DEPARTMENT OF COUNSELING

John Carroll University

ANNUAL REPORT

Summer 2015 – Spring 2016

TABLE OF CONTENTS

PREFACE 2
I. MISSION AND LEARNING OUTCOMES 3
II. FACULTY PROFILES 5
III. SUMMARY OF PROGRAM EVALUATION RESULTS 7
IV. SUBSEQUENT PROGRAM MODIFICATIONS 10
V. OTHER SUBSTANTIAL PROGRAM CHANGES 11
APPENDIX A CURRICULUM MAP 12
APPENDIX B ACADEMIC PROGRAM ASSESSMENT SYSTEM 18
APPENDIX C COUNSELOR SELF EFFICACY SURVEY 19
APPENDIX D COUNSELOR SELF EFFICACY SURVEY RESULTS 25
APPENDIX E COUNSELOR COMPETENCIES SCALE—REVISED (CCS-R) 30
APPENDIX F PROFESSIONAL FITNESS EVALUATION RESULTS 35
APPENDIX G COUNSELOR PREPARATION COMPREHENSIVE (CPCE) RESULTS ANALYSIS 40
APPENDIX H DEPARTMENT OF COUNSELING COURSE EVALUATION 41
APPENDIX I DEPARTMENT OF COUNSELING COURSE EVALUATION COMPARISON REPORTS 43
APPENDIX J STUDENT INTERNSHIP SITE EVALUATION 57
APPENDIX K PROGRAM EVALUATIONS 59

PREFACE

John Carroll University is a Jesuit Catholic university (one of twenty-eight in the United States), founded in 1886, and located in University Heights, Ohio. Our mission is to "inspire individuals to excel in learning, leadership, and service in the region and in the world." Throughout our 127-year history, we have dedicated ourselves to providing Jesuit education not only to enrich the lives of graduates, but also to challenge them to enrich the lives of others in order to create a more just society. These aspirations are expressed in our shared Jesuit mission of forming "men and women for others."

We form critical thinkers through a curriculum founded on Ignatian pedagogy. We support our faculty in their roles as scholar-teachers, believing that engaged researchers who invite students into their specialized areas of discovery offer an extraordinary learning experience. We ensure that every student has a faculty advisor and that classroom learning is extended through meaningful co-curricular programs.

Our success is evidenced by extraordinarily strong retention rates, high persistence rates, and enviable graduation rates. Our alumni make a difference, whether they rise to prominence or work with integrity and dedication in their careers and communities.

Operating on a semester calendar, John Carroll University is a four-year, not-for-profit university which offers both undergraduate and graduate degrees through the College of Arts and Sciences and the John M. and Mary Jo Boler School of Business.

Uniquely situated to fulfill the University's mission of creating men and women for others, the counseling programs are housed in the Department of Counseling, which is a department in the College of Arts and Sciences. This Department is the newest in the University. The counseling programs consist of the Clinical Mental Health (CMHC) and School Counseling (SC) master's degree programs, and a certificate program in Spiritual Wellness & Counseling. Both of the master's degree programs are fully accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) until October 2020. Five full-time (four tenure-track, one visiting professor) faculty members are the core faculty for the program.

The program prides itself on creating a supportive learning environment with several "value-added" features: student-faculty research projects, an award-winning chapter of the national honorary society for counseling students, a doctoral preparation seminar for students considering applying to doctoral programs, three areas of possible concentration (substance use disorders, non-profit management, spiritual wellness & counseling) and an extensive network of possible placements for internship.

Department of Counseling Vital Statistics

In the 2015/2016 academic year, the total enrollment for the two master's programs was 128: 114 in Clinical Mental Health Counseling and 14 in School Counseling. Of the students admitted

to the fall 2013 cohort, 95% completed the Clinical Mental Health Counseling program in the expected three-year time period and 100% completed the School Counseling program in the expected three-year time period. The programs had 36 graduates from summer 2015 to spring 2016: 29 in Clinical Mental Health Counseling and 7 in School Counseling. Our graduates have consistently achieved high scores and high pass rates on licensing examinations. During this academic year, the graduates of the Clinical Mental Health Program had a pass rate of 85% on the NCE examination. School Counseling graduates achieved a 100% passing rate for school counselor licensure. Our graduates also have been extremely successful in obtaining employment in positions in recognized occupations for which they were trained. For Clinical Mental Health Counseling graduates the employment rate was 100%. School Counseling graduates had an 85% employment rate.

I. MISSION AND LEARNING OUTCOMES

A. Mission Statement & Counseling Program Goals

The mission of the John Carroll University counseling program is to create professional clinical mental health and school counselors who embody the Jesuit ideal of *persons for others* and *leaders in service*. The program strives to offer a broad-based education that will prepare students to become competent and effective counselors who are also leaders and advocates. In addition, the program promotes awareness and understanding of our multicultural, pluralistic, and highly technological society. Finally, the program promotes commitment to the counseling profession through involvement in professional counseling organizations and other activities that encourage professional identity as a counselor. This mission statement was adopted by the counseling program, and approved by the Dean, in August of 2004.

The counseling program has established three program instructional goals.

1. Offer a broad-based education that will prepare students to become competent and effective professional counselors who are advocates, consultants and helpers.
2. Ensure awareness and understanding of multicultural issues, and instill mindfulness about the evolving pluralistic and technological nature of our society.
3. Promote commitment to the counseling profession through involvement in professional counseling organizations and in other activities that encourage professional identity as a counselor.

Striving for educational excellence, the department chair, faculty, and professional staff have established the following administrative goals for the counseling program.

1. Maintain CACREP and CAEP accreditation, and the State of Ohio Counselor, Social Worker and Marriage and Family Therapist Board and the Ohio Department of Education approval.
2. Encourage contributions to the counseling profession through faculty research.
3. Remain steadfast in efforts to promote diversity in the faculty as well as in the student population.

4. Evaluate all aspects of the Program on a regular basis and use the results of these evaluations to strengthen the Program.
5. Ensure the availability of field placement sites and encourage job placements for Program graduates by creating and maintaining positive relationships with local agencies, schools and school districts.

B. Student Learning Goals/Curriculum Map
(Goals, and the courses that meet those goals, are indicated.)
Counseling Program Learning Goals: **Core Sequence**
After completing this program, the student will be able to:

1. Demonstrate an understanding of the major principles of research design and program evaluation. Evaluate research reports for methodological and statistical appropriateness. (CG 509, ED 530)
2. Apply basic counseling and facilitative communication skills in individual and small group settings. (CG 500, CG 562 & CG 535, CG 591/592, CG 596/CG598)
3. Demonstrate an understanding of counseling theories, and evidence-based counseling approaches. Appropriately apply various theoretical approaches when working with clients and/or students. (CG 500, CG 561, CG 573, CG 591/592, CG 596/CG598)
4. Demonstrate understanding of the psychosocial foundations of human development, behavior and learning, and apply that knowledge when working with clients and/or students. (CG 500, CG 505, CG 591/592, CG 596/CG598)
5. Counsel and advocate for individuals from diverse social, cultural, sexual orientation and economic backgrounds with an awareness of how discrimination and societal expectations can impact healthy psychological development and the counseling process. (CG 500, CG 563, CG 591/592, CG 596/CG598)
6. Demonstrate knowledge of group process and procedures by describing and analyzing group process, and by applying basic techniques of group counseling. (CG 535, CG 591/592, CG 596/CG598)
7. Conduct a developmentally appropriate career exploration and assessment that demonstrates an understanding of career development theory and the career counseling process. (CG 531, CG 591/592, CG 596/CG598)
8. Demonstrate the ability to select and evaluate assessment instruments for possible use with clients and/or students. (ED 530, CG 591/592, CG 596/CG598)
9. Model legal and ethical understanding of the ASCA or ACA ethical standards. Demonstrate knowledge of the appropriate ethical code and of the ethical decision making process. (CG 500, CG 501)

Counseling Program Goals: **Clinical Mental Health Counseling**
After completing this program, the student will be able to:

1. Identify as a clinical mental health counselor who is knowledgeable about the history and development of the clinical mental health counseling profession, is aware of the challenges facing the profession, and is prepared to advocate for the profession. (CG 500, CG 573, CG592, CG 596)

2. Assess, evaluate, and diagnose clients using assessment instruments and the DSM-IV-TR. (CG 570, CG 571, CG 572, CG 592, CG 596)
3. Determine, based on the assessment and diagnosis, an appropriate treatment plan for clients. (CG 573, CG 574, CG 592, CG 596)
4. Implement interventions and treatment plan, and continuously assess the effectiveness of the intervention. (CG 573, CG 574, CG 592, CG 596)

Counseling Program Goals: **School Counseling**
After completing this program, the student will be able to:

1. Identify as a school counselor who is knowledgeable about the history and development of the school counseling profession, is aware of the challenges facing the profession and is prepared to advocate for the profession. (CG 501)
2. Plan a developmentally appropriate school-counseling program that supports academic, personal/social, and career development. The program should be modeled on the ASCA standards and should take into consideration the specific needs of a particular school setting. (CG 538, CG 591, CG 598)
3. Communicate, collaborate and consult with school age students, their families, school staff, and community agency representatives to promote a safe, healthy, and effective learning environment. (CG 501, CG 538, CG 591, CG 598)
4. Implement a system of ongoing program evaluation by establishing a framework for record- keeping and continuous feedback from program stakeholders. (CG 538, CG 591, CG 598)

C. Institutional Academic Learning Goals

How the Counseling Program goals map onto the Graduate Studies Learning Goals is presented in Appendix A.

II. FACULTY PROFILES

Cecile Brennan, Ph.D., PCC-S, LSC
Associate Professor
Chair, Department of Counseling and Exercise Science
cbrennan@jcu.edu

Dr. Brennan received her Ph.D. from Cleveland State University. She is a Professional Clinical Counselor with a supervisory designation, a licensed School Counselor, a National Certified Counselor, and a graduate of the Cleveland Psychoanalytic Center's Postgraduate Program in Psychoanalytic Psychotherapy (PPP). She is active as both a scholar and a practitioner. Her scholarly interests are in the fields of ethics, counselor education, the intersection of Buddhism and psychotherapy, and the impact of society and culture on mental health. As a practitioner, she concentrates on working with families and children. Dr. Brennan is a member of several professional organizations (ACA, OCA, ACES, ASERVIC) and participates at national, regional and state conferences every year.

Paula Britton, Ph.D., PCC-S
Professor
Clinical Mental Health Counseling Internship & Practicum Coordinator
pbritton@jcu.edu

Dr. Britton received a Ph.D. in Counseling Psychology and a M.A. in Counselor Education from the University of Akron. She is Professional Clinical Counselor with a supervisory designation, a psychologist, and a National Certified Counselor. Dr. Britton has extensive experience within the field and is active in consulting, clinical practice, scholarly research, and publishing. Dr. Britton is involved in many professional organizations. Her areas of professional expertise include counselor supervision, HIV/AIDS, and complementary and alternative therapies.

Nathan Gehlert, Ph.D., PC
Assistant Professor
ngehlert@jcu.edu

Dr. Gehlert received his Ph.D. from Loyola University Maryland where he was awarded the Barry K. Estadt Medal for excellence as a clinician, teacher, supervisor, and researcher. He keeps an active research agenda in the areas of couples therapy, personality theory, and spirituality. As a practitioner, Dr. Gehlert's areas of expertise include group work, relationship issues, and the emerging concept of the quarter-life crisis. He is active in national and local professional organizations, presents frequently at conferences, and currently serves as chapter advisor to John Carroll's Beta Chi chapter of Chi Sigma Iota.

Martina Moore, Ph.D. PC, LICDC-CS, CEAP, SAP
Visiting Professor
mmoore@jcu.edu

Dr. Moore received her Ph.D. in Counselor Education and Supervision from Walden University. She received her M.A. in counseling at John Carroll University. Dr. Moore completed a two-year post-graduate program at the Gestalt Institute of Cleveland in the family and couples counseling specialization. Dr. Moore is a Licensed Professional Counselor, a Licensed Independent Chemical Dependency Counselor-Clinical Supervisor, a Certified Employee Assistance Professional, and a Substance Abuse Professional. Dr. Moore owns a treatment center with six locations in Ohio. She is active in the field as a consultant, advocate, and trainer. She has been an adjunct faculty member at the Gestalt Institute of Cleveland. She is involved in various organizations, including the Association of Humanistic Counseling and the American Counseling Association. Her areas of professional expertise include addictions, couples and families, and diversity in counseling.

Nancy P. Taylor, Ph.D., PCC-S
Assistant Professor
ntaylor@jcu.edu

Dr. Taylor received the Ph.D. in Counseling Psychology from Kent State University. She is a Professional Clinical Counselor with a supervisory designation, a licensed psychologist, and a Professional School Counselor. Dr. Taylor is active in several professional organizations, including APA, ACA, OCA, and NCOCA. Her areas of professional expertise include wellness issues, chemical dependency, career counseling, spirituality, and working with children and teens. For several years she was associated with the Cleveland Heights/University Heights city schools in the areas of counseling and chemical dependency prevention. Prior to becoming a full-time faculty member, Dr. Taylor served as an Adjunct Assistant Professor in the Department of Education and Allied Studies while on the professional staff of the John Carroll University Counseling Center. Her research interests include forgiveness and the use of outcome measures in clinical training and supervision.

III. SUMMARY OF PROGRAM EVALUATION RESULTS

Assessment of students' academic growth and professional development begins during the admissions process and continues throughout the Program. The department's formative and summative evaluation process (outlined in Appendix B) utilizes the 1) Self Efficacy Survey, 2) Counselor Competencies Scale – Revised (CCS-R), 3) Professional Performance Fitness Evaluation 4) Counselor Preparation Comprehensive Examination (CPCE), 5) course evaluation, 6) site evaluation by student 7) student exit survey, 8) site supervisor program evaluation, 9) alumni survey, and 10) employer survey.

1) As part of the Counseling Program assessment plan, students are required to complete a Counselor Activity Self-Efficacy Survey (Appendix C) at four time points during the program, when enrolled in the following courses:

   CG 562 Counseling Techniques and Practice
   CG 591/592 Practicum
   CG 596A/598A Internship I
   and
   CG 596B/598B Internship II.

   This is a brief, three-part survey that asks students to rate their beliefs about their ability to perform various counselor behaviors or to deal with particular issues in counseling. This is not an evaluative survey, but is a formative assessment to allow students to reflect on their development as they progress through the program. The process of self-reflection is woven throughout the curriculum in the belief that developing professionals benefit from analyzing and reflecting on their strengths and weaknesses.

   While not an evaluative survey, the results compiled in Appendix D show that the students are developing as expected as they take their course sequence.

2) The Counselor Competencies Scale—Revised (CCS-R) is found in Appendix E. It assesses trainees' skills development and professional competencies. Additionally, the

CCS-R provides trainees with direct feedback regarding their demonstrated ability to apply counseling skills and facilitate therapeutic conditions, and their counseling dispositions (dominant qualities) and behaviors, offering the trainees practical areas for improvement to support their development as effective and ethical professional counselors.

As part of the John Carroll University Counseling Program assessment plan, instructors and licensed site representatives are asked to complete the CCS-R at five time points during each student's program, when the student is enrolled in:
CG 535 Group Procedures – filled out by instructor
CG 562 Counseling Techniques and Practice – filled out by instructor
CG 591 or 592 Practicum – filled out by licensed site representative
CG 596A or 598A Internship I– filled out by licensed site representative
and
CG 596B or 598B Internship II – filled out by licensed site representative.

