

Annual Program Evaluation Report  
Master's in Clinical Mental Health Counseling  
Division of Professional Studies  
Judson University

Year Reviewed – Fall 2020-Spring 2021 (August 2020-July 2021)

Date: Spring 2022

Program Faculty/Program Evaluation Participants:

Kimberly Schellin-Rog - Program Chair, Clinical Mental Health Counseling Program  
Denise Purvis - Practicum and Internship Coordinator, Clinical Mental Health Counseling Program  
Gregory Pennington -Core Faculty, Clinical Mental Health Counseling Program  
Jennifer Mattingly -Division Chair, Division of Professional Studies  
Chad Briggs - Director of Institutional Research and Effectiveness  
Caitlin Kiel - Assistant to the Registrar  
Maria Aguirre – Lead Academic Advisor

Master of Arts in Clinical Mental Health Counseling Program Annual Report  
August 2020-July 2021  
Judson University

**Introduction from the Program Chair**

The Judson University, Clinical Mental Health Counseling (CMHC) program had a challenging year during 2019-2020. Dr. Amber Randolph (Program Chair) left the program and a new program chair, Dr. Kimberly Schellin-Rog was hired. Dr. Scott Nelson (Practicum and Internship Coordinator) also left the program. Dr. Denise Purvis (Core Faculty) was promoted to Practicum and Internship Coordinator. This resulted in an academic search being conducted to fill the third Core Faculty position. Sadly by the end of July 2021, no candidate had yet been hired. Dr. Gregory Pennington was hired as CMHC Core Faculty in the Fall of 2021.

COVID-19 continued to impact the program. While the lockdown was lifted in the fall of 2020, students continued to exhibit and express concerns about returning to the in-person teaching format.

During the 2020-2021 year, the CMHC program submitted the CACREP self-assessment, the first step toward achieving CACREP accreditation. The benefits of CACREP accreditation is that Judson's CMHC program will be recognized as having met not only content but quality standards set by the counseling profession (cacrep.org, 2022).

**Section 1: Program Demographic Data by Campus and Aggregated**

- New Student Data

- New Students in the MACC Program August 2020-July 2021

- 28 completed applications
    - 27 students admitted
      - 17 to the Elgin Campus
      - 10 to the Rockford Campus

Table 1: New Students in the MACC Program August 2020-July 2021 Demographic information

<b>Gender</b>	<b>Applicants</b>	<b>Admitted</b>	<b>Elgin Campus</b>	<b>Rockford Campus</b>
Male	8	7	7	1
Female	20	20	11	9
Not Reported	0	0	0	0
<b>Grand Total</b>	<b>28</b>	<b>27</b>	<b>18</b>	<b>10</b>
<b>Age Range</b>	<b>Applicants</b>	<b>Admitted</b>		
20-29	8	8	6	2
30-39	10	10	6	4
40-49	6	5	3	2
50-59	3	3	1	2
60 and above	1	1	1	0
Not Reported	0	0	0	0
<b>Grand Total</b>	<b>28</b>	<b>27</b>	<b>17</b>	<b>10</b>

- Current Student Data

Table 2: All Students in the MACC Program Fall 2020 (August 2020-January 2021) Demographic information

<b>Gender</b>	<b>All Students</b>	<b>Elgin Campus Fall 2020</b>	<b>Rockford Campus Fall 2020</b>
Male	6	4	2
Female	49	27	22
Not Reported	0	0	0
<b>Grand Total</b>	<b>55</b>	<b>31</b>	<b>24</b>
<b>Race/Ethnicity</b>	<b>All Students</b>		

White/Caucasian	34	19	15
African American/Black	9	3	6
Hispanic/Latino	5	4	0
Asian American/Pacific Islander	2	2	0
American Indian or Alaska Native	0	0	0
Native Hawaiian/Pacific Islander	0	0	0
Multi-Racial	0	0	0
Unknown	4	1	3
Other	1	1	0
Not Reported	0	0	0
Grand Total	55	31	24
<b>Age Range</b>	<b>All Students</b>		
20-29	30	20	10
30-39	10	5	5
40-49	13	6	7
50-59	1	1	0
60 and above	1	1	0
Not Reported	0	0	0
Grand Total	55	33	22

Table 3: All Students in the MACC Program Spring 2021 (February 2021 – July 2021) Demographic information

<b>Gender</b>	<b>All Students</b>	<b>Elgin Campus</b>	<b>Rockford Campus</b>
Male	8	5	3
Female	44	31	13
Not Reported	0	0	0
Grand Total	52	36	16
<b>Race/Ethnicity</b>	<b>All Students</b>		
White/Caucasian	33	25	8
African American/Black	7	4	3
Hispanic/Latino	6	4	2
Asian American/Pacific Islander	2	2	0
American Indian or Alaska Native	0	0	0
Native Hawaiian/Pacific Islander	0	0	0
Multi-Racial	0	0	0
Unknown	4	1	3
Not Reported	0	0	0
Grand Total	52	36	16
<b>Age Range</b>	<b>All Students</b>		
20-29	32	22	10
30-39	10	8	2
40-49	7	3	4
50-59	1	1	0
60 and above	2	2	0
Not Reported	0	0	0

Grand Total	52	36	16
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- Summary of analysis and any admission or program changes made based on the analysis
  - In reviewing the data, Judson University’s Master’s in Mental Health Counseling recruitment needs to continue to focus on not only the Rockford community in which we have a campus, but on growing a more diverse student population.

**Section 2: Program Statistics by Campus and Aggregated**

- Number of graduates for 2020-2021 year
  - During 2020-2021 school year, 11 students graduated from MACC Program
  - 6 from the Rockford Campus
  - 5 from the Elgin Campus
  
- Pass rates on the credentialing exam
  - Of the 11 alumni, 4 have taken and passed the NCE exam, becoming Illinois LPC’s.
  - Those who have not yet taken the exam have reported that COVID has delayed them in taking their exam.
  - One student has reported that they are applying to a doctorate program which has delayed the taking of the exam.
  
- Completion Rates
  - Based on Fall 2018 IPEDS data
    - 12 students enrolled in the program in the fall of 2018
      - 4 students have graduated
      - 1 student is still enrolled in the program
      - 1 student transferred to another Judson Master’s Program
      - 6 students withdrew from the MACC program, 1 due to COVID but is working on returning to complete the program, 1 due to health concerns, 2 due to family obligations, 1 due to wanting to pursue a different non-Judson degree and 1 due to unknown reasons.

- Completion Rate 33%

- Job Placement Rates
  - Of the 11 alumni who graduated in 2020-2021, 10 are currently working as counselors in the mental health field
  - 7 are employed full-time
  - 4 are employed part-time
- Salary Data for MACC Alumni
  - 3 alumni reported their yearly salary as \$50,000 - \$74,999
  - 2 alumni reported their yearly salary as \$40,000 - \$49,999
  - 2 alumni reported their yearly salary as \$30,000 - \$39,999
  - 4 alumni did not report a yearly salary

### Section 3: Assessment of the Program Objectives and CACREP Standards

- KPI Chart Results by Campus and Aggregated August 2020-July 2021

#### MACC Key Performance Indicators Based on CACREP 2016 Standards

##### 1. Professional Counseling Orientation and Ethical Practice

Core Area	Program Goals Alignment	Point of Measurement	Method of Measurement	Expected Average	Analysis All Students	Analysis Elgin Students	Analysis Rockford Students	Analysis Online Students
Knowledge 1a. History and philosophy of the counseling profession and its specialty areas	1	<ul style="list-style-type: none"> <li>MHC501 Foundations of Mental Health Counseling</li> </ul>	<ul style="list-style-type: none"> <li>Online quiz</li> </ul>	85%	Average Score 95.6% N=49	Average Score 93.7% N=33	Average Score 97.5% N=16	N/A – This course is not provided in an online format
	1, 4, 6	<ul style="list-style-type: none"> <li>MHC535 Family Dynamics</li> </ul>	<ul style="list-style-type: none"> <li>Online quizzes</li> </ul>	85%	Average Score 95.1%	This course was not	Average Score 95.1%	N/A – This course is not provided in

					N=6	offered on this campus during the identified time-period	N=6	an online format
<b>Skill</b> 1k. Strategies for personal and professional self-evaluation and implications for practice	9	<ul style="list-style-type: none"> <li>MHC512 Interpersonal Relations and Leadership Development</li> </ul>	<ul style="list-style-type: none"> <li>Self-evaluation Assessment &amp; Report</li> </ul>	85%	Average Score 90.0% N=34	Average Score 85.22% N=23	Average Score 90.8% N=7	Average Score 95% N=4
	3, 10	<ul style="list-style-type: none"> <li>MHC516 Counseling Techniques</li> </ul>	<ul style="list-style-type: none"> <li>Role Play Journals</li> </ul>	85%	Average Score 95.3% N=21	Average Score 93.3% N=15	Average Score 97.2% N=6	N/A – This course is not provided in an online format

## 2. Social and Cultural Diversity

Core Area	Program Goals Alignment	Point of Measurement	Method of Measurement	Expected Average	Analysis All Students	Analysis Elgin Students	Analysis Rockford Students	Analysis Online Students
<b>Knowledge</b> 2g. The impact of spiritual beliefs on clients' and counselors' worldviews	9, 10	<ul style="list-style-type: none"> <li>MHC501 Foundations of Mental Health Counseling</li> </ul>	<ul style="list-style-type: none"> <li>Journal</li> </ul>	85%	Average Score 94.1% N=49	Average Score 94.9% N=33	Average Score 93.23% N=16	N/A – This course is not provided in an online format
	1, 4, 10	<ul style="list-style-type: none"> <li>MHC 529 Multicultural Counseling</li> </ul>	<ul style="list-style-type: none"> <li>Final Professional Development Plan</li> </ul>	85%	Average Score 99.6%	Average Score 99.6%	This course was not offered on	N/A – This course is not provided in an online format



					N=16	N=16	this campus during the identified time-period	
<b>Skill</b> 2c. Multicultural counseling competencies	3	<ul style="list-style-type: none"> <li>MHC 529 Multicultural Counseling</li> </ul>	<ul style="list-style-type: none"> <li>Discussion questions</li> </ul>	85%	Average Score 96.6% N=16	Average Score 96.6% N=16	This course was not offered on this campus during the identified time-period	N/A – This course is not provided in an online format
	8, 9	<ul style="list-style-type: none"> <li>MHC 625 Counseling Internship</li> </ul>	<ul style="list-style-type: none"> <li>Journals</li> </ul>	85%	Average Score 91.4% N=13	Average Score 87.5% N=5	Average Score 95.2% N=8	N/A – This course is not provided in an online format

