

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

Year Reviewed – Fall 2021-Spring 2022 (August 2021-July 2022)

Date: March 2023

Program Faculty/Program Evaluation Participants:

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Master of Arts in Clinical Mental Health Counseling Program Annual Report
August 2021-July 2022
Judson University

Introduction from the Program Chair

The CMHC had an open core faculty position at the beginning of the 2021 school year. After an extensive academic search to fill the position, Dr. Gregory Pennington was hired as CMHC Core Faculty and started November 1, 2021.

During the 2021-2022 year, the CMHC program completed the CACREP site visit but by the time the annual report year ended, CACREP had not yet voted on Judson's CMHC program. The benefit 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 2021-July 2022

- 13 completed applications
- 13 students admitted
 - 7 to the Elgin Campus
 - 6 to the Rockford Campus

Table 1: New Students in the MACC Program August 2021-July 2022 Demographic information

Gender	Applicants	Admitted	Elgin Campus	Rockford Campus
Male	5	5	5	0
Female	9	9	3	6
Not Reported	0	0	0	0
Grand Total	14	14	8	6
Age Range	Applicants	Admitted		
20-29	6	6	3	3
30-39	4	4	2	2
40-49	2	2	2	0
50-59	2	2	1	1
60 and above	0	0	0	0
Not Reported	0	0	0	0
Grand Total	14	14	8	6

- Current Student Data

Table 2: All Students in the MACC Program Fall 2021 (August 2021-February 2022) Demographic Information

Gender	All Students	Elgin Campus Fall 2021	Rockford Campus Fall 2021
Male	10	10	0
Female	39	26	13
Not Reported	0	0	0
Grand Total	49	36	13
Race/Ethnicity	All Students		
White/Caucasian	33	25	8
African American/Black	7	4	3
Hispanic/Latino	5	3	2

Asian American/Pacific Islander	4	4	0
American Indian or Alaska Native	0	0	0
Native Hawaiian/Pacific Islander	0	0	0
Multi-Racial	0	0	0
Unknown	0	0	0
Other	0	0	0
Not Reported	0	0	0
Grand Total	48	35	13
Age Range	All Students		
20-29	16	11	5
30-39	14	10	4
40-49	9	9	0
50-59	9	5	4
60 and above	1	1	0
Not Reported	0	0	0
Grand Total	49	36	13

Table 3: All Students in the MACC Program Spring 2022 (February 2022 – July 2022) Demographic information

Gender	All Students	Elgin Campus	Rockford Campus
Male	10	10	0
Female	42	28	14
Not Reported	0	0	0
Grand Total	52	38	14
Race/Ethnicity	All Students		
White/Caucasian	35	26	9
African American/Black	7	4	3
Hispanic/Latino	5	3	2
Asian American/Pacific Islander	5	5	0
American Indian or Alaska Native	0	0	0
Native Hawaiian/Pacific Islander	0	0	0
Multi-Racial	0	0	0
Unknown	0	0	0
Other	0	0	0
Not Reported	0	0	0
Grand Total	52	38	14
Age Range			
20-29	18	11	7
30-39	14	10	4
40-49	10	10	0
50-59	9	6	3
60 and above	1	1	0

Not Reported	0	0	0
Grand Total	52	38	14

- 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 on both the Elgin and Rockford campuses.

Section 2: Program Statistics by Campus and Aggregated

- Number of graduates for 2021-2022 year:
 - During 2021-2022 school year, 13 students graduated from MACC Program
 - 8 from the Rockford Campus
 - 5 from the Elgin Campus

- Pass rates on the credentialing exam:
 - Of the 12 alumni, 5 have taken and passed the NCE exam, becoming Illinois LPC’s.
 - 1 alumnus reported that finances delayed their applying to take the exam.
 - 5 alumni reported that other factors in their lives delayed their applying to take the exam.
 - Finally, for the remaining 2021-2022 alumni, it is unknown why there are no test results.

- Completion Rates
 - Based on Fall 2019 and Spring 2020 IPEDS data
 - 13 students enrolled in the program in the fall of 2019 and 11 enrolled in the Spring of 2020.
 - Of the 13 students who began in fall of 2019,
 - 7 graduated the program in May of 2022 – completion rate 54%
 - 1 is scheduled to graduate in December of 2022
 - 1 student is currently enrolled in the program
 - 1 student withdrew from the program and relocated to another state. Since Judson’s program is a Face-to-Face program, the student could not continue.

- 1 student withdrew due to COVID concerns
 - 2 students withdrew due to unknown reasons
 - The 11 students enrolled in the Spring of 2020 are scheduled to graduate in December of 2022
- Job Placement Rates
 - Of the 13 alumni who graduated in 2021-2022, 11 have reported that they 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
 - 1 alumni reported their yearly salary as \$40,000 - \$49,999
 - 4 alumni reported their yearly salary as \$30,000 - \$39,999
 - 3 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 2021-July 2022

