

Assessment: Assessment Unit Four Column

Program (8.2.a)-Clinical Mental Health Counseling, M.S.

Mission Statement: The mission of the counseling program is to prepare interpersonally skilled and culturally competent professional counselors who promote and provide services that reflect the current best practices in each counseling specialty area.

<i>Intended Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Use of Results</i>
<p>Counseling Professional Dispositions - Students will demonstrate professionalism, ethical reasoning and professional dispositions. Outcome Status: Current Outcome Year: 07-08, 08-09, 09-10, 10-11, 11-12, 12-13, 13-14, 14-15, 15-16, 16-17, 17-18, 18-19, 19-20, 20-21</p>	<p>Survey-Employer - Internship evaluation by site supervisor. Individual assessments are submitted online, analyzed and reported in both an individual and group format. Criterion: 100% of students will obtain an average rating across the internship evaluation items pertaining to this outcome of 2.5 or higher on a 5-point liker-type scale, with 1 = Unsatisfactory, 2 = Below Average, 3 = Average, 4 = Above Average, and 5 = Exceeds Expectations. The items from the following sections will be used in determining whether the criterion has been met: Professional Behaviors and Personal Characteristics Schedule: Once per year as the cohort completes the final internship hours. Related Documents: CED 597Fall 15.BB.doc</p>	<p>Result Trend: Action Planning Result Type: Criterion Met 12 students received internship evaluations for Fall 2019 and Spring 2020. 1 student received internship evaluations for Fall 2019, Spring2020, and Summer 2020. 100% successfully completed internships. According to the site supervisors' responses to items on the internship evaluation, 100% of interns were above the mean of 2.5 (on a scale of 1-5 with 5 indicating "exceeds expectations", 4 indicating "above average", 3 indicating "average", 2 indicating "below average" and 1 indicating "unsatisfactory". The highest domain areas were Professional Behaviors and Personal Characteristics (4.42), general counseling skills (4.38), and case conceptualization skills (4.35). Although students scored high in these domains, the areas of willingness to seek supervision (4.25) and professional judgement (4.25) were relatively low in comparison.to other specific skills (09/20/20) (09/22/2020) Notes: Unsolicited feedback from recent graduates suggest that students need more "hands on" experience developing and writing treatment plans. Additionally, emphases will also be placed on seeking supervision as this area was rated relatively low compared to other skill areas</p>	<p>Use of Results: Given that two specific skill areas were lower than others, although the average across students in the domains were 4.25 which is well above the criterion of of 2.5, emphases will be placed on the areas of seeking supervision and professional judgement. The faculty anticipate that students will improve in these areas as they now rate themselves on dispositions at 4 key points during the program. However, special emphasis will be placed on seeking supervision and professional judgement in the following courses: Theories, Foundations, Ethics, Assessment; Helping Skills; and Practicum. Additionally, the program coordinator will solicit feedback from internship supervisors to gain a better understanding of their perception of the students' weaknesses in the areas of seeking supervision and professional judgement. (09/22/2020)</p>

<i>Intended Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Use of Results</i>
	<p>Meetings - Core Counseling faculty will meet to review dispositions on all active students.</p> <p>Criterion: 100% of students will receive a satisfactory review on all dispositions listed on the dispositions evaluation from the majority of the core Counseling faculty members. The dispositions measure uses the following scale: 1 = Unsatisfactory, 2 = Needs Improvement, 3 = Proficient. A satisfactory review occurs when students receive an average of 2.5 or higher from the faculty reviewers.</p> <p>Schedule: Biannual meetings.</p> <p>Related Documents: 2016-2017 Counselor Education Program Handbook Final.docx</p>	<p>Result Trend: Action Planning Result Type: Criterion Met 13 students received internship evaluations. 100% successfully completed internships. According to the site supervisors responses to items on the internship evaluation, 100% of interns were above the mean of 2.5 (on a scale of 1-5 with 5 indicating "exceeds expectations", 4 indicating "above average", 3 indicating "average", 2 indicating "below average" and 1 indicating "unsatisfactory". In the domains of General Counseling Skills, Case Conceptualization Skills, Assessment & Diagnosis, Treatment Planning, and Other Skill this cohort of interns consistently scored above average or exceeds expectations. Only one intern received an average score below 4 (this intern received a rating of 3 in this domain at one of her sites while performing well above average at her second site). The highest domain area was general counseling skills and the lowest domain area mean was treatment planning. (09/04/2019)</p> <p>Result Trend: Action Planning Result Type: Criterion Met Faculty met at mid-point of the academic year to review student dispositions. In the previous year, all but one student were rated as satisfactory on each disposition with no dispositional concerns noted at the time of the mid-academic year review. This student was placed on a remediation plan that was jointly developed by the student, the CMHC Coordinator and the Graduate Counseling Programs Coordinator. The student did not pass practicum and a plan was made to help the student acquire necessary skills and experiences to improve their communication skills, professionalism, and other skills necessary to be successful. The student repeated practicum in Summer of 2019 and received excellent evaluations. The student continued on to internship and again received excellent evaluations. Although the student remained on the remediation plan throughout internship, no further problems were noted and the student successfully completed the remediation plan</p>	<p>Use of Results: In 2018 there were relatively highly skewed site evaluations for interns, the CMHC internship supervisor and the Graduate Counseling Program Coordinator provided additional training to site supervisors regarding the criterion for the scaled items. As a result, the evaluation scores for 2019 appeared to be much more indicative of student performance than in the past. As internship supervisors received more training, we expect more variability in evaluations and we hope this will continue to make the internship evaluation measures more robust. (09/18/2019)</p> <p>Use of Results: During 2018 the Graduate Counseling Program Coordinator developed a rubric from the counselor dispositions listed in the student handbook. This rubric is now used by 1) the core faculty to evaluate student dispositions on a yearly basis; 2) the core faculty in designated courses at specific times during students' course of study including Counseling Skills and Process; Supervised Practicum, and Internship; and 3) students are required to complete the dispositions rubric a minimum of 4 times during their program including at the end of their first semester, at the end of their Counseling Skills and Process</p>

