

**Charleston Southern University**  
**Master of Science in Clinical Counseling (MSCC)**  
**2023-2024 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
<b>KPI 1.1</b>	<p><b>2.F.1.a</b> - History and philosophy of the counseling profession and its specialty areas.</p> <p><b>2.F.1.b</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.</p> <p><b>2.F.1.d</b> - The role and process of the professional counselor advocating on behalf of the profession.</p> <p><b>2.F.1.k</b> - Strategies for personal and professional self-evaluation and implications for practice.</p> <p><b>2.F.1.i</b> - Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.</p> <p><b>2.F.1.m</b> - The role of counseling supervision in the profession.</p> <p><b>2.F.2.c</b> - The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others.</p> <p><b>2.F.2.d</b> - The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's view of others.</p> <p><b>2.F.5.d</b> - Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships.</p> <p><b>2.F.5.a</b> - Theories and models of counseling.</p> <p><b>2.F.5.n</b> - Processes for aiding students in developing a personal model of counseling.</p> <p><b>2.F.8.j</b> - Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program.</p> <p><b>CMHC 5.1.a</b> - History and development of clinical mental health counseling.</p> <p><b>CMHC5.2.k</b> - Legal and ethical considerations specific to clinical mental health counseling.</p> <p><b>CMHC5.2.l</b> - Record-keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling.</p>	<p><b>Knowledge (2 pts in time):</b></p> <p><b>A) COUN 542: Introduction to the Profession - Orientation Paper (1<sup>st</sup> yr./1<sup>st</sup> semester)</b></p>	<p><b>Knowledge (2 pts in time):</b></p> <p><b>A) At least 70% of students will demonstrate mastery (score of 87% or higher; 'Excellent' or 'Good') on the overall totals of the Orientation Paper Rubric.</b></p>	<p><b>Knowledge (2 pts in time):</b></p> <p><b>A) 91.9%</b> of student scores demonstrated mastery (score of 87% or better; 'Excellent' or 'Good') on the COUN 542 Orientation Paper Rubric scores. One out of 8 areas of sections were below mastery: - APA/Grammar; 69.5% of students demonstrated mastery. <b>This target is met.</b></p>	<p>For Comprehensive Exam: 1) Will be proctored through Blackboard, using Respondus, for the next two spring semesters. No pretest will be given to first year students. In 2026, students will begin taking the CPCE as the MSCC Comprehensive Exam, which will cost \$75 per take. 2) All core classes need to utilize multiple-choice Mid-term and Final exams, closed book, using Respondus Lockdown Browser &amp; Monitor. Test questions should include NCE prep questions, if possible, but also questions contained within the course texts. 3) Slingshot rents textbooks to students with the option to purchase them at the end of the semester. Opting out does not seem to currently be an option; we will choose key texts that students need to prepare for Comps and the NCE and encourage them to purchase at the end of class.4) Slingshot rents textbooks to students with the option to purchase them at the end of the semester. Opting out does not seem to currently be an option; we will choose key texts that students need to prepare for Comps and the NCE and encourage them to purchase at the end of class.</p> <p>KPI 1.2 - COUN 506 - Expand knowledge of current ethical guidelines and legal issues for specific states regarding laws/regs for online program students.</p>
<b>KPI 1.2</b>		<p><b>A) COUN 506: Ethical Issues in Counseling - Ethics Final Application Paper (1<sup>st</sup> yr./1<sup>st</sup> semester)</b></p>	<p><b>A) At least 70% of students will demonstrate mastery (score of 87% or better, or 'Excellent' or 'Good') on overall rubric totals assessed with the COUN 506 Ethics Final Application Paper Rubric.</b></p>	<p><b>A) 88.3%</b> of student scores demonstrated mastery (score of 87% or better; 'Excellent' or 'Good') on overall score totals on the Ethics Final Application Paper. One out of 9 areas of rubric sections were below mastery: - 'Formatting/APA'; 60% of students demonstrated mastery. <b>This target is met.</b></p>	
<b>KPI 1.3</b>		<p><b>B) Comprehensive Exam (2<sup>nd</sup> yr./2<sup>nd</sup> semester) - This exam is comprised of 160 randomized, practice NCE questions from all 8 CACREP content areas, including general Professional Orientation &amp; Ethical Practice knowledge.</b></p>	<p><b>B) At least 70% of students will demonstrate mastery (score 70% or higher) of general Professional Orientation &amp; Ethical Practice knowledge by passing the Comprehensive Exam during the first attempt.</b></p>	<p><b>B) Fifteen students took the Comprehensive Exam in March 2024; overall scores showed 80% of students passed the exam on the first attempt, scoring at least 70%. An analysis of exam data showed 26.7% (4 out of 15 students) scored between 75-70% during the first attempt, within proximity to failing; 20% (3 out of 15) of students passed the exam on the second attempt.</b></p> <p><i>Professional Orientation/Ethics: 66.7%</i> of students passed this portion of the exam on the first attempt, scoring 70% or higher on this section. The average score on this section was 74.4%. <b>This target is not met.</b></p>	
<b>KPI 1.3</b>	<p><b>2.F.5.d</b> - Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships.</p> <p><b>2.F.5.a</b> - Theories and models of counseling.</p> <p><b>2.F.5.n</b> - Processes for aiding students in developing a personal model of counseling.</p> <p><b>2.F.8.j</b> - Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program.</p> <p><b>CMHC 5.1.a</b> - History and development of clinical mental health counseling.</p> <p><b>CMHC5.2.k</b> - Legal and ethical considerations specific to clinical mental health counseling.</p> <p><b>CMHC5.2.l</b> - Record-keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling.</p>	<p><b>Skill (2 pts in time):</b></p> <p><b>A) COUN 506: Ethical Issues in Counseling - Ethical Case Scenario Assignment (1<sup>st</sup> yr./1<sup>st</sup> semester); applying ethical concepts to a case study.</b></p>	<p><b>Skill (2 pts in time):</b></p> <p><b>A) At least 70% of students will demonstrate mastery (score of 87% or better; 'Excellent' or 'Good') on overall rubric totals, assessed by the COUN 506 Ethical Case Scenario Assignment Rubric.</b></p>	<p><b>Skill (2 pts in time):</b></p> <p><b>A) 95.5%</b> of student scores fell within the 'Excellent' or 'Good' category, demonstrating mastery (score of 87% or better), assessed by the COUN 506 Ethical Case Scenario Assignment Rubric. All individual rubric items met this goal as well. <b>This target is met.</b></p>	
<b>KPI 1.3</b>		<p><b>B) COUN 675: Internship II - Evaluation of Student by Site Supervisor (3<sup>rd</sup> yr./, prior to graduation); items specific to ethical decision-making and professional practice.</b></p>	<p><b>B) 70% of student intern scores will demonstrate mastery by receiving the highest rating of 3 ('Proficient') on each 'ethical &amp; professionalism' item assessed by Site Supervisors on the COUN 675: Internship II Evaluation of Student by Site Supervisor.</b></p>	<p><b>B) 85.7%</b> 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 rubric items met the target of at least 70% of ratings scoring 'Proficient'. The lowest categories included:</p> <ul style="list-style-type: none"> <li>- 'Knowledge of resources in community and utilizes that information when appropriate in counseling'; 75% of students were rated in the highest category as Proficient, with 25% rated as Competent.</li> <li>- 'Has knowledge of current ethical guidelines and legal issues'; 75% of students were rated in the highest category as Proficient, with 25% rated as Competent.</li> </ul> <p><b>This target is met.</b></p>	
<p>KPI 1.1 &amp; 1.2 were assessed for <i>knowledge</i> of Professional Orientation/Ethics at two points in time with three different assessments. KPI 1.3 was assessed for <i>skill</i> in Professional Orientation/Ethics over two distinct points in time with two different assessments.</p>					

