Charleston Southern University
Master of Science in Clinical Counseling (MSCC)
2022-2023 Yearly Program Evaluation Plan

This plan systematically evaluates how well this program is achieving MSCC Program Goals (see below) at the completion of each academic year (Summer, Fall, & Spring semesters). Each section corresponds with a CACREP content area and is cross-referenced with relevant MSCC Program Goal(s), highlighted in orange.

This plan includes:

(1) A description of the data to be collected under each content area, including:

a) Key Performance Indicators (KPI) built into each core class.

b) Scores from the MSCC Comprehensive Exam.

c) Disposition Data collected from Faculty each semester on each student.

d) Data from Site Supervisor ratings on Practicum and Intern performance.

e) Yearly data/feedback collected each spring from MSCC stakeholders (Faculty, Current Students, Graduates, Site Supervisors & Employers) rating the program's performance on each goal.

(2) The procedure for how and when data will be collected:

a) KPI assignments from core classes are described in each syllabus, then scored by Faculty based on rubrics standardized across all sections of each class. This includes scores on counseling skills during Practicum/Internship session recordings.

b) The Comprehensive Exam is given each spring to students who are near completion of core classes and have been approved for progression to Practicum. The MSCC Comprehensive Exam is formatted with a similar structure to the National Counselor Exam (NCE), comprised of 160 multiple-choice questions on each content area of the NCE.

c) Disposition Data is collected using the Professional Dispositions Competency Assessment – Revised (PDCA-R); at the end of each semester, all faculty members (including non-Core Faculty) submit ratings for each student, based on observations and interactions from the semester.

d) Site Supervisors complete Midterm and Final evaluations on each Practicum and Intern student each semester, which rates counselor competencies such as ethical behavior, professionalism, use of counseling theory, case conceptualization, etc.

e) Every spring, a survey is sent to various groups of MSCC stakeholders, which includes current students, graduates, Site Supervisors, Employers of MSCC graduates, and Faculty. The survey consists of Likert ratings of how effectively the program meets each of the 6 goals, offers room for comments/feedback, asks for demographic information, and collects other specific data needed for the yearly accreditation review (ex. Employment of graduates, professional organization affiliations by current students, etc.). Applicants to the program are not given this survey on program goal effectiveness but are surveyed through the application process for demographic information, which is used in the faculty review of data.

(3) Methods for data review and analysis – At the end of the academic year, all KPI rubric data, Comprehensive Exam scores, Disposition data, ratings from Site Supervisors for students that progressed through Practicum/Internship I/Internship II, Survey data and feedback from MSCC stakeholders, and demographic information on applicants, students, and graduates are compiled by the CACREP Liaison and presented to the MCSS Core Faculty. This presentation is formatted in the plan detailed below, and results from this data are discussed at length, according to each content area and program goal. Demographic and characteristic data from applicants, students, graduates, and other stakeholders is also incorporated into this data analysis and review of program goals, though not included specifically in the plan below. This is used to assess program recruitment, retention, and overall diversity of the applicant pool, areas that bolster effectiveness of each program goal.

(4) Use of data for curriculum and program improvement – The results of the Core Faculty review of this plan, as it pertains to KPI's, are given in the final column labeled 'Program Modifications'. This shows how the faculty has decided to change and improve areas that were identified, based on the data, as underperforming. More detailed information, including non-KPI-related program modifications specifically related to applicant, student, and graduate demographic data, is given in the full version of the "MSCC Program Evaluation Results & Modifications" summary found on the MSCC website.

MSCC Program Goals:

1. The MSCC program will prepare counselors who understand and develop a professional identity as highly ethical clinical counselors.
2. The MSCC program will prepare Scholar-Practitioners who demonstrate behaviors of academic excellence, understand research-based counseling literature and use of clinical assessments from various core counseling areas, and skillfully apply this knowledge to client care.
3. The MSCC program will prepare counselors who aim to continuously develop excellent counseling and relational skills.
4. The MSCC program will prepare counselors who understand and skillfully apply knowledge of development, psychopathology, and treatment planning to client care.
5. The MSCC program will prepare counselors who are culturally competent and responsive to clients in diverse communities.
6. The MSCC program will prepare counselors who understand Christian faith integration in the counseling process, and how to apply aspects of faith and spirituality effectively and ethically to client care.

PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

RELATED PROGRAM GOALS:
#1 - The Clinical Counseling Department will prepare counselors who understand and develop a professional identity as a highly ethical clinical counselor.
#2 - The MSCC program will prepare Scholar-Practitioners who demonstrate behaviors of academic excellence, understand research-based counseling literature and use of clinical assessments from various core counseling areas, and skillfully apply this knowledge to client care.
#3 - The MSCC program will prepare counselors who aim to continuously develop excellent counseling and relational skills.

KPI	CACREP Standards	Assessment Tool	Assessment Targets	Assessment Results	Program Modifications
KPI 1.1 Professional Identity & Engagement. Students will demonstrate an understanding of the core elements of the counseling profession, the role of professional engagement for development, and the role of growth in professional roles and functions.	2.F.1.a - History and philosophy of the counseling profession and its specialty areas. 2.F.1.b. – The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation. 2.F.1.d. - The role and process of the professional counselor advocating on behalf of the profession. 2.F.1.k. - Strategies for personal and professional self-evaluation and implications for practice. 2.F.1.i. – Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.	Knowledge (2 pts in time): A) COUN 542: Introduction to the Profession - Orientation Paper (1st yr./1st semester)	Knowledge (2 pts in time): A) At least 70% of students will demonstrate mastery (score of 75% or higher, or 'Excellent') on the overall totals of the Orientation Paper Rubric. Will be assessed with COUN 542 Orientation Paper Rubric.	Knowledge (2 pts in time): A) **84%** of student scores demonstrated mastery (score of 75% or better, or 'Excellent') on the COUN 542 Orientation Paper Rubric scores. Two out of 8 areas of sections were below mastery, which included: - 'Areas for Continued Professional Development and Specialization Relative to Desired Work Setting'; 3.6% below target. - APA/Grammar; 3.3% below target. **This target is met.**	**KPI 1.1(A)** – Entire course revision of COUN 542. Added focus on APA style and graduate writing within this course. **KPI 1.1(B) & 1.2(B)** – Addition of scoring sheet that will give a more comprehensive content/item analysis for faculty review and students for NCE prep. **KPI 1.2(A)** – - The Rubric section of 'Value Systems of Client/Counselor' will be refined to clarify wording of value "systems" and explained more comprehensively so students understand how to assess potential bias and values they hold that are relevant to the case. - Wording will be refined on Cultural Context section instructions and rubric description to identify all relevant cultural dynamics according to ADDRESSING or RESPECTFUL (D'Andrea) model. **KPI 1.3 (A)** – No recommendations. **KPI 1.3 (B)** – A compilation of already existing assignments requiring students to research and share information on community resources will be turned in as a portfolio in COUN 545, and assignments during practicum & internship will require utilization of resources from the portfolio with cases.
		A) COUN 506: Ethical Issues in Counseling - Ethics Final Application Paper (1st yr./1st semester)	A) At least 70% of students will demonstrate mastery (score of 85% or better, or 'Excellent') on overall rubric totals assessed with the COUN 506 Ethics Final Application Paper Rubric.	A) **72%** of student scores demonstrated mastery (score of 85% or better, or 'Excellent') on overall score totals on the Ethics Final Application Paper. Four out of 9 areas of sections were below mastery, which included: - 'Ethical Principles Underlying Dilemma'; 8% below target. - 'Value Systems of Client/Counselor'; 18% below target. - 'Cultural Context and Other Considerations'; 18% below target. - 'Formatting/APA'; 8% below target. **This target is met.**	
KPI 1.2 Knowledge of Ethical Standards. Students will demonstrate knowledge of ethical codes of the major professional organizations and legal standards related to the profession of counseling.	2.F.1.m. - The role of counseling supervision in the profession. 2.F.2.c. – The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others. 2.F.2.d. - The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's view of others.	B) Comprehensive Exam (2nd yr./2nd semester) – This exam is comprised of 160 randomized, practice NCE questions from all 8 CACREP content areas, including general Professional Orientation & Ethical Practice knowledge.	B) At least 80% of students will demonstrate mastery (score 70% or higher) of general Professional Orientation & Ethical Practice knowledge by passing the Comprehensive Exam during the first attempt.	B) Twelve students took the Comprehensive Exam in March 2023; **100%** of students passed the exam on the first attempt, scoring at least 70%. An analysis of exam data showed 41.66% (5 out of 12 students) scored between 70-73%, very close to the passing cutoff. - Overall item analysis identified 19 questions (out of a test bank of 266) that were missed by 70-100% of students who received the item. Three of 19 (15.78%) failed items were from the Professional Orientation/Ethics category. **This target is met.**	
KPI 1.3 Ethical Decision Making and Practice. Students will apply the process of ethical decision making to counseling situations and cases, demonstrating consistent ethical practice and professionalism with clients and other professionals.	2.F.5.d. – Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships. 2.F.5.a. – Theories and models of counseling. 2.F.5.n. – Processes for aiding students in developing a personal model of counseling. CMHC 5.1.a. – History and development of clinical mental health counseling. CMHC5.2.k. – Legal and ethical considerations specific to clinical mental health counseling. CMHC5.2.l. – Record-keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling.	Skill (2 pts in time): A) COUN 506: Ethical Issues in Counseling – Ethical Case Scenario Assignment (1st yr./1st semester); applying ethical concepts to a case study.	Skill (2 pts in time): A) At least 70% of students will demonstrate mastery (score of 85% or better; or 'Excellent') on overall rubric totals, assessed by the COUN 506 Ethical Case Scenario Assignment Rubric.	Skill (2 pts in time): A) **86.7%** of student scores fell within the 'Excellent' category of students demonstrated mastery (score of 85% or better; or 'Excellent'), assessed by the COUN 506 Ethical Case Scenario Assignment Rubric. All individual rubric items met this goal as well. **This target is met.**	
		B) COUN 675: Internship II - Evaluation of Student by Site Supervisor (3rd yr., prior to graduation); items specific to ethical decision-making and professional practice.	B) 70% of student intern scores will demonstrate mastery by receiving the highest rating of 3 ('Proficient') on each 'ethical & professionalism' item assessed by Site Supervisors on the COUN 675: Internship II Evaluation of Student by Site Supervisor.	B) **86.6%** of student intern overall scores demonstrated mastery by receiving the highest rating of 3 (Proficient) on 'ethical/professionalism' items assessed by the Evaluation of Student by Site Supervisors for COUN 675: Internship II. All items met the target of at least 70% of ratings scoring 'Proficient'. The lowest category of 'Knowledge of resources in community and utilizes that information when appropriate in counseling' showed 75% of students were rated in the highest category as Proficient, with 25% rated as Competent. **This target is met.**	
	KPI 1.1 & 1.2 were assessed for *knowledge* of Professional Orientation/Ethics at two points in time with three different assessments. KPI 1.3 was assessed for *skill* in Professional Orientation/Ethics over two distinct points in time with two different assessments.				

