

2017 Annual Report of 2014-15 Cohort

Counseling Programs | College of Education

SEATTLEU

The Annual Report provides a summary of Academic Standards (i.e., knowledge and skills) and Professional Dispositions (i.e., conduct) of school counseling (SC) and clinical mental health counseling (CMHC) students admitted in the 2013-14 academic year. Academic Standard and Professional Dispositions are tracked along 4-transition periods: (1) Admission, (2) Candidacy, (3), Completion, and (4) Follow Up. These data points help program faculty make modifications to the program.

Transition Point I: Admission - Is the applicant ready for graduate level study?

This transition point determines an applicant’s readiness for graduate level study. Candidate knowledge, skills, and dispositions are evaluated during admissions. Determining a candidate’s potential to achieve program knowledge and skills is determined by:

- GPA
- Reference letters
- Letter on the mission, and
- Resume

Candidate GPA, reference letters, cover letter on the mission, and resume are assessed using the following scale:

GPA	Former Scale		New Scale	
0= >3.0	0	Unsatisfactory	0	Inadequate
			1	Beginning
1=3.0-3.4,	1	Satisfactory	2	Developing
			3	Proficient
2=3.5+	2	Exceptional	4	Mastery

Applied Data

The following data provides a summary of the number of applicants who applied, were admitted, and who registered in the school counseling (SC) and clinical mental health counseling (CMHC) programs.

Table 1: 2014-15 Applicant Data

2014-15 Applicant Data	Former Scale Mean Scores	New Scale Score
GPA	1.27	2
Reference Letters	1.64	3
Letter on the Mission	1.70	3
Resume	1.48	2

Summary:

With the transition from Community to Clinical Mental Health, the rating scales used at the time of application for this cohort were different from current rating scale. An estimation is used to account for meaning. GPA and Resume averaged at 2 or developing. Reference Letters and Admission Letter on Mission of University averaged a 3 or Proficient.

Table 2: School Counseling and Clinical Mental Health Counseling Applicants

Race	F	M	Total	Percentage	2015 King County Census
Asian	3	2	5	6%	16%
Black	6		6	7%	7%
Hispanic	5	1	6	7%	10%
Native American	1	1	2	2%	
Non-Resident	3	1	4	4%	N/A
Two or More Races	3	3	6	7%	5%
White	42	8	50	56%	70%
Unknown	10	1	11	12%	N/A
Total	73	17	90		

Percentage totals may not equal 100% because of rounding

Summary: A total of 90 applicants applied to the school and clinical mental health counseling programs. Approximately 81% (N = 73) of applicants were female and 19% were male. A majority of applicants self-identified as White (56%), followed by Unknown (12%), Black (7%), Hispanic (7%), Two or More Races (7%), Asian (6%) and Native American/American Indian (2%). 4% of applicants were non-residents. In comparison to the 2015 King County Census (the greater Seattle metropolitan area), 70% of the population identify as White, 7% Black, 10% Hispanic 16% Asian, and 5% two or more races (King County Office of Financial Management, 2015). In terms of racial minorities, Asian (10% differential), and Hispanic (3 % differential) were under-represented compared to the greater Seattle area.

Table 3: School Counseling Applicants

Race	F	M	Total	Percentage
Asian	1	1	2	5%
Black	4		4	10%
Hispanic	2	1	3	8%
Native America	1	1	2	5%
Non-Resident				0
Two or More Races	2	2	4	10%
White	17	4	21	53%
Unknown	3	1	4	10%
Total	30	10	40	100%

Percentage totals may not equal 100% because of rounding

Summary: Forty out of ninety applicants (44%) applied to the school counseling program. A majority of applicants self-identified as female (75%) and 25% identified as male. Whites (53%) made up the majority of applicants followed by Black (10%), Two or More Races (10%), Unknown (10%), Hispanic (8%), Asian (5%) and Native American (5%).

Table 4: Clinical Mental Health Counseling Applicants

Race	F	M	Total	Percentage
Asian	2	1	3	6%
Black	2		2	4%
Hispanic	3		3	6%
Non-resident	3	1	4	8%
Two or More Races	1	1	2	4%
White	25	4	29	58%
Unknown	7		7	14%
Total	43	7	50	

Percentage totals may not equal 100% because of rounding

Summary: Fifty out of ninety applicants (56%) applied to the CMHC program. A majority of applicants self-identified as female (86%) and 14% self-identified as male. Whites (58%) represented a majority of applicants followed by Unknown (14%), Asian (6%), Hispanic (6%), Black (4%), and Two or More Races (4%).