### 3. Human Growth and Development

Core Area	Program Goals Alignment	Point of Measurement	Method of Measurement	Expected Average	Analysis All Students	Analysis Elgin Students	Analysis Rockford Students	Analysis Online Students
<b>Knowledge</b> 3a. Theories of individual and family development across the lifespan	4	<ul style="list-style-type: none"> <li>MHC 510 Human Growth and Lifespan Development</li> </ul>	<ul style="list-style-type: none"> <li>Research Paper</li> </ul>	85%	Average Score 82.2% N=31	Average Score 86.7% N=13	Average Score 99.6% N=10	Average Score 60.4% N=8
	2, 6	<ul style="list-style-type: none"> <li>MHC525 Practicum</li> </ul>	<ul style="list-style-type: none"> <li>Session Review</li> </ul>	85%	Average Score	Average Score	Average Score	N/A – This course is not

					94.1% N=14	95% N=5	93.2% N=9	provided in an online format
<b>Skill</b> 3i. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	3, 9	<ul style="list-style-type: none"> <li>MHC 510 Human Growth and Lifespan Development</li> </ul>	<ul style="list-style-type: none"> <li>Ethical Issue Presentation</li> </ul>	85%	Average Score 87.3% N=31	Average Score 94.5% N=13	Average Score 90% N=10	Average Score 77.5% N=8
	9	<ul style="list-style-type: none"> <li>MHC516 Counseling Techniques</li> </ul>	<ul style="list-style-type: none"> <li>Ethics Journal</li> </ul>	85%	Average Score 88.2% N=21	Average Score 93% N=15	Average Score 83.3% N=6	N/A – This course is not provided in an online format

#### 4. Career Development

Core Area	Program Goals Alignment	Point of Measurement	Method of Measurement	Expected Average	Analysis All Students	Analysis Elgin Students	Analysis Rockford Students	Analysis Online Students
<b>Knowledge</b> 4b. Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	3	<ul style="list-style-type: none"> <li>MHC620 Career Counseling</li> </ul>	<ul style="list-style-type: none"> <li>Informational Interview Report</li> </ul>	85%	Average Score 97.2% N=29	Average Score 97.2% N=29	This course was not offered on this campus during the identified time-period	N/A – This course is not provided in an online format
	3	<ul style="list-style-type: none"> <li>MHC525 Practicum</li> </ul>	<ul style="list-style-type: none"> <li>Weekly Journals</li> </ul>	85%	Average Score 92.4%	Average Score 99.8%	Average Score 84.9%	N/A – This course is not

					N=14	N=5	N=9	provided in an online format
<b>Skill</b> 4e. Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	2	<ul style="list-style-type: none"> <li>MHC620 Career Counseling</li> </ul>	<ul style="list-style-type: none"> <li>Career Assessment Interpretation</li> </ul>	85%	Average Score 97.2% N=29	Average Score 93.3% N=29	This course was not offered on this campus during the identified time-period	N/A – This course is not provided in an online format
	5, 6, 9	<ul style="list-style-type: none"> <li>MHC607 Clinical Assessment, Diagnosis and Treatment</li> </ul>	<ul style="list-style-type: none"> <li>Case Evaluation</li> </ul>	85%	Average Score 88.9% N=25	Average Score 87.5% N=15	Average Score 90.2% N=10	N/A – This course is not provided in an online format

### 5. Counseling and Helping Relationships

Core Area	Program Goals Alignment	Point of Measurement	Method of Measurement	Expected Average	Analysis All Students	Analysis Elgin Students	Analysis Rockford Students	Analysis Online Students
<b>Knowledge</b> 5j. Evidence-based counseling strategies and techniques for prevention and intervention	2, 3, 6, 7	<ul style="list-style-type: none"> <li>MHC607 Clinical Assessment, Diagnosis and Treatment</li> </ul>	<ul style="list-style-type: none"> <li>Diagnostic Paper</li> </ul>	85%	Average Score 89.9% N=25	Average Score 96.4% N=15	Average Score 83.4% N=10	N/A – This course is not provided in an online format
	2, 6, 7	<ul style="list-style-type: none"> <li>MHC545 Substance Use Disorder Treatment</li> </ul>	<ul style="list-style-type: none"> <li>Impact of Substance Use Paper</li> </ul>	85%	Average Score %	This course was not	Average Score 95%	N/A – This course is not

					N=	offered on this campus during the identified time-period	N=9	provided in an online format
<b>Skill</b> 5g. Essential interviewing, counseling, and case conceptualization skills	2, 10	<ul style="list-style-type: none"> <li>MHC516 Counseling Techniques</li> </ul>	<ul style="list-style-type: none"> <li>Final Video</li> </ul>	85%	Average Score 96.3% N=21	Average Score 92.5% N=15	Average Score 100% N=6	N/A – This course is not provided in an online format
	10	<ul style="list-style-type: none"> <li>MHC625 Counseling Internship</li> </ul>	<ul style="list-style-type: none"> <li>Counseling Session Review</li> </ul>	85%	Average Score 86.8% N=13	Average Score 96.3% N=5	Average Score 77.2% N=8	N/A – This course is not provided in an online format
	2	<ul style="list-style-type: none"> <li>MHC616 Advanced Counseling Skills</li> </ul>	<ul style="list-style-type: none"> <li>Counseling Demo &amp; Reflection</li> </ul>	85%	Average Score 95% N=11	Average Score 97.2% N=6	Average Score 92.7% N=5	N/A – This course is not provided in an online format

## 6. Group Counseling and Group Work

Core Area	Program Goals Alignment	Point of Measurement	Method of Measurement	Expected Average	Analysis All Students	Analysis Elgin Students	Analysis Rockford Students	Analysis Online Students
<b>Knowledge</b> 6b. Dynamics associated with	2	<ul style="list-style-type: none"> <li>MHC542 Group Counseling</li> </ul>	<ul style="list-style-type: none"> <li>Group Facilitations</li> </ul>	85%	Average Score 96.7%	Average Score 100%	Average Score 93.3%	N/A – This course is not

group process and development					N=24	N=15	N=9	provided in an online format
	1, 2, 3	<ul style="list-style-type: none"> <li>MHC535 Family Dynamics</li> </ul>	<ul style="list-style-type: none"> <li>Group Couples Treatment Plan</li> </ul>	85%	Average Score 88.3% N=6	This course was not offered on this campus during the identified time-period	Average Score 88.3% N=6	N/A – This course is not provided in an online format
<b>Skill</b>  6g. Ethical and culturally relevant strategies for designing and facilitating groups	3, 9	<ul style="list-style-type: none"> <li>MHC542 Group Counseling</li> </ul>	<ul style="list-style-type: none"> <li>Group Proposal</li> </ul>	85%	Average Score 88.4% N=24	Average Score 87.3% N=15	Average Score 89.5% N=9	N/A – This course is not provided in an online format
	10	<ul style="list-style-type: none"> <li>MHC642 Advanced Group Counseling</li> </ul>	<ul style="list-style-type: none"> <li>Group Proposal</li> </ul>	85%	Average Score 100% N=3	Average Score 100% N=3	This course was not offered on this campus during the identified time-period	N/A – This course is not provided in an online format

## 7. Assessment and Testing

Core Area	Program Goals Alignment	Point of Measurement	Method of Measurement	Expected Average	Analysis All Students	Analysis Elgin Students	Analysis Rockford Students	Analysis Online Students
<b>Knowledge</b> 7b. Methods of effectively preparing for and conducting initial assessment meetings	5, 6, 9	<ul style="list-style-type: none"> <li>MHC607 Clinical Assessment, Diagnosis, and Treatment</li> </ul>	<ul style="list-style-type: none"> <li>Case Evaluation</li> </ul>	85%	Average Score 88.9% N=25	Average Score 87.5% N=15	Average Score 90.2% N=10	N/A – This course is not provided in an online format
	10	<ul style="list-style-type: none"> <li>MHC625 Counseling Internship</li> </ul>	<ul style="list-style-type: none"> <li>Counseling Session Review</li> </ul>	85%	Average Score 86.8% N=13	Average Score 96.3% N=5	Average Score 77.2% N=8	N/A – This course is not provided in an online format
<b>Skill</b> 7i. Use of assessments relevant to academic/educational, career, personal, and social development	10	<ul style="list-style-type: none"> <li>MHC620 Career Counseling</li> </ul>	<ul style="list-style-type: none"> <li>Oral Presentation</li> </ul>	85%	Average Score 99.8% N=29	Average Score 99.8% N=29	This course was not offered on this campus during the identified time-period	N/A – This course is not provided in an online format
	5, 6, 9	<ul style="list-style-type: none"> <li>MHC607 Clinical Assessment, Diagnosis, and Treatment</li> </ul>	<ul style="list-style-type: none"> <li>Case Evaluation</li> </ul>	85%	Average Score 88.9% N=25	Average Score 87.5% N=15	Average Score 90.2% N=10	N/A – This course is not provided in an online format

## 8. Research and Program Evaluation

Core Area	Program Goals Alignment	Point of Measurement	Method of Measurement	Expected Average	Analysis All Students	Analysis Elgin Students	Analysis Rockford Students	Analysis Online Students
<b>Knowledge</b> 8a. The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	1, 9	<ul style="list-style-type: none"> <li>MHC517 Professional, Legal and Ethical Issues in Clinical Mental Health Counseling</li> </ul>	<ul style="list-style-type: none"> <li>Research Paper</li> </ul>	85%	Average Score % N=	Average Score 87.6% N=6	Average Score 79.3% N=14	N/A – This course is not provided in an online format
	1	<ul style="list-style-type: none"> <li>MHC532 Research and Evaluation Methods</li> </ul>	<ul style="list-style-type: none"> <li>Journal Critique</li> </ul>	85%	Average Score 77% N=7	This course was not offered on this campus during the identified time-period	Average Score 77% N=7	N/A – This course is not provided in an online format
<b>Skill</b> 8b. Identification of evidence-based counseling practices	10	<ul style="list-style-type: none"> <li>MHC515 Counseling Theory</li> </ul>	<ul style="list-style-type: none"> <li>Personal Theory Paper</li> </ul>	85%	Average Score 86.7% N=21	Average Score 94.2% N=12	Average Score 79.1% N=9	Average Score 61.4% N=7
	1	<ul style="list-style-type: none"> <li>MHC532 Research and Evaluation Methods</li> </ul>	<ul style="list-style-type: none"> <li>Journal Critique</li> </ul>	85%	Average Score 77% N=7	This course was not offered on this campus during the identified	Average Score 77% N=7	N/A – This course is not provided in an online format

						time-period		
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**CACREP CMHC Standards**

