

**East Carolina University
College of Allied Health Sciences
Addictions and Rehabilitation Studies
M.S. in Clinical Counseling program
Assessment Plan and Report
AY 2021-2022**

Program Statistics

- Current enrollment: 15
- Number of students who graduated during academic year 2021-2022: 5
- Completion rate: 100%
- Job Placement rate: 100%
- CRC exam pass rate: 100%
- Licensure examination (NCE or NCMHCE) pass rate: 100%
- Number of program applications received last year (fall 2021 and spring 2022):
 - Applications: 16
 - Accepted: 11
 - Enrolled: 8

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

- Gender
 - Female: 13
 - Male: 2
- Race/Ethnicity
 - Black/African American: 6
 - White: 9

Full-time Faculty Demographics

- Female, African American/Black = 2
- Female, Caucasian/White = 2
- Male, Caucasian/White = 3

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Program Assessment Outcome Measures, Results, and Plan for AY 2021-2022

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 80% 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 80% 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 2021-2022 assessment period, instructors in ADRE 6050 provided an additional lecture related to communication of ethical principles. This lecture included recorded role-plays of counselor-client interactions where ethical principles are discussed in session.

2. Results:

MOA-1: Thirty-seven of thirty-seven, or 100% of students in ADRE 6050 received at least 80% of the total points on the My 3-minute video on ethics assignment. Twenty-six of twenty-six students, or 100%, 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 sixty-three of sixty-three, or 100% of students received at least at least 80% of the total points on the Ethics review assignments in ADRE 6050 and 6991

MOA-2: Twenty-six of twenty-six students, or 100%, in ADRE 6991 received at least 80% of points on for the ethical issue journal entry at time 1. Twenty-six of twenty-six students, or 100%, in ADRE 6991 received at least 80% of points on for the ethical issue journal entry at time 2. The criterion for success (CFS-2) for means of assessment 2 (MOA-2) was **met** as Twenty-six of twenty-six students, or 100%, in ADRE 6991 received at least 80% of points on for the ethical issue journal entry at time 1 and at time 2.

3. Analysis of Results: The results of MOA 1 and MOA 2 demonstrate student understanding of ethical principles, and ability to document ethical concerns accurately. Faculty recognize the benefit of adding the additional role-play lectures to improve students' ability to present ethical principles in lay-language. Faculty explored student feedback and experiences related to ethical standards and their application, particularly from students in field-works sites. Faculty determined that increasing knowledge and application of ethical standards related to tele-health practice in counseling is a demonstrated need for students. This need is particularly important given the

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increase in practice provision of Tele-health increasing due to COVID-19.

4. Actions planned for next reporting year: For the 2022-2023 assessment period, instructors in ADRE 6050 will provide an additional lecture related to Tele-health/Tele-counseling specific practice and ethical standards related to this area of counseling. Community-based counselors who have integrated Tele-health/Tele-counseling into their practice will be invited to provide guest lecture and real-world perspective on this area of counseling.

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 2021-2022 assessment period, faculty implemented a departmental American Racism/Anti-Racism initiative. This initiative included the integration of American Racism/Anti-Racism Advocacy projects in each DARS course. Students selected topics related to the intersection of American Racism/Anti-Racism and counseling that require advocacy and develop a project to address the issue(s). Additionally, DARS provided a minimum of six workshops specifically addressing the intersection of American Racism/Anti-Racism and counseling throughout the academic year.

2. Results:

MOA-1: A total of thirty-two students completed the MAKSS during orientation (time 1) and twenty-nine students at the end of practicum (time 2). For the Knowledge subscale, the mean score at time 1 was 2.038, and the mean score at time 2 was 2.814. 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 thirty-two students completed the MAKSS during orientation (time 1) and twenty-nine students at the end of practicum (time 2). For the Skills subscale, the mean score at time 1 was 2.014, and the mean score at time 2 was 2.784. 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: Students’ mean scores on the MAKSS Knowledge and the MAKSS Skills subscales increased between time 1 and time 2. This increase was not as large as AY 2020-2021, and faculty believe this may be related to the transition stage of emphasizing the topic of race, American Anti-Racism specifically. Faculty believe the integration of advocacy projects within each course is still a good plan, but may lack cohesive planning or context for students to make the

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most of the experience.

