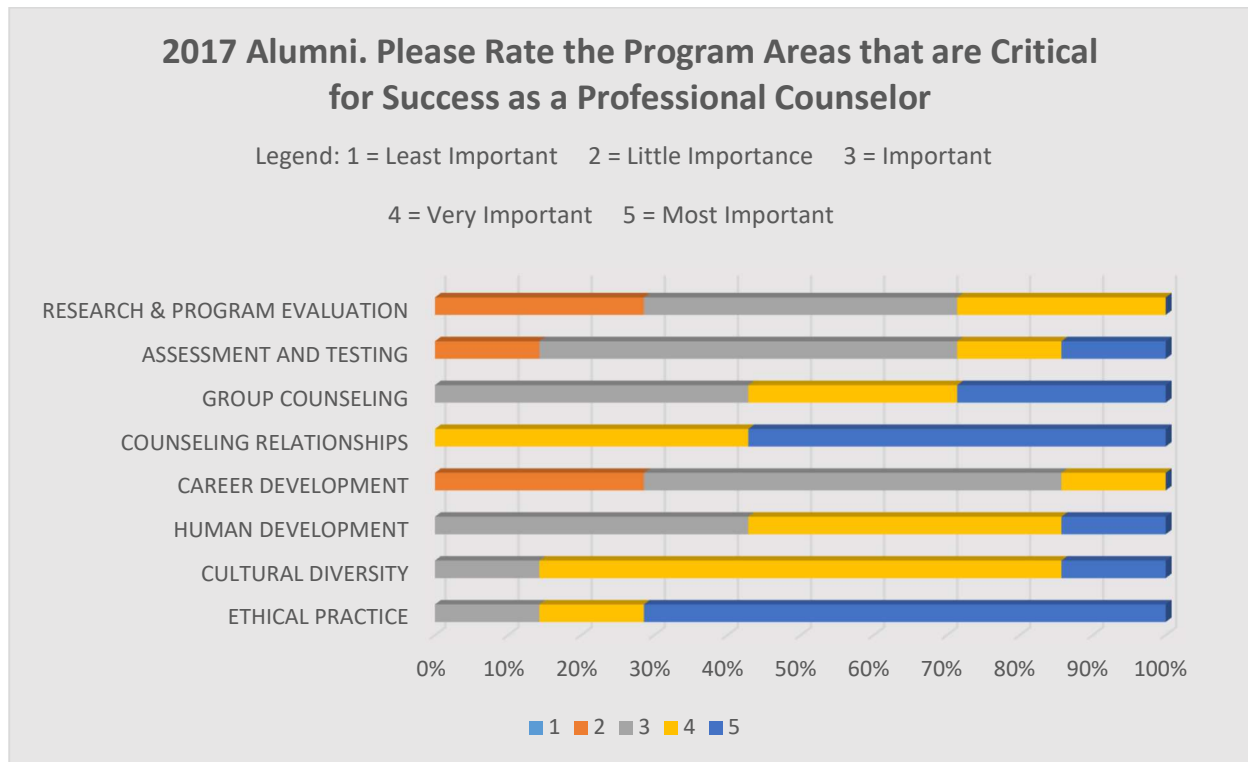
Response Legend: 1 = Poor 2 = Acceptable
3 = Good 4 = Excellent



Program EVALUATION (PE)

