

**East Carolina University**  
**College of Allied Health Sciences**  
**Addictions and Rehabilitation Studies**  
**M.S. in Clinical Counseling program**  
**Assessment Plan and Report**  
**AY 2019-2020**

**Program Statistics**

- Current enrollment: **53**
- Number of students who graduated during academic year 2019-2020: **27**
- CPCE pass rate: **100%**
- Licensure examination (NCE or NCMHCE) pass rate: **100%**
- Number of program applications received last year (fall 2019 and spring 2020):
  - **Applications: 88**
  - **Accepted: 26**
  - **Enrolled: 23**

**Student Demographics (only categories with students in them are listed):**

- Female, African American/Black = 9
- Female, Asian = 3
- Female, Caucasian/White = 30
- Female, Hispanic/Latino = 2
- Male, African American/Black = 1
- Male, Caucasian/White = 5
- Male, Hispanic/Latino = 3

**Full-time Faculty Demographics**

- Female, Caucasian/White = 3
- Male, Caucasian/White = 4
- Male, Hispanic/Latino = 1

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**Program Assessment Outcome Measures, Results, and Plan for AY 2019-2020**

**Counseling Orientation and Ethical Practice**

Outcome: MS Students will demonstrate understanding of ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. (CACREP 2.F.1.i)

MOA-1: My 3-minute video on ethics/Ethical principle review – Students will be assessed on their presentation of ethical standards in ADRE 6050 and ADRE 6991.

CFS-1: 80% of students will receive at least 75% of the points for the assignment.

MOA-2: ADRE 6991 Internship journal. Students will identify and reflect, using code of ethics, on two ethical issues occurring at internship site– assessed during week 3 (time 1) of internship and final journal of internship (time 2).

CFS-2: 80% of students will receive at least 75% of the points for the assignment at time 1 and 80% of the students will receive 85% of the points at time 2.

1. Actions Taken: For the 2019-2020 assessment period, the instructors of ADRE 6050 and 6991 revised the means of assessment (i.e., My 3-minute video on ethics rubric, and Ethical principle review rubric) to better align with the academic learning objectives.

2. Results:

MOA-1: Thirty-two of thirty-two, or 100% of students in ADRE 6050 received at least 75% of the total points on the My 3-minute video on ethics assignment. Twenty-five of twenty-six students, or 96%, in ADRE 6991 received at least 80% of points on the Ethical principle review assignment. The criterion for success (CFS-1) for means of assessment 1 (MOA-1) was met as fifty-seven of fifty-eight, or 98% of students received at least at least 75% of the total points on the Ethics review assignments in ADRE 6050 and 6991

MOA-2: Twenty-one of twenty-one, or 100% of students received at least 75% of points for the assignment at time 1 and time Based on the data collected from Internship Journals the criterion for success (CFS-2) for means of assessment 1 (MOA-1) was met.

3. Analysis of Results: The results reflect faculty perceptions of student action for MOAs. The criterion for success (CFS-1) for means of assessment 1 (MOA-1) was met as the total points on the Ethics 3-minute video assignment in ADRE 6050. Despite 100% of students meeting the minimum threshold on assignments for MOA-2, faculty recognize that students continue to demonstrate difficulty utilizing ethical cannons. Students continued to present the ethical cannon using highly technical, professional language.

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4. Actions planned for next reporting year: For the 2020-2021 assessment period, instructors of ADRE 6050 will emphasize more practice and feedback around presentations regarding ethical cannons. The ADRE 6050 course will be augmented with a new recorded lecture that explains the requirements. Additionally, for both MOA 1 and MOA 2, the criterion for success threshold will be increased to 80% of points.

### **Social and Cultural Diversity**

Outcome: MS Students will demonstrate multicultural counseling competencies (CACREP 2.F.2.c).

MOA-1: Knowledge subscale of the MAKSS– assessed during orientation and end of practicum.

CFS-1: Students’ mean knowledge subscale score from time 1 to time 2 will increase.

MOA-2: Skills subscale of the MAKSS – assessed during orientation and end of practicum.

CFS-2: Students’ mean skills subscale score from time 1 to time 2 will increase.

1. Actions Taken: For the 2019-2020 assessment period, the instructor of ADRE 6370 updated the Cultural Immersion Journal to increase students’ awareness of persons who are culturally different than themselves.