4. Actions planned for next reporting year: For the 2022-2023 assessment period, faculty will implement a departmental American Racism/Anti-Racism Planning Workshop to occur at the beginning of each semester. These sessions will focus on the development and updating of students and faculty American Racism/Anti-Racism Personal Action Plan. These plans will include specific goals and objectives related to an individual's personal growth related to diversity.

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 2021-2022 assessment period, the instructor of ADRE 6250 integrated human growth and development concepts within the in-class case study review sessions. Specifically, case studies incorporated various human growth and development issues within the overall case conceptualization interpretation.

2. Results:

MOA-1: Forty-two of forty-two, or 100% of students made at least 80% of total points on the HGD component in the assessment summary assignment in ADRE 6250. Twenty-three of twenty-three, or 100% of students made at least 80% 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-five of sixty-five, or 100% of students achieved at least 80% of the total points on the assessment summary assignment.

MOA-2: Thirty-three of thirty-three, or 100% of students made at least 90% of the points on the HGD case study in ADRE 6340. Twenty-six of twenty-six, or 100% of students made at least 90% of the points on the HGD case file assignment in ADRE 6991. Thus, the criterion for success (CFS-2) for means of assessment 2 (MOA-2) was **met** as fifty-nine of fifty-nine, or 100% of students achieved at least 90% of the total points on the HGD case file assignment.

3. Analysis of Results: The meeting of CFS for both MOA 1 and 2 demonstrate students' understanding of the environmental and systemic factors of human development. Despite these results, faculty have noted the connection of human growth and development factors and clinical case conceptualization continues to require improvement. Students have demonstrated the ability to include concepts of human development in the case conceptualization, but skills for the integration on how these concepts impact level of functioning and overall treatment planning remains.

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4. Actions planned for next reporting year: For the 2022-2023 assessment period, the instructor of ADRE 6250 will integrate more complex human growth and development conceptualizations within the in-class case study review sessions. Further, examples of how human development concepts impact treatment planning will be presented.

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 90% of the points for the assignment.

1. Actions Taken: For the 2021-2022 assessment period, the instructor of ADRE 6401 integrated an ‘implication for case conceptualization and treatment planning’ module for each of the major career assessments presented in class. These modules incorporated a demonstration on how to utilize the results of career assessments as part of the holistic assessment and treatment planning for clients.

2. Results:

MOA-1: Thirty-eight of thirty-eight, or 100% of students received at least 80% of points on the Career self-study project assignment in ADRE 6380. Thirty of thirty-one, or 96.8% 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 sixty-eight of sixty-nine, or 98.6% of students received at least 80% of points on the assignment.

MOA-2: Thirty-eight of thirty-eight, or 100% of students received at least 90% of points on the Career discussion board case study assignment in ADRE 6380. Thirty-one of thirty-one, 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 sixty-nine of sixty-nine, or 100% of students received at least 90% of points on the assignment.

3. Analysis of Results: Faculty have recognized an increase in student knowledge for career counseling and assessment concepts. However, feedback from field-site supervisors and alumni amplifies the need for an increased focus on the intersection of employment on mental health and well-being. Increasing this focus will assist students in investing in the practical application of integrating career/employment concepts within counseling relationships during fieldwork experiences.

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4. Actions planned for next reporting year: For the 2022-2023 assessment period, the instructor of ADRE 6360 will dedicate focused processing time during case presentations to explore and conceptualize the impact of employment/career. Each student will be required to include pertinent case information that will facilitate this discussion during their in-class case presentation.

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 2021-2022 assessment period, the instructor of ADRE 6250 increased the knowledge and skill acquisition of integrative theory-driven techniques into recommended treatment. The instructor provided opportunities to practice the skills of integrating theory-driven techniques based on case study review during in-class case study sessions.

