



Program Assessment Report

Program (CEP) - Clinical Mental Health Counseling - MA

Program 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.

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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 Status: Currently Being Assessed

Outcome Types: Student Learning

Start Date: 09/01/2022

Curriculum Map: COUN5397 (2), COUN5396 (2), COUN5328 (1), COUN5393 (1), COUN5313 (X), COUN5324 (X), COUN5391 (X), COUN5395 (X), COUN5368 (X)

Assessment Method	Result/Action Plan
<p>Assessment Method Status: Active</p> <p>Assessment Method: Knowledge</p> <p>(Effective 2023-24) 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.</p> <p>(Formerly: 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>2023-24 Results: A total of 35 students were assessed in COUN 5328 Foundations and Ethics of Clinical Mental Health Counseling: 29 female (81%), 7 male (19%); 23 White (64%), 5 Hispanic (14%), 4 Black (11%), 3 Asian (8%), 1 Two or more races (3%).</p> <p>The assessment method was redesigned and implemented in Spring 2024. Because of this change, only results from the section taught in Spring 2024 are reported.</p> <p>16 students were enrolled in COUN 5328 in Spring 2024. 15/16 (94%) scored 80% (96) or higher. 120 points were possible, and scores ranged from 84 (low) to 120 (high). The median score was 106.5 and the mode score was 104.</p> <p>Result Type: Criterion Met</p> <p>Related Documents: 2023-24 Ethics Case Study Assignment Student Scores.pdf</p> <p>Analysis & Planning: Analysis of results indicates that 15/16 students assessed (94%) scored 80% or higher on the Ethics Case Study Assignment. Notably, the one student who did not master the assignment failed to do so because of a late submission penalty. Based on this analysis, faculty plans to maintain effective strategies such as (1) continue MOA revised structure, increased rigor, and complexity, (2) adjust covered content within MOA to ensure relevance with current ethical standards, and (3) reinforce the importance of timely submissions.</p> <hr/> <p>2022-23 Results: 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>

Assessment Method

Criterion: 90% or students will earn a score of 80% or above on the Ethics Case Study Assignment.

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.

Related Documents: [COUN 5328 Ethics Case Study Rubric 2023-24 AY.docx](#); [COUN 5328 Ethics Case Study Guidelines Spring 2024.pdf](#)

Result/Action Plan

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%

Assessment Method Status: In-Progress

Result Type: Criterion Met

Related Documents: [COUN 5328 CORE 1 Results 22-23.xlsx](#); [COUN 5328 Ethics Case Study Rubric 2023-24 AY.docx](#)

Analysis and Planning

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.

Closing the Loop

Assessment Method	Result/Action Plan
<p>Assessment Method Status: Active</p> <p>Assessment Method: Skills (Effective 2023-24) In COUN 5393 Practicum, a faculty and site supervisor evaluation of students' skills in Professional Counseling Orientation and Ethical Practice 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: 1.G. - Advanced Reflection (Meaning).</p> <p>Criterion: 90% of students will earn an average score of 3.5 or better on item 1.G. in COUN 5393 Final CCS-R Evaluations.</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>	<p>Was the above action plan implemented in the 2023-24 cycle? If so, what improvements did you observe to the overall student experience? The assignment was updated from a group to an individual assignment and evaluation rubric created as planned and implemented in Spring 2024. Additionally, due to changes in rules regarding the use of FAFSA data, individual student demographic characteristics are no longer available. Because we can no longer disaggregate assessment results by race and gender, assessment reporting beginning with the 2023-24 AY only included the demographic breakdown of course enrollees. The assessment method has been updated to reflect these changes.</p> <hr/> <p>2023-24 Results: A total of 29 students were enrolled in COUN 5393 Demographic breakdown is as follows: 22 Female/7 Male (76%/24%); 16 White (55%), 7 Hispanic (24%), 4 Black (4%), 2 Two or More (7%).</p> <p>Faculty Supervisors: 29 students were assessed by Faculty Supervisors in COUN 5393. 29/29 (100%) scored 3.5 or higher on Item 1.G., Advanced Reflection (Meaning). 5 points were possible, and the range of scores was 4 (low) to 5 (high). The median score was 4, and the mode score was 4.</p> <p>Site Supervisors: 28 students were assessed by Site Supervisors in COUN 5393. 28/29 (97%) scored 3.5 or higher on Item 1.G., Advanced Reflection (Meaning). 5 points were possible, and the range of scores was 3 (low) to 5 (high). The median score was 4, and the mode score was 4.</p> <p>Result Type: Criterion Met</p> <p>Related Documents: 2023-24 COUN 5393 Faculty and Site Supervisor Evaluations Item 1G.pdf</p> <p>Analysis & Planning: Analysis of the results indicates that 29/29 students assessed (100%) scored a 4 or higher when evaluated by faculty supervisors, and 28/29 (97%) scored 4 or higher when evaluated by site supervisors. Based on this analysis, faculty plan to maintain the effective strategies such as (1) continue providing support to students in the areas of advanced reflection, (2) keep reviewing audio from sessions to ensure development of competency, and (4) provide opportunities for students to ask questions and receive clarification.</p>

Assessment Method	Result/Action Plan
<p>Assessment Method Status: Active</p> <p>Assessment Method: Skills</p> <p>(Effective 2023-24) 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. Selected items are analyzed by CMHC faculty to assess faculty and site supervisor perception of students' skill mastery. Items include: 1.G. - Advanced Reflection (Meaning).</p> <p>Criterion: 90% of students will earn an average score of 4 or better on item 1.G. in COUN 5397 CCS-R Final Evaluations.</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>2023-24 Results: A total of 25 students were enrolled in COUN 5397. Demographic breakdown is as follows: 24 Female/1 Male (96%/4%); 16 White (64%), 5 Hispanic (20%), 2 Two or More (8%), 1 Black (4%), 1 Asian (4%).</p> <p>Faculty Supervisors: 25 students were assessed by Faculty Supervisors in COUN 5397. 25/25 (100%) scored 4 or higher on Item 1.G., Advanced Reflection (Meaning). 5 points were possible, and the range of scores was 4 (low) to 5 (high). The median score was 4, and the mode score was 4.</p> <p>Site Supervisors: 25 students were assessed by Site Supervisors in COUN 5393. 25/25 (100%) scored 4 or higher on Item 1.G., Advanced Reflection (Meaning). 5 points were possible, and the range of scores was 4 (low) to 5 (high). The median score was 4, and the mode score was 4.</p> <p>Result Type: Criterion Met</p> <p>Related Documents: 2023-24 COUN 5397 Faculty-Site Sup Evals CCSR Item 1G.pdf</p>
<p>Related Documents: Counselor Competencies Scale Revised (CCS-R).pdf</p>	<p>2023-24 Results: 24 students took the CPCE in the 2023-24 AY. 21/24 (88%) scored at or above 1 S.D. below the national mean.</p> <p>Fall 2023: 4/6 (67%) scored at or above 1 S.D. below the national mean.</p> <p>Spring 2024: 8/8 (100%) scored at or above 1 S.D. below the national mean.</p> <p>Summer 2024: 9/10 (90%) scored at or above 1 S.D. below the national mean.</p>

Assessment Method	Result/Action Plan
<p>Assessment Method: Knowledge</p> <p>Effective 2023-24: 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.</p> <p>(Formerly: 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>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>Result Type: Criterion Not Met</p> <p>Related Documents: 2023-24 CPCE Results.pdf</p> <p>Analysis & Planning: There was an improvement from 81.82% in 2022- 2023 results to 88% in 2023-2024 results. However, the success threshold criterion was not met. More specifically 12% (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 2022-2023 and 2023-2024, program faculty plan to continue using the CPCE exam policy; (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> <hr/> <p>2022-23 Results: 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</p> <p>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>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</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><u>Closing the Loop</u></p> <p>Was the above action plan implemented in the 2023-24 cycle? If so, what improvements did you observe to the overall student experience? Due to changes in rules regarding use of FAFSA data, individual student demographic characteristics are no longer available. Because we can no longer disaggregate assessment results by race and gender, assessment reporting beginning with the 2023-24 AY only included the demographic breakdown of course enrollees. The assessment method has been updated to reflect these changes. The CPCE exam policy was updated as planned. Results improved from 81.82% passing in 2022-23 to 88% passing in 2023-24.</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 Status: Currently Being Assessed

Outcome Types: Student Learning

Start Date: 09/01/2022

Curriculum Map: COUN5324 (1), COUN5397 (2), COUN5396 (2), COUN5393 (1), COUN5392 (X), COUN5335 (X), COUN5345 (X), COUN5308 (X)

Assessment Method	Result/Action Plan
<p>Assessment Method Status: Active</p> <p>Assessment Method: Knowledge</p> <p>(Effective 2023-24 AY) In COUN 5324: 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.</p>	<p>2023-24 Results: A total of 40 students were enrolled in COUN 5324 Cultural Diversity and Advocacy: 27 female (68%), 13 male (33%); 26 White (65%), 8 Black (20%), 5 Hispanic (13%), 1 Two or more races (3%).</p> <p>The assessment method was redesigned from student reflection to a knowledge assessment in Spring 2024, with updates effective in Summer 2024. Because of this change, only results from the section taught in Summer 2024 are reported.</p> <p>17 students were enrolled in COUN 5324 in Summer 2024. 17/17 (100%) scored 80% (100 points) or higher. 125 points were possible, and scores ranged from 106 (low) to 125 (high). The median score was 116 and the mode score was 125.</p> <p>Result Type: Criterion Met</p> <p>Related Documents: 2023-24 COUN 5324 Cultural Diversity Essay Student Scores.pdf</p> <p>Analysis & Planning: Analysis of results indicates that 17/17 students assessed (100%) scored 80% or higher on the Cultural Diversity and Advocacy Assignment. Based on this analysis, faculty plans to maintain the effective strategies such as (1) continue MOA revised structure that assess student knowledge in areas related to multicultural counseling and advocacy, (2) continue to utilize rubric for student benefit and evidence of knowledge assessment, and (3) continue to adjust content covered within MOA to ensure relevance with the needs of the diverse populations our students serve.</p>
	<p>Result Date: 10/11/2023</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>

Assessment Method

(Formerly: 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.)

Criterion: 90% of students will earn a score of 80% or above on the Cultural Diversity and Advocacy Essay Assignment.

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.

Related Documents: [COUN 5324 Cultural Diversity and Advocacy Guidelines.pdf](#); [COUN 5324 Cultural Diversity and Advocacy Rubric.pdf](#)

Result/Action Plan

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%

Result Type: Criterion Met

Related Documents: [COUN 5324 CORE 2 Results 22-23.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 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:

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.