Specialty Area		Point of Measurement	Method of Measurement	Expected Average	Analysis All Students	Analysis Elgin Students	Analysis Rockford Students	Analysis Online Students
<b>Knowledge</b> 2b Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	2, 3, 6, 7	<ul style="list-style-type: none"> <li>MHC607 Clinical Assessment, Diagnosis, and Treatment</li> </ul>	<ul style="list-style-type: none"> <li>Diagnostic Paper</li> </ul>	85%	Average Score 89.9% N=25	Average Score 96.4% N=15	Average Score 83.4% N=10	N/A – This course is not provided in an online format
	3, 6, 7	<ul style="list-style-type: none"> <li>MHC527 Maladaptive Behaviors and Psychiatric Illness</li> </ul>	<ul style="list-style-type: none"> <li>Treatment Planning Paper</li> </ul>	85%	Average Score 95.4% N=	Average Score 95.1% N=32	Average Score 95.6% N=8	N/A – This course is not provided in an online format
<b>Skill</b> 3a Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	2, 6	<ul style="list-style-type: none"> <li>MHC525 Practicum</li> </ul>	<ul style="list-style-type: none"> <li>Counseling Session Review</li> </ul>	85%	Average Score 94.1% N=14	Average Score 95% N=5	Average Score 93.2% N=9	N/A – This course is not provided in an online format
	10	<ul style="list-style-type: none"> <li>MHC625 Counseling Internship</li> </ul>	<ul style="list-style-type: none"> <li>Counseling Session Review</li> </ul>	85%	Average Score 86.8% N=13	Average Score 96.3% N=5	Average Score 77.2% N=8	N/A – This course is not provided in an online format

- Site Supervisor Perceptions Survey Results
  - 2 Site Supervisors responded to the survey
    - How would you rank, (1 being low, 10 being high), the Judson University MACC Program student on their Judson University’s Clinical Mental Health Counseling Program Annual Report

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counseling skills at the end of their internship compared to the beginning of their practicum/internship?

- 10
- 10

- How would you rank, (1 being low, 10 being high), the Judson University MACC Program Student on their paperwork skills (I.e. treatment plans, progress notes) at the end of internship compared to the beginning of their practicum/internship?

- 10
- 8

- How would you rank, (1 being low, 10 being high), the Judson University MACC Program student on their case conceptualization skills at the end of internship compared to the beginning of practicum/internship?

- 10
- 10

- How would you rank, (1 being low, 10 being high), the Judson University MACC Program Student on their diagnostic skills at the end of internship compared to the beginning of practicum/internship?

- 10
- 8

- How would you rank, (1 being low, 10 being high), the Judson University MACC Program Student on their clinical decision-making skills at the end of internship compared to the beginning of practicum/internship?

- 10
- 9

- How would you compare the Judson University student you had on site you have on staff to other counselors from different counseling programs?

- 10
- “The intern was strong, she was offered to stay on based on her performance”

- Any other information you would like to share about the Judson Master’s of Clinical Mental Health Counseling Program or interns?

- “I wish that the student could take their first license test prior to graduating. If they want to go in private practice they need that first license. It creates a lot of problems for me as a business owner.”

- MACC Alumni Survey Results
  - 3 alumni responded to the survey

- What did you like about the program?
  - “Convince of class schedule”
  - “I liked lots of things. I liked the people I met, the classes, most of my instructors, the coursework, etc.”
  - “professors really connected with us individually!”
- What do you wish would have been better?
  - “Very frustrated about the long promised CACREP accreditation that still has not happened. We were assured at the beginning of the program it would be attained in a timely manner but now some of us have to race against the clock to attain licensure before we are no longer eligible”
  - “Smaller class sizes for when we had to go remote. So if forever reason to go remote, I think it’s more beneficial to have a smaller class.”
  - “zoom classes were not beneficial”
- The program is geared towards working adults so it is offered for four hours one night a week. Would you have been interested in attending the program if it was offered for 4 hours one morning a week? Would you have been interested in attending if the program was offered 4 hours a week during the afternoon 1-5pm? Would you have been interested in attending the program if it was offered Saturday morning?
  - 33% responded no – I would not like to attend if it was offered one morning a week
  - 66.7% responded yes - I would have liked to attend if it was offered on a Saturday morning
- Did you feel prepared for practicum/internship?
  - 66.7% responded yes
  - 33.3% responded no
- Please explain why you did/did not feel prepared for practicum/internship?
  - “In clinical skills I was prepared, But the expectations of time commitment, how to obtain an internship, and what that part of the program would be like we’re not discussed extensively beforehand”
  - “Most classes prepared me for both, I was just nervous”
- What was your practicum/internship experience like?
  - “It was somewhat frustrating that there was no assistance with placements and the process of attaining placement was not well explained”
  - “It was good. Thank news just super nervous.”
  - “I loved it! I got to work with my preferred demographic and had great supervisors.”
- If you have taken your licensure exam, did you pass?
  - One student has taken it and passed.
- Have you been able to obtain employment in the counseling profession since your graduation?

- 100% responded yes – full time
  - If yes, what is your annual salary?
    - “45,000”
    - “41,000”
  - Any other information that you feel would be helpful for MACC Program Faculty to know?
    - No responses to this question
- Employer Perceptions Survey Results
  - **Judson Alumni Employer Perceptions Survey for 2020-2021 Graduates**
    - Four (4) employers of Judson University 2020-2021 MACC alumni answered the survey

- 1. With 1 being poor and 10 being excellent, how would you rank the Judson MACC Program Alumni on their counseling skills?
  - 25% of respondents answered with a 5
  - 25% of respondents answered with a 7
  - 50% of respondents answered with a 8
- 2. With 1 being poor and 10 being excellent, how would you rank the Judson MACC Program Alumni on their paperwork skills (I.e. treatment plans, progress notes)?
  - 25% of respondents answered with a 5
  - 25% of respondents answered with a 8
  - 25% of respondents answered with a 9
  - 25% of respondents answered with a 10
- 3. With 1 being poor and 10 being excellent, how would you rank the Judson MACC Program Alumni on their case conceptualization skills?
  - 25% of respondents answered with a 5
  - 25% of respondents answered with a 7
  - 25% of respondents answered with a 8
  - 25% of respondents answered N/A
- 4. With 1 being poor and 10 being excellent, how would you rank the Judson MACC Program Alumni on their diagnostic skills?
  - 25% of respondents answered with a 5
  - 50% of respondents answered with a 7
  - 25% of respondents answered with a 8
- 5. With one being poor and 10 being excellent, how would you rank the Judson MACC Program Alumni on their clinical decision-making skills?
  - 25% of respondents answered with a 5
  - 25% of respondents answered with a 6
  - 25% of respondents answered with a 8
- 6. How would you compare the Judson alumni you have on staff to other counselors from different counseling programs?
  - 2 respondents to this question:
    - “Very competent, Quick to train!”
    - “Initially, lacked clinical skills including ability to make decisions on their own, however

has grown within their position. This may be due to their internship experience and lack of supervision.”

- Summary of analysis and any admission or program changes made based on the analysis
  - In review of this data, the projected scores for different assignments overwhelmingly score above projections. Site supervisors are pleased with Judson students while they are interning at their sites. Judson students also seem pleased with the program.

#### **Section 4: Student Professional Disposition Assessment Data by Campus**

- Site Supervisor and Faculty Student Counselor Assessment Results Practicum  
**Student Counselor Assessment Rubric**

Student’s counseling skills are assessed during the middle and at the end of practicum by both the faculty supervisor and the site supervisor. 12 areas of counseling skills are evaluated:

Nonverbal Skills, Encouragers, Questions, Reflecting: Paraphrasing, Reflecting: Reflection of Feelings, Reflecting: Summarizing, Advanced Reflection: Meaning, Confrontation, Goal Setting, Focus of Counseling, Facilitate Therapeutic Environment: Empathy & Caring, and Facilitate Therapeutic Environment: Respect & Compassion.

The rating scale guidelines are as follows:

Exceeds Expectations/Demonstrates Competencies – 5 – the counselor or trainee demonstrates strong (i.e. exceeding the expectations of a beginning professional counselor), knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behaviors.

Meets Expectations/Demonstrates Competencies – 4 – the counselor or trainee demonstrates consistent and proficient knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s)

and behavior(s). A beginning professional counselor should be at the “demonstrates competencies” level at the conclusion of their practicum and/or internship.

Near Expectations/Developing towards Competencies – 3 – the counselor or trainee demonstrates inconsistent and limited knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

Below Expectations/Insufficient/Unacceptable – 2 – the counselor or trainee demonstrates limited or no evidence of the knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behaviors.

Harmful – 1 – the counselor or trainee demonstrates harmful use of knowledge, skills, and disposition in the specified counseling skill(s), ability to facilitate therapeutic conditions and professional disposition(s) and behavior(s).

It is expected that 90% of students will be rated at a score of 3 or higher. If students received a score lower than 3 in any of the areas, one of more of the following takes place:

- 1) Faculty instructor works with the student to establish a remediation plan for the student to address area(s) of concern;
- 2) Faculty instructor, student advisor, and/or the program chair may formulate a plan of action, including the establishment of a remediation plan, referral to the Graduate Academic Policies Committee, depending on the severity of the deficiency, or other actions.
- 3) If a student fails to satisfactorily complete the remediation plan, then he or she will have to repeat practicum, be referred to the Graduate Academic Committee or dismissed from the program as appropriate.

Students professional disposition and behavior skills are assessed at the middle and end of practicum by both the faculty supervisor and the site supervisor. 11 areas of professional disposition and behavior skills are evaluated: Professional Ethics, Professional Behavior, Professional & Personal Boundaries, Knowledge & Adherence to Site and Course Policies, Record Keeping & Task Completion, Multicultural Competence in Counseling Relationship, Emotional Stability & Self-Control, Motivated to Learn &

Grow/Initiative, Openness to Feedback, Flexibility and Adaptability, Congruence & Genuineness. It is expected that 90% of students will be rated at a score of 3 or higher. If students received a score lower than 3 in any of the areas (see rating guidelines above), one of more of the following takes place:

- 1) Faculty instructor works with the student to establish a remediation plan for the student to address area(s) of concern;
- 2) Faculty instructor, student advisor, and/or the program chair may formulate a plan of action, including the establishment of a remediation plan, referral to the Graduate Academic Policies Committee, depending on the severity of the deficiency, or other actions.
- 3) If a student fails to satisfactorily complete the remediation plan, then he or she will have to repeat practicum, be referred to the Graduate Academic Committee or dismissed from the program as appropriate.