SOCIAL & CULTURAL DIVERSITY

RELATED PROGRAM GOAL:
#4 - The Clinical Counseling Department will prepare effective counselors who are culturally competent and responsive to clients in diverse communities.
#6 - The MSCC program will prepare counselors who understand Christian faith integration in the counseling process, and how to apply aspects of faith and spirituality effectively and ethically to client care.

KPI	CACREP Standards	Assessment Tool	Assessment Targets	Assessment Results	Program Modifications
KPI 2.1 **Cultural Knowledge and Advocacy.** Students will identify social trends, examine theories of multicultural counseling, identify culturally appropriate interventions and behaviors that promote optimal wellness for diverse groups, and explain the role of advocacy in the counseling profession.	**2.F.1.k.**- Strategies for personal and professional self-evaluation and implications for practice. **2.F.2.a.** - Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally. **2.F.2.b.** - Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy. **2.F.2.c.** - Multicultural counseling competencies. **2.F.2.d.** - The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's view of others. **2.F.2.e.** - The effects of power and privilege for counselors and clients. **2.F.2.f.** - Help-seeking behaviors of diverse clients. **2.F.2.h.** - Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.	Knowledge (2 pts in time) **A)** COUN 503: Social & Cultural Foundations - Advocacy Presentation (1st yr./2nd Semester)	Knowledge (2 pts in time): **A)** At least 70% of students will demonstrate mastery (score of 80% or better, or 'Excellent') on total rubric scores assessed with the COUN 503 Advocacy Presentation Rubric.	Knowledge (2 pts in time): **A)** 76.6% of students demonstrated mastery (at least 70% or more/score of 80% or better, or Excellent) in overall total rubric scores of all combined sections. Two of the 4 content areas were below target: - In the area of 'Advocacy Competency', 37.6% of students did not demonstrate mastery. - In the area of 'Presentation & Handout', 31.4% of students did not demonstrate mastery. **This target is met.**	**KPI 2.1(A)** – 'Advocacy Competency' section – Rubric and instructions for this section will be clarified with information from ACA Advocacy Competency Domains, with this concept highlighted more in lecture. - 'Presentation & Handout' section – Sections will be separated on rubric for more specific assessment and clarity of assignment. **KPI 2.1(B)** – Addition of scoring sheet that will give a more comprehensive content/item analysis for faculty review and students for NCE prep.
		B) Comprehensive Exam (2nd yr./2nd semester) – This exam is comprised of 160 randomized, practice NCE questions from all 8 CACREP content areas, including general social & cultural diversity knowledge.	**B)** At least 80% of students will demonstrate mastery (score 70% or higher) of general Social/Cultural Diversity knowledge by passing the Comprehensive Exam during the first attempt.	**B)** Twelve students took the Comprehensive Exam in March 2023; **100%** of students passed the exam on the first attempt, scoring at least 70%. An analysis of exam data showed 41.66% (5 out of 12 students) scored between 70-73%, very close to the passing cutoff. - Overall item analysis identified 19 questions (out of a test bank of 266) that were missed by 70-100% of students who received the item. One of 19 (5.3%) failed items were from the Social/Cultural Diversity category. **This target is met.**	
KPI 2.2 **Cultural Awareness and Action.** Students will understand personal and collective effects of cultural experience, engage in activities to enhance awareness of attitudes, beliefs, and sensitivity toward diverse individuals, and apply cultural awareness to clients and other professionals.		Skill (2 pts in time): **A)** COUN 503: Social & Cultural Foundations - Immersion Project (1st yr./2nd Semester)	Skill (2 pts in time): **A)** At least 70% of students will demonstrate mastery (score of 80% or better; or 'Excellent') on overall rubric score data assessed with the COUN 503 Immersion Project Rubric.	Skill (2 pts in time): **A)** 81.3% of students demonstrated mastery (at least 70% or more/score of 80% or better, or 'Excellent') in overall rubric data scores assessed by the COUN 503 Immersion Project Rubric. One out of 6 content sections did not meet the target - 'Writing and APA' was the lowest at 58.8%. **This target is met.**	**KPI 2.2(A)** - Added focus on APA style and graduate writing within COUN 542. **KPI 2.2(B)** – This Program Goal did not meet the target for Former Students. COUN 503 went through an entire course revision in Spring 2023 as this was recognized prior to the evaluation. Site Supervisors gave a lower response of the additional question for PG #4. Core Faculty reviewed evaluation questions for clarity and will rewrite the two questions to assess different concepts (diverse needs of clients vs. showing understanding of diversity in supervision).
		B) Survey of Graduates, Site Supervisors, Current Students, and Employers on Program Objective #4 (Final year/post-graduation)	**B)** At least 70% of invested community members will rate the effectiveness of Program Goal #4 at a 4 or higher (0-5 scale; 'Agree' or 'Strongly Agree'; 80% or above rating).	**B)** 83.1% of aggregate scores for Survey of Site Supervisors (7 responses), Former Students (11 responses), Current Students (42 responses) and Employers (1 response) rated the effectiveness of Program Goal #4 at 80% or higher (Agree or Strongly Agree). An assessment of specific population responses showed only 63.7% of Former Students rated the effectiveness of Program Goal #4 at 80% or higher (Agree or Strongly Agree), which didn't meet the target for this specific group. A related question on program preparation of students to meet needs of diverse clients showed that 75% of 7 Site Supervisors and 1 Employer rated 80% or higher (Agree or Strongly Agree), though only 66% of Site Supervisors rated the second question at 4 or higher (Agree or Strongly Agree), which didn't meet the target for this specific group. **This target is met.**	
KPI 2.3 KPI 2.3 Spiritual Development & Faith Integration. Students will understand their own process of spiritual development and faith in relation to the counseling process, and the application of faith integration to case conceptualization and counseling intervention skills.		Skill (3 pts in time): **A)** COUN 503: Social & Cultural Foundations – Spirituality Reflection (1st yr./2nd Semester)	Skill (3 pts in time): **A)** At least 70% of evaluations will demonstrate mastery (scoring the highest rating of 4, or 'Exceeds Expectation) on the Critical Thinking Rubric.	Skill (3 pts in time): **A)** 99% of students demonstrated mastery (at least 70% or more/score of 4, or 'Exceeds Expectation) on overall rubric data scores assessed by the Critical Thinking Rubric. All items met the target. **This target is met.**	**KPI 2.3 (A) & (B)** – No recommendations. **KPI 2.3(C) & (D)** - The low scores on the 'Biblical Conceptualization of Topic' and 'Reflection on Faith Integration' sections of the Faith Integration in Counseling Paper reflect the larger systematic skill & knowledge issue in faith integration rated with below mastery scores on Program Goal #6 by Site Supervisors. During Fall 2023, the Core Faculty will review a proposal of faith integration objectives (compiled by the lead instructor for COUN 512) and how to embed the
		B) COUN 512: Models of Integrative Therapy - Personal Spirituality & Theology Reflection Paper (1st yr./3rd semester).	**B)** At least 70% of evaluations will demonstrate mastery (scoring the highest rating of 4, or 'Exceeds Expectation) on the Critical Thinking Rubric.	**B)** 81.3% of students demonstrated mastery (at least 70% or more/score of 4, or 'Exceeds Expectation) on overall rubric data scores assessed by the Critical Thinking Rubric. All items met the target. **This target is met.**	
		C) COUN 512: Models of Integrative Therapy – Faith Integration in Counseling Paper (1st yr./3rd semester).	**C)** At least 70% of evaluations will demonstrate mastery (scoring the highest rating of 4, or 'Exceeds Expectation) on the Faith Integration in Counseling Rubric.	**C)** 57.5% of students demonstrated (scoring the highest rating of 4, or 'Exceeds Expectation) on the Faith Integration in Counseling Rubric.in overall total rubric scores of all combined sections. Three of the 5 content areas were below target: - 'Biblical Conceptualization of Topic'; 32.5% below target. - 'Reflection on Faith Integration'; 7.5% below target. - 'APA/Grammar'; 57.5% below target. **This target is not met.**	
		D) Survey of Graduates, Site Supervisors, Current Students, and Employers on	**D)** At least 70% of invested community members will rate the effectiveness of Program	**D)** 86.2% of aggregate scores for Survey of Site Supervisors (7 responses), Former Students (11 responses), Current Students (42 responses), Faculty (4 responses), and Employers (1 response) rated the effectiveness of Program Goal	

		Program Objective #6 (Final year/post-graduation)	Goal #6 at a 4 or higher (0-5 scale; 'Agree' or 'Strongly Agree'; 80% or above rating).	#6 at 80% or higher (Agree or Strongly Agree). An assessment of specific population responses showed only 57.2% of Site Supervisors rated the effectiveness of Program Goal #6 at 80% or higher (Agree or Strongly Agree), which didn't meet the target for this specific group. **This target is met.**	objectives within the content of each class appropriately.