Closing the Loop

Assessment Method	Result/Action Plan
<p>Assessment Method Status: Active</p> <p>Assessment Method: Skills</p> <p>(Effective 2023-24) 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: 2.F. - Multicultural Competence in Counseling Relationship. (Formerly: 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: 2.F. - Multicultural Competence in Counseling Relationship. 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 3.5 or better on item 2.F.</p>	<p>Was the above action plan implemented in the 2023-24 cycle? If so, what improvements did you observe to the overall student experience? The assignment was updated from student reflection to knowledge assessment and evaluation rubric created as planned, effective in Summer 2024. Additionally, due to changes in rules regarding use of FAFSA data, individual student demographic characteristics are no longer available. Because we can no longer disaggregate assessment results by race and gender, assessment reporting beginning with the 2023-24 AY only included the demographic breakdown of course enrollees. The assessment method has been updated to reflect these changes.</p> <hr/> <p>2023-24 Results: A total of 29 students were enrolled in COUN 5393 Demographic breakdown is as follows: 22 Female/7 Male (76%/24%); 16 White (55%), 7 Hispanic (24%), 4 Black (4%), 2 Two or More (7%).</p> <p>Faculty Supervisors: 29 students were assessed by Faculty Supervisors in COUN 5393. 29/29 (100%) scored 3.5 or higher on Item 2.F., Multicultural Competence in Counseling Relationship. 5 points were possible, and the range of scores was 4 (low) to 5 (high). The median score was 5, and the mode score was 5.</p> <p>Site Supervisors: 28 students were assessed by Site Supervisors in COUN 5393. 28/28 (100%) scored 3.5 or higher on Item 2.F., Multicultural Competence in Counseling Relationship. 5 points were possible, and the range of scores was 4 (low) to 5 (high). The median score was 4.5, and the mode score was 4.</p> <p>Result Type: Criterion Met</p> <p>Related Documents: 2023-24 COUN 5393 Faculty-Site Supervisor Evaluations.pdf</p> <p>Analysis & Planning: Analysis of results indicates that 29/29 students assessed (100%) scored a 4 or higher on the CCS-R for Multicultural Competence in Counseling Relationship (item 2.F.). Based on this analysis, faculty plan to maintain the effective strategies such as (1) continue providing support to students in the areas of cultural awareness, (2) keep reviewing audio from sessions to ensure development of competency, and (4) provide opportunities for students to ask questions and receive clarification.</p> <hr/> <p>Result Date: 10/26/2023</p>

Assessment Method

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.

Related Documents: [Counselor Competencies Scale Revised \(CCS-R\).pdf](#)

Result/Action Plan

Result: 2022-23:

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.

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.

See tables below for demographic results.

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

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%

Result Type: Criterion Met

Related Documents: [COUN 5393 CORE 2 Results.xlsx](#)
Analysis and Planning

Assessment Method	Result/Action Plan
	<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 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><u>Closing the Loop</u></p> <p>Was the above action plan implemented in the 2023-24 cycle? If so, what improvements did you observe to the overall student experience? Due to changes in rules regarding use of FAFSA data, individual student demographic characteristics are no longer available. Because we can no longer disaggregate assessment results by race and gender, assessment reporting beginning with the 2023-24 AY only included the demographic breakdown of course enrollees. The assessment method has been updated to reflect these changes.</p>
<p>Assessment Method Status: Active</p>	<p>2023-24 Results: A total of 25 students were enrolled in COUN 5397. Demographic breakdown is as follows: 24 Female/1 Male (96%/4%); 16 White (64%), 5 Hispanic (20%), 2 Two or More (8%), 1 Black (4%), 1 Asian (4%).</p> <p>Faculty Supervisors: 25 students were enrolled and 25 students were assessed by Faculty Supervisors in COUN 5397. 25/25 (100%) scored 4 or higher on Item 2.F., Multicultural Competence in Counseling Relationship. 5 points were possible, and the range of scores was 4 (low) to 5 (high). The median score was 5, and the mode score was 4 .</p> <p>Site Supervisors: 25 students were assessed by Site Supervisors in COUN 5397. 25/25 (100%) scored 4 or higher on Item 2.F., Multicultural Competence in Counseling Relationship. 5 points were possible, and the range of scores was 4 (low) to 5 (high). The median score was 5, and the mode score was 5.</p> <p>Result Type: Criterion Met</p> <p>Related Documents: 2023-24 COUN 5397 Faculty-Site Sup Evals_CCSR Item 2F.pdf</p>

Assessment Method

Assessment Method: Skills

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. Selected items are analyzed by CMHC faculty to assess faculty and site supervisor perception of students' skill mastery. Items include: 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.

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.

Related Documents:

[Counselor Competencies Scale Revised \(CCS-R\).pdf](#)

Result/Action Plan

Analysis & Planning: Analysis of results indicates that 25/25 students assessed (100%) scored a 4 or higher on the CCS-R for Multicultural Competence in Counseling Relationship (item 2.F.). Based on this analysis, faculty plan to maintain effective strategies such as (1) continue providing support to students in the areas of cultural awareness, (2) keep reviewing audio from sessions to ensure development of competency, and (4) provide opportunities for students to ask questions and receive clarification.

Result Date: 10/25/2023

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.

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%

Result Type: Criterion Met

Assessment Method	Result/Action Plan
	<p>Related Documents: COUN 5397 CORE 2 Results.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?: 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><u>Closing the Loop</u> Was the above action plan implemented in the 2023-24 cycle? If so, what improvements did you observe to the overall student experience? Due to changes in rules regarding the use of FAFSA data, individual student demographic characteristics are no longer available. Because we can no longer disaggregate assessment results by race and gender, assessment reporting beginning with the 2023-24 AY only included the demographic breakdown of course enrollees. The assessment method has been updated to reflect these changes.</p>
<p>Assessment Method Status: Active</p> <p>Assessment Method: Knowledge</p> <p>(Effective 2023-24) 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.</p>	<p>2023-24 Results: 24 students took the CPCE in the 2023-24 AY. 19/24 (79%) scored at or above 1 S.D. below the national mean.</p> <p>Fall 2023: 4/6 (67%) scored at or above 1 S.D. below the national mean. Spring 2024: 7/8 (88%) scored at or above 1 S.D. below the national mean. Summer 2024: 8/10 (80%) scored at or above 1 S.D. below the national mean.</p> <p>Result Type: Criterion Not Met</p> <p>Related Documents: 2023-24 CPCE Results.pdf</p> <p>Analysis & Planning: There was a decrease in students meeting the success criterion, from 86.36% in 2022-2023 results to 79% in 2023-2024 results. The foundational course for the Core area, COUN 5324: Social and Cultural Diversity was previously taught by adjuncts but will be taught by full-time faculty in 2024-25. The new instructor will review 2024-25 results and develop a continuous improvement plan including making adjustment to course content to ensure more alignment with CPCE Social and Cultural Diversity content.</p>

Assessment Method	Result/Action Plan
<p>(Formerly: 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>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</p>	<p>2022-23 Results: 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</p> <p>Related Documents: CPCE Exam - Soc Cultural Diversity Subset - Stu Demo - Student Scores - 22-23.xlsx; CPCE Exam - Social and Cultural Diversity Subset - Student Scores - 2022-2023.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?: 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</p> <p>Was the above action plan implemented in the 2023-24 cycle? If so, what improvements did you observe to the overall student experience? Due to changes in rules regarding the use of FAFSA data, individual student demographic characteristics are no longer available. Because we can no longer disaggregate assessment results by race and gender, assessment reporting beginning with the 2023-24 AY only included the demographic breakdown of course enrollees. The assessment method has been updated to reflect these changes. The CPCE exam policy was updated as planned. Results did not improve from 86.36% passing in 2022-23 to 79% passing in 2023-24.</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 Status: Currently Being Assessed

Outcome Types: Student Learning

Start Date: 09/01/2022

Curriculum Map: PSYC5320 (1), COUN5397 (2), COUN5396 (2), COUN5393 (X), COUN5324 (X), COUN5326 (X), COUN5308 (X)

Assessment Method	Result/Action Plan
<p>Assessment Method Status: Active</p> <p>Assessment Method: Knowledge</p> <p>(Effective 2023-24) Students will be assessed on the Human Growth and Development Application Presentation in PSYC 5320: Advanced Human Growth and Development. 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.</p>	<p>2023-24 Results: A total of 33 CMHC students were enrolled. Demographic breakdown is as follows: 22 Female, 11 Male (67%/33%); 24 White (73%), 6 Hispanic (18%), 2 Black (6%), 1 Unknown (3%).</p> <p>Aggregate Results: 32 CMHC students were assessed in PSYC 5320 in Fall 2023 and Spring 2024. 29/32 (91%) scored 80% (80) or higher. 100 points were possible, and scores ranged from 67 (low) to 100 (high). The mean score was 92 and the mode score was 95.</p> <p>Fall 2023: 12/14 (86%) scored 80% (80) or higher. Scores ranged from 67 to 98, with a mean score of 89 and a mode score of 89.</p> <p>Spring 2024: 17/18 (94%) scored 80% (80) or higher. Scores ranged from 73 to 100, with a mean score of 94 and a mode score of 95.</p> <p>Result Type: Criterion Met</p> <p>Related Documents: 2023-24 PSYC 5320 Human Growth & Dev Presentation Student Scores.pdf</p> <p>Analysis & Planning: An analysis of the 2023–2024 results indicates that 29 out of 32 students (91%) scored 80% or higher on the Human Growth and Development Application Presentation. While the results continued to meet the established threshold criterion, they also suggest that recent adjustments to the rubric—aimed at better capturing students’ mastery in applying developmental research to clinical cases—were effective. Based on this analysis, faculty plan to maintain the following successful strategies: (1) continue conducting in-class reviews of student deliverables, (2) regularly review the grading rubric to ensure clarity of expectations, (3) emphasize the importance of rubric adherence and timely submissions, and (4) provide consistent opportunities for students to ask questions and seek clarification.</p> <hr/> <p>2022-23 Results: 30 students were assessed. 30/30 students (100%) earned at or above the criterion. See table below for demographic disaggregation.</p>

Assessment Method

(Formerly: Students will be assessed on the Human Growth and Development Application Presentation in PSYC 5320: Advanced Human Growth and Development. 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.)

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.

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.

Related Documents: [PSYC 5320 Application Presentation Guidelines and Rubric 2023-24.pdf](#); [PSYC 5320 Application Presentation Guidelines and Rubric.pdf](#)

Result/Action Plan

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%

Result Type: Criterion Met

Related Documents: [PSYC 5320 Core 3 Results 22-23.xlsx](#)

Analysis and Planning

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.

Closing the Loop

Was the above action plan implemented in the 2023-24 cycle? If so, what improvements did you observe to the overall student experience? The rubric was updated as planned and has been included as a supporting document. Due to changes in rules regarding the use of FAFSA data, individual student demographic characteristics are no longer available. Because we can no longer disaggregate assessment results by race and gender, assessment reporting beginning with the 2023-24 AY only included the demographic breakdown of course enrollees. The assessment method has been updated to reflect these changes.

