



CARSON-NEWMAN

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Carson-Newman University Counselor Education Assessment and Annual Outcomes Report 2022-2023

The Graduate Studies in Counseling program at Carson-Newman University would like to share our Annual Program Assessment information with you for the 2022-2023 academic year. As a Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited program, we are required to provide information to the public each year regarding program outcomes and it is our pleasure to do so. The table below indicates an overview of the Vital Statistics of the GSC program at Carson-Newman University(C-N) for the Fall of 2022-the summer of 2023. Additional information about the GSC program including related data, program changes, and program modifications follow.

Vital Statistics

Criteria	Clinical Mental Health Counseling	Professional School Counseling
Student Enrollment Academic Year 2022 -2023	59	33
Number of Graduates in 2022-2023	18	7
Program Completion Rate	73%	76%
Employment Rate	100%	100%
Successful Completion of the Professional Counseling Performance Evaluation (CPCE)	100%	100%
Professional School Counselors Successful Completion of the Praxis Exam	N/A	100%
Successful Completion of the National Counselor's Exam	73%	N/A

- Information for this report, as previously mentioned, was collected for the fall of 2022-summer of 2023 academic year.
- Total student enrollment consisted of 21 Professional School Counseling students, 47 Clinical Mental Health Students, and 12 Dual Degree students (Dual Students are in both programs simultaneously).
- Employment rate indicates the percentage of GSC students that were hired within 3 months of graduation.
- Successful completion of the CPCE exam reflects the total number of GSC students that passed the exam this academic year.

- Successful completion of the PRAXIS Exam reflects the total number of GSC students that passed the PRAXIS Exam this academic year.
- The NBCC scores reflect the scores of C-N students related to the pass rate of counseling students who took the exam for the first time during this academic year.

CACREP Re-Accreditation

Most notable in this reporting period is our successful completion of the re-accrediting process with our accrediting body, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). In July of 2022, the GSC in counseling program submitted a re-accreditation application as our original accreditation in 2015 was under review for renewal. This application was a culmination of an intensive, year and a half program assessment and the implementation of the 2016 CACREP Standards. In total, 151 new program standards were implemented. In September, the program underwent a site visit from the CACREP site visit team to assess our application, review our program in its entirety, and to make recommendations to the CACREP Board for re-accreditation. It is our pleasure to report that we fully met the criteria for 149 standards with 2 standards being recommended for revisions. The site visit team recommended 8 years of accreditation for the GSC program at Carson-Newman University with revisions as noted. The CACREP Board will be reviewing the application in its entirety as well as the findings of the site visit in January of 2024 and will render their decision thereafter. Findings by the site visit team are listed below.

Program Strengths

Finding Number One

The university provides adequate support, the academic unit is administered effectively, and the faculty and staff of the program are of high quality. Overall, the counseling master's degree Carson-Newman University programs in clinical mental health counseling and school counseling at Carson-Newman University are exemplary. The financial aid director reported that counseling graduate students have around 18-20 graduate assistantships on campus, are "top notch" students, and are highly sought after. She reported that counseling graduate students who qualify for student loans receive them and that the students are supported financially. The president and provost of Carson-Newman University spoke highly of the counseling graduate program and are committed to providing resources and supporting the sustainability and growth of the program. The counseling graduate program has a number of resources from the university. There is a collaborative relationship with administration and other departments within Carson-Newman University. In fact, the IT department representatives said that they are committed to "providing elite customer service" to students, faculty, and staff.

Finding Number Two

All counseling faculty members have doctoral degrees from CACREP-accredited degree programs and possess strong professional identities as counselors. The presence of a professional counselor identity is evident among students in the program. Those completing their field experiences were able to articulate their personal theoretical model of counseling, while those yet to enroll in field experience were able to talk about the various theories and the corresponding elements that they wanted to explore.

Finding Number Three

The practicum and internship program for the master's degree programs at Carson-Newman University are effectively administered. The handbooks are thorough and complete, students at Carson-Newman University know what is expected of them, communication with university and on-site supervisors is strong, and problems are dealt with quickly and effectively. On-site supervisors report that the program faculty communicate very effectively regarding practicum and internship students who they supervise. They report that program administrators and faculty members are easily accessible and respond quickly when they have questions. The program offers professional development to the site supervisors in creative ways including hosting an annual counseling conference. There are opportunities to expand their knowledge through continuing education and by being a presenter. The site supervisors agreed that the latter provided the opportunity to develop presentation skills and develop their expertise in a counseling area. They also are able to network with students and develop early career relationships with students with interests similar to theirs.

Finding Number Four

It is evident that faculty are incorporating evaluation of student learning throughout the program. For example, student learning assessments (KLOAs) are completed in every course. This demonstrates a strong commitment to the continuous evaluation of student learning. Site supervisors reported that student evaluations are completed multiple times throughout field experience, and informal feedback is highly appreciated by students. University offices and departments reported a high level of collaboration with the counseling graduate program administrators and faculty members. The IT department can be a strong resource for growing program assessment. Resources are available to assist the department in its assessment efforts.

Finding Number Five

Several program advisory board members who are not graduates of the Carson-Newman University counseling master's degree program themselves hire counselors in their mental health agencies. They reported that they have a strong preference for hiring recent graduates from the Carson-Newman Mental Health Counseling master's degree program because they are well-prepared and are ready to begin providing counseling services with little to no supervision. CMHC site supervisors highlighted the quality of the counseling program. In fact, there is a high level of collaboration with placement sites and the counseling program. They reported that they like to have Carson-Newman University students as interns as Carson-Newman University is highly respected and the students have a high level of preparation before going on-site.

Finding Number Six

Several program advisory board members who are not graduates of the Carson-Newman University counseling master's degree program themselves hire counselors in their school districts. They reported that they have a strong preference for hiring recent graduates from the Carson-Newman School Counseling master's degree program because they are well-prepared and are ready to begin providing counseling services with little to no supervision. The collaborative nature of the relationship between program faculty and site supervisors is evident, both in the preparation of students and the readiness for field experiences. It was reported by site supervisors that they are seeking Carson-Newman University school counselor students for field placements. In addition, school counseling graduates are also sought after when there are open positions. Students speak well of their preparation. They identified the small class sizes and the

availability of program faculty as contributing factors to their decision to attend Carson-Newman University and remain. The quality of the program was considered a great value.

Program Revisions Recommended

The site team could not verify that the following data was used to evaluate program objectives.

Standard 4.B.1 Aggregate student assessment data that address student knowledge and skills. Documentation shows aggregated data (i.e., charts, graphs, meeting notes showing data) collected by the program through various measures (i.e., surveys, KLOAs). While the program has identified this data, its purpose and use were unclear. For example, the scores on the CPCE exam are listed as measuring

Part 5: Student Learning: 1. Professional Identity and Ethics, but it is unclear how the faculty uses the CPCE data. While the counseling program measures student learning with KLOAs, it is unclear how these KLOAs evaluate the program objectives vs. a specific topic, as indicated in the report. End-of-course grades, as well as KLOAs, were also listed as used to evaluate program objectives. Evidence could not be found for the use of this data.

Standard 4.B.3 Although the counseling program collects data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates, it was unclear how the faculty uses this data to evaluate the program objectives.

Standard 4.F.1. The site team was unable to verify that faculty systematically assesses student progress through the identification of Key Performance Indicators (KPIs) in each of the 8 core areas and 2 specialty areas via multiple measures and over multiple points in time and analyzes this data. The KLOAs address a large number of curricular standards. The program must identify KPIs with a level of specificity that addresses each of the 8 core areas and 2 specialty areas. KPIs should be written as student learning outcomes tied to the program objectives.