KPI 2.1 was assessed for *knowledge* in Social & Cultural Diversity over two points in time with two different assessments.
KPI 2.2 was assessed for *skill* in Social & Cultural Diversity over two distinct points in time with two different assessments.
KPI 2.3 was assessed for *skill* in Social & Cultural Diversity over three distinct points in time with four different assessments.

HUMAN GROWTH AND DEVELOPMENT	CLINICAL MENTAL HEALTH COUNSELING

RELATED PROGRAM GOALS:
#2 - The MSCC program will prepare Scholar-Practitioners who demonstrate behaviors of academic excellence, understand research-based counseling literature and use of clinical assessments from various core counseling areas, and skillfully apply this knowledge to client care.
#3 - The MSCC program will prepare counselors who aim to continuously develop excellent counseling and relational skills.
#4 - The Clinical Counseling Department will prepare counselors who comprehensively understand and apply knowledge of human development and psychopathology to case conceptualization and treatment planning.

KPI	CACREP Standards	Assessment Tool	Assessment Targets	Assessment Results	Program Modifications
KPI 3.1 Knowledge of Human Development & Psychopathology. Students will understand biopsychosocial development across ages and populations, including knowledge of personality, learning, differential & overlapping systems across major mental health classifications, theories of psychopathology, and effects of crises and resilience.	**2.F.3.a.** Theories of individual and family development across the lifespan. **2.F.3.c. -** Theories of normal and abnormal personality development. **2.F.3.e. -** Biological, neurological, and physiological factors that affect human development, functioning, and behavior. **2.F.3.f. -** Systemic and environmental factors that affect human development, functioning, and behavior. **2.F.3.g. -** Effects of crisis, disasters, and trauma on diverse individuals across the lifespan. **2.F.3.h. -** A general framework for understanding differing abilities and strategies for differentiated interventions. **2.F.3.i. -** Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan. **2.F.5.b. -** A systems approach to conceptualizing clients. **2.F.5.h. -** Developmentally relevant counseling treatment or intervention plans. **2.F.5.j.** Evidence-based counseling strategies and techniques for prevention and intervention. **2.F.5.l. –** Suicide prevention models and strategies. **2.F.5.m. –** Crisis intervention, trauma-informed, and community-based strategies, such as PFA. **CMHC.5.1.b. –** Theories and models related to clinical mental health counseling. **CMHC.5.1.c. –** Principles, models, & documentation formats of biopsychosocial case	*Human Growth & Development* KPI 3.1 Knowledge (3 pts in time) **A)** COUN 504: Human Growth & Development - Final Application Paper (1st yr. /1st semester). **B)** COUN 650: Psychopathology & Diagnosis – Mental Health Disorder Domain Presentation Rubric (2nd yr./1st semester). **C)** COUN 605: Grief, Crisis & Trauma – Trauma Final Application Paper (2nd yr./1st semester). **D)** Comprehensive Examination (2nd yr./2nd semester) - This exam is comprised of 160 randomized, practice NCE questions from all 8 CACREP content areas, including general Human Growth & Development knowledge. *Clinical Mental Health Counseling* KPI 3.2 Skill (2 pts in time): **A)** Formative Skill: COUN 502: Psychopathology - Diagnosis/Tx Plan (1st yr./2nd semester)	KPI 3.1 Knowledge (3 pts in time) **A)** At least 70% of students will demonstrate mastery (score of 80% or better; or 'Excellent') on overall rubric data totals. **B)** At least 70% of students will demonstrate mastery (score of 75% or better; or 'Excellent') on overall rubric data totals. **C)** At least 70% of students will demonstrate mastery (score of 80% or better; or 'Excellent') on overall rubric data totals. **D)** At least 80% of students will demonstrate mastery (score 70% or higher) of general Human Growth & Development knowledge by passing the Comprehensive Exam during the first attempt. KPI 3.2 Skill (2 pts in time): **A)** Formative Skill: At least 70% of students will demonstrate mastery (score of 75% or better; or 'Excellent') on overall treatment plan rubric data totals.	KPI 3.1 Knowledge (3 pts in time): **A)** 86.7% of students demonstrated mastery (at least 70% or more/score of 80% or better, or 'Excellent') in overall rubric data scores assessed by the COUN 504 Final Application Paper Rubric. One out of 5 content sections did not meet the target - 'Formatting/APA' was the lowest with 38.9% of student scores in the 'Excellent' category. **This target is met.** **B)** 91.7% of students demonstrated mastery (at least 70% or more/score of 75% or better, or 'Excellent') in overall rubric data scores assessed by the COUN 650 Mental Health Disorder Domain Presentation Rubric. One out of 6 content sections did not meet the target - 'Presentation Issues' scores were 25% below target. **This target is met.** **C)** 57.6% of students demonstrated mastery (at least 70% or more/score of 80% or better, or 'Excellent') in overall rubric data scores assessed by the COUN 605 Trauma Final Application Paper Rubric. Five out of 10 content sections did not meet the target: - 'Literature Review' – 15% below target. - 'Assessment & Dx' – 34% below target. - 'Goals/Goal Evaluation' – 15% below target. - 'Interventions & 3-Phase Tx' – 6.4% below target. - 'Formatting/APA' -52% below target. **This target is not met.** **D)** Twelve students took the Comprehensive Exam in March 2023; **100%** of students passed the exam on the first attempt, scoring at least 70%. An analysis of exam data showed 41.66% (5 out of 12 students) scored between 70-73%, very close to the passing cutoff. - Overall item analysis identified 19 questions (out of a test bank of 266) that were missed by 70-100% of students who received the item. None of the failed items were from the Human Growth & Development category. **This target is met.** KPI 3.2 Skill (2 pts in time): **A)** Formative Skill: **74%** of students demonstrated mastery (at least 70% or more/score of 75% or better, or 'Excellent') in overall rubric data scores assessed by the COUN 502 Treatment Plan Rubric. Three out of 7 content sections did not meet the target: - 'Knowledge of Principles' was 22.9% below target. - 'Long-term Goals' was 11.2% below target.	**KPI 3.1(a)** –Added focus on APA style and graduate writing within first semester of program (COUN 542). **KPI 3.1(b) -** Standardize presentation skill rubrics across the curriculum, to clarify objectives for grading and instructions for students. **KPI 3.1(c) -** This assignment will be revised to focus more heavily on a 3-phase treatment approach (over focusing on treatment plan goals), refining class instruction to understand and practice assessment and diagnosis of cases with trauma/Complex-PTSD. **KPI 3.1(d) -** Addition of scoring sheet that will give a more comprehensive content/item analysis for faculty review and students for NCE prep. **KPI 3.2(a-e):** Starting in COUN 650, theory-based treatment planning approaches will be implemented to connect treatment goals and each student's theoretical view, and this connection between theory and treatment planning will continue throughout the following classes that include the treatment plan component, including new texts to be reviewed and adopted that bring together counseling theory and

KPI	CACREP Standards	Assessment Tool	Assessment Targets	Assessment Results	Program Modifications
Planning. Students will apply knowledge of biopsychosocial development and psychopathology to identify emotional, behavioral, and cognitive manifestations of major mental illnesses for case conceptualization, counseling intervention, and treatment planning.	conceptualization and treatment planning. **CMHC.5.2.b.** – Etiology, nomenclature, treatment, referral, and prevention of mental disorders. **CMHC.5.2.d.** - Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *DSM* and the *ICD*. **CMHC.5.2.f.** Impact of crisis and trauma on individuals with mental health diagnoses. **CMHC.5.2.g.** – Impact of biological & neurological mechanisms on mental health. **CMHC 5.2.h.** - Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation **CMHC.5.2.j.** – Cultural factors relevant to CMHC. **CMHC.5.3.a.** – Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management. **CMHC.5.3.b.** – Techniques and interventions for prevention and treatment of a broad range of mental health issues.			- 'Short-term Goals' was 28.8% below target. **This target is met.**	treatment planning. The treatment plan assignment used across classes will be revised to address knowledge/use of theory or modality. Heavier emphasis on exposure throughout the semester to modalities/treatment planning focuses in COUN 650, to address the comment in KPI3.2(e).
		B) Formative Skill: COUN 650: Psychopathology & Diagnosis – Diagnosis/Tx Plan (2nd yr./1st semester)	**B)** Formative Skill: At least 70% of students will demonstrate mastery (score of 75% or better; or 'Excellent') on overall treatment plan rubric data totals.	**B)** Formative Skill: **87%** of students demonstrated mastery (at least 70% or more/score of 75% or better, or 'Excellent') in overall rubric data scores assessed by the COUN 650 Treatment Plan Rubric. One out of 7 content sections did not meet the target: - 'Short-term Goals' was 25% below target. **This target is met.**	
		C) Formative Skill: COUN 670: Internship I - Diagnosis/Tx Plan (3rd yr./1st semester)	**C)** Formative Skill: At least 70% of students will demonstrate mastery (score of 80% or better; or 'Excellent') on overall treatment plan rubric data totals.	**C)** Formative Skill: **75.4%** of students demonstrated mastery (at least 70% or more/score of 80% or better, or 'Excellent') in overall rubric data scores assessed by the COUN 670 Treatment Plan Rubric. Three out of 5 content sections did not meet the target: - 'Long-term Goals' scored 3.3% below target. - 'Short-term Goals' scored 3.3% below target. - 'Possible Pharmacology' scored 3.3% below target. **This target is met.**	
		D) Summative Skill: COUN 675: Internship II - Diagnosis/Tx Plan (3rd yr./2nd semester)	**D)** Summative Skill: At least 70% of students will demonstrate mastery (score of 80% or better; or 'Excellent') on overall treatment plan rubric data totals.	**D)** Summative Skill: **92.4%** of students demonstrated mastery (at least 70% or more/score of 80% or better, or 'Excellent') in overall rubric data scores assessed by the COUN 675: Internship II Treatment Plan Rubric. All items met the target. **This target is met.**	
		Cross-validation of KPI 3.2 Summative Data			
		E) COUN 675: Internship II - Final Eval of Tx Planning of Student by Site Supervisor *on* 'Treatment Planning' items (3rd yr./2nd semester).	**E)** At least 70% of evaluations will demonstrate mastery (scoring the highest rating of 3, or Proficient) on Treatment Planning items assessed by the Final Evaluation of Student by Site Supervisors.	**E)** **89.6%** of student intern overall scores demonstrated mastery by receiving the highest rating of 3 (Proficient) on Treatment Planning total items assessed by the Final Evaluation of Student by Site Supervisors for COUN 675: Internship II. All items met the target of at least 70% of ratings scoring in the highest category of 'Proficient'. The lowest item score was 'Practices within a theoretical framework as evidenced by practice, treatment planning, & client conceptualization', which showed a score of 'Proficient' for 81.6% of students. **This target is met.**	
		KPI 3.1 was assessed for *knowledge* of Human Growth & Development over 3 pts in time with 4 different assessments. KPI 3.2 was assessed for *skill* of Treatment Planning in Clinical Mental Health Counseling at 4 pts in time with two different assessments.			