## SOCIAL & CULTURAL DIVERSITY

### RELATED PROGRAM GOAL:

#5 - 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
-----	------------------	-----------------	--------------------	--------------------	-----------------------

<p><b>KPI 2.1</b> <b>Cultural Knowledge and Advocacy.</b> 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.</p>	<p><b>2.F.1.k.-</b> Strategies for personal and professional self-evaluation and implications for practice. <b>2.F.2.a. -</b> Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally. <b>2.F.2.b. -</b> Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy.</p>	<p><b>Knowledge (2 pts in time)</b> <b>A)</b> COUN 503: Social &amp; Cultural Foundations - Advocacy Presentation (1<sup>st</sup> yr./2<sup>nd</sup> Semester) <b>B)</b> Comprehensive Exam (2<sup>nd</sup> yr./2<sup>nd</sup> semester) – This exam is comprised of 160 randomized, practice NCE questions from all 8 CACREP content areas, including general social &amp; cultural diversity knowledge.</p>	<p><b>Knowledge (2 pts in time):</b> <b>A)</b> At least 70% of students will demonstrate mastery (score of 87% or better, or ‘Excellent’) on total rubric scores assessed with the COUN 503 Advocacy Presentation Rubric. <b>B)</b> At least 70% of students will demonstrate mastery (score 70% or higher) of general Social/Cultural Diversity knowledge by passing the Comprehensive Exam during the first attempt.</p>	<p><b>Knowledge (2 pts in time):</b> <b>A) 91.3%</b> of student scores fell within the ‘Excellent’ or ‘Good’ category, demonstrating mastery (score of 87% or better), assessed by the COUN 503: Social &amp; Cultural Foundations - Advocacy Presentation Rubric. All individual rubric items met this goal as well. <b>This target is met.</b> <b>B)</b> Fifteen students took the Comprehensive Exam in March 2024; overall scores showed 80% of students passed the exam on the first attempt, scoring at least 70%. An analysis of exam data showed 26.7% (4 out of 15 students) scored between 75-70% during the first attempt, within proximity to failing; 20% (3 out of 15) of students passed the exam on the second attempt.  <i>Social &amp; Cultural Diversity:</i> 20% of students passed this portion of the exam on the first attempt, scoring 70% or higher on this section. The average score on this section was 63.1%. <b>This target is not met.</b></p>	<p>KPI 2.1 - COUN 503 - Foundational multicultural knowledge will be included from supplemental texts to include questions for comps, in addition to the frameworks presented within the multicultural course. This course needs exposure to more mainstream literature to prepare for Comps and NCE.</p>
<p><b>KPI 2.2</b> <b>Cultural Awareness and Action.</b> 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.</p>	<p><b>2.F.2.c. -</b> Multicultural counseling competencies. <b>2.F.2.d. -</b> The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s view of others.</p>	<p><b>Skill (2 pts in time):</b> <b>A)</b> COUN 503: Social &amp; Cultural Foundations - Immersion Project (1<sup>st</sup> yr./2<sup>nd</sup> Semester) <b>B)</b> Survey of Graduates, Site Supervisors/Employers, and Current Students on Program Objective #4 (yearly, data collected in spring).</p>	<p><b>Skill (2 pts in time):</b> <b>A)</b> At least 70% of students will demonstrate mastery (score of 87% or better; ‘Excellent’ or ‘Good’) on overall rubric score data assessed with the COUN 503 Immersion Project Rubric. <b>B)</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’).</p>	<p><b>Skill (2 pts in time):</b> <b>A) 90.6%</b> of student scores fell within the ‘Excellent’ or ‘Good’ category, demonstrating mastery (score of 87% or better), assessed by the COUN 503 Immersion Project Rubric. One out of 6 content sections did not meet the target - ‘Preconceptions’ was the lowest at 69.6%. <b>This target is met.</b> <b>B) 96.1%</b> of aggregate scores for Survey of Site Supervisors/Employers (3 responses), Former Students (5 responses), Current Students (39 responses), and Faculty (4 responses) rated the effectiveness of Program Goal #4 as Agree or Strongly Agree. This target was met for all specific populations, as well. <b>This target is met.</b></p>	<p>KPI 2.3 - COUN 503: The reflection data showed 100% mastery, which does not give useful data for program modifications. Reflection rubric will be assessed and improved.</p>
<p><b>KPI 2.3</b> <b>KPI 2.3 Spiritual Development &amp; Faith Integration.</b> 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.</p>	<p><b>2.F.2.e. -</b> The effects of power and privilege for counselors and clients. <b>2.F.2.f. -</b> Help-seeking behaviors of diverse clients. <b>2.F.2.h. -</b> Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination. <b>2.F.8.j. -</b> Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program.</p>	<p><b>Skill (3 pts in time):</b> <b>A)</b> COUN 503: Social &amp; Cultural Foundations – Spirituality Reflection (1<sup>st</sup> yr./2<sup>nd</sup> Semester) <b>B)</b> COUN 512: Models of Integrative Therapy – Faith Integration in Counseling Paper (1<sup>st</sup> yr./3<sup>rd</sup> semester). <b>D)</b> Survey of Graduates, Site Supervisors/Employers, and Current Students on Program Objective #6 (yearly, data collected in spring).</p>	<p><b>Skill (3 pts in time):</b> <b>A)</b> At least 70% of evaluations will demonstrate mastery (scoring the highest rating of 4, or ‘Exceeds Expectation’) on the Critical Thinking Rubric. <b>B)</b> At least 70% of evaluations will demonstrate mastery (scoring the highest rating of 4, or ‘Exceeds Expectation’) on the Faith Integration in Counseling Rubric. <b>D)</b> At least 70% of invested community members will rate the effectiveness of Program Goal #6 as ‘Agree’ or ‘Strongly Agree’.</p>	<p><b>Skill (3 pts in time):</b> <b>A) 100%</b> of students demonstrated mastery (score of 4, or ‘Exceeds Expectation’) on overall rubric data scores, which were not assessed by the Critical Thinking Rubric. <b>This target is not met.</b> <b>B) This assignment was not completed during the Summer 2023 term. This target is not met.</b> <b>D) 88.3%</b> of aggregate scores for Survey of Site Supervisors/Employers (3 responses), Former Students (5 responses), Current Students (39 responses), and Faculty (4 responses) rated the effectiveness of Program Goal #4 as Agree or Strongly Agree. This target was met for all specific populations, as well. <b>This target is met.</b></p>	
<p>KPI 2.1 was assessed for <i>knowledge</i> in Social &amp; Cultural Diversity over two points in time with two different assessments. KPI 2.2 was assessed for <i>skill</i> in Social &amp; Cultural Diversity over two distinct points in time with two different assessments. KPI 2.3 was assessed for <i>skill</i> in Social &amp; Cultural Diversity over three distinct points in time with four different assessments.</p>					

