



Program Assessment Report

Program (CEP) - Clinical Mental Health Counseling - MA - NEW

Mission Statement-

The mission of the CACREP-Accredited Master of Arts in Clinical Mental Health Counseling (CMHC) program at the University of Texas at Tyler (UTT) is to prepare ethical and competent professional counselors. The CMHC program places a strong emphasis on preparing future counselors to work with a diverse range of client populations. Faculty members collectively aim to provide a rigorous learning environment and supportive atmosphere encouraging personal and professional development to a diverse student body. Throughout their time in the CMHC program, students are supported in developing a deep sense of self-awareness and a strong professional counselor identity integrating mental health, research, service, and advocacy. Upon successful completion of the program, students are eligible for counselor licensure in Texas and are able pursue impactful mental health careers within the community.

CACREP Core 1 Professional Counseling Orientation and Ethical Practice

Outcome: Students will utilize appropriate ethical decision making through analyzing ethical cases and applying ethical codes.

Outcome Types: Student Learning

Assessment Method	Result/Action Plan																																												
<p>Assessment Method: Knowledge</p> <p>In COUN 5328: Foundations and Ethics of Clinical Mental Health Counseling, students are presented with a case study in class that is based on assigned readings. Students work in a group to discuss and process the case study and then type up a formal case study presentation that answers several ethical questions. Students should substantiate their responses with the ACA Code of Ethics and/or citations from the assigned readings. Students are assessed on the quality of writing and the strength of their rationale. Results are disaggregated by gender and race/ethnicity. The threshold for consideration of demographic data points in analysis and planning is 20% of course enrollment.</p> <p>(Effective 2023-24 AY: In COUN 5328 Foundations and Ethics of Clinical Mental Health Counseling, student knowledge is assessed using an ethical case study review. Students review an ethical case study, develop an analysis, and compose a formal case review synthesizing the ACA Code of Ethics and other critical components of professional counseling to arrive at a final decision for the ethical case study. Students are assessed using a rubric for the following: Understanding of Ethical Principles, Identification of Ethical Dilemma, Application of Ethical Codes, Ethical Decision-Making Process, and Clarity of Communication and Adherence to APA Style 7th Edition. Results are disaggregated by rubric dimension, gender and race/ethnicity. The threshold for consideration of demographic data points in analysis and planning is 20% of course enrollment.)</p>	<p>Result: 2022-2023: 36 students were assessed. 37/37 (100%) earned at or above the criterion.</p> <p>Student demographic breakdown is as follows: 24 Female/13 Male; 18 White, 7 Black/African American, 6 Hispanic of any race, 3 Nonresident Alien, 2 Two or more races, 1 Asian.</p> <p>Charts, graphs, or tables to illustrate assessment results (optional):.</p> <table><tr><th colspan="4">2022-23 CORE 1 Results: COUN 5328</th></tr><tr><th>Demographic</th><th>n</th><th>Criterion Met (#)</th><th>Criterion Met (%)</th></tr><tr><td>ALL</td><td>37</td><td>37</td><td>100%</td></tr><tr><td>Female</td><td>24</td><td>24</td><td>100%</td></tr><tr><td>Male</td><td>13</td><td>13</td><td>100%</td></tr><tr><td>White</td><td>18</td><td>18</td><td>100%</td></tr><tr><td>Black/African American</td><td>7</td><td>7</td><td>100%</td></tr><tr><td>Hispanic of any race</td><td>6</td><td>6</td><td>100%</td></tr><tr><td>Nonresident Alien</td><td>3</td><td>3</td><td>100%</td></tr><tr><td>Two or more races</td><td>2</td><td>2</td><td>100%</td></tr><tr><td>Asian</td><td>1</td><td>1</td><td>100%</td></tr></table> <p>Result Type: Criterion Met</p> <p>Related Documents: COUN 5328 CORE 1 Results 22-23.xlsx; COUN 5328 Ethics Case Study Rubric 2023-24 AY.docx</p> <p>Analysis and Planning</p> <p>Based on analysis of the data from the current assessment cycle, what are your plans for continuous improvement next year?: From the 2022-2023 assessment results, it is clear that the MOA needs increased rigor and complexity. The KPI and SLO are not effectively evaluated by the current design of the MOA. Faculty should consider significant changes to the design and evaluation of the MOA. Additionally, the description of the KPI, SLO, and MOA should be improved to align with the associated KPI, specifically the absence of professional counseling orientation. Based on this analysis, faculty will redesign the MOA to reflect increased complexity and rigor. The new MOA will be implemented spring 2024 and will change from a group assignment to an individual assignment. Students will review an ethical case study, develop an analysis, and compose a formal case review synthesizing the ACA Code of Ethics and other critical components of professional counseling to arrive at a final decision for the ethical case study. The faculty will create a rubric to ensure that the MOA evaluates the required components of the associated KPI and SLO. Additionally, the valuation of the MOA will increase to 24% of the total final grade to reflect the significance of the signature assignment. Furthermore, the total student group will inform this action plan. Ethnicity and gender information will continue to be documented for trend analysis over time and considered in future continuous improvement plans.</p>	2022-23 CORE 1 Results: COUN 5328				Demographic	n	Criterion Met (#)	Criterion Met (%)	ALL	37	37	100%	Female	24	24	100%	Male	13	13	100%	White	18	18	100%	Black/African American	7	7	100%	Hispanic of any race	6	6	100%	Nonresident Alien	3	3	100%	Two or more races	2	2	100%	Asian	1	1	100%
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Assessment Method	Result/Action Plan
<p>Criterion: 90% or students will earn a score of 80% or above on the Ethics Case Study Assignment.</p> <p>Schedule: Collect assessment results each semester the course is offered. Data is reviewed in a three-step process: 1) The assigned core faculty and the instructor of record conduct an initial review of the results. 2) Following the core faculty's lead, the information is reviewed and analyzed by the CMHC core faculty as a group at the annual assessment review meeting. 3) The CMHC core faculty presents a summary analysis of the data for review and discussion during the annual CMHC Assessment Committee meeting.</p> <p>Related Documents: COUN 5328 Ethics Case Study Guidelines and Rubric_F21.docx COUN 5328 Ethics Case Study Rubric 2023-24 AY.docx</p>	<p>Closing the Loop What action plan(s) did you implement based on analysis of the data during the previous assessment cycle?: (11/1/2023) The previous instructor of record for this course departed UT Tyler, and they did not share any changes they had made in response to their analysis of the 2021-2022 assessment results. Therefore, the current instructor of record and CMHC core faculty have updated the assessment method and created a new rubric for the 2023-24 AY. The updated rubric has been attached as a supporting document.</p>
<p>Assessment Method: All CMHC students are required to pass the Counselor Preparation Comprehensive Exam (CPCE) to graduate. The purpose of the CPCE is to assess a student's knowledge of core counseling areas taught in counselor education programs. The exam is first administered in COUN 5396 and a repeat attempt in COUN 5397 if needed. Faculty analyze the results following first and subsequent attempts. CMHC faculty selected the Professional Counseling Orientation and Ethical Practice subscale to report within this core area. Results are disaggregated by gender and race/ethnicity. The threshold for consideration of demographic data points in analysis and planning is 20% of course enrollment.</p>	<p>Result: 2022-2023: 22 test takers were assessed on all versions of the CPCE licensure exams. 18/22 (81.82%) earned at or above the criterion.</p> <p>15/19 Female (78.95%) and 3/3 Male (100%) earned at or above the criterion.</p> <p>9/11 (81.82%) White earned at or above the criterion. 1/1 Asian (100%), 4/5 Black or African American (80%), 3/4 Hispanic of Any Race (75%) and 1/1 Two or More Races (100%) earned at or above the criterion.</p> <p>Result Type: Criterion Not Met Related Documents: CPCE Exam - Prof Couns Orient and Ethic Pract Subset - Student Scores - 2022-2023.xlsx, CPCE Exam - Prof Couns Orient Ethic Prac Subset - Stu Demo - Student Scores - 22-23.xlsx</p> <p>Analysis and Planning</p>

Assessment Method	Result/Action Plan
<p>Criterion: 90% of students will score at or above 1/2 S.D. below the national mean on the Professional Counseling Orientation and Ethical Practice Subscale of the CPCE exam.</p> <p>Schedule: Collect exam results in Summer, Fall and Spring. Data is reviewed in a three-step process: 1) The assigned core faculty and the instructor of record conduct an initial review of the results. 2) Following the core faculty's lead, the information is reviewed and analyzed by the CMHC core faculty as a group at the annual assessment review meeting. 3) The CMHC core faculty presents a summary analysis of the data for review and discussion during the annual CMHC Assessment Committee meeting.</p> <p>Related Documents: 2023 CPCE Handbook.pdf CPCE Handbook.pdf Counselor Preparation and Comprehensive Examination Guidelines and Weblink 2021-2022.docx Counselor Preparation and Comprehensive Exam - Order Form 2021-2022.pdf</p>	<p>Based on analysis of the data from the current assessment cycle, what are your plans for continuous improvement next year?: The success threshold criterion was not met. More specifically 18.18% (N = 4) of the students did not meet the criterion. The faculty presented the results to the CMHC faculty program during a program meeting. Based on the results of the assessment program for the academic years 2021-2022 and 2022-2023, program faculty decided to update the CPCE exam policy. Three modifications will be included in the CMHC Student Handbook: (1) Students who did not pass the CPCE exam will be required to have a meeting with their faculty advisor to create a plan for success. (2) Students will be allowed to retake the CPCE exam an unlimited number of times within six years from the start of their CMHC program. (3) The Department of Psychology and Counseling will cover the cost of the first two exam attempts, but students will be responsible for the cost of each subsequent attempt to take the exam.</p> <p>Closing the Loop What action plan(s) did you implement based on analysis of the data during the previous assessment cycle?: Program faculty updated the success criterion from 1/2 S.D. to 1 S.D. below the national mean on the Professional Counseling Orientation and Ethical Practice subscale as planned.</p>

CACREP Core 2 Social and Cultural Diversity

Outcome: Students will be able to evaluate the impact of diversity on mental health and help seeking behaviors and will apply multicultural competencies to conceptualize and work with clients in counseling settings.

Outcome Types: Student Learning

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<p>Assessment Method: (K) In COUN 5324: Cultural Diversity and Advocacy, students will be assessed using the Cultural Diversity and Advocacy Essay Assignment. Students reflect on a movie they observed in class and provide a written response that will demonstrate an understanding of how to work with and advocate for different client populations including clients from diverse racial, ethnic, gender, and socioeconomic backgrounds. Students are assessed on the quality of their writing and the degree to which the essay addresses their understanding of how to work with clients from diverse backgrounds. Results are disaggregated by gender and race/ethnicity. The threshold for consideration of demographic data points in analysis and planning is 20% of course enrollment.</p> <p>(Effective 2023-24 AY: Cultural Diversity and Advocacy, students identify processes of oppression and their impact on the mental health and help-seeking behaviors of diverse clients. Students identify a specific population that is in some way culturally different from their own. The specific population includes clients from differing racial, ethnic, gender, age, socioeconomic, and other diverse backgrounds. Utilizing scholarly literature as support, students write an APA style paper describing the specific population, the processes of oppression they face, and how it impacts their mental health and help-seeking behaviors. Additionally, students conclude their paper by incorporating an advocacy or social justice model they can use to eliminate the barriers the specific population faces. Results are disaggregated by gender and race/ethnicity. The threshold for consideration of demographic data points in analysis and planning is 20% of course enrollment.)</p>	<p>Result: 2022-2023: 31 students were assessed. 31/31 (100%) earned at or above the criterion. Demographic breakdown displayed in the table below.</p> <p>Charts, graphs, or tables to illustrate assessment results (optional).:</p> <table><tr><th colspan="4">2022-23 CORE 2 Results: COUN 5324</th></tr><tr><th>Demographic</th><th>n</th><th>Criterion Met (#)</th><th>Criterion Met (%)</th></tr><tr><td>ALL</td><td>31</td><td>31</td><td>100%</td></tr><tr><td>Female</td><td>24</td><td>27</td><td>113%</td></tr><tr><td>Male</td><td>13</td><td>4</td><td>31%</td></tr><tr><td>White</td><td>19</td><td>19</td><td>100%</td></tr><tr><td>Hispanic of any race</td><td>9</td><td>9</td><td>100%</td></tr><tr><td>American Indian/Alaska Native</td><td>1</td><td>1</td><td>100%</td></tr><tr><td>Asian</td><td>1</td><td>1</td><td>100%</td></tr><tr><td>Two or more races</td><td>1</td><td>1</td><td>100%</td></tr></table> <p>Result Type: Criterion Met</p> <p>Related Documents: COUN 5324 CORE 2 Results 22-23.xlsx</p> <p>Analysis and Planning</p> <p>Based on analysis of the data from the current assessment cycle, what are your plans for continuous improvement next year?: The 2022-2023 assessment results indicate that the MOA needs restructuring. The KPI and SLO are not effectively evaluated by the current design of the MOA. Specifically, the current MOA is a reflective assignment, not a knowledge assessment. Faculty should consider significant changes to the design and evaluation of the MOA. Part of the redesign should include the creation of a rubric to demonstrate the specific knowledge areas assessed within the KPI. Based on the faculty analysis of the results, faculty plan to:</p> <ol style="list-style-type: none">1. Redesign the MOA from a student reflection to a knowledge assessment. The redesigned MOA will assess students' knowledge in areas such as but not limited to theories and models of multicultural counseling, multicultural counseling competencies, and strategies for identifying and eliminating processes of oppression and discrimination.2. Core CMHC faculty will create a rubric aligned with the specific components of the KPI as part of this MOA.3. The total student group will inform this action plan. Ethnicity and gender information will continue to be documented by course for trend analysis over time. The core CMHC faculty will incorporate the trend analysis results into structuring the MOA for this KPI. <p>Closing the Loop</p>	2022-23 CORE 2 Results: COUN 5324				Demographic	n	Criterion Met (#)	Criterion Met (%)	ALL	31	31	100%	Female	24	27	113%	Male	13	4	31%	White	19	19	100%	Hispanic of any race	9	9	100%	American Indian/Alaska Native	1	1	100%	Asian	1	1	100%	Two or more races	1	1	100%
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Assessment Method	Result/Action Plan
<p>Criterion: 90% of students will earn a score of 80% or above on the Cultural Diversity and Advocacy Essay Assignment.</p> <p>Schedule: Collect assessment results each semester the course is offered. Data is reviewed in a three-step process: 1) The assigned core faculty and the instructor of record conduct an initial review of the results. 2) Following the core faculty's lead, the information is reviewed and analyzed by the CMHC core faculty as a group at the annual assessment review meeting. 3) The CMHC core faculty presents a summary analysis of the data for review and discussion during the annual CMHC Assessment Committee meeting.</p> <p>Related Documents: COUN 5324 Cultural Diversity and Advocacy Essay Assignment Guidelines and Rubric F21.docx</p>	<p>What action plan(s) did you implement based on analysis of the data during the previous assessment cycle?: This was the second year that this MOA was used, and students continued to perform well. The previous instructor of record for this course departed UT Tyler and did not share any changes made in response to analysis of the 2021-2022 assessment results. Therefore, the current instructor of record and CMHC core faculty have planned course improvements based on the 2022-2023 assessment results.</p>
<p>Assessment Method: In COUN 5393: Practicum, a faculty and site supervisor evaluation of students' skills in "Social and Cultural Diversity" is conducted at the end of the semester based on their experiences with the student, using the Counselor Competencies Scale Revised form (CCS-R). Selected items are analyzed by CMHC faculty to assess faculty and site supervisor perception of students' skill mastery. Items include:</p> <ul style="list-style-type: none"> • 2.F. - Multicultural Competence in Counseling Relationship. <p>Scores will be disaggregated by evaluation type (faculty or site supervisor), items, gender, and race/ethnicity. The threshold for consideration of demographic data points in analysis and planning is 20% of course enrollment.</p>	<p>Result: 2022-23:</p> <p>Faculty Supervisors: 20 students were assessed by Faculty Supervisors. 20 of 20 (100%) scored 4 or higher. Student demographic profile: 19 Female, 1 Male, 3 Black or African American, 3 Hispanic of any race, 1 Two or more races, 12 White.</p> <p>Site Supervisors: 22 students were assessed by Site Supervisors. 22 of 23 students (96%) scored 4 or higher. Student demographic profile: 21 Female, 1 Male, 3 Black/African American, 4 Hispanic of any race, 1 Two or more races, 14 White.</p> <p>See tables below for demographic results.</p> <p>Charts, graphs, or tables to illustrate assessment results (optional):</p>