Admitted Data

The table below summarizes admit scores for GPA, reference letters, letter on the mission, and resume.

Table 5: 2014-15 Admit Data

2014-15 Admitted Data	Former Scale Mean Scores	New Scale Score
GPA	1.28	2
Reference Letters	1.65	3
Letter on the Mission	1.70	3
Resume	1.49	3

Table 6: School Counseling and Clinical Mental Health Counseling Admits

Race	F	M	Total	Percentage	Percent Differential
Asian	1	1	2	3%	-3%
Black	6		6	10%	+3%
Hispanic	5	1	6	10%	+3%
Native American	1	1	2	3%	+1%
Non-Resident	1	1	2	3%	-1%
Two or More Races	2	2	4	7%	+2%
White	24	5	29	48%	-8%
Unknown	8	1	9	15	+3%
Total	48	12	60		

Percentage totals may not equal 100% because of rounding

Summary: A total of 60 applicants (68%) were admitted into the SC and CHMC Programs. A majority of those admitted were female (80%). Males made up 20% of those admitted. These percentages represent a differential of +7% for female applicants and +3% for male applicants when comparing the applied data to the admit data. There was a slight increase in the percentage of racial minorities (i.e., +3% for Black and +3% for Hispanic) and a decrease in the percentage of Whites and Asians who were admitted when comparing the applied data and the admitted data. Data suggests program ought to work at increasing minority admissions.

Table 7: School Counseling Admits

Race	F	M	Total	Percentage	Percent Differential
Asian		1	1	3%	-3%
Black	4		4	12%	-2%
Hispanic	2	1	3	9%	+1%
Native American	1	1	2	6%	+1%
Two or More Races	2	2	4	12%	+2%
White	13	2	15	45%	-8%
Unknown	3	1	4	12%	+2%
Total	25	8	33		

Percentage totals may not equal 100% because of rounding

Summary: School counselor applicants made up 55% of those admitted to the program. This percentage is consistent with the applied data for school counselors. Females made up 76% and males made up 24% of school counseling admits. These percentages represent an increase of 1% female and decrease of 1% male when comparing the school counseling applicant data and admit data. There was a minimal increase in Hispanic and Native American identities and a decrease in the percentage of Asian (-3%), Black (-2%), White (-8%) applicants.

Table 8: Clinical Mental Health Counseling Admits

Race	F	M	Total	Percentage	Percent Differential
Asian	1		1	4%	-2%
Black	2		2	7%	+3%
Hispanic	3		3	11%	+5%
Non-Resident	1	1	2	7%	-1%
Two or More Races	0	0	0		-4%
White	11	3	14	52%	-4%
Unknown	5	0	5	19%	+5%
Total	23	4	27		

Percentage totals may not equal 100% because of rounding

Summary: CMHC applicants made up 45% of those admitted into the program. This percentage represents a decrease of 12% from the clinical mental health applicant data. Females (85%) represent a majority of admits. Males made up 15% of admits. There was an increase of Black (+3%), Hispanic (+5%), and Unknown (+5%) when comparing the clinical mental health counseling applicant data and the admit data. The percentage of Asians decreased (2%) as did Whites (4%).

Registered Data

Table 9: School Counseling and Clinical Mental Health Counseling Registered

Race	F	M	Total	Percentage	Percent Differential
Asian	1	1	2	5%	+2%
Black	6		6	14%	+4%
Hispanic	5		5	12%	+2%
Native American		1	1	2%	-1%
Non-Resident	1		1	2%	-1%
Two or More Races	2	2	4	9%	+7%
White	16	5	21	49%	+1%
Unknown	2	1	3	7%	-4%
Total	33	19	43		

Percentage totals may not equal 100% because of rounding

Summary: Of the 60 applicants admitted into the program, a total of 43 school and clinical mental health counseling students (72%) registered for classes in Fall 2014. 77% (N = 33) of those who registered self-identified as female and 23% (N = 10) self-identified as male. A majority of applicants who registered for courses identified as White (49%), followed by Black (14%), Hispanic (12%), Two or more races (9%), Asian (5%), Two or More Races (4%), and non-residents made up 2%. There was an increase in Two or more races (7%), Black (4%), Asian and Hispanic (2% each). There was a decrease in Unknown (-4%).

