

Comprehensive Assessment Plan
Master of Science
Counseling

University of Providence

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I. The University of Providence

The University Mission drives all we do. Flowing from the mission is both the Graduate Mission and the University Core Themes. The Counseling Program incorporates these influences along with CACREP Standards to build the Counseling program. The primary drivers within the program are the Program Goals and Objectives. The Program Goals are the aspirations of the faculty for the students. The program objectives are the specific student learning outcomes that reflect CACREP requirements for counselor education. The faculty use the objectives to design courses and assignments to provide a quality educational experience for students.

II. University Mission

As an expression of the teaching mission of Jesus Christ, the mission of the University of Providence is to provide students with the opportunity to obtain a liberal education for *living and for making a living*. The University of Providence was founded through the collaborative efforts of the Sisters of Providence, the Ursuline Sisters, the Catholic Bishop of Great Falls and the civic community all of whom recognized societal need for higher education. Its educational mission, sponsored by the Sisters of Providence, continues to be the shared endeavor of dedicated people.

The University cooperates with both private and public institutions to attain goals consistent with its educational purpose and values. The University continually and responsibly evaluates its operation and programs. It develops professional and career programs and continuing education courses designed in view of society's present and future needs as well as traditional academic degrees in appropriate fields.

The University offers students a foundation for actively implementing Gospel values and the teaching of Jesus within the Catholic tradition; it serves students of all beliefs who wish to take advantage of its programs. The faculty and staff of the University join with students in a cooperative and enthusiastic search for truth, so that students may develop:

Character - have a positive impact on the world and to the communities in which they live and work, particularly by recognizing and accepting personal accountability to themselves, to society, and to God.

Competence - further their ability to live full and rewarding lives by becoming competent working members of society who know the basics of their professional field and have access to future learning.

Commitment - find meaning in life which enables them to participate effectively in society while transcending its limitations, by living according to their own moral and religious convictions, as well as by respecting the dignity and beliefs of other people.

III. Core Themes

Seeking to understand: As an expression of the teaching mission of Jesus Christ, our University brings together reason and faith to seek the truth. We are a faith based learning community, dedicated to encouraging and assisting our students in seeking to understand and searching for truth.

Living independent and counter-cultural lives: “to provide students with the opportunity to obtain a liberal education for living and making a living.” We believe a particular type of education prepares students for both living and making a living. The origins of a liberal education are Greek, an education for a free, independent man. Our liberal education is for a free independent man or woman, engaged in civic and faith communities, often demonstrating independence in a counter-cultural manner, with a special concern for the poor and vulnerable.

Searching together: “the faculty and staff of the University join with students in a cooperative and enthusiastic search for the truth...” We learn together, we search together, we seek to understand together. We live and learn in community.

IV. Graduate Program Mission

It is the mission of Graduate Studies at the University to prepare reflective professionals in the dimensions of scholarship, learning, and practice.

Reflective Scholarship - The graduate programs instill the ability to act while reflecting on one’s own ideas, analyses, values, personal and organizational interests, and the interests of others.

Reflective Learning – The graduate programs instill the ability to act while reflecting on one’s own ideas, analyses, values, personal and organizational interests, and the interests of others.

Reflective Practice – The graduate programs impart the ability to apply skills and perspectives in life, to reflect on the appropriateness of practices and to practice self-efficacy in application, both reflection-on-action and reflection-in-action of professional activities.

The goal of Graduate Studies is to instill in the students an understanding of and capacity for scholarship, independent judgment, academic rigor, and intellectual honesty. It is the responsibility of faculty and students to work together in partnership to encourage freedom of inquiry, demonstrate personal and professional integrity, and foster mutual respect.

Quality graduate education depends upon the professional and ethical conduct of all parties. Members of the graduate faculty and graduate students have mutual responsibilities in the maintenance of academic standards and the creation of a high-quality graduate program. Graduate students are viewed as professionals, not solely as students whose only interest is degree completion. Graduate students have made a career choice and are viewed as members of a profession that has obligations to our human community.

V. Counseling Program Goals

The MSC Program strives

1. To provide students with a broad theoretical base that serves as the basis of a personal model of counseling.

2. To expose students to historical, current, and emerging counseling methods that provide options for the best counseling practice.
3. To provide students with knowledge and skills that serve as a basis for critically consuming data based professional literature and informs data-based counselor practice.
4. To provide students with opportunities to develop knowledge and skills necessary for self-growth and self-care for continued exemplary practice through time.
5. To provide students with clinical experience that serves as the basis for the practice of emerging counseling skills.
6. To prepare students for passage of the state licensure exam as a basis for entering a professional counselor role.
7. To prepare students to assume leadership positions in their professions and their communities.
8. To provide students with a capstone experience that integrates all of the goals from above.

VI. Counseling Program Objectives

PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

By the end of this program, students will be able to ...

Evaluate ethical practice according to the counseling profession.

Describe ethical practice according to the counseling profession.

Synthesize elements of ethical practice in counseling.

SOCIAL AND CULTURAL DIVERSITY

By the end of this program, students will be able to ...

Analyze the impact of social and cultural diversity on served clientele.

Determine multicultural theories to describe cultural identity development.

Integrate this knowledge to provide examples of multicultural counseling competences.

HUMAN GROWTH AND DEVELOPMENT

By the end of this program, students will be able to ...

Determine theories of individual and family development across the lifespan.

Describe factors that affect human development, functioning, and behavior.

CAREER DEVELOPMENT

By the end of this program, students will be able to ...

Analyze theories and models of career development related to counseling.

Describe strategies for career development program planning and implementation.

Identify approaches for conceptualizing the interrelationships among work, relationships, and mental well-being.

COUNSELING AND HELPING RELATIONSHIPS

By the end of this program, students will be able to ...

Analyze theories and models of counseling.

Identify relevant counseling interventions suitable to a specific population.

Integrate gained knowledge and formulate a personal model of counseling.

GROUP COUNSELING AND GROUP WORK

By the end of this program, students will be able to ...

Determine theories of group counseling and group work.

Identify dynamics related to group process and development.

Synthesize gained knowledge to demonstrate relevant strategies to facilitate groups.

ASSESSMENT AND TESTING

By the end of this program, students will be able to ...

Define basic concepts of assessment procedures in counseling.

Identify relevant strategies for selecting appropriate tests in counseling.

Evaluate assessment results to diagnose developmental, behavioral, and mental disorders.

RESEARCH AND PROGRAM EVALUATION

By the end of this program, students will be able to ...

Indicate the importance of research in advancing the counseling profession.

Identify evidence-based counseling practices.

Analyze various methods used in research and program evaluation.

Evaluate statistical methods used in conducting research and program evaluation.

VII. Program Assessment Overview

Assessment of the counseling program is designed to ensure students have a quality educational experience that prepares them to succeed as counselors. Three constituents are routinely and systematically evaluated from multiple perspectives to ensure continuous improvement. Students are evaluated at admission to identify aptitude to successfully complete the program. Students are evaluated throughout the program on their knowledge and counseling ability. They are tracked following graduation to assess licensure and work competence. Faculty are assessed at time of hire to ensure a good fit for the University and program. They are also evaluated by students with each class or practicum/internship. The program is reviewed continuously by students, faculty, advisory council, alumni, and employers to ensure the program is continuously compared to the needs of the counseling profession. The total assessment plan provides for formative and summative assessment from multiple people at multiple times. The plan provides specific feedback to students and allows faculty and the advisory group to review compiled data.

Three faculty members review students' videos to provide feedback on professional dispositions in four courses across the curriculum. In year 1 for MSC 617 Advanced Techniques of Counseling, year 2 feedback on professional dispositions is provided for MSC 695 Counseling Practicum, and during the third year for courses MSC 696 Internship I and MSC 697 Internship

II.

Below is a schematic that shows how all influencing forces impact the student experience and are thus part of the assessment plan. Figure 2 shows the schematic of how data is aggregated for analysis. Currently data is collected by MS forms, excel, and securely stored on One Drive. As faculty, supervisors, and students become more consistent with MS tools, data collection and analysis using Excel became a more natural part of the program. All goals, objectives, rubrics, and surveys are currently loaded in MS tools.

Figure 1: Schematic of all influences that are incorporated into the assessment plan

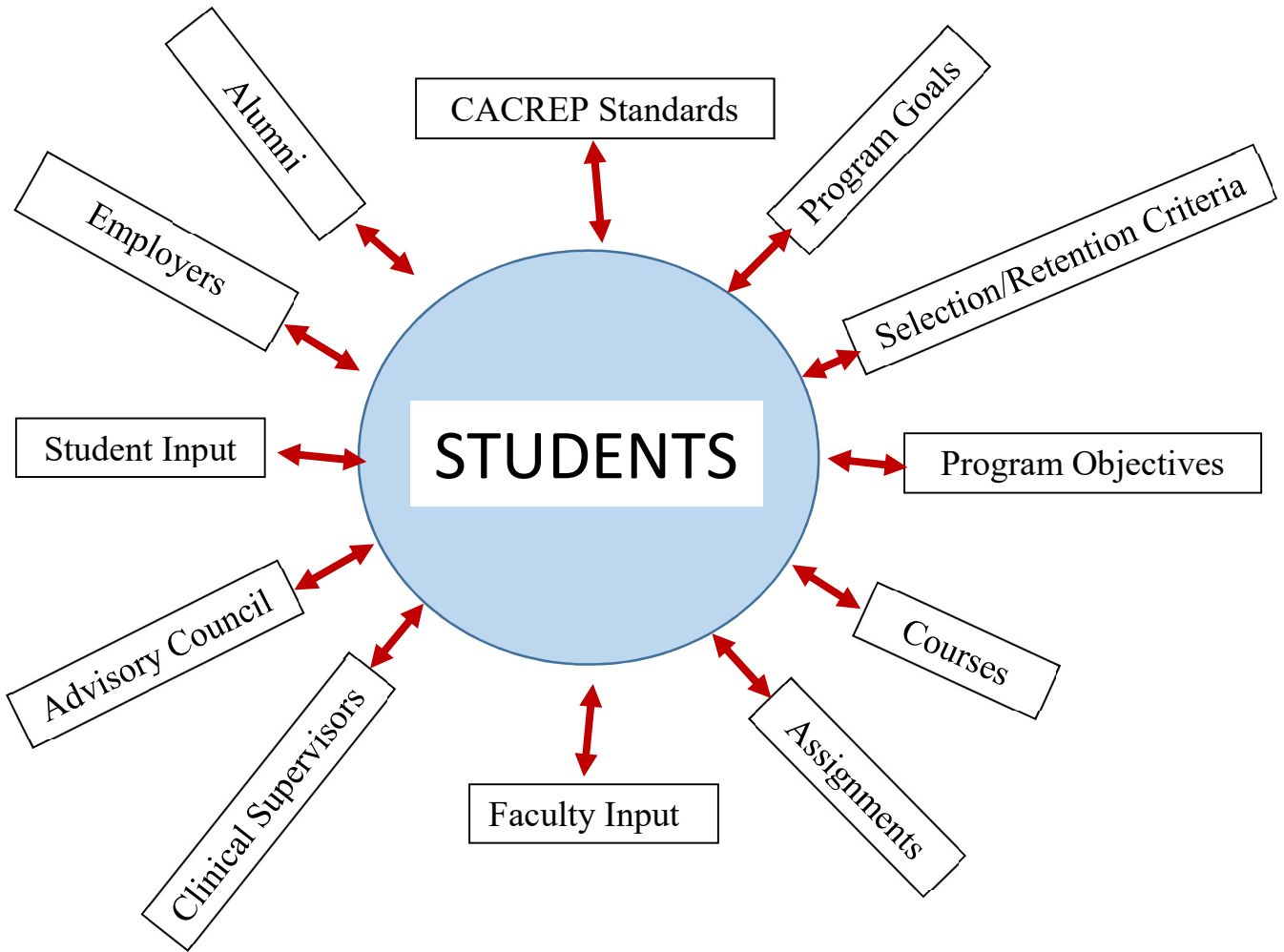
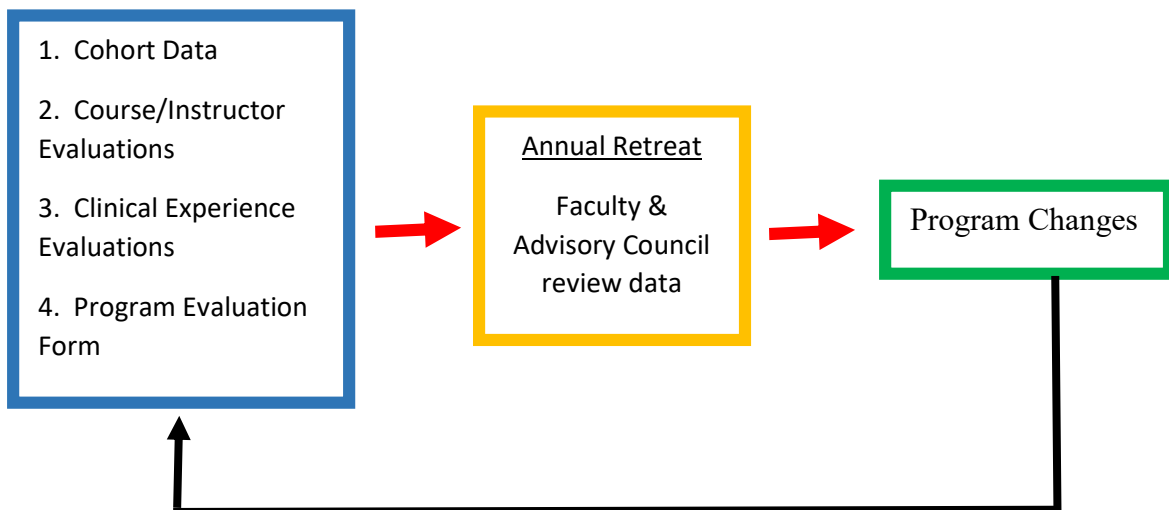


Figure 2: Schematic of Aggregate Data Analysis



VIII. Assessment of Students

The purpose of the student assessment is to ensure that students' progress appropriately through the program so they can successfully serve the counseling profession. Students are assessed at entry into the program to help assure they can be successful. This data is captured by the faculty and stored on the Ove drive. Students are assessed repeatedly through the program in every course and each practicum/internship experience. All eight CACREP core foundation knowledge areas are mapped to courses (figure 2). Courses contain signature assignments designed to assess students' knowledge on the core foundation areas. Faculty use rubrics to provide feedback to the student and assign grades. Student data is managed by MS Excel which assists with synthesizing data into a summary report. Students completing practica/internships are assessed using MS forms by faculty/clinical supervisors using the Professional Competency Evaluation form. At program completion students are tracked for licensure and employment. This plan completes the cycle of assessing the student from before entry into the program to after completion of the program.