Assessment Method	Result/Action Plan																																																																								
<p>Criterion: 90% of students will earn an average score of 3.5 or better on item 2.F.</p> <p>Schedule: Collect assessment results each semester the course is offered. Data is reviewed in a three-step process: 1) The assigned core faculty and the instructor of record conduct an initial review of the results. 2) Following the core faculty's lead, the information is reviewed and analyzed by the CMHC core faculty as a group at the annual assessment review meeting. 3) The CMHC core faculty presents a summary analysis of the data for review and discussion during the annual CMHC Assessment Committee meeting.</p> <p>Related Documents: Counselor Competencies Scale Revised (CCS-R).pdf</p>	<table><tr><th colspan="4">COUN 5393 CORE 2 Results: Faculty Supervisor (n=20)</th></tr><tr><th>Demographics</th><th>Total n</th><th>2.F. # Met</th><th>2.F. % Met</th></tr><tr><td>ALL</td><td>20</td><td>20</td><td>100%</td></tr><tr><td>Female</td><td>19</td><td>19</td><td>100%</td></tr><tr><td>Male</td><td>1</td><td>1</td><td>100%</td></tr><tr><td>Black or African American</td><td>3</td><td>3</td><td>100%</td></tr><tr><td>Hispanic of any race</td><td>3</td><td>3</td><td>100%</td></tr><tr><td>Two or more races</td><td>1</td><td>1</td><td>100%</td></tr><tr><td>White</td><td>12</td><td>12</td><td>100%</td></tr></table> <table><tr><th colspan="4">COUN 5393 CORE 2 Results: Site Supervisor (n=23)</th></tr><tr><th>Demographics</th><th>Total n</th><th>2.F. # Met</th><th>2.F. % Met</th></tr><tr><td>ALL</td><td>23</td><td>22</td><td>96%</td></tr><tr><td>Female</td><td>22</td><td>21</td><td>95%</td></tr><tr><td>Male</td><td>1</td><td>1</td><td>100%</td></tr><tr><td>Black or African American</td><td>3</td><td>3</td><td>100%</td></tr><tr><td>Hispanic of any race</td><td>4</td><td>4</td><td>100%</td></tr><tr><td>Two or more races</td><td>1</td><td>1</td><td>100%</td></tr><tr><td>White</td><td>14</td><td>13</td><td>93%</td></tr></table> <p>Result Type: Criterion Met Related Documents: COUN 5393 CORE 2 Results.xlsx</p> <p>Analysis and Planning Based on analysis of the data from the current assessment cycle, what are your plans for continuous improvement next year?: Students were assessed using the CCS-R for Multicultural Competence in Counseling Relationship (item 2.F.). Analysis of results indicates that 100 percent of students achieved the success criterion when assessed by faculty supervisors, and 96 percent of students achieved the success criterion when assessed by site supervisors. While we are pleased with the results thus far, we plan to conduct interrater reliability training with faculty and site supervisors in Spring 2024 to ensure that faculty and site supervisors are interpreting and applying the CCS-R in ways that are consistent with one another. Additionally, we will continue to monitor trends in student achievement by gender and race/ethnicity.</p> <p>Closing the Loop</p>	COUN 5393 CORE 2 Results: Faculty Supervisor (n=20)				Demographics	Total n	2.F. # Met	2.F. % Met	ALL	20	20	100%	Female	19	19	100%	Male	1	1	100%	Black or African American	3	3	100%	Hispanic of any race	3	3	100%	Two or more races	1	1	100%	White	12	12	100%	COUN 5393 CORE 2 Results: Site Supervisor (n=23)				Demographics	Total n	2.F. # Met	2.F. % Met	ALL	23	22	96%	Female	22	21	95%	Male	1	1	100%	Black or African American	3	3	100%	Hispanic of any race	4	4	100%	Two or more races	1	1	100%	White	14	13	93%
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	What action plan(s) did you implement based on analysis of the data during the previous assessment cycle?: This was the second full year of the piloted Tevera platform survey for the Counselor Competencies Scale Revised form (CCS-R) for COUN 5393 Practicum I that is completed by site supervisors. Faculty have updated the MOA to include disaggregation by gender and race to better inform future planning for Social and Cultural Diversity.																																																																								
Assessment Method: In COUN 5397: Internship II, a faculty and site supervisor evaluation of students' skills in "Social and Cultural Diversity" is conducted at the end of the semester based on their experiences with the student, using the Counselor Competencies Scale Revised form (CCS-R). Selected items are analyzed by CMHC faculty to assess faculty and site supervisor perception of students' skill mastery. Items include: <ul style="list-style-type: none">2.F. - Multicultural Competence in Counseling Relationship. Scores will be disaggregated by evaluation type (faculty or site supervisor), items, gender, and race. Results are disaggregated by gender and race/ethnicity. The threshold for consideration of demographic data points in analysis and planning is 20% of course enrollment. Criterion: 90% of students will earn an average score of 4 (Meets Expectations) or better on item 2.F.	Result: 2022-23 Faculty Supervisors: 23 students were assessed by Faculty Supervisors on item 2.F. of the CCS-R. 23 of 23 (100%) scored 4 or higher. Site Supervisors: 23 students were assessed by Site Supervisors on item 2.F. of the CCS-R. 23 of 23 (100%) scored 4 or higher. See tables below for demographic disaggregation. Charts, graphs, or tables to illustrate assessment results (optional).: <table><tr><th colspan="4">COUN 5397 CORE 2 Results: Faculty Supervisor (n=23)</th></tr><tr><th>Demographics</th><th>Total n</th><th>2.F. # Met</th><th>2.F. % Met</th></tr><tr><td>ALL</td><td>23</td><td>23</td><td>100%</td></tr><tr><td>Female</td><td>21</td><td>21</td><td>100%</td></tr><tr><td>Male</td><td>2</td><td>2</td><td>100%</td></tr><tr><td>Black or African American</td><td>5</td><td>5</td><td>100%</td></tr><tr><td>Hispanic of any race</td><td>6</td><td>6</td><td>100%</td></tr><tr><td>Two or more races</td><td>3</td><td>3</td><td>100%</td></tr><tr><td>White</td><td>9</td><td>9</td><td>100%</td></tr></table> <table><tr><th colspan="4">COUN 5397 CORE 2 Results: Site Supervisor (n=23)</th></tr><tr><th>Demographics</th><th>Total n</th><th>2.F. # Met</th><th>2.F. % Met</th></tr><tr><td>ALL</td><td>23</td><td>23</td><td>100%</td></tr><tr><td>Female</td><td>21</td><td>21</td><td>100%</td></tr><tr><td>Male</td><td>2</td><td>2</td><td>100%</td></tr><tr><td>Black or African American</td><td>5</td><td>5</td><td>100%</td></tr><tr><td>Hispanic of any race</td><td>4</td><td>4</td><td>100%</td></tr><tr><td>Two or more races</td><td>3</td><td>3</td><td>100%</td></tr><tr><td>White</td><td>11</td><td>11</td><td>100%</td></tr></table> Result Type: Criterion Met Related Documents: COUN 5397 CORE 2 Results.xlsx Analysis and Planning	COUN 5397 CORE 2 Results: Faculty Supervisor (n=23)				Demographics	Total n	2.F. # Met	2.F. % Met	ALL	23	23	100%	Female	21	21	100%	Male	2	2	100%	Black or African American	5	5	100%	Hispanic of any race	6	6	100%	Two or more races	3	3	100%	White	9	9	100%	COUN 5397 CORE 2 Results: Site Supervisor (n=23)				Demographics	Total n	2.F. # Met	2.F. % Met	ALL	23	23	100%	Female	21	21	100%	Male	2	2	100%	Black or African American	5	5	100%	Hispanic of any race	4	4	100%	Two or more races	3	3	100%	White	11	11	100%
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Assessment Method	Result/Action Plan
<p>Schedule: Collect assessment results each semester the course is offered. Data is reviewed in a three-step process: 1) The assigned core faculty and the instructor of record conduct an initial review of the results. 2) Following the core faculty's lead, the information is reviewed and analyzed by the CMHC core faculty as a group at the annual assessment review meeting. 3) The CMHC core faculty presents a summary analysis of the data for review and discussion during the annual CMHC Assessment Committee meeting.</p> <p>Related Documents: Counselor Competencies Scale Revised (CCS-R).pdf</p>	<p>Based on analysis of the data from the current assessment cycle, what are your plans for continuous improvement next year?: Students were assessed using the CCS-R for Multicultural Competence in Counseling Relationship (item 2.F.). Analysis of results indicates that 100 percent of students achieved the success criterion when assessed by both faculty supervisors and when assessed by site supervisors. While we are pleased with the results thus far, we plan to conduct interrater reliability training with faculty and site supervisors to ensure that faculty and site supervisors are interpreting and applying the CCS-R in ways that are consistent with one another. Additionally, we will continue to monitor trends in student achievement by gender and race/ethnicity.</p> <p>Closing the Loop What action plan(s) did you implement based on analysis of the data during the previous assessment cycle?: This was the second full year of the piloted Tevera platform survey for the Counselor Competencies Scale Revised form (CCS-R) that is completed by faculty and site supervisors. Faculty have updated the MOA to include disaggregation by gender and race to better inform future planning for Professional Counseling Orientation and Ethical Practice.</p>
<p>Assessment Method: All CMHC students are required to pass the Counselor Preparation Comprehensive Exam (CPCE) to graduate. The purpose of the CPCE is to assess a student's knowledge of core counseling areas taught in counselor education programs. The exam is first administered in COUN 5396 and a repeat attempt in COUN 5397 if needed. Faculty analyze the results following first and subsequent attempts. CMHC faculty selected the Social and Cultural Diversity subscale to report within this core area. Scores will be disaggregated by evaluation type (faculty or site supervisor), item, gender, and race/ethnicity. The threshold for consideration of demographic data points in analysis and planning is 20% of course enrollment.</p> <p>Criterion: 90% of students will score at or above 1/2 S.D. below the national mean on the Social and Cultural Diversity Subscale of the CPCE exam.</p>	<p>Result: 2022-2023: 22 test takers were assessed on all versions of the CPCE licensure exam. 19/22 (86.36%) earned at or above the criterion.</p> <p>16/19 Female (84.21%) and 3/3 Male (100%) earned at or above the criterion.</p> <p>10/11 (90.91%) White earned at or above the criterion. 1/1 Asian (100%), 5/5 Black or African American (100%), 2/4 Hispanic of Any Race (50%) and 1/1 Two or More Races (100%) earned at or above the criterion.</p> <p>Result Type: Criterion Not Met Related Documents: CPCE Exam - Soc. Cultural Diversity Subset - Stu Demo - Student Scores - 22-23.xlsxCPCE Exam - Social and Cultural Diversity Subset - Student Scores - 2022-2023.xlsx</p> <p>Analysis and Planning</p>

Assessment Method	Result/Action Plan
<p>Schedule: Collect exam results in Summer, Fall and Spring. Data is reviewed in a three-step process: 1) The assigned core faculty and the instructor of record conduct an initial review of the results. 2) Following the core faculty's lead, the information is reviewed and analyzed by the CMHC core faculty as a group at the annual assessment review meeting. 3) The CMHC core faculty presents a summary analysis of the data for review and discussion during the annual CMHC Assessment Committee meeting.</p> <p>Related Documents: 2023 CPCE Handbook.pdf Counselor Preparation and Comprehensive Examination Guidelines and Weblink 2021-2022.docx Counselor Preparation and Comprehensive Exam - Order Form 2021-2022.pdf</p>	<p>Based on analysis of the data from the current assessment cycle, what are your plans for continuous improvement next year?: The success threshold criterion was not met. More specifically 13.64% (N = 3) of the students did not meet the criterion. The faculty presented the results to the CMHC faculty program during a program meeting. Based on the results of the assessment program for the academic years 2021-2022 and 2022-2023, program faculty decided to update the CPCE exam policy. Three modifications will be included in the CMHC Student Handbook: (1) Students who did not pass the CPCE exam will be required to have a meeting with their faculty advisor to create a plan for success. (2) Students will be allowed to retake the CPCE exam an unlimited number of times within six years from the start of their CMHC program. (3) The Department of Psychology and Counseling will cover the cost of the first two exam attempts, but students will be responsible for the cost of each subsequent attempt to take the exam.</p> <p>Closing the Loop What action plan(s) did you implement based on analysis of the data during the previous assessment cycle?: Program faculty updated the success criterion from 1/2 S.D. to 1 S.D. below the national mean on the Social and Cultural Diversity Subscale as planned.</p>

CACREP Core 3 Human Growth and Development

Outcome: Students will analyze clinical issues from a developmental perspective and plan appropriate care based on developmental needs.