The CCS-R was piloted during the 2015-2016 academic year. The chart below shows the combined averages from spring 2016. Full implementation will begin during the summer 2016 semester.

Course	Spring 2016 Average on Part 1	Spring 2016 Average on Part 2	Spring 2016 Overall Average
CG 535	3.90	4.54	4.19
CG 562	4.17	4.46	4.28
CG 591	-	-	-
CG 592	3.95	4.30	4.13
CG 596A	4.20	4.41	4.30
CG 596B	4.64	4.64	4.64
CG 598A	-	-	-
CG 598B	-	-	-

3) At the completion of the CG 591/592 Practicum, students submit three Professional Performance Fitness Evaluations completed by:
   - John Carroll University Practicum Supervisor
   - By the Student him/her self
   - Practicum Instructor

   Appendix F shows the results from the Summer 2015 through Spring 2016 terms. The results are at the "Meets criteria consistently" level as expected. These evaluations are used to provide feedback to a student regarding deficiencies or not meeting program standards prior to his or her entry into the internship experience.
4) The final examination requirement for the Master's Degree in Clinical Mental Health or School Counseling is satisfied through successful completion of the Counselor

Preparation Comprehensive Examination (CPCE). It is recommended that students take the exam before their last semester in the program. In case a student does not receive a passing grade, an additional semester before the anticipated graduation date is available for retaking the exam. The exam must be passed before a student can graduate from the program.

The Master's Comprehensive Examination, the Counselor Preparation Comprehensive Exam (CPCE), assesses the student's overall knowledge of counseling. It consists of 160 multiple-choice questions. The examination incorporates the eight core content areas with 20 questions each, covering professional orientation, research and evaluation, group work (dynamics, processing, and counseling), appraisal of the individual, the helping relationship (including theory as well as methods and techniques of counseling), human growth and development, social and cultural foundations, and life span and career development. The exam has been created by the Research and Assessment Corporation for Counseling (RACC), in conjunction with the Council for Credentialing and Education (CCE)—both affiliate corporations of the National Board for Certified Counselors (NBCC). The CPCE exam is commonly used in counseling programs throughout the country and provides students with an opportunity to synthesize their knowledge while also preparing for the licensing exams which they will need to take upon graduation.

For students admitted Spring 2016 or later, the passing score is one that is at or within 3/4 standard deviation below the current mean for the national sample of students who took the exam as an exit exam. For students admitted Fall 2015 or earlier, the passing score is one that is at or within one standard deviation below the current mean for the national sample of students who took the exam as an exit exam.

The table in Appendix G shows John Carroll University student's averages on the eight core content areas in comparison with the national averages of students who took the exam as an exit exam. All forty-five of the students who took the CPCE during the summer 2015, fall 2015, and spring 2016 terms passed.

5) The Course Evaluation (Appendix H) is distributed using the Class Climate Course Evaluation Feedback System to all students enrolled in counseling program courses. Starting spring 2016, the course evaluations were distributed entirely online. The response rate remained high.

Course Evaluation Totals and Response Rates

	Summer 2015	Fall 2015	Spring 2016
Total Enrolled	232	342	298
Total Responded	212	312	266
Response Rate	91.4%	91.2%	89.3%

Appendix I contains reports describing overall averages, comparisons of full time and part time instructors, comparisons of course types, and comparisons of course locations.

6) At the conclusion of the second semester of internship, students complete the Student Internship Site Evaluation (Appendix J.) These are reviewed by the Clinical Coordinator, kept on file for future student inquiries only, and are not viewed by site employees.

7) -10) Fall 2016 and Spring 2017 semesters were spent redesigning the department's systematic follow-up studies of graduates, site supervisors, and employers of program graduates. New Student Exit Surveys, Site Supervisor Program Evaluations, Alumni Surveys, and Employer Surveys (Appendix K) were designed. The new Student Exit Surveys and Site Supervisor Program Evaluations were distributed at the end of the spring 2016 semester to students enrolled in CG 596/598B Internship II and their site supervisors. Follow-up Alumni Surveys and Employer Surveys will be administered nine months from the conclusion of the Internship II experience. There is not enough data available at this time to be statistically significant.

IV. SUBSEQUENT PROGRAM MODIFICATIONS

Changes in Course Offerings

There has been minimal alteration of the core curriculum in the past seven years. The core faculty decided to eliminate a course in statistics from the school counseling curriculum. It was felt that the students' need for basic statistics was met by the information provided in CG 509, Research Methods for Mental Health Professionals, and ED 530, Tests & Measures. In place of this course, students were required to enroll in CG 500, Orientation to Counseling. This course provides an overview to graduate studies, to the counseling profession and to the core courses students will be required to take. Scores on the CPCE exam are showing that the removal of the statistics course has not affected passing rates.

CG 570, Psychopathology will be eliminated from the curriculum, effective Fall 2016, since much of the same material is covered in CG 572, Diagnosis. Psychopathology had been a requirement of the State of Ohio, but since the state is accepting CACREP guidelines, it is no longer a requirement. Students will be able to select from CG 514, Addiction Knowledge; CG 554, Counseling Children & Adolescents; CG 556, Families & Couples Counseling; or CG 564, Advanced Counseling Techniques.

Changes in the Comprehensive Exam

For students admitted Spring 2016 or later, the passing score on the CPCE was raised. It is one that is at or within 3/4 standard deviation below the current mean for the national sample of students who took the exam as an exit exam. For students admitted Fall 2015 or earlier, the passing score is one that is at or within one standard deviation below the current mean for the national sample of students who took the exam as an exit exam. The increase was made to allow the department to allow for more multiple choice testing of the students, if needed, while enrolled in the program, and prior to taking the NCE.

Changes in Licensure

The department applied for Licensed Independent Chemical Dependency Counselor (LICDC) licensure. If approved, sites will need LICDC-S and LPCC-S at the site to authorize and sign for clinical hours. The department hopes to offer this as a concentration starting Fall 2016.

V. OTHER SUBSTANTIAL PROGRAM CHANGES

The department submitted its required Academic Program Review Self-Study Report to the Dean's office in September 2015. A Review Team comprised of two external reviewers conducted their campus visit November 9-10, 2015. The review team submitted a report, and while generally positive, the reviewers identified four weaknesses:

1) Lack of lab space for students to practice counseling
2) Lack of an identifiable physical location of the Counseling Program
3) Declining enrollment in the School Counseling Program
4) Lack of a Counselor Education faculty with relevant and recent experience in School Counseling

The reviewers also recommended a review of the Lorain County Community College (LCCC) University Partnership program, given staffing issues and the student enrollment at LCCC.

In response to the Self-Study Report, the department submitted an Action Plan to the Provost's Office in May 2016. Two new positions, Assistant/Associate Professor of School Counseling and Coordinator of the Substance Use Disorder Concentration, were requested and approved. The search for candidates for those positions will take place during the 2016-2017 academic year. Meetings will be scheduled with the department chair, dean, and LCCC University Partnership administrator to discuss the continuation of the program. Premier space, including faculty offices in a shared space, an office with a waiting area for the chair and administrative assistant, space for graduate students, and lab space was requested. The John Carroll University Space Utilization Committee will be looking at this request during the 2016-2017 academic year and it will receive high priority.

APPENDIX A CURRICULUM MAP

Alignment of Graduate Learning Goals with Graduate Program Goals/Curriculum Map

Counseling

Graduate Level Learning Outcomes/ *Graduate Program Goals*	Demonstrate an integrative knowledge of the discipline that extends beyond that attainted at the undergraduate level	Develop habits of critical analysis that can be applied to essential questions, issues, and problems within the field	Apply creative and innovative thinking to critical issues in the field	Communicate skillfully in multiple forms of expression	Understand and promote social justice	Apply a framework for examining ethical dilemmas of a particular field of study	Employ leadership and collaborative skills
Demonstrate an understanding of the major principles of research design and program evaluation. Evaluate research reports for methodological and statistical appropriateness.	**X**	**X**	**X**				
Apply basic counseling and facilitative communication skills in individual and small group settings.				**X**			
Demonstrate an understanding of counseling theories, and evidence-based counseling approaches. Appropriately apply various theoretical approaches when working with clients and/or students.	**X**		**X**				

Demonstrate understanding of the psychosocial foundations of human development, behavior and learning, and apply that knowledge when working with clients and/or students.	**X**	**X**	**X**	**X**			
Counsel and advocate for individuals from diverse social, cultural, sexual orientation and economic backgrounds with an awareness of how discrimination and societal expectations can impact healthy psychological development and the counseling process.			**X**		**X**		
Demonstrate knowledge of group process and procedures by describing and analyzing group process, and by applying basic techniques of group counseling.		**X**	**X**	**X**			
Conduct a developmentally appropriate career exploration and assessment that demonstrates an understanding of career	**X**		**X**				

development theory and the career counseling process.							
Demonstrate the ability to select and evaluate assessment instruments for possible use with clients and/or students.		**X**					
Model legal and ethical understanding of the ASCA or ACA ethical standards. Demonstrate knowledge of the appropriate ethical code and of the ethical decision making process.						**X**	**X**
School Counseling							
Identify as a school counselor who is knowledgeable about the history and development of the school counseling profession, is aware of the challenges facing the profession and is prepared to advocate for the profession.	**X**						
Plan a developmentally appropriate school-counseling program that supports academic, personal/social, and career		**X**	**X**	**X**	**X**	**X**	**X**

development. The program should be modeled on the ASCA standards and should take into consideration the specific needs of a particular school setting.							
Communicate, collaborate and consult with school age students, their families, school staff, and community agency representatives to promote a safe, healthy, and effective learning environment.			**X**	**X**			**X**
Implement a system of on-going program evaluation by establishing a framework for record- keeping and continuous feedback from program stakeholders.		**X**		**X**			
Clinical Mental Health Counseling							
Identify as a clinical mental health counselor who is knowledgeable about the history and development of the clinical mental health counseling profession, is aware of the challenges facing the profession, and is prepared	**X**						

to advocate for the profession.							
Assess, evaluate, and diagnose clients using assessment instruments and the DSM-IV-TR.	**X**	**X**	**X**				
Determine, based on the assessment and diagnosis, an appropriate treatment plan for clients.			**X**				
Implement interventions and treatment plan, and continuously assess the effectiveness of the intervention.		**X**		**X**			

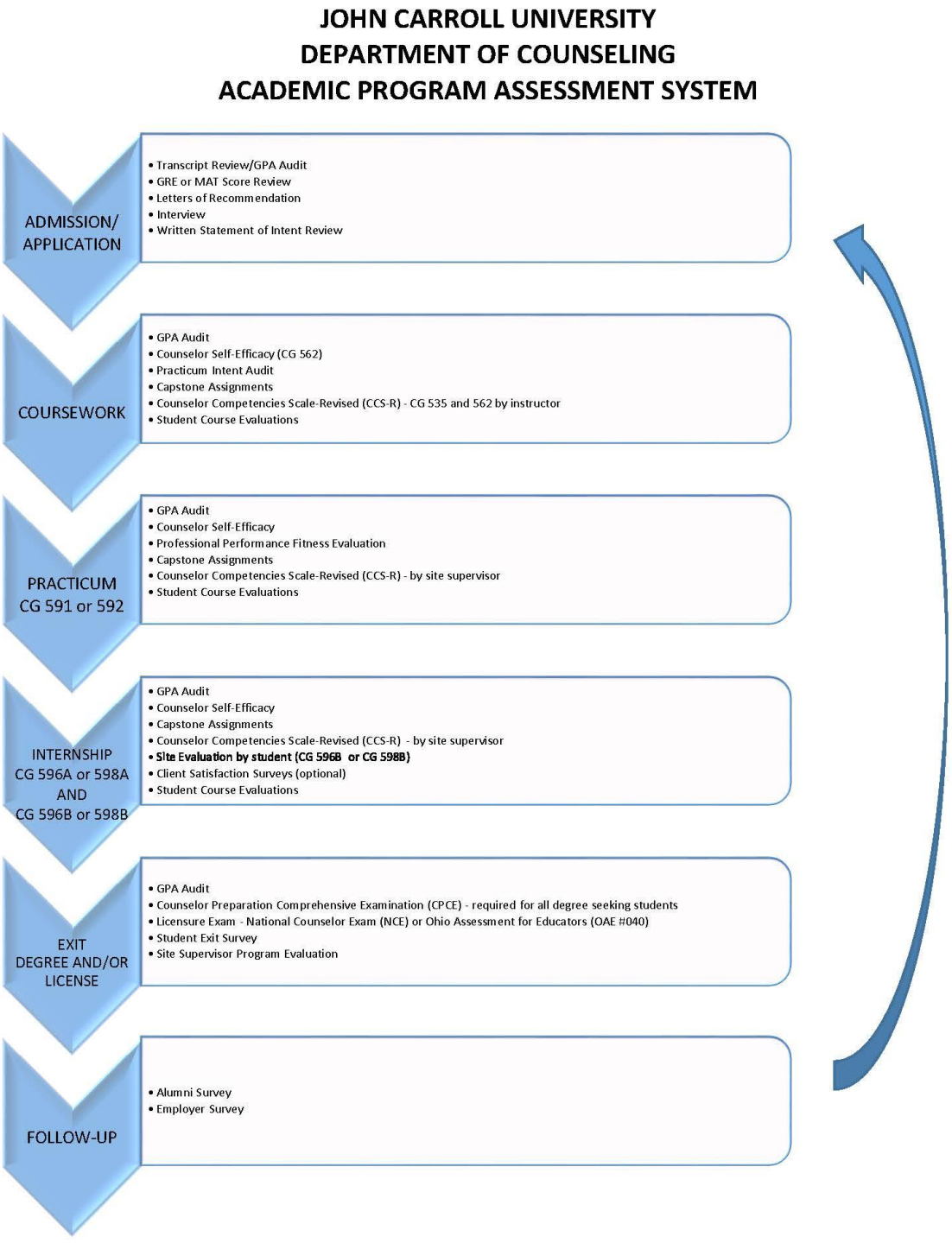
Certificate Programs

Spiritual Wellness and Counseling

Graduate Level Learning Outcomes/ *Graduate Program Goals*	Demonstrate an integrative knowledge of the discipline that extends beyond that attainted at the undergraduate level	Develop habits of critical analysis that can be applied to essential questions, issues, and problems within the field	Apply creative and innovative thinking to critical issues in the field	Communicate skillfully in multiple forms of expression	Understand and promote social justice	Apply a framework for examining ethical dilemmas of a particular field of study	Employ leadership and collaborative skills
Respond appropriately to individuals who express mental health and/or spiritual concerns;	**X**	**X**	**X**	**X**	**X**	**X**	**X**
Assist those who desire to integrate their spiritual							

perspective with their psychotherapeutic or medical treatment;	**X**						
Discern when referral to another professional is needed and how to locate an appropriate professional for the referral.	**X**	**X**	**X**				

APPENDIX B ACADEMIC PROGRAM ASSESSMENT SYSTEM



APPENDIX C COUNSELOR SELF EFFICACY SURVEY

Counselor Activity Self-Efficacy Scale

As part of the Counseling Program assessment plan, students are required to complete a Counselor Activity Self-Efficacy Survey at four timepoints during the program. This is a brief, three-part survey that will ask you to rate your beliefs about your ability to perform various counselor behaviors or to deal with particular issues in counseling.

