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ANNUAL REPORT AY 2017-2018

MAJOR: Master of Arts in Clinical Counseling (MACC)

DEPARTMENT: Psychology and Counseling

MACC program assessment is an ongoing process of multiple evaluation activities designed to:

- Collect relevant data regarding our instruction and clinical experiences to insure that students develop the competencies to become ethical counselors who are trained in evidence based practice as required by the Council for the Accreditation of Counseling and Educationally Related Programs (CACREP).
- Provide a sound rationale for program modifications.
- Provide transparency in our evaluation processes for prospective students and other stakeholders.

1. Summary of Assessment Results:

All MACC SLO's were assessed and evaluated over the past year (see chart below). In addition, the designated Graduate SLO was assessed, as well as several University Mission SLO's.

Program Modifications are based on faculty and student input, results of alumni and employer and site supervisor surveys, and university stakeholders:

- The 2017 faculty action plan for MCC 640-Psychopathology included providing more case studies for practice in identifying diagnostic symptoms. This change was implemented and resulted in students meeting criterion for that outcome.
- Faculty continue to refine the presentation of content and the assessment tools in the MCC 620-Research course and MCC 560-Ethics course.
- Course delivery using ZOOM will be reevaluated based on the university's upgrades to the system.

ALVERNIA UNIVERSITY
MASTER OF ARTS IN CLINICAL COUNSELING
Results: Summer and Fall 2017, Spring 2018 -Student Learning Outcomes

SLO #	Indicator #	Measure	Measure result	Outcome	Action
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#1 Students will demonstrate knowledge of professional functioning and identity 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.	#1 Students will identify the functions and roles of professional counselors and compare these to other helping disciplines.	At least eighty percent of students will receive an 80% or higher on the midterm examination in MCC 500.	Main = 90% Phila.= 80%	Met	Faculty decision to continue as planned
#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 = 87.5% Phila. = 72%	Partially met	Faculty decided to provide more structure to the analysis of the cases
#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 = 100 % (Course not offered in Phila.)	Met	Faculty decision to continue as planned
#2 Students will demonstrate knowledge of multicultural characteristics	#1 Students will identify their own multicultural characteristics and the impact	At least eighty percent of students will score 80% or higher on the	Main = 86% (Course not offered in Phila.)	Met	Faculty decision to continue as planned

and their impact on the theories and competencies of multicultural counseling.	those have had in their lives.	multicultural project in MCC 530 (e.g., cultural autobiography, cultural interview, multicultural action plan(s), or multicultural journal, etc.).			
#2	#2 Students will answer questions about multicultural counseling theories and competencies correctly.	At least eighty percent of students will score 80% or higher on the Social and Cultural Diversity Section of the Counselor Preparation Comprehensive Exam (CPCE) in MCC 670.	Main = 85% Phila. = 0	Partially met	Continue preparation courses with an emphasis on Phila. Students (only one student took the exam in Phila.)
#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% (Course not offered in Phila.)	Met	Faculty decision to continue as planned
#3	#2 Students will answer questions about adult development and ethically, culturally, and developmentally	At least eighty percent of students will score 80% or better on the Final Exam in MCC 510.	Main= 100% (Course not offered in Phila.)	Met	Faculty decision to continue as planned

	appropriate strategies for wellness promotion among adults accurately.				
#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	Faculty decision to continue as planned
#4 The student will demonstrate knowledge, skills, and ethical standards that promote healthy client career-life balance, planning, and decision making in a global economy throughout the life span.	#1 Students will identify relevant career theories, career decisions, and the impact of mental health/addictions on career life balance issues through an oral interview with an older person and a written report of the interview in MCC 650.	At least eighty of students will achieve a score of 80% or better on the Life Cycle Career Development Paper in MCC 650.	Main= (Course not offered.) Phila. = 100%	Met	Faculty decision to continue as planned
#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= (Course not offered.) Phila. = 100%	Met	Faculty decision to 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= (Course not offered.) Phila. =100%	Met	Faculty decision to 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% (Course not offered in Phila.)	Met	Faculty decision to 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	Faculty decision to 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% (course not offered in Phila)	Met	Faculty decision to continue as planned
#6 The student will participate in a group experience, demonstrate knowledge of the theoretical	#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 = 42% 5 of 12 students met criterion. 4 students were within one or two answers of reaching criterion.	Not Met	The mid-term covers terminology and process and the text is not real clear

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.			(Course not offered in Phila.)		on some of the terminology. An instructor might benefit from making their own list of terms relative to Group Process and using it throughout the semester, or consider another text.
#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 =100%	Met	Faculty decision to 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 the semester.	At least eighty percent of students will successfully complete the Group Participation assignment in MCC 610.	Main= 92% Phila.= (course not offered in Phila.)	Met	Faculty decision to continue as planned
#7 Students will demonstrate knowledge related to the history of integrated assessment techniques, basic statistical concepts	#1 Students will demonstrate knowledge of the history and the relevant statistical applications of tests and measurements as critical	At least eighty percent of students will score 80%or higher on the midterm examination in MCC 630.	Main= 67% Phila.= (Course not offered in Phila.)	Not met	Review for midterm and/or quiz more frequently