Students are assessed repeatedly throughout the program to provide them with feedback on their progress. See Table 1, Student Assessment Overview. Faculty compile student data to reveal trends. Faculty then use the information to adjust the program. For example, if faculty identify consistently low student scores on writing assignments, they will change their instructional techniques. They may also evaluate the writing support provided to students.

Student professional development and academic progress is important. Several forms help the Program Lead manage student academic and professional development progress. If a student is not progressing appropriately, he/she is offered assistance through a remediation plan. The plan is designed around the specific needs of the student.

Figure 2: Map of core foundation knowledge areas to counseling courses

CACREP Standard II												
<i>Ethical Reaction Paper</i>	Student	Student	Student	Student	Student	Student	Student	Student	Student	Student	Student	Student
Section 1 - a (S2.F.1.a)	4	4	4	4	4	4	4	4	4	4	4	4
Section 1 - b (S2.F.1.b)	4	4	4	4	4	4	4	4	4	4	4	4
Section 1 - c (S2.F.1.c)	4	4	4	4	4	4	4	4	4	4	4	4
Section 1 - d (S2.F.1.d)	4	4	4	4	4	4	4	4	4	4	4	4
Section 1 - e (S2.F.1.e)	4	4	4	4	4	4	4	4	4	4	4	4
Section 1 - f (S2.F.1.f)	4	4	4	4	4	4	4	4	4	4	4	4
Section 1 - g (S2.F.1.g)	4	4	4	4	4	4	4	4	4	4	4	4
Section 1 - h (S2.F.1.h)	4	4	4	4	4	4	4	4	4	4	4	4
Section 1 - i (S2.F.1.i)	4	4	4	4	4	4	4	4	4	4	4	4
Section 1 - j (S2.F.1.j)	4	4	4	4	4	4	4	4	4	4	4	4
Section 1 - k (S2.F.1.k)	4	4	4	4	4	4	4	4	4	4	4	4
Section 1 - l (S2.F.1.l)	4	4	4	4	4	4	4	4	4	4	4	4
Section 1 - m (S2.F.1.m)	4	4	4	4	4	4	4	4	4	4	4	4
<i>Paper Multicultural Competences</i>	Student	Student	Student	Student	Student	Student	Student	Student	Student	Student	Student	Student
Section 2 - a (S2.F.2.a)	4	4	4	4	4	4	4	4	4	4	4	4
Section 2 - b (S2.F.2.b)	2	4	3	4	4	4	4	3	3	4	4	2
Section 2 - c (S2.F.2.c)	4	4	4	4	4	4	4	4	4	4	4	4
Section 2 - d (S2.F.2.d)	4	4	4	4	4	4	4	3	4	4	4	4
Section 2 - e (S2.F.2.e)	4	4	4	4	4	4	4	4	4	4	4	4
Section 2 - f (S2.F.2.f)	4	4	4	4	4	4	4	4	4	4	4	4
Section 2 - g (S2.F.2.g)	4	4	4	4	4	4	4	4	4	4	4	4
Section 2 - h (S2.F.2.h)	4	4	4	4	4	4	4	4	4	4	4	4
<i>Human Growth & Development</i>	Student	Student	Student	Student	Student	Student	Student	Student	Student	Student	Student	Student
Section 3 - a (S2.F.3.a)	4	4	4	4	4	4	4	4	4	4	4	4
Section 3 - b (S2.F.3.b)	4	4	4	4	4	4	4	4	4	4	4	4
Section 3 - c (S2.F.3.c)	4	4	4	4	4	4	4	4	4	4	4	4
Section 3 - d (S2.F.3.d)	4	4	4	4	4	4	4	4	4	4	4	4
Section 3 - e (S2.F.3.e)	4	4	4	4	4	4	4	4	4	4	4	4

Table 1: Student Assessment Overview

STUDENTS					
Category	Tools	Data Type	Collector	Review	Potential Use
Admission	Individual Data Form – preprogram	Quantitative – GPA; Qualitative – potential for success	Faculty	By Faculty of individual student	Admission to program
Retention	Individual Data Form – throughout program	Quantitative – satisfactory academic progress	Program Lead	By Program Lead of individual student	Retention in program; remediation plan
Program Completion	Individual Data Form – post program	Quantitative – graduate; license; employment	Program Lead	By Program Lead of individual students	Assist student with licensure or employment goals
Aggregate	Cohort Data Form	Quantitative	Program Lead	By Faculty and Advisory Council at the Annual Retreat	Program Changes
Assignments based on objectives e.g., writing assignment	Assignment rubric – collected as delivered – stored in One drive using RUBRICS in Portfolio	Quantitative – scores on assignments	Faculty Student – on Rubrics	Individually by Faculty for a grade Collectively by faculty	Assign grades; Modify assignments; Modify rubrics
Aggregate	Class Assignments	Quantitative	Program Lead	By Faculty and Advisory Council at the Annual Retreat	Program Changes
MSC 617 Advanced Techniques of Counseling Progress	Professional Competency Evaluation and dispositions at term completion	Quantitative – rating Qualitative – open ended questions	Program Lead	Faculty, Program Lead	Feedback to improve individual counseling ability
Practicum/Internship Progress	Professional Competency Evaluation – mid-term and at term completion	Quantitative – rating Qualitative – open ended questions	Program Lead	Clinical Supervisor, Faculty, Program Lead	Feedback to improve individual counseling ability
Practicum/Internship Progress	Instructor or Peer Rating Form	Quantitative – rating Qualitative – open ended questions	Program Lead	Clinical Supervisor	Feedback to improve individual counseling ability
Aggregate	Combined competency evaluations	Quantitative	Program Lead	By Faculty and Advisory Council at the	Program Changes

				Annual Retreat	
Professional Progress	Student Professional Dispositions	Quantitative	Program Lead	Annually	Provide individual feedback
Professional Progress	Counseling Professional Competency Evaluations (PCE)	Quantitative & Qualitative	Faculty	As needed	Personal Remediation Plan

IX. Assessment of Faculty and Clinical Supervisors

The purpose of faculty and clinical supervisor assessment is to ensure that faculty are providing quality experiences to the students. The evaluation of faculty starts at the point of hiring and continues through their time at the University. Students have an opportunity to provide feedback of faculty candidates as part of the on-campus interview when candidates teach a class. Students also provide feedback to faculty with every course and practica/internship experience. Courses and instructors are evaluated with the Course Evaluation form. This provides an opportunity for students to rate the course and provide feedback through open ended questions. Students evaluate clinical supervisors using the Evaluation of Site Supervisor form.

Faculty and site supervisors receive input from students with every course they teach. Faculty and site supervisors use the composite data to make adjustments to their individual courses. As part of the semester end meetings, faculty review data for trends to determine if efforts are needed across courses.

Table 2: Faculty Assessment Overview

FACULTY					
Category	Tool	Data Type	Collector	Review	Potential Use
Hiring	Skype interview Questions – by committee	Qualitative – open ended questions	Academic Dean	With hire	Determine if we should hire
	Community Feedback – including students	Qualitative – open ended questions	Academic Dean	With hire	Determine if we should hire
Aggregate	Collective Community Data	Qualitative and Quantitative	Academic Dean	Hiring Committee	Recommendation to hire or not
Performance	Course Evaluation – Students evaluate the course	Quantitative – ratings Qualitative – open ended questions	Academic Dean	Each semester	Improve teaching and course design
Aggregate	Aggregated Course Evaluations	Quantitative – likert Qualitative – Themes from comments	Program Lead Academic Dean	Bi-Annually at the semester end meetings Academic Dean, FEAT Committee, VPAA	Program modifications Promotion and tenure decisions
	Peer Evaluation – by faculty	Qualitative – open ended questions	Academic Dean	Annually	Improve teaching techniques
	Evaluation of Site Supervisor – by students	Quantitative – ratings Qualitative – open ended questions	Program Lead	Each semester	Adjust supervisor performance
Aggregate	Aggregated Site Supervisor Evaluation	Quantitative – ratings Qualitative - themes	Program Lead	Bi-Annually at the semester end meetings	Clinical experience modifications
	Faculty Performance and Goals Inventory – by VPAA	Qualitative – open ended questions	Vice President for Academic Affairs	Annually	Make adjustments to faculty performance

X. Assessment of Program

The purpose of the program assessment is to ensure the design and components of the program meet the needs of the students and the counseling profession. The program assessment provides an opportunity for all involved with the program to have input. Students, faculty, alumni, employers, clinical supervisors, and advisory council provide both qualitative and quantitative data using MS forms. The faculty and advisory council review the data annually. Trends show needed program adjustments. The faculty and advisory council also review the program goals and objectives annually to assure they appropriately align with CACREP Standards and meet the needs of the profession.

Table 3: Program Assessment Overview

PROGRAM					
Category	Tool	Data Type	Collect or	Review	Potential Use
Admission	Cohort Data Form	Quantitative - GPA: Qualitative – potential for success	Faculty	Annually by faculty and advisory council	Adjust admission process
Retention	Cohort Data Form	Quantitative – satisfactory academic progress	Program Lead	Annually by faculty and advisory council	Adjust retention standards or remediation program
Program Completion	Cohort Data Form	Quantitative – graduate; license; employment	Program Lead	Annually by faculty and advisory council	Adjust licensure preparation
Aggregate	Cohort Data Form(s)	Quantitative	Program Lead	Annually by faculty and advisory council	Adjust admission, retention requirements & licensure preparation
Student	Program Evaluation Form	Quantitative – likert ratings Qualitative – open ended questions	Program Lead	Annually by faculty and advisory council	Modify any aspect of the program
Faculty/Supervisors	Program Evaluation Form	Quantitative – likert ratings Qualitative – open ended questions	Program Lead	Annually by faculty and advisory council	Modify any aspect of the program
Alumni	Program Evaluation Form	Quantitative – likert ratings Qualitative – open ended questions	Program Lead	Annually by faculty and advisory council	Modify any aspect of the program
Employers	Program Evaluation Form	Quantitative – likert ratings Qualitative – open ended questions	Program Lead	Annually by faculty and advisory council	Modify any aspect of the program
Advisory Council	Program Evaluation Form	Quantitative – likert ratings Qualitative – open ended questions	Program Lead	Annually by faculty and advisory council	Modify any aspect of the program
Aggregate	Aggregated Program Evaluation forms from all audiences	Quantitative ratings Qualitative themes	Program Lead	Annually by faculty and advisory council	Modify any aspect of the program
Program Goals	Goals)	Qualitative – Are the goals appropriate?	Program Lead	Annually by faculty and advisory council	Modify program goals
Program Objectives	Objectives	Qualitative – Are the objectives appropriate?	Program Lead	Annually by faculty and advisory council	Modify program objectives or signature assignments

XI. Selection, Retention, Appeal, and Remediation Plan

Students desiring entry into the Counseling program must first be accepted to the University graduate studies program. Admission to the Counseling program is documented on the web page and in the MSC Program Handbook as follows: Students wishing to gain admission to the University Graduate programs submit an application, transcripts, resume and personal statement. Our graduate faculty review completed application files and reserve the right to request additional information such as legal history from any applicant. All applicants are considered regardless of race, religion, sex, or national origin.

Additionally, all prospective MSC students must submit a Statement of Purpose, which addresses: a) an applicant's interest in graduate counseling studies in relation to the applicant's desire to become a counselor and why the University MSC program is suitable for the applicant; and b) an assessment of applicant's personal and professional strengths and experiences, which would contribute to success in gaining a graduate counseling degree. After the application file is complete, the MSC faculty interview applicants to determine their appropriateness for training as counselors. Based on the information gained from the admission materials and interview, the MSC faculty recommend or deny admission to the program.

To remain in good standing, graduate students must maintain a 3.0 GPA or higher. Only two grades of C or below are accepted for degree completion. Additionally, students must earn a grade of B or better in each of the three foundations classes. The program faculty conducts a systematic developmental assessment of each student's progress throughout the program, including consideration of the student's academic performance, professional development, and personal development as outlined in the MSC Program Handbook. The MSC program has and follows a policy for student retention, remediation, and dismissal from the program outlined in the MSC Program Handbook. This policy is consistent with institutional due process and with the counseling professional's ethical codes and standards of practice.