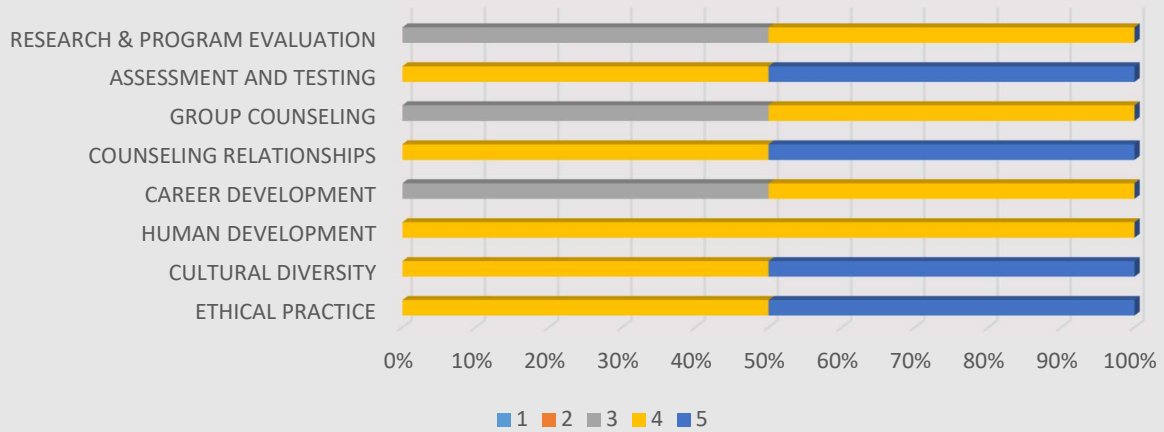
PE Alumni

ALUMNI – Critical Program Areas for Success as a Professional Counselor

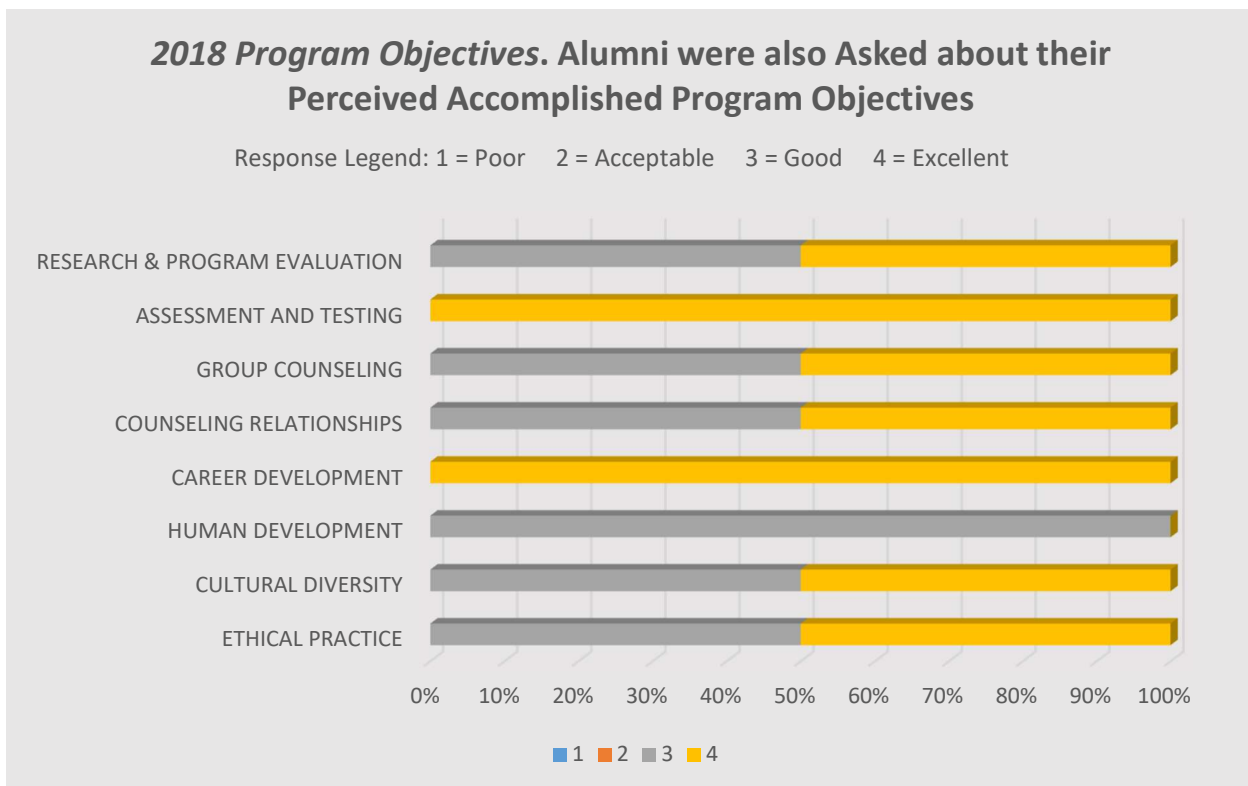
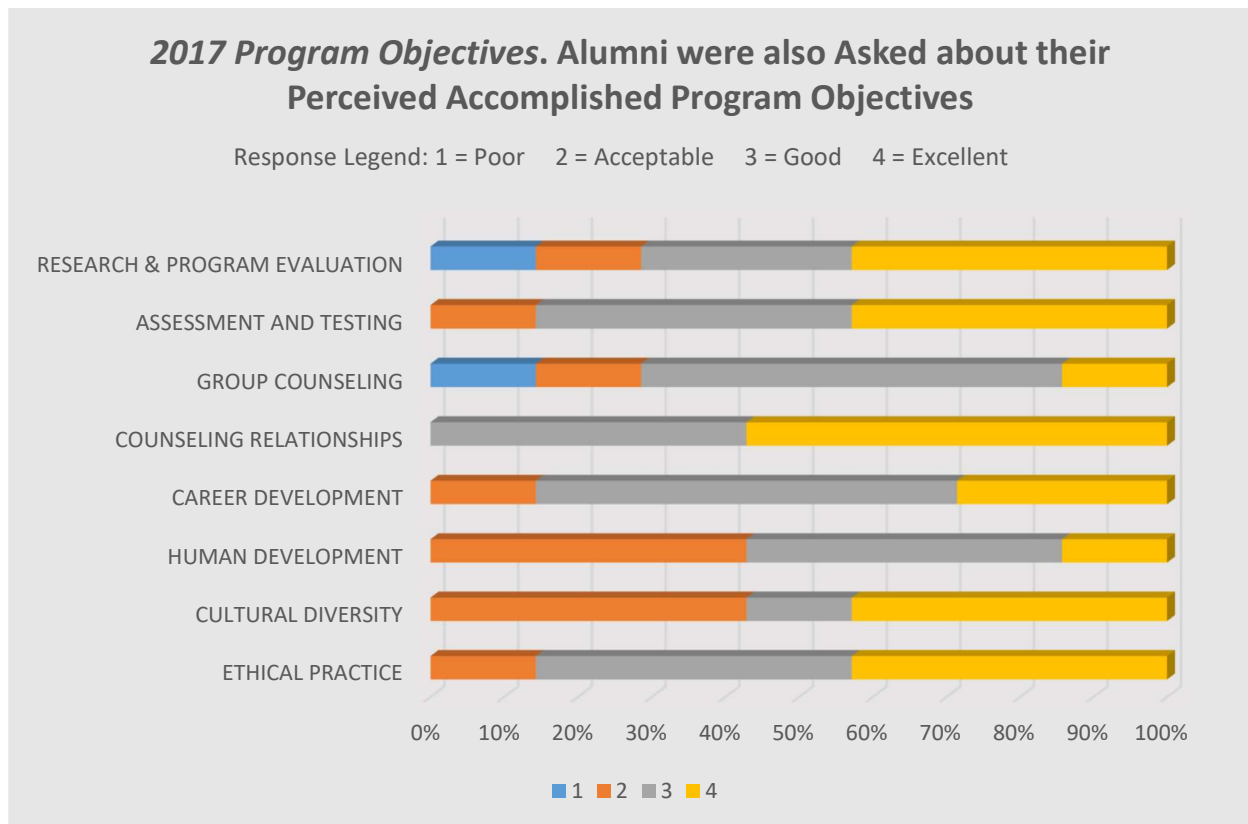


