

**Clinical Mental Health Counseling  
Program Evaluation Report  
2017- 2018 Academic Year**



**LUBBOCK  
CHRISTIAN  
UNIVERSITY**

**Department of Psychology and Counseling**

**Master of Science in Clinical Mental Health Counseling**

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## MISSION, GOALS, AND OBJECTIVES

### Mission of Lubbock Christian University

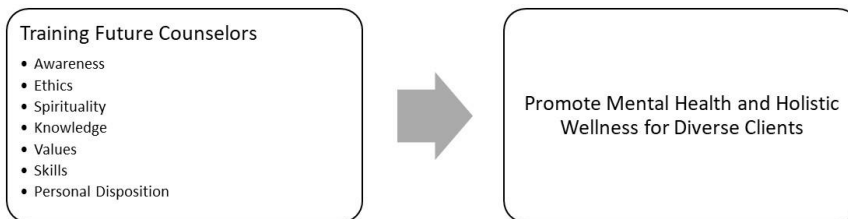
Lubbock Christian University is a Christ-centered, academic community of learners, transforming the hearts, minds, and hands of students for lives of purpose and service.

### Mission of the Psychology and Counseling Department

The Department of Psychology and Counseling is committed to the idea that science and faith do not oppose each other, but in fact, complement one another. Our mission is to produce academicians, clinicians, practitioners, and scholars who are solidly grounded in the science of human behavior, the ethics of their chosen profession and the principles of their faith. The Department provides personal access to exemplary teaching, Christian mentorship, and challenges student centered academic progress. Opportunities will be provided to all students for professional, community-based experiences and development of scholarly contribution to their field of study.

### Clinical Mental Health Counseling (CMHC) Program Mission

The mission of the Clinical Mental Health Program aligns itself with the mission of Lubbock Christian University, and the Department of Psychology and Counseling, by training ethically and spiritually aware mental health counselors who possess the knowledge, values, skills, and personal disposition to promote the mental health and holistic wellness of clients across diverse populations. See Figure 1.



### CMHC Goals

The CMHC program promotes the following goals:

- 1) To attract diverse, outstanding graduate students.
- 2) To help students attain a scholastic competency in all coursework.
- 3) To facilitate the acquisition of, and ability to, apply counseling skills with a diverse population to a standard acceptable by licensed professional counselors including:
  - a) Demonstration of emotional and mental stability and maturity in interaction with others
  - b). the ability to maintain healthy boundaries,
  - c). communicate appropriately,
  - d). successfully manage personal anxiety or uncomfortable feelings,
  - e). work collaboratively with others and
  - f). resolve interpersonal conflict.

- 4) To encourage an understanding and commitment to the scientist practitioner model.
- 5) To assist students in their adherence to the Professional Identity and Standards outlined by the American Counseling Association's Code of Ethics and Lubbock Christian University's Code of Community Standards, and
- 6) To encourage the ability to integrate faith and spirituality into counseling where appropriate in an ethically competent manner.

### **CMHC Objectives**

The CMHC program promotes the following objectives:

- 1) To increase the knowledge base of the counseling profession and other related helping professionals.
- 2) To increase knowledge and practice of the ACA Professional Code of Ethics.
- 3) To increase knowledge and skills in counseling for culturally diverse populations, including assessment, treatment planning, treatment, and outcome evaluation.
- 4) To increase knowledge and skills in advocating for culturally diverse populations.
- 5) To increase knowledge of the theories of counseling and psychotherapy, personality, lifespan development, career development, group dynamics, and diagnosis and treatment planning.
- 6) To increase knowledge of a wellness model of mental health.
- 7) To increase knowledge in the foundations of research and inquiry including assessment, treatment planning, treatment, and outcome evaluation.
- 8) Develop leadership skills to better serve the counseling profession including teaching, training, researching and development of counseling plans.

## DESCRIPTION OF PROGRAM, FACULTY AND CURRICULUM

### Program Description

The graduate CMHC program is housed in the College of Liberal Arts. The College includes the Department of Psychology and Counseling, the Department of Communication and Fine Arts, the Department of Humanities and the School of Education. The Department of Psychology and Counseling includes programs in Undergraduate Psychology, Family Studies, Sports and Exercise Psychology and Graduate studies in Clinical Mental Health Counseling, Human Services and School Counseling. See Figure 2.



Figure 2

### Faculty

Our departmental faculty consists of full-time professors and adjunct professors representing the areas of professional counseling, marriage and family therapy, and the fields of clinical, and developmental psychology. We supplement this group with outstanding faculty members who are experts in their fields. For further information about each faculty member, visit our website: <https://lcu.edu/majors-programs/masters-degree/graduate-behavioral-sciences/>

### Core Counseling Faculty

Brown, Kaylene, B.S., M.Ed., Ph.D. (Texas Tech University), NCC, LPC-S, Certified Bariatric Counseling Specialist, Assistant Professor in Clinical Mental Health Counseling

Jonna Byars, B.A. (Texas Tech University), M.Ed. (Texas Tech University), Ph.D. (Texas Tech University), NCC, LPC, Associate Professor of M.S. in Clinical Mental Health Counseling.

Ronda Eade, Ph.D. (Texas Tech University), M.Ed. (Texas Tech University) *LPC, Clinical Supervisor of M.S. in Clinical Mental Health Counseling, Assistant Professor of Clinical Mental Health Counseling, Assistant Professor of Psychology*

Shauna Frisbie, B.S. (Texas Tech University), M.S. (Texas Tech University), Ed.D. (Texas Tech University), *NCC, LPC-S, Certified Eating Disorders Specialist, Associate Professor of Clinical Mental Health Counseling*

Michael P. Hardin, B.A. (Lubbock Christian University), M.Ed. (Texas Tech University), Ph.D. (Texas Tech University), *LMFT, LPC-S, Chair of the Psychology and Counseling Department, Professor of Clinical Mental Health Counseling, Professor of Family Studies*

Chris Hennington, B.A. (Lubbock Christian University), M.Ed., Ph.D. (Texas Tech University), *NCC, LPC, Certified School Counselor, Program Coordinator of Clinical Mental Health Counseling, Associate Professor of Clinical Mental Health Counseling*

#### **Non-Core Faculty**

Beth Hennington, B.A. (University of Central Arkansas) M.S., Ed.D. (Texas Tech University), M.A. (Wayland Baptist University), *Certified Educational Diagnostician, Associate Professor of Clinical Mental Health Counseling*

LynnAnne Joiner Lowrie, B.A. (Lubbock Christian University), M.M.F.T. (Abilene Christian University), Ph.D. (Texas Tech University), *Assistant Professor in Clinical Mental Health Counseling, Assistant Professor in Human Services*

Carlos Perez, B.A. (Lubbock Christian University), M.M.F.T. (Abilene Christian University), Ph.D. (Texas Tech University), *LMFT-A, LPC, Associate Professor in Clinical Mental Health Counseling, Family Studies Program Coordinator, Masters in Family Ministry Program Coordinator, Masters in Human Services Program Coordinator.*

#### **Clinical Adjunct Faculty**

Patti Bullard, B.A. (Texas A&M—Corpus Christi), M.A. (Miami University), Ph.D. (University of Connecticut), *Licensed Psychologist (Texas), Licensed Specialist in School Psychology (Texas), Adjunct Professor of Psychology and Counseling.*

#### **Adjunct Faculty**

Macy Waltz, B.S. (Texas Tech University), M.Ed. in Counselor Education and Supervision (Texas Tech University), Ph.D. (Texas Tech University), *LPC-Intern, Adjunct Professor of Counseling*

## **Clinical Mental Health Counseling Curriculum**

The Master of Science in Clinical Mental Health Counseling offers a 60-hour curriculum (online and on-campus course delivery format offered) designed to meet the academic and graduate clinical experiences required for licensure as a Professional Counselor (LPC) in the State of Texas (TX). This credential allows students to provide counseling services in a variety of settings as outlined by the State Board of Examiners of Professional Counselors. For detailed information about this licensure, see the rules of the State Board of Examiners of Professional Counselors: <http://www.dshs.texas.gov/counselor/default.shtm>. Students who seek licensure in a state other than Texas must research requirements in that state. Graduation from the Clinical Mental Health Counseling Program will require the following completed steps:

- Cumulative GPA of 3.0 or higher
- Successful completion of Plan of Study
- Successful completion of the Progress Review process
- Approval for Candidacy
- Successful completion of Clinical Experiences
- Successful completion of Coursework including Capstone and comprehensive exam
- Completion of Application for Graduation and completing all required paperwork
- Recommendation of the CMHC faculty

### **Curriculum**

#### ***Core Courses (51 hours)***

COU5301 Introduction to Mental Health Counseling  
COU5310 Individual and Family Lifespan Development  
COU5314 Assessment of Individuals and Families  
COU5320 Research in Counseling  
COU5340 Professional Issues, Ethics, and Law  
COU5353 Psychopathology of Individuals and Families  
COU5355 Advanced Psychopathology  
COU5360 Counseling Theory and Practice  
COU5361 Techniques of Individual and Family Counseling  
COU5362 Career Counseling  
COU5363 Group Psychotherapy  
COU5364 Crisis Counseling  
COU5365 Advanced Techniques  
COU5381 Foundations of Marital and Family Therapy  
COU5383 Counseling Children, Adolescents and their Families  
COU5384 Addictions  
COU5385 Multicultural Counseling

#### ***Clinical Experience Courses (9 hours)***

COU5391 Counseling Practicum  
COU5392 Counseling Internship I  
COU5393 Counseling Internship II

#### ***Comprehensive Exam***

COU6062 Comprehensive Examination



## **SYSTEMATIC PLAN FOR PROGRAM EVALUATION**

### **Accreditation Standards**

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) is the primary accrediting body for counseling programs across the nation. The 2016 CACREP standards are guidelines given to the counseling programs to ensure a commitment to quality programs in the field of counseling. These guidelines were utilized by Lubbock Christian University to form a plan for the CMHC program evaluation. The following standards guides our full program evaluation plan, including the internal evaluation of the students, faculty and program and an external evaluation of students and the program.

### **EVALUATION IN THE PROGRAM (CACREP, 2016, p.18-19)**

#### **EVALUATION OF THE PROGRAM**

- A. Counselor education programs have a documented, empirically based plan for systematically evaluating the program objectives, including student learning. For each of the types of data listed in 4.B, the plan outlines (1) the data that will be collected, (2) a procedure for how and when data will be collected, (3) a method for how data will be reviewed or analyzed, and (4) an explanation for how data will be used for curriculum and program improvement.
- B. The counselor education program faculty demonstrate the use of the following to evaluate the program objectives: (1) aggregate student assessment data that address student knowledge, skills, and professional dispositions; (2) demographic and other characteristics of applicants, students, and graduates; and (3) data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates.
- C. Counselor education program faculty provide evidence of the use of program evaluation data to inform program modifications.
- D. Counselor education program faculty disseminate an annual report that includes, by program level, (1) a summary of the program evaluation results, (2) subsequent program modifications, and (3) any other substantial program changes. The report is published on the program website in an easily accessible location, and students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors) are notified that the report is available.
- E. Counselor education program faculty must annually post on the program's website in an easily accessible location the following specific information for each entry-level specialty area and doctoral program: (1) the number of graduates for the past academic year, (2) pass rates on credentialing examinations, (3) completion rates, and (4) job placement rates.

#### **ASSESSMENT OF STUDENTS**

- F. The counselor education program faculty systematically assesses each student's progress throughout the program by examining student learning in relation to a combination of knowledge and skills. The assessment process includes the following: (1) identification of key performance indicators of student learning in each of the eight core areas and in each student's respective specialty area(s) (for doctoral programs, each of the five doctoral core areas), (2) measurement of student learning conducted via multiple measures and over multiple points in time, and (3) review or analysis of data.

- G. The counselor education program faculty systematically assesses each student's professional dispositions throughout the program. The assessment process includes the following: (1) identification of key professional dispositions, (2) measurement of student professional dispositions over multiple points in time, and (3) review or analysis of data.
- H. The counselor education program faculty has a systematic process in place for the use of individual student assessment data in relation to retention, remediation, and dismissal.

#### EVALUATION OF FACULTY AND SUPERVISORS

- I. Written procedures for administering the process for student evaluations of faculty are available to the counselor education program faculty.
- J. Students have regular, systematic opportunities to formally evaluate counselor education program faculty.
- K. Students have regular, systematic opportunities to formally evaluate practicum and internship supervisors.

#### **Philosophy of Program Evaluation**

Aligning the standards of our profession to the mission of LCU and our program are instrumental in guiding our systemic, comprehensive evaluation of the CMHC program. LCU wants to develop Christ-centered, academic learners ready to serve their communities. Our program wants to develop well-rounded competent students with advanced academic and professional training dedicated to the field of counseling through the eight core areas of learning suggested by counseling professional standards including: 1. Professional Counseling Orientation and ethical practice, 2. Social and Cultural Diversity, 3. Human Growth and Development, 4. Career Development, 5. Helping Relationships, 6. Group Counseling, 7. Assessment and Testing, and 8. Research and Program Evaluation. Our CMHC program provides extensive counseling knowledge and skills to ensure the development of professionally competent counselors able to provide a wealth of services locally, nationally and internationally. Learning occurs on many levels with attention given to academic, professional and personal growth.

#### ***Student Learning Objectives (SLO's)***

The CMHC program at Lubbock Christian has developed the following student learning objectives based on the philosophy used to guide the evaluation.

- 1. Christ-centered, academic learners ready to serve their community
  - 1.1. Students will develop knowledge and skills as professional counselor.
  - 1.2. Students will develop knowledge and skills to serve their community as a mental health provider.
  - 1.3. Students will develop personal, yet professional identity as a faith based learner and mental health provider.
- 2. Develop well-rounded competent students with advanced academic and professional training dedicated to the field of counseling in the following core areas:
  - 2.1. Students will apply counseling competencies in Professional Counseling Orientation and ethical practice,

- 2.2. Students will apply counseling competencies in Social and Cultural Diversity,
  - 2.3. Students will apply counseling competencies in Human Growth and Development,
  - 2.4. Students will apply counseling competencies in Career Development,
  - 2.5. Students will apply counseling competencies in Helping Relationships,
  - 2.6. Students will apply counseling competencies in Group Counseling,
  - 2.7. Students will apply counseling competencies in Assessment and Testing, and
  - 2.8. Students will apply counseling competencies in Research and Program Evaluation
3. Attention given to academic, professional and personal growth
- 3.1. Students will understand interpersonal and intrapersonal characteristics that influence their counseling competence.
  - 3.2. Students will increase their academic knowledge of the counseling profession.
  - 3.3. Students will form their unique counseling identity with the counseling skills and knowledge gained.

To evaluate our immediate and long-term outcomes of our program effectiveness, we have implemented a logic model of evaluation to review and evaluate relationships in the inputs, outputs and resources to meet the needs of our students and the profession of counseling.

The CMHC program collects data (26 assessments at varying points with some conducted multiple times throughout a student's program) at the following points:

- Application/Interview
- Admissions/Orientation
- First 18 course hour review
- Each academic semester
- Clinical semesters
- Final Semester
- Exit Interviews
- Post-Graduation
- Faculty Evaluation
- Program Outcome Review

Data is collected from faculty, students, site supervisors, alumni, employers of alumni, the Counselor Preparation Comprehensive Examination (CPCE) and through Southwest Accreditation of Colleges and Schools (SACS).

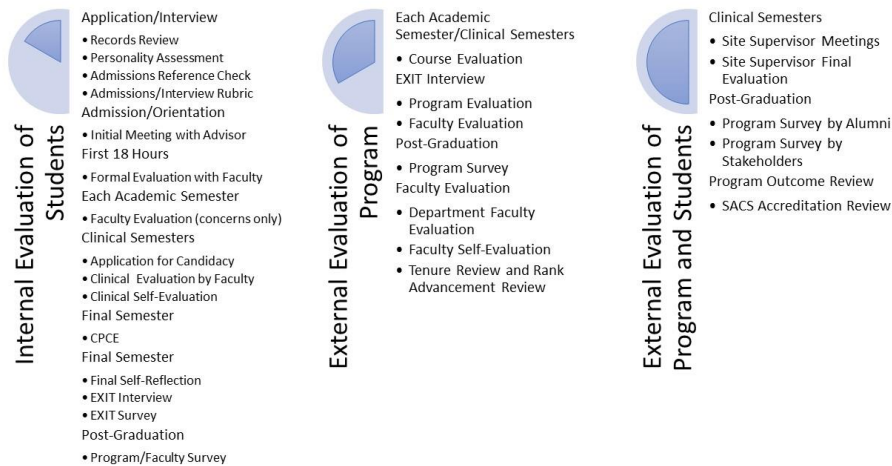
#### **Internal Data Collection**

Internal information is gathered on student progress, course effectiveness and faculty instruction continuously throughout the academic year.

#### **External Data Collection**

External information is gathered from employers, stakeholders and alumni. Data is collected from faculty, students, site supervisors, alumni, employers of alumni and the Counselor Preparation Comprehensive Examination (CPCE).

Table 1 Internal and External Evaluation Data



Over twenty varied types of assessments are used throughout the program to determine the effectiveness of the CMHC program and student progress totaling 60 plus assessments throughout the duration of each student's program. Some assessments are used more than one time.

**Application and Interview**

Applicants to the Clinical Mental Health Counseling program complete a university application for admission and an application to the graduate school. The application includes three letters of recommendation from an academic source, a personal, and an employer. Applicants provide a written response addressing their reason for becoming a counselor and their family influence. In addition, applicants complete a NEO-PI-R and a formal interview with at least two faculty members who teach in the Graduate Clinical Mental Health Counseling program. All components during this process are evaluated using an application/interview rubric.

**Admission and Orientation**

Upon admission, the student is assigned an advisor and completes an orientation to the program. Students receive a plan of study based on the online or on campus status they chose upon admission. Faculty completes an informal evaluation on the professional demeanor.

**First Semester Review**

Students are reviewed by the graduate faculty after the student completes their first semester of course work using the Professional Performance Rubric.

**First 18 hours**

After students complete 18 hours of coursework they are evaluated using the Professional Performance Review Rubric documenting their proficiency in academics and professional behaviors related to counseling. Faculty documents any strengths and weaknesses and determine if a plan of improvement needs to take place. Students are notified by the Chair of the department.

**Each Academic Semester**

Students are re-evaluated using the Professional Performance Review Rubric documenting their proficiency in academics and professional behaviors related to counseling. Faculty documents any strengths and weaknesses and determine if a plan of improvement needs to take place. Students are notified by the Chair of the department.

**Clinical Semesters**

Students ready for clinical experiences are re-evaluated using the Professional Performance Review Rubric documenting their readiness for practicum and internships. Faculty documents any strengths and weaknesses and determine if a plan of improvement needs to take place. Students are notified by the Chair of the department.

**Final Semester**

Before graduation from Lubbock Christian University, students are given a final evaluation of their performance throughout the CMHC program. Should deficiencies remain faculty determines if additional coursework and/or internship experience is needed. Advisors ensure that the student has met all graduate requirements and is ready for post-graduate tests and employment.

**EXIT Interview**

Students give their final evaluation of faculty, facilities and the CMHC program in a face-to-face interview with the professor of their final internship. An additional EXIT survey is emailed to student's post-graduation.

**Post-Graduation**

Additional surveys are sent out every two years to alumni, employers and stakeholders to determine any areas of improvement needed.