2. Results:

MOA-1: Twenty-nine of twenty-nine 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-six of twenty-six 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-five of fifty-five 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: Twenty-nine of twenty-nine 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-six of twenty-six 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-five of fifty-five students, 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 focus on the integration of theory within the treatment planning in ADRE 6250 had a positive influence on the students' demonstration of skills in ADRE 6360 and ADRE 6991. Upon review of student, alumni, and field-site supervisor feedback, faculty recognize the need for more specific focus on increasing assessment skills. Specifically, students need to increase the assessment and examination of issues related to culture and diversity and its impact on

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clients' symptom development and prognosis.

4. Actions planned for next reporting year: For the 2022-2023 assessment period, the instructor of ADRE 6250 will increase the knowledge and skill acquisition for examining culture and diversity during the assessment process. The instructor will provide opportunities to practice the skills of examining the influence of culture and diversity during in-class case study sessions.

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 2021-2022 assessment period, the instructors of ADRE 6350 incorporated additional activities for enhancing knowledge and skills around integrating theory-driven interventions in group counseling sessions. Specifically, course instructors provided a demonstration of integrating theory to group interventions within the first three weeks of class. Following the demonstration, students were required to demonstrate the skill on integrating theory during in-class group session development session throughout the semester.

2. Results:

MOA-1: Twenty-nine of twenty-nine students, or 100%, in ADRE 6350 received at least 75% of the total points on the group observation journal assignment. Twenty-six of twenty-six 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-five of fifty-five students, or 100%, received at least at least 75% of the total points on the group observation journal assignment for internship.

MOA-2: Twenty-seven of twenty-nine, or 93.1%, 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-six of twenty-six, 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-three of fifty-five students, or 96.4%, 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 integration of demonstration and activities around theory-driven approaches within the group counseling increased students' knowledge and skills for facilitating group counseling interventions. Student journals in ADRE 6350 and ADRE 6991 demonstrate an

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increase in incorporation of theory-driven group counseling interventions compared to previous semesters. Despite the CFS for MOA 1 and MOA 2 being met, faculty continue to recognize the need for students to increase diversity of theories being integrated within group topics. Most students only focus on CBT based interventions, and most of these lead to a more psychoeducation group focus versus a processing counseling focus for group.

4. Actions planned for next reporting year: For the 2022-2023 assessment period, the instructors of ADRE 6350 will require students to select a minimum of three theories to incorporate within the group development project. The instructors will incorporate the process for integrating multiple theoretical foundations of a group during session practice and small group activities.

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 2021-2022 assessment period, the instructor of ADRE 6250 required students to present one appropriate screening/assessment tool per diagnostic category during case-study sessions. Students were required to report on the reliability and validity of the tool for the population/diagnostic group presented.

2. Results:

MOA-1: Thirty-nine of forty-two, or 92.8%, 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. Twenty-six of twenty-nine students, or 89.7%, 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-five of seventy-one students, or 91.5%, received at least 60% of the total points on the use of screening/assessment tools for diagnosing component of the assessment summary assignment.

MOA-2: Thirty-nine of forty-two, or 92.8%, 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. Twenty-six of twenty-nine students, or 89.7%, 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-five of seventy-one students, or 91.5%, received at least 60% of the total points on the use of screening/assessment tools for

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treatment planning component of the assessment summary assignment.

3. Analysis of Results: The results demonstrate that students were able to appropriately use the interpretation of screening/assessment tools within the diagnosis and treatment recommendations process. However, faculty did note that the screening/assessment tools selected for a specific diagnostic group were not always the most supported by the literature. This could lead students to incorporating screening/assessment tools that are not the most appropriate to support a diagnosis or guide treatment planning process.

4. Actions planned for next reporting year: For the 2022-2023 assessment period, the instructor of ADRE 6250 will incorporate the method for reviewing and selecting screening/assessment tools that are supported by the literature during case study review sessions.

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 2021-2022 assessment period, the instructor of ADRE 6250 increased the number of case study sessions where students are required to select appropriate theoretical approach based on case presentation. During these case study sessions, the instructor required students to select from a diverse set of theories, requiring justification for the selection.