2. Results:

MOA-1: A total of twenty-five students completed the MAKSS during orientation (time 1) and fourteen students at the end of practicum (time 2). For the Knowledge subscale, the mean score at time 1 was 2.634, and the mean score at time 2 was 2.892. Thus, the criterion for success (CFS-1) for means of assessment 1 (MOA-1) was met as the mean score increased between time 1 and time 2.

MOA-2: A total of twenty-five completed the MAKSS during orientation (time 1) and fourteen students at the end of practicum (time 2). For the Skills subscale, the mean score at time 1 was 2.756, and the mean score at time 2 was 2.963. Thus, the criterion for success (CFS-2) for means of assessment 2 (MOA-2) was met as the mean score increased between time 1 and time 2.

3. Analysis of Results: While the students’ mean scores on the MAKSS Knowledge and the MAKSS Skills subscales increased between time 1 and time 2, the mean scores increase was not significant. Faculty will continue to focus on integrating assignments within the curriculum that specifically focus on building students’ knowledge and skills for multicultural competency. The instructors of ADRE 6360 integrated discussion of cultural competencies as part of in-class case

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presentations in order to increase opportunities for students to apply multicultural competency in working with clients. Course instructors provided direct feedback and processing on the role of culture in the change process.

4. Actions planned for next reporting year: For the 2020-2021 assessment period, the instructors of ADRE 6360 will integrate discussion of cultural considerations as part of all class case presentations to increase opportunities for students to apply and present multicultural competencies in counseling with clients. Course instructors process with students emphasizing the role of culture in the change process.

### **Human Growth and Development**

Outcome: MS Students will demonstrate an understanding of the systemic and environmental factors that affect human development, functioning, and behavior. (CACREP 2.F.3.f)

MOA-1: Assessment summary assignment – assessed during ADRE 6250 and ADRE 6360

CFS-1: 80% students will receive at least 60% of the points for the HGD component of the assignment.

MOA-2: HGD case study/case file Assignment – assessed during ADRE 6340 and ADRE 6991.

CFS-2: 80% students will receive at least 80% of the points for the assignment.

1. Actions Taken: For the 2019-2020 assessment period, the course instructors emphasized the role that human development factors impact the overall treatment plan and treatment outcome in client care. Each assignment listed in MOA-1 and MOA-2 continues to include an ‘implications on treatment’ section. Case examples were integrated within classes to demonstrate the role of human development on the course of client treatment in order to assist client learning.

#### **2. Results:**

MOA-1: Thirty-three of thirty-three, or 100% of students made at least 60% of total points on the HGD component in the assessment summary assignment in ADRE 6250. Thirty-three of thirty-three, or 100% of students made at least 60% of total points on the HGD component in the assessment summary assignment in ADRE 6360. Thus, the criterion for success (CFS-1) for means of assessment 1 (MOA-1) was met as sixty-six of sixty-six, or 100% of students achieved at least 60% of the total points on the assessment summary assignment.

MOA-2: Thirty-two of thirty-two, or 100% of students made at least 80% of the points on the HGD case study in ADRE 6340. Twenty-one of twenty-one, or 100% of students made at least 80% of the points on the HGD case file assignment in ADRE 6991. Thus, the criterion for

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success (CFS-2) for means of assessment 2 (MOA-2) was met as fifty-three of fifty-three, or 100% of students achieved at least 80% of the total points on the HGD case file assignment.

3. Analysis of Results: While students demonstrated knowledge, various factors affect human development, faculty recognized a continued area of academic growth for students around this outcome. Students completed assignments to connect the influence of environmental factors in relation to human development to client treatment planning and clinical outcome factors.

4. Actions planned for next reporting year: For the 2020-2021 assessment period, Instructors in ADRE 6340 and ADRE 6360 will integrate in class discussions to explore the role of environmental influences on human development. Additionally, for MOA 1, the criterion for success will be increased to 80% of total points on the HGD component in the assessment summary assignment. For MOA 2, the criterion for success will be increased to at least 90% of the points on the HGD case file assignment.

