

Clinical Mental Health Counseling Student Summit and Annual Program Evaluation

Executive Summary



UNIVERSITY OF SOUTH ALABAMA
COLLEGE OF EDUCATION
AND PROFESSIONAL STUDIES

CACREP

OVERVIEW

CACREP Curriculum

- 3 General components
 - Common core curriculum
 - Specialized standards
 - Professional practice experiences
- Infusion approach

CACREP Core Curriculum

- Professional Orientation and Ethical Practice
- Social and Cultural Diversity
- Human Growth and Development
- Career Development
- Counseling and Helping Relationships
- Group Work
- Assessment
- Research and Program Evaluation

Component 2: CACREP Standards for CMHC Programs

- 60 semester credit hours
- 3 components
 - Foundations
 - Contextual dimensions
 - practice

Component 3: Professional Practice Experiences

- Practicum

- 100 hours total (minimum)
 - 40 direct client hours (minimum)
 - 1 hour site supervision per week
 - 1.5 hours group supervision per week

- Internship

- 600 hours total (minimum)
 - 240 direct client hours (minimum)
 - 1 hour site supervision per week
 - 1.5 hour group supervision per week

References

Gerig, M. S. (2017). Foundations for Clinical Mental Health Counseling: An Introduction to the Profession. Pearson Higher Ed

PROGRAM EVALUATION

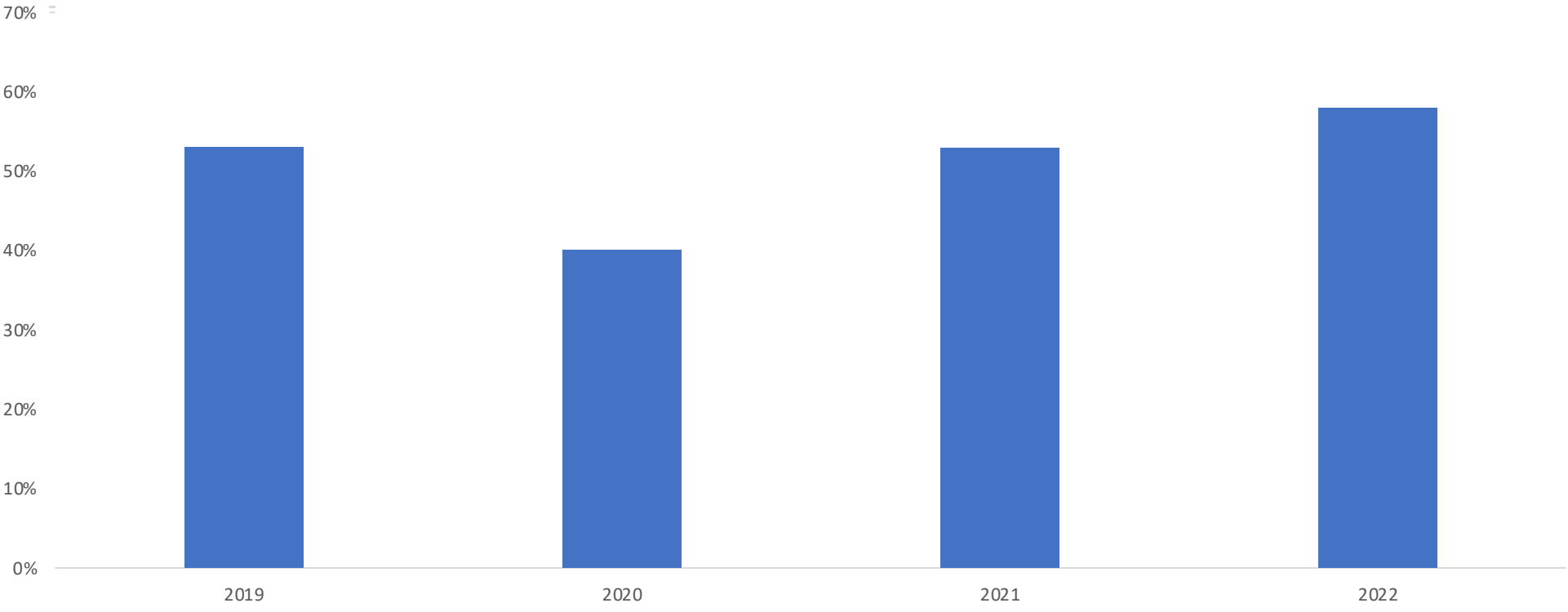
Self-Study results, survey results, comprehensive exams, and the NCE

Program Evaluation Methods

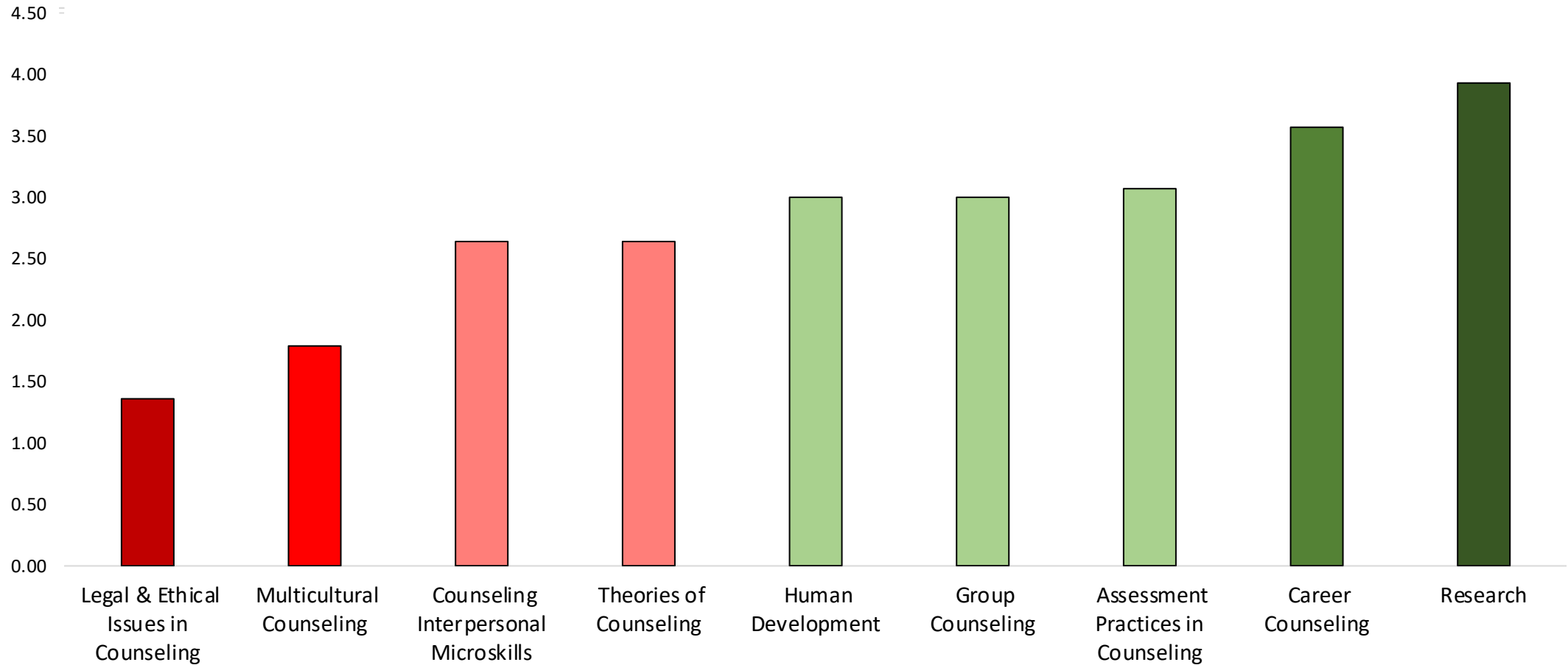
- Key Performance Indicators
 - Describe core knowledge and clinical competencies across the CMHC curriculum.
 - Artifacts embedded in each class
- Counselor Education Comprehensive Exam
 - Standardized multiple choice knowledge test with national norms
- Professional Dispositions
 - Student self-ratings
 - Student ratings of faculty
 - Faculty ratings of students
- Surveys
 - Current Counseling Student Survey (every summer)
 - Exit Survey (general survey & internship-specific survey)
 - Alumni Survey (every other year)

Student Demographics

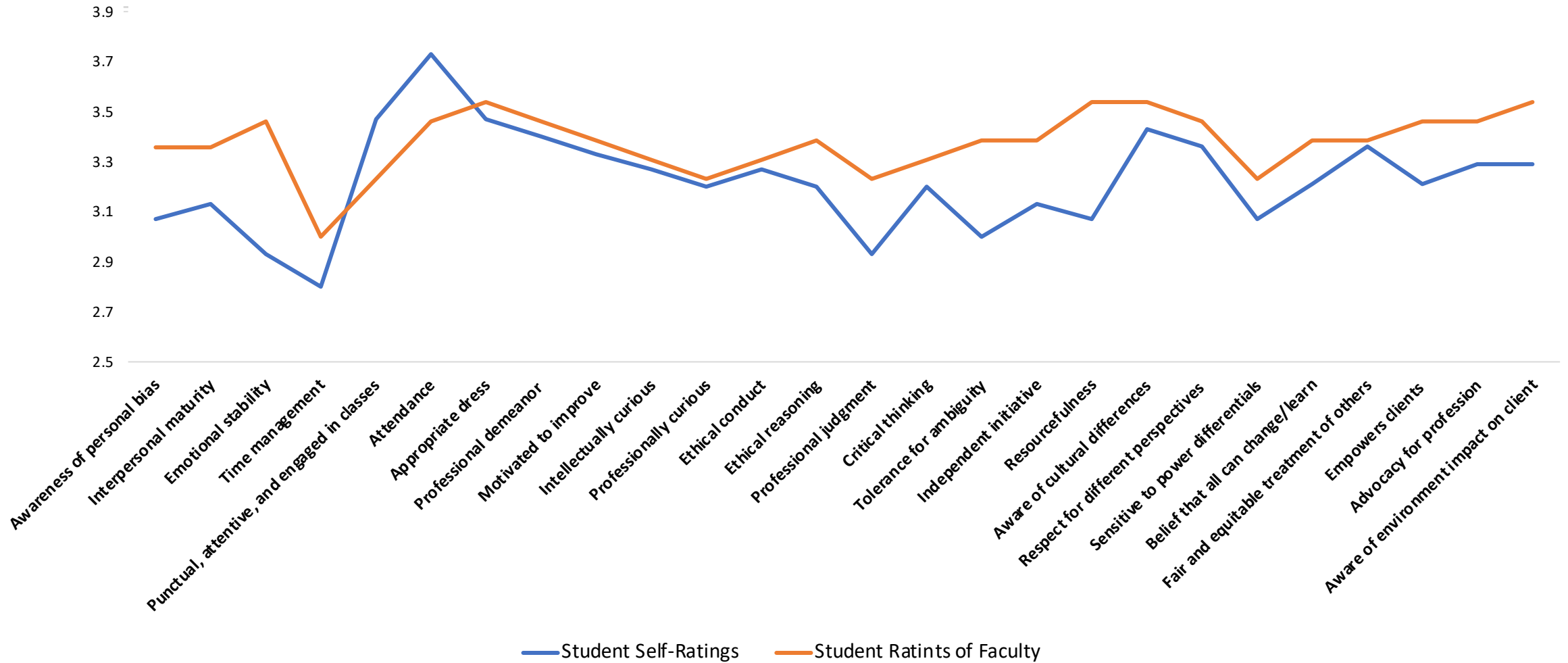
Students Admitted from Non-majority Backgrounds



Course Satisfaction



Professional Dispositions (N = 17)



Self-Rating CMHC Competencies (N = 7)

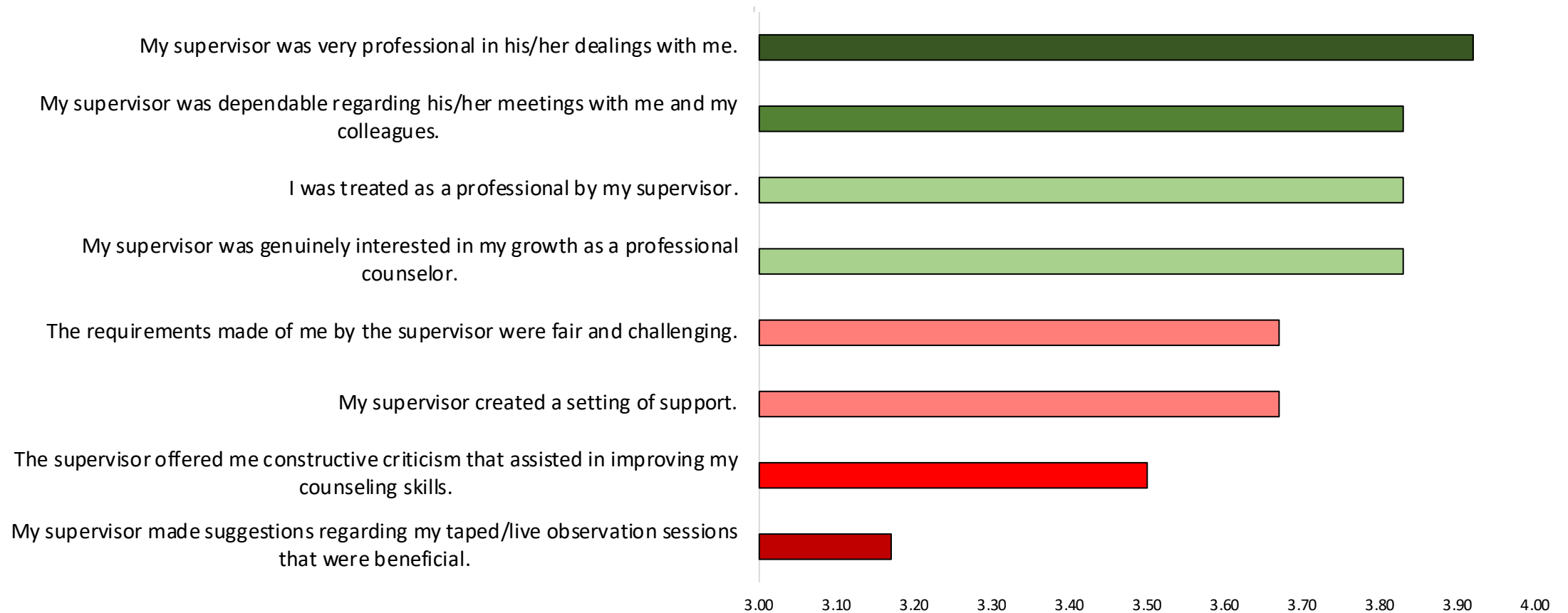
Lowest Rated Competencies

	Average Rating
legal and ethical considerations specific to clinical mental health counseling	2.43
theories and models related to clinical mental health counseling	2.86
professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling	3.00
cultural factors relevant to clinical mental health counseling	3.14
history of clinical mental health counseling	3.29