**Faculty Evaluation**

Faculty is evaluated through student evaluations after each course taught. Self-evaluations are completed at the end of each Spring Semester. An additional evaluation is given by the Chair of the department to determine strengths and weaknesses for future improvement.

## PROGRAM OUTCOME REVIEW

To review the program outcomes staff and administration examine student grades, CPCE scores, and surveys from students, alumni and stakeholders.

### Meeting Program Goals Through the Assessment Planning

Through our logic model of evaluation, we have aligned our program goals and objectives using the following three categories (*Internal Evaluation of Students, Internal Evaluation of Program, and External Evaluation of Program, Current Students and Graduates*) to help determine program effectiveness. A total of 26 types of assessment are utilized, some conducted several times per year.

Assessment/Evaluation	Program Goals					Program Objectives								
	1	2	3	4	5	6	1	2	3	4	5	6	7	8
<b>Internal Evaluation of Students</b>														
Records Review	x													
Personality Assessment						x								
Admissions Reference Check	x													
Interview Rubric	x													
Initial Meeting with Advisor					x									
First 18-hour formal evaluation by Faculty	x	x	x	x			x	x	x	x	x	x	x	x
Faculty Evaluation of Students (concerns only)	x	x		x			x	x	x	x	x	x	x	x
Application of Candidacy	x	x		x			x	x						
Clinical Evaluation by Faculty	x	x		x			x	x	x	x	x	x	x	x
Clinical Self-Evaluation	x	x	x	x										
CPCE		x	x				x	x	x	x	x	x	x	x
Final Semester Self-Reflection				x		x		x						
EXIT Interview	x	x	x	x			x	x	x	x	x	x	x	x
EXIT Survey				x			x	x	x	x	x	x	x	x
Post-graduation Survey				x			x	x	x	x	x	x	x	x
<b>Internal Evaluation of Program</b>														
Course Evaluations	x		x				x	x	x	x	x	x	x	x
EXIT Interview Evaluation of Program and Faculty	x		x				x	x	x	x	x	x	x	x
Post-Graduation Program Survey	x		x				x	x	x	x	x	x	x	x
Departmental Faculty Evaluation	x		x				x							
Faculty Self-Evaluation	x		x				x							
Tenure and Rank Advancement Review	x		x											
<b>External Evaluation of Program, Current Students and Graduates</b>														
Site Supervisor Meetings		x	x	x			x	x	x	x	x	x	x	x
Site Supervisor Final Evaluation of Student			x	x	x		x	x	x	x	x	x	x	x
Post-Graduation Survey by Stakeholders	x		x				x	x	x	x	x	x	x	x
Post-Graduation Survey by Alumni				x			x	x	x	x	x	x	x	x
SACS Accreditation Review	x			x										

Figure: Aligning Assessments with Program Goals and Objectives

## **Program Goals**

The CMHC program promotes the following goals:

1. To attract outstanding and diverse students.
2. To develop a strong knowledge base in the field of professional counseling.
3. To facilitate professional competence in the practice of mental health counseling.
4. To serve and improve mental health locally, statewide, nationally, and internationally.
5. To encourage an understanding and commitment to the scientist practitioner model.
6. To assist students in recognizing their individual characteristics that each student brings to the counseling process and how to utilize those characteristics.

## **Program Objectives**

The CMHC program promotes the following objectives:

1. To increase the knowledge base of the counseling profession and other related helping professionals.
2. To increase knowledge and practice of the ACA Professional Code of Ethics.
3. To increase knowledge and skills in counseling for culturally diverse populations, including assessment, treatment planning, treatment, and outcome evaluation.
4. To increase knowledge and skills in advocating for culturally diverse populations.
5. To increase knowledge of the theories of counseling and psychotherapy, personality, lifespan development, career development, group dynamics, and diagnosis and treatment planning.
6. To increase knowledge of a wellness model of mental health.
7. To increase knowledge in the foundations of research and inquiry including assessment, treatment planning, treatment, and outcome evaluation.
8. Develop leadership skills to better serve the counseling profession including teaching, training, researching and development of counseling plans.

## Program Evaluation Calendar and Responsibility Assignments

To help implement our plan we have placed a timeline and person responsible in the following chart.

Assessment	Semester Given	Person Responsible
Records Review	Fall, Spring, Summer	Interview Committee
Personality Assessment	Fall, Spring, Summer	Interview Committee
Admissions Reference Check	Fall, Spring, Summer	Interview Committee
Interview Rubric	Fall, Spring, Summer	Interview Committee
Initial Meeting with Advisor	Fall, Spring, Summer	Faculty Advisors
First 18-hour formal evaluation by Faculty	Fall, Spring	Faculty Review Committee
Faculty Evaluation of Students (concerns only)	Fall, Spring, Summer	All Faculty
Application of Candidacy	Fall, Spring, Summer	Clinical Supervisor
Clinical Evaluation by Faculty	Fall, Spring, Summer	Practicum/ Internship Faculty
Clinical Self-Evaluation	Fall, Spring, Summer	Clinical Faculty
CPCE	Fall, Spring, Summer	Program Coordinator
Final Semester Self-Reflection	Fall, Spring, Summer	Students
EXIT Interview	Fall, Spring, Summer	Clinical Faculty
EXIT Survey	Fall, Spring, Summer	Clinical Faculty
Post-graduation Survey	Fall, Spring	Director of Program Evaluation
Course Evaluations	Fall, Spring, Summer	Director of Institutional Research
EXIT Interview Evaluation of Program and Faculty		Practicum/ Internship Faculty
Post-Graduation Program Survey	Fall, Spring, Summer (Every other year)	Director of Program Evaluation
Departmental Faculty Evaluation	Spring	Director of Institutional Research
Faculty Self-Evaluation	Spring	Director of Institutional Research
Tenure and Rank Advancement Review	Fall	Tenure and Rank Advancement Committee
Site Supervisor Meetings	Fall, Spring, Summer	Clinical Faculty
Site Supervisor Final Evaluation of Student	Fall, Spring, Summer	Clinical Faculty
Post-Graduation Survey by Stakeholders	Spring	Clinical Faculty
Post-Graduation Survey by Alumni	Spring	Director of Program Evaluation
SACS Accreditation Review	Fall	SACS Review Committee



**Description of the Assessment Data Collection Procedures**

The first review of the student begins before admission to the program. Our first goal, "To attract outstanding and diverse students" is assessed through the demographics of our current program and alumni survey.

Applicants to the program submit the following materials that are considered in phase 1 of the application process:

1. Graduate Application
2. Application fee
3. Official undergraduate transcript(s), showing a regionally accredited bachelor's degree awarded, and any previous post-baccalaureate or graduate work. A minimum GPA of 3.0 is required for unconditional admissions consideration.
4. Three letters of reference are required including an academic, personal and professional reference.

Once applicants have been approved for phase 1 by the Program Recruiter, phase 2 of the application phase begins including:

5. Personality assessment
6. Two short counseling essays regarding their family of origin and rationale for applying to become a counselor.
7. Professional résumé.
8. 20-minute interview with graduate faculty panel utilizing the Professional Dispositions Competency Assessment-Revised Admissions (PDCA-RA)

After submission of all materials the Faculty Interview Committee gives their final recommendations. We examined the following variables of prospective candidates can accepted students in our program including: age, undergraduate GPA, race/ethnicity and gender.

**Current Student Ethnicity**

<i>Ethnicity</i>	Frequency	Percent
<i>American Indian/Alaskan Native</i>	2	2.4
<i>Asian/SEA/India</i>	1	1.2
<i>Black or African American</i>	2	2.4
<i>Ethnicity Unknown</i>	1	1.2
<i>Hispanic or Latino</i>	10	11.9
<i>International/F1</i>	1	1.2
<i>Native Hawaiian/Pacific Islander</i>	1	1.2
<i>White/European</i>	62	73.8
<i>Total</i>	84	100.0

### First Semester Review

Students are reviewed by the graduate faculty after the student completes their first semester of course work using the Professional Performance Rubric (PPR). The Professional Performance Evaluation is completed by all faculty members that know the student from class or advising. Students are rated on a scale of 1-5 for the following skills: Openness, Flexibility, Cooperation, Use of Feedback, Awareness of Impact on Others, Effectively Dealing with Conflict, Accepting Personal Responsibility, Expressing Feelings, Attends to Ethical and Legal Considerations, Takes Initiative and is Motivated. Students strengths are examined and opportunities for growth. Students that do not meet expectations are given a Performance Improvement Plan and re-examined after the semester for progress made.

PPR Skills	1	2	3	4	5	N/A
<b>1. Open to new ideas</b> <i>Closed [1] to Open [5]</i>						
<b>2. Flexible</b> <i>Inflexible [1] to Flexible [5]</i>						
<b>3. Cooperates with others</b> <i>Uncooperative [1] to Cooperative [5]</i>						
<b>4. Accepts and uses feedback</b> <i>Unwilling [1] to Willing [5]</i>						
<b>5. Aware of impact on others</b> <i>Unaware [1] to Aware [5]</i>						
<b>6. Effectively deals with conflict</b> <i>Unable [1] to Able [5]</i>						
<b>7. Accepts personal responsibility</b> <i>Unable [1] to Able [5]</i>						
<b>8. Expresses feelings effectively and appropriately</b> <i>Unable [1] to Able [5]</i>						
<b>9. Attends to ethical and legal considerations</b> <i>Inattentive [1] to Attentive [5]</i>						
<b>10. Takes initiative and is motivated</b> <i>Poor Initiative/Motivation [1] to Good Motivation/Motivation [5]</i>						

### First 18 hours

After students complete 18 hours of coursework they are evaluated using the PPR documenting their proficiency in academics and professional behaviors related to counseling. Faculty documents any strengths and weaknesses and determine if a plan of improvement needs to take place. Students are notified by the Chair of the department.

#### Current PPR Reviews completed over First 18 hours and clinical semesters

Student Gender	N	PPI DEVELOPED	NO PPI NEEDED
Male	3	1	2
Female	35	5	30

**Each Academic Semester**

Students are re-evaluated using the Professional PPR as needed when a PPI is in place. Informal concerns are brought up to the faculty during departmental meetings occurring 1 x per month.

**Clinical Semesters**

Students ready for clinical experiences are re-evaluated using the PPR documenting their readiness for practicum and internships. Faculty documents any strengths and weaknesses and determine if a plan of improvement needs to take place. Students are approved to continue to practicum or internships or given a PPI to work on areas of concern. Students are notified by the Chair of the department. Students are reviewed by the Clinical Director and must meet the following requirements:

1. Have a cumulative GPA of at least 3.00.
2. Be in good standing with the university.
3. Have completed and passed an approved background check.
4. Lack no more than 3 courses (not including the practicum/internship courses) for the degree. It is recommended for optimal success in both didactic and practicum/internship courses that the student should complete all course work before beginning practicum/internship. This requirement is based on the expectation that in the practicum the student will be applying most of the knowledge and skills learned in the didactic portion of the counseling program.
5. Have completed the following **pre-requisite** courses with a grade of **B** or higher:
  - COU5314 Assessment of Individuals and Families
  - COU5340 Professional Issues, Ethics, and Law
  - COU5353 Psychopathology of Individuals and Families
  - COU5355 Advanced Psychopathology
  - COU5360 Counseling Theory and Practice
  - COU5361 Techniques of Individual and Family Counseling
  - COU5363 Group Psychotherapy
  - COU5365 Advanced Techniques
  - COU5383 Counseling Children, Adolescents, & Their Families
6. Have submitted all paperwork in COU Pre-Practicum **no later than the first day of class** for the semester in which the student is enrolled.

At the end of the practicum and internships a survey is sent out to site supervisor. The following data was collected.

Past Site Supervisor Ratings for Students

Year	N	Communication Skills and Abilities	Professional Responsibility	Competence	Maturity	Integrity
2016-2017	4	1.8	2	2	2	2
2015-2016	7	1.9	2	2	2	2
2014-2015	3	1.9	2	2	2	2
2013-2014	7	2	2	2	2	2

### **Final Semester**

Before graduation from Lubbock Christian University, students are given a final evaluation of their performance throughout the CMHC program. Should deficiencies remain faculty determines if additional coursework and/or internship experience is needed. Advisors ensure that the student has met all graduate requirements and is ready for post-graduate tests and employment.

### **EXIT Interview**

Students give their final evaluation of faculty, facilities and the CMHC program in a face-to-face interview with the professor of their final internship. The EXIT interview includes questions about the quality of instruction, helpfulness of faculty and support staff, how prepared they feel to be a counselor, self-reflection on their professional conduct, academic effort and recommendations for the program.

### **Post-Graduation**

Additional surveys are sent out every two years to alumni, employers and stakeholders to determine any areas of improvement needed. Surveys include the following areas of evaluation: Personal evaluation of the program, knowledge in each content area, skill development in specific therapy areas and treatment, strengths of the university and improvements of the university.

### **Faculty Evaluation**

Faculty is evaluated through student evaluations after each course taught. Self-evaluations are completed at the end of each Spring Semester. An additional evaluation is given by the Chair of the department to determine strengths and weaknesses for future improvement. Full-time faculty are evaluated on teaching competence, interest in and involvement with students, scholarly and professional activities, adherence to university values and service to the university, profession, church and community. Results are recorded in writing and maintained by the Department chair. The Department of Psychology and Counseling has been housed in the College of Biblical Studies and Behavioral Sciences until 2016. The College of Biblical Studies became a college of their own and department of Psychology and Counseling moved under the Hancock College of Liberal Arts and Education. The following data was collected for the past three years on the effectiveness of faculty and compared by Colleges. Trends were noted for each area in the Fall and in Spring semesters.

## Faculty and Supervisor Continuing Education

Each Spring, the Department of Psychology and Counseling offers the Health Families Conference at Lubbock Christian University. The conference presenters offer continuing education unites in ethics, current practice and trends in the community. The conference presenters are qualified to over CEUs for site supervisors, faculty supervisors, and practitioners.

### Course Evaluation Comparison

Fall Trends										
Summative Category	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Change
Percentage of Credit Hours Taught	100%	100%	100%	100%	100%	100%	100%	100%	100%	0.0%
Percentage of Student Credit Hours Taught	100%	100%	100%	100%	100%	100%	100%	100%	100%	0.0%
Response Rate	42.9%	39.5%	44.9%	38.5%	40.7%	41.6%	38.4%	31.4%	40.7%	-2.2%
Question/Category/Scale Legend	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Change
7=Very Effective; 6=Effective; 5=Somewhat Effective; 4=Neither Effective nor Ineffective; 3=Somewhat Ineffective; 2=Ineffective; 1=Very Ineffective										
Standard Deviation	1.3	1.1	1.1	1.2	1.1	1.2	1.1	1.2	1.0	-0.3
Instructor communication of course requirements	6.3	6.3	6.4	6.4	6.4	6.4	6.5	6.4	6.4	0.1
Instructor availability for questions during class or online session	6.3	6.4	6.5	6.5	6.5	6.5	6.6	6.5	6.5	0.2
Instructor availability for questions outside of class or online session	6.2	6.2	6.3	6.3	6.4	6.3	6.4	6.4	6.4	0.2
Instructor ability to organize and present course materials	6.2	6.2	6.3	6.4	6.3	6.3	6.4	6.3	6.3	0.1
Instructor use of time during class or online session	6.2	6.3	6.4	6.4	6.4	6.4	6.4	6.4	6.4	0.2
Instructor effectiveness in promoting student learning	6.2	6.3	6.4	6.4	6.4	6.4	6.5	6.0	6.4	0.2
Course material effectiveness in helping me to learn course content	6.1	6.2	6.3	6.2	6.3	6.3	6.3	6.3	6.3	0.2
Use of lecture in helping me to learn course content	6.1	6.2	6.3	6.2	6.3	6.3	6.3	6.3	6.3	0.2
Use of examinations in evaluating my knowledge of course content	6.1	6.1	6.2	6.2	6.2	6.2	6.2	6.2	6.2	0.1
Personal Study Time Per Week	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Change
16+ hours				5%	6%	6%	7%	8%	8%	3.0%
13-15 hours				5%	6%	8%	9%	10%	10%	5.0%
9-12 hours				13%	15%	16%	18%	18%	18%	5.0%
5-8 hours				24%	27%	27%	26%	27%	24%	0.0%
1-4 hours				42%	38%	33%	31%	28%	32%	-10.0%
10+ hours	7%	7%	7%							-6.8%
7-9 hours	11%	11%	10%							-10.5%
4-6 hours	26%	28%	28%							-26.4%
1-3 hours	40%	37%	39%							-40.1%
<1 hour	16%	16%	16%	11%	9%	10%	10%	7%	8%	-8.2%
The following questions are used to provide faculty an indication of use of/effective use of learning practices that are typically associated with higher order learning. The first table indicates the percentage of students rating the practice as effective or very effective. The second table indicates the percentage of students that indicated that the practice was not used in the course they were evaluating.										
Percentage Effective/Very Effective Question/Scale Legend	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Change
Use of technology in helping me to learn course content	68.0%	68.2%	74.6%	72.3%	74.7%	70.7%	74.2%	74.4%	74.9%	6.9%
Use of written research assignments in helping me to learn course content	58.6%	59.7%	62.5%	64.9%	64.4%	62.5%	64.9%	64.0%	64.5%	5.9%

Use of individual projects in helping me to learn course content	62.4%	64.0%	65.9%	68.3%	68.8%	66.3%	68.9%	67.4%	67.9%	5.5%
Use of team projects in helping me to learn course content	42.2%	45.1%	48.1%	52.3%	53.7%	53.5%	51.5%	51.9%	52.0%	9.8%
Use of case studies in helping me to learn course content	42.5%	44.8%	46.4%	51.7%	50.7%	50.3%	50.5%	51.9%	52.4%	9.9%
Use of journals in helping me to learn course content	35.2%	40.1%	41.4%	46.0%	45.8%	46.1%	46.3%	46.6%	50.0%	14.8%
Use of role play in helping me to learn course content	33.4%	38.2%	40.8%	44.4%	45.5%	44.9%	43.8%	44.6%	45.6%	12.2%
<b>Percentage Not Used Question/Scale Legend</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Change</b>
Use of technology in helping me to learn course content	17.7%	15.8%	13.7%	12.6%	10.6%	11.6%	10.7%	9.4%	9.3%	-8.4%
Use of written research assignments in helping me to learn course content	27.1%	24.5%	24.3%	22.3%	21.1%	23.9%	21.0%	21.3%	21.3%	-5.8%
Use of individual projects in helping me to learn course content	24.4%	21.9%	22.4%	20.3%	18.8%	21.9%	19.6%	19.5%	19.3%	-5.1%
Use of team projects in helping me to learn course content	47.0%	42.6%	41.1%	36.0%	33.7%	34.8%	36.2%	33.7%	33.8%	-13.2%
Use of case studies in helping me to learn course content	47.7%	43.5%	43.8%	37.8%	38.6%	39.4%	38.2%	37.3%	35.3%	-12.4%
Use of journals in helping me to learn course content	55.3%	48.8%	48.6%	43.0%	42.1%	42.2%	42.1%	42.3%	38.2%	-17.1%
Use of role play in helping me to learn course content	58.7%	51.6%	50.0%	46.2%	43.0%	44.8%	45.6%	45.0%	42.5%	-16.2%

Fall 2017						
	Institution	Graduate	College of Liberal Arts and Education (LAE)	Lecture Courses	Hybrid Courses	Online Courses
Summative Category						
Percentage of Credit Hours Taught	100%	16.6%	46.9%	79.8%	7.1%	13.0%
Percentage of Student Credit Hours Taught	100%	10.1%	37.2%	82.1%	6.5%	11.5%
Response Rate	40.7%	42.5%	42.9%	41.1%	41.2%	34.7%
<b>Question/Category/Scale Legend</b>	<b>Institutional Mean</b>	<b>Graduate Mean</b>	<b>LAE Mean</b>	<b>Lecture Mean</b>	<b>Hybrid Mean</b>	<b>Online Mean</b>
7=Very Effective; 6=Effective; 5=Somewhat Effective; 4=Neither Effective nor Ineffective; 3=Somewhat Ineffective; 2=Ineffective; 1=Very Ineffective						
Standard Deviation	1.0	1.0	1.0	1.1	0.9	1.3
Instructor communication of course requirements	6.4	6.5	6.5	6.5	6.6	6.3
Instructor availability for questions during class or online session	6.5	6.6	6.6	6.6	6.7	6.3
Instructor availability for questions outside of class or online session	6.4	6.6	6.4	6.4	6.5	6.3
Instructor ability to organize and present course materials	6.3	6.4	6.4	6.3	6.6	6.1
Instructor use of time during class or online session	6.4	6.4	6.5	6.4	6.6	6.2
Instructor effectiveness in promoting student learning	6.4	6.5	6.5	6.4	6.6	6.2
Course material effectiveness in helping me to learn course content	6.3	6.4	6.4	6.3	6.5	6.1
Use of lecture in helping me to learn course content	6.3	6.4	6.4	6.3	6.5	6.0
Use of examinations in evaluating my knowledge	6.2	6.3	6.3	6.3	6.4	6.0

Personal Study Time Per Week	Institutional Percentage	Graduate Percentage	LAE Percentage	Lecture Percentage	Hybrid Percentage	Online Percentage
16+ hours	8%	23%	9%	6%	18%	16%
13-15 hours	10%	18%	12%	9%	10%	14%
9-12 hours	18%	21%	20%	19%	22%	23%
5-8 hours	24%	23%	25%	26%	28%	27%
1-4 hours	32%	14%	29%	35%	20%	18%
<1 hour	8%	1%	5%	5%	2%	2%

The following questions are used to provide faculty an indication of use of/effective use of learning practices that are typically associated with higher order learning. The first table indicates the percentage of students rating the practice as effective or very effective. The second table indicates the percentage of students that indicated that the practice was not used in the course they were evaluating.