Standard 4.F.2-3. Each KPI must be assessed at multiple points in time via multiple measures. While the assessment table includes a variety of measures for each of the 8 core areas and 2 specialty areas, the site team could not verify how these measures are being used to measure each KPI. For example, the end-of-course assessments (KLOA) need to be fine-tuned enough to identify what it is specifically measuring. It is unclear how end-of-course evaluations and the academic freedom of faculty to choose how they want to measure student learning are connected back to a specific KPI. The team also could not determine which assessments were used to measure learning and which assessments measured skills. Lastly, the program must clearly identify the chronological points in time in which the KPIs measure student learning. The assessment process also must include the analysis of the collected data.

New Evaluation System

In response to the site visit team's recommendations, the GSC in Counseling Program streamlined its evaluation process with the revisions listed below. These changes will be implemented in the spring of 2024 with data from the assessment revisions forthcoming in the summer of 2024. Of note, the Knowledge, Learning Objectives, and Assessments (KLOAs) have been replaced with Key Performance Indicators (KPIs) to reflect the CACREP language and intent. The new evaluation system is described in the following chart.

CACREP requires that programs identify a series of KPIs and assess each student on them at least twice during their program. We have identified the following KPIs, course alignments, and two measurement time points.

Carson-Newman Program Objective	Key Performance Indicators (KPIs)	Measurement 1	Measurement 2
<i>1. Professional Orientation and Ethical Practice</i>	Demonstrate an understanding of the counseling profession, develop an identity as a counselor, and apply an ethical decision-making model.	COUN 585: Professional Orientation, and Ethics in Counseling - Professional Ethics Case Study Paper	COUN 589: Practicum - Ethical Dilemma Paper
<i>2. Social and Cultural Diversity</i>	Develop an understanding of the social and cultural influences on human behavior and to recognize the impact of individual differences on the counseling process.	COUN 502: Counseling Theories & Techniques - Microaggressions Experiential Assignment	COUN 550: Holistic Counseling in a Diverse World - Cultural Experience Project
<i>3. Human Growth and Development</i>	Develop an understanding of developmental aspects of human growth and appreciation for the nature of human development and its integration within the counseling process.	COUN 566: Lifespan Development - Developmental Case Conceptualization	COUN 611: Counseling Children & Adolescents - Case Conceptualization & Treatment Plan
<i>4. Career Development</i>	Develop an understanding of career development and related life factors and the effects on an individual's mental health and lifestyle and its application within counseling.	COUN 567: Career Development & Counseling - Peer Counseling Session Videos	COUN 566: Lifespan Development - Developmental Self-Study
<i>5. Helping Relationships</i>	Demonstrate effective individual counseling techniques through a theoretical lens that facilitate client growth and demonstrate the ability to evaluate progress toward treatment goals.	COUN 514: Helping Relationships - Role Play Videos	COUN 589: Practicum - Final Counseling Recording
<i>6. Group Work</i>	Develop both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches.	COUN 565: Group Counseling Process - Group Counseling Leadership & Evaluation	COUN 665/668: Internship - Group Counseling Plan & Evaluation
<i>7. Assessment</i>	Gain knowledge and skills in assessment techniques and apply basic concepts to individuals and group appraisal	COUN 587/568 - Assessment Review	COUN 567: Career Development & Counseling - Career Assessment & Assessment Reflection

8. <i>Research and Program Evaluation</i>	Develop the ability to read, critique, evaluate, and contribute to professional research literature.	COUN 580: Crisis & Trauma Interventions in Counseling with Individuals & Families - Clinical Application Project - Annotated Bibliography	COUN 630: Counseling Research & Program Evaluation - Research Project
9. <i>School Counseling</i>	Develop and demonstrate an understanding of how to design, implement and evaluate comprehensive school developmental school counseling programs.	COUN 501: Foundations of School Counseling - Comprehensive School Counseling Project	COUN 665: School Counseling Internship - Site supervisor final evaluation
10. <i>Clinical Mental Health Counseling</i>	Develop knowledge of the description, etiology, development, dynamics, and treatment of individuals with a spectrum of mental health disorders from sub diagnostic criteria to diagnosed pathology.	COUN 586: Abnormal Psychology, Psychopathology, & the DSM - Final Exam Case Study	COUN 668: Clinical Mental Health Internship - Site supervisor final evaluation

Program Activities

Advisory Board Meeting

The GSC CMH and PSC Advisory Board members offer their expertise and professional experience to the department and provide input into program and student development. In addition, the Boards provide feedback regarding student performance as many board members are community partners that sponsor our students in practicum and internship placements. The Boards meet once a year and met on October 4, 2023. Board Member feedback is mentioned below by program emphasis.

Feedback from CMH Board Members

- Multiple board members shared that the graduates from Carson-Newman had a strong skill set.
- Multiple board members indicated that their organization would like to have more interns from Carson-Newman.
- One board member indicated that her organization would have two additional licensed supervisors and would like to have interns moving forward as they did not currently have them. This board member also reported that the organization may have opportunities for placements in school-based positions.

Recommendations

- Board members expressed a desire for the program to continue to emphasize multicultural competencies.

PSC Feedback from PSC Board Members

- Multiple board members indicated that PSC students have been prepared to go into classrooms, especially at the elementary level.
- C-N students are excellent in facilitating small groups with students.
- C-N students are well prepared and confident of their abilities.
- GSC job embedded program has been extremely beneficial to schools in the East TN area.
- The necessity of completing videos of counseling sessions with actual students has prepared the PSC counseling students well.

Recommendations

- Continue to empower school counseling students to be leaders.
- Incorporate training so that C-N students and graduates can provide staff additional mental health training for handling stress and to facilitate a culture of shared responsibility.
- Continue to provide students with an understanding of local and state resources that are available to help families and to ensure that these resources (contacts, sites, etc.) are updated.
- Continue to ensure that career planning emphasis begins at the elementary level.

Chi Sigma Iota Honor Society Leadership

The Carson-Newman GSC program's Chi Sigma Iota Honor Society chapter (Chi Nu Upsilon) was very active in the 2022-2023 academic year. Student leaders organized and executed many quality initiatives throughout the year, including the following:

- Leadership retreat (August 2022) - The chapter president facilitated discussion of ideas and goals for the upcoming year. Attendees included president, president-elect, secretary, social engagement committee chair, professional development committee chair, service committee chair, and chapter faculty advisors. The student leaders established an outline of plans for the year and assigned responsibilities.
- Welcome event (August 2022) - Chapter leaders and members provided a meal for first-semester students, discussed lessons learned during their journey through the counseling program, and described the role of the CSI honor society.
- Monthly meetings – Chapter leaders met throughout the year to continue organizing events/initiatives, monitor goals, and respond to arising needs.
- Clothing drive (Fall Semester, 2022) - Chapter leaders and members collected, organized, and delivered clothing and other necessities for a local non-profit organization. The organization provides resources to survivors of human trafficking.
- Fall gathering social event (October 2022) - Chapter leaders, members, and faculty participated in a social gathering at a local Corn Maze event, engaging in an evening of fun and fellowship within a festive setting.
- Professional Counselor Panel (November 2022) - Chapter leaders organized a panel of practicing school and mental health counselors for current Carson-Newman master's in counseling students. One CSI chapter leader facilitated the panel discussion on the counselors' professional experiences and lessons learned, using questions collected from current students.
- Professional Development Seminar (February 2023) - CSI chapter leaders organized and co-sponsored (alongside the Tennessee Licensed Professional Counselor Association; TLPCA) a Continuing Education event for both students and professional counselors in the community. Dr. Carolyn Carlisle, Department Chair of the Graduate Studies in Counseling program at Carson-Newman, presented a seminar on Play Therapy.
- Service Event with Raising a Voice (March 2022) - Chapter leaders and members participated in a service event for Raising a Voice, a non-profit program supporting unhoused women, survivors of human trafficking, and others in need.
- Initiation Ceremonies (December 2022 & April 2023) - Chapter leaders hosted ceremonies initiating new members into the chapter, honoring graduating students, and celebrating accomplishments from the past semester.