<i>Intended Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Use of Results</i>
		<p>and goals, internship, and graduated in Spring 2020. Additionally, a second student had been placed on a remediation plan in 2019, due to deficits in professionalism, communication, self-awareness, and demonstrated knowledge in cultural diversity This student was cooperative and has completed all requirements related to the plan thus far. The student successfully completed her internship although there were some difficulties that were resolved between the student and her supervisor. The student has progressed through the program at a slower pace, remains on the remediation plan so we can monitor progress, and is scheduled to graduate in Spring 2021. (09/22/2020)</p>	<p>Class; at the end of their Practicum, and before mid-point of their internship. Any deficits noted in dispositional evaluations are brought to the attention of the core faculty. The core faculty meet and decide what interventions need to be implemented to target deficits in dispositions. These interventions can include but are not limited to meeting with the student, providing student targeted reading assignments, suggesting student seek support such as counseling or tutoring, and/or developing a remediation plan. The significant improvement made by students placed on remediation plans provides evidence that identifying specific dispositional deficits and developing remediation plans that target these deficits are successful. The program faculty has put dispositional evaluations in place beginning with the first semester to attempt to identify deficits earlier in the program so these can be remediated prior to practicum and internship. As a result, one student was placed on a remediation plan her second semester in the program due to deficits noted in interpersonal conflict resolution and multicultural competency deficits. This student has followed her remediation plan and has made significant improvements in these areas. Although this student will</p>

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continue to be monitored regarding the targeted areas, we do not anticipate further issues. She performed very well at her practicum site receiving above average scores and no dispositional deficits were noted by her site supervisor. The student is scheduled to graduate in Spring 2021. To date, 4 students have been placed on remediation plans in the past 3 years. All 4 students have been successful in meeting their goals and improving their skills and counseling dispositions. Early identification of student counseling disposition deficits appears to be helpful in remediating these deficits prior to practicum and internship.
9/20/2020 (09/22/2020)

Result Trend: Action Planning

Result Type: Criterion Met

Faculty met at mid-point of the academic year to review student dispositions. In the previous year, all but two of the CMHC students were rated as satisfactory on each disposition with no dispositional concerns noted at the time of the mid-academic year review. These two students were cited as deficit in specific dispositions. The CMHC Program Coordinator and the Graduate Counseling Programs Coordinator met with these students prior to the mid-year review. One student improved behaviors and dispositions as noted by their practicum site supervisor and the faculty supervisor. However, disposition deficits were still noted. This student was placed on a remediation plan. The faculty practicum supervisor and the practicum site supervisor worked together to come up with a list of behaviors and goals the student would need to reach before the student could move from practicum into internship. The student's practicum was extended for several weeks. The student improved sufficiently enough to move to into practicum but

Use of Results: During 2018 the Graduate Counseling Program Coordinator developed a rubric from the counselor dispositions listed in the student handbook. This rubric is now used 1) by the core faculty to evaluate student dispositions on a yearly basis; 2) by the core faculty in designated courses at specific times during students' course of study including Counseling Skills and Process; Supervised Practicum, and Internship; and 3) students are required to complete the dispositions rubric a minimum of 4 times during their program including at the end of their first semester, at the end of their

<i>Intended Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Use of Results</i>
		<p>remained on the remediation plan. The student continued to need support during internship but showed gradual improvement during internship. The student passed internship and the remediation plan was no longer needed. The second student also met with the CHMC Program Coordinator and the Graduate Counseling Program Coordinator prior to the mid-year review. However, this student had not improved and at the mid-year review and the core faculty noted multiple disposition deficits. Most notable was the lack of professional communication and work site professionalism. This student did not pass practicum and was placed on a remediation plan. The student followed the remediation plan and began practicum in Summer 2018. This student received excellent evaluations for practicum and internship. He completed his internship with excellent evaluations. Additionally, one student who had been placed on a remediation plan in 2017 and was required to repeat practicum in Summer of 2018. This student received excellent practicum evaluations and went on to receive excellent internship evaluations for Fall 2018 and Spring 2019 with no further interventions. (09/04/2019)</p>	<p>Counseling Skills and Process Class; at the end of their Practicum, and before mid-point of their internship. Any deficits noted in dispositional evaluations are brought to the attention of the core faculty. The core faculty meet and decide what interventions need to be implemented to target deficits in dispositions. These interventions can include but are not limited to meeting with the student, providing student targeted reading assignments, suggesting student seek support such as counseling or tutoring, developing a remediation plan.</p> <p>The significant improvement made by students placed on remediation plans provides evidence that identifying specific dispositional deficits and developing remediation plans that target these deficits are successful. The program faculty has put dispositional evaluations in place beginning with the first semester to attempt to identify deficits earlier in the program so these can be remediated prior to practicum and internship.</p> <p>As a result, one student was placed on a remediation plan her second semester in the program due to deficits noted in interpersonal conflict resolution and multicultural competency deficits. This student has followed</p>

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Comprehension of Common Core Counseling Concepts - Students will explain program core knowledge/content/information/data domains which are presented in the common core counseling courses, e.g. courses that are common to both the CMHC and SC programs. This content domain is subdivided into 8 traditional subdomains: professional identity, social and cultural diversity, human growth and development, career development, helping relationships, group work, assessment, and research/program evaluation. (See Counseling Common Core by area in document repository for detail.)
Outcome Status: Current
Outcome Year: 13-14, 14-15, 15-16, 16-17, 17-18, 18-19, 19-20, 20-21

Standardized Test, i.e., CLA - Student scores on the National Counselor Exam will be retrieved from the National Board of Certified Counselors and aggregate scores on this standardized test used to obtain licensure as a counselor will be reviewed to determine the program's overall pass rate.
Criterion: 100% of students will score no lower than one standard deviation from the mean in all eight identified areas of expected student performance.

Result Trend: Action Planning
Result Type: Inconclusive
 100% of former CMHC Students taking the NCE passed compared to the National Pass Rate of 90.54%. 100% of the mean domain scores for CMHC students taking the NCE were within 1 standard deviation from the national mean domain scores for CACREP accredited programs. Eight of the 14 mean domain scores were above the national mean. The domains in which students performed best were Professional Practice and Ethics with a mean domain score of 13.33 compared to the national CACREP accredited programs mean of 11.46 (1.87 above national mean); Assessment and Testing with a mean domain score of 17.67 compared to the national CACREP accredited programs mean of 16.24 (1.23 above national mean); and Career Development with a mean domain score of 13.0 compared to the national CACREP accredited programs mean of 11.99 (1.01 above national mean), CMHC students performed lowest in the following domains; Intake Assessment & Diagnosis with a mean domain score of 9.33 compared to the national CACREP accredited programs mean of 12.19 (2.86 below the national mean) and Counseling and Helping Relationships with a mean domain score of 37.0 compared to the national CACREP accredited programs mean of 39.0 (2.0 below the national mean). Other domain scores were in close proximity to the national mean domain scores.

her remediation plan and has made significant improvements in these areas. Although this student will continue to be monitored regarding the targeted areas, we do not anticipate further issues. She performed very well at her practicum site receiving above average scores and no dispositional deficits were noted by her site supervisor.