Students who fall below the academic or financial aid standards are suspended. Students on academic suspension receive a letter from the Registrar informing them of their suspension and providing directions on how to appeal. Students who fall below the financial aid standard of satisfactory academic progress are suspended and receive a letter from the Director of Financial Aid providing direction on how to appeal their suspension. In the appeal letter students must explain the circumstances that led to their poor academic performance and present a plan for success. Appeals are reviewed and acted upon by the Academic Standing Committee.

Remediation plans are designed for each student based on specific needs. Academic progress is reviewed repeatedly as is professional development to ensure appropriate remediation is provided. Resources from faculty, the academic success center, writing center, and math center are commonly utilized.

Students have access to the Writing and Critical Thinking Center located in the University library. This resource provides students with opportunities to develop and improve their writing. The Writing and Critical Thinking Center works with current University undergraduate and graduate students, faculty, and staff on a variety of writing projects in any subject. Writers meet with Writing and Critical Thinking Center tutors to generate ideas, organize notes and thoughts,

and receive feedback on drafts or completed papers. Experienced, polished writers read, review, and respond to papers to assist writers individually at any stage of the writing process.

The Academic Success Center connects students with the resources they need to thrive at the University. The Center most commonly works with undergraduate students helping with transitioning from high school to college but it is available to all students to assist with a variety of needs.

XII. FORMS

FORMS

Counseling
Data Form
Individual

Admission

Male _____ Female _____

_____ Hispanic or Latino
_____ American Indian or Alaska Native
_____ Native Hawaiian or Other Pacific Islander

_____ Asian
_____ Black or African American
_____ White

Undergraduate GPA _____

Essay Rating _____

Synopsis:

Within Program

Year 1 Enrolled Fall # _____ Spring # _____

Year 2 Enrolled Fall # _____ Spring # _____

Year 3 Enrolled Fall # _____ Spring # _____

Graduation Date _____

Synopsis:

Post Program

6 Months

LCPC # _____ Employed _____

Synopsis:

12 Months

LCPC # _____ Employed _____

Synopsis:

**Counseling
Data Form
Cohort 2021**

Admission

Males # _____ Females # _____

_____ Hispanic or Latino
_____ American Indian or Alaska Native
_____ Native Hawaiian or Other Pacific Islander

_____ Asian
_____ Black or African American
_____ White

Undergraduate GPA (avg) _____

Essay Rating (avg) _____

Synopsis:

Within Program

Year 1 Retention Fall # _____ Spring # _____ Rate _____

Year 2 Retention Fall # _____ Spring # _____ Rate _____

Year 3 Retention Fall # _____ Spring # _____ Rate _____

Graduation # _____ Rate _____

Synopsis:

Post Program 6 Months

LCPC # _____ Rate _____

Employed # _____ Rate _____

Synopsis:

12 Months

LCPC # _____ Rate _____

Employed # _____ Rate _____

Synopsis:

TEAMS INTERVIEW QUESTIONS

CANDIDATE _____

Why are you interested in this position? Why do you want to come to UP? Great Falls?

What would be your unique contributions to teaching in your discipline? What do you do differently from other teachers in the field?

What subject areas are you most comfortable in teaching – what do you like to teach? Student advising experience?

UP is primarily a teaching campus rather than a research based institution. How does this circumstance integrate with your professional goals (Clarify his/her goals).

Describe how you would handle this situation: the student has excellent attendance, appears to put forth effort, yet always receives a low grade on exams. The student tells you that he/she “knows the material, but just can’t do essay questions” or “I just freeze up on exams.”

Describe what you feel is the relationship of your discipline to the liberal arts. Or...Comment on this assertion: “Writing is just as vital to (*applicant’s discipline*) as it is to the humanities.”

Give an example of a time you had an issue with a student and how you resolved it.

UP is an open enrollment university; therefore, we have a wide variety of students with a large range of skills and abilities. How do you challenge the better prepared while not leaving behind the other students?

You have seen our Mission Statement. How would you see yourself contributing to our mission? To our academic community? To our campus atmosphere?

Other questions from the committee.....

Questions for us.....

Candidate: _____
(On Campus Interview Community Feedback)

1. State the strengths of the candidate.
2. What would the candidate bring to academics (e.g., biology, ILCs, etc.)?
3. What would the candidate bring to UP?
4. What concerns do you have about the candidate?
5. Other comments.

Are you a (circle one): Student [major: _____] Staff Faculty

COURSE/INSTRUCTOR EVALUATION
STUDENT SURVEY

In the interest of improving the quality of instruction at the University of Providence, we value your honest opinions and perceptions about your experience this semester. Please consider carefully your responses to this evaluation. Your responses are anonymous and confidential. Your instructor will not be shown the results until after the semester has ended and grades have been recorded.

Course Department and Number: _____ Section: _____.

Please describe your experience with this course. Circle one number for each line.		Very True	Somewhat True	Little / Vague	No / None
1a	The syllabus clearly detailed assignments/projects and course content.	4	3	2	1
1b	The syllabus clearly stated the objectives of this course.	4	3	2	1
1c	Course requirements/expectations regarding attendance were clear.	4	3	2	1
1d	Grading scales, rubrics, and/or grading systems for the course and its assignments/projects/activities were clear and understandable.	4	3	2	1
1e	The assigned text books/readings were useful to understanding course content.	4	3	2	1
1f	The content of the course was well organized.	4	3	2	1
1g	The information gained from this course will help me in other courses.	4	3	2	1
1h	The information gained from this course will help me professionally.	4	3	2	1

The course content, activities, and assignments required me to do the following:		Absolutely	Mostly	Some	No / None
1i	Memorize facts, ideas, or methods as a foundation for applying course content.	4	3	2	1
1j	Analyze the basic elements of an idea, theory, or experience.	4	3	2	1
1k	Synthesize information into more complex interpretations.	4	3	2	1
1l	Judge the value of information, arguments, or methods.	4	3	2	1
1m	Apply theories or concepts to practical problems or situations.	4	3	2	1

Please describe your experience with this course instructor. Circle one number for each line.		Very True	Somewhat True	Little / Vague	No / None
2a	The instructor presented the course objectives clearly and understandably.	4	3	2	1
2b	The instructor related or emphasized the importance of this course's material to other disciplines/courses.	4	3	2	1
2c	The instructor presented the course material clearly and understandably.	4	3	2	1
2d	The instructor responded thoroughly to questions.	4	3	2	1
2e	The instructor promptly returned graded assignments.	4	3	2	1
2f	The instructor displayed a passion for teaching.	4	3	2	1
2g	The instructor stimulated my interest in the material.	4	3	2	1
2h	The instructor encouraged creative and critical thinking.	4	3	2	1
2i	The instructor was accessible outside the classroom.	4	3	2	1

4. Please add any GENERAL COMMENTS OR SUGGESTIONS:

Faculty Annual Evaluation Template

Faculty name: Click or tap here to enter text.

Date: Click or tap here to enter text.

Department/Division: Click or tap here to enter text.

Department Chair/Associate Dean Name : Click or tap here to enter text.

Self-Evaluation of Faculty Performance in Teaching, Scholarship, and Service

This document is intended to help faculty members evaluate elements of their teaching, scholarship, and service (in three separate categories below) to help them plan strategies for maintaining their strengths and improving their work where needed.

This document is to be completed in conversation with two sources. The first source are the student evaluations from the two semesters prior to the one in which you are completing this document. The second source is the observation and evaluation process undertaken with the faculty member's supervisor and peers. Information from beyond these two sources (or in addition to these two sources) can be used where deemed applicable or appropriate. Finally, there may be places below wherein no information from these two sources are necessary, appropriate, or required.

Teaching

Consider your student evaluations, as well as teaching observations, assessment, and any ombudsman reports as you answer questions in this section. Be specific. Provide evidence and concrete examples when possible.

How do you foster student achievement by balancing high standards for performance with appropriate levels of support?

Click or tap here to enter text.

How would you describe your particular teaching approach? What do you see as the strengths and weaknesses in your approach?

Click or tap here to enter text.

Course Development

What changes in your courses did you implement this year? Have these changes improved student outcomes and, if so, how?

Click or tap here to enter text.

Curriculum Development

Did you substantially revise or develop courses, degree programs, or certificates? How have these contributed to improved student outcomes?

Click or tap here to enter text.

Additional reflection on teaching

Click or tap here to enter text.

Scholarship and/or Professional Development

FEAT Bylaws Section 1.7.3: “Scholarly growth refers to progress in the faculty’s discipline and includes, however is not limited to: scholarly research, presentations at local or national conferences, publications in scholarly professional journals, publications, or books, artistic performance, and/or authorship or substantive contribution to curriculum or program design within the university or other professional arenas.”

The professional development evaluation process excludes required UP faculty development and focuses on other voluntary activities. Professional development is any activity that helps develop you as a member of your discipline/craft and/or as an educator.

List the scholarly and professional development activities that you have participated in during the past year.

Click or tap here to enter text.

Service

Nature of your Service to the Program, Department, School, College, and University

Describe/list the service you perform (to committees, your program, department, etc.) Explain what specific role you played in this service and provide examples of achievements to which you directly contributed.

Click or tap here to enter text.

Mission

Identify ways that your teaching, scholarship, and service advance the Mission of the university and contribute to the holistic formation of our students

Mission: *“As an expression of the teaching of Jesus Christ, the mission of the University of Providence is to provide students with the opportunity to obtain a liberal education for living and for making a living.”*

Ideal UP Graduate description: In keeping with Catholic tradition and the aspirations of the Sisters of Providence, the University of Providence forms the whole person, preparing our graduates to lead with integrity and serve with compassion while advancing the common good. Committed to fostering intellectual, affective, physical, and spiritual excellence, the University provides a liberal arts education that invites students to engage in ongoing dialogue between faith and reason. University of Providence

graduates will be able to richly pursue the answers to the following questions: What does it mean to be human? What does it mean to participate in intellectual inquiry? What does it mean to "make a living" and to live as a productive human being? What does it mean to participate in the spiritual and religious dimensions of life?

Click or tap here to enter text.

What are your goals for the next AY in terms of contributing to mission, teaching, and service? You may also list a goal for scholarship/professional advancement if you wish.

Goal	How will you know you have met this goal?
Mission	Click or tap here to enter text.
Teaching	Click or tap here to enter text.
Service	Click or tap here to enter text.
(optional) Scholarship	Click or tap here to enter text.

Additional info on goals/support needed

Click or tap here to enter text.

XIII. Sample Data 2023

Sample Data 2023

1. Master's in Counseling program: Student data

MSC Gender and Race: Fall 2023				
Count				
		Gender		Total
		F	M	
RACE	Black or African American	0	1	1
	White	23	4	27
	Native American	0	1	1
	Unknown	1	0	1
Total		24	6	30

For the Fall 2023 no student identified as international, active duty, veteran, or disability indicated. In 2022-2023, 16 MSC students graduate from the program, and the program completion rate is 90%. During this same period, 100% of students who sat for the National Counselor Examination (NCE), the standardized examination required for Licensure as a Professional Counselor, passed the exam. Of MSC graduates who responded to follow-up surveys, 100% who wished to be employed were employed in counseling or a closely related field within six months of graduation.

Below are the averages of data collected from the graduating cohort (N=10) on all the CACREP standards (4-Exemplary, 3-Proficient, 2-Progressing, 1-Emerging). Currently data is collected by MS forms, excel and securely stored on One Drive. Rubric for collecting data are built in the syllabus and available online on the MSC program's website. As faculty, supervisors, and students become more consistent with MS tools, data collection and analysis using Excel became a more natural part to the program. All goals, objectives, rubrics, and surveys are currently loaded in MS tools.

CACREP Standard	Average
Ethical Reaction Paper	
Section 1 - a (S2.F.1.a)	4.00
Section 1 - b (S2.F.1.b)	4.00
Section 1 - c (S2.F.1.c)	4.00
Section 1 - d (S2.F.1.d)	4.00
Section 1 - e (S2.F.1.e)	4.00
Section 1 - f (S2.F.1.f)	4.00
Section 1 - g (S2.F.1.g)	4.00
Section 1 - h (S2.F.1.h)	4.00
Section 1 - i (S2.F.1.i)	4.00
Section 1 - j (S2.F.1.j)	4.00
Section 1 - k (S2.F.1.k)	4.00
Section 1 - l (S2.F.1.l)	4.00
Section 1 - m (S2.F.1.m)	4.00

Paper Multicultural Competences	
Section 2 - a (S2.F.2.a)	4.00
Section 2 - b (S2.F.2.b)	3.63
Section 2 - c (S2.F.2.c)	4.00
Section 2 - d (S2.F.2.d)	4.00
Section 2 - e (S2.F.2.e)	3.81
Section 2 - f (S2.F.2.f)	3.94
Section 2 - g (S2.F.2.g)	4.00
Section 2 - h (S2.F.2.h)	4.00
Human Growth & Development Paper	
Section 3 - a (S2.F.3.a)	4.00
Section 3 - b (S2.F.3.b)	4.00
Section 3 - c (S2.F.3.c)	4.00
Section 3 - d (S2.F.3.d)	4.00
Section 3 - e (S2.F.3.e)	4.00
Section 3 - f (S2.F.3.f)	4.00
Section 3 - g (S2.F.3.g)	4.00
Section 3 - h (S2.F.3.h)	4.00
Section 3 - i (S2.F.3.i)	4.00
Career Counseling Academic Paper	
Section 4 - a (S2.F.4.a)	4.00
Section 4 - b (S2.F.4.b)	3.94
Section 4 - c (S2.F.4.c)	4.00
Section 4 - d (S2.F.4.d)	4.00
Section 4 - e (S2.F.4.e)	3.94
Section 4 - f (S2.F.4.f)	4.00
Section 4 - g (S2.F.4.g)	3.81
Section 4 - h (S2.F.4.h)	3.94
Section 4 - i (S2.F.4.i)	3.88
Section 4 - j (S2.F.4.j)	3.38
Formulation Personal Theory - Paper	
Section 5 - a (S2.F.5.a)	4.00
Section 5 - b (S2.F.5.b)	3.83
Section 5 - c (S2.F.5.c)	4.00
Section 5 - d (S2.F.5.d)	3.94
Section 5 - e (S2.F.5.e)	4.00
Section 5 - f (S2.F.5.f)	3.94
Section 5 - g (S2.F.5.g)	3.94
Section 5 - h (S2.F.5.h)	3.94
Section 5 - i (S2.F.5.i)	3.94
Section 5 - j (S2.F.5.j)	3.94
Section 5 - k (S2.F.5.k)	4.00
Section 5 - l (S2.F.5.l)	4.00