Each part of this survey will ask you to rate your beliefs about your ability to perform various counselor behaviors and to deal with particular issues in counseling. Please provide your honest, candid responses that reflect your beliefs about your current capabilities, rather than how you would like to be seen or how you might look in the future.

This is not an evaluative survey, and **there are no right or wrong answers.** It is meant as a formative assessment to allow you to reflect on your development as you progress through the program.

The survey should be completed when enrolled in the following courses:

•CG 562

•CG 591/592

•CG 596A/598A

•CG 596B/598B

If you encounter any problems completing the survey, please contact Amy Zucca by email at azucca@jcu.edu or by phone at 216-397-1708.

* 1. Please enter your name (Last, First)

* 2. Your completed survey will be returned to you by email for your records. Please enter the email address to which you'd like your completed survey sent.

* 3. Please choose the current semester

	2016	2017	2018	2019
Spring	○	○	○	○
Summer	○	○	○	○
Fall	○	○	○	○

1

* 4. In which course are you currently enrolled?

- ◯ CG 562
- ◯ CG 591
- ◯ CG 592
- ◯ CG 596A
- ◯ CG 596B
- ◯ CG 598A
- ◯ CG 598B

5. Please select your instructor's last name

Other (please specify)

Counselor Activity Self-Efficacy Scale

Part I: Please indicate how confident you are in your ability to use each of the following helping skills effectively, over the next week, in counseling most clients. When completing these items, please use the 0-9 rating scale, with 0 being equal to no confidence and 9 being equal to complete confidence.

* 6. How confident are you that you could use these general skills effectively with most clients over the next week?

	0	1	2	3	4	5	6	7	8	9
Attending (orient yourself physically toward the client).	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯
Listening (capture and understand the messages that clients communicate).	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯
Restatements (repeat or rephrase what the client has said, in a way that is succinct, concrete, and clear).	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯

2

	0	1	2	3	4	5	6	7	8	9
Open Questions (ask questions that help clients to clarify or explore their thoughts or feelings).	○	○	○	○	○	○	○	○	○	○
Reflection of Feelings (repeat or rephrase the client's statements with an emphasis on his or her feelings).	○	○	○	○	○	○	○	○	○	○
Self-Disclosure for Exploration (reveal personal information about your history, credentials, or feelings).	○	○	○	○	○	○	○	○	○	○
Intentional Silence (use of silence to allow clients to get in touch with their thoughts or feelings).	○	○	○	○	○	○	○	○	○	○
Challenges (point out discrepancies, contradictions, defenses, or irrational beliefs of which the client is unaware or that he or she is unwilling or unable to change).	○	○	○	○	○	○	○	○	○	○
Interpretations (make statements that go beyond what the client has overtly stated and that give the client a new way of seeing his or her behavior, thoughts, or feelings).	○	○	○	○	○	○	○	○	○	○
Self-Disclosure for Insight (disclose past experiences in which you gained some personal insight).	○	○	○	○	○	○	○	○	○	○
Immediacy (disclose immediate feelings you have about the client, the therapeutic relationship, or yourself in relation to the client).	○	○	○	○	○	○	○	○	○	○

3

	0	1	2	3	4	5	6	7	8	9
Information-Giving (teach or provide the client with data, opinions, facts, resources, or answers to questions).	○	○	○	○	○	○	○	○	○	○
Direct Guidance (give the client suggestions, directives, or advice that imply actions for the client to take).	○	○	○	○	○	○	○	○	○	○
Role-Play and Behavior Rehearsal (assist the client to role-play or rehearse behaviors in-session).	○	○	○	○	○	○	○	○	○	○
Homework (develop and prescribe therapeutic assignments for clients to try out between sessions).	○	○	○	○	○	○	○	○	○	○

Part II: Please indicate how confident you are in your ability to do each of the following tasks effectively, over the next week, in counseling most clients. When completing these items, please use the 0-9 rating scale, with 0 being equal to no confidence and 9 being equal to complete confidence.

* 7. How confident are you that you could do these specific tasks effectively with most clients over the next week?

	0	1	2	3	4	5	6	7	8	9
Keep sessions "on track" and focused.	○	○	○	○	○	○	○	○	○	○
Respond with the best helping skill, depending on what your client needs at a given moment.	○	○	○	○	○	○	○	○	○	○
Help your client to explore his or her thoughts, feelings, and actions.	○	○	○	○	○	○	○	○	○	○
Help your client to talk about his or her concerns at a "deep" level.	○	○	○	○	○	○	○	○	○	○
Know what to do or say next after your client talks.	○	○	○	○	○	○	○	○	○	○
Help your client set realistic counseling goals.	○	○	○	○	○	○	○	○	○	○
Help your client to understand his or her thoughts, feelings, and actions.	○	○	○	○	○	○	○	○	○	○
Build a clear conceptualization of your client and his or her counseling issues.	○	○	○	○	○	○	○	○	○	○
Remain aware of your intentions (i.e., the purposes of your interventions) during sessions.	○	○	○	○	○	○	○	○	○	○
Help your client to decide what actions to take regarding his or her problems.	○	○	○	○	○	○	○	○	○	○

Part III: Please indicate how confident you are in your ability to work effectively, over the next week with each of the following client types, issues, or scenarios. "Work effectively" refers to your ability to develop successful treatment plans, to come up with polished in-session responses, to maintain your poise during difficult transitions, and, ultimately, to help the client resolve his or her issues. When completing these items, please use the 0-9 rating scale, with 0 being equal to no confidence and 9 being equal to complete confidence.

5

* 8. How confident are you that you could work effectively over the next week with a client who...

	0	1	2	3	4	5	6	7	8	9
Is clinically depressed.	○	○	○	○	○	○	○	○	○	○
Has been sexually abused.	○	○	○	○	○	○	○	○	○	○
Is suicidal.	○	○	○	○	○	○	○	○	○	○
Has experienced a recent traumatic life event (i.e., physical or psychological injury or abuse).	○	○	○	○	○	○	○	○	○	○
Is extremely anxious.	○	○	○	○	○	○	○	○	○	○
Shows signs of severely disturbed thinking.	○	○	○	○	○	○	○	○	○	○
You find sexually attractive.	○	○	○	○	○	○	○	○	○	○
Is dealing with issues that you personally find difficult to handle.	○	○	○	○	○	○	○	○	○	○
Has core values or beliefs that conflict with your own (i.e., regarding religion or gender roles).	○	○	○	○	○	○	○	○	○	○
Differs from you in a major way or ways (i.e., race or ethnicity).	○	○	○	○	○	○	○	○	○	○
Is not "psychologically-minded" or introspective.	○	○	○	○	○	○	○	○	○	○
Is sexually attracted to you.	○	○	○	○	○	○	○	○	○	○
You have negative reactions toward (i.e., boredom or annoyance).	○	○	○	○	○	○	○	○	○	○
Is at an impasse in therapy.	○	○	○	○	○	○	○	○	○	○
Wants more from you than you are willing to give (i.e., in terms of frequency of contacts or problem-solving prescriptions).	○	○	○	○	○	○	○	○	○	○
Demonstrates manipulative behaviors in-session.	○	○	○	○	○	○	○	○	○	○

6

APPENDIX D COUNSELOR SELF EFFICACY SURVEY RESULTS

COUNSELOR SELF EFFICACY SURVEY RESULTS FROM SUMMER 2015 - SPRING 2016

	COURSE							
	CORE	CLINICAL MENTAL HEALTH COUSELING			SCHOOL COUNSELING			
	CG 562	CG 592	CG 596A	CG 596B	CG 591	CG 598A	CG 598B	Grand Total
Total Number of Responses	43	39	37	26	8	8	11	**172**
Average of Attending (orient yourself physically toward the client).	7.28	8.10	8.43	8.58	8.25	7.88	8.55	**8.06**
Standard Deviation	1.64	0.88	0.77	0.86	0.71	1.36	0.69	**1.20**
Average of Listening (capture and understand the messages that clients communicate).	7.07	7.85	8.35	8.38	8.00	7.88	8.55	**7.90**
Standard Deviation	1.37	0.93	0.68	0.75	1.31	0.99	0.69	**1.12**
Average of Restatements (repeat or rephrase what the client has said, in a way that is succinct, concrete, and clear).	6.88	7.67	8.27	8.38	7.63	7.88	8.36	**7.76**
Standard Deviation	1.42	1.18	0.80	0.70	1.41	1.13	0.81	**1.23**
Average of Open Questions (ask questions that help clients to clarify or explore their thoughts or feelings).	6.70	7.23	7.95	7.96	7.38	7.75	8.09	**7.45**
Standard Deviation	1.44	1.49	0.94	1.11	1.41	1.16	1.04	**1.36**
Average of Reflection of Feelings (repeat or rephrase the client's statements with an emphasis on his or her feelings).	6.79	7.49	8.16	8.15	7.50	7.75	8.64	**7.65**
Standard Deviation	1.32	1.23	0.76	0.83	0.93	1.58	0.50	**1.22**
Average of Self-Disclosure for Exploration (reveal personal information about your history, credentials, or feelings).	6.16	6.28	7.30	7.50	6.88	7.88	8.00	**6.87**
Standard Deviation	1.72	1.43	1.02	1.24	1.46	1.25	1.34	**1.52**
Average of Intentional Silence (use of silence to allow clients to get in touch with their thoughts or feelings).	5.90	6.72	7.32	7.69	7.13	7.13	7.82	**6.91**
Standard Deviation	2.03	1.56	1.18	1.12	1.46	1.46	1.17	**1.65**
Average of Challenges (point out discrepancies, contradictions, defenses, or irrational beliefs of which the client is unaware or that he or she is unwilling or unable to change).	5.60	6.23	7.27	7.54	7.00	7.25	7.45	**6.66**

Standard Deviation	1.98	1.72	0.96	1.14	1.20	1.28	1.29	**1.67**
Average of Interpretations (make statements that go beyond what the client has overtly stated and that give the client a new way of seeing his or her behavior, thoughts, or feelings).	5.86	6.69	7.68	7.77	7.25	7.38	7.55	**6.97**
Standard Deviation	2.07	1.54	0.75	0.91	0.89	0.74	1.57	**1.61**
Average of Self-Disclosure for Insight (disclose past experiences in which you gained some personal insight).	6.09	6.05	6.86	7.50	7.13	8.00	7.82	**6.71**
Standard Deviation	1.97	1.57	1.31	1.30	0.99	0.93	1.54	**1.67**
Average of Immediacy (disclose immediate feelings you have about the client, the therapeutic relationship, or yourself in relation to the client).	5.72	5.97	6.94	7.27	7.00	7.25	7.45	**6.51**
Standard Deviation	1.67	1.56	1.22	1.15	1.07	1.49	1.44	**1.56**
Average of Information-Giving (teach or provide the client with data, opinions, facts, resources, or answers to questions).	5.70	7.26	8.00	7.81	7.50	7.75	8.73	**7.23**
Standard Deviation	2.24	1.31	0.86	1.02	1.07	1.49	0.47	**1.74**
Average of Direct Guidance (give the client suggestions, directives, or advice that imply actions for the client to take).	5.42	6.62	7.41	7.73	7.75	7.57	8.18	**6.85**
Standard Deviation	2.16	1.50	1.32	1.04	1.04	1.90	1.17	**1.82**
Average of Role-Play and Behavior Rehearsal (assist the client to role-play or rehearse behaviors in-session).	5.07	6.00	7.19	7.35	6.63	7.88	7.73	**6.45**
Standard Deviation	2.32	1.91	1.24	1.52	1.60	1.25	1.01	**2.00**
Average of Homework (develop and prescribe therapeutic assignments for clients to try out between sessions).	5.53	7.08	7.65	7.96	7.25	8.13	7.64	**7.04**
Standard Deviation	2.11	1.31	1.62	1.18	1.04	0.99	2.62	**1.89**
Average of Keep sessions "on track" and focused.	6.44	6.87	7.65	7.58	7.50	7.75	8.18	**7.19**
Standard Deviation	1.61	1.10	1.09	0.90	0.93	0.89	0.75	**1.30**
Average of Respond with the best helping skill, depending on what your client needs at a given moment.	6.07	6.72	7.62	7.77	7.50	8.25	8.09	**7.10**
Standard Deviation	1.75	1.23	1.11	0.76	1.07	0.89	1.14	**1.47**
Average of Help your client to explore his or her thoughts, feelings, and actions.	6.71	7.46	8.22	8.19	7.63	8.25	8.55	**7.67**

Standard Deviation	1.66	1.05	0.82	0.75	1.19	0.89	0.69	**1.29**
Average of Help your client to talk about his or her concerns at a "deep" level.	6.33	7.10	7.62	7.73	7.13	7.50	7.91	**7.19**
Standard Deviation	1.74	1.19	1.11	0.96	1.25	1.41	0.94	**1.40**
Average of Know what to do or say next after your client talks.	5.93	6.49	7.59	7.77	7.25	8.13	7.82	**6.98**
Standard Deviation	1.71	1.41	0.80	0.82	1.04	0.99	1.08	**1.47**
Average of Help your client set realistic counseling goals.	6.53	7.18	7.89	8.23	7.25	8.25	8.18	**7.44**
Standard Deviation	1.58	1.43	0.78	0.76	1.28	1.16	0.75	**1.37**
Average of Help your client to understand his or her thoughts, feelings, and actions.	6.44	6.95	7.78	8.04	7.38	8.00	8.36	**7.33**
Standard Deviation	1.75	1.26	0.85	0.87	1.30	1.07	0.67	**1.40**
Average of Build a clear conceptualization of your client and his or her counseling issues.	6.09	7.05	7.86	8.08	7.63	7.88	8.00	**7.27**
Standard Deviation	1.92	1.30	0.82	0.80	1.19	0.99	0.89	**1.50**
Average of Remain aware of your intentions (i.e., the purposes of your interventions) during sessions.	6.70	7.10	7.92	8.00	8.00	8.50	8.36	**7.50**
Standard Deviation	1.54	1.10	1.01	0.80	0.76	0.76	0.81	**1.27**
Average of Help your client to decide what actions to take regarding his or her problems.	6.09	6.69	7.65	8.12	7.25	8.25	8.27	**7.16**
Standard Deviation.	2.02	1.13	0.86	0.65	1.04	0.89	0.79	**1.51**
Average of Is clinically depressed.	5.79	6.95	7.86	8.15	6.13	6.88	7.55	**7.03**
Standard Deviation	2.30	1.19	0.82	0.83	1.64	1.73	1.13	**1.72**
Average of Has been sexually abused.	4.79	5.87	7.27	7.46	4.75	6.88	7.09	**6.22**
Standard Deviation	2.37	1.72	1.07	0.90	2.82	1.64	1.30	**2.03**