GSC Program Changes

New Faculty

Longtime Counseling Professor, Dr. Megan Herscher, has taken a position as the Chair of the developing online counseling program that will be coming soon to Carson-Newman University. We know that Dr. Herscher will carry out the duties of this new assignment in a stellar manner and we are excited to continue our association with her and the upcoming online program. As a result, the on-campus counseling program is in the process of hiring a new faculty member. We are hoping to hire a counselor educator whose emphasis is Professional School Counseling. We will keep you updated on the hiring process.

Program Changes Based on Feedback

The GSC program implemented program changes based on the review of program evaluation data from 2022-2023. This information is provided below to demonstrate the department's utilization of feedback.

Program Modifications Based on Feedback from Graduates and Employer Surveys

Data from the 2022 alumni survey indicated that school counseling graduates rated their level of preparedness in the "use of assessment/appraisal" to be lower than most other areas of preparation (3.9 out of 5) where 1 = very unprepared and 5 = very prepared. Similarly, data from the 2022 alumni survey indicated that clinical mental health graduates rated their level of preparedness in the "use of assessment/appraisal" to be the lowest area of preparation (4.1 out of 5).

In addition, data from the 2022 employer survey indicated that school counseling supervisors and employers rated their level of satisfaction with "graduate's proficiency in assessment and evaluation?" to be the lowest (4.3 out of 5). This data suggested that the GSC program objective: "Gain knowledge and skills in assessment techniques and apply basic concepts to individuals and group appraisal" required attention. After identifying this information, the department made program changes to ensure that COUN 568: Individual and Group Appraisal, the assessment course for school counselors, was taught only by core faculty moving forward as it had been taught by adjunct faculty in prior semesters. Similarly, COUN 587: Assessment and Treatment Planning, the assessment course for clinical mental counseling students, would be taught only by core faculty moving forward as it had been taught by adjunct faculty in prior semesters.

Data from the 2022 alumni survey indicated that clinical mental health graduates rated their preparation in "clinical assessment and diagnostic skills" to be lower than most other areas of preparation (4.3 out of 5). This data suggested that GSC program objective: "Develop knowledge of the description, etiology, development, dynamics, and treatment of individuals with a spectrum of mental health disorders from sub diagnostic criteria to diagnosed pathology" required attention. After identifying this information, real life scenarios were incorporated into the final exam of COUN 586: Study of Abnormal Behavior, DSM, and Psychopathology, with students diagnosing and treating a fictitious individual.

Program Changes Based on Student Feedback

Course evaluation feedback from students indicated a desire and need to increase the number of in person class meetings for COUN550: Holistic Counseling in a Diverse World, within the 7-week summer courses. The summer 2023 COUN 550 Diversity course met bi-weekly as a result.

Program Modifications Based on Feedback from the Counselor Preparation Comprehensive Exam (CPCE) Exam

Counselor Preparation Comprehensive Examination (CPCE) scores from Fall 2022 and Spring 2022 indicated that Carson-Newman students scored slightly below the national mean in the area of Human Growth and Development. Moving forward, it will be a priority in advising for students taking COUN 566: Life-Span Development: Implications for Counseling within the counseling department as opposed to EDUC 566: Issues in Human Development within the education department. If due to unforeseen scheduling circumstances, a student must take EDUC 566, they will be required to complete the KPI assignment from COUN 566 to ensure mastery of concepts are met.

Program Modification Changes Based on a Synthesis of Data

Data from the 2022 alumni survey indicated that clinical mental health graduates rated their “self-care preparation” to be lower than most other areas of preparation (4.3 out of 5). As a result, a counselor wellness exploration activity was added in Spring 2023 to COUN580: Crisis and Trauma Intervention in Counseling. Students assess their “wellness dimensions” and how they can identify deficiencies in these areas. They create a plan on how to strengthen areas to improve self-care and create action plans to address potential burnout.

Program Data

Student Dispositional Data

Student dispositions were incorporated into the GSC program beginning this reporting period to be in compliance with new CACREP standards. These dispositions include additions to content knowledge and applied skills, as counselors must demonstrate certain professional behaviors in order to develop as competent professionals. The GSC Department faculty have articulated a set of core professional dispositions which are used to assess student performance and development and students are introduced to disposition expectations in the New Student Orientation. Faculty use the dispositions for regular annual student assessments, identification of student strengths and areas in need of support, and construction of Performance Improvement Plans when necessary. Counselor Dispositions and a rubric defining these dispositions and describing specific expectations regarding each are listed below.