Section 5 - m (S2.F.5.m)	4.00
Section 5 - n (S2.F.5.n)	3.89
Group Counseling - Paper	
Section 6 - a (S2.F.6.a)	3.94
Section 6 - b (S2.F.6.b)	4.00
Section 6 - c (S2.F.6.c)	4.00
Section 6 - d (S2.F.6.d)	3.94
Section 6 - e (S2.F.6.e)	3.82
Section 6 - f (S2.F.6.f)	3.94
Section 6 - g (S2.F.6.g)	3.76
Section 6 - h (S2.F.6.h)	3.94
Standardized Testing and Evaluation Paper	3.78
Section 7 - a (S2.F.7.a)	3.78
Section 7 - b (S2.F.7.b)	3.78
Section 7 - c (S2.F.7.c)	3.78
Section 7 - d (S2.F.7.d)	3.78
Section 7 - e (S2.F.7.e)	3.78
Section 7 - f (S2.F.7.f)	3.78
Section 7 - g (S2.F.7.g)	3.78
Section 7 - h (S2.F.7.h)	3.78
Section 7 - i (S2.F.7.i)	3.78
Section 7 - j (S2.F.7.j)	3.78
Section 7 - k (S2.F.7.k)	3.78
Section 7 - l (S2.F.7.l)	3.78
Section 7 - m (S2.F.7.m)	3.78
Research Proposal	
Section 8 - a (S2.F.8.a)	3.78
Section 8 - b (S2.F.8.b)	3.78
Section 8 - c (S2.F.8.c)	3.78
Section 8 - d (S2.F.8.d)	3.78
Section 8 - e (S2.F.8.e)	3.78
Section 8 - f (S2.F.8.f)	3.78
Section 8 - g (S2.F.8.g)	3.78
Section 8 - h (S2.F.8.h)	3.78
Section 8 - i (S2.F.8.i)	3.78
Section 8 - j (S2.F.8.j)	3.78
CMH Specialty Standards	
MSC 508 – Psychopathology (Intake Evaluation Rubric)	
S5.C.1.b	4.00
S5.C.1.c	4.00
S5.C.2.a	4.00
S5.C.2.b	4.00
S5.C.2.d	4.00

S5.C.2.f	4.00
S5.C.2.g	4.00
S5.C.2.j	4.00
S5.C.2.m	4.00
S5.C.3.a	4.00
S5.C.3.b	4.00
S5.C.3.d	4.00
S5.C.3.e	4.00
MSC 500- Ethical Reaction Paper	
S5.C.1.a	4.00
S5.C.2.c	4.00
S5.C.2.i	4.00
S5.C.2.k	4.00
S5.C.2.l	4.00
S5.C.3.c	4.00
MSC 553- Addiction Academic Paper	4.00
S5.C.1.d	3.63
S5.C.2.e	3.69
MSC 515	
S5.C.1.e	3.78
MSC 630	
S5.C.2.h	4.00

**PROFESSIONAL
DISPOSITIONS**

Rating

STUDENT

1. Mindfulness	3.93
2. Engagement	3.93
3. Reflexivity	3.86
4. Curiosity	4.00
5. Integrity	3.86
6. Empathy	3.93
7. Professionalism	3.86

2. Summary-Counseling Professional Competency Self-Evaluation Form/Current Students

Data was collected on current students enrolled in the MSC Program, at the University of Providence. The current students responded to a 9 part, 76 ratings professional competency evaluation on reviewing and rating themselves on professional competencies and clinical counseling skills.

Five (50%) current students completed the counseling professional competency self-evaluation form. The self-evaluation forms were completed and prepared by the student with input from

clinical supervisors. Clinical supervisors were also asked to complete the same counseling professional competency evaluation form separately. Students were then able to compare and discuss variations between their own self-evaluation of skills, and the clinical supervisor's evaluation of the student's skills.

The students were able to rate their own competency and skills using the responses: (N/A) "*not able to adequately observe*", (0) "*major adjustments needed: not helpful or well-timed, potentially harmful or unethical*", (1) "*continued practice needed: not very helpful or well-times, and/or not very effective*", (2) "*developing skill: somewhat helpful, too many missed opportunities to be effective*", (3) "*well developed: helpful, well-timed when performed*", or (4) "*highly developed: helpful, well-timed, and consistent.*"

Basic work requirements (10 items). The overall perception of students in their ability to meet basic work requirements was determined to be (3) "*well developed: helpful, well-times when performed*" as evidenced by a mode of 3. No student rated himself or herself on the lowest scale of (0) "*major adjustments needed: not helpful or well-timed, potentially harmful or unethical*" and on scale (1) "*continued practice needed: not very helpful or well-times, and/or not very effective*" of any item.

Three students (60%) reported that their score was (3) on the item "knowledge level regarding client populations at the beginning of the semester" as well developed and well-timed when performed. In contrast, two students (40%) reported an improvement to this, in which their "current knowledge level regarding client populations" changed to a highly developed and consistent skill, scored (4).

Case management (6 items). Overall, highly developed skills in case management were reported by students for their skills related to case management, evidenced by a mode of 4.

The highest score of (4) demonstrates a student's abilities are "*highly developed: helpful, well-timed, and consistent.*" All the five students rated their own abilities to perform case management with (4) on item "is on time for scheduled client appointments."

No student rated himself or herself on the lowest scale of (0) "*major adjustments needed: not helpful or well-timed, potentially harmful or unethical*", and (1) "*continued practice needed: not very helpful or well-times, and/or not very effective.*"

Supervision (11 items). The area of supervision included items addressing utilizing the supervision relationship, enhancing self-development and counseling skills, and recognizing competencies and skills that need improvement. The majority of students' rated themselves overall with a score of (4), which indicates abilities such as "*highly developed: helpful, well-timed, and consistent.*" This result was evident by a mode of 4.

Two students (40%) rated their clinical skills on the highest rate (4) for six items. Some of these items defined "actively seeks supervision on various elements of the therapeutic process", "accepts and uses feedback to enhance self-development and counseling skills", and "recognizes own deficiencies and actively works to overcome them with peers and supervisors." No student rated himself or herself on the lowest scale of (0) "*major adjustments needed: not helpful or*

well-timed, potentially harmful or unethical”, on scale (1) “continued practice needed: not very helpful or well-times, and/or not very effective”, and scale (2) “developing skill: somewhat helpful, too many missed opportunities to be effective”, of any item.

Interactions with clients (12 items). Students evaluated themselves on various aspects of their ability to establish and maintain a therapeutic relationship with clients. The majority of students’ rated themselves overall with a score of (4), which indicates abilities such as *“highly developed: helpful, well-timed, and consistent”* as evident by a mode of 4.

Three students (60%) rated their competences with a score of (4) on the items “is genuine and honest with clients” and “demonstrates empathy with clients.” No student rated himself or herself on the lowest scale of (0) *“major adjustments needed: not helpful or well-timed, potentially harmful or unethical”,* and (1) *“continued practice needed: not very helpful or well-times, and/or not very effective.”*

Initial session skills (6 items). In the area regarding the student’s ability to effectively manage the intake process, practice informed consent, and determine client expectations; the majority of students felt their skills were well developed (3). This result is supported by the mode of 3.

Four students (80%) rated himself or herself on the highest scale of (4) on five of six items. No student rated himself or herself on the lowest scale of (0) *“major adjustments needed: not helpful or well-timed, potentially harmful or unethical”,* and (1) *“continued practice needed: not very helpful or well-times, and/or not very effective.”*

Counseling skills (21 items). For the total ratings in this area, the majority of students evaluated their overall counseling skills on scale (3) as being *“well developed: helpful, well-times when performed.”* This result was supported with the mode of 3. Two students (40%) rated their own performance on the highest scale (4) on 15 items. These skills included: paraphrasing, reflection, confrontation, recognizing deeper emotions, appropriate directives, using self-disclosure, nonjudgmental feedback, using silence, managing crisis, and ending sessions appropriately. No student rated himself or herself on the lowest scale of (0) *“major adjustments needed: not helpful or well-timed, potentially harmful or unethical”,* and (1) *“continued practice needed: not very helpful or well-times, and/or not very effective.”*

Conceptualization (7 items). For the total ratings in this area, the majority of students evaluated their performance on scale (3) as being *“well developed: helpful, well-times when performed.”* This result was supported with the mode of 3.

One student (20%) rated himself or herself on the highest score of (4) on four items. One example of such an item is “recognizes and understands themes and patterns in clients’ dynamics.” No student rated himself or herself on the lowest scale of (0) *“major adjustments needed: not helpful or well-timed, potentially harmful or unethical”,* and (1) *“continued practice needed: not very helpful or well-times, and/or not very effective.”*

Treatment (3 items). Students evaluated themselves on various aspects of their ability to develop goals and implement specific interventions. Overall, four of the students (n=5) rated their performance with (3). These results are supported by the mode of 3,4.

One student (20%) rated themselves on the highest score of (4) for all three items “develops short-term and long-term goals and interventions that are individualized for each client”, “implements interventions to meet goals”, and “recognizes goals that cannot be met in counseling.” No student rated himself or herself on the lowest scale of (0) “*major adjustments needed: not helpful or well-timed, potentially harmful or unethical*”, on scale (1) “*continued practice needed: not very helpful or well-times, and/or not very effective*”, and scale (2) “*developing skill: somewhat helpful, too many missed opportunities to be effective*”, of any item.

Overall rating of professional competency and counseling skills. The overall rating of professionalism and clinical skill were the final items on the evaluation form. Scale responses differed with offering (1) “*Unacceptable*”, (2) “*Acceptable*”, (3) “*Good*”, (4) “*Excellent.*” For the total ratings in professionalism, tall the students evaluated their performance on scale (4) as being “*Excellent.*” These results were supported with the mode of 4.

Two student rated himself or herself on the highest score of (4) “*Excellent*” and 3 students (60%) of students rated their overall clinical skills as (3) “*Good.*”

Conclusions. Based on the information that has been provided by current students on their self-evaluation of counseling competencies, it appears that the Master of Science in Counseling (MSC) program at the University of Providence assists students well in becoming excellent professional counselors. The results indicate that following CACREP standards provide necessary academic and clinical skills training for counseling students to embrace life-long learning and serve clients effectively. Data evaluation has helped to identify areas for future improvement and continued growth in education and clinical practice within the MSC program. For instance, some students rated himself or herself low in the areas of work requirements and case management. The results also confirm that students have the opportunity for self-reflection to enhance their professional competencies to treat clients in an ethical and competent manner.

3. Summary-Counseling Professional Competency Evaluation Form/Supervisors

Data were collected on current students enrolled in the MSC Program, at the University of Providence. The current students’ supervisors responded to 9 parts, 76 ratings professional competency evaluation on reviewing and rating the student’s professional competencies and clinical counseling skills.

Six (60%) clinical supervisors of five current students (50%) completed the counseling professional competency evaluation form. The evaluation forms were completed and prepared by clinical supervisors while reviewing the items with the student. Clinical supervisors were then able to compare and discuss variations between the supervisor’s evaluation of the student’s skills, and the student’s self-evaluation of their own skills.

The clinical supervisors were able to rate the students competency and skills using the responses: (N/A) “not able to adequately observe”, (0) “major adjustments needed: not helpful or well-timed, potentially harmful or unethical”, (1) “continued practice needed: not very helpful or well-times, and/or not very effective”, (2) “developing skill: somewhat helpful, too many missed opportunities to be effective”, (3) “well developed: helpful, well-timed when performed”, or (4) “highly developed: helpful, well-timed, and consistent.”

Basic work requirements (10 items). The overall evaluation from supervisors in students’ ability to meet basic work requirements was determined to be mainly described as “highly developed: helpful, well-timed, and consistent.” The majority of students were scored with the highest rate of (4), evidenced by a mode of 4 for all items. Supervisors rated some of the students’ abilities to meet basic work requirements as (3) “well developed: helpful, well-timed when performed” and (2) “developing skill: somewhat helpful, too many missed opportunities to be effective”.

Supervisors rated students on the item “knowledge level regarding client populations at the beginning of the semester” as two students displaying developing skill, and three as highly developed. For the item “current knowledge level regarding client populations” 50% (n=3) supervisors found the students to have well developed competency and 50% (n=3) to have highly developed competency in this area.

Case management (6 items). Overall, highly developed skills in case management were reported by clinical supervisors’ evaluations for the majority of students, evidenced by a mode of 4. The highest score of (4) demonstrates a student’s abilities are “highly developed: helpful, well-timed, and consistent.” Supervisors rated some of the students’ abilities to perform case management with (3) “well developed: helpful, well-times when performed.” Five (83.3%) Clinical supervisors rated students are highly developed and helpful skills for some specific areas, defined by the items “keeps scheduled appointments with client”, “attends staff meetings on time and regularly”, “keeps client materials confidential and secure”, and “follows side protocol regarding paperwork, missed appointments, client contact.”

