



**Master's Program in  
Professional Clinical Counseling  
2022-2023 Annual Report**

Summer 2022

Fall 2022

Spring 2023

The following report is written in accordance with the [2016 CACREP Standard 4.D](#): *“Counselor education program faculty disseminate an annual report that includes, by program level, (1) a summary of the program evaluation results, (2) subsequent program modifications, and (3) any other substantial program changes. The report is published on the program website in an easily accessible location, and students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors) are notified that the report is available.”*

## Section 1: Summary of the Program Evaluation Results

***PROGRAM OBJECTIVE #1: The program will create and structure learning opportunities so that students can demonstrate foundational knowledge in the field of counseling and be prepared to take the examination for licensure as a mental health counselor.***

This objective is assessed by using: 1) Key Performance Indicator (KPI) data related to student knowledge; 2) Licensure Pass Rates; and 3) Pass rate of courses related to the courses required for the National Counselor Exam (NCE).

1) Key Performance Indicator (KPI) Data. La Salle's PCC Program KPIs are found on the program [website](#). The first eight KPIs represent the foundational knowledge and skills of all counselor education program graduates: Professional Orientation and Ethical Practice; Social and Cultural Diversity; Human Growth and Development; Career Development; Counseling and Helping Relationships; Group Counseling and Group Work; Assessment and Testing; and Research and Program Evaluation. The ninth KPI represents the knowledge and skills of clinical mental health counseling (the program's focus is on diagnosis). Each KPI is assessed in multiple ways across multiple time points through: in-class assignments, the written comprehensive exam\*, the oral comprehensive exam, and surveys of graduating students and alumni. These data are compiled to examine whether we met our program benchmark of at least 80% of students being rated as proficient or higher in these knowledge domains.

KPI (Knowledge)	Student Performance Meets or Exceeds Expectations (Proficient or Higher) in at Least 1 Assessment for Each KPI
KPI 1.1	Yes
KPI 2.1	Yes
KPI 3.1	Yes
KPI 4.1	Yes
KPI 5.1	Yes
KPI 6.1	Yes
KPI 7.1	Yes
KPI 8.1	Yes
KPI 9.1	Yes

*\*Data from the written comps exam was excluded from this reporting year due to the exam and scoring rubrics being revised during the reporting year. Data was also excluded from the 21-22 reporting year due to revisions in the process\**

2) Licensure Pass Rate Data. Upon graduation and continuing through 180 days after graduation (Summer/Fall/Spring), we survey our alumni to determine how many took the National Counselor Exam (NCE) and of those, how many passed. Data are compiled to examine whether we met our program benchmark of at least 80% of our graduates passing the NCE. For this reporting year, our program demonstrated an 80% pass rate.

*\*The NCE pass rate of 80% only reflects data from students who took the exam in Fall 2022. 4 out of 5 students passed the exam\**

*\*For the upcoming 23-24 reporting year, we were able to move the alumni survey into tevera to allow our graduates to provide additional data about their post-graduation accomplishments\**

3) Pass Rate of Courses Related to Educational Requirements for NCE. We compile final course data after each semester (Summer/Fall/Spring) to examine whether we met our program benchmark (at least 80% of students earning a B- or higher in content courses and a B or higher in skills course), demonstrating at least proficient levels of knowledge in courses required for the National Counselor Exam (NCE).

Courses	% Achieved Target Grade
PCC 500 <i>B- or higher</i>	97%
PCC 501 <i>B or higher</i>	87.5%
PCMF 504 <i>B- or higher</i>	94%
PCMF 506 <i>B- or higher</i>	100%
PCC 509 <i>B or higher</i>	100%
PCC 612 <i>B or higher</i>	100%
PCMF 619 <i>B- or higher</i>	100%
PCC 644 <i>B or higher</i>	100%
PCC 660 <i>S grade</i>	100%
PCC 680/681/682 <i>S grade</i>	100%

***PROGRAM OBJECTIVE #2: The program will emphasize clinical skill training and experiential learning, enabling students to develop therapeutic relationships, demonstrate clinical competency in their counseling skills, and effectively deliver counseling interventions.***

This Program Objective is assessed by using Key Performance Indicator (KPI) data related to student skills. La Salle’s PCC Program KPIs are found on the program [website](#). The first eight KPIs represent the foundational knowledge and skills of all counselor education program graduates: Professional Orientation and Ethical Practice; Social and Cultural Diversity; Human Growth and Development; Career Development; Counseling and Helping Relationships; Group Counseling and Group Work; Assessment and Testing; and Research and Program Evaluation. The ninth KPI represents the knowledge and skills of clinical mental health counseling (the program’s focus is on diagnosis). Each KPI is assessed in multiple ways across multiple time points through time: In-class assignments for skills classes, Internship Supervisor Evaluations, and surveys of our graduates’ employers\*. These data are compiled to determine whether we met our program benchmark of at least 80% of students being rated as proficient or higher in being able to apply these knowledge domains.