Outcome Types: Student Learning

Assessment Method	Result/Action Plan																																																
<p>Assessment Method: Students will be assessed on the Human Growth and Development Application Presentation in PSYC 5320: Advanced Human Growth and Development.</p> <p>Students will prepare a 10-15 minute long presentation that will be pre-recorded using Studio Tool in Canvas, which will allow the students to teach a mini-lecture on the topic of their choosing regarding special applications for counseling and theory. A discussion board question will also be developed and shared for peer participation. Scores will account for the breadth and depth of the research covered in the presentation, the applicability of the topic to the week's development focus in the course, the quality of visual and oral presentation components and the quality of the discussion board moderation. Results are disaggregated by gender and race/ethnicity. The threshold for consideration of demographic data points in analysis and planning is 20% of course enrollment.</p> <p>Criterion: 90% of students will earn a score of 80% or above on the Human Growth and Development Application Presentation in PSYC 5320: Advanced Human Growth and Development.</p> <p>Schedule: Collect assessment results each semester the course is offered. Data is reviewed in a three-step process: 1) The assigned core faculty and the instructor of record conduct an initial review of the results. 2) Following the core faculty's lead, the information is reviewed and analyzed by the CMHC core faculty as a group at the annual assessment review meeting. 3) The CMHC core faculty presents a summary analysis of the data for review and discussion during the annual CMHC Assessment Committee meeting.</p>	<p>Result: 2022-2023: 30 students were assessed. 30/30 students (100%) earned at or above the criterion.</p> <p>See table below for demographic disaggregation.</p> <p>Charts, graphs, or tables to illustrate assessment results (optional):</p> <table><tr><th colspan="4">2022-23 PSYC 5320 CORE 3 Results</th></tr><tr><th>Demographics</th><th>Total n</th><th>Criterion Met (#)</th><th>Criterion Met (%)</th></tr><tr><td>ALL</td><td>30</td><td>30</td><td>100%</td></tr><tr><td>Female</td><td>25</td><td>25</td><td>100%</td></tr><tr><td>Male</td><td>5</td><td>5</td><td>100%</td></tr><tr><td>White</td><td>15</td><td>15</td><td>100%</td></tr><tr><td>Hispanic of any race</td><td>6</td><td>6</td><td>100%</td></tr><tr><td>Black/African American</td><td>3</td><td>3</td><td>100%</td></tr><tr><td>Nonresident Alien</td><td>2</td><td>2</td><td>100%</td></tr><tr><td>American Indian/Alaska Native</td><td>1</td><td>1</td><td>100%</td></tr><tr><td>Asian</td><td>1</td><td>1</td><td>100%</td></tr><tr><td>Two or more races</td><td>1</td><td>1</td><td>100%</td></tr></table> <p>Result Type: Criterion Met</p> <p>Related Documents: PSYC 5320 Core 3 Results 22-23.xlsx</p> <p>Analysis and Planning</p> <p>Based on analysis of the data from the current assessment cycle, what are your plans for continuous improvement next year?: Similar to the 2021-2022 academic year, in 2023-24 academic year 100% of students met the mastery criterion. As a faculty group, we have discussed and agreed adjusting the assignment and/or grading method to differentiate amongst students of different levels of mastery might be needed. While we intend to keep our achievement in this area, we plan to adjust the rubric components to be more sensitive to students' mastery of applying developmental research to clinical cases.</p> <p>Closing the Loop</p> <p>What action plan(s) did you implement based on analysis of the data during the previous assessment cycle?: 2021-22 served as the baseline year for the Human Growth and Development Application Presentation in PSYC 5320. Program faculty reviewed the presentation assessment results and determined that the reading list should be updated in 22-23.</p>	2022-23 PSYC 5320 CORE 3 Results				Demographics	Total n	Criterion Met (#)	Criterion Met (%)	ALL	30	30	100%	Female	25	25	100%	Male	5	5	100%	White	15	15	100%	Hispanic of any race	6	6	100%	Black/African American	3	3	100%	Nonresident Alien	2	2	100%	American Indian/Alaska Native	1	1	100%	Asian	1	1	100%	Two or more races	1	1	100%
2022-23 PSYC 5320 CORE 3 Results																																																	
Demographics	Total n	Criterion Met (#)	Criterion Met (%)																																														
ALL	30	30	100%																																														
Female	25	25	100%																																														
Male	5	5	100%																																														
White	15	15	100%																																														
Hispanic of any race	6	6	100%																																														
Black/African American	3	3	100%																																														
Nonresident Alien	2	2	100%																																														
American Indian/Alaska Native	1	1	100%																																														
Asian	1	1	100%																																														
Two or more races	1	1	100%																																														

Assessment Method	Result/Action Plan
<p>Related Documents: PSYC 5320_Application Presentation_Guidelines and Rubric_F21.docx</p>	
<p>Assessment Method: All CMHC students are required to pass the Counselor Preparation Comprehensive Exam (CPCE) to graduate. The purpose of the CPCE is to assess a student's knowledge of core counseling areas taught in counselor education programs. The exam is first administered in COUN 5396 and a repeat attempt in COUN 5397 if needed. Faculty analyze the results following first and subsequent attempts. CMHC faculty selected the Human Growth and Development subscale to report within this core area. Results are disaggregated by gender and race/ethnicity. The threshold for consideration of demographic data points in analysis and planning is 20% of course enrollment.</p> <p>Criterion: 90% of students will score at or above 1/2 S.D. below the national mean on the Human Growth and Development Subscale of the CPCE exam.</p> <p>Schedule: Collect exam results in Summer, Fall and Spring. Data is reviewed in a three-step process: 1) The assigned core faculty and the instructor of record conduct an initial review of the results. 2) Following the core faculty's lead, the information is reviewed and analyzed by the CMHC core faculty as a group at the annual assessment review meeting. 3) The CMHC core faculty presents a summary analysis of the data for review and discussion during the annual CMHC Assessment Committee meeting.</p> <p>Related Documents:</p>	<p>Result: 2022-2023: 22 test takers were assessed on all versions of the CPCE licensure exam. 16/22 (72.73%) earned at or above the criterion.</p> <p>13/19 Female (68.42%) and 3/3 Male (100%) earned at or above the criterion.</p> <p>8/11 (72.73%) White earned at or above the criterion. 1/1 Asian (100%), 4/5 Black or African American (80%), 2/4 Hispanic of Any Race (50%) and 1/1 Two or More Races (100%) earned at or above the criterion.</p> <p>Result Type: Criterion Not Met Related Documents: CPCE Exam - Human Growth and Development Subset - Student Scores - 2022-2023.xlsx; CPCE Exam - Human Growth_Development Subset - Stu Demo - Student Scores - 22-23.xlsx</p> <p>Analysis and Planning Based on analysis of the data from the current assessment cycle, what are your plans for continuous improvement next year?: The success threshold criterion was not met. More specifically 27.27% (N = 6) of the students did not meet the criterion. The faculty presented the results to the CMHC faculty program during a program meeting. Based on the results of the assessment program for the academic years 2021-2022 and 2022-2023, program faculty decided to update the CPCE exam policy. Three modifications will be included in the CMHC Student Handbook: (1) Students who did not pass the CPCE exam will be required to have a meeting with their faculty advisor to create a plan for success. (2) Students will be allowed to retake the CPCE exam an unlimited number of times within six years from the start of their CMHC program. (3) The Department of Psychology and Counseling will cover the cost of the first two exam attempts, but students will be responsible for the cost of each subsequent attempt to take the exam.</p> <p>Closing the Loop What action plan(s) did you implement based on analysis of the data during the previous assessment cycle?: Program faculty updated the success criterion from 1/2 S.D. to 1 S.D. below the national mean on the Human Growth and Development Subscale as planned.</p>

Assessment Method	Result/Action Plan
2023 CPCE Handbook.pdf CPCE Handbook.pdf Counselor Preparation and Comprehensive Examination Guidelines and Weblink 2021-2022.docx Counselor Preparation and Comprehensive Exam - Order Form 2021-2022.pdf	

CACREP Core 4 Career Development

Outcome: Students will apply knowledge of career counseling to formulate counseling plans that are congruent with clients' goals.

Outcome Types: Student Learning

Assessment Method	Result/Action Plan																																																
Assessment Method: Skill: In COUN 5335: Career Counseling, students are assessed using the Career Counseling Sessions and Reflections Assignment. Students conduct and record one 50-minute career counseling session with a volunteer client outside of the course. Within the session, students discuss at least one career-related concern, administer and interpret a career assessment, and develop a goal and plan with the client. Students complete a reflection following the session in which they describe the career intervention used and rationale for selection, personal areas of strength in counseling, personal areas of growth in counseling, and action plan to address identified areas of growth. Students are assessed for Length and Professionalism, Utilization of Basic Counseling Skills, Identification of Career-Related Goal, and Use of Assessments, with the most weight given to Length and Professionalism and Use of Assessments. Results are disaggregated by gender and race/ethnicity. The threshold for consideration of demographic data points in analysis and planning is 20% of course enrollment.	Result: 2022-2023: 24 students were assessed. 24/24 (100%) earned at or above the criterion. See table below for disaggregation by gender and race/ethnicity. Charts, graphs, or tables to illustrate assessment results (optional): <table><tr><th colspan="4">2022-23 COUN 5335 CORE 4 Results</th></tr><tr><th>Demographics</th><th>Total n</th><th>Criterion Met (#)</th><th>Criterion Met (%)</th></tr><tr><td>ALL</td><td>24</td><td>24</td><td>100%</td></tr><tr><td>Female</td><td>23</td><td>23</td><td>100%</td></tr><tr><td>Male</td><td>1</td><td>1</td><td>100%</td></tr><tr><td>White</td><td>13</td><td>13</td><td>100%</td></tr><tr><td>Hispanic of any race</td><td>5</td><td>5</td><td>100%</td></tr><tr><td>Black/African American</td><td>2</td><td>2</td><td>100%</td></tr><tr><td>Nonresident Alien</td><td>2</td><td>2</td><td>100%</td></tr><tr><td>Two or more races</td><td>2</td><td>2</td><td>100%</td></tr><tr><td>American Indian/Alaska Native</td><td>1</td><td>1</td><td>100%</td></tr><tr><td>Asian</td><td>1</td><td>1</td><td>100%</td></tr></table> Result Type: Criterion Met Related Documents: COUN 5335 CORE 4 Results 22-23.xlsx <u>Analysis and Planning</u>	2022-23 COUN 5335 CORE 4 Results				Demographics	Total n	Criterion Met (#)	Criterion Met (%)	ALL	24	24	100%	Female	23	23	100%	Male	1	1	100%	White	13	13	100%	Hispanic of any race	5	5	100%	Black/African American	2	2	100%	Nonresident Alien	2	2	100%	Two or more races	2	2	100%	American Indian/Alaska Native	1	1	100%	Asian	1	1	100%
2022-23 COUN 5335 CORE 4 Results																																																	
Demographics	Total n	Criterion Met (#)	Criterion Met (%)																																														
ALL	24	24	100%																																														
Female	23	23	100%																																														
Male	1	1	100%																																														
White	13	13	100%																																														
Hispanic of any race	5	5	100%																																														
Black/African American	2	2	100%																																														
Nonresident Alien	2	2	100%																																														
Two or more races	2	2	100%																																														
American Indian/Alaska Native	1	1	100%																																														
Asian	1	1	100%																																														

Assessment Method	Result/Action Plan																																												
<p>Criterion: 90% of students will earn a score of 80% or above on the Career Counseling Sessions and Reflections Assignment.</p> <p>Schedule: Collect assessment results each semester the course is offered. Data is reviewed in a three-step process: 1) The assigned core faculty and the instructor of record conduct an initial review of the results. 2) Following the core faculty's lead, the information is reviewed and analyzed by the CMHC core faculty as a group at the annual assessment review meeting. 3) The CMHC core faculty presents a summary analysis of the data for review and discussion during the annual CMHC Assessment Committee meeting.</p> <p>Related Documents: COUN 5335_Career Counseling Sessions Reflection_Guidelines and Rubric_2022-23 AY.pdf</p>	<p>Based on analysis of the data from the current assessment cycle, what are your plans for continuous improvement next year?: Analysis of results indicates that 100 percent of students achieved the success criterion. While students performed well overall, the primary topics of feedback given to students on this assignment include 1) identifying which assessments should be completed by the client, 2) asking too many closed-ended questions, and 3) finding opportunities to reflect feeling and meaning during the session. Based on this analysis, faculty plan to work with students to better understand the implementation of assessments and intentional decision making in choice of assessment with their clients.</p> <p>Closing the Loop What action plan(s) did you implement based on analysis of the data during the previous assessment cycle?: The assignment was updated from requiring students to complete two thirty-minute sessions to one 50-minute sessions. This was the first year that the instructor had students focus on completing one full, 50 minute career counseling session. Student scores improved from 92 percent meeting the success criterion in 2021-22 to 100 percent meeting the success criterion in 2022-23.</p>																																												
<p>Assessment Method: Knowledge: In COUN 5335 Career Counseling, students will be assessed using a cumulative Final Exam. The final exam contains questions modeled after licensure exams covering Career Counseling and Assessment. Results are disaggregated by gender and race/ethnicity. The threshold for consideration of demographic data points in analysis and planning is 20% of course enrollment.</p> <p>Criterion: 90% of students will earn a score of 80% or above on the Final Exam.</p>	<p>Result: 2022-2023: 29 students were assessed. 17/29 (59%) earned at or above the criterion. See table below for disaggregation by gender and race/ethnicity.</p> <p>Charts, graphs, or tables to illustrate assessment results (optional).:</p> <table><tr><th colspan="4">COUN 5335 CORE 4 Results (n=29)</th></tr><tr><th>Demographics</th><th>n</th><th>Criterion Met #</th><th>Criterion Met %</th></tr><tr><td>ALL</td><td>29</td><td>17</td><td>59%</td></tr><tr><td>Female</td><td>24</td><td>16</td><td>67%</td></tr><tr><td>Male</td><td>5</td><td>1</td><td>20%</td></tr><tr><td>White</td><td>11</td><td>8</td><td>73%</td></tr><tr><td>Hispanics of any race</td><td>9</td><td>5</td><td>56%</td></tr><tr><td>Black or African American</td><td>4</td><td>2</td><td>50%</td></tr><tr><td>Asian</td><td>1</td><td>0</td><td>0%</td></tr><tr><td>Two or more races</td><td>2</td><td>2</td><td>100%</td></tr><tr><td>Nonresident Alien</td><td>2</td><td>0</td><td>0%</td></tr></table> <p>Result Type: Criterion Not Met Related Documents: COUN 5335_Final Exam Results (Knowledge).xlsx</p> <p>Analysis and Planning</p>	COUN 5335 CORE 4 Results (n=29)				Demographics	n	Criterion Met #	Criterion Met %	ALL	29	17	59%	Female	24	16	67%	Male	5	1	20%	White	11	8	73%	Hispanics of any race	9	5	56%	Black or African American	4	2	50%	Asian	1	0	0%	Two or more races	2	2	100%	Nonresident Alien	2	0	0%
COUN 5335 CORE 4 Results (n=29)																																													
Demographics	n	Criterion Met #	Criterion Met %																																										
ALL	29	17	59%																																										
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Two or more races	2	2	100%																																										
Nonresident Alien	2	0	0%																																										