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.	components of effective client care.				
#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.)	Met	Faculty decision to 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= 100% (Course not offered in Phila.)	Met	Faculty decision to continue with increased number of practice quizzes.
#8 Students will demonstrate knowledge regarding the basic concepts of appropriate quantitative,	#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	Main= 57% (Course not offered in Phila.)	Not met	Modify the format to include MCQ, true/false, and short Essay

<p>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.</p>		<p>MCC 620.</p>			<p>questions.</p> <p>Add bi-weekly quizzes</p> <p>Reduce amount of content covered in the first half of the course</p>
<p>#8</p>	<p>#2 Students will demonstrate the ability to apply research skills</p>	<p>At least eighty percent of students will score 80% or higher on the research project required in MCC 620</p>	<p>Main = 43%</p> <p>(Course not offered in Phila.)</p>	<p>Not met</p>	<p>Alumni survey results and student course evaluations recommended improvements to the research course.</p> <p>1) Require students to submit partially completed research papers by mid-term and assign a grade.</p> <p>2) Request the Learning Center to</p>

					provide resources regarding writing in APA format.
#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	Faculty decision to 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 = 100% (Course not offered in Phila.)	Met	Faculty decision to 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=87.5% (Course not offered in Phila.)	Met	Faculty decision to continue with increased number of practice cases.
#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	Faculty decision to continue as planned

Mission: Inclusive learning	#1 Students will “promote social justice, dignity, and respect for all human life within the community.”	At least eighty percent of students will score 80% on a multicultural project in MCC 530 (e.g., cultural autobiography, cultural interview, multicultural action plan(s), or multicultural journal, etc.).	Main/Phila combined class=87%	Met	Faculty decision to continue as planned
	#2. Students will “demonstrate ability to work with diverse client population”	At least eighty percent of students will score 80% or higher on this item when evaluated by their external supervisors in MCC 680.	Main=100% (Course not offered in Phila.)	Met	Faculty decision to continue as planned
Mission: Ethical learning	#1. Students will “demonstrate awareness and sensitivity to ethical issues”	At least eighty percent of students will score 80% or higher on this item when evaluated by their external supervisors in MCC 680.	Main=100% (Course not offered in Phila.)	Met	Faculty decision to continue as planned
	#2. Students will demonstrate “knowledge of ethical guidelines of internship placement”	At least eighty percent of students will score 80% or higher on this item when evaluated by their external supervisors in MCC 680.	Main=100% (Course not offered in Phila.)	Met	Faculty decision to continue as planned

Mission: Integrated learning	#1. 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	Faculty decision to continue as planned
Mission: Community – based learning	#1. Students will demonstrate the “knowledge, values, and skills required of competent master’s level counseling practitioners working in community setting”	100% of students who begin Internship I (MCC 670) will successfully complete it.	Main = 100% Phila.= 0	Met	Faculty decision to continue as planned Phila. Student on medical leave.
	#2 Students will demonstrate the “knowledge, values, and skills required of competent master’s level counseling practitioners working in community setting”	100% of students who begin Internship II (MCC 680) will successfully complete it.	Main=100% (Course not offered in Phila.)	Met	Faculty decision to continue as planned
Mission: Ethical leaders with moral courage GSLO #4	#1 Students will demonstrate the ability to plan and advocacy project for a client population.	At least eighty percent of students will score 80% or higher on the Community Based Advocacy Project in MCC 675.	Main/Phila.combined class= 100%	Met	Faculty decision to continue as planned

2. Implications:

As noted in the chart above, several changes continue to be made to the research course to facilitate

student learning outcomes.

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:

- Multiple responses that Core professors were passionate, vital to the program, very knowledgeable dedicated, approachable, supportive, well prepared
- Preparation for NCE exam
- Focus on ethics, CBT and Mindfulness
- Small class size
- Mock counseling sessions in classroom and with professors
- Ethical, cultural, and developmental classes
- Diversity of students
- Practicum, Internships and triadic experiences

Areas for Program Improvement:

- More practice in class, especially group
- Multiple comments on necessity of CACREP accreditation
- More courses focused on addictions
- Career textbook
- Videoconferencing system with Philadelphia was frustrating
- Quality of some adjunct professors