(09/13/2019)

Use of Results: The program faculty will evaluate the areas of assessment and diagnosis as well as counseling and helping relationships to determine what changes may need to be implemented, if any, to these domain areas. Given that we have yet to receive results from the Spring 2020 administration, we will evaluate these results and compare with Fall 2019 to determine if curriculum changes are deemed necessary.
 (09/22/2020)

Intended Outcomes	Assessment Methods	Results	Use of Results
		<p>(09/22/2020) Notes: We have yet to receive any results for students taking the NCE for Spring 2020 which is the reason we marked the criterion as inconclusive.</p> <hr/> <p>Result Trend: Action Planning Result Type: Criterion Met 100% of the mean domain scores for clinical mental health counseling students taking the NCE were within 1 standard deviation from the national mean domain scores for CACREP-accredited programs. Nine of the 13 mean domain scores were above the national mean (similar to 2018). The domains in which our students performed best were Social and Cultural Diversity with a mean domain score of 8.29 compared to the national CACREP accredited program mean of 7.25 (+1.04 above the national mean domain score) and the Professional Orientation and Ethical Practices domain with a mean score of 22.71 compared to the national CACREP accredited program mean of 20.95 (+1.76 above the national mean domain score) . Only four mean domain scores were slightly below the national CACREP accredited program means. Human Growth and Development (-0.55 below the national mean domain score), Assessment (-0.79 below the national mean domain score), Helping Relationships (-0.54 below the national mean domain score), and Fundamental Counseling Issues (-0.21 below the national mean domain score). (09/13/2019)</p>	<p>Use of Results: Given the relatively low mean scores in the domain Diagnosis and Assessment, the School Counseling Students are now required to take Diagnosis and Assessment under the new 60 hour program requirement. Core Faculty will monitor and evaluate the impact the course has on this domain of the NCE for 2020. Given that Human Growth and Development was one of the lowest mean scores for our students, faculty will review the course content and make any necessary changes. The Research and Program Evaluation domain which was below the NCE mean for CACREP accredited programs is now taught by a core counseling faculty member with experience teaching this content and now this domain was above the national mean. (09/13/2019)</p>
	<p>Standardized Test, i.e., CLA - The Counselor Preparation Comprehensive Examination (CPCE) is a standardized test that assesses student performance in 8 areas: C1: Human Growth and Development; C2: Social and Cultural Diversity; C3 Helping Relationships; C4: Group Work; C5: Career Development; C6: Assessment; C7: Research and Program Evaluation; and C8:</p>	<p>Result Trend: Action Planning Result Type: Criterion Not Met The CMHC students' mean scores were within 1 standard deviation of the national mean score in all domains. 9 out of 11 CMHC students who graduated this year achieved a passing score on the CECE during the first administration. The average total score for students taking the exam for the first time was 75.82 which was slightly below (1.07) the CECE national mean of 76.89 with a national mean SD of 13.64. The highest average domain scores were Career Development (+1.03 above the national mean); Counseling</p>	<p>Use of Results: The program faculty have decided to continue with the administration of the CECE in place of the CPCE as it is cost and time efficient and can be administered according to our programs' timelines.</p> <p>The domain of Counseling and Helping Relationships was one of</p>

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	<p>Professional Orientation and Ethical Practice.</p> <p>Criterion: 100% of students will score no lower than one standard deviation from the mean in all eight identified areas of expected student performance.</p> <p>Schedule: Fall; Spring</p>	<p>and Helping Relationships (+0.64 above the national mean); and Professional Counseling Orientation and Ethical Practice (+0.3 above the national mean). The lowest domain scores were Social and Cultural Diversity (-1.03 below the national mean), Research and Program Evaluation (-1.24 below the national mean) and Assessment and Testing (-1.42 below the national mean). Interestingly, although all 11 students were within one standard deviation of the national mean in all 8 domains, 2 students failed to meet the criterion score for passing. These students were administered an alternative written comprehensive exam followed by an oral exam on the domains the student failed to pass on the CECE. Both students passed the written and oral exams.</p> <p>(09/22/2020)</p> <p>Notes: ****Due to the impact of COVID-19 on the CPCE and it being cancelled and the difficulty with scheduling, we administered the CECE to our students which is nationally normed and allowed us to administer the test remotely while proctoring and was at no cost to the students. The CECE assesses student performance in the same 8 areas as the CPCE. However, students across the country appear to score slightly lower on the CECE than the CPCE. We will need to compare several years of data to determine trends that need to be addressed in the curriculum. The program faculty have decided to continue with the administration of the CECE in place of the CPCE as it is cost and time efficient and can be administered according to our programs' timelines.</p>	<p>the lowest areas in 2017. The faculty reviewed the syllabi and made adjustments and in 2018 our students performed best in this domain. In 2019 this domain received one of the lowest domain scores. The faculty were perplexed as to why student scores fluctuated from year to year in this domain. We reviewed the syllabus and course content. More emphasis was placed on content and application during course delivery. Also, a discrete skill development component was added to the Helping Skills course (Theravue) and graduate students were brought in to assist weaker students in skill development. Additionally, students taking the CECE in 2020 took this course as a Team Based Learning Course. The curricular changes appeared to have been helpful as students scored =0.64 points above the national mean and this domain represented one of the highest domain scores. The faculty will continue to review the impact of delivering this content in the domain of Counseling and Helping Relationships on the 2020 results of the CECE to evaluate whether the upward trend in scores continues and can be attributed to the addition of TBL and Theravue. The core faculty will compare the next administration of the CECE with the previous two administrations for patterns or problems contributing to low</p>

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scores in any areas.

In 2017 the Research and Program Evaluation domain mean score was -1.38 below the national mean. The counseling program faculty decided to offer a section of IDE 510 particularly targeted toward the counseling students with a core counseling faculty member as the instructor for the course. Given the rise in performance in the Research and Program Evaluation domain in 2018, 2019, and 2020 (all students scored within 1 standard deviation from the national mean) , we will continue to teach a section of 510 targeted toward the counseling students. The Counseling Program faculty strategically changed from using an adjunct instructor for this course to a CORE faculty member with years of experience teaching career development. Additionally, the curriculum and the mode of instruction for the Career Development Course was changed in hopes of improving the low overall means. This year, Career Development had the highest overall domain score compared to the national mean. We will continue to teach this course using TBL and the same faculty member will teach the course. (09/22/2020)

Result Trend: Action Planning

Result Type: Criterion Not Met

The CMHC students’ mean score was within 1 standard deviation of the national mean score in all domains. 10 out

Use of Results: The domain of Counseling and Helping Relationships was one of the lowest areas in 2017. The faculty