Question/Scale Legend	Institutional Percentage Effective or Very Effective	Graduate Percentage Used Effectively or Very Effectively	LAE Percentage Used Effectively or Very Effectively	Lecture Percentage Used Effectively or Very Effectively	Hybrid Percentage Used Effectively or Very Effectively	Online Percentage Used Effectively or Very Effectively
Use of technology in helping me to learn course content	74.9%	86.1%	76.4%	72.1%	89.9%	54.4%
Use of written research assignments in helping me to learn course content	64.5%	83.6%	70.1%	63.0%	83.6%	74.9%
Use of individual projects in helping me to learn course content	67.9%	83.2%	76.5%	64.3%	86.5%	73.8%
Use of team projects in helping me to learn course content	52.0%	50.5%	56.6%	51.3%	66.0%	34.1%
Use of case studies in helping me to learn course content	52.4%	73.9%	54.6%	51.2%	65.8%	54.8%
Use of journals in helping me to learn course content	50.0%	58.1%	52.2%	47.6%	68.5%	50.5%
Use of role play in helping me to learn course content	45.6%	45.8%	48.5%	46.2%	57.6%	31.5%

Question/Scale Legend	Institutional Percentage Answering Not Used	Graduate Percentage Answering Not Used	LAE Percentage Answering Not Used	Lecture Percentage Answering Not Used	Hybrid Percentage Answering Not Used	Online Percentage Answering Not Used
Use of technology in helping me to learn course content	9.3%	3.6%	11.0%	10.9%	0.8%	2.9%
Use of written research assignments in helping me to learn course content	21.3%	7.7%	18.1%	23.1%	6.3%	9.0%
Use of individual projects in helping me to learn course content	19.3%	9.4%	13.6%	22.2%	7.6%	12.5%
Use of team projects in helping me to learn course content	33.8%	43.1%	30.8%	33.7%	25.6%	52.7%
Use of case studies in helping me to learn course content	35.3%	20.0%	33.9%	36.4%	25.3%	28.5%
Use of journals in helping me to learn course content	38.2%	38.7%	37.1%	40.4%	23.1%	38.7%
Use of role play in helping me to learn course content	42.5%	49.7%	41.1%	41.6%	33.6%	55.4%

Fall 2016						
Summative Category	Institution	Graduate	College of Liberal Arts and Education (LAE)	Lecture Courses	Hybrid Courses	Online Courses
Percentage of Credit Hours Taught	100%	15.2%	44.6%	63.7%	6.3%	11.4%
Percentage of Student Credit Hours Taught	100%	11.1%	37.1%	73.8%	5.7%	11.1%
Response Rate	31.4%	39.6%	36.1%	31.5%	39.2%	29.7%

Question/Category/Scale Legend	Institutional Mean	Graduate Mean	LAE Mean	Lecture Mean	Hybrid Mean	Online Mean
7=Very Effective; 6=Effective; 5=Somewhat Effective; 4=Neither Effective nor Ineffective; 3=Somewhat Ineffective; 2=Ineffective; 1=Very Ineffective						
Standard Deviation	1.2	1.1	1.1	1.1	1.0	1.3
Instructor communication of course requirements	6.4	6.4	6.4	6.4	6.6	6.2
Instructor availability for questions during class or online session	6.5	6.5	6.5	6.6	6.7	6.2
Instructor availability for questions outside of class or online session	6.4	6.4	6.4	6.5	6.6	6.2
Instructor ability to organize and present course materials	6.4	6.3	6.4	6.4	6.6	6.0
Instructor use of time during class or online session	6.4	6.4	6.4	6.4	6.7	6.1
Instructor effectiveness in promoting student learning	6.5	6.3	6.4	6.5	6.6	6.1
Course material effectiveness in helping me to learn course content	6.3	6.4	6.4	6.3	6.5	6.1
Use of lecture in helping me to learn course content	6.3	6.3	6.3	6.3	6.5	5.9
Use of examinations in evaluating my knowledge of course content	6.2	6.1	6.2	6.3	6.3	5.8
<b>Personal Study Time Per Week</b>	<b>Institutional Percentage</b>	<b>Graduate Percentage</b>	<b>LAE Percentage</b>	<b>Lecture Percentage</b>	<b>Hybrid Percentage</b>	<b>Online Percentage</b>
16+ hours	8%	21%	9%	6%	14%	17%
13-15 hours	10%	18%	14%	10%	10%	20%
9-12 hours	18%	25%	19%	18%	23%	27%
5-8 hours	27%	27%	29%	29%	30%	24%
1-4 hours	28%	10%	24%	31%	23%	12%
<1 hour	7%	0%	5%	6%	0%	0%

The following questions are used to provide faculty an indication of use of/effective use of learning practices that are typically associated with higher order learning. The first table indicates the percentage of students rating the practice as effective or very effective. The second table indicates the percentage of students that indicated that the practice was not used in the course they were evaluating.

Question/Scale Legend	Institutional Percentage Effective or Very Effective	Graduate Percentage Used Effectively or Very Effectively	LAE Percentage Used Effectively or Very Effectively	Lecture Percentage Used Effectively or Very Effectively	Hybrid Percentage Used Effectively or Very Effectively	Online Percentage Used Effectively or Very Effectively
Use of technology in helping me to learn course content	74.4%	85.5%	75.8%	72.7%	90.6%	81.3%
Use of written research assignments in helping me to learn course content	64.0%	82.8%	67.9%	61.5%	85.7%	74.2%
Use of individual projects in helping me to learn course content	67.4%	81.4%	75.1%	65.5%	84.7%	74.6%
Use of team projects in helping me to learn course content	51.9%	46.3%	53.4%	51.9%	68.3%	32.2%
Use of case studies in helping me to learn course content	51.9%	68.1%	53.9%	50.3%	66.8%	59.1%
Use of journals in helping me to learn course content	46.6%	51.2%	45.3%	44.7%	73.8%	37.2%
Use of role play in helping me to learn course content	44.6%	36.8%	46.1%	47.8%	56.7%	21.5%
Question/Scale Legend	Institutional Percentage Answering Not Used	Graduate Percentage Answering Not Used	LAE Percentage Answering Not Used	Lecture Percentage Answering Not Used	Hybrid Percentage Answering Not Used	Online Percentage Answering Not Used



Use of technology in helping me to learn course content	9.4%	3.0%	8.4%	10.9%	0.5%	2.1%
Use of written research assignments in helping me to learn course content	21.3%	6.8%	19.1%	23.6%	8.4%	10.2%
Use of individual projects in helping me to learn course content	19.5%	8.6%	13.5%	21.2%	9.9%	11.4%
Use of team projects in helping me to learn course content	33.7%	41.0%	32.7%	34.0%	24.3%	50.4%
Use of case studies in helping me to learn course content	37.3%	25.2%	35.2%	38.6%	29.2%	29.8%
Use of journals in helping me to learn course content	42.3%	42.6%	44.3%	43.7%	23.8%	52.6%
Use of role play in helping me to learn course content	45.0%	56.7%	44.2%	42.1%	36.8%	69.1%

Fall 2015						
Summative Category	Institution	Graduate	College of Biblical Studies and Behavioral Sciences (BBS)	Lecture Courses	Hybrid Courses	Online Courses
Percentage of Credit Hours Taught	100%	16.7%	25.2%	80.0%	8.2%	11.8%
Percentage of Student Credit Hours Taught	100%	11.7%	29.2%	81.2%	7.5%	11.3%
Response Rate	38.4%	37.7%	33.9%	39.7%	41.6%	27.3%
Question/Category/Scale Legend	Institutional Mean	Graduate Mean	BBS Mean	Lecture Mean	Hybrid Mean	Online Mean
7=Very Effective; 6=Effective; 5=Somewhat Effective; 4=Neither Effective nor Ineffective; 3=Somewhat Ineffective; 2=Ineffective; 1=Very Ineffective						
Standard Deviation	1.1	1.2	1.2	1.0	1.2	1.5
Instructor communication of course requirements	6.5	6.4	6.4	6.5	6.5	6.1
Instructor availability for questions during class or online session	6.6	6.5	6.4	6.6	6.6	5.9
Instructor availability for questions outside of class or online session	6.4	6.4	6.3	6.4	6.6	5.9
Instructor ability to organize and present course materials	6.4	6.3	6.3	6.4	6.3	5.9
Instructor use of time during class or online session	6.4	6.4	6.4	6.5	6.4	6.0
Instructor effectiveness in promoting student learning	6.5	6.3	6.3	6.5	6.4	5.8
Course material effectiveness in helping me to learn course content	6.3	6.2	6.3	6.4	6.3	5.8
Use of lecture in helping me to learn course content	6.3	6.3	6.3	6.4	6.1	5.8
Use of examinations in evaluating my knowledge of course content	6.2	5.9	6.2	6.3	6.3	5.5
Personal Study Time Per Week	Institutional Percentage	Graduate Percentage	BBS Percentage	Lecture Percentage	Hybrid Percentage	Online Percentage
16+ hours	7%	20%	7%	4%	12%	17%
13-15 hours	9%	14%	8%	9%	6%	18%
9-12 hours	18%	20%	16%	19%	15%	23%
5-8 hours	26%	25%	26%	27%	34%	22%
1-4 hours	31%	16%	34%	33%	31%	15%
<1 hour	10%	5%	8%	8%	3%	5%

The following questions are used to provide faculty an indication of use of/effective use of learning practices that are typically associated with higher order learning. The first table indicates the percentage of students rating the practice as effective or very effective. The second table indicates the percentage of students that indicated that the practice was not used in the course they were evaluating.

Question/Scale Legend	Institutional Percentage Effective or Very Effective	Graduate Percentage Used Effectively or Very Effectively	BBS Percentage Used Effectively or Very Effectively	Lecture Percentage Used Effectively or Very Effectively	Hybrid Percentage Used Effectively or Very Effectively	Online Percentage Used Effectively or Very Effectively
Use of technology in helping me to learn course content	74.2%	81.1%	68.3%	73.0%	92.8%	72.2%
Use of written research assignments in helping me to learn course content	64.9%	76.0%	61.9%	63.2%	86.6%	65.1%
Use of individual projects in helping me to learn course content	68.9%	75.1%	61.7%	68.1%	86.3%	59.6%
Use of team projects in helping me to learn course content	51.5%	39.9%	34.9%	51.2%	63.5%	25.0%
Use of case studies in helping me to learn course content	50.5%	61.2%	47.7%	49.2%	63.1%	50.4%
Use of journals in helping me to learn course content	46.3%	47.2%	37.2%	43.8%	66.9%	37.8%
Use of role play in helping me to learn course content	43.8%	36.0%	35.2%	45.0%	53.1%	20.3%
Question/Scale Legend	Institutional Percentage Answering Not Used	Graduate Percentage Answering Not Used	BBS Percentage Answering Not Used	Lecture Percentage Answering Not Used	Hybrid Percentage Answering Not Used	Online Percentage Answering Not Used
Use of technology in helping me to learn course content	10.7%	5.6%	11.6%	11.3%	0.8%	3.7%
Use of written research assignments in helping me to learn course content	21.0%	10.7%	19.9%	21.8%	9.2%	12.0%
Use of individual projects in helping me to learn course content	19.6%	16.5%	24.8%	20.0%	7.6%	23.3%
Use of team projects in helping me to learn course content	36.2%	51.6%	51.8%	35.3%	27.7%	61.7%
Use of case studies in helping me to learn course content	38.2%	31.1%	41.2%	38.7%	29.2%	37.5%
Use of journals in helping me to learn course content	42.1%	45.9%	50.1%	43.6%	26.9%	51.7%
Use of role play in helping me to learn course content	45.6%	57.3%	53.5%	43.3%	39.5%	70.9%

Course Evaluation Comparison										
Spring Trends										
Summative Category	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2016	Five Year Change
Percentage of Credit Hours Taught	100%	100%	100%	100%	100%	100%	100%	100%	100%	
Percentage of Student Credit Hours Taught	100%	100%	100%	100%	100%	100%	100%	100%	100%	
Response Rate	31.0%	38.7%	38.1%	34.9%	38.9%	39.2%	32.2%	34.6%		-0.3%
Question/Category/Scale Legend	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2016	Spring 2016	Five Year Change
7=Very Effective; 6=Effective; 5=Somewhat Effective; 4=Neither Effective nor Ineffective; 3=Somewhat Ineffective; 2=Ineffective; 1=Very Ineffective										
Standard Deviation	1.2	1.2	1.1	1.1	1.1	1.1	1.0	1.1		0.0
Instructor communication of course requirements	6.4	6.4	6.4	6.3	6.4	6.4	6.5	6.4		0.1
Instructor availability for questions during class or online session	6.4	6.4	6.5	6.5	6.5	6.5	6.6	6.5		0.0
Instructor availability for questions outside of class or online session	6.3	6.3	6.3	6.3	6.4	6.4	6.5	6.4		0.1
Instructor ability to organize and present course materials	6.3	6.3	6.3	6.3	6.3	6.4	6.4	6.3		0.0
Instructor use of time during class or online session	6.3	6.3	6.3	6.3	6.3	6.4	6.5	6.4		0.1

Instructor effectiveness in promoting student learning	6.3	6.3	6.3	6.3	6.4	6.5	6.5	6.4	0.1
Course material effectiveness in helping me to learn course content	6.3	6.2	6.3	6.3	6.3	6.3	6.4	6.3	0.0
Use of lecture in helping me to learn course content	6.2	6.2	6.2	6.3	6.3	6.3	6.4	6.3	0.0
Use of examinations in evaluating my knowledge of course content	6.2	6.2	6.2	6.2	6.2	6.2	6.2	6.2	0.0
<b>Personal Study Time Per Week</b>	<b>Spring 2010</b>	<b>Spring 2011</b>	<b>Spring 2012</b>	<b>Spring 2013</b>	<b>Spring 2014</b>	<b>Spring 2015</b>	<b>Spring 2016</b>	<b>Spring 2017</b>	<b>Change</b>
16+ hours				5%	8%	6%	10%	9%	4%
13-15 hours				6%	8%	9%	12%	10%	4%
9-12 hours				16%	17%	18%	18%	19%	3%
5-8 hours				26%	27%	29%	27%	26%	0%
1-4 hours				38%	33%	31%	28%	31%	-7%
10+ hours	10%	8%	7%						-3%
7-9 hours	13%	11%	11%						-2%
4-6 hours	28%	30%	27%						-1%
1-3 hours	36%	39%	42%						6%
<1 hour	13%	12%	12%	9%	7%	7%	5%	5%	-4%

The following questions are used to provide faculty an indication of use of/effective use of learning practices that are typically associated with higher order learning. The first table indicates the percentage of students rating the practice as effective or very effective. The second table indicates the percentage of students that indicated that the practice was not used in the course they were evaluating.