Assessment Method	Result/Action Plan
<p>Assessment Method Status: Active</p> <p>Assessment Method: Knowledge</p> <p>(Effective 2023-24) 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.</p> <p>(Formerly: 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 S.D. below the national mean on the Human Growth and Development Subscale of the CPCE exam.</p>	<p>2023-24 Results: 24 students took the CPCE in the 2023-24 AY. 22/24 (92%) scored at or above 1 S.D. below the national mean.</p> <p>Fall 2023: 5/6 (83%) scored at or above 1 S.D. below the national mean. Spring 2024: 8/8 (100%) scored at or above 1 S.D. below the national mean. Summer 2024: 9/10 (90%) scored at or above 1 S.D. below the national mean.</p> <p>Result Type: Criterion Met</p> <p>Related Documents: 2023-24 CPCE Results.pdf</p> <p>Analysis & Planning: Threshold criterion was met. Analysis of results indicates that 22/24 (92%) scored at or above 1 S.D. below the national mean on the Human Growth and Development CPCE subsection. Based on this analysis, faculty plan to: (1) continue providing resources for students to develop broader knowledge in the area of human growth and development, (2) provide additional review of the material to enhance exam preparation effectiveness, and (3) provide opportunities for students to ask questions and receive clarification.</p> <hr/> <p>2022-23 Results: 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</p> <p>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><u>Analysis and Planning</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</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 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</p> <p>Was the above action plan implemented in the 2023-24 cycle? If so, what improvements did you observe to the overall student experience? Due to changes in rules regarding the use of FAFSA data, individual student demographic characteristics are no longer available. Because we can no longer disaggregate assessment results by race and gender, assessment reporting beginning with the 2023-24 AY only included the demographic breakdown of course enrollees. The assessment method has been updated to reflect these changes.</p>

CACREP Core 4 Career Development

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

Outcome Status: Currently Being Assessed

Outcome Types: Student Learning

Start Date: 09/01/2022

Curriculum Map: COUN5335 (1), COUN5397 (2), COUN5396 (2)

Assessment Method	Result/Action Plan
<p>Assessment Method Status: Active</p> <p>Assessment Method: Skills</p> <p>(Effective 2023-24) 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.</p>	<p>2023-24 Results: A total of 34 students were enrolled in COUN 5335. Demographic breakdown is as follows: 26 Female/8 Male (76%/24%); 18 White (53%), 6 Black (18%), 5 Hispanic (15%), 3 Asian (9%), 1 Two or More (3%), 1 Unknown (3%).</p> <p>32/34 (93%) earned a score of 80% (160) or higher on the Career Counseling Session and Reflection Assignment. 200 points were possible, and scores ranged from 0 (low) to 200 (high). The median score was 200, and the mode score was 200.</p> <p>Spring 2024: 13/15 (87%) scored 80% or higher. Score range was 0 (low) to 200 high; median and mode scores were 200.</p> <p>Summer 2024: 19/19 (100%) scored 80% or higher. Score range was 185 (low) to 200 (high); median and mode scores were 200.</p> <p>Result Type: Criterion Met</p> <p>Related Documents: 2023-24 COUN 5335 Career Counseling Session and Reflection Student Scores.pdf</p> <p>Analysis & Planning: Analysis of results indicates that 32/34 students assessed (93%) scored 80% or higher on the Career Counseling Session and Reflection Assignment. Based on this analysis, faculty plan to maintain effective strategies such as (1) continue providing resources for students to develop skills in the areas of career counseling, (2) keep reviewing the grading rubric in detail to ensure clarity in expectations, and (3) provide opportunities for students to ask questions and receive clarification.</p> <hr/> <p>2022-23 Results: 24 students were assessed. 24/24 (100%) 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>

Assessment Method

(Formerly: 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.)

Criterion: 90% of students will earn a score of 80% or above on the Career Counseling Sessions and Reflections Assignment.

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.

Related Documents:

[COUN 5335 Career Counseling Sessions Reflection Guidelines and Rubric 2022-23 AY.pdf](#)

Result/Action Plan

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%

Result Type: Criterion Met

Related Documents: [COUN 5335 CORE 4 Results 22-23.xlsx](#)

Analysis and Planning

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.

Closing the Loop

Was the above action plan implemented in the 2023-24 cycle? If so, what improvements did you observe to the overall student experience? Due to changes in rules regarding use of FAFSA data, individual student demographic characteristics are no longer available. Because we can no longer disaggregate assessment results by race and gender, assessment reporting beginning with the 2023-24 AY only included the demographic breakdown of course enrollees. The assessment method has been updated to reflect these changes.

Assessment Method

Assessment Method Status: Active

Assessment Method: Knowledge

(Effective 2023-24): In COUN 5335 Career Counseling, students are assessed using a cumulative Final Exam. The final exam contains questions modeled after licensure exams covering Career Counseling and Assessment.

(Formerly: 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.)

Criterion: 90% of students will earn a score of 80% or above on the Final Exam.

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.

Result/Action Plan

2023-24 Results: A total of 34 students were enrolled in COUN 5335. Demographic breakdown is as follows: 26 Female/8 Male (76%/24%); 18 White (53%), 6 Black (18%), 5 Hispanic (15%), 3 Asian (9%), 1 Two or More (3%), 1 Unknown (3%).

A total of 34 CMHC MA students were enrolled in in COUN 5335 in the 2023-24 AY. 19/34 (56%) earned a score of 80% (120) or higher on the Final Exam. 150 points were possible, and scores ranged from 0 (low) to 135 (high). The median score was 120, and the mode score was 120.

Spring 2024: 9/15 (60%) scored 80% or higher. The score range was 0 (low) to 135 high; the median score was 120 and the mode score was 124.

Summer 2024: 10/19 (53%) scored 80% or higher. Score range was 0 (low) to 135 (high); median and mode scores were 120.

Result Type: Criterion Not Met

Related Documents: [2023-24 COUN 5335 Final Exam Student Scores.pdf](#)

Analysis & Planning: Analysis of results indicates that 19/34 students assessed (56%) scored 80% or higher on the Career Counseling Final Exam. Based on this analysis, faculty plan to: (1) continue providing resources for students to develop broader knowledge in the areas of career counseling, (2) provide additional review of the material to enhance exam preparation effectiveness, (3) update exam content to better assess student understanding, and (4) provide opportunities for students to ask questions and receive clarification.

2022-23 Results: 29 students were assessed. 17/29 (59%) earned at or above the criterion. See table below for disaggregation by gender and race/ethnicity.

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%

Assessment Method	Result/Action Plan
	<p>Result Type: Criterion Not Met</p> <p>Related Documents: COUN 5335 Final Exam Results (Knowledge).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? 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 Was the above action plan implemented in the 2023-24 cycle? If so, what improvements did you observe to the overall student experience? The course grading structure was restructured to add more weight to the final exam. Due to changes in rules regarding use of FAFSA data, individual student demographic characteristics are no longer available. Because we can no longer disaggregate assessment results by race and gender, assessment reporting beginning with the 2023-24 AY only included the demographic breakdown of course enrollees. The assessment method has been updated to reflect these changes.</p>
<p>Assessment Method Status: Active</p> <p>Assessment Method: Knowledge</p> <p>(Effective 2023-24) 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.</p>	<p>2023-24 Results: 24 students took the CPCE in the 2023-24 AY. 22/24 (92%) scored at or above 1 S.D. below the national mean.</p> <p>Fall 2023: 5/6 (83%) scored at or above 1 S.D. below the national mean. Spring 2024: 8/8 (100%) scored at or above 1 S.D. below the national mean. Summer 2024: 9/10 (90%) scored at or above 1 S.D. below the national mean.</p> <p>Result Type: Criterion Met</p> <p>Related Documents: 2023-24 CPCE Results.pdf</p> <p>Analysis & Planning: Threshold criterion was met. Analysis of results indicates that 22/24 (92%) scored at or above 1 S.D. below the national mean on the Career Counseling CPCE subsection. Based on this analysis, faculty plan to: (1) continue providing resources for students to develop broader knowledge in the areas of career counseling, (2) provide additional review of the material to enhance exam preparation effectiveness, and (3) provide opportunities for students to ask questions and receive clarification.</p>

Assessment Method	Result/Action Plan
<p>(Formerly: 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>2022-23 Results: 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</p> <p>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>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>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 success threshold criterion was not met. More specifically 31.82% (N = 7) 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>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>Closing the Loop</p> <p>Was the above action plan implemented in the 2023-24 cycle? If so, what improvements did you observe to the overall student experience? The CPCE exam policy was updated as planned. Results improved from 72.73% passing in 2022-23 to 83% passing in 2023-24. Due to changes in rules regarding use of FAFSA data, individual student demographic characteristics are no longer available. Because we can no longer disaggregate assessment results by race and gender, assessment reporting beginning with the 2023-24 AY only included the demographic breakdown of course enrollees. The assessment method has been updated to reflect these changes.</p>
<p>Related Documents: 2023 CPCE Handbook.pdf</p>	

CACREP Core 5 Counseling Helping Relationship Skills

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

Outcome Status: Currently Being Assessed

Outcome Types: Student Learning

Start Date: 09/01/2022

Curriculum Map: COUN5397 (2), COUN5396 (2), COUN5393 (X), COUN5392 (1), COUN5391 (1), COUN5313 (X), COUN5324 (X), COUN5328 (X), COUN5312 (X), COUN5326 (X), COUN5384 (X), COUN5308 (X)

Assessment Method	Result/Action Plan
<p>Assessment Method Status: Active</p> <p>Assessment Method: Knowledge</p> <p>(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 points in analysis and planning is 20% of course enrollment.</p>	<p>2023-24 Results: A total of 35 students were enrolled in COUN 5391 Essential Counseling Skills: 28 Female, 7 Male (80%/20%); 23 White (66%), 4 Black (11%), 4 Hispanic (11%), 3 Asian (9%), 1 Two or more races (3%).</p> <p>34 students were assessed in COUN 5391. 32/34 (94%) scored 80% or higher.</p> <p>Fall 2023: 17/18 (94%) scored 80% (144) or higher. Scores ranged from 111 to 174, with a mean score of 160 and a mode score of 168.</p> <p>Spring 2024: 15/16 (94%) scored 80% (96) or higher. Scores ranged from 94 to 118, with a mean score of 109 and a mode score of 112.</p> <p>Result Type: Criterion Met</p> <p>Related Documents: 2023-24 COUN 5391 Final Skills Tape Assignment Student Scores.pdf</p> <p>Analysis & Planning: Analysis of results indicates that students continue to perform at a high level on the specified MOA, with 94% (32/34) of individuals in 2023-2024 earning scores at or above the 80% benchmark. The results relay a slight improvement from the previous academic year where 92% (35/38) of students met the set criteria. Initial comparison of the two data sets suggests that the course content and assessment methods effectively support student learning outcomes. The course will have a new instructor in the 2024-25 AY; the new instructor plans to continue utilizing this benchmark method and will reassess following review of 2024-25 data.</p> <hr/> <p>2022-23 Results: 38 students were assessed. 35/38 (92.11%) earned at or above the criterion. See table below for disaggregation by gender and race/ethnicity.</p>

Assessment Method

(Formerly: 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.

Criterion: 90% of students will earn a score of 80% or above on the Tape #4: Final Examination.

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.

Related Documents: [KPI 5 Knowledge MOA COUN 5391 2023-24.pdf](#)

Result/Action Plan

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

Assessment Method	Result/Action Plan
	<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 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).</p> <p>Based on faculty analysis, the core CMHC faculty has two action plans for improvement:</p> <ol style="list-style-type: none"> 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. 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><u>Closing the Loop</u></p> <p>Was the above action plan implemented in the 2023-24 cycle? If so, what improvements did you observe to the overall student experience? Faculty updated the MOA description and rubric as planned and updated the assessment plan to include the Challenging Skills Role Play assignment in COUN 5392 as a Skills assessment. Due to changes in rules regarding use of FAFSA data, individual student demographic characteristics are no longer available. Because we can no longer disaggregate assessment results by race and gender, assessment reporting beginning with the 2023-24 AY only included the demographic breakdown of course enrollees. The assessment method has been updated to reflect this change.</p>