Assessment Method	Result/Action Plan
<p>Schedule: Collect assessment results each semester the course is offered. Data is reviewed in a three-step process: 1) The assigned core faculty and the instructor of record conduct an initial review of the results. 2) Following the core faculty's lead, the information is reviewed and analyzed by the CMHC core faculty as a group at the annual assessment review meeting. 3) The CMHC core faculty presents a summary analysis of the data for review and discussion during the annual CMHC Assessment Committee meeting.</p>	<p>Based on analysis of the data from the current assessment cycle, what are your plans for continuous improvement next year?: Analysis of results indicate that 59% of students achieved the success criterion. Due to this being the first year that the final exam is being used to assess knowledge, faculty plan to examine the content areas where students demonstrated lack of knowledge. Additionally, we will consider restructuring the grading structure of the class to incentive students' performance on the final exam.</p> <p>Closing the Loop What action plan(s) did you implement based on analysis of the data during the previous assessment cycle?: The assessment technique for knowledge was changed from a role play session which focused on skills, to a cumulative exam to target students' knowledge.</p>
<p>Assessment Method: All CMHC students are required to pass the Counselor Preparation Comprehensive Exam (CPCE) to graduate. The purpose of the CPCE is to assess a student's knowledge of core counseling areas taught in counselor education programs. The exam is first administered in COUN 5396 and a repeat attempt in COUN 5397 if needed. Faculty analyze the results following first and subsequent attempts. CMHC faculty selected the Career Development subscale to report within this core area. Results are disaggregated by gender and race/ethnicity. The threshold for consideration of demographic data points in analysis and planning is 20% of course enrollment.</p> <p>Criterion: 90% of students will score at or above 1/2 S.D. below the national mean on the Career Development Subscale of the CPCE exam.</p>	<p>Result: 2022-2023: 22 test takers were assessed on all versions of the CPCE licensure exam. 15/22 (68.18%) earned at or above the criterion.</p> <p>12/19 Female (63.16%) and 3/3 Male (100%) earned at or above the criterion.</p> <p>7/11 (63.64%) White earned at or above the criterion. 1/1 Asian (100%), 3/5 Black or African American (60%), 3/4 Hispanic of Any Race (75%) and 1/1 Two or More Races (100%) earned at or above the criterion.</p> <p>Result Type: Criterion Not Met Related Documents: CPCE Exam - Career Develop Subset - Stu Demo - Student Scores - 22-23.xlsx CPCE Exam - Career Development Subset - Student Scores - 2022-2023.xlsx</p> <p>Analysis and Planning Based on analysis of the data from the current assessment cycle, what are your plans for continuous improvement next year?: The success threshold criterion was not met. More specifically 31.82% (N = 7) of the students did not meet the meet the criterion. The faculty presented the results to the CMHC faculty program during a program meeting. Based on the results of the assessment program for the academic years 2021-2022 and 2022-2023, program faculty decided to update the CPCE exam policy. Three modifications will be included in the CMHC Student Handbook: (1) Students who did not pass the CPCE exam will be required to have a meeting with their faculty advisor to create a plan for success. (2) Students will be allowed to retake the CPCE exam an unlimited number of times within six years from the start of their CMHC program. (3) The Department of Psychology and Counseling will cover the cost of the first two exam attempts, but students will be responsible for the cost of each subsequent attempt to take the exam.</p>

Assessment Method	Result/Action Plan
<p>Schedule: Collect exam results in Summer, Fall and Spring. Data is reviewed in a three-step process: 1) The assigned core faculty and the instructor of record conduct an initial review of the results. 2) Following the core faculty's lead, the information is reviewed and analyzed by the CMHC core faculty as a group at the annual assessment review meeting. 3) The CMHC core faculty presents a summary analysis of the data for review and discussion during the annual CMHC Assessment Committee meeting.</p> <p>Related Documents: 2023 CPCE Handbook.pdf Counselor Preparation and Comprehensive Examination Guidelines and Weblink 2021-2022.docx Counselor Preparation and Comprehensive Exam - Order Form 2021-2022.pdf</p>	<p>Closing the Loop What action plan(s) did you implement based on analysis of the data during the previous assessment cycle?: Program faculty updated the success criterion from 1/2 to 1 S.D. below the national mean on the Career Development Subscale as planned.</p>

CACREP Core 5 Counseling Helping Relationship Skills

Outcome: Students will combine a variety of counseling skills to benefit the counseling process.

Outcome Types: Student Learning

Assessment Method	Result/Action Plan
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Assessment Method: Knowledge: In COUN 5391: Basic Counseling Skills, student knowledge is assessed using the Final Skills Tape Assignment. Students submit a video recording of a 25-minute counseling session via Canvas with a completed "Counseling Skills Evaluation" form. During these taped sessions, students demonstrate all the basic skills discussion in COUN 5391: Basic Counseling Skills, but are limited to only asking two questions. Students are assessed using a rubric for establishing relationships, empathy, unconditional positive regard, congruence, attending behaviors, questions, observation skills, encouraging, paraphrasing, summarizing, ending a session, and their overall ability to structure a session intentionally and guide a client through a therapeutically helpful experience. Results are disaggregated by gender and race/ethnicity. The threshold for consideration of demographic data points in analysis and planning is 20% of course enrollment.

(Effective 2023-24): In COUN 5391: Basic Counseling Skills, student knowledge is assessed using the Final Skills Tape Assignment. Students submit a video recording of a 25-minute counseling session via Canvas with a completed "Counseling Skills Evaluation" form. During these taped sessions, students demonstrate all the basic skills discussed in the course but are limited to only asking two questions. Students are assessed using a rubric for Knowledge of Counseling Relationship (Establishing Relationships, Empathy, Unconditional Positive Regard, Congruence) and Knowledge of Essential Skills (Questions, Observation Skills, Encouraging, Paraphrasing, Summarizing, Attending, Ending a Session, and Ability to Structure a Session and Intentionally Guide a Client Through a Therapeutically Helpful Experience). Results are disaggregated by gender and race/ethnicity. The threshold for consideration of demographic data

Result: 2022-2023: 38 students were assessed. 35/38 (92.11%) earned at or above the criterion. See table below for disaggregation by gender and race/ethnicity.

Charts, graphs, or tables to illustrate assessment results (optional):

2022-23 COUN 5391 CORE 5 Results			
Demographics	Total n	Criterion Met (#)	Criterion Met (%)
ALL	38	35	92%
Female	27	25	93%
Male	11	10	91%
White	19	18	95%
Black/African American	8	6	75%
Hispanic of any race	5	5	100%
Nonresident Alien	3	3	100%
Two or more races	2	2	100%
Asian	1	1	100%

Result Type: Criterion Met

Related Documents: [COUN 5391 CORE 5 Results 22-23.xlsx](#); [KPI 5 Knowledge MOA COUN 5391_2023-24.pdf](#)

Analysis and Planning

Based on analysis of the data from the current assessment cycle, what are your plans for continuous improvement next year?: The 2022-2023 assessment results indicate that most students (92%) were successful in their completion of the MOA. The percentage of the total student group that did not meet the criteria was 7.89%. This outcome aligns with other specific demographics such as female (7.41%), male (9.09%), and White (5.26%) students. However, other student populations had much higher rates that did not meet criteria, such as 25% of African American and 100% of Asian students. There is a clear need for an in-depth analysis regarding the cultural competency of the MOA and the instructional approach utilized when working with students from populations that did not meet the criteria. Furthermore, the MOA utilized for this KPI simultaneously measured knowledge and dispositions. Therefore, it is impossible to delineate exactly where the criteria were unmet (i.e., knowledge, disposition, or both).

Based on faculty analysis, the core CMHC faculty has two action plans for improvement:

1. First, a clear separation between the knowledge MOA, the skills MOA, and the dispositions MOA is needed for this KPI. To create this differentiation, the core CMHC faculty will update the MOA description to better capture student's knowledge of interviewing and counseling techniques. The updated knowledge MOA will be implemented spring 2024. Assessment of skills will shift to COUN 5392 beginning in Spring 2024 using the Challenging Skills Role Play Assignment, in which students demonstrate a variety of interviewing and counseling skills. Finally, a new dispositional assessment process will be created. The new assessment process will altogether remove dispositional assessments from COUN 5391.

Assessment Method	Result/Action Plan
<p>points in analysis and planning is 20% of course enrollment.)</p> <p>Criterion: 90% of students will earn a score of 80% or above on the Tape #4: Final Examination.</p> <p>Schedule: Collect assessment results each semester the course is offered. Data is reviewed in a three-step process: 1) The assigned core faculty and the instructor of record conduct an initial review of the results. 2) Following the core faculty's lead, the information is reviewed and analyzed by the CMHC core faculty as a group at the annual assessment review meeting. 3) The CMHC core faculty presents a summary analysis of the data for review and discussion during the annual CMHC Assessment Committee meeting.</p> <p>Related Documents: COUN 5391_Final Tape Guidelines and Rubric_F21.docx</p>	<p>2. The second action plan investigates the deficiencies in instruction and assessment of students from diverse populations, specifically African American and Asian students. The core CMHC faculty will utilize various resources in this investigation, including but not limited to current and former student input, consultation with CMHC faculty at other CACREP-accredited programs, and other resources for diverse student success provided by the university. This action plan will be informed by student demographic characteristics, with ongoing documentation of ethnicity and gender information for trend analysis over time. The core faculty will incorporate the results of this trend analysis into future continuous improvement planning.</p> <p>Closing the Loop What action plan(s) did you implement based on analysis of the data during the previous assessment cycle?: This was the second year that this MOA was used, and students continued to perform well. The previous instructor of record for this course departed UT Tyler and did not share any changes made in response to analysis of the 2021-2022 assessment results. Therefore, the current instructor of record and CMHC core faculty have planned course improvements based on the 2022-2023 assessment results. Faculty have updated the MOA description and rubric as planned ahead of the Spring 2024 semester; the updated rubric is attached here as a supporting document.</p>
<p>Assessment Method: In COUN 5397: Internship II, a faculty and site supervisor evaluation of students' skills in "Counseling Helping Relationships Skills" is conducted at the end of the semester based on their experiences with the student, using the Counselor Competencies Scale Revised form (CCS-R). Selected items are analyzed by CMHC faculty to assess faculty and site supervisor perception of students' skill mastery. Items include:</p> <ul style="list-style-type: none"> • 1.A. Nonverbal Skills, • 1.B. Encouragers, • 1.C. Questions, • 1.D. Reflecting - Paraphrasing, • 1.E. Reflecting - Reflection of Feelings, • 1.F. Reflecting - Summarizing, • 1.G. Advanced Reflection (Meaning), • 1.H. Confrontation, 	<p>Result: 2022-23 Faculty Supervisors: 23 students were assessed by Faculty Supervisors. 96% earned an average score of 4 on all items.</p> <p>Site Supervisors: 23 students were assessed by Site Supervisors. 99% earned an average score of 4 on all items.</p> <p>See tables below for item results by student demographic. Charts, graphs, or tables to illustrate assessment results (optional):</p>

Assessment Method	Result/Action Plan																																																																																																																																																																																																																																												
<ul style="list-style-type: none">• 1.I. Goal Setting, and• 1.J. Focus on Counseling. <p>Scores will be disaggregated by evaluation type (faculty or site supervisor), items, gender and race/ethnicity. The threshold for consideration of demographic data points in analysis and planning is 20% of course enrollment.</p> <p>Criterion: 90% of students will earn an average score of 4 (Meets Expectations) or better on items 1.D. - 1.H. and 1. J.</p> <p>Schedule: Collect assessment results each semester the course is offered. Data is reviewed in a three-step process: 1) The assigned core faculty and the instructor of record conduct an initial review of the results. 2) Following the core faculty's lead, the information is reviewed and analyzed by the CMHC core faculty as a group at the annual assessment review meeting. 3) The CMHC core faculty presents a summary analysis of the data for review and discussion during the annual CMHC Assessment Committee meeting.</p> <p>Related Documents: Counselor Competencies Scale Revised (CCS-R).pdf</p>	<table><tr><th colspan="14">COUN 5397 CORE 5 Results: Faculty Supervisor (n=23)</th></tr><tr><th>Demographics</th><th>Total n</th><th>1.A. Met # %</th><th>1.B. Met # %</th><th>1.C. Met # %</th><th>1.D. Met # %</th><th>1.E. Met # %</th><th>1.F. Met # %</th><th>1.G. Met # %</th><th>1.H. Met # %</th><th>1.I. Met # %</th><th>1.J. 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Analysis of results indicates that overall, faculty scored students highest on Questions (item 1.C.). Site supervisors rated students higher overall, with the lowest scores given on Questions (item 1.C.), Advanced Reflection (Meaning) (item 1.G.), and Confrontation (item 1.H.). White students as a group received the lowest scores from faculty supervisors, and Black/African American students as a group received the lowest scores from site supervisors. While we are pleased with the results thus far, we plan to conduct interrater reliability training with faculty and site supervisors to ensure that faculty and site supervisors are interpreting and applying the CCS-R in ways that are consistent with one another. Additionally, we will continue to monitor trends in student achievement by gender and race/ethnicity. Additionally, in the 2023-24 AY faculty plan to add a second skills MOA as a formative assessment in COUN 5392 (Helping Relationships and Clinical Interviewing) in which students will conduct three mock-counseling sessions, requiring them to demonstrate various interviewing and counseling skills.</p>	COUN 5397 CORE 5 Results: Faculty Supervisor (n=23)														Demographics	Total n	1.A. Met # %	1.B. Met # %	1.C. Met # %	1.D. Met # %	1.E. Met # %	1.F. Met # %	1.G. Met # %	1.H. Met # %	1.I. Met # %	1.J. 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Assessment Method	Result/Action Plan
	<p><u>Closing the Loop</u> What action plan(s) did you implement based on analysis of the data during the previous assessment cycle?: This was the second full year of the piloted Tevera platform survey for the Counselor Competencies Scale Revised form (CCS-R) I that is completed by faculty and site supervisors. Faculty have updated the MOA to include disaggregation by gender and race to better inform future planning for Professional Counseling Orientation and Ethical Practice.</p>
<p>Assessment Method: All CMHC students are required to pass the Counselor Preparation Comprehensive Exam (CPCE) to graduate. The purpose of the CPCE is to assess a student's knowledge of core counseling areas taught in counselor education programs. The exam is first administered in COUN 5396 and a repeat attempt in COUN 5397 if needed. Faculty analyze the results following first and subsequent attempts. CMHC faculty selected the Counseling and Helping Relationships subscale to report within this core area. Results are disaggregated by gender and race/ethnicity. The threshold for consideration of demographic data points in analysis and planning is 20% of course enrollment.</p> <p>Criterion: 90% of students will score at or above 1/2 S.D. below the national mean on the Counseling and Helping Relationships Subscale of the CPCE exam.</p>	<p>Result: 2022-2023: 22 test takers were assessed on all versions of the CPCE licensure exam. 16/22 (72.73%) earned at or above the criterion.</p> <p>13/19 Female (68.42%) and 3/3 Male (100%) earned at or above the criterion.</p> <p>9/11 (81.82%) White earned at or above the criterion. 1/1 Asian (100%), 3/5 Black or African American (60%), 2/4 Hispanic of Any Race (50%) and 1/1 Two or More Races (100%) earned at or above the criterion.</p> <p>Result Type: Criterion Not Met Related Documents: CPCE Exam - Counseling and Helping Relationships Subset - Student Scores - 2022-2023.xlsx; CPCE Exam - Counseling Help Relationships Subset - Stu Demo - Student Scores - 22-23.xlsx</p> <p><u>Analysis and Planning</u> Based on analysis of the data from the current assessment cycle, what are your plans for continuous improvement next year?: The success threshold criterion was not met. More specifically 27.27% (N = 6) of the students did not meet the meet the criterion. The faculty presented the results to the CMHC faculty program during a program meeting. Based on the results of the assessment program for the academic years 2021-2022 and 2022-2023, program faculty decided to update the CPCE exam policy. Three modifications will be included in the CMHC Student Handbook: (1) Students who did not pass the CPCE exam will be required to have a meeting with their faculty advisor to create a plan for success. (2) Students will be allowed to retake the CPCE exam an unlimited number of times within six years from the start of their CMHC program. (3) The Department of Psychology and Counseling will cover the cost of the first two exam attempts, but students will be responsible for the cost of each subsequent attempt to take the exam.</p> <p><u>Closing the Loop</u></p>

Assessment Method	Result/Action Plan
<p>Schedule: Collect exam results in Summer, Fall and Spring. Data is reviewed in a three-step process: 1) The assigned core faculty and the instructor of record conduct an initial review of the results. 2) Following the core faculty's lead, the information is reviewed and analyzed by the CMHC core faculty as a group at the annual assessment review meeting. 3) The CMHC core faculty presents a summary analysis of the data for review and discussion during the annual CMHC Assessment Committee meeting.</p> <p>Related Documents: 2023 CPCE Handbook.pdf Counselor Preparation and Comprehensive Examination Guidelines and Weblink 2021-2022.docx Counselor Preparation and Comprehensive Exam - Order Form 2021-2022.pdf</p>	<p>What action plan(s) did you implement based on analysis of the data during the previous assessment cycle?: Program faculty updated the success criterion from 1/2 to 1 S.D. below the national mean on the Counseling and Helping Relationships Subscale as planned.</p>

CACREP Core 6 Group Counseling and Group Work

Outcome: Students will construct group counseling experiences with effective, ethical, and culturally relevant skills.