2019 Alumni. Please Rate the Program Areas that are Critical for Success as a Professional Counselor

Legend: 1 = Least Important 2 = Little Importance 3 = Important 4 = Very Important
5 = Most Important

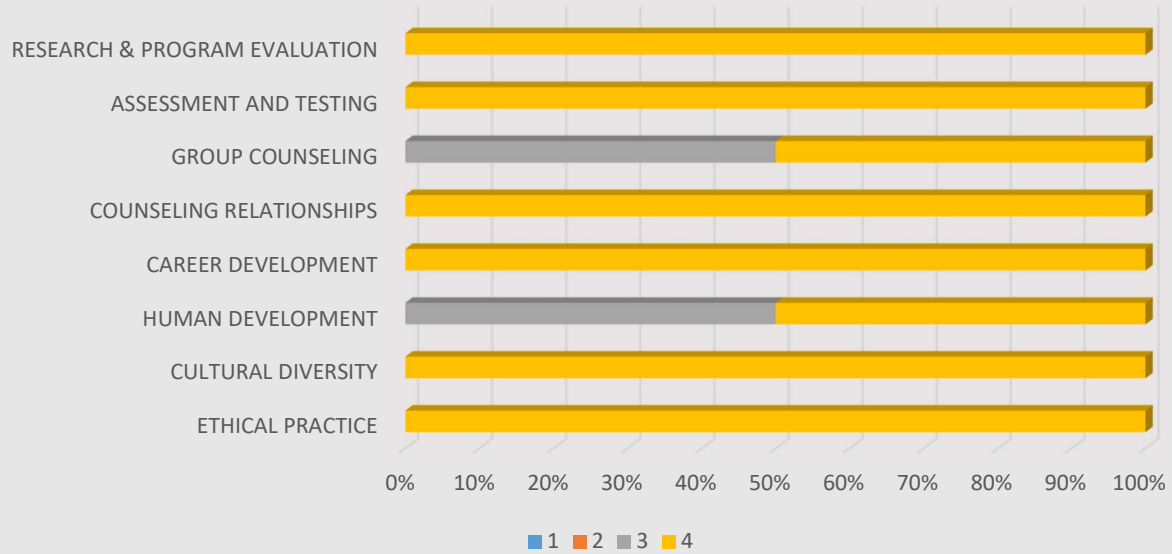


ALUMNI – Perceived Accomplished Program Objectives



2019 Program Objectives. Alumni were also Asked about their Perceived Accomplished Program Objectives

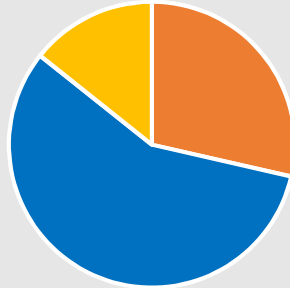
Response Legend: 1 = Poor 2 = Acceptable 3 = Good 4 = Excellent



ALUMNI – Perceived Accomplished Program Objectives

2017 OVERALL RATING. Alumni were also Asked about their Perceived Overall Quality of the Program

Response Legend: 1 = Poor 2 = Acceptable 3 = Good 4 = Excellent



■ 1 ■ 2 ■ 3 ■ 4

2018 OVERALL RATING. Alumni were also Asked about their Perceived Overall Quality of the Program

Response Legend: 1 = Poor 2 = Acceptable 3 = Good 4 = Excellent



■ 1 ■ 2 ■ 3 ■ 4

**2019 OVERALL RATING. Alumni were also Asked about
their Perceived Overall Quality of the Program**

Response Legend: 1 = Poor 2 = Acceptable 3 = Good 4 = Excellent



■ 1 ■ 2 ■ 3 ■ 4

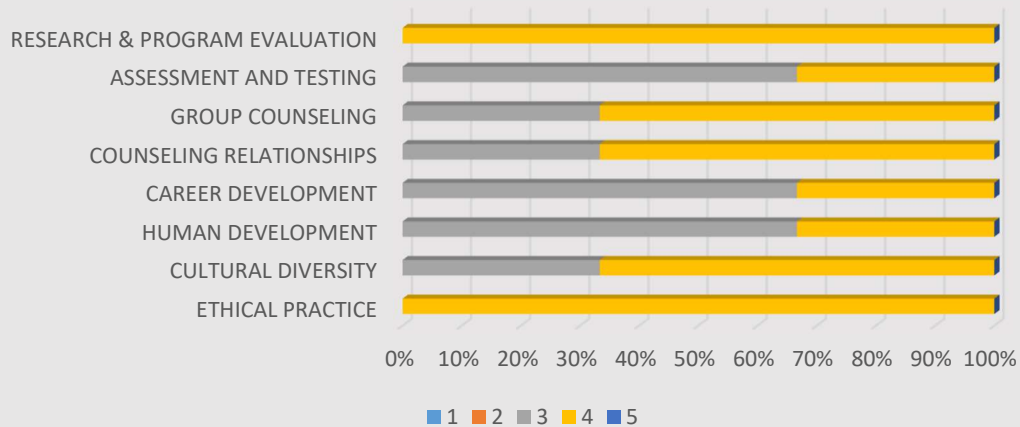
Program EVALUATION (PE)

