



ALVERNIA UNIVERSITY

To Learn. To Love. To Serve.
www.alvernia.edu

Master of Arts in (Community) Clinical Counseling (MACC)

Annual Report: Summary of 2015-2016

The most significant change to the MACC program was the decision to apply for accreditation by the Council for Accreditation of Counseling and Related Educational Program (CACREP). This report contains the data analysis of student learning outcomes from the academic years 2014-2015 and 2015-2016. All syllabi in the program were revised to meet 2016 CACREP standards. Nine SLOs were developed with two to three corresponding indicators and measures for each SLO for a total of 26 indicators. The SLO indicators and measures were created from 19 of the 20 courses in the MACC program. The only course not represented is the COR 520 course which is interdisciplinary and managed by the Department of Humanities. The indicators and measures are varied to include multiple measures of counseling knowledge and skills such as counseling skills demonstrations, case conceptualizations, professional organization membership, videotapes of counseling sessions, research, program evaluations, a national examination, group experiences, papers, in-class exams, treatment plans, and client charting. Syllabi in the MACC program reflect consistent student learning outcomes regardless of how many sections of the course are offered, where the course is offered, or who teaches the course.

Student professional dispositions are assessed in every course throughout the program. The results of the analysis of student dispositions is also included in this report. The results of alumni surveys, employer and site supervisor surveys, and consultation with program faculty, university administrators, and current students resulted in additional changes and modifications to the MACC program. A summary of the program changes are listed below.

- Name of program was officially changed to **Master of Arts in Clinical Counseling**
- Number of credits in program was officially changed to 60.
- Crisis counseling and child and adolescent counseling courses were added as required courses in response to student requests and employer/supervisor feedback.
- Research course was revised to accommodate recommendations from students, alumni, supervisors/employers, and the 2016 CACREP standards.
- New course-Current Issues in Counseling-was developed to incorporate recommendations of alumni, supervisors/employers, and 2016 CACREP standards.
- Marketing materials were updated to reflect program changes.
- Website was updated to reflect program changes.
- Alumni survey developed, administered, data analyzed, changes made, results reported.
- Supervisor/Employer survey developed, administered, data analyzed, changes made, results reported.

- Assessment plan was revised to reflect CACREP 2016 standards.
- All syllabi were revised to reflect CACREP 2016 standards.
- MACC manual was revised and updated.
- Supervisor breakfast/training session was held at end of spring 2015 and 2016 semesters.
- Date of Practicum/Internship orientation was changed to April to provide more time for student compliance and advising.
- Course crosswalk chart was developed to document compliance with CACREP 2016 standards.
- Program Coordinator attended CACREP accreditation planning workshop in Philadelphia on October 7th, 2015.
- New student orientation was held at both Main Campus and Philadelphia campus on Saturday, August 22nd 2015
- Unified course schedule was developed for both program sites for ease of advising and teleconferencing.
- Third full time faculty member was hired.
- PT clinical coordinator was hired.
- PT Graduate Assistant was hired.
- Consistency in site Affiliation Agreements was implemented.
- New process of student input into Professional Behavior Reviews was developed.
- Applicant interview questions were revised.
- Scoring rubric for applicants was piloted.



*Student Learning Outcomes
Assessment Summary
2015-2016*

MAJOR: Master of Arts in Clinical Counseling

DEPARTMENT: Psychology and Counseling

1. Summary of Assessment Results:

The most significant change to the MACC program in AY 2015-2016 was the decision to apply for accreditation by the Council for Accreditation of Counseling and Related Educational Program (CACREP). The MACC program made significant changes to incorporate the 2016 CACREP standards.

All syllabi in the program were revised to meet 2016 CACREP standards. Nine SLOs were developed with two to three corresponding indicators and measures for each SLO for a total of 26 indicators. The

SLO indicators and measures were created from 19 of the 20 courses in the MACC program. The only course not represented is the COR 520 course which is interdisciplinary and managed by the Department of Humanities. The indicators and measures are varied to include multiple measures of counseling knowledge and skills such as counseling skills demonstrations, case conceptualizations, professional organization membership, videotapes of counseling sessions, research, program evaluations, a national examination, group experiences, papers, in-class exams, treatment plans, and client charting.