### **Career Development**

Outcome: MS Students will use strategies for assessing abilities, interests, values, personality and other factors that contribute to career development. (CACREP 2.F.4.e)

MOA-1: Career Self-Study project– assessed during ADRE 6380 and My Test Kit assignment – assessed during ADRE 6401.

CFS-1: 80% students will receive at least 80% of the points for the assignment.

MOA-2: Career Discussion Board Case Study – assessed during ADRE 6380 and the Career Importance Locator assignment in ADRE 6401.

CFS-2: 80% students will receive at least 80% of the points for the assignment.

1. Actions Taken: For the 2019-2020 assessment period, the instructor in ADRE 6380 used the revised Career Self-Study Project Rubric and in ADRE 6401 the instructor utilized Career Importance Locator assignment and added a link to the career counseling rubric to reinforce how testing is used in counseling and 80% of students in the class will utilized the link.

2. Results:

MOA-1: Thirty-three of thirty-four, or 97% of students received at least 80% of points on the Career self-study project assignment in ADRE 6380. Forty of forty, or 100 % of students received at least 80% of points on the My test kit assignment in ADRE 6401. Thus, the criterion for success (CFS-1) for means of assessment 1 (MOA-1) met as seventy-three of seventy-four, or 98.6% of students received at least 80% of points on the assignment.

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MOA-2: Thirty-four of thirty-four, or 100% of students received at least 80% of points on the Career discussion board case study assignment in ADRE 6380. Forty of forty, or 100% of students received at least 80% of points on the Career Importance Locator assignment in ADRE 6401. The criterion for success (CFS-2) for means of assessment 2 (MOA-2) was met as seventy-four of seventy-four, or 100% of students received at least 80% of points on the assignment.

3. Analysis of Results: Faculty continue to recognize the continued need for students to increase their knowledge of and ability to integrate career development assessment within the counseling assessment and treatment process instructors in ADRE 6380 and ADRE 6401 to reinforce the role and importance of career development within the client assessment and treatment processes.

4. Actions planned for next reporting year: For the 2020-2021 assessment period, the instructor in ADRE 6380 will continue to refine and utilize the revised Career Self-Study Project Rubric students received at least 90% of points on the Career discussion board case study assignment in ADRE 6380. In ADRE 6401, the instructor will include the Career Importance Locator assignment where the criteria will be 80%, of students received at least 90% of points on the assignment.

### **Counseling and Helping Relationships**

Outcome: MS Students will demonstrate essential interviewing, counseling, and case conceptualization skills (CACREP 2.F.5.g)

MOA-1: Counseling skills component of the field site supervisor evaluation of student performance – assessed during ADRE 6360 final evaluation and ADRE 6991 final evaluation

CFS-1: 80% of students will receive at least 2 out of 3 on the counseling skills component

MOA-2: Case conceptualization component of the field site supervisor evaluation of student performance – assessed during ADRE 6360 final evaluation and ADRE 6991 final evaluation

CFS-2: 80% of students will receive at least 2 out of 3 on the case conceptualization component

1. Actions Taken: For the 2019-2020 assessment period, the skills associated with integrating theory within the case conceptualization process were enhanced. First, the case assessment summary project in ADRE 6250 required heavier emphasis on integration of theory within the case conceptualization component. The instructor of ADRE 6250 included lectures and case studies to practice the examination of clinical cases from multiple theoretical perspectives. The changes in ADRE 6250 provided a foundation for students' knowledge and skills improvement for ADRE 6360 and ADRE 6991.

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2. Results:

MOA-1: Thirty-three of thirty-three students, or 100%, in ADRE 6360 received at least 2/3 points on the counseling skills component of the final field site supervisor evaluation of student performance. Twenty-one of twenty-one students, or 100%, in ADRE 6991 received at least 2/3 points on the counseling skills component of the final field site supervisor evaluation of student performance. Thus, the criterion for success (CFS-1) for means of assessment 1 (MOA-1) was met as total of fifty-four of fifty-four students, or 100%, received at least 2/3 points on the counseling skills component of the final field site supervisor evaluation of student performance.