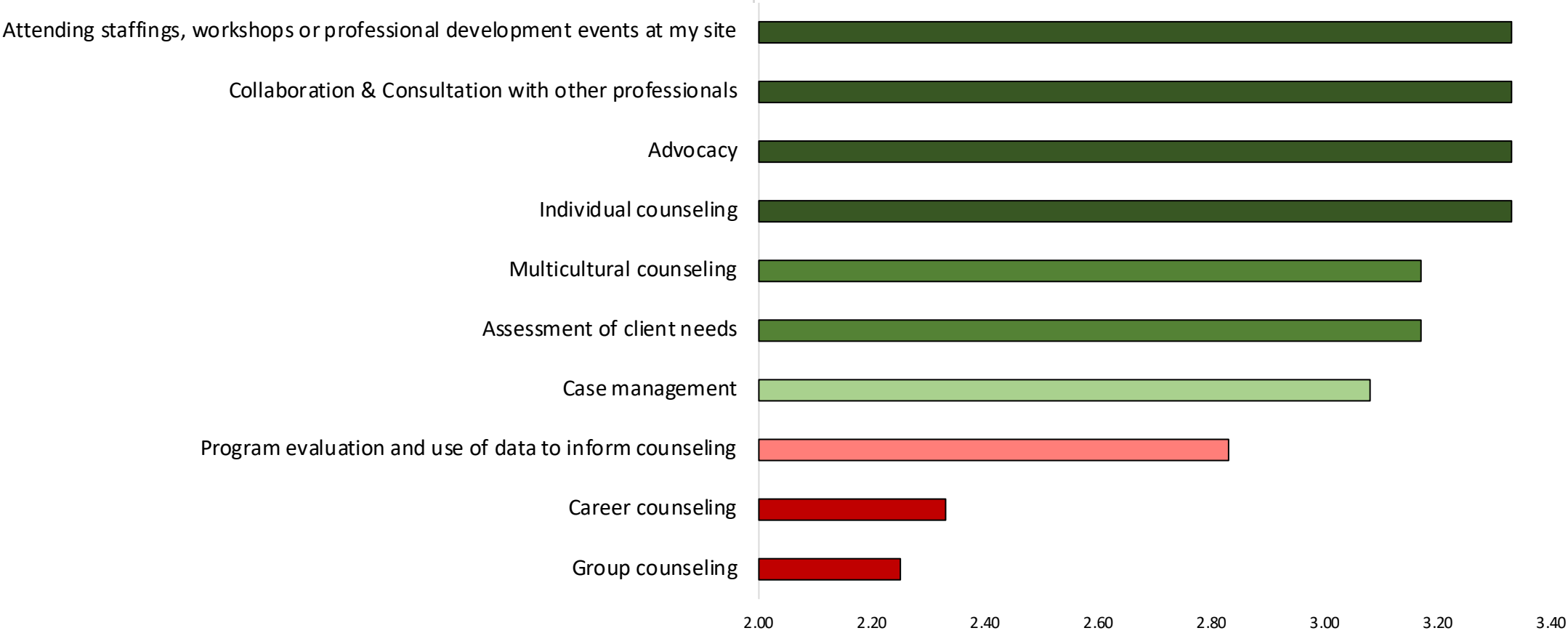
Highest Rated Competencies

impact of crisis and trauma on individuals with mental health diagnoses	6.71
classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation	6.71
etiology of addiction and co-occurring disorders	7.43
potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders	7.57

Student Evaluation of Internship Site Supervisors



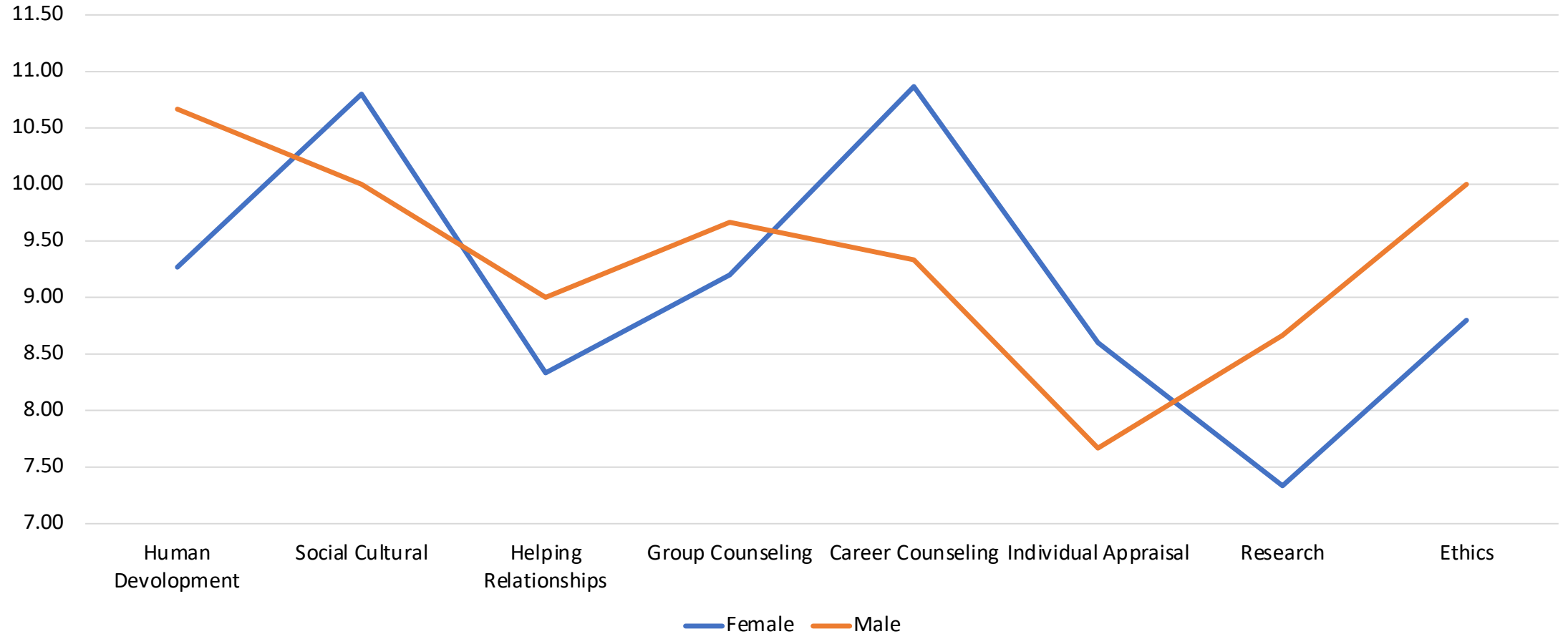
Student Ratings of the Quality of Internship Training Experiences



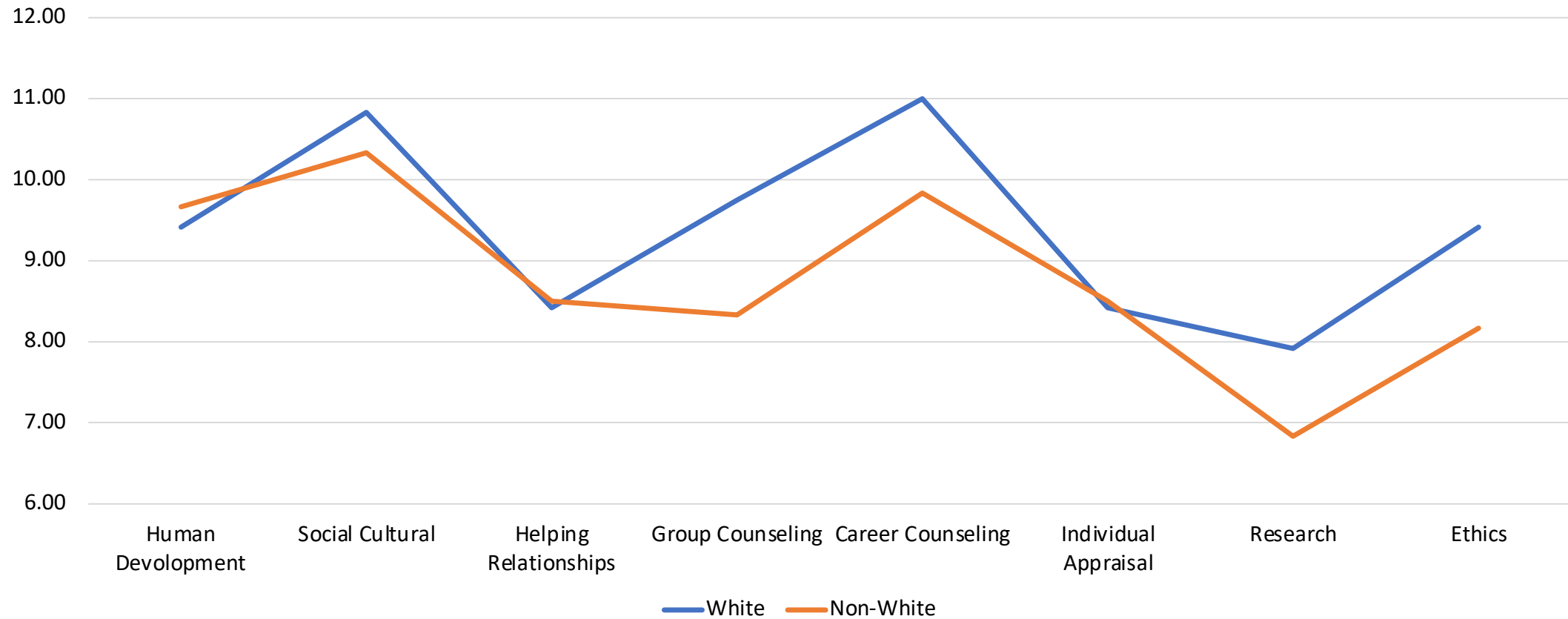
Program Key Performance Indicators – *Criteria Not Met*

KPI 2.b	2. Students will identify and describe theories and models of multicultural counseling, cultural identity development, social justice, and advocacy; and students will select or implement strategies to reduce, mitigate, or eliminate barriers, oppression, and discrimination.	(b) theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	Final Exam Multicultural Counseling Counselor Education Comprehensive Exam Social & Cultural Foundations
KPI 3.e		(e) biological, neurological, and physiological factors that affect human development, functioning, and behavior	Counselor Education Comprehensive Exam - Human Development
KPI 3.f	3. Students will identify and discuss factors that affect human growth, development, and behavior.	(f) systemic and environmental factors that affect human development, functioning, and behavior	Counselor Education Comprehensive Exam - Human Development
KPI 4.a	4. Students will identify theories and models of career development, counseling, and decision making.	(a) theories and models of career development, counseling, and decision making	CEC 588 Career Development, Intervention & Assessment: Worker Interview Assignment Counselor Education Comprehensive Exam Career Development
KPI 5.e	5. Students will identify strategies and select tools for assessing abilities, interests, values, personalities, and other factors that contribute to career development.	(e) strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	Counselor Education Comprehensive Exam - Career Development
KPI 6	Students will identify theories and models of counseling.		CEC 572 Principles & Theories of Counseling: Final Examination CEC 572 Principles & Theories of Counseling: Term Paper Counselor Education Comprehensive Exam Helping Relationships Current Counseling Student Survey: student self rating on the item "theories and models related to clinical mental health counseling"
KPI 10.f	10. Students will identify and select appropriate assessments for individuals and groups.	(f) basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments	EPY 555 - Tests, Measurement & Evaluation: Case Study Project Counselor Education Comprehensive Exam - Individual Appraisal
KPI 11.f	11. Students will identify and discuss qualitative, quantitative, and mixed research methods and describe methods and designs used in counseling research and program evaluation.	(f) qualitative, quantitative, and mixed research methods	Counselor Education Comprehensive Exam - Research
KPI CMHC 2.1.b	2. Students will demonstrate basic counseling skills and theoretically informed techniques that foster collaborative counseling relationships which facilitate the exploration of thoughts, feelings, behaviors, and concerns, while respecting the client's autonomy.	CMHC 1.b. Theories and models related to clinical mental health counseling.	Internship Site Supervisor Final Evaluation - models of mental health counseling

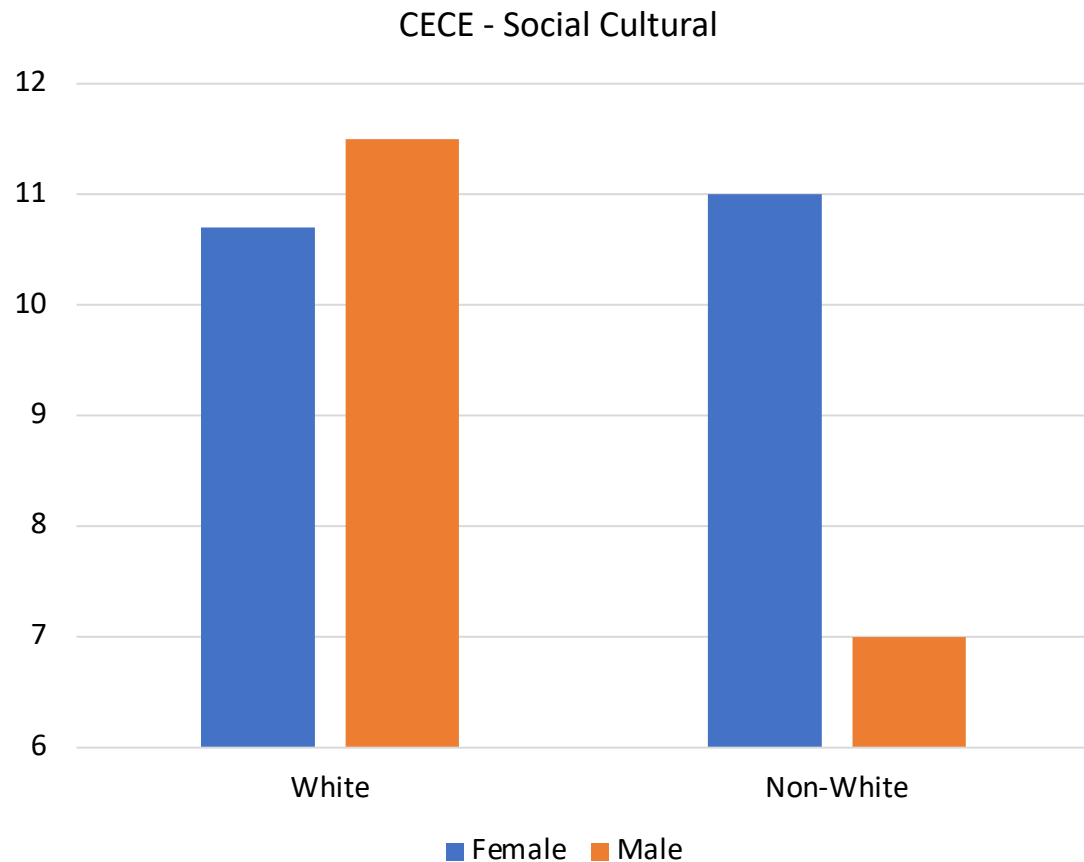
Disparities Analysis: Counselor Education Comprehensive Exam