Table 1: Practicum Student Counselor Assessment for Counseling Skills & Professional Disposition Tool (SCACSPD) by Faculty and Site Supervisor Fall 2020, Mid-Term Evaluation

3 Students at the Elgin Campus  
3 Students at the Rockford Campus  
Counseling Skills

Primary Counseling Skills and Descriptor of Skills	Outcome Goal	Student Outcomes/Results
Nonverbal Skills and Affect- In tune with individual client, eye contact, use of silence, attending to client, tracking session, body language, & timing	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>

<p>Verbal and Nonverbal Encouragers- Appropriate minimal encouragers such as “uh huh”, occasional nodding, please tell me more</p>	<p>90% of students will be rated at a score of 3 or higher.</p>	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>
<p>Questioning- Open questions to avoid bias used primarily &amp; minimal use of closed questions</p>	<p>90% of students will be rated at a score of 3 or higher.</p>	<ul style="list-style-type: none"> <li>• 83% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 67% of Rockford Students were rated 3 or higher in this category.</li> </ul>
<p>Paraphrasing- Reflection of client(s) content</p>	<p>90% of students will be rated at a score of 3 or higher.</p>	<ul style="list-style-type: none"> <li>• 83% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 67% of Rockford Students were rated 3 or higher in this category.</li> </ul>
<p>Reflection of Feelings- Reflection of client(s) feelings</p>	<p>90% of students will be rated at a score of 3 or higher.</p>	<ul style="list-style-type: none"> <li>• 83% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> </ul>



		<ul style="list-style-type: none"> <li>67% of Rockford Students were rated 3 or higher in this category.</li> </ul>
Summarizing- Provide summary of content, summary at end of session, summary to signal direction, &/or of summary of treatment	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>83% of students were rated 3 or higher in this category.</li> <li>100% of Elgin Students were rated 3 or higher in this category.</li> <li>67% of Rockford Students were rated 3 or higher in this category.</li> </ul>
Advanced Reflection of Emotion & Meaning- Advanced reflection of values, possible meaning, & beliefs	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>83% of students were rated 3 or higher in this category.</li> <li>100% of Elgin Students were rated 3 or higher in this category.</li> <li>67% of Rockford Students were rated 3 or higher in this category.</li> </ul>
Compassionate Confrontation- Appropriately challenge inconsistencies with client	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>100% of students were rated 3 or higher in this category.</li> <li>100% of Elgin Students were rated 3 or higher in this category.</li> <li>100% of Rockford Students were rated 3 or higher in this category.</li> </ul>
Setting of Goals- Develop goals with client(s) to meet appropriate treatment needs	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>100% of students were rated 3 or higher in this</li> </ul>

		<p>category.</p> <ul style="list-style-type: none"> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>
Focus of Session- Intentionally guides client to focus on goals	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>
Create Empathic Environment - Unconditional positive regard, empathy, & explore client emotional lens	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>
Create & Maintain Respectful Environment - Support client(s) respectfully	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> </ul>

		<p>this category.</p> <ul style="list-style-type: none"> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>
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Professional Disposition & Behavior

Primary Disposition & Descriptors	Outcome Goal	Student Outcomes/Results
Ethical Behavior- Abides by ACA ethical codes in behavior	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>
Professionalism- Professional towards clients, supervisors, collaborates well with colleagues	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>
Personal & Professional boundaries- Appropriate boundaries with peers, clients, supervisors	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> </ul>

		<ul style="list-style-type: none"> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>
Abides by Site and University Policies - Displays adherence to all site & university policies	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>
Compliance with Records & Job Roles - Treatment records and tasks of role completed weekly	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>
Displays Multicultural Sensitivity & Competence- Respectful of culture (gender ID, race, sexual ID, beliefs, norms, spirituality)	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> </ul>

		<ul style="list-style-type: none"> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>
Healthy self-control & Emotionally Stable - Self-control and self-awareness to avoid impulsive behaviors with client(s) & others	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>
Self-Motivated in Learning - Motivated to pursue professional development & improve counseling skills	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>
Responsive and Open To Feedback - Reflective of feedback in non-defensive manner & strives to integrate feedback for improvement	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 100% of students 100% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>

Adaptable to Change - Willing and adaptable to unexpected circumstances & New environments	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>
Authenticity - Congruent in demonstrating genuine character	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>

Table 2: Practicum Student Counselor Assessment for Counseling Skills & Professional Disposition Tool (SCACSPD) by Faculty and Site Supervisor Fall 2020, Final Evaluation

3 students at the Elgin Campus  
3 students at the Rockford Campus  
Counseling Skills

Primary Counseling Skills and Descriptor of Skills	Outcome Goal	Student Outcomes/Results
Nonverbal Skills and Affect- In tune with individual client, eye contact, use of silence, attending to client, tracking session, body language, & timing	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> </ul>

		<ul style="list-style-type: none"> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>
Verbal and Nonverbal Encouragers- Appropriate minimal encouragers such as “uh huh”, occasional nodding, please tell me more	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>
Questioning- Open questions to avoid bias used primarily & minimal use of closed questions	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 83% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 67% of Rockford Students were rated 3 or higher in this category.</li> </ul>
Paraphrasing- Reflection of client(s) content	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 83% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> </ul>

		<ul style="list-style-type: none"> <li>• 67% of Rockford Students were rated 3 or higher in this category.</li> </ul>
Reflection of Feelings- Reflection of client(s) feelings	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 83% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 67% of Rockford Students were rated 3 or higher in this category.</li> </ul>
Summarizing- Provide summary of content, summary at end of session, summary to signal direction, &/or of summary of treatment	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>
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Compassionate Confrontation- Appropriately challenge inconsistencies with client	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>
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Professional Disposition & Behavior

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		<ul style="list-style-type: none"> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>
Displays Multicultural Sensitivity & Competence- Respectful of culture (gender ID, race, sexual ID, beliefs, norms, spirituality)	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>
Healthy self-control & Emotionally Stable - Self-control and self-awareness to avoid impulsive behaviors with client(s) & others	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>
Self-Motivated in Learning - Motivated to pursue professional development & improve counseling skills	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> </ul>

		<ul style="list-style-type: none"> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>
Responsive and Open To Feedback - Reflective of feedback in non-defensive manner & strives to integrate feedback for improvement	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 83% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 67% of Rockford Students were rated 3 or higher in this category.</li> </ul>
Adaptable to Change - Willing and adaptable to unexpected circumstances & New environments	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 83% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 67% of Rockford Students were rated 3 or higher in this category.</li> </ul>
Authenticity - Congruent in demonstrating genuine character	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>

Table 3: Practicum Student Counselor Assessment for Counseling Skills & Professional Disposition Tool (SCACSPD) by Faculty and Site Supervisor Spring 2021 Mid-Term Evaluation

2 students at the Elgin Campus  
6 students at the Rockford Campus

Primary Counseling Skills and Descriptor of Skills	Outcome Goal	Student Outcomes/Results
Nonverbal Skills and Affect- In tune with individual client, eye contact, use of silence, attending to client, tracking session, body language, & timing	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>
Verbal and Nonverbal Encouragers- Appropriate minimal encouragers such as “uh huh”, occasional nodding, please tell me more	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>
Questioning- Open questions to avoid bias used primarily & minimal use of closed questions	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> </ul>

		<ul style="list-style-type: none"> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>
Paraphrasing- Reflection of client(s) content	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>
Reflection of Feelings- Reflection of client(s) feelings	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>
Summarizing- Provide summary of content, summary at end of session, summary to signal direction, &/or of summary of treatment	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>

<p>Advanced Reflection of Emotion &amp; Meaning- Advanced reflection of values, possible meaning, &amp; beliefs</p>	<p>90% of students will be rated at a score of 3 or higher.</p>	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>
<p>Compassionate Confrontation- Appropriately challenge inconsistencies with client</p>	<p>90% of students will be rated at a score of 3 or higher.</p>	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>
<p>Setting of Goals- Develop goals with client(s) to meet appropriate treatment needs</p>	<p>90% of students will be rated at a score of 3 or higher.</p>	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>
<p>Focus of Session- Intentionally guides client to focus on goals</p>	<p>90% of students will be rated at a score of 3 or higher.</p>	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> </ul>



		<ul style="list-style-type: none"> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>
Create Empathic Environment - Unconditional positive regard, empathy, & explore client emotional lens	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>
Create & Maintain Respectful Environment - Support client(s) respectfully	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>

Professional Disposition & Behavior

Primary Disposition & Descriptors	Outcome Goal	Student Outcomes/Results
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Ethical Behavior- Abides by ACA ethical codes in behavior	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>
Professionalism- Professional towards clients, supervisors, collaborates well with colleagues	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>
Personal & Professional boundaries- Appropriate boundaries with peers, clients, supervisors	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>
Abides by Site and University Policies - Displays adherence to all site & university policies	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 100% of Rockford Students</li> </ul>

		were rated 3 or higher in this category.
Compliance with Records & Job Roles - Treatment records and tasks of role completed weekly	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>
Displays Multicultural Sensitivity & Competence- Respectful of culture (gender ID, race, sexual ID, beliefs, norms, spirituality)	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>
Healthy self-control & Emotionally Stable - Self-control and self-awareness to avoid impulsive behaviors with client(s) & others	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>
Self-Motivated in Learning - Motivated to pursue professional development & improve counseling skills	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this</li> </ul>

		<p>category.</p> <ul style="list-style-type: none"> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>
Responsive and Open To Feedback - Reflective of feedback in non-defensive manner & strives to integrate feedback for improvement	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>
Adaptable to Change - Willing and adaptable to unexpected circumstances & New environments	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>
Authenticity - Congruent in demonstrating genuine character	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>

Table 4: Practicum Student Counselor Assessment for Counseling Skills & Professional Disposition Tool (SCACSPD) by Faculty and Site Supervisor Spring 2021, Final Evaluation

2 students at the Elgin Campus  
6 students at the Rockford Campus  
Counseling Skills