MOA-2: Thirty-three of thirty-three students, or 100%, in ADRE 6360 received at least 2/3 points on the case conceptualization component of the final field site supervisor evaluation of student performance. Twenty-one of twenty-one students, or 100%, in ADRE 6991 received at least 2/3 points on the case conceptualization component of the final field site supervisor evaluation of student performance. Thus, the criterion for success (CFS-2) for means of assessment 2 (MOA-2) was met as total of fifty-four of fifty-four, or 100%, received at least 2/3 points on the case conceptualization component of the final field site supervisor evaluation of student performance.

3. Analysis of Results: The deeper examination of the integration of theory within the case conceptualization process in ADRE 6250 had a positive influence on the students' demonstration of counseling skills in ADRE 6360 and ADRE 6991. Narrative feedback from site and doctoral supervisors support the interpretation that students' counseling skills and use of theory had improved from previous semesters. The enhanced emphasis on theory integration within the case conceptualization process ADRE 6250 also had a positive influence on students' demonstration of case conceptualization skills in ADRE 6360 and ADRE 6991. Feedback on the site supervisor feedback form and grades on the case conceptualization component of the assessment summary assignment for these courses demonstrate student improvement in case conceptualization skills from previous semesters. Faculty have noted a continued area of growth requiring attention is the connection of the case conceptualization to the use of theory-driven counseling skills.

4. Actions planned for next reporting year: For the 2020-2021 assessment period, the skills associated with connecting the case conceptualization to treatment planning will be enhanced. First, the case assessment summary project in ADRE 6250 will require heavier emphasis on theory-driven techniques within the treatment formulation/plan component. The instructor of ADRE 6250 will include lectures and case studies to practice the connection of case conceptualization to treatment planning process, and the integration of theory-drive techniques within the treatment formulation. The changes in ADRE 6250 will provide a foundation for students' knowledge and skills improvement for ADRE 6360 and ADRE 6991.

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**Group Counseling and Group Work**

Outcome: MS Students will understand therapeutic factors and how they contribute to group effectiveness. (CACREP 2.F.6.c)

MOA-1: Group observation journal assignment – assessed during ADRE 6350 and ADRE 6991

CFS-1: 80% of students will receive at least 75% of the points for the assignment.

MOA-2: Group counseling component of the field site supervisor evaluation of student performance – assessed during ADRE 6360 final evaluation and ADRE 6991 final evaluation

CFS-2: 80% of students will receive at least 2 out of 3 points for the assignment.

1. Actions Taken: For the 2019-2020 assessment period, the group counseling intervention project in ADRE 6350 incorporated more emphasis on role of the group facilitator. This increased emphasis required students to process the knowledge of group facilitation in connection with the implementation of a group counseling intervention, translating to an improvement in practical facilitation skills within ADRE 6360 and ADRE 6991.

2. Results:

MOA-1: Thirty-three of thirty-three students, or 100%, in ADRE 6350 received at least 75% of the total points on the group observation journal assignment. Twenty-one of twenty-one students, or 100%, in ADRE 6991 received at least 75% of the total points on the group observation journal assignment. The criterion for success (CFS-1) for means of assessment 1 (MOA-1) was met as total of fifty-four of fifty-four students, or 100%, received at least at least 75% of the total points on the group observation journal assignment for internship.

MOA-2: Thirty-three of thirty-three students, or 100%, in ADRE 6360 received at least 2/3 points on the group counseling component of the final field site supervisor evaluation of student performance. Twenty-one of twenty-one students, or 100%, in ADRE 6991 received at least 2/3 points on the group counseling component of the final field site supervisor evaluation of student performance. Thus, the criterion for success (CFS-2) for means of assessment 2 (MOA-2) was met as total of total of fifty-four of fifty-four students, or 100%, received at least 2/3 points on the group counseling component of the final field site supervisor evaluation of student performance.

3. Analysis of Results: The emphasis on the role of the group facilitator within the counseling intervention project in ADRE 6350 increased students' knowledge and skills for facilitating group counseling interventions. Student journals in ADRE 6350 and ADRE 6991 demonstrate an enhanced understanding of how to facilitate a group counseling intervention compared to previous semesters. Additionally, narrative feedback from site supervisors in ADRE 6360 and



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ADRE 6991 demonstrated an increase in group counseling facilitation skills compared to previous semesters. Faculty recognize an area of continued growth as the integration of theory-driven group counseling interventions.

