

Grace College
Graduate Department of Counseling and Interpersonal Relations
Vital Statistics and Program Evaluation Outcomes
2012-2013

Vital Statistics 2012-2013

Enrollment	77
Graduates (Summer 2012 - Spring 2013)	17
Completion rate (% graduated in expected time)	98%
Licensure/certification exam pass rate	98%
Job placement rate	94%

Student Outcomes

For 2012-2013, the Graduate Department of Counseling measured 17 program goals associated with student learning as part of its systematic program evaluation. What follows is a summary of these outcomes. Results were aggregated for both online and residential programs.

Outcomes of Systematic Program Evaluations

Key: A- achieved, PA- partially achieved, NA- not achieved, NM- not measured, ND-no data

Program Goals	Data Source & Criteria (measures Program Goals)	Actual Results (averaged)	
1. Learners will examine and apply theories, concepts, principles and practices in individual, group, family, or career counseling from a biblical worldview	100% of Exit, Employer & Alumni surveys will average a score of 3.0 or above on associated Q 100% of those submitting portfolios will receive a CR on integration of faith and counseling paper	Exit Survey: 4.8 out of 5 Employer: 4.3 out of 5 Alumni Survey: 4.65 out of 5 Portfolio: 100%	A
2. Learners will examine and apply biblical values in their self-as-therapist development	100% of Exit, Employer & Alumni surveys will average a score of 3.0 or above on associated Q 100% of those submitting portfolios will receive a CR on integration of faith and counseling paper	Exit Survey: 4.8 out of 5 Employer: 3.7 out of 5 Alumni Survey: 4.55 out of 5 Portfolio: 100%	A
3. Learners will demonstrate an understanding of social and cultural diversity research, trends, theories, implications, issues, and considerations as applied in individual, group, family, career, crisis, and community counseling and consulting	90% of Practicum, Internship and Advanced Internship students will receive from Site-supervisor & Faculty supervisor a "meets expectations" (M) or above on Ethical Practice from both faculty and site supervisors 100% of Exit, Employer & Alumni surveys will average a score of 3.0 or above on associated Q CPCE Exam: to start 2013-2014 year GDCIR Comp Exam (2012-2013): 90% of those taking the exam will pass essay related to reporting issues	Site Supervisor Eval: 98% Faculty Supervisor Eval: 98% Exit Survey: 4.8 out of 5 Employer Survey: 4.3 out of 5 Alumni Survey: 4.5 out of 5 CPCE: NM Comp Exam: 100% passed essay related to reporting issues	A
4. Learners will demonstrate an understanding of human behaviors, attitudes,	90% of Practicum, Internship and Advanced Internship students will receive from Site-supervisor & Faculty supervisor a "meets expectations" (M) or above on	Site Supervisor Eval: 98% Faculty Supervisor Eval: 98% Exit Survey: 4.6 out of 5	A