Primary Counseling Skills and Descriptor of Skills	Outcome Goal	Student Outcomes/Results
Nonverbal Skills and Affect- In tune with individual client, eye contact, use of silence, attending to client, tracking session, body language, & timing	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>
Verbal and Nonverbal Encouragers- Appropriate minimal encouragers such as “uh huh”, occasional nodding, please tell me more	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>
Questioning- Open questions to avoid bias used primarily & minimal use of closed questions	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students</li> </ul>

		<p>were rated 3 or higher in this category.</p> <ul style="list-style-type: none"> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>
Paraphrasing- Reflection of client(s) content	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>
Reflection of Feelings- Reflection of client(s) feelings	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>
Summarizing- Provide summary of content, summary at end of session, summary to signal direction, &/or of summary of treatment	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 100% of Rockford Students</li> </ul>

		were rated 3 or higher in this category.
Advanced Reflection of Emotion & Meaning- Advanced reflection of values, possible meaning, & beliefs	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>
Compassionate Confrontation- Appropriately challenge inconsistencies with client	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>
Setting of Goals- Develop goals with client(s) to meet appropriate treatment needs	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>

Focus of Session- Intentionally guides client to focus on goals	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>
Create Empathic Environment - Unconditional positive regard, empathy, & explore client emotional lens	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>
Create & Maintain Respectful Environment - Support client(s) respectfully	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>

Professional Disposition & Behavior



Primary Disposition & Descriptors	Outcome Goal	Student Outcomes/Results
Ethical Behavior- Abides by ACA ethical codes in behavior	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>
Professionalism- Professional towards clients, supervisors, collaborates well with colleagues	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>
Personal & Professional boundaries- Appropriate boundaries with peers, clients, supervisors	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>
Abides by Site and University Policies - Displays adherence to all site & university policies	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> </ul>

		<ul style="list-style-type: none"> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>
Compliance with Records & Job Roles - Treatment records and tasks of role completed weekly	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>
Displays Multicultural Sensitivity & Competence- Respectful of culture (gender ID, race, sexual ID, beliefs, norms, spirituality)	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>
Healthy self-control & Emotionally Stable - Self-control and self-awareness to avoid impulsive behaviors with client(s) & others	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>
Self-Motivated in Learning - Motivated to pursue professional development & improve counseling skills	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were</li> </ul>

		<p>rated 3 or higher in this category.</p> <ul style="list-style-type: none"> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>
Responsive and Open To Feedback - Reflective of feedback in non-defensive manner & strives to integrate feedback for improvement	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>
Adaptable to Change - Willing and adaptable to unexpected circumstances & New environments	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>
Authenticity - Congruent in demonstrating genuine character	90% of students will be rated at a score of 3 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 3 or higher in this category.</li> <li>• 100% of Elgin Students were rated 3 or higher in this category.</li> <li>• 100% of Rockford Students were rated 3 or higher in this category.</li> </ul>

- Site Supervisor and Faculty Student Counselor Assessment Results Internship

Student's counseling skills are assessed during the middle and at the end of internship by both the faculty supervisor and the site supervisor. 12 areas of counseling skills are evaluated: Nonverbal Skills, Encouragers, Questions, Reflecting: Paraphrasing, Reflecting: Reflection of Feelings, Reflecting: Summarizing, Advanced Reflection: Meaning, Confrontation, Goal Setting, Focus of Counseling, Facilitate Therapeutic Environment: Empathy & Caring, and Facilitate Therapeutic Environment: Respect & Compassion.

The rating scale guidelines are as follows:

Exceeds Expectations/Demonstrates Competencies – 5 – the counselor or trainee demonstrates strong (i.e. exceeding the expectations of a beginning professional counselor), knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behaviors.

Meets Expectations/Demonstrates Competencies – 4 – the counselor or trainee demonstrates consistent and proficient knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s). A beginning professional counselor should be at the “demonstrates competencies” level at the conclusion of their practicum and/or internship.

Near Expectations/Developing towards Competencies – 3 – the counselor or trainee demonstrates inconsistent and limited knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

Below Expectations/Insufficient/Unacceptable – 2 – the counselor or trainee demonstrates limited or no evidence of the knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behaviors.

Harmful – 1 – the counselor or trainee demonstrates harmful use of knowledge, skills, and disposition in the specified counseling skill(s), ability to facilitate therapeutic conditions and professional disposition(s) and behavior(s).

It is expected that 90% of students will be rated at a score of 4 or higher. If students received a score lower than 4 in any of the areas, one of more of the following takes place:

- 1) Faculty instructor works with the student to establish a remediation plan for the student to address area(s) of concern;
- 2) Faculty instructor, student advisor, and/or the program chair may formulate a plan of action, including the establishment of a remediation plan, referral to the Graduate Academic Policies Committee, depending on the severity of the deficiency, or other actions.
- 3) If a student fails to satisfactorily complete the remediation plan, then he or she will have to repeat practicum, be referred to the Graduate Academic Committee or dismissed from the program as appropriate.

Students professional disposition and behavior skills are assessed at the middle and end of practicum by both the faculty supervisor and the site supervisor. 11 areas of professional disposition and behavior skills are evaluated: Professional Ethics, Professional Behavior, Professional & Personal Boundaries, Knowledge & Adherence to Site and Course Policies, Record Keeping & Task Completion, Multicultural Competence in Counseling Relationship, Emotional Stability & Self-Control, Motivated to Learn & Grow/Initiative, Openness to Feedback, Flexibility and Adaptability, Congruence & Genuineness. It is expected that 90% of students will be rated at a score of 4 or higher. If students received a score lower than 4 in any of the areas (see rating guidelines above), one of more of the following takes place:

- 1) Faculty instructor works with the student to establish a remediation plan for the student to address area(s) of concern;
- 2) Faculty instructor, student advisor, and/or the program chair may formulate a plan of action, including the establishment of a remediation plan, referral to the Graduate Academic Policies Committee, depending on the severity of the deficiency, or other actions.
- 3) If a student fails to satisfactorily complete the remediation plan, then he or she will have to repeat practicum, be referred to the Graduate Academic Committee or dismissed from the program as appropriate.

Table 5: Internship Student Counselor Assessment for Counseling Skills & Professional Disposition Tool (SCACSPD) by Faculty and Site Supervisor Fall 2020, Mid-Term Evaluation

3 students at the Elgin Campus  
3 students at the Rockford Campus  
Counseling Skills

Primary Counseling Skills and Descriptor of Skills	Outcome Goal	Student Outcomes/Results
Nonverbal Skills and Affect- In tune with individual client, eye contact, use of silence, attending to client, tracking session, body language, & timing	90% of students will be rated at a score of 4 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 4 or higher in this category.</li> <li>• 100% of Elgin Students were rated 4 or higher in this category.</li> <li>• 100% of Rockford Students were rated 4 or higher in this category.</li> </ul>
Verbal and Nonverbal Encouragers- Appropriate minimal encouragers such as “uh huh”, occasional nodding, please tell me more	90% of students will be rated at a score of 4 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 4 or higher in this category.</li> <li>• 100% of Elgin Students were rated 4 or higher in this category.</li> <li>• 100% of Rockford Students were rated 4 or higher in this category.</li> </ul>
Questioning- Open questions to avoid bias used primarily & minimal use of closed questions	90% of students will be rated at a score of 4 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 4 or higher in this category.</li> <li>• 100% of Elgin Students were rated 4 or higher in this category.</li> <li>• 100% of Rockford Students were rated 4 or higher in this category.</li> </ul>
Paraphrasing- Reflection of client(s) content	90% of students will be rated at a score of 4 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 4 or higher in this category.</li> <li>• 100% of Elgin Students were rated 4 or higher in this category.</li> </ul>

		<ul style="list-style-type: none"> <li>• 100% of Rockford Students were rated 4 or higher in this category.</li> </ul>
Reflection of Feelings- Reflection of client(s) feelings	90% of students will be rated at a score of 4 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 4 or higher in this category.</li> <li>• 100% of Elgin Students were rated 4 or higher in this category.</li> <li>• 100% of Rockford Students were rated 4 or higher in this category.</li> </ul>
Summarizing- Provide summary of content, summary at end of session, summary to signal direction, &/or of summary of treatment	90% of students will be rated at a score of 4 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 4 or higher in this category.</li> <li>• 100% of Elgin Students were rated 4 or higher in this category.</li> <li>• 100% of Rockford Students were rated 4 or higher in this category.</li> </ul>
Advanced Reflection of Emotion & Meaning- Advanced reflection of values, possible meaning, & beliefs	90% of students will be rated at a score of 4 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 4 or higher in this category.</li> <li>• 100% of Elgin Students were rated 4 or higher in this category.</li> <li>• 100% of Rockford Students were rated 4 or higher in this category.</li> </ul>
Compassionate Confrontation- Appropriately challenge inconsistencies with client	90% of students will be rated at a score of 4 or higher.	<ul style="list-style-type: none"> <li>• 83% of students were rated 4 or higher in this category.</li> <li>• 100% of Elgin Students were</li> </ul>

		<p>rated 4 or higher in this category.</p> <ul style="list-style-type: none"> <li>67% of Rockford Students were rated 4 or higher in this category.</li> </ul>
Setting of Goals- Develop goals with client(s) to meet appropriate treatment needs	90% of students will be rated at a score of 4 or higher.	<ul style="list-style-type: none"> <li>100% of students were rated 4 or higher in this category.</li> <li>100% of Elgin Students were rated 4 or higher in this category.</li> <li>100% of Rockford Students were rated 4 or higher in this category.</li> </ul>
Focus of Session- Intentionally guides client to focus on goals	90% of students will be rated at a score of 4 or higher.	<ul style="list-style-type: none"> <li>100% of students were rated 4 or higher in this category.</li> <li>100% of Elgin Students were rated 4 or higher in this category.</li> <li>100% of Rockford Students were rated 4 or higher in this category.</li> </ul>
Create Empathic Environment - Unconditional positive regard, empathy, & explore client emotional lens	90% of students will be rated at a score of 4 or higher.	<ul style="list-style-type: none"> <li>100% of students were rated 4 or higher in this category.</li> <li>100% of Elgin Students were rated 4 or higher in this category.</li> <li>100% of Rockford Students were rated 4 or higher in this category.</li> </ul>



Create & Maintain Respectful Environment - Support client(s) respectfully	90% of students will be rated at a score of 4 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 4 or higher in this category.</li> <li>• 100% of Elgin Students were rated 4 or higher in this category.</li> <li>• 100% of Rockford Students were rated 4 or higher in this category.</li> </ul>
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Professional Disposition & Behavior