2. Results:

MOA-1: Forty-two of forty-two 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-one of thirty-one 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-three of seventy-three 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: Twenty-nine of twenty-nine 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-six of twenty-six students, or 100%, in ADRE 6991 at least 2 out of 3 on the evidence-based practice

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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-five of fifty-five 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 selection and justification of theoretical approach within ADRE 6250 case study practice sessions improved enhanced students' ability to identify appropriate and diversity of evidence-based practices. The treatment plans sophistication and connection to case conceptualization also improved during field-work experience. Faculty continue to recognize the need for students to be exposed to the skills associated with diverse theoretical approaches as a means to improve their practical application within treatment.

4. Actions planned for next reporting year: For the 2022-2023 assessment period, the instructor of ADRE 6250 will require students to provide a minimum of two different theories as part of the treatment planning assignment. The instructor will demonstrate the process of examining and integrating diverse theories within a treatment plan during the class lecture on Treatment Planning Process.

Foundations/Contextual Dimensions/Practice: Rehabilitation Counseling Specialty

Outcome: MS, Rehabilitation Counseling Students will understand the legal and ethical aspects of rehabilitation counseling, including ethical decision-making models. (CACREP 5.2.q)

MOA-1: Interview with a Counseling Professional assessed in ADRE 6010 and My Professional Code of Ethics assessed in ADRE 6050.

CFS-1: 80% of students will receive at least 90% of the points for this assignment

MOA-2: My Personal and My Professional Code of Ethics – assessed during ADRE 6050 beginning evaluation and ADRE 6050 final evaluation.

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

1. Actions Taken: For the 2021-2022 assessment period, the instructor of ADRE 6050 provided an additional module on the processes associated with the ethical decision-making model, and demonstration on how the model is applied to a clinical case study.

2. Results:

MOA-1: Seven of seven, or 100% of Rehabilitation Counseling Students received at least 90% of points on the Interview with a Professional Counselor assignment. Seven of seven, or 100% of Rehabilitation Counseling Students received at least 90% of points on the My Professional Code of Ethics assignment. The criterion for success (CFS-1) for means of assessment 1 (MOA-1) was met as total of fourteen of fourteen, or 100%, received at least 90% of the total points on the assignments.

MOA-2: Seven of seven, or 100% of Rehabilitation Counseling Students received at least 80% of points on the My Professional Code of Ethics beginning evaluation assignment. Seven of seven, or

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100% of Rehabilitation Counseling Students received at least 80% of points on the My Professional Code of Ethics final evaluation assignment. The criterion for success (CFS-2) for means of assessment 2 (MOA-2) was met as total fourteen of fourteen, or 100%, received at least 80% of the total points on the assignments.

3. Analysis of Results: Students demonstrated an understanding of the legal and ethical aspects of rehabilitation counseling and knowledge of the ethical decision-making model. However, faculty, student, alumni, and field-site supervisor feedback informed a remaining deficit in the application of the decision-making model, where appropriate, during fieldwork experiences. The feedback implied students are able to describe the steps of the model but have mastered the implementation of an ethical decision-making process.

4. Actions planned for next reporting year: For the 2022-2023 assessment period, the instructor of ADRE 6360 will select a minimum of four client case reviews to implement a mock 'ethical decision-making' activity. This activity will demonstrate implementing such a model in a real-world client scenario, connecting theory to practice for ethical decision-making skills.

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Professional Dispositions Assessment

MS Entry-Level Programs

Professional Disposition	Fall 2021	Spring 2022	Total AY 2021-2022
Ability to develop therapeutic alliance with clients	100% Acceptable	100% Acceptable	100% Acceptable
Ability to demonstrate appropriate professional and interpersonal behavior	96.2% Acceptable	100% Acceptable	98.4% Acceptable
Openness to new ideas	96.2% Acceptable	100% Acceptable	100% Acceptable
Flexibility	100% Acceptable	100% Acceptable	100% Acceptable
Cooperativeness	100% Acceptable	100% Acceptable	100% Acceptable
Willingness to accept and use feedback	96.2% Acceptable	100% Acceptable	98.4% Acceptable
Awareness of own impact on others	96.2% Acceptable	100% Acceptable	98.4% Acceptable
Ability to deal with conflict	100% Acceptable	100% Acceptable	100% Acceptable
Ability to accept responsibility	100% Acceptable	100% Acceptable	100% Acceptable
Ability to express feelings effectively	96.2% Acceptable	100% Acceptable	98.4% Acceptable
Attention to ethical and legal issues	100% Acceptable	100% Acceptable	100% Acceptable