<p>relationships, development, and characteristics that influence individual, group, family, career, crisis, and community counseling and consulting</p>	<p>"Culture/Gender Appreciation" and "Multicultural Assessment" from both faculty and site supervisors 100% of Exit, Employer & Alumni surveys will average a score of 3.0 or above on associated Q CPCE Exam: to start 2013-2014 year GDCIR Comp Exam (2012-2013): those taking Comps will pass social and cultural issues Qs with an 83% (3.0) or above</p>	<p>Employer Survey: 4 out of 5 Alumni Survey: 4.15 out of 5 CPCE: NM Comp Exam: inconclusive due to testing error (ND)</p>	
<p>5. Learners will demonstrate an understanding of human behaviors, attitudes, relationships, development, and characteristics that influence individual, group, family, career, crisis, and community counseling and consulting</p>	<p>90% of Practicum, Internship and Advanced Internship students will receive from Site-supervisor & Faculty supervisor a "meets expectations" (M) or above on the Conceptual Skills section from both faculty and site supervisors 100% of Exit, Employer & Alumni surveys will average a score of 3.0 or above on associated Q 100% of those submitting portfolios will receive a CR on the case conceptualization and treatment plan CPCE Exam: to start 2013-2014 year</p>	<p>Site Supervisor Eval: 98% Faculty Supervisor Eval: 98% Exit Survey: 4.7 out of 5 Employer Survey: 4 out of 5 Alumni Survey: 4.5 out of 5 Portfolio: 100% CPCE Exam: NM</p>	A
<p>6. Learners will demonstrate and apply essential counselor characteristics, behaviors, interviewing and diagnostic skills across diverse academic and clinical settings</p>	<p>90% of Practicum, Internship and Advanced Internship students will receive from Site-supervisor & Faculty supervisor a "meets expectations" (M) or above on the Conceptual Skills section from both faculty and site supervisors 100% of Exit, Employer & Alumni surveys will average a score of 3.0 or above on associated Q</p>	<p>Site Supervisor Eval: 98% Faculty Supervisor Eval: 98% Exit Survey: 4.5 out of 5 Employer Survey: 4.3 out of 5 Alumni Survey: 4.5 out of 5</p>	A
<p>7. Learners will demonstrate an understanding of relevant theories and models related to individual, group, and family systems counseling and consulting</p>	<p>100% of Exit, Employer & Alumni surveys will average a score of 3.0 or above on associated Q Course Feedback: (starting Fall 13) 100% of those submitting portfolios will receive a CR on the theoretical orientation and supervision theory/model papers GDCIR Comp Exam (2012-2013): those taking Comps will pass Qs related to theories and family system models with an 83% (3.0) or above CPCE Exam: to start 2013-2014 year</p>	<p>Exit Survey: 4.5 out of 5 Employer Survey: 4.3 out of 5 Alumni Survey: 4.3 out of 5 Portfolio: 100% Comp Exam: inconclusive due to testing error (ND) CPCE Exam: NM</p>	A
<p>8. Learners will demonstrate an understanding of individual and group approaches to assessment and evaluation</p>	<p>100% of Exit, Employer & Alumni surveys will average a score of 3.0 or above on associated Q Course Feedback: (starting Fall 13) GDCIR Comp Exam (2012-2013): those taking Comps will pass Qs related to assessment with an 83% (3.0) or above CPCE Exam: to start 2013-2014 year</p>	<p>Exit Survey: 4.7 out of 5 Employer Survey: 4 out of 5 Alumni Survey: 4.3 out of 5 Comp Exam: inconclusive due to testing error (ND) CPCE Exam: NM</p>	A
<p>9. Learners will demonstrate an understanding of the role of research, research methodologies, statistical analysis, and program evaluation as applied to the counseling profession</p>	<p>100% of Exit, Employer & Alumni surveys will average a score of 3.0 or above on associated Q Course Feedback: (starting Fall 13) GDCIR Comp Exam (2012-2013): those taking Comps will pass Qs related to research methods with an 83% (3.0) or above</p>	<p>Exit Survey: 4.3 out of 5 Employer Survey: 3.7 out of 5 Alumni Survey: 4.05 out of 5 GDCIR Comp Exam: Inconclusive for May 2013 Comp Exam (ND) CPCE Exam: NM</p>	A