Syllabi in the MACC program reflect consistent student learning outcomes regardless of how many sections of the course are offered, where the course is offered, or who teaches the course (see TK20 or the Annual Report on the MACC website for a complete listing of SLOs, indicators, measures, and results).

Student learning outcomes were collected and analyzed for the Summer 2015, Fall 2015, and Spring 2016. Syllabi for Fall 2015 and Spring 2016 reflect compliance with the 2016 Council for Accreditation of Counseling and Related Educational Programs standards (CACREP), however Summer 2015 syllabi do not as the 2016 Standards were not available in time for summer 2015 classes. Summer 2016 syllabi were revised to incorporate the 2016 CACREP standards.

In the summer and fall of 2015 and spring 2016, all of the 26 Student Learning Outcome (SLO) indicators and measures were collected and analyzed. Students met or exceeded criterion on twenty of the twenty-six measures. Faculty recommended changes to courses for five of the measures where students did not meet criterion. The recommendation for the sixth measure was to monitor results for another year. I

In addition to evaluating student performance on measures of counseling knowledge and skills, student attitudes are also evaluated regularly. Student professional dispositions are assessed in every course throughout the program. The analysis of student dispositions at the end of the summer and fall of 2015 and spring 2016 found that all students met or exceeded appropriate scores on the Professional Behavior Review. No remediation plans were required for the Professional Behavior Reviews.

Additionally, the Graduate Academic Council has developed Student Learning Outcomes for all graduate programs at Alvernia University. For the AY 2015-2016, the Graduate SLO assessed was # 4, Ethical considerations and leadership which included individual, organization, community, and global advocacy, ethical and moral leadership, and social justice. Assessment of this SLO took place in MCC 690 (renumbered as MCC 675), the Advocacy project. In the combine main campus and Philadelphia campus class, 100% of the students achieved full credit for the project.

The results of alumni surveys, employer and site supervisor surveys, and consultation with program faculty, university administrators, and current students resulted in additional changes and modifications to the MACC program (see Annual Report on MACC website for results of surveys and additional changes to the MACC program).

2. Implications:

The decision to pursue CACREP accreditation has many resource implications for the MACC program, specifically in the area of student/faculty ratios and appropriate resources for effective counseling skill development. The administration has decided to concentrate all resources for the counseling program on the main campus and close the MACC program at the Philadelphia campus once the current students have graduated. No new students have been enrolled in the program at the Philadelphia Center since August 2015.

ALVERNIA UNIVERSITY

Student Learning Outcomes Assessment Summary for Graduate Programs 2014-2015

MAJOR: Master of Arts in Community Counseling (MACC)
DEPARTMENT: Psychology and Counseling

1. Brief narrative setting the context for changes implemented this academic year based on previous years' data analyses, recommendations, and feedback.

This year, two MACC SLOs were assessed. The results indicated successful student achievement on both campuses for one SLO and partial success on main campus for the second SLO.

2. List Student Learning and Graduate Outcome(s) Assessed

The following Student Learning Outcomes and Graduate Outcomes were assessed in AY 2014 – 2015:

SLO #6: Students will evaluate client needs and formulate treatment strategies for mental health, substance abuse, and co-occurring disorders.

SLO #7: Students will develop the knowledge, skills, and values necessary to become culturally competent practitioners.

Graduate Outcome assessed AY 14-15

Effective communication: Advanced scholarly writing and oral communication

3. Summary of Assessment Results

SLO #6: Students will evaluate client needs and formulate treatment strategies for mental health, substance abuse, and co-occurring disorders.

Students were assessed on three different indicators with three different measures. Students met or exceeded target goals in all cases. These results were consistent across both campuses where the program is offered.