CAREER DEVELOPMENT

RELATED PROGRAM GOAL:

#2 - The MSCC program will prepare Scholar-Practitioners who demonstrate behaviors of academic excellence, understand research-based counseling literature and use of clinical assessments from various core counseling areas, and skillfully apply this knowledge to client care.

KPI	CACREP Standards	Assessment Tool	Assessment Targets	Assessment Results	Program Modifications
KPI 4.1 Career Counseling. Students will demonstrate understanding of career development theories and decision-making models, career-related information resources, and knowledge of interrelationships among work, family, life roles, and multicultural	**2.F.4.a.** - Theories and models of career development, counseling, and decision making. **2.F.4.b** - Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors. **2.F.4.c** - Processes for identifying and using career, avocational, educational, occupational, and labor market information resources, technology, and information systems. **2.F.4.d.** – Approaches for assessing the conditions of the work environment on clients' life experiences.	Knowledge (2 pts in time): **A)** COUN 535: Lifestyle & Career Development – Career Final Application Paper (1st yr./3rd Semester). **B)** COUN 535: Lifestyle & Career Development – Three Career Exams (1st yr./3rd Semester) that covered general career knowledge (career theories, counseling models, ethics, disabilities, multicultural issues, etc.).	Knowledge (2 pts in time): **A)** At least 70% of students will demonstrate mastery (score of 86% or better; 'Good', 86-92.9% or 'Excellent', 93-100%) on overall rubric data totals. **B)** At least 70% of students will demonstrate mastery (score of 90% or better; or 'Excellent') on overall rubric data totals.	Knowledge (2 pts in time): **A)** **87.5%** of students demonstrated mastery (score of 86% or better; 'Good', 86-92.9% or 'Excellent', 93-100%) on overall rubric data totals. All content areas the target. **This target is met.** **B)** **85.7%** of students demonstrated mastery (at least 70% or more/score of 90% or better, or 'Excellent') in overall data scores from three multiple-choice COUN 535 Career exams. All individual exams met the target as well. **This target is met.**	**KPI 4.1(a & b)** – No recommendations for assignments. COUN 535 is going through a revision during Summer 2023 which adds a skill portion and an assignment where students record a session and critique career counseling and micro counseling skills. **KPI 4.1(c) -** Addition of scoring sheet that will give a more comprehensive content/item analysis for faculty review and students for NCE prep.

issues to career counseling.	**2.F.4.e.** –Strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development. **2.F.4.g** – Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy. **2.F.4.h.** – Strategies for facilitating client skill development for career, educational, and life-work planning, and management. **2.F.4.i.** – Methods of identifying and using assessment tools and techniques relevant to career planning and decision making. **2.F.4.j** - Ethical and culturally relevant strategies for addressing career development. **CMHC.5.C.1.e.** – Psychological tests and assessments specific to clinical mental health counseling.	**C)** Comprehensive Exam (2nd yr./2nd semester) – This exam is comprised of 160 randomized, practice NCE questions from all 8 CACREP content areas, including general Career Development knowledge.	**C)** At least 80% of students will demonstrate mastery (score 70% or higher) of general Career Development knowledge by passing the Comprehensive Exam during the first attempt.	**C)** Twelve students took the Comprehensive Exam in March 2023; **100%** of students passed the exam on the first attempt, scoring at least 70%. An analysis of exam data showed 41.66% (5 out of 12 students) scored between 70-73%, very close to the passing cutoff. - Overall item analysis identified 19 questions (out of a test bank of 266) that were missed by 70-100% of students who received the item. The highest number of failed items were from the Career Development category (6 items, or 31.6%). **This target is met.**	
				KPI 4 was assessed for *knowledge* of Career Development at 2 pts in time with three different assessments.	

COUNSELING & HELPING RELATIONSHIPS	GROUP COUNSELING & GROUP WORK

RELATED PROGRAM GOAL:
#2 - The MSCC program will prepare Scholar-Practitioners who demonstrate behaviors of academic excellence, understand research-based counseling literature and use of clinical assessments from various core counseling areas, and skillfully apply this knowledge to client care.
#3 - MSCC program will prepare counselors who aim to continuously develop excellent counseling and relational skills.
#5 - The MSCC program will prepare counselors who are culturally competent and responsive to clients in diverse communities.
#6 - The MSCC program will prepare counselors who understand Christian faith integration in the counseling process, and how to apply aspects of faith and spirituality effectively and ethically to client care.

KPI	CACREP Standards	Assessment Tool	Assessment Targets	Assessment Results	Program Modifications
KPI 5.1.1 Knowledge of Group Theories. Students will demonstrate knowledge related to group development, dynamics, and theories.	2.F.1.i. – Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. 2.F.1.k.- Strategies for personal and professional self-evaluation and implications for practice. 2.F.1.l. – Self-care strategies appropriate to the counselor role. 2.F.1.m. - The role of counseling supervision in the profession. 2.F.2.g. – The impact of spiritual beliefs on clients' and counselors' worldviews. 2.F.3.a. – Theories of individual and family development across the lifespan. 2.F.3.c. – Theories of normal and abnormal personality development. 2.F.3.e. - Biological, neurological, and physiological factors that affect human development, functioning, and behavior. 2.F.3.f. - Systemic and environmental factors that affect human development, functioning,and behavior. 2.F.3.g. - Effects of crisis, disasters, and trauma on diverse individuals across the lifespan.	*Group Counseling & Group Work*			**KPI 5.1.1(A)** – The COUN 542 (Introduction to the Profession) class is being revised for Fall 2023, to remove minor and insufficient instructional focus on broader categories such as 'group', and to test specifically for professionalism content. This 'group' item set will be eliminated. **KPI 5.1.1(B)** – The Group Proposal was reviewed by the Core Faculty, and it was concluded the rubric needs recalibration (which will happen for all rubrics across the entire curriculum). As only one section was below target (though the total rubric score was slightly below), the COUN 655 Instructor (Prof. Cagle) reviewed the raw scores and said
		KPI 5.1.1 Knowledge (2 pts in time): **A)** COUN 542: Intro to the Profession (1st yr./1st semester) – Final Exam 'Group' items.	KPI 5.1.1 Knowledge (2 pts in time): **A)** At least 70% of students will demonstrate mastery (at least 70% or more items scored correctly) on overall data scores assessed for 'Group Counseling' items on the COUN 542 Final Exam.	KPI 5.1.1 Knowledge (2 pts in time): **A)** **63.8%** of students demonstrated mastery (at least 70% or more items scored correctly) on overall data scores assessed for each item on the COUN 542 Final Exam 'Group' items. Six out of 13 items did not meet the target: **This target is not met.**	
		B) COUN 655: Group Dynamics & Therapy (2nd yr./2nd semester) - Group Proposal Paper	**B)** At least 70% of students will demonstrate mastery (score of 75% or better; or 'Excellent') on overall rubric data totals on the COUN 655: Group Dynamics & Therapy - Group Proposal Paper.	**B)** **66.7%** of students demonstrated mastery (at least 70% or more/score of 75% or better, or 'Excellent') in overall rubric data scores assessed by the COUN 655 Group Proposal Paper. One out of 5 content sections did not meet the target: - 'Formulation (Session format, Interventions, Group Rules, etc.)' was 37% below target. **This target is not met.**	
		C) Comprehensive Examination (2nd yr./2nd semester) - This exam is comprised of 160 randomized, practice NCE questions from all 8 CACREP content areas, including group counseling knowledge.	**C)** At least 80% of students will demonstrate mastery (score of 70% or better; or 'Excellent') on overall rubric data totals of the Comprehensive Exam on the first attempt.	**C)** Twelve students took the Comprehensive Exam in March 2023; **100%** of students passed the exam on the first attempt, scoring at least 70%. An analysis of exam data showed 41.66% (5 out of 12 students) scored between 70-73%, very close to the passing cutoff. Overall item analysis identified 19 questions (out of a test bank of 266) that were missed by 70-100% of students who received the item. No failed items came from the Group Counseling category. **This target is met.**	
KPI 5.1.2. Knowledge & Application of Counseling Theory. Students will		*Counseling & Helping Relationships*			
		KPI 5.1.2. Knowledge (2 pts in time): **A)** COUN 505: Counseling & Personality Theories - Personal Theory Paper (1st yr./2nd semester).	KPI 5.1.2. Knowledge (2 pts in time): **A)** At least 70% of students will demonstrate mastery (score of 75% or better; or 'Excellent') on overall rubric data totals on the COUN	KPI 5.1.2. Knowledge (2 pts in time): **A)** **82.4%** of students demonstrated mastery (at least 70% or more/score of 75% or better, or 'Excellent') in overall rubric data scores assessed by the COUN 505 Theory Final Application Rubric. One out of 6 content sections did not meet the target:	