Assessment Method	Result/Action Plan
<p>Assessment Method Status: Active</p> <p>Assessment Method: Skills</p> <p>(NEW 2023-24) In COUN 5392: Counseling and Helping Relationships Skills, students complete the Role Play 3 (RP3) assignment, in which they submit a video recording of a 50-minute counseling session, along with a transcript of the session, a progress note, and a reflection paper. During this session students are expected to demonstrate both basic and advanced counseling skills including the challenging skills.</p> <p>Criterion: 90% of students will earn a score of 80% or above on RP3 in COUN 5392 Helping Relationships and Clinical Interviewing class.</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</p> <p>Related Documents: COUN 5392 Role Play 3 Recording Rubric.pdf; COUN 5392 Role Play 3 Transcript Rubric.pdf; COUN 5392 Role Play 3 Reflection Rubric.pdf; COUN 5392 Role Play 3 Notes Rubric.pdf</p>	<p>2023-24 Results: A total of 38 students were enrolled in COUN 5392 Counseling Helping Relationships Skills: 24 Female, 14 Male (63%/37%); 27 White (71%), 5 Hispanic (13%), 4 Black (11), 1 Two or more races (3%)1 Unknown (3%).</p> <p>31 students were assessed in COUN 5392. 30/31 (97%) scored 80% or higher on the Role Play 3 Assignment. 25 points were possible, and scores ranged from 19.35 to 25. The mean score was 23.1 and the mode score was 25.</p> <p>Fall 2023: 19/20: 95% scored 80% (20) or higher. Scores ranged from 19.35 to 23.20, with a mean score of 22.9 and a mode score of 23.</p> <p>Spring 2024: 11/11 (100%) scored 80% (20) or higher. Scores ranged from 21 to 25, with a mean score of 23 and a mode score of 25.</p> <p>Result Type: Criterion Met</p> <p>Related Documents: 2023-24 COUN 5392 Challenging Skills Role Play Student Scores.pdf</p> <p>Analysis & Planning: This was the first time we used this assessment method. Analysis of 2023-2024 results indicates that 30/31 students assessed (97%) scored 80% or higher on RP3 Assignment. Based on this analysis, faculty plan to maintain effective strategies such as (1) continue conducting in-class reviews of student deliverables, (2) keep reviewing the grading rubric in detail to ensure clarity in expectations, (3) reinforce the importance of rubric adherence and timely submissions, and (4) provide opportunities for students to ask questions and receive clarification.</p>
<p>Assessment Method Status: Active</p>	<p>2023-24 Results: A total of 25 students were enrolled in COUN 5397. Demographic breakdown is as follows: 24 Female/1 Male (96%/4%); 16 White (64%), 5 Hispanic (20%), 2 Two or More (8%), 1 Black (4%), 1 Asian(4%).</p> <p>Faculty Supervisors: 25 students were assessed by Faculty Supervisors in COUN 5397. 25/25 (100%) scored 4 or higher on each item. Mode scores were 5 on items 1.A. Nonverbal Skills, 1.B. Encouragers, 1.D. Reflecting Paraphrasing, and 1.F Reflecting - Summarizing. Mode scores were 4 on items 1.C. Questions, 1.E. Reflection - Reflection of Feelings, 1.G. Advanced Reflection (Meaning), 1.H. Confrontation, 1.I. Goal Setting, and 1.J. Focus on Counseling.</p>

Assessment Method	Result/Action Plan
<p>Assessment Method: Skills</p> <p>(Effective 2023-24) 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: 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, 1.I. Goal Setting, and 1.J. Focus on Counseling.</p> <p>(Formerly: 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: 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, 1.I. Goal Setting, and 1.J. Focus on Counseling. 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>Site Supervisors: 5 students were assessed by Site Supervisors in COUN 5397. 25/25 (100%) scored 4 or higher on each item. Mode scores were 5 on items 1.A. Nonverbal Skills, 1.B. Encouragers, 1.C. Questions, 1.D. Reflecting Paraphrasing, 1.E. Reflection - Reflection of Feelings, 1.F. Reflecting - Summarizing, 1.I. Goal Setting, and 1.J. Focus on Counseling. Mode scores were 4 on items 1.G. Advanced Reflection (Meaning) and 1.H. Confrontation.</p> <p>Result Type: Criterion Met</p> <p>Related Documents: 2023-24 COUN 5397 Faculty-Site Sup Evals CCSR Item 1A-1J.pdf</p> <p>Analysis & Planning: Analysis of results indicates that 24/24 students assessed (100%) scored a 4 or higher on the CCS-R items 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, 1.I. Goal Setting, and 1.J. Focus on Counseling. Based on this analysis, faculty plan to maintain the effective strategies such as (1) continue providing support to students in the areas of clinical skills (2) maintain communication with site supervisors to support student development, and (3) provide opportunities for students to ask questions and receive clarification.</p> <hr/> <p>2022-23 Results:</p> <p>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.</p>

Assessment Method

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.

Related Documents:

[Counselor Competencies Scale Revised \(CCS-R\).pdf](#)

Result/Action Plan

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. Met		All Items Average
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
All	23	21	95%	22	96%	23	100%	22	96%	22	96%	22	96%	22	96%	22	96%	22	96%	22	96%	96%
Female	21	19	95%	20	95%	21	100%	20	95%	20	95%	20	95%	20	95%	20	95%	20	95%	20	95%	96%
Male	2	2	100%	2	100%	2	100%	2	100%	2	100%	2	100%	2	100%	2	100%	2	100%	2	100%	100%
Black or African American	5	5	100%	5	100%	5	100%	5	100%	5	100%	5	100%	5	100%	5	100%	5	100%	5	100%	100%
Hispanic of any race	6	6	100%	6	100%	6	100%	6	100%	6	100%	6	100%	6	100%	6	100%	6	100%	6	100%	100%
Two or more races	3	3	100%	3	100%	3	100%	3	100%	3	100%	3	100%	3	100%	3	100%	3	100%	3	100%	100%
White	9	7	88%	8	89%	9	100%	8	89%	8	89%	8	89%	8	89%	8	89%	8	89%	8	89%	90%

COUN 5397 CORE 5 Results: Site 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. Met		All Items Average
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
All	23	23	100%	23	100%	22	96%	23	100%	23	100%	23	100%	22	96%	22	96%	23	100%	23	100%	99%
Female	21	21	100%	21	100%	20	95%	21	100%	21	100%	21	100%	20	95%	20	95%	21	100%	21	100%	99%
Male	2	2	100%	2	100%	2	100%	2	100%	2	100%	2	100%	2	100%	2	100%	2	100%	2	100%	100%
Black or African American	5	5	100%	5	100%	4	80%	5	100%	5	100%	5	100%	4	80%	4	80%	5	100%	5	100%	94%
Hispanic of any race	4	4	100%	4	100%	4	100%	4	100%	4	100%	4	100%	4	100%	4	100%	4	100%	4	100%	100%
Two or more races	3	3	100%	3	100%	3	100%	3	100%	3	100%	3	100%	3	100%	3	100%	3	100%	3	100%	100%
White	11	11	100%	11	100%	11	100%	11	100%	11	100%	11	100%	11	100%	11	100%	11	100%	11	100%	100%

Result Type: Criterion Met

Related Documents: [COUN 5397 CORE 5 Results.xlsx](#)

Analysis and Planning

Assessment Method	Result/Action Plan
	<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 Nonverbal Skills (item 1.A.), Encouragers (item 1.B.), Questions (item 1.C.), Reflecting - Paraphrasing (item 1.D.), Reflecting - Reflection of Feelings (item 1.E.), Reflecting - Summarizing (item 1.F.), Advanced Reflection (Meaning) (item 1.G.), Confrontation (1.H.), Goal Setting (1.I.), and Focus on Counseling (1.J.). 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> <p>Closing the Loop</p> <p>Was the above action plan implemented in the 2023-24 cycle? If so, what improvements did you observe to the overall student experience? Due to changes in rules regarding use of FAFSA data, individual student demographic characteristics are no longer available. Because we can no longer disaggregate assessment results by race and gender, assessment reporting beginning with the 2023-24 AY only included the demographic breakdown of course enrollees. The assessment method has been updated to reflect these changes.</p>
<p>(Effective 2023-24) 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.</p>	<p>2023-24 Results: 24 students took the CPCE in the 2023-24 AY. 23/24 (96%) scored at or above 1 S.D. below the national mean.</p> <p>Fall 2023: 5/6 (83%) scored at or above 1 S.D. below the national mean. Spring 2024: 8/8 (100%) scored at or above 1 S.D. below the national mean. Summer 2024: 10/10 (100%) scored at or above 1 S.D. below the national mean.</p> <p>Result Type: Criterion Met</p> <p>Related Documents: 2023-24 CPCE Results.pdf</p>

Assessment Method	Result/Action Plan
<p>(Formerly: 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>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</p>	<p>Analysis & Planning: Threshold criterion was met. Analysis of results indicates that 23/24 (96%) scored at or above 1 S.D. below the national mean on the Counseling Helping Relationship Skills CPCE subsection. Based on this analysis, faculty plan to: (1) continue providing resources for students to develop broader knowledge in the area of counseling helping relationship skills, (2) provide additional review of the material to enhance exam preparation effectiveness, and (3) provide opportunities for students to ask questions and receive clarification.</p> <hr/> <p>2022-23 Results: 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</p> <p>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>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 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 Was the above action plan implemented in the 2023-24 cycle? If so, what improvements did you observe to the overall student experience? 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 Status: Currently Being Assessed

Outcome Types: Student Learning

Start Date: 09/01/2022

Curriculum Map: COUN5397 (2), COUN5396 (2), COUN5345 (1)

Assessment Method	Result/Action Plan
<p>Assessment Method Status: Active</p> <p>Assessment Method: Knowledge</p> <p>(Effective 2023-24) Formative knowledge data is collected from COUN 5345 Group Counseling - Theory and Practice using the Group Proposal Assignment. 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.</p>	<p>2023-24 Results: A total of 25 students were enrolled. Demographic breakdown is as follows: 19 female (76%), 6 male (24%); 15 White (60%), 5 Black (20%), 4 Hispanic (16%), 1 Unknown (4%).</p> <p>Two sections for CMHC MA students were taught. 23/25 (92%) scored 80% or higher. 25 points were possible, and the range of scores was 18 (low) to 25 (high). The median score was 21.5, and the mode score was 25.</p> <p>Fall 2023: 9/9 scored 80% or higher. Scores ranged from low of 20 to high of 25. Median score was 24 and mode score was 25.</p> <p>Spring 2024: 14/16 (88%) scored 80% or higher. Scores ranged from low of 18 to high of 25. Median score was 21.25 and mode score was 20.</p> <p>Result Type: Criterion Met</p> <p>Related Documents: 2023-24 COUN 5345 Group Proposal Assignment Student Scores.pdf</p> <p>Analysis & Planning: Analysis of results indicates that 23/25 students assessed (92%) scored 80% or higher on the Group Proposal Assignment. Based on this analysis, faculty plan to maintain effective strategies such as (1) continue conducting in-class reviews of student deliverables, (2) keep reviewing the grading rubric in detail to ensure clarity in expectations, (3) reinforce the importance of rubric adherence and timely submissions, and (4) provide opportunities for students to ask questions and receive clarification.</p> <p>2022-23 Results: 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>

Assessment Method	Result/Action Plan																																												
<p>(Formerly: In COUN 5345: Group Counseling - Theory and Practice, students will be assessed using the Group Proposal Assignment. 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>Related Documents: COUN 5345 Group Proposal Guidelines and Rubric F21.docx</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 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> <p>Closing the Loop</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%
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Assessment Method	Result/Action Plan
	<p>Was the above action plan implemented in the 2023-24 cycle? If so, what improvements did you observe to the overall student experience? Faculty continued to track student performance to ensure consistent achievement of learning outcomes and gathered student feedback through brief in class reflections to assess their experience with the assignment. Due to changes in rules regarding use of FAFSA data, individual student demographic characteristics are no longer available. Because we can no longer disaggregate assessment results by race and gender, assessment reporting beginning with the 2023-24 AY only included the demographic breakdown of course enrollees. The assessment method has been updated to reflect this change.</p>
<p>Assessment Method Status: Active</p> <p>Assessment Method: Skills</p> <p>(Effective 2023-24) Formative skills data is collected from COUN 5345 Group Counseling - Theory and Practice using the Group Proposal Assignment. 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.</p>	<p>2023-24 Results: A total of 25 students were enrolled. Demographic breakdown is as follows: 19 female (76%), 6 male (24%); 15 White (60%), 5 Black (20%), 4 Hispanic (16%), 1 Unknown (4%).</p> <p>Two sections for CMHC MA students were taught. 23/25 (92%) scored 80% or higher. 25 points were possible, and the range of scores was 18 (low) to 25 (high). The median score was 21.5, and the mode score was 25.</p> <p>Fall 2023: 9/9 scored 80% or higher. Scores ranged from low of 20 to high of 25. Median score was 24 and mode score was 25.</p> <p>Spring 2024: 14/16 (88%) scored 80% or higher. Scores ranged from low of 18 to high of 25. Median score was 21.25 and mode score was 20.</p> <p>Result Type: Criterion Met</p> <p>Related Documents: 2023-24 COUN 5345 Group Proposal Assignment Student Scores.pdf</p> <p>Analysis & Planning: Analysis of results indicates that 23/25 students assessed (92%) scored 80% or higher on the Group Proposal Assignment. Based on this analysis, faculty plan to maintain effective strategies such as (1) continue conducting in-class reviews of student deliverables, (2) keep reviewing the grading rubric in detail to ensure clarity in expectations, (3) reinforce the importance of rubric adherence and timely submissions, and (4) provide opportunities for students to ask questions and receive clarification.</p> <p>2022-23 Results: 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>