SLO #7: Students will develop the knowledge, skills, and values necessary to become culturally competent practitioners.

Students were assessed on three different indicators with three different measures. Students met or exceeded target goals on two of the three indicators. This assessment was done only on main campus. The measures need to be consistent across both campuses and assessment needs to occur equally on both campuses. Progress has been made in the past year in that all syllabi are now consistent and courses are being offered at the same time on both campuses.

4. Graduate Outcomes

Graduate Outcome #3: Effective Communication

Graduate Outcome #3 was assessed through the oral presentation in MCC 630. The measure used: 80% of students will achieve a score of 80% or better on the oral presentation in MCC 630. 96.43% of students achieved a score of 80% or better on the oral presentation. (Actually only one student out of twenty eight scored lower than 80 %.)

These results indicate assessment done at both campuses.

5. Proposed changes

The MACC program plans to apply for CACREP accreditation in the near future, so the entire program, syllabi, and assessment plan will be revised to comply with the 2016 CACREP standards.

6. Resources

Adequate release time for program development, self-study and program changes.

7. Plans for data collection and assessment activity next AY 2014-2015

Consistent with changes identified in #5 above.

SUMMER 2015, FALL 2015, Spring 2016 SLO ANALYSIS and RESULTS

Student learning outcomes were collected and analyzed for the Summer 2015, Fall 2015, and Spring 2016. Syllabi for Fall 2015 and Spring 2016 reflect compliance with the 2016 CACREP standards, however Summer 2015 syllabi do not as the 2016 Standards were not available in time for summer classes. Summer 2016 syllabi were revised to incorporate the 2016 CACREP standards.

In the summer and fall of 2015 and spring 2016, all of the 26 Student Learning Outcome (SLO) indicators and measures were collected and analyzed. Students met or exceed criterion on twenty of the twenty-six measures. Faculty recommended changes to courses for five of the measures where students did not meet criterion. The recommendation for the sixth measure was to monitor results for another year. (See chart below labeled **Results: Summer 2015, Fall 2015, Spring 2016-Student Learning Outcomes**) The analysis of student dispositions at the end of the summer and fall of 2015 and spring 2016 found that all students met or exceeded appropriate scores on the Professional Behavior Review. No remediation plans were required for the Professional Behavior Reviews.

Results: Summer and Fall 2015-Student Learning Outcomes

SLO #	Indicator #	Measure	Measure result	Outcome	Action
#1 Students will demonstrate knowledge of professional functioning and identity	#1 Students will identify the functions and roles of professional counselors and	At least eighty percent of students will receive an 80% or higher on the midterm	Main = 80 % Phila= 83.3% Total= 81.65%	Met	Continue as planned

including the history and philosophy of professional counseling, legal, ethical and professional roles, and the importance of the American Counseling Association and all of its subdivisions and affiliations.	compare these to other helping disciplines.	examination in MCC 500.			
#1	#2 Students will demonstrate their understanding of the ACA Code of Ethics through the application of these standards to common legal and ethical issues faced by practicing professional counselors.	At least eighty percent of the students will score 80% or higher on all case studies required in MCC 560.	Main/Phila combined class = 75%	Not met	Students met criterion on third case study, but not on first two. Increase # of case studies and/or assess last case study of the semester.
#1	#3 Students will identify the importance of engagement in professional counseling organizations as one element of professional development.	At least eighty percent of students will join a professional counseling organization by MCC 680.	Main/Phila. Combined class. Phila = 100% Main = 100% Total = 100%	Met	Continue as planned
#2 Students will demonstrate knowledge of multicultural characteristics and their impact on the theories and competencies of multicultural counseling.	#1 Students will identify their own multicultural characteristics and the impact those have had in their lives.	At least eighty percent of students will score 80% or higher on the Cultural Autobiography Paper in MCC 530.	Main = 100% Phila = 100% Total = 100%	Met	Continue as planned
#2	#2 Students will answer questions about multicultural counseling theories and competencies	At least eighty percent of students will score 80% or higher on the Social and	Main = 11% Phila. = 0 %	Not met	Monitor grades on CPCE and NCE