	CPCE Exam: to start 2013-2014 year		
10. Learners will demonstrate a proficiency in applying computer technology across academic and professional domains	90% of Practicum, Internship and Advanced Internship Site-supervisor Eval & Faculty supervisor Eval: will receive a "meets expectations" (M) or above on the Professional Conduct section from site supervisors 100% of Exit, Employer & Alumni surveys will average a score of 3.0 or above on associated Q 100% of those submitting portfolios will receive a CR on creating an e-portfolio which includes the use of technology across various domains	Site- Supervisor Eval: 98% though Q not specific to computer technology Faculty Supervisor Eval: NM, no question on survey Exit Survey: 4.2 out of 5 Employer Survey: 4 out of 5 Alumni Survey: 3.4 out of 5 Portfolio: 100%	A
11. Learners will demonstrate critical and creative thinking across academic and professional domains	90% of those submitting portfolios will receive a CR signifying they successfully completed the portfolio as an exit competency	Portfolio: 100%	A
12. Learners will demonstrate core counseling knowledge in Clinical Mental Health Counseling	90% of Practicum, Internship and Advanced Internship students will have a passing evaluation from both their Faculty and Site Supervisor (no more than 2 "below expectations") on associated Q Course Feedback: (starting Fall 13) 90% of those submitting portfolios will receive a CR signifying they successfully completed the portfolio as an exit competency GDCIR Comp Exam (2012-2013): 100% those taking Comps will receive a CR signifying they successfully completed comps (70% or higher) as an exit competency CPCE Exam: to start 2013-2014 year	Site Supervisor Eval: 98% Faculty Supervisor Eval: 98% Portfolio: 100% Comp Exam: 100% CPCE Exam: NM	A
13. Learners will demonstrate an understanding of their strengths and limitation in Clinical Mental Health Counseling	90% of those submitting portfolios will receive a CR signifying they successfully completed the portfolio as an exit competency	Portfolio: 100%	A
14. Learners will demonstrate knowledge of risk due to crisis, disaster, trauma, addiction, and/or co-occurring mental disorders	90% of Practicum, Internship and Advanced Internship students will receive from Site-supervisor & Faculty supervisor a "meets expectations" (M) or above on "Assessment and Managing Suicide Risk" Q 100% of Exit, Employer & Alumni surveys will average a score of 3.0 or above on associated Q CPCE Exam: to start 2013-2014 year GDCIR Comp Exam (2012-2013): 90% of those taking the exam will pass essay related to trauma and reporting issues	Site Supervisor Eval: 98% Faculty Supervisor Eval: 98% Exit Survey: 4.8 out of 5 Employer Survey: 4.3 out of 5 Alumni Survey: 4.2 out of 5 CPCE Exam: NM Comp Exam: 100% of CMHC students taking Comps passed essay related to reporting issues	A
15. Learners will demonstrate effective, culturally responsive counseling relationships	90% of Practicum, Internship and Advanced Internship students will receive from Site-supervisor & Faculty supervisor a "meets expectations" (M) or above on	Site Supervisor Eval: 98% Faculty Supervisor Eval: 98% Employer Survey: 4.7 out of 5	A

	"Tolerance and Openness" Q 100% Employer survey will score and average of 3.0 or above on associated Q		
16. Learners will demonstrate the ability to receive and integrate critical feedback as it relates to their professional development	100% of Site-supervisor Eval & Faculty supervisor Eval 100% Employer survey will score and average of 3.0 or above on associated Q 90% of those submitting portfolios will receive a CR signifying they successfully completed the portfolio as an exit competency	Site Supervisor Eval and Faculty Supervisor Eval did not have an associated question, so this tool was not implemented and should either be modified for 13-14 or eliminated as a tool altogether (ND) Employer Survey: 4 out of 5 Portfolio: 100%	A
17. Learners will demonstrate effectiveness in interpersonal functioning as it applies to academic and clinical settings	90% of Practicum, Internship and Advanced Internship students will receive from Site-supervisor & Faculty supervisor a "meets expectations" (M) or above in Executive Skills (developing therapeutic relationship, communication skills, appropriate use of self) from both faculty and site supervisors 100% Employer survey will score and average of 3.0 or above on associated Q	Site Supervisor Eval: 98% Faculty Supervisor Eval: 98% Employer Survey: 4 out of 5	A

Description of Program Modifications

The Graduate Department of Counseling evaluated each outcome for 2012-2013 and identified programmatic revisions to implement for improved outcomes in 2013-2014. The following is a description of those program modifications.

In addition to the modifications noted below, the program intends to re-evaluate the nature and content of some of its measurement tools to assure these adequately measure the goals, re-evaluate the criteria and thresholds for each data source, seek improved response rates on surveys (particularly the alumni and employer surveys), and work closely with the Office of Institutional Effectiveness to determine its assessment plans for future years.

A. Learners will be scripturally grounded in order to apply biblical values personally and professionally

1. *Learners will examine and apply theories, concepts, principles and practices in individual, group, family, or career counseling from a biblical worldview*
 - a. Next year we need to make sure to number Qs on the surveys so these can be noted on assessment plan.
 - b. It is noted that with having only 3 participating employers it is difficult to determine what weight their lower score holds. While other schools have noted the difficulty in getting feedback from employers, concerted effort must continue in order to get a higher amount of survey responses.
 - c. Alumni numbers were higher because a drawing was held for all participants.
 - d. Qs related to why exit interview numbers were higher remain (better integration? Those graduating more accustomed to integration; employers may

not care and/or understand?

- e. The integration of faith and counseling paper was a good assignment to add to the portfolio as it assessed synthesis related to content taught over the whole of the program. With no rubric made, grading these was difficult. Rubric needed for 2013-2014 year
- f. When the GDCIR plan was created fall 2012, it was thought that course feedback forms would also be used to assess A.1. Conversations with interim GDCIR chair have led us to ask if these forms are the best use of professor time. Current thought is that the GDCIR will be using a GDCIR alert form (based on that created and used by the Dept. of Ed) that can assess various program outcome concerns if desired.