PE Faculty

FACULTY – Critical Program Areas for Success as a Professional Counselor

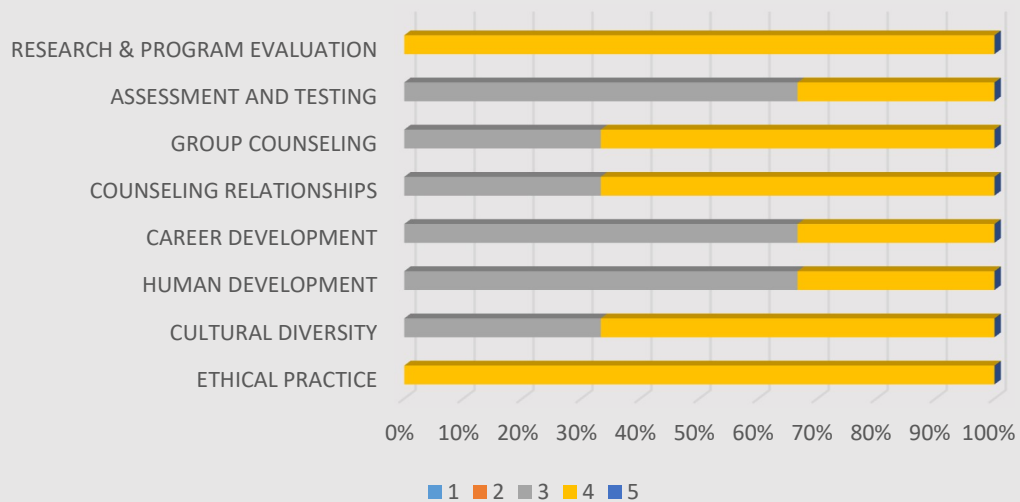
2017 Faculty. Please rate the program areas that are critical for success as a professional counselor

Legend: 1 = Least Important 2 = Little Importance 3 = Important
4 = Very Important 5 = Most Important



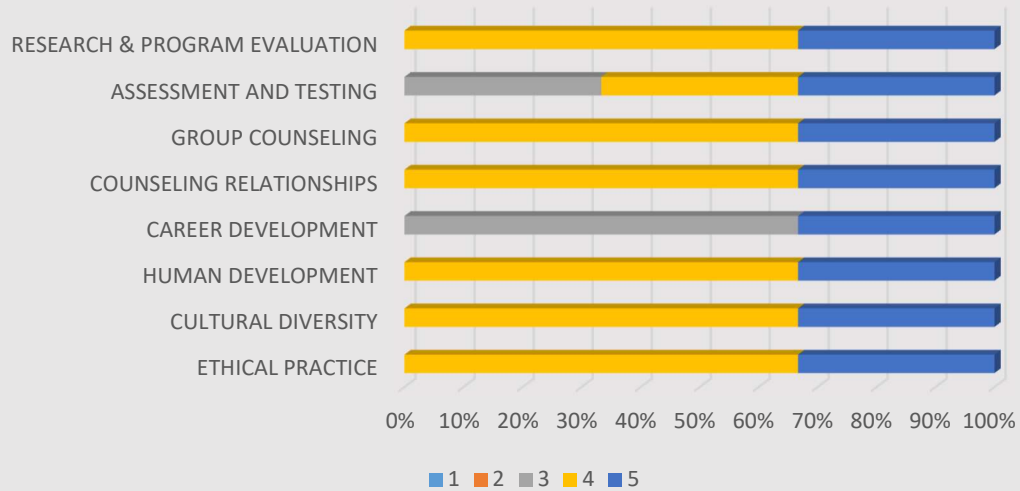
2018 Faculty. Please rate the program areas that are critical for success as a professional counselor

Legend: 1 = Least Important 2 = Little Importance 3 = Important
4 = Very Important 5 = Most Important