Assessment Method	Result/Action Plan																																												
<p>(Formerly: 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.)</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>Related Documents: COUN 5345 Group Proposal Guidelines and Rubric F21.docx</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 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).</p> <p>Closing the Loop Was the above action plan implemented in the 2023-24 cycle? If so, what improvements did you observe to the overall student experience? Faculty continued to track student performance to ensure consistent achievement of learning outcomes and gathered student feedback through brief in class reflections to assess their experience with the assignment. Due to changes in rules regarding use of FAFSA data, individual student demographic characteristics are no longer available. Because we can no longer disaggregate assessment results by race and gender, assessment reporting beginning with the 2023-24 AY only included the demographic breakdown of course enrollees. The assessment method has been updated to reflect this change.</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%
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Assessment Method Status: Active	2023-24 Results: 24 students took the CPCE in the 2023-24 AY. 24/24 (100%) scored at or above 1 S.D. below the national mean.																																												

Assessment Method	Result/Action Plan
<p>Assessment Method: Knowledge (Effective 2023-24) 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.</p> <p>(Formerly: 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>Fall 2023: 6/6 (100%) scored at or above 1 S.D. below the national mean. Spring 2024: 8/8 (100%) scored at or above 1 S.D. below the national mean. Summer 2024: 10/10 (100%) scored at or above 1 S.D. below the national mean.</p> <p>Result Type: Criterion Met</p> <p>Related Documents: 2023-24 CPCE Results.pdf</p> <p>Analysis & Planning: Threshold criterion was met. Analysis of results indicates that 24/24 (100%) scored at or above 1 S.D. below the national mean on the Group Counseling and Group Work CPCE subsection. Based on this analysis, faculty plan to: (1) continue providing resources for students to develop broader knowledge in the area group counseling, (2) provide additional review of the material to enhance exam preparation effectiveness, and (3) provide opportunities for students to ask questions and receive clarification.</p> <p>2022-23 Results: 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</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 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</p> <p>Was the above action plan implemented in the 2023-24 cycle? If so, what improvements did you observe to the overall student experience? The CPCE exam policy was updated as planned. Results improved from 77.27% passing in 2022-23 to 100% passing in 2023. Due to changes in rules regarding use of FAFSA data, individual student demographic characteristics are no longer available. Because we can no longer disaggregate assessment results by race and gender, assessment reporting beginning with the 2023-24 AY only included the demographic breakdown of course enrollees. The assessment method has been updated to reflect these changes.</p>

CACREP Core 7 Assessment and Testing

Outcome: Students will be able to select, administer, score, and interpret psychological and/or educational assessments. (Formerly: Students will combine assessment and clinical skills to render appropriate client diagnosis and treatment.)

Outcome Status: Currently Being Assessed

Outcome Types: Student Learning

Start Date: 09/01/2022

Curriculum Map: COUN5397 (2), COUN5396 (2), COUN5368 (1), COUN5324 (X), COUN5308 (X)

Assessment Method	Result/Action Plan
<p>Assessment Method Status: Active</p> <p>Assessment Method: Knowledge</p> <p>(Effective 2023-24) In COUN 5368: Assessment Techniques in Counseling, students will be assessed using the Comprehensive Assessment Report. 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.</p> <p>(Formerly: In COUN 5368: Assessment Techniques in Counseling, students will be assessed using the Comprehensive Assessment Report. 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>2023-24 Results: A total of 22 CMHC students were enrolled. Demographic breakdown is as follows: 13 Female, 9 Male (59%/41%); 18 White (82%), 3 Hispanic (14%), 1 Black (5%).</p> <p>The assignment identified in the assessment method was not included in Fall 2023, so the below results only include students in the Spring 2024 section (n=22).</p> <p>Spring 2024: 22 students were assessed in COUN 5368. 22/22 (100%) scored 80% (20) or higher. The mean and mode scores were 25.</p> <p>Result Type: Criterion Met</p> <p>Related Documents: 2023-24 COUN 5368 Comprehensive Assessment Report Student Scores.pdf</p> <p>Analysis & Planning: Analysis of results indicates that student performance improved from the 2022-23 cycle, with 100% (22/22) earning scores at or above the 80% benchmark, compared with 88% in 2022-23. Initial comparison of the two data sets suggests that the course content and assessment methods effectively support student learning outcomes. The course will have a new instructor in the 2024-25 AY; the new instructor plans to continue utilizing this benchmark method and will reassess following review of 2024-25 data.</p> <p>2022-23: 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>

Assessment Method

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.

Related Documents: [COUN 5368 Comprehensive Assessment Report Guidelines and Rubric F21.docx](#)

Result/Action Plan

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%

Result Type: Criterion Not Met

Related Documents: [COUN 5368 CORE 7 Results 22-23.xlsx](#)

Analysis and Planning

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."

Closing the Loop

Was the above action plan implemented in the 2023-24 cycle? If so, what improvements did you observe to the overall student experience? The KPI description was updated as planned. Due to changes in rules regarding use of FAFSA data, individual student demographic characteristics are no longer available. Because we can no longer disaggregate assessment results by race and gender, assessment reporting beginning with the 2023-24 AY only included the demographic breakdown of course enrollees. The assessment method has been updated to reflect these changes.

Assessment Method Status: Active

2023-24 Results: 24 students took the CPCE in the 2023-24 AY. 23/24 (96%) scored at or above 1 S.D. below the national mean.

Assessment Method	Result/Action Plan
<p>Assessment Method: Knowledge</p> <p>(Effective 2023-24) 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.</p> <p>(Formerly: 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>Fall 2023: 6/6 (100%) scored at or above 1 S.D. below the national mean. Spring 2024: 8/8 (100%) scored at or above 1 S.D. below the national mean. Summer 2024: 9/10 (90%) scored at or above 1 S.D. below the national mean.</p> <p>Result Type: Criterion Met</p> <p>Related Documents: 2023-24 CPCE Results.pdf</p> <p>Analysis & Planning: Threshold criterion was met. Analysis of results indicates that 23/24 (96%) scored at or above 1 S.D. below the national mean on the Assessment and Testing CPCE subsection. Based on this analysis, faculty plan to: (1) continue providing resources for students to develop broader knowledge in the areas of assessment and testing, (2) provide additional review of the material to enhance exam preparation effectiveness, and (3) provide opportunities for students to ask questions and receive clarification.</p> <hr/> <p>2022-23 Results: 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</p> <p>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</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>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>Related Documents: 2023 CPCE Handbook.pdf</p>	<p><u>Closing the Loop</u></p> <p>Was the above action plan implemented in the 2023-24 cycle? If so, what improvements did you observe to the overall student experience? Due to changes in rules regarding the use of FAFSA data, individual student demographic characteristics are no longer available. Because we can no longer disaggregate assessment results by race and gender, assessment reporting beginning with the 2023-24 AY only included the demographic breakdown of course enrollees. The assessment method has been updated to reflect these changes. The CPCE exam policy was updated as planned. Results improved from 81.82% passing in 2022-23 to 96% passing in 2023-24.</p>

CACREP Core 8 Research and Program Evaluation

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

Outcome Status: Currently Being Assessed

Outcome Types: Student Learning

Start Date: 09/01/2022

Curriculum Map: COUN5397 (2), COUN5396 (2), COUN5340 (1), COUN5393 (X), COUN5308 (X)

Assessment Method	Result/Action Plan
<p>Assessment Method Status: Active</p> <p>Assessment Method: Knowledge</p> <p>In COUN 5340: Research and Program Evaluation, students will be assessed using the Final Article Critique Assignment. 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>2023-24 Results: A total of 24 CMHC students were enrolled. Demographic breakdown is as follows: 19 Female, 5 Male (79%/21%); 16 White (67%), 3 Hispanic (13%), 3 Black (13%), 2 Asian (8%).</p> <p>Aggregate Results: 39 students were assessed in COUN 5340. 38/39 (97%) scored 80% or higher.</p> <p>Spring 2024: 17/17 (100%) scored 80% (24) or higher. Scores ranged from 36 to 30, with a mean score of 30 and a mode score of 30.</p> <p>Summer 2024: 21/22 (95%) scored 80% (28) or higher. Scores ranged from 26 to 35, with a mean score of 33 and a mode score of 35.</p> <p>Result Type: Criterion Met</p> <p>Related Documents: 2023-24 COUN 5340 Final Article Critique Student Scores.pdf</p> <p>Analysis & Planning: Analysis of 2023-2024 results indicates that 38/39 students assessed (97%) scored 80% or higher on Final Article Critique Assignment. The results relay improvement from the previous academic year where 83.33% (35/42) of students met the set criteria. Based on this analysis, faculty plan to maintain effective strategies such as (1) continue conducting in-class reviews of student deliverables, (2) keep reviewing the grading rubric in detail to ensure clarity in expectations, (3) reinforce the importance of rubric adherence and timely submissions, and (4) provide opportunities for students to ask questions and receive clarification.</p> <p>2022-23 Results: 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>

Assessment Method

Related Documents: [COUN 5340 Final Article Critique Guidelines and Rubric F21.docx](#)

Result/Action Plan

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%

Result Type: Criterion Not Met

Related Documents: [COUN 5340 CORE 8 Results 22-23.xlsx](#)

Analysis and Planning

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.

Closing the Loop

Was the above action plan implemented in the 2023-24 cycle? If so, what improvements did you observe to the overall student experience? Due to changes in rules regarding use of FAFSA data, individual student demographic characteristics are no longer available. Because we can no longer disaggregate assessment results by race and gender, assessment reporting beginning with the 2023-24 AY only included the demographic breakdown of course enrollees. The assessment method has been updated to reflect these changes.

Assessment Method Status: Active

2023-24 Results: 24 students took the CPCE in the 2023-24 AY. 21/24 (88%) scored at or above 1 S.D. below the national mean.