Average of Is suicidal.	4.84	5.62	6.92	7.62	5.38	6.63	7.18	**6.14**
Standard Deviation	2.56	1.82	1.40	1.13	2.50	1.77	1.08	**2.11**
Average of Has experienced a recent traumatic life event (i.e., physical or psychological injury or abuse).	5.19	6.13	7.46	7.85	5.38	7.38	7.64	**6.56**
Standard Deviation	2.24	1.76	1.17	1.05	2.62	1.51	0.92	**1.98**
Average of Is extremely anxious.	6.30	7.13	8.03	8.27	6.50	7.63	8.09	**7.34**
Standard Deviation	2.08	1.24	0.80	0.83	1.51	1.30	0.83	**1.56**
Average of Shows signs of severely disturbed thinking.	4.72	5.08	6.51	6.73	5.38	6.50	6.09	**5.70**
Standard Deviation	2.45	1.96	1.56	1.48	2.56	1.20	1.76	**2.09**
Average of You find sexually attractive.	7.33	7.18	7.54	7.65	7.38	7.71	7.44	**7.42**
Standard Deviation	1.49	1.94	1.24	1.70	1.60	1.38	1.24	**1.56**
Average of Is dealing with issues that you personally find difficult to handle.	5.88	6.49	7.57	7.46	6.50	7.50	7.36	**6.82**
Standard Deviation	1.79	1.37	1.01	1.33	1.93	1.20	0.67	**1.55**
Average of Has core values or beliefs that conflict with your own (i.e., regarding religion or gender roles).	6.58	7.38	8.11	8.00	7.25	8.00	8.36	**7.52**
Standard Deviation	2.00	1.53	0.88	1.06	1.58	1.31	0.67	**1.56**
Average of Differs from you in a major way or ways (i.e., race or ethnicity).	7.53	8.15	8.35	8.42	7.38	8.50	8.45	**8.08**
Standard Deviation	1.35	1.09	0.63	0.76	1.06	0.53	0.52	**1.05**
Average of Is not "psychologically-minded" or introspective.	5.74	6.51	7.56	7.42	6.00	7.00	7.73	**6.75**
Standard Deviation	2.13	2.16	1.68	1.45	1.89	1.41	1.29	**1.93**
Average of You have negative reactions toward (i.e., boredom or annoyance).	6.21	6.38	7.46	7.73	7.25	7.88	7.73	**6.97**

Standard Deviation	1.64	1.84	0.96	0.83	1.16	0.64	0.90	**1.51**
Average of Is at an impasse in therapy.	5.58	5.79	7.05	7.35	6.38	7.71	7.55	**6.47**
Standard Deviation	1.83	1.68	1.22	1.32	1.19	1.50	0.82	**1.69**
Average of Wants more from you than you are willing to give (i.e., in terms of frequency of contacts or problem-solving prescriptions).	5.49	6.00	7.35	7.69	6.75	7.50	7.73	**6.63**
Standard Deviation	2.05	1.78	1.11	1.09	1.49	1.07	1.19	**1.79**
Average of Demonstrates manipulative behaviors in-session.	5.07	5.72	7.00	7.42	5.75	7.00	7.64	**6.27**
Standard Deviation	2.05	1.85	1.27	1.17	2.49	1.20	0.81	**1.90**

APPENDIX E COUNSELOR COMPETENCIES SCALE—REVISED (CCS-R)

CCS-R (Counselor Competencies Scale - Revised)

General Information

* Name of student/counselor trainee.

* Your name/role.

1

CCS-R (Counselor Competencies Scale - Revised)

Confirmation

* Please confirm: You are evaluating [Q1] and your name/role is [Q2].

- ◯ This is correct.
- ◯ This is incorrect; I will return to the previous page to edit my answers.

2

CCS-R (Counselor Competencies Scale - Revised)

Part 1

Click here for detailed CCS-R rubric and scoring instructions.

* Counseling Skills & Therapeutic Conditions

	Exceeds Expectations	Meets Expectations	Near Expectations	Below Expectations	Harmful	N/A
Nonverbal skills	◯	◯	◯	◯	◯	◯
Encouragers	◯	◯	◯	◯	◯	◯
Questions	◯	◯	◯	◯	◯	◯
Reflecting: Paraphrasing	◯	◯	◯	◯	◯	◯
Reflecting: Reflection of Meaning	◯	◯	◯	◯	◯	◯
Reflecting: Summarizing	◯	◯	◯	◯	◯	◯
Advanced Reflection: Meaning	◯	◯	◯	◯	◯	◯
Confrontation	◯	◯	◯	◯	◯	◯
Goal Setting	◯	◯	◯	◯	◯	◯
Focus of Counseling	◯	◯	◯	◯	◯	◯
Facilitate Therapeutic Environment: Empathy	◯	◯	◯	◯	◯	◯
Facilitate Therapeutic Environment: Respect	◯	◯	◯	◯	◯	◯

3

CCS-R (Counselor Competencies Scale - Revised)

Part 2

Click here for detailed CCS-R rubric and scoring instructions.

* Counseling Dispositions & Behaviors

	Exceeds Expectations	Meets Expectations	Near Expectations	Below Expectations	Harmful	N/A
Professional Ethics	◯	◯	◯	◯	◯	◯
Professional Behavior	◯	◯	◯	◯	◯	◯
Professional & Personal Boundaries	◯	◯	◯	◯	◯	◯
Knowledge & Adherence to Site and Course Policies	◯	◯	◯	◯	◯	◯
Record Keeping & Task Completion	◯	◯	◯	◯	◯	◯
Multicultural Competencies	◯	◯	◯	◯	◯	◯
Emotional Stability & Self-Control	◯	◯	◯	◯	◯	◯
Motivated to Learn & Grow / Initiative	◯	◯	◯	◯	◯	◯
Openness to Feedback	◯	◯	◯	◯	◯	◯
Flexibility & Adaptability	◯	◯	◯	◯	◯	◯
Congruence & Genuineness	◯	◯	◯	◯	◯	◯

4

CCS-R (Counselor Competencies Scale - Revised)

Narrative Feedback from Course Instructor / Licensed Site Representative

Please note the counselor's or trainee's areas of strength, which you have observed:

Please note the counselor's or trainee's areas that warrant improvement, which you have observed:

Please comment on the counselor's or trainee's general performance during his or her clinical experience to this point:

* Note. If the course instructor / licensed site representative is concerned about the student/trainee's progress in demonstrating the appropriate counseling competencies, he or she should have another appropriately trained supervisor observe the student's or trainee's work with clients to provide additional feedback to the student/trainee.

5

PROFESSIONAL PERFORMANCE FITNESS EVALUATION RESULTS FROM SUMMER 2015 - SPRING 2016

			Observer			
			Instructor	JCU Supervisor	Site Supervisor	Self-Assessment	Grand Total
		Total Number of Responses	19	26	27	29	101
Therapeutic Skills and Abilities	The student demonstrates the ability to establish a therapeutic relationship.	Mean	3.00	3.00	3.00	3.00	3.00
		Standard Deviation	0.00	0.00	0.00	0.00	0.00
	Creating appropriate structure: (setting and maintaining the boundaries of the therapeutic relationship throughout the work (i.e. setting parameters for meeting time and place, maintaining time limits, etc.)	Mean	3.00	3.00	3.00	2.76	2.93
		Standard Deviation	0.00	0.00	0.00	0.44	0.26
	Understanding content: (understanding the primary elements of the client's story.)	Mean	2.95	3.00	3.00	2.97	2.98
		Standard Deviation	0.23	0.00	0.00	0.19	0.14
	Understanding context: (understanding the uniqueness of the story elements and their underlying meaning.)	Mean	2.89	3.00	3.00	2.90	2.95
		Standard Deviation	0.32	0.00	0.00	0.31	0.22
	Responding to feelings: (identifying client affect and addressing those feelings in a therapeutic manner.)	Mean	2.94	3.00	2.96	2.90	2.95
		Standard Deviation	0.24	0.00	0.19	0.31	0.22
	Congruence-genuineness: (demonstrating external behavior consistent with internal affect.)	Mean	2.95	3.00	3.00	2.90	2.96
		Standard Deviation	0.23	0.00	0.00	0.31	0.20
	Establishing and communicating empathy: (taking the perspective of the client without over-identification with client's experience.)	Mean	3.00	3.00	3.00	2.90	2.97
		Standard Deviation	0.00	0.00	0.00	0.31	0.17
	Non-verbal communication: (demonstrating effective use of head, eye, hands, feet, posture, voice, attire, etc.)	Mean	2.89	3.00	2.96	2.93	2.95
		Standard Deviation	0.32	0.00	0.20	0.26	0.22

Immediacy: (staying in the here and now)	Mean	2.84	3.00	3.00	2.72	2.89
	Standard Deviation	0.37	0.00	0.00	0.45	0.31
Timing: (responding at the optimal moment)	Mean	2.84	2.96	3.00	2.68	2.87
	Standard Deviation	0.37	0.20	0.00	0.48	0.34
Intentionally: (responding with a clear understanding of one's own therapeutic intention.)	Mean	2.89	3.00	2.96	2.79	2.91
	Standard Deviation	0.32	0.00	0.20	0.41	0.29
Self-disclosure: (skillful and carefully considered for a specific purpose.)	Mean	2.84	3.00	2.95	2.58	2.83
	Standard Deviation	0.37	0.00	0.22	0.58	0.40
The student demonstrates awareness of power differences in the therapeutic relationship and manages these differences therapeutically.	Mean	3.00	3.00	3.00	2.83	2.95
	Standard Deviation	0.00	0.00	0.00	0.47	0.26
The student collaborates with the client to establish clear therapeutic goals.	Mean	2.89	2.96	2.96	2.79	2.90
	Standard Deviation	0.32	0.20	0.20	0.41	0.30
The student facilitates movement toward the client goals.	Mean	2.89	3.00	2.96	2.83	2.92
	Standard Deviation	0.32	0.00	0.20	0.38	0.27
The student demonstrates adequate knowledge of a wide variety of theoretical bases.	Mean	2.79	3.00	2.92	2.54	2.81
	Standard Deviation	0.42	0.00	0.28	0.64	0.45
The student demonstrates the capacity to match appropriate interventions to the presenting clinical profile in a theoretically consistent manner.	Mean	2.74	3.00	3.00	2.66	2.85
	Standard Deviation	0.45	0.00	0.00	0.61	0.41
The student creates a safe clinical environment.	Mean	3.00	3.00	3.00	2.97	2.99
	Standard Deviation	0.00	0.00	0.00	0.19	0.10
The student demonstrates willingness and ability to articulate analysis and resolution of ethical dilemmas.	Mean	2.94	3.00	3.00	2.92	2.97
	Standard Deviation	0.24	0.00	0.00	0.27	0.18

	Student demonstrates focus: (establishes and maintains concentration on client goals.)	Mean	2.89	3.00	3.00	2.79	2.92
		Standard Deviation	0.32	0.00	0.00	0.41	0.27
Professional Responsibility	The student conducts self in an ethical manner to promote confidence in the counseling profession and agency.	Mean	2.95	3.00	3.00	2.97	2.98
		Standard Deviation	0.23	0.00	0.00	0.19	0.14
	The student relates to professors, colleagues, supervisors and others in a manner consistent with stated agency standards.	Mean	3.00	3.00	3.00	2.97	2.99
		Standard Deviation	0.00	0.00	0.00	0.19	0.10
	The student demonstrates sensitivity to real and ascribed differences in power between themselves and others, and does not exploit or mislead other people during or after professional relationships.	Mean	3.00	3.00	3.00	3.00	3.00
		Standard Deviation	0.00	0.00	0.00	0.00	0.00
	The student demonstrates application of legal requirements relevant to counseling training practice and agency.	Mean	3.00	3.00	3.00	2.86	2.96
		Standard Deviation	0.00	0.00	0.00	0.36	0.20
Competence	The student recognizes the boundaries of her/his particular competencies and the limitations of her/his expertise.	Mean	2.95	3.00	3.00	2.93	2.97
		Standard Deviation	0.23	0.00	0.00	0.26	0.17
	The student takes responsibility for compensating for her/his deficiencies. Openness to supervision.	Mean	3.00	3.00	2.93	2.97	2.97
		Standard Deviation	0.00	0.00	0.27	0.19	0.17
	The student takes responsibility for assuring client welfare when encountering the boundaries of her/his expertise.	Mean	3.00	3.00	3.00	2.97	2.99
		Standard Deviation	0.00	0.00	0.00	0.19	0.10
	The student provides only those services and applies only those techniques for which she/he is qualified by education, training, or experience.	Mean	3.00	3.00	3.00	2.96	2.99
		Standard Deviation	0.00	0.00	0.00	0.19	0.10
	The student demonstrates basic cognitive, affective, sensory, and motor capacities to respond therapeutically to clients.	Mean	3.00	3.00	3.00	3.00	3.00
		Standard Deviation	0.00	0.00	0.00	0.00	0.00
	The student demonstrates knowledge and respect for agency policies and procedures.	Mean	3.00	3.00	3.00	3.00	3.00

		Standard Deviation	0.00	0.00	0.00	0.00	0.00
Maturity	The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationship with supervisors, colleagues and clients.	Mean	2.95	3.00	2.96	3.00	2.98
		Standard Deviation	0.23	0.00	0.19	0.00	0.14
	The student is honest, fair, and respectful of others.	Mean	3.00	3.00	3.00	3.00	3.00
		Standard Deviation	0.00	0.00	0.00	0.00	0.00
	The student is aware of his/her own belief systems, values, needs, and limitations and the effect of these on his/her work.	Mean	2.95	3.00	3.00	3.00	2.99
		Standard Deviation	0.23	0.00	0.00	0.00	0.10
	The student demonstrates ability to receive, integrate and utilize feedback from colleagues and supervisors.	Mean	3.00	3.00	2.96	3.00	2.99
		Standard Deviation	0.00	0.00	0.20	0.00	0.10
	The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability.	Mean	2.89	2.96	2.93	2.79	2.89
		Standard Deviation	0.32	0.20	0.27	0.41	0.31
	The student follows professionally recognized problem solving process, seeking to informally solve problems first with the individual(s) with whom the problem exists.	Mean	2.89	3.00	2.96	2.97	2.96
		Standard Deviation	0.32	0.00	0.20	0.19	0.20
Integrity	The student refrains from making statements that are false, misleading or deceptive.	Mean	3.00	3.00	3.00	3.00	3.00
		Standard Deviation	0.00	0.00	0.00	0.00	0.00
	The student avoids improper and potentially harmful dual relationships.	Mean	3.00	3.00	3.00	3.00	3.00
		Standard Deviation	0.00	0.00	0.00	0.00	0.00
	The student respects the fundamental rights, dignity and worth of all people.	Mean	3.00	3.00	3.00	3.00	3.00
		Standard Deviation	0.00	0.00	0.00	0.00	0.00
	The student respects the rights of individual to privacy, confidentiality, and choices regarding self-determination and autonomy.	Mean	3.00	3.00	3.00	3.00	3.00
		Standard Deviation	0.00	0.00	0.00	0.00	0.00
	The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual	Mean	3.00	3.00	3.00	3.00	3.00

	orientation, disability, language, and socioeconomic status.	Standard Deviation	0.00	0.00	0.00	0.00	0.00

N - No opportunity to observe
1 - Does not met criteria for program level
2 - Meets criteria only minimally or inconsistently for program level
3 - Meets criteria consistently at this program level

APPENDIX G COUNSELOR PREPARATION COMPREHENSIVE (CPCE) RESULTS ANALYSIS

Comparison of Counselor Preparation Comprehensive Examination (CPCE) Results & Analysis
Summer 2015, Fall 2015 and Spring 2016
Mean values for each examination subject area are given.