Disparities Analysis: Counselor Education Comprehensive Exam

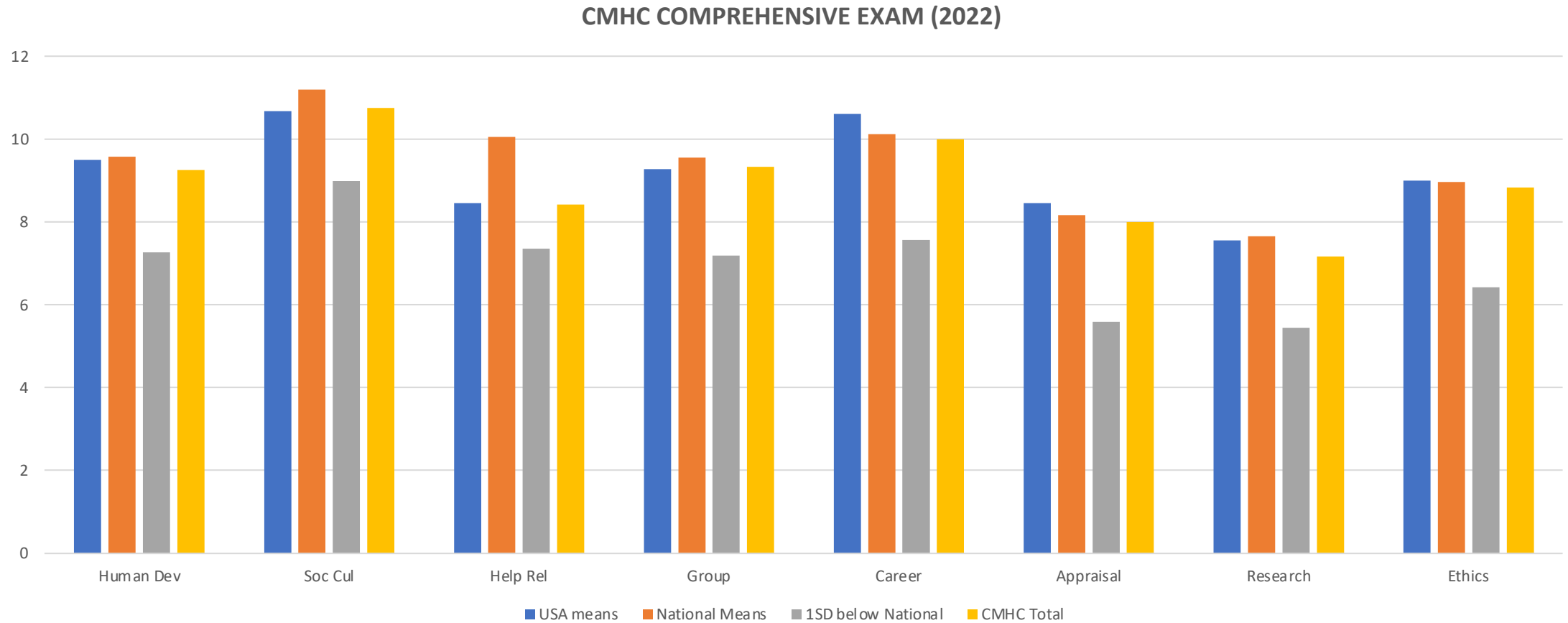


CECE – Social Cultural Disparity

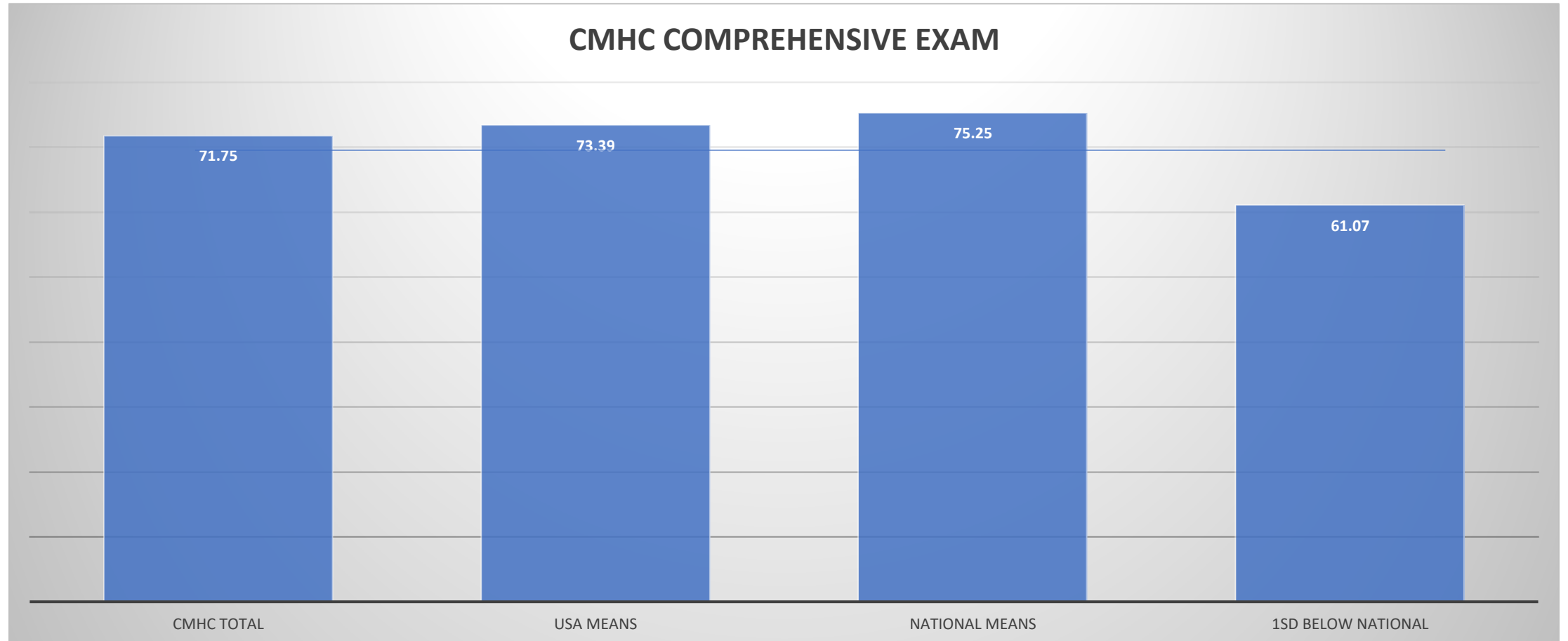


- White students scored significantly higher on the Social Cultural subtest than did non-white students.
 - Significant interaction of race and sex
 - Non-white males had significantly lower scores on the Social Cultural subtest of the CECE
 - This effect occurred with a single non-white male student scoring very low on this subtest.
- No other statistically significant disparities on other CECE subtests

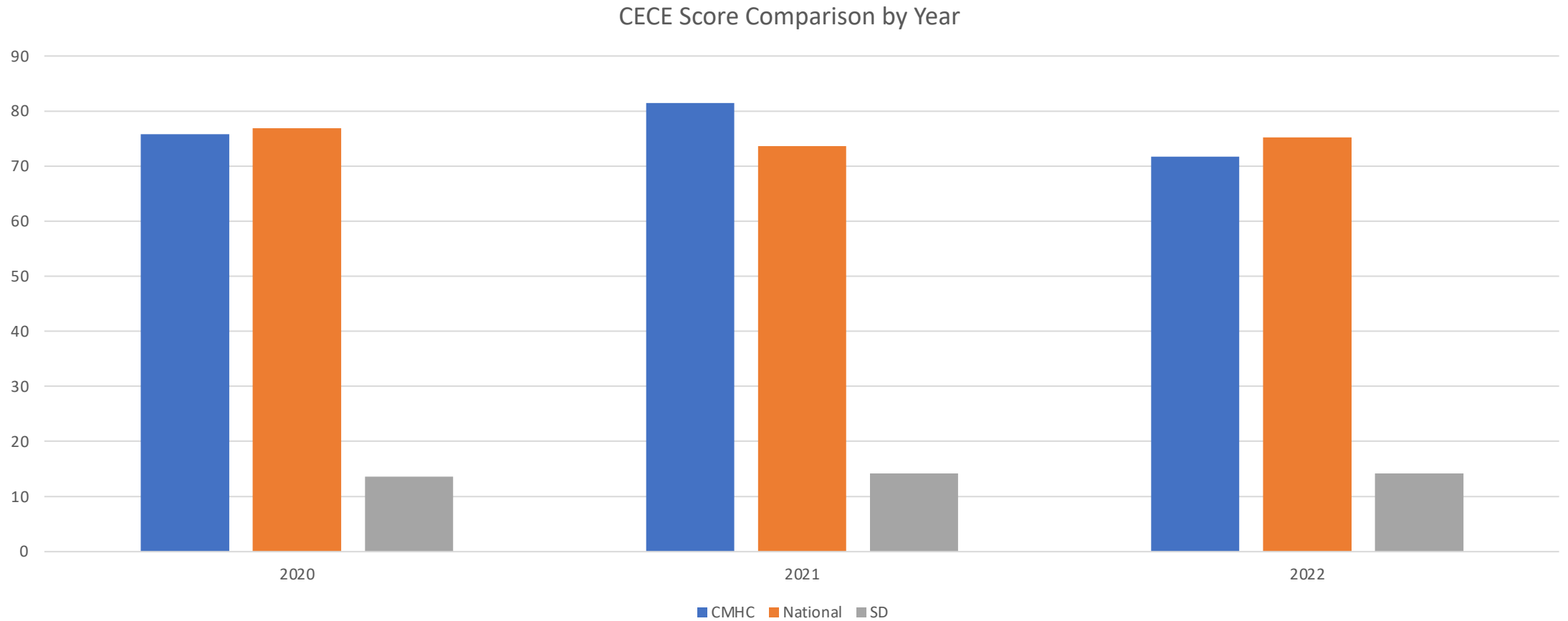
CMHC Comprehensive Exam (2022)



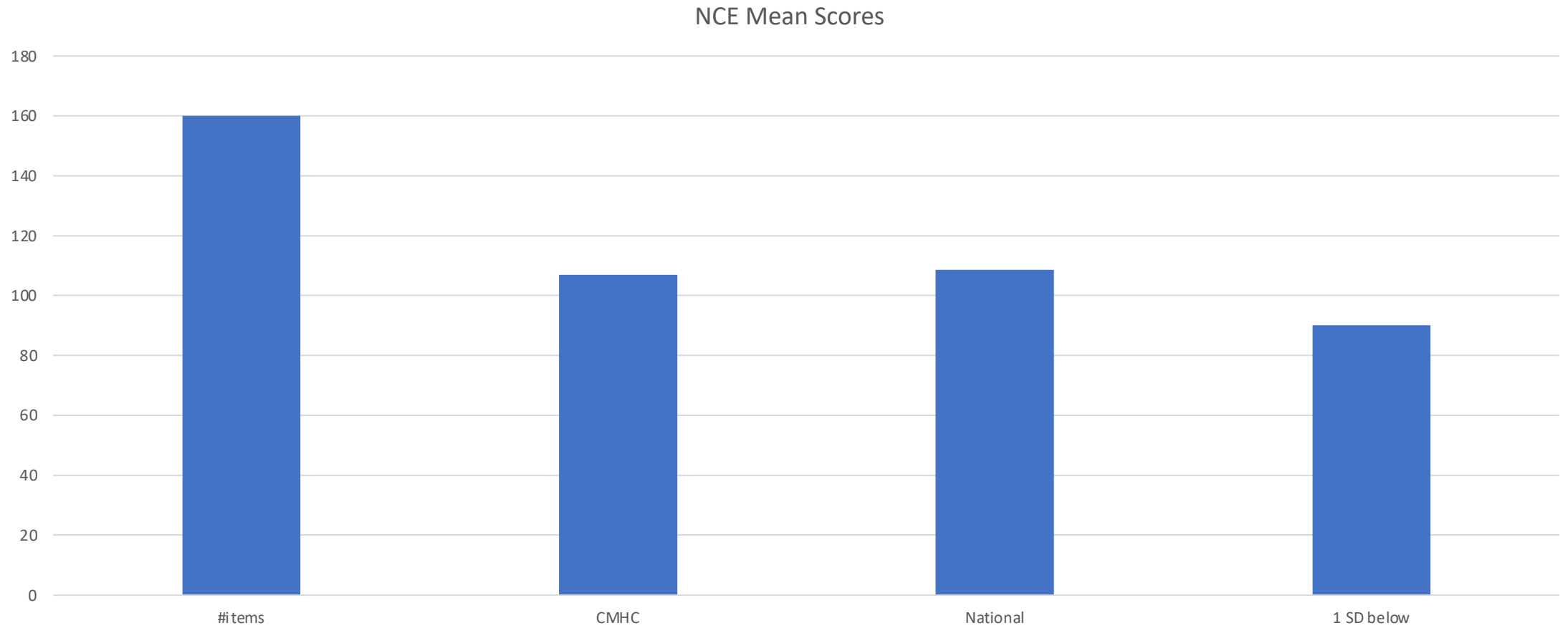
CECE (Comps Exam) 2022



CECE Comparison by Year



NCE Mean Scores 2022



Key Curriculum Improvements

- Preparation for standardized counseling exams, e.g., CECE, NCE
- Improving Multicultural Counseling Course
 - Stable instructor
 - Strong group facilitation skills for instructor
 - Robust content area coverage in course
- Career Counseling
- Theories of Counseling
- Consider teaching Legal & Ethical via Zoom rather than asynchronously

Key Field Placement Improvements

- Prevalence of site supervisor constructive critique and live/video observation
- Availability of group counseling experiences

Key Faculty Improvements

- Attention to good time management

Recent and Planned responses

Recent changes, upcoming changes, and advisory board suggestions/input

Changes Made in 2021-2022

- Moved Multicultural Class to Spring Semester
- Moved Research Class to Summer
- Increased Frequency of Disposition Evaluations
- Split research and career classes into SC and CMHC
- Added Canvas Comprehensive Exam Review Site Information
- Hired adjuncts from non-majority backgrounds

Upcoming Changes: Theories/Helping Relationships

- Increase guest speaker demonstrations of counseling using an applied theory
- Require students to incorporate theory into 3rd and 4th simulated counseling sessions
- Add video rooms & Simulation Lab to practice counseling skills
- Increase use of small groups to discuss development of personal theory & personal theory paper
- Add didactic theory to practice into practicum class
 - Case studies conceptualized using a theory
 - Case studies required to reflect on and describe techniques

Upcoming Changes: Research

- Add mini video lectures with discussion
- Change to a blended course
- Add 4-5 face to face sessions
- Substitute a 1-2 page research proposal outline
 - Move research proposal completion to internship (fall)

Increase Support of Students

- Facilitate rapport building
 - Increase check-ins before/after class
 - Increase faculty advisor check ins
 - elicit adjunct feedback of student progress at midterm & $\frac{3}{4}$ term
 - Utilize small groups for peer support
 - Plan student retreats and informal gatherings

Disposition Evaluations

- Add anchoring examples to the Counseling Program Student Disposition Evaluation
- Student Self-Evaluations of Dispositions
 - Increase time spent instructing students on dispositions and utilizing the Counseling Program Student Disposition Evaluation
- Site Supervisor Evaluations of Student Dispositions
 - Include instruction on completing the Counseling Program Student Disposition Evaluation during site supervisor training

Site Supervisor Summit

- Discussion of ways to increase group counseling experiences
- Discussion of ways to increase feedback to students
- Instruction for completing student disposition evaluations
 - Anchoring examples
- Instruction for completing internship evaluations
 - Anchoring examples

Advisory Board Input and Ideas

- Theories of Clinical Mental Health Counseling/Helping Relationships
- Constructive feedback regarding students' counseling skills
 - Recruit more LPC-S's as supervisors
 - Have more supervision trainings during the year
 - Provide Supervisors with a handbook with documents (evaluations, dispositions, resources, expectations, and requirements) that supervisors can refer back to during the year
 - Faculty supervisors meet with site supervisors monthly (include practicum and internship student)
 - demonstrations of theory in practice (Maybe co-counseling).