## 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	<p><b>2.F.3.a.</b> Theories of individual and family development across the lifespan.</p> <p><b>2.F.3.c.</b> - Theories of normal and abnormal personality development.</p> <p><b>2.F.3.e.</b> - Biological, neurological, and physiological factors that affect human development, functioning, and behavior.</p> <p><b>2.F.3.f.</b> - Systemic and environmental factors that affect human development, functioning, and behavior.</p> <p><b>2.F.3.g.</b> - Effects of crisis, disasters, and trauma on diverse individuals across the lifespan.</p> <p><b>2.F.3.h.</b> - A general framework for understanding differing abilities and strategies for differentiated interventions.</p> <p><b>2.F.3.i.</b> - Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.</p> <p><b>2.F.5.b.</b> - A systems approach to conceptualizing clients.</p> <p><b>2.F.5.h.</b> - Developmentally relevant counseling treatment or intervention plans.</p> <p><b>2.F.5.j.</b> Evidence-based counseling strategies and techniques for prevention and intervention.</p>	<b>Human Growth &amp; Development</b>			<p>KPI 3.2: 1) The treatment plan model will be the same across all clinical classes, with rubrics added to Blackboard. 2) Treatment plan will be addressed during the presentations of client videos in clinical classes (COUN 665/670/675).</p>
<u>Knowledge of Human Development &amp; Psychopathology.</u> 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.		KPI 3.1 Knowledge (3 pts in time)	KPI 3.1 Knowledge (3 pts in time)	KPI 3.1 Knowledge (3 pts in time):	
<b>A) COUN 504: Human Growth &amp; Development - Final Application Paper (1<sup>st</sup> yr. /1<sup>st</sup> semester).</b>		<b>A) At least 70% of students will demonstrate mastery (score of 87% or better; 'Excellent' or 'Good') on overall rubric data totals.</b>	<b>A) 98.5%</b> of student scores fell within the 'Excellent' or 'Good' category, demonstrating mastery (score of 87% or better), as assessed by the COUN 504 Final Application Paper Rubric. All content sections met the target. <b>This target is met.</b>		
<b>B) COUN 650: Psychopathology &amp; Diagnosis – Mental Health Disorder Domain Presentation Rubric (2<sup>nd</sup> yr./1<sup>st</sup> semester).</b>		<b>B) At least 70% of students will demonstrate mastery (score of 87% or better; 'Excellent' or 'Good') on overall rubric data totals.</b>	<b>B) 98.6%</b> of student scores fell within the 'Excellent' or 'Good' category, demonstrating mastery (score of 87% or better), as assessed by the COUN 650 Mental Health Disorder Domain Presentation Rubric. All content sections met the target. <b>This target is met.</b>		
<b>C) COUN 605: Grief, Crisis &amp; Trauma – Trauma Final Application Paper (2<sup>nd</sup> yr./1<sup>st</sup> semester).</b>		<b>C) At least 70% of students will demonstrate mastery (score of 87% or better; 'Excellent' or 'Good') on overall rubric data totals.</b>	<b>C) 85.4%</b> of student scores fell within the 'Excellent' or 'Good' category, demonstrating mastery (score of 87% or better), as assessed by the COUN 605 Trauma Final Application Paper Rubric. All content sections met the target. <b>This target is met.</b>		
<b>D) Comprehensive Examination (2<sup>nd</sup> yr./2<sup>nd</sup> semester) - This exam is comprised of 160 randomized, practice NCE questions from all 8 CACREP content areas, including general Human Growth &amp; Development knowledge.</b>	<b>D) At least 70% of students will demonstrate mastery (score 70% or higher) of general Human Growth &amp; Development knowledge by passing the Comprehensive Exam during the first attempt.</b>	<b>D) Fifteen students took the Comprehensive Exam in March 2024; overall scores showed 80% of students passed the exam on the first attempt, scoring at least 70%. An analysis of exam data showed 26.7% (4 out of 15 students) scored between 75-70% during the first attempt, within proximity to failing; 20% (3 out of 15) of students passed the exam on the second attempt.</b>  <i>Human Growth &amp; Development: 66.6%</i> of students passed this portion of the exam on the first attempt, scoring 70% or higher on this section. The average score on this section was 80.3%. <b>This target is not met.</b>			
KPI 3.2	<p><b>2.F.5.l.</b> – Suicide prevention models and strategies.</p> <p><b>2.F.5.m.</b> – Crisis intervention, trauma-informed, and community-based strategies, such as PFA.</p> <p><b>CMHC.5.1.b.</b> – Theories and models related to clinical mental health counseling.</p> <p><b>CMHC.5.1.c.</b> – Principles, models, &amp; documentation formats of biopsychosocial case conceptualization and treatment planning.</p> <p><b>CMHC.5.2.b.</b> – Etiology, nomenclature, treatment, referral, and prevention of mental disorders.</p> <p><b>CMHC.5.2.d.</b> - Diagnostic process, including differential diagnosis and the use of current</p>	<b>Clinical Mental Health Counseling</b>			
<u>Apply Knowledge of Human Development &amp; Psychopathology to Case Conceptualization and Treatment Planning.</u> Students will apply knowledge of biopsychosocial development and psychopathology to identify emotional, behavioral, and cognitive manifestations of major mental illnesses for case conceptualization,		KPI 3.2 Skill (2 pts in time):	KPI 3.2 Skill (2 pts in time):	KPI 3.2 Skill (2 pts in time):	
<b>A) Formative Skill: COUN 502: Psychopathology - Diagnosis/Tx Plan (1<sup>st</sup> yr./2<sup>nd</sup> semester)</b>		<b>A) Formative Skill: At least 70% of students will demonstrate mastery (score of 93% or better; 'Excellent') on overall rubric data totals using the COUN 502 Treatment Plan Rubric.</b>	<b>A) Formative Skill: 70.4%</b> of students demonstrated mastery (at least 70% or more/score of 93% 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: - 'Diagnostic Process'; 57.1% met target. - 'Diagnosis'; 50% met target. - 'Psychopharmacology Considerations'; 42.8% met target.		
<b>B) Formative Skill: COUN 650: Psychopathology &amp; Diagnosis – Diagnosis/Tx Plan (2<sup>nd</sup> yr./1<sup>st</sup> semester)</b>		<b>B) Formative Skill: At least 70% of students will demonstrate mastery (score of 93% or better; 'Excellent') on overall rubric data totals using the COUN 650 Treatment Plan Rubric.</b>	<b>B) Formative Skill: 85.4%</b> of students demonstrated mastery (score of 93% or better; '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'; 56.3% met target.		
<b>C) Formative Skill: COUN 670: Internship I - Diagnosis/Tx Plan (3<sup>rd</sup> yr./1<sup>st</sup> semester)</b>	<b>C) Formative Skill: At least 70% of students will demonstrate mastery (score of 93% or better; 'Excellent') on overall rubric data totals using the Treatment Plan Rubric.</b>	<b>C) Formative Skill: 82.3%</b> of students demonstrated mastery (score of 93% or better; 'Excellent') in overall rubric data scores assessed by the COUN 670 Treatment Plan Rubric. One out of 5 content sections did not meet the target: - 'Diagnosis/Presenting Problem'; 66.7% met target.			

<p>counseling intervention, and treatment planning.</p>	<p>diagnostic classification systems, including the <i>DSM</i> and the <i>ICD</i>.  <b>CMHC.5.2.f.</b> Impact of crisis and trauma on individuals with mental health diagnoses.  <b>CMHC.5.2.g.</b> – Impact of biological &amp; neurological mechanisms on mental health.  <b>CMHC.5.2.h.</b> - Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation  <b>CMHC.5.2.j.</b> – Cultural factors relevant to CMHC.  <b>CMHC.5.3.a.</b> – Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management.  <b>CMHC.5.3.b.</b> – Techniques and interventions for prevention and treatment of a broad range of mental health issues.</p>	<p><b>D) Summative Skill:</b> COUN 675: Internship II - Diagnosis/Tx Plan (3<sup>rd</sup> yr./2<sup>nd</sup> semester)</p>	<p><b>D) Summative Skill:</b> At least 70% of students will demonstrate mastery (score of 93% or better; ‘Excellent’) on overall rubric data totals using the Treatment Plan Rubric.</p>	<p><b>D) Summative Skill: 84.5%</b> of students demonstrated mastery (score of 93% or better; ‘Excellent’) in overall rubric data scores assessed by the COUN 675: Internship II Treatment Plan Rubric. All items met the target. All content sections met the target.  <b>This target is met.</b></p>	
<p>Cross-validation of KPI 3.2 Summative Data</p>					
		<p><b>E) COUN 675:</b> Internship II - Final Eval of Tx Planning of Student by Site Supervisor on ‘Treatment Planning’ items (3<sup>rd</sup> yr./2<sup>nd</sup> semester).</p>	<p><b>E)</b> 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.</p>	<p><b>E) 93.3%</b> 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’.  <b>This target is met.</b></p>	
<p>KPI 3.1 was assessed for <i>knowledge</i> of Human Growth &amp; Development over 3 pts in time with 4 different assessments.  KPI 3.2 was assessed for <i>skill</i> of Treatment Planning in Clinical Mental Health Counseling at 4 pts in time with two different assessments.</p>					