	Summer 2015		Fall 2015		Spring 2016	
	National N=237 SD=16.79	JCU N=11	National N=237 SD=16.79	JCU N=12	National N=237 SD=16.79	JCU N=22
Human Growth & Development	11.62	13.73	11.62	13.33	11.62	12.23
Social & Cultural Foundations	10.3	11.36	10.3	12	10.3	10.27
Helping Relationship	11.94	12.82	11.94	13.42	11.94	12.5
Group Work	10.84	12.55	10.84	11.92	10.84	11.68
Lifestyle & Career Development	9.38	10.55	9.38	10.17	9.38	9.68
Appraisal	10.63	11.91	10.63	11.67	10.63	11.41
Research & Program Evaluation	11.04	12.64	11.04	12.83	11.04	12.45
Professional Orientation	11.38	11.73	11.38	12.83	11.38	11.32
Total	87.13	97.27	87.13	98.17	87.13	91.55

DRAFT

Class Climate	Online Course Evaluation - Department of Counseling	SCANTRON

John Carroll UNIVERSITY

Mark as shown: ☐☒☐☐☐ Please use a ball-point pen or a thin felt tip. This form will be processed automatically.
Correction: ☐■☐☒☐ Please follow the examples shown on the left hand side to help optimize the reading results.

To evaluate the teaching in this course, please respond to each of the items below with honest and carefully considered responses. This evaluation is an important and valued part of the continuing effort to improve the quality of teaching at John Carroll. Results will be sent to the instructor after final course grades have been submitted. Results will be used by the instructor to improve their teaching.

1. Instructor's Organization/Clarity								
1.1	Set out and met clear objectives announced for the course.	**Excellent**	☐	☐	☐	☐	☐	**Poor**
1.2	Displayed thorough knowledge of course material.	**Excellent**	☐	☐	☐	☐	☐	**Poor**
1.3	Explained concepts clearly.	**Excellent**	☐	☐	☐	☐	☐	**Poor**
1.4	Distinguished between more and less important topics.	**Excellent**	☐	☐	☐	☐	☐	**Poor**
2. Instructor's Ability to Engage and Challenge Students Intellectually								
2.1	Emphasized conceptual understanding and/or critical thinking.	**Excellent**	☐	☐	☐	☐	☐	**Poor**
2.2	Related course topics to one another.	**Excellent**	☐	☐	☐	☐	☐	**Poor**
2.3	Was respectful and encouraging of diverse points of view.	**Excellent**	☐	☐	☐	☐	☐	**Poor**
2.4	Highlighted connections among existing social issues, course content, and the profession.	**Excellent**	☐	☐	☐	☐	☐	**Poor**
3. Instructor's Interaction with Students								
3.1	Demonstrated concern about whether students were learning.	**Excellent**	☐	☐	☐	☐	☐	**Poor**
3.2	Responsive to student feedback about course experience.	**Excellent**	☐	☐	☐	☐	☐	**Poor**
3.3	Inspired and motivated student interest in the course content.	**Excellent**	☐	☐	☐	☐	☐	**Poor**
3.4	Available for and helpful in providing individual consultation.	**Excellent**	☐	☐	☐	☐	☐	**Poor**
4. Course Organization, Content and Evaluation								
4.1	Selected course content that was valuable and worth learning.	**Excellent**	☐	☐	☐	☐	☐	**Poor**
4.2	Organized topics and activities in a coherent fashion.	**Excellent**	☐	☐	☐	☐	☐	**Poor**
4.3	Chose assignments that solidified understanding.	**Excellent**	☐	☐	☐	☐	☐	**Poor**
4.4	Explained clearly how students would be evaluated.	**Excellent**	☐	☐	☐	☐	☐	**Poor**
4.5	Designed and used fair grading procedures.	**Excellent**	☐	☐	☐	☐	☐	**Poor**
4.6	Provided helpful feedback on assignments.	**Excellent**	☐	☐	☐	☐	☐	**Poor**
5. Field Work/Service Learning								
5.1	Field work or service learning was well integrated into course structure.	**Excellent**	☐	☐	☐	☐	☐	**Poor** ☐ NA
6. Overall Rating								
6.1	The quality of the course content.	**Excellent**	☐	☐	☐	☐	☐	**Poor**
6.2	The instructor's overall teaching.	**Excellent**	☐	☐	☐	☐	☐	**Poor**
6.3	My overall learning in this course.	**Excellent**	☐	☐	☐	☐	☐	**Poor**

F229U0P1PL0\0 02.08.2017, Page 1/2

DRAFT

DRAFT

Class Climate	Online Course Evaluation - Department of Counseling	SCANTRON

7. Pace and Difficulty

7.1	The pace at which material is covered.	**Too Slow**	☐	☐	☐	☐	☐ **Too Fast**
7.2	I found the level of difficulty in this course to be -	**Very Easy**	☐	☐	☐	☐	☐ **Very Difficult**

8. Student Information

8.1	Year in school:	☐ Freshman	☐ Sophomore	☐ Junior
		☐ Senior	☐ Grad Student	
8.2	Current overall GPA:	☐ <2.00	☐ 2.00 - 2.29	☐ 2.30 - 2.69
		☐ 2.70 - 2.99	☐ 3.00 - 3.29	☐ 3.30 - 3.69
		☐ 3.70 - 4.00		
8.3	Expected grade in this class:	☐ A	☐ B	☐ C
		☐ D	☐ F	
8.4	Hours/week spent on course work outside of class:	☐ <1	☐ 1 - 2.9	☐ 3 - 4.9
		☐ 5 - 6.9	☐ 7 - 9.9	☐ 10+

9. Comments

9.1 Please comment on strengths and weaknesses/suggestions for improvement on the individual instructor with regard to effectiveness and attitude towards students.

9.2 Please comment on the strengths and weaknesses, if any, of the textbooks, readings, and other resources. What materials were most and least valuable? Why?

9.3 Please comment on strengths and weaknesses/suggestions on assignments, exams, and in-class learning activities (difficulty, pace, length, frequency, & usefulness.)

9.4 Please comment on strengths and weaknesses/suggestions on the instructor with regard to integration of field work and/or service learning into course.

9.5 Do you have any additional comments on strengths and weaknesses/suggestions on the course over-all?

This evaluation is based on the Stanford University Course and Section Evaluations form.

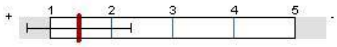
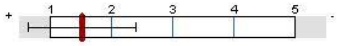
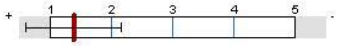
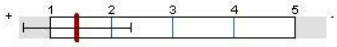
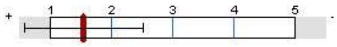
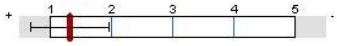
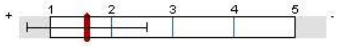
F229U0P2PL0V0 02/08/2017, Page 2/2

DRAFT

Summer 2015 - Spring 2016 Overall Averages

No. of responses = 791

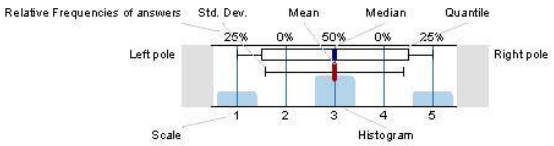
Overall indicators

Global Index		av.=1.47 dev.=0.85
1. **Instructor's Organization/Clarity**		av.=1.52 dev.=0.88
2. **Instructor's Ability to Engage and Challenge Students Intellectually**		av.=1.39 dev.=0.78
3. **Instructor's Interaction with Students**		av.=1.44 dev.=0.88
4. **Course Organization, Content and Evaluation**		av.=1.55 dev.=0.97
5. **Field Work/Service Learning**		av.=1.32 dev.=0.63
6. **Overall Rating**		av.=1.6 dev.=0.98

Survey Results

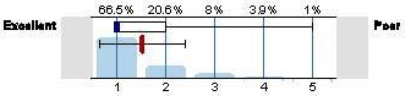
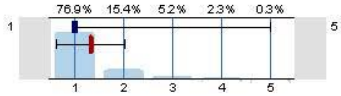
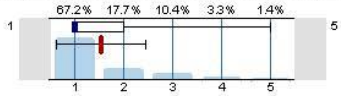
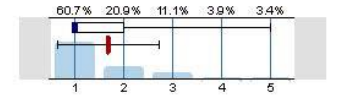
Legend

Question text



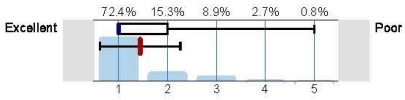
n=No. of responses
av.=Mean
md=Median
dev.=Std. Dev.
ab.=Abstention

1. Instructor's Organization/Clarity

1.1) Set out and met clear objectives announced for the course.		Excellent 66.5% 20.6% 8% 3.9% 1% Poor	n=787 av.=1.52 md=1 dev.=0.88
1.2) Displayed thorough knowledge of course material.		1 76.9% 15.4% 5.2% 2.3% 0.3% 5	n=788 av.=1.34 md=1 dev.=0.7
1.3) Explained concepts clearly.		1 67.2% 17.7% 10.4% 3.3% 1.4% 5	n=787 av.=1.54 md=1 dev.=0.91
1.4) Distinguished between more and less important topics.		60.7% 20.9% 11.1% 3.9% 3.4%	n=786 av.=1.69 md=1 dev.=1.04

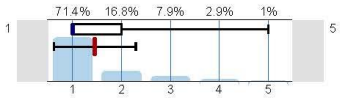
2. Instructor's Ability to Engage and Challenge Students Intellectually

2.1) Emphasized conceptual understanding and/or critical thinking.



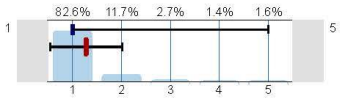
n=789
av.=1.44
md=1
dev.=0.82

2.2) Related course topics to one another.



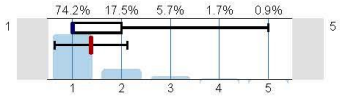
n=788
av.=1.45
md=1
dev.=0.84

2.3) Was respectful and encouraging of diverse points of view.



n=789
av.=1.28
md=1
dev.=0.73

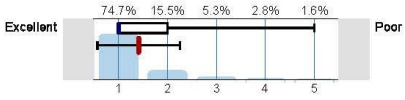
2.4) Highlighted connections among existing social issues, course content, and the profession.



n=783
av.=1.38
md=1
dev.=0.75

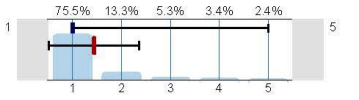
3. Instructor's Interaction with Students

3.1) Demonstrated concern about whether students were learning.



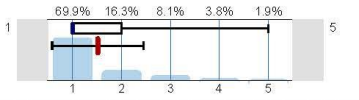
n=788
av.=1.41
md=1
dev.=0.85

3.2) Responsive to student feedback about course experience.



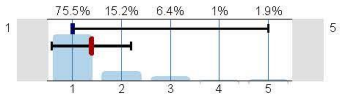
n=789
av.=1.44
md=1
dev.=0.92

3.3) Inspired and motivated student interest in the course content.



n=787
av.=1.52
md=1
dev.=0.93

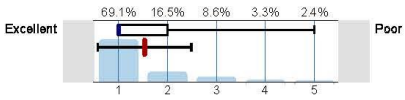
3.4) Available for and helpful in providing individual consultation.



n=787
av.=1.39
md=1
dev.=0.81

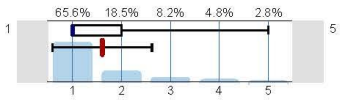
4. Course Organization, Content and Evaluation

4.1) Selected course content that was valuable and worth learning.



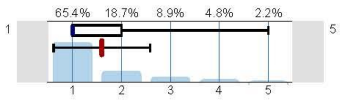
n=787
av.=1.53
md=1
dev.=0.95

4.2) Organized topics and activities in a coherent fashion.



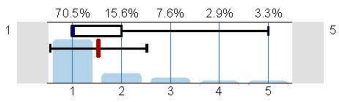
n=788
av.=1.61
md=1
dev.=1.01

4.3) Chose assignments that solidified understanding.



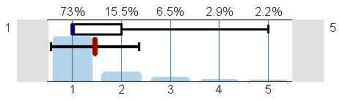
n=787
av.=1.6
md=1
dev.=0.98

4.4) Explained clearly how students would be evaluated.



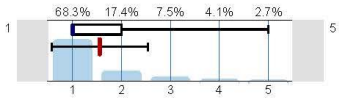
n=787
av.=1.53
md=1
dev.=0.99

4.5) Designed and used fair grading procedures.



n=788
av.=1.46
md=1
dev.=0.9

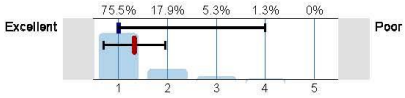
4.6) Provided helpful feedback on assignments.



n=786
av.=1.55
md=1
dev.=0.98

5. Field Work/Service Learning

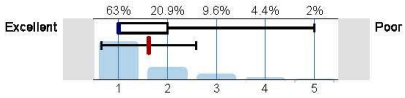
5.1) Field work or service learning was well integrated into course structure.



n=319
av.=1.32
md=1
dev.=0.63
ab.=457

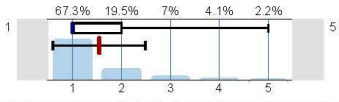
6. Overall Rating

6.1) The quality of the course content.