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		<p>of 12 CMHC students who graduated this year achieved a passing score on the CPCE during the first administration. The average total score for students taking the exam for the first time was 84.58 which was 2.62 points above the national mean of 81.96. The highest average domain scores were Counseling and Helping Relationships (+1.2 above the national mean) and Professional Counselings Orientation and Ethical Practice (+1.4 above the national mean). The lowest domain score was Social and Cultural Diversity. (mean 10.18 compared to national mean of 10.3). 10 out of 12 students were within one standard deviation of the national mean in all 8 domains. 11 out of 12 students were within one standard deviation of the mean in 7 domains.</p> <p>One of the two CMHC students who failed the first administration of the CPCE passed the second administration of the CPCE. This student scored within 1 standard deviation of the mean in all 8 domains on the second administration and improved their overall score by 7 points. The remaining student who failed to pass the second administration scored within 1 standard deviation of the mean in 5 domains and improved their overall score by 2 points. This student was administered an alternative written comprehensive exam followed by an oral exam on the domains the student failed to pass on the CPCE. The student passed the written and oral exam. (09/04/2019)</p>	<p>reviewed the syllabi and made adjustments and in 2018 our students performed best in this domain. In 2019 this domain was one of the lowest domain score. The faculty are perplexed as to why student scores fluctuate from year to year in this domain. We have reviewed the syllabus and course content. More emphasis will be placed on content with and application during course delivery. The students taking the CPCE in 2020 will have taken this course as a Team Based Learning Course. The faculty will review the impact of delivering this content in the domain of Counseling and Helping Relationships on the 2020 results of the CPCE. Human Growth and Development was also one of the lowest domain scores. All of the mean domain scores were within one standard deviation of the national mean scores. The core faculty will compare the next administration of the CPCE with the previous two administrations for patterns or problems contributing to low scores in any areas. (09/04/2019)</p>

<p>Clinical Skills for Clinical Mental Health Counseling - Students will apply knowledge of clinical mental health counseling principles in the following domains: assessment, diagnosis, case conceptualization, treatment planning, and individual and group mental health counseling skills</p>	<p>Survey-Employer - Internship Criterion: Criterion: 100% of students will obtain an average rating across the internship evaluation items pertaining to clinical skills of 2.5 or higher on a 5-point liker-type scale, with 1 = Unsatisfactory, 2 = Below Average, 3 = Average, 4 = Above Average, and 5</p>	<p>Result Trend: Action Planning Result Type: Criterion Met 12 students received internship evaluations. 100% successfully completed internships. According to the site supervisors responses to items on the internship evaluation, 100% of interns were above the mean of 2.5 (on a scale of 1-5 with 5 indicating "exceeds expectations", 4 indicating "above average", 3 indicating "average", 2 indicating "below average" and 1 indicating "unsatisfactory". In the domains</p>	<p>Use of Results: In 2018 there were relatively highly skewed site evaluations for interns, the CMHC internship supervisor and the Graduate Counseling Program Coordinator provided additional training to site supervisors regarding the criterion for the scaled items. As a result, the</p>
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<i>Intended Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Use of Results</i>
<p>Outcome Status: Current Outcome Year: 07-08, 08-09, 09-10, 10-11, 11-12, 12-13, 13-14, 14-15, 15-16, 16-17, 17-18, 18-19, 19-20, 20-21</p>	<p>= Exceeds Expectations. The items from the following sections will be used in determining whether the criterion has been met: General Counseling Skills, Case Conceptualization Skills, Assessment & Diagnosis, Treatment Planning, Other Skills Schedule: Annually as CMHC students finish their internship at the end of spring semester.</p>	<p>of General Counseling Skills, Case Conceptualization Skills, Assessment & Diagnosis, Treatment Planning, and Other Skill this cohort of interns consistently scored above average or exceeds expectations. Only four interns received an average score below 4 (these interns received ratings of 3 or more in these domain). The highest domain areas were general counseling skills (4.38) and case conceptualization (4.35). The lowest domain area means were treatment planning (4.1) and assessment and diagnosis (4.05). However, one of the highest specific skill areas was the ability to set goals with clients (4.6). (09/20/2020) (09/22/2020) Notes: Several students' internships were extended into summer but these results are captured in the data. treatment planning and assessment/diagnosis in additional courses to enhance students' ability to apply knowledge and skills to assessment, diagnosis, and treatment planning. Unsolicited feedback from recent graduates suggest that students need more "hands on" experience developing and writing treatment plans.</p>	<p>evaluation scores for 2019 appeared to be much more indicative of student performance than in the past. In Spring 2020 internship supervisors received more training resulting in more variability in evaluations, evaluations that seem to be increasingly reflective of students' skills and performance. We anticipate that increased training of supervisors will continue to make the internship evaluation measures more robust. Given that Treatment Planning as well as Assessment and Diagnosis were lower than other areas, the CMHC faculty will emphasize treatment planning and assessment/diagnosis in additional courses to enhance students' ability to apply knowledge and skills to assessment, diagnosis, and treatment planning. Unsolicited feedback from recent graduates suggest that students need more "hands on" experience developing and writing treatment plans. (09/20/2020) (09/22/2020)</p>
		<p>Result Trend: Action Planning Result Type: Criterion Met 13 students received internship evaluations. 100% successfully completed internships. According to the site supervisors responses to items on the internship evaluation, 100% of interns were above the mean of 2.5 (on a scale of 1-5 with 5 indicating "exceeds expectations", 4 indicating "above average", 3 indicating "average", 2 indicating "below average" and 1 indicating "unsatisfactory". In the domains of General Counseling Skills, Case Conceptualization Skills, Assessment & Diagnosis, Treatment Planning, and Other</p>	<p>Use of Results: In 2018 there were relatively highly skewed site evaluations for interns, the CMHC internship supervisor and the Graduate Counseling Program Coordinator provided additional training to site supervisors regarding the criterion for the scaled items. As a result, the evaluation scores for 2019</p>