No student was rated on the lowest scale of (0) “major adjustments needed: not helpful or well-timed, potentially harmful or unethical”, (1) “continued practice needed: not very helpful or well-times, and/or not very effective”, or (2) “developing skill: somewhat helpful, too many missed opportunities to be effective.”

Supervision (11 items). The area of supervision included items addressing utilizing the supervision relationship, enhancing self-development and counseling skills, and recognizing competencies and skills that need improvement. The clinical supervisor’s overall rating of majority of students was 4, which indicates abilities such as “highly developed: helpful, well-timed, and consistent.” This result was evident by a mode of 4.

Five (83.3%) Clinical supervisors rated highly students (4) for the three items “keeps weekly supervision appointments”, “actively seeks supervision on various elements of the therapeutic process”, and “understands information communicated in supervision”. One student (20%) was rated on scale (1) “continued practice needed: not very helpful or well-times, and/or not very

effective” on item “Actively seeks supervision on elements of the therapeutic process” and “Contributes ideas in supervision.”

Interactions with clients (12 items). Students were also evaluated by the clinical supervisors on various aspects of their ability to establish and maintain a therapeutic relationship with clients. Overall, the majority of students were rated with (4) as evidenced by a mode of 4.

All students (100%) were rated above 3 on the highest score of (4) for the specific item “Is genuine and honest with clients”. No student was rated on the lowest scale of (0) “*major adjustments needed: not helpful or well-timed, potentially harmful or unethical*” and no student was rated on the lowest scale of (1) “*continued practice needed: not very helpful or well-timed, and/or not very effective*” on any item in this category.

Initial session skills (6 items). In the area regarding the student’s ability to effectively manage the intake process, practice informed consent, and determine client expectations, clinical supervisors rated these skills for the majority of students as highly developed (4) as evidenced by a mode of 4.

Five students (83.3%) were scored with (4) on five of the six items. No student was rated on the lowest scale of (0) “*major adjustments needed: not helpful or well-timed, potentially harmful or unethical*” and scale (1) “*continued practice needed: not very helpful or well-timed, and/or not very effective*” of any item in this category.

Counseling skills (21 items). For the total ratings in this area, the majority of students were evaluated as their overall counseling skills being “*highly developed: helpful, well-timed, and consistent.*” Of the remaining students some were evaluated to be “*well developed: helpful, well-timed when performed*”, and “*developing skill: somewhat helpful, too many missed opportunities to be effective*”. Some supervisors responded they were “*not able to adequately observe.*” These skills included: paraphrasing, reflection, confrontation, recognizing deeper emotions, appropriate directives, using self-disclosure, nonjudgmental feedback, using silence, managing crisis, and ending sessions appropriately. No student was rated on the lowest scale of (0) “*major adjustments needed*” and on scale (1) “*continued practice needed: not very helpful or well-timed, and/or not very effective*” of any item.

Conceptualization (7 items). For the total ratings in this area, the majority of students were evaluated as their overall counseling skills being “*highly developed: helpful, well-timed, and consistent.*” Of the remaining students some were evaluated to be “*well developed: helpful, well-timed when performed*”, and “*developing skill: somewhat helpful, too many missed opportunities to be effective*”.

One student were rated on the highest score (4) for all seven items. To give an example of such items, “recognizes and understands themes and patterns in clients’ dynamics” and “can convey conceptualization in a clear and understandable format (written or oral).”

No student was rated on the lowest scale of (0) “*major adjustments needed*” and on scale (1) “*continued practice needed: not very helpful or well-timed, and/or not very effective*” of any item.

Treatment (3 items). Students were also evaluated by the clinical supervisors on various aspects of their ability to develop goals and implement specific interventions. Overall, the majority of students were rated with (4) as evidenced by a mode of 4.

Four students (66.6%) were rated on the highest score of (4) for all three items “develops short-term and long-term goals and interventions that are individualized for each client”, “implements interventions to meet goals”, and “recognizes goals that cannot be met in counseling.”

No student was rated on the lowest scale of (0) “*major adjustments needed: not helpful or well-timed, potentially harmful or unethical*” and on scale (1) “*continued practice needed: not very helpful or well-times, and/or not very effective*” of any item.

Overall rating of professional competency and counseling skills. The overall rating of professionalism and clinical skill were the final items on the evaluation form. Scale responses were (1) “*Unacceptable*”, (2) “*Acceptable*”, (3) “*Good*”, (4) “*Excellent.*” All the students (100%) received an evaluation of professionalism (4) “*Excellent*”. For overall clinical skill, four students (80%) received a score of (4) “*Excellent*”, two students (40%) were evaluated as (4) “*Excellent*”, and two students received an evaluation of clinical skills as (3) “*Good.*” No one received the lowest score of (1) “*Unacceptable.*”

Conclusions. Based on the information that has been provided by clinical supervisors of current students on the evaluation of professional competencies and clinical counseling skills, it appears that the Master of Science in Counseling (MSC) program at the University of Providence prepares students well as future professional counselors. The results indicate that following CACREP standards provides necessary competencies and clinical skills that all counseling students should have the opportunity to learn. Data evaluation has helped to identify areas for future improvement and continued growth in education and clinical practice within the MSC program. The results also confirm that students have the opportunity to gain professional competencies and the clinical counseling skills necessary to treat clients in an ethical and competent manner. CACREP standards provide an emphasis on the clinical supervision relationship, the unmeasurable importance of quality supervisors, and the apparent need for unlimited learning opportunities through both foundation and practice.

4. Summary-Evaluation of Site Supervisor/Current Students

Data were collected on current students enrolled in the MSC Program, at the University of Providence. The current students responded to a 3 section, 21 item evaluation of their site supervisors’ competencies and abilities as clinical counselor supervisors, and the student’s perception of his or her supervision needs being met. Students were also offered the opportunity to provide an open-ended comment for each item.

Five (50%) current students completed the evaluation of site supervisor form. The form offered an opportunity for students to rate their counseling supervision experience in reference to whether the student felt that his or her needs in supervision were fully met and the supervisor effectively demonstrated supervision abilities. Each item allowed for a rating on a scale of (1) through (5). If the student felt that the item was met exceedingly, the rating would be the highest of rating (5) “*Extremely effective.*” Other responses included a rating of (4) “*Very effective*”, (3) “*Somewhat effective*”, and (2) “*Slightly effective.*” If the student felt that the item needed more attention, the rating would be the lowest rating (1) “*Ineffective.*”

Supervision skills (15 items).

Item 1. “Demonstrates knowledge of various counseling theories, techniques, and interventions.”

All students (100%) responded to this item with the highest score of (5) “*Extremely effective.*” One student (25%) responded to this item with a score of (4) “*Very effective.*” One student (25%) responded to this item with a score of (2) “*Slightly effective.*” No students responded to this item with a score of (1) “*Ineffective.*”

Item 2. “Performs supervisory functions as teacher, counselor, or consultant as appropriate.”

The majority of students (80%) scored this item with the highest rating of (5) “*Extremely effective.*” This is evident by a mode of (5). One student (20%) responded to this item with a score of (4) “*Very effective.*” No students responded to this item with a score of (2) “*Slightly effective.*” and no students responded with a score of (1) “*Ineffective.*”

Item 3. “Encourages supervisee to explore alternatives of problem solving, seeking solutions, and responding to clients.”

All students (100%) responded to this item with the highest score of (5) “*Extremely effective.*” No students responded to this item with a score of (1) “*Ineffective.*”

Item 4. “Establishes and maintains good rapport with supervisee’s professional development.”

All students (100%) scored this item with the highest rating of (5) “*Extremely effective.*” This is evident by a mode of (5). No students responded with a score of (1) “*Ineffective.*”

Item 5. “Appropriately challenges and supports supervisee’s professional development.”

All students (100%) responded to this item with the highest score of (5) “*Extremely effective.*” No students responded to this item with a score of (1) “*Ineffective.*”

Item 6. “Provides clear and useful suggestions.”

All students (100%) responded to this item with the highest score of (5) “*Extremely effective.*” No students responded to this item with a score of (1) “*Ineffective.*”

Item 7. “Is sensitive to individual differences.”

All students (100%) responded to this item with the highest score of (5) “*Extremely effective.*” No students responded to this item with a score of (1) “*Ineffective.*”

Item 8. “Demonstrates flexibility in the supervisory relationship.”

All students (100%) responded to this item with the highest score of (5) “*Extremely effective.*” No students responded to this item with a score of (1) “*Ineffective.*”

Item 9. “Assists supervisee in conceptualizing cases.”

All students (100%) responded to this item with the highest score of (5) “*Extremely effective.*” No students responded to this item with a score of (1) “*Ineffective.*”

Item 10. “Appropriately uses supervisory relationship to demonstrate principles of counseling.”

All students (100%) responded to this item with the highest score of (5) “*Extremely effective.*”
No students responded to this item with a score of (1) “*Ineffective.*”

Item 11. “Gives appropriate feedback to supervisee regarding facilitative and non-facilitative counseling behavior.”

All students (100%) responded to this item with the highest score of (5) “*Extremely effective.*”
No students responded to this item with a score of (1) “*Ineffective.*”

Item 12. “Confronts supervisee when appropriate and as appropriate.”

All students (100%) responded to this item with the highest score of (5) “*Extremely effective.*”
No students responded to this item with a score of (1) “*Ineffective.*”

Item 13. “Assists supervisee in planning effective client goals/objectives.”

All students (100%) responded to this item with the highest score of (5) “*Extremely effective.*”
No students responded to this item with a score of (1) “*Ineffective.*”

Item 14. “Can identify and communicate supervisee’s professional strengths and weaknesses.”

All students (100%) responded to this item with the highest score of (5) “*Extremely effective.*”
No students responded to this item with a score of (1) “*Ineffective.*”

Item 15. “Is available on a regular basis for supervision/consultation.”

All students (100%) responded to this item with the highest score of (5) “*Extremely effective.*”
No students responded to this item with a score of (1) “*Ineffective.*”

Supervisor effectiveness (5 items).

Item 1. “Your overall satisfaction with the Site Supervisor.”

All students (100%) responded to this item with the highest score of (5) “*Extremely effective.*”
No students responded to this item with a score of (1) “*Ineffective.*”

Item 2. “Competence of supervisor at providing good supervision.”

All students (100%) responded to this item with the highest score of (5) “*Extremely effective.*”
No students responded to this item with a score of (1) “*Ineffective.*”

Item 3. “Interactions with supervisor as contributing to your counseling abilities and knowledge.”

All students (100%) responded to this item with the highest score of (5) “*Extremely effective.*”
No students responded to this item with a score of (1) “*Ineffective.*”

Item 4. “Interactions with supervisor as contributing to assisting your clients to change, grow, or improve.”

All students (100%) responded to this item with the highest score of (5) “*Extremely effective.*”
No students responded to this item with a score of (1) “*Ineffective.*”

Item 5. “Interactions with supervisor as contributing to increasing your self-confidence as a counselor.”

All students (100%) responded to this item with the highest score of (5) “*Extremely effective.*” No students responded to this item with a score of (1) “*Ineffective.*”

Overall satisfaction with Host Site (1 item).

All students (100%) responded with his or her overall satisfaction of the host site and supervisor being the highest rating of (5) “*Extremely effective.*” No students responded with a rating of (1) “*Ineffective*” for the student’s overall satisfaction of the host site and supervisor.

Open-ended responses.

Each item offered the opportunity for students to respond with an open-ended comment. Such examples of open-ended responses include:

“Overall experience with site is positive. Supportive communication and transparency contributes to overall positive experience.”

“Brandy has been an excellent supervisor. I have learned so much from her.”

“I have had such a good experience at my site and supervisor. I feel that my skills are really developing as a counselor and Jenn has been very supportive through the process.”

Conclusions. In conclusion current students evaluated their clinical site supervisors as competent and effective in supervision skills, assisting counselor development, and supervision effectiveness. Supervisory relationships were able to create an environment in which students were able to maximize growth and learning as future counselors.

5. Summary of Program Evaluation Results

A. Current Students

Data were collected on current students enrolled in the MSC Program at the University of Providence. The current students answered a 12-question survey using electronic **forms in Microsoft Office**. The questionnaires were the same as used in MS Office Forms in 2022.

Of thirty students, five of current students responded to the survey questions. This was a decreased response rate of current students.

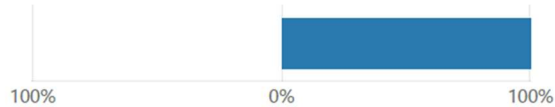
General Perception of the Program. (Question 3). The general perception of the program was positive as all students ranked the program with the highest score of 4.

Figure 1: Students – General Perception of the Program

3. 1 = Poor
- 2 = Acceptable
- 3 = Good
- 4 = Excellent
- 5 = Not Applicable

■ Option 1 ■ Option 2 ■ Option 3 ■ Option 4 ■ Option 5

What is your general perception of the program?



Question 4 was asking students’ thoughts about the program with an open question and most students expressed positive impressions about the program and professors. Most stated the program prepares them to be a competent professional counselor. Some examples are:

“I believe it is the best available program. In comparison to other programs, I have heard about and personally reviewed, the program at UP is exceptionally above the standard.”

“The program diligently adheres to CACREP standards across all course curriculums. This is invaluable for professional growth and success in completion of LCPC licensure.”

“The program prepares graduate students well for clinical and practical counseling experience.”

“I highly recommend this program and curriculum.”

“Overall, I like this program.”