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	1	<ul style="list-style-type: none"> • MHC501 Foundations of Mental Health Counseling 	<ul style="list-style-type: none"> • Online quiz 	85%	Average Score 96.67% N=3	This course was not offered on this campus during	Average Score 96.67% N=3	N/A – This course is not provided in an online format

profession and its specialty areas						the identified time-period		
	1, 4, 6	<ul style="list-style-type: none"> MHC535 Family Dynamics 	<ul style="list-style-type: none"> Online quizzes 	85%	Average Score 92.45% N=19	Average Score 94.6% N=13	Average Score 90.3% N=6	N/A – This course is not provided in an online format
Skill 1k. Strategies for personal and professional self-evaluation and implications for practice	9	<ul style="list-style-type: none"> MHC512 Interpersonal Relations and Leadership Development 	<ul style="list-style-type: none"> Self-evaluation Assessment & Report 	85%	Average Score 84.8% N=23	Average Score 72.5% N=8	Average Score 88.13% N=8	Average Score 93.9% N=7
	3, 10	<ul style="list-style-type: none"> MHC516 Counseling Techniques 	<ul style="list-style-type: none"> Role Play Journals 	85%	Average Score 83.5% N=8	This course was not offered on this campus during the identified time-period	Average Score 83.5% N=7	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
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Knowledge 2g. The impact of spiritual beliefs on clients' and counselors' worldviews	9, 10	<ul style="list-style-type: none"> MHC501 Foundations of Mental Health Counseling 	<ul style="list-style-type: none"> Journal 	85%	Average Score 100% N=3	This course was not offered on this campus during the identified time-period	Average Score 100% N=3	N/A – This course is not provided in an online format
	1, 4, 10	<ul style="list-style-type: none"> MHC 529 Multicultural Counseling 	<ul style="list-style-type: none"> Final Professional Development Plan 	85%	Average Score 95.7% N=31	Average Score 95.8% N=20	Average Score 95.5% N=11	N/A – This course is not provided in an online format
Skill 2c. Multicultural counseling competencies	3	<ul style="list-style-type: none"> MHC 529 Multicultural Counseling 	<ul style="list-style-type: none"> Discussion questions 	85%	Average Score 91.2% N=31	Average Score 86.4% N=20	Average Score 96% N=11	N/A – This course is not provided in an online format
	8, 9	<ul style="list-style-type: none"> MHC 625 Counseling Internship 	<ul style="list-style-type: none"> Journals 	85%	Average Score 98.4% N=21	Average Score 99.7% N=14	Average Score 96.5% N=7	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
Knowledge 3a. Theories of individual and family development across the lifespan	4	<ul style="list-style-type: none"> MHC 510 Human Growth and Lifespan Development 	<ul style="list-style-type: none"> Research Paper 	85%	Average Score 76.6% N=19	Average Score 86.1% N=5	Average Score 59.9% N=3	Average Score 83.8% N=11
	2, 6	<ul style="list-style-type: none"> MHC525 Practicum 	<ul style="list-style-type: none"> Session Review 	85%	Average Score 95.45% N=20	Average Score 95.5% N=14	Average Score 95.4% N=6	N/A – This course is not provided in an online format
Skill 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"> MHC 510 Human Growth and Lifespan Development 	<ul style="list-style-type: none"> Ethical Issue Presentation 	85%	Average Score 78.5% N=19	Average Score 96.4% N=5	Average Score 66.7% N=3	Average Score 72.3% N=11
	9	<ul style="list-style-type: none"> MHC516 Counseling Techniques 	<ul style="list-style-type: none"> Ethics Journal 	85%	Average Score 100% N=7	This course was not offered on this campus during the identified time-period	Average Score 100% N=7	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
Knowledge 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"> MHC620 Career Counseling 	<ul style="list-style-type: none"> Informational Interview Report 	85%	Average Score 92.3% N=13	This course was not offered on this campus during the identified time-period	Average Score 92.3% N=13	N/A – This course is not provided in an online format
	3	<ul style="list-style-type: none"> MHC525 Practicum 	<ul style="list-style-type: none"> Weekly Journals 	85%	Average Score 91.4% N=21	Average Score 91.7% N=15	Average Score 91% N=6	N/A – This course is not provided in an online format
Skill 4e. Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	2	<ul style="list-style-type: none"> MHC620 Career Counseling 	<ul style="list-style-type: none"> Career Assessment Interpretation 	85%	Average Score 92.3% N=13	This course was not offered on this campus during the identified time-period	Average Score 92.3% N=13	N/A – This course is not provided in an online format

	5, 6, 9	<ul style="list-style-type: none"> MHC607 Clinical Assessment, Diagnosis and Treatment 	<ul style="list-style-type: none"> Case Evaluation 	85%	Average Score 89.5% N=14	Average Score 89.5% N=14	This course was not offered on this campus during the identified time-period	N/A – This course is not provided in an online format
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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
Knowledge 5j. Evidence-based counseling strategies and techniques for prevention and intervention	2, 3, 6, 7	<ul style="list-style-type: none"> MHC607 Clinical Assessment, Diagnosis and Treatment 	<ul style="list-style-type: none"> Diagnostic Paper 	85%	Average Score 100% N=14	Average Score 100% N=14	This course was not offered on this campus during the identified time-period	N/A – This course is not provided in an online format
	2, 6, 7	<ul style="list-style-type: none"> MHC545 Substance Use Disorder Treatment 	<ul style="list-style-type: none"> Impact of Substance Use Paper 	85%	Average Score 84.6% N=23	Average Score 84.6% N=23	This course was not offered on this campus during the	N/A – This course is not provided in an online format