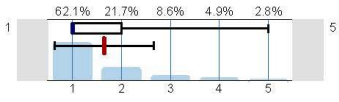
n=789
av.=1.62
md=1
dev.=0.97

6.2) The instructor's overall teaching.



n=786
av.=1.54
md=1
dev.=0.95

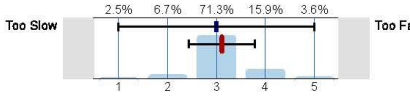
6.3) My overall learning in this course.



n=783
av.=1.65
md=1
dev.=1.01

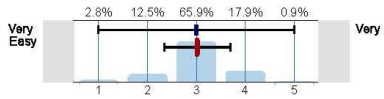
7. Pace and Difficulty

7.1) The pace at which material is covered.



n=787
av.=3.11
md=3
dev.=0.68

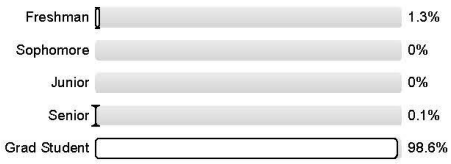
7.2) I found the level of difficulty in this course to be -



n=776
av.=3.02
md=3
dev.=0.67

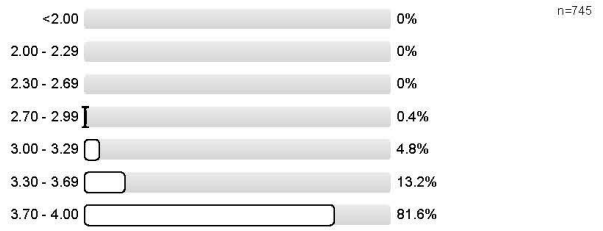
8. Student Information

8.1) Year in school:

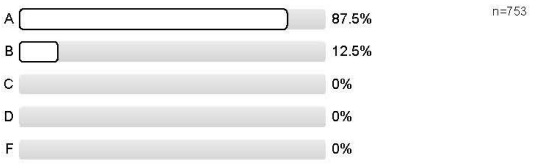


n=778

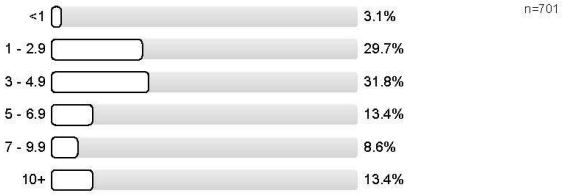
8.2) Current overall GPA:



8.3) Expected grade in this class:



8.4) Hours/week spent on course work outside of class:

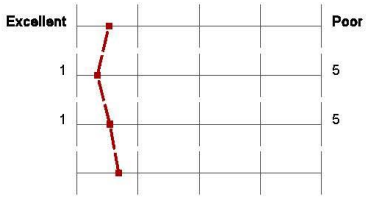


Profile

Compilation: Summer 2015 - Spring 2016 Overall Averages

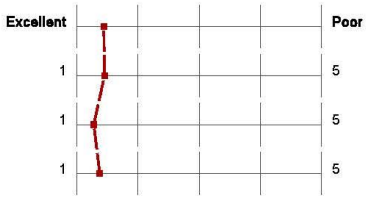
Values used in the profile line: Mean

1. Instructor's Organization/Clarity



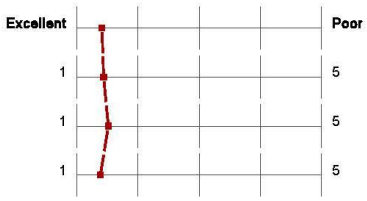
1.1)	Set out and met clear objectives announced for the course.	n=787	av.=1.52 md=1.00 dev.=0.88
1.2)	Displayed thorough knowledge of course material.	n=788	av.=1.34 md=1.00 dev.=0.70
1.3)	Explained concepts clearly.	n=787	av.=1.54 md=1.00 dev.=0.91
1.4)	Distinguished between more and less important topics.	n=786	av.=1.69 md=1.00 dev.=1.04

2. Instructor's Ability to Engage and Challenge Students Intellectually



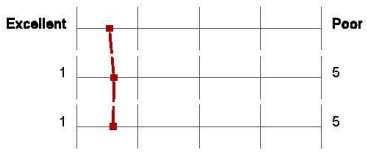
2.1)	Emphasized conceptual understanding and/or critical thinking.	n=789	av.=1.44 md=1.00 dev.=0.82
2.2)	Related course topics to one another.	n=788	av.=1.45 md=1.00 dev.=0.84
2.3)	Was respectful and encouraging of diverse points of view.	n=789	av.=1.28 md=1.00 dev.=0.73
2.4)	Highlighted connections among existing social issues, course content, and the profession.	n=783	av.=1.38 md=1.00 dev.=0.75

3. Instructor's Interaction with Students



3.1)	Demonstrated concern about whether students were learning.	n=788	av.=1.41 md=1.00 dev.=0.85
3.2)	Responsive to student feedback about course experience.	n=789	av.=1.44 md=1.00 dev.=0.92
3.3)	Inspired and motivated student interest in the course content.	n=787	av.=1.52 md=1.00 dev.=0.93
3.4)	Available for and helpful in providing individual consultation.	n=787	av.=1.39 md=1.00 dev.=0.81

4. Course Organization, Content and Evaluation



4.1)	Selected course content that was valuable and worth learning.	n=787	av.=1.53 md=1.00 dev.=0.95
4.2)	Organized topics and activities in a coherent fashion.	n=788	av.=1.61 md=1.00 dev.=1.01
4.3)	Chose assignments that solidified understanding.	n=787	av.=1.60 md=1.00 dev.=0.98

4.4)	Explained clearly how students would be evaluated.	1 — 5	n=787	av.=1.53 md=1.00 dev.=0.99
4.5)	Designed and used fair grading procedures.	1 — 5	n=788	av.=1.46 md=1.00 dev.=0.90
4.6)	Provided helpful feedback on assignments.	1 — 5	n=786	av.=1.55 md=1.00 dev.=0.98

5. Field Work/Service Learning

5.1)	Field work or service learning was well integrated into course structure.	Excellent — Poor	n=319	av.=1.32 md=1.00 dev.=0.63

6. Overall Rating

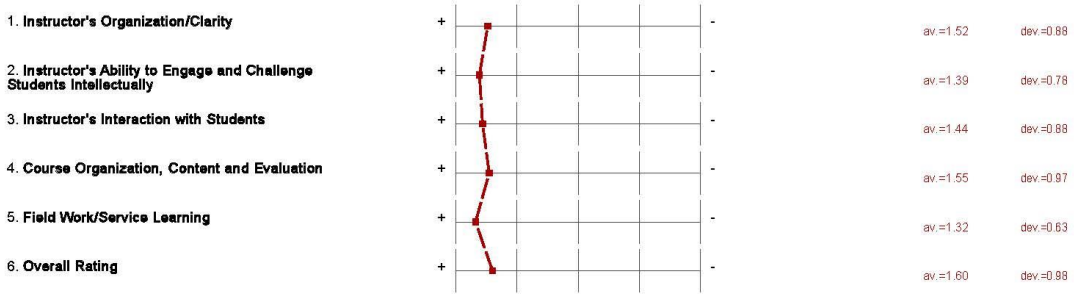
6.1)	The quality of the course content.	Excellent — Poor	n=789	av.=1.62 md=1.00 dev.=0.97
6.2)	The instructor's overall teaching.	1 — 5	n=786	av.=1.54 md=1.00 dev.=0.95
6.3)	My overall learning in this course.	1 — 5	n=783	av.=1.65 md=1.00 dev.=1.01

7. Pace and Difficulty

7.1)	The pace at which material is covered.	Too Slow — Too Fast	n=787	av.=3.11 md=3.00 dev.=0.68
7.2)	I found the level of difficulty in this course to be -	Very Easy — Very Difficult	n=776	av.=3.02 md=3.00 dev.=0.67

Profile

Compilation: Summer 2015 - Spring 2016 Overall Averages



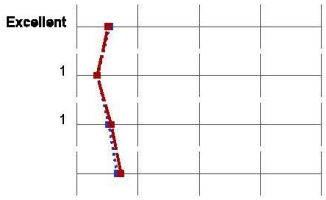
Profile

Compilation: Summer 2015-Spring 2016 Full Time Averages

Comparative line:
Compilation: Summer 2015-Spring 2016 Part Time Averages

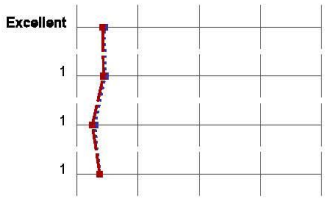
Values used in the profile line: Mean

1. Instructor's Organization/Clarity



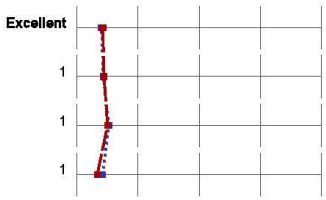
1.1)	Set out and met clear objectives announced for the course.	n=318 av.=1.51 md=1.00 dev.=0.89 n=469 av.=1.53 md=1.00 dev.=0.87
1.2)	Displayed thorough knowledge of course material.	n=319 av.=1.33 md=1.00 dev.=0.74 n=469 av.=1.34 md=1.00 dev.=0.68
1.3)	Explained concepts clearly.	n=318 av.=1.56 md=1.00 dev.=0.97 n=469 av.=1.52 md=1.00 dev.=0.86
1.4)	Distinguished between more and less important topics.	n=319 av.=1.72 md=1.00 dev.=1.14 n=467 av.=1.66 md=1.00 dev.=0.97

2. Instructor's Ability to Engage and Challenge Students Intellectually



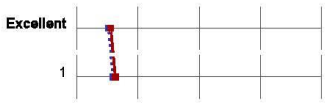
2.1)	Emphasized conceptual understanding and/or critical thinking.	n=319 av.=1.42 md=1.00 dev.=0.85 n=470 av.=1.45 md=1.00 dev.=0.81
2.2)	Related course topics to one another.	n=319 av.=1.44 md=1.00 dev.=0.84 n=469 av.=1.46 md=1.00 dev.=0.84
2.3)	Was respectful and encouraging of diverse points of view.	n=319 av.=1.25 md=1.00 dev.=0.67 n=470 av.=1.29 md=1.00 dev.=0.77
2.4)	Highlighted connections among existing social issues, course content, and the profession.	n=315 av.=1.37 md=1.00 dev.=0.77 n=468 av.=1.38 md=1.00 dev.=0.73

3. Instructor's Interaction with Students



3.1)	Demonstrated concern about whether students were learning.	n=319 av.=1.43 md=1.00 dev.=0.85 n=469 av.=1.40 md=1.00 dev.=0.84
3.2)	Responsive to student feedback about course experience.	n=319 av.=1.45 md=1.00 dev.=0.91 n=470 av.=1.43 md=1.00 dev.=0.93
3.3)	Inspired and motivated student interest in the course content.	n=318 av.=1.50 md=1.00 dev.=0.93 n=469 av.=1.52 md=1.00 dev.=0.94
3.4)	Available for and helpful in providing individual consultation.	n=319 av.=1.34 md=1.00 dev.=0.72 n=468 av.=1.42 md=1.00 dev.=0.86

4. Course Organization, Content and Evaluation



4.1)	Selected course content that was valuable and worth learning.	n=319 av.=1.55 md=1.00 dev.=1.04 n=468 av.=1.52 md=1.00 dev.=0.89
4.2)	Organized topics and activities in a coherent fashion.	n=319 av.=1.63 md=1.00 dev.=1.09 n=469 av.=1.59 md=1.00 dev.=0.96

4.3)	Chose assignments that solidified understanding.	1	5	n=319 av.=1.58 md=1.00 dev.=1.01 n=468 av.=1.60 md=1.00 dev.=0.97
4.4)	Explained clearly how students would be evaluated.	1	5	n=318 av.=1.53 md=1.00 dev.=1.03 n=469 av.=1.52 md=1.00 dev.=0.96
4.5)	Designed and used fair grading procedures.	1	5	n=319 av.=1.50 md=1.00 dev.=0.96 n=469 av.=1.43 md=1.00 dev.=0.86
4.6)	Provided helpful feedback on assignments.	1	5	n=319 av.=1.57 md=1.00 dev.=0.99 n=467 av.=1.54 md=1.00 dev.=0.98

5. Field Work/Service Learning

5.1)	Field work or service learning was well integrated into course structure.	**Excellent**	**Poor**	n=159 av.=1.28 md=1.00 dev.=0.63 n=160 av.=1.37 md=1.00 dev.=0.64

6. Overall Rating

6.1)	The quality of the course content.	**Excellent**	**Poor**	n=319 av.=1.63 md=1.00 dev.=1.04 n=470 av.=1.61 md=1.00 dev.=0.92
6.2)	The instructor's overall teaching.	1	5	n=319 av.=1.55 md=1.00 dev.=0.99 n=467 av.=1.54 md=1.00 dev.=0.92
6.3)	My overall learning in this course.	1	5	n=318 av.=1.63 md=1.00 dev.=1.06 n=465 av.=1.66 md=1.00 dev.=0.98

7. Pace and Difficulty

7.1)	The pace at which material is covered.	**Too Slow**	**Too Fast**	n=317 av.=2.97 md=3.00 dev.=0.60 n=470 av.=3.21 md=3.00 dev.=0.71
7.2)	I found the level of difficulty in this course to be -	**Very Easy**	**Very Difficult**	n=311 av.=2.97 md=3.00 dev.=0.64 n=465 av.=3.05 md=3.00 dev.=0.69

Profile

Compilation: Summer 2015-Spring 2016 CG CMHC Clinical Sequence Averages

Comparative line:
Compilation: Summer 2015-Spring 2016 CG CMHC Field Experience Sequence Averages

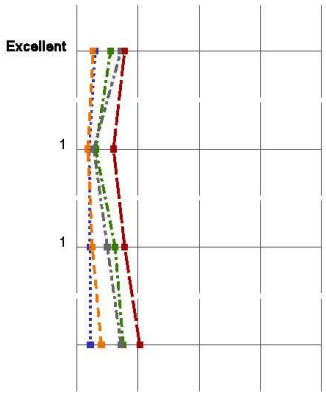
Comparative line:
Compilation: Summer 2015-Spring 2016 CG Elective Averages

Comparative line:
Compilation: Summer 2015-Spring 2016 CG Core Sequence Averages

Comparative line:
Compilation: Summer 2015-Spring 2016 CG SC Field Experience Sequence Averages

Values used in the profile line: Mean

1. Instructor's Organization/Clarity



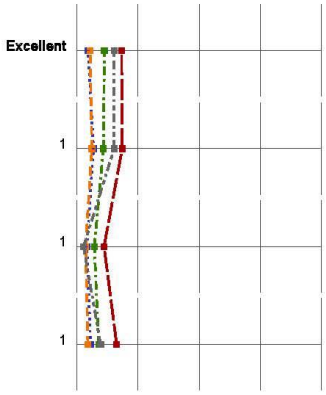
1.1) Set out and met clear objectives announced for the course.
n=174 av.=1.78 md=1.00 dev.=1.02
n=103 av.=1.30 md=1.00 dev.=0.62
n=354 av.=1.55 md=1.00 dev.=0.89
n=138 av.=1.27 md=1.00 dev.=0.66
n=18 av.=1.72 md=1.00 dev.=0.96

1.2) Displayed thorough knowledge of course material.
n=175 av.=1.60 md=1.00 dev.=0.88
n=103 av.=1.20 md=1.00 dev.=0.57
n=354 av.=1.31 md=1.00 dev.=0.64
n=138 av.=1.18 md=1.00 dev.=0.63
n=18 av.=1.28 md=1.00 dev.=0.57

1.3) Explained concepts clearly.
n=175 av.=1.78 md=1.00 dev.=1.00
n=102 av.=1.22 md=1.00 dev.=0.59
n=354 av.=1.63 md=1.00 dev.=0.97
n=138 av.=1.25 md=1.00 dev.=0.67
n=18 av.=1.50 md=1.00 dev.=0.86

1.4) Distinguished between more and less important topics.
n=174 av.=2.03 md=2.00 dev.=1.20
n=103 av.=1.22 md=1.00 dev.=0.58
n=354 av.=1.76 md=1.00 dev.=1.06
n=137 av.=1.40 md=1.00 dev.=0.83
n=18 av.=1.72 md=1.00 dev.=1.18