## 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		Knowledge (2 pts in time):	Knowledge (2 pts in time):	Knowledge (2 pts in time):	
<u>Career Counseling.</u> 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 issues to career counseling.	<b>2.F.4.a.</b> - Theories and models of career development, counseling, and decision making. <b>2.F.4.b.</b> - Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors. <b>2.F.4.c.</b> - Processes for identifying and using career, avocational, educational, occupational, and labor market information resources, technology, and information systems. <b>2.F.4.d.</b> - Approaches for assessing the conditions of the work environment on clients' life experiences. <b>2.F.4.e.</b> - Strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development. <b>2.F.4.g.</b> - Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy. <b>2.F.4.h.</b> - Strategies for facilitating client skill development for career, educational, and life-work planning, and management. <b>2.F.4.i.</b> - Methods of identifying and using assessment tools and techniques relevant to career planning and decision making. <b>2.F.4.j.</b> - Ethical and culturally relevant strategies for addressing career development. <b>CMHC.5.C.1.e.</b> - Psychological tests and assessments specific to clinical mental health counseling.	<b>A) COUN 535: Lifestyle &amp; Career Development – Career Final Application Paper (1<sup>st</sup> yr./3<sup>rd</sup> Semester).</b>	<b>A) At least 70% of students will demonstrate mastery (score of 87% or better; ‘Good’ or ‘Excellent’) on overall rubric data totals on the Career Final Application Rubric.</b>	<b>A) 92.3%</b> of student scores fell within the ‘Excellent’ or ‘Good’ category, demonstrating mastery (score of 87% or better), as assessed by the COUN 535 Career Final Application Paper. All rubric items met target, but the lowest were: -‘Counseling Strategies’; 82.5% met target. -‘Ethical & Cultural’; 82.5% met target. <b>This target is met.</b>	No KPI modifications recommended, other than what pertains to the Comprehensive Exam.
		<b>B) COUN 535: Lifestyle &amp; Career Development – Three Career Exams (1<sup>st</sup> yr./3<sup>rd</sup> Semester) that covered general career knowledge (career theories, counseling models, ethics, disabilities, multicultural issues, etc.).</b>	<b>B) At least 70% of students will demonstrate mastery (score of 90% or better on overall exam data totals).</b>	<b>B) 53%</b> of students demonstrated mastery (score of 90% or better) in overall data scores from multiple-choice COUN 535 Career exams. 77.8% of students scored above 80% on the exams. <b>This target is not met.</b>	
		<b>C) Comprehensive Exam (2<sup>nd</sup> yr./2<sup>nd</sup> semester) – This exam is comprised of 160 randomized, practice NCE questions from all 8 CACREP content areas, including general Career Development knowledge.</b>	<b>C) At least 70% of students will demonstrate mastery (score 70% or higher) of general Career Development knowledge by passing the Comprehensive Exam during the first attempt.</b>	<b>C) ) Fifteen students took the Comprehensive Exam in March 2024; overall scores showed 80% of students passed the exam on the first attempt, scoring at least 70%. An analysis of exam data showed 26.7% (4 out of 15 students) scored between 75-70% during the first attempt, within proximity to failing; 20% (3 out of 15) of students passed the exam on the second attempt.</b>  <i>Career Development: 33.3%</i> of students passed this portion of the exam on the first attempt, scoring 70% or higher on this section. The average score on this section was 63.2%. <b>This target is not met.</b>	
KPI 4 was assessed for <i>knowledge</i> of Career Development at 2 pts in time with three different assessments.					