							identified time-period	
Skill 5g. Essential interviewing, counseling, and case conceptualization skills	2, 10	<ul style="list-style-type: none"> MHC516 Counseling Techniques 	<ul style="list-style-type: none"> Final Video 	85%	Average Score 96.7% N=7	This course was not offered on this campus during the identified time-period	Average Score 96.7% N=7	N/A – This course is not provided in an online format
	10	<ul style="list-style-type: none"> MHC625 Counseling Internship 	<ul style="list-style-type: none"> Counseling Session Review 	85%	Average Score 97.1% N=21	Average Score 98.6% N=14	Average Score 95.5% N=7	N/A – This course is not provided in an online format
	2	<ul style="list-style-type: none"> MHC616 Advanced Counseling Skills 	<ul style="list-style-type: none"> Counseling Demo & Reflection 	85%	Average Score 95.5% N=23	Average Score 90.9% N=22	Average Score 100% N=1	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
Knowledge 6b. Dynamics associated with group process and development	2	<ul style="list-style-type: none"> MHC542 Group Counseling 	<ul style="list-style-type: none"> Group Facilitations 	85%	Average Score 93.9% N=24	Average Score 100% N=23	Average Score 91% N=4	N/A – This course is not provided in an online format
	1, 2, 3	<ul style="list-style-type: none"> MHC535 Family Dynamics 	<ul style="list-style-type: none"> Group Couples Treatment Plan 	85%	Average Score 83.7% N=19	Average Score 94.54% N=13	Average Score 79.17% N=6	N/A – This course is not provided in an online format
Skill 6g. Ethical and culturally relevant strategies for designing and facilitating groups	3, 9	<ul style="list-style-type: none"> MHC542 Group Counseling 	<ul style="list-style-type: none"> Group Proposal 	85%	Average Score 88% N=24	Average Score 93.6% N=23	Average Score 82.3% N=4	N/A – This course is not provided in an online format
	10	<ul style="list-style-type: none"> MHC642 Advanced Group Counseling 	<ul style="list-style-type: none"> Group Proposal 	85%	Average Score 89.4% N=25	Average Score 95.4% N=14	Average Score 83.4% N=11	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
Knowledge 7b. Methods of effectively preparing for and conducting initial assessment meetings	5, 6, 9	<ul style="list-style-type: none"> MHC607 Clinical Assessment, Diagnosis, and Treatment 	<ul style="list-style-type: none"> Case Evaluation 	85%	Average Score 89.5% N=14	Average Score 89.5% N=14	This course was not offered on this campus during the identified time-period	N/A – This course is not provided in an online format
	10	<ul style="list-style-type: none"> MHC625 Counseling Internship 	<ul style="list-style-type: none"> Counseling Session Review 	85%	Average Score 97.1% N=21	Average Score 98.6% N=14	Average Score 95.5% N=7	N/A – This course is not provided in an online format
Skill 7i. Use of assessments relevant to academic/educational, career, personal, and social development	10	<ul style="list-style-type: none"> MHC620 Career Counseling 	<ul style="list-style-type: none"> Oral Presentation 	85%	Average Score 92.3% N=13	This course was not offered on this campus during the identified time-period	Average Score 92.3% N=13	N/A – This course is not provided in an online format
	5, 6, 9	<ul style="list-style-type: none"> MHC607 Clinical Assessment, Diagnosis, and Treatment 	<ul style="list-style-type: none"> Case Evaluation 	85%	Average Score 89.5%	Average Score 89.5%	This course was not	N/A – This course is not

					N=14	N=14	offered on this campus during the identified time-period	provided in an online format
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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
Knowledge 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"> MHC517 Professional, Legal and Ethical Issues in Clinical Mental Health Counseling 	<ul style="list-style-type: none"> Research Paper 	85%	Average Score 86.4% N=23	Average Score 86.4% N=23	This course was not offered on this campus during the identified time-period	N/A – This course is not provided in an online format
	1	<ul style="list-style-type: none"> MHC532 Research and Evaluation Methods 	<ul style="list-style-type: none"> Journal Critique 	85%	Average Score 92.8% N=25	Average Score 93.1% N=21	Average Score 92.5% N=4	N/A – This course is not provided in an online format
Skill	10	<ul style="list-style-type: none"> MHC515 Counseling Theory 	<ul style="list-style-type: none"> Personal Theory Paper 	85%	Average Score	Average Score	Average Score	Average Score

8b. Identification of evidence-based counseling practices					96% N=17	100% N=6	100% N=2	88.1% N=9
	1	<ul style="list-style-type: none"> MHC532 Research and Evaluation Methods 	<ul style="list-style-type: none"> Journal Critique 	85%	Average Score 92.8% N=25	Average Score 93.1% N=21	Average Score 92.5% N=4	N/A – This course is not provided in an online format

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
Knowledge 2b Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	2, 3, 6, 7	<ul style="list-style-type: none"> MHC607 Clinical Assessment, Diagnosis, and Treatment 	<ul style="list-style-type: none"> Diagnostic Paper 	85%	Average Score 100% N=14	Average Score 100% N=14	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, 6, 7	<ul style="list-style-type: none"> MHC527 Maladaptive Behaviors and Psychiatric Illness 	<ul style="list-style-type: none"> Treatment Planning Paper 	85%	Average Score 87.7% N=6	This course was not offered on this campus	Average Score 87.7% N=6	N/A – This course is not provided in an online format

						during the identified time-period		
Skill 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"> MHC525 Practicum 	<ul style="list-style-type: none"> Counseling Session Review 	85%	Average Score 95.45% N=20	Average Score 95.5% N=14	Average Score 95.4% N=6	N/A – This course is not provided in an online format
	10	<ul style="list-style-type: none"> MHC625 Counseling Internship 	<ul style="list-style-type: none"> Counseling Session Review 	85%	Average Score 97.1% N=21	Average Score 98.6% N=14	Average Score 95.5% N=7	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 counseling skills at the end of their internship compared to the beginning of their practicum/internship?
 - 8
 - 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?
 - 8
 - 10
 - 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?
 - 9

- 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
 - 10
 - 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?
 - 9
 - 10
 - How would you compare the Judson University student you had on site you have on staff to other counselors from different counseling programs?
 - 9
 - 10
 - Any other information you would like to share about the Judson Master's of Clinical Mental Health Counseling Program or interns?
 - The intern was an excellent student. She just started working for our agency in the past month.
- MACC Alumni Survey Results
 - 8 alumni responded to the survey in the 2021-2022 school year.
 - What made you choose Judson?
 - “Close to home and Christian based.”
 - “Close to home, one night a week.”
 - “Got my bachelor’s degree through Judson’s adult professional program.”
 - “Searching online requested information.”
 - “Degree choice. Schedule – 1 night a week.”
 - “How close it was to home. Price. Easily accepted me/easy application process.”
 - “Accessible classes and close to home.”
 - “Size, location of program and it was in-person. I did not want an online degree.”
 - What did you like about the program?
 - “Small class size.”
 - “Close friendships I formed. Instructors available.”