Percentage Effective/Very Effective Question/Scale Legend	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Five Year Change
Use of technology in helping me to learn course content	71.7%	69.7%	72.7%	73.3%	73.7%	73.9%	78.6%	74.6%	1.3%
Use of written research assignments in helping me to learn course content	64.3%	60.7%	63.2%	63.6%	65.9%	66.4%	68.7%	62.9%	-0.7%
Use of individual projects in helping me to learn course content	67.9%	66.6%	68.1%	68.8%	70.5%	72.3%	73.0%	68.7%	-0.1%
Use of team projects in helping me to learn course content	46.8%	46.3%	48.9%	50.4%	55.0%	55.9%	55.1%	54.3%	3.9%
Use of case studies in helping me to learn course content	48.5%	44.7%	46.1%	47.1%	49.6%	53.9%	52.4%	52.6%	5.5%
Use of journals in helping me to learn course content	41.6%	39.3%	41.4%	44.2%	48.1%	50.7%	48.4%	48.4%	4.2%
Use of role play in helping me to learn course content	39.4%	38.5%	39.4%	42.1%	44.2%	37.7%	44.4%	46.1%	4.0%
Percentage Not Used Question/Scale Legend	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Five Year Change
Use of technology in helping me to learn course content	15.3%	16.7%	13.4%	13.8%	12.3%	12.5%	8.5%	9.9%	-3.9%
Use of written research assignments in helping me to learn course content	23.7%	25.7%	22.8%	24.7%	22.3%	21.9%	19.6%	22.0%	-2.7%
Use of individual projects in helping me to learn course content	21.2%	21.5%	20.4%	20.7%	18.5%	16.7%	17.6%	18.8%	-1.9%
Use of team projects in helping me to learn course content	43.3%	43.6%	40.7%	39.9%	33.4%	33.4%	35.3%	33.3%	-6.6%
Use of case studies in helping me to learn course content	43.6%	45.0%	44.4%	44.0%	40.9%	36.4%	39.0%	36.6%	-7.4%
Use of journals in helping me to learn course content	50.4%	51.4%	49.3%	46.8%	42.0%	39.4%	42.5%	40.2%	-6.6%
Use of role play in helping me to learn course content	53.9%	52.4%	51.6%	49.8%	46.6%	40.8%	48.3%	43.9%	-5.9%

### Spring 2017

	Institution	Graduate	College of Biblical Studies and Behavioral Sciences (BBS)	Lecture Courses	Hybrid Courses	Online Courses
<b>Summative Category</b>						
Percentage of Credit Hours Taught	100%	17.5%	8.8%	79.1%	7.5%	13.4%
Percentage of Student Credit Hours Taught	100%	12.1%	12.7%	80.7%	7.2%	12.1%
Response Rate	34.6%	36.1%	33.7%	35.8%	35.8%	28.8%
<b>Question/Category/Scale Legend</b>	<b>Institutional Mean</b>	<b>Graduate Mean</b>	<b>BBS Mean</b>	<b>Lecture Mean</b>	<b>Hybrid Mean</b>	<b>Online Mean</b>

7=Very Effective; 6=Effective; 5=Somewhat Effective; 4=Neither Effective nor Ineffective; 3=Somewhat Ineffective; 2=Ineffective; 1=Very Ineffective						
Standard Deviation	1.1	1.0	1.7	1.2	0.9	1.2
Instructor communication of course requirements	6.4	6.5	6.0	6.4	6.6	6.3
Instructor availability for questions during class or online session	6.5	6.5	6.2	6.6	6.6	6.3
Instructor availability for questions outside of class or online session	6.4	6.4	6.0	6.4	6.5	6.3
Instructor ability to organize and present course materials	6.3	6.5	5.7	6.3	6.6	6.3
Instructor use of time during class or online session	6.4	6.4	6.0	6.4	6.6	6.3
Instructor effectiveness in promoting student learning	6.4	6.6	6.0	6.4	6.6	6.3
Course material effectiveness in helping me to learn course content	6.3	6.5	5.8	6.3	6.5	6.3
Use of lecture in helping me to learn course content	6.3	6.5	5.9	6.3	6.6	6.2
Use of examinations in evaluating my knowledge of course content	6.2	6.2	5.8	6.2	6.2	6.1
<b>Personal Study Time Per Week</b>	<b>Institutional Percentage</b>	<b>Graduate Percentage</b>	<b>BBS Percentage</b>	<b>Lecture Percentage</b>	<b>Hybrid Percentage</b>	<b>Online Percentage</b>
16+ hours	9%	25%	5%	6%	22%	17%
13-15 hours	10%	14%	8%	9%	14%	17%
9-12 hours	19%	20%	15%	20%	18%	22%
5-8 hours	26%	26%	30%	27%	26%	26%
1-4 hours	31%	14%	37%	33%	17%	17%
<1 hour	5%	1%	5%	5%	1%	1%

The following questions are used to provide faculty an indication of use of/effective use of learning practices that are typically associated with higher order learning. The first table indicates the percentage of students rating the practice as effective or very effective. The second table indicates the percentage of students that indicated that the practice was not used in the course they were evaluating.

Question/Scale Legend	Institutional Percentage Effective or Very Effective	Graduate Percentage Used Effectively or Very Effectively	BBS Percentage Used Effectively or Very Effectively	Lecture Percentage Used Effectively or Very Effectively	Hybrid Percentage Used Effectively or Very Effectively	Online Percentage Used Effectively or Very Effectively
Use of technology in helping me to learn course content	74.6%	88.3%	62.2%	71.8%	88.7%	87.4%
Use of written research assignments in helping me to learn course content	62.9%	88.5%	50.9%	59.6%	83.9%	79.3%
Use of individual projects in helping me to learn course content	68.7%	89.8%	52.3%	63.5%	83.9%	55.3%
Use of team projects in helping me to learn course content	54.3%	61.2%	43.1%	54.7%	55.4%	43.3%
Use of case studies in helping me to learn course content	52.6%	70.4%	36.1%	51.3%	68.1%	61.1%
Use of journals in helping me to learn course content	48.4%	70.7%	46.6%	46.2%	61.6%	51.8%
Use of role play in helping me to learn course content	46.1%	45.5%	37.7%	49.1%	49.2%	37.1%
Question/Scale Legend	Institutional Percentage Answering Not Used	Graduate Percentage Answering Not Used	BBS Percentage Answering Not Used	Lecture Percentage Answering Not Used	Hybrid Percentage Answering Not Used	Online Percentage Answering Not Used
Use of technology in helping me to learn course content	9.9%	3.2%	10.5%	11.7%	2.2%	1.8%
Use of written research assignments in helping me to learn course content	22.0%	4.1%	21.7%	24.8%	6.5%	8.1%
Use of individual projects in helping me to learn course content	18.8%	5.7%	23.3%	21.4%	8.6%	6.3%
Use of team projects in helping me to learn course content	33.3%	30.6%	33.3%	31.9%	38.2%	46.4%
Use of case studies in helping me to learn course content	36.6%	23.3%	46.2%	37.7%	24.9%	29.9%
Use of journals in helping me to learn course content	40.2%	34.2%	29.7%	42.0%	34.6%	35.6%
Use of role play in helping me to learn course content	43.9%	48.4%	43.8%	40.4%	46.5%	55.2%

### Spring 2016

Summative Category	Institution	Graduate	College of Biblical Studies and Behavioral Sciences (BBS)	Lecture Courses	Hybrid Courses	Online Courses
Percentage of Credit Hours Taught	100%	16.8%	27.1%	77.3%	8.8%	13.9%
Percentage of Student Credit Hours Taught	100%	87.2%	29.3%	78.0%	8.9%	13.1%
Response Rate	32.2%	42.2%	27.4%	31.2%	43.1%	31.9%
Question/Category/Scale Legend	Institutional Mean	Graduate Mean	BBS Mean	Lecture Mean	Hybrid Mean	Online Mean
7=Very Effective; 6=Effective; 5=Somewhat Effective; 4=Neither Effective nor Ineffective; 3=Somewhat Ineffective; 2=Ineffective; 1=Very Ineffective						
Standard Deviation	1.0	1.1	1.1	1.0	0.8	1.4

Instructor communication of course requirements	6.5	6.5	6.4	6.5	6.7	6.2
Instructor availability for questions during class or online session	6.6	6.5	6.5	6.6	6.8	6.2
Instructor availability for questions outside of class or online session	6.5	6.4	6.3	6.5	6.7	6.2
Instructor ability to organize and present course materials	6.4	6.4	6.4	6.4	6.7	6.2
Instructor use of time during class or online session	6.5	6.5	6.4	6.5	6.7	6.2
Instructor effectiveness in promoting student learning	6.5	6.4	6.4	6.5	6.7	6.0
Course material effectiveness in helping me to learn course content	6.4	6.4	6.3	6.4	6.7	6.1
Use of lecture in helping me to learn course content	6.4	6.3	6.4	6.4	6.6	6.0
Use of examinations in evaluating my knowledge of course content	6.2	6.0	6.1	6.3	6.6	5.7
<b>Personal Study Time Per Week</b>	<b>Institutional Percentage</b>	<b>Graduate Percentage</b>	<b>BBS Percentage</b>	<b>Lecture Percentage</b>	<b>Hybrid Percentage</b>	<b>Online Percentage</b>
16+ hours	10%	20%	11%	6%	8%	19%
13-15 hours	12%	17%	14%	12%	10%	16%
9-12 hours	18%	21%	20%	18%	19%	21%
5-8 hours	27%	27%	24%	27%	33%	27%
1-4 hours	28%	13%	25%	32%	28%	14%
<1 hour	5%	2%	6%	5%	4%	3%

The following questions are used to provide faculty an indication of use of/effective use of learning practices that are typically associated with higher order learning. The first table indicates the percentage of students rating the practice as effective or very effective. The second table indicates the percentage of students that indicated that the practice was not used in the course they were evaluating.

	Institutional Percentage Effective or Very Effective	Graduate Percentage Used Effectively or Very Effectively	BBS Percentage Used Effectively or Very Effectively	Lecture Percentage Used Effectively or Very Effectively	Hybrid Percentage Used Effectively or Very Effectively	Online Percentage Used Effectively or Very Effectively
<b>Question/Scale Legend</b>						
Use of technology in helping me to learn course content	78.6%	83.9%	70.2%	74.6%	82.9%	79.6%
Use of written research assignments in helping me to learn course content	68.7%	77.4%	66.7%	65.9%	87.7%	71.3%
Use of individual projects in helping me to learn course content	73.0%	77.9%	65.4%	70.4%	85.6%	79.3%
Use of team projects in helping me to learn course content	55.1%	48.3%	35.0%	55.5%	75.0%	34.8%
Use of case studies in helping me to learn course content	52.4%	56.5%	51.1%	49.9%	64.8%	57.4%
Use of journals in helping me to learn course content	48.4%	46.5%	36.7%	45.8%	74.1%	35.2%
Use of role play in helping me to learn course content	44.4%	30.7%	30.3%	47.0%	53.1%	23.8%
<b>Question/Scale Legend</b>	<b>Institutional Percentage Answering Not Used</b>	<b>Graduate Percentage Answering Not Used</b>	<b>BBS Percentage Answering Not Used</b>	<b>Lecture Percentage Answering Not Used</b>	<b>Hybrid Percentage Answering Not Used</b>	<b>Online Percentage Answering Not Used</b>
Use of technology in helping me to learn course content	8.5%	5.0%	13.6%	10.6%	2.7%	1.7%
Use of written research assignments in helping me to learn course content	19.6%	10.9%	18.3%	21.6%	6.5%	12.5%
Use of individual projects in helping me to learn course content	17.6%	13.0%	22.1%	19.5%	8.6%	16.2%
Use of team projects in helping me to learn course content	35.3%	45.5%	53.0%	34.0%	20.6%	55.9%
Use of case studies in helping me to learn course content	39.0%	36.5%	37.0%	40.4%	31.0%	32.2%
Use of journals in helping me to learn course content	42.5%	46.2%	53.7%	44.1%	22.8%	24.7%
Use of role play in helping me to learn course content	48.3%	63.8%	59.6%	44.2%	42.4%	70.0%

### Spring 2015

	Institution	Graduate	College of Biblical Studies and Behavioral Sciences (BBS)	Lecture Courses	Hybrid Courses	Online Courses
<b>Summative Category</b>						
Percentage of Credit Hours Taught	100%	19.5%	27.7%	78.0%	4.9%	17.2%
Percentage of Student Credit Hours Taught	100%	12.9%	30.8%	81.4%	5.3%	13.3%
Response Rate	39.2%	43.0%	33.6%	39.3%	54.9%	31.9%
<b>Question/Category/Scale Legend</b>	<b>Institutional Mean</b>	<b>Graduate Mean</b>	<b>BBS Mean</b>	<b>Lecture Mean</b>	<b>Hybrid Mean</b>	<b>Online Mean</b>

7=Very Effective; 6=Effective; 5=Somewhat Effective; 4=Neither Effective nor Ineffective; 3=Somewhat Ineffective; 2=Ineffective; 1=Very Ineffective						
Standard Deviation	1.1	1.2	1.0	1.0	0.9	1.4
Instructor communication of course requirements	6.4	6.3	6.6	6.5	6.4	6.2
Instructor availability for questions during class or online session	6.5	6.4	6.6	6.6	6.6	6.0
Instructor availability for questions outside of class or online session	6.4	6.3	6.4	6.4	6.5	6.0
Instructor ability to organize and present course materials	6.4	6.3	6.5	6.4	6.4	6.1
Instructor use of time during class or online session	6.4	6.4	6.5	6.4	6.5	6.2
Instructor effectiveness in promoting student learning	6.5	6.4	6.6	6.5	6.6	6.2
Course material effectiveness in helping me to learn course content	6.3	6.3	6.5	6.3	6.5	6.1
Use of lecture in helping me to learn course content	6.3	6.3	6.5	6.4	6.4	6.0
Use of examinations in evaluating my knowledge of course content	6.2	6.2	6.3	6.2	6.6	5.9
<b>Personal Study Time Per Week</b>	<b>Institutional Percentage</b>	<b>Graduate Percentage</b>	<b>BBS Percentage</b>	<b>Lecture Percentage</b>	<b>Hybrid Percentage</b>	<b>Online Percentage</b>
16+ hours	6%	16%	5%	5%	8%	17%
13-15 hours	9%	15%	9%	9%	10%	14%
9-12 hours	18%	23%	13%	17%	19%	27%
5-8 hours	29%	25%	32%	29%	33%	25%
1-4 hours	31%	19%	36%	33%	28%	14%
<1 hour	7%	1%	6%	7%	4%	2%
The following questions are used to provide faculty an indication of use of/effective use of learning practices that are typically associated with higher order learning. The first table indicates the percentage of students rating the practice as effective or very effective. The second table indicates the percentage of students that indicated that the practice was not used in the course they were evaluating.						
<b>Question/Scale Legend</b>	<b>Institutional Percentage Effective or Very Effective</b>	<b>Graduate Percentage Used Effectively or Very Effectively</b>	<b>BBS Percentage Used Effectively or Very Effectively</b>	<b>Lecture Percentage Used Effectively or Very Effectively</b>	<b>Hybrid Percentage Used Effectively or Very Effectively</b>	<b>Online Percentage Used Effectively or Very Effectively</b>
Use of technology in helping me to learn course content	73.9%	84.2%	69.7%	71.3%	93.0%	79.7%
Use of written research assignments in helping me to learn course content	66.4%	82.0%	68.3%	65.0%	84.0%	73.1%
Use of individual projects in helping me to learn course content	72.3%	85.6%	69.1%	70.1%	88.1%	71.5%
Use of team projects in helping me to learn course content	55.9%	62.7%	44.5%	55.5%	75.7%	32.2%
Use of case studies in helping me to learn course content	53.9%	67.7%	56.8%	52.9%	71.2%	54.7%
Use of journals in helping me to learn course content	50.7%	61.3%	49.3%	48.2%	72.8%	45.6%
Use of role play in helping me to learn course content	37.7%	56.2%	46.6%	51.0%	59.5%	37.8%
<b>Question/Scale Legend</b>	<b>Institutional Percentage Answering Not Used</b>	<b>Graduate Percentage Answering Not Used</b>	<b>BBS Percentage Answering Not Used</b>	<b>Lecture Percentage Answering Not Used</b>	<b>Hybrid Percentage Answering Not Used</b>	<b>Online Percentage Answering Not Used</b>
Use of technology in helping me to learn course content	12.5%	5.6%	18.0%	13.7%	1.7%	4.7%
Use of written research assignments in helping me to learn course content	21.9%	8.1%	22.7%	22.6%	9.5%	12.3%
Use of individual projects in helping me to learn course content	16.7%	4.2%	21.2%	18.3%	6.2%	11.1%
Use of team projects in helping me to learn course content	33.4%	30.3%	44.5%	33.5%	17.3%	53.2%
Use of case studies in helping me to learn course content	36.4%	24.6%	34.4%	37.5%	24.3%	27.3%
Use of journals in helping me to learn course content	39.4%	31.3%	41.0%	41.8%	22.2%	39.2%
Use of role play in helping me to learn course content	40.8%	36.8%	46.0%	39.7%	34.3%	48.3%



### Counselor Preparation Comprehensive Examination (CPCE) Scores

To review the program outcomes staff and administration examine student grades, CPCE scores, and surveys from students, alumni and stakeholders. The Following CPCE scores were taken from 2016-2017.

Cumulative GPA and CPCE Scores (2012-2017)					
Score	N	LOCAL MEAN	LOCAL STD. DEVIATION	NATIONAL MEAN	NATIONAL STD. DEVIATION
GPA	71	3.8159	.18229		
CPCE Total	71	96.51	10.720	87.13	16.79
Human Growth and Development	71	12.58	2.228	11.62	2.83
Social and Cultural Diversity	71	10.97	2.171	10.30	2.65
Helping Relationships	71	13.35	2.205	11.94	2.80
Group Work	71	12.72	2.099	10.84	2.94
Career Development	71	11.51	1.978	9.38	2.57
Assessment	71	10.93	1.937	10.63	2.29
Research and Program Evaluation	71	11.72	2.679	11.04	3.18
Professional Orientation and Ethical Practice	71	12.73	1.971	11.38	2.46

CPCE Data 2017					
Score	N	LOCAL MEAN	LOCAL STD. DEVIATION	NATIONAL MEAN	NATIONAL STD. DEVIATION
GPA	15	3.87	.169		
CPCE Total	15	95.1333	12.32226	87.13	16.79
Human Growth and Development	15	12.1333	2.41622	11.62	2.83
Social and Cultural Diversity	15	10.7333	2.01660	10.30	2.65
Helping Relationships	15	13.8667	2.38647	11.94	2.80
Group Work	15	12.3333	1.75933	10.84	2.94
Career Development	15	10.4667	2.06559	9.38	2.57
Assessment	15	11.4000	1.84391	10.63	2.29
Research and Program Evaluation	15	12.2667	2.71153	11.04	3.18
Professional Orientation and Ethical Practice	15	11.9333	1.86956	11.38	2.46

CPCE Data 2016					
Score	N	LOCAL MEAN	LOCAL STD. DEVIATION	NATIONAL MEAN	NATIONAL STD. DEVIATION
GPA	10	3.76	.193		
CPCE Total	10	92.5000	7.54615	87.13	16.79
Human Growth and Development	10	12.2000	1.81353	11.62	2.83
Social and Cultural Diversity	10	11.0000	1.56347	10.30	2.65
Helping Relationships	10	12.7000	2.16282	11.94	2.80



<b>Group Work</b>	10	12.0000	1.94365	10.84	2.94
<b>Career Development</b>	10	11.5000	1.90029	9.38	2.57
<b>Assessment</b>	10	9.3000	2.31181	10.63	2.29
<b>Research and Program Evaluation</b>	10	11.8000	2.14994	11.04	3.18
<b>Professional Orientation and Ethical Practice</b>	10	12.0000	1.88562	11.38	2.46

<b>CPCE Data 2015</b>					
<b>Score</b>	<b>N</b>	<b>LOCAL MEAN</b>	<b>LOCAL STD. DEVIATION</b>	<b>NATIONAL MEAN</b>	<b>NATIONAL STD. DEVIATION</b>
<b>GPA</b>	9	3.8644	.09658		
<b>CPCE Total</b>	9	95.2222	7.46287	87.13	16.79
<b>Human Growth and Development</b>	9	12.3333	1.73205	11.62	2.83
<b>Social and Cultural Diversity</b>	9	11.8889	2.31541	10.30	2.65
<b>Helping Relationships</b>	9	13.7778	1.98606	11.94	2.80
<b>Group Work</b>	9	12.3333	2.00000	10.84	2.94
<b>Career Development</b>	9	10.5556	1.94365	9.38	2.57
<b>Assessment</b>	9	10.5556	1.81046	10.63	2.29
<b>Research and Program Evaluation</b>	9	11.3333	2.82843	11.04	3.18
<b>Professional Orientation and Ethical Practice</b>	9	12.4444	1.58990	11.38	2.46

## INTERNAL PROGRAM EVALUATION

Our program and our faculty are examined by students through various points throughout their program. They provide feedback through course evaluations, their clinical supervisors, site supervisors, site of practicum and internships, during the EXIT interview and after they have exited the program. In addition to student reviews faculty received feedback on their instructional skills, scholarly activity and professional service during their annual reviews. Site supervisors give feedback on our student's professional skills and the LCU counselor program. Stakeholders give feedback on the program, employed counselors and future needs of the community. The following data was compiled into a review of our program's strengths, weaknesses, and improvements we are making.