Advisory Board Input and Ideas

- Research
- Career Counseling
 - Have students conduct assessments and career counseling with a peer

Advisory Board Input and Ideas

- **Suggestions for supporting students particularly students from non-majority/diverse backgrounds**
- -prescreening- ask about support needs, challenges, open the door
- -early team building activities
- -perhaps start at orientation
- -provide opportunities for building relationships
- -bring food- potlucks, etc. and use time to do related activities or just to talk
- -Use alumni-invite them to events, have them speak to class, connect them with CSI
- Particularly provide spaces and events for students to build relationships alumni and supervisors from non-majority/diverse backgrounds
- -Use Chi Sigma Iota to have speaker days where you invite site supervisors, alumni, others, and students
- -mentoring of new students

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.

VP/Dean Plan Approval:

VP/Dean Report Approval:

Department:

Assessment Coordinator:

Brief Statement of Departmental Assessment Process:

<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 Start Date: End Date:</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.</p>	<p>Result Trend: Action Planning Result Type: Criterion Met All students' average score on the final internship evaluations filled out by their site supervisors on items pertaining to Professional Behaviors and Personal Characteristics was greater than 2.5. Student intern averages ranged from 2.82 – 5.0. The average for the group of interns for Spring 2022 was 3.44. The intern who received the lowest scores on these items received several ratings of (2) but primarily received ratings of 3 and this student's overall rating was 2.82. Alternatively, the student with the highest average score as rated by the supervisor was 5.0 which means the supervisor rated the intern as exceed expectations on all items in the categories of Professional Behaviors and Personal Characteristic. (09/12/2022) Notes:</p>	<p>Use of Results: While the internship evaluations contain the categories of Professional Behaviors and Personal Characteristics, beginning in Fall 2022 internship supervisors will fill out the Counseling Program Student Disposition Evaluation in addition to the Final Internship Evaluation. The rationale for adding this evaluation as a part of the internship evaluation process is that the Counseling Program Student Disposition Evaluation is also filled out by the intern and the faculty supervisor which will provide a triangulation of data in regard to counselor dispositions. (09/12/2022)</p>

Intended Outcomes	Assessment Methods	Results	Use of Results
	<p>Related Documents: CED 597Fall 15.BB.doc</p> <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</p> <p>The Core Counseling Faculty meet two review student dispositions at least twice a year.</p> <p>The Core Faculty met in December, May, August, and September to review student dispositions. All students' average scores were above the criterion of 2.5. Core faculty discussed any areas of concern or growth at these meetings.</p> <p>A Core Faculty meeting was held in September to review each student's dispositions. First year students were discussed and no dispositional concerns arose. However, students only began the program 4 weeks ago. These students will be evaluated again after the completion of fall semester. Students who had begun their 4th semester or who were in practicum/internship were thoroughly reviewed by the faculty. Even though all students met the criterion, concerns were noted for three students on several dispositions. These concerns were noted and a plan of action was discussed. (09/12/2022)</p> <p>Notes:</p>	<p>Use of Results: The core faculty discussed dispositional concerns for three students. The CMHC faculty have previously met with these students to discuss concerns and areas of growth. Dr. Getch and/or Dr. McCarty will meet with each of these students to develop specific goals in the areas of dispositional concerns. Dr. Getch or McCarty (whichever is the advisor) will meet regularly with each student and the Core Faculty will review student progress on their dispositional goals after the completion of fall semester during their regularly scheduled disposition and student evaluation meeting. (09/12/2022)</p>
<p>Key Performance Indicator 1.e - Advocacy - KPI 1: Students will develop and demonstrate an</p>	<p>Papers/Assignments - CMHC Foundations course - Interview Project Assignment</p>	<p>Result Trend: Monitoring Result Type: Criterion Met</p> <p>All CMHC students met the criterion of obtaining a B or</p>	

<i>Intended Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Use of Results</i>
<p>understanding of themselves as individuals, counselors, and advocates through active self-reflection and self-evaluation as they prepare to address attitudinal and systemic barriers to increase and promote equity.</p> <p>(e) advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients</p> <p>Outcome Status: Current</p> <p>Start Date:</p> <p>End Date:</p>	<p>Criterion: Grade of B or higher</p> <p>Schedule: Fall Semester</p> <p>Papers/Assignments - CMHC Internship Course (first semester) - Advocacy Project Proposal</p> <p>Criterion: Grade of B or higher</p> <p>Schedule: Fall semester</p>	<p>higher on the interview project assignment. Students interview a professional in the field to gain more intimate knowledge of the counseling role. All students earned a grade of A on this project meeting the standards set for the KPI. (09/12/2022)</p> <p>Notes:</p> <p>Result Trend: Action Planning</p> <p>Result Type: Criterion Met</p> <p>All CMHC students met the criterion of obtaining a B or higher on the Advocacy Project Proposal. During the Practicum Course which students typically take their 3rd semester in the program, (CMHC) students develop an advocacy project proposal. The CMHC students are in Practicum so they are able typically able conduct a needs assessment, identify a need to be addressed, and then develop an Advocacy Project Proposal that will be carried out later in their program. All CMHC students earned an A on their Advocacy Project Proposal. (09/12/2022)</p> <p>Notes:</p>	<p>Use of Results: Due to the variability in practicum sites and the relatively short length of time in practicum (10 weeks), some students are not able to complete their needs assessment during the 10 weeks of practicum. However, students are able to describe a plan for a needs assessment and often able to begin the needs assessment. As a result, the Advocacy Project Proposal will at a minimum include the rational for the needs assessment, a detailed plan for how it will be carried out during the students' internship. (09/12/2022)</p>
	<p>Papers/Assignments - CMHC Internship Course - Advocacy Project (final presentation)</p> <p>Criterion: Grade of B or higher</p> <p>Schedule: Spring Semester</p>	<p>Result Trend: Action Planning</p> <p>Result Type: Criterion Met</p> <p>All CMHC students met the criterion of obtaining a B or higher on the Advocacy Project Presentation. During internship, which students typically take their 4th and 5th semesters in the program, (CMHC) students finish their needs assessment and advocacy project plan (if not completed during practicum) and carry out their Advocacy Project to the fullest extent possible. Then students present their Advocacy Project during their final semester of internship. All CMHC students presented their Advocacy project and earned an A on their Advocacy Project Final Presentation. (09/12/2022)</p> <p>Notes: CMHC faculty will tweak the Advocacy Project description and evaluation to include specific instructions on how to address project elements that were not able to be fully implemented or projects that did not go as planned. Students will be instructed to describe barriers</p>	

Intended Outcomes	Assessment Methods	Results	Use of Results
	<p>Survey-Student - Current Counseling Student Survey Criterion: Students will respond to the item rating their own competence - "strategies to advocate for persons with mental health issues". The average rating across all respondents will be 3.5 or higher on a 7-point Likert-type scale. Schedule: Summer Semester</p> <p>Survey-Student - Counseling Student Exit Survey Criterion: Students will rate their competence on the following item - "Knowledge/skill regarding the provision of advocacy and outreach services in mental health" and the average ratings across all respondents will be 2.5 or higher on a 4-point Likert-type scale. Schedule: Summer Semester</p>	<p>encountered, issues that arose, and what could be done differently in the future to facilitate better outcomes.</p> <p>Result Trend: Monitoring Result Type: Criterion Met 7 CMHC students completed the Current Counseling Student Survey in September of 2022. Their average score on this item was 4.14. (09/12/2022) Notes:</p>	
<p>Key Performance Indicator 1.k - Self-Evaluation - KPI 1: Students will develop and demonstrate an understanding of themselves as individuals, counselors, and advocates through active self-reflection and self-evaluation as they prepare to address attitudinal and systemic barriers to increase and promote equity.</p> <p>(k) strategies for personal and professional self-evaluation and implications for practice Outcome Status: Current Start Date: End Date:</p>	<p>Simulation - CED 586 Counseling Skills & Process - Faculty Rating of Student Counseling Dispositions after observing students simulated counseling performance Criterion: Faculty rating of student's self-evaluation skills as proficient or higher Schedule: Spring Semester</p>	<p>Result Trend: Action Planning Result Type: Criterion Met All CMHC students' dispositions are rated near the end of Counseling Process & Skills course to allow adequate observation of students' skills and dispositions in class and during simulated mock counseling sessions. The students rate themselves using the Counseling Program Student Disposition Evaluation and counseling faculty teaching the Process & Skills class also complete the Counseling Program Student Disposition Evaluation. Counseling faculty then compare student self-ratings with faculty ratings. The counseling faculty teaching the course (typically this faculty is also the student's advisor) meets with each student and discusses the Counseling Program Student Disposition Evaluation self-rating as well as the faculty evaluation of the student's dispositions. The CORE faculty meet at least biannually to discuss dispositions and to note if any</p>	<p>Use of Results: To more fully evaluate the students' abilities in rating their dispositions, the counseling faculty will compare the ratings of the students with the faculty ratings on the Counseling Program Student Disposition Evaluation to create a more objective measure of students' proficiency in self-evaluation of their dispositions. (09/12/2022)</p>

<i>Intended Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Use of Results</i>
	<p>Survey-Employer - CED 576 Supervised Practicum in Counseling - internship site supervisor rating of student's counseling dispositions Criterion: Practicum site supervisor will rate self-evaluation item at proficient or higher Schedule: Summer Semester</p>	<p>students struggle with self-evaluation of dispositions. All CMHC students self-evaluation of their dispositions were rated as proficient or higher by the counseling faculty teaching the Process & Skills course and all core faculty were in agreement of a proficient or higher rating of self-evaluation skills for all CMHC students (Core Faculty met in May 2022) and discussed the Counseling Program Student Disposition Evaluation for all students. The disposition measure uses the following scale: 1 = Limited Awareness; 2 =Novice, 3 = intermediate (proficient); 4 = Advanced; and 5 = Expert. A satisfactory review occurs when students receive an average of 2.5 or higher across all items. A 2.5 mean across items is deemed proficient overall. However, any individual disposition rated below 3 is discussed with the student and students are encouraged to develop goals to facilitate growth in the disposition. All CMHC students in CED 586 during spring semester of 2022 were rated as at least "proficient" and suitable to move forward to their initial practicum field placement. (09/12/2022)</p> <p>Notes: Result Trend: Action Planning Result Type: Inconclusive Criterion- insufficient data (only 7/13 students had completed disposition evaluations from their practicum supervisors at the time of this report. Only 4 students had all their practicum hours and documents completed at the time of this report) (09/12/2022) Notes: Assessment Ongoing</p> <p>Site supervisors complete the Counseling Program Student Disposition Evaluation at or near the end of the students' practicum. At the time of this report 7/13 students had received ratings of their dispositions by their site supervisors. All CMHC students were rated as proficient or higher across all dispositions. The disposition measure uses the following scale: 1 = Limited Awareness; 2 =Novice, 3 = intermediate (proficient); 4 = Advanced; and 5 = Expert. A satisfactory review occurs when students receive an average of 2.5 or higher across all items. A 2.5 mean across items is deemed proficient overall. However, any individual disposition rated below 3 is discussed with the student and</p>	<p>Use of Results: The practicum/internship coordinator noted that while reviewing the completed Counseling Program Student Disposition Evaluation that the supervisors' ratings seemed inflated. The practicum/internship coordinator along with CMHC faculty will provide additional training to site supervisors regarding rating student dispositions utilizing the Counseling Program Student Disposition Evaluation. Additional training will be provided at the next supervisor summit which will be held before practicum in 2023. (09/12/2022)</p>

Intended Outcomes	Assessment Methods	Results	Use of Results
	<p>Survey-Student - Current Counseling Student Survey Criterion: Students will rate their competence on the following item - "Awareness of personal bias and assumptions" and the average across all students will be a 2.5 or higher on a 4-point Likert-type scale. Schedule: Summer Semester</p>	<p>students are encouraged to develop goals to facilitate growth in the disposition. Additionally, the faculty supervisor or practicum/internship coordinator will discuss any ratings below 3 with the site supervisor and illicit specific examples of deficits in the disposition as well as ask the site supervisor for input on ways to help the student improve the disposition.</p> <p>Result Trend: Monitoring Result Type: Criterion Met 8 CMHC students completed the Current Counseling Students survey in September of 2022. Their average rating on this item was 2.875. (09/12/2022) Notes:</p>	
	<p>Survey-Student - Counseling Student Exit Survey Criterion: Students will rate their competence on the following item - "I have a clear sense of my assumption and theoretical orientations as a counselor" and the average across all students will be a 2.5 or higher on a 4-point Likert-type scale. Schedule: Summer Semester</p>	<p>Result Trend: Monitoring Result Type: Criterion Met 4 CMHC students rated themselves on the exit survey on this item. Their average score was 3.33 on a 4-point Likert-type scale. (09/19/2022) Notes:</p>	
	<p>Survey-Student - Counseling Student Exit Survey Criterion: Students will rate their competence on the following item - ""Knowledge/skill regarding the provision of advocacy and outreach services in mental health" and the average across all students will be a 2.5 or higher on a 4-point Likert-type scale. Schedule: Summer Semester</p>	<p>Result Trend: Action Planning Result Type: Criterion Not Met Three CMHC students completed the exit survey and their average rating on this item was 2.33. (09/19/2022) Notes:</p>	<p>Use of Results: The program will review and explore ways of expanding access to mental health outreach experiences in the student's internship. The program will also explore ways of garnering increased engagement on the exit survey given the relatively low levels of engagement exhibited. (09/19/2022)</p>
	<p>Survey-Alumni - Counseling Student</p>	<p>Result Trend: Monitoring</p>	