- “I learned so much! Good overall structure to the program, some of the staff was absolutely amazing.”
- “Class size.”
- “Variation of instructors, 6 weeks per class – fast but efficient, quality instruction.”
- “That it was at night. Loved the 6-week courses. I was able to get A’s in all my classes. Flexibility/understanding professors.”
- “1 time per week.”
- “I liked the student makeup and the professors.”
- “What do you wish would have been better?”
 - “Order of classes.”
 - “More in-depth use of skills, critiquing of skills.”
 - “Better screening of potential students and staff. More uniformity and consistency on rules/syllabi. Staff calling out people when behavior warrants (racism, intolerance).”
 - “More role play. Longer class time.”
 - “Did not like 2 classes at the same time (Internship and Advanced Group).”
 - “Hated mixing with other cohorts sometimes. It got messy and complicated. Otherwise it was nice to mix occasionally. More careful consideration of who was accepted into the program. Higher standards for people to remain in the program.”
 - “Not as challenging classes during practicum/internship. More info in the beginning of practicum/internship.”
 - “It would have been less stressful if there were no required classes during practicum/internship. I wish there had been an “Intro” class for those who have been out of academia over 30 years (i.e., writing an APA paper).”
- The program is geared towards working adults, so it is offered for four hours one night a week:
 - A) Would you have been interested in attending the program if it was offered for 4 hours one morning a week?
 - 27% responded yes
 - 73% responded no
 - B) Would you have been interested in attending if the program was offered 4 hours a week during the afternoon 1-5pm?
 - 13% responded yes
 - 87% responded no

- C) Would you have been interested in attending the program if it was offered Saturday morning?
 - 31% responded yes
 - 69% responded no
- Did you feel prepared for practicum/internship?
 - 78% responded yes
 - 22% responded no
- Please explain why you did/did not feel prepared for practicum/internship?
 - “Some expectations were not clear. Had to “figure out” technology and systems.”
 - “Just more time using skills.”
 - “I felt prepared because I had enough information from the classes/textbooks to start practicing what I had learned. My site did a good job of walking me through and explaining everything beforehand. The only thing I wish I could change was meeting individual hours for Judson internship requirements, I felt like I found out information after the fact.”
 - “Due to internship site not providing what I needed.”
 - “I felt well supported by my supervisor. The classes were relevant.”
 - “In some ways I was. I think I would’ve preferred to have more information and knowledge on supervision assist and expectations. Sometimes I felt lost and like I was just figuring stuff out as I went.”
 - “Not enough hands on learning.”
- What was your practicum/internship experience like?
 - ““Good and bad.”
 - “Very good, enjoyed learning.”
 - “Challenging, rewarding, exhausting and amazing.”
 - “Confusing.”
 - “Great! Good supervision and a wide variety of clients.”
 - “I loved it so much!”
 - “Positive – slightly overworked due to working there as well.”
 - “I enjoyed my site.”
- If you have taken your licensure exam, did you pass?
 - No students had taken the licensure examination prior to graduation
- Have you been able to obtain employment in the counseling profession since your graduation?
 - 78% responded yes
 - 22% responded no

- If yes, what is your annual salary?
 - \$40,000
 - \$30 per hour, after EMDR training \$32.50 per hour, after licensure \$37.50 per hour.
 - \$25 per client until I'm licensed then \$30 a client.
 - \$47,000
 - \$51,000 to start, increase after licensure.
- Any other information that you feel would be helpful for MACC Program Faculty to know?
 - “Some classes could be spaced out (bi-weekly). More training and explanations for internship not just orientation. An APA course (2-3 weeks.)
 - “It would be nice to have a bigger opportunity within Judson’s Wellness Center to intern and gain experience.”
 - “Add more role using microskills during class time in practicum and internship.”
 - “2 classes at one time sucked. Having more than 1 textbook per class made me less likely to read all the material. Group projects should be group optional or let us pick who is in our group. Be flexible, but not too flexible. Some people took advantage of that when people already turned in paper and projects and then it was frustrating. Hire more people? Sometimes having the same professor to many classes in a row wasn't always helpful. Sometimes it was lovely, other times it was like not again!”
 - “Some classes would have been more helpful in the beginning. More diagnosing help. Easy classes during practicum/internship. Maybe no classes in practicum/internship. Very challenging to work, school family etc. Role plays are most helpful with feedback from the professor.”
 - “It was a wonderful experience. I would just make sure when students are in their internship they are not taking consecutive classes.”
- Employer Perceptions Survey Results
 - **Judson Alumni Employer Perceptions Survey for 2021-2022 Graduates**
 - Three (3) employers of Judson University 2021-2022 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?
 - 33.33% of respondents answered with a 7
 - 33.33% of respondents answered with a 8
 - 33.33% of respondents answered with a 10
- 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)?
 - 33.33% of respondents answered with a 6
 - 33.33% of respondents answered with a 8
 - 33.33% 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?
 - 33.33% of respondents answered with a 7
 - 33.33% of respondents answered with a 9
 - 33.33% of respondents answered with a 10
- 4. With 1 being poor and 10 being excellent, how would you rank the Judson MACC Program Alumni on their diagnostic skills?
 - 33.33% of respondents answered with a 6
 - 33.33% of respondents answered with a 8
 - 33.33% of respondents answered with a 9
- 5. With one being poor and 10 being excellent, how would you rank the Judson MACC Program Alumni on their clinical decision-making skills?
 - 66.67% of respondents answered with a 8
 - 33.33% of respondents answered with a 10
- 6. How would you compare the Judson alumni you have on staff to other counselors from different counseling programs?
 - “Paperwork seems to be a weak area – especially progress vs. process in notes.”
 - “We’ve had several alumni at our agency and we’ve been pleased with their skills. I feel they’ve been as well prepared as other alumni from other programs.”
 - “Majority of my counselors come from Judson – they are sound with their skill set otherwise would not have been offered employment.”