4. Actions planned for next reporting year: For the 2019-2020 assessment period, the group counseling intervention project will incorporate more emphasis on the integration of theory-driven interventions. This increased emphasis will require students to apply their knowledge of counseling theories and techniques within the development of a group counseling intervention. This will translate to an improvement in practical development and facilitation skills within ADRE 6360 and ADRE 6991.

### **Assessment and Testing**

Outcome: MS Students will demonstrate use of assessments for diagnostic and intervention planning purposes. (CACREP 2.F.7.e)

MOA-1: Assessment summary assignment – assessed during ADRE 6250 and ADRE 6360

CFS-1: 80% of students will receive at least 60% of the points for the ‘use of screening/assessment tools for diagnosing’ component of the assignment

MOA-2: Assessment summary assignment – assessed during ADRE 6250 and ADRE 6360

CFS-2: 80% of students will receive at least 60% of the points for the ‘use of screening/assessment tools for treatment planning’ component of the assignment

1. Actions Taken: For the 2019-2020 assessment period, the instructor in ADRE 6250 increased the focus on appropriate screening and assessment tools used within each diagnostic category. Introducing more diagnosis specific screening and assessment tools helped expand students’ awareness of a diversity of tools, and practice utilizing screenings/assessments to aid in the diagnostic process.

2. Results:

MOA-1: Thirty-three of thirty-three students, or 100%, in ADRE 6250 received at least 60% of the total points on the use of screening/assessment tools for diagnosing component of the assessment summary assignment. Thirty-three of Thirty-three students, or 100%, in ADRE 6360 received at least 60% of the total points on the use of screening/assessment tools for diagnosing component of the assessment summary assignment. Thus, the criterion for success (CFS-1) for means of assessment 1 (MOA-1) was met as total of sixty-six of sixty-six students, or 100%, received at least 60% of the total points on the use of screening/assessment tools for diagnosing component of the assessment summary assignment.

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MOA-2: Thirty-three of thirty-three students, or 100%, in ADRE 6250 received at least 60% of the total points on the use of screening/assessment tools for treatment planning component of the assessment summary assignment. Thirty-three of thirty-three students, or 100%, in ADRE 6360 received at least 60% of the total points on the use of screening/assessment tools for treatment planning component of the assessment summary assignment. Thus, the criterion for success (CFS-2) for means of assessment 2 (MOA-2) was met as total of sixty-six of sixty-six students, or 100%, received at least 60% of the total points on the use of screening/assessment tools for treatment planning component of the assessment summary assignment.

3. Analysis of Results: The results demonstrate that students were able to appropriately select a diagnosis and treatment recommendations with integrating screening/assessment tools scores. Students improved their ability to select appropriate screening/assessment tools based on the client profile and case conceptualization. Faculty have identified an area of growth as the ability to integrate the results of the screening/assessment tool within the justification of a particular diagnosis and the recommendations for treatment planning.

4. Actions planned for next reporting year: For the 2020-2021 assessment period, the instructor in ADRE 6250 will increase the focus on translating screening/assessment tool results into diagnostic and treatment planning justification. During case study reviews, where appropriate screening/assessment tools are introduced, the instructor will facilitate a discussion related to how results should be used.

### **Research and Program Evaluation**

Outcome: MS Students understand identification of evidence-based counseling practices.  
(CACREP 2.F.8.b)

MOA-1: Evidence based practice identification component of assignment rubric – assessed during ADRE 6250 and ADRE 6550.

CFS-1: 80% of students will receive at least 60% of the points for the ‘evidence based practice identification’ component of the assignment

MOA-2: Evidence based practice component of the field site supervisor evaluation of student performance – assessed during ADRE 6360 final evaluation and ADRE 6991 final evaluation

CFS-2: 80% of students will receive at least 2 out of 3 on the evidence based practice component on final field site supervisor evaluation.

1. Actions Taken: For the 2019-2020 assessment period, the instructor of ADRE 6250 incorporated a discussion board assignment specifically designed to elicit students’ skills in using ECU library database to search for evidence-based practices. This assignment required

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students to search and select an appropriate evidence-based practice, referencing citations from a literature search, for an assigned case study.