**COUNSELING & HELPING RELATIONSHIPS**

**GROUP COUNSELING & GROUP WORK**

**RELATED PROGRAM GOAL: #3 - 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 5.1.1	<p><u>2.F.1.i.</u> – Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.</p> <p>2.F.1.k.- Strategies for personal and professional self-evaluation and implications for practice.</p> <p>2.F.1.l. – Self-care strategies appropriate to the counselor role.</p> <p>2.F.1.m. - The role of counseling supervision in the profession.</p> <p>2.F.2.g. – The impact of spiritual beliefs on clients’ and counselors’ worldviews.</p> <p><u>2.F.3.a.</u> – Theories of individual and family development across the lifespan.</p> <p>2.F.3.c. – Theories of normal and abnormal personality development.</p> <p>2.F.3.e. - Biological, neurological, and physiological factors that affect human development, functioning, and behavior.</p> <p>2.F.3.f. - Systemic and environmental factors that affect human development, functioning, and behavior.</p> <p>2.F.3.g. - Effects of crisis, disasters, and trauma on diverse individuals across the lifespan.</p> <p>2.F.3.h. - A general framework for understanding differing abilities and strategies for differentiated interventions.</p> <p>2.F.3.i. – Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.</p> <p>2.F.5.a. – Theories and models of counseling.</p> <p>2.F.5.b. – A systems approach to conceptualizing clients.</p>	<b>Group Counseling &amp; Group Work</b>			<p>KPI 5.1.1 Knowledge (1 pt in time):</p> <p><b>A) 84%</b> of student scores fell within the ‘Excellent’ or ‘Good’ category, demonstrating mastery (score of 87% or better), as assessed by the COUN 655 Group Proposal Paper Rubric. All content areas met the target. The two lowest categories included:</p> <ul style="list-style-type: none"> <li>-Formulation of Group; 80% of students demonstrated mastery.</li> <li>-Advertising; 80% of students demonstrated mastery.</li> </ul> <p><b>This target is met.</b></p> <p><b>B) Group Counseling: This section was inadvertently left off the revision of the Comprehensive Exam. It will be included next year.</b></p> <p><b>This target is not met.</b></p>	<p>KPI 5.1.1 - 1) Group questions were inadvertently excluded from the Comprehensive Exam in 2024; Program Modification – group content will be added to the exam in 2025.</p> <p>2) A reflection (through the lens of the proposal process from group class) on group hours completed will be added to Internship I to ensure group hours are completed earlier in the intern cycle.</p>
<u>Knowledge of Group Theories.</u> Students will demonstrate knowledge related to group development, dynamics, and theories.		<p>KPI 5.1.1 Knowledge (2 pts in time):</p> <p><b>A) COUN 655: Group Dynamics &amp; Therapy (2<sup>nd</sup> yr./2<sup>nd</sup> semester) - Group Proposal Paper</b></p> <p><b>B) Comprehensive Examination (2<sup>nd</sup> yr./2<sup>nd</sup> semester) - This exam is comprised of 160 randomized, practice NCE questions from all 8 CACREP content areas, including group counseling knowledge.</b></p>	<p>KPI 5.1.1 Knowledge (2 pts in time):</p> <p><b>A) At least 70% of students will demonstrate mastery (score of 87% or better; ‘Excellent’ or ‘Good’) on overall rubric data totals on the COUN 655: Group Dynamics &amp; Therapy - Group Proposal Paper Rubric.</b></p> <p><b>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></p>			
<u>Knowledge &amp; Application of Counseling Theory.</u> Students will 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.		<b>Counseling &amp; Helping Relationships</b>				
	<p>KPI 5.1.2. Knowledge (2 pts in time):</p> <p><b>A) COUN 505: Counseling &amp; Personality Theories - Personal Theory Paper (1<sup>st</sup> yr./2<sup>nd</sup> semester).</b></p> <p><b>B) Comprehensive Examination (2<sup>nd</sup> yr./2<sup>nd</sup> semester) - This exam is comprised of 160 randomized, practice NCE questions from all 8 CACREP content areas, including general counseling theory knowledge.</b></p>	<p>KPI 5.1.2. Knowledge (2 pts in time):</p> <p><b>A) At least 70% of students will demonstrate mastery (score of 75% or better; or ‘Excellent’) on overall rubric data totals on the COUN 505: Counseling &amp; Personality Theories - Personal Theory Paper Rubric.</b></p> <p><b>B) At least 70% of students will demonstrate mastery (score of 70% or better; which is passing) on overall rubric data totals of the Comprehensive Exam on the first attempt.</b></p>	<p>KPI 5.1.2. Knowledge (2 pts in time):</p> <p><b>A) 95.8%</b> of student scores fell within the ‘Excellent’ or ‘Good’ category, demonstrating mastery (score of 87% or better), as assessed by the COUN 505 Theory Final Application Rubric. All content areas met the target; the lowest was:</p> <ul style="list-style-type: none"> <li>- ‘Grammar/APA’; 73.9% of students demonstrated mastery.</li> </ul> <p><b>This target is met.</b></p> <p><b>B) Fifteen students took the Comprehensive Exam in March 2024; overall scores showed 80% of students passed the exam on the first attempt, scoring at least 70%. An analysis of exam data showed 26.7% (4 out of 15 students) scored between 75-70% during the first attempt, within proximity to failing; 20% (3 out of 15) of students passed the exam on the second attempt.</b></p> <p><i>Counseling Theory: 66.7%</i> of students passed this portion of the exam on the first attempt, scoring 70% or higher on this section. The average score on this section was 77%.</p> <p><b>This target is not met.</b></p>	<p>KPI 5.2 &amp; 5.3 – 1) Create site-supervisor accountability for the discussion of intern direct feedback. 2) The creation of a continuity of development by transferring the previous evaluative scores to the new instructor of record for the next semester of internship with the intention of identifying skills deficits. 3) Add coding of the counseling skills used to the entirety of session transcription, in addition to the identification of time stamped skills within the video conceptualization. 4) Review of basic counseling skills during the first week of practicum and internship 1. 5) Creation of a continuity of development over the semesters by using student self-evaluations and reflections that compare/contrast their evaluations with the supervisors’ evaluations.</p> <p>KPI 5.1.2 - Treatment plans will include formal/informal assessment related to treatment goals, reporting two points in time (pre-test/post-test) beginning in Internship 1.</p>		
	<p>KPI 5.1.2 Skill (2 pts in time):</p> <p><b>C) COUN 545: Techniques in Counseling - Theory Integration Paper (2<sup>nd</sup> yr./2<sup>nd</sup> semester).</b></p>	<p>KPI 5.1.2 Skill (2 pts in time):</p> <p><b>C) At least 70% of students will demonstrate mastery (score of 87% or better; ‘Excellent’ or ‘Good’) on overall rubric data totals on the COUN 545: Techniques in Counseling - Theory Integration Paper Rubric.</b></p>	<p>KPI 5.1.2 Skill (2 pts in time):</p> <p><b>C) 98.8%</b> of student scores fell within the ‘Excellent’ or ‘Good’ category, demonstrating mastery (score of 87% or better), as assessed by the COUN 545 Theory Integration Paper Rubric. All content sections met the target.</p> <p><b>This target is met.</b></p>			
	<p><b>D1) Formative Skill –COUN 665: Practicum - Final-Eval for theory items by Site Supervisor (3<sup>rd</sup> yr./1<sup>st</sup> semester)</b></p>	<p><b>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.</b></p>	<p><b>D1) Formative Skill: 40.02%</b> of overall student scores demonstrated mastery by receiving the highest rating of 3 (Proficient) 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’):</p> <ul style="list-style-type: none"> <li>- ‘Demonstrates knowledge of theory and theoretical intervention strategies’; 45.5% met target.</li> <li>- ‘Demonstrates understanding of diversity and the role of culture in clinical decision-making’; 36.4% met target.</li> <li>- ‘Practices within a theoretical framework as evidenced by practice, treatment planning, &amp; client conceptualization’; 36.4% met target.</li> <li>- ‘Demonstrates mastery of intervention techniques in the process of counseling’; 27.3% met target.</li> <li>- ‘Can respond to issues of diversity by modifying one’s approach to counseling’; 54.5% met target.</li> </ul> <p>As a formative skill assessment, the overall results show the baseline for progression toward meeting the summative goal by Internship II.</p>			
	<p><b>D2) Formative Skill –COUN 670: Internship I - Final-Eval for theory</b></p>	<p><b>D2) Formative Skill –At least 70% of student intern scores will demonstrate</b></p>	<p><b>D2) Formative Skill: 63.6%</b> of intern overall scores demonstrated mastery by receiving the highest rating of 3 (Proficient) on theory items assessed by the</p>			

	<p>2.F.5.d. – Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships.</p> <p>2.F.5.f. – Counselor characteristics and behaviors that influence the counseling process.</p> <p>2.F.5.g. – Essential interviewing, counseling, and case conceptualization skills.</p> <p>2.F.5.h. – Developmentally relevant counseling treatment or intervention plans.</p> <p>2.F.5.i. – Development of measurable outcomes for clients.</p> <p>2.F.5.j. – Evidence-based counseling strategies and techniques for prevention and intervention.</p> <p>2.F.5.l. – Suicide prevention models and strategies.</p> <p>2.F.5.m. – Crisis intervention, trauma-informed, and community-based strategies, such as PFA.</p> <p>2.F.5.n.- Processes for aiding students in developing a personal model of counseling.</p> <p>2.F.6.a. - Theoretical foundations of group counseling and group work.</p> <p>2.F.6.b. - Dynamics associated with group process and development.</p> <p>2.F.6.c. - Therapeutic factors and how they contribute to group effectiveness.</p> <p>2.F.6.d. - Characteristics and functions of effective group leaders.</p> <p>2.F.6.e. - Approaches to group formation, including recruiting, screening, and selecting members.</p> <p>2.F.6.f. - Types of groups and other considerations that affect conducting groups in varied settings.</p> <p>2.F.6.g. - Ethical and culturally relevant strategies for designing and facilitating groups.</p>	<p>items by Site Supervisor (3<sup>rd</sup> yr./2<sup>nd</sup> semester)</p>	<p>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.</p>	<p>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'):</p> <ul style="list-style-type: none"> <li>- 'Demonstrates knowledge of theory and theoretical intervention strategies.'; 54.5% met target.</li> <li>- 'Demonstrates understanding of diversity and the role of culture in clinical decision-making'; 63.6% met target.</li> <li>- 'Can respond to issues of diversity by modifying one's approach to counseling'; 54.5% met target.</li> </ul> <p>As a formative skill assessment, the overall results show progression toward meeting the summative goal by Internship II.</p>	
		<p><b>D3) Summative Skill</b> –COUN 675: Internship II – Final-Eval for 'theory' items by Site Supervisor (3<sup>rd</sup> yr./3<sup>rd</sup> semester).</p>	<p><b>D3) Summative Skill</b> –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.</p>	<p><b>D3) Summative Skill: 94%</b> 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'. <b>This target is met.</b></p>	
KPI 5.2		<b>Group Counseling &amp; Group Work</b>		<b>Counseling &amp; Helping Relationships</b>	
<u>Interpersonal Counseling Skills.</u>		KPI 5.2 Skill (2 pts in time):	KPI 5.2 Skill (2 pts in time):	KPI 5.2 Skill (2 pts in time):	
Students will effectively apply and adapt micro counseling skills within the counseling 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.		<p><b>A) COUN 655: Group Dynamics &amp; Therapy (2<sup>nd</sup> yr./2<sup>nd</sup> semester) – Group Skills Assessment</b></p>	<p><b>A) At least 70% of students will demonstrate mastery (score of 87% or better; 'Excellent' or 'Good') on overall rubric data totals on the COUN 655: Group Dynamics &amp; Therapy - Group Skills Assessment Rubric.</b></p>	<p><b>A) 97.6%</b> of student scores fell within the 'Excellent' or 'Good' category, demonstrating mastery (score of 87% or better), as assessed by the COUN 655 Group Skills Assessment Rubric. All 9 content sections met the target. <b>This target is met.</b></p>	
		<p><b>B1) Formative Skill</b> – COUN 665: Practicum – Recorded Session Evaluation by Faculty (3<sup>rd</sup> yr./1<sup>st</sup> semester).</p>	<p><b>B1) Formative Skill</b> – 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.</p>	<p><b>B1) Formative Skill: 19%</b> 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:</p> <ul style="list-style-type: none"> <li>- 'Opening'; 0% met target.</li> <li>- 'Attending'; 40% met target.</li> <li>- 'Active Listening'; 40% met target.</li> <li>- 'Silence'; 26.7% met target.</li> <li>- 'Non-Verbal's'; 26.7% met target.</li> <li>- 'Reflecting Feeling'; 0% me target.</li> <li>- 'Reflecting Content'; 33.3% met target.</li> <li>- 'Probing/Questioning'; 26.7% met target.</li> <li>- 'Challenging/Confronting'; 20% met target.</li> <li>- 'Immediacy'; 13.3% met target.</li> <li>- 'Case Conceptualization'; 0% met target.</li> <li>- 'Closing'; 20% met target.</li> </ul> <p>60.6% of overall scores fell in the 'Adequate' category (scores 3-4). 18.3% of overall scores fell in the 'Poor' category (scores 1-2). As a formative skill assessment, the overall shows the baseline for progression toward meeting the summative goal by Internship II.</p>	
		<p><b>B2) Formative Skill</b> –COUN 670: Internship I – Recorded Session Evaluation by Faculty (3<sup>rd</sup> yr./2<sup>nd</sup> semester).</p>	<p><b>B2) Formative Skill</b> – 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.</p>	<p><b>B2) Formative Skill: 54.2%</b> 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. Seven of 12 items were below mastery:</p> <ul style="list-style-type: none"> <li>- 'Reflecting Feeling'; 0% met target.</li> <li>- 'Reflecting Content'; 50% met target.</li> <li>- 'Probing/Questioning'; 25% met target.</li> <li>- 'Challenging/Confronting'; 25% met target.</li> <li>- 'Immediacy'; 0% met target.</li> <li>- 'Case Conceptualization'; 62.5% met target.</li> <li>- 'Closing'; 62.5% met target.</li> </ul> <p>42% of scores fell in the 'Adequate' category (scores 3-4) and 3.8% of overall scores fell in the 'Poor' category (scores 1-2). As a formative skill assessment, the overall results show progression toward meeting the summative goal by Internship II.</p>	
		<p><b>B3) Summative Skill</b> – COUN 675: Internship II – Recorded Session Evaluation by Faculty (3<sup>rd</sup> yr./3<sup>rd</sup> semester).</p>	<p><b>B3) Summative Skill</b> – At least 70% of student interns will demonstrate mastery by receiving the highest rating of 4-5 ('Good to Excellent') on</p>	<p><b>B3) Summative Skill: 77.2%</b> 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:</p> <ul style="list-style-type: none"> <li>- 'Reflecting Content'; 66.7% met target.</li> </ul>	