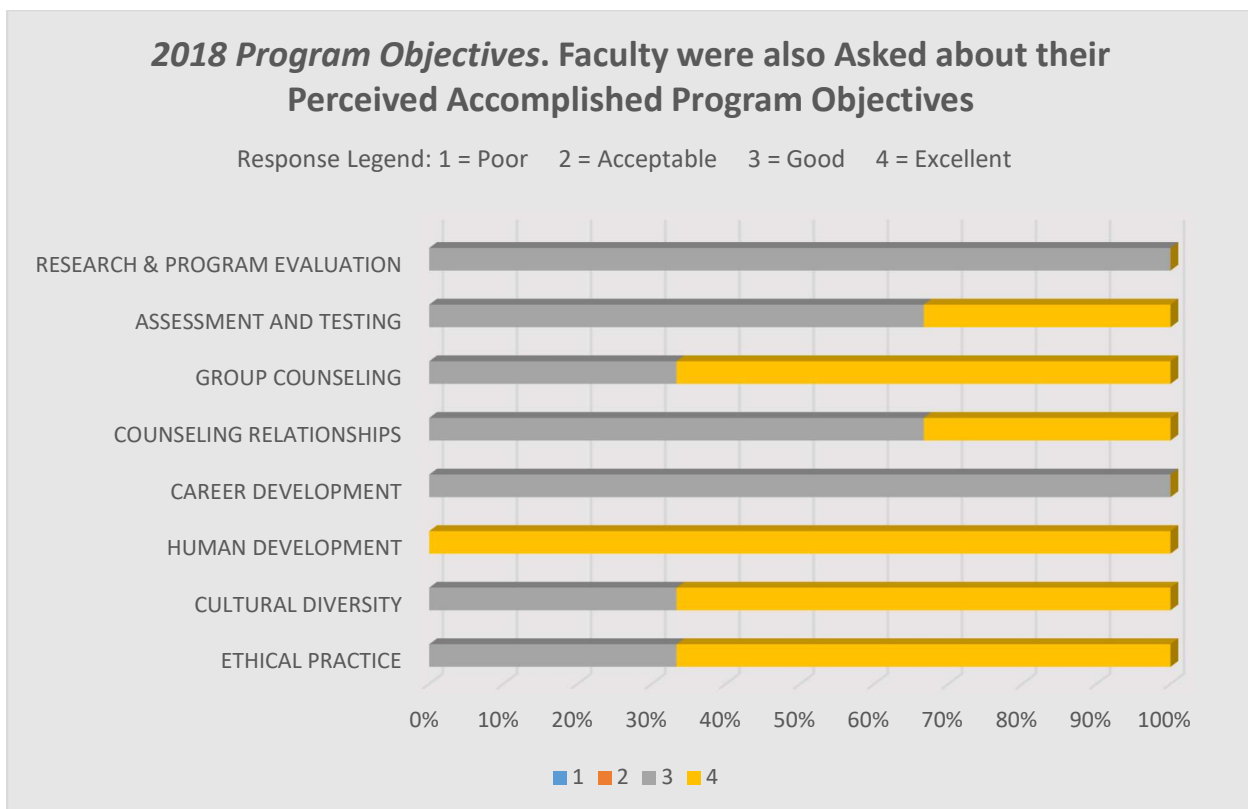
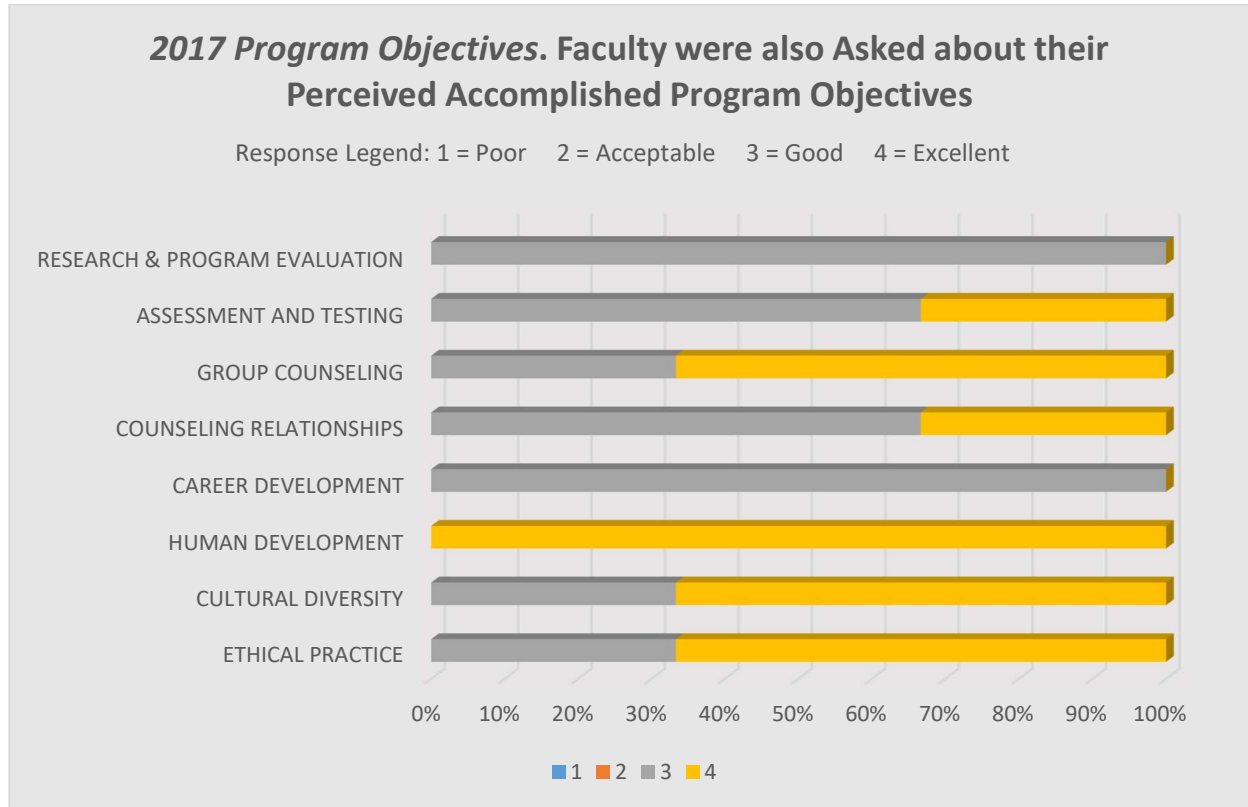


2019 Faculty. Please rate the program areas that are critical for success as a professional counselor

Legend: 1 = Least Important 2 = Little Importance 3 = Important 4 = Very Important 5 = Most Important