Particular Liking. (Question 5). When asked what the students **do like** about the M.S. in Counseling (specialty Clinical Mental Health Counseling) MSC program, most students mentioned their professors and their supportive and positive relationships with students. Some answered:

“The open communication between staff and students and the overall communication regarding assignments and expectations.”

“The professor's connection to students as most of them take their time responding in detail with comments on papers and most of them invest their expertise inspiring students to be their best ethical selves and support them to apply wellness strategies.”

“Professors are knowledgeable and are diligent about furthering the counseling profession.”

“I like the challenge of introspection and ongoing learning/education. The gradual process of learning foundational counseling aspects such as techniques and theories to competency and advanced techniques is outstanding.”

“Scheduling, most of the teachers, overall design to complete.”

“I like the personal relationships with my cohort and professors.”

Particular Dislike. (Question 6). When students were asked what they dislike about the M.S. in Counseling, some provided some suggestions and responded the following:

“The only downside is being completely online. However, many extra steps are taken to ensure collaboration and communication amongst peers and staff.”

One student stated: *“The program is well designed, but extremely strenuous. My only complaint is that the program is advertised as curated around simultaneously working full time, and I wholeheartedly disagree with that.”*

One student shared: *“No family therapy or marriage therapy classes.”*
“Nothing”

Purpose of the Program. (Question 7). The majority of current students are convinced that the purpose of the program is to provide an education that will produce clinically competent clinical mental health counselors. Most responses included a statement about becoming an effective professional counselor as stated like below:

“The purpose is to ensure well rounded education and applicability for the knowledge of future counseling clinicians.”

“The purpose of this program is to provide professional standards of ethics and competency for counselor candidates. The philosophy is one that unites members in our field and encourages our profession to conduct ourselves with honesty, knowledge, and professional ability to further advance the efficacy of this field.”

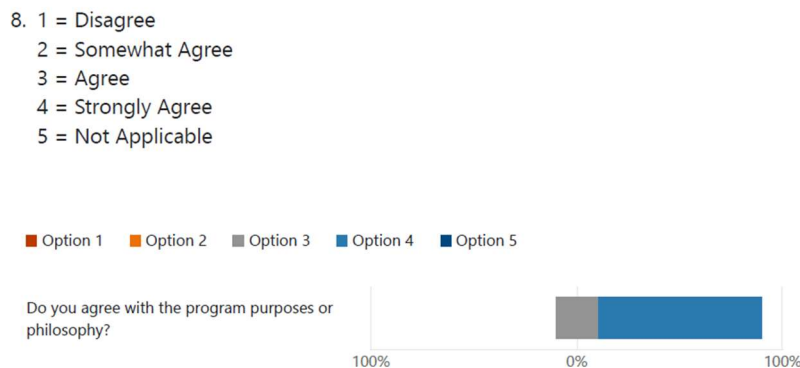
“To prepare graduate students with a foundational and experiential experience in becoming a clinical mental health counselor, with competency in a robust spectrum of areas, while also allowing autonomy to formulate personal theory and integrate personal challenges for specific populations to serve.”

“To educate students to become ethical and well-informed counselors.”

“To provide future counselors with the education and tools they need to become successful counselors.”

Student agreement with Program Purpose. (Question 8). Students were asked to rate the extent to which they agree with what they perceive to be the purpose and philosophy of the program using a scale (1 = Disagree 2 = Somewhat Agree 3 = Agree 4 = Strongly Agree, 5 = Not Applicable). Four of the current students rated their agreement with the philosophy of the program high as evidenced by the highest score of 4. One responded with 3. See figure 2 below.

Figure 2: Students – Student agreement with Program Purpose

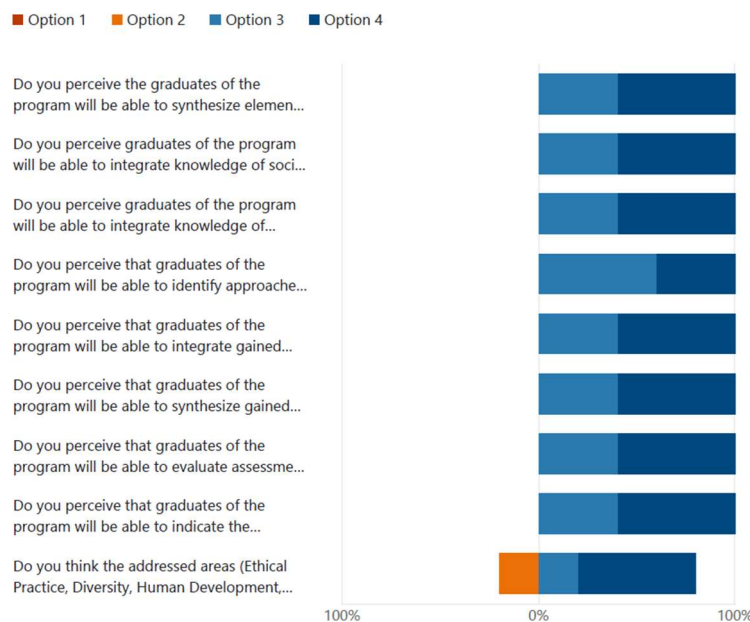


Program Objectives. (Question 9). Students were also asked about their perception of graduates being able to implement their learned material of the eight major learning areas (Ethical practice in counseling, Social and cultural diversity, Human growth and development, Career and mental well-being, Personal model of counseling, Group counseling, Assessment and testing, Research, and evidence-based counseling).

The last question (Question 10) was asking about whether the addressed areas of the program / curriculum are sufficient.

The students were able to rank their responses using 1 (*poor*), 2 (*acceptable*), 3 (*good*), or 4 (*excellent*). Most of the responses have been good and excellent. See Figure 3 below.

Figure 3: Students - Program Objectives



Sufficiency of Curriculum. (Question 10 - What do you suggest adding to the curriculum - why?). This question of the survey requested suggestions for the curriculum. Responses provided feedback and recommendations including:

“A guiding course on licensing exams and process for licensure would be useful.”

“I suggest adding a prep course on how to navigate practicum and internship before those courses actually begin.”

“Marriage and family counseling, there is a strong need for this type of counseling, and it will benefit the students have knowledge of this as they work in the field.”

“Nothing”

Another suggestion was related to add some electives for counseling specific populations including children and adolescents. *“More concentration in counseling children and adolescents because this population has unique needs and is underserved.”*

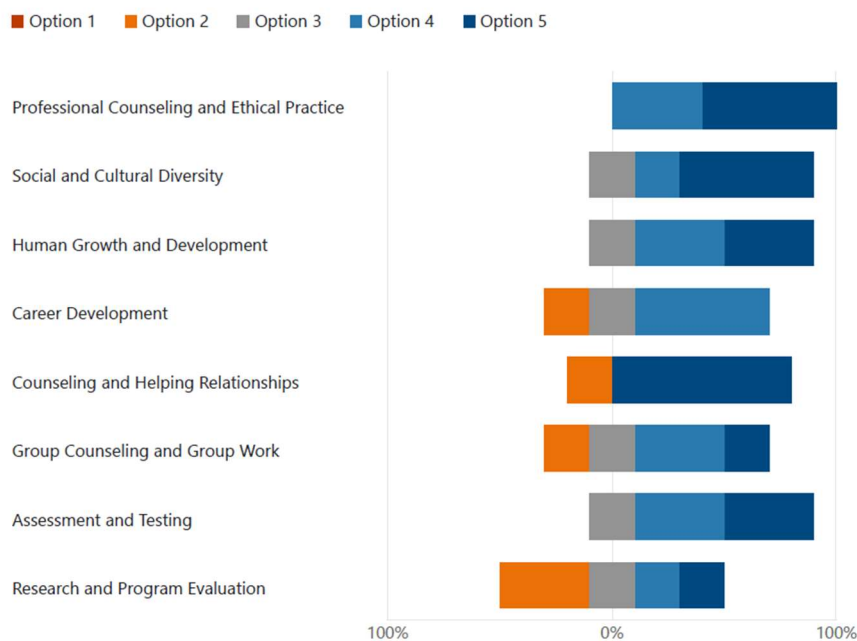
Importance of Program Areas. (Question 11) Students were also able to score all eight program areas regarding the importance and significance to succeed as a clinical mental health counselor. (1) Professional Counseling Orientation and Ethical Practice; (2) Social and Cultural Diversity;

(3) Human Growth and Development; (4) Career Development; (5) Counseling and Helping Relationships; (6) Group Counseling and Group Work; (7) Assessment and Testing; (8) Research and Program Evaluation.

Most students rated the areas as very important or most important, with some who rated the area of Research and Program Evaluation as little important. See Figure 4 below.

Figure 4: Students - Importance of Program Areas

11. 1 = Least Important 2 = Little Importance 3 = Important 4 = Very Important 5 = Most Important

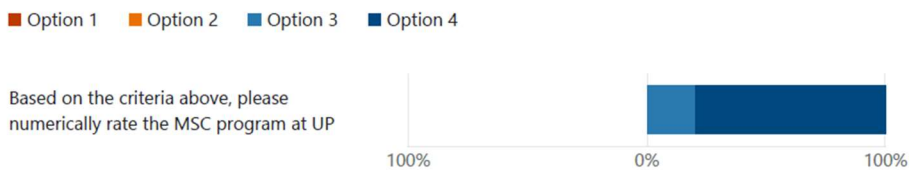


Overall Rating of the Program. (Question 12). The overall rating of the program was the final question of the survey. The scale was the same scale used above. All students ranked the program as “*excellent*” and “*good*”.

Figure 5: Students – Overall Rating of the Program

12. Overall Rating

- 1 = Poor
- 2 = Acceptable
- 3 = Good
- 4 = Excellent



Conclusions. 2023

Based on the information that has been provided by current students, the results show that the Master of Science in Counseling (MSC) program, specialty Clinical Mental Health Counseling at the University of Providence prepares students very well as future professional counselors. The findings do not indicate the need for specific program changes other keeping the standards that secured the accomplished CACREP accreditation until 2025. The overall results of 2023 show high scores of satisfactions on the eight required core curriculum areas. Nevertheless, some of the suggestions of students should be considered by MSC faculty and administration.

For instance, students suggested there should be more elective courses offered as evidenced by their statements such as: *“Marriage and family, child and adolescent counseling courses.”* Importantly, a student recommended *“A guiding course on licensing exams and process for licensure would be useful.”*

MSC faculty will continue to make changes in the future based on the students’ feedback.

B. Alumni

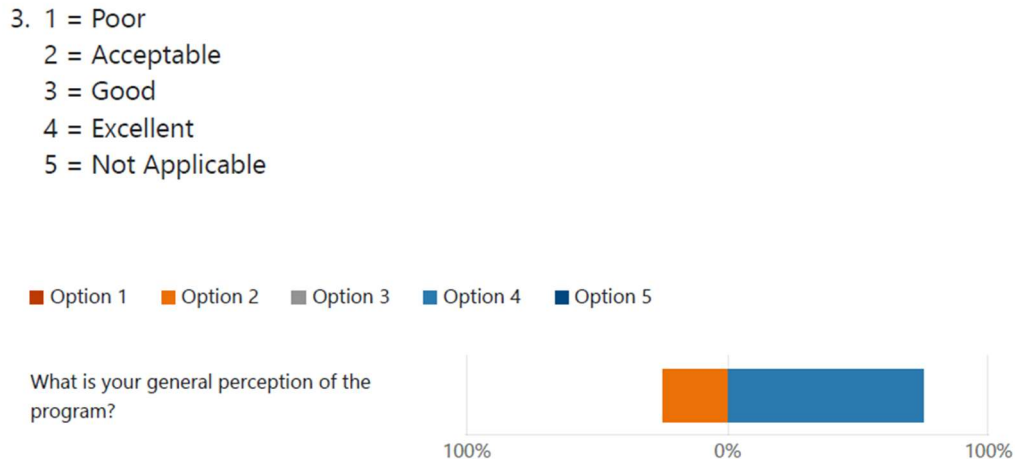
Data were solicited from alumni enrolled in the University of Providence MSC Program in the past few years. Alumni were emailed invitations to complete a program evaluation survey (19-questions) generated through MS Office Forms. Of 22 alumni identified by the University Alumni office, only four responded. Most of them graduated in 2022. Low response rates (18%) were attributed to the frequent survey delivery process, the fact that the same alumni were surveyed in the previous year regarding program effectiveness, and some may have changed their email addresses and not received the invitation. Plans to stagger alumni survey requests by year of graduation should help to alleviate this problem in the future.

Question 4 was asking alumni’s’ thoughts about the program with an open question, and most expressed positive feedback and stated the program prepares them to be a competent professional counselor. Their statements were:

General Perception of the Program. (Question 3). The general perception of the program was positive. The majority of students feel that the program is good, and one scored the program as acceptable. For instance, alumni answered the following: *“The program prepared me successfully to be a counselor.”* *“I thought the program classes were organized well for a student to first be introduced to general basics of counseling before more in-depth material.”* *“The program provided excellent preparation for a career in clinical mental health counseling.”*

Most program Alumni generally perceived the program in a favorable manner as evidenced by scaling with one = *Acceptable* and two rated it with 3 = *Good*. See Figure 6 below.