Intended Outcomes	Assessment Methods	Results	Use of Results
	<p>Alumni Survey Criterion: Students will rate their competence on the following item - "I have a clear sense of my assumptions and theoretical orientation as a counselor" and the average across all students will be a 2.5 or higher on a 4-point Likert-type scale. Schedule: Summer Semester</p>	<p>Result Type: Inconclusive The alumni survey is delivered every other year. It will be collected again in summer of 2023. (09/13/2022) Notes:</p>	
<p>Key Performance Indicator 2.b - Theories of Multicultural Counseling - KPI 2 - Students will identify and describe theories and models of multicultural counseling, cultural identity development, social justice, and advocacy; and students will select or implement strategies to reduce, mitigate, or eliminate barriers, oppression, and discrimination.</p> <p>(b) theories and models of multicultural counseling, cultural identity development, and social justice and advocacy Outcome Status: Current Start Date: End Date:</p>	<p>Internally Developed Exam/Test - CED 566 Multicultural Counseling - Final Examination Criterion: Students will provide answers on relevant multiple choice and shorter answers questions relating to identifying models of multicultural counseling, cultural identity development, theories of social justice and advocacy methods. 80% of student answers on these items will be rated as correct by the instructor. Schedule: Spring Semester</p>	<p>Result Trend: Action Planning Result Type: Criterion Not Met The average on the final for multicultural counseling was an 83% 12//15 (80%) of students met the criterion of earning 80% or higher on the exam. Two students (both from underrepresented backgrounds) earned As on the exam, the majority of students earned Bs, and 3 students (majority cultural groups) earned Cs. (09/13/2022) Notes:</p>	<p>Use of Results: This course utilized a new instructor for whom this was the first graduate counseling class that they had ever taught. The instructor was not approved by the university academic affairs to teach the course again in the future. The faculty are engaging another new instructor, for whom this would also be their first graduate counseling course. To prepare for problems with appropriate testing criterion being used the program faculty will review the mid-term and final exam content for this course and provide guidance and consultation for the instructor including item review as well as examining items post-testing to determine if any items warrant being discarded due to higher than normal failure rates on said items. (09/14/2022)</p>
	<p>Standardized Test, i.e., CLA - Comprehensive Examination - multicultural counseling domain Criterion: Students will obtain a score on the multicultural domain of the comprehensive exam that is</p>	<p>Result Trend: Action Planning Result Type: Criterion Not Met CMHC students who took the Counselor Education Comprehensive Exam, a standardized exam used by multiple counseling graduate programs across the country. In total 12 students took the CECE during the 2021-2022</p>	<p>Use of Results: The Core Faculty has moved the multicultural counseling course to Spring Semester as of Spring 2022. The rationale for moving the course</p>

<i>Intended Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Use of Results</i>
	<p>within 1 standard deviation of the national mean for that year. Schedule: Spring semester</p>	<p>academic year. On the social and cultural foundations domain CMHC students obtained an average score of 10.75. This was slightly above the overall USA counseling program mean of 10.67, and slightly below the national mean of 11.19. Scores below 8.99 were below 1 standard deviation unit from the national mean. Thus, the CMHC score is well within the average range. A single student earned a social cultural foundations score below the -1SD range (score = 7). 11/12 students obtained scores within the -1SD range. (09/11/2022) Notes:</p>	<p>from summer semester to spring semester was that an 8-week summer semester did not provide enough time to cover the content, allow students to address their biases, nor did it provide enough time for students to adequately self-reflect on the content as well as their biases and growth. The purpose for moving the course is to provide students with 15 weeks to cover the content, explore biases, and to self-reflect on their biases, goals, and growth in the area of social/cultural diversity. The Core Faculty will evaluate the students' individual performance on the CECE in the domain of social/cultural diversity as well as individuals scores in this domain in Spring 2023 which will be the first administration of the CECE after the multicultural course was moved to Spring Semester. (09/11/2022)</p>
	<p>Survey-Student - Current Counseling Student Survey Criterion: Students will rate their competence on the following item - "cultural factors relevant to clinical mental health counseling" and the average across all students will be a 3.5 or higher on a 7-point Likert-type scale. Schedule: Summer Semester</p>	<p>Result Trend: Monitoring Result Type: Criterion Met 7 CMHC students completed the survey in September of 2022 and their average self-rating on this item was 3.14. (09/13/2022) Notes:</p>	
	<p>Survey-Student - Current Counseling Student Survey Criterion: Students will rate their competence on the following item - "Sensitive and aware of cultural differences" and the average across</p>	<p>Result Trend: Monitoring Result Type: Criterion Met 7 CMHC students completed the survey in September of 2022 and their average score on this item was 3.28. (09/13/2022) Notes:</p>	

Intended Outcomes	Assessment Methods	Results	Use of Results
	<p>all students will be a 2.5 or higher on a 4-point</p> <p>Schedule: Summer Semester</p> <p>Survey-Student - Counseling Student Exit Survey</p> <p>Criterion: Students will rate their competence on the following item - "I acquired knowledge and skills that will allow me to counsel effectively with a culturally diverse population of clients " and the average across all students will be a 2.5 or higher on a 4-point</p> <p>Schedule: Summer Semester</p> <hr/> <p>Survey-Alumni - Counseling Student Alumni Survey</p> <p>Criterion: Students will rate their competence on the following item - "I can work effectively with a culturally diverse population of clients", and the average of all student ratings will be a 2.5 or higher on a 4-point Likert-type scale.</p> <p>Schedule: Summer Semester</p>	<p>Result Trend: Monitoring</p> <p>Result Type: Criterion Met</p> <p>3 CMHC students completed this item and their average rating was 4. (09/19/2022)</p> <p>Notes:</p> <hr/> <p>Result Trend: Monitoring</p> <p>Result Type: Inconclusive</p> <p>The alumni survey is delivered every other year. It will be collected again in summer of 2023. (09/13/2022)</p> <p>Notes:</p>	
<p>Key Performance Indicator 2h - Reduce Oppression & Discrimination</p> <p>- KPI 2 - Students will identify and describe theories and models of multicultural counseling, cultural identity development, social justice, and advocacy; and students will select or implement strategies to reduce, mitigate, or eliminate barriers, oppression, and discrimination.</p> <p>(h) strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and</p>	<p>Student Presentations - CED 566 Multicultural Counseling - student presentation</p> <p>Criterion: Faculty member rating of the student's multicultural counseling presentation will be at a grade of B or higher</p> <p>Schedule: Spring semester</p> <hr/> <p>Project - CED 597 CMHC Internship - Advocacy Project Final Report</p> <p>Criterion: Faculty will rate the Advocacy Project Final Report at a grade of B or higher</p> <p>Schedule: Spring Semester</p>	<p>Result Trend: Monitoring</p> <p>Result Type: Criterion Met</p> <p>All CMHC students met the criterion of earning a B or higher on the multicultural presentation as all students earned an A on the presentation. (09/13/2022)</p> <p>Notes:</p> <hr/> <p>Result Trend: Action Planning</p> <p>Result Type: Criterion Met</p> <p>All CMHC students met the criterion of obtaining a B or higher on the Advocacy Project Final Report. During internship, which students typically take their 4th and 5th semesters in the program, (CMHC) students finish their needs assessment and advocacy project plan (if not</p>	<p>Use of Results: CMHC faculty will tweak the Advocacy Project description and evaluation to include specific instructions on how to address project elements that were not able to be fully implemented or projects that did</p>

Intended Outcomes	Assessment Methods	Results	Use of Results
<p>discrimination</p> <p>Outcome Status: Current</p> <p>Start Date:</p> <p>End Date:</p>		<p>completed during practicum) and carry out their Advocacy Project to the fullest extent possible. Then students present their Advocacy Project during their final semester of internship. All CMHC students presented their Advocacy project and submitted their final report. All CMHC students earned an A on their Advocacy Project Final Report. (09/13/2022)</p> <p>Notes:</p>	<p>not go as planned. Students will be instructed to describe barriers encountered, issues that arose, and what could be done differently in the future to facilitate better outcomes. These elements will be required to be covered as necessary in the Advocacy Project Final Report (09/13/2022)</p>
<p>Key Performance Indicator 3.e - Biological Factors in Human Development - KPI 3 - Students will identify and discuss factors that affect human growth, development, and behavior.</p> <p>(e) biological, neurological, and physiological factors that affect human development, functioning, and behavior</p> <p>Outcome Status: Current</p> <p>Start Date:</p> <p>End Date:</p>	<p>Papers/Assignments - EPY 521 Human Development - Wisdom Project</p> <p>Criterion: Grade of B or higher</p> <p>Schedule: Summer semester</p>	<p>Result Trend: Monitoring</p> <p>Result Type: Criterion Met</p> <p>All CMHC students earned a grade of B or higher on the Wisdom Project. Students' scores ranged from 93% to 99% on this project with students identifying and discussing factors impacting human growth, development, functioning, and behavior. (09/13/2022)</p> <p>Notes:</p>	
<p>Key Performance Indicator 3.e - Biological Factors in Human Development - KPI 3 - Students will identify and discuss factors that affect human growth, development, and behavior.</p> <p>(e) biological, neurological, and physiological factors that affect human development, functioning, and behavior</p> <p>Outcome Status: Current</p> <p>Start Date:</p> <p>End Date:</p>	<p>Standardized Test, i.e., CLA - Comprehensive Examination - Human Development Domain</p> <p>Criterion: A score on the Human Development Domain that is within 1 standard deviation of the national mean for that testing year.</p> <p>Schedule: Spring semester</p>	<p>Result Trend: Action Planning</p> <p>Result Type: Criterion Not Met</p> <p>CMHC students average score on the Human Development Domain of the CECE Comprehensive Exam was 9.25 which was slightly below (-0.32) the national average of 9.57. All but 2 students scored within 1 standard deviation of the mean. One student (Caucasian) scored a 7 which was just slightly below 1 SD below the national mean (7.27). The student (Caucasian) who scored a 5 which was more than 1 SD below the national mean did not pass the first administration of comprehensive exam. (09/13/2022)</p> <p>Notes:</p>	<p>Use of Results: The Counselor Education Program has initiated a Comprehensive Exam Study Site on CANVAS but the site is not well organized or user friendly. A graduate assistant will organize the site and beginning Spring 2023 this site will be organized in such a way that students can review previous course material, previous quizzes, and course study guides to assist them in preparing to take their comprehensive exams. We hope that providing an organized study site will help students review for their comprehensive exam and improve their scores. (09/13/2022)</p>
	<p>Survey-Student - Current Counseling Student Survey</p> <p>Criterion: Students will rate their</p>	<p>Result Trend: Monitoring</p> <p>Result Type: Criterion Met</p> <p>7 CMHC students completed this item on the survey and</p>	

Intended Outcomes	Assessment Methods	Results	Use of Results
	<p>competence on the following item - "impact of biological and neurological mechanisms on mental health" and the average across all students will be a 3.5 or higher on a 7-point Likert-type scale</p> <p>Schedule: Summer Semester</p>	<p>their average score was 6.14. (09/13/2022)</p> <p>Notes:</p>	
<p>Key Performance Indicator 3f - Systemic Factors in Human Development - KPI 3 - Students will identify and discuss factors that affect human growth, development, and behavior.</p> <p>(f) systemic and environmental factors that affect human development, functioning, and behavior</p> <p>Outcome Status: Current</p> <p>Start Date:</p> <p>End Date:</p>	<p>Papers/Assignments - EPY 521 Human Development - Wisdom Project</p> <p>Criterion: Grad of B or higher</p> <p>Schedule: Summer Semester</p> <hr/> <p>Standardized Test, i.e., CLA - Comprehensive Examination Human Development Domain</p> <p>Criterion: Score on the Human Development Domain that is within 1 standard deviation of the national mean for that testing year</p> <p>Schedule: Summer Semester</p>	<p>Result Trend: Monitoring</p> <p>Result Type: Criterion Met</p> <p>All CMHC students earned a grade of B or higher on the Wisdom Project. Students' scores ranged from 93% to 99% on this project with students identifying and discussing systemic and environmental factors impacting human growth, development, functioning, and behavior (09/13/2022)</p> <p>Notes:</p> <hr/> <p>Result Trend: Action Planning</p> <p>Result Type: Criterion Not Met</p> <p>CMHC students average score on the Human Development Domain of the CECE Comprehensive Exam was 9.25 which was slightly below (-0.32) the national average of 9.57. All but 2 students scored within 1 standard deviation of the mean. One student (Caucasian) scored a 7 which was just slightly below 1 SD below the national mean (7.27). The student (Caucasian) who scored a 5 which was more than 1 SD below the national mean did not pass the first administration of comprehensive exam. (09/11/2022)</p> <p>Notes:</p>	<p>Use of Results: The Counselor Education Program has initiated a Comprehensive Exam Study Site on CANVAS but the site is not well organized or user friendly. A graduate assistant will organize the site and beginning Spring 2023 this site will be organized in such a way that students can review previous course material, previous quizzes, and course study guides to assist them in preparing to take their comprehensive exams. We hope that providing an organized study site will help students review for their comprehensive exam and improve their scores. (09/13/2022)</p>
<p>Key Performance Indicator 4 - Theories of Career Development - KPI 4: Students will identify theories and models of career development,</p>	<p>Papers/Assignments - CED 588 Career Development, Assessment & Intervention - Worker Interview</p> <p>Criterion: Grade of B or higher</p>	<p>Result Trend: Action Planning</p> <p>Result Type: Criterion Not Met</p> <p>Eleven of 14 CMHC students met the criterion of obtaining a B or higher on the Worker Interview. During the 4th</p>	<p>Use of Results: The primary driver of this criterion being failed was due to the timeliness lapses for students submitting this</p>

<i>Intended Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Use of Results</i>
<p>counseling, and decision making.</p> <p>(a) theories and models of career development, counseling, and decision making</p> <p>Outcome Status: Current</p> <p>Start Date:</p> <p>End Date:</p>	<p>Schedule: Fall semester</p> <p>Standardized Test, i.e., CLA - Comprehensive Exam Career Development Domain</p> <p>Criterion: A score within 1 standard deviation of the Career Development Domain mean for that testing year</p>	<p>semester (Fall semester 2nd year). Ten students earned an A on their Worker Interview, 1 student earned a B, and 3 students earned a C (1 Caucasian, 2 from diverse backgrounds). All students earning Cs turned in their Worker interview late and points were deducted for late submission. The Worker Interview requires students to interview a worker over the age of 50, gather their career development information, and then write a report applying a career development theory and discuss career decision making. (09/13/2022)</p> <p>Notes:</p> <p>Result Trend: Action Planning</p> <p>Result Type: Criterion Not Met</p> <p>CMHC students average score on the Career Development Domain of the CECE Comprehensive Exam was 10.0 which was slightly below (-0.12) the national average of 10.12. All but 2 students scored within 1 standard deviation of the mean. One student (Caucasian) scored a 6 which was more than 1 SD below the national mean (7.57), however, this student passed all other sections of the CECE. The student (Caucasian) who scored a 7 which was just slightly more than 1 SD below the national mean did not pass the comprehensive exam. (09/11/2022)</p> <p>Notes:</p>	<p>assignment. All but one student submitted academic content that reflected mastery of the assignment. Going forward the instructor will require more discussion of the project in their small groups earlier in the course as a form of peer intervention to promote timely progress and, ultimately, on-time submission of the assignment. (09/14/2022)</p> <p>Use of Results: The Counselor Education Program has initiated a Comprehensive Exam Study Site on CANVAS but the site is not well organized or user friendly. A graduate assistant will organize the site and beginning Spring 2023 this site will be organized in such a way that students can review previous course material, previous quizzes, and course study guides to assist them in preparing to take their comprehensive exams. We hope that providing an organized study site will help students review for their comprehensive exam and improve their scores. (09/13/2022)</p>
<p>Key Performance Indicator 5 - Assessment - KPI 5: Students will identify strategies and select tools for assessing abilities, interests, values, personalities, and other factors that contribute to career development.</p> <p>(e) strategies for assessing abilities, interests, values, personality and other factors that contribute to career development</p>	<p>Papers/Assignments - CED 588 Career Development, Assessment & Intervention - Special Population Group Presentation</p> <p>Criterion: Grade of B or higher</p> <p>Schedule: Fall semester</p>	<p>Result Trend: Monitoring</p> <p>Result Type: Criterion Met</p> <p>All CMHC students take Career Development, Assessment, & Intervention and must complete a Special Population Group presentation that includes in-depth investigation of career development and a diverse group/population, Data regarding employment, barriers, and special considerations, and a case study that includes appropriate selection or use of formal and informal career assessments, tools, techniques, and the theoretical approach used to conceptualize the case. All CMHC students met the criterion</p>	