- 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 overall. Initial program interviews for entry into the program have begun to be conducted by multiple program faculty and competency rubrics have been implemented as an additional way to identify student disposition issues that emerge during 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 2021-Spring 2022, Mid-Term Evaluation

17 Students at the Elgin Campus
5 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"> • 97.5% of students were rated 3 or higher in this category. • 95% of Elgin Students were rated 3 or higher in this category. • 100% of Rockford Students were rated 3 or higher in this category.

<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"> • 97.5% of students were rated 3 or higher in this category. • 95% of Elgin Students were rated 3 or higher in this category. • 100% of Rockford Students were rated 3 or higher in this category.
<p>Questioning- Open questions to avoid bias used primarily & 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"> • 97.5% of students were rated 3 or higher in this category. • 95% of Elgin Students were rated 3 or higher in this category. • 100% of Rockford Students were rated 3 or higher in this category.
<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"> • 97.5% of students were rated 3 or higher in this category. • 95% of Elgin Students were rated 3 or higher in this category. • 100% of Rockford Students were rated 3 or higher in this category.
<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"> • 97.5% of students were rated 3 or higher in this category.

		<ul style="list-style-type: none"> • 95% of Elgin Students were rated 3 or higher in this category. • 100% of Rockford Students were rated 3 or higher in this category.
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"> • 97.5% of students were rated 3 or higher in this category. • 95% of Elgin Students were rated 3 or higher in this category. • 100% of Rockford Students 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"> • 97.5% of students were rated 3 or higher in this category. • 95% of Elgin Students were rated 3 or higher in this category. • 100% of Rockford Students were rated 3 or higher in this category.
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"> • 100% of students were rated 3 or higher in this category. • 100% of Elgin Students were rated 3 or higher in this category.

		<ul style="list-style-type: none"> • 100% of Rockford Students were rated 3 or higher in this category.
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"> • 97.5% of students were rated 3 or higher in this category. • 95% of Elgin Students were rated 3 or higher in this category. • 100% of Rockford Students were rated 3 or higher in this category.
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"> • 97.5% of students were rated 3 or higher in this category. • 95% of Elgin Students were rated 3 or higher in this category. • 100% of Rockford Students were rated 3 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 3 or higher.	<ul style="list-style-type: none"> • 100% of students were rated 3 or higher in this category. • 100% of Elgin Students were rated 3 or higher in this category. • 100% of Rockford Students were rated 3 or higher in this category.

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"> • 100% of students were rated 3 or higher in this category. • 100% of Elgin Students were rated 3 or higher in this category. • 100% of Rockford Students were rated 3 or higher in this category.
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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"> • 100% of students were rated 3 or higher in this category. • 100% of Elgin Students were rated 3 or higher in this category. • 100% of Rockford Students were rated 3 or higher in this category.
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"> • 100% of students were rated 3 or higher in this category. • 100% of Elgin Students were rated 3 or higher in this category. • 100% of Rockford Students

		were rated 3 or higher in this category.
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"> • 100% of students were rated 3 or higher in this category. • 100% of Elgin Students were rated 3 or higher in this category. • 100% of Rockford Students were rated 3 or higher in this category.
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"> • 100% of students were rated 3 or higher in this category. • 100% of Elgin Students were rated 3 or higher in this category. • 100% of Rockford Students 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"> • 100% of students were rated 3 or higher in this category. • 100% of Elgin Students were rated 3 or higher in this category. • 100% of Rockford Students were rated 3 or higher in this category.

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"> • 100% of students were rated 3 or higher in this category. • 100% of Elgin Students were rated 3 or higher in this category. • 100% of Rockford Students were rated 3 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 3 or higher.	<ul style="list-style-type: none"> • 100% of students were rated 3 or higher in this category. • 100% of Elgin Students were rated 3 or higher in this category. • 100% of Rockford Students were rated 3 or higher in this category.
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"> • 100% of students were rated 3 or higher in this category. • 100% of Elgin Students were rated 3 or higher in this category. • 100% of Rockford Students were rated 3 or higher in this category.
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"> • 100% of students 100% of students were rated 3 or higher in this category.

		<ul style="list-style-type: none"> • 100% of Elgin Students were rated 3 or higher in this category. • 100% of Rockford Students were rated 3 or higher in this category.
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"> • 100% of students were rated 3 or higher in this category. • 100% of Elgin Students were rated 3 or higher in this category. • 100% of Rockford Students were rated 3 or higher in this category.
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"> • 100% of students were rated 3 or higher in this category. • 100% of Elgin Students were rated 3 or higher in this category. • 100% of Rockford Students were rated 3 or higher in this category.