### Current Student Gender

Gender	FREQUENCY
Female	94
Male	12
Total	106

### Current Student Perceptions

Question	Excellent		Good		Fair		Poor		Neutral	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
The Program's Curriculum	19	38.8	26	53.1	3	6.1	-	-	1	2.0
The academic/professional knowledge taught to you within the courses	28	57.1	17	34.7	3	6.1	-	-	-	-
The professional skills taught to you	22	44.9	17	34.7	2	4.1	3	6.1	5	10.2
<b>The supervised, field-based experiences (practicum/internships) overall</b>	21	42.9	15	30.6	3	6.1	3	6.1	7	14.3
The site supervisors for practicum/internships	25	51	12	24.5	3	6.1	-	-	9	18.4
The on-campus or online group supervision for practicum/internships	19	38.8	17	34.7	1	2.0	3	6.1	9	18.4
The instructional, classroom (i.e. teaching) effectiveness	17	34.7	25	51	3	6.1	-	-	-	-
The professional competence of the program faculty	24	49	19	38.8	3	6.1	1	2.0	2	4.1
The accessibility/availability of the program faculty	19	38.8	20	40.8	2	4.1	1	2.0	4	8.2
The facilities and/or resources available for the program	21	42.9	22	44.9	1	2.0	-	-	2	4.1

The in-program, on-campus, or online supervised practice experiences	19	38.8	21	42.9	1	2.0	-	-	5	10.2
The faculty as mentors to you	26	53.1	11	22.4	3	6.1	2	4.1	4	8.2
The duration (i.e. academic length) of the program	11	22.4	21	42.9	6	12.2	2	4.1	6	12.2
<b>Foundations of Counseling</b>	22	44.9	19	38.8	-	-	-	-	5	10.2
<b>Individual and Family Lifespan Development</b>	21	42.9	22	44.9	1	2.0	-	-	2	4.1
<b>Assessment of Individuals and Families</b>	29	59.2	13	26.5	2	4.1	-	-	2	4.1
<b>Counseling Theory</b>	23	46.9	21	42.9	-	-	-	-	2	4.1
<b>Career Counseling</b>	23	46.9	18	36.7	-	-	-	-	5	10.2
<b>Group Psychotherapy</b>	29	59.2	12	24.5	-	-	-	-	5	10.2
<b>Abnormal Psychology/Psychological Diagnosis</b>	27	55.1	13	26.5	-	-	-	-	6	12.2
<b>Marital and Family Therapy</b>	17	34.7	21	42.9	1	2.0	-	-	7	14.3
<b>Multicultural Counseling</b>	22	44.9	19	38.8	-	-	-	-	5	10.2
<b>Large Group Counseling/Guidance Skills</b>	20	40.8	18	36.7	3	6.1	-	-	5	10.2
<b>Career and Lifestyle Counseling</b>	18	36.7	24	49	-	-	-	-	4	8.2
<b>Crisis Intervention/Counseling</b>	21	42.9	21	42.9	2	4.1	-	-	2	4.1
<b>Child and Adolescent Counseling</b>	25	51	19	38.8	-	-	-	-	2	4.1
<b>Family Counseling</b>	20	40.8	18	36.7	1	2.0	-	-	7	14.3
<b>Case Planning/Management</b>	19	38.8	15	30.6	3	6.1	-	-	9	18.4
<b>Clinical Diagnosis</b>	25	51	10	20.4	5	10.2	-	-	6	12.2
<b>Counseling Persons with Special Needs</b>	9	18.4	20	40.8	4	8.2	-	-	13	26.5
<b>Addictions</b>	21	42.9	15	30.6	1	2.0	-	-	9	18.4
<b>Research and Statistics in Counseling</b>	14	28.6	24	49	3	6.1	-	-	5	10.2
<b>Counseling Children and Adolescents</b>	28	57.1	16	32.7	-	-	-	-	2	4.1
<b>Case Planning/Management</b>	16	32.7	15	30.6	3	6.1	-	-	12	24.5
<b>Professional Credentialing</b>	11	22.4	17	34.7	4	8.2	1	2.0	13	26.5
<b>Accountability Procedures</b>	16	32.7	16	32.7	3	6.1	-	-	11	22.4

<b>Professional Organizations</b>	12	24.5	16	32.7	4	8.2	-	-	14	28.6
<b>Individual Counseling</b>	25	51	19	38.8	-	-	-	-	2	4.1
<b>Small Group Counseling</b>	24	49	16	32.7	1	2.0	-	-	5	10.2
<b>Multicultural Counseling</b>	21	42.9	19	38.8	1	2.0	-	-	5	10.2
<b>Large Group Counseling/Guidance</b>	20	40.8	18	36.7	3	6.1	-	-	5	10.2
<b>Career and Lifestyle Counseling</b>	18	36.7	24	49	-	-	-	-	4	8.2
<b>Crisis Counseling</b>	21	42.9	21	42.9	2	4.1	-	-	2	4.1
<b>Child and Adolescent Counseling</b>	25	51	19	38.8	-	-	-	-	2	4.1
<b>Family Counseling</b>	20	40.8	18	36.7	1	2.0	-	-	7	14.3
<b>Case Planning/Management</b>	19	38.8	15	30.6	3	6.1	-	-	9	18.4
<b>Clinical Diagnosis</b>	25	51	10	20.4	5	10.2	-	-	6	12.2
<b>Counseling Persons with Special Needs</b>	9	18.4	20	40.8	4	8.2	-	-	13	26.5
<b>Assessment</b>	22	44.9	13	26.5	5	10.2	-	-	6	12.2

## Current Students Comments

### Strengths

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Accessibility Affordability Flexibility

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All of the coursework provided a great foundation to work from.

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Allows me to do my schooling during my time

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As an online student, I enjoyed the residencies.

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Caring, highly qualified faculty members that are also in private practice. They are not living in an academic ivory tower. Support staff members are kind, helpful, and diligent in their duties.

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Dr. Byars has a very personal touch with her students, she gives individual attention the best she can. Feedback can be effective at times.

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Flexibility and detailed course offerings

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Flexibility of online classes that allowed me to keep my full-time job and be with my family; knowledgeable and caring professors; great experiences during on-campus residencies in the summer; quality of education.

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Flexibility, caring and knowledgeable professors

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Great education gained from an experienced and relevant faculty.

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I believe the Residency was a major strength for me because I was able to put hands on the material I had learned.

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I feel the strengths of this program are how thorough the classes are and the knowledge base provided by the instructors. It is tough, and it pushes us to strive to our greatest potential. I truly love the program and feel very prepared to start this new career.

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I like that I am not just a number and that I can communicate with my professors when I have questions. They have all been great and patient with me when I need to ask something. I have been able to learn a lot from all of them and I really appreciate that.

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I would have to say some of the educators are what make the courses understandable however the lack of communication and ability to notify when changes occur is what hurts the overall program

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In observations from other interns I have seen in different states, LCU teaches you how to properly diagnose a client and the different types of treatment that can be used to suit the client. Two areas of strength I gained from LCU was working with children and career counseling.

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Instructors are available and caring.

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Lots of accurate knowledge from well prepared Professors. They seem to know what they are talking about because of their education and their life experiences in their own Counseling Practice.

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Most of the professors are great and willing to help you in any way possible

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neutral

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One of the strengths is the level of personal attention and concern the instructors demonstrate for the students. I always felt I could approach and ask anything and would be given assistance, respect, and tools.

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Online and on my pace

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Program very strong in class setting. I feel well prepared for CPCE, NCE, and finding work after graduation. Program especially strong in areas of techniques, crisis counseling, and psychopathology.

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Rapport between professors and students is definitely number 1. Flexibility with the program and when to take classes was nice. It's a safe place to work through and process moral and ethical dilemmas that we may come across. I also loved the experiences I got outside the classroom, working on research and going to Africa with a couple of professors and another student.

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Residency in summer

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Size of classes ability to get in contact with professors go at your own pace

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Small class size, knowledgeable professors

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Small class sizes and excellent courses.

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Strong education background

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The educational knowledge that the professors possess.

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The faculty has been a joy to work with over the years. I like the focus of accreditation and making sure those of us that have been doing the work will get grandfathered into the CACREP umbrella. I like the accessibility of an education as a non-traditional student. I think there is a good balance of online instruction with a week residency face-to-face portion. I like the ability to include faith into the discussion rather than leaving that side of ourselves at the door.

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The faculty truly cares about your improvement.

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The guidance of every professor in each class that I have taken. They each, in their own way, take the time to help you understand the material. If you are confused or have any issues they're quick to do what they can to help you get back on track. I love that this school is 100% behind every student. I have found peace and encouragement everywhere I go, and from every person I meet.

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The instructors that make up this program are its greatest strength. They bring unparalleled knowledge, wisdom, and experiences to the classroom and online setting. I also appreciated the opportunity to be challenged in my courses. I never knew what I was capable of as a student or professional until being asked to try again or dig deeper into a discussion or paper. Despite not being an official graduate yet I have already benefited from the knowledge base the courses covered.

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The location was good for me at the time. There are some really strong professorial instructors and some that are not quite as strong. I think this program will be better in a few years.

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The major strength of this program and institution are its people. LCU facility and the sincerity of the power behind their vision to grow individuals and community is evident. I have NOT yet taken all the courses listed on this survey and therefore I answered neutral to those specific questions.

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The major strengths about the program is being one on one time with the professors. They are understanding when family crisis occurs. Most importantly, they do their best to help you succeed. This program does so by enhancing your strengths and helping future counselors become aware of possible weaknesses. Lastly, this program allows you to be human and learn through growth not through perfection.

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The major strengths of the LCU program are the knowledge and skill level of the faculty, coupled with the applicability of the curriculum.

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The overall strengths are really surrounding the professors. I feel like I have learned the most from these professors, and the caliber of professionalism and knowledge from these individuals is absolutely incredible. I really feel like I have learned from some of the best and made some connections that I will resort back to when necessary in my future.

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The passion and dedication of professors.

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The volume and comprehensive nature of the courses offered.

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They are thorough and detailed about the skills needed to be a successful counselor.

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## Areas for Improvement

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Allow multiple classes to be taken at a time

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Although everyone is always so nice and communicative, I think that with every session or even with new students to the program, that there be some kind of group meeting or dinner to introduce the major players in the program as well as Professors, advisors and people to seek minor help from. What would be even great is having some sort of welcome orientation. The students and new students and everyone I mentioned before to get together. Introductions, meeting everyone, have some sort of snacks, get together and pray for a great new and first year. Maybe someone can design a t shirt and all of us in the program can wear it and it can be a sort of "welcome to the family" kind of thing. Making everyone feel even more welcome and a part of a great program. I feel like Grad school is a grown up professional thing, but it is also nice to be a part of a group, that there is a special group and program that we are a part of and they are easy to spot. It's nice to know the if you are nervous or struggling with something, you can spot someone who is in it with you and you can talk to them and ask questions and seek their opinion.

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Although it is an online program, perhaps students can be better guided in regard to finding practicum/internship sites. Those living in Lubbock seem to have that, as well as opportunities on campus to receive direct hours, but those off campus/out of state do not have those options.

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As the online program progresses, I would suggest reaching out to those distance students who have finished for suggestions of internship opportunities in their geographical areas. As one of the first to go through the hybrid/online program, I was on my own for finding internship locations. While not an impossible task, I feel I can now offer someone else in my area a helping hand. Plus, I was able to leave a good impression of LCU's program at the cite of my internship.

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Being more connected with the students in class

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Cohort style scheduling

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Ensure students are informed of changes within the program. I have seen improvements in this area over the years

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Get better ethics course material

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Give examples of written assignment expectations. Test and Quiz materials at times are unrelated to the material studied for that week. I would also recommend some video presentations and lectures that help with demonstration of assignments. This would help give an idea of how to proceed with assignments and cut back on confusion.

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Grades based on attendance is extremely condescending and controlling. Students that attend graduate school are not teenagers that skip class due to superfluous reasons. We have full time careers, families, and aging parents. Simply say that students are allowed one missed class session per semester, period. That way we will have the boundaries that LCU requires, and it does not feel as controlling.

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I do not feel like we thoroughly covered counseling individuals with special needs.

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i don't have any suggestions.

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I feel that the improvements that they needed have already been put in place. In the beginning there were some organizational issues as well as knowing the correct hours we needed. But all is well now and I feel they have an excellent program.

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I think once all the changes have been made, things will get better as far as organization goes. I had a few friends/classmates who had to switch classes around because of the organization.

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I think there is always room for growth however, at this time I do not have any recommendations for improvement. Stay passionate.

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I wish that they offered more classes to choose from each semester. Many times, I could only take one class a semester because everything they offered I had already took. This really hindered me graduating within the time-frame that I would like.

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I would like more of an education on the road map to obtaining my LPC license. The information on how-to from the university is lacking. The same is true if a person wants to obtain an LCDC license. I wish there was a free information course (like the writing workshop, or prayer room course) included in Moodle that is up to date with the steps a student needs to take to move forward once their education is complete. A credentialing free course would really be a benefit to the students. If there is one available already, there needs to be more transparency on where to access this information. As it is now, I have to search elsewhere for this information and if I have questions, I'm not sure where to direct them. Another area of improvement is communication of program changes to the students. When I first accepted enrollment into the MS Clinical Mental Health program, I was told the program would be a certain number of hours and take a certain amount of time to complete. Like many other fellow students, we were expecting to graduate sooner than we are. I understand that revisions to the program were made after we enrolled to make the program more CACREP preferred, but the student's timeline was affected. This effects the student's resources of time, money, and puts their career goals on hold that much longer. While it seems nearly insignificant to the university, for the student, it is a big deal. I believe this point was made during residency last summer by the students when we found out we would not be completing the program during the time expected. Transparency with changes to the program needs to be better communicated with the students.

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I would like to see an improvement in the basics of note taking skills for professional purposes.

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I'm so far from expert on any question with such vast depth. What might be helpful to me might be having a chance to observe more practicum situations before I make it academically far enough to be "in practicum ". That may not make sense but I can think of nothing further at this time. I've not had an uninteresting class or a "lack-luster" professor. The experience has been nothing but enlightening for me .

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Increase the ease of practicum and internship for non-local students (i.e. those attending LCU outside of the Lubbock TX area). Make the process easier.

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It has gotten better since I began the program 3 years ago.

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It was difficult losing my Advisor that I really liked a little over half way through the program and then reassigned to someone who I didn't have as good a connection with. Our Advisors are our mentors through this program whether they realize it or not. How they handle stress and their course load models the type of practitioner we could become. Further, I applied to this specific program because I wanted to work and learn from specific instructors because of their professional experiences. Then after starting the program those instructors were transitioned elsewhere. I would hope major changes and reorganization within the program can be kept to a minimum.

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It would have been helpful to be in some sort of practicum/internship situation throughout the process rather than just at the end. Maybe during the second year being able to get some hours at the LCU counseling center. I am finding that the courses while helpful did not fully prepare me for practicum/internship. For example, intake interviewing, case notes, and treatment planning were not introduced until I had already been seeing clients in practicum. It could be that this is due to lack of training at the sites, but it would have been helpful to have some class meetings or orientation on these topics before seeing clients.

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Make sure students are aware of the length of time it takes to complete the program.

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Make sure that all the right information is given to all students.

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Moodle could be updated to be more of a seamless platform. But overall, it works great.

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More help in decided practicum and internship opportunities.

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More in class opportunities to practice counselling prior to practicum

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More student interaction and more availability from Professors for mentoring purposes.

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Need more info on "real world" counseling. For example: how to deal with insurance, managing case load, making referrals, and building name for myself.

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Not sure--

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Not sure.

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Overall, I think there were some details provided in the beginning that misled all students. We were all under the impression that the program would be no longer than 3 years long, which included the internships and practicum. However, this is obviously not the case, and the misinformation was off-putting and definitely resulted in several students, including myself, to change their entire career plans and goals. The information, from the beginning, needs to be clear and concise to provide each individual the opportunity to make plans accordingly and ensure this is the best program for them.

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Prep for CPCE

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Research needs to be a full semester instead of the four weeks. I don't remember anything on working with special needs clients.

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The communication with the students. There is a lack of information provided about planning for internship and obtaining LPC-I.

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the online program needs more interaction. such as a webcam class once a week

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There are serious issues in regard to basic infrastructure. Support staff members are diligent and caring, but they are overworked. Additional support staff at this juncture is absolutely imperative, or the growth of the academic programs will be seriously impeded. Overall communication needs to be enhanced. I believe the deficiencies in communication can be traced back to being short-staffed as well. Again, I would stress that the quality of staff and faculty members is not in question. It is a matter of both groups being pulled in too many directions.

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There were several instances where inaccurate information was given to us (length of program--we were told it would be 3 years, but it ended up being 4, as 1 example.) There were also times that not near enough information was given to us, especially when we were about to begin our practicums. I understand that we were the first cohort in this online program and there are certainly wrinkles that had to be ironed out, but it did get frustrating and discouraging at times. There are many in the program, however, that went the extra mile to give us as much information as possible (Saundra Pounds, Erin Aaron, and many professors) and that is greatly appreciated.

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There were times where the disorganization of the program, specifically in the change in adviser's and the assignment of adviser's that drove me nuts and the main reason I dissuaded quit a few people from attending. I attended other programs that were spot on in advising and perhaps it was wanting a more supportive area of advising that left a bad taste in my mouth for this program. I think that in a few years and the issues get ironed out this program will be spot on. They really need to find a way to let distance learners feel engaged with better adviser's. I was switched and never informed.

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This program is better suited for students who self-motivated; there isn't a lot of coddling by the admin staff or professors (although there is great rapport). I personally liked that, but I know some of my peers wanted things to be more involvement maybe from the professors and staff, wanted explanations of things along the way and generally maybe wanted a little more direction about the program/classes. A good introduction meeting before they start or a disclaimer during the interview process might have gone a long way for some people and their expectations. One issue I did come across fairly regularly; it seemed disorganized pretty consistently. Professors didn't know what they were going to be teaching next semester even at the end of that previous semester, the manuals and forms online weren't updated, there was quite a bit of confusion about when and where to take the comps. It also seemed like we could ask one professor or admin staff one thing and if we asked them the next week or just a different professor or admin staff that day, we'd get a different response. It just sometimes seemed like no one was in charge and no one who had the final, unequivocal answer. What didn't help I'm sure was the building issues that couldn't have been foreseen and then a change in the hierarchy so of course there is grace and they were gracious with us I feel like when we had an issue.