Intended Outcomes	Assessment Methods	Results	Use of Results
<p>Outcome Status: Current Start Date: End Date:</p>	<p>Standardized Test, i.e., CLA - Comprehensive Exam Career Development Domain Criterion: Score within 1 standard deviation of the mean for the Career Development Domain for that testing year Schedule: Spring Semester</p>	<p>of earning a B or higher with scores ranging from 97% -99% on the Special Population Group Presentation. (09/13/2022) Notes: Result Trend: Action Planning Result Type: Criterion Not Met CMHC students average score on the Career Development Domain of the CECE Comprehensive Exam was 10.0 which was slightly below (-0.12) the national average of 10.12. All but 2 students scored within 1 standard deviation of the mean. One student (Caucasian) scored a 6 which was more than 1 SD below the national mean (7.57), however, this student passed all other sections of the CECE. The student (Caucasian) who scored a 7 which was just slightly more than 1 SD below the national mean did not pass the comprehensive exam. (09/11/2022) Notes:</p>	<p>Use of Results: The Counselor Education Program has initiated a Comprehensive Exam Study Site on CANVAS but the site is not well organized or user friendly. A graduate assistant will organize the site and beginning Spring 2023 this site will be organized in such a way that students can review previous course material, previous quizzes, and course study guides to assist them in preparing to take their comprehensive exams. We hope that providing an organized study site will help students review for their comprehensive exam and improve their scores. (09/13/2022)</p>
<p>Key Performance Indicator 6 - Theories of Counseling - KPI 6: Students will identify theories and models of counseling. (a) theories and models of counseling Outcome Status: Current Start Date: End Date:</p>	<p>Internally Developed Exam/Test - CED 572 Principles & Theories of Counseling - Final Examination Criterion: Grade of B or higher Schedule: Fall semester</p>	<p>Result Trend: Action Planning Result Type: Criterion Not Met 82% of CMHC students made a B or higher on their final exam in Principles and Theories of Counseling. Three students (all from diverse backgrounds) scored slightly below a B (77%) and two students (Caucasian) scored 75% and 70%. (09/13/2022) Notes:</p>	<p>Use of Results: Instructor teaching the course will evaluate pre-test scores and mid-term exam scores to identify students struggling on the exams. The instructor will provide an additional review session for all students and encourage those who have struggled on exams to attend. (09/14/2022)</p>
	<p>Papers/Assignments - CED 572 Principles & Theories of Counseling - Personal Theories Paper Criterion: Grade of B or higher Schedule: Fall Semester</p>	<p>Result Trend: Action Planning Result Type: Criterion Not Met 93% of CMHC students earned a B or higher on their Personal Theories Paper. One student scored 79% just slightly below the criterion while the other student scored a 72%, however the student turned the paper in late and points were deducted (both students were from diverse backgrounds). (09/13/2022)</p>	<p>Use of Results: In Fall 2022 faculty teaching the course will create opportunities for students to discuss their Personal Theories Paper and progress in their small groups during class in hopes that students will remain on track to complete their paper and submit</p>

Intended Outcomes	Assessment Methods	Results	Use of Results
	<p>Standardized Test, i.e., CLA - Comprehensive Exam Counseling & Helping Relationships Domain Criterion: A score within 1 standard deviation of the mean for the Counseling & Helping Relationships Domain for that testing year Schedule: Spring Semester</p>	<p>Notes:</p> <p>Result Trend: Action Planning Result Type: Criterion Not Met The CMHC average score on the Counseling & Helping Skills Domain was 8.42 which was below (-1.63) the national average of 10.05 but was within 1 SD (7.35) of the national mean. Only 66% of CMHC students scored within 1SD of the national mean on the Domain of Counseling and Helping Relationships. Four students (all Caucasian) scored more than 1SD (7.35) from the national mean. The students scores were 7, 6, 6, and 5. Although, each of these students scored more than 1SD below the mean, all students passed their comprehensive exams. (09/11/2022)</p> <p>Notes:</p>	<p>them on time. Additionally, peer feedback is likely to help students turn in a personal theories paper that is more comprehensive and cohesive. (09/13/2022)</p> <p>Use of Results: The Counselor Education Program has initiated a Comprehensive Exam Study Site on CANVAS but the site is not well organized or user friendly. A graduate assistant will organize the site and beginning Spring 2023 this site will be organized in such a way that students can review previous course material, previous quizzes, and course study guides to assist them in preparing to take their comprehensive exams. We hope that providing an organized study site will help students review for their comprehensive exam and improve their scores. (09/13/2022)</p>
	<p>Survey-Student - Current Counseling Student Survey Criterion: Students will rate their competence on the following item - "theories and models related to clinical mental health counseling" and the average across all students will be 3.5 or higher on a 7-Point Likert-type scale. Schedule: Summer Semester</p>	<p>Result Trend: Monitoring Result Type: Criterion Not Met 7 CMHC students completed the survey and their average item score was 2.858 (09/13/2022)</p> <p>Notes:</p>	<p>Use of Results: Faculty are going to infuse more experiential and problem-based learning strategies into the course. Specifically, external counselors will be invited in the last weeks of the class to come and demonstrate mock counseling skills that reflect a given theory and hold a discussion with students. In addition faculty will meet in January with all core faculty and adjunct faculty teaching Spring semester classes. The second semester is where students are asked to apply theory in multiple courses, e.g., group counseling, diagnosis, counseling</p>

Intended Outcomes	Assessment Methods	Results	Use of Results
	<p>Survey-Student - Counseling Student Exit Survey Criterion: Students will rate their competence on the following item - "Knowledge of various theoretical modalities specific to counseling and psychotherapy in mental health settings" and the average across all students will be 2.5 or higher on a 4-Point Likert-type scale. Schedule: Summer Semester</p>	<p>Result Trend: Monitoring Result Type: Criterion Met 3 CMHC students completed this item on the exit survey and achieved an average rating of 3.33. (09/19/2022) Notes:</p>	<p>skills, and multicultural counseling. The meeting will promote each instructor to be aware of each student's burgeoning theoretical orientation and provide opportunities in each course for students to apply theory to clinical cases. This is intended to promote objectively and subjectively increased competence in theoretical models of counseling. (09/14/2022)</p>
<p>Key Performance Indicator 7 - Counseling Skills - KPI 7: Students will demonstrate basic counseling skills needed for practice.</p> <p>(g) essential interviewing, counseling, and case conceptualization skills Outcome Status: Current Start Date: End Date:</p>	<p>Papers/Assignments - CED 586 Counseling Skills & Process - Final Simulated Counseling Video Evaluation Criterion: Grade of B or higher Schedule: Spring Semester</p> <hr/> <p>Survey-Employer - CED 576 Supervised Practicum in Counseling - Final evaluation by practicum site supervisor Criterion: Site supervisor rating student on items related to interviewing, counseling skills and case conceptualization skill as "proficient" or higher on the Likert-type scale</p>	<p>Result Trend: Monitoring Result Type: Criterion Met All CMHC students earned a B or higher on their final simulated mock counseling video. Students were scored at 91% to 98% on their skills, self-evaluation of skills, reflection of skills, and goals for improvement. (09/13/2022) Notes:</p> <hr/> <p>Result Trend: Monitoring Result Type: Inconclusive insufficient data (only 4/13 students had completed final practicum evaluations from their practicum supervisors at the time of this report. Only 4 students had all their practicum hours and documents completed at the time of this report) (09/13/2022) Notes:</p>	<p>Use of Results: Only 4/13 students had all their practicum hours and evaluations completed at the time of this report. Site supervisor rating student on items related to interviewing, counseling skills and case conceptualization skills averaged across all related items as 3.8</p>

Intended Outcomes	Assessment Methods	Results	Use of Results
	<p>Schedule: Summer Semester</p>		<p>(proficient is 3). No practicum student score below a 3 on any item related to interviewing, counseling skills and case conceptualization skills. (09/13/2022)</p>
	<p>Survey-Employer - CED 597 CMHC Internship - Final site supervisor evaluation Criterion: The site supervisor will rate the student on items related to interviewing, counseling skills and case conceptualization skills as "proficient" or better Schedule: Spring Semester</p>	<p>Result Trend: Monitoring Result Type: Criterion Met All twelve CMHC students received ratings of 3 (proficient) on items related to interviewing, counseling skills, and case conceptualization. The range of scores for these areas was 3.0-5.0. The average rating across items related to interviewing, counseling skills, and case conceptualization was 4.44 which is well above the proficient rating of 3.0. (09/13/2022) Notes:</p>	
	<p>Survey-Student - Current Counseling Student Survey Criterion: Students will rate their competence on the following item - "biopsychosocial case conceptualization and treatment planning" and the average across all students will be 3.5 or higher on a 7-Point Likert-type scale. Schedule: Summer Semester</p>	<p>Result Trend: Monitoring Result Type: Criterion Met 7 CMHC students responded to this item and their average rating was 4.14. (09/13/2022) Notes:</p>	
	<p>Survey-Student - Current Counseling Student Survey Criterion: Students will rate their competence on the following item - "intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management " and the average across all students will be 3.5 or higher on a 7-Point Likert-type scale. Schedule: Summer Semester</p>	<p>Result Trend: Monitoring Result Type: Criterion Met 7 students rated their competency on this item and their average score was 4. (09/13/2022) Notes:</p>	
	<p>Survey-Student - Counseling Student</p>	<p>Result Trend: Monitoring</p>	

Intended Outcomes	Assessment Methods	Results	Use of Results
	<p>Exit Survey Criterion: Students will rate their competence on the following item - "Skill in conducting diagnostic clinical interviews using the DSM-5 systems" and the average across all students will be 2.5 or higher on a 4-Point Likert-type scale. Schedule: Summer Semester</p> <p>Survey-Student - Counseling Student Exit Survey Criterion: Students will rate their competence on the following item - "Understanding of how to conduct a biopsychosocial model of assessment and treatment planning" and the average across all students will be 2.5 or higher on a 4-Point Likert-type scale. Schedule: Summer Semester</p>	<p>Result Type: Criterion Met 3 CMHC students responded to this item and their average rating was 3.33. (09/19/2022) Notes:</p> <p>Result Trend: Monitoring Result Type: Criterion Met 3 CMHC students rated themselves on this item and achieved an average rating of 3.3. (09/19/2022) Notes:</p>	
<p>Key Performance Indicator 8 - Group Counseling Process & Development - KPI 8: Students will identify and describe group development, group process, and the dynamics inherent in groups.</p>	<p>Papers/Assignments - CED 574 Group Counseling & Group Guidance Procedures - Group Prospectus Assignment Criterion: Grade of B or higher Schedule: Spring Semester</p>	<p>Result Trend: Monitoring Result Type: Criterion Met All CMHC students earned a B or higher on the Group Prospectus Assignment. The average for the assignment was 94.3%. The range was 87-100. One student made a B (87). (09/13/2022) Notes:</p>	
<p>(b) dynamics associated with group process and development Outcome Status: Current Start Date: End Date:</p>	<p>Standardized Test, i.e., CLA - Comprehensive Exam - Group Counseling & Group Work Domain Criterion: A score within 1 standard deviation of the mean on the Group Counseling & Group Work domain for that testing year Schedule: Spring Semester</p>	<p>Result Trend: Monitoring Result Type: Criterion Met CMHC students average score on the Group Counseling and Group Work Domain of the CECE Comprehensive Exam was 9.33 which was slightly below (-0.22) the national average of 9.55. All but 2 students scored within 1 standard deviation of the mean. Both students (Caucasians) scored a 7 which was more than 1 SD below the national mean (7.19). (09/11/2022) Notes:</p>	<p>Use of Results: The Counselor Education Program has initiated a Comprehensive Exam Study Site on CANVAS but the site is not well organized or user friendly. A graduate assistant will organize the site and beginning Spring 2023 this site will be organized in such a way that students can review previous course material, previous quizzes, and course study guides to assist them in preparing to take their comprehensive exams. We</p>

Intended Outcomes	Assessment Methods	Results	Use of Results
<p>Key Performance Indicator 9 - Ethics, Culture & Group Counseling - KPI 9: Students will identify and describe ethical and culturally relevant strategies for designing and facilitating groups.</p> <p>(g) ethical and culturally relevant strategies for designing and facilitating groups</p> <p>Outcome Status: Current</p> <p>Start Date:</p> <p>End Date:</p>	<p>Papers/Assignments - CED 574 Group Counseling & Group Work Procedures - Group Prospectus project</p> <p>Criterion: Grade of B or higher</p> <p>Schedule: Spring Semester</p> <hr/> <p>Standardized Test, i.e., CLA - Comprehensive Exam - Group Counseling & Group Work Domain</p> <p>Criterion: A score within 1 standard deviation of the mean on the Group Counseling & Group Work domain for that testing year</p> <p>Schedule: Spring Semester</p>	<p>Result Trend: Monitoring</p> <p>Result Type: Criterion Met</p> <p>All CMHC students earned a B or higher on the Group Prospectus Assignment. The average for the assignment was 94.3%. The range was 87-100. One student made a B (87). (09/13/2022)</p> <p>Notes:</p> <hr/> <p>Result Trend: Monitoring</p> <p>Result Type: Criterion Not Met</p> <p>CMHC students average score on the Group Counseling and Group Work Domain of the CECE Comprehensive Exam was 9.33 which was slightly below (-0.22) the national average of 9.55. All but 2 students scored within 1 standard deviation of the mean. Both students (Caucasians) scored a 7 which was more than 1 SD below the national mean (7.19). (09/11/2022)</p> <p>Notes:</p>	<p>hope that providing an organized study site will help students review for their comprehensive exam and improve their scores. (09/13/2022)</p> <hr/> <p>Use of Results: The Counselor Education Program has initiated a Comprehensive Exam Study Site on CANVAS but the site is not well organized or user friendly. A graduate assistant will organize the site and beginning Spring 2023 this site will be organized in such a way that students can review previous course material, previous quizzes, and course study guides to assist them in preparing to take their comprehensive exams. We hope that providing an organized study site will help students review for their comprehensive exam and improve their scores. (09/13/2022)</p>
<p>Key Performance Indicator 10.f - Individual & Group Assessment - KPI 10: Students will identify and select appropriate assessments for individuals and groups.</p> <p>(f) basic concepts of standardized and non-standardized testing, norm-</p>	<p>Papers/Assignments - EPY 555 Tests, Measurement & Evaluation - Case Study Project</p> <p>Criterion: Grade of B or higher</p> <p>Schedule: Fall Semester</p>	<p>Result Trend: Action Planning</p> <p>Result Type: Criterion Not Met</p> <p>12/13 students scored a B or higher on the Case Study Project which require students to evaluate a case, select appropriate assessments, evaluate assessments that were used, and take into consideration the context, diversity issues, history, and additional information that would be needed. One student (diverse background) failed the</p>	<p>Use of Results:</p>