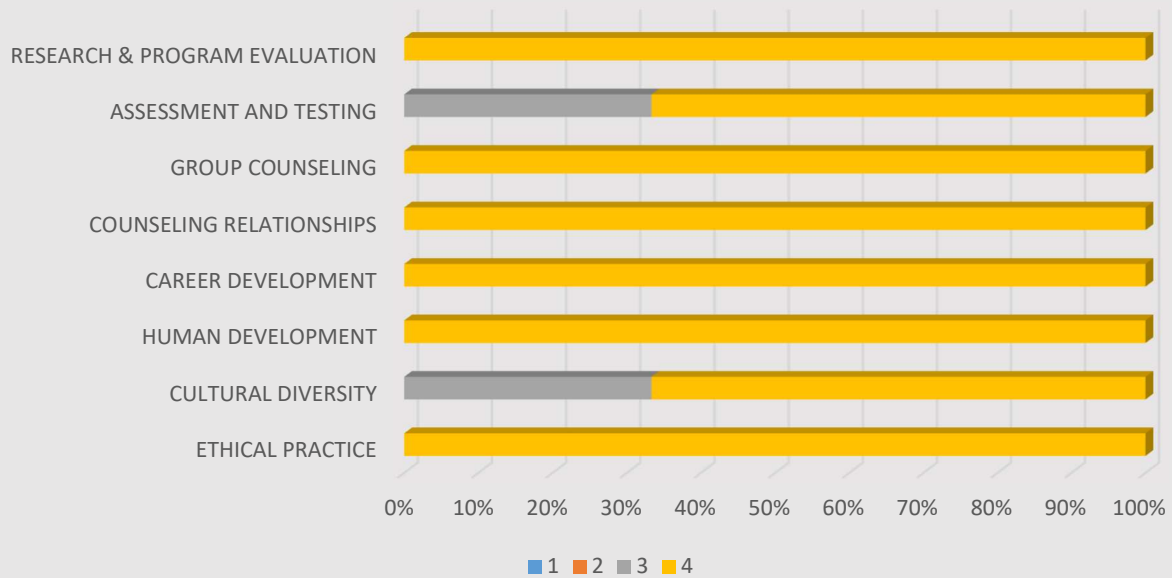


FACULTY – Perceived Accomplished Program Objectives



2019 Program Objectives. Faculty were also Asked about their Perceived Accomplished Program Objectives

Response Legend: 1 = Poor 2 = Acceptable 3 = Good 4 = Excellent



FACULTY – Perceived Overall Quality of the Program

2017 OVERALL RATING. Faculty were also Asked about their Perceived Overall Quality of the Program

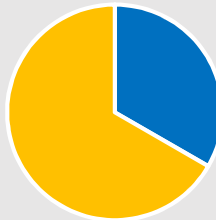
Response Legend: 1 = Poor 2 = Acceptable 3 = Good 4 = Excellent



1 2 3 4

2018 OVERALL RATING. Faculty were also Asked about their Perceived Overall Quality of the Program

Response Legend: 1 = Poor 2 = Acceptable 3 = Good 4 = Excellent



1 2 3 4

2019 OVERALL RATING. Faculty were also Asked about their Perceived Overall Quality of the Program

Response Legend: 1 = Poor 2 = Acceptable 3 = Good 4 = Excellent

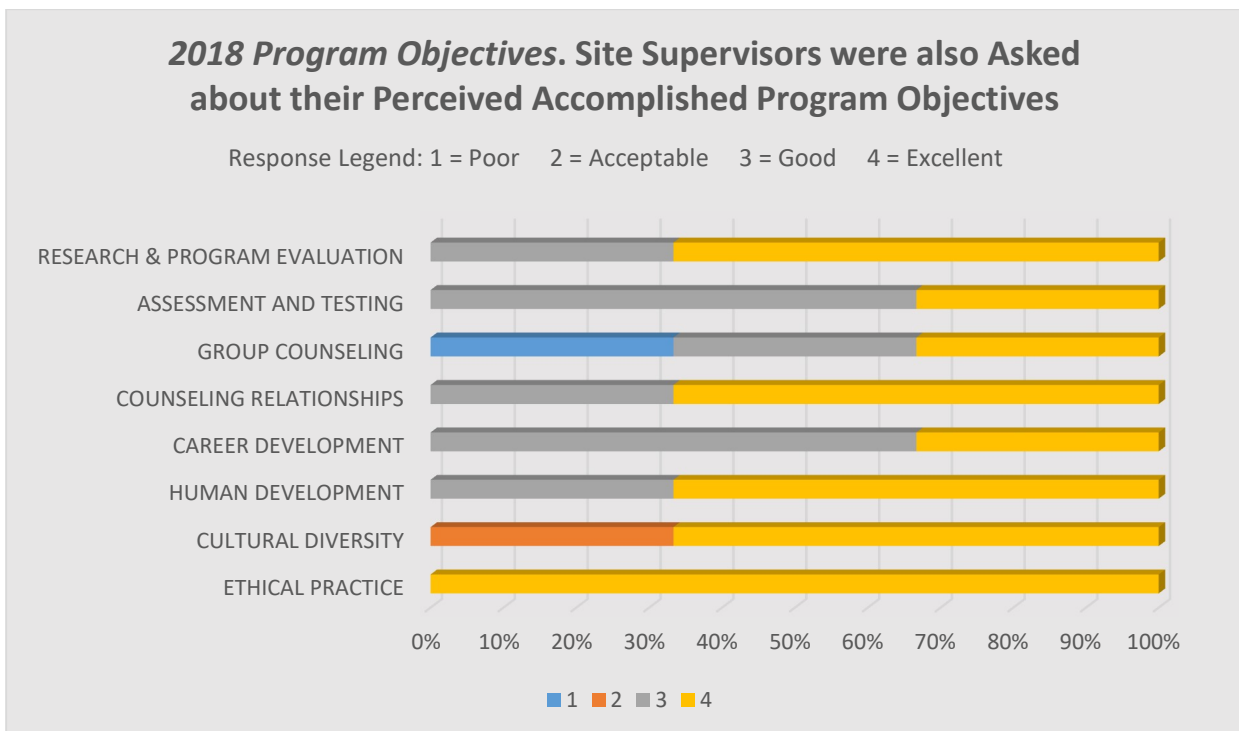
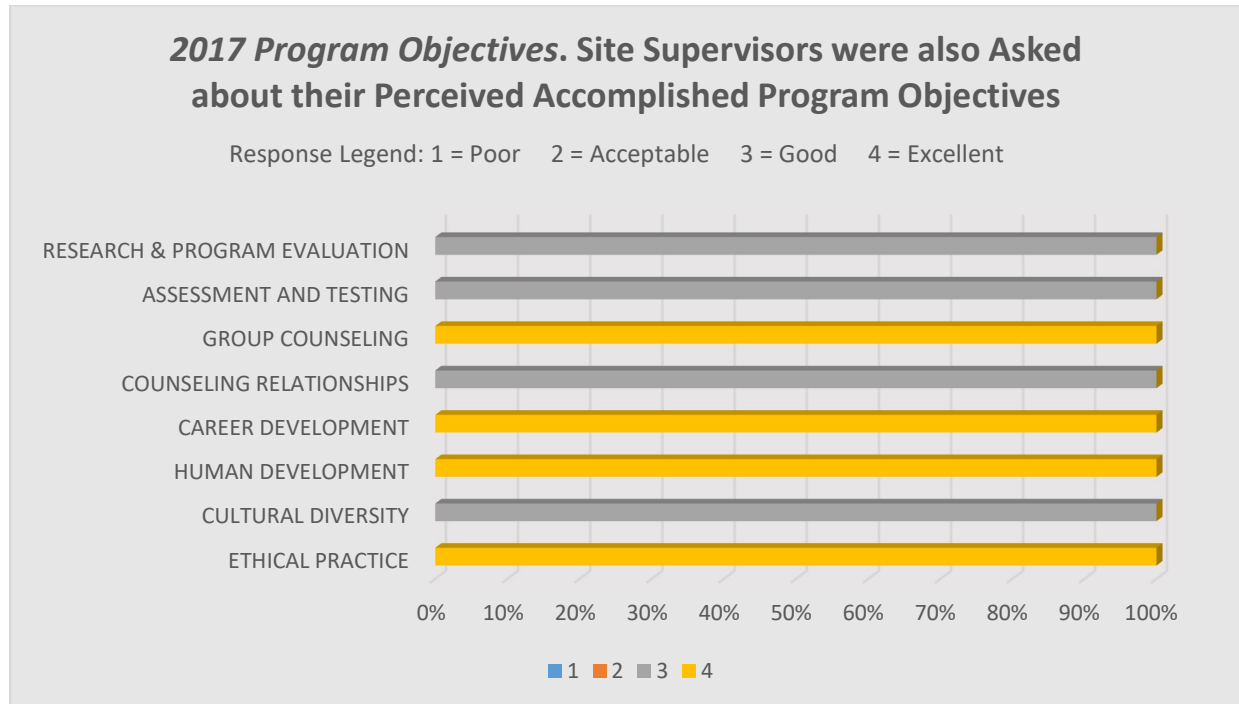