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To have more and better communication

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**Alumni Data**

**Alumni Gender**

<b>Gender</b>	<b>FREQUENCY</b>	<b>PERCENT</b>
Female	16	72.7
Male	6	27.3
Total	22	100.0

**Alumni Ethnicity**

<b>Ethnicity</b>	<b>FREQUENCY</b>	<b>PERCENT</b>
Black or African American	0	0
Hispanic or Latino	2	9.1
White/European	20	90.9
Total	22	100

Alumni Perceptions

**PLEASE INDICATE YOUR PERSONAL EVALUATION OF EACH OF THE FOLLOWING GENERAL ASPECTS OF THE COUNSELOR EDUCATOR PROGRAM. –**

<b>Current Student Perceptions</b>										
<b>Question</b>	<b>Excellent</b>		<b>Good</b>		<b>Fair</b>		<b>Poor</b>		<b>Neutral</b>	
	<b>Freq</b>	<b>%</b>	<b>Freq</b>	<b>%</b>	<b>Freq</b>	<b>%</b>	<b>Freq</b>	<b>%</b>	<b>Freq</b>	<b>%</b>
The Program's Curriculum	11	50	9	40.9	-	-	-	-	2	9.1
The academic/professional knowledge taught to you within the courses	12	54.5	7	31.8	2	9.1	-	-	1	4.5
The professional skills taught to you	12	54.5	7	31.8	3	13.6	-	-	-	-
<b>The supervised, field-based experiences (practicum/internships) overall</b>	<b>13</b>	<b>59.1</b>	<b>7</b>	<b>31.8</b>	<b>1</b>	<b>4.5</b>	<b>-</b>	<b>-</b>	<b>1</b>	<b>4.5</b>
The site supervisors for practicum/internships	12	54.5	7	31.8	2	9.1	-	-	1	4.5

The on-campus or online group supervision for practicum/internships	13	59.1	6	27.3	3	13.6	-	-	-	-
The instructional, classroom (i.e. teaching) effectiveness	9	40.9	11	50	1	4.5	1	4.5	-	-
The professional competence of the program faculty	16	72.7	4	18.2	1	4.5	-	-	1	4.5
The accessibility/availability of the program faculty	16	72.7	5	22.7	-	-	-	-	1	4.5
The facilities and/or resources available for the program	7	31.8	9	40.9	3	13.6	1	4.5	2	9.1
The in-program, on-campus, or online supervised practice experiences	8	36.4	9	40.9	2	9.1	1	4.5	2	9.1
The faculty as mentors to you	12	54.5	6	27.3	1	4.5	-	-	3	13.6
The duration (i.e. academic length) of the program	13	59.1	9	40.9	-	-	-	-	-	-
<b>Foundations of Counseling</b>	11	50	7	31.8	3	13.6	-	-	-	-
<b>Individual and Family Lifespan Development</b>	10	45.5	9	40.9	-	-	1	4.5	1	4.5
<b>Assessment of Individuals and Families</b>	5	22.7	10	45.5	1	4.5	2	9.1	3	13.6
<b>Counseling Theory</b>	15	68.2	6	27.3	-	-	-	-	-	-
<b>Career Counseling</b>	8	36.4	8	36.4	4	18.2	-	-	1	4.5
<b>Group Psychotherapy</b>	17	77.3	4	18.2	-	-	-	-	-	-
<b>Abnormal Psychology/Psychological Diagnosis</b>	14	63.6	5	22.7	2	9.1	-	-	-	-
<b>Marital and Family Therapy</b>	10	45.5	6	27.3	2	9.1	-	-	3	13.6
<b>Multicultural Counseling</b>	7	31.8	7	31.8	3	13.6	3	13.6	1	4.5
<b>Ethics and Legal Issues</b>	7	31.8	10	45.5	1	4.5	1	4.5	2	9.1
<b>Techniques of Individual and Family Counseling</b>	10	45.5	10	45.5	1	4.5	-	-	-	-
<b>Crisis Intervention/Counseling</b>	13	59.1	6	27.3	1	4.5	-	-	1	4.5
<b>Counseling Persons with Special Needs</b>	4	18.2	5	22.7	3	13.6	5	22.7	4	18.2
<b>Addictions</b>	3	13.6	4	18.2	3	13.6	3	13.6	8	36.4
<b>Research and Statistics in Counseling</b>	5	22.7	11	50	1	4.5	1	4.5	3	13.6

<b>Counseling Children and Adolescents</b>	13	59.1	4	18.2	2	9.1	-	-	2	9.1
<b>Case Planning/Management</b>	8	36.4	7	31.8	3	13.6	1	4.5	2	9.1
<b>Professional Credentialing</b>	6	27.3	8	36.4	2	9.1	1	4.5	4	18.2
<b>Accountability Procedures</b>	7	31.8	8	36.4	2	9.1	-	-	4	18.
<b>Professional Organizations</b>	3	13.6	10	45.5	2	9.1	1	4.5	5	22.7
<b>Individual Counseling</b>	10	45.5	9	40.9	2	9.1	-	-	-	-
<b>Small Group Counseling</b>	8	36.4	11	50	1	4.5	-	-	1	4.5
<b>Multicultural Counseling</b>	4	18.2	11	50	4	18.2	2	9.1	-	-
<b>Large Group/Guidance Skills</b>	6	27.3	10	45.5	-	-	1	4.5	4	18.2
<b>Career and Lifestyle Counseling</b>	6	27.3	8	36.4	4	18.2	1	4.5	2	9.1
<b>Crisis Counseling</b>	13	59.1	7	31.8	-	-	-	-	1	4.5
<b>Child and Adolescent Counseling</b>	10	45.5	8	36.4	1	4.5	-	-	2	9.1
<b>Family Counseling</b>	7	31.8	7	31.8	2	9.1	1	4.5	4	18.2
<b>Case Planning/Management</b>	5	22.7	10	45.5	3	13.6	1	4.5	2	9.1
<b>Clinical Diagnosis</b>	9	40.9	8	36.4	2	9.1	1	4.5	1	4.5
<b>Counseling Persons with Special Needs</b>	4	18.2	5	22.7	3	13.6	5	22.7	4	18.2
<b>Assessment</b>	4	18.2	8	36.4	3	13.6	2	9.1	4	18.2

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## Comments

### Strengths

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A majority of the faculty have real-world experience in the subjects they teach. The faculty genuinely cares for their students. Theory and techniques classes are great in this program. I feel my education in these areas often outclasses my current peers that went to different institutions.

---

A strength of the counselor education program is the feedback students receive during class and supervision meetings. The faculty's knowledge, paired with their counseling experience, is a benefit counseling student are able to take advantage of.

---

Accessibility and approachability of professors and mentors. Small class size allowed for individualized learning experiences. The professors were knowledgeable and invested in each member of my cohort.

---

Commitment to students' success Faculty credibility and experience Christian principles

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Facility

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Many faculty members were amazing!

---

Marriage and Family therapy, Child and Adolescent therapy, Counseling Techniques and Theory, Crisis Counseling, Ethics were all strong classes that provided a great foundation for my private practice. The internships and practicum were essential in applying the knowledge learned in class. Faculty access for mentoring and questions were superior.

---

Mentorship from the professors. I truly felt that they invested in me as a student and as a future counselor. Excellent range of expertise across the clinical range (professors specializing in crisis intervention, eating disorders, children and play therapy, trauma therapy, group therapy) that is not found in many programs. Lots of in vivo skills practicing. Selective admissions process led to phenomenal cohort experience.

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Professor to student ratio. Evening program. Professor community connections.

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Professors are knowledgeable in their field. They want their students to learn and be successful. Overall, I had a good experience with the program. I left with more knowledge and a better understanding of counseling than some of my peers who attended different programs.

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Small class size, availability of professors

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Small class sizes and knowledge of the professors.

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Smaller class sizes and the student to professor ratio. Supervision provided by the professors.

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Smaller classroom sizes allow for a learner friendly environment. Professors were able to devote ample attention to course topics and student questions. The program at LCU prepared me for real-world scenarios with discussions, practice sessions, and professor experiences.

---

Student/Teacher Ratio, Class Size, Dedicated Professors with Strong Counseling and Teaching Skills, Professors with Varying Specialties

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Teaching practical skills, small class sizes, lots of interaction with professors, close supervision during internship and practicum.

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The faculty

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The professors are great at challenging you and helping you understand the topic of discussion. The teachers are very passionate about what they do inside the classroom and outside in their other daily work.

---

The professors are knowledgeable and help you understand the material

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The small classes, professors who actively work in the field, supervision, extended practicum and internship

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#### Areas for Improvement (Alumni)

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Advanced courses in techniques, assessment, and add elective options for specialization (I.e. Military families, trauma, healthcare needs, etc.)

---

Assessment class needed to be more hands-on experience. I worked as a Special Education Counselor and would have liked to have more education in that area.

---

Assessments training was poor, and we did not have any practice implementing assessments. Our research methods instructor was very obviously competent and qualified but having research labs (data collection and coding as a part of research being conducted by professors) and applied research experiences would improve the program.

---

At the moment, I have no recommendations to improve the program.

---

Helping students with appropriate sites for internships and preparing them to began their career as a counselor.

---

I think it would have been beneficial to have learned more about substance abuse and addiction counseling.

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More hands-on training in counseling. Demonstrations.

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More teaching on addictions, marriages and treating trauma.

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Na

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No comment. My experience at LCU was informative and enjoyable.

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not sure

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Offer serious multicultural class. Offer elective classes; for example, creative therapy (music, sand tray, drama...), counseling clients with special needs and their families. Hire professors not directly connected to the school and who have myriad connections in the community and abroad. Would be helpful to their students with practicum and internship opportunities. Hire more diverse faculty with diverse strengths and interests.

---

Practicum class could be geared more toward case management and planning than just covering material.

---

Specific classes on or more detail about treatment planning, addictions, counseling special populations, cover more therapy modalities in depth.

---

Stay in contact with alumni by offering workshops, opportunities to receive CEU's, group support.

---

Theories and techniques courses split in 2 semesters

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Treatment planning need to be a primary focus.

---

When I attended, one professor taught two-thirds of my classes, despite not having real-world experience in a few of these subjects. I believe to have a viable education one needs to learn from many people. I would have benefited from learning more about starting a private practice or business aspects of counseling. Even when working in an agency, it is important to have training in business components of counseling.

---

When I was there, there was clear favoritism towards some students. Some teachers did not grade papers objectively if the writer's perspective differed from the teacher. As far as courses, a few teachers routinely canceled classes, were not prepared for class, or did not teach follow the course outline.

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## Stakeholder Survey

Please indicate your overall evaluation of each of the following general aspects of preparedness of counselors from Lubbock Christian University's graduate counseling programs. Please rate the following Knowledge Areas.

Stakeholder Perceptions										
Question	Excellent		Good		Fair		Poor		Neutral	
	Fre q	%	Fre q	%	Fre q	%	Fre q	%	Fre q	%
<b>Foundations of Counseling</b>	8	50	7	43.8	-	-	-	-	-	-
<b>Individual and Family Lifespan Development</b>	5	31.3	10	62.5	-	-	-	-	-	-
<b>Assessment of Individuals and Families</b>	4	25	9	56.3	-	-	-	-	2	12.5
<b>Counseling Theory</b>	7	43.8	7	43.8	-	-	-	-	1	6.3
<b>Career Counseling</b>	2	12.5	6	37.5	-	-	-	-	7	43.8
<b>Group Psychotherapy</b>	6	37.5	5	31.3	-	-	-	-	4	25
<b>Abnormal Psychology/Psychological Diagnosis</b>	5	31.3	9	56.3	-	-	-	-	1	6.3
<b>Marital and Family Therapy</b>	2	10	-	-	-	-	-	-	3	18.8
<b>Multicultural Counseling</b>	7	43.8	4	25	1	6.3	1	6.3	2	12.5
<b>Ethics and Legal Issues</b>	8	50	6	37.5	-	-	-	-	1	6.3
<b>Techniques of Individual and Family Counseling</b>	6	37.5	9	56.3	-	-	-	-	-	-
<b>Crisis Intervention/Counseling</b>	4	25	7	43.8	2	12.5	-	-	2	12.5
<b>Counseling Persons with Special Needs</b>	1	6.3	6	37.5	1	6.3	-	-	7	43.8
<b>Addictions</b>	3	18.8	6	37.5	1	6.3	-	-	5	31.3
<b>Research and Statistics in Counseling</b>	2	12.5	5	31.3	-	-	-	-	8	50
<b>Counseling Children and Adolescents</b>	5	31.3	7	43.8	-	-	-	-	3	18.8
<b>Case Planning/Management</b>	5	31.3	8	50	-	-	-	-	2	12.5
<b>Professional Credentialing</b>	2	12.5	10	62.5	-	-	-	-	3	18.8
<b>Accountability Procedures</b>	5	31.3	9	56.3	-	-	-	-	1	6.3
<b>Professional Organizations</b>	2	12.5	9	56.3	-	-	-	-	4	25
<b>Individual Counseling</b>	7	43.8	8	50	-	-	-	-	-	-

<i>Small Group Counseling</i>	5	31.3	8	50	-	-	-	-	2	12.5
<i>Multicultural Counseling</i>	6	37.5	3	18.8	-	-	1	6.3	5	31.3
<i>Large Group/Guidance Skills</i>	4	25	7	43.8	-	-	-	-	4	25
<i>Career and Lifestyle Counseling</i>	2	12.5	5	31.3	-	-	-	-	8	50
<i>Crisis Counseling</i>	5	31.3	6	37.5	1	6.3	-	-	3	18.8
<i>Child and Adolescent Counseling</i>	5	31.3	7	43.8	-	-	-	-	3	18.8
<i>Family Counseling</i>	3	18.8	7	43.8	1	6.3	-	-	4	25
<i>Case Planning and Management</i>	7	6.3	6	37.5	-	-	-	-	2	12.5
<i>Clinical Diagnosis</i>	4	25	10	62.5	-	-	-	-	1	6.3
<i>Counseling Persons with Special Needs</i>	1	6.3	5	31.3	-	-	-	-	9	56.3
<i>Assessment</i>	5	31.3	8	50	-	-	-	-	2	12.5
<i>Overall Competence</i>	6	37.5	8	50	-	-	-	-	1	6.3
<i>Professional/Ethical/Legal Behavior</i>	10	62.5	4	25	-	-	-	-	1	6.3
<i>Responsiveness to Supervision, feedback, and/or other suggestions</i>	12	75	2	12.5	1	6.3	-	-	-	-
<i>Professional Demeanor</i>	12	75	2	12.5	-	-	-	-	1	6.3
<i>Multicultural and Gender Sensitivity</i>	9	56.3	3	18.8	-	-	1	6.3	2	12.5
<i>Relationship with Other Employees</i>	11	68.8	3	18.8	-	-	-	-	1	6.3
<i>General Work/Attitude Enthusiasm</i>	11	68.8	4	25	-	-	-	-	-	-
<i>Dependability/Conscientiousness/Responsibility</i>	12	75	2	12.5	-	-	-	-	1	6.3
<i>Professional Development</i>	11	68.8	2	12.5	-	-	-	-	2	12.5

### Strengths of the Program (Stakeholder's Perspective)

Based on your observations, what are the major professional strengths of counselors from Lubbock Christian University's graduate counseling programs?

---

All interns from LCU are excellent at treatment planning and are ready to pick up clients when they arrive. They are confident and well prepared.

---

Clinical Skills Communication Skills Willingness to think outside of the box Very Motivated Documentation GREAT students!!!!

---

Deeply compassionate with a desire to clinically provide quality care. Very devoted to continued enrichment and learning interpersonally. Great perspective on serving others in need.

---

From my observation, the counselor in LCU's program demonstrates wonderful professional boundaries, general knowledge of counseling practice/theory, and a desire to continue with her learning beyond coursework.

---

I have marked as neutral some of the criteria where I have been unable to assess competence. As Jamil's personal and group supervisor over the last 18 months I have been impressed with my Interns competence and professionalism towards both his clients and his colleagues here at MTCIC. He has become a valued member of our team and he has extended his help and support to other volunteer counsellors in a mentoring capacity. We feel he has really grown into the role here and has shown his competence in managing some quite complex and high-risk clients.

---

knowledge of DSM 5, counseling skills, and genuine attitudes regarding clients and their problems:-

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Professional behavior Knowledge of counseling theories/skills Ethical behavior

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Professional demeanor; Interactions with colleagues and clients are appropriate; Efficient with their work in and out of session (treatment planning and case notes)

---

Professional mannerism, communication, reliability

---

Professionalism, interpersonal skills

---

Solid understanding of psychology and counseling.

---

Student was well prepared for supervision

---

The intern has excellent assessment skills and empathy for clients.

---

They are hardworking and open to feedback mostly

---

Well-rounded knowledge

---

## Areas for Improvement (Stakeholder's Perspective)

---

Additional training/discussion on counseling sessions and high-risk situations

---

Can't think of any

---

Come to the site with more face-to-face experience with actual clients.

---

Compared to some other schools Lubbock Christian University graduate counseling program has provided basis counseling skills to succeed and to progress in the profession.

---

Crisis management Trusting their training--trusting themselves in practical application of educational skills.

---

For the most part I cannot say there needs to be much improvement. One idea could be to have more face to face instruction rather than online, but I realize this may not be possible.

---

I haven't been able to fault Jamil's preparedness to practice as a counsellor. I feel the training he has received at LCU has equipped him well for his role as a counsellor.

---

Introduce Intimate Encounters experience for marriage work for those entering the field with a marriage focus. It has been my experience through over thirty years in private practice that even with the abundance of options in the field, many marriage counselors haven't themselves experienced the depth of intrapersonal growth or marriage growth for that matter. Yet wonderful people are graduating with head knowledge and therapeutic skill that don't impact couples for their lives together. I recommend David Fergusons work (Intimate Encounters) as a curriculum choice. This is life changing for families. Generations are impacted. If we are educating our next generation of counselors I believe we need to let go of what we think works and in fact experience the work. How to do it for LCU? With respect I don't know. But I hope someone will take this recommendation to heart.

---

Many of the counselors who choose LCU for their education and Shiloh for their internships are Christians. I do not feel that they have had enough education on how to integrate their spiritual beliefs/Biblical worldview with counseling, in addition to adequate discussion of the legal and ethical considerations. We do have more freedom here at Shiloh because we advertise ourselves as Christian counselors, and so the majority, but not all, of our clients prefer a counselor who is willing and able to discuss spirituality.

---

More practice in theory and techniques. More ethics preparation.

---

Multicultural counseling Training on electronic health records Go back to online forms for students/supervisors to fill out

---

None at this time.

---

None. I get interns from three universities, and the LCU interns are by far the most prepared.

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The intern I worked with reported perceived differences in quality/communication with online versus in-class program

---

With the one trainee I'm supervising, I have no recommendations- she does an excellent job and is well prepared for her cases

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## **ASSESSMENT FINDINGS**

### **Program Strengths (Highest areas found in data)**

- The counseling program at LCU consistently has CPCE scores above the National Average. The lower areas are above the national average as well.
- The full-time faculty have past and current clinical experience as mental health professionals in agencies or private practice.
- The student-teacher ratio is mentioned in the current and alumni comments as being a strength.
- Pursuing CACREP accreditation.

### **Program Weaknesses (lowest areas in data)**

- Communication was mentioned in the alumni and current student survey.
- Continuity between the course schedule and the class itself.
- Lack of diversity in student body.
- Address counseling individuals with special needs consistently throughout the program.

### **Areas of Improvement (Things we've already done to make things better)**

- The overall quality of applicant has improved, likely due to the decision to remove Conditional Acceptance as an option for applicants who may not be a good fit for the program.
- Teaching assessment in counseling is a challenge, but the faculty who teach the course continue to add elements of real world application to the course.
- Counseling research was added to the Fall schedule as a 16-week course, due to low scores on the CPCE and includes a more in-depth treatment of program evaluation and quantitative methods.
- Early in the Master's in Counseling history, Multicultural Counseling was not required. Since adding the course to the program requirements, we have seen improvement on our CPCE scores for Multicultural Counseling and positive results in our students as well.
- Introduction to Mental Health Counseling and Advanced Techniques were added to the curriculum.
- For interviews and gatekeeping, we have started using the Professional Dispositions Competency Assessment as an additional data point for interviews, personal improvement plans and evaluations.