2. Instructor's Ability to Engage and Challenge Students Intellectually



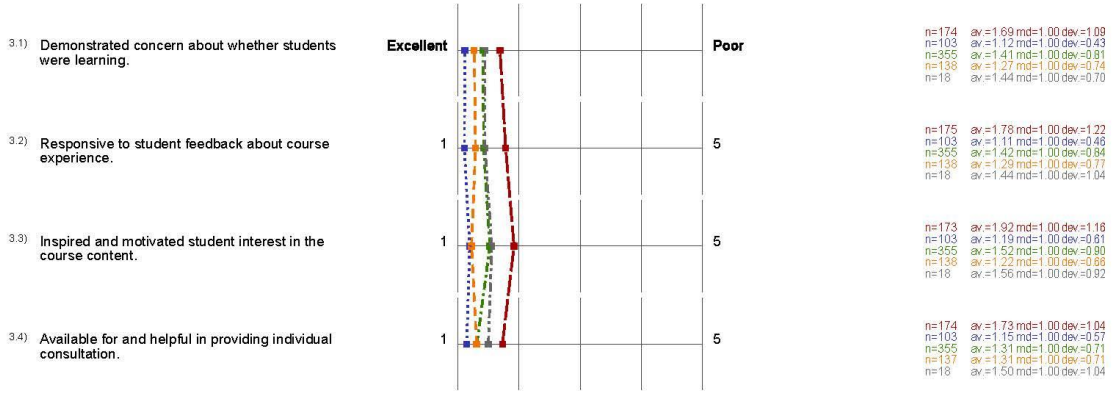
2.1) Emphasized conceptual understanding and/or critical thinking.
n=175 av.=1.73 md=1.00 dev.=0.98
n=103 av.=1.18 md=1.00 dev.=0.52
n=355 av.=1.45 md=1.00 dev.=0.81
n=138 av.=1.22 md=1.00 dev.=0.66
n=18 av.=1.61 md=1.00 dev.=0.98

2.2) Related course topics to one another.
n=175 av.=1.74 md=1.00 dev.=1.00
n=103 av.=1.27 md=1.00 dev.=0.64
n=354 av.=1.44 md=1.00 dev.=0.81
n=138 av.=1.25 md=1.00 dev.=0.69
n=18 av.=1.61 md=1.00 dev.=0.98

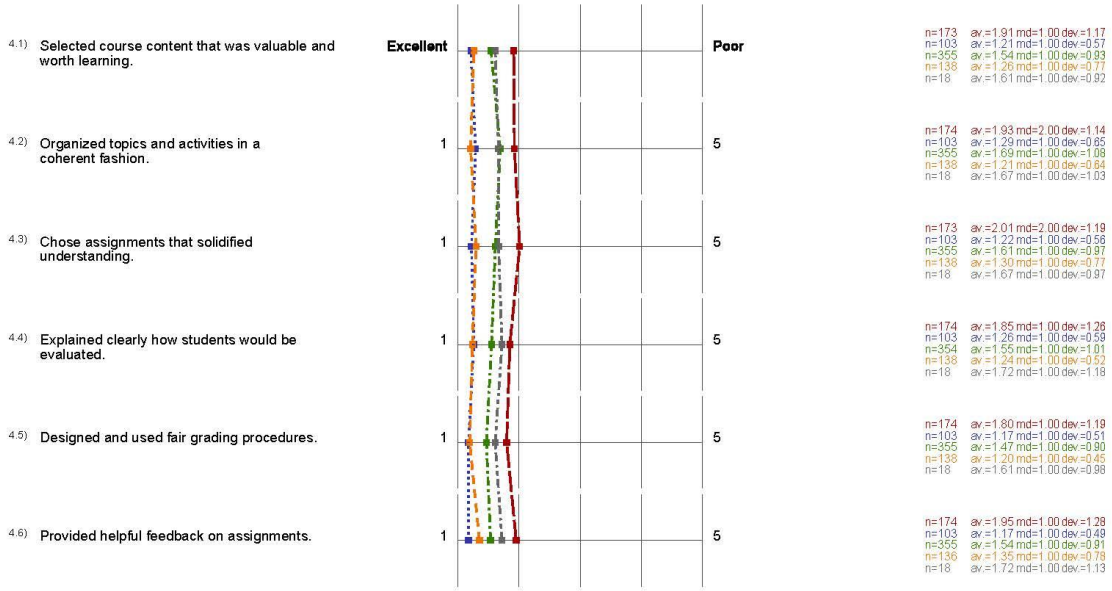
2.3) Was respectful and encouraging of diverse points of view.
n=175 av.=1.45 md=1.00 dev.=0.90
n=103 av.=1.17 md=1.00 dev.=0.53
n=355 av.=1.29 md=1.00 dev.=0.74
n=138 av.=1.14 md=1.00 dev.=0.59
n=18 av.=1.11 md=1.00 dev.=0.32

2.4) Highlighted connections among existing social issues, course content, and the profession.
n=175 av.=1.65 md=1.00 dev.=0.98
n=102 av.=1.23 md=1.00 dev.=0.52
n=350 av.=1.36 md=1.00 dev.=0.69
n=138 av.=1.18 md=1.00 dev.=0.61
n=18 av.=1.39 md=1.00 dev.=0.61

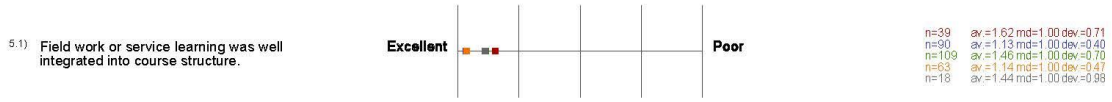
3. Instructor's Interaction with Students



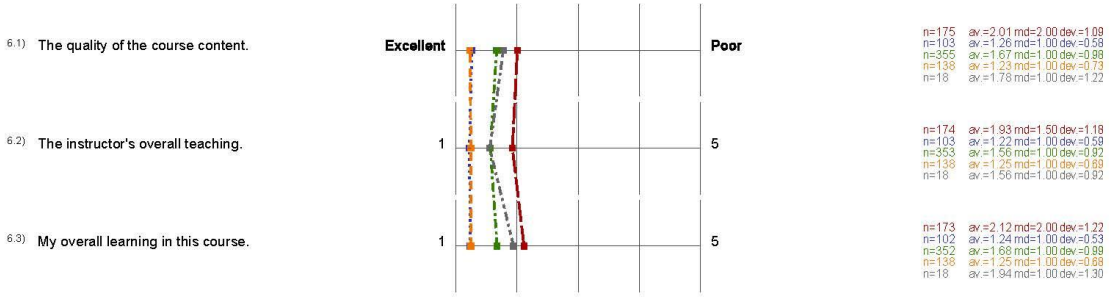
4. Course Organization, Content and Evaluation



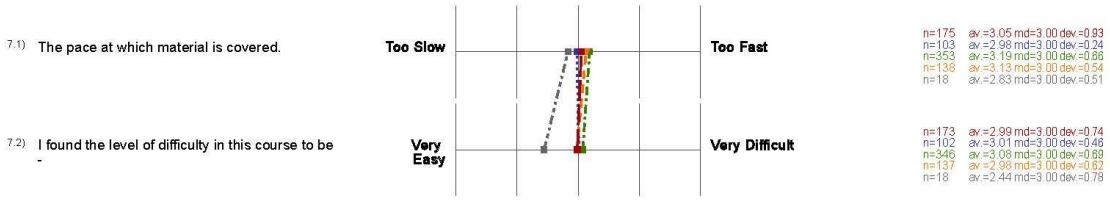
5. Field Work/Service Learning



6. Overall Rating



7. Pace and Difficulty



Profile

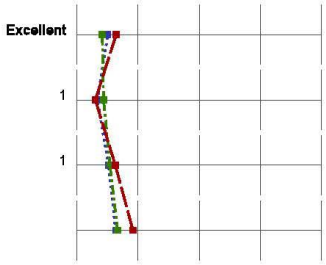
Compilation: Summer 2015-Spring 2016 LCCC Averages

Comparative line:
Compilation: Summer 2015-Spring 2016 On Campus Averages

Comparative line:
Compilation: Summer 2015-Spring 2016 Online Averages

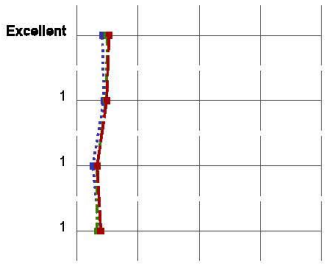
Values used in the profile line: Mean

1. Instructor's Organization/Clarity



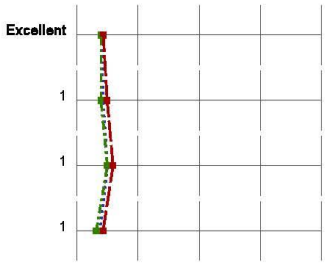
1.1)	Set out and met clear objectives announced for the course.	n=135 av.=1.64 md=1.00 dev.=0.93 n=604 av.=1.51 md=1.00 dev.=0.86 n=48 av.=1.42 md=1.00 dev.=0.92
1.2)	Displayed thorough knowledge of course material.	n=135 av.=1.30 md=1.00 dev.=0.63 n=605 av.=1.34 md=1.00 dev.=0.70 n=48 av.=1.44 md=1.00 dev.=0.97
1.3)	Explained concepts clearly.	n=135 av.=1.63 md=1.00 dev.=0.90 n=604 av.=1.52 md=1.00 dev.=0.90 n=48 av.=1.54 md=1.00 dev.=0.99
1.4)	Distinguished between more and less important topics.	n=135 av.=1.92 md=2.00 dev.=1.13 n=603 av.=1.64 md=1.00 dev.=1.02 n=48 av.=1.67 md=1.00 dev.=1.06

2. Instructor's Ability to Engage and Challenge Students Intellectually



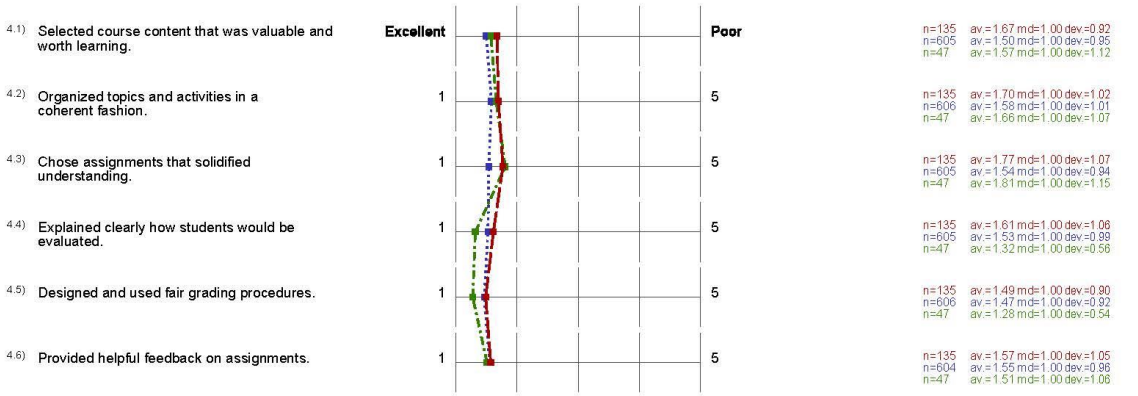
2.1)	Emphasized conceptual understanding and/or critical thinking.	n=135 av.=1.53 md=1.00 dev.=0.87 n=606 av.=1.42 md=1.00 dev.=0.79 n=48 av.=1.50 md=1.00 dev.=1.01
2.2)	Related course topics to one another.	n=135 av.=1.49 md=1.00 dev.=0.88 n=605 av.=1.44 md=1.00 dev.=0.82 n=48 av.=1.48 md=1.00 dev.=0.95
2.3)	Was respectful and encouraging of diverse points of view.	n=135 av.=1.33 md=1.00 dev.=0.82 n=606 av.=1.26 md=1.00 dev.=0.70 n=48 av.=1.33 md=1.00 dev.=0.91
2.4)	Highlighted connections among existing social issues, course content, and the profession.	n=135 av.=1.39 md=1.00 dev.=0.72 n=600 av.=1.38 md=1.00 dev.=0.74 n=48 av.=1.33 md=1.00 dev.=0.93

3. Instructor's Interaction with Students



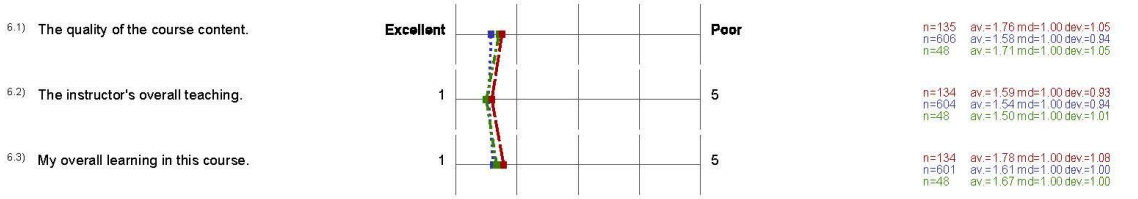
3.1)	Demonstrated concern about whether students were learning.	n=134 av.=1.43 md=1.00 dev.=0.92 n=606 av.=1.41 md=1.00 dev.=0.81 n=48 av.=1.40 md=1.00 dev.=1.05
3.2)	Responsive to student feedback about course experience.	n=135 av.=1.50 md=1.00 dev.=1.05 n=606 av.=1.43 md=1.00 dev.=0.88 n=48 av.=1.40 md=1.00 dev.=1.01
3.3)	Inspired and motivated student interest in the course content.	n=135 av.=1.59 md=1.00 dev.=0.92 n=604 av.=1.50 md=1.00 dev.=0.93 n=48 av.=1.50 md=1.00 dev.=1.03
3.4)	Available for and helpful in providing individual consultation.	n=135 av.=1.43 md=1.00 dev.=0.93 n=605 av.=1.38 md=1.00 dev.=0.78 n=47 av.=1.32 md=1.00 dev.=0.89

4. Course Organization, Content and Evaluation

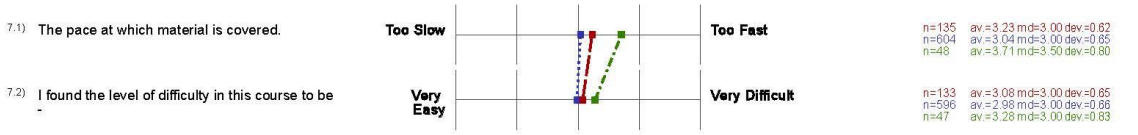


5. Field Work/Service Learning

6. Overall Rating



7. Pace and Difficulty



Student Internship Site Evaluation
John Carroll University
Clinical Mental Health Counseling Program
PAGE 1 OF 2

FOR FUTURE STUDENT INQUIRIES ONLY
WILL NOT BE VIEWED BY SITE EMPLOYEES

Name: _____ Internship Site: _____

Dates of placement: _____

Internship Site Supervisor: _____

Rate the following questions about your internship experience using the following scale:
1. Very unsatisfactory
2. Moderately unsatisfactory
3. Moderately satisfactory
4. Very satisfactory

___ Amount of on-site supervision.
___ Quality and usefulness of on-site supervision.
___ Usefulness and helpfulness of Internship Instructor.
___ Relevance of internship experience to career goals.
___ Exposure to and communication of agency goals.
___ Exposure to and communication of agency procedures.
___ Exposure to information regarding community resources.

Rate all applicable experiences which you had at your site, using the same scale:
___ Report writing.
___ Intake interviewing.
___ Administration and interpretation of tests.
___ Staff presentations/case reviews/ staff in-services.
___ Individual counseling.
___ Group counseling.
___ Family/couples counseling.
___ Psychoeducational activities.
___ Consultation.
___ Career counseling.