1 2 3 4

Program EVALUATION (PE)

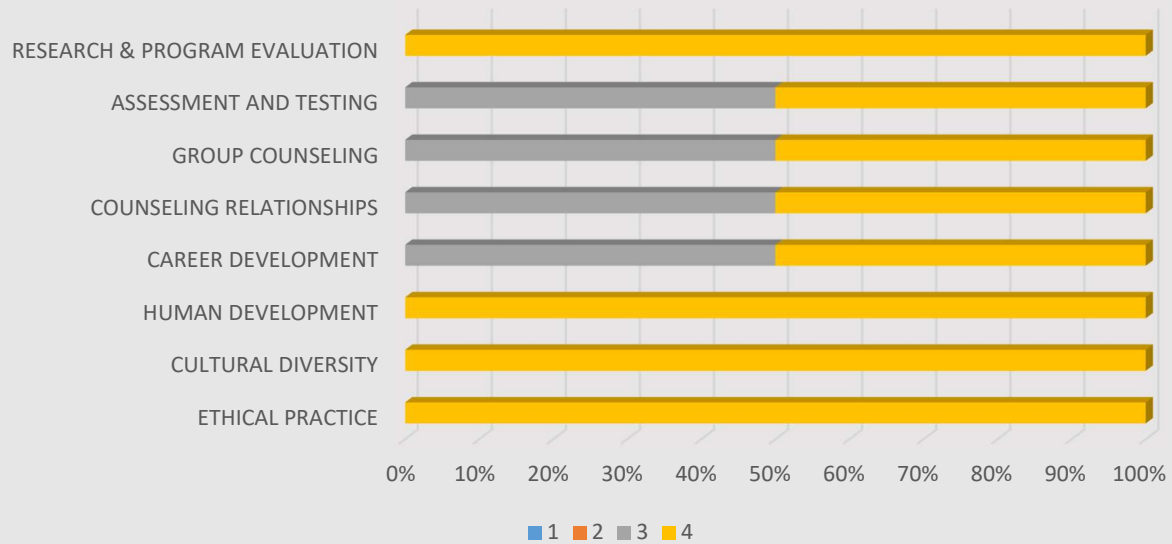
PE Clinical Site Supervisors

CLINICAL SITE SUPERVISORS – Perceived Accomplished Program Objectives



2019 Program Objectives. Site Supervisors were also Asked about their Perceived Accomplished Program Objectives

Response Legend: 1 = Poor 2 = Acceptable 3 = Good 4 = Excellent



4. Subsequent Program Modifications

Based on the program data and conclusions drawn above, the following program modifications were made in the 2019-2020 academic year.