Figure 6: Alumni – General Perception of the Program



Particular Liking. (Question 5). When asked what the alumni **do like** about the M.S. in Counseling (specialty Clinical Mental Health Counseling) MSC program, they stated: *“Professors were personable, available for consults, and responsive.” “The flexibility to be able to work full time and complete the program in three years.” “Ability to continue my internship throughout the summer.” “The flexibility it offers.”*

Particular Dislike. (Question 6). When asked what the alumni **did not like** about the M.S. in Counseling (specialty Clinical Mental Health Counseling) MSC program, the statements were: *“The rules for the program and CACREP changed while we were in the program. The students had to adjust to changing requirements which had a negative impact on me as a student, the study I was pursuing, and me personally.”*

Some concerns about finding suitable practicum and internship sites and missing opportunities for in person learning have been expressed by two alumni. *“Difficulty finding a site near my area for practicum and internship.” “I would have appreciated more opportunity for in person intensives or learning. (That said, the flexibility of learning remotely was extremely helpful!)”*

Purpose of the Program. (Question 7). Alumni provided positive feedback regarding the purpose of the MSC program as evidenced by their statements:

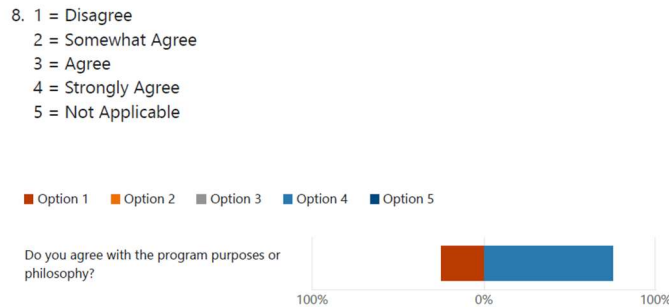
“Prepare students for counselor in light of a CACREP designation.” “Understanding the ethics and guidelines for professional mental health counseling.” “Exploring and finding a theoretical orientation that matches your values, strengths, and beliefs.”

“Equip and prepare mental health counselors with personal preparation, a strong understanding theory and practice, ability to contribute to counseling research, and practical and thorough professional skills to make a positive impact. Vital within this is grounding future counselors in counseling ethics.”

75% (n=3) of the Alumni rated the philosophy of the program as excellent, while one felt they disagreed with the philosophy.

Alumni Agreement with Program Purpose. (Question 8). Alumni were asked to rate the extent to which they agree with what they perceive to be the purpose and philosophy of the program using a scale (1 = Disagree 2 = Somewhat Agree 3 = Agree 4 = Strongly Agree, 5 = Not Applicable). Most alumni rated their agreement with the philosophy of the program at the highest score of 4 and one alumni rated it with 1 that shows a disagreement. see figure 7 below.

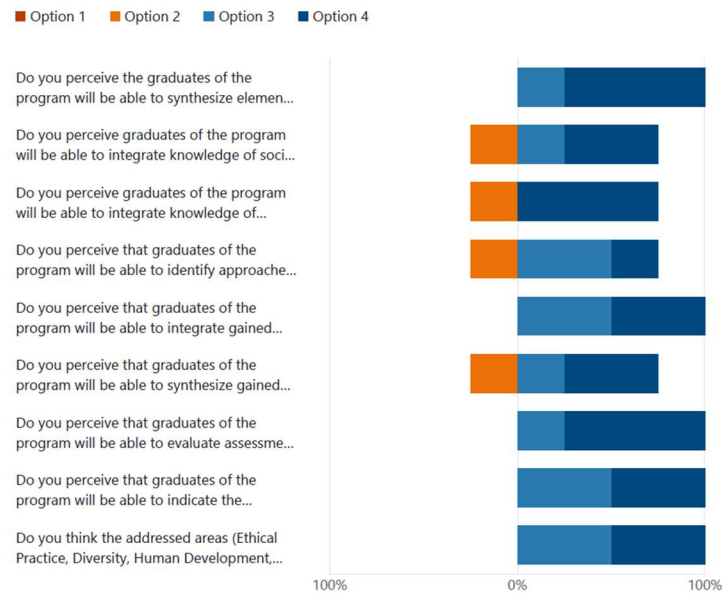
Figure 7: Alumni – Alumni agreement with Program Purpose



Program Objectives. (Question 9). Alumni were asked about their perception of program graduates in terms of ability to integrate content knowledge into their counseling practices related to the eight areas (Ethical practice in counseling, Social and cultural diversity, Human growth and development, Career and mental well-being, Personal model of counseling, Group counseling, Assessment and testing, Research, and evidence-based counseling).

Alumni were able to rank their responses using 1 (*poor*), 2 (*acceptable*), 3 (*good*), or 4 (*excellent*). Most Alumni responded with excellent and good, but a few also rated as acceptable. See Figure 8 below.

Figure 8: Alumni - Program Objectives



Ethical practice in counseling. 75% (n=3) of the 4 Alumni responded with “*excellent*” as their perception of the program prepared them to be able to synthesize elements of ethical practice in counseling. One response fell in the good category.

Social and cultural diversity. Two (50%) of the 4 Alumni ranked their perception of being prepared to integrate knowledge of social and cultural diversity and demonstrate multicultural counseling competence with “*Excellent*”, one alumnus responded with “*good*” and one participant fell in the “*acceptable*” category.

Human growth and development. Three (75%) of the Alumni responded with “*excellent*” for their competence of integrating knowledge of human growth and development in their counseling practice, while one responded with “*acceptable.*”

Career and mental well-being. One (25%) of the Alumni responded with “*excellent*” for their ability to identify approaches for conceptualizing the interrelationships among, work, relationships, and mental well-being, two (50%) of Alumni responded with “*good*” and one (25%) responded with “*acceptable*”.

Personal model of counseling. Two (50%) of the four Alumni responded with “*excellent*” for their perception of being able to integrate gained knowledge and formulate a personal model of counseling that they apply in their counseling practice, while the other (50%) responded with “*good*”.

Group counseling. Two (50%) of the 4 Alumni responded with “*excellent*” for their perception of being able to demonstrate relevant strategies to facilitate group counseling. One Alumni (25%) responded with “*good*” while one (25%) Alumni rated “*acceptable*”.

Assessment and testing. Majority (75%) of the Alumni responded with “*excellent*” for their perception of graduates being able to evaluate assessment results to diagnosis developmental, Behavioral, and mental disorders. One (25%) of the Alumni responded with “*good*”.

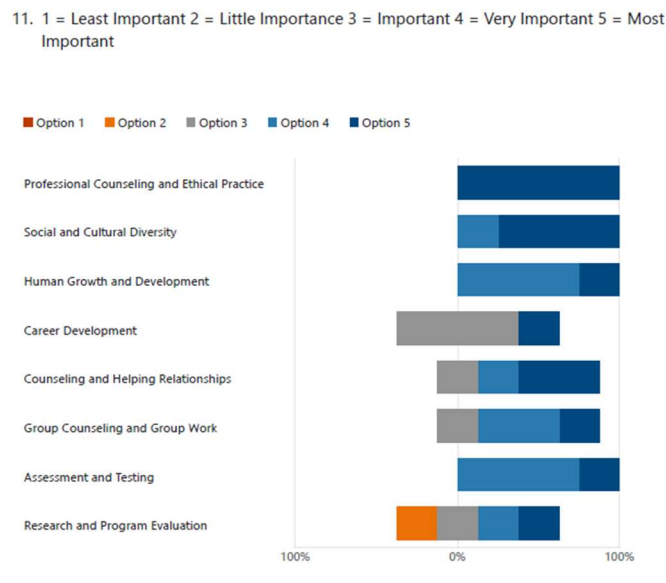
Research and evidence-based counseling. Two (50%) of the Alumni responded with “*excellent*” and half (50%) answered with “*good*” for being able to indicate the importance of research in advancing the counseling profession and identify evidence-based counseling practices.

Sufficiency of Curriculum. (Question 10 - What do you suggest adding to the curriculum - why?). This question of the survey requested suggestions for the curriculum. Responses ranged from the suggestion of “More role playing, I found it to be a great preparation for the practicum and internship.” to “*Not add but the research and program evaluation class should be redesigned because there are parts if the class that should be taught before students taught before they start their internship. Mostly, the class is just odds and ends and has no flow.*”

Importance of Program Areas. (Question 11) Alumni were also able to score all eight program areas regarding the importance regarding the significance to succeed as a clinical mental health counselor. (1) Professional Counseling Orientation and Ethical Practice; (2) Social and Cultural Diversity; (3) Human Growth and Development; (4) Career Development; (5) Counseling and Helping Relationships; (6) Group Counseling and Group Work; (7) Assessment and Testing; (8) Research and Program Evaluation.

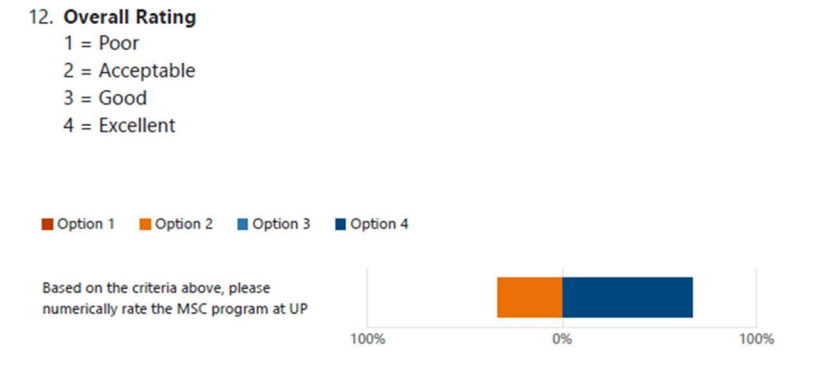
Professional counseling orientation and ethical practice was ranked as the most significant factor for being a successful professional counselor. Social and cultural diversity was ranked as second important area, while, Human growth and development as well as Assessment and testing were ranked equally next, followed by Counseling and Helping Relationship and Group Counseling and Group Work. Career development and Research and program evaluation were ranked as not so important. See Figure 9 below.

Figure 9: Alumni - Importance of Program Areas



Overall Rating of the Program. (Question 12). The overall rating of the program was the final question of the survey. The scale was the same scale used above. Two alumni ranked the program as “*excellent*”, one as “*acceptable*” and one missed to respond. See Figure 10 below.

Figure 10: Alumni – Overall Rating of the Program



Conclusions. 2023

Based on the information that has been provided by Alumni, it appears that the Master of Science in Counseling (MSC) program at the University of Providence represents a valuable performance of preparing graduates for their career as professional counselors based on ratings from "good" to “*excellent*”. The findings do not indicate an urgent need for specific program changes overall but adding more role plays in courses is implemented in the current curriculum. One suggestion was modifying the research course to ensure students have this knowledge before their internship experiences.

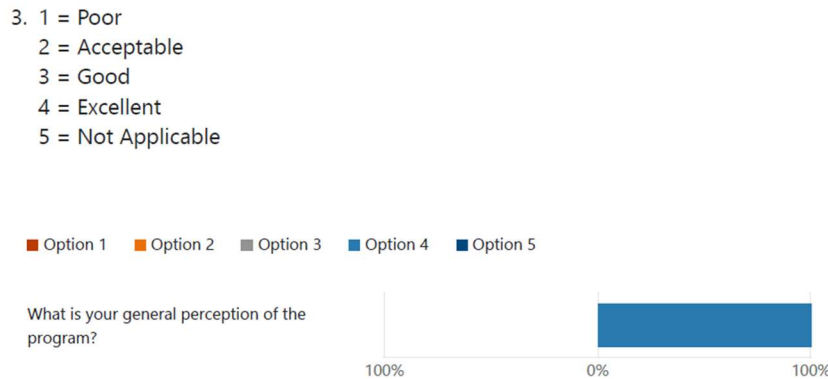
C. Faculty Full-Time, Part-Time, Adjunct

Data were collected from core faculty and adjunct faculty in the Master of Science in Counseling (MSC) program at the University of Providence. The survey was sent to three core faculty and four adjunct faculty and out of seven three responded. The survey was administered through an electronic link to fill out a form in Microsoft. One core faculty member, one instructor, and one adjunct faculty completed the survey. The faculty survey was comprised of open-ended responses and scaled rating questions. Each survey question is considered in turn.

Rating of the Program. Faculty were asked to provide an overall perception of the program using a rating scale where 1 = poor, 2 = acceptable, 3 = good, and 4 = excellent.

General Perception of the Program. (Question 3). The general perception of the program was positive, as evidenced by all responses scored as “*excellent*.”