	correctly.	Cultural Diversity Section of the Counselor Preparation Comprehensive Exam (CPCE) in MCC 670.			
#3 Students will demonstrate knowledge of developmental theories; the factors affecting development including addiction; and the ethically, culturally, and developmentally appropriate strategies for wellness promotion across the lifespan.	#1 Students will answer questions about childhood and adolescent development and ethically, culturally, and developmentally appropriate strategies for wellness promotion among children and adolescents accurately.	At least eighty percent of students will score 80% or better on the Final Exam in MCC 535.	Main = 100% Phila=100% Total= 100%	Met	Continue as planned
#3	#2 Students will answer questions about adult development and ethically, culturally, and developmentally appropriate strategies for wellness promotion among adults accurately.	At least eighty percent of students will score 80% or better on the Final Exam in MCC 510.	Main= 80.0% Phila= 90.9% Total= 85.4%	Met	Continue as planned
#3	#3 Students will conceptualize the development of addiction and issues involved in the recovery process in writing.	At least eighty percent of students will score 80% or better on the Case Conceptualization MCC 540.	Main/Phila. Combined class= 100%	Met	Continue as planned
#4 The student will demonstrate knowledge, skills, and ethical standards that promote healthy	#1 Students will identify relevant career theories, career decisions, and the impact of mental health/addictions	At least eighty of students will achieve a score of 80% or better on the Life Cycle Career Development	Main= 100% Phila.=100%	Met	Continue as planned

client career-life balance, planning, and decision making in a global economy throughout the life span.	on career life balance issues through an oral interview with an older person and a written report of the interview in MCC 650.	Paper in MCC 650.			
#4	#2 Students will compare and contrast the ethical codes of the National Career Development Association and the American Counseling Association in a written reaction paper in MCC 650.	At least eighty percent of students will achieve a score of 80% or better on the Ethics comparison paper in MCC 650.	Main= 100% Phila=100% Total= 100%	Met	Continue as planned
#4	#3 Students will evaluate multiple media reports with respect to relevant career concepts/theories. The fourth current events report will be used in this indicator.	At least eighty percent of students will achieve a score of 80% or better on the current events report in MCC 650.	Main= 100% Phila= 100%	Met	Continue as planned
#5 Students will demonstrate knowledge of counseling theories, skills related to using the theories, and evidence based strategies to effectively intervene in client concerns.	#1 Choosing a theory consistent with their own developing theoretical framework, students will develop a case conceptualization based on a case study presented in MCC 520.	At least eighty percent of students will achieve a score of 80% or better on the case conceptualization in MCC 520.	Main = 100% Phila.= 100%	Met	Continue as planned
#5	#2 Students will develop an appropriate client chart for the role play counseling situation in MCC 550.	At least eighty percent of students will achieve a score of 80% or better on the client chart in MCC 550.	Main= 100% Phila.= 100%	Met	Continue as planned

#5	#3 Students will demonstrate basic interviewing skills and the application of theory in the second of three videotaped counseling sessions in MCC 600.	At least eighty percent of students will achieve a score of 80% or better on the second videotape assignment in MCC 600.	Main = 100% Phila= 100% Total= 100%	Met	Continue as planned
#6 The student will participate in a group experience, demonstrate knowledge of the theoretical foundations of group counseling and group work including the factors that contribute to group effectiveness such as dynamics, therapeutic factors, ethically and culturally relevant strategies, group leaders, and group formation.	#1 Students will be familiar with the theories of group counseling.	At least eighty percent of students will score 80% or better on the midterm exam in MCC 610.	Main = 100% Phila.= 75%	Partially met	Review prior to midterm with Phila. students
#6	#2 Students will demonstrate knowledge of the factors that contribute to group effectiveness by facilitating an in-class demonstration.	At least eighty percent of students will score 80% or better on the Presentation of Theory assignment in MCC 545.	Main/Phila. Combined class=100%	Met	Continue as planned
#6	#3 Students will experientially understand group process through participation in a minimum of 10 clock hours of group experience over the course of	At least eighty percent of students will successfully complete the Group Participation assignment in MCC 610.	Main= 100% Phila.= 100% Total = 100%	Met	Continue as planned