Student Dispositions Assessment

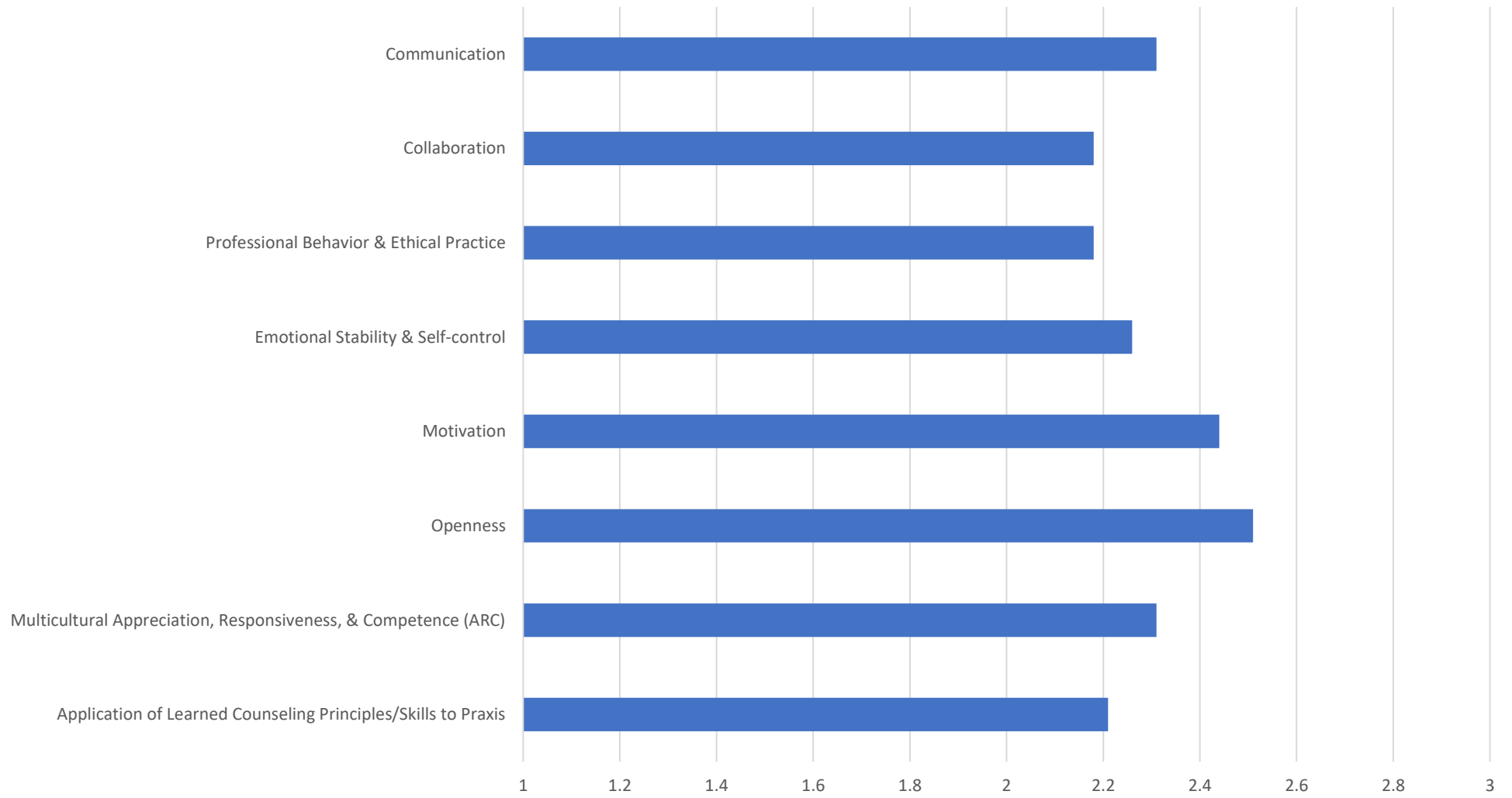
Disposition	Definition	Below Expectations	Meets Expectations	Exceeds Expectations
Communication	Able to express ideas and effectively engage in interpersonal exchanges; Includes both Oral and Written Communication. Completes paperwork and documentation to meet specified standards	<ul style="list-style-type: none"> ❖ Inability to demonstrate oral and written communication skills as evidenced by major errors in grammar, use of language, documentation, paperwork, and the inability to write using appropriate APA format. ❖ Failure to complete required assignments, record keeping, documentation &/or tasks by specified deadline (e.g., class assignments, case notes, psychosocial reports, treatment plans, supervisory report, student assessments). ❖ Inability to communicate effectively and or appropriately with professors, classmates, colleagues, program administrators, support staff orally, or in writing (e.g., disrespectful in writing or in person, inappropriate voice tone, violation of social norms) 	<ul style="list-style-type: none"> ❖ Demonstrates oral and written communication skills through appropriate use of grammar, language, documentation and the ability to write using appropriate APA format. ❖ Completes all required assignments, record keeping, documentation, and assigned tasks in an adequate fashion by specified deadline (e.g., class assignments, case notes, psychosocial reports, treatment plans, supervisory report, student assessments) ❖ Ability to communicate effectively and or appropriately with professors, classmates, colleagues, program administrators, support staff orally, or in writing (e.g., appropriate in writing or in person, appropriate voice tone, adherence to social norms) 	<ul style="list-style-type: none"> ❖ Skillfully demonstrates the ability to communicate both orally and in writing, ability to use grammar, language, and documentation effectively, and the skillful use of APA format. ❖ Assignments, record keeping documentation, assigned tasks are submitted correctly & promptly and above expectations by specified deadline (e.g., class assignments, case notes, psychosocial reports, treatment plans, supervisory report, student assessments) ❖ Skillful ability to communicate effectively and or appropriately with professors, classmates, colleagues, program administrators, support staff orally, or in writing (e.g., interactions with others are collegial in writing or in person, consistently mindful to use appropriate voice tone, skillfully adheres to social norms)

<p>Collaboration</p>	<p>Works well in combined efforts with peers, faculty, supervisors, and other stakeholders; Able to design and accomplish tasks as members of intra and interdisciplinary teams.</p>	<ul style="list-style-type: none"> ❖ Unable to demonstrate the ability to work well with peers, faculty, supervisors, and other stakeholders (e.g., does not accept majority consensus, disrespectful in tone of voice, does not share ideas, does not contribute to project workload). ❖ Unable to plan, organize, and implement tasks as members of intra and interdisciplinary teams ❖ Unable to demonstrate the ability to consult with and provides support to assessment teams, parents, teachers, colleagues, administrators and other as needed. 	<ul style="list-style-type: none"> ❖ Demonstrates the ability to work well with peers, faculty, supervisors, and other stakeholders (e.g., ability to accept majority consensus, respectful in tone of voice, willing to share ideas, contributes to project workload). ❖ Able to plan, organize, and implement tasks as members of intra and interdisciplinary teams ❖ Demonstrates the ability to consult with and provides support to assessment teams, parents, teachers, colleagues, administrators and other as needed 	<ul style="list-style-type: none"> ❖ Strong ability to work effectively with peers, faculty, supervisors, and other stakeholders (e.g., Fully accepts majority consensus, maintains respectful tone of voice consistently, proactively shares ideas and makes significant contributions to project workload). ❖ Exceptional ability to plan, organize, and implement tasks as members of Intra and interdisciplinary teams ❖ Demonstrates the ability to effectively consult with and provide full support to assessment teams, parents, teachers, colleagues, administrators, and other as needed and above expectations
<p>Professional Behavior and Ethical Practice</p>	<p>Appropriate self-representation in classroom, field experiences, and other related activities; Time management and organizational skills; Understands ethical standards of profession and exhibits across personal and professional life.</p>	<ul style="list-style-type: none"> ❖ Exhibits conduct that violates official rules or norms (e.g., disrespectful, demeaning, improper) ❖ Academic and/or field experience work is consistently disorganized, late, or otherwise falls short of professional expectations (beyond occasional mistakes) ❖ Fails to understand or apply ethical standards at developmentally appropriate level (e.g., endangers client/student wellbeing, lack of boundaries, breaches confidentiality). ❖ Not responsive to supervision when behavior or decision-making falls short of professional standards <i>and/or</i> ethical violation is egregious or causes direct harm. 	<ul style="list-style-type: none"> ❖ Meets expectations of professional behavior (e.g., etiquette, dress code, etc.) in all settings. ❖ Consistent and reliable regarding time management and organizational skills, with occasional minor exceptions. ❖ Understanding and application of ethical standards meets minimum requirements with evidence of ongoing growth. ❖ Responsive to supervision in occasional instances when behavior or decision-making falls short of professional standards 	<ul style="list-style-type: none"> ❖ Represents self and profession very well in classroom, field placement, and community settings. ❖ Punctual and organized in all settings. ❖ Strong understanding and application of ethical standards, including prioritization of client welfare, appropriate boundaries, and confidentiality.