Table 10: School Counseling Registered

Race	F	M	Total	Percentage	Percent Differential
Asian		1	1	4%	+1%
Black	4		4	17%	+5%
Hispanic	2		2	9%	0
Native American		1	1	4%	-2%
Two or More Races	2	2	4	17%	+5%
White	7	2	9	39%	-6%
Unknown	1	1	2	9%	-3%
Grand Total	16	7	23		

Percentage totals may not equal 100% because of rounding

Summary: A total of 23 SC students registered for courses in the program. Of those registered, 70% were female and 30% were male. These percentages represent a decrease of 6% female and increase of 6% male when comparing the admit data and registered data for school counselors. There was an increase of Black & two or more races (5% each) contrasted with a decrease for Unknown (3%) and Native American (2%).

Table 11: Clinical Mental Health Counseling Registered

Race	F	M	Total	Percentage	Percent Differential
Asian	1	0	1	5%	+1%
Black	2	0	2	10%	+3%
Hispanic	3	0	3	15%	+4%
Non-Resident	1	0	1	5%	-2%
White	9	3	12	60%	+8%
Unknown	1		1	5%	-14%
Total	17	3	20		

Summary: A total of 20 admitted students registered for classes in Fall 2014. Approximately 85% of those registered were female and 15% were male. These percentages represent a decrease of 1% female and increase of 1% male when comparing the admit data to the registered data for CMHC. An 8% increase of White (4%) Hispanic and (3% Black) was noted while non-resident decreased (2%).

The following table below summarizes admit scores for GPA, reference letters, letter on the mission, and resume to determine applicant potential to meet program knowledge and skills.

Table 12: 2014-15 Registered Data

2014-15 Registered Data	Former Scale Mean Scores	New Scale Score
GPA	1.16	2
Reference Letters	1.68	3
Letter on the Mission	1.76	3
Resume	1.66	3

Transition Point II: Candidacy – Has the student ready to continue in the program?

Both Academic Standards (knowledge and skills) and Professional Dispositions are evaluated at candidacy. Students reach candidacy when they have earned 20 credits in the program and completed the following courses:

- COUN 5100 (Fundamental Counseling Skills)
- COUN 5110 (Counseling Theories), and
- EDUC 5000 (Educational Research)

A total of 39 students reached candidacy out of 43 who registered.

- 3 students withdrew from the program in Fall 2014
- 1 students withdrew in Winter 2015
- No students postponed
- Four students (2 CC and 2 SC) joined the 14-15 cohort in the third year.

The changes in registered data led to a total of 43 registered students (22 SC and 21 CMHC) who registered for the practicum and internship courses in AY 16-17.

Transition Point III: Completion

Completion is when students graduate from the program. Table 13 below shows mean scores for summative assignments around the CACREP curricular and specialty areas. Site supervisor and Exit surveys were also obtained to evaluate student knowledge, skills, and dispositions.

Academic Standards Table 13

Table 13 highlights summative assignment scores for the 2014-15 cohort.