2. *Learners will examine and apply biblical values in their self-as-therapist development.*

- a. It is noted that the employer ratings were in the adequate-good range vs. alumni and exit interview which produced scores in the good to excellent range. See A.1.a-c, e (related to Course Feedback forms)
- b. Recommend asking GDCIR advisory board Qs related to this program outcome. When the GDCIR plan was created fall 2012, it was thought that course feedback forms would also be used to assess A.2. Conversations with interim GDCIR chair have led us to ask if these forms are the best use of professor time. Current thought is that the GDCIR will be using a GDCIR alert forms (based on those created and used by the Dept of Ed) that can assess self-as-therapist development, or lack thereof, concerns.
- c. Finally, it is noted that there is a Q on the faculty supervisor evaluations used in both practicum and internship re: self-as-therapist that could be an assessment.

B. Learners will be professionally skilled so that students can exemplify ethical, legal, and clinical standards in ministry and clinical mental health settings

3. *Learners will demonstrate an understanding of ethical and legal research, implications, issues, and considerations as applied in individual, group, family, career, crisis, and community counseling and consulting*

- a. It is noted that one student was sent to SPDC, which resulted in receiving a WF from Practicum and impacted the percentage for this program outcome as well as subsequent outcomes. See A.1.a-c, e (related to Course Feedback forms).
- b. It has been recommended for the 2013-2014 year that faculty and site supervisor evaluations be amended to incorporate exact wording from B3 in order to properly assess it.
- c. Employer surveys continue to be lower than both alumni and exit interview results. With the low *n*, it may be important to ask the GDCIR advisory board about each of the program outcomes.
- d. Feedback gathered from site supervisors of both Practicum and Internship supervisors May 2013 (see GDCIR chair for a copy of these) provided some insights related to ethical and legal research, which did speak to an overall sense that students are prepared with ethical knowledge, though application to specific sites may be a work in progress.
- e. With the program moving to the CPCE exam for the 2013-2014 year, a more thorough assessment related to ethical and legal understanding will take place

(external assessment).

4. *Learners will demonstrate an understanding of social and cultural diversity research, trends, theories, implications, issues, and considerations as applied in individual, group, family, career, crisis, and community counseling and consulting*

- a. It is noted that one student was sent to SPDC, which resulted in receiving a WF from Practicum and impacted percentage for this program outcome as well as subsequent outcomes. See A.1.a-c, e.
- b. It has been recommended for the 2013-2014 year that faculty and site supervisor evaluations be amended to incorporate exact wording from B4 in order to properly assess it.
- c. While exit, survey and alumni results all fell above 3.0, it is noted that both employer and alumni were lower. Several alumni included comments in their answers indicating that they would like to see ongoing development related to cultural competence, especially when noting the cultural experiences students have serving Indiana, Midwest, rural populations.
- d. Efforts to continue to broaden student awareness, knowledge and application as it applies to the various nuances of diversity (e.g., age, gender, religion, sexual orientation, ethnicity, SES) must continue allowing for the most comprehensive assessment possible. Due to computer glitches with the Comp Exam, finding percentages related to B.4 specific Qs did not happen.
- e. With the program moving to the CPCE exam for the 2013-2014 year, a more thorough assessment related to social and cultural diversity will take place (external assessment).

5. *Learners will demonstrate an understanding of human behaviors, attitudes, relationships, development, and characteristics that influence individual, group, family, career, crisis, and community counseling and consulting.*

- a. It is noted that one student was sent to SPDC, which resulted in receiving a WF from Practicum which impacted percentage for this program outcome as well as subsequent outcomes. See A.1.a-c, e (related to Course Feedback forms).
- b. It has been recommended for the 2013-2014 year that faculty and site supervisor evaluations be amended to incorporate exact wording from B5 in order to properly assess it.
- c. While exit, survey and alumni results all fell above 3.0, it is noted that both employer and alumni were lower. Feedback gathered from site supervisors of both Practicum and Internship supervisors May 2013 (see GDCIR chair for a copy of these) provided some insights related to case conceptualization and spoke to inconsistency related to student aptitude in performing this skill. Discussion in April and May 2012 resulted in introducing case conceptualization earlier in didactic and clinical classes. Further, rigor related to case conceptualization development was added across all clinical classes.
- d. With the program moving to the CPCE exam for the 2013-2014 year, a more thorough assessment related to understanding of human behaviors, attitudes, relationships, development, and characteristics that influence individual, group, family, career, crisis, and community counseling and consulting will take place (external assessment).
- e. Portfolio case conceptualizations were weak in that there was no rubric given to

promote program standardization and assessment. Changes have been implemented both for clinical classes and are planned for Portfolio to be submitted 2013-2014 year.