### **Areas to Improve (Things we need to work on)**

- Counseling special populations
- Add more on single-subject design in the research course
- Improve relationship with counseling sites
- Improve the community relationship
- Increase the diversity of the program
- Continue to improve curriculum alignment



**APPENDIX**

# LCU Counseling Graduate Survey for Students

## Survey Flow

Standard: Block I (1 Question)  
Block: Default Question Block (11 Questions)

Start of Block: Block I

Q7 Thank you for participating in the Lubbock Christian University Counseling/Clinical Mental Health Counseling program survey. You will be asked to evaluate general aspects of your Lubbock Christian University counselor education program. You will also be asked to rate your knowledge and skill development in various counseling-related areas. Finally, you will be asked to provide feedback regarding strengths and suggested improvements of your counselor educator program.

End of Block: Block I

Start of Block: Default Question Block

Q3

Gender: (1)

▼ Male (0) ... Female (1)

Q4

Ethnicity: (1)

▼ American Indian/Alaskan Native (0) ... Multi-Racial (6)

Q6

Degree/Curriculum: (1)

▼ Master of Science in Counseling (0) ... Master of Science in Clinical Mental Health Counseling (1)



Q16 How many hours have you completed in your program to date?

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Q15

Do you plan to pursue a doctoral degree after you complete your Lubbock Christian University counselor education program? (1)

▼ Yes (0) ... Undecided (2)

Q17 What are your plans after graduation?

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Page Break

Q12 Please indicate your personal evaluation of each of the following general aspects of the counselor educator program.

	Poor (1)	Fair (2)	Neutral (3)	Good (4)	Excellent (5)
The program's curriculum (course line up) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The academic/professional knowledge taught to you within the courses (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The professional skills taught to you (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The supervised, field-based experiences (practicum/internships) overall (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The site supervisors for practicum/internships (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The on-campus or online group supervision for practicum/internships (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructional, classroom (i.e. teaching) effectiveness (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The professional competence of the program faculty (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The accessibility/availability of the program faculty (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The facilities and/or resources available for the program (10)

The in-program, on-campus, or online supervised practice experiences (11)

The faculty as mentors to you (12)

The duration (i.e. academic length) of the program (13)

Q14 Please indicate your personal evaluation of each of the following knowledge areas of the counselor educator program.

	Poor (1)	Fair (2)	Neutral (3)	Good (4)	Excellent (5)
Foundations of Counseling (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual and Family Lifespan Development (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment of Individuals and Families (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counseling Theory (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career Counseling (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group Psychotherapy (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Abnormal Psychology/Psychological Diagnosis (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marital and Family Therapy (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Multicultural Counseling (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethics and Legal Issues (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Techniques of Individual and Family Counseling (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Crisis Counseling (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counseling Persons with Special Needs (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Addictions (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research and Statistics in Counseling (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counseling Children and Adolescents (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Case Planning/Management (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional Credentialing (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accountability Procedures (19)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional Organizations (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

Q16 Please indicate your personal evaluation of each of the following skill development areas of the counselor educator program.

	Poor (1)	Fair (2)	Neutral (3)	Good (4)	Excellent (5)
Individual Counseling (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Small Group Counseling (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Multicultural Counseling (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Large Group Counseling/Guidance Skills (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career and Lifestyle Counseling (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Crisis Intervention/Counseling (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child and Adolescent Counseling (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family Counseling (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Case Planning/Management (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Clinical (psycho) Diagnosis (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counseling Persons with Special Needs (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

Q17 What are the major strengths of the Lubbock Christian University counselor education program?

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Q18 In what specific ways would you recommend the Lubbock Christian University counselor education program be improved?

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End of Block: Default Question Block

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# LCU Counseling Graduate Survey for Alumni

## Survey Flow

Standard: Block I (1 Question)  
Block: Default Question Block (14 Questions)

### Start of Block: Block I

Q7 Thank you for participating in the Lubbock Christian University Counseling/Clinical Mental Health Counseling program survey. You will be asked to evaluate general aspects of your Lubbock Christian University counselor education program. You will also be asked to rate your knowledge and skill development in various counseling-related areas. Finally, you will be asked to provide feedback regarding strengths and suggested improvements of your counselor educator program.

### End of Block: Block I

### Start of Block: Default Question Block

Q1 Name:

---



Q2 Date of Birth:

---

Q3

Gender: (1)

▼ Male (0) ... Female (1)

Q4

Ethnicity: (1)

▼ American Indian/Alaskan Native (0) ... Multi-Racial (6)

---

Q6

Degree/Curriculum: (1)

▼ Master of Science in Counseling (0) ... Master of Science in Clinical Mental Health Counseling (1)

---

Q5 When did you complete your graduate counseling degree at Lubbock Christian University?

Semester (1)

Year (2)

▼ Spring (0) ... Fall ~ 2009 (28)

---

Q14

What is your current license status? (1)

▼ I have not taken or passed licensing exam yet (0) ... I am licensed to practice independent counseling in my state (2)

---

Q15

Are you pursuing or have you pursued a doctoral degree since completion of your Lubbock Christian University counselor education program? (1)

▼ yes (0) ... no (1)

---

Page Break

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Q8 Please base your answers to the following questions on your current place of employment.

Job Title: (1) \_\_\_\_\_

Agency/Institution Name: (2) \_\_\_\_\_

City: (3) \_\_\_\_\_

State: (4) \_\_\_\_\_

Primary Clientele: (5) \_\_\_\_\_

Primary Job Functions: (6) \_\_\_\_\_

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Page Break

Q12 Please indicate your personal evaluation of each of the following general aspects of the counselor educator program.

	Poor (1)	Fair (2)	Neutral (3)	Good (4)	Excellent (5)
The program's curriculum (course line up) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The academic/professional knowledge taught to you within the courses (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The professional skills taught to you (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The supervised, field-based experiences (practicum/internships) overall (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The site supervisors for practicum/internships (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The on-campus or online group supervision for practicum/internships (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructional, classroom (i.e. teaching) effectiveness (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The professional competence of the program faculty (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The accessibility/availability of the program faculty (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The facilities and/or resources available for the program (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The in-program, on-campus, or online supervised practice experiences (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The faculty as mentors to you (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The duration (i.e. academic length) of the program (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

Q14 Please indicate your personal evaluation of each of the following knowledge areas of the counselor educator program.

	Poor (1)	Fair (2)	Neutral (3)	Good (4)	Excellent (5)
Foundations of Counseling (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual and Family Lifespan Development (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment of Individuals and Families (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counseling Theory (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career Counseling (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group Psychotherapy (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Abnormal Psychology/Psychological Diagnosis (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marital and Family Therapy (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Multicultural Counseling (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Ethics and Legal Issues (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Techniques of Individual and Family Counseling (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Crisis Counseling (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counseling Persons with Special Needs (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Addictions (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research and Statistics in Counseling (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counseling Children and Adolescents (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Case Planning/Management (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional Credentialing (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accountability Procedures (19)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional Organizations (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q16 Please indicate your personal evaluation of each of the following skill development areas of the counselor educator program.

	Poor (1)	Fair (2)	Neutral (3)	Good (4)	Excellent (5)
Individual Counseling (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Small Group Counseling (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Multicultural Counseling (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Large Group Counseling/Guidance Skills (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career and Lifestyle Counseling (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Crisis Intervention/Counseling (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child and Adolescent Counseling (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family Counseling (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Case Planning/Management (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Clinical (psycho) Diagnosis (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counseling Persons with Special Needs (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q17 What are the major strengths of the Lubbock Christian University counselor education program?

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Q18 In what specific ways would you recommend the Lubbock Christian University counselor education program be improved?

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End of Block: Default Question Block

# Employer/Supervisor Program Graduate Survey

## Survey Flow

**Standard: Block I (1 Question)**  
**Block: Default Question Block (10 Questions)**

Start of Block: Block I

Q10 Please evaluate your experience supervising counseling intern students from Lubbock Christian University. Please base your evaluation on the knowledge and performance of supervisees/employees from Lubbock Christian University's graduate counseling programs only. Thank you for your participation.

End of Block: Block I

Start of Block: Default Question Block

Q5 Organization name:

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Q4 Name(s) of counseling interns/employees from Lubbock Christian University's graduate counseling program.

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Q6 What is/are the primary clientele served at your agency/institution?

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Q12 How many counseling interns are supervised at your agency/institution?

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Q7 How many counselors are employed at your agency/institution?

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Q9 Please indicate your overall evaluation of each of the following general aspects of preparedness of counselors from Lubbock Christian University's graduate counseling programs. Please rate the following Knowledge Areas.

	Poor (1)	Fair (2)	Neutral (3)	Good (4)	Excellent (5)
Foundations of Counseling (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual and Family Lifespan Development (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment of Individuals and Families (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counseling Theory (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career Counseling (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group Psychotherapy (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Abnormal Psychology/Psychological Diagnosis (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marital and Family Therapy (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Multicultural Counseling (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ethics and Legal Issues (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Techniques of Individual and Family Counseling (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Crisis Counseling (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counseling Persons with Special Needs (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Addictions (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research and Statistics in Counseling (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counseling Children and Adolescents (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Case Planning/Management (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional Credentialing (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accountability Procedures (19)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional Organizations (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q10 Please indicate your overall evaluation of each of the following general aspects of preparedness of counselors from Lubbock Christian University's graduate counseling programs. Please rate the following Professional Skills.

	Poor (1)	Fair (2)	Neutral (3)	Good (4)	Excellent (5)
Individual Counseling (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Small Group Counseling (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Multicultural Counseling (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Large Group Counseling/Guidance Skills (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career and Lifestyle Counseling (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Crisis Intervention/Counseling (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child and Adolescent Counseling (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family Counseling (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Case Planning/Management (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Clinical (psycho) Diagnosis (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counseling Persons with Special Needs (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q11 Please indicate your overall evaluation of each of the following general aspects of preparedness of counselors from Lubbock Christian University's graduate counseling programs. Please rate the following attributes.

	Poor (1)	Fair (2)	Neutral (3)	Good (4)	Excellent (5)
Overall Competence (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional/Ethical/Legal Behavior (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responsiveness to supervision, feedback, and/or suggestions (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional Demeanor (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Multicultural and Gender Sensitivity (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relationships with other employees (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
General Work/Attitude Enthusiasm (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dependability/Conscientiousness/Responsibility (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional Development (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q12 Based on your observations, what are the major professional strengths of counselors from Lubbock Christian University's graduate counseling programs?

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Q13 In what specific ways would you recommend the professional preparation of the counselors from Lubbock Christian University's graduate counseling programs be improved?

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End of Block: Default Question Block

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**Professional Dispositions Competency Assessment—Revised Admissions (PDCA-RA)**  
**(Admissions Form)**

**Individual Being Rated:** \_\_\_\_\_ **Rater:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Directions:** Please read the target behaviors in the boxes, determine the rating that best describes the response of the individual, and place your rating score of 1, 3, or 5 in the space provided. A rating of 2 may be used if necessary to denote partial agreement with the description of 1 and partial agreement with the description of 3. A rating of 4 may be used if necessary to denote partial agreement with the description of 3 and partial agreement with the description of 5. (Note: The PDCA-R research was conducted using only ratings of 1, 3, and 5.) Adjust your rating for culture if appropriate (see rubric instructions). Responses to earlier items may be used to inform the scores for the last four items—those designated in gray scale.

	<b>Below Expectation</b>  <b>SCORE: 1</b>	<b>Meets Expectation</b>  <b>SCORE: 3</b>	<b>Above Expectation</b>  <b>SCORE: 5</b>	<b>SCORE</b>
<b>Conscientiousness</b>	Response to interview question gives little or no evidence that the applicant values one or more of the following: being responsible; meeting responsibilities in a timely fashion; class attendance; following directions; early preparation; and/or the applicant's response gives evidence of a lack of method or structure for completing responsibilities or follow through; or lack of recognition of the role of peers or team members in collaborative work.	Response to interview question suggests the applicant values most or all of the following: being responsible; meeting responsibilities in a timely fashion; class attendance; following directions; early preparation; management of appointments. The applicant gives evidence or examples of the ability to structure work and/or follow through on goals. On team projects applicant response reflects recognition that there are collaborators.	Response to interview question suggest that in addition to the characteristics described in a rating of "3" the applicant references a history of the behaviors described in the rating of "3," rather than aspirational behaviors and/or demonstration of perseverance even with unpleasant or boring tasks. On team projects applicant response suggests careful thought about the best strategies for inclusion of collaborators.	
<b>Coping and Self-Care</b>	Response to interview question gives little or no evidence that the applicant values self-care and/or does not value self-care on a consistent basis and/or the applicant displays one or more of the following behaviors: Disheveled physical appearance; poor hygiene; poor grooming; fails to value or implement healthful lifestyle. Indications of excessive use of substances.	Response to interview question gives evidence that the applicant values coping and self-care on a consistent basis. Applicant displays the following behaviors: well groomed; generally healthy lifestyle; lack of evidence of behaviors indicative of current excessive use of substances. Can provide evidence of monitoring personal emotional, physical, mental, and/or spiritual well-being.	Response to interview question suggest that in addition to the characteristics described in a rating of "3" the applicant describes an awareness of managing one's own nature and an ongoing systematized approach to coping and self-care, and/or offers evidence of engaging in healthy coping and self-care activities even in situations of extreme stress and/or can produce excellent evidence of adjusting self-care strategies for crisis situations or for developmental changes.	
<b>Openness</b>	Response to interview question gives little or no evidence that the applicant has a tolerance for ambiguity; response suggests a lack of willingness to engage in new learning experiences; response suggests a dogmatic world-view or a lack of curiosity. Alternatively, the response suggests the applicant may not temper thrill seeking behavior with good judgment.	Response to interview question suggests one or more of the following: a tolerance for ambiguity; willingness to take appropriate risks; curious; open to new experiences; intellectually interested and engaged; able to experience novel situations, assimilating or accommodating new information appropriately; uses good judgment to temper selection of intense experiences	Response to interview question suggests that in addition to the characteristics described in a rating of "3" the applicant shows aspects of ingenious or highly creative thinking or behavior patterns. The applicant's response suggests courage and a willingness to embrace opportunities to engage in new personal, cultural or professional experiences. Initiates opportunities to learn from new experiences. Rejects thrill seeking or risk for the sake of risk.	

<b>Cooperativeness</b>	Response to interview question suggests behaviors such as one or more of the following: lack of cooperation; excessive defensiveness; denigrates or belittles others; initiates power struggles with authority figures; inappropriately competitive behaviors; expression of arrogant opinions; overly aggressive; lack of willingness to accept influence; non-assertive.	Response to interview question suggests behaviors that evidence cooperation, such as working well with authority figures; avoiding inappropriate competition or power struggles; accepting influence from supervisors; a general display of helpful behaviors; collaborative; assertive with differences of opinion; reasonably non-defensive. Shows respect for opponent.	Response to interview question suggests that in addition to the characteristics described in a rating of "3" the applicant creates opportunities to compromise and collaborate; seeks to empathize and understand perspectives of opponents in conflict situations.	
<b>Cultural Sensitivity</b>	<b>The applicant response to this and/or other interview questions</b> shows one or more of the following: lack of willingness to engage in cultural experiences, a lack of cultural sensitivity, a lack of respect/intolerance for cultural differences, or behavior reflecting racist or discriminatory attitudes.	<b>The applicant response to this and/or other interview questions</b> suggests a willingness and/or a history of active engagement in cultural experiences (using a broad definition of culture); respect for cultural and lifestyle differences; appreciation for culture and cultural experiences.	<b>The applicant response to this and/or other interview questions</b> suggests that in addition to the characteristics described in a rating of "3" the applicant displays one or more of the following: a keen awareness of one's own heritage, personal bias, and/or privilege; shows evidence of understanding and adjusting for the potential impact of their cultural-based behaviors on others; teaches others or models cultural sensitivity.	
<b>Moral Reasoning</b>	Response to interview question gives evidence of behaviors such as one or more of the following: Black-and-white/dualistic thinking patterns, academic dishonesty; lack of integrity; falsehoods; engagement in illegal activities. Engagement in behaviors reflecting a lack of capacity to judge the rightness or wrongness of actions. Rationale for breaking or bending rules was for self-gain or self-aggrandizement. (Reflects Kohlberg's blind egoism.)	Response to interview question gives evidence of behaviors such as being truthful in dealings with others. Behavior conveys the ability to judge the rightness or wrongness of actions. Except in rare circumstances, upholds rules, policies, and/or laws. When rules are broken, the rationale is not for self-gain. Response reflects an understanding that following social conventions is of importance to preserve societal order. (Reflects Kohlberg's social system/social relationships perspective.)	Response to interview question suggests that in addition to the characteristics described in a rating of "3" the applicant shows highly developed moral reasoning. Applicant carefully considers the perspective of and consequences for those affected by moral choices. Applicant demonstrate a capacity to transcend dogmatic legalistic thinking when appropriate. Speaks up against questionable behaviors in others, even in situations where there may be negative consequences. Genuine and transparent. (Reflects Kohlberg's universal principle.)	
<b>Interpersonal Skills</b>	<b>The applicant response to the question and/or the applicant behavior during the interview</b> suggests one or more of the following: lack of willingness to fully engage with the external world; avoidance behavior; lack of warmth or excessive warmth; inappropriate statements or behavior; excessive shyness; rudeness and/or dominance; response and/or applicant behavior in the interview suggest lack of boundaries or rigid boundaries.	<b>The applicant response to the question and/or the applicant behavior during the interview</b> suggests ability to identify socially awkward situations and willingness to engage in socially awkward situations/non-avoidance; capacity to read social cues. Even if introverted, the applicant reports engaging with the external world. Within the interview applicant demonstrates the capacity to interact effectively with others; applicant behavior demonstrates appropriate boundary setting skills.	<b>The applicant response to the question and/or the applicant behavior during the interview</b> suggests that in addition to the characteristics described in the "3" rating, the applicant's behavior during the interview conveys professionalism, warmth, positive affect, enthusiasm, and social giftedness. Communicates a relaxed social demeanor throughout the interview.	
<b>Self-Awareness</b>	<b>The applicant response to this and/or other interview questions</b> suggests limited ability to accurately self-report goals, motives, strengths and weaknesses and/or limited capacity to predict the impact of their own behavior on others and/or on groups or organizations.	<b>The applicant response to this and/or other interview questions</b> shows the ability to accurately self report goals, motives, strengths, and weaknesses; capacity to predict the impact of their own behavior on others and/or on groups or organizations.	<b>The applicant response to this and/or other interview questions</b> suggests that in addition to the characteristics described in a rating of "3" the applicant speaks to the importance of self-improvement through growth in self-awareness/self-knowledge and/or gives detailed examples of growth in self-awareness over time.	