Outcome Types: Student Learning

Assessment Method	Result/Action Plan																																												
<p>Assessment Method: Knowledge: In COUN 5345: Group Counseling - Theory and Practice, students will be assessed using the Group Proposal Assignment.</p> <p>The purpose of the group proposal assignment is for students to demonstrate their working knowledge of the course content while synthesizing learning. The contents of the group proposal must address the following points: background and rationale for design, relevant literature to support rationale, objectives for the group, composition of the group, logistics to consider when planning the group, stages of development (ways to attempt to balance process and content in group), examples of how to attend to warm-up, action, and closure phases in group, leadership roles and functions, evaluation, multicultural sensitivity, and interpersonal learning. Results are disaggregated by gender and race/ethnicity. The threshold for consideration of demographic data points in analysis and planning is 20% of course enrollment.</p> <p>Criterion: 90% of students will earn a score of 80% or above on the Group Proposal Assignment.</p> <p>Schedule: Collect assessment results each semester the course is offered. Data is reviewed in a three-step process: 1) The assigned core faculty and the instructor of record conduct an initial review of the results. 2) Following the core faculty's lead, the information is reviewed and analyzed by the CMHC core faculty as a group at the annual assessment review meeting. 3) The CMHC core faculty presents a summary analysis of the data for review and discussion during the annual CMHC Assessment Committee meeting.</p>	<p>Result: 2022-2023: 30 students were assessed. 26/30 (86.67%) earned at or above the criterion. See table below for disaggregation by gender and race/ethnicity.</p> <p>Charts, graphs, or tables to illustrate assessment results (optional).:</p> <table><tr><th colspan="4">2022-23 COUN 5345 CORE 6 Results</th></tr><tr><th>Demographics</th><th>Total n</th><th>Criterion Met (#)</th><th>Criterion Met (%)</th></tr><tr><td>ALL</td><td>31</td><td>26</td><td>84%</td></tr><tr><td>Female</td><td>28</td><td>24</td><td>86%</td></tr><tr><td>Male</td><td>3</td><td>2</td><td>67%</td></tr><tr><td>White</td><td>16</td><td>15</td><td>94%</td></tr><tr><td>Hispanic of any race</td><td>7</td><td>6</td><td>86%</td></tr><tr><td>Two or more races</td><td>4</td><td>3</td><td>75%</td></tr><tr><td>Asian</td><td>1</td><td>1</td><td>100%</td></tr><tr><td>Black/African American</td><td>1</td><td>0</td><td>0%</td></tr><tr><td>Nonresident Alien</td><td>1</td><td>1</td><td>100%</td></tr></table> <p>Result Type: Criterion Not Met</p> <p>Related Documents: COUN 5345 CORE 6 Results 22-2023.xlsx</p> <p>Analysis and Planning</p> <p>Based on analysis of the data from the current assessment cycle, what are your plans for continuous improvement next year?: This was the second year for the Group Proposal Assignment in COUN 5345. 86.67% (N = 26) of our students scored 80% or above on the assessment of KPI 6 - Knowledge. Since the 2021-2022 academic year, students' performance on this KPI has decreased from 100% of students meeting the success criterion to 86.67% of students meeting the success criterion. The demographic characteristics of the group of students assessed in 2021-2022 are very similar to the group of students assessed in 2022-2023. 75% of the students who did not meet the success criterion in 2022-2023 are part of a minority group. This might suggest a need for a modification of the instructional approach and/or resources when working with students from groups that did not meet the success criterion and/or provide additional resources to help the students achieve the standard in this SLO. Based on faculty analysis, several modifications will be implemented in the instructional approach to enhance student performance. More specifically, faculty will conduct in-class review of the student deliverables for this assignment, review the grading rubric and emphasize with students the importance of adhering to the rubric, and address any questions raised by students. place a heightened emphasis on adhering to the grading rubric when completing assignments. Furthermore, they will conduct in-class review of the student deliverables for this assignment and grading rubric, and address any questions raised by students. Lastly, the faculty will underscore the significance of timely assignment submissions. These changes will be implemented next time when this course is going to be offered (Spring 2024 semester).</p>	2022-23 COUN 5345 CORE 6 Results				Demographics	Total n	Criterion Met (#)	Criterion Met (%)	ALL	31	26	84%	Female	28	24	86%	Male	3	2	67%	White	16	15	94%	Hispanic of any race	7	6	86%	Two or more races	4	3	75%	Asian	1	1	100%	Black/African American	1	0	0%	Nonresident Alien	1	1	100%
2022-23 COUN 5345 CORE 6 Results																																													
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Two or more races	4	3	75%																																										
Asian	1	1	100%																																										
Black/African American	1	0	0%																																										
Nonresident Alien	1	1	100%																																										

Assessment Method	Result/Action Plan																																												
Related Documents: COUN 5345 Group Proposal Guidelines and Rubric_F21.docx	Closing the Loop What action plan(s) did you implement based on analysis of the data during the previous assessment cycle?: This was the second year for the Group Proposal Assignment in COUN 5345: Group Counseling – Theory and Practice. Students did not perform as well this year as in the baseline year.																																												
CLOSED FOR 2023-24 Assessment Method: Skills: In COUN 5345: Group Counseling - Theory and Practice, students will be assessed using the Group Proposal Assignment. The purpose of the group proposal assignment is for students to demonstrate their working knowledge of the course content while synthesizing learning. The contents of the group proposal must address the following points: background and rationale for design, relevant literature to support rationale, objectives for the group, composition of the group, logistics to consider when planning the group, stages of development (ways to attempt to balance process and content in group), examples of how to attend to warm-up, action, and closure phases in group, leadership roles and functions, evaluation, multicultural sensitivity, and interpersonal learning. Results are disaggregated by gender and race/ethnicity. The threshold for consideration of demographic data points in analysis and planning is 20% of course enrollment. Criterion: 90% of students will earn a score of 80% or above on the Group Proposal Assignment.	Result: 2022-2023: 30 students were assessed. 26/30 (86.67%) earned at or above the criterion. See table below for disaggregation by gender and race/ethnicity. Charts, graphs, or tables to illustrate assessment results (optional):. <table><tr><th colspan="4">2022-23 COUN 5345 CORE 6 Results</th></tr><tr><th>Demographics</th><th>Total n</th><th>Criterion Met (#)</th><th>Criterion Met (%)</th></tr><tr><td>ALL</td><td>31</td><td>26</td><td>84%</td></tr><tr><td>Female</td><td>28</td><td>24</td><td>86%</td></tr><tr><td>Male</td><td>3</td><td>2</td><td>67%</td></tr><tr><td>White</td><td>16</td><td>15</td><td>94%</td></tr><tr><td>Hispanic of any race</td><td>7</td><td>6</td><td>86%</td></tr><tr><td>Two or more races</td><td>4</td><td>3</td><td>75%</td></tr><tr><td>Asian</td><td>1</td><td>1</td><td>100%</td></tr><tr><td>Black/African American</td><td>1</td><td>0</td><td>0%</td></tr><tr><td>Nonresident Alien</td><td>1</td><td>1</td><td>100%</td></tr></table> Result Type: Criterion Not Met Related Documents: COUN 5345 CORE 6 Results 22-2023.xlsx Analysis and Planning Based on analysis of the data from the current assessment cycle, what are your plans for continuous improvement next year?: The 2022-2023 assessment results indicate that the MOA for skills needs to be changed. The KPI and SLO are partly evaluated by the current MOA. Specifically, the current MOA is a knowledge assessment, not a skill assessment. The current MOA needs to be replaced with a MOA that specifically measures skills. Based on the faculty analysis, the faculty plans to utilize a different MOA to assess skills. The new MOA will assess students' ability to demonstrate ethical and culturally relevant strategies for facilitating groups. Additionally, faculty will create a rubric aligned with the specific components of the KPI as part of this MOA. These changes will be implemented next time when this course is going to be offered (Spring 2024 semester). Closing the Loop What action plan(s) did you implement based on analysis of the data during the previous assessment cycle?: This was the second year for the Group Proposal Assignment but faculty have determined that it does not adequately assess skill. This MOA has been closed.	2022-23 COUN 5345 CORE 6 Results				Demographics	Total n	Criterion Met (#)	Criterion Met (%)	ALL	31	26	84%	Female	28	24	86%	Male	3	2	67%	White	16	15	94%	Hispanic of any race	7	6	86%	Two or more races	4	3	75%	Asian	1	1	100%	Black/African American	1	0	0%	Nonresident Alien	1	1	100%
2022-23 COUN 5345 CORE 6 Results																																													
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Black/African American	1	0	0%																																										
Nonresident Alien	1	1	100%																																										

Assessment Method	Result/Action Plan
<p>Schedule: Collect assessment results each semester the course is offered. Data is reviewed in a three-step process: 1) The assigned core faculty and the instructor of record conduct an initial review of the results. 2) Following the core faculty's lead, the information is reviewed and analyzed by the CMHC core faculty as a group at the annual assessment review meeting. 3) The CMHC core faculty presents a summary analysis of the data for review and discussion during the annual CMHC Assessment Committee meeting.</p> <p>Related Documents: COUN 5345 Group Proposal Guidelines and Rubric F21.docx</p>	
<p>Assessment Method: All CMHC students are required to pass the Counselor Preparation Comprehensive Exam (CPCE) to graduate. The purpose of the CPCE is to assess a student's knowledge of core counseling areas taught in counselor education programs. The exam is first administered in COUN 5396 and a repeat attempt in COUN 5397 if needed. Faculty analyze the results following first and subsequent attempts. CMHC faculty selected the Group Counseling and Group Work subscale to report within this core area. Results are disaggregated by gender and race/ethnicity. The threshold for consideration of demographic data points in analysis and planning is 20% of course enrollment.</p> <p>Criterion: 90% of students will score at or above 1/2 S.D. below the national mean on the Group Counseling and Group Work Subscale of the CPCE exam.</p>	<p>Result: 2022-2023: 22 test takers were assessed on all versions of the CPCE licensure exam. 17/22 (77.27%) earned at or above the criterion and 5/22 (22.73%) did not.</p> <p>14/19 Female (73.68%) and 3/3 Male (100%) earned at or above the criterion. 5/19 Female (26.32%) did not.</p> <p>9/11 (81.82%) White earned at or above the criterion. 1/1 Asian (100%), 4/5 Black or African American (80%), 2/4 Hispanic of Any Race (50%) and 1/1 Two or More Races (100%) earned at or above the criterion. 2/11 (18.18%) White, 1/5 Black or African American (20%) and 2/4 Hispanic of Any Race (50%) did not.</p> <p>Result Type: Criterion Not Met</p> <p>Related Documents: CPCE Exam - Group Counsel_Group Work Subset - Stu Demo - Student Scores - 22-23.xlsx; CPCE Exam - Group Counseling and Group Work Subset - Student Scores - 2022-2023.xlsx</p> <p>Analysis and Planning</p>

Assessment Method	Result/Action Plan
<p>Schedule: Collect exam results in Summer, Fall and Spring. Data is reviewed in a three-step process: 1) The assigned core faculty and the instructor of record conduct an initial review of the results. 2) Following the core faculty's lead, the information is reviewed and analyzed by the CMHC core faculty as a group at the annual assessment review meeting. 3) The CMHC core faculty presents a summary analysis of the data for review and discussion during the annual CMHC Assessment Committee meeting.</p> <p>Related Documents: 2023 CPCE Handbook.pdf Counselor Preparation and Comprehensive Examination Guidelines and Weblink 2021-2022.docx Counselor Preparation and Comprehensive Exam - Order Form 2021-2022.pdf</p>	<p>Based on analysis of the data from the current assessment cycle, what are your plans for continuous improvement next year?: The success threshold criterion was not met. More specifically 22.73% (N = 5) of the students did not meet the criterion. The faculty presented the results to the CMHC faculty program during a program meeting. Based on the results of the assessment program for the academic years 2021-2022 and 2022-2023, program faculty decided to update the CPCE exam policy. Three modification will be included in the CMHC Student handbook. (1) Students who did not pass the CPCE exam will be required to have a meeting with their faculty advisor to create a plan for success. (2) Students will be allowed to retake the CPCE exam an unlimited number of times within six years from the start of their CMHC program. (3) The Department of Psychology and Counseling will cover the cost of the first two exam attempts, but students will be responsible for the cost of each subsequent attempt to take the exam.</p> <p>Closing the Loop What action plan(s) did you implement based on analysis of the data during the previous assessment cycle?: Program faculty updated the success criterion from 1/2 to 1 S.D. below the national mean on the Group Counseling and Group Work Subscale as planned.</p>

CACREP Core 7 Assessment and Testing

Outcome: Students will combine assessment and clinical skills to render appropriate client diagnosis and treatment.

(Effective 2023-24 AY: Students will be able to select, administer, score, and interpret psychological and/or educational assessments.)