Emotional Stability & Self-control	Demonstrates emotional stability through congruence of mood and affect and by maintains awareness of own emotions and impact on others; Controls impulses when engaging in interpersonal interactions and accomplishing task.	<ul style="list-style-type: none"> ❖ Inability to demonstrate emotional stability, incongruence of mood and affect, lack of and or minimal awareness of own emotions and impact on others; inability to control impulses when engaging in interpersonal interactions and or accomplishing tasks ❖ Unwilling to address problematic issues or behaviors in counseling ❖ Inability to be sensitive to the feelings of others and or lacks empathy ❖ Inability to emotionally self-regulate ❖ Does not demonstrate perseverance and or resilience 	<ul style="list-style-type: none"> ❖ Ability to demonstrate emotional stability, congruence of mood and affect, some awareness of own emotions and impact on others; ability to control impulses when engaging in interpersonal interactions and or accomplishing tasks ❖ Willingness to address personal issues in counseling ❖ Ability to be sensitive to the feelings of others and or lacks empathy ❖ Ability to emotionally self-regulate ❖ Demonstrate perseverance and or resilience 	<ul style="list-style-type: none"> ❖ Ability to fully demonstrate emotional stability, congruence of mood and affect, insightful awareness of own emotions and impact on others; Fully able to control impulses when engaging in interpersonal interactions and/or accomplishing tasks ❖ Insightful regarding the need to address personal issues in counseling ❖ Skillful ability to be sensitive to the feelings of others and/or demonstrate empath ❖ Skillful ability to emotionally self-regulate ❖ Fully and consistently demonstrates perseverance and or resilience
Motivation	Self-directed learner; Curious and interested in being challenged; Willing to engage in individual and collaborative problem-solving; Willing and able to reflect on inner world; Increases self-awareness throughout program.	<ul style="list-style-type: none"> ❖ Lack of interest in learning or requires frequent prompting to engage. ❖ Unable to problem-solve without close, prescriptive guidance. ❖ Unwilling to engage in self-reflection and/or self-awareness falls below expected level. ❖ Inconsistent in class attendance and engagement in class discussions and activities. 	<ul style="list-style-type: none"> ❖ Consistently self-motivated to learn inside and outside the classroom. ❖ Problem-solving orientation and skill meets expectations for developmental level. ❖ Engages in self-reflection when given opportunity and guidance; Self-awareness meets expectations and shows continual growth. ❖ Meets attendance requirements and regularly participates in class discussions and activities 	<ul style="list-style-type: none"> ❖ Strong initiative for learning—goes beyond required work to challenge self for deeper growth experiences. ❖ Active problem-solver, individually and in collaboration with others. ❖ Seeks out opportunities for self-reflection and self-awareness exceeds expectation at developmental level.
Openness	Able to receive and apply corrective feedback; Actively learns from experiences and adapts behavior based on new learnings; Open to new perspectives; Acknowledges ongoing need for personal and professional growth.	<ul style="list-style-type: none"> ❖ Unwilling or unable to accept corrective feedback and change behaviors. ❖ Resistant to engaging in new experiences. ❖ Refuses to acknowledge ongoing need for personal and professional growth. 	<ul style="list-style-type: none"> ❖ Willing to accept corrective feedback and responds by making effort to change behaviors. ❖ Open to new experiences and willing to examine and adapt behaviors in response. ❖ Acknowledges ongoing need for growth and demonstrates some awareness of growth areas. 	<ul style="list-style-type: none"> ❖ Seeks out corrective feedback and responds with observable behavioral changes. ❖ Intentionally engages in new experiences that expand perspective and adapts behavior to reflect learnings. ❖ Exhibits humility and awareness of growth areas.

Multicultural Appreciation, Responsiveness, & Competence (ARC)	Values diverse perspectives; Willingly reflects on their own cultural identity, values, and biases; Actively learns the experiences and challenges of those with other identities; Incorporates clients' and students' cultural identity and experiences into work; Advocates for the needs of others.	<ul style="list-style-type: none"> ❖ Unwilling to consider experiences or perspectives outside of one's own. ❖ Refuses to examine own values/biases or attend to interpersonal differences/similarities in appropriate manner. ❖ Unable to incorporate client/student cultural identity into counseling work in a manner that meets expectations for developmental level. 	<ul style="list-style-type: none"> ❖ Demonstrates appreciation for and willingness to learn diverse needs and experiences of others. ❖ Engages opportunities to expand awareness of own values/biases and attend to interpersonal differences/similarities with others. ❖ Able to incorporate client/student cultural identity into counseling work at expected level. ❖ Engages in advocacy opportunities when presented. 	<ul style="list-style-type: none"> ❖ Demonstrates strong commitment to understanding diverse needs and experiences, going beyond requirement to expand awareness. ❖ Takes proactive steps to expand awareness of own values/biases and attend to interpersonal differences/similarities. ❖ Effectively incorporates client/student cultural identity into conceptualization and counseling goals. ❖ Takes initiative to identify needs and advocate on individual and community levels.
Application of Learned Counseling Principles/Skills to Praxis	Translates learned concepts and behaviors into action via experiential activities (role plays, etc.) and field experience; Exhibits core counseling conditions (Genuineness, Empathy, Unconditional Positive Regard) in experiential work; Exhibits the ability to effectively utilize counseling theory and techniques.	<ul style="list-style-type: none"> ❖ Student is unprepared to meet and promote the holistic needs of a diverse group of classmates, clients and students (e.g., appears culturally insensitive in their interactions with classmates and or clients and students and or does not appear to understand the varying needs of individuals different from themselves). ❖ Student is unable to apply learned knowledge and skills to work with clients, students, and families (e.g., unable to exhibit core counseling conditions and skills and unable to use relevant and appropriate theory and accompanying techniques). ❖ Student is unable to adhere to the policies and procedures of the practicum or internship site. 	<ul style="list-style-type: none"> ❖ Demonstrates the ability to promote the wholistic needs of a diverse group of classmates, clients and students (e.g., appears culturally sensitive in their interactions with classmates and or clients and students and appears to understand the varying needs of individuals different from themselves). ❖ Demonstrates the ability to apply learned knowledge and skills to work with clients, students, and families at the expected level (e.g., able to exhibit core counseling conditions and skills and can effectively use relevant and appropriate theory and accompanying techniques). ❖ Incorporates the policies and procedures of the practicum and internship site into work with clients, students, and families at the expected level. 	<ul style="list-style-type: none"> ❖ Strongly demonstrates the ability to promote the holistic needs of a diverse group of clients and students (e.g., demonstrates multicultural competence in their interactions with classmates and/or clients and students and fully demonstrates an understanding of the varying needs of individuals different from themselves). ❖ Effectively demonstrates the ability to apply learned knowledge and skills to work with clients, students, and families beyond expectations (e.g., skillful use of core counseling conditions and skills and can fully utilize relevant and appropriate theory and accompanying techniques). ❖ Effectively and accurately incorporates the policies and procedures of the practicum and internship site into work with clients, students, and families beyond expectations