KPIs and Student Demographics					
	KPI 1: Counseling Orientation/ Ethics	KPI 2: Social/Cultural Diversity	KPI 3: Human Growth/ Development	KPI 4: Career Development	KPI 5: Counseling/ Helping Relationship
Race/ Ethnicity					
<i>White</i>	Total = 44/44 100%	Total = 44/44 100%	Total = 44/44 100%	Total = 44/44 100%	Total = 44/44 100%
<i>Black</i>	Total = 19/19 100%	Total = 19/19 100%	Total = 19/19 100%	Total = 19/19 100%	Total = 19/19 100%
<i>Asian</i>	Total = 4/4 100%	Total = 4/4 100%	Total = 4/4 100%	Total = 4/4 100%	Total = 4/4 100%
<i>Latinx</i>	Total = 5/5 100%	Total = 5/5 100%	Total = 5/5 100%	Total = 5/5 100%	Total = 5/5 100%
Gender					

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<i>Male</i>	Total = 8/8 100%	Total = 8/8 100%	Total = 8/8 100%	Total = 8/8 100%	Total = 8/8 100%
<i>Female</i>	Total = 64/64 100%	Total = 64/64 100%	Total = 64/64 100%	Total = 64/64 100%	Total = 64/64 100%
	KPI 6: Group Counseling/Work	KPI 7: Assessment/Testing	KPI 8: Research/Program Evaluation	KPI 9: Foundations CMHC or RC	
Race/Ethnicity					
<i>White</i>	Total = 44/44 100%	Total = 44/44 100%	Total = 44/44 100%	Total = 43/44 98%	
<i>Black</i>	Total = 19/19 100%	Total = 19/19 100%	Total = 19/19 100%	Total = 19/19 100%	
<i>Asian</i>	Total = 4/4 100%	Total = 4/4 100%	Total = 4/4 100%	Total = 4/4 100%	
<i>Latinx</i>	Total = 5/5 100%	Total = 5/5 100%	Total = 5/5 100%	Total = 5/5 100%	
Gender					
<i>Male</i>	Total = 8/8 100%	Total = 8/8 100%	Total = 8/8 100%	Total = 8/8 100%	
<i>Female</i>	Total = 64/64 100%	Total = 64/64 100%	Total = 64/64 100%	Total = 63/64 98%	

Summary/Integration into Program Evaluation

The majority of students have demonstrated successful presentation of the professional dispositions and KPIs. Faculty continue to note a modest trend towards student difficulty in recognizing their impact on others and ability to express emotions appropriately. Mentorship and advising will continue to focus on addressing these areas of concern on both large scale, and individual levels as needed.

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Program Surveys

Alumni perception of program preparation across key performance indicators

The Entry Level Programs (MS in Clinical Counseling and MS in Rehabilitation Counseling) program prepared me for the following (n=15):

Key Performance Indicator	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Demonstrate understanding of ethical standards of professional counseling organizations & credentialing bodies, & applications of ethical and legal considerations in professional counseling	7%	-	-	20%	73%
Demonstrate multicultural counseling competencies	7%	-	-	27%	67%
Demonstrate an understanding of the systemic & environmental factors that affect human development, functioning, & behavior	7%	-	-	20%	73%
Use strategies for assessing abilities, interests, values, personality & other factors that contribute to career development	7%	-	7%	27%	60%
Demonstrate essential interviewing, counseling, & case conceptualization skills	7%	-	-	13%	80%
Understand therapeutic factors & how they contribute to group effectiveness	7%	-	-	27%	67%
Demonstrate use of assessments for diagnostic & intervention planning purposes	7%	-	7%	20%	67%
Understand identification of evidence-based counseling practices	7%	-	7%	13%	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 <i>(n=12: CMHC specialty only)</i>	17%	8%	-	33%	42%
Understand the legal and ethical aspects of rehabilitation counseling, including ethical decision-making models <i>(n=1: RC specialty only)</i>	-	-	-	-	-
Professional Dispositions (n=0)					
Ability to develop therapeutic alliance with clients	-	-	-	-	-
Ability to demonstrate appropriate professional and interpersonal behavior					
Openness to new ideas	-	-	-	-	-
Flexibility	-	-	-	-	-
Cooperativeness	-	-	-	-	-
Willingness to accept and use feedback	-	-	-	-	-
Awareness of own impact on others	-	-	-	-	-