Present an overall rating of your internship site, using the same scale:
___ Overall evaluation of internship site.
___ Other_____

Student Internship Site Evaluation
John Carroll University
Clinical Mental Health Counseling Program
PAGE 2 OF 2

Please provide brief answers to the following questions:
1. Did your orientation session at the beginning of your placement give you an adequate overview of the placement site?

2. Were the goals of your placement adequately defined between you and your Site Supervisor?

3. Was your Site Supervisor available for regular consultation?

4. Were you able to utilize staff resources from all areas of the agency?

5. Were you given feedback regularly and consistently during your internship experience, regarding your progress?

6. Were you given appropriate responsibility? Too little responsibility? Too much responsibility?

7. Did you learn useful, marketable skills during your internship?

8. What could have been done differently to make this a better placement?

9. Would you recommend this site to another student? Why or why not?

Please return this form to the Clinical Coordinator Assistant, Amy Zucca in AD309.

John Carroll University Department of Counseling Exit Survey

Survey Introduction

Dear Graduate Student,
Congratulations on your upcoming graduation! We ask that you take a few minutes to help us evaluate JCU's performance. Please complete this evaluation form and submit your responses online. You should see a Thank You message, if your submission was successful.
Our main purpose is to better understand the degree of student satisfaction with our graduate programs and to identify areas where improvements may be necessary.
Your answers to all questions are very important and will be summarized in a report that will be shared on our website. Be assured, however, that your individual answers will never be released publicly in a form that would permit anyone to know that they are yours.
Thank you helping us to evaluate JCU's services to students. We really appreciate your completing this survey--it is your chance to tell us what we have done well and where we need to make improvements.

John Carroll University Department of Counseling Exit Survey

Demographic Information

Gender

Special Student

Citizenship Status

Ethnicity

Graduation Term

1

What is your current GPA?

John Carroll University Department of Counseling Exit Survey

Instructional Delivery and Context

Instructional Delivery and Context

	Very Satisfied	Satisfied	Dissatisfied	Dissatisfied	Don't Know
Availability of fall and spring semester courses	○	○	○	○	○
Availability of summer semester courses	○	○	○	○	○

John Carroll University Department of Counseling Exit Survey

Quality of On-Site School or Clinical Training

Please rate school or clinical field experiences provided by John Carroll University by indicating a response for each item below.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Instruction and supervision I received during my Practicum and Internships satisfactorily prepared me to effectively deliver: Individual counseling, small group work, and/or classroom guidance.	○	○	○	○	○
Instruction and supervision I received during my Practicum and Internships satisfactorily prepared me to effectively deliver: Record keeping and other paperwork.	○	○	○	○	○
My on-site internship supervisor met with me regularly and provided feedback and guidance that helped me become a more effective counselor.	○	○	○	○	○
My University practicum supervisor provided feedback and guidance that helped me become a more effective counselor.	○	○	○	○	○
My practicum/internship instructor provided feedback and guidance that helped me become a more effective counselor.	○	○	○	○	○
Overall, I am satisfied my practicum and internship experiences prepared me for working as a school or clinical mental health counselor.	○	○	○	○	○

John Carroll University Department of Counseling Exit Survey

Quality of Advising

3

Please select your academic advisor from the list.

Please rate advising provided by the faculty at John Carroll University by marking a response for each of the items below.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My advisor kept office hours and appointments.	○	○	○	○	○
My advisor returned calls promptly.	○	○	○	○	○
My advisor returned emails promptly.	○	○	○	○	○
My advisor was knowledgeable of academic policies and curricular and graduation requirements.	○	○	○	○	○
My advisor was helpful and responsive and is interested in my well-being and in my concerns.	○	○	○	○	○
Overall, I am satisfied with the assistance provided by my academic advisor.	○	○	○	○	○

John Carroll University Department of Counseling Exit Survey

Preparation for Post-Graduation

Preparation for Post-Graduation

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't Know	N/A
Preparation for doctoral program	○	○	○	○	○	○
Preparation for employment	○	○	○	○	○	○
Preparation for licensure exam	○	○	○	○	○	○

John Carroll University Department of Counseling Exit Survey

Employment

What was your employment situation while pursuing your master's degree?

Which of the following best describe(s) your current situation? (Please check all that apply.)

- ☐ I have accepted a job.
- ☐ I plan to continue in my current position.
- ☐ I am employed as a teacher and intend on remaining in that position.
- ☐ I will be going to a graduate or professional school full-time next year.
- ☐ I will be going to a graduate or professional school part-time next year and working part-time.
- ☐ I am still seeking employment.
- ☐ I am not currently seeking employment and do not plan to attend school next year.
- ☐ I don't know yet.

Other (please specify)

If you have accepted a position, will you be employed

- ○ Full-time
- ○ Part-time
- ○ Neither

If you have accepted a position please provide the full name of your employer.

If you have accepted a position please provide your job title.

If you have already accepted an employment offer, please indicate the annual salary range. If you do not have employment, select "Not Applicable."

John Carroll University Department of Counseling Exit Survey

Evaluation of the Curriculum

Core Program Objectives

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I understand the major principles of research design and program evaluations.	○	○	○	○	○
I am able to apply basic counseling and facilitative communication skills in individual and small group settings.	○	○	○	○	○
I understand counseling theories and evidence-based counseling approaches and can apply various theoretical approaches when working with clients and/or students,	○	○	○	○	○
I understand the psychosocial foundations of human development, behavior and learning, and can apply that knowledge when working with clients and/or students.	○	○	○	○	○

6

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I can counsel and advocate for individuals from diverse social, cultural, sexual orientation and economic backgrounds with an awareness of how discrimination and societal expectations can impact psychological development and the counseling process.	○	○	○	○	○
I have knowledge of group process and procedures and can apply basic techniques of group counseling.	○	○	○	○	○
I can conduct a developmentally appropriate career explorations and assessment that demonstrates an understanding of career development theory and career counseling process.	○	○	○	○	○
I have the ability to select and evaluate assessment instruments for possible use with clients and/or students,	○	○	○	○	○
I can model legal and ethical understanding of the ASCA or ACA ethical standards and have knowledge of the appropriate ethical code and the ethical decision making process,	○	○	○	○	○

John Carroll University Department of Counseling Exit Survey

Major Program

7

What degree will you obtain from the Department of Counseling at John Carroll University?

John Carroll University Department of Counseling Exit Survey

Major Program Objectives - Clinical Mental Health Counseling

Clinical Mental Health Counseling Program Objectives

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I identify as a clinical mental health counselor who is knowledgeable about the history and development of the CMHC professions and is aware of the challenges facing the profession. I am prepared to advocate for the profession	○	○	○	○	○
I can assess, evaluate and diagnose clients using assessment instruments and the DSM V.	○	○	○	○	○
I can determine, based on the assessment and diagnosis, an appropriate treatment plan for clients.	○	○	○	○	○
I can implement interventions and treatment plans and continuously assess the effectiveness of the intervention.	○	○	○	○	○

John Carroll University Department of Counseling Exit Survey

Major Program Objectives - School Counseling

School Counseling Program Objectives

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I identify as a school counselor who is knowledgeable about the history and development of the school counseling profession and I am aware of the challenges facing the profession. I am prepared to advocate for the profession.	○	○	○	○	○
I can plan a developmentally appropriate school counseling program that supports academic, personal/social, and career development. The program is modeled on the ASCA standards and takes into consideration the specific needs of my school setting.	○	○	○	○	○
I can communicate, collaborate and consult with school age students, their families, school staff, and community agency representatives to promote a safe, healthy, and effective learning environment.	○	○	○	○	○
I can implement a system of on-going program evaluation by establishing a framework for record-keeping and continuous feedback from program stakeholders.	○	○	○	○	○

John Carroll University Department of Counseling Exit Survey

Additional Comments

9

Comments that you would like to offer that may help faculty to continue to upgrade and improve preparation of professional counselors.

If you could start over again, would you still choose to enroll in this program?

Offer suggestions (if any) for additional topics to be considered in courses for the future.

State concerns (if any.)

Did you choose to come to JCU's counseling programs due to any of the following concentrations ? (Please check all that apply.)

- [ ] Substance Use Disorders Concentration
- [ ] Nonprofit Management Concentration
- [ ] Spiritual Wellness and Counseling Concentration

John Carroll University Department of Counseling Exit Survey

Contact Information

10

We would like to stay in touch with you. What is your current contact information (optional.)

Name	
Address	
Address 2	
City/Town	
State/Province	-- select state --
ZIP/Postal Code	
Country	
Email Address	
Phone Number	

11

John Carroll University Clinical Mental Health Counseling Program - Employer/Supervisor Evaluation

Dear Site Supervisor/Employer of a JCU Clinical Mental Health Counseling Program Student/Graduate,
The purpose of this survey is to determine your perception of the Clinical Mental Health Counseling Program at John Carroll University based on a current/past intern or employee. Please answer each question honestly. This feedback is very useful to us.

Please indicate your status (more than one may apply):

- ☐ Current/past employer of a JCU Graduate(s)
- ☐ Current/past intern site supervisor of a JCU Student(s)

Name of Agency/Business Site

Based upon your experience, indicate to what extent the counseling program prepared students to perform each activity using the following scale:

	Always	Mostly	Sometimes	Never	Don't know/Not Applicable
Intake Interviewing	○	○	○	○	○
Individual Counseling	○	○	○	○	○
Group Counseling	○	○	○	○	○
Career/Lifestyle Counseling	○	○	○	○	○
Professional/Ethical Behavior	○	○	○	○	○
Diagnostic/Appraisal	○	○	○	○	○
Clinical Notes/Report Writing	○	○	○	○	○
Conference/Case Presentations	○	○	○	○	○
Diversity/Cultural Competence	○	○	○	○	○
Knowledge Base in the Field	○	○	○	○	○

Other (please specify)

1

How would you rate JCU's Clinical Mental Health Counseling Program in comparison to similar programs?

Significantly Superior - 1	2	3	4	Significantly Inferior - 5
○	○	○	○	○

What do you see as the strengths of the JCU Clinical Mental Health Counseling Program?

What training components need to be strengthened that will make our graduates better?

Please add any further comments you wish to make about your experiences with students/graduates of the Clinical Mental Health Counseling Program at JCU, its strengths and weaknesses. Please offer any suggestions you may have.

2

John Carroll University School Counseling Program - Employer/Supervisor Evaluation

Dear Site Supervisor/Employer of a JCU School Counseling Program Student/Graduate,
The purpose of this survey is to determine your perception of the School Counseling Program at John Carroll University based on a current/past intern or employee. Please answer each question honestly. This feedback is very useful to us.

Please indicate your status (more than one may apply):

- [ ] Current/past employer of a JCU Graduate(s)
- [ ] Current/past intern site supervisor of a JCU Student(s)

Name of School/Site

Based upon your experience, indicate to what extent the counseling program prepared students to perform each activity using the following scale:

	Always	Mostly	Sometimes	Never	Don't know/Not Applicable
Individual Counseling	○	○	○	○	○
Group Counseling	○	○	○	○	○
Career/Lifestyle Counseling	○	○	○	○	○
Professional/Ethical Behavior	○	○	○	○	○
Group activities in the classroom	○	○	○	○	○
Consultation Services	○	○	○	○	○
Conference/Case Presentations with parents and Staff	○	○	○	○	○
Diversity/Cultural Competence	○	○	○	○	○
Knowledge Base in the Field	○	○	○	○	○

Other (please specify)

1

How would you rate JCU's School Counseling Program in comparison to similar programs?

Significantly Superior - 1	2	3	4	Significantly Inferior - 5
○	○	○	○	○

What do you see as the strengths of the JCU School Counseling Program?

What training components need to be strengthened that will make our graduates better?

Please add any further comments you wish to make about your experiences with students/graduates of the School Counseling Program at JCU, its strengths and weaknesses. Please offer any suggestions you may have.

2

John Carroll University Department of Counseling Alumni Survey

Survey Introduction

Dear Graduate of JCU's counseling programs,

Congratulations and thank you for completing your masters at John Carroll University your upcoming graduation! Now that you are no longer our student, we ask that you take a few minutes to help us evaluate JCU's performance and provide us an update on what you are doing. Please complete this evaluation form and submit your responses online. You should see a Thank You message, if your submission was successful.

Our main purpose is to better understand the degree of satisfaction with our graduate programs and to identify areas where improvements may be necessary.

Your answers to all questions are very important and will be summarized in a report that will be shared on our website. Be assured, however, that your individual answers will never be released publicly in a form that would permit anyone to know that they are yours.

Thank you for helping us to evaluate JCU's services to students. We really appreciate your completing this survey--it is your chance to tell us what we have done well and where we need to make improvements.

1

John Carroll University Department of Counseling Alumni Survey

Demographic Information

1. Gender

2. Special Student

3. Citizenship Status

4. Ethnicity

5. What degree did you obtain from the Department of Counseling at John Carroll University?

6. Graduation Term

7. What was your final GPA?

2

John Carroll University Department of Counseling Alumni Survey

Preparation for Post-Graduation

8. Preparation for Post-Graduation

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't Know	N/A
Preparation for doctoral program (if pursuing doctoral program)	○	○	○	○	○	○
Preparation for employment	○	○	○	○	○	○
Preparation for licensure exam	○	○	○	○	○	○

3

John Carroll University Department of Counseling Alumni Survey

Employment

9. Which of the following best describes your current situation? (Please check all that apply.)

- [ ] I am in a full-time position in the counseling field
- [ ] I have accepted a new position in a counseling field
- [ ] I am still seeking a full time position in a counseling field
- [ ] I was already employed as a student and have continued that employment
- [ ] I was already employed as a student and received an increase in salary
- [ ] I was already employed as a student and received a promotion
- [ ] I am not seeking employment at this time
- [ ] I am going to a graduate or professional school full-time
- [ ] I am going to a graduate or professional school part-time next year and working part-time

Other (please specify)

10. If you are going to a graduate or professional school, what graduate or professional school/program are you enrolled in?

11. If you are working, are you employed:

- ◯ Full-time
- ◯ Part-time
- ◯ Neither

12. If you are working, please provide the full name and address of your employer.

13. If you are working, please provide your job title.

4

14. If you are working, please provide the name and email address of your supervisor.

Supervisor's Name:

Supervisor's Email:

15. Would you be ok with us emailing your supervisor/employer to provide us with their evaluation of our program (a CACREP requirement)?

- ◯ Yes
- ◯ No

16. Please indicate your annual salary range. If you do not have employment, select "Not Applicable."

5

John Carroll University Department of Counseling Alumni Survey

Additional Comments

17. Comments that you would like to offer that may help faculty to continue to upgrade and improve preparation of professional counselors.

18. If you could start over again, would you still choose to enroll in this program?

19. As you interact with other professionals from other programs , how would you rate John Carroll's counseling program in comparison to other programs?

1 - Significantly Inferior | About the Same | 5 - Significantly Superior

20. What do you see as the strengths of the JCU counseling programs?

21. How could our programs be improved?

22. Please add any further comments you wish to make about your experiences in the Counseling programs at JCU, its strengths and weaknesses. Please offer any suggestions you may have.

6

John Carroll University Department of Counseling Alumni Survey

Contact Information

23. We would like to stay in touch with you. What is your current contact information (optional.)

Name	
Address	
Address 2	
City/Town	
State/Province	-- select state --
ZIP/Postal Code	
Country	
Email Address	
Phone Number	

7