understand various counseling theories & personality perspectives of the helping process, and appropriately apply counseling theory principles and related interventions to a diversity of populations and presenting issues.	2.F.3.h. - A general framework for understanding differing abilities and strategies for differentiated interventions. 2.F.3.i. – Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan. 2.F.5.a. – Theories and models of counseling. 2.F.5.b. – A systems approach to conceptualizing clients. 2.F.5.d. – Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships. 2.F.5.f. – Counselor characteristics and behaviors that influence the counseling process. 2.F.5.g. – Essential interviewing, counseling, and case conceptualization skills. 2.F.5.h. – Developmentally relevant counseling treatment or intervention plans. 2.F.5.i. – Development of measurable outcomes for clients. 2.F.5.j. – Evidence-based counseling strategies and techniques for prevention and intervention. 2.F.5.l. – Suicide prevention models and strategies. 2.F.5.m. – Crisis intervention, trauma-informed, and community-based strategies, such as PFA. 2.F.5.n.- Processes for aiding students in developing a personal model of counseling. 2.F.6.a. - Theoretical foundations of group counseling and group work. 2.F.6.b. - Dynamics associated with group process and development. 2.F.6.c. - Therapeutic factors and how they contribute to group effectiveness. 2.F.6.d. - Characteristics and functions of effective group leaders. 2.F.6.e. - Approaches to group formation, including recruiting, screening, and selecting members. 2.F.6.f. - Types of groups and other considerations that affect conducting groups in varied settings. 2.F.6.g. - Ethical and culturally relevant strategies for designing and facilitating groups. 2.F.7.b. - Methods of effectively preparing for and conducting initial assessment meetings. 2.F.7.c. - Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide. 2.F.7.i. - Use of assessments relevant to academic/educational, career, personal, and social development. 2.F.7.j. - Use of environmental assessments and systematic behavioral observations.	505: Counseling & Personality Theories - Personal Theory Paper.	- 'Grammar/APA' was 11.2% below target. **This target is met.**	
		B) Comprehensive Examination (2nd yr./2nd semester) - This exam is comprised of 160 randomized, practice NCE questions from all 8 CACREP content areas, including general counseling and group theory knowledge.	**B)** At least 80% of students will demonstrate mastery (score of 70% or better; or 'Excellent') on overall rubric data totals of the Comprehensive Exam on the first attempt.	**B)** Twelve students took the Comprehensive Exam in March 2023; **100%** of students passed the exam on the first attempt, scoring at least 70%. An analysis of exam data showed 41.66% (5 out of 12 students) scored between 70-73%, very close to the passing cutoff. Overall item analysis identified 19 questions (out of a test bank of 266) that were missed by 70-100% of students who received the item. A minimal number of failed items were from the Counseling/Helping Relationships category (2 items, or 10.5%). **This target is met.**	that directions were not followed on that section, and some did not complete it. Instructions will be reviewed and improved for clarity. To give another assessment of group knowledge, at another point in time, there will be an assignment added to the Practicum/Internship year requiring students to propose a group they will implement to fulfill the 10-group hour requirement during that phase of training.
		KPI 5.1.2 Skill (2 pts in time): **C)** COUN 545: Techniques in Counseling - Theory Integration Paper (2nd yr./2nd semester) – Theoretical orientation applied to a client.	KPI 5.1.2 Skill (2 pts in time): **C)** At least 70% of students will demonstrate mastery (score of 75% or better; or 'Excellent') on overall rubric data totals on the COUN 545: Techniques in Counseling - Theory Integration Paper.	KPI 5.1.2 Skill (2 pts in time): **C) 89.6%** of students demonstrated mastery (at least 70% or more/score of 75% or better, or 'Excellent') in overall rubric data scores assessed by the COUN 545 Theory Integration Paper Rubric. All 6 content sections met the target. The lowest section was 'Elaboration and Detail', where 75% of students scored at mastery. **This target is met.**	**KPI 5.1.2(A & B)** – No recommendations, other than program-wide recommendations for APA/Grammar and Comprehensive Exam improvements.
		D1) Formative Skill –COUN 665: Practicum - Final-Eval for *theory items* by Site Supervisor (3rd yr./1st semester)	**D1)** Formative Skill –At least 70% of student intern scores will demonstrate mastery by receiving the highest rating of 3 ('Proficient') on each *theory item* assessed by Site Supervisors on the COUN 665: Practicum Final Evaluation of Student by Site Supervisor.	**D1)** Formative Skill: 35.3% of overall student scores demonstrated mastery by receiving the highest rating of 3 (Proficient) on *theory items* assessed by the Final Evaluation of Student by Site Supervisors for COUN 665: Practicum. Five out of 5 items did not meet the target (of at least 70% of ratings scoring 'Proficient'): - 'Demonstrates knowledge of theory and theoretical intervention strategies'; 34.7% below target. - 'Demonstrates understanding of diversity and the role of culture in clinical decision-making'; 23% below target. - 'Practices within a theoretical framework as evidenced by practice, treatment planning, & client conceptualization'; 4.7% below target. - 'Demonstrates mastery of interventions techniques in the process of counseling'; 46.5% below target. - 'Can respond to issues of diversity by modifying one's approach to counseling; 34.7% below target. As a formative skill assessment, the overall results (34.7% below overall target) show the baseline for progression toward meeting the summative goal by Internship II.	**KPI 5.1.2(C & D1-D3)** - The Formative & Summative application of theory showed a consistent progression, and all items met the target by the Summative assessment by Site Supervisors. Plans to add counseling theory to treatment planning (KPI 3.2) will supplement the learning process of this skill earlier in the curriculum.
		D2) Formative Skill –COUN 670: Internship I - Final-Eval for *theory items* by Site Supervisor (3rd yr./2nd semester)	**D2)** Formative Skill –At least 70% of student intern scores will demonstrate mastery by receiving the highest rating of 3 ('Proficient') on each 'theory' item assessed by Site Supervisors on the COUN 670: Internship I Final Evaluation of Student by Site Supervisor.	**D2)** Formative Skill: 63.6% of intern overall scores demonstrated mastery by receiving the highest rating of 3 (Proficient) on *theory items* assessed by the Final Evaluation of Student by Site Supervisors for COUN 670: Internship I. Three out of 5 items did not meet the target (at least 70% of ratings scoring 'Proficient'): - 'Demonstrates understanding of diversity and the role of culture in clinical decision-making'; 15.5% below target. - 'Demonstrates mastery of interventions techniques in the process of counseling'; 15.5% below target. - 'Can respond to issues of diversity by modifying one's approach to counseling'; 6.4% below target. As a formative skill assessment, the overall results (6.4% below overall target) show progression toward meeting the summative goal by Internship II.	**KPI 5.2 (B1-B3; C1-C3)** - To give a better foundation for this skill, assessment of counseling micro skills will be added into at least one class per semester across the curriculum, using the rubric they will be rated with during Practicum & Internship: 1) Year 1, Semester 1 – COUN 542; Assess micro skills for counseling video and/or mock session. 2) Year 1, Semester 2 – COUN 505: Assess micro skills for counseling video and/or mock session. 3) Year 1, Semester 3 – COUN 535: Recording of mock career session, with transcription and
		D3) Summative Skill –COUN 675: Internship II – Final-Eval for 'theory' items by Site Supervisor (3rd yr./3rd semester).	**D3)** Summative Skill –At least 70% of student intern scores will demonstrate mastery by receiving the highest rating of 3 ('Proficient') on each 'theory' item assessed by Site Supervisors on the COUN 675: Internship II Final Evaluation of Student by Site Supervisor.	**D3)** Summative Skill: **80%** of overall scores demonstrated mastery by receiving the highest rating of 3 (Proficient) on 'theory' items assessed by the Final Evaluation of Student by Site Supervisors for COUN 675: Internship II. *All* items met the target of at least 70% of ratings scoring 'Proficient'. The lowest category was item #3: - 'Demonstrates understanding of diversity and the role of culture in clinical decision-making', with 75% of students rated as Proficient and 25% rated as Competent. **This target is met.**	
KPI 5.2 Interpersonal Counseling Skills. Students will effectively apply and adapt micro counseling skills within the counseling			Group Counseling & Group Work	Counseling & Helping Relationships	
		KPI 5.2 Skill (2 pts in time): **A)** COUN 655: Group Dynamics & Therapy (2nd yr./2nd semester) – Group Skills Assessment	KPI 5.2 Skill (2 pts in time): **A)** At least 70% of students will demonstrate mastery (score of 75% or better; or 'Excellent') on overall rubric data totals on the COUN 655: Group Dynamics & Therapy- Group Skills Assessment.	KPI 5.2 Skill (2 pts in time): **A) 84.9%** of students demonstrated mastery (at least 70% or more/score of 75% or better, or 'Excellent') in overall rubric data scores assessed by the COUN 655 Group Skills Assessment Rubric. All 9 content sections met the target. **This target is met.**	