	<p>2.F.7.b. - Methods of effectively preparing for and conducting initial assessment meetings.</p> <p>2.F.7.c. - Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide.</p> <p>2.F.7.i. - Use of assessments relevant to academic/educational, career, personal, and social development.</p> <p>2.F.7.j. - Use of environmental assessments and systematic behavioral observations.</p> <p>2.F.7.k. - Use of symptom checklists, and personality and psychological testing.</p> <p>2.F.7.l. - Use of assessment results to diagnose developmental, behavioral, and mental disorders.</p> <p>2.F.7.m. - Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results.</p> <p>CMHC.5.C.1.b. – Theories and models related to clinical mental health counseling.</p> <p>CMHC.5.1.c. – Principles, models, &amp; documentation formats of biopsychosocial case conceptualization and treatment planning.</p> <p>CMHC.5.C.2.b. – Etiology, nomenclature, treatment, referral, and prevention of mental health disorders.</p> <p>CMHC.5.C.2.c. – Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks.</p>		<p>rubric totals on the COUN 675 Recorded Session Eval by Faculty.</p>	<p>- ‘Probing/Questioning’; 58.3% met target.</p> <p>- ‘Challenging/Confronting’; 58.3% met target.</p> <p>- ‘Immediacy’; 58.3% met target.</p> <p>- ‘Closing’; 66.7% met target.</p> <p>20.1% of overall scores fell in the ‘Adequate’ category (scores 3-4).</p> <p>.7% of overall scores fell in the ‘Poor’ category (scores 1-2). 2% of scores fell in the N/A or Not Observed category.</p> <p><b>This target is met.</b></p>		
Cross-validation of KPI 5.2 Data on Summative Interpersonal Skills						
		<p><b>C1) Formative Skill</b> – COUN 665: Practicum – Final Evals for ‘Interpersonal Counseling Skill’ items by Site Supervisors.</p>	<p><b>C1) Formative Skill</b> – 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.</p>	<p><b>C1) Formative Skill: 65.8%</b> 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:</p> <p>- ‘Problem Conceptualization’; 54.5% met target.</p> <p>- ‘Comprehensive Intake’; 27.3% met target.</p> <p>- ‘Empathy’; 54.5% met target.</p> <p>- ‘Clinical Judgment’; 54.5% met target.</p> <p>34.1% of overall scores fell in the ‘Competent’ category (score of 3).</p> <p>As a formative skill assessment, the overall results show the baseline for progression toward meeting the summative goal by Internship II.</p>		
		<p><b>C2) Formative Skill</b> – COUN 670: Internship I – Final Evals for ‘Interpersonal Counseling Skill’ items by Site Supervisors.</p>	<p><b>C2) Formative Skill</b> – 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.</p>	<p><b>C2) Formative Skill: 75.8%</b> 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. Two out of 8 items were below mastery:</p> <p>- ‘Problem Conceptualization’; 54.5% met target.</p> <p>- ‘Clinical Judgment’; 54.5% met target.</p> <p>19.3% of overall scores fell in the ‘Competent’ category (score 3).</p> <p>2.25% of overall scores fell in the ‘Novice’ category (score 2).</p> <p>0% of overall scores fell in the ‘Underperforming’ category (score 1).</p> <p>As a formative skill assessment, the overall results show progression since Practicum, preemptively meeting the summative goal as rated by Site Supervisors.</p>		
		<p><b>C3) Summative Skill</b> – COUN 675: Internship II – Final Evals for ‘Interpersonal Counseling Skill’ items by Site Supervisors.</p>	<p><b>C3) Summative Skill</b> – 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.</p>	<p><b>C3) Summative Skill: 91.25%</b> 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 Supervisors.</p> <p>All items were scored at mastery.</p> <p>8.75% of overall scores fell in the ‘Competent’ category (score 3).</p> <p><b>This target is met.</b></p>		
<b>Counseling &amp; Helping Relationships</b>						
<b>KPI 5.3</b>		<p><b>KPI 5.3 Skill (2 pts in time):</b></p>	<p><b>KPI 5.3 Skill (2 pts in time):</b></p>	<p><b>KPI 5.3 Skill (2 pts in time):</b></p>		
<p><u>Personal &amp; Professional Counselor Characteristics.</u></p> <p>Students will demonstrate a professional demeanor, form mature academic and professional relationships, an understanding of limitations of competence, a</p>		<p><b>A1) Formative Skill</b> – COUN 665: Practicum – Final Evals for ‘Counselor Characteristics &amp; Demeanor’ items by Site Supervisors.</p>	<p><b>A1) Formative Skill</b> – 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 &amp; Demeanor’ items by Site Supervisors.</p>	<p><b>A1) Formative Skill: 63.6%</b> of overall scores demonstrated mastery by receiving a rating of 3 (Proficient) on the COUN 665: Practicum Final Evals for ‘Counselor Characteristics &amp; Demeanor’ Items by Site Supervisors. Five out of 8 items were below mastery:</p> <p>- ‘Ethical/Legal behavior’; 63.6% met target.</p> <p>- ‘Self-Awareness’; 63.6% met target.</p> <p>- ‘Identifies strength/weaknesses’; 36.4% met target.</p> <p>- ‘Body posture/facial expressions/gestures congruent with client’; 54.5% met target.</p> <p>- ‘Self-control’; 54.5% met target.</p> <p>36.4% of overall scores fell in the ‘Competent’ category (score 3).</p> <p>0% of overall scores fell in the ‘Novice’ category (score 2) or ‘Underperforming’ category (score 1).</p> <p>As a formative skill assessment, the overall show the baseline for progression toward meeting the summative goal by Internship II.</p>		