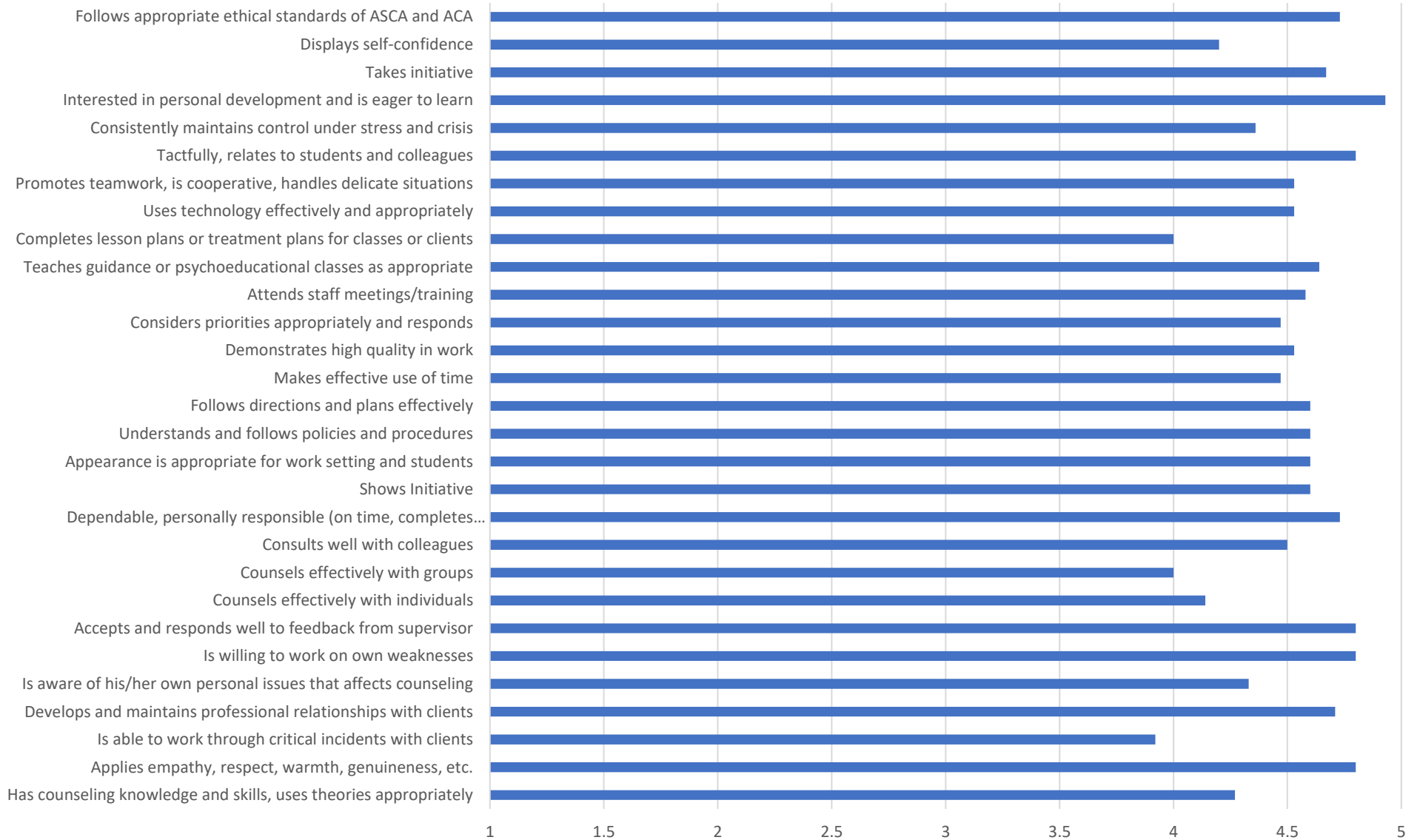
22-23 Student Dispostional Data



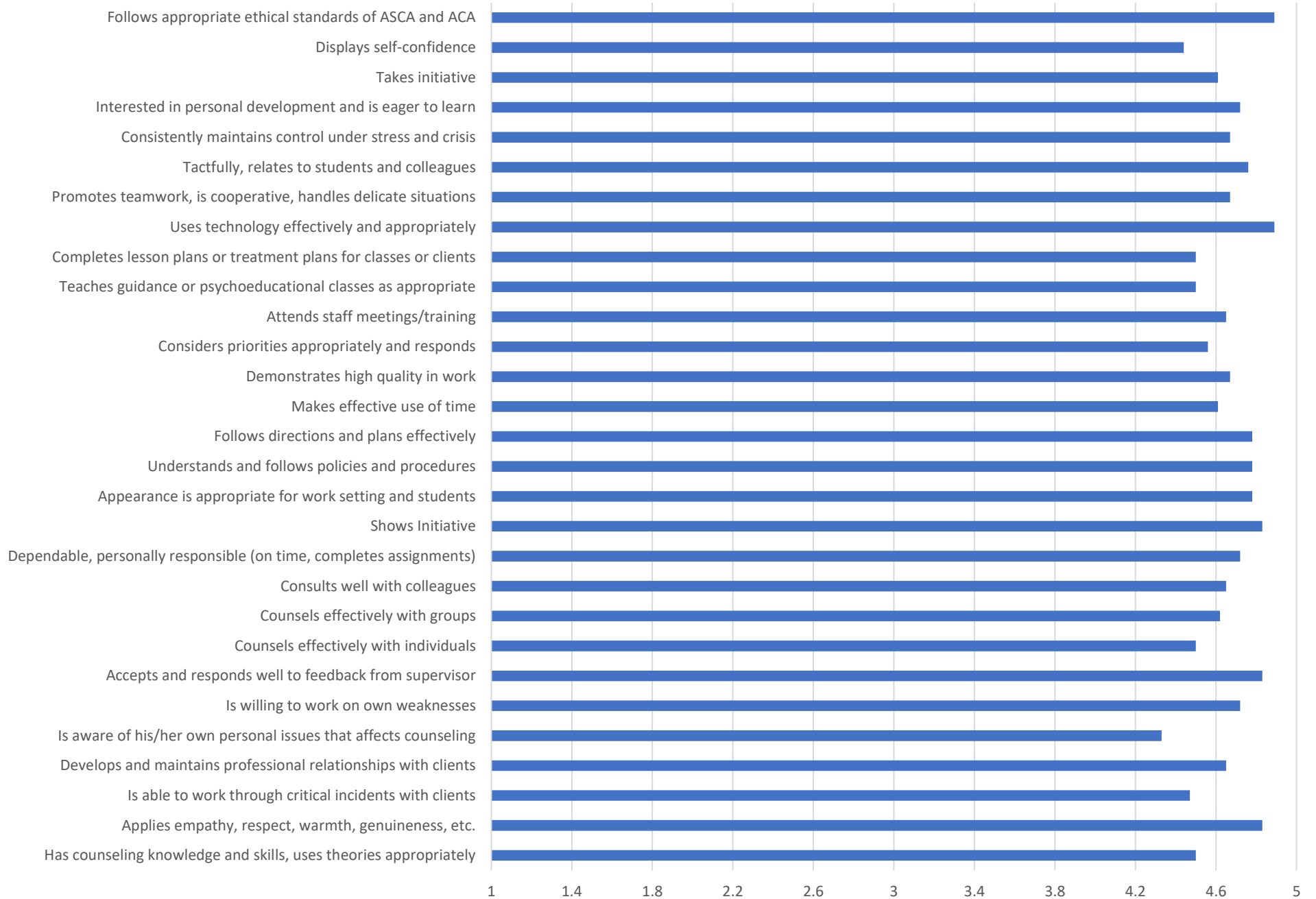
Site Supervisor Data

Field Placement Site Supervisors are an integral part of the GSC in counseling program. Site supervisors of internship students in both Clinical Mental Health and Professional School Counselor settings submit feedback regarding student progress at mid-term and then at the end of each field placement experience. Below is final field placement assessment of students in counseling internships and the criteria upon which students are evaluated. Please see the following three charts of cumulative data from Practicum Site Supervisors, Clinical Mental Health Site Supervisors, and Professional School Counseling Site Supervisors.

22-23 Practicum Site Supervisor Final Evaluation



22-23 Clinical Mental Health Site Supervisor Final Evaluation



22-23 School Counseling Internship Site Supervisor Final Evaluation



Graduate Exit Survey Data

GSC Graduates are asked to complete an Exit Survey during the last semester of their training. The purpose of this survey is to collect student perceptions and feedback on the academic program (admissions, program, faculty advising, etc.) as well as feedback for student activities (e.g., library, technology, etc.), and overall counselor preparation. The number of graduates who complete the assessment is typically lower than desired. As a result, program faculty, along with Chi Sigma Iota members, will actively encourage graduates to complete the survey going forward. A summary of the Graduate exit survey data is available below.

MSC Exit Survey Summary

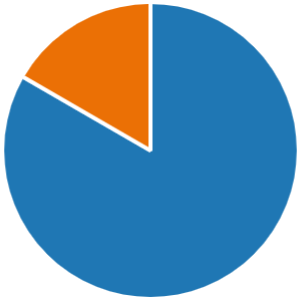
12
Responses

12:07
Average time to complete

Active
Status

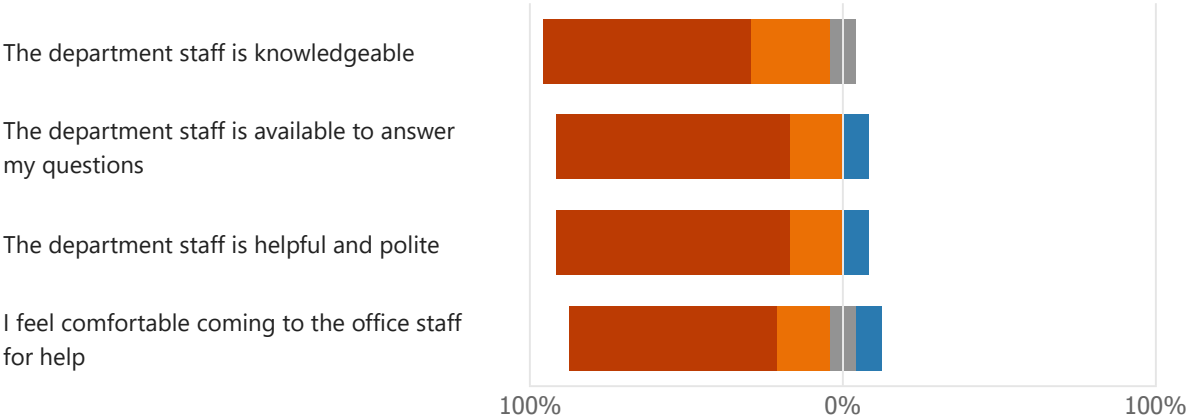
Counseling Program

- Clinical Mental Health 10
- Professional School Counseling 2
- Dual (MSC/EdS) 0