**2. Results:**

MOA-1: Thirty-three of thirty-three students, or 100%, in ADRE 6250 received at least 60% of the total points on the evidence-based practice identification component of the assessment summary assignment. Thirty-seven of thirty-seven students, or 100%, in ADRE 6550 received at least 60% of the total points on the evidence-based practice identification component of the assignment. Thus, the criterion for success (CFS-1) for means of assessment 1 (MOA-1) was met as total of seventy of seventy students, or 100%, received at least 60% of the total points on the use of evidence-based practice identification component of the assignment.

MOA-2: Thirty-three of thirty-three students, or 100%, in ADRE 6360 received at least 2 out of 3 on the evidence-based practice component on final field site supervisor evaluation. Twenty-one of twenty-one students, or 100%, in ADRE 6991 at least 2 out of 3 on the evidence-based practice component on final field site supervisor evaluation. Thus, the criterion for success (CFS-2) for means of assessment 2 (MOA-2) was met as total of fifty-four of fifty-four students, or 100%, received at least 2 out of 3 on the evidence-based practice component on final field site supervisor evaluation.

3. Analysis of Results: The addition of the discussion board assignment focused on searching for evidence-based practices had a positive impact on students' ability to identify and integrate such practices. This improvement was seen in classroom-based assignments, as well as narrative feedback from site supervisors in ADRE 6360 and ADRE 6991. Faculty have identified an ongoing area of growth as the justification of an appropriate evidence-based practice within the context of treatment planning.

4. Actions planned for next reporting year: For the 2020-2021 assessment period, the instructor of ADRE 6250 will incorporate the selection and justification process into case study practice sessions. This assignment will require students to justify the selection of an appropriate evidence-based practice based on case study presentation.

**Foundations/Contextual Dimensions/Practice: Clinical Mental Health Counseling specialty**  
Outcome: MS, Clinical Counseling Students will demonstrate mastery of completing the intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management. (CACREP 5.C.3.a)

MOA-1: Assessment summary assignment – assessed during ADRE 6250 and ADRE 6991

CFS-1: 80% of students will receive 80% of the points for this assignment

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MOA-2: Diagnosing and assessment component of the field site supervisor evaluation of student performance – assessed during ADRE 6360 final evaluation and ADRE 6991 final evaluation

CFS-2: 80% of students will receive at least 2 out of 3 on the counseling skills component

1. Actions Taken: For the 2019-2020 assessment period, the in-class case study activity for ADRE 6250 included the integration of theoretical perspectives and processing of clinical cases from these perspectives. Specifically, students were provided a list of counseling theories, including theoretical perspective on how problems develop and are perpetuated. For the case study presented in class, students practiced examining the case from multiple theoretical perspectives and how to draft a clinical formulation selecting a single theory.

2. Results:

MOA-1: Thirty-three of thirty-three students, or 100%, in ADRE 6250 received at least 80% of the total points on the assessment summary assignment. Twenty-one of twenty-one students, or 100%, in ADRE 6991 received at least 80% of the total points on the assessment summary assignment. Thus, the criterion for success (CFS-1) for means of assessment 1 (MOA-1) was met as total of fifty-four or fifty-four students, or 100%, received at least 80% of the total points on the assessment summary assignment.

MOA-2: Thirty-three of thirty-three students, or 100%, in ADRE 6360 received at least 2/3 points on the diagnosing and assessment component of the final field site supervisor evaluation of student performance. Twenty-one of twenty-one students, or 100%, in ADRE 6991 received at least 2/3 points on the diagnosing and assessment component of the final field site supervisor evaluation of student performance. Thus, the criterion for success (CFS-2) for means of assessment 2 (MOA-2) was met as total of fifty-four of fifty-four students, or 100%, received at least 2/3 points on the diagnosing and assessment component of the final field site supervisor evaluation of student performance.

3. Analysis of Results: The addition of the in-class case study activity within ADRE 6250 increased students' clinical formulation quality. Student assessment summary assignments demonstrated a notable increase in theoretical connection to problem development and perpetuation. Faculty noted that an additional area for improvement is related to students' connection of the clinical formulation to treatment formulation/treatment plan development. Specifically, students' need to improve the ability to translate the theoretical perspective of the case formulation to treatment formulation/treatment plan development.