	the semester.				
#7 Students will demonstrate knowledge related to the history of integrated assessment techniques, basic statistical concepts relevant to culturally and ethically sensitive testing and evaluation, methods to identify and address critical and time-sensitive clinical issues presented by clients in crisis, and the role of comprehensive assessment in clinical diagnosis.	#1 Students will demonstrate knowledge of the history and the relevant statistical applications of tests and measurements as critical components of effective client care.	At least eighty percent of students will score 80% or higher on the midterm examination in MCC 630.	Main/ Phila combined class=60%	Not Met	Review for midterm and/or quiz more frequently
#7:	#2 Students will demonstrate assessment and intervention strategies to address critical client issues resulting from exposure to crises.	At least eighty percent of students will score 80% or higher on the Crisis Counseling Skills Demonstration activity in MCC 645.	Main = 100% (Course not offered in Phila. this semester)	Met	Continue as planned
#7	#3 Students will demonstrate the ability to correctly diagnose clients with varied psychological disorders based on the collection, analysis, and interpretation of comprehensive assessment data.	At least eighty percent of students will score 80% or higher (cumulatively) on the quizzes administered in MCC 640.	Main/Phila. combined class= 100%	Met	Continue as planned

#8 Students will demonstrate knowledge regarding the basic concepts of appropriate quantitative, qualitative, and mixed methods research methods, skills related to the collection and analysis of empirical data, methods for conducting community needs assessments and program evaluations based on evidence-based practices, and knowledge related to ethical principles for conducting research.	#1 Students will demonstrate the ability to apply basic statistical concepts to research efforts	At least eighty percent of students will score 80% or higher on the midterm examination in MCC 620.	Main= 71.4% Phila. = 0%	Not met	Review before Midterm. Faculty reviewing textbook and possibly making changes
#8	#2 Students will demonstrate the ability to apply research skills	At least eighty percent of students will score 80% or higher on the research project required in MCC 620	Main = 64% Phila. = 80% Total = 75.7	Not met	Grades were indicative of poor APA style writing. Increase tutorials on APA style.
#8	#3 Students will demonstrate ability to formulate community needs assessments and counseling program evaluations	At least eighty percent of students will score 80% or higher on the program evaluation assignment in MCC 675.	Main/Phila combined class= 100%	Met	Continue as planned

#9 Students will demonstrate knowledge and skills related to clinical mental health counseling.	#1 Students will demonstrate principles, models, and documentation formats of treatment planning.	At least eighty percent of students will score 80% or higher on Treatment Plan assignments in MCC 600.	Main = 91% Phila= 100% Total = 95.5%	Met	Continue as planned
#9	#2 Students will demonstrate knowledge of diagnostic processes and classification systems including DSM and ICD.	At least eighty percent of students will score 80% or higher on the Film Assignment in MCC 640.	Main/Phila. Combined class=100%	Met	Continue as planned
#9	#3 Students will demonstrate skills for interfacing with integrated behavioral health care professionals.	At least eighty percent of students will score 80% or higher on the Interdisciplinary treatment team project in MCC 675.	Main/Phila. Combined class= 100%	Met	Continue as planned

Student Professional Dispositions: Summer & Fall 2015, Spring 2016.

Student professional dispositions are assessed and results analyzed in each course using the Professional Behavior Review. Results are presented and discussed at monthly MACC meeting and any necessary remediation plans are initiated.

The analysis of student dispositions at the end of the summer and fall of 2015 and spring 2016 found that all students met or exceeded appropriate scores on the Professional Behavior Review. No remediation plans were required.