Alumni Survey Results 2017

Survey was emailed to all alumni of the Master of Arts in (Community) Clinical Counseling program for whom the alumni office had active email addresses. Twenty three 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	100% 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 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	95.66% responded adequately, well, or thoroughly prepared
15. Ability to apply age appropriate crisis intervention strategies to work with clients	95.66% responded adequately, well, or thoroughly prepared
16. Knowledge of group dynamics, group counseling methods, and group counseling skills	95.66% responded adequately, well, or thoroughly prepared
17. Ability to apply understanding of group dynamics, group counseling methods, and group counseling skills	91.31% responded adequately, well, or thoroughly prepared 4.35 responded N/A
18. Understanding of career development and decision-making approaches	100% responded adequately, well, or thoroughly prepared
19. Ability to apply career development and career decision-making approaches to work with clients	100% 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	100% responded adequately, well, or

counseling process	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	100% responded adequately, well, or thoroughly prepared
23. Ability to develop and implement age appropriate treatment plans	100% responded adequately, well, or thoroughly prepared
24. Knowledge of research design and methodology	95.66% 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	91.31% responded adequately, well, or thoroughly prepared 4.35 responded N/A
26. Overall satisfaction with your training as a counseling professional	100% responded adequately, well, or thoroughly prepared

Employer/Supervisor Survey Results 2017:

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 does a good job preparing counselors to utilize counseling techniques along with good overall communication
- Strengths-Understanding their requirements as interns, understanding ethical considerations, instilling a sense of responsibility Weakness-Professional development as it relates to dress, speech and relating to other professionals. Interns often anxious about facilitating group therapy or providing psychoeducational groups.
- Supervisees I had were completely trained
- Significant strength of the program is education and development of ethical understanding, implementation.

Supervisor/Employer recommendations for program development were:

- Group therapy and professional development.
- Further training in assessment skills
- Students would benefit from knowing what services are available to the clientele in the area to help supply better service to their clients
- Increased education in the area of the DSM review and examination

Employer and Site Supervisor Survey Results

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

1 = not at all prepared

- 2 = poorly prepared
- 3 = adequately prepared
- 4 = well prepared
- 5 = 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	100% 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	75% responded adequately or thoroughly prepared
6. Knowledge and understanding of developmental principles and needs of clients	100% responded adequately or well prepared
7. Ability to apply developmental principles to meet client needs	75% responded Adequately or well 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	75% responded adequately or well prepared 25% N/A
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	75% responded Adequately, well or thoroughly prepared 25% N/A
14. Knowledge of crisis intervention strategies across the lifespan	50% responded Adequately or well prepared

	25% N/A
15. Ability to apply age appropriate crisis intervention strategies to work with clients	75% responded adequately or well, prepared
16. Knowledge of group dynamics, group counseling methods, and group counseling skills	75% responded adequately or well, prepared
17. Ability to apply understanding of group dynamics, group counseling methods, and group counseling skills	75% responded adequately, well, or thoroughly prepared
18. Understanding of career development and decision-making approaches	50% responded well prepared 50% N/A
19. Ability to apply career development and career decision-making approaches to work with clients	50% responded well or thoroughly prepared 50% 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	75% responded adequately or well prepared 25% N/A
21. Ability to incorporate assessment into the counseling process in a meaningful, ethical manner	75% responded adequately, well, or thoroughly prepared
22. Ability to accurately assess (diagnose) client needs/concerns	100% responded adequately, well, or thoroughly prepared
23. Ability to develop and implement age appropriate treatment plans	75% responded adequately, well, or thoroughly prepared
24. Knowledge of research design and methodology	50% responded well or thoroughly prepared 50% 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	50% responded well or thoroughly prepared 50% N/A
26. Overall satisfaction with training as a counseling professional	100% responded adequately, well, or thoroughly prepared

Vital Statistics Report: Fall, 2018

Demographics:

Fall 2017				
DEGREE	MA			
CURRICULUM	Clinical Counseling			
Education-Grad				
Count of PEOPLE CODE ID		GENDER		
CAMPUS	ETHNICITY	M	F	Grand Total
Main Campus	Asian		1	1
	Black		1	1
	Hispanic	1	4	5
	Unknown	1	1	2
	White	2	17	19
Main Campus Total		4	24	28
Philadelphia Center	Black		6	6
	White		1	1
Philadelphia Center Total			7	7
Grand Total		4	31	35

Admits/Graduates:

Admitted MACC students	2015	2016	2017
Main Campus	8	8	13
Philadelphia Center	12	0	0
Total	20	8	13

Graduated MACC students	2017	2018
Main Campus	12	5
Philadelphia Center	3	0
Total	15	5

Supplemental Report:

Number of graduates for past academic year (2018) = Reading = 5 Philadelphia = 0

Pass rates on NCE credentialing exam (2017) = **86%** (6 out of 7 students passed)

Pass rates on NCE credentialing exam (2018) = data not available at time of publication

Completion rates in three years: Reading = 63% Philadelphia = N/A

Job placement rates = Of the five 2018 graduates, all had accepted employment in the counseling field at the time of graduation.