- The Council for Accreditation of Counseling and Related Educational Program (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), granted accreditation to the Department of Counseling at University of Providence: Clinical Mental Health Counseling (M.S.) effective July 31, 2017 until October 2025.
- The program offers a (M.S.) degree in Clinical Mental Health Counseling with Addictions Counseling and Clinical Rehabilitation Counseling concentrations.
- The program has developed a plan to transition from two Integrated Project courses to elective course that are consistent with added concentrations. The new courses will be available in
- MSC faculty received updated training for online courses (Quality Matters) and standards were implemented in some courses in 2019.
- Planning and application in process for Chi Sigma Iota Chapter (International Counseling Honor Society).
- Increased alumni outreach through alumni achievement award event and invitations to alumni to attend events and trainings.
- Modification in data collection process via MS Office Forms instead of Taskstream.
- Establishment of requirement in online course that students meet online with course instructor via collaborate at least once per semester.
- Program approved by National Board for Certified Counselors (NBCC) for students to take exam in the final semester of the program. Exams are held in April.
- Addition of licensure requirements and application process discussion to the Advanced Internship syllabus.
- Established an End of Semester Meeting for MSC faculty at the end of each semester and academic year to evaluate the program, students, and to implement change.
- Increased structure on Moodle and implementation of QM standards in some courses.
- Updated Integrative project syllabus to reflect that the course is now offered as a two-semester course. At 3 credits per semester.
- Additional access to library-based counseling video collections via streamline.
- Development of involvement in research opportunities for MSC students
- MSC faculty has established new relationships with mental health professionals in the community in order to create practicum and internship opportunities for students.
- MSC faculty collaborated with Great Falls Counseling Association (GFCA) to hold their conference at the University of Providence that offered MSC students to present to a larger audience.
- Established format of three face-to-face courses (block of 4 days), while other online courses are complemented with synchronous videoconferencing to offer students direct dialogue with MSC faculty and peers.
- Emphasis on clinical site supervisor's responsibility to complete their supervisees' clinical competency survey during the supervisory training to increase data accuracy.

5. Other Substantial Program Changes

The following program changes were made in the 2018-2019 academic year based on recommendations from CACREP site visitors, and our desire to better meet both programmatic and institutional goals.

- Submission of proposal to add a psychopharmacology course.
- Implementation of Collaborate in most courses to compliment asynchronous courses
- Implementation of case conceptualization throughout the curriculum and especially in the final case study presentations.
- Final Case study presentation to include actual case presentations with appropriate confidentiality disclosure and signed client releases.
- The University of Providence Master of Science in Counseling (MSC) degree program prepares students for exciting careers as professional counselors. The graduate program's specialty is clinical mental health counseling.
- Hiring of tenure track faculty Dr. Sachin Jain to replace Dr. Brad Elison.

6. Additional Program Information

- The content and clinical hours of the degree program are structured to prepare students for the National Counselor Examination for Licensure and Certification (NCE), and to provide the necessary educational courses and supervision required for licensure in the State of Montana. The NCE is accepted for licensure in all 50 states. Upon completion of the program, students are eligible to sit for the National Certification Exam (NCE) through the National Board for Certified Counselors.
- The program is motivated by the mission of the Sisters of Providence to provide healing, education and service to all, with a special concern for those who are poor and vulnerable, and to make the world a more just, peaceful and loving place for all.
- This mission is applied by program faculty as they use teaching, scholarship and supervision to cultivate in students the standards for ethical conduct, the integration of scholarship and practice, interpersonal openness, lifelong learning, and respect for and value of all individuals.
- The program is welcoming of a diverse student body with no respect to race, sex, color, religion, national origin, age, disability, or veteran status.

7. MSC Program Data

- **Retention Rate:** 38%
- **Average Time to Complete the Program:** 3 years
- **Employment Settings:** Community mental health settings, schools, inpatient units, intensive outpatient units, crisis counseling, and private practice.
- **Licensure Eligibility:** License for Professional Counselors (LPC/LCPC). Requirements vary by state

- **NCE Passing Rates:** All students who took the NCE exam immediately upon graduating during the 2018-2019 academic year passed the exam. Recent changes in the rules governing eligibility to take the licensure exam at the state level in Montana have also made it possible for students to take the exam at the end of their final year in the MSC program.
- **Accreditation Status:** Accredited by CACREP through 2025.
- **Annual Fall Enrollment:** 24 (new and continuing)
- **Predicted Job Outlook:** (2014-2024) Nineteen percent (19%) increase, compared to 7% expected increase in total US jobs. The field of counseling will see over 30% growth in the next ten years. (Source: US Department of Labor, Bureau of Labor Statistics).

8. Plan to Improve Retention

2019-2020 Academic year

1. Additional support to students in their first year.

Data from last year shows that, students are most likely to drop out of the program in their first year. First-year experience is critical to overall student success. We are making changes in the Orientation process. Reflecting our students' body (90% out of Great Falls, 50% out of state) we have decided to give an option to attend the orientation online. Director of the program will also serve as Ombudsman to provide a safe, comfortable, and confidential environment for students to discuss their concerns or complaints outside formal channels.

2. Addressing the diverse support needs of students

During the orientation professionals across UP will be invited to share available support for diverse issues such as academics, financial support, career guidance, and personal/emotional challenges. Students, across the cohorts, will be encouraged to create support groups.

3. Online options to build communities and engagement

All the courses in the department will be offered in the same format (lay out, points, etc) on Moodle. Faculty will add their response times to student emails and assignments. A section will be open on collaborate for facilitating peer connections among students. Features on UP's mobile apps will be explored to provide another way for students to connect. Student organization will be created in the department to build student community and engagement.

4. Early identification of at-risk students

It is critical to identify students who are struggling early in the semester so that there is enough time to intervene and get them back on track. Last semester we used early alert system to support students who are at risk. Two of the three students who were identified at risk successfully completed their courses. By utilizing tools for early identification and support of at-risk students, department plans to make substantial improvements in the academic success of students.