Primary Disposition & Descriptors	Outcome Goal	Student Outcomes/Results
Ethical Behavior- Abides by ACA ethical codes in behavior	90% of students will be rated at a score of 4 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 4 or higher in this category.</li> <li>• 100% of Elgin Students were rated 4 or higher in this category.</li> <li>• 100% of Rockford Students were rated 4 or higher in this category.</li> </ul>
Professionalism- Professional towards clients, supervisors, collaborates well with colleagues	90% of students will be rated at a score of 4 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 4 or higher in this category.</li> <li>• 100% of Elgin Students were rated 4 or higher in this category.</li> <li>• 100% of Rockford Students were rated 4 or higher in this category.</li> </ul>

<p>Personal &amp; Professional boundaries- Appropriate boundaries with peers, clients, supervisors</p>	<p>90% of students will be rated at a score of 4 or higher.</p>	<ul style="list-style-type: none"> <li>• 100% of students were rated 4 or higher in this category.</li> <li>• 100% of Elgin Students were rated 4 or higher in this category.</li> <li>• 100% of Rockford Students were rated 4 or higher in this category.</li> </ul>
<p>Abides by Site and University Policies - Displays adherence to all site &amp; university policies</p>	<p>90% of students will be rated at a score of 4 or higher.</p>	<ul style="list-style-type: none"> <li>• 100% of students were rated 4 or higher in this category.</li> <li>• 100% of Elgin Students were rated 4 or higher in this category.</li> <li>• 100% of Rockford Students were rated 4 or higher in this category.</li> </ul>
<p>Compliance with Records &amp; Job Roles - Treatment records and tasks of role completed weekly</p>	<p>90% of students will be rated at a score of 4 or higher.</p>	<ul style="list-style-type: none"> <li>• 100% of students were rated 4 or higher in this category.</li> <li>• 100% of Elgin Students were rated 4 or higher in this category.</li> <li>• 100% of Rockford Students were rated 4 or higher in this category.</li> </ul>
<p>Displays Multicultural Sensitivity &amp; Competence- Respectful of culture (gender ID, race, sexual ID, beliefs, norms, spirituality)</p>	<p>90% of students will be rated at a score of 4 or higher.</p>	<ul style="list-style-type: none"> <li>• 100% of students were rated 4 or higher in this category.</li> <li>• 100% of Elgin Students were rated 4 or higher in this category.</li> <li>• 100% of Rockford Students</li> </ul>

		were rated 4 or higher in this category.
Healthy self-control & Emotionally Stable - Self-control and self-awareness to avoid impulsive behaviors with client(s) & others	90% of students will be rated at a score of 4 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 4 or higher in this category.</li> <li>• 100% of Elgin Students were rated 4 or higher in this category.</li> <li>• 100% of Rockford Students were rated 4 or higher in this category.</li> </ul>
Self-Motivated in Learning - Motivated to pursue professional development & improve counseling skills	90% of students will be rated at a score of 4 or higher..	<ul style="list-style-type: none"> <li>• 100% of students were rated 4 or higher in this category.</li> <li>• 100% of Elgin Students were rated 4 or higher in this category.</li> <li>• 100% of Rockford Students were rated 4 or higher in this category.</li> </ul>
Responsive and Open To Feedback - Reflective of feedback in non-defensive manner & strives to integrate feedback for improvement	90% of students will be rated at a score of 4 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 4 or higher in this category.</li> <li>• 100% of Elgin Students were rated 4 or higher in this category.</li> <li>• 100% of Rockford Students were rated 4 or higher in this category.</li> </ul>
Adaptable to Change - Willing and adaptable to unexpected circumstances & New environments	90% of students will be rated at a score of 4 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 4 or higher in this category.</li> <li>• 100% of Elgin Students were rated 4 or higher in this</li> </ul>

		category. <ul style="list-style-type: none"> <li>100% of Rockford Students were rated 4 or higher in this category.</li> </ul>
Authenticity - Congruent in demonstrating genuine character	90% of students will be rated at a score of 4 or higher.	<ul style="list-style-type: none"> <li>100% of students were rated 4 or higher in this category.</li> <li>100% of Elgin Students were rated 4 or higher in this category.</li> <li>100% of Rockford Students were rated 4 or higher in this category.</li> </ul>

Table 6: Internship Student Counselor Assessment for Counseling Skills & Professional Disposition Tool (SCACSPD) by Faculty and Site Supervisor, Spring 2021 Final Evaluation

3 students at the Elgin Campus  
 3 students at the Rockford Campus  
 Counseling Skills

Primary Counseling Skills and Descriptor of Skills	Outcome Goal	Student Outcomes/Results
Nonverbal Skills and Affect- In tune with individual client, eye contact, use of silence, attending to client, tracking session, body language, & timing	90% of students will be rated at a score of 4 or higher.	<ul style="list-style-type: none"> <li>100% of students were rated 4 or higher in this category.</li> <li>100% of Elgin Students were rated 4 or higher in this category.</li> <li>100% of Rockford Students were rated 4 or higher in this</li> </ul>

		category.
Verbal and Nonverbal Encouragers- Appropriate minimal encouragers such as “uh huh”, occasional nodding, please tell me more	90% of students will be rated at a score of 4 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 4 or higher in this category.</li> <li>• 100% of Elgin Students were rated 4 or higher in this category.</li> <li>• 100% of Rockford Students were rated 4 or higher in this category.</li> </ul>
Questioning- Open questions to avoid bias used primarily & minimal use of closed questions	90% of students will be rated at a score of 4 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 4 or higher in this category.</li> <li>• 100% of Elgin Students were rated 4 or higher in this category.</li> <li>• 100% of Rockford Students were rated 4 or higher in this category.</li> </ul>
Paraphrasing- Reflection of client(s) content	90% of students will be rated at a score of 4 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 4 or higher in this category.</li> <li>• 100% of Elgin Students were rated 4 or higher in this category.</li> <li>• 100% of Rockford Students were rated 4 or higher in this category.</li> </ul>
Reflection of Feelings- Reflection of client(s) feelings	90% of students will be rated at a score of 4 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 4 or higher in this category.</li> <li>• 100% of Elgin Students were rated 4 or higher in this category.</li> </ul>

		<ul style="list-style-type: none"> <li>• 100% of Rockford Students were rated 4 or higher in this category.</li> </ul>
Summarizing- Provide summary of content, summary at end of session, summary to signal direction, &/or of summary of treatment	90% of students will be rated at a score of 4 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 4 or higher in this category.</li> <li>• 100% of Elgin Students were rated 4 or higher in this category.</li> <li>• 100% of Rockford Students were rated 4 or higher in this category.</li> </ul>
Advanced Reflection of Emotion & Meaning- Advanced reflection of values, possible meaning, & beliefs	90% of students will be rated at a score of 4 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 4 or higher in this category.</li> <li>• 100% of Elgin Students were rated 4 or higher in this category.</li> <li>• 100% of Rockford Students were rated 4 or higher in this category.</li> </ul>
Compassionate Confrontation- Appropriately challenge inconsistencies with client	90% of students will be rated at a score of 4 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 4 or higher in this category.</li> <li>• 100% of Elgin Students were rated 4 or higher in this category.</li> <li>• 100% of Rockford Students were rated 4 or higher in this category.</li> </ul>
Setting of Goals- Develop goals with client(s) to meet appropriate treatment needs	90% of students will be rated at a score of 4 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 4 or higher in this category.</li> <li>• 100% of Elgin Students were</li> </ul>

		<p>rated 4 or higher in this category.</p> <ul style="list-style-type: none"> <li>• 100% of Rockford Students were rated 4 or higher in this category.</li> </ul>
Focus of Session- Intentionally guides client to focus on goals	90% of students will be rated at a score of 4 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 4 or higher in this category.</li> <li>• 100% of Elgin Students were rated 4 or higher in this category.</li> <li>• 100% of Rockford Students were rated 4 or higher in this category.</li> </ul>
Create Empathic Environment - Unconditional positive regard, empathy, & explore client emotional lens	90% of students will be rated at a score of 4 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 4 or higher in this category.</li> <li>• 100% of Elgin Students were rated 4 or higher in this category.</li> <li>• 100% of Rockford Students were rated 4 or higher in this category.</li> </ul>
Create & Maintain Respectful Environment - Support client(s) respectfully	90% of students will be rated at a score of 4 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 4 or higher in this category.</li> <li>• 100% of Elgin Students were rated 4 or higher in this category.</li> <li>• 100% of Rockford Students were rated 4 or higher in this category.</li> </ul>

### Professional Disposition & Behavior

Primary Disposition & Descriptors	Outcome Goal	Student Outcomes/Results
Ethical Behavior- Abides by ACA ethical codes in behavior	90% of students will be rated at a score of 4 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 4 or higher in this category.</li> <li>• 100% of Elgin Students were rated 4 or higher in this category.</li> <li>• 100% of Rockford Students were rated 4 or higher in this category.</li> </ul>
Professionalism- Professional towards clients, supervisors, collaborates well with colleagues	90% of students will be rated at a score of 4 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 4 or higher in this category.</li> <li>• 100% of Elgin Students were rated 4 or higher in this category.</li> <li>• 100% of Rockford Students were rated 4 or higher in this category.</li> </ul>
Personal & Professional boundaries- Appropriate boundaries with peers, clients, supervisors	90% of students will be rated at a score of 4 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 4 or higher in this category.</li> <li>• 100% of Elgin Students were rated 4 or higher in this category.</li> <li>• 100% of Rockford Students were rated 4 or higher in this category.</li> </ul>
Abides by Site and University Policies - Displays adherence to all site & university policies	90% of students will be rated at a score of 4 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 4 or higher in this category.</li> <li>• 100% of Elgin Students were</li> </ul>



		<p>rated 4 or higher in this category.</p> <ul style="list-style-type: none"> <li>• 100% of Rockford Students were rated 4 or higher in this category.</li> </ul>
<p>Compliance with Records &amp; Job Roles - Treatment records and tasks of role completed weekly</p>	<p>90% of students will be rated at a score of 4 or higher.</p>	<ul style="list-style-type: none"> <li>• 100% of students were rated 4 or higher in this category.</li> <li>• 100% of Elgin Students were rated 4 or higher in this category.</li> <li>• 100% of Rockford Students were rated 4 or higher in this category.</li> </ul>
<p>Displays Multicultural Sensitivity &amp; Competence- Respectful of culture (gender ID, race, sexual ID, beliefs, norms, spirituality)</p>	<p>90% of students will be rated at a score of 4 or higher.</p>	<ul style="list-style-type: none"> <li>• 100% of students were rated 4 or higher in this category.</li> <li>• 100% of Elgin Students were rated 4 or higher in this category.</li> <li>• 100% of Rockford Students were rated 4 or higher in this category.</li> </ul>
<p>Healthy self-control &amp; Emotionally Stable - Self-control and self-awareness to avoid impulsive behaviors with client(s) &amp; others</p>	<p>90% of students will be rated at a score of 4 or higher.</p>	<ul style="list-style-type: none"> <li>• 100% of students were rated 4 or higher in this category.</li> <li>• 100% of Elgin Students were rated 4 or higher in this category.</li> <li>• 100% of Rockford Students were rated 4 or higher in this category.</li> </ul>