<p>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, empathy, self-control, and integrity.</p>	<p>CMHC.5.2.f. Impact of crisis and trauma on individuals with mental health diagnoses. CMHC.5.2.g. – Impact of biological &amp; neurological mechanisms on mental health. CMHC.5.2.j. – Cultural factors relevant to CMHC. <u>CMHC5.2.k.</u> – Legal and ethical considerations specific to clinical mental health counseling. <u>CMHC5.2.l.</u> – 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.</p>	<p><b>A2) Formative Skill</b> – COUN 670: Internship I -Final Evals for ‘Counselor Characteristics &amp; Demeanor’ items by Site Supervisors</p>	<p><b>A2) Formative Skill</b> – 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 &amp; Demeanor’ items by Site Supervisors.</p>	<p><b>A2) Formative Skill: 72.6%</b> of overall scores demonstrated mastery by receiving a rating of 3 (Proficient) on the COUN 670: Internship I Final Evals for ‘<i>Counselor Characteristics &amp; Demeanor</i>’ Items by Site Supervisors. Four out of 8 items were below mastery: - ‘Ethical/Legal behavior’; 63.6% met target. - ‘Identifies strength/weaknesses’; 63.6% met target. - ‘Self-control’; 63.6% met target. 25.01% of overall scores fell in the ‘Competent’ category (score 3). 2.28% 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 show progression since Practicum, preemptively meeting the summative goal as rated by Site Supervisors.</p>
		<p><b>A3) Summative Skill</b> – COUN 675: Internship II – Final Evals for ‘Counselor Characteristics &amp; Demeanor’ items by Site Supervisors.</p>	<p><b>A3) Summative Skill</b> – 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 &amp; Demeanor’ items by Site Supervisors.</p>	<p><b>A3) Summative Skill: 92.5%</b> of overall scores demonstrated mastery by receiving a rating of 3 (Proficient) on the COUN 675: Internship II Final Evals for ‘Counselor Characteristics &amp; Demeanor’ items by Site Supervisors. All items were scored at mastery. 7.5% of overall scores fell in the ‘Competent’ category (score 3). 0% of overall scores fell in the ‘Novice’ category (score 2) or ‘Underperforming’ category (score 1). <b>This target is met.</b></p>
		<p><b>B) Disposition Assessment of Students by Faculty</b> – All students in all classes are assessed by faculty at the end of each semester.</p>	<p><b>B)</b> At least 90% of students will demonstrate mastery by receiving at least a rating of 3 or above on rubric totals of the ‘Disposition Assessment of Students by Faculty’ in Fall 2023 and Spring 2023.</p>	<p><b>B1) Fall 2023: 99.04%</b> of overall scores demonstrated mastery by receiving a rating of 3 or above on the ‘Disposition Assessment of Students by Faculty’. All items met the target. 66.4% of students were rated at a 4 or 5 across items. <b>This target is met.</b></p>
		<p><b>B2) Spring 2024: 97.88%</b> 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. 34.6% of students were rated at a 4 or 5 across items. <b>This target is met.</b></p>		
<p><b>KPI 5.1:</b> Assessed for <i>knowledge</i> of group counseling theory from ‘Group Counseling &amp; Group Work’ at 2 pts in time with three assessments. Assessed for <i>knowledge</i> of counseling theory from ‘Counseling &amp; Helping Relationships’ at 2 pts in time with two assessments. Assessed for <i>skill</i> with counseling theory from ‘Counseling &amp; Helping Relationships’ at 2 pts in time with two assessments.</p> <p><b>KPI 5.2</b> was assessed for <i>skill</i> in ‘Interpersonal Counseling Skills’ from ‘Counseling &amp; Helping Relationships’ and ‘Group Counseling &amp; Group Work’ at 4pts in time with three assessments.</p> <p><b>KPI 5.3</b>, was assessed for skill in ‘Professional/Personal Counselor Characteristics’ from ‘Counseling &amp; Helping Relationships’ at 3 pts in time with two different assessments.</p>				