Figure 11: Faculty – General Perception of the Program



Question 4 was asking faculty’s thoughts about the program with an open question and the provided statements are: *“I believe the MSC program to be sincerely dedicated to helping both new and working professionals obtain the required education for licensure in an accessible and flexible way.” “A highly personalized program that tailors to individual students within CACREP standards.” “The program helps graduate students to gain knowledge, practical counseling skills to become effective professional counselors.”*

Particular Liking. (Question 5). Faculty members were asked to identify what they like about the program. Regarding what is liked about the program, participants identified the quality and format of the program as valuable and stated: *“I appreciate the dedication of the faculty, the welcoming acceptance of people from all walks of life, and the individualized attention students have access to.” “The program is personalized, low student to faculty ratio, and quality courses.” “The cohort system and the rigor of the program while it is also flexible in the online format - for both students and instructors.”*

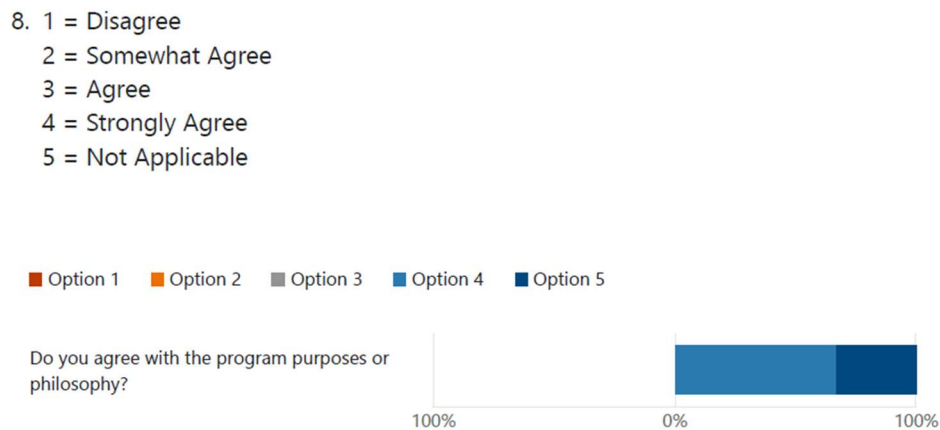
Particular Dislike. (Question 6). One perceived limitations of faculty about the program included high tuition rates for students and lack of effective built-in options for students to do their internships. Some statements were: *“This is true of all counseling programs, but there could always be more done to help students transition from the academic to professional environment. That being said, I have attended and worked at over three major universities, and the MSC program at Providence does far more in these regards when compared to my other experiences. The MSC program has and continues to provide access to necessary information and advice regarding the transition process, as well as support in internship placement and professional opportunities. One faculty mentioned: The tuition for students is high.”*

Purpose of the Program. (Question 7). Faculty was asked to identify the goals, objectives, and guiding philosophy of the program. The responses showed that faculty is convinced that the purpose of the program is to provide an education that will produce clinically competent clinical mental health counselors as stated below: *“To provide diverse student populations equitable and evidence-based education with the aim of assisting those who are qualified and passionate about clinical mental health services establish themselves as professional counselors.” “Train knowledgeable, highly skilled, and ethical*

professional counselors.” “Helping students to gain clinical skills, knowledge, and application abilities to serve diverse clients to help with their mental health and well-being. In addition, students mostly transform themselves into individuals with high levels of compassion, self-reflection, and understanding themselves and others.”

Faculty Agreement with Program Purpose. (Question 8). Faculty members were asked to rate the extent to which they agree with what they perceive to be the purpose of the program using a scale (1 = Poor 2 = Acceptable 3 = Good 4 = Excellent). Two faculty rated the philosophy of the program as excellent (4), while one rated N/A. See figure 12 below.

Figure 12: Faculty – Faculty Agreement with Program Purpose

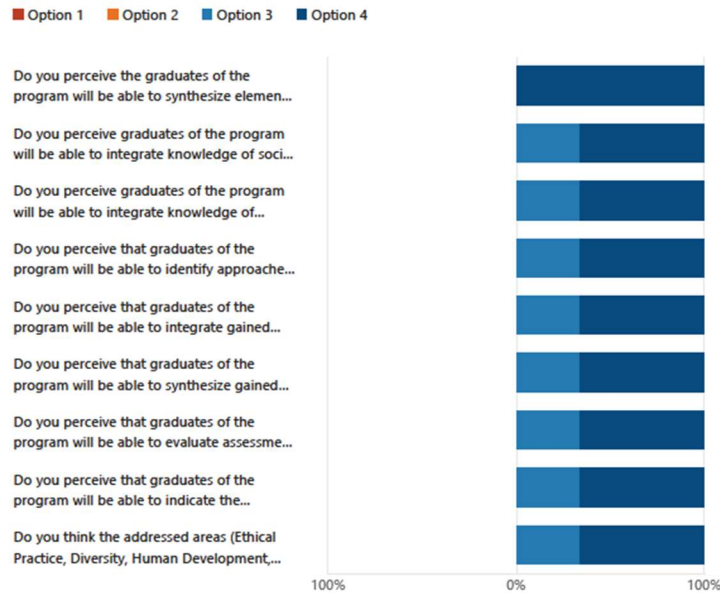


Program Objectives. (Question 9). Faculty was also asked about their perception of graduates being able to implement their learned material of the eight major learning areas (Ethical practice in counseling, Social and cultural diversity, Human growth and development, Career and mental well-being, Personal model of counseling, Group counseling, Assessment and testing, Research, and evidence-based counseling) into successful practical approach of counseling.

Faculty was able to rank their responses using 1 (poor), 2 (acceptable), 3 (good), or 4 (excellent). All the responses have been good and excellent. See Figure 13 below.

Figure 13: Faculty - Program Objectives

9. 1 = Poor 2 = Acceptable 3 = Good 4 = Excellent



Ethical practice in counseling. All faculty (100%) responded with “*excellent*” as their perception of the program preparing students to synthesize elements of ethical practice in counseling.

Social and cultural diversity. Two of the faculty ranked their perception of preparing students to integrate knowledge of social and cultural diversity and demonstrate multicultural counseling competence with “*Excellent*” and one faculty responded with “*good*”.

Human growth and development. Two of the faculty ranked their perception of preparing students to integrate knowledge of Human growth and development with “*Excellent*” and one faculty responded with “*good*”.

Career and mental well-being. Two of the faculty ranked their perception of preparing students to integrate knowledge of Career and mental well-being with “*Excellent*” and one faculty responded with “*good*”.

Personal model of counseling. Two of the faculty ranked their perception of preparing students to integrate knowledge of Personal model of counseling with “*Excellent*” and one faculty responded with “*good*”.

Group counseling. Two of the faculty ranked their perception of preparing students to integrate knowledge of group counseling with “*Excellent*” and one faculty responded with “*good*”.

Assessment and testing. Two of the faculty ranked their perception of preparing students to integrate knowledge of assessment and testing with “*Excellent*” and one faculty responded with “*good*”.

Research and evidence-based counseling. Two of the faculty ranked their perception of preparing students to integrate knowledge of research and evidence-based counseling with “*Excellent*” and one faculty responded with “*good*”.

Sufficiency of Curriculum. (Question 10 - What do you suggest adding to the curriculum - why?). This question of the survey requested suggestions for the curriculum. Responses from faculty members provided suggestions including:

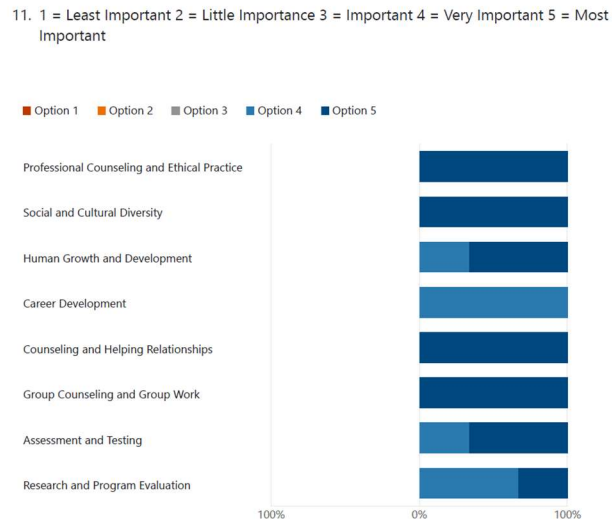
“Faculty/staff whose primary role would involve supporting students in the preparation for licensure (NCE, State Application, Supervised Internship, status as 'First Year Professional', useful data and guidance on the business and insurance aspects of professional counseling, etc.)”, “Couples / Family counseling. Students commonly see couples in clinical work and express high interest in the content area.”

Other suggestions were *“Additional classes such as trauma, counseling children, or legal issues in counseling.”*

Importance of Program Areas. (Question 11). Faculty members were also able to score all eight program areas regarding the importance regarding the significance to succeed as a clinical mental health counselor. (1) Professional Counseling Orientation and Ethical Practice; (2) Social and Cultural Diversity; (3) Human Growth and Development; (4) Career Development; (5) Counseling and Helping Relationships; (6) Group Counseling and Group Work; (7) Assessment and Testing; (8) Research and Program Evaluation.

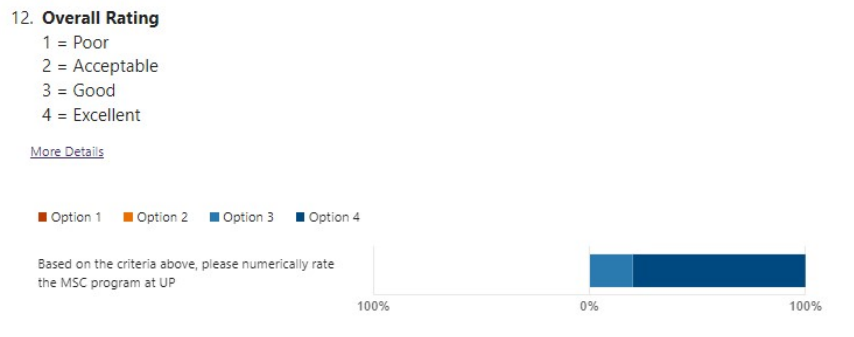
Professional counseling orientation and ethical practice, Social and cultural diversity, Counseling and helping relationships, and Group counseling were all ranked as most significant for being a successful professional counselor. Human growth and development and Assessment and testing ranked next, Research and program evaluation were ranked before Career development that was ranked as least significant. The results are shown in Figure 14 below.

Figure 14: Faculty - Importance of Program Areas



Overall Rating of the Program. (Question 12). The overall rating of the program was the final question of the survey. The scale was the same scale used above. Two faculty ranked the program as “*excellent*” and one as “*good*”.

Figure 15: Faculty – Overall Rating of the Program



Conclusions. 2023.

The measures of overall program rating are indicative of the faculty's view of the program in relation to program purpose, program curriculum, and student preparedness. Based on faculty members’ provided responses, it appears that the Master of Science in Counseling (MSC) program at the University of Providence prepares MSC graduates well to serve as effective professional counselors. Although the described information does not indicate an urgent need for specific program changes in general, some suggestions are offered. For instance, adding classes such as trauma, couples/family counseling, counseling children, or legal issues in counseling.

D. Clinical Supervisors

Data were collected from clinical supervisors on current students enrolled in clinical courses in the MSC Program at the University of Providence. Clinical supervisors answered a 12-question survey using an electronic form developed in *Microsoft*. Only one of 12 clinical site supervisors responded to the survey questions.

Rating of the Program. Clinical site supervisors were asked to provide an overall perception of the program using a rating scale where 1 = poor, 2 = acceptable, 3 = good, and 4 = excellent.

General Perception of the Program. (Question 3). The general perception of the program was positive for this respondent as they ranked the program as “*excellent*”.

Question 4 was asking site supervisors’ thoughts about the program with an open question. The one site supervisor who responded expressed positive impressions about the program as evidenced by their statements below.

“The graduate student that is supervised at Good Samaritan Ministries demonstrates the values and positive ways of interacting with clients. Unconditional positive regard and commitment to the best interests of clients resonates with GSM beliefs and practice.”

Particular Liking. (Question 5). When asked what the clinical supervisors **do like** about the M.S. in Counseling (specialty Clinical Mental Health Counseling), the respondent’s answer was: *“The mission statement of the University of Providence is demonstrated by the graduate student (Lindsay G). The rapport established with clients and collaborative development of treatment plan, as well as exhibiting strong ethical and professional relationships is a positive that is much appreciated.”*

Particular Dislike. (Question 6). When clinical supervisors were asked what they dislike about the M.S. in Counseling their responses were the following: *“There isn’t anything that I do not like about the program.”*

Purpose of the Program. (Question 7). The clinical site supervisor was convinced that the purpose of the program is to provide an education that will produce clinically competent clinical mental health counselors as evidenced by the provided response:

“My perception of the program is to promote a foundation of unconditional regard for all clients for their best interests. The mission statement of the University of Providence establishes expectations for how students will engage with their clients.”

Site Supervisors Agreement with Program Purpose. (Question 8). The responses from site supervisor rated the purpose and philosophy of the program on a scale (*1 = Disagree 2 = Somewhat Agree 3 = Agree 4 = Strongly Agree, 5 = Not Applicable*). The site supervisor responded with *Strongly Agree*.

Program Objectives. (Question 9). Site supervisors were also asked about their perception of graduates being able to implement their learned material of the eight major learning areas (Ethical practice in counseling, Social and cultural diversity, Human growth and development, Career and mental well-being, Personal model of counseling, Group counseling, Assessment and testing, Research, and evidence-based counseling) into successful practical approach of counseling.

Clinical site supervisors were able to rank their responses using 1 (*poor*), 2 (*acceptable*), 3 (*good*), or 4 (*excellent*). The responsive site supervisor rated all areas with *excellent*.

Sufficiency of Curriculum. (Question 10 - What do you suggest adding to the curriculum - why?). This question of the survey requested suggestions for the curriculum from the site supervisors. The response expressed positive impressions as stated: *“No suggestions. Am impressed with the curriculum.”*

Importance of Program Areas. (Question 11). Site supervisors were also able to score all eight program areas regarding the importance regarding the significance to succeed as a clinical mental health counselor. (1) Professional Counseling Orientation and Ethical Practice; (2) Social and Cultural Diversity; (3) Human Growth and Development; (4) Career Development; (5) Counseling and Helping Relationships; (6) Group Counseling and Group Work; (7) Assessment and Testing; (8) Research and Program Evaluation.

The site supervisor rated all areas as most important, except for the area of Career Development and Group Counseling that was rated as very important.

Overall Rating of the Program. (Question 12). The overall rating of the program was the final question of the survey. The scale was the same scale used above. The site supervisors ranked the program as *“excellent”*.

Conclusions. 2023

Based on the information that has been provided by one clinical site supervisor, it appears that the Master of Science in Counseling (MSC) program, specialty Clinical Mental Health Counseling at the University of Providence prepares students well as future professional counselors. The low response rate indicates for more communication and engagement between site supervisors, practicum/internship coordinator and particularly faculty who teach practicum and internship courses.