process with individuals and groups, demonstrating the ability to form effective therapeutic alliances with clients, accurately assess and conceptualize client themes to utilize appropriate counseling process skills and interventions, and adjust counseling for culture and developmental issues across the lifespan.	2.F.7.k. - Use of symptom checklists, and personality and psychological testing. 2.F.7.l. - Use of assessment results to diagnose developmental, behavioral, and mental disorders. 2.F.7.m. - Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results. CMHC.5.C.1.b. – Theories and models related to clinical mental health counseling. CMHC.5.1.c. – Principles, models, & documentation formats of biopsychosocial case conceptualization and treatment planning. CMHC.5.C.2.b. – Etiology, nomenclature, treatment, referral, and prevention of mental health disorders. CMHC.5.C.2.c. – Mental health service delivery modalities within the continuum of care, such an inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks. CMHC.5.2.f. Impact of crisis and trauma on individuals with mental health diagnoses. CMHC.5.2.g. – Impact of biological & neurological mechanisms on mental health. CMHC.5.2.j. – Cultural factors relevant to CMHC. CMHC5.2.k. – Legal and ethical considerations specific to clinical mental health counseling. CMHC5.2.l. – Record-keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling. CMHC.5.C.3.a. – Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management. CMHN.5.C.3.b. – Techniques and interventions for prevention and treatment of a broad range of mental health issues.	**B1)** Formative Skill – COUN 665: Practicum – Recorded Session Evaluation by Faculty (3rd yr./1st semester).	**B1)** Formative Skill – At least 70% of practicum students will demonstrate mastery by receiving the rating of Good/Excellent (5-6) on rubric totals of COUN 665 Recorded Session Eval by Faculty.	**B1)** Formative Skill: **41.4%** of overall scores demonstrated mastery by receiving ratings of 5-6 (Good/Excellent) on the Recorded Session Eval by Faculty for COUN 665: Practicum. All items were below mastery: - 'Opening'; 51.3% below target. - 'Attending'; 7.5% below target. - 'Active Listening'; 23.3% below target. - 'Silence'; 20% below target. - 'Non-Verbal's; 5.6% below target. - 'Reflecting Feeling'; 3.3% below target. - 'Reflecting Content'; 9.9% below target. - 'Probing/Questioning'; 9.9% below target. - 'Challenging/Confronting'; 53.3% below target. - 'Immediacy'; 30.1% below target. - 'Case Conceptualization'; 43.3% below target. - 'Closing'; 30.1% below target. 55.2% of overall scores fell in the 'Adequate' category (scores 3-4). 3.4% of overall scores fell in the 'Poor' category (scores 1-2). As a formative skill assessment, the overall results (28.6% below overall target) show the baseline for progression toward meeting the summative goal by Internship II.	assessment of micro skills. 4) Year 2, Semester 1 – COUN 650: Recording of mock biopsychosocial assessment, with transcription and assessment of micro skills; COUN 605: Recording of mock suicide assessment, with transcription and assessment of micro skills. 5) Year 2, Semester 2 - COUN 545: Already has 2 micro skills recording/assessments, will use the same assessment rubric as prior classes; COUN 655: Already has 1 micro skills assessment for leading a live group session, will use the same micro skills assessment rubric as prior classes. **KPI 5.3(A1-A3; B1-B2)** – No recommendations.
		B2) Formative Skill –COUN 670: Internship I – Recorded Session Evaluation by Faculty (3rd yr./2nd semester).	**B2)** Formative Skill – At least 70% of interns will demonstrate mastery by receiving the rating of Good/Excellent (5-6) on rubric totals of COUN 670 Recorded Session Eval by Faculty.	**B2)** Formative Skill: **45.7%** of overall scores demonstrated mastery by receiving ratings of 5-6 (Good/Excellent) on the Recorded Session Eval by Faculty for *COUN 670: Internship I.* Nine of 12 items were below mastery: - 'Opening'; 8% below target. - 'Active Listening'; 22.2% below target. - 'Silence'; 13.5% below target. - 'Reflecting Feeling'; 61.3% below target. - 'Reflecting Content'; 52.6% below target. - 'Probing/Questioning'; 39.6% below target. - 'Challenging/Confronting'; 38.2% below target. - 'Immediacy'; 43.9% below target. - 'Case Conceptualization'; 13.5% below target. 51.1% of scores fell in the 'Adequate' category (scores 3-4).3.2% of overall scores fell in the 'Poor' category (scores 1-2). As a formative skill assessment, the overall results (24.3% below target) show progression toward meeting the summative goal by Internship II.	
		B3) Summative Skill – COUN 675: Internship II – Recorded Session Evaluation by Faculty (3rd yr./3rd semester).	**B3)** Summative Skill – At least 70% of student interns will demonstrate mastery by receiving the highest rating of 4-5 ('Good to Excellent') on rubric totals on the COUN 675 Recorded Session Eval by Faculty.	**B3)** Summative Skill: **71%** of overall scores demonstrated mastery by receiving ratings of 5-6 (Good/Excellent) on the Recorded Session Eval by Faculty for COUN 675: Internship II. Five of the 12 items were below mastery: - 'Reflecting Feeling'; 36.7% below target. - 'Reflecting Content'; 7.5% below target. - 'Probing/Questioning'; 50% below target. - 'Challenging/Confronting'; 50% below target. - 'Immediacy'; 11.7% below target. 28.3% of overall scores fell in the 'Adequate' category (scores 3-4). .7% of overall scores fell in the 'Poor' category (scores 1-2). **This target is met.**	
		Cross-validation of KPI 5.2 Data on Summative Interpersonal Skills			
		C1) Formative Skill – COUN 665: Practicum – Final Evals for 'Interpersonal Counseling Skill' items by Site Supervisors.	**C1)** Formative Skill – At least 70% of practicum students will demonstrate mastery by receiving the rating of 3 (Proficient) on rubric totals of COUN 665 Final Evals for 'Interpersonal Counseling Skill' items by Site Supervisors.	**C1)** Formative Skill: **43.4%** of overall scores demonstrated mastery by receiving a rating of 3 (Proficient) on the COUN 665: Practicum Final Evals for 'Interpersonal Counseling Skill' items by Site Supervisors. All items were below mastery: - 'Rapport'; 17.1% below target. - 'Client Boundaries'; 23% below target. - 'Problem Conceptualization'; 34.7% below target. - 'Comprehensive Intake'; 34.7% below target. - 'Responds to Content'; 23% below target. - 'Responds to Feelings'; 28.8% below target. - 'Empathy'; 34.7% below target. - 'Clinical Judgment'; 17.1% below target. 39.7% of overall scores fell in the 'Competent' category (score of 3). 16.9% of overall scores fell in the 'Novice' category (score of 2). 0% of overall scores fell in the 'Underperforming' category (score of 1). As a formative skill assessment, the overall results (29.6% below target) show the baseline for progression toward meeting the summative goal by Internship II.	

		C2) <u>Formative Skill</u> – COUN 670: Internship I – Final Evals for 'Interpersonal Counseling Skill' items by Site Supervisors.	**C2)** <u>Formative Skill</u> – At least 70% of interns will demonstrate mastery by receiving the rating of 3 (Proficient) on rubric totals of COUN 670 Final Evals for 'Interpersonal Counseling Skill' items by Site Supervisors.	**C2)** <u>Formative Skill</u>: **73.9%** of overall scores demonstrated mastery by receiving a rating of 3 (Proficient) on the COUN 670: Internship I Final Evals for 'Interpersonal Counseling Skill' items by Site Supervisors. Three out of 8 items were below mastery: - 'Client Boundaries'; 6.4% below target. - 'Responds to Feelings'; 6.4% below target. - 'Empathy'; 15.5% below target. 25% of overall scores fell in the 'Competent' category (score 3). 1.1% of overall scores fell in the 'Novice' category (score 2). 0% of overall scores fell in the 'Underperforming' category (score 1). As a formative skill assessment, the overall results (73.9% of scores demonstrated mastery) show progression since Practicum, preemptively meeting the summative goal as rated by Site Supervisors.	
		C3) <u>Summative Skill</u> –COUN 675: Internship II – Final Evals for 'Interpersonal Counseling Skill' items by Site Supervisors.	**C3)** <u>Summative Skill</u> – At least 70% of student interns will demonstrate mastery by receiving the rating of 3 (Proficient) on rubric totals on the COUN 675 Final Evals for 'Interpersonal Counseling Skill' items by Site Supervisors.	**C3)** <u>Summative Skill</u>: **90.6%** of overall scores demonstrated mastery by receiving a rating of 3 (Proficient) on the COUN 675: Internship II Final Evals for 'Interpersonal Counseling Skill' items by Site Supervisor**s**. All items were scored at mastery. 9.4% of overall scores fell in the 'Competent' category (score 3). 0% of overall scores fell in the 'Novice' category (score 2). 0% of overall scores fell in the 'Underperforming' category (score 1). **This target is met.**	

KPI 5.3 — Counseling & Helping Relationships

<u>Personal & Professional Counselor Characteristics.</u> Students will demonstrate a professional demeanor, form mature academic and professional relationships, an understanding of limitations of competence, a proactive and receptive attitude toward supervision with implementation of feedback, the continuous development and display of professional self-awareness skills, and responsibility. Students will demonstrate personal counselor characteristics through the continuous development and display of biopsychosocial and spiritual health, as evidenced by personal self-awareness skills, self-care skills,