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Ability to deal with conflict	-	-	-	-	-
Ability to accept responsibility	-	-	-	-	-
Ability to express feelings effectively	-	-	-	-	-
Attention to ethical and legal issues	-	-	-	-	-

What were the most useful aspects of the Entry Level programs?

The diagnostic course ,preprac,and theories I feel assisted.me with the foundation to helpe once
O reached my internship and inro ny feild.

Field site work

The hands on classes such as pre-practicum were paramount for me.

Getting hands on experience through practicing in class and during practicum and internship.

Diagnosis and Substance Use Related Courses

Being able to ask questions outside of the classroom

Practicing with cohort, interactive classes

One of the most useful aspects of the graduate program was completing a Literature Review in Human Growth and Development class. That was one of the hardest classes of the program, but Dr. Ysasi really helped us through the process. As a result, I learned the most in that class as well as Pre-Practicum with Dr. Chapin.

Prepracticum and field work, research opportunities, connecting with others in the program, my field sites, synchronous classes that encouraged discussion and dialogue, supervision from doctoral and faculty supervisors, thorough feedback on assignments

Internship

live clinical interivew, group feedback and engagement, internship class

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internship and pre-practicum

What areas for improvement would you recommend for the Entry Level programs?

Unfortunately I feel that Covid negatively impacted my experience, which could not be accounted for. Also I feel that some of the classes only being offered online before Covid was a negative as well. Many people do not learn the same and online classes are not handles the same they are all different based on the proffessor. The courses I dis the worst in were online. I atreIBUTE that to part of my lower grades. Of given the option I would have taken everything face to face even prior to Covid restrictions.

More education on note taking and assessments, this should be done at internship, but not all sites have great supervisor guidance.

Multicultural Courses

Excellent program!

More practicing counseling sessions, or watching others do them.

The classes with Dr. Ysasi and Dr. Chapin (listed above) were some of the most demanding classes, but I also wish more of the classes were like them because those classes were the ones that prepared me to do well in internship and on the NCE.

For online/hybrid: as many synchronous classes as possible in my opinion - the asynchronous classes can be so difficult. Group assignments where there is dedicated class time to work on projects as a group.

further diagnosing and assessment; treatment planning and measure of success

Summary/Integration of Feedback into Program Evaluation

Survey feedback is consistent with our other program evaluation findings. Specifically, the need for increased emphasis in documentation. Instructors across the curriculum will integrate more structured class based activities around clinical assessments, treatment planning, note documentation, and use of assessment/screening tools.

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Field site supervisor perception of student preparation across key performance indicators

The Entry Level programs prepared practicum/internship students for the following (n=19):

Key Performance Indicator	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Demonstrate understanding of ethical standards of professional counseling organizations & credentialing bodies, & applications of ethical and legal considerations in professional counseling	-	-	5%	32%	63%
Demonstrate multicultural counseling competencies	-	-	16%	37%	47%
Demonstrate an understanding of the systemic & environmental factors that affect human development, functioning, & behavior	-	-	5%	42%	53%
Use strategies for assessing abilities, interests, values, personality & other factors that contribute to career development	-	-	11%	42%	47%
Demonstrate essential interviewing, counseling, & case conceptualization skills	-	-	16%	26%	58%
Understand therapeutic factors & how they contribute to group effectiveness	-	-	11%	42%	47%
Demonstrate use of assessments for diagnostic & intervention planning purposes	-	-	16%	37%	47%
Understand identification of evidence-based counseling practices	-	5%	16%	26%	53%
Demonstrate mastery of completing the intake interview, mental status evaluation, biopsychosocial history,	-	5%	11%	42%	42%