KPI (Skill)	Student Performance Meets or Exceeds Expectations (Proficient or Higher) in at Least 1 Assessment for Each KPI
KPI 1.2	Yes
KPI 2.2	Yes
KPI 3.2	Yes
KPI 4.2	Yes
KPI 5.2	Yes
KPI 6.2	Yes
KPI 7.2	Yes
KPI 8.2	Yes
KPI 9.2	Yes

*\*Employer survey data was not collected for this reporting year and will be collected in the 2022-2023 reporting year.*

***PROGRAM OBJECTIVE #3: The program will prepare students for employment in a culturally diverse and pluralistic environment by: striving to recruit, admit, and retain a diverse student body and faculty instructors; and facilitating self-reflective learning experiences for students to understand how their own sociocultural identities are essential to providing culturally sensitive counseling.***

This Program Objective is assessed by examining: 1) demographic characteristics of our applicants; 2) demographic characteristics of our students; 3) demographic characteristics of our graduates; and 4) demographic characteristics of our faculty.

1) Demographic Characteristics of Applicants. Data are compiled annually to examine whether the diversity of our applicant pool is being maintained. The number of applications from under-represented groups was similar to the previous reporting year.

2) Demographic Characteristics of Students. Data are compiled annually to examine whether the diversity of our student body is being maintained.

CURRENT STUDENTS						
	Summer 2021	Fall 2021	Spring 2022	Summer 2022	Fall 2022	Spring 2023
<b>Sex<sup>1</sup></b>	72% Female	70% Female	70% Female	79% Female	75% Female, 1% Non-Binary	73% Female, 1% Non-Binary
<b>Race/Ethnicity<sup>2</sup></b>	39% Non-White/SOC	37% Non-White/SOC	34% Non-White/SOC	21% Non-White/SOC	23% Non-White/SOC	28% Non-White, SOC
<b>U.S. Citizenship</b>	3% International Students	3% International Students	3% International Students	4% International Students	5% International Students	4% International Students

<b>Home State<sup>3</sup></b>	72% PA, 22% NJ Also CT, FL, MA	68% PA, 22% NJ Also CT, FL, MA	70% PA, 21% NJ Also CT, FL, MA	72% PA, 20% NJ	73% PA, 20% NJ	73% PA, 21% NJ
<b>Veteran<sup>4</sup></b>	1%	1%	1%	1%	1%	1%
<b>Mean Age</b>	30	30	29	30	30	31
<i>Range</i>	23-59	23-59	23-59	23-60	23-60	23-60

<sup>1</sup>While the PCC Program collection of gender identity data (e.g., faculty and site supervisor surveys) is more nuanced to capture non-binary identities, institutional data on student gender identity is binary. Gender Identity has only begun to be collected by the University in the Fall of 2022, and is an optional self-report category

<sup>2</sup>While the PCC Program separates race from ethnicity in its surveys/forms, institutional data combine these two categories; SOC = students of color

<sup>3</sup>The home states reported by students are taken from their reported mailing addresses.

<sup>4</sup>Veteran status is a voluntary self-report category reported to the University registrar.

3) Demographic Characteristics of Graduates. Data are compiled annually to ensure that all students regardless of their identity are completing the program. Additional analyses are needed to understand program completion rates across different demographic groups. The PCC program is exploring ways in which to obtain and analyze this data.

*\*For the upcoming 23-24 reporting year, we were able to move the alumni survey into tevera to allow our graduates to provide additional demographic data through a barrier free process.\**

4) Demographic Characteristics of Faculty. Data are compiled annually to examine the diversity of our faculty. Across the Summer 2022, Fall 2022, and Spring 2023 semesters, a total of 20 faculty taught in the PCC program between core faculty members and adjunct faculty. Faculty are given the option to self-identify their gender identity, race, and ethnicity. 50% of the faculty self-identified as women, 5% self-identified as men, 10% self-identified as Non-Binary, and 35% did not disclose their gender identity. 35% of the faculty also did not disclose their race and/or ethnicity. 40% were white or white and non-Hispanic. 25% of the faculty were people of color. Faculty of color who chose to report their race/ethnicity were Black, Black/African American, Multiracial/Hispanic, and Latina.