Assessment Method	Result/Action Plan
<p>Assessment Method: Knowledge</p> <p>(Effective 2023-24) 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.</p> <p>(Formerly: 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>Fall 2023: 5/6 (83%) scored at or above 1 S.D. below the national mean. Spring 2024: 7/8 (88%) scored at or above 1 S.D. below the national mean. Summer 2024: 9/10 (90%) scored at or above 1 S.D. below the national mean.</p> <p>Result Type: Criterion Not Met</p> <p>Related Documents: 2023-24 CPCE Results.pdf</p> <p>Analysis & Planning: There was an improvement from 77.27% in 2022- 2023 results to 88% in 2023-2024 results. However, the success threshold criterion was not met. More specifically 12% (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 2022-2023 and 2023-2024, program faculty plan to continue using the CPCE exam policy; (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> <hr/> <p>2022-23 Results: 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><u>Analysis and Planning</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</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 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</p> <p>Was the above action plan implemented in the 2023-24 cycle? If so, what improvements did you observe to the overall student experience? Due to changes in rules regarding use of FAFSA data, individual student demographic characteristics are no longer available. Because we can no longer disaggregate assessment results by race and gender, assessment reporting beginning with the 2023-24 AY only included the demographic breakdown of course enrollees. The assessment method has been updated to reflect these changes. The CPCE exam policy was updated as planned. Results improved from 77.27% passing in 2022-23 to 88% passing in 2023-24.</p>

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 Status: Currently Being Assessed

Outcome Types: Student Learning

Start Date: 09/01/2022

Assessment Method	Result/Action Plan
<p>Assessment Method Status: Active</p> <p>Assessment Method: Skills</p> <p>(Effective 2023-24) 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: 2.D. - Knowledge and Adherence to Site and Course Policies and 2.E. - Record Keeping and Task Completion.</p> <p>(Formerly: 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: 2.D. - Knowledge and Adherence to Site and Course Policies and 2.E. - Record Keeping and Task Completion. Scores are 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 earn a score of 3.5 or better on items 2.D. and 2.E.</p>	<p>2023-24 Results: A total of 29 students were enrolled in COUN 5393 Demographic breakdown is as follows: 22 Female/7 Male (76%/24%); 16 White (55%), 7 Hispanic (24%), 4 Black (4%), 2 Two or More (7%).</p> <p>Faculty Supervisors:</p> <p>Item 2.D. Knowledge of and Adherence to Site and Course Policies: 29/29 (100%) scored 3.5 or higher on Item 2.D. 5 points were possible, and all students scored 5.</p> <p>Item 2.E. Record Keeping and Task Completion: 28 students were assessed; 27/28 (96%) scored 3.5 or higher on Item 2.E., Record Keeping and Task Completion. 5 points were possible, and the range of scores was 3 (low) to 5 (high). The median score was 5, and the mode score was 5.</p> <p>Site Supervisors:</p> <p>Item 2.D. Knowledge of and Adherence to Site and Course Policies: 29/29 (100%) scored 3.5 or higher on Item 2.D., Knowledge of and Adherence to Site and Course Policies. 5 points were possible, and the range of scores was 4 (low) to 5 (high). The median score was 5, and the mode score was 5.</p> <p>Item 2.E. Record Keeping and Task Completion: 29/29 (100%) scored 3.5 or higher on Item 2.E., Record Keeping and Task Completion. 5 points were possible, and the range of scores was 4 (low) to 5 (high). The median score was 5, and the mode score was 5.</p> <p>Result Type: Criterion Met</p> <p>Related Documents: 2023-24 COUN 5393 Faculty-Site Supervisor Evaluations 2D & 2E.pdf</p> <p>Analysis & Planning: Analysis of results indicates that 29/29 students assessed (100%) scored a 3.5 or higher on the CCS-R for Knowledge and Adherence to Site and Course Policies (item 2.D.) and Record Keeping and Task Completion (item 2.E.). Based on this analysis, faculty plan to maintain effective strategies such as (1) continue providing support to students in the areas of record keeping and adherence to policies both in class and at their site (2) maintain communication with site supervisors to support student development, and (3) provide opportunities for students to ask questions and receive clarification.</p> <p>2022-23 Results: See tables below for demographic results.</p>

Assessment Method

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.

Related Documents:

[Counselor Competencies Scale Revised \(CCS-R\).pdf](#)

Result/Action Plan

Faculty Evaluation: 20 students were assessed. Student demographic profile: 19 female, 1 male; 3 Black/African American, 3 Hispanics of any race, 1 Two or more races, and 12 White. 100% of students earned an average score of 4 on both items.

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.

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: 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%

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.

Assessment Method	Result/Action Plan
<p>Assessment Method Status: Active</p> <p>Assessment Method: Skills</p> <p>(Effective 2023-24) 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: 2.D. - Knowledge and Adherence to Site and Course Policies and 2.E. - Record Keeping and Task Completion.</p>	<p><u>Closing the Loop</u></p> <p>Was the above action plan implemented in the 2023-24 cycle? If so, what improvements did you observe to the overall student experience? Due to changes in rules regarding use of FAFSA data, individual student demographic characteristics are no longer available. Because we can no longer disaggregate assessment results by race and gender, assessment reporting beginning with the 2023-24 AY only included the demographic breakdown of course enrollees. The assessment method has been updated to reflect these changes.</p> <hr/> <p>2023-24 Results: A total of 25 students were enrolled in COUN 5397. Demographic breakdown is as follows: 24 Female/1 Male (96%/4%); 16 White (64%), 5 Hispanic (20%), 2 Two or More (8%), 1 Black (4%), 1 Asian(4%).</p> <p>Faculty Supervisors:</p> <p>Item 2.D. Knowledge of and Adherence to Site and Course Policies: 1 student was not observed. 24/24 (100%) scored 4 or higher on Item 2.D. 5 points were possible, and the range of scores was 4 (low) to 5 (high). The median score was 5, and the mode score was 5.</p> <p>Item 2.E. Record Keeping and Task Completion: 25/25 (100%) scored 4 or higher on Item 2.E. 5 points were possible, and the range of scores was 4 (low) to 5 (high). The median score was 5, and the mode score was 5.</p> <p>Site Supervisors:</p> <p>Item 2.D. Knowledge of and Adherence to Site and Course Policies: 25/25 (100%) scored 4 or higher on Item 2.D. 5 points were possible, and the range of scores was 4 (low) to 5 (high). The median score was 5, and the mode score was 5.</p> <p>Item 2.E. Record Keeping and Task Completion: 25/25 (100%) scored 4 or higher on Item 2.E. 5 points were possible, and the range of scores was 4 (low) to 5 (high). The median score was 5, and the mode score was 5.</p> <p>Result Type: Criterion Met</p> <p>Related Documents: 2023-24 COUN 5397 Faculty-Site Sup Evals CCSE Item 2D-E.pdf</p>

Assessment Method

(Formerly: 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: 2.D. - Knowledge and Adherence to Site and Course Policies and 2.E. - Record Keeping and Task Completion. 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.)

Criterion: 90% of students will earn a score of 4 (Meets Expectations) or better on items 2.D. and 2.E.

Schedule: Collect assessment results each semester the course is offered and analyze annually at the end of each assessment cycle.

Related Documents: [Counselor Competencies Scale Revised \(CCS-R\).pdf](#)

Result/Action Plan

Analysis & Planning: Analysis of results indicates that 24/24 students assessed (100%) scored a 3.5 or higher on the CCS-R for Knowledge and Adherence to Site and Course Policies (item 2.D.) and Record Keeping and Task Completion (item 2.E.). Based on this analysis, faculty plan to maintain the effective strategies such as (1) continue providing support to students in the areas of record keeping and adherence to policies both in class and at their site (2) maintain communication with site supervisors to support student development, and (3) provide opportunities for students to ask questions and receive clarification.

2022-23 Results: 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.

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%

Result Type: Criterion Met

Related Documents: [COUN 5397 CMHC Results.xlsx](#)

Analysis and Planning

Assessment Method	Result/Action Plan
	<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><u>Closing the Loop</u></p> <p>Was the above action plan implemented in the 2023-24 cycle? If so, what improvements did you observe to the overall student experience? Due to changes in rules regarding use of FAFSA data, individual student demographic characteristics are no longer available. Because we can no longer disaggregate assessment results by race and gender, assessment reporting beginning with the 2023-24 AY only included the demographic breakdown of course enrollees. The assessment method has been updated to reflect these changes.</p>

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 Status: Currently Being Assessed

Outcome Types: Program Evaluation Outcome

Start Date: 09/01/2022

Assessment Method	Result/Action Plan
<p>Assessment Method Status: Active</p> <p>Assessment Method: Graduation Exit Survey</p> <p>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.</p> <p>Criterion: 90% of survey responders will indicate "Met or Exceeded Expectations" on each selected item and "Satisfied or Higher" with Entire Educational Experience.</p> <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: 2022-23 Graduate Student Graduation Exit Survey.pdf</p>	<p>2023-24 Results: n=28</p> <p>Overall satisfaction with UT Tyler: 28 (50%) Extremely satisfied, 28 (50%) Satisfied</p> <p>Knowledge of the Discipline Literature: 16 (57%) Exceeded expectations, 10 (36%) Met expectations, 2 (7%) Did not meet expectations</p> <p>Progressively More Advanced in Academic Content Compared with Undergraduate Program: 12 (43%) Exceeded expectations, 15 (54%) Met expectations, 1 (4%) Well below expectations</p> <p>Appropriate Professional Practice and/or Training Experience: 17 (61%) Exceeded expectations, 11 (39%) Met expectations</p> <p>Result Type: Criterion Met</p> <p>Related Documents: 2023-24 CEP CMHC MA Graduate GES Dashboard.pdf</p> <p>Analysis & Planning: Analysis of results indicates that the benchmark for overall satisfaction was met, with 100% of respondents indicating they were either "Extremely Satisfied" (50%) or "Satisfied" (50%) with their entire educational experience at UT Tyler. To maintain and build upon these positive results, the program will continue emphasizing high-quality instruction, experiential learning, and professional development.</p> <hr/> <p>2022-23 Results: (n=14):</p> <p>Overall satisfaction with UT Tyler: 14% Extremely satisfied, 86% Satisfied</p> <ul style="list-style-type: none">- 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

Assessment Method	Result/Action Plan
	<p>Knowledge of the Discipline Literature: 57% Exceeded expectations, 43% Met expectations</p> <ul style="list-style-type: none"> - 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 <p>Appropriate Professional Practice and/or Training Experience: 71% Exceeded expectations, 29% Met expectations</p> <ul style="list-style-type: none"> - 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 <p>Research Opportunities (including scholarly, creative, or technical): 14% Exceeded expectations, 71% Met expectations, 14% Did not meet expectations</p> <ul style="list-style-type: none"> - 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 <p>Progressively more advanced in academic content compared to undergraduate program: 36% Exceeded expectations, 64% Met expectations</p> <ul style="list-style-type: none"> - Female: 50% Exceeded expectations/50% Met expectations - Male: 100% 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: 40% Exceeded expectations/60% Met expectations <p>Result Type: Criterion Partially Met</p>

Assessment Method	Result/Action Plan
	<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 Was the above action plan implemented in the 2023-24 cycle? If so, what improvements did you observe to the overall student experience? 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 Status: Active</p> <p>Assessment Method: CMHC Exit Survey (New, 2023-24) The CMHC Exit Survey is offered to all graduating CMHC students during their final term. Selected items are analyzed by CMHC faculty to assess student feedback on their experience, employment status, and successful completion of their licensure exam. Items include: Have you secured a job post-graduation, How satisfied were you with the overall quality of the Clinical Mental Health Counseling Program, If you have taken the NCE, what was the outcome, and ratings of Quality of Faculty, Course</p>	<p>2023-24 Results: n=27</p> <p>Have you secured a job post-graduation? No 16/27 (59%), Yes 10/27 (37%), 1/27 (4%) did not respond.</p> <p>How satisfied were you with the overall quality of the Clinical Mental Health Counseling Program: Very satisfied 19/27 (70%), Satisfied 8/27 (30%)</p> <p>If you have taken the NCE, what was the outcome: Passed 19/27 (70%), Have not taken it yet 8/27 (30%) Quality of Faculty: 17/27 (63%) rated 5, 10/27 (37%) rated 4</p> <p>Course Content and Curriculum: 16/27 (59%) rated 5, 8/27 (30%) rated 4, 3/27 (11%) rated 3</p> <p>Clinical Experience and Practicum Opportunities: 20/27 (74%) rated 5, 7/27 (26%) rated 4</p>