Alumni Survey Results:

Results of alumni surveys indicated that alumni were generally satisfied with all aspects of the program. (See chart labeled **Alumni Survey Results**). Program strengths were identified as:

- Licensure information
- Legal and Ethical issues in every class
- Practicum, Internships, counseling skills videos, counseling role plays
- Small program with focus on individual students
- Accessibility to faculty, supervision

- Strong cohort model, small classes
- Immediate use of learned skills
- Challenging program aligned with CACREP standards
- Dedicated professors

Alumni indicated the following as areas for improvement:

- More support for practicum and internship placements
- Become CACREP accredited
- Improve quality of adjuncts
- Improve research class
- Increased awareness of crisis and trauma
- Increase substance abuse training
- Add psychopharmacology course
- Treatment plans, assessment, theories

Alumni Survey Results 2015

Survey was emailed to all alumni of the Master of Arts in Community Counseling program for whom the alumni office had active email addresses. Twenty four alumni responded with completed surveys. Respondents were asked to rate the first 27 questions as:

N/A = not applicable, or no chance to demonstrate

- 1 = not at all prepared**
- 2 = poorly prepared**
- 3 = adequately prepared**
- 4 = well prepared**
- 5 = thoroughly prepared**

Two open ended questions completed the survey.

The results are listed below.

1. Knowledge of the counseling profession and your identity as a professional counselor	100% responded adequately, well, or thoroughly prepared
2. Ability to function effectively in the various roles of the counselor	96% responded adequately, well, or thoroughly prepared
3. Knowledge of legal and ethical issues relevant to counseling	100% responded adequately, well, or thoroughly prepared
4. Ability to apply understanding of legal and ethical issues to counseling practice	100% responded adequately, well, or thoroughly prepared

5. Ability to consult and collaborate with, and refer to, other professionals	92% responded adequately, well, or thoroughly prepared
6. Knowledge and understanding of developmental principles and needs of clients	100% responded adequately, well, or thoroughly prepared
7. Ability to apply developmental principles to meet client needs	100% responded adequately, well, or thoroughly prepared
8. Knowledge of cultural diversity and the importance of multicultural competence in effective counseling and consultation	100% responded adequately, well, or thoroughly prepared
9. Ability to apply knowledge of cultural diversity to work with clients	100% responded adequately, well, or thoroughly prepared
10. Ability to develop a therapeutic counseling relationship	100% responded adequately, well, or thoroughly prepared
11. Knowledge of the counseling processes, theories, and skills necessary to the counseling relationship	100% responded adequately, well, or thoroughly prepared
12. Ability to apply counseling processes, theories, and skills to facilitate effective counseling	100% responded adequately, well, or thoroughly prepared
13. Ability to conduct effective individual counseling	100% responded adequately, well, or thoroughly prepared
14. Knowledge of crisis intervention strategies across the lifespan	88% responded adequately, well, or thoroughly prepared
15. Ability to apply age appropriate crisis intervention strategies to work with clients	84% responded adequately, well, or thoroughly prepared
16. Knowledge of group dynamics, group counseling methods, and group counseling skills	96% responded adequately, well, or thoroughly prepared
17. Ability to apply understanding of group dynamics, group counseling methods, and group counseling skills	96% responded adequately, well, or thoroughly prepared
18. Understanding of career development and decision-making approaches	92% responded adequately, well, or thoroughly prepared
19. Ability to apply career development and career decision-making approaches to work with clients	87% responded adequately, well, or thoroughly prepared
20. Knowledge of appraisal processes including assessment, psychometric concepts, relevant ethical and legal concerns, and the integration of appraisal results into the counseling process	96% responded adequately, well, or thoroughly prepared
21. Ability to incorporate assessment into the counseling process in a meaningful, ethical manner	100% responded adequately, well, or thoroughly prepared