Table 2: Practicum Student Counselor Assessment for Counseling Skills & Professional Disposition Tool (SCACSPD) by Faculty and Site Supervisor Fall 2021-Spring 2022, Final Evaluation

17 students at the Elgin Campus

5 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"> ● 100% of students were rated 3 or higher in this category. ● 100% of Elgin Students were rated 3 or higher in this category. ● 100% of Rockford Students were rated 3 or higher in this 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 3 or higher.	<ul style="list-style-type: none"> ● 100% of students were rated 3 or higher in this category. ● 100% of Elgin Students were rated 3 or higher in this category. ● 100% of Rockford Students were rated 3 or higher in this category.
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"> ● 97% of students were rated 3 or higher in this category. ● 94% of Elgin Students were rated 3 or higher in this category. ● 100% of Rockford Students were rated 3 or higher in

		this category.
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"> • 100% of students were rated 3 or higher in this category. • 100% of Elgin Students were rated 3 or higher in this category. • 100% of Rockford Students were rated 3 or higher in this category.
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"> • 100% of students were rated 3 or higher in this category. • 100% of Elgin Students were rated 3 or higher in this category. • 100% of Rockford Students were rated 3 or higher in this category.
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"> • 100% of students were rated 3 or higher in this category. • 100% of Elgin Students were rated 3 or higher in this category. • 100% of Rockford Students were rated 3 or higher in this category.

<p>Advanced Reflection of Emotion & Meaning- Advanced reflection of values, possible meaning, & beliefs</p>	<p>90% of students will be rated at a score of 3 or higher.</p>	<ul style="list-style-type: none"> • 100% of students were rated 3 or higher in this category. • 100% of Elgin Students were rated 3 or higher in this category. • 100% of Rockford Students were rated 3 or higher in this category.
<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"> • 100% of students were rated 3 or higher in this category. • 100% of Elgin Students were rated 3 or higher in this category. • 100% of Rockford Students were rated 3 or higher in this category.
<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"> • 100% of students were rated 3 or higher in this category. • 100% of Elgin Students were rated 3 or higher in this category. • 100% of Rockford Students were rated 3 or higher in this category.
<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"> • 100% of students were rated 3 or higher in this category.

		<ul style="list-style-type: none"> • 100% of Elgin Students were rated 3 or higher in this category. • 100% of Rockford Students were rated 3 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 3 or higher.	<ul style="list-style-type: none"> • 100% of students were rated 3 or higher in this category. • 100% of Elgin Students were rated 3 or higher in this category. • 100% of Rockford Students were rated 3 or higher in this category.
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"> • 100% of students were rated 3 or higher in this category. • 100% of Elgin Students were rated 3 or higher in this category. • 100% of Rockford Students were rated 3 or higher in this category.

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"> • 100% of students were rated 3 or higher in this category. • 100% of Elgin Students were rated 3 or higher in this category. • 100% of Rockford Students were rated 3 or higher in this category.
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"> • 100% of students were rated 3 or higher in this category. • 100% of Elgin Students were rated 3 or higher in this category. • 100% of Rockford Students were rated 3 or higher in this category.
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"> • 100% of students were rated 3 or higher in this category. • 100% of Elgin Students were rated 3 or higher in this category. • 100% of Rockford Students were rated 3 or higher in this category.
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"> • 100% of students were rated 3 or higher in this category.

		<ul style="list-style-type: none"> • 100% of Elgin Students were rated 3 or higher in this category. • 100% of Rockford Students 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"> • 100% of students were rated 3 or higher in this category. • 100% of Elgin Students were rated 3 or higher in this category. • 100% of Rockford Students were rated 3 or higher in this category.
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"> • 100% of students were rated 3 or higher in this category. • 100% of Elgin Students were rated 3 or higher in this category. • 100% of Rockford Students were rated 3 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 3 or higher.	<ul style="list-style-type: none"> • 100% of students were rated 3 or higher in this category. • 100% of Elgin Students were rated 3 or higher in this category.

		<ul style="list-style-type: none"> • 100% of Rockford Students were rated 3 or higher in this category.
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"> • 100% of students were rated 3 or higher in this category. • 100% of Elgin Students were rated 3 or higher in this category. • 100% of Rockford Students were rated 3 or higher in this category.
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"> • 100% of students were rated 3 or higher in this category. • 100% of Elgin Students were rated 3 or higher in this category. • 100% of Rockford Students were rated 3 or higher in this category.
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"> • 100% of students were rated 3 or higher in this category. • 100% of Elgin Students were rated 3 or higher in this category. • 100% of Rockford Students were rated 3 or higher in this category.

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"> • 100% of students were rated 3 or higher in this category. • 100% of Elgin Students were rated 3 or higher in this category. • 100% of Rockford Students were rated 3 or higher in this category.
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- 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 3: Internship Student Counselor Assessment for Counseling Skills & Professional Disposition Tool (SCACSPD) by Faculty and Site Supervisor Fall 2021-Spring 2022, Mid-Term Evaluation

14 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 4 or higher.	<ul style="list-style-type: none"> • 100% of students were rated 4 or higher in this category. • 100% of Elgin Students were rated 4 or higher in this category. • 100% of Rockford Students were rated 4 or higher in this 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"> • 100% of students were rated 4 or higher in this category. • 100% of Elgin Students were rated 4 or higher in this category. • 100% of Rockford Students were rated 4 or higher in this category.

		category.
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"> • 86.5% of students were rated 4 or higher in this category. • 93% of Elgin Students were rated 4 or higher in this category. • 80% of Rockford Students were rated 4 or higher in this category.
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"> • 86.5% of students were rated 4 or higher in this category. • 93% of Elgin Students were rated 4 or higher in this category. • 80% of Rockford Students were rated 4 or higher in this category.
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"> • 86.5% of students were rated 4 or higher in this category. • 93% of Elgin Students were rated 4 or higher in this category. • 80% of Rockford Students were rated 4 or higher in this category.