KPI 5.3 Skill (2 pts in time):	KPI 5.3 Skill (2 pts in time):	KPI 5.3 Skill (2 pts in time):
A1) <u>Formative Skill</u> – COUN 665: Practicum – Final Evals for 'Counselor Characteristics & Demeanor' items by Site Supervisors.	**A1)** <u>Formative Skill</u> – At least 70% of practicum students will demonstrate mastery by receiving the rating of 3 (Proficient) on rubric totals of COUN 665 Final Evals for 'Counselor Characteristics & Demeanor' items by Site Supervisors.	**A1)** <u>Formative Skill</u>: **50.7%** of overall scores demonstrated mastery by receiving a rating of 3 (Proficient) on the COUN 665: Practicum Final Evals for 'Counselor Characteristics & Demeanor' Items by Site Supervisors. All items were below mastery: - 'Timely/thorough documentation'; 22.9% below target. - 'Ethical/Legal behavior'; 17.1% below target. - 'Self-Awareness'; 22.9% below target. - 'Identifies strength/weaknesses'; 28.8% below target. - 'Accepts/Implements feedback in supervision'; 5.3% below target. - 'Body posture/facial expressions/gestures congruent with client'; 22.9% below target. - 'Sincerity'; 5.3% below target. - 'Self-control'; 28.8% below target. 40.4% of overall scores fell in the 'Competent' category (score 3). 8.1% of overall scores fell in the 'Novice' category (score 2). .8% of overall scores fell in the 'Underperforming' category (score 1). As a formative skill assessment, the overall results (19.3% below overall target) show the baseline for progression toward meeting the summative goal by Internship II.
A2) <u>Formative Skill</u> – COUN 670: Internship I -Final Evals for 'Counselor Characteristics & Demeanor' items by Site Supervisors	**A2)** <u>Formative Skill</u> – At least 70% of interns will demonstrate mastery by receiving the rating of 3 (Proficient) on rubric totals of COUN 670 Final Evals for 'Counselor Characteristics & Demeanor' items by Site Supervisors.	**A2)** <u>Formative Skill</u>: **71.6%** of overall scores demonstrated mastery by receiving a rating of 3 (Proficient) on the COUN 670: Internship I Final Evals for '*Counselor Characteristics & Demeanor*' Items by Site Supervisors. Four out of 8 items were below mastery: - 'Self-Awareness'; 15.5% below target. - 'Identifies strength/weakness'; 6.4% below target. - 'Body posture/facial expressions/gestures congruent with client'; 6.4% below target. - 'Self-control'; 6.4% below target. 27.3% of overall scores fell in the 'Competent' category (score 3). 1.1% of overall scores fell in the 'Novice' category (score 2). 0% of overall scores fell in the 'Underperforming' category (score 1). As a formative skill assessment, the overall results (71.6% of scores were rated at mastery, or 'Proficient') show progression since Practicum, preemptively meeting the summative goal as rated by Site Supervisors.
A3) <u>Summative Skill</u> – COUN 675: Internship II – Final Evals for 'Counselor Characteristics & Demeanor' items by Site Supervisors.	**A3)** <u>Summative Skill</u> – At least 70% of student interns will demonstrate mastery by receiving the rating of 3 (Proficient) on rubric totals on the COUN 675 Final Evals for 'Counselor Characteristics & Demeanor' items by Site Supervisors.	**A3)** <u>Summative Skill</u>: **89.1%** of overall scores demonstrated mastery by receiving a rating of 3 (Proficient) on the COUN 675: Internship II Final Evals for 'Counselor Characteristics & Demeanor' items by Site Supervisors. All items were scored at mastery. The lowest categories were: - 'Timely/thorough documentation' – 81.3% at mastery. - 'Self-control'; 81.3% at mastery. 10.9% of overall scores fell in the 'Competent' category (score 3). 0% of overall scores fell in the 'Novice' category (score 2). 0% of overall scores fell in the 'Underperforming' category (score 1).

		Assessment Tool	Assessment Targets	Assessment Results	
empathy, self-control, and integrity.				This target is met.	
		B) Disposition Assessment of Students by Faculty – All students in all classes (except Practicum/Internship courses) are assessed by faculty at the end of each semester.	**B)** At least 70% of student interns will demonstrate mastery by receiving at least a rating of 4-5 ('Above Expectation') on rubric totals of the 'Disposition Assessment of Students by Faculty' in Fall 2022 and Spring 2023.	**B1)** Disposition Assessment of Students by Faculty – Fall 2022: **91.3%** of overall scores demonstrated mastery by receiving a rating of 4 or 5 (Above Expectation) on the 'Disposition Assessment of Students by Faculty'. All items met the target; the lowest categories were: - 'Conscientiousness'; 77.2% at mastery. - 'Openness'; 86.4% at mastery. - 'Interpersonal Skills'; 86.4% at mastery. **This target is met.**	
				B2) Spring 2023: **86.1%** of overall scores demonstrated mastery by receiving a rating of 4 or 5 (Above Expectation) on the 'Disposition Assessment of Students by Faculty'. All items met the target; the lowest categories were: - 'Conscientiousness'; 75.6% at mastery. - 'Interpersonal Skills'; 80.5% at mastery. - 'Self-Awareness'; 83% at mastery. **This target is met.**	

KPI 5.1:
Assessed for *knowledge* of group counseling theory from 'Group Counseling & Group Work' at 2 pts in time with three assessments.
Assessed for *knowledge* of counseling theory from 'Counseling & Helping Relationships' at 2 pts in time with two assessments.
Assessed for *skill* with counseling theory from 'Counseling & Helping Relationships' at 2 pts in time with two assessments.
KPI 5.2 was assessed for *skill* in 'Interpersonal Counseling Skills' from 'Counseling & Helping Relationships' and 'Group Counseling & Group Work' at 4pts in time with three assessments.
KPI 5.3. was assessed for skill in 'Professional/Personal Counselor Characteristics' from 'Counseling & Helping Relationships' at 3 pts in time with two different assessments.

ASSESSMENT & TESTING

RELATED PROGRAM GOAL:
#2 - The MSCC program will prepare Scholar-Practitioners who demonstrate behaviors of academic excellence, understand research-based counseling literature and use of clinical assessments from various core counseling areas, and skillfully apply this knowledge to client care.
#3 - The MSCC program will prepare counselors who aim to continuously develop excellent counseling and relational skills.

KPI	CACREP Standards	Assessment Tool	Assessment Targets	Assessment Results	Program Modifications
KPI 6 Knowledge & Application of Assessment in Counseling. Students will demonstrate understanding of the philosophical and statistical properties of measurement instruments commonly used by counselors, accurately select	2.F.7.a. - Historical perspectives concerning the nature and meaning of assessment and testing in counseling. 2.F.7.b. - Methods of effectively preparing for and conducting initial assessment meetings. 2.F.7.c. - Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide. 2.F.7.d. - Procedures for identifying trauma and abuse and for reporting abuse.	KPI 6 Skill (6 pts in time): **A)** COUN 625: Advanced Tests & Measurements– Assessment Reflection Paper (2nd yr./2nd semester).	KPI 6 Skill (6 pts in time): **A)** At least 70% of students will demonstrate mastery (score of 75% or better; or 'Excellent') on overall rubric data totals on the COUN 625: Advanced Tests & Measurements– Assessment Reflection.	KPI 6 Skill (6 pts in time): **A)** 80% of students demonstrated mastery (at least 70% or more/score of 75% or better, or 'Excellent') in overall rubric data scores assessed by the COUN 625: Advanced Tests & Measurements– Assessment Reflection Rubric. Two of 5 content sections did not meet the target: - 'Basic Concepts of Test (reliability/validity, etc.)'; 6% below target. - Future Practice/Ethical Awareness of Constructs/Target Population'; 6% below target. **This target is met.**	**KPI 6(A & B)** – The Formative/Summative growth process for utilization of assessments in counseling is satisfactory and developmentally appropriate. The Core Faculty would like additional points in time to build a foundation for this skill earlier in the curriculum, so will add the following: 1) Year 1, Semester 2 – COUN 503: The multicultural assessment reflection paper will utilize a formal
		Formative Skill – COUN 665: Practicum – Final Evals for 'Assessment' items by Site Supervisors (3rd yr./End of 1st semester)	Formative Skill – At least 70% of COUN 665 students will demonstrate mastery by receiving the rating of 3 (Proficient) on rubric totals of	Formative Skill: **35.3%** of overall scores demonstrated mastery by receiving a rating of 3 (Proficient) on the COUN 665: Practicum Final Evals for 'Assessment' Items by Site Supervisors. All items were below mastery: - 'Implement/utilize in treatment planning'; 34.7% below target.	