22. Ability to accurately assess (diagnose) client needs/concerns	96% responded adequately, well, or thoroughly prepared
23. Ability to develop and implement age appropriate treatment plans	96% responded adequately, well, or thoroughly prepared
24. Knowledge of research design and methodology	96% responded adequately, well, or thoroughly prepared
25. Ability to apply understanding of research design and methodology to incorporate relevant research findings into clinical work and/or to conduct relevant research	88% responded adequately, well, or thoroughly prepared
26. Overall satisfaction with your training as a counseling professional	100% responded adequately, well, or thoroughly prepared

Employer/Supervisor Survey Results:

Employer/supervisor surveys were generally very favorable (See chart labeled **Employer/Site Supervisor Survey Results**). Respondents indicated the following strengths and weakness of the program:

- The Alvernia program is excellent. Interns are well prepared and become quality therapists at the end of training.
- W - increase in confidence, practicing the skills S - Willing to learn, open to feedback
- This is a wonderful program due to the wonderful expertise of Dr. Judy Warchal, Dr. Peter Warchal and Dr. Paul West.
- Strength in a well-rounded program providing a solid foundation to begin counseling process.
- Students present as enthusiastic and interested in learning
- Limited access to clients across the life span. Opportunity for ind. and group work . Opportunity to explore counseling techniques with children.
- Supervisee did a great job and I feel that this supervisee in particular was an advanced student. They were well prepared and eager to learn. Appeared knowledgeable in many areas and well versed in ethics. Did not appear to have strong confidence in using any other assessment tools outside of the psychosocial. I have some simple trauma assessment tools to use. Supervisees could use more training in managing/working with peer clinicians. Though they may not like the person personally, it does not mean that professionally that person is not a good therapist. Sometimes the best fit for a clt is a person we might not like.
- S- Allows students with real life experiences, externships & internships. S- Students are motivated for the work. S- Students carry their own liability insurance. S- Students are prepared to learn in the real world environment. W- Students lack knowledge pertaining to legal and ethical issues impacting their work.
- The student we have had at our facility do not seemed prepared there was a tendency to focus only on contact hours with the client without ever learning the paperwork or protocol of the agency which limited the progress of the student during the practicum.

Supervisor/Employer recommendations for program development were:

- Incorporate legal and ethical issues related to counseling practice.
- Trauma informed training as we have a large population of trauma clts. DBT training or an introduction to it
- Increased awareness of insurances. Increased knowledge of regulations around program licensing and documentation. Increased knowledge of community resources and how to access these for clients
- We deal with a predominantly Hispanic population and the knowledge of cultural diversity and the importance of multicultural competence would be extremely effective for therapist. There is also a need for Crisis Training for the area.
- None
- No change.
- Ensure training on self care to avoid burnout.

Employer and Site Supervisor Survey Results

N/A = not applicable to this setting, or no chance to observe

- 6 = not at all prepared**
7 = poorly prepared
8 = adequately prepared
9 = well prepared
10 = thoroughly prepared

1. Knowledge of the counseling profession and identity as a professional counselor	100% responded adequately, well, or thoroughly prepared
2. Ability to function effectively in the various roles of the counselor	90% responded adequately, well, or thoroughly prepared
3. Knowledge of legal and ethical issues relevant to counseling	90% responded adequately, well, or thoroughly prepared
4. Ability to apply understanding of legal and ethical issues to counseling practice	80% responded adequately, well, or thoroughly prepared
5. Ability to consult and collaborate with, and refer to, other professionals	80% responded adequately, well, or thoroughly prepared
6. Knowledge and understanding of developmental principles and needs of clients	90% responded adequately, well, or thoroughly prepared
7. Ability to apply developmental principles to meet client needs	80% responded adequately, well, or thoroughly prepared
8. Knowledge of cultural diversity and the importance of multicultural competence in effective counseling and consultation	100% responded adequately, well, or thoroughly prepared