6. *Learners will demonstrate and apply essential counselor characteristics, behaviors, interviewing and diagnostic skills across diverse academic and clinical settings*
 - a. It is noted that one student was sent to SPDC, which resulted in receiving a WF from Practicum which impacted percentage for this program outcome as well as subsequent outcomes.
 - b. It has been recommended for the 2013-2014 year that faculty and site supervisor evaluations be amended to incorporate exact wording from B6 in order to properly assess it. See A.1.a-c, e (related to Course Feedback forms).

7. *Learners will demonstrate an understanding of relevant theories and models related to individual, group, and family systems counseling and consulting*
 - a. While exit, survey and alumni results all fell above 3.0, it is noted that while both alumni and exit interviews were consistent with each other, employer scores were lower. See A.1.a-c, e (related to Course Feedback forms)
 - b. Feedback gathered from site supervisors of both Practicum and Internship supervisors May 2013 (see GDCIR chair for a copy of these) provided some insights related to case conceptualization (which includes application of theory) and spoke to inconsistency related to student aptitude in performing this skill.
 - c. Discussion in April and May 2012 resulted in introducing case conceptualization earlier in didactic and clinical classes. Further, rigor related to case conceptualization development was added across clinical classes. Computer error made assessment related to theory and family systems difficult to determine.
 - d. With the program moving to the CPCE exam for the 2013-2014 year, a more thorough assessment related to understanding of relevant theories will take place (external assessment).
 - e. Portfolio papers on theoretical orientation and supervision theory/models were inconsistent in that there was no rubric given to promote program standardization and assessment. Currently revisions related to Portfolio for the 2013-2014 year are being made which may result in this needing to be assessed differently (specific classes).

8. *Learners will demonstrate an understanding of individual and group approaches to assessment and evaluation.*
 - a. While exit, survey and alumni results all fell above 3.0, it is noted that both alumni and employer surveys were much lower than exit interview results. Anecdotal information gathered from students conveyed the need for additional content to be added to Psych Testing (e.g., ADHD, Axis II diagnoses with associated assessment, understanding parenting protocols) which was implemented May 2013. See A.1.a-c, e (related to Course Feedback forms)
 - b. Further, due feedback from the Ohio licensing board, instruction and learning tasks regarding assessments were added in two courses (Addictions Counseling and Psychotherapy with Children & Adolescents), which may have contributed to higher exit interview scores. Computer error made evaluation related to

- assessment difficult to determine.
- c. With the program moving to the CPCE exam for the 2013-2014 year, a more thorough assessment related to understanding of assessment will take place (external assessment).
9. *Learners will demonstrate an understanding of the role of research, research methodologies, statistical analysis, and program evaluation as applied to the counseling profession*
- a. While exit, survey and alumni results all fell above 3.0, it is noted that both alumni and employer surveys were much lower than exit interview results; further, exit interview results in this section were lower than other sections. This may be another point to discuss with the GDCIR advisory board.
 - b. Feedback gathered from site supervisors of both Practicum and Internship supervisors May 2013 (see GDCIR chair for a copy of these) provided some insights related to research as it relates to evidence-based practice, which some site supervisors urged the program to continue to strengthen. See A.1.a-c, e (related to Course Feedback forms)
 - c. Computer error made assessment related to research methods difficult to determine. With the program moving to the CPCE exam for the 2013-2014 year, a more thorough assessment related to research methods will take place (external assessment).
10. *Learners will demonstrate a proficiency in applying computer technology across academic and professional domains*
- a. While competence with computer technology could fall under "Professional Conduct," it was not listed specifically in the 2012-2013 Supervisor Evaluation. This needs to be added next year. There was no verbal or written communication relayed to the GDCIR team related to lacking technology skills for the 2012-2013 year. See A.1.a-c
 - b. Exit, Employer and Alumni results, while all above 3, may indicate either a lack of understanding related to this program outcome or the need to continue to develop this outcome throughout graduate training.
 - c. It is noted that the GDCIR requires more technology skills than it did even five years ago (e.g., password protected documents which are uploaded, use of SAN disks for recording, creating an e-portfolio, various computer applications used in learning tasks). That said, with more agencies moving to electronic records, facility with technology is essential.
11. *Learners will demonstrate critical and creative thinking across academic and professional domains*
- a. While 2013 CMHC graduates were required to utilize both creative and critical thinking (e.g., creating an e-portfolio, promotion of their personal theoretical orientation as well as supervisory model, creating an original document related to the integration of faith and counseling), the lack of rubrics left assessment lacking.
 - b. Plans for the 2014 portfolio include having "evidence" to support a baseline of competency in each of the three program goals, which will require both creative and critical thinking as clearly defined in a rubric.