Outcome Types: Student Learning

Assessment Method	Result/Action Plan																																								
<p>Assessment Method: Knowledge: In COUN 5368: Assessment Techniques in Counseling, students will be assessed using the Comprehensive Assessment Report.</p> <p>Students will administer two assessments, score, and interpret them and write up an assessment report in APA 7 format. The assessment report should include client background and history, assessment evaluation procedures, behavioral observation, assessments and results, recommendations and references. Results are disaggregated by gender and race/ethnicity. The threshold for consideration of demographic data points in analysis and planning is 20% of course enrollment.</p> <p>Criterion: 90% of students will score an 80% or above on the Comprehensive Assessment Report.</p> <p>Schedule: Collect assessment results each semester the course is offered. Data is reviewed in a three-step process: 1) The assigned core faculty and the instructor of record conduct an initial review of the results. 2) Following the core faculty's lead, the information is reviewed and analyzed by the CMHC core faculty as a group at the annual assessment review meeting. 3) The CMHC core faculty presents a summary analysis of the data for review and discussion during the annual CMHC Assessment Committee meeting.</p> <p>Related Documents: COUN 5368 Comprehensive Assessment Report Guidelines and Rubric F21.docx</p>	<p>Result: 2022-2023: 25 students were assessed. 22/25 students (88%) earned at or above the criterion. See table below for results disaggregated by gender and race/ethnicity.</p> <p>Charts, graphs, or tables to illustrate assessment results (optional):</p> <table><tr><th colspan="4">2022-23 COUN 5368 CORE 7 Results</th></tr><tr><th>Demographics</th><th>Total n</th><th>Criterion Met (#)</th><th>Criterion Met (%)</th></tr><tr><td>ALL</td><td>25</td><td>22</td><td>88%</td></tr><tr><td>Female</td><td>24</td><td>22</td><td>92%</td></tr><tr><td>Male</td><td>1</td><td>0</td><td>0%</td></tr><tr><td>White</td><td>17</td><td>15</td><td>88%</td></tr><tr><td>Hispanic of any race</td><td>5</td><td>4</td><td>80%</td></tr><tr><td>American Indian/Alaska Native</td><td>1</td><td>1</td><td>100%</td></tr><tr><td>Asian</td><td>1</td><td>1</td><td>100%</td></tr><tr><td>Black/African American</td><td>1</td><td>1</td><td>100%</td></tr></table> <p>Result Type: Criterion Not Met</p> <p>Related Documents: COUN 5368 CORE 7 Results 22-23.xlsx</p> <p>Analysis and Planning</p> <p>Based on analysis of the data from the current assessment cycle, what are your plans for continuous improvement next year?: 88% (N = 22) of our students scored 80% or above on the assessments of the KPI 7. Since last year, students’ performance in this KPI has improved from 70.97% of students meeting the criteria of scoring 80% or above to 88% of students meeting the criteria. While it is still under the 90% goal, considering the positive incline, we believe continuing to use the same method one more semester can provide more data to evaluate the method of assessment and criteria. We intend to keep our achievement in this area by centering students’ learning needs in a challenging content area that is often expressed as anxiety-provoking. Highly qualified, learner-centered instructors will continue to be assigned to teach all courses associated with this learning outcome. Additionally, based on the CACREP site visit feedback faculty plan to update the KPI description to ensure alignment with CACREP standards. KPI 7 description will change to "Students will be able to select, administer, score, and interpret psychological and/or educational assessments."</p> <p>Closing the Loop</p> <p>What action plan(s) did you implement based on analysis of the data during the previous assessment cycle?: We continued the use of the Comprehensive Assessment Report as the MOA for this outcome. We saw improvement of 17 percentage points from 2021-22 to 2022-23.</p>	2022-23 COUN 5368 CORE 7 Results				Demographics	Total n	Criterion Met (#)	Criterion Met (%)	ALL	25	22	88%	Female	24	22	92%	Male	1	0	0%	White	17	15	88%	Hispanic of any race	5	4	80%	American Indian/Alaska Native	1	1	100%	Asian	1	1	100%	Black/African American	1	1	100%
2022-23 COUN 5368 CORE 7 Results																																									
Demographics	Total n	Criterion Met (#)	Criterion Met (%)																																						
ALL	25	22	88%																																						
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Black/African American	1	1	100%																																						

Assessment Method	Result/Action Plan
<p>Assessment Method: All CMHC students are required to pass the Counselor Preparation Comprehensive Exam (CPCE) to graduate. The purpose of the CPCE is to assess a student's knowledge of core counseling areas taught in counselor education programs. The exam is first administered in COUN 5396 and a repeat attempt in COUN 5397 if needed. Faculty analyze the results following first and subsequent attempts. CMHC faculty selected the Assessment and Testing subscale to report within this core area. Results are disaggregated by gender and race/ethnicity. The threshold for consideration of demographic data points in analysis and planning is 20% of course enrollment.</p> <p>Criterion: 90% of students will score at or above 1/2 S.D. below the national mean on the Assessment and Testing Subscale of the CPCE exam.</p> <p>Schedule: Collect exam results in Summer, Fall and Spring. Data is reviewed in a three-step process: 1) The assigned core faculty and the instructor of record conduct an initial review of the results. 2) Following the core faculty's lead, the information is reviewed and analyzed by the CMHC core faculty as a group at the annual assessment review meeting. 3) The CMHC core faculty presents a summary analysis of the data for review and discussion during the annual CMHC Assessment Committee meeting.</p> <p>Related Documents: 2023 CPCE Handbook.pdf Counselor Preparation and Comprehensive Examination Guidelines and Weblink 2021-2022.docx Counselor Preparation and Comprehensive Exam - Order Form 2021-2022.pdf</p>	<p>Result: 2022-2023: 22 test takers were assessed on all versions of the CPCE licensure exam. 18/22 (81.82%) earned at or above the criterion and 4/22 (18.18%) did not.</p> <p>15/19 Female (78.95%) and 3/3 Male (100%) earned at or above the criterion. 4/19 Female (21.05%) did not.</p> <p>11/11 (100%) White earned at or above the criterion. 1/1 Asian (100%), 3/5 Black or African American (60%), 2/4 Hispanic of Any Race (50%) and 1/1 Two or More Races (100%) earned at or above the criterion. 2/5 Black or African American (40%) and 2/4 Hispanic of Any Race (50%) did not.</p> <p>Result Type: Criterion Not Met Related Documents: CPCE Exam - Assessment and Testing Subset - Student Scores - 2022-2023.xlsx; CPCE Exam - Assessment and Testing Subset - Stu Demo - Student Scores - 22-23.xlsx</p> <p>Analysis and Planning Based on analysis of the data from the current assessment cycle, what are your plans for continuous improvement next year?: The success threshold criterion was not met. More specifically 18.18% (N = 4) of the students did not meet the criterion. The faculty presented the results to the CMHC faculty program during a program meeting. Based on the results of the assessment program for the academic years 2021-2022 and 2022-2023, program faculty decided to update the CPCE exam policy. Three modifications will be included in the CMHC Student Handbook: (1) Students who did not pass the CPCE exam will be required to have a meeting with their faculty advisor to create a plan for success. (2) Students will be allowed to retake the CPCE exam an unlimited number of times within six years from the start of their CMHC program. (3) The Department of Psychology and Counseling will cover the cost of the first two exam attempts, but students will be responsible for the cost of each subsequent attempt to take the exam.</p> <p>Closing the Loop What action plan(s) did you implement based on analysis of the data during the previous assessment cycle?: Program faculty updated the success criterion from 1/2 to 1 S.D. below the national mean on the Assessment and Testing Subscale as planned.</p>

CACREP Core 8 Research and Program Evaluation

Outcome: Students will utilize research skills to critically assess counseling research and client care.

Outcome Types: Student Learning

Assessment Method	Result/Action Plan																																				
<p>Assessment Method: Knowledge: In COUN 5340: Research and Program Evaluation, students will be assessed using the Final Article Critique Assignment.</p> <p>This assignment is designed to assess skill acquisition regarding being able to read, understand, and critique articles from the counseling field. Students will complete an article critique as the final paper. Students are expected to evaluate all sections of the article (introduction/literature review, research design, sampling procedures, and measurement and data collection procedures of the study, results and discussion/conclusion). Results are disaggregated by gender and race/ethnicity. The threshold for consideration of demographic data points in analysis and planning is 20% of course enrollment.</p> <p>Criterion: 90% of students will earn a score of 80% or above on the Final Article Critique Assignment.</p> <p>Schedule: Collect assessment results each semester the course is offered. Data is reviewed in a three-step process: 1) The assigned core faculty and the instructor of record conduct an initial review of the results. 2) Following the core faculty's lead, the information is reviewed and analyzed by the CMHC core faculty as a group at the annual assessment review meeting. 3) The CMHC core faculty presents a summary analysis of the data for review and discussion during the annual CMHC Assessment Committee meeting.</p>	<p>Result: 2022-2023: 42 students were assessed. 35/42 students (83.33%) earned at or above the criterion. See table below for disaggregation by gender and race/ethnicity.</p> <p>Charts, graphs, or tables to illustrate assessment results (optional).:</p> <table><tr><th colspan="4">2022-23 COUN 5340 CORE 8 Results</th></tr><tr><th>Demographics</th><th>Total n</th><th>Criterion Met (#)</th><th>Criterion Met (%)</th></tr><tr><td>ALL</td><td>42</td><td>35</td><td>83%</td></tr><tr><td>Female</td><td>38</td><td>31</td><td>82%</td></tr><tr><td>Male</td><td>4</td><td>4</td><td>100%</td></tr><tr><td>White</td><td>28</td><td>22</td><td>79%</td></tr><tr><td>Hispanic of any race</td><td>8</td><td>7</td><td>88%</td></tr><tr><td>Black/African American</td><td>4</td><td>4</td><td>100%</td></tr><tr><td>Two or more races</td><td>2</td><td>2</td><td>100%</td></tr></table> <p>Result Type: Criterion Not Met</p> <p>Related Documents: COUN 5340 CORE 8 Results 22-23.xlsx</p> <p>Analysis and Planning</p> <p>Based on analysis of the data from the current assessment cycle, what are your plans for continuous improvement next year?: 83.33% (N = 35) of our students scored 80% or above on the assessments of the KPI 8. Since last year, students’ performance in this KPI has improved from 66.67% of students meeting the criteria of scoring 80 percent or above to 83.33% of students meeting the criteria. The data from this reporting period has already been discussed among faculty. While it is still under the 90% goal, considering the positive incline, we believe continuing to use the same method one more semester can provide more data to evaluate the method of assessment and criteria. We will keep the current MOA and the success criterion and continue to track and monitor the demographic data over time. We intend to keep our achievement in this area by centering students’ learning needs in a challenging content area that is often expressed as anxiety-provoking. Highly qualified, learner-centered instructors will continue to be assigned to teach all courses associated with this learning outcome.</p> <p>Closing the Loop</p> <p>What action plan(s) did you implement based on analysis of the data during the previous assessment cycle?: We continued the use of the Final Article Critique as the MOA for this outcome. We saw improvement of approximately 17 percentage points from 2021-22 to 2022-23.</p>	2022-23 COUN 5340 CORE 8 Results				Demographics	Total n	Criterion Met (#)	Criterion Met (%)	ALL	42	35	83%	Female	38	31	82%	Male	4	4	100%	White	28	22	79%	Hispanic of any race	8	7	88%	Black/African American	4	4	100%	Two or more races	2	2	100%
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Two or more races	2	2	100%																																		

Assessment Method	Result/Action Plan
Related Documents: COUN 5340_Final Article Critique_Guidelines and Rubric_F21.docx	
<p>Assessment Method: All CMHC students are required to pass the Counselor Preparation Comprehensive Exam (CPCE) to graduate. The purpose of the CPCE is to assess a student's knowledge of core counseling areas taught in counselor education programs. The exam is first administered in COUN 5396 and a repeat attempt in COUN 5397 if needed. Faculty analyze the results following first and subsequent attempts. CMHC faculty selected the Research and Program Evaluation subscale to report within this core area. Results are disaggregated by gender and race/ethnicity. The threshold for consideration of demographic data points in analysis and planning is 20% of course enrollment.</p> <p>Criterion: 90% of students will score at or above 1/2 S.D. below the national mean on the Research and Program Evaluation Subscale of the CPCE exam.</p> <p>Schedule: Collect exam results in Summer, Fall and Spring. Data is reviewed in a three-step process: 1) The assigned core faculty and the instructor of record conduct an initial review of the results. 2) Following the core faculty's lead, the information is reviewed and analyzed by the CMHC core faculty as a group at the annual assessment review meeting. 3) The CMHC core faculty presents a summary analysis of the data for review and discussion during the annual CMHC Assessment Committee meeting.</p> <p>Related Documents: 2023 CPCE Handbook.pdf Counselor Preparation and Comprehensive Examination_Guidelines_and_Weblink_2021-</p>	<p>Result: 2022-2023: 22 test takers were assessed on all versions of the CPCE licensure exam. 17/22 (77.27%) earned at or above the criterion and 5/22 (22.73%) did not.</p> <p>14/19 Female (73.68%) and 3/3 Male (100%) earned at or above the criterion. 5/19 Female (26.32%) did not.</p> <p>9/11 (81.82%) White earned at or above the criterion. 1/1 Asian (100%), 3/5 Black or African American (60%), 3/4 Hispanic of Any Race (75%) and 1/1 Two or More Races (100%) earned at or above the criterion. 2/11 White (18.18%), 2/5 Black or African American (40%) and 1/4 Hispanic of Any Race (25%) did not.</p> <p>Result Type: Criterion Not Met</p> <p>Related Documents: CPCE Exam - Research and Program Evaluation Subset - Student Scores - 2022-2023.xlsx; CPCE Exam - Research Program Eval Subset - Stu Demo - Student Scores - 22-23.xlsx</p> <p>Analysis and Planning Based on analysis of the data from the current assessment cycle, what are your plans for continuous improvement next year?: The success threshold criterion was not met. More specifically 22.73% (N = 5) of the students did not meet the criterion. The faculty presented the results to the CMHC faculty program during a program meeting. Based on the results of the assessment program for the academic years 2021-2022 and 2022-2023, program faculty decided to update the CPCE exam policy. Three modifications will be included in the CMHC Student Handbook: (1) Students who did not pass the CPCE exam will be required to have a meeting with their faculty advisor to create a plan for success. (2) Students will be allowed to retake the CPCE exam an unlimited number of times within six years from the start of their CMHC program. (3) The Department of Psychology and Counseling will cover the cost of the first two exam attempts, but students will be responsible for the cost of each subsequent attempt to take the exam.</p> <p>Closing the Loop What action plan(s) did you implement based on analysis of the data during the previous assessment cycle?: Program faculty updated the success criterion from 1/2 to 1 S.D. below the national mean on the Research and Program Evaluation Subscale as planned.</p>

Assessment Method	Result/Action Plan
2022.docx	
Counselor Preparation and Comprehensive Exam - Order Form_2021-2022.pdf	

CACREP Specialty Clinical Mental Health Counseling

Outcome: Students will utilize the theories and models of clinical mental health counseling and effectively use client case conceptualizations to assess, diagnose, identify, and apply appropriate treatment modalities to a wide range of client situations.