CACREP Curricular and Specialty Areas	Course	Summative Assignment	N=	Mean	Total Program Track	Mean	SD	NAT CPCE Mean	NAT CPCE SD
Professional Counseling Orientation & Ethical Practice (C8)	C5080	Ethical Decision-Making	43	3.85	21 SC	12.04	2.65	11.38	2.46
					22 CMHC	12.64	2.15	11.38	2.46
Social and Cultural Diversity (C2)	C5130	Cultural Interview & Immersion	43	3.87	21 SC	12.52	1.32	10.30	2.65
					22 CMHC	11.95	1.65	10.30	2.65
Human Growth and Development (C1)	C5070	Final Paper	43	3.95	21 SC	12.86	1.77	11.62	2.83
					22 CMHC	12.72	2.07	11.62	2.83
Career Development (C5)	C5120	Career Assessment Interview	43	3.92	21 SC	11.48	2.52	9.38	2.57
					22 CMHC	11.31	2.44	9.38	2.57
Counseling and Helping Relationships (C3)	C5100	Clinical Assessment I	43	4.0	21 SC	12.76	2.64	11.94	2.80
					22 CMHC	13.50	2.02	11.94	2.80
	C5510	Clinical Assessment II	43	4.0	21 SC	12.76	2.64	11.94	2.80
					22 CMHC	13.50	2.02	11.94	2.80
Group Counseling and Group Work (C4)	C5170	Group Proposal	43	3.97	21 SC	11.90	2.53	10.84	2.94
					22 CMHC	13.77	1.57	10.84	2.94
Assessment and Testing (C6)	C5270	Test Interpretation	43	4.0	21 SC	11.33	2.29	10.63	2.29
					22 CMHC	11.91	1.90	10.63	2.29
Research and Program Evaluation (C7)	E5000	Research Design	43	3.78	21 SC	12.76	2.83	11.04	3.18
					22 CMHC	13.27	2.66	11.04	3.18
Foundations of CMHC	C5580	CMHC Observation & Interview	20	3.75					
Contextual Dimensions of CMHC	C5650-5670	Advocacy Project	22	3.8					
Practice of CMHC	C5640	Clinical Assessment III	22	3.33					
	C5650	Clinical Assessment IV	22	3.86					
Foundations of School Counseling	C5090	SC Observation & Interview	21	3.72					

Contextual Dimensions of School Counseling	C5550-5570	Advocacy Project	21	3.54		
Practice of School Counseling	C5540	Clinical Assessment III	21	3.68		
	C5550	Clinical Assessment IV	21	3.81		

Discussion of Table 13: For the eight core CACREP areas, Seattle University students are scoring significantly higher than the national average. There appears to be a correlation between the above average CPCE test scores and the average ratings for summative assignments that indicate overall proficiency in the same areas. Significant areas of achievement for Seattle University students are in the areas of Career Development, Helping Relationships and Research. The data suggests that the Seattle University Counseling program is providing above average preparation on core content areas when compared to the national mean scores for exit examination. Additionally, the data related to summative assignments indicates progression and improvement in the clinical assessments for both school and community counseling. Regarding internal assessment procedures, the program will benefit from discussing the meaning of rating system to better assess student mastery and proficiency. The mean scores are relatively high. While the performance is correlated positively with CPCE scores, there is broader variation in CPCE scores than appear to be in key assignment assessment scores.

Additional Information about CPCE exam administration in 2017: With the change in administration for the CPCE by the Center for Credentialing Education (CCE), Seattle University decided to administer the exam off campus at a Pearson Testing location as the Pearson on campus computer based administration requirements could not be met by current Seattle University technology parameters.

Table 13: Summative Assignments

Professional Dispositions

Table 14 summarizes professional dispositions for the 2014-15 cohort. Data points were collected along the four transition points: admission, candidacy, completion, and follow-up. Follow-up data were obtained from employer surveys.

Table 14: 2013-14 Cohort Professional Dispositions

Professional Dispositions	Review Period				Total Mean
	Admission Mean	Candidacy Mean	Completion Mean	Follow-Up Mean	
1. <i>Self Expression</i> : Expresses self effectively and appropriately	3.3	3.2	3.5	3.8	3.45
2. <i>Listening</i> : Listens to others	3.4	3.1	3.4	4	3.48
3. <i>Cooperativeness</i> : Cooperates with others	3.5	3.3	3.4	4	3.55
4. <i>Feedback</i> : Able to receive and integrate feedback	3.3	3.3	3.4	3.8	3.45
5. <i>Respect</i> : Demonstrates respect for others in a non-judgmental way.	3.5	3.5	3.4	4	3.60
6. <i>Self-awareness</i> : Awareness of own impact on others	3.2	3.0	3.3	4	3.38
7. <i>Conflict</i> : Appropriately handles conflict with others	3.2	3.0	3.3	3.8	3.32
8. <i>Personal responsibility</i> : Takes personal responsibility	3.4	3.0	3.4	4	3.45
9. <i>Professional</i> : attitudes and behaviors are professional and aligns with <i>ACA Code of Ethics</i>	3.4	3.4	3.4	4	3.55
10. <i>Motivation</i> : Takes initiative to complete tasks	3.5	3.4	3.4	3.6	3.45
11. Multiculturalism: Accepting of social and cultural diversity	3.4	3.4	3.4	3.8	3.48
12. <i>Social Justice</i> : Attitudes and behaviors promote a just world	3.5	3.5	3.4	3.8	3.55
Total Mean Scores	3.35	3.2	3.38	3.93	