4. Actions planned for next reporting year: For the 2020-2021 assessment period, the in-class case study activity will include the discussion of treatment formulation/treatment plan implications. Specifically, students will be guided in a discussion during case study presentation activities that explores the connection between diagnostic and clinical formulations and the treatment formulation/treatment planning process.

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**Program Surveys**

**Alumni perception of program preparation across key performance indicators**

The MS in Clinical Counseling program prepared me for the following (n=16):

<b>Key Performance Indicator</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
Demonstrate understanding of ethical standards of professional counseling organizations & credentialing bodies, & applications of ethical and legal considerations in professional counseling				9%	91%
Demonstrate multicultural counseling competencies				36%	64%
Demonstrate an understanding of the systemic & environmental factors that affect human development, functioning, & behavior				45%	55%
Use strategies for assessing abilities, interests, values, personality & other factors that contribute to career development				36%	64%
Demonstrate essential interviewing, counseling, & case conceptualization skills				27%	73%
Understand therapeutic factors & how they contribute to group effectiveness				27%	73%
Demonstrate use of assessments for diagnostic & intervention planning purposes				36%	64%
Understand identification of evidence-based counseling practices				27%	73%

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Demonstrate mastery of completing the intake interview, mental status evaluation, biopsychosocial history, mental health history, & psychological assessment for treatment planning & caseload management				27%	73%
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What were the most useful aspects of the MS in Clinical Counseling program?

theories, practicum/internship, ethics, case conceptualization, supervision, professors
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What areas for improvement would you recommend for the MS in Clinical Counseling program?

diagnosing, treating psychopathologies, more application, more emphasis on multiculturalism, education on licensure requirements, practicum/internship placement,
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**Field site supervisor perception of student preparation across key performance indicators**

The MS in Clinical Counseling program prepared practicum/internship students for the following (n=6):

<b>Key Performance Indicator</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
Demonstrate understanding of ethical standards of professional counseling organizations & credentialing bodies, & applications of ethical and legal considerations in professional counseling				100%	
Demonstrate multicultural counseling competencies			17%	66%	17%
Demonstrate an understanding of the systemic & environmental factors that affect human development, functioning, & behavior				100%	
Use strategies for assessing abilities, interests, values, personality & other				100%	

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factors that contribute to career development					
Demonstrate essential interviewing, counseling, & case conceptualization skills				83%	17%
Understand therapeutic factors & how they contribute to group effectiveness				83%	17%
Demonstrate use of assessments for diagnostic & intervention planning purposes				100%	
Understand identification of evidence-based counseling practices			17%	83%	
Demonstrate mastery of completing the intake interview, mental status evaluation, biopsychosocial history, mental health history, & psychological assessment for treatment planning & caseload management		17%	17%	66%	

What are the strengths of MS in Clinical Counseling students you have supervised?

positive character, good clinical knowledge base, willingness to learn, good communication

What recommendations would you make to the MS in Clinical Counseling program to better prepare practicum/internship students?

further training in assessment/treatment planning, talk more about boundaries and risk factors
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**Employer perception of student preparation across key performance indicators**

The MS in Clinical Counseling program prepared program graduates for the following (n=10)

<b>Key Performance Indicator</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
Demonstrate understanding of ethical standards of professional counseling organizations & credentialing bodies, & applications of ethical and legal considerations in professional counseling				50%	50%
Demonstrate multicultural counseling competencies				50%	50%
Demonstrate an understanding of the systemic & environmental factors that affect human development, functioning, & behavior				50%	50%
Use strategies for assessing abilities, interests, values, personality & other factors that contribute to career development				50%	50%
Demonstrate essential interviewing, counseling, & case conceptualization skills				50%	50%
Understand therapeutic factors & how they contribute to group effectiveness				50%	50%
Demonstrate use of assessments for diagnostic & intervention planning purposes				50%	50%
Understand identification of evidence-based counseling practices					100%
Demonstrate mastery of completing the intake interview, mental status					100%



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evaluation, biopsychosocial history, mental health history, & psychological assessment for treatment planning & caseload management					
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What are the strengths of MS in Clinical Counseling students you have supervised?

good clinical knowledge base, good communicators
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What recommendations would you make to the MS in Clinical Counseling program to better prepare program graduates?

complete responsibilities in a timely manner
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