<i>Intended Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Use of Results</i>
<p>referenced and criterion-referenced assessments, and group and individual assessments</p> <p>Outcome Status: Current</p> <p>Start Date:</p> <p>End Date:</p>		<p>assignment. The student turned in an assignment that did not include many of elements that were required. Twelve students earned As with scores ranging from 93-100%. The student who failed the assignment scored a 33%.</p> <p>(09/13/2022)</p> <p>Notes:</p>	
	<p>Standardized Test, i.e., CLA - Comprehensive Exam - Individual Appraisal domain</p> <p>Criterion: Score within 1 standard deviation of the mean on the individual appraisal domain for that testing year</p> <p>Schedule: Fall Semester</p>	<p>Result Trend: Action Planning</p> <p>Result Type: Criterion Not Met</p> <p>CMHC students average score on the Appraisal Domain of the CECE Comprehensive Exam was 8.0 which was slightly below (-0.17) the national average of 8.17. All but 1 student scored within 1 standard deviation of the mean. One student (Caucasian) scored a 5 which was more than 1 SD below the national mean (5.59). The student did not pass the first administration of the comprehensive exam.</p> <p>(09/11/2022)</p> <p>Notes:</p>	<p>Use of Results: The Counselor Education Program has initiated a Comprehensive Exam Study Site on CANVAS but the site is not well organized or user friendly. A graduate assistant will organize the site and beginning Spring 2023 this site will be organized in such a way that students can review previous course material, previous quizzes, and course study guides to assist them in preparing to take</p>

Intended Outcomes	Assessment Methods	Results	Use of Results
<p>Key Performance Indicator 11 - Data Analysis Methods - KPI 11: Students will identify and discuss qualitative, quantitative, and mixed research methods and describe methods and designs used in counseling research and program evaluation.</p> <p>(f) qualitative, quantitative, and mixed research methods</p> <p>Outcome Status: Current</p> <p>Start Date:</p> <p>End Date:</p>	<p>Papers/Assignments - IDE 510 Research & Evaluation - Research Proposal paper</p> <p>Criterion: Grade of B or higher</p> <p>Schedule: Spring semester</p>	<p>Result Trend: Monitoring</p> <p>Result Type: Inconclusive</p> <p>10/12 CMHC students met the criterion of making a B or higher on their Research Proposal Paper. Two students received an incomplete. The average across the 10 completed projects was 93% with the scores ranging from 83%-98.5%. Three students earned Bs (2 from diverse backgrounds, 1 Caucasians). The Research Proposal Paper requires students to utilize data (typically from their needs assessment at their practicum), conduct a review of the literature, develop a proposal for a research project that includes how the project will be developed, how the project will be carried out, collection of data, and how the data will be analyzed. (09/13/2022)</p> <p>Notes:</p>	<p>their comprehensive exams. We hope that providing an organized study site will help students review for their comprehensive exam and improve their scores. (09/13/2022)</p> <p>Use of Results: The Research course was moved from Spring Semester to Summer Semester in 2022. Given that summer semester is only 8 weeks long, input from students and Core Counseling Faculty indicate that moving the research proposal to the Fall during internship may improve student learning of concepts and provide adequate time to complete a thorough research proposal after learning the concepts in research class. Core faculty will meet in mid-September with students and ask for more in-depth feedback. Faculty are considering changing the summer assignment to a Research Proposal Outline that prepares students to complete a research proposal in the fall semester as they are working on their Advocacy Project. (09/13/2022)</p>
	<p>Papers/Assignments - CED 597 CMHC Internship - Advocacy Project Final Report</p> <p>Criterion: Grade of B or higher</p> <p>Schedule: Spring Semester</p>	<p>Result Trend: Action Planning</p> <p>Result Type: Criterion Met</p> <p>All CMHC students met the criterion of obtaining a B or higher on the Advocacy Project Final Report. During internship, which students typically take their 4th and 5th semesters in the program, (CMHC) students finish their needs assessment and advocacy project plan (if not completed during practicum) and carry out their Advocacy</p>	<p>Use of Results: CMHC faculty will tweak the Advocacy Project description and evaluation to include specific instructions on how to address project elements that were not able to be fully implemented or projects that did not go as planned. Students will</p>

Intended Outcomes	Assessment Methods	Results	Use of Results
	<p>Standardized Test, i.e., CLA - Comprehensive Exam - Research & Program Evaluation Domain Criterion: A score within 1 standard deviation of the mean for the Research & Program Evaluation domain for that testing year Schedule: Spring Semester</p>	<p>Project to the fullest extent possible. Then students present their Advocacy Project during their final semester of internship. All CMHC students presented their Advocacy project and submitted their final report. All CMHC students earned an A on their Advocacy Project Final Report. (09/13/2022) Notes:</p> <p>Result Trend: Action Planning Result Type: Criterion Not Met CMHC students average score on the Research Domain of the CECE Comprehensive Exam was 7.12 which was below (-0.53) the national average of 7.65. All but 3 students scored within 1 standard deviation of the mean. Two students (one Caucasian and one from a diverse background) scored 4 and 5 which was more than 1 SD below the national mean (5.45), the remainder of these students' scores were within 1SD of the national mean. One student (Caucasian), scored a 5 which is more than 1SD below the national mean. This student did not pass the first administration of the comprehensive exam. (09/11/2022) Notes:</p>	<p>be instructed to describe barriers encountered, issues that arose, and what could be done differently in the future to facilitate better outcomes. These elements will be required to be covered as necessary in the Advocacy Project Final Report. (09/13/2022)</p> <p>Use of Results: The Counselor Education Program has initiated a Comprehensive Exam Study Site on CANVAS but the site is not well organized or user friendly. A graduate assistant will organize the site and beginning Spring 2023 this site will be organized in such a way that students can review previous course material, previous quizzes, and course study guides to assist them in preparing to take their comprehensive exams. We hope that providing an organized study site will help students review for their comprehensive exam and improve their scores. (09/13/2022)</p>
<p>Key Performance Indicator 12 - Research Design - KPI 11: Students will identify and discuss qualitative, quantitative, and mixed research methods and describe methods and designs used in counseling research and program evaluation.</p> <p>(f) qualitative, quantitative, and mixed research methods Outcome Status: Current Start Date: End Date:</p>	<p>Papers/Assignments - IDE 510 Research & Evaluation - Research Proposal paper Criterion: Grade of B or higher Schedule: Summer Semester</p>	<p>Result Trend: Monitoring Result Type: Inconclusive 10/12 CMHC students met the criterion of making a B or higher on their Research Proposal Paper. Two students received an incomplete. The average across the 10 completed projects was 93% with the scores ranging from 83%-98.5%. Three students earned Bs (2 from diverse backgrounds, 1 Caucasians). The Research Proposal Paper requires students to utilize data (typically from their needs assessment at their practicum), conduct a review of the literature, develop a proposal for a research project that includes how the project will be developed, how the project will be carried out, collection of data, and how the data will</p>	<p>Use of Results: The Research course was moved from Spring Semester to Summer Semester in 2022. Given that summer semester is only 8 weeks long, input from students and Core Counseling Faculty indicate that moving the research proposal to the Fall during internship may improve student learning of concepts and provide adequate time to complete a thorough</p>

Intended Outcomes	Assessment Methods	Results	Use of Results
	<p>Papers/Assignments - CED 597 CMHC Internship - Advocacy Project Final Paper Criterion: Grade of B or higher Schedule: Spring Semester</p>	<p>be analyzed. (09/13/2022) Notes:</p> <p>Result Trend: Monitoring Result Type: Criterion Met All CMHC students met the criterion of obtaining a B or higher on the Advocacy Project Final Report. During internship, which students typically take their 4th and 5th semesters in the program, (CMHC) students finish their needs assessment and advocacy project plan (if not completed during practicum) and carry out their Advocacy Project to the fullest extent possible. Then students present their Advocacy Project during their final semester of internship. All CMHC students presented their Advocacy project and submitted their final report. All CMHC students earned an A on their Advocacy Project Final Report. (09/13/2022) Notes:</p>	<p>research proposal after learning the concepts in research class. Core faculty will meet in mid-September with students and ask for more in-depth feedback. Faculty are considering changing the summer assignment to a Research Proposal Outline that prepares students to complete a research proposal in the fall semester as they are working on their Advocacy Project. (09/13/2022)</p>
	<p>Survey-Student - Counseling Student Exit Survey Criterion: Students will rate their competence on the following item - "Program evaluation in mental health settings", and the average across all students will be a 2.5 on a 4-point Likert-type scale. Schedule: Summer Semester</p>	<p>Result Trend: Action Planning Result Type: Criterion Not Met 3 CMHC students completed this item and their average score was 2.33. (09/19/2022) Notes: The faculty will review the IDE 510 course content to ensure appropriate coverage of program evaluation principles.</p>	
<p>CMHC Key Performance Indicator 1.2.d - Diagnosis - CMHC KP1 - Students will demonstrate their</p>	<p>Papers/Assignments - CED 560 Diagnosis & Treatment Planning - Major Case Write-Up</p>	<p>Result Trend: Monitoring Result Type: Criterion Met All CMHC students made a B or higher on the Major Case</p>	

Intended Outcomes	Assessment Methods	Results	Use of Results
<p>ability to perform differential diagnosis and attend to potential comorbidity utilizing theoretically based case conceptualization resulting in treatment plans that are collaboratively developed with clients.</p> <p>CMHC 2.d. Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD).</p> <p>Outcome Status: Current</p> <p>Start Date:</p> <p>End Date:</p>	<p>Criterion: Grade of B or higher</p> <p>Schedule: Spring Semester</p> <p>Papers/Assignments - CED 597</p> <p>CMHC Internship - Case Presentation</p> <p>Criterion: Grad of B or higher</p> <p>Schedule: Spring Semester</p>	<p>Write-Up. The average for the Major Case Write-up was 95.3%. The range was 82%-100%. There were 4 Bs (1 Caucasian, 3 from diverse backgrounds). The major case write-up requires students to describe the diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic manual of Mental Disorders (DSM), and develop a treatment plan. (09/13/2022)</p> <p>Notes:</p> <p>Result Trend: Monitoring</p> <p>Result Type: Criterion Met</p> <p>All CMHC students made a B or higher on the Internship-Case Presentation. The case presentation requires students to demonstrate their ability to perform differential diagnosis and attend to potential comorbidity utilizing theoretically based case conceptualization resulting in treatment plans that are collaboratively developed with clients. (09/13/2022)</p> <p>Notes:</p>	
	<p>Survey-Student - Current Counseling Student Survey</p> <p>Criterion: Students will rate their competence on the following item - "diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases ", and the average across all students will be a 3.5 or higher on a 7-point Likert-type scale.</p> <p>Schedule: Summer Semester</p>	<p>Result Trend: Monitoring</p> <p>Result Type: Criterion Met</p> <p>7 CMHC students responded to this item obtaining an average rating of 4. (09/13/2022)</p> <p>Notes:</p>	
	<p>Survey-Student - Counseling Student Exit Survey</p> <p>Criterion: Students will rate their competence on the following item - "Knowledge of the DSM-5 classification system.", and the average across all students will be a</p>	<p>Result Trend: Monitoring</p> <p>Result Type: Criterion Met</p> <p>3 CMHC students responded to this item achieved an average rating of 3.67. (09/19/2022)</p> <p>Notes:</p>	

Intended Outcomes	Assessment Methods	Results	Use of Results
	<p>2.5 or higher on a 4-point Likert-type scale.</p> <p>Schedule: Summer Semester</p> <p>Survey-Student - Counseling Student Exit Survey</p> <p>Criterion: Students will rate their competence on the following item - "Skill in conducting diagnostic clinical interviews using the DSM-5 systems", and the average across all students will be a 2.5 or higher on a 4-point Likert-type scale.</p> <p>Schedule: Summer Semester</p> <hr/> <p>Survey-Employer - Final Internship Evaluation of Student by Site Supervisor</p> <p>Criterion: The average ratings across all students on diagnosis knowledge and skills items will be a 3 or higher on a 4-point Likert-type scale.</p> <p>Schedule: Summer Semester</p>	<p>Result Trend: Monitoring</p> <p>Result Type: Criterion Met</p> <p>3 CMHC students responded to this item and achieved an average ratings of 3.33 (09/19/2022)</p> <p>Notes:</p> <hr/> <p>Result Trend: Monitoring</p> <p>Result Type: Criterion Met</p> <p>All CMHC students received evaluations from their site supervisors on diagnosis skills that were a 3 or higher. (09/19/2022)</p> <p>Notes:</p>	
<p>CMHC Key Performance Indicator 2.1.b - Theories of Clinical Mental Health Counseling - CMHC KPI 2 - Students will demonstrate basic counseling skills and theoretically informed techniques that foster collaborative counseling relationships which facilitate the exploration of thoughts, feelings, behaviors, and concerns, while respecting the client's autonomy.</p> <p>CMHC 1.b. Theories and models related to clinical mental health counseling.</p> <p>Outcome Status: Current</p> <p>Start Date:</p> <p>End Date:</p>	<p>Papers/Assignments - CED 586 Counseling Skills & Process - Final Evaluation of Simulated Counseling Video</p> <p>Criterion: Grade of B or higher</p> <p>Schedule: Spring Semester</p> <hr/> <p>Survey-Employer - CED 597 CMHC Internship - Final Site Supervisor Evaluation of Student</p> <p>Criterion: The site supervisor will rate students on items pertinent to theories and models of mental health counseling the level of "proficient" or higher</p> <p>Schedule: Spring Semester</p>	<p>Result Trend: Monitoring</p> <p>Result Type: Criterion Met</p> <p>All CMHC students earned a B or higher on their final simulated mock counseling video. Students were scored at 91% to 98% on their skills, self-evaluation of skills, reflection of skills, and goals for improvement. (09/13/2022)</p> <p>Notes:</p> <hr/> <p>Result Trend: Monitoring</p> <p>Result Type: Criterion Met</p> <p>All twelve CMHC students received ratings of 3 (proficient) on items related to theories and models of mental health counseling. The range of scores for these areas was 3.0-5.0. The average rating across items related to theories and models of mental health was 4.0 which is well above the proficient rating of 3.0. (09/13/2022)</p> <p>Notes:</p>	<p>Use of Results: Please see plan entered under use of results for how we will, generally, promote enhanced mastery of applying theories to clinical work. Pertinent to applying CMHC theories, specifically, faculty will make changes in the didactic portion of the summer initial practicum course. Specifically, students will be required to cite and apply</p>

Intended Outcomes	Assessment Methods	Results	Use of Results
	<p>Survey-Student - Current Counseling Student Survey</p> <p>Criterion: Students will rate their competence on the following item - "theories and models related to clinical mental health counseling", and the average across all students will be a 3.5 or higher on a 7-point Likert-type scale.</p> <p>Schedule: Summer Semester</p>	<p>Result Trend: Action Planning</p> <p>Result Type: Criterion Not Met</p> <p>7 students responded to this item and obtained an average score of 2.86. (09/13/2022)</p> <p>Notes:</p>	<p>specific theories of mental health counseling. The goal is to link such presentations in practicum to the prior scaffolding in fall and spring semesters that reinforces both comprehension of specific theories and application of theories to counseling cases and scenarios. (09/14/2022)</p> <p>Use of Results: Beginning Fall 2022 CMHC faculty will begin having more frequent check-ins in the Theories and Foundations classes. Additionally, the Program Coordinator and/or faculty advisor will check with adjunct faculty before midterms, at midterm, and 3/4s of the way through the semester to monitor student progress. Also, additional efforts will be made to touch base with students before and after class. These efforts should build rapport and will hopefully lead to students feeling comfortable sharing when they are experiencing difficulties that are impacting their academic progress (09/19/2022)</p>
	<p>Survey-Student - Counseling Student Exit Survey</p> <p>Criterion: Students will rate their competence on the following item - "Knowledge of various theoretical modalities specific to counseling and psychotherapy in mental health settings", and the average across all students will be a 2.5 or higher on a 4-point Likert-type scale.</p> <p>Schedule: Summer Semester</p>	<p>Result Trend: Monitoring</p> <p>Result Type: Criterion Met</p> <p>3 CMHC students completed this item and achieved an average rating of 3.33. (09/19/2022)</p> <p>Notes:</p>	