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		<p>Skill this cohort of interns consistently scored above average or exceeds expectations. Only one intern received an average score below 4 (this intern received a rating of 3 in this domain at one of her sites while performing well above average at her second site). The highest domain area was general counseling skills and the lowest domain area mean was treatment planning. (09/04/2019)</p>	<p>appeared to be much more indicative of student performance than in the past. As internship supervisors received more training, we expect more variability in evaluations and we hope this will continue to make the internship evaluation measures more robust. (09/04/2019)</p>
<p>Cultural Competence, Advocacy, Research & Program Evaluation - Students will synthesize and demonstrate the ability to apply knowledge to clinical mental health counseling practice in the following domains: multicultural counseling/diversity, research and program evaluation and advocacy (see the Diversity, Advocacy, Research & Evaluation Skills for Clinical Mental Health Counseling document in the repository). Outcome Status: Current Outcome Year: 07-08, 08-09, 09-10, 10-11, 11-12, 12-13, 13-14, 14-15, 15-16, 16-17, 17-18, 18-19, 19-20, 20-21</p>	<p>Survey-Employer - Internship (Syllabus insert: Counselor Education Program Objectives)</p> <p>Criterion: Criterion: 100% of students will obtain an average rating across the internship evaluation items pertaining to clinical skills of 2.5 or higher on a 5-point liker-type scale, with 1 = Unsatisfactory, 2 = Below Average, 3 = Average, 4 = Above Average, and 5 = Exceeds Expectations. The items from the following sections will be used in determining whether the criterion has been met: Multicultural Counseling Skills, and Advocacy Schedule: Each semester Related Documents: Clinical Mental Health Counseling Mid-Point Internship Evaluation.pdf CED 597Fall 15.BB.doc</p>	<p>Result Trend: Action Planning Result Type: Criterion Met 12 students successfully completed internship during the last year. Each student was evaluated by the on-site supervisor utilizing the internship evaluation form. All students received an average rating above 2.5 on the Multicultural Counseling Skills and Advocacy domain. The lowest lowest item score in the domain for any student was a 3.0 (above the criterion of 2.5). The mean for all interns across the Multicultural Counseling Skills and Advocacy domain exceed 3.5. The highest average item scores were in the areas of applies multicultural competencies during conceptualizing, diagnosing, and treating client and appropriately uses culturally responsive treatment methods. The lowest average item score was the ability to modify counseling theories, techniques, and interventions to be culturally appropriate for diverse populations, but these items remained above 3.5 which is well above the criterion of 2.5. (09/22/2020) Notes: One student's internship continued well into the summer due to the impact of COVID 19. These results had to be uploaded as a separate document into LiveText. As such, this data is not in the aggregate data. The student scored well above the criterion of 2.5 across all items in the Multicultural Counseling Skills and Advocacy Domains.</p>	<p>Use of Results: Although all students exceeded the criterion average of 2.5, students continued to experience more difficulty modifying counseling theories, techniques, and interventions for culturally diverse populations. As such, the program faculty will infuse more case studies requiring students to modify counseling techniques and interventions for diverse populations in the theories and counseling skills courses. These courses are now taught using Team Based Learning and Theravue which allows the instructor to easily infuse diverse case studies and utilize a team approach to improve these skills. The results of the 2019 were compared to the 2020 internship evaluations to evaluate the impact of TBL and Theravue on these domains. . However, given the impact of COVID-19 it was difficult to determine if the changes made impacted these areas. There was a slight increase in scores but we will need to monitor these to see</p>

Intended Outcomes	Assessment Methods	Results	Use of Results
		<p>Result Trend: Action Planning Result Type: Criterion Met 13 students successfully completed internship during the last year. Each student was evaluated by the on-site supervisor utilizing the internship evaluation form. All students received an average rating above 2.5 on the Multicultural Counseling Skills and Advocacy domain. The lowest lowest item score in the domain for any student was a 3.0 (above the criterion of 2.5). The mean for all interns across the Multicultural Counseling Skills and Advocacy domain exceed 4.0. The highest average item scores were in the areas of applies multicultural competencies during conceptualizing, diagnosing, and treating client and appropriately uses culturally responsive treatment methods. The lowest average item score was the ability to modify counseling theories, techniques, and interventions to be culturally appropriate for diverse populations, but these items remained at 4.0 which is well above the criterion of 2.5. (09/04/2019)</p>	<p>if there continues to be an upward trend in scores over the next several years. (09/22/2020)</p> <p>Use of Results: Although all students exceeded the criterion average of 2.5, students continued to experience more difficulty modifying counseling theories, techniques, and interventions for culturally diverse populations. As such, the program faculty will infuse more case studies requiring students to modify counseling techniques and interventions for diverse populations in the theories and counseling skills courses. These courses are now taught using Team Based Learning and Theravue which allows the instructor to easily infuse diverse case studies and utilize a team approach to improve these skills. The results of the 2019 internship evaluations will be compared with the 2020 internship evaluations to evaluate the impact of TBL and Theravue on these domains. (09/05/2019)</p>
	<p>Standardized Test, i.e., CLA - The Counselor Preparation Comprehensive Examination (CPCE) is a standardized test that assesses student performance in 8 areas: C1: Human Growth and Development; C2: Social and Cultural Diversity; C3 Helping Relationships; C4: Group Work; C5: Career Development; C6: Assessment; C7: Research and Program Evaluation</p>	<p>Result Trend: Action Planning Result Type: Criterion Met The CMHC students mean scores were within 1 standard deviation of the national mean score in all domains. Students scored above the national mean in the domain of Professional Counseling Orientation and Ethical Practice (+0.3 above the national mean). The lowest domain scores were Social and Cultural Diversity (-1.03 below the national mean), Research and Program Evaluation (-1.24 below the national mean) and Assessment and Testing (-1.42 below the national mean).. Interestingly, although all 11 students</p>	<p>Use of Results: As a result of the relatively low scores, even though all students were within 1 standard deviation of the mean in all domains, the faculty will add supplemental review sessions via zoom for the research and evaluation course. Additionally, faculty will be evaluating the content and delivery of the multicultural course and the</p>

<i>Intended Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Use of Results</i>
	<p>Criterion: 100% of students will score no lower than one standard deviation below the national mean in the area of C2: Social and Cultural Diversity; C7: Research and Program Evaluation; and C8: Professional Orientation and Ethical Practice.</p> <p>Schedule: Fall; Spring</p>	<p>were within one standard deviation of the national mean in all 8 domains. The two students who failed to meet the criterion score for passing on the CECE scored exceptionally low in Research and Program Evaluation.</p> <p>(09/22/2020)</p> <p>Notes: Although students were well within 1 standard deviation of the national mean, the domains Research and Program Evaluation as well as Assessment and Testing were exceptionally low compared to other domains. Additionally, these domains seem to predict student passage or failure of the CECE exam.</p>	<p>assessment courses.</p> <p>Students who struggle in the Research and Program Evaluation and/or the Assessment (Tests and Measures) course will be mentored and a plan for skill/content acquisition will be established. This will likely include participation in additional modules geared toward improving skills in noted deficit areas as identified on quizzes and exams in these two courses. (09/22/2020)</p>
		<p>Result Trend: Action Planning</p> <p>Result Type: Criterion Not Met</p> <p>The CMHC students mean score was within 1 standard deviation of the national mean score in all domains. The content area C2: Social and Cultural Diversity mean domain score was 9.6 compared to the national mean score of 9.5. However, 4 students scored slightly below the national mean but were well within 1 standard deviation of the national mean. The content area C 7: Research and Program Evaluation mean domain score was 11.3 compared to the national mean score of 10.7 (3 students scored slightly below the national mean but were well within 1 standard deviation from the national mean). The content area C8: Professional Counseling Orientation and Ethical Practice mean domain score was 11.8 compared to the national mean score of 11.3 (3 students scored 9.0 which was slightly below 1 standard deviation from the national mean of 9.1) (09/04/2019)</p>	<p>Use of Results: In 2017 the CPCE results for C7: Research and Program Evaluation was -1.38 below the national mean, the counseling program faculty decided to offer a section of IDE 510 particularly targeted toward the counseling students with a core counseling faculty member as the instructor for the course. Given the rise in performance in the Research and Program Evaluation domain in both 2018 and 2019, we will continue to teach a section of 510 targeted toward the counseling students. (09/13/2019)</p>

Assessment: Assessment Unit Four Column

Program (8.2.a)-School Counseling, M.Ed.