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mental health history, & psychological assessment for treatment planning & caseload management (n=19: CMHC specialty only)					
Understand the legal and ethical aspects of rehabilitation counseling, including ethical decision-making models (n=19: RC specialty only)	-	-	5%	42%	53%
Professional Dispositions (n=11)					
Ability to develop therapeutic alliance with clients	-	-	-	27%	78%
Ability to demonstrate appropriate professional and interpersonal behavior	-	-	9%	9%	82%
Openness to new ideas	-	9%	-	-	91%
Flexibility	-	9%	-	-	91%
Cooperativeness	-	-	9%	-	91%
Willingness to accept and use feedback	-	-	9%	-	91%
Awareness of own impact on others	-	-	9%	36%	55%
Ability to deal with conflict	-	-	9%	45%	45%

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Ability to accept responsibility	-	-	9%	18%	73%
Ability to express feelings effectively	-	-	9%	18%	73%
Attention to ethical and legal issues	-	-	9%	18%	73%

What are the strengths Entry Level programs students you have supervised?

continually wanting to learn and grow

knowledge of counseling and willingness to practice

Interviewing, Assessment, and Ethical Knowledge

While no program can prepare a student counselor to be a fully-developed counselor before they enter their practicum or internship, when compared to students from other programs DARS students have demonstrated a greater ability to establish therapeutic rapport, conceptualize cases individually (rather than generalizing), recognize and conceptualize potential ethical dilemmas, and explore and integrate new perspectives and information.

Knowledge- 12 core principals; skills- screening, intake, microskills hierarchy, reporting, recordkeeping

Have excellent micro-skills and are able to roll with resistance

Outgoing, ready to learn, prepared, engaging

Counseling skills, content knowledge of program

Went above and beyond their requirements while also taking care of their self.

Ability to build rapport and case conceptualization

Quick learner, able to identify and digest scientific literature.

Strong clinical understanding of the needs of individuals with a variety of MH and SUD dx, including comorbidities

Development of research questions, literature search and synthesis skills.

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Understood managing issues within the classroom and applying pedagogical theory

The ability to build rapport with the consumers, a strong embrace of the ethical aspects, and assessment and treatment planning

strong work ethic, open to feedback, desire to become an well-qualified, highly skilled counselor-educator.

motivated to learn and apply knowledge.

They were adaptable and receptive toward supervision.

Open-mindedness

Their ability to receive and apply feedback. Their understanding of their professional and ethical values and boundaries.

Their interest in both MH and SA. Most have been very professional and hard workers

The students are eager to learn, willing to assist in whatever ways they can and are ready for the challenge of learning new techniques using them in sessions.

A passion for helping the persons we serve and a thirst for learning.

The students were motivated, had good insight and strong understanding of clinical practices.

What recommendations would you make to the Entry Level programs to better prepare practicum/internship students?

greater communication between all faculty to best support/enhance student learning at both the masters and phd level

Gatekeeping

none

Case Conceptualization and Diagnosis

I find that the greatest challenge for most interns/practicum students tends to be in the area of addressing conflict especially when confrontation may be indicated. Some of this stems from the appropriate insecurity as student counselors, but some seems to be rooted in aversion to conflict and/or uncertainty of how to confront a client.

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Screening instruments available (e.g., Buros MMY). Assessment: Exposure to DSM-5's biopsychosocial assessment format. Broader crisis and risk management KSAs.

they need a class/information on the steps of licensure.

Educate them for what content should be included in clinical writing in terms of what is required at the state level for working in an enhanced service.

More focus on assessment and treatment planning

More open, direct communication.

More rigorous workload. It appears as if the program and some of the requirements in coursework is more fluid than I remember it being. In today's offices, there is not nearly as much grace as what they're used to in the classroom and as such they seem to struggle more and more to adjust to the rigorous demands of actual work.