Intended Outcomes	Assessment Methods	Results	Use of Results
<p>CMHC Key Performance Indicator 2.3.b - Mental Health Intervention Techniques - CMHC KPI 2 - Students will demonstrate basic counseling skills and theoretically informed techniques that foster collaborative counseling relationships which facilitate the exploration of thoughts, feelings, behaviors, and concerns, while respecting the client's autonomy.</p> <p>CMHC KPI 2 - Students will demonstrate basic counseling skills and theoretically informed techniques that foster collaborative counseling relationships which facilitate the exploration of thoughts, feelings, behaviors, and concerns, while respecting the client's autonomy.</p> <p>Outcome Status: Current Start Date: End Date:</p>	<p>Papers/Assignments - CED 586 Counseling Skills & Process - Faculty evaluation of final simulated counseling video Criterion: Grade of B or higher Schedule: Spring Semester</p> <p>Survey-Employer - CED 597 CMHC Internship - Final evaluation by internship site supervisor of student Criterion: Site supervisor will rate students on items pertinent to counseling intervention techniques at the level of "proficient" or higher Schedule: Spring Semester</p> <p>Survey-Student - Current Counseling Student Survey Criterion: Students will rate their competence on the following item - "etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders", and the average across all students will be a 3.5 or higher on a 7-point Likert-type scale. Schedule: Summer Semester</p> <p>Survey-Student - Current Counseling Student Survey Criterion: Students will rate their competence on the following item - "mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks", and the average across all students will be a 3.5 or higher on a 7-point Likert-type scale. Schedule: Summer Semester</p>	<p>Result Trend: Monitoring Result Type: Criterion Met All CMHC students earned a B or higher on their final simulated mock counseling video. Students were scored at 91% to 98% on their skills, self-evaluation of skills, reflection of skills, and goals for improvement. (09/13/2022) Notes:</p> <p>Result Trend: Monitoring Result Type: Criterion Met 11/12 CMHC students received ratings of 3 (proficient) on items related to counseling intervention techniques. One student scored a 2 on 2 items but all other items were rated at 3 or higher. The range of scores for these areas was 2.0-5.0. The average rating across items related to theories and models of mental health was 3.86 which is well above the proficient rating of 3.0. (09/13/2022) Notes:</p> <p>Result Trend: Monitoring Result Type: Criterion Met 7 students responded to this item and their average response was 5.43 (09/13/2022) Notes:</p> <p>Result Trend: Monitoring Result Type: Criterion Met 7 students responded to this item and obtained an average score of 6. (09/13/2022) Notes:</p>	

Intended Outcomes	Assessment Methods	Results	Use of Results
	<p>Survey-Student - Current Counseling Student Survey Criterion: Students will rate their competence on the following item - "techniques and interventions for prevention and treatment of a broad range of mental health issues", and the average across all students will be a 3.5 or higher on a 7-point Likert-type scale. Schedule: Summer Semester</p> <p>Survey-Student - Counseling Student Exit Survey Criterion: Students will rate their competence on the following item - "Knowledge of evidence-based treatment paradigms for specific types of mental health problems.", and the average across all students will be a 2.5 or higher on a 4-point Likert-type scale. Schedule: Summer Semester</p>	<p>Result Trend: Monitoring Result Type: Criterion Met 7 students responded to this item and their average rating was 5.28 (09/13/2022) Notes:</p> <p>Result Trend: Monitoring Result Type: Criterion Met 3 CMHC students completed this item and their average score was 3.33. (09/19/2022) Notes:</p>	
<p>Key Performance Indicator 10.i - Use of Assessments - KPI 10: Students will identify and select appropriate assessments for individuals and groups.</p> <p>(i) use of assessments relevant to academic/educational, career, personal, and social development Outcome Status: Current Start Date: End Date:</p>	<p>Papers/Assignments - CED 588 Career Development, Assessment & Intervention - Special Population Group Presentation Criterion: Grade of B or higher Schedule: Fall Semester</p>	<p>Result Trend: Monitoring Result Type: Criterion Met All CMHC students take Career Development, Assessment, & Intervention and must complete a Special Population Group presentation that includes in-depth investigation of career development and a diverse group/population, Data regarding employment, barriers, and special considerations, and a case study that includes appropriate selection or use of formal and informal career assessments, tools, techniques, and the theoretical approach used to conceptualize the case. All CMHC students met the criterion of earning a B or higher with scores ranging from 97% -99% on the Special Population Group Presentation. (09/13/2022) Notes:</p>	
	<p>Standardized Test, i.e., CLA - Comprehensive Examination - Individual Appraisal Domain Criterion: A score within 1 standard</p>	<p>Result Trend: Monitoring Result Type: Criterion Met CMHC students average score on the Career Development Domain of the CECE Comprehensive Exam was 10.0 which</p>	<p>Use of Results: The Counselor Education Program has initiated a Comprehensive Exam Study Site on CANVAS but the site is not well</p>

Intended Outcomes	Assessment Methods	Results	Use of Results
	<p>deviation of the mean on the Individual Appraisal Domain for that testing year</p> <p>Schedule: Fall Semester</p>	<p>was slightly below (-0.12) the national average of 10.12. All but 2 students scored within 1 standard deviation of the mean. One student (Caucasian) scored a 6 which was more than 1 SD below the national mean (7.57), however, this student passed all other sections of the CECE. The student (Caucasian) who scored a 7 which was just slightly more than 1 SD below the national mean did not pass the comprehensive exam. (09/11/2022)</p> <p>Notes:</p>	<p>organized or user friendly. A graduate assistant will organize the site and beginning Spring 2023 this site will be organized in such a way that students can review previous course material, previous quizzes, and course study guides to assist them in preparing to take their comprehensive exams. We hope that providing an organized study site will help students review for their comprehensive exam and improve their scores. (09/13/2022)</p>
	<p>Survey-Student - Current Counseling Student Survey</p> <p>Criterion: Students will rate their competence on the following item - "psychological tests and assessments specific to clinical mental health counseling ", and the average across all students will be a 3.5 or higher on a 7-point Likert-type scale.</p> <p>Schedule: Summer Semester</p>	<p>Result Trend: Monitoring</p> <p>Result Type: Criterion Met</p> <p>7 students rated their skills on this items and their average score was 5.14 (09/13/2022)</p> <p>Notes:</p>	
	<p>Survey-Student - Counseling Student Exit Survey</p> <p>Criterion: Students will rate their competence on the following item - "Knowledge of various assessment strategies specific to mental health settings.", and the average across all students will be a 2.5 or higher on a 4-point Likert-type scale.</p> <p>Schedule: Summer Semester</p>	<p>Result Trend: Monitoring</p> <p>Result Type: Criterion Met</p> <p>3 CMHC students completed this item and achieved an average score of 3.33. (09/19/2022)</p> <p>Notes:</p>	
	<p>Survey-Alumni - Counseling Student Alumni Survey</p> <p>Criterion: Students will rate their competence on the following item - "I can effectively use assessment instruments in my counseling</p>	<p>Result Trend: Monitoring</p> <p>Result Type: Inconclusive</p> <p>The alumni survey is collected every two years and will again be collected in late summer/early Fall of 2023. (09/13/2022)</p> <p>Notes:</p>	

Intended Outcomes	Assessment Methods	Results	Use of Results
<p>Student Demographic Disparities - Students will experience equitable outcomes in their academic performance, field placement performance, comprehensive exam performance and in terms of progress towards evaluation. Comparisons between students from the following backgrounds (as reported to the program by the student) will be analyzed - race, ethnicity, gender identity, sex, age, national origin, language of origin</p> <p>Outcome Status: Current</p> <p>Start Date:</p> <p>End Date:</p>	<p>practice", and the average across all students will be a 2.5 or higher on a 4-point Likert-type scale.</p> <p>Schedule: Summer Semester</p> <p>Internal Report - GPA report for all CMHC students for the prior three semesters</p> <p>Criterion: Students from underrepresented backgrounds will exhibit equivalent grades to students from majority/dominant backgrounds. Students from underrepresented backgrounds will not be overrepresented among students with lower GPAs.</p> <p>Schedule: Annual</p>	<p>Result Trend: Action Planning</p> <p>Result Type: Criterion Not Met</p> <p>The cumulative GPA of all students enrolled in the CMHC program in Fall 2021, Spring 2022 and Summer 2022 were entered into an SPSS database (N = 32). The average GPA was 3.79 (SD = .33). The average age of the students was 29.28 (SD = 7.49).</p> <p>Bivariate Pearson Product Moment Correlations were conducted and there was no statistically significant relationship between student age and GPA.</p> <p>A Two Way ANOVA was conducted with self-reported gender and self-reported race (white vs. non-white) as independent variables and cumulative GPA as the dependent variable. There were 27 female students, and 5 male students, and 22 white students and 10 non-white students (all but one of these individuals reported being Black/ African American, one reported being multiracial). The overall model was significant (F = 4.39 df = 3 and 31, p = .012, Adjusted R Squared = .247). There was no statistically significant relationship between student gender and GPA. There was a statistically significant relationship between race and GPA (F = 10.74, df = 1 and 31, p = .003. (09/15/2022) (09/20/2022)</p> <p>Notes:</p>	<p>Use of Results:</p>

Intended Outcomes	Assessment Methods	Results	Use of Results
	<p>Survey-Employer - Final Internship Site Supervisor Evaluation of Students</p> <p>Criterion: The site supervisor's rating across all items of the final evaluation will be averages. A One-Way ANOVA will be conducted to examine whether students from underrepresented backgrounds exhibit ratings that are lower, on average, than students from majority/dominant backgrounds.</p> <p>Schedule:</p>	<p>Result Trend: Monitoring</p> <p>Result Type: Criterion Met</p> <p>A One Way ANOVA was conducted with student reported gender as the independent variable and the student's average rating from their site supervisor on the final internship evaluation. There was no statistically significant relationship between site supervisor ratings and student gender. (Male mean = 77, Female mean = 82; $F = .240$, $p = .635$)</p> <p>A One Way ANOVA was conducted with student reported race as the independent variable and the student's average rating from their site supervisor on the final internship evaluation. There was no statistically significant relationship between the site supervisor ratings and student race. (White mean = 78, Non-White mean = 83; $F = .276$, $p = .611$). (09/19/2022)</p> <p>Notes:</p>	
	<p>Standardized Test, i.e., CLA - A report of all student scores on the comprehensive exam.</p> <p>Criterion: After calculating the average overall score across all content domains on the comprehensive exam, A One Way Analysis of Variance will be conducted to determine if students from underrepresented backgrounds exhibit a lower average score than students from majority/dominant backgrounds.</p> <p>Schedule:</p>	<p>Result Trend: Monitoring</p> <p>Result Type: Criterion Met</p> <p>This analysis is conducted for the counseling programs as a whole. 18 student took comprehensive exams during the 2021-2022 academic year. A MANOVA was conducted with the various subtest scores of the CECE as the dependent variable and sex and race as the independent variables. The overall model was statistically significant ($F = 134$, $df = 8, 18$, $p = .000$). There was no significant relationship between student gender and CECE test scores overall and no overall relationship between race and CECE test scores overall. Despite this lack of an overall effect, there was a simple effect between race and the Social Cultural domain test ($F = 6,7$, $p = .021$). There was also a statistically significant interaction between student gender and race. An examination of descriptive statistics revealed that this effect consisted of non-white women scoring higher on the social cultural subtest than white women - mean of 11 ($N = 5$) vs. mean of 10.7 (10), but non-white men scored lower than white men - mean of 7 ($N = 1$) vs. mean of 11.5 ($n = 2$). Given the very low numbers of male students in this analysis we have rated the criterion as being met. Moreover there was no overall statistical relationship between race</p>	

Intended Outcomes	Assessment Methods	Results	Use of Results
<p>CMHC Key Performance Indicator 1.3.a - Diagnostic & Intake Interviewing - CMHC KP1 - Students will demonstrate their ability to perform differential diagnosis and attend to potential comorbidity utilizing theoretically based case conceptualization resulting in treatment plans that are collaboratively developed with clients.</p> <p>CMHC 3.a. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management.</p> <p>Outcome Status: Current Start Date: End Date:</p>	<p>Papers/Assignments - CED 560 Diagnosis & Treatment Planning - Major Case Writeup Assignment Criterion: Grade of B or higher Schedule: Spring Semester</p>	<p>and CECE scores at the main effect level. (09/13/2022) Notes:</p> <hr/> <p>Result Trend: Monitoring Result Type: Criterion Met All CMHC students made a B or higher on the Major Case Write-Up. The average for the Major Case Write-up was 95.3%. The range was 82%-100%. There were 4 Bs (1 Caucasian, 3 from diverse backgrounds). The major case write-up requires students to describe the diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic manual of Mental Disorders (DSM), and develop a treatment plan. (09/13/2022) Notes:</p>	
	<p>Papers/Assignments - CED 597 CMHC Internship - Case Presentation Criterion: Grade of B or higher Schedule: Spring Semester</p>	<p>Result Trend: Monitoring Result Type: Criterion Met All CMHC students made a B or higher on the Internship-Case Presentation. The case presentation requires students to demonstrate their ability to perform differential diagnosis and attend to potential comorbidity utilizing theoretically based case conceptualization resulting in treatment plans that are collaboratively developed with clients. (09/13/2022) Notes:</p>	
	<p>Survey-Student - Current Counseling Student Survey Criterion: Students will rate their competence on the following item - "biopsychosocial case conceptualization and treatment planning", and the average across students will be a 3.5 or higher on a 7-point Likert-type scale. Schedule: Summer Semester</p>	<p>Result Trend: Monitoring Result Type: Criterion Met 7 students responded to this item and their average self-rating was 4.14 (09/13/2022) Notes:</p>	
	<p>Survey-Student - Current Counseling Student Survey Criterion: Students will rate their competence on the following item - "intake interview, mental status evaluation, biopsychosocial history,</p>	<p>Result Trend: Monitoring Result Type: Criterion Met 7 students completed this item and their average self-rating was 4. (09/13/2022) Notes:</p>	

<i>Intended Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Use of Results</i>
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mental health history, and psychological assessment for treatment planning and caseload management ", and the average across students will be a 3.5 or higher on a 7-point Likert-type scale.

Schedule: Summer Semester

Survey-Student - Counseling Student Exit Survey

Criterion: Students will rate their competence on the following item - "Understanding of how to conduct a biopsychosocial model of assessment and treatment planning ", and the average across students will be a 2.5 or higher on a 4-point Likert-type scale.

Schedule: Summer Semester