Mission Statement: The mission of the School Counseling program is to graduate high-quality effective school counselors; to engage in research and scholarship specifically to improve the profession of school counseling in service of students, teachers, schools, and parents ; to provide service to the college and the university; and to recruit, and educate talented graduate students likely to positively impact the profession of school counseling and all involved in the broader community of Education.

<i>Intended Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Use of Results</i>
<p>Comprehension of Common Core Counseling Concepts - Students will explain program core knowledge/content/information/data domains which are presented in the common core counseling courses, e.g. courses that are common to both the CMHC and SC programs. This content domain is subdivided into 8 traditional subdomains: professional identity, social and cultural diversity, human growth and development, career development, helping relationships, group work, assessment, and research/program evaluation.</p> <p>Outcome Status: Current</p> <p>Outcome Year: 07-08, 08-09, 09-10, 10-11, 11-12, 12-13, 13-14, 14-15, 15-16, 16-17, 17-18, 18-19, 19-20, 20-21</p>	<p>Standardized Test, i.e., CLA - National Counselor Examination For Licensure and Certification (NBCC). The NCE "is a 200-item multiple-choice examination designed to assess knowledge, skills and abilities determined to be important for providing effective counseling services. The NCE is a requirement for counselor licensure in many states and for the National Certified Counselor (NCC) certification. The NCE is also used by the military health systems. The NCE was first used in 1983, as part of the NCC application process, and continues to undergo regular review and development to ensure it represents the current reality of practice and research in the counseling profession." Retrieved from NBCC website: http://www.nbcc.org/Exam/NationalCounselorExaminationForLicensureAndCertification/</p>	<p>Result Trend: Action Planning Result Type: Criterion Not Met</p> <p>Two of the three former students who took the NCE passed. 62% of the mean domain scores for school counseling students taking the NCE were within 1 standard deviation from the national mean domain scores for CACREP-accredited programs. Five domains were more than 1 SD below the national mean. These domains included Career Development, Group Counseling and Group Work, Assessment and Testing, Areas of Clinical Focus, and Counseling Skills and Interventions. All 5 domains were just slightly beyond 1 standard deviation from the national mean. Two mean domain scores (Human Growth and Development and Treatment Planning) were closest to the national mean and were the strongest areas for the students taking this administration of the NCE. (10/02/2020)</p>	<p>Use of Results: In 2018, the Diagnosis and Assessment domain was low. School Counseling Students are now required to take Diagnosis and Assessment under the new 60 hour program requirement. Core Faculty continued to monitor and evaluate the impact the course has on this domain of the NCE for 2020. The Assessment and Testing domain continued to be low for those taking the NCE in 2020. In 2019, the Research and Program Evaluation domain was also relatively low when compared to the NCE mean for CACREP accredited program, however, this year (2020) the average score was higher in this domain. In the Spring of 2019 a core counseling faculty member with experience began teaching this content to School Counseling students</p>

We are not privy to the names of students taking the NCE, only that

<i>Intended Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Use of Results</i>
	<p>Criterion: The scores are reported to the program in aggregate format. Thus the criterion must be stated as such. 100% of mean scores for graduates of the program will be within 1 standard deviation of the mean among CACREP-accredited programs for each of the 13 domains.</p> <p>Schedule: Spring</p>		<p>these students graduated from our School Counseling Program. As such, we are unsure if these are recent graduates of our program or students who have graduated in years past. Therefore, this is a weak indicator of current program strengths and weaknesses as we have no way to connect data to specific student graduation year. We do know that one recent graduate took the NCE and passed and she was included in the data where the research domain score improved. Data indicate that students perform better when they take the exam in close proximity to graduation. When examining results core counseling faculty will consider the implications of graduates returning for certification and identify weak areas these students may need to concentrate on and prepare for before taking the NCE. However, given we do not know which former students take the exam at any given time (unless a student discloses this to us directly, because we get no information from NCE directly about length of time since graduation of the candidate, making major changes based on this metric is not warranted. We will use these results in combination with other results (i.e. CPCE or CECE scores) to make any necessary changes to the curriculum as needed to improve rigor and content.</p>

Standardized Test, i.e., CLA - The Counselor Preparation Comprehensive Examination (CPCE) is a standardized test that assesses student performance in 8 areas: C1: Human Growth and Development; C2: Social and Cultural Diversity; C3: Helping Relationships; C4: Group Work; C5: Career Development; C6: Assessment; C7: Research and Program Evaluation; and C8: Professional Orientation and Ethical Practice

Criterion: 100% of students will demonstrate knowledge in all of the 8 areas of program core expectations as reflected by a mean score that is not more than one standard deviation from the national mean for each area.

Schedule: Fall; Spring

Related Documents:

[100215 National Statistics Report \(1\).pdf](#)

Result Trend: Action Planning

Result Type: Criterion Not Met

All Eight of the School Counseling students who took the CECE in the Spring of 2020 achieved a passing score on the CECE during the first administration. The average total score for SC students was 71.5 which was 5.39 points below the national mean of 76.89.(SD = 13.64). However, this was well within 1 standard deviation from the mean. Five students were within one standard deviation of the national mean in all 8 domains. The highest average domain scores were Career Development and Group. Both of which were above the national mean The lowest average domain scores were Appraisal and Research and Program Evaluation. although both areas were well within 1 standard deviation of the national mean.

Two of three School Counseling students who took the CECE in the Summer of 2020 achieved a passing score on the CECE during the first administration. The average total score for SC students was 65.34 which was 11.55 points below the national mean of 76.89.(SD = 13.64) but was still within 1 standard deviation from the mean. The student who failed scored well below the mean in all domains and was only within 1 SD of the national mean in two domains (Career and Group). This student's mean across all domains was only a 53, thus skewing the results for the summer administration. The other two students had scores of 70 and 73. The student who failed was provided ample time to study and was given both a written exam with an applied case study and also was required to pass an oral defense.

We are now asking graduates to please inform us when they take the exam and also whether they passed or failed as well as their score compared to the mean. While we cannot require that students do this, we feel many will as it will help us meet the needs of future students by adjusting our curriculum as needed.