<b>Emotional Stability</b>	<p>The applicant response to this and/or other interview questions and/or their behavior during the interview suggests inappropriate interview responses such as (but not limited to) one or more of the following: outbursts, excessive crying, inappropriate humor, sexually inappropriate behavior, or disinterested responses. In the overall interview, the candidate is over-talkative, lethargic, or agitated (verbally or behaviorally); inauthentic efforts to manipulate the outcome of the interview. Inappropriate affect, such as excessive emotion or flat affect; evidence of substance abuse. Inaccurate conceptualization of reality. Short tempered. Superficial response.</p>	<p>The applicant response to this and/or other interview questions and/or their behavior during the interview suggests behaviors appropriate for interview settings, attentive body language, emotionally appropriate responses to peers and/or the interviewer(s); reasonably calm verbal and behavioral responses. Verbal and behavioral responses are authentic and non-manipulative. Conceptualizes relationships with others appropriately. Generally conceptualizes reality accurately. No evidence of current substance abuse.</p>	<p>The applicant response to this and/or other interview questions and/or their behavior during the interview suggests that in addition to the characteristics described in a rating of "3" the applicant displays one or more of the following: altruistic or pro-social behaviors; intentionally seeking opportunities for feedback; utilizes an array of effective behavioral management and metacognitive skills; exhibits advanced perspective taking abilities when conceptualizing reality.</p>	
	<b>TOTAL SCORE:</b>			
	<b>DISPOSITION QUOTIENT (TOTAL SCORE/9)</b>			

## PDCA—RI (Revised--Incident Report)

Student Name: \_\_\_\_\_ Date of

Filing: \_\_\_\_\_

Person Filing the Report: \_\_\_\_\_ Date of Incident:

**Instructions:** 1) Check the DISPOSITIONAL box most closely associated with the nature of the feedback you wish to offer. If desired, more than one box may be checked. 2) Write a detailed explanation of the situation leading to the filing of the form; be as specific as possible and please use behavioral terms. 3) Check the level of concern (R/Y/B/G) in the box on the far right using key below. 4) In the space provided describe the student's behavior; as it relates to the expected standard. 4) Recommend specific action in the space provided; and 5) If a group decision occurs, record the decision of the group in the space provided. Note: If this form becomes part of the student's academic file, per FERPA students may have legal access to this records.

**Green:** You consider this student **outstanding**, and would like to foster ideas about special opportunities that could be given to the student.

**Blue:** You have some concerns, but do not believe the situation warrants remediation or gatekeeping strategies. A Blue signifies that additional **faculty support or encouragement** is needed.

**Yellow:** You have some concerns and are **recommending remediation**.

**Red:** You have very strong concerns and are recommending **gatekeeping (suspension or dismissal)**, with or without remediation (but with due process).

	DESCRIPTION OF THE BEHAVIORS ASSOCIATED WITH THE DISPOSITIONAL AREA	Check one
<input type="checkbox"/>	<p><b>Conscientiousness: Meets Expectation--</b> A generally consistent pattern of behaviors such as meeting responsibilities in a timely fashion; consistent class attendance; timeliness for class; meeting commitments and obligations; following directions; timely submission of work; advance preparation; effective management of appointment/scheduling.</p> <p><b>Conscientiousness: Below Expectation--</b> A generally consistent pattern of behaviors such as: difficulty meeting responsibilities in a timely fashion; excessive class absences; tardiness; missing appointments or other obligations without prior notice; difficulty following directions; last minute work; lack of preparation; ineffective management of appointments/scheduling.</p>	<input type="checkbox"/> G <input type="checkbox"/> B <input type="checkbox"/> Y <input type="checkbox"/> R
<input type="checkbox"/>	<p><b>Coping and Self-Care: Meets Expectation--</b> Consistently displays the following behaviors: ability to articulate a consistent approach to personal wellness; well groomed; seeks health care as needed. Lack of evidence of behaviors indicative of excessive use of substances. Energetic in academic and professional commitments; displays behaviors indicative of effective time management. Not overextended.</p> <p><b>Coping and Self-Care: Below Expectation--</b> Inability to show evidence of a consistent approach to personal wellness; lack of coping and self-care strategies. Displays for extended period of time one or more of the following behaviors: Disheveled physical appearance; poor hygiene; poor grooming; short tempered; fatigued or overcommitted to an extent that academic or professional behavior is negatively impacted. Lack of time management; behaviors indicative of excessive use of substances.</p>	<input type="checkbox"/> G <input type="checkbox"/> B <input type="checkbox"/> Y <input type="checkbox"/> R
<input type="checkbox"/>	<p><b>Openness: Meets Expectation--</b> Tolerance for ambiguity; imaginative; curious; open to new experiences; intellectually interested and engaged. Able to experience novel situations, assimilating or accommodating new information appropriately; uses good judgment to temper selection of intense experiences.</p> <p><b>Openness: Below Expectation--</b> Professional and academic behavior negatively impacted by lack of tolerance for ambiguity; lack of interest in professional or academic subjects; lack of willingness to engage in new learning experience, or dogmatic world-view. Lacks curiosity about new or novel situations. Alternatively, may not temper thrill-seeking behavior with good judgment.</p>	<input type="checkbox"/> G <input type="checkbox"/> B <input type="checkbox"/> Y <input type="checkbox"/> R

<input type="checkbox"/>	<p><b>Cooperativeness: Meets Expectation</b>-- Behaviors that evidence cooperation, such as working well with authority figures; avoiding inappropriate competition or power struggles; accepting influence from supervisors and other experts; a general display of helpful behaviors; collaborative.</p> <p><b>Cooperativeness: Below Expectation</b>-- Behaviors that evidence a lack of cooperation, such as defensiveness; engaging in power struggles with authority figures; inappropriately competitive behaviors; expression of arrogant opinions; overly aggressive; overtly challenging supervisors; and/or a lack of willingness to accept influence.</p>	<input type="checkbox"/> G <input type="checkbox"/> B <input type="checkbox"/> Y <input type="checkbox"/> R
<input type="checkbox"/>	<p><b>Moral Reasoning: Meets Expectation</b>-- No evidence of manipulating; falsehoods; reliable and truthful in dealings with others. Behavior conveys the ability to judge the rightness or wrongness of actions. Except in rare circumstances, upholds rules, policies, and/or laws. Reflects Kohlberg's social system/social relationships perspective.)</p> <p><b>Moral Reasoning: Below Expectation</b>-- Evidence of dishonest behavior such as plagiarism, cheating; manipulating; lack of integrity; falsehoods; Engagement in illegal activities. Engagement in behaviors reflecting a lack of capacity to judge the rightness or wrongness of actions. Failure to respect or uphold rules, policies and/or laws. (Reflects Kohlberg's blind egoism.)</p>	<input type="checkbox"/> G <input type="checkbox"/> B <input type="checkbox"/> Y <input type="checkbox"/> R
<input type="checkbox"/>	<p><b>Interpersonal Skills: Meets Expectation</b>-- Accurately reads and appropriately responds to social cues; energetically engages in relationships and with the external world; appropriately warm in relationships; demonstrates the capacity to interact effectively with others; dresses appropriately for the context of the situation; manages conflict appropriately; speaks up/contributes ideas in academic and professional situations.</p> <p><b>Interpersonal Skills: Below Expectation</b>-- Limited capacity to accurately read and appropriately respond to social cues; lack of engagement with the external world; lack of warmth or excessive warmth. Evidence of a pattern of one or more of the following: inappropriate statements, behavior, and/or dress for context of the situation; excessive shyness, rudeness and/or dominance; lack of energy in relationships; boundary problems; difficulty managing conflict; often socially awkward; chooses not to speak up in academic or professional settings.</p>	<input type="checkbox"/> G <input type="checkbox"/> B <input type="checkbox"/> Y <input type="checkbox"/> R
<input type="checkbox"/>	<p><b>Cultural Sensitivity: Meets Expectation</b>--Behaviors that suggest tolerance for the culture and lifestyle differences of others; cultural sensitivity to the multiple possible factors that make up an individual's identity and how those influence the counseling process; comfortable with differences; aware of one's own heritage; respects differences.</p> <p><b>Cultural Sensitivity: Below Expectation</b>--Behaviors that suggest a need for growth in cultural awareness and/or sensitivity, such as a lack of awareness of diversity factors; lack of awareness of one's own cultural heritage; lack of respect for cultural differences; closed minded; intolerance for differences; adherence to a 'one size fits all' model of counseling; behavior reflecting racist or discriminatory attitudes.</p>	<input type="checkbox"/> G <input type="checkbox"/> B <input type="checkbox"/> Y <input type="checkbox"/> R
<input type="checkbox"/>	<p><b>Self-Awareness: Meets Expectation</b>--Consistently displays the following: the ability to accurately report goals, motives, strengths, and weaknesses; can (if needed) produce documentation of their efforts to respond to professional or academic weaknesses; capacity to accurately identify poor habits; demonstrated ability to predict the impact of their own behavior on others and/or on groups or organizations.</p> <p><b>Self-Awareness: Below Expectation</b>-- Displays one or more of the following: demonstrates limited ability to accurately report goals, motives, strengths and weaknesses; shows minimal effort in responding to professional or academic weaknesses; difficulty identifying poor habits; limited capacity to predict the impact of their own behavior on others and/or on groups or organizations.</p>	<input type="checkbox"/> G <input type="checkbox"/> B <input type="checkbox"/> Y <input type="checkbox"/> R
<input type="checkbox"/>	<p><b>Emotional Stability: Meets Expectation</b>--Evidence of behaviors appropriate for clinical settings, such as (but not limited to) consistently making positive contributions in academic and clinical settings, attentive body language, emotionally appropriate responses to peers, faculty, and supervisors; calm verbal and behavioral responses to frustrating situations.</p>	<input type="checkbox"/> G <input type="checkbox"/> B <input type="checkbox"/> Y



	<p><b>Emotional Stability: Below Expectation</b>--Evidence of behaviors not appropriate for clinical settings, such as (but not limited to) outbursts, excessive crying, inappropriate humor, lawless behavior, sexually inappropriate behavior, disinterested responses, over-talkative, lethargic, agitated verbal or behavioral responses to frustrating situations.</p>	<input type="checkbox"/> R
<input type="checkbox"/>	<p><b>Ethical Behavior: Meets Expectation</b>--Integration of legal, ethical, and professional behavior into day-to-day actions. Behavior conveys the ability to judge the rightness or wrongness of actions. Except in rare circumstances, upholds rules, policies, and/or laws.</p> <p><b>Ethical Behavior: Below Expectation</b>-- Evidence of one or more of the following behaviors: ethical breaches or unprofessional conduct. Engagement in behaviors reflecting a lack of capacity to judge the rightness or wrongness of actions. Failure to respect or uphold rules, policies and/or laws.</p>	<input type="checkbox"/> G <input type="checkbox"/> B <input type="checkbox"/> Y <input type="checkbox"/> R
<p><b>Description of Behavior:</b></p>		
<p><b>Recommended Response:</b></p>		
<p><b>Decision/Action:</b></p>		

**Professional Dispositions Competency Assessment—Revised (PDCA-R)**

**(Non-Admissions Form)**

Person Being Rated: \_\_\_\_\_ Rater: \_\_\_\_\_ Date Range for Observation: \_\_\_\_\_

**Directions:** Please score the individual in relation to the behaviors described in the boxes by determining the rating description that best aligns with the current behavior of the individual. Place your score (1, 3, or 5) in the space provided. A rating of 2 may be used if necessary to denote partial agreement with the description of 1 and partial agreement with the description of 3. A rating of 4 may be used if necessary to denote partial agreement with the description of 3 and partial agreement with the description of 5. (Note: The research conducted on the PDCA-R used only 1, 3, and 5 ratings.) Adjust your rating for culture if deemed appropriate.

	<b>Below Expectation</b>  <b>SCORE: 1</b>	<b>Meets Expectation</b>  <b>SCORE: 3</b>	<b>Above Expectation</b>  <b>SCORE: 5</b>	<b>SCORE</b>
<b>Conscientiousness</b>	A generally consistent pattern of behaviors such as: difficulty meeting responsibilities in a timely fashion; excessive class absences; tardiness; missing appointments or other obligations without prior notice; difficulty following directions; last minute work; lack of preparation; ineffective management of appointments/scheduling.	A generally consistent pattern of behaviors such as meeting responsibilities in a timely fashion; consistent class attendance; timeliness for class; meeting commitments and obligations; following directions; timely submission of work; advance preparation; effective management of appointment/scheduling.	A highly consistent pattern of behaviors such as meeting responsibilities in a timely fashion; consistent class attendance; timeliness for class; meeting commitments and obligations; following directions; timely submission of work; advance preparation; effective management of appointment/scheduling. Demonstration of perseverance even with unpleasant or boring tasks; outstanding self-discipline and industriousness.	
<b>Coping and Self-Care</b>	Inability to show evidence of a consistent approach to personal wellness; lack of coping and self-care strategies. Displays for extended period of time one or more of the following behaviors: Disheveled physical appearance; poor hygiene; poor grooming; short tempered; fatigued or overcommitted to an extent that academic or professional behavior is negatively impacted. Lack of time management; behaviors indicative of excessive use of substances.	Consistently displays the following behaviors: ability to articulate a consistent approach to personal wellness; well groomed; seeks health care as needed. Lack of evidence of behaviors indicative of excessive use of substances. Energetic in academic and professional commitments; displays behaviors indicative of effective time management. Not overextended.	Consistently displays the following behaviors: well groomed; professional dress and appearance; seeks health care as needed; lack of evidence of behaviors indicative of excessive use of substances; energetic in academic and professional commitments; set boundaries to consistently protect time for self-care; behaviors indicative of excellent time management. Not overextended. Models excellent self-care and coping for others.	
<b>Openness</b>	Professional and academic behavior negatively impacted by lack of tolerance for ambiguity; lack of interest in professional or academic subjects; lack of willingness to engage in new learning experience, or dogmatic world-view. Lacks curiosity about new or novel situations. Alternatively, may not temper thrill-seeking behavior with good judgment.	Tolerance for ambiguity; imaginative; curious; open to new experiences; intellectually interested and engaged. Able to experience novel situations, assimilating or accommodating new information appropriately; uses good judgment to temper selection of intense experiences.	Behaviors are highly creative and ingenious. Tolerance for ambiguity. Displays courage and embraces opportunities to engage in new cultural and professional experiences. Original solutions to problems. Initiates opportunities to learn from new experiences, while carefully considering potentially harmful repercussions.	

<b>Cooperativeness</b>	Behaviors that evidence a lack of cooperation, such as defensiveness; engaging in power struggles with authority figures; inappropriately competitive behaviors; expression of arrogant opinions; overly aggressive; overtly challenging supervisors; and/or a lack of willingness to accept influence.	Behaviors that evidence cooperation, such as working well with authority figures; avoiding inappropriate competition or power struggles; accepting influence from supervisors and other experts; a general display of helpful behaviors; collaborative.	Behaviors evidencing superior teamwork skills; consistently friendly; likeable; cooperative. Described by others as very collaborative and "easy to get along with;" highly sought after for service on teams, groups, and committees. Seeks "win-win" solutions to conflicts.
<b>Moral Reasoning</b>	Evidence of dishonest behavior such as plagiarism, cheating; manipulating; lack of integrity; falsehoods; Engagement in illegal activities. Engagement in behaviors reflecting a lack of capacity to judge the rightness or wrongness of actions. Failure to respect or uphold rules, policies and/or laws. (Reflects Kohlberg's blind egoism.)	No evidence of manipulating; falsehoods; reliable and truthful in dealings with others. Behavior conveys the ability to judge the rightness or wrongness of actions. Except in rare circumstances, upholds rules, policies, and/or laws. Reflects Kohlberg's social system/social relationships perspective.)	No evidence of questionable behaviors such as falsehoods. Reliable and truthful in dealings with others; engenders public trust. Speaks up against questionable behaviors in others. Genuine and transparent. (Reflects Kohlberg's universal principle.)
<b>Interpersonal Skills</b>	Limited capacity to accurately read and appropriately respond to social cues; lack of engagement with the external world; lack of warmth or excessive warmth. Evidence of a pattern of one or more of the following: inappropriate statements, behavior, and/or dress for context of the situation; excessive shyness, rudeness and/or dominance; lack of energy in relationships; boundary problems; difficulty managing conflict; often socially awkward; chooses not to speak up in academic or professional settings.	Accurately reads and appropriately responds to social cues; energetically engages in relationships and with the external world; appropriately warm in relationships; demonstrates the capacity to interact effectively with others; dresses appropriately for the context of the situation; manages conflict appropriately; speaks up/contributes ideas in academic and professional situations.	Behaviors convey warmth, assertiveness, expressiveness, positive affect, enthusiasm, and social giftedness. Communicates an enjoyment of being in the company of others; effectively manages difficult interpersonal situations and conflict. Relates well to others in a variety of social contexts. Makes excellent contributions in group settings.
<b>Cultural Sensitivity</b>	Behaviors that suggest a need for growth in cultural awareness and/or sensitivity, such as a lack of awareness of diversity factors; lack of awareness of one's own cultural heritage; lack of respect for cultural differences; closed minded; intolerance for differences; adherence to a 'one size fits all' model of counseling; behavior reflecting racist or discriminatory attitudes.	Behaviors that suggest tolerance for the culture and lifestyle differences of others; cultural sensitivity to the multiple possible factors that make up an individual's identity and how those influence the counseling process; comfortable with differences; aware of one's own heritage; respects differences.	Behaviors that suggest a high level of awareness and tolerance for culture and lifestyle differences; cultural sensitivity to the multiple possible factors that make up an individual's identity and how those influence the counseling process; aware of one's own heritage and engages in ongoing self-discovery; creates opportunities to learn about and appropriately engage in the cultures of others.
<b>Self-Awareness</b>	Displays one or more of the following: demonstrates limited ability to accurately report goals, motives, strengths and weaknesses; shows minimal effort in responding to professional or academic weaknesses; difficulty identifying poor habits; limited capacity to predict the impact of their own behavior on others and/or on groups or organizations.	Consistently displays the following: the ability to accurately report goals, motives, strengths, and weaknesses; can (if needed) produce documentation of their efforts to respond to professional or academic weaknesses; capacity to accurately identify poor habits; demonstrated ability to predict the impact of their own behavior on others and/or on groups or organizations.	Consistently displays the following behaviors: Seeks feedback from reliable sources on their behavior; gracefully addresses needed improvements without external prompting; identifies their impact on others and organizations and self-corrects when mistakes are made without external prompting.

Emotional Stability	Evidence of behaviors not appropriate for clinical settings, such as (but not limited to) outbursts, excessive crying, inappropriate humor, lawless behavior, sexually inappropriate behavior, disinterested responses, over-talkative, lethargic, agitated verbal or behavioral responses to frustrating situations.	Evidence of behaviors appropriate for clinical settings, such as (but not limited to) consistently making positive contributions in academic and clinical settings, attentive body language, emotionally appropriate responses to peers, faculty, and supervisors; calm verbal and behavioral responses to frustrating situations.	Evidence of behaviors appropriate for clinical settings, such as consistently making positive contributions; modeling emotionally appropriate responses; demonstrating altruistic or pro-social behaviors; intentionally seeking opportunities for improvement; demonstrating forgiveness; setting and achieving goals; calm verbal and behavioral responses to frustrating situations.	
Ethical Behavior	Evidence of one or more of the following behaviors: ethical breaches or unprofessional conduct. Engagement in behaviors reflecting a lack of capacity to judge the rightness or wrongness of actions. Failure to respect or uphold rules, policies and/or laws.	Integration of legal, ethical, and professional behavior into day-to-day actions. Behavior conveys the ability to judge the rightness or wrongness of actions. Except in rare circumstances, upholds rules, policies, and/or laws.	Integration of legal, ethical, and professional behavior into day-to-day actions. Behavior consistently conveys the ability to judge the rightness or wrongness of actions and reflects an understanding of the principles underlying laws, ethical codes, policies, and professional behavior standards. Demonstrates congruence between belief system and ethical behaviors.	
<b>TOTAL SCORE:</b>				
<b>DISPOSITION QUOTIENT (TOTAL SCORE /10)</b>				