Summary: Among student scores, responsibility, professional attitude and social justice attitude were ranked highest while self-awareness and conflict management were rated lowest. Admission scores were higher than Candidacy scores in some areas which may be attributed to reliability measures in rating or the fact that faculty rated students based off first impressions. Overall scores improved at completion of program and employer ratings indicate high satisfaction with student performance.

Site Supervisor Survey: Site supervisors were surveyed to assess graduates on the program. Graduates of the program score ranged from

Table 15: Site Supervisor Survey

Category	SC Mean	CMHC Mean
Ethical and legal issues in counseling	3.42	3.33
Social and cultural diversity	3.54	3.33
Small group dynamics and counseling	3.54	3.33
Theories of counseling	3.5	3.0
Career counseling	3.29	3.33
Multicultural counseling	3.41	3.33
Human growth and development	3.54	3.33
Large group dynamics and counseling	3.71	3.67
School counseling	3.38	3.0
Assessment and testing	3.13	3.0
Crisis intervention/counseling	2.96	2.67
Consultation	3.54	3.33
DSM diagnosis and treatment	2.71	2.67
Professional credentialing	3.29	3.33
Family counseling	3.0	3.0
Case Management/Planning	3.25	3.0
Professional organizations	3.12	3.0
Research methods	3.13	3.0
Statistics	3.25	3.0
Advocacy	3.42	3.33

Discussion of Results:

Site supervisors from both school and mental health were impressed with group development and leadership skills. Two areas with lower scores are crisis intervention and DSM diagnosis.

CMHC Site Supervisor Feedback on Program Strengths:

- Sense of social justice. Strong self-reflection skills.
- Intellectual and emotional intelligence, empathy, strong motivation to learn, strong ability to establish and maintain relationships.

CMHC Site Supervisor Feedback on Program Improvements:

- Crisis intervention regarding the hospitalization process.
- Can't think of any. Keep doing what you are doing!

SC Site Supervisor Feedback on Program Strengths:

- Very good selection of interns. We have being very lucky to have them.

Amanda, like all the other Seattle U interns, was absolutely exceptional. She jumped right in like a pro. She was organized, understood student needs, understood graduation requirements, and worked very fluidly within our school.

- Taking initiative, asking questions, collaborating, seeking feedback, being willing to try new things.

- She was independent and extremely passionate about school counseling. She went above and beyond what was expected. We hired her after her internship.

SC Site Supervisor Feedback on Program Improvements:

- You do a great job. Maybe the one thing is - that sometimes counselors are taking on other jobs (like setting up tables for different events or presenting upcoming programs to the entire staff) - just so they are prepared to do whatever is needed. We had an intern from (a different university/not SU) who refused to do anything not "pure counseling". And on one hand I appreciated her dedication to keep our jobs professional, and on the other hand, we all need to be part of the team.
- She could have practiced more classroom guidance lessons. Her demeanor is slightly quiet and sometimes the classroom management piece wasn't always intact.
- She was very professional, inquisitive, and thoughtful. I miss her!
- Rather than make the students find internships you should place them.

Transition Point IV: Follow-Up

During follow-up employer survey and graduate surveys are sent to determine applicant's attainment of program knowledge, skills, and dispositions.

Graduate Survey

The graduate survey is distributed to students during the fall/winter term after graduation. This timing allows gives graduates time to look for employment. The following tables summarize the graduate survey data.

Table 16: Graduate Survey Overview

Category	School Counseling	CMHC
Average Age	30	28
Full Time Employed	100% of respondents	100% of respondents
¾ Time Employed	None	None
Salary	\$61,000	\$42,000
Employment Setting	K-12 School	Community Agency: 60% Private Practice: 40% Other: College:

Summary: The response rate was 20% of the graduating class. The average salary needs to be examined in context of response rate. It is expected that there would be a higher salary for CMHC and slightly lower for starting school counselor salary.