Outcome Types: Student Learning

Assessment Method	Result/Action Plan																																																															
<p>Assessment Method: Skills</p> <p>In COUN 5393: Practicum, a faculty and site supervisor evaluation of students' skills in Clinical Mental Health Counseling is conducted at the end of the semester based on their experiences with the student, using the Counselor Competencies Scale Revised form (CCS-R). Selected items are analyzed by CMHC faculty to assess faculty and site supervisor perception of students' skill mastery. Items include:</p> <ul style="list-style-type: none">• 2.D. - Knowledge and Adherence to Site and Course Policies• 2.E. - Record Keeping and Task Completion. Scores are disaggregated by evaluation type (faculty or site supervisor), item, gender, and race/ethnicity. <p>The threshold for consideration of demographic data points in analysis and planning is 20% of course enrollment.</p> <p>Criterion: 90% of students will earn a score of 3.5 or better on items 2.D. and 2.E.</p>	<p>Result: Faculty Evaluation: 20 students were assessed. Student demographic profile: 19 female, 1 male; 3 Black/African American, 3 Hispanics of any race, 1Two or more races, and 12 White. 100% of students earned an average score of 4 on both items.</p> <p>Site Supervisor Evaluation: 23 students were assessed. Student demographic profile: 22 female, 1 male; 3 Black/African American, 4 Hispanics of any race, 1 Two or more races, and 14 White. 100% of students earned an average score of 4 on both items.</p> <p>See tables below for demographic results.</p> <p>Charts, graphs, or tables to illustrate assessment results (optional).:</p> <table><tr><th colspan="7">COUN 5393 CMHC Results: Faculty Supervisor (n=20)</th></tr><tr><th>Demographics</th><th>Total n</th><th>2.D. # Met</th><th>2.D. % Met</th><th>2.E. # Met</th><th>2.E. % Met</th><th>2.D. & 2.E. Average</th></tr><tr><td>ALL</td><td>20</td><td>20</td><td>100%</td><td>20</td><td>100%</td><td>100%</td></tr><tr><td>Female</td><td>19</td><td>19</td><td>100%</td><td>19</td><td>100%</td><td>100%</td></tr><tr><td>Male</td><td>1</td><td>1</td><td>100%</td><td>1</td><td>100%</td><td>100%</td></tr><tr><td>Black or African American</td><td>3</td><td>3</td><td>100%</td><td>3</td><td>100%</td><td>100%</td></tr><tr><td>Hispanic of any race</td><td>3</td><td>3</td><td>100%</td><td>3</td><td>100%</td><td>100%</td></tr><tr><td>Two or more races</td><td>1</td><td>1</td><td>100%</td><td>1</td><td>100%</td><td>100%</td></tr><tr><td>White</td><td>12</td><td>12</td><td>100%</td><td>12</td><td>100%</td><td>100%</td></tr></table>	COUN 5393 CMHC Results: Faculty Supervisor (n=20)							Demographics	Total n	2.D. # Met	2.D. % Met	2.E. # Met	2.E. % Met	2.D. & 2.E. Average	ALL	20	20	100%	20	100%	100%	Female	19	19	100%	19	100%	100%	Male	1	1	100%	1	100%	100%	Black or African American	3	3	100%	3	100%	100%	Hispanic of any race	3	3	100%	3	100%	100%	Two or more races	1	1	100%	1	100%	100%	White	12	12	100%	12	100%	100%
COUN 5393 CMHC Results: Faculty Supervisor (n=20)																																																																
Demographics	Total n	2.D. # Met	2.D. % Met	2.E. # Met	2.E. % Met	2.D. & 2.E. Average																																																										
ALL	20	20	100%	20	100%	100%																																																										
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Assessment Method	Result/Action Plan																																																															
Schedule: Collect assessment results each semester the course is offered. Data is reviewed in a three-step process: 1) The assigned core faculty and the instructor of record conduct an initial review of the results. 2) Following the core faculty's lead, the information is reviewed and analyzed by the CMHC core faculty as a group at the annual assessment review meeting. 3) The CMHC core faculty presents a summary analysis of the data for review and discussion during the annual CMHC Assessment Committee meeting.	<table><tr><th colspan="7">COUN 5393 CMHC Results: Site Supervisor (n=23)</th></tr><tr><th>Demographics</th><th>Total n</th><th>2.D. # Met</th><th>2.D. % Met</th><th>2.E. # Met</th><th>2.E. % Met</th><th>2.D. & 2.E. Average</th></tr><tr><td>ALL</td><td>23</td><td>23</td><td>100%</td><td>23</td><td>100%</td><td>100%</td></tr><tr><td>Female</td><td>22</td><td>22</td><td>100%</td><td>22</td><td>100%</td><td>100%</td></tr><tr><td>Male</td><td>1</td><td>1</td><td>100%</td><td>1</td><td>100%</td><td>100%</td></tr><tr><td>Black or African American</td><td>3</td><td>3</td><td>100%</td><td>3</td><td>100%</td><td>100%</td></tr><tr><td>Hispanic of any race</td><td>4</td><td>4</td><td>100%</td><td>4</td><td>100%</td><td>100%</td></tr><tr><td>Two or more races</td><td>1</td><td>1</td><td>100%</td><td>1</td><td>100%</td><td>100%</td></tr><tr><td>White</td><td>14</td><td>14</td><td>100%</td><td>14</td><td>100%</td><td>100%</td></tr></table>	COUN 5393 CMHC Results: Site Supervisor (n=23)							Demographics	Total n	2.D. # Met	2.D. % Met	2.E. # Met	2.E. % Met	2.D. & 2.E. Average	ALL	23	23	100%	23	100%	100%	Female	22	22	100%	22	100%	100%	Male	1	1	100%	1	100%	100%	Black or African American	3	3	100%	3	100%	100%	Hispanic of any race	4	4	100%	4	100%	100%	Two or more races	1	1	100%	1	100%	100%	White	14	14	100%	14	100%	100%
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Related Documents: Counselor Competencies Scale Revised (CCS-R).pdf	Result Type: Criterion Met Related Documents: COUN 5393 CMHC Results.xlsx Analysis and Planning Based on analysis of the data from the current assessment cycle, what are your plans for continuous improvement next year?: Students were assessed using the CCS-R for Knowledge and Adherence to Site and Course Policies (item 2.D.) and Record Keeping and Task Completion (item 2.E.). Analysis of results indicates that 100 percent of students achieved the success criterion when assessed by both faculty and site supervisors. While we are pleased with the results thus far, we plan to conduct interrater reliability training with faculty and site supervisors in Spring 2024 to ensure that faculty and site supervisors are interpreting and applying the CCS-R in ways that are consistent with one another. Additionally, we will continue to monitor trends in student achievement by gender and race/ethnicity. Closing the Loop What action plan(s) did you implement based on analysis of the data during the previous assessment cycle?: This was the first year of this outcome/MOA.																																																															
Assessment Method: In COUN 5397: Internship II, a faculty and site supervisor evaluation of students' skills in Clinical Mental Health Counseling is conducted at the end of the semester based on their experiences with the student, using the Counselor Competencies Scale Revised form (CCS-R). Selected items are analyzed by CMHC faculty to assess faculty and site supervisor perception of students' skill mastery. Items include:	Result Date: 11/15/2023 Result: Faculty Evaluation: 23 students were assessed. Student demographic profile: 21 female, 2 male; 5 Black or African American, 6 Hispanics of any race, 3 Two or more races, and 9 White. 98% of students earned an average score of 4 on both items. Site Supervisor Evaluation: 23 students were assessed. Student demographic profile: 21 female, 2 male; 5 Black or African American, 4 Hispanics of any race, 3 Two or more races, and 11 White. 100% of students earned an average score of 4 on both items. See tables below for results by student demographics.																																																															

Assessment Method	Result/Action Plan																																																																																																																														
<ul style="list-style-type: none">• 2.D. - Knowledge and Adherence to Site and Course Policies• 2.E. - Record Keeping and Task Completion. Scores will be disaggregated by evaluation type (faculty or site supervisor), item, gender, and race/ethnicity. <p>The threshold for consideration of demographic data points in analysis and planning is 20% of course enrollment.</p> <p>Criterion: 90% of students will earn a score of 4 (Meets Expectations) or better on items 2.D. and 2.E.</p> <p>Schedule: Collect assessment results each semester the course is offered and analyze annually at the end of each assessment cycle.</p> <p>Related Documents: Counselor Competencies Scale Revised (CCS-R).pdf</p>	<p>Charts, graphs, or tables to illustrate assessment results (optional).:</p> <table><tr><th colspan="7">COUN 5397 CMHC Results: Faculty Supervisor (n=23)</th></tr><tr><th>Demographics</th><th>Total n</th><th>2.D. # Met</th><th>2.D. % Met</th><th>2.E. # Met</th><th>2.E. % Met</th><th>2.D. & 2.E. Average</th></tr><tr><td>ALL</td><td>23</td><td>23</td><td>100%</td><td>22</td><td>96%</td><td>98%</td></tr><tr><td>Female</td><td>21</td><td>21</td><td>100%</td><td>20</td><td>95%</td><td>98%</td></tr><tr><td>Male</td><td>2</td><td>2</td><td>100%</td><td>2</td><td>100%</td><td>100%</td></tr><tr><td>Black or African American</td><td>5</td><td>5</td><td>100%</td><td>4</td><td>80%</td><td>90%</td></tr><tr><td>Hispanic of any race</td><td>6</td><td>6</td><td>100%</td><td>6</td><td>100%</td><td>100%</td></tr><tr><td>Two or more races</td><td>3</td><td>3</td><td>100%</td><td>3</td><td>100%</td><td>100%</td></tr><tr><td>White</td><td>9</td><td>9</td><td>100%</td><td>9</td><td>100%</td><td>100%</td></tr></table> <table><tr><th colspan="7">COUN 5397 CMHC Results: Site Supervisor (n=23)</th></tr><tr><th>Demographics</th><th>Total n</th><th>2.D. # Met</th><th>2.D. % Met</th><th>2.E. # Met</th><th>2.E. % Met</th><th>2.D. & 2.E. Average</th></tr><tr><td>ALL</td><td>23</td><td>23</td><td>100%</td><td>23</td><td>100%</td><td>100%</td></tr><tr><td>Female</td><td>21</td><td>21</td><td>100%</td><td>21</td><td>100%</td><td>100%</td></tr><tr><td>Male</td><td>2</td><td>2</td><td>100%</td><td>2</td><td>100%</td><td>100%</td></tr><tr><td>Black or African American</td><td>5</td><td>5</td><td>100%</td><td>5</td><td>100%</td><td>100%</td></tr><tr><td>Hispanic of any race</td><td>4</td><td>4</td><td>100%</td><td>4</td><td>100%</td><td>100%</td></tr><tr><td>Two or more races</td><td>3</td><td>3</td><td>100%</td><td>3</td><td>100%</td><td>100%</td></tr><tr><td>White</td><td>11</td><td>11</td><td>100%</td><td>11</td><td>100%</td><td>100%</td></tr></table> <p>Result Type: Criterion Met</p> <p>Related Documents: COUN 5397 CMHC Results.xlsx</p> <p>Analysis and Planning</p> <p>Based on analysis of the data from the current assessment cycle, what are your plans for continuous improvement next year?: Students were assessed using the CCS-R for Knowledge and Adherence to Site and Course Policies (item 2.D.) and Record Keeping and Task Completion (item 2.E.). Analysis of results indicates that 98 percent of students achieved the success criterion when assessed by faculty supervisors, and 100 percent of students achieved the success criterion when assessed by site supervisors. The lowest scoring item was Record Keeping and Task Completion (item 2.E.), scored by faculty supervisors. While we are pleased with the results thus far, we plan to conduct interrater reliability training with faculty and site supervisors to ensure that faculty and site supervisors are interpreting and applying the CCS-R in ways that are consistent with one another. Additionally, we will continue to monitor trends in student achievement by gender and race/ethnicity.</p> <p>Closing the Loop</p>	COUN 5397 CMHC Results: Faculty Supervisor (n=23)							Demographics	Total n	2.D. # Met	2.D. % Met	2.E. # Met	2.E. % Met	2.D. & 2.E. Average	ALL	23	23	100%	22	96%	98%	Female	21	21	100%	20	95%	98%	Male	2	2	100%	2	100%	100%	Black or African American	5	5	100%	4	80%	90%	Hispanic of any race	6	6	100%	6	100%	100%	Two or more races	3	3	100%	3	100%	100%	White	9	9	100%	9	100%	100%	COUN 5397 CMHC Results: Site Supervisor (n=23)							Demographics	Total n	2.D. # Met	2.D. % Met	2.E. # Met	2.E. % Met	2.D. & 2.E. Average	ALL	23	23	100%	23	100%	100%	Female	21	21	100%	21	100%	100%	Male	2	2	100%	2	100%	100%	Black or African American	5	5	100%	5	100%	100%	Hispanic of any race	4	4	100%	4	100%	100%	Two or more races	3	3	100%	3	100%	100%	White	11	11	100%	11	100%	100%
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Assessment Method	Result/Action Plan
	What action plan(s) did you implement based on analysis of the data during the previous assessment cycle?: This was the first year of this outcome/MOA.

Program Outcome

Outcome: The UT Tyler Clinical Mental Health Counseling graduate program faculty evaluate quality, rigor, and relevance of the curriculum and student achievement.

Outcome Types: Program Evaluation Outcome

Assessment Method	Result/Action Plan
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Assessment Method: The UT Tyler Graduate Student Graduation Exit Survey is offered to all graduating graduate students when they apply for graduation. Selected items are analyzed by CMHC faculty to assess student feedback on their experience and student perception of mastery. Items include:

- Expectations of Discipline Literature Knowledge,
- Progressively More Advanced in Academic Content Compared with Undergrad Program,
- Appropriate Professional Practice and/or Training Experience, and
- Overall Satisfaction with Entire Educational Experience at UT Tyler.

Criterion: 90% of survey responders will indicate "Met or Exceeded Expectations" on each selected item and "Satisfied or Higher" with Entire Educational Experience.

Schedule: Data is collected and reviewed annually in a two-step process: 1) The CMHC core faculty will review and analyze the data at the annual assessment review meeting. 2) The CEP Assessment Coordinator presents a summary of the results for review and discussion during the annual CMHC Assessment Committee meeting.