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"> • 78% of students were rated 4 or higher in this category. • 96% of Elgin Students were rated 4 or higher in this category. • 60% of Rockford Students were rated 4 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 4 or higher.	<ul style="list-style-type: none"> • 76% of students were rated 4 or higher in this category. • 72% of Elgin Students were rated 4 or higher in this category. • 80% of Rockford Students were rated 4 or higher in this category.
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"> • 96.5% of students were rated 4 or higher in this category. • 93% of Elgin Students were rated 4 or higher in this category. • 100% of Rockford Students were rated 4 or higher in this category.
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"> • 90% of students were rated 4 or higher in this category. • 100% of Elgin Students were rated 4 or higher in this category.

		<ul style="list-style-type: none"> • 80% of Rockford Students were rated 4 or higher in this category.
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"> • 100% of students were rated 4 or higher in this category. • 100% of Elgin Students were rated 4 or higher in this category. • 100% of Rockford Students 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"> • 100% of students were rated 4 or higher in this category. • 100% of Elgin Students were rated 4 or higher in this category. • 100% of Rockford Students were rated 4 or higher in this category.
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"> • 100% of students were rated 4 or higher in this category. • 100% of Elgin Students were rated 4 or higher in this category. • 100% of Rockford Students were rated 4 or higher in this category.

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"> • 100% of students were rated 4 or higher in this category. • 100% of Elgin Students were rated 4 or higher in this category. • 100% of Rockford Students were rated 4 or higher in this 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"> • 100% of students were rated 4 or higher in this category. • 100% of Elgin Students were rated 4 or higher in this category. • 100% of Rockford Students were rated 4 or higher in this category.
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"> • 100% of students were rated 4 or higher in this category. • 100% of Elgin Students were rated 4 or higher in this category. • 100% of Rockford Students were rated 4 or higher in this category.
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"> • 100% of students were rated 4 or higher in this category. • 100% of Elgin Students were rated 4 or higher in this category.

		<ul style="list-style-type: none"> • 100% of Rockford Students were rated 4 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 4 or higher.	<ul style="list-style-type: none"> • 100% of students were rated 4 or higher in this category. • 100% of Elgin Students were rated 4 or higher in this category. • 100% of Rockford Students were rated 4 or higher in this category.
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"> • 96.5% of students were rated 4 or higher in this category. • 93% of Elgin Students were rated 4 or higher in this category. • 100% of Rockford Students 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"> • 100% of students were rated 4 or higher in this category. • 100% of Elgin Students were rated 4 or higher in this category. • 100% of Rockford Students were rated 4 or higher in this category.
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"> • 96.5% of students were rated 4 or higher in this category. • 93% of Elgin Students were

		<p>rated 4 or higher in this category.</p> <ul style="list-style-type: none"> • 100% of Rockford Students were rated 4 or higher in this category.
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"> • 100% of students were rated 4 or higher in this category. • 100% of Elgin Students were rated 4 or higher in this category. • 100% of Rockford Students were rated 4 or higher in this category.
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"> • 100% of students were rated 4 or higher in this category. • 100% of Elgin Students were rated 4 or higher in this category. • 100% of Rockford Students were rated 4 or higher in this category.
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"> • 100% of students were rated 4 or higher in this category. • 100% of Elgin Students were rated 4 or higher in this category. • 100% of Rockford Students were rated 4 or higher in this category.

Table 4: Internship Student Counselor Assessment for Counseling Skills & Professional Disposition Tool (SCACSPD) by Faculty and Site Supervisor, Fall 2022-Spring 2021 Final Evaluation

14 students at the Elgin Campus
 5 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"> • 100% of students were rated 4 or higher in this category. • 100% of Elgin Students were rated 4 or higher in this category. • 100% of Rockford Students were rated 4 or higher in this 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"> • 100% of students were rated 4 or higher in this category. • 100% of Elgin Students were rated 4 or higher in this category. • 100% of Rockford Students were rated 4 or higher in this category.
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"> • 100% of students were rated 4 or higher in this category. • 100% of Elgin Students were rated 4 or higher in this category.

		<ul style="list-style-type: none"> • 100% of Rockford Students were rated 4 or higher in this category.
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"> • 100% of students were rated 4 or higher in this category. • 100% of Elgin Students were rated 4 or higher in this category. • 100% of Rockford Students were rated 4 or higher in this category.
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"> • 100% of students were rated 4 or higher in this category. • 100% of Elgin Students were rated 4 or higher in this category. • 100% of Rockford Students were rated 4 or higher in this category.
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"> • 96.5% of students were rated 4 or higher in this category. • 93% of Elgin Students were rated 4 or higher in this category. • 100% of Rockford Students were rated 4 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 4 or higher.	<ul style="list-style-type: none"> • 96.5% of students were rated 4 or higher in this category. • 93% of Elgin Students were rated 4 or higher in this category. • 100% of Rockford Students were rated 4 or higher in this category.
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"> • 96.5% of students were rated 4 or higher in this category. • 93% of Elgin Students were rated 4 or higher in this category. • 100% of Rockford Students were rated 4 or higher in this category.
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"> • 100% of students were rated 4 or higher in this category. • 100% of Elgin Students were rated 4 or higher in this category. • 100% of Rockford Students were rated 4 or higher in this category.
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"> • 100% of students were rated 4 or higher in this category. • 100% of Elgin Students were rated 4 or higher in this

		<p>category.</p> <ul style="list-style-type: none"> • 100% of Rockford Students 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"> • 96.5% of students were rated 4 or higher in this category. • 93% of Elgin Students were rated 4 or higher in this category. • 100% of Rockford Students were rated 4 or higher in this category.
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"> • 100% of students were rated 4 or higher in this category. • 100% of Elgin Students were rated 4 or higher in this category. • 100% of Rockford Students were rated 4 or higher in this category.