(10/02/2020)

Use of Results: The domain of Counseling and Helping Relationships was one of the lowest areas in 2017. The faculty reviewed the syllabi and made adjustments. This domain had the highest domain score in 2018. However, this domain was one of the lowest again in 2019. The counseling faculty were perplex by the variation in scores in this domain from year to year. We reviewed the syllabus and course content. More emphasis was placed on content and application during course delivery. Also, a discrete skill development component was added to the Helping Skills course (Theravue) and graduate students were brought in to assist weaker students in skill development. Additionally, students taking the CECE in 2020 took this course as a Team Based Learning Course. The curricular changes appeared to have been helpful as students were closer to the national mean. Still perplexing is that the CMHC

<i>Intended Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Use of Results</i>
		<p>The student successfully passed this alternative comprehensive exam. This particular student has demonstrated a pattern of doing poorly on multiple choice exam but was able to clearly demonstrate competence in all 8 domains on his written and oral exams. (09/24/2020)</p> <p>Notes: ****Due to the impact of COVID-19 on the CPCE and it being cancelled and the difficulty with scheduling, we administered the CECE to our students which is nationally normed and allowed us to administer the test remotely while proctoring and was at no cost to the students. The CECE assesses student performance in the same 8 areas as the CPCE. We are planning to continue using the CECE in the future due to the "no cost" to students, ease of administration, and control over administration.</p>	<p>students who took the class alongside the SC students scored exceptionally high in this domain after the intervention with it representing one of the highest domain scores. The faculty will continue to review the impact of delivering this content in the domain of Counseling and Helping Relationships on the 2020 results of the CECE to evaluate whether the upward trend in scores continues and can be attributed to the additional of TBL and Theravue. The core faculty will compare the next administration of the CECE with the previous two administrations for patterns or problems contributing to low scores in any areas. Additionally, efforts will be made to elicit feedback from the SC students to try and understand how their scores were so much lower in this domain than the CMHC students. The lowest domain score were Research and Evaluation followed closely by Assessment.. The faculty will continue to monitor each individual domain and review syllabi for content. Additionally, the core faculty will compare the next administration of the CECE with the previous two administrations for patterns or problems contributing to low scores in any areas. (09/24/2020)</p>

Cultural Competence, Advocacy, Research & Program Evaluation -
Students will synthesize and

Survey-Employer - Internship site evaluation
Criterion: 100% of graduating

Result Trend: Action Planning
Result Type: Criterion Met
100% of students were rated as 4 or better on each of the

Use of Results: Core Counseling faculty discussed internship site evaluations and concluded that

<i>Intended Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Use of Results</i>
<p>demonstrate the ability to apply knowledge to clinical mental health counseling practice in the following domains: multicultural counseling/diversity, research and program evaluation and advocacy (see the Diversity, Advocacy, Research & Evaluation Skills for Clinical Mental Health Counseling document in the repository).</p> <p>Outcome Status: Current</p> <p>Outcome Year: 07-08, 08-09, 09-10, 10-11, 11-12, 12-13, 13-14, 14-15, 15-16, 16-17, 17-18, 18-19, 19-20, 20-21</p>	<p>students will achieve a rating of 3 (meeting site supervisor minimum expectations) or higher on 4 items assessing knowledge of contextual and cultural dimensions of counseling on the Final Internship Evaluation completed by the internship site supervisor. The items follow:</p> <p>26. Recognize community, environmental, and institutional opportunities that enhance, as well as barriers that impede, the academic, career, and personal/social development of students</p> <p>27. Articulate the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families</p> <p>28. Articulate multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement</p> <p>29. Demonstrate multicultural competencies in relation to diversity, equity, and opportunity in student learning and development</p> <p>Schedule: At the end of each student's internship.</p> <p>Related Documents: CED 595.Fall 2015.AU.docx</p> <p>Standardized Test, i.e., CLA - National Counselor Examination For Licensure and Certification (NBCC) The NCE "is a 200-item multiple-</p>	<p>metrics (Items 26, 27, 28, and 29 of the SC internship evaluation) The total combined mean for these items was 4.34 which is well above the criterion indicating that all interns displayed these skills with ratings "Almost always descriptive of the school counselor in-training's behavior." (09/24/2020)</p> <p>Result Trend: Action Planning Result Type: Criterion Not Met Two of the three former students who took the NCE passed. 62% of the mean domain scores for school counseling</p>	<p>the results indicated no need for curriculum changes. Faculty will continue to monitor internship site final evaluations. (09/24/2020)</p> <p>Use of Results: In 2018, the Diagnosis and Assessment domain was low. School Counseling Students are</p>

<i>Intended Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Use of Results</i>
	<p>choice examination designed to assess knowledge, skills and abilities determined to be important for providing effective counseling services. The NCE is a requirement for counselor licensure in many states and for the National Certified Counselor (NCC) certification. The NCE is also used by the military health systems. Retrieved from NBCC website: http://www.nbcc.org/Exam/NationalCounselorExaminationForLicensureAndCertification/</p> <p>For contextual dimensions, performance on the area of Professional Orientation and Ethical Practice is assessed. Criterion: 100% of students who take the NCE will score within one standard deviation of the mean in the areas of Social & Cultural Diversity, Research & Program Evaluation and Professional Orientation and Ethical Practice subtests. Schedule: Spring</p>	<p>students taking the NCE were within 1 standard deviation from the national mean domain scores for CACREP-accredited programs. Five domains were more than 1 SD below the national mean. These domains included Career Development, Group Counseling and Group Work, Assessment and Testing, Areas of Clinical Focus, and Counseling Skills and Interventions. All 5 domains were just slightly beyond 1 standard deviation from the national mean. Two mean domain scores (Human Growth and Development and Treatment Planning) were closest to the national mean and were the strongest areas for the students taking this administration of the NCE. (09/24/2020)</p>	<p>now required to take Diagnosis and Assessment under the new 60 hour program requirement. Core Faculty will continue to monitor and evaluate the impact the course has on this domain of the NCE for 2020. The Assessment and Testing domain continued to be low for those taking the NCE in 2020. In 2019, the Research and Program Evaluation domain was also relatively low when compared to the NCE mean for CACREP accredited program, however, this year (2020) the average score was higher in this domain. In the Spring of 2019 all a core counseling faculty member with experience began teaching this content to School Counseling students</p> <p>We are not privy to the names of students taking the NCE, only that these students graduated from our School Counseling Program. As such, we are unsure if these are recent graduates of our program or students who have graduated in years past. Therefore, this is a weak indicator of current program strengths and weaknesses as we have no way to connect data to specific student graduation year. Data indicate that students perform better when they take the exam in close proximity to graduation. When examining results core counseling faculty will consider the implications of graduates</p>

Intended Outcomes

Assessment Methods

Results

Use of Results

returning for certification and identify weak areas these students may need to concentrate on and prepare for before taking the NCE. However, given we do not know which former students take the exam at any given time because we get no information from NCE directly about length of time since graduation of the candidate, making major changes base on this metric is not warranted. We will use these results in combination with other results (i.e. CPCE or CECE scores) to make any necessary changes to the curriculum as needed to improve rigor and content. (09/24/2020)

Clinical Skills for the Practice of School Counseling, e.g. individual counseling, small group guidance, assessment, advocacy, and consulting

- Students will demonstrate their knowledge and application of skills required of a school counselor.