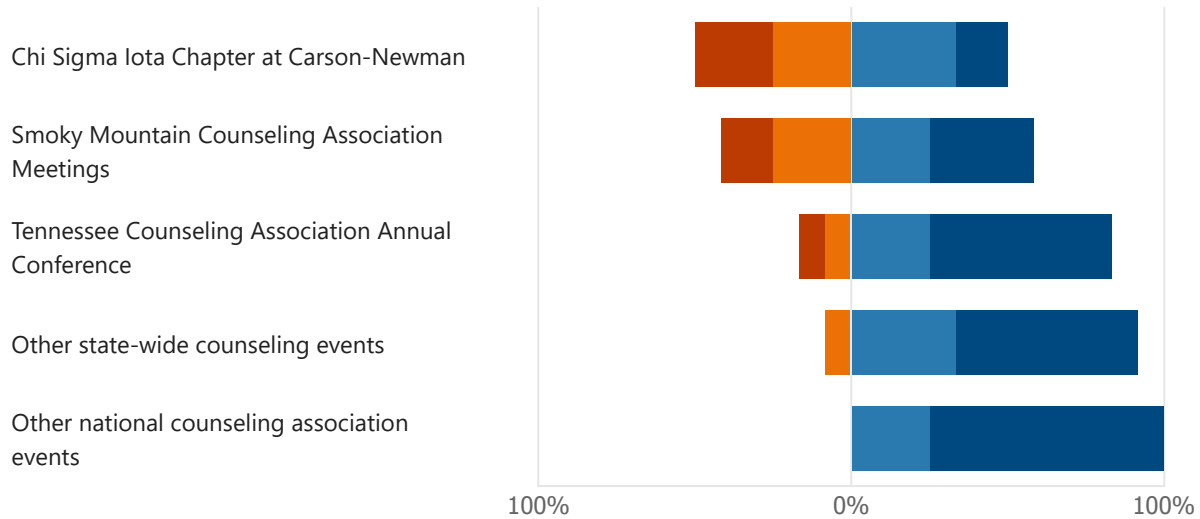
Counseling Department Staff (Specific to the Counseling Department)

Strongly Agree Agree Neutral/NA Disagree Strongly disagree



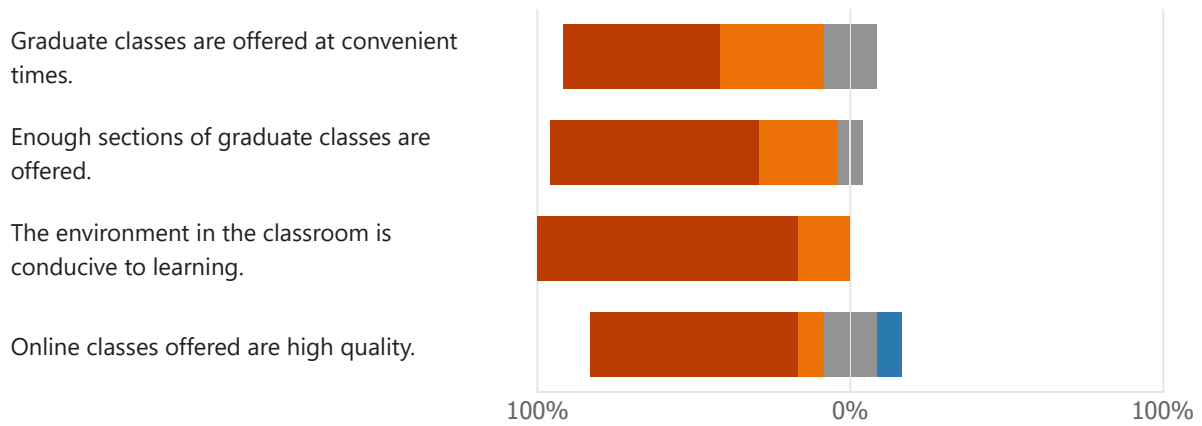
I attended/participated in the following:

■ Frequently
 ■ Sometimes
 ■ Rarely
 ■ Never



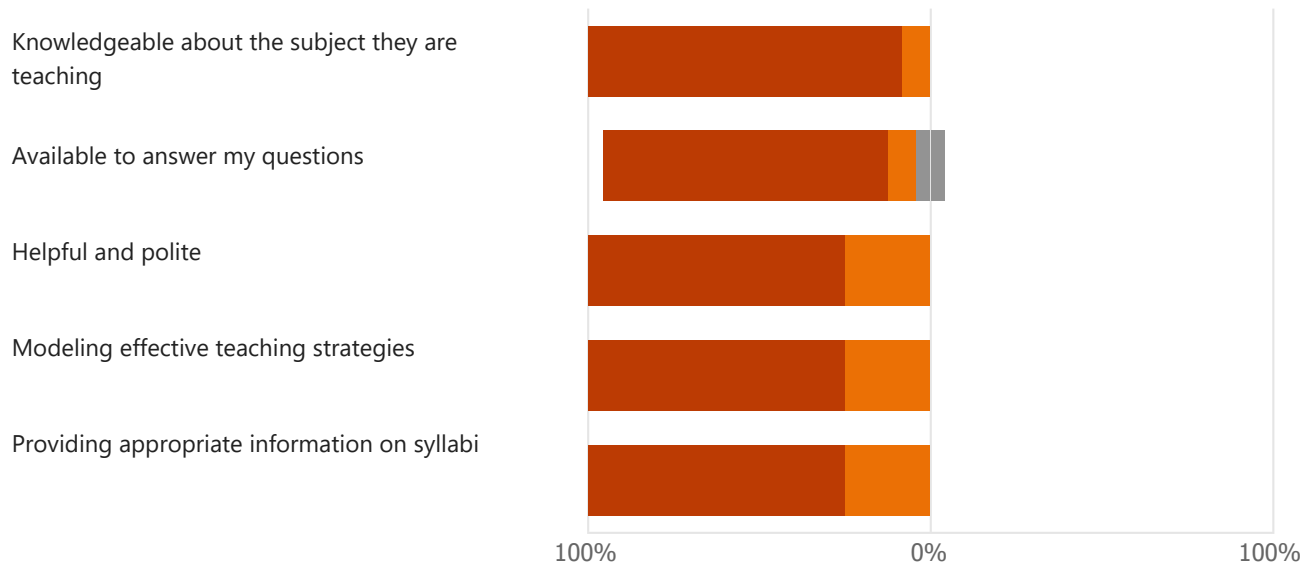
Please rate the following for the Counseling academic program