Assessment Method	Result/Action Plan
<p>Content and Curriculum, Clinical Experience and Practicum Opportunities, and Support and Resources.</p> <p>Success Criterion: 90% of survey responders will indicate "Satisfied or Higher" with the Clinical Mental Health Counseling Program Experience.</p> <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: CMHC Alumni Survey Edited 11-4-23.pdf</p>	<p>Support and Resources (advising, career services, library, etc): 16/27 (59%) rated 5, 7/27 (26%) rated 4, 3/27 (11%) rated 3, 1/27 (4%) rated 2</p> <p>Result Type: Criterion Met</p> <p>Related Documents: 2023-24 CMHC Alumni Survey Results.pdf</p> <p>Analysis & Planning: Analysis of results indicates that the benchmark for overall satisfaction was met, with 100% of respondents indicating they were either "Very Satisfied" (70%) or "Satisfied" (30%) with their experience in the CMHC program. To maintain and build upon these positive results, the program will continue emphasizing high-quality instruction, experiential learning, and professional development.</p>
<p>Assessment Method Status: Active</p> <p>Assessment Method: Alumni Survey</p> <p>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>Schedule: Survey is sent to alumni annually in the spring 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>2023-24 Results: n=14</p> <p>CMHC Alumni who graduated in Fall 2023, Spring 2024, and Summer 2024 were asked to rate their attainment of the following CMHC competencies:</p> <ul style="list-style-type: none"> 1.0 Professional Counseling Orientation and Ethics: 3 (21%) Agree, 11 (79%) Strongly Agree 2.0 Social and Cultural Diversity: 6 (43%) Agree, 8 (57%) Strongly Agree 3.0 Human Growth and Development: 6 (43%) Agree, 8 (57%) Strongly Agree 4.0 Career Development: 3 (21%) Neutral, 7 (50%) Agree, 4 (29%) Strongly Agree 5.0 Counseling and Helping Relationships: 2 (14%) Agree, 12 (86%) Strongly Agree 6.0 Group Counseling and Group Work: 1 (7%) Neutral, 7 (50%) Agree, 6 (43%) Strongly Agree 7.0 Assessment and Testing: 10 (71%) Agree, 4 (29%) Strongly Agree 8.0 Research and Program Evaluation: 1 (7%) Neutral, 7 (50%) Agree, 6 (43%) Strongly Agree 9.0 Clinical Mental Health Counseling: 3 (21%) Agree, 11 (79%) Strongly Agree <p>Result Type: Criterion Met</p> <p>Related Documents: 2023-24 CMHC Alumni Survey Results.pdf</p>

Assessment Method	Result/Action Plan
<p>Related Documents: Program Outcome CMHC Alumni Survey 2023-24.pdf</p>	<p>Analysis & Planning: Analysis of results indicates that the benchmark of 3 or higher in each KPI areas met. To maintain and build upon these positive results, the program will continue emphasizing high-quality instruction, experiential learning, and professional development.</p> <p>2022-23 Results: 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><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 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><u>Closing the Loop</u> Was the above action plan implemented in the 2023-24 cycle? If so, what improvements did you observe to the overall student experience? 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 Status: Active</p> <p>Assessment Method: Employer Survey</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>2023-24 Results: n=2</p> <p>Employers of CMHC program graduates were asked to rate the employee's attainment of the following CMHC competencies:</p> <ul style="list-style-type: none"> 1.0 Professional Counseling Orientation and Ethics: 2 (100%) Strongly Agree 2.0 Social and Cultural Diversity: 2 (100%) Strongly Agree 3.0 Human Growth and Development: 2 (100%) Strongly Agree 4.0 Career Development: 2 (100%) Strongly Agree 5.0 Counseling and Helping Relationships: 2 (100%) Strongly Agree 6.0 Group Counseling and Group Work: 1 (50%) Agree, 1 (50%) No Basis to Rate 7.0 Assessment and Testing: 1 (50%) Agree, 1 (50%) Strongly Agree 8.0 Research and Program Evaluation: 2 (100%) Strongly Agree 9.0 Clinical Mental Health Counseling: 2 (100%) Strongly Agree

Assessment Method	Result/Action Plan
<p>Schedule: 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>Result Type: Curriculum Met</p> <p>Related Documents: 2023-24 CMHC Employer Survey Results.pdf</p> <p>Analysis and Planning: Analysis of results indicates that the benchmark was met. To maintain and build upon these positive outcomes, the program will continue emphasizing high-quality instruction, experiential learning, and professional development. Additionally, to improve response rates in future cycles, the program will implement targeted strategies such as integrating survey reminders.</p> <hr/> <p>2022-23 Results: 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</p> <p>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 Was the above action plan implemented in the 2023-24 cycle? If so, what improvements did you observe to the overall student experience? CMHC faculty met to review and update the questions on the employer survey. The updated survey is included here as a supporting document.</p>
<p>Assessment Method Status: Active</p>	<p>2024-25 Results: A survey of site supervisors was conducted in Spring 2025, and 14 responses were received. Site supervisors rated students' competency for each KPI as follows:</p> <p>Professional Counseling Orientation and Ethics: 10 (71%) Strongly Agree, 4 (29%) Agree</p> <p>Social and Cultural Diversity: 10 (71%) Strongly Agree, 3 (21%) Agree, 1 (7%) No Basis to Rate</p> <p>Human Growth and Development: 7 (50%) Strongly Agree, 5 (36%) Agree, 1 (7%) Neutral, 1 (7%) No Basis to Rate</p>

Assessment Method	Result/Action Plan
<p>Assessment Method: Site Supervisor Survey</p> <p>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: 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. 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> <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>Career Development: 4 (29%) Strongly Agree, 3 (21%) Agree, 2 (14%) Neutral, 5 (36%) No Basis to Rate</p> <p>Counseling and Helping Relationships: 10 (64%) Strongly Agree, 4 (36%) Agree</p> <p>Group Counseling and Group Work: 3 (21%) Strongly Agree, 6 (43%) Agree, 1 (7%) Neutral, 4 (29%) No Basis to Rate</p> <p>Assessment and Testing: 3 (21%) Strongly Agree, 6 (43%) Agree, 3 (21%) Neutral, 2 (14%) No Basis to Rate</p> <p>Research and Program Evaluation: 2 (14%) Strongly Agree, 6 (43%) Agree, 3 (21%) Neutral, 3 (21%) No Basis to Rate</p> <p>Clinical Mental Health Counseling: 9 (64%) Strongly Agree, 5 (46%) Agree</p> <p>Result Type: Criterion Partially Met</p> <p>Related Documents: 2025 UT Tyler CMHC Site Supervisor Survey Assessment Report.pdf</p> <p>Analysis & Planning: Analysis of results from the follow-up study of site supervisors indicates that the program does not meet its benchmark: Human Growth and Development; Career Development; Group Counseling and Group Work; Assessment and Testing; and Research and Program Evaluation areas. To improve and build upon these outcomes, the program will emphasize high-quality instruction, experiential learning, and professional development. The Site Supervisor data review indicated that areas where the criterion was not met were due to "no basis to rate" which indicates that the site supervisor did not have a chance to evaluate the specific area. Upon discussion during the CMHC Assessment Committee Meeting, we agreed that all sites utilize each of the core program objective areas and including a "no basis to rate" option is misleading the site supervisors, thus, will remove "no basis to rate" option from the Site Supervisor Survey. Additionally, the Site Supervisor Survey will be shared and discussed during the Annual Site Supervisor Meeting to ensure further clarification on the survey components and ensure a shared understanding.</p>
<p>Assessment Method Status: Active</p>	<p>2023-24 Results: 24 students completed the CPCE licensure exam. 24/24 (100%) earned an overall score better than 1 SD below the mean, and all students earned a passing score.</p> <p>Result Type: Criterion Met</p> <p>Related Documents: 2023-24 CPCE Results.pdf</p>

Assessment Method	Result/Action Plan
<p>Assessment Method: CPCE 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>Analysis & Planning: Threshold criterion was met. Analysis of results indicates that 24/24 (100%) earned an overall score better than 1 S.D. below the national mean. Based on this analysis, faculty plan to: (1) continue providing resources for students to develop broader knowledge in the areas of assessment and testing, (2) provide additional review of the material to enhance exam preparation effectiveness, and (3) provide opportunities for students to ask questions and receive clarification.</p> <hr/> <p>2022-23 Results: 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 Was the above action plan implemented in the 2023-24 cycle? If so, what improvements did you observe to the overall student experience? Faculty updated the CPCE exam policy and created a CMHC Program Assessment Committee as planned.</p>

Assessment Method	Result/Action Plan
<p>Assessment Method Status: Active</p> <p>Assessment Method: Professional Accreditation</p> <p>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>2022-23 Results: 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</p> <p>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>Analysis and Planning:</p> <p>2.B: Plan to develop a new form to receive feedback and established CMHC Program Assessment Committee which will meet annually and consists of all CMHC core faculty, two current students (pre-clinical and clinical), two alumni, one site supervisor, one adjunct faculty, the UT Tyler Assistant Director of Assessment (ex officio) and the CEP Assessment Coordinator (ex officio).</p> <p>2.F: Update syllabi to identify how each standard is addressed in the curriculum.</p> <p>4.A: Update and streamline the program assessment plan for each of the 4A dimensions in the three 4B domains.</p> <p>4.B: Update assessment plan to include assessment of professional dispositions.</p>

Assessment Method	Result/Action Plan
	<p>4.D: Program coordinator will ensure that program annual report is published on the CMHC website annually in the spring semester.</p> <p>4.E: Update alumni and employer surveys to collect pass rates on credentialing areas and job placement rates, as well as include this data on the CMHC annual report.</p> <p>6: Overall Findings: The UT Tyler Clinical Mental Health Counseling program will comply with the CACREP standards and procedures throughout the period of accreditation and submit the Progress Report by May 15 2025.</p> <p>Closing the Loop</p>
<p>Assessment Method Status: Active</p> <p>Professional Dispositions (Candidacy)</p> <p>(Effective 2023-24): Student professional dispositions are assessed by faculty during candidacy interviews (conducted at the end of their first semester in the program) using the Assessment of Professional Counseling Dispositions (APCD) Scale. 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 	<p>2023-24 Results: Faculty assessed 11 students during candidacy interviews, conducted in May 2024. See below for score breakdown by dimension.</p> <ul style="list-style-type: none"> • Openness to New Ideas: 11/11 (100%) scored 2 or better. The range of scores was 2 to 3, with a mode score of 2. • Flexibility and Adaptability: 11/11 (100%) scored 2 or better. The range of scores was 2 to 3, with a mode score of 2. • Cooperativeness with Others: 11/11 (100%) scored 2 or better. The range of scores was 2 to 3, with a mode score of 2. • Willingness to Accept and Use Feedback: 11/11 (100%) scored 2 or better. The range of scores was 2 to 3, with a mode score of 2. • Awareness of Own Impact on Others: 11/11 (100%) scored 2 or better. The range of scores was 2 to 3, with a mode score of 2. • Ability to Deal with Conflict: 11/11 (100%) scored 2 or better. The range of scores was 2 to 3, with a mode score of 2. • Ability to Accept Personal Responsibility: 11/11 (100%) scored 2 or better. The range of scores was 2 to 3, with a mode score of 2. • Effective and Appropriate Expression of Feelings: 11/11 (100%) scored 2 or better. The range of scores was 2 to 3, with a mode score of 2. • Attention to Ethical and Legal considerations: 11/11 (100%) scored 2 or better. The range of scores was 2 to 3, with a mode score of 2. • Initiative and Innovation: 8/11 (73%) scored 2 or better. The range of scores was 1.5 to 3, with a mode score of 2.5. • Orientation to Multiculturalism and Social Justice Advocacy: 11/11 (100%) scored 2 or better. The range of scores was 2 to 3, with a mode score of 2.