assessments based on knowledge of content, reliability, and validity, and apply the process of assessment to client evaluation, client conceptualization, treatment planning, and selection of intervention strategies.	2.F.7.e. - Use of assessments for diagnostic and intervention planning purposes. 2.F.7. f.- Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments. 2.F.7.g. - Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations. 2.F.7.h. - Reliability and validity in the use of assessments. 2.F.7.i. - Use of assessments relevant to academic/educational, career, personal, and social development. 2.F.7.j. - Use of environmental assessments and systematic behavioral observations. 2.F.7.k. - Use of symptom checklists, and personality and psychological testing. 2.F.7.l. - Use of assessment results to diagnose developmental, behavioral, and mental disorders. 2.F.7.m. - Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results. CMHC 5.1.e. Psychological tests and assessments specific to clinical mental health counseling. CMHC 5.3.a. - Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management.		COUN 665 Final Evals for 'Assessment' items by Site Supervisors.	- 'Demonstrates ability to complete intake assessments'; 34.7% below target. - 'Implements strategies to evaluate counseling outcomes with clients'; 34.7% below target. As a formative skill assessment, the overall results (35.3% of scores were rated at mastery, or 'Proficient') show the baseline for progression toward meeting the summative goal as rated by Site Supervisors.	assessment as part of the assignment. 2) Year 2, Semester 1 – COUN 650: Instruction will be increased to learn more extensively about how to use assessments with diagnoses, and treatment plan assignment will include discussion of a measure appropriate for the case application.
		Formative Skill – COUN 670: Internship I -Midterm Evals for 'Assessment' items by Site Supervisors (3rd yr./middle of 2nd semester).	Formative Skill – At least 70% of COUN 670 students will demonstrate mastery by receiving the rating of 3 (Proficient) on rubric totals of COUN 670 Midterm Evals for 'Assessment' items by Site Supervisors.	Formative Skill: **61.5%** of overall scores demonstrated mastery by receiving a rating of 3 (Proficient) on the COUN 670: Internship I Midterm Evals for 'Assessment' Items by Site Supervisors. Two out of 3 items were below mastery: - 'Implement/utilize in treatment planning'; 8.5% below target. - 'Implements strategies to evaluate counseling outcomes with clients'; 23.8% below target. As a formative skill assessment, the overall results (61.5% of scores were rated at mastery, or 'Proficient') show progression toward meeting the summative goal as rated by Site Supervisors.	
		Formative Skill – COUN 670: Internship I -Final Evals for 'Counselor Characteristics & Demeanor' items by Site Supervisors (3rd yr./end of 2nd semester).	Formative Skill – At least 70% of COUN 670 students will demonstrate mastery by receiving the rating of 3 (Proficient) on rubric totals of COUN 670 Final Evals for 'Assessment' items by Site Supervisors.	Formative Skill: **66.7%** of overall scores demonstrated mastery by receiving a rating of 3 (Proficient) on the COUN 670: Internship I Final Evals for 'Assessment' Items by Site Supervisors. Two out of 3 items were below mastery: - 'Implement/utilize in treatment planning'; 15.5% below target. - 'Implements strategies to evaluate counseling outcomes with clients'; 6.4% below target. As a formative skill assessment, the overall results (66.7% of scores were rated at mastery, or 'Proficient') show progression toward meeting the summative goal as rated by Site Supervisors.	
		Formative Skill – COUN 675: Internship II -Midterm Evals for 'Assessment' items by Site Supervisors (3rd yr./middle of 3rd semester).	Formative Skill – At least 70% of COUN 675 students will demonstrate mastery by receiving the rating of 3 (Proficient) on rubric totals of COUN 675 Midterm Evals for 'Assessment' items by Site Supervisors.	Formative Skill: **71.4%** of overall scores demonstrated mastery by receiving a rating of 3 (Proficient) on the COUN 670: Internship I Final Evals for 'Assessment' Items by Site Supervisors. One out of 3 items were below mastery: - 'Implements strategies to evaluate counseling outcomes with clients'; 5.7% below target. As a formative skill assessment, the overall results (71.4% of scores were rated at mastery, or 'Proficient') show progression toward meeting the summative goal as rated by Site Supervisors.	
		Summative Skill – COUN 675: Internship II -Final Evals for 'Counselor Characteristics & Demeanor' items by Site Supervisors (3rd yr./end of 3rd semester).	Summative Skill – At least 70% of COUN 675 students will demonstrate mastery by receiving the rating of 3 (Proficient) on rubric totals of COUN 675 Final Evals for 'Assessment' items by Site Supervisors.	Summative Skill: **91.7%** of overall scores demonstrated mastery by receiving a rating of 3 (Proficient) on the COUN 675: Internship II Final Evals for 'Assessment' Items by Site Supervisors. All items achieved mastery. - 'Implement/utilize in treatment planning'; 93.8% at mastery. - 'Demonstrates ability to complete intake assessments'; 93.8% at mastery. - 'Implements strategies to evaluate counseling outcomes with clients'; 87.5% at mastery. **This target is met.**	
		KPI 6 was assessed for *skill* in 'Assessment' from 'Assessment & Testing' at 6pts in time with 2 assessments.			

RESEARCH & PROGRAM EVALUATION

RELATED PROGRAM GOAL:

#2 - The MSCC program will prepare Scholar-Practitioners who demonstrate behaviors of academic excellence, understand research-based counseling literature and use of clinical assessments from various core counseling areas, and skillfully apply this knowledge to client care.

KPI	CACREP Standards	Assessment Tool	Assessment Targets	Assessment Results	Program Modifications
KPI 7 KPI 7. Knowledge and Analysis of Research. Students will understand basic	2.F.8.a. The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice.	Knowledge (3 pts in time): A) COUN 520: Research Methods & Statistics - Qualitative Analysis (2nd yr./1st semester).	Knowledge (3 pts in time): A) At least 70% of students will demonstrate mastery (score of 90% or better; or a compilation of 'Exceeds Expectations, 95-100% & 'Meets Expectations', 90-94%) on overall rubric data totals on the COUN 520 Qualitative Analysis.	Knowledge (3 pts in time): A) **100%** of students demonstrated mastery (score of 90% or better; or a compilation of 'Exceeds Expectations, 95-100% & 'Meets Expectations', 90-94%) on overall rubric data totals on the COUN 520 Qualitative Analysis. All sections met the target. For all sections, 31.4% scored in the highest 'Exceeds Expectations' category. **This target is met.**	**KPI 7(A & B)** – 1) The Research Design Project will be revised as a 'Formative/Summative' assignment throughout the semester during COUN 520, producing scores for various points in time to gauge development.

research design and statistical methodology, applying this knowledge to the critique and analysis of counseling research to inform counseling practice.	2.F.8.b. Identification of evidence-based counseling practices. 2.F.8.e. Evaluation of counseling interventions and programs. 2.F.8.f. Qualitative, quantitative, and mixed research methods. 2.F.8.g. Designs used in research and program evaluation. 2.F.8.h. Statistical methods used in conducting research and program evaluation. 2.F.8.i. Analysis and use of data in counseling. 2.F.8.j. Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation.	**B)** COUN 520: Research Methods & Statistics - Quantitative Analysis (2nd yr./1st semester).	**B)** At least 70% of students will demonstrate mastery (score of 90% or better; or a compilation of 'Exceeds Expectations, 95-100% & 'Meets Expectations', 90-94%) on overall rubric data totals on the COUN 520 Quantitative Analysis.	**B) 100%** of students demonstrated mastery (score of 90% or better; or a compilation of 'Exceeds Expectations, 95-100% & 'Meets Expectations', 90-94%) on overall rubric data totals on the COUN 520 Quantitative Analysis. All sections met the target. For all sections, 36.3% scored in the highest 'Exceeds Expectations' category. **This target is met.**	2) The Core Faculty would like to see the final application of this area with clients, and the 'Research a Case' assignment that is completed in Practicum, Internship I & II (for a client) will be utilized within this KPI going forward.
		C) COUN 520: Research Methods & Statistics – Research Design Project (2nd yr./1st semester).	**C)** At least 70% of students will demonstrate mastery (score of 90% or better; or a compilation of 'Exceeds Expectations, 95-100% & 'Meets Expectations', 90-94%) on overall rubric data totals on the COUN 520 Research Design Project.	**C) 85.7%** of students demonstrated mastery (score of 90% or better; or a compilation of 'Exceeds Expectations, 95-100% & 'Meets Expectations', 90-94%) on overall rubric data totals on the COUN 520 Research Design Project. All sections met the target. For all sections, 50% scored in the highest 'Exceeds Expectations' category. **This target is met.**	
		D) COUN 506: Ethical Issues in Counseling – Ethics Article Presentation (1st yr./1st semester).	**D)** At least 70% of students will demonstrate mastery (score of 87% or better; or a compilation of 'Excellent', 94-100% & 'Good', 87-93.9%) on overall rubric data totals on the Ethics Article Presentation using the Research Application Rubric.	**D) 90.5%** of students demonstrated mastery (score of 87% or better; or a compilation of 'Excellent', 94-100% & 'Good', 87-93.9%) on overall rubric data totals on the Ethics Article Presentation. 9.5% of student scores were in the 'Fair' category. **This target is met.**	
		E) COUN 504: Social & Cultural Foundations – Cultural Advocacy Presentation (1st yr./2nd semester).	**E)** At least 70% of students will demonstrate mastery (score of 87% or better; or a compilation of 'Excellent', 94-100% & 'Good', 87-93.9%) on overall rubric data totals on the Cultural Advocacy Presentation using the Research Application Rubric.	**E) 79.5%** of students demonstrated mastery (score of 87% or better; or a compilation of 'Excellent', 94-100% & 'Good', 87-93.9%) on overall rubric data totals on the Cultural Advocacy Presentation. 53% of student scores were in the highest category of 'Excellent'. **This target is met.**	
		F) COUN 605: Grief, Crisis & Trauma – Research Application Presentation (2nd yr./1st semester).	**F)** At least 70% of students will demonstrate mastery (score of 87% or better; or a compilation of 'Excellent', 94-100% & 'Good', 87-93.9%) on overall rubric data totals on the Research Application Presentation using the Research Application Rubric.	**F) 100%** of students demonstrated mastery (score of 87% or better; or a compilation of 'Excellent', 94-100% & 'Good', 87-93.9%) on overall rubric data totals on the COUN 605: Grief, Crisis & Trauma – Research Application Presentation. 90.4% of student scores were in the highest category of 'Excellent'. **This target is met.**	
		G) Comprehensive Examination (2nd yr./2nd semester) - This exam is comprised of 160 randomized, practice NCE questions from all 8 CACREP content areas, including research and program evaluation knowledge.	**G)** At least 80% of students will demonstrate mastery (score of 70% or better; or 'Excellent') on overall rubric data totals of the Comprehensive Exam on the first attempt.	**G)** Twelve students took the Comprehensive Exam in March 2023; **100%** of students passed the exam on the first attempt, scoring at least 70%. An analysis of exam data showed 41.66% (5 out of 12 students) scored between 70-73%, very close to the passing cutoff. Overall item analysis identified 19 questions (out of a test bank of 266) that were missed by 70-100% of students who received the item. A minimal number of failed items were from the research and program evaluation category (3 items, or 15.8% of failed items). **This target is met.**	
		KPI 7 was assessed for *knowledge* in 'Research & Program Evaluation' at 4pts in time with 5 assessments.			