Table 17: Graduates' Program Components

Category	Inadequate	Poor	Unsatisfactory	Satisfactory	Excellent	Mean
General evaluation of program curriculum				4	4	3.5
General evaluation of academic knowledge received				5	3	3.38
Self-evaluation of in-program skills development (e.g., Techniques)				7	1	3.13
Evaluation of supervised field experiences (e.g., Internship)			1	7	1	3.0
Evaluation of on-campus field experience (e.g., Practicum)				6	2	3.25
General evaluation of instructional effectiveness				5	3	3.38
Evaluation of faculty competence				6	2	3.25
Evaluation of faculty accessibility/availability				6	2	3.25
General evaluation of academic advisement				6	2	3.25
Evaluation of facilities and resources				7	1	3.13
Evaluation of supervisors' competence/effectiveness				7	1	3.13
Evaluation of faculty as mentors to you				6	2	3.25
Evaluation of in-program student evaluation procedures (i.e., did you feel the procedures used to evaluate you were valid and effective?)				7	1	3.13

Table 18: Graduates' Knowledge Attainment in Specific Curricular Areas

Category	Inadequate	Poor	Unsatisfactory	Satisfactory	Excellent	Mean
Ethical and legal issues in counseling				6	2	3.25
Social and cultural diversity				4	4	3.5
Small group dynamics and counseling				6	2	3.25
Theories of counseling		2	3	2	1	2.25
Career counseling		1		6	1	2.88
Multicultural counseling				4	4	3.5
Human growth and development				4	4	3.5
General evaluation of practicum experiences		1		6	1	3.0
General evaluation of internship experiences		1		6	1	2.88
Large group dynamics and counseling				6	2	3.25
Assessment and testing				5	3	3.38
Crisis intervention/counseling	1		6	2		2.0
Consultation		1	2	4	1	2.63
DSM diagnosis and treatment			2	4	2	3.0
Professional credentialing		2	3	2	1	2.25
Family counseling			2	6		2.75
Case Management/Planning			2	5	1	2.88
Professional organizations			2	4	2	3.0
Research methods		1	4	2	1	2.36
Statistics			2	5	1	2.88
Advocacy				8		3.0
General evaluation of practicum supervisor(s)			1	7		2.88
General evaluation of internship site supervisor(s)				5	3	3.38
General evaluation of practicum site			1	4	3	3.25
General evaluation of internship site			3	3	2	2.88

What were the major strengths of the program from which you graduated?

- Knowledgeable professors with ongoing experience in the field. Rigorous coursework. Counseling labs.
- The focus on cultural competence and intersection between personal and profession.
- Faculty, cohort, curriculum (specifically coming from those in the field). Openness to address any concerns and provide mentorship.
- Cultural competency and social justice. Kristie, Christie, and Jackie were extremely helpful personally and professionally. They were inspiring and caring as well.
- Projects in practicum, counseling lab, group and family counseling
- I feel that I was well prepared to be a school counselor. The multicultural and social justice aspects seemed to make me more marketable. The internship experience really helped to prepare me.
- Ensuring that students have a quality internship site and supervisor are key.
- The faculty were great mentors, especially Mary and Arie, their support and guidance really helped me throughout the program.

- The courses really challenged the students to view situations from the perspectives of the marginalized population. The social justice education I received from the program made me confident I could teach a workshop at my school, if necessary. Breaking down the counseling techniques into manageable and understandable pieces really helped me interact positively with students and parents. SU has great teachers who were able to relate with you, and take into account extenuating circumstances but at the same time were strict with most deadlines. In the real job you do not get extensions for 504 reports.

In what ways could the preparation program(s) from which you graduated have been improved? What would you like to have added? Deleted?