Self-Motivated in Learning - Motivated to pursue professional development & improve counseling skills	90% of students will be rated at a score of 4 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 4 or higher in this category.</li> <li>• 100% of Elgin Students were rated 4 or higher in this category.</li> <li>• 100% of Rockford Students were rated 4 or higher in this category.</li> </ul>
Responsive and Open To Feedback - Reflective of feedback in non-defensive manner & strives to integrate feedback for improvement	90% of students will be rated at a score of 4 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 4 or higher in this category.</li> <li>• 100% of Elgin Students were rated 4 or higher in this category.</li> <li>• 100% of Rockford Students were rated 4 or higher in this category.</li> </ul>
Adaptable to Change - Willing and adaptable to unexpected circumstances & New environments	90% of students will be rated at a score of 4 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 4 or higher in this category.</li> <li>• 100% of Elgin Students were rated 4 or higher in this category.</li> <li>• 100% of Rockford Students were rated 4 or higher in this category.</li> </ul>
Authenticity - Congruent in demonstrating genuine character	90% of students will be rated at a score of 4 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 4 or higher in this category.</li> <li>• 100% of Elgin Students were rated 4 or higher in this category.</li> <li>• 100% of Rockford Students</li> </ul>

		were rated 4 or higher in this category.
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Table 4: Internship Student Counselor Assessment for Counseling Skills & Professional Disposition Tool (SCACSPD) by Faculty and Site Supervisor, Spring 2021 Mid-Term Evaluation

2 students at the Elgin Campus  
 2 students at the Rockford Campus  
 Counseling Skills

Primary Counseling Skills and Descriptor of Skills	Outcome Goal	Student Outcomes/Results
Nonverbal Skills and Affect- In tune with individual client, eye contact, use of silence, attending to client, tracking session, body language, & timing	90% of students will be rated at a score of 4 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 4 or higher in this category.</li> <li>• 100% of Elgin Students were rated 4 or higher in this category.</li> <li>• 100% of Rockford Students were rated 4 or higher in this category.</li> </ul>
Verbal and Nonverbal Encouragers- Appropriate minimal encouragers such as “uh huh”, occasional nodding, please tell me more	90% of students will be rated at a score of 4 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 4 or higher in this category.</li> <li>• 100% of Elgin Students were rated 4 or higher in this category.</li> <li>• 100% of Rockford Students were rated 4 or higher in this category.</li> </ul>
Questioning- Open questions to avoid bias used primarily & minimal use of closed questions	90% of students will be rated at a score of 4 or higher.	<ul style="list-style-type: none"> <li>• 75% of students were rated 4 or higher in this category.</li> <li>• 50% of Elgin Students were</li> </ul>

		<p>rated 4 or higher in this category.</p> <ul style="list-style-type: none"> <li>• 100% of Rockford Students were rated 4 or higher in this category.</li> </ul>
Paraphrasing- Reflection of client(s) content	90% of students will be rated at a score of 4 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 4 or higher in this category.</li> <li>• 100% of Elgin Students were rated 4 or higher in this category.</li> <li>• 100% of Rockford Students were rated 4 or higher in this category.</li> </ul>
Reflection of Feelings- Reflection of client(s) feelings	90% of students will be rated at a score of 4 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 4 or higher in this category.</li> <li>• 100% of Elgin Students were rated 4 or higher in this category.</li> <li>• 100% of Rockford Students were rated 4 or higher in this category.</li> </ul>
Summarizing- Provide summary of content, summary at end of session, summary to signal direction, &/or of summary of treatment	90% of students will be rated at a score of 4 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 4 or higher in this category.</li> <li>• 100% of Elgin Students were rated 4 or higher in this category.</li> <li>• 100% of Rockford Students were rated 4 or higher in this category.</li> </ul>

<p>Advanced Reflection of Emotion &amp; Meaning- Advanced reflection of values, possible meaning, &amp; beliefs</p>	<ul style="list-style-type: none"> <li>• 90% of students will be rated at a score of 4 or higher.</li> </ul>	<ul style="list-style-type: none"> <li>• 75% of students were rated 4 or higher in this category.</li> <li>• 50% of Elgin Students were rated 4 or higher in this category.</li> <li>• 100% of Rockford Students were rated 4 or higher in this category.</li> </ul>
<p>Compassionate Confrontation- Appropriately challenge inconsistencies with client</p>	<p>90% of students will be rated at a score of 4 or higher.</p>	<ul style="list-style-type: none"> <li>• 100% of students were rated 4 or higher in this category.</li> <li>• 100% of Elgin Students were rated 4 or higher in this category.</li> <li>• 100% of Rockford Students were rated 4 or higher in this category.</li> </ul>
<p>Setting of Goals- Develop goals with client(s) to meet appropriate treatment needs</p>	<p>90% of students will be rated at a score of 4 or higher.</p>	<ul style="list-style-type: none"> <li>• 50% of students were rated 4 or higher in this category.</li> <li>• 0% of Elgin Students were rated 4 or higher in this category.</li> <li>• 100% of Rockford Students were rated 4 or higher in this category.</li> </ul>
<p>Focus of Session- Intentionally guides client to focus on goals</p>	<p>90% of students will be rated at a score of 4 or higher.</p>	<ul style="list-style-type: none"> <li>• 50% of students were rated 4 or higher in this category.</li> <li>• 0% of Elgin Students were rated 4 or higher in this category.</li> <li>• 100% of Rockford Students</li> </ul>

		were rated 4 or higher in this category.
Create Empathic Environment - Unconditional positive regard, empathy, & explore client emotional lens	90% of students will be rated at a score of 4 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 4 or higher in this category.</li> <li>• 100% of Elgin Students were rated 4 or higher in this category.</li> <li>• 100% of Rockford Students were rated 4 or higher in this category.</li> </ul>
Create & Maintain Respectful Environment - Support client(s) respectfully	90% of students will be rated at a score of 4 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 4 or higher in this category.</li> <li>• 100% of Elgin Students were rated 4 or higher in this category.</li> <li>• 100% of Rockford Students were rated 4 or higher in this category.</li> </ul>

#### Professional Disposition & Behavior

Primary Disposition & Descriptors	Outcome Goal	Student Outcomes/Results
Ethical Behavior- Abides by ACA ethical codes in behavior	90% of students will be rated at a score of 4 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 4 or higher in this category.</li> <li>• 100% of Elgin Students were rated 4 or higher in this category.</li> <li>• 100% of Rockford Students were rated 4 or higher in this category.</li> </ul>

		category.
Professionalism- Professional towards clients, supervisors, collaborates well with colleagues	90% of students will be rated at a score of 4 or higher.	<ul style="list-style-type: none"> <li>• 50% of students were rated 4 or higher in this category.</li> <li>• 0% of Elgin Students were rated 4 or higher in this category.</li> <li>• 100% of Rockford Students were rated 4 or higher in this category.</li> </ul>
Personal & Professional boundaries- Appropriate boundaries with peers, clients, supervisors	90% of students will be rated at a score of 4 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 4 or higher in this category.</li> <li>• 100% of Elgin Students were rated 4 or higher in this category.</li> <li>• 100% of Rockford Students were rated 4 or higher in this category.</li> </ul>
Abides by Site and University Policies - Displays adherence to all site & university policies	90% of students will be rated at a score of 4 or higher.	<ul style="list-style-type: none"> <li>• 75% of students were rated 4 or higher in this category.</li> <li>• 50% of Elgin Students were rated 4 or higher in this category.</li> <li>• 100% of Rockford Students were rated 4 or higher in this category.</li> </ul>
Compliance with Records & Job Roles - Treatment records and tasks of role completed weekly	90% of students will be rated at a score of 4 or higher.	<ul style="list-style-type: none"> <li>• 75% of students were rated 4 or higher in this category.</li> <li>• 50% of Elgin Students were rated 4 or higher in this category.</li> </ul>

		<ul style="list-style-type: none"> <li>• 100% of Rockford Students were rated 4 or higher in this category.</li> </ul>
Displays Multicultural Sensitivity & Competence- Respectful of culture (gender ID, race, sexual ID, beliefs, norms, spirituality)	90% of students will be rated at a score of 4 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 4 or higher in this category.</li> <li>• 100% of Elgin Students were rated 4 or higher in this category.</li> <li>• 100% of Rockford Students were rated 4 or higher in this category.</li> </ul>
Healthy self-control & Emotionally Stable - Self-control and self-awareness to avoid impulsive behaviors with client(s) & others	90% of students will be rated at a score of 4 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 4 or higher in this category.</li> <li>• 100% of Elgin Students were rated 4 or higher in this category.</li> <li>• 100% of Rockford Students were rated 4 or higher in this category.</li> </ul>
Self-Motivated in Learning - Motivated to pursue professional development & improve counseling skills	90% of students will be rated at a score of 4 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 4 or higher in this category.</li> <li>• 100% of Elgin Students were rated 4 or higher in this category.</li> <li>• 100% of Rockford Students were rated 4 or higher in this category.</li> </ul>
Responsive and Open To Feedback - Reflective of feedback in non-defensive manner & strives to integrate feedback for improvement	90% of students will be rated at a score of 4 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 4 or higher in this category.</li> <li>• 100% of Elgin Students were</li> </ul>



		<p>rated 4 or higher in this category.</p> <ul style="list-style-type: none"> <li>• 100% of Rockford Students were rated 4 or higher in this category.</li> </ul>
Adaptable to Change - Willing and adaptable to unexpected circumstances & New environments	90% of students will be rated at a score of 4 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 4 or higher in this category.</li> <li>• 100% of Elgin Students were rated 4 or higher in this category.</li> <li>• 100% of Rockford Students were rated 4 or higher in this category.</li> </ul>
Authenticity - Congruent in demonstrating genuine character	90% of students will be rated at a score of 4 or higher.	<ul style="list-style-type: none"> <li>• 100% of students were rated 4 or higher in this category.</li> <li>• 100% of Elgin Students were rated 4 or higher in this category.</li> <li>• 100% of Rockford Students were rated 4 or higher in this category.</li> </ul>

- Annual Faculty Student Disposition Assessment Results
  - The MACC students are continuing to work through the course requirements in the midst of the ongoing COVID pandemic. While the pandemic has definitely taken its toll on the students in the program, adding an extra layer of stress and anxiety to the already rigorous requirements of the program, the MACC students continue to be diligent and dedicated in the work they do. MACC program faculty will continue to encourage students engage in self-care while they are in the program.