More discussion around disordered eating (seen an increase since COVID with younger populations)

Nothing I can think of

Increase opportunities for students to be involved in research activities.

More teaching experience built in the program

Cultural diversity and organizational/case management skills.

more information/communication from the faculty. I never corresponded with anyone from ECU representing the student.

DARS is already doing an excellent job.

professor communication with the site supervisors on a monthly basis

Continue to work on the recognition of white privilege and how this impacts others, whether known or unknown.

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More discussion on what happens when you graduate

if they are choosing to be in the substances use field, maybe offer more in depth learning of different types of drugs and their characteristics.

No recommendations at this time.

Summary/Integration of Feedback into Program Evaluation

Survey feedback is consistent with our other program evaluation findings. Specifically, the need for increased emphasis in documentation. Instructors across the curriculum will integrate more structured class-based activities around clinical assessments, treatment planning, note documentation, and use of assessment/screening tools. Additionally, focus will be on increasing the student's understanding of case conceptualization and how to apply to treatment plan.

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Employer perception of student preparation across key performance indicators

The Entry Level programs prepared program graduates for the following (n=11)

Key Performance Indicator	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Demonstrate understanding of ethical standards of professional counseling organizations & credentialing bodies, & applications of ethical and legal considerations in professional counseling	-	-	-	27%	73%
Demonstrate multicultural counseling competencies	-	-	-	36%	64%
Demonstrate an understanding of the systemic & environmental factors that affect human development, functioning, & behavior	-	-	-	36%	64%
Use strategies for assessing abilities, interests, values, personality & other factors that contribute to career development	-	-	9%	36%	55%
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%
Demonstrate mastery of completing the intake interview, mental status evaluation, biopsychosocial history,	-	-	9	27%	64%

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mental health history, & psychological assessment for treatment planning & caseload management (n=XX: CMHC specialty only)					
Understand the legal and ethical aspects of rehabilitation counseling, including ethical decision-making models (n=XX: RC specialty only)	-	-	-	27%	73%
Professional Dispositions n=4					
Ability to develop therapeutic alliance with clients	-	-	-	25%	75%
Ability to demonstrate appropriate professional and interpersonal behavior	-	-	-	25%	75%
Openness to new ideas	-	-	-	25%	75%
Flexibility	-	-	-	25%	75%
Cooperativeness	-	-	-	25%	75%
Willingness to accept and use feedback	-	-	-	25%	75%
Awareness of own impact on others	-	-	-	25%	75%
Ability to deal with conflict	-	-	-	25%	75%

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Ability to accept responsibility	-	-	-	25%	75%
Ability to express feelings effectively	-	-	-	25%	75%
Attention to ethical and legal issues	-	-	-	25%	75%

What are the strengths of Entry Level programs students you have supervised?

Knowledge- 12 core principals; skills- screening, intake, microskills hierarchy, reporting, recordkeeping

Have excellent micro-skills and are able to roll with resistance

Outgoing, ready to learn, prepared, engaging

Counseling skills, content knowledge of program

Ability to build rapport and case conceptualization

Quick learner, able to identify and digest scientific literature.

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The students are eager to learn, willing to assist in whatever ways they can and are ready for the challenge of learning new techniques using them in sessions.

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What recommendations would you make to the Entry Level programs to better prepare program graduates?

Screening instruments available (e.g., Buros MMY). Assessment: Exposure to DSM-5's biosychosocial assessment format. Broader crisis and risk management KSAs.

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Educate them for what content should be included in clinical writing in terms of what is required at the state level for working in an enhanced service.

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More rigorous workload. It appears as if the program and some of the requirements in coursework is more fluid than I remember it being. In today's offices, there is not nearly as much grace as what they're used to in the classroom and as such they seem to struggle more and more to adjust to the rigorous demands of actual work.

More discussion around disordered eating (seen an increase since COVID with younger populations)

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if they are choosing to be in the substances use field, maybe offer more in depth learning of different types of drugs and their characteristics.

No recommendations at this time.

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