Related Documents: [2022-23 Graduate Student Graduation Exit Survey.pdf](#)

Result: 2022-23 Results (n=14):

Overall satisfaction with UT Tyler: 14% Extremely satisfied, 86% Satisfied

- Female: 20% Extremely satisfied/80% Satisfied
- Male: 100% Satisfied
- Black/African American: 33% Extremely satisfied/67% Satisfied
- Hispanic of any race: 100% Satisfied
- Two or more races: 100% Satisfied
- White: 20% Extremely satisfied, 80% Satisfied

Knowledge of the Discipline Literature: 57% Exceeded expectations, 43% Met expectations

- Female: 50% Exceeded expectations/50% Met expectations
- Male: 50% Exceeded expectations/50% Met expectations
- Black/African American: 67% Exceeded expectations/33% Met expectations
- Hispanic of any race: 33% Exceeded expectations/67% Met expectations
- Two or more races: 100% Met expectations
- White: 60% Exceeded expectations/40% Met expectations

Appropriate Professional Practice and/or Training Experience: 71% Exceeded expectations, 29% Met expectations

- Female: 70% Exceeded expectations/30% Met expectations
- Male: 100% Exceeded expectations
- Black/African American: 100% Exceeded expectations
- Hispanic of any race: 33% Exceeded expectations/67% Met expectations
- Two or more races: 100% Met expectations
- White: 100% Exceeded expectations

Research Opportunities (including scholarly, creative, or technical): 14% Exceeded expectations, 71% Met expectations, 14% Did not meet expectations

- Female: 20% Exceeded expectations/60% Met expectations/20% Did not meet expectations
- Male: 100% Met expectations
- Black/African American: 67% Met expectations/33% Did not meet expectations
- Hispanic of any race: 67% Met expectations/33% Did not meet expectations
- Two or more races: 100% Met expectations
- White: 40% Exceeded expectations/60% Met expectations

Progressively more advanced in academic content compared to undergraduate program: 36% Exceeded expectations, 64% Met expectations

- Female: 50% Exceeded expectations/50% Met expectations
- Male: 100% Met expectations
- Black/African American: 67% Exceeded expectations/33% Met expectations

Assessment Method	Result/Action Plan
	<ul style="list-style-type: none"> - Hispanic of any race: 33% Exceeded expectations/67% Met expectations - Two or more races: 100% Met expectations - White: 40% Exceeded expectations/60% Met expectations <p>Result Type: Criterion Partially Met</p> <p>Related Documents: 2022-23 Graduate GES Dashboard_CMHC.pdf; 2022-23 GES Results_Black-AfricanAmerican.pdf; 2022-23 GES Results_Female.pdf; 2022-23 GES Results_Hispanic.pdf; 2022-23 GES Results_Male.pdf; 2022-23 GES Results_TwoOrMoreRaces.pdf; 2022-23 GES Results_White.pdf</p> <p>Analysis and Planning Based on analysis of the data from the current assessment cycle, what are your plans for continuous improvement next year?: Fourteen students took the Graduation Exit Survey in 2022-23. The success criterion was met in all areas except for Research Opportunities. Of students who responded "Did not meet expectations," 20 percent were female, 33 percent were Hispanic of any race, and 33 percent were Black/African American. Faculty plan to work with the Office of Assessment and Institutional Effectiveness to add additional questions to the GES specifically for CMHC students. Additionally, the Core faculty plan to create a CMHC Program Assessment Committee, which will be charged with reviewing GES results annually and developing continuous improvement plans.</p> <p>Closing the Loop What action plan(s) did you implement based on analysis of the data during the previous assessment cycle?: Faculty updated the assessment method to remove the questions pertaining to advising. The new items are Expectations of Discipline Literature Knowledge, Progressively More Advanced in Academic Content Compared with Undergrad Program, Appropriate Professional Practice and/or Training Experience, and Overall Satisfaction with Entire Educational Experience at UT Tyler. The Institutional Effectiveness Committee reviewed the GES and has planned to pilot the updated survey in Fall 2023, however, the questions selected to evaluate the overall effectiveness of the CMHC program were not changed.</p>
<p>Assessment Method: CMHC alumni are asked to complete an online survey to collect student feedback on their perception of competencies attained in the program for each CACREP KPI.</p> <p>Criterion: 90% of responding alumni will indicate a 3 or higher on each KPI item.</p>	<p>Result: Due to the departure of the previous program coordinator, the CMHC Alumni survey was not deployed until October 2023.</p> <p>Result Type: Inconclusive</p> <p>Related Documents: Program Outcome_CMHC Alumni Survey_2023-24.pdf</p> <p>Analysis and Planning</p>

Assessment Method	Result/Action Plan
<p>Schedule: Surveys are sent to alumni twice annually and faculty analyze results annually.</p> <p>(Effective 2023-24 AY: Survey is sent to alumni annually in the spring semester. Data reviewed in a two-step process: 1) The CMHC core faculty will review and analyze the data at the annual assessment review meeting. 2) The CEP Assessment Coordinator presents a summary of the results for review and discussion during the annual CMHC Assessment Committee meeting.)</p> <p>Related Documents: CMHC Alumni Survey_Blank Form_22-23.pdf</p>	<p>Based on analysis of the data from the current assessment cycle, what are your plans for continuous improvement next year?: The new program coordinator and CMHC faculty plan to review and update the questions on the alumni survey. The updated survey will be deployed in Spring 2024. Additionally, the Core faculty plan to create a CMHC Program Assessment Committee, which will be charged with reviewing alumni survey results annually and developing continuous improvement plans.</p> <p>Closing the Loop What action plan(s) did you implement based on analysis of the data during the previous assessment cycle?: (11/5/2023) CMHC faculty met to review and update the questions on the alumni survey. The updated survey is included here as a supporting document.</p>
<p>Assessment Method: Employers are sent an online survey to collect feedback on their perception of student competencies attained in the program for each CACREP KPI.</p> <p>(Effective 2023-24: Based on information collected from the alumni survey deployed in the spring semester, employers are sent an online survey to collect feedback on their perception of student competencies attained in the program for each CACREP KPI.)</p> <p>Criterion: 90% of responding employers will indicate a 3 or higher on each KPI item.</p>	<p>Result: The employer survey is usually deployed in summer and is based on responses provided by alumni in the alumni survey. Due to the departure of the previous program coordinator, deployment of the alumni survey was delayed until October 2023. The employer survey was not deployed for 2022-23.</p> <p>Result Type: Inconclusive Related Documents: Program Outcome_CMHC Employer Survey_2023-24.pdf</p> <p>Analysis and Planning Based on analysis of the data from the current assessment cycle, what are your plans for continuous improvement next year?: CMHC faculty plan to review and update the employer survey. The updated survey will be deployed in Summer 2024. Additionally, the Core faculty plan to create a CMHC Program Assessment Committee, which will be charged with reviewing employer survey results annually and developing continuous improvement plans.</p> <p>Closing the Loop What action plan(s) did you implement based on analysis of the data during the previous assessment cycle?: (11/5/2023) CMHC faculty met to review and update the questions on the employer survey. The updated survey is included here as a supporting document.</p>

Assessment Method	Result/Action Plan
<p>Schedule: Surveys are sent to employers twice annually and faculty analyze results annually.</p> <p>(Effective 2023-24 AY: Survey is sent to employers annually in the fall semester. Data is reviewed in a two-step process: 1) The CMHC core faculty will review and analyze the data at the annual assessment review meeting. 2) The CEP Assessment Coordinator presents a summary of the results for review and discussion during the annual CMHC Assessment Committee meeting.)</p> <p>Related Documents: CMHC Employer Survey Blank Form 22-23.pdf</p>	
<p>Assessment Method: Site Supervisor Survey: A follow-up study of site supervisors is conducted to collect feedback on their perceptions of competencies attained in the program for each CACREP KPI. Site supervisors are asked to report the following:</p> <ul style="list-style-type: none"> • Supervisees' overall educational preparation, • Supervisees' ability to think critically and solve problems, and • Their perception of supervisees' level of competency for each of the program KPIs. <p>The CMHC Site Supervisor Survey is disseminated using the Qualtrics platform by the CMHC Practicum and Internship Coordinator annually during the site supervisor orientation and training. The CEP Assessment Coordinator collects responses using Qualtrics.</p> <p>Criterion: 90% of responding site supervisors will indicate a 3 or higher on each KPI item</p>	

Assessment Method	Result/Action Plan
<p>Schedule: Data is collected and reviewed annually in a two-step process: 1) The CMHC core faculty will review and analyze the data at the annual assessment review meeting. 2) The CEP Assessment Coordinator presents a summary of the results for review and discussion during the annual CMHC Assessment Committee meeting.</p> <p>Related Documents: Program Outcome CMHC Site Supervisor Survey 2023-24.pdf</p>	
<p>Assessment Method: All CMHC students are required to pass the Counselor Preparation Comprehensive Exam (CPCE) to graduate. The purpose of the CPCE is to assess a student's knowledge of core counseling areas taught in counselor education programs. The exam is first administered in COUN 5396 and a repeat attempt in COUN 5397 if needed. Faculty analyze the results following first and subsequent attempts.</p> <p>CMHC faculty selected the overall CPCE score to report in the program assessment plan.</p> <p>Criterion: 90% of students will earn a score better than 1 SD below the mean on their overall CPCE score.</p> <p>Schedule: Collect exam results in Summer, Fall and Spring. Faculty analyze results following the first administration in COUN 5396 and following each subsequent administration. The overall test results are analyzed holistically annually.</p> <p>Related Documents: 2023 CPCE Handbook.pdf</p>	<p>Result: 2022-23: 22 test takers were assessed on all versions of the CPCE licensure exam. 19/22 (86.36%) earned at or above the criterion.</p> <p>16/19 Female (84.21%) and 3/3 Male (100%) earned at or above the criterion.</p> <p>11/11 (100%) White earned at or above the criterion. 4/5 Black or African American (80%), 1/1 Asian (100%), 2/4 Hispanic of Any Race (50%), and 1/1 Two or More Races (100%) earned at or above the criterion.</p> <p>Result Type: Criterion Not Met</p> <p>Related Documents: CPCE Exam - Overall Score - Stu Demo - Student Scores - 22-23.xlsx; CPCE Exam - Overall Score - Student Scores - 2022-2023.xlsx</p> <p>Analysis and Planning Based on analysis of the data from the current assessment cycle, what are your plans for continuous improvement next year?: The faculty presented the results to the CMHC faculty program during a program meeting. Based on the results of the assessment program for the academic years 2021-2022 and 2022-2023, program faculty decided to update the CPCE exam policy. Three modifications will be included in the CMHC Student Handbook: (1) Students who did not pass the CPCE exam will be required to have a meeting with their faculty advisor to create a plan for success. (2) Students will be allowed to retake the CPCE exam an unlimited number of times within six years from the start of their CMHC program. (3) The Department of Psychology and Counseling will cover the cost of the first two exam attempts, but students will be responsible for the cost of each subsequent attempt to take the exam. Additionally, the Core faculty plan to create a CMHC Program Assessment Committee, which will be charged with reviewing CPCE results annually and developing continuous improvement plans.</p> <p>Closing the Loop</p>

Assessment Method	Result/Action Plan
	<p>What action plan(s) did you implement based on analysis of the data during the previous assessment cycle?: Faculty adjusted the success criterion to 1 standard deviation below the national mean. Although the success criterion was not achieved, 86.36 percent of students achieved the success criterion, which is an improvement over the previous year.</p>
<p>Assessment Method: An External Program Review is conducted in compliance with the Council for Accreditation of Counseling & Related Educational Programs. The CACREP accreditation fulfills program review requirements for the Texas Higher Education Coordinating Board (Texas Administrative Code 5.52). The program faculty complete a comprehensive self-study as part of the professional accreditation process submitted to a CACREP review committee. The review committee submits a report to CACREP based on the self-study and the on-site review. The CACREP Board issues an executive report to which the program faculty provide follow-up reports as needed. The program faculty and Dean present an Institutional Response Form to the Provost Leadership Team and submitted to THECB with the self-study and the CACREP executive report. All three documents are integrated into the program assessment plan and approved action plans are documented based on CACREP recommendations.</p> <p>Criterion: Meet 100% of the CACREP professional accreditation standards</p> <p>Schedule: The CACREP professional accreditation review is on a two or eight year schedule based on program compliance. The THECB reporting follows the CACREP schedule.</p> <p>Related Documents: 2016_standards_cacrep.pdf</p>	<p>Result: The CACREP Site Review Team Report was received on October 16, 2023. The CMHC program was found in compliance with all parts of Section 1, The Learning Environment.</p> <p>In Section 2, Professional Counseling Identity, the CMHC Program was found in noncompliance with parts 1.B. Program Objectives, F.1.c. Community Outreach and Emergency Teams, F.3.g Effects of Crisis, Disasters, and Trauma, F.3.i Promoting Resilience, Optimum Development, and Wellness, F.5.d In-Person and Technology-Assisted Relationships, F.5.e Impact of Technology, F.5.i Measurable Client Outcomes, F.6.h Small Group Experience, F.7.c Assessment of Risk to Self and Others, f.7.d Identifying and Reporting Trauma and Abuse, F.8.c Needs Assessments, and F.8.d Outcome Measures</p> <p>The CMHC program was found in compliance with all parts of Section 3, Professional Practice.</p> <p>In Section 4, Evaluation in the Program, the CMHC Program was found in noncompliance with the following: A. Systematic Evaluation Plan for Program Objectives, B. Use of Data in Program Evaluation, D. Development, Posting and Notification of Annual Report, and E. Annual Posting of Data.</p> <p>The CMHC program was found in compliance with all parts of Section 5.C., Clinical Mental Health Counseling.</p> <p>Result Type: Criterion Partially Met Related Documents: 2023.09.18 - Site Review Team Report - University of Texas at Tyler.pdf; 2023.10.16 - Site Review Letter to President - University of Texas at Tyler.pdf</p> <p><u>Analysis and Planning</u></p> <p><u>Closing the Loop</u></p>

Assessment Method	Result/Action Plan
<p>Assessment Method: (Effective 2023-24)</p> <p>Professional Dispositions. Student professional dispositions are assessed using the Assessment of Professional Counseling Dispositions (APCD) Scale. Professional Dispositions reviews are conducted with individual students at three points during the program: candidacy interviews (students reviewed by CMHC faculty at the end of their first semester in the program), annual student review meetings (students reviewed by program and adjunct faculty), and Practicum (end of program) by faculty and site supervisors. During the individual review meetings, faculty discuss professional dispositions with students, identify strengths and opportunities for growth, and implement appropriate intervention(s) if a concern is identified. The professional dispositions assessed include:</p> <ul style="list-style-type: none"> • Identification of Key Professional Dispositions • Openness to New Ideas • Flexibility and Adaptability • Cooperativeness with Others • Willingness to Accept and Use Feedback • Awareness of Own Impact on Others • Ability to Deal with Conflict • Ability to Accept Personal Responsibility • Effective and Appropriate Expression of Feelings • Attention to Ethical and Legal considerations • Initiative and Innovation • Orientation to Multiculturalism and Social Justice Advocacy • Professional Wellness and Self-Care Humility • Professionalism • Willingness to Seek Help 	

Assessment Method	Result/Action Plan
<p>Aggregate disposition results for each item of the APCD scale is reviewed by the CMHC Program Assessment Committee to identify trends and develop continuous improvement plans for the next academic year.</p> <p>Criterion: 90 percent will score 2 or higher on each scale dimension</p> <p>Schedule: Data is reviewed in a two-step process: 1) The CMHC core faculty will review and analyze the disposition data at scheduled student review meetings (i.e., the candidacy interview and annual student review meetings). 2) The CMHC core faculty will present the Aggregate Student Dispositions Report for review and discussion during the CMHC Assessment Committee meeting.</p> <p>Related Documents: Program Outcome Dispositions APCD Rubric.pdf</p>	