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"> • 100% of students were rated 4 or higher in this category. • 100% of Elgin Students were rated 4 or higher in this

		<p>category.</p> <ul style="list-style-type: none"> • 100% of Rockford Students were rated 4 or higher in this 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"> • 100% of students were rated 4 or higher in this category. • 100% of Elgin Students were rated 4 or higher in this category. • 100% of Rockford Students were rated 4 or higher in this category.
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"> • 100% of students were rated 4 or higher in this category. • 100% of Elgin Students were rated 4 or higher in this category. • 100% of Rockford Students were rated 4 or higher in this category.
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"> • 100% of students were rated 4 or higher in this category. • 100% of Elgin Students were rated 4 or higher in this category. • 100% of Rockford Students were rated 4 or higher in this category.
Compliance with Records	90% of students will be rated at a score of 4 or higher.	<ul style="list-style-type: none"> • 100% of students were rated 4 or higher in this category.

<p>& Job Roles - Treatment records and tasks of role completed weekly</p>		<ul style="list-style-type: none"> • 100% of Elgin Students were rated 4 or higher in this category. • 100% of Rockford Students were rated 4 or higher in this category.
<p>Displays Multicultural Sensitivity & 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"> • 100% of students were rated 4 or higher in this category. • 100% of Elgin Students were rated 4 or higher in this category. • 100% of Rockford Students were rated 4 or higher in this category.
<p>Healthy self-control & Emotionally Stable - Self-control and self-awareness to avoid impulsive behaviors with client(s) & others</p>	<p>90% of students will be rated at a score of 4 or higher.</p>	<ul style="list-style-type: none"> • 100% of students were rated 4 or higher in this category. • 100% of Elgin Students were rated 4 or higher in this category. • 100% of Rockford Students were rated 4 or higher in this category.
<p>Self-Motivated in Learning - Motivated to pursue professional development & improve counseling skills</p>	<p>90% of students will be rated at a score of 4 or higher.</p>	<ul style="list-style-type: none"> • 100% of students were rated 4 or higher in this category. • 100% of Elgin Students were rated 4 or higher in this category. • 100% of Rockford Students were rated 4 or higher in this category.

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"> • 100% of students were rated 4 or higher in this category. • 100% of Elgin Students were rated 4 or higher in this category. • 100% of Rockford Students were rated 4 or higher in this category.
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"> • 100% of students were rated 4 or higher in this category. • 100% of Elgin Students were rated 4 or higher in this category. • 100% of Rockford Students were rated 4 or higher in this category.
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"> • 100% of students were rated 4 or higher in this category. • 100% of Elgin Students were rated 4 or higher in this category. • 100% of Rockford Students were rated 4 or higher in this category.

- Annual Faculty Student Disposition Assessment Results
 - The MACC students are continuing to work through the course requirements in the midst of all the other obligations being placed on their time. Self-care is important and has been a focus of many class discussions as its importance was stressed not only during their time in the program but also when they

are out working after school.

- 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 students 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
 - The Human Services Advisory Board resumed meeting during the 2021-2022 school year. They provided tremendous feedback on topics ranging from course objectives, to what they would like to see students coming into their sites/employment having more of (i.e., more skills in a certain area) as well as ways to increase marketing and enrollment.

- Fall 2021-Spring 2022 Course Evaluation Assessment
 - The following course evaluation questions were reviewed:

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	53	179	31%	41%	27%	1%	0%	0%
Materials were clear and comprehensive	53	179	39%	45%	13%	2%	1%	0%
Expectations in the syllabus	53	179	40%	45%	11%	3%	1%	0%

clearly communicated								
Intellectually challenged me	53	179	49%	41%	9%	1%	0%	0%
Activities/ assignments helped me meet outcomes	53	179	39%	44%	13%	3%	0%	1%
Environment/ tools conducive in learning	53	179	39%	40%	15%	4%	0%	2%
Instructor effectively communicated subject matter	53	179	62%	28%	6%	3%	1%	0%
Assigned reading used effectively	53	179	36%	36%	12%	10%	3%	3%
Teaching strategies enhanced learning	53	179	53%	33%	10%	3%	1%	1%
Students who presented differing views felt accepted	53	179	61%	31%	5%	1%	1%	1%

- Institutional Research and Effectiveness' Alumni Survey Results

Table 5 – At the time of Graduation Employment Information

Judson University's Clinical Mental Health Counseling Program Annual Report
 August 2021-July 2022

Type of Employment	Employed in Field of Study	Job Title	Employer	City of Employment	State of Employment	Salary
Full-Time	Employed in my Field of Study	Clinical Mental Health Counselor	Sinnissippi	Rockford	Illinois	
Part-Time	Employed in my Field of Study	Clinical Mental Health Counselor	Sinnissippi	Rockford	Illinois	
Part-Time	Employed in my Field of Study	Clinical Mental Health Counselor	Clarity Counseling & Meditation, Inc.	Rockford	Illinois	
Part-Time	Employed in my Field of Study	Clinical Mental Health Counselor	Clarity Counseling & Meditation, Inc.	Rockford	Illinois	
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	Clinical Mental Health Counselor	Rockford Sexual Assault Counseling	Rockford	Illinois	

Full-Time	Employed in my Field of Study	Clinical Mental Health Counselor	Perryville Counseling	Rockford	Illinois	
Full-Time	Employed in my Field of Study	Clinical Mental Health Counselor	Transformations Counseling	Lake in the Hills	Illinois	
Part-Time	Employed in my Field of Study	Clinical Mental Health Counselor	Rockford University	Rockford	Illinois	

- 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. Licensure applications continue to take some time to work its way through processing by the state however for the students who have taken it, they have successfully passed on their first attempt. CACREP accreditation continues to move forward, and a decision will hopefully be made soon. is Judson University having a strong program, with many individuals invested in its success.