## 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		
<b>KPI 6</b> <u>Knowledge &amp; Application of Assessment in Counseling.</u> Students will demonstrate understanding of the philosophical and statistical properties of measurement instruments commonly used by counselors, accurately select 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.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. 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.	KPI 6 Skill (6 pts in time): <b>A) COUN 625: Advanced Tests &amp; Measurements– Assessment Reflection Paper (2<sup>nd</sup> yr./2<sup>nd</sup> semester).</b>	KPI 6 Skill (6 pts in time): <b>A) At least 70% of students will demonstrate mastery (score of 87% or better; ‘Excellent’ or ‘Good’) on overall rubric data totals on the COUN 625 Assessment Reflection Rubric.</b>	KPI 6 Skill (6 pts in time): <b>A) 97.9%</b> of student scores fell within the ‘Excellent’ or ‘Good’ category, demonstrating mastery (score of 87% or better), as assessed by the COUN 625: Advanced Tests & Measurements– Assessment Reflection Rubric.  <b>This target is met.</b>	KPI 6 - Treatment plans will include formal/informal assessment related to treatment goals, reporting two points in time (pre-test/post-test) beginning in Internship 1.		
		<b>Formative Skill – COUN 665: Practicum – Final Evals for ‘Assessment’ items by Site Supervisors (3<sup>rd</sup> yr./End of 1<sup>st</sup> semester)</b>	<b>Formative Skill – At least 70% of COUN 665 students will demonstrate mastery by receiving the rating of 3 (Proficient) on rubric totals of COUN 665 Final Evals for ‘Assessment’ items by Site Supervisors.</b>	<b>Formative Skill: 48.5%</b> 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’; 36.4% met target. - ‘Demonstrates ability to complete intake assessments’; 27.3% met 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.			
		<b>Formative Skill – COUN 670: Internship I -Midterm Evals for ‘Assessment’ items by Site Supervisors (3<sup>rd</sup> yr./middle of 2<sup>nd</sup> semester).</b>	<b>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.</b>	<b>Formative Skill: 74.4%</b> 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. One out of 3 items were below mastery: - ‘Demonstrates ability to complete intake assessments’; 69.2% met target. As a formative skill assessment, the overall results show progression toward meeting the summative goal as rated by Site Supervisors.			
		<b>Formative Skill – COUN 670: Internship I -Final Evals for ‘Counselor Characteristics &amp; Demeanor’ items by Site Supervisors (3<sup>rd</sup> yr./end of 2<sup>nd</sup> semester).</b>	<b>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.</b>	<b>Formative Skill: 66.7%</b> 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’; 63.6% met target. - ‘Implements strategies to evaluate counseling outcomes with clients’; 63.6% met target. As a formative skill assessment, the overall results show progression toward meeting the summative goal as rated by Site Supervisors.			
		<b>Formative Skill – COUN 675: Internship II -Midterm Evals for ‘Assessment’ items by Site Supervisors (3<sup>rd</sup> yr./middle of 3<sup>rd</sup> semester).</b>	<b>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.</b>	<b>Formative Skill: 100%</b> 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. All items met the target. As a formative skill assessment, the overall results show progression toward meeting the summative goal as rated by Site Supervisors.			
		<b>Summative Skill – COUN 675: Internship II -Final Evals for ‘Assessment’ items by Site Supervisors (3<sup>rd</sup> yr./end of 3<sup>rd</sup> semester).</b>	<b>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.</b>	<b>Summative Skill: 90.0%</b> 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 met the target. <b>This target is met.</b>			
		KPI 6 was assessed for <i>skill</i> 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
<b>KPI 7.</b> <u>Knowledge and Analysis of Research.</u> Students will understand basic research design and statistical methodology, applying this knowledge to the critique and analysis of counseling research to inform counseling practice.	2.F.8.a. The importance of research in advancing the counseling profession, including how to critique 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.	Knowledge (3 pts in time): <b>A) COUN 520: Research Methods &amp; Statistics - Qualitative Analysis (2<sup>nd</sup> yr./1<sup>st</sup> semester).</b>	Knowledge (3 pts in time): <b>A) At least 70% of students will demonstrate mastery (score of 87% or better; 'Excellent' or 'Good') on overall rubric data totals on the COUN 520 Qualitative Analysis Rubric.</b>	Knowledge (3 pts in time): <b>A) 100%</b> of student scores fell within the 'Excellent' or 'Good' category, demonstrating mastery (score of 87% or better), as assessed by the COUN 520 Qualitative Analysis Rubric. All sections met the target. <b>This target is met.</b>	No KPI modifications recommended, other than what pertains to the Comprehensive Exam.
		<b>B) COUN 520: Research Methods &amp; Statistics - Quantitative Analysis (2<sup>nd</sup> yr./1<sup>st</sup> semester).</b>	<b>B) At least 70% of students will demonstrate mastery (score of 87% or better; 'Excellent' or 'Good') on overall rubric data totals on the COUN 520 Quantitative Analysis Rubric.</b>	<b>B) 96.4%</b> of student scores fell within the 'Excellent' or 'Good' category, demonstrating mastery (score of 87% or better), as assessed by the COUN 520 Quantitative Analysis. All sections met the target. <b>This target is met.</b>	
		<b>C) COUN 520: Research Methods &amp; Statistics – Research Design Project (2<sup>nd</sup> yr./1<sup>st</sup> semester).</b>	<b>C) At least 70% of students will demonstrate mastery (score of 87% or better; 'Excellent' or 'Good') on overall rubric data totals on the COUN 520 Research Design Project Rubric.</b>	<b>C) 88.1%</b> of student scores fell within the 'Excellent' or 'Good' category, demonstrating mastery (score of 87% or better), as assessed by the COUN 520 Research Design Project Rubric. All sections met the target. Rubric items with the lowest scores included: -'Problem Statement'; 81.2% at mastery. -'Research Design, Sampling, Instruments'; 81.2% at mastery. -'Design Analysis'; 81.2% at mastery. -'Results'; 81.2% at mastery. <b>This target is met.</b>	
		<b>D) COUN 506: Ethical Issues in Counseling – Ethics Article Presentation (1<sup>st</sup> yr./1<sup>st</sup> semester).</b>	<b>D) At least 70% of students will demonstrate mastery (score of 87% or better; 'Excellent' or 'Good') on overall rubric data totals on the Ethics Article Presentation using the Research Application Rubric.</b>	<b>D) 89%</b> of student scores fell within the 'Excellent' or 'Good' category, demonstrating mastery (score of 87% or better), as assessed by the Research Application Rubric. All rubric categories met the target; the lowest items included: -'Presentation Materials'; 84% at mastery. -'Quality of Discussion'; 84% at mastery. <b>This target is met.</b>	
		<b>E) COUN 503: Social &amp; Cultural Foundations – Cultural Advocacy Presentation (1<sup>st</sup> yr./2<sup>nd</sup> semester).</b>	<b>E) At least 70% of students will demonstrate mastery (score of 87% or better; 'Excellent' or 'Good') on overall rubric data totals on the Cultural Advocacy Presentation using the Research Application Rubric.</b>	<b>E) 100%</b> of student scores fell within the 'Excellent' or 'Good' category, demonstrating mastery (score of 87% or better), as assessed by the Research Application Rubric. All rubric categories met the target. <b>This assignment was completed by only one of the three COUN 503 sections.</b> <b>This target is met.</b>	
		<b>F) COUN 605: Grief, Crisis &amp; Trauma – Research Application Presentation (2<sup>nd</sup> yr./1<sup>st</sup> semester).</b>	<b>F) At least 70% of students will demonstrate mastery (score of 87% or better; 'Excellent' or 'Good') on overall rubric data totals on the Research Application Presentation using the Research Application Rubric.</b>	<b>F) 98.5%</b> of students demonstrated mastery (score of 87% or better) on overall rubric data totals on the COUN 605: Grief, Crisis & Trauma – Research Application Presentation. <b>Note: the Research Application Rubric was not used.</b> <b>This target is met.</b>	
		<b>G) Comprehensive Examination (2<sup>nd</sup> yr./2<sup>nd</sup> semester) - This exam is comprised of 160 randomized, practice NCE questions from all 8 CACREP content areas, including research and program evaluation knowledge.</b>	<b>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.</b>	<b>G) Fifteen students took the Comprehensive Exam in March 2024; overall scores showed 80% of students passed the exam on the first attempt, scoring at least 70%. An analysis of exam data showed 26.7% (4 out of 15 students) scored between 75-70% during the first attempt, within proximity to failing; 20% (3 out of 15) of students passed the exam on the second attempt.</b> <i>Counseling Theory: 60%</i> of students passed this portion of the exam on the first attempt, scoring 70% or higher on this section. The average score on this section was 73.3%. <b>This target is not met.</b>	
		<b>KPI 7</b> was assessed for <i>knowledge</i> in 'Research & Program Evaluation' at 3pts in time with 5 assessments.			

## Retention, Remediation, Dismissal, and Enrollment

Program Modifications from review of demographic information and survey data -

Recruiting:

- Retrieve student numbers from Slate identifying primary feeder schools, including HBCU's, to increase applications from more diverse populations.
- Continue attempts to recruit older students; Hosting a table at Lowcountry Mental Health Conference at end of month.
  - Brainstorm ways to target recruitment of older professionals.
- Research the creation of a 400/500 level course that undergraduate Psychology majors could enroll in as an elective; revisit discussion with Psychology department about an early admission program for select students.
- Discuss ways to gain more financial support for interns with COHS Dean, as they are classified as 'part-time' by financial aid because they only register for one 3hr course.

Program Modifications from Program Goal Survey Data Review & Feedback –

- Goal #2 - Revise the 'Research Application Rubric' related to this goal specifically within COUN 503, 506, and 605
- Goal #3 -
  - Adding a requirement of at least 1 professional organization for students, whether national or local, with proof of membership.
  - Adding a requirement of attendance to at least 1 conference by end of Techniques class, prior to clinical classes.
  - Advocating for students to hold leadership roles such as Student Reps within different professional organizations.
- Goal #4 - Add experiential case studies in classes (based on feedback about moving from conceptual to real life treatment planning).
- Goal #5 –
  - In COUN 503, the addition of a reflection about the impact a student's behavior may have on a client, based on diverse characteristics.
- In Practicum/ Internships, the addition of diversity considerations to the case conceptualizations:
  - Diversity Considerations – “How might cultural/diversity factors such as gender, age, race, and religion impact the client, the therapeutic alliance, you, and your view of the client?”
- Goal #6 – Implement newly developed faith integration and spiritual development plan in Fall 2024.
  - Action: Complete Curriculum crosswalk for each class throughout the academic year; help adjuncts align with faith integration standards.
  - Action: Wellness Plan – completed by students, before registration, in COUN 542.