- Summary of analysis and any admission or program changes made based on that analysis
  - Students hit the projected expectations in the majority of categories. While not all the scores met the minimum requirements, MACC program faculty explored reasons for this with the student and the site supervisor(s) and worked with the student on ways to improve their skills and therefore improve their those scores on future evaluations.

### Section 5: Program Evaluation, Input from Stakeholders

- Advisory Board Input
  - Due to ongoing COVID concerns and staff turnovers at Judson and at the Advisory Board agencies, the Human Services Advisory Board did not meet during Fall 2020- Spring 2021.
- Fall 2020-Spring 2020 Course Evaluation Assessment
  - The following course evaluation questions were reviewed during the year:

Question	# of Courses Assessed	N	Exceptional Amount/ Strongly Agree	More Than Usual/ Agree	Usual/ Neutral	Less Than Usual/ Disagree	Almost Nothing/ Strongly Disagree	N/A
Accomplish learning objectives as stated in syllabus	42	226	28%	48%	24%	0%	0%	0%
Materials were clear and comprehensive	42	226	47%	42%	7%	3%	1%	0%
Expectations in the syllabus clearly communicated	42	226	48%	40%	9%	3%	0%	0%
Intellectually challenged me	42	225	44%	39%	13%	3%	1%	0%

Activities/ assignments helped me meet outcomes	42	225	42%	48%	7%	3%	0%	0%
Environment/ tools conducive in learning	42	225	34%	48%	11%	2%	1%	4%
Instructor effectively communicated subject matter	42	224	66%	27%	4%	2%	1%	0%
Assigned reading used effectively	42	223	48%	35%	11%	5%	1%	0%
Teaching strategies enhanced learning	42	224	54%	30%	10%	4%	1%	1%
Students who presented differing views felt accepted	42	224	66%	24%	5%	1%	1%	3%

- Site Supervisor Perceptions Survey Results Site Supervisor Perceptions Survey Results
  - 2 Site Supervisors responded to the survey
    - How would you rank, (1 being low, 10 being high), the Judson University MACC Program student on their counseling skills at the end of their internship compared to the beginning of their practicum/internship?
      - 10

- 10
  - How would you rank, (1 being low, 10 being high), the Judson University MACC Program Student on their paperwork skills (I.e. treatment plans, progress notes) at the end of internship compared to the beginning of their practicum/internship?
    - 10
    - 8
  - How would you rank, (1 being low, 10 being high), the Judson University MACC Program student on their case conceptualization skills at the end of internship compared to the beginning of practicum/internship?
    - 10
    - 10
  - How would you rank, (1 being low, 10 being high), the Judson University MACC Program Student on their diagnostic skills at the end of internship compared to the beginning of practicum/internship?
    - 10
    - 8
  - How would you rank, (1 being low, 10 being high), the Judson University MACC Program Student on their clinical decision-making skills at the end of internship compared to the beginning of practicum/internship?
    - 10
    - 9
  - How would you compare the Judson University student you had on site you have on staff to other counselors from different counseling programs?
    - 10
    - “The intern was strong, she was offered to stay on based on her performance”
  - Any other information you would like to share about the Judson Master’s of Clinical Mental Health Counseling Program or interns?
    - “I wish that the student could take their first license test prior to graduating. If they want to go in private practice they need that first license. It creates a lot of problems for me as a business owner.”
- MACC Alumni Survey Results
  - 3 alumni responded to the survey
    - What did you like about the program?
      - “Convince of class schedule”
      - “I liked lots of things. I liked the people I met, the classes, most of my instructors, the coursework, etc.”

- “professors really connected with us individually!”
- What do you wish would have been better?
  - “Very frustrated about the long promised CACREP accreditation that still has not happened. We were assured at the beginning of the program it would be attained in a timely manner but now some of us have to race against the clock to attain licensure before we are no longer eligible”
  - “Smaller class sizes for when we had to go remote. So if forever reason to go remote, I think it’s more beneficial to have a smaller class.”
  - “zoom classes were not beneficial”
- The program is geared towards working adults so it is offered for four hours one night a week. Would you have been interested in attending the program if it was offered for 4 hours one morning a week? Would you have been interested in attending if the program was offered 4 hours a week during the afternoon 1-5pm? Would you have been interested in attending the program if it was offered Saturday morning?
  - 33% responded no – I would not like to attend if it was offered one morning a week
  - 66.7% responded yes - I would have liked to attend if it was offered on a Saturday morning
- Did you feel prepared for practicum/internship?
  - 66.7% responded yes
  - 33.3% responded no
- Please explain why you did/did not feel prepared for practicum/internship?
  - “In clinical skills I was prepared, But the expectations of time commitment, how to obtain an internship, and what that part of the program would be like we’re not discussed extensively beforehand”
  - “Most classes prepared me for both, I was just nervous”
- What was your practicum/internship experience like?
  - “It was somewhat frustrating that there was no assistance with placements and the process of attaining placement was not well explained”
  - “It was good. Thank news just super nervous.”
  - “I loved it! I got to work with my preferred demographic and had great supervisors.”
- If you have taken your licensure exam, did you pass?
  - One student has taken it and passed.
- Have you been able to obtain employment in the counseling profession since your graduation?
  - 100% responded yes – full time
- If yes, what is your annual salary?
  - “45,000”

- “41,000”
  - Any other information that you feel would be helpful for MACC Program Faculty to know?
    - No responses to this question
- Employer Perceptions Survey Results
  - **Judson Alumni Employer Perceptions Survey for 2020-2021 Graduates**
    - Four (4) employers of Judson University 2020-2021 MACC alumni answered the survey

- 1. With 1 being poor and 10 being excellent, how would you rank the Judson MACC Program Alumni on their counseling skills?
  - 25% of respondents answered with a 5
  - 25% of respondents answered with a 7
  - 50% of respondents answered with a 8
- 2. With 1 being poor and 10 being excellent, how would you rank the Judson MACC Program Alumni on their paperwork skills (I.e. treatment plans, progress notes)?
  - 25% of respondents answered with a 5
  - 25% of respondents answered with a 8
  - 25% of respondents answered with a 9
  - 25% of respondents answered with a 10
- 3. With 1 being poor and 10 being excellent, how would you rank the Judson MACC Program Alumni on their case conceptualization skills?
  - 25% of respondents answered with a 5
  - 25% of respondents answered with a 7
  - 25% of respondents answered with a 8
  - 25% of respondents answered N/A
- 4. With 1 being poor and 10 being excellent, how would you rank the Judson MACC Program Alumni on their diagnostic skills?
  - 25% of respondents answered with a 5
  - 50% of respondents answered with a 7
  - 25% of respondents answered with a 8
- 5. With one being poor and 10 being excellent, how would you rank the Judson MACC Program Alumni on their clinical decision-making skills?
  - 25% of respondents answered with a 5
  - 25% of respondents answered with a 6
  - 25% of respondents answered with a 8
- 6. How would you compare the Judson alumni you have on staff to other counselors from different counseling programs?
  - 2 respondents to this question:
    - “Very competent, Quick to train!”
    - “Initially, lacked clinical skills including ability to make decisions on their own, however

has grown within their position. This may be due to their internship experience and lack of supervision.”

- Institutional Research and Effectiveness’ Alumni Survey Results

Table 7 – At the time of Graduation Employment Information

Type of Employment	Employed in Field of Study	Job Title	Employer	City of Employment	State of Employment	Salary
Part-Time	Employed in my Field of Study	Clinical Mental Health Counselor	Clarity Counseling & Meditation, Inc.	Rockford	Illinois	
Full-Time	Employed in my Field of Study	Therapist	Braden Counseling Center	Sycamore	Illinois	\$50,000 - \$74,999
Full-Time	Employed in my Field of Study	Clinical Mental Health Counselor	Clarity Counseling & Meditation, Inc.	Rockford	Illinois	\$30,000 - \$39,999
Full-Time	Employed in my Field of Study	Non-licensed clinical therapist	Fun Family Counseling	Freeport	Illinois	\$30,000 - \$39,999
Full-Time	Employed outside	DSP	Clearbrook	Arlington Heights	Illinois	\$50,000 - \$74,999



	my Field of Study					
Full-Time	Employed in my Field of Study	Unit Counselor	Alexian Brothers Behavioral Health Hospital	Hoffman Estates	Illinois	\$40,000 - \$49,999
Full-Time	Employed in my Field of Study	Therapist	Rockford Sexual Assault Counseling	Rockford	Illinois	\$40,000 - \$49,999
Part-Time	Employed in my Field of Study	Clinical Mental Health Counselor	KP Counseling and Bravehearts Therapeutic Riding Center	Rockford and Poplar Grove	Illinois	
Part-Time	Employed in my Field of Study	Mental Health Professional	Family Service Agency	Dekalb	Illinois	
Part-Time	Employed in my Field of Study	Mental Health Professional	Family Service Agency	Dekalb	Illinois	
Full-Time	Employed in my Field of Study	Human Services Caseworker	State of Illinois	Rockford	Illinois	\$50,000 - \$74,999

- Summary of analysis and any admission or program changes made based on that analysis
  - Upon graduation, Judson alumni are hired into a variety of positions and agencies. This shows that the degree that Judson provides, allows alumni to work in a variety of mental health positions and with a variety of

different populations and ages. In the assessment of the course evaluations, students were for the most part happy with the course structure, assignments and teaching strategies. Judson University will continue to look at new and innovative ways to teach the courses allowing for ongoing student engagement and skill development.

## **Conclusion**

In conclusion, the Judson University Master's in Clinical Mental Health Counseling Program is a strong program. Students overwhelmingly like the relationships they are able to build with each other and with their professors. Covid has slowed the licensure exam process for alumni but those who have taken it, have successfully passed. CACREP accreditation is progressing and a final decision will hopefully be issued by the end of 2022. Judson University has a strong program, with many individuals invested in its success.