13. Learners will demonstrate an understanding of their strengths and limitation in Clinical Mental Health Counseling

- a. When the GDCIR Assessment Plan was created fall 2012, the Portfolio was deemed an adequate assessment of B.13. Reflection now would indicate the Portfolio as is, is not. As noted in B.12, the portfolio has not been a source of original content which requires synthesis of feedback students have received while in the program. The last portfolio required that students include evaluations they received from both GDCIR faculty/staff as well as site supervisors; however, no reflection related to strengths and weaknesses was completed by the student.
- b. There are two times within the program that students who graduated May 2013 did demonstrate an understanding of their strengths and limitations related to mental health counseling--at candidacy when students created a document that discussed this and during the oral portion of the Exit interviews with two program faculty.
- c. Conversations related to the future Portfolios (May 2014) included the need for student assessment related to personal strengths and limitations. Should that prove to not be part of the new Portfolio, this would be better assessed using Candidacy and Exit Interviews.

14. Learners will demonstrate knowledge of risk due to crisis, disaster, trauma, addiction, and/or co-occurring mental disorders

- a. It is noted that one student was sent to SPDC, which resulted in receiving a WF from Practicum and impacted percentage for this program outcome as well as subsequent outcomes. See A.1.a-c, e (related to Course Feedback forms)
- b. It has been recommended for the 2013-2014 year that faculty and site supervisor evaluations be amended to incorporate exact wording from B14 in order to properly assess it.
- c. With the program moving to the CPCE exam for the 2013-2014 year, a more thorough assessment related to risk (crisis, disaster, trauma) understanding will take place (external assessment), though students successfully passed the exam which specifically dealt with trauma and reporting issues.

15. Learners will demonstrate effective, culturally responsive counseling relationships
Continue efforts

16. Learners will demonstrate the ability to receive and integrate critical feedback as it relates to their professional development

- a. When the GDCIR Assessment Plan was created fall 2012, faculty and site supervisor evaluations as well as the Portfolio were deemed an adequate assessment of C.16. Reflection now would indicate the Portfolio as is, is not. As noted in B.12, the portfolio has not been a source of original content that requires synthesis of feedback students have received while in the program. The last portfolio required students include evaluations they have received from both GDCIR faculty/staff as well as site supervisors; however, no reflection related to strengths and weaknesses was completed by the student.
- b. There are two times within the program that students who graduated May 2013

did demonstrate an understanding of their strengths and limitations in CMHC-- at candidacy when students created a document which discussed this and during the oral portion of the Exit interviews with two program faculty.

- c. Conversations related to the Portfolio to come (May 2014) included student assessment related to personal strengths and limitations. Should that prove to not be part of the new Portfolio, this would be better assessed using Candidacy and Exit Interviews.
- d. Related to faculty and site evaluations, while some might say that student improvement on an evaluation might demonstrate a student's ability to receive and integrate critical feedback related to their development, there are certainly examples of times when this would not be the case. These may not be good measures of this outcome.

17. Learners will demonstrate effectiveness in interpersonal functioning as it applies to academic and clinical settings

- A. It is noted that one student was sent to SPDC, which resulted in receiving a WF from Practicum which impacted percentage for this program outcome.
- B. Feedback gathered from site supervisors of both Practicum and Internship supervisors May 2013 (see GDCIR chair for a copy of these) provided data that Grace students are generally viewed as having and utilizing interpersonal skills well. Employer results indicate students are successfully utilizing this skill AEB a "good" average.