■ Strongly Agree
 ■ Agree
 ■ Neutral/NA
 ■ Disagree
 ■ Strongly Disagree



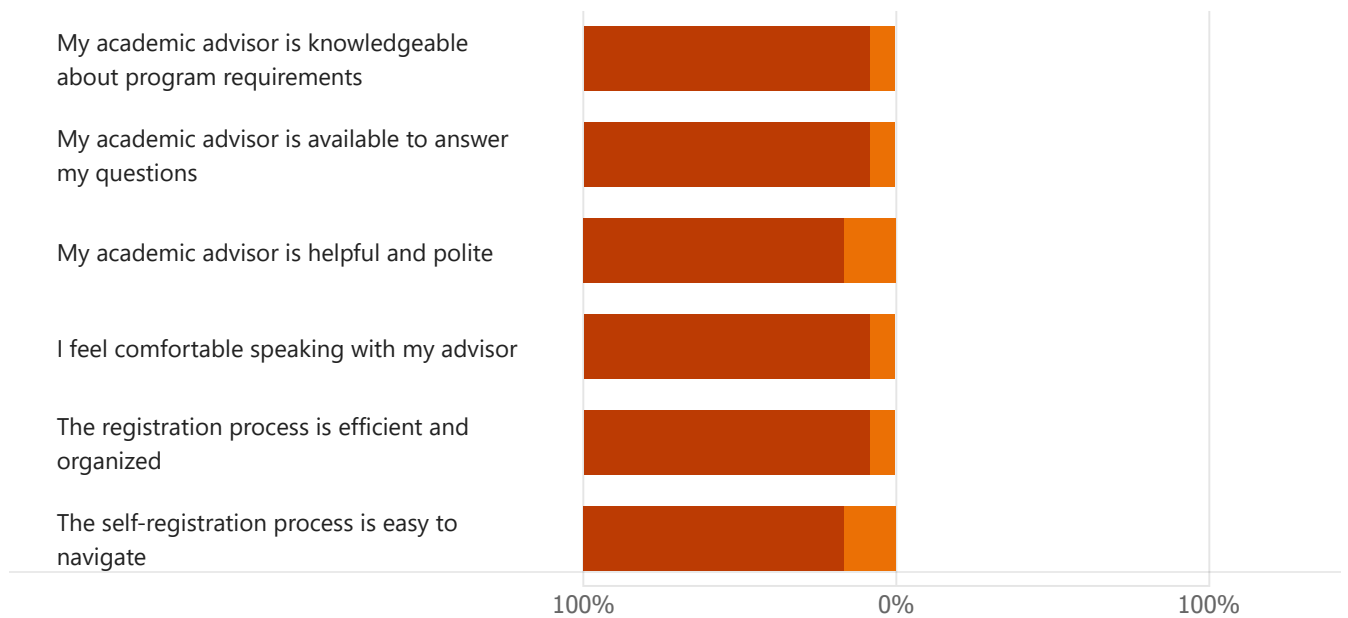
The core Counseling faculty are:

■ Strongly Agree
 ■ Agree
 ■ Neutral/NA
 ■ Disagree
 ■ Strongly disagree



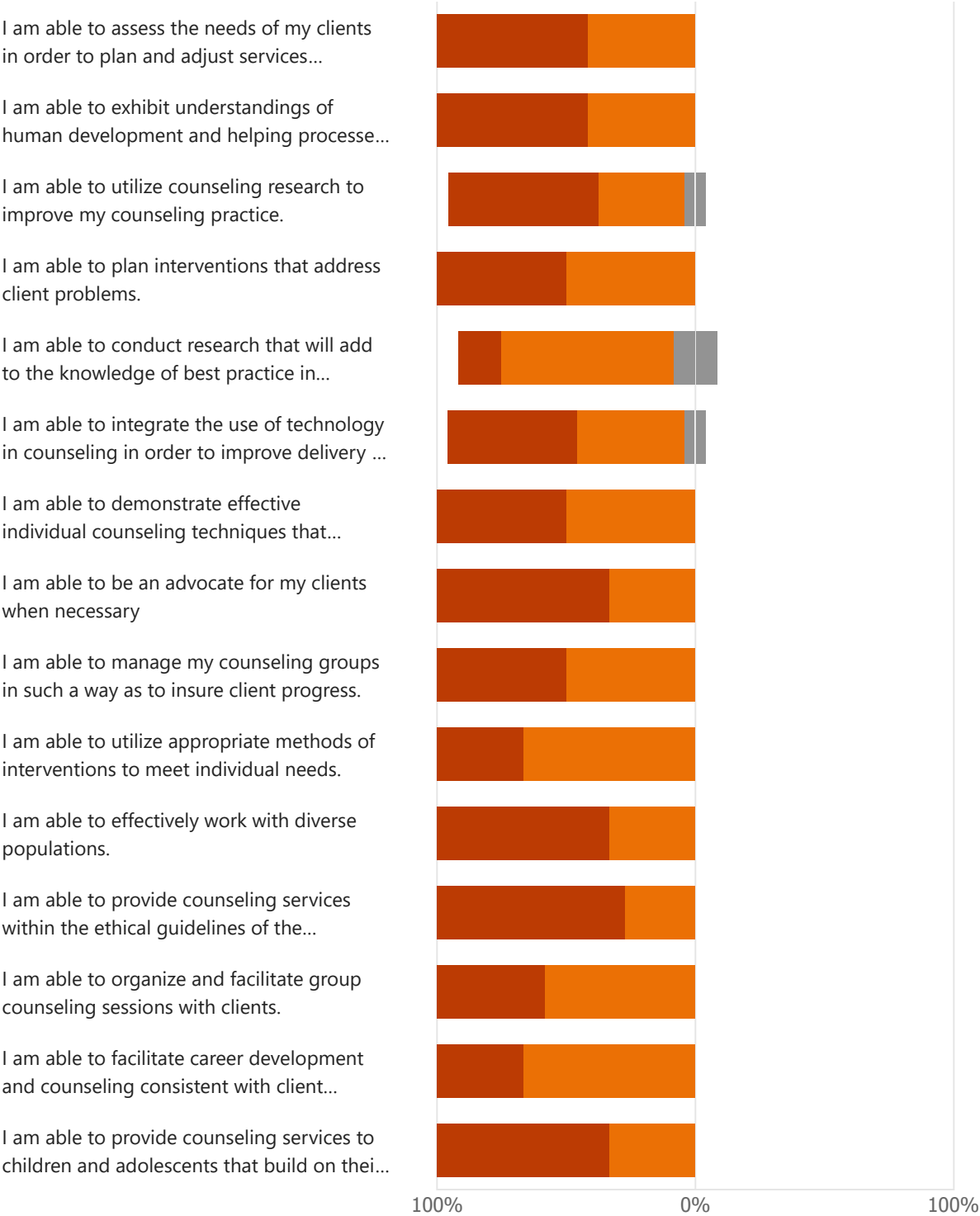
Please rate advising and registration:

■ Strongly Agree
 ■ Agree
 ■ Neutral
 ■ Disagree
 ■ Strongly disagree



GSC Goals: Please respond as to how well you feel you are able to meet these goals after having complete your program.

■ Strongly Agree
 ■ Agree
 ■ Neutral
 ■ Disagree
 ■ Strongly disagree



Focus Areas of Program Development for the 2023-2024 Academic Year

- GSC will continue to recruit and retain a diverse group of quality students.
- GSC will continue to maintain a strong emphasis on professional identity and leadership with student-faculty presentations at professional association conferences.
- GSC will continue to emphasize early and continuous integration of clinical counseling skills in training.
- GSC will continue to emphasize student training that focuses on the development of holistic, multicultural competencies and strategies to work effectively with diverse client populations.
- GSC will continue the work of the Chi Nu Upsilon Chapter of Chi Sigma Iota as an example of excellence in service to our community and our profession.
- GSC will continue to encourage membership in Professional Organizations.
- GSC will continue to focus training on use of evidence-based interventions and programs in counseling.