Outcome Status: Current

Outcome Year: 07-08, 08-09, 09-10, 10-11, 11-12, 12-13, 13-14, 14-15, 15-16, 16-17, 17-18, 18-19, 19-20, 20-21

Survey-Employer - Internship

Criterion: Site supervisor rate student performance on a variety of dimensions. 100% of students will achieve ratings of 2 or above reflecting at least minimally competent performance.

Schedule: Each semester

Related Documents:

[CED 595.Fall 2015.AU.docx](#)

Result Trend: Action Planning

Result Type: Criterion Met

11 students completed an internship in SC this year. On their internship evaluations all average scores in all domains were between 3.42 and 5.0 on a 5 point Likert scale. Only one student intern scored below a 4 on any given item. Ten of 11 interns scored 4 or 5 on every items. The mean score for all students on the internship evaluation which includes 43 items was 4.3 on a 5 point likert scale. (09/24/2020)

Use of Results: In 2018, the ratings by internship supervisors appeared positively skewed with little variation in ratings among individual items. The SC internship coordinator communicated with supervisors the program's desire to a diversity of ratings that reflect the actual rating scale. Training was provided to site supervisors in regard to appropriate use of the likert scale. The SC coordinator emphasized utilizing the operational definition attached to the likert scale. There were more diverse ratings on individual items in 2019, however, some supervisors still had little variation in ratings among items. The SC coordinator communicated with these supervisors as well as

<i>Intended Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Use of Results</i>
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Survey-Alumni - Alumni Survey #
 "Please choose the degree to which you agree that your Master's program helped you acquire an in-depth knowledge of the subject matter in your field."
Criterion: 90% of alumni survey respondents will agree or strongly agree the Master's program has helped them acquire said knowledge.
Schedule: Every two years

trained newer supervisors and this year (2020) It appears the site supervisors followed the definitions for ratings more closely as we observed more diversity in the ratings including some ratings indicating areas that were not rated as these were not observed and other areas that met the criterion for satisfactory performance (e.g. a score of 3). Additionally, even students with high ratings showed some variability in scores among items on the evaluation indicating that supervisors took time to carefully evaluate the student on each item rather than rating items based on a global score. The SC Coordinator will continue to provide training to supervisors as needed and will monitor evaluations at mid-term to gauge site supervisors' understanding the internship evaluation ratings. (09/24/2020)

Counseling Professional Dispositions - Students will demonstrate professionalism, ethical reasoning	Meetings - Meetings Core Counseling faculty will meet to review dispositions on all active	Result Trend: Action Planning Result Type: Criterion Met Faculty met at mid-point of the academic year to review	Use of Results: During 2018 the Graduate Counseling Program Coordinator developed a rubric
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<i>Intended Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Use of Results</i>
<p>and professional dispositions. Outcome Status: Current Outcome Year: 16-17, 17-18, 18-19, 19-20, 20-21</p>	<p>students.</p> <p>Criterion: 100% of students will receive a satisfactory review on all dispositions listed on the dispositions evaluation from the majority of the core Counseling faculty members. The dispositions measure uses the following scale: 1 = Unsatisfactory, 2 = Needs Improvement, 3 = Proficient. A satisfactory review occurs when students receive an average of 2.5 or higher from the faculty reviewers.</p> <p>Schedule: Biannual meetings.</p> <p>Survey-Employer - Survey-Employer Internship evaluation by site supervisor. Individual assessments are submitted online, analyzed and reported in both an individual and group format. (Active)</p>	<p>student dispositions. 100% of SC students were rated as satisfactory on each disposition with no disposition concerns were noted at that time. Additionally, the Graduate Counseling Program Coordinator met with the School Counseling Coordinator at the Beginning of end of Summer Semester 2020 e to review student progress. No dispositional concerns were noted. (09/24/2020)</p> <p>Result Trend: Action Planning Result Type: Criterion Met 100% of SC student interns received ratings of 3 or above on all items related to counselor dispositions (i.e. professional behaviors and personal characteristics). The mean score for this cohort of interns on items related to</p>	<p>from the counselor dispositions listed in the student handbook. This rubric is now used 1) by the core faculty to evaluate student dispositions on a yearly basis; 2) by the core faculty in designated courses at specific times during students' course of study including Counseling Skills and Process; Supervised Practicum, and Internship; and 3) students are required to complete the dispositions rubric a minimum of 4 times during their program including at the end of their first semester or beginning of the second semester, at the end of their Counseling Skills and Process Class; at the end of their Practicum, and around mid-point of their internship. Any deficits noted in dispositional evaluations are brought to the attention of the core faculty. The core faculty meet and decide what interventions need to be implemented to target deficits in dispositions. These interventions can include but are not limited to meeting with the student, providing student targeted reading assignments, suggesting student seek support such as counseling or tutoring, developing a remediation plan. (09/24/2020)</p> <p>Use of Results: In 2018 there were relatively highly skewed site evaluations for interns, the SC internship supervisor provided additional training to site supervisors regarding the criterion</p>

<i>Intended Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Use of Results</i>
	<p>Criterion: Criterion: 100% of students will obtain an average rating across the internship evaluation items pertaining to this outcome of 2.5 or higher on a 5-point liker-type scale, with 1 = Unsatisfactory, 2 = Below Average, 3 = Average, 4 = Above Average, and 5 = Exceeds Expectations. The items from the following sections will be used in determining whether the criterion has been met: Professional Behaviors and Personal Characteristics</p> <p>Schedule: Schedule: Once per year as the cohort completes the final internship hours. Date Added: 8/26/18</p>	<p>Professional Behaviors/Personal Characteristics was 3.82-4.75 on all items in this domain. 10 out of 11 interns received ratings of 4 or higher on each item in this domain. One student received a score of 3 on several items in this domain which meets the criterion. Internship supervisors made comments regarding the quality of interns work as well as their skills. No negative comments from supervisors were received.</p> <p>(09/24/2020)</p>	<p>for the scaled items. As a result, the evaluation scores for 2019 appeared to be much more indicative of student performance than in the past. however, some supervisors still had little variation in ratings among items. The SC coordinator communicated with these supervisors as well as trained newer supervisors and this year (2020) As internship supervisors receive more training, we expect more variability in evaluations and we hope this will continue to make the internship evaluation measures more robust.</p> <p>(09/24/2020)</p>