***PROGRAM OBJECTIVE #4: While offering multidisciplinary learning opportunities to students, the program will maintain a counseling identity through students and faculty demonstrating their commitment to the counseling profession and one’s own professional development.***

This Program Objective is assessed by examining student and faculty participation in professional development activities. Concerning student participation, our Annual Student Survey was revised to include items related to 1) satisfaction with how the program is training counseling identity, and 2) student membership in counseling organizations and participation in counseling-related conferences/professional events. This survey continues to be revised and will be reported on in Fall 2023.

Concerning faculty professional development, below are the number of faculty (core and non-core) who completed our annual faculty survey collected in Summer 2023 about the previous reporting year. Some data is also extracted from faculty CVs:

- 60 % of faculty are LPCs, LPC-eligible in PA, and/or NCC; 30% of faculty are LMFTs, 10% are Licensed Psychologists
- 60% of faculty maintained professional memberships related to counseling
- 25% of faculty engaged in scholarship related to counseling
- 95% of faculty engaged in professional practice, direct service and/or supervision

***PROGRAM OBJECTIVE #5: The program will follow the Lasallian tradition of developing the whole person, encouraging students’ professional and personal growth, and maintaining a faculty who demonstrate excellence in teaching and mentorship.***

This Program Objective is assessed by examining 1) student perception of the program’s consistency with the Lasallian tradition, 2) student’s professional disposition, and 3) faculty effectiveness in the classroom.

Concerning student perception of the PCC Program’s consistency with the Lasallian tradition, our Annual Student Survey was revised to include one item related to the Lasallian tradition of developing the whole person, encouraging students’ professional and personal growth. The survey continues to be revised and will be reported on in Fall 2023.

The PCC Program faculty evaluates students on seven personal and professional characteristics (“professional dispositions”). Students are evaluated in every required PCC program class and core PCC program elective. The program’s benchmark is that at least 80% of students in any given course will be rated as meeting program expectations on all seven characteristics. During the 2022-23 reporting year, this benchmark was achieved across all but three courses or the courses that data was available for.

Last, concerning faculty effectiveness in the classroom, data are collected from two items on the University’s Faculty Course Evaluation that students complete at the end of the semester in each course. Items are rated on a 5-point scale, with 1 equaling “strongly disagree” and 5 equaling “strongly agree.” Data suggest excellence in teaching:

Faculty Course Evaluations	Mean across all instructors for all courses		
	Summer 2022	Fall 2023	Spring 2023
“Effectiveness of Instructor” item across all PCC/PCMF courses will average a 4.0 or higher across all courses for each instructor	4.5/5.0	4.7/5.0	4.7/5.0
“Value of Course” item across all PCC/PCMF courses will average a 4.0 or higher across all courses for each instructor	4.6/5.0	4.5/5.0	4.5/5.0

## Section 2: Subsequent Program Modifications

In response to the analysis of the results described above, the following program modifications have been or will be made:

1. The written comprehensive exam was revised in Summer 2021 into an essay-only format to better assess students' ability to apply knowledge from their core introductory courses. The Written Comprehensive Exam Study Guide was modified to reflect this change, encouraging application of knowledge to clinical cases during preparation for the exam. The written comprehensive exam continues to be revised to ensure it is testing the knowledge that is taught in the classroom and that the rubrics connect directly to KPIs. There is also consideration of eliminating the written comprehensive exam
2. The Annual Student Survey was conducted this year, however only three students completed responses which is not representative of the students in the program. Modifications continue to be made to it. These changes are intended to collect information about 1) ways in which students identify with the counseling profession (i.e., memberships, participation in conferences) and 2) perception of how the PCC Program is consistent with the Lasallian tradition. Beginning in Spring 2023, faculty in the PCC program will be required to set aside time in each class to have students complete the survey.
3. The program is exploring strategies to incorporate writing assignments that create additional opportunities for feedback to be given to students across all courses.

## Section 3: Substantial Program Changes

1. None for this reporting year.