9. Ability to apply knowledge of cultural diversity to work with clients	80% responded adequately, well, or thoroughly prepared
10. Ability to develop a therapeutic counseling relationship	100% responded adequately, well, or thoroughly prepared
11. Knowledge of the counseling processes, theories, and skills necessary to the counseling relationship	100% responded adequately, well, or thoroughly prepared
12. Ability to apply counseling processes, theories, and skills to facilitate effective counseling	80% responded adequately, well, or thoroughly prepared
13. Ability to conduct effective individual counseling	80% responded adequately, well, or thoroughly prepared
14. Knowledge of crisis intervention strategies across the lifespan	60% responded adequately, well, or thoroughly prepared 30% N/A
15. Ability to apply age appropriate crisis intervention strategies to work with clients	60% responded adequately, well, or thoroughly prepared 30% N/A
16. Knowledge of group dynamics, group counseling methods, and group counseling skills	90% responded adequately, well, or thoroughly prepared
17. Ability to apply understanding of group dynamics, group counseling methods, and group counseling skills	90% responded adequately, well, or thoroughly prepared
18. Understanding of career development and decision-making approaches	50% responded adequately, well, or thoroughly prepared 40% N/A
19. Ability to apply career development and career decision-making approaches to work with clients	50% responded adequately, well, or thoroughly prepared 40% N/A
20. Knowledge of appraisal processes including assessment, psychometric concepts, relevant ethical and legal concerns, and the integration of appraisal results into the counseling process	60% responded adequately, well, or thoroughly prepared 30% N/A
21. Ability to incorporate assessment into the counseling process in a meaningful, ethical manner	90% responded adequately, well, or thoroughly prepared
22. Ability to accurately assess (diagnose) client needs/concerns	90% responded adequately, well, or thoroughly prepared
23. Ability to develop and implement age appropriate treatment plans	80% responded adequately, well, or thoroughly prepared 20% N/A

24. Knowledge of research design and methodology	30% responded adequately, well, or thoroughly prepared 60% N/A
25. Ability to apply understanding of research design and methodology to incorporate relevant research findings into clinical work and/or to conduct relevant research	20% responded adequately, well, or thoroughly prepared 70% N/A
26. Overall satisfaction with training as a counseling professional	100% responded adequately, well, or thoroughly prepared

Supplementary Statistical Report:

Student demographic information:

Count of PEOPLE_CODE_ID	2013		2014		2015		Grand Total
Row Labels	F	M	F	M	F	M	
Main Campus	15	1	8	1	9	1	35
BLACK	1				1		2
HISPAN	1	1					2
UNKNOW	1						1
WHITE	12		8	1	8	1	30
Philadelphia Center	8		4		6	1	19
BLACK	4		3		5	1	13
HISPAN					1		1
MULTI	1						1
UNKNOW	2		1				3
WHITE	1						1
Grand Total	23	1	12	1	15	2	54

Summary Total # of Graduates:

	2013	2014	2015	2016	Grand Total
Main Campus	16	9	10	18	53
Philadelphia Center	8	4	7	1	20
Grand Total	24	13	17	19	73

Total number of admitted students:

Count of Contact	Column Labels				Grand Total
Row Labels	2013	2014	2015	Total	
Philadelphia	13	9	12		34

Reading	35	22	9	66
Grand Total	48	31	21	100

Total number of applicants:

	2013	2014	2015	Grand Total
Philadelphia	36	30	25	91
Reading	64	57	25	146
Grand Total	100	87	50	237

Demographic Data: 2015-2016

Applicants:

Reading: 33
Philadelphia: 29
Total: 62

Admits:

Reading: 8
Philadelphia: 13
Total: 21

Graduates:

Reading: 18
Philadelphia: 1
Total: 19

Supplemental Report:

Number of graduates for past academic year (2016) = Reading = 18 Philadelphia = 1

Pass rates on credentialing exams (2015) = 53%

Completion rates in four years: Reading: 68% Philadelphia 23%

Job placement rates = Of the fifteen 2015 graduates who were contacted through known emails, seven responded as currently being employed in the counseling field. Four emails were returned undeliverable.