Assessment Method	Result/Action Plan
<ul style="list-style-type: none"> • Professional Wellness and Self-Care • Humility • Professionalism • Willingness to Seek Help <p>Aggregate disposition results for each item of the APCD scale are reviewed by the CMHC Program Assessment Committee to identify trends and develop continuous improvement plans for the next academic year.</p> <p>Criterion (effective 2024-25): 90 percent will score 2 or higher on 12 of 15 scale dimensions.</p> <p>(Formerly: 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>	<ul style="list-style-type: none"> • Professional Wellness and Self-Care: 11/11 (100%) scored 2 or better. The range of scores was 2 to 3, with a mode score of 2. • Humility: 11/11 (100%) scored 2 or better. The range of scores was 2 to 3, with a mode score of 2. • Professionalism: 11/11 (100%) scored 2 or better. The range of scores was 2 to 3, with a mode score of 2. • Willingness to Seek Help: 8/11 (73%) scored 2 or better. The range of scores was 1.8 to 2.5, with a mode score of 2. <p>Result Type: Criterion Partially Met</p> <p>Related Documents: Spring 2024 Candidacy Evaluations Dispositions.xlsx</p> <p>Analysis & Planning: Analysis of results indicates that the benchmark for overall satisfaction was not met for APCD categories <i>Initiative and Innovation</i> and <i>Willingness to Seek Help</i>. To improve and build upon these outcomes, the program will emphasize the development and reinforcement of professional dispositions by providing opportunities for discussion of APCD components and demonstrations of professional dispositions in three initial classes in the program (COUN 5312, COUN 5328, and COUN 5391). Individual students who receive a score of 2 or below in any area will be sent a letter outlining specific areas for growth. Identified students will meet with their faculty advisor to review the feedback and identify actionable steps for improvement. Students who are designated as "Approved for Candidacy with Reservation" or "Not Approved for Candidacy" will additionally engage in a remediation process. This process includes access to additional resources, targeted support, and structured opportunities for professional and academic development. Additionally, after reviewing the Candidacy data for the first time, the CMHC faculty plan to adjust success criterion from "90 percent will score 2 or higher on each scale dimension" to "90 percent will score 2 or higher on 12 out of 15 scale dimensions" to ensure room for student growth.</p>
<p>Assessment Method Status: Active</p>	<p>2023-24 Results: Faculty assessed 88 students during annual student reviews, conducted in May 2024. See below for score breakdown by dimension.</p> <ul style="list-style-type: none"> • Openness to New Ideas: 88/88 (100%) scored 2 or better. The range of scores was 2 to 3, with a mode score of 2. • Flexibility and Adaptability: 88/88 (100%) scored 2 or better. The range of scores was 2 to 3, with a mode score of 2. • Cooperativeness with Others: 88/88 (100%) scored 2 or better. The range of scores was 2 to 3, with a mode score of 2.

Professional Dispositions (Annual Evaluations)

(Effective 2023-24): Student professional dispositions are assessed by faculty during annual student review meetings using the Assessment of Professional Counseling Dispositions (APCD) Scale. 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:

- 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

Aggregate disposition results for each item of the APCD scale are reviewed by the CMHC Program Assessment Committee to identify trends and develop continuous improvement plans for the next academic year.

Criterion (effective 2024-25): 90 percent will score 2 or higher on 12 of 15 scale dimensions.

(Formerly: 90 percent will score 2 or higher on each scale dimension.)

Schedule: Data is reviewed in a two-step process: 1) The

- Willingness to Accept and Use Feedback: 86/88 (98%) scored 2 or better. The range of scores was 1 to 3, with a mode score of 2.
- Awareness of Own Impact on Others: 87/88 (99%) scored 2 or better. The range of scores was 1 to 3, with a mode score of 2.
- Ability to Deal with Conflict: 88/88 (100%) scored 2 or better. The range of scores was 2 to 3, with a mode score of 2.
- Ability to Accept Personal Responsibility: 88/88 (100%) scored 2 or better. The range of scores was 2 to 3, with a mode score of 2.
- Effective and Appropriate Expression of Feelings: 88/88 (100%) scored 2 or better. The range of scores was 2 to 3, with a mode score of 2.
- Attention to Ethical and Legal considerations: 87/88 (99%) scored 2 or better. The range of scores was 1 to 3, with a mode score of 2.
- Initiative and Innovation: 88/88 (100%) scored 2 or better. The range of scores was 2 to 3, with a mode score of 2.
- Orientation to Multiculturalism and Social Justice Advocacy: 88/88 (100%) scored 2 or better. The range of scores was 2 to 3, with a mode score of 2.
- Professional Wellness and Self-Care: 88/88 (100%) scored 2 or better. The range of scores was 2 to 3, with a mode score of 2.
- Humility: 87/88 (99%) scored 2 or better. The range of scores was 1 to 3, with a mode score of 2.
- Professionalism: 84/88 (95%) scored 2 or better. The range of scores was 1 to 3, with a mode score of 2.
- Willingness to Seek Help: 87/88 (99%) scored 2 or better. The range of scores was 1 to 3, with a mode score of 2.

Result Type: Criterion Met

Related Document: [Student Annual Evaluations May 2024.xlsx](#)

Analysis & Planning: Analysis of results indicates that the benchmark for overall satisfaction was met for all APCD categories. To maintain and build upon these positive outcomes, the program will continue to emphasize the development and reinforcement of professional dispositions by providing opportunities for discussion of APCD components and demonstrations of professional dispositions in three initial classes in the program (COUN 5312, COUN 5328, and COUN 5391).

Assessment Method	Result/Action Plan
<p>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>	
<p>Assessment Method Status: Active</p> <p>Professional Dispositions (CCS-R)</p> <p>(Effective 2023-24): Student professional dispositions are assessed at the end of the semester in COUN 5393: Practicum by faculty and site supervisors using the Counseling Disposition & Behaviors section of the Counselor Competencies Scale Revised form (CCS-R). Items include: 2.A. Professional Ethics, 2.B. Professional Behavior, 2.C. Professional & Personal Boundaries, 2.D. Knowledge & Adherence to Site and Course Policies, 2.E. Record Keeping & Task Completion, 2.F. Multicultural Competence in Counseling Relationship, 2.G. Emotional Stability & Self-Control, 2.H. Motivated to Learn & Grow/Initiative, 2.I. Openness to Feedback, 2.J. Flexibility & Adaptability, 2.K. Congruence & Genuineness. Aggregate disposition results for each item of the Counseling Disposition & Behaviors section is reviewed by the CMHC Program Assessment Committee to identify trends and develop continuous improvement plans for the next academic year.</p> <p>Success Criterion: 90% of students earn a score of 4 (Meets Expectations) or better on items 2.A.-2.K. of the Counseling Disposition & Behaviors section of the CCS-R.</p>	<p>2023-24 Results: Faculty Supervisors assessed 29 students in the 2023-24 AY. 28/29 (97%) scored 4 or higher on all dimensions. See below for score breakdown by dimension.</p> <p>2.A. Professional Ethics: 29/29 (100%) scored 4 or better. The range of scores was 4 to 5, with median and mode scores of 5.</p> <p>2.B. Professional Behavior: 28/29 (97%) scored 4 or better (one student was not scored for this dimension). The range of scores was 4 to 5, with median and mode scores of 5.</p> <p>2.C. Professional & Personal Boundaries: 29/29 (100%) scored 4 or better. The range of scores was 4 to 5, with median and mode scores of 5.</p> <p>2.D. Knowledge & Adherence to Site and Course Policies: 29/29 (100%) scored 4 or better. The range of scores was 4 to 5, with median and mode scores of 5.</p> <p>2.E. Record Keeping & Task Completion: 27/29 (93%) scored 4 or better (one student was not scored for this dimension). The range of scores was 3 to 5, with median and mode scores of 5.</p> <p>2.F. Multicultural Competence in Counseling Relationship: 29/29 (100%) scored 4 or better. The range of scores was 4 to 5, with median and mode scores of 5.</p> <p>2.G. Emotional Stability & Self-Control: 29/29 (100%) scored 4 or better. The range of scores was 4 to 5, with median and mode scores of 5.</p> <p>2.H. Motivated to Learn & Grow/Initiative: 29/29 (100%) scored 4 or better. The range of scores was 4 to 5, with median and mode scores of 5.</p> <p>2.I. Openness to Feedback: 29/29 (100%) scored 4 or better. The range of scores was 4 to 5, with median and mode scores of 5.</p> <p>2.J. Flexibility & Adaptability: 28/29 (97%) scored 4 or better (one student was not scored for this dimension). The range of scores was 4 to 5, with median and mode scores of 5.</p> <p>2.K. Congruence & Genuineness: 29/29 scored 4 or better. The range of scores was 4 to 5, with median and mode scores of 5.</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: Counselor Competencies Scale Revised (CCS-R).pdf</p>	<p>Site Supervisors assessed 29 students, two of which were assessed by two different supervisors, for a total of 31 students assessed in the 2023-24 AY. 31/31 (100%) scored 4 or higher on all dimensions. See below for score breakdown by dimension.</p> <p>2.A. Professional Ethics: 31/31 (100%) scored 4 or better. The range of scores was 4 to 5, with median and mode scores of 5.</p> <p>2.B. Professional Behavior: 31/31 (100%) scored 4 or better. The range of scores was 4 to 5, with median and mode scores of 5.</p> <p>2.C. Professional & Personal Boundaries: 31/31 (100%) scored 4 or better. The range of scores was 4 to 5, with median and mode scores of 5.</p> <p>2.D. Knowledge & Adherence to Site and Course Policies: 31/31 (100%) scored 4 or better. The range of scores was 4 to 5, with median and mode scores of 5.</p> <p>2.E. Record Keeping & Task Completion: 31/31 (100%) scored 4 or better. The range of scores was 4 to 5, with median and mode scores of 5.</p> <p>2.F. Multicultural Competence in Counseling Relationship: 31/31 (100%) scored 4 or better. The range of scores was 4 to 5, with median and mode scores of 5.</p> <p>2.G. Emotional Stability & Self-Control: 31/31 (100%) scored 4 or better. The range of scores was 4 to 5, with median and mode scores of 5.</p> <p>2.H. Motivated to Learn & Grow/Initiative: 31/31 (100%) scored 4 or better. The range of scores was 4 to 5, with median and mode scores of 5.</p> <p>2.I. Openness to Feedback: 31/31 (100%) scored 4 or better. The range of scores was 4 to 5, with median and mode scores of 5.</p> <p>2.J. Flexibility & Adaptability: 31/31 (100%) scored 4 or better. The range of scores was 4 to 5, with median and mode scores of 5.</p> <p>2.K. Congruence & Genuineness: 31/31 (100%) scored 4 or better. The range of scores was 4 to 5, with median and mode scores of 5.</p> <p>Result Type: Criterion Met</p> <p>Related Documents: 2023-24 COUN 5393 Student Dispositions Faculty Supervisors.pdf; 2023-24 COUN 5393 Student Dispositions Site Supervisors.pdf</p>
<p>Analysis & Planning: All students received scores of 4 or higher on all CCS-R items in both faculty and site evaluations, meeting the benchmark for overall satisfaction. Faculty determined that the CCS-R does not provide meaningful data for assessing student dispositions, as dispositions are already evaluated during candidacy and annually through the APCD scale, which also guides student feedback. This assessment method will be closed. Faculty will continue to evaluate student dispositions during candidacy and annual reviews using the APCD scale.</p>	