- Add a dedicated counseling re: human sexuality/relationships (eg, couples) course. My cohort did not get the CDP classes.
- It could include more of an emphasis on how to adapt certain concepts/theories to working with children and adolescents.
- More opportunity for research assistantship, focus on mentorship, more elective options.
- More support around the practicum and internship site placement. Having sites spread a bit more throughout. Having more of an understanding of how to approach the sites
- More/ better theory education and development... _____ teaching was awful. Evidence based practice education was lacking.
- Test and measurements is the biggest waste of time, it would be more helpful to have a class that reviewed tests/screens we would actually use. we never took a class on
- My main concern was that my cohort did not have the right adjunct professor for our theories or tests and measurements classes, which I think was a disservice to us as future counselors. Theories was such a pivotal class and I feel that my learning in that class was very limited and glossed over. It also would have been helpful if tests and measurements was broken into school and community sections and we could have focused more on which tests are used in schools and how they are used, or what we would see in evaluations, and how to read the results.
- I would have thoroughly enjoyed to have a class on how to deal with the massive amounts of paperwork. Running start enrollment verification forms, 504 plans, IEP meetings evaluations, online learning, outside credit, home hospital, state testing specifics, etc. The paperwork is what has me the most stressed out of any other aspect of the job, my internship did not do a great job on involving me with paperwork - so I had to learn most of it when I got hired.

Employer Survey Results

An employer survey was sent to all known employers of the 2017 graduating class. To date, no employers have responded. The following tables are left blank. A table that describes where students from this graduating class are employed follows.

Table 21: Employer Survey of SC and CMHC Graduate Academic Standards

Category	SC Mean	CMHC Mean
Ethical and legal issues in counseling		
Social and cultural diversity		
Small group dynamics and counseling		
Theories of counseling		
Career counseling		
Multicultural counseling		
Human growth and development		
Large group dynamics and counseling		
School counseling		
Assessment and testing		
Crisis intervention/counseling		
Consultation		
DSM diagnosis and treatment		
Professional credentialing		
Family counseling		
Case Management/Planning		
Professional organizations		
Research methods		
Statistics		
Advocacy		

Table 22: Employer Survey of SC and CMHC Professional Dispositions

Professional Dispositions		
	SC Mean Scores	CMHC Mean Scores
1. <i>Self Expression</i> : Expresses self effectively and appropriately		
2. <i>Listening</i> : Listens to others		
3. <i>Cooperativeness</i> : Cooperates with others		
4. <i>Feedback</i> : Able to receive and integrate feedback		
5. <i>Respect</i> : Demonstrates respect for others in a non-judgmental way.		
6. <i>Self-awareness</i> : Awareness of own impact on others		
7. <i>Conflict</i> : Appropriately handles conflict with others		
8. <i>Personal responsibility</i> : Takes personal responsibility		
9. <i>Professional</i> : attitudes and behaviors are professional and aligns with <i>ACA Code of Ethics</i>		
10. <i>Motivation</i> : Takes initiative to complete tasks		
11. Multiculturalism: Accepting of social and cultural diversity		
12. <i>Social Justice</i> : Attitudes and behaviors promote a just world		

Strength of SC Graduates:

SC Program Improvements:

Strength of CMHC Graduates:

CMHC Program Improvements:

Program modifications:

Table 22: Employer Names and Job Titles as Reported by Graduates

Employer Name	CMHC	SC	Role or Title
Asian Counseling and Referral Services	2		Mental Health Counselor
Sound Mental Health Child and Family Services	1		Mental Health Counselor
Life Transitions in Tacoma	1		Mental Health Counselor
Comprehensive Life Resources	1		Mental Health Counselor
Seattle Counseling Services	1		Clinical Service Provider
Lighthouse Psychological Services	1		Mental Health Counselor
Sea Mar Community Mental Health	1		Mental Health Counselor
Downtown Emergency Outreach	1		Outreach Coordinator
New Beginnings	1		Relief Worker
NAVOS	2		Adult Therapist
Developing Minds	1		Child Mental Health Counselor
Spiration, Inc.	1		Marketing Manager
Skyline High School		1	School Counselor
Panther Lake Elementary, Federal Way		1	School Counselor
Issaquah School District		1	School Counselor
Ingraham High School, Seattle		1	School Counselor
Albert Talley High School, Renton		1	School Counselor
Middle College High School, Seattle		1	School Counselor
Newcastle Elementary, Issaquah		1	School Counselor
Kingston High School, Kitsap		1	School Counselor
Kalles Junior High; Puyallup		1	School Counselor
Beaverton School District		1	School Counselor
Leota Middle School North Shore		1	School Counselor
McKnight Middle School		1	School Counselor
Puyallup School District		1	School Counselor
Seattle Mariners		1	Merchandising Coordinator