





	<p>Scores, Comp Exam; PEL Exam (School).</p> <p>When: Faculty meet five times throughout the candidates' tenure in the program. A student review rubric is used for each meeting to gather specific data. The data is compiled in aggregate form by the Chair to be reviewed at the August Retreat.</p>			<p><b>2. Social and Cultural Foundations</b></p> <p><b>Knowledge:</b>  Cultural Interview...Did not Meet 8% Met - 92% Exceeded - 17%  NCE Mean Score..... 100% Exceeded National Score  Comp Exam .....100% Pass</p> <p>Student Perception of course objectives being met</p> <p>CHE 5600: Cross-Cultural Counseling  Knowledgeable of impact on culturally different Clients... 100%  Awareness of own culture and spiritual beliefs.....100%  Application in culturally society.....100%  Awareness of impact of heritage, attitudes, beliefs, understandings, &amp; acculturative experiences on views of others.....100%  Overall objectives were met.....100%</p> <p><b>Internship Final 3<sup>rd</sup></b>  Semester intern site evaluation (2a) -- Clinical Met -12% Exceeded – 88%  School Met - 17% Exceeded – 83%</p> <p><b>Skill:</b>  <b>Social and Cultural Foundations</b>  Practicum Final Evaluation (2)..... Met – 44% Exceeded – 56%</p> <p><b>Internship Final 3<sup>rd</sup></b>  Semester intern site evaluation (2b)-- Clinical Met 12% Exceeded - 88%  School Met 17% Exceeded – 83%</p> <p><b>3. Human Growth and Development</b></p> <p><b>Knowledge:</b>  Final Exam..... 100% Met or Exceeded standard  NCE Mean Score..... 93% Exceeded National Score  Comp Exam ..... 100% Pass</p> <p>Student Perception of course objectives being met</p>	
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				<p>CHE 5610: Human Development for Counselors  Knowledge of life-span theories... (Summer) Met - 86% Exceeded – 14%  Awareness of the process, behaviors, and resources  for counseling strategies.... (Summer) Met - 82% Exceeded – 28%  Application of culturally relevant theories, concepts, and  principles.....(Summer) Met - 57% Exceeded – 43%  Overall objectives were met. (Summer) Met - 82% Exceeded – 28%</p> <p><b>Internship Final 3<sup>rd</sup></b>  Semester intern site evaluation (3a) -- Clinical Met -25% Exceeded – 75%  School Met - 8% Exceeded – 92%</p> <p><b>Skill:</b>  <b>Human Growth and Development</b>  Practicum Final Evaluation (3)..... Met – 53% Exceeded – 47%</p> <p><b>Internship Final 3<sup>rd</sup></b>  Semester intern site evaluation (3b)-- Clinical Met - 37% Exceeded - 63%  School Met - 08% Exceeded – 92%</p> <p><b>4. Career Development</b></p> <p><b>Knowledge:</b>  Theory Paper.....Met -25% Exceeded – 75%  NCE Mean Score.....100% Exceeded National Score  Comp Exam .....100% Pass</p> <p>Student Perception of course objectives being met</p> <p>CHE 5920: Career Counseling  Knowledgeable of career theory and models Met - 37% Exceeded – 63%  Awareness of process, behaviors, and resources of career counseling  Met - 50% Exceeded – 50%  Application of culturally relevant career models and assessment Did  Not Meet – 12% Met - 76% Exceeded – 12%  Understood method of identifying and using assessment  tools and techniques Did Not Meet – 12% Met - 50% Exceeded – 37%  Overall objectives were met Met - 75% Exceeded – 25%</p>	
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			<p>Internship Final 3<sup>rd</sup>  Semester intern site evaluation (4a) -- Clinical Met -37% Exceeded – 63%  School Met - 33% Exceeded – 67%</p> <p><b>Skill:</b>  <b>Career Development</b>  Practicum Final Evaluation (4)..... Met – 53% Exceeded – 47%</p> <p>Internship Final 3<sup>rd</sup>  Semester intern site evaluation (4b)-- Clinical Met - 37% Exceeded - 63%  School Met - 8% Exceeded – 83%</p> <p><b>5. Helping Relationships</b></p> <p><b>Knowledge:</b>  Final Exam..... 100% Met or Exceeded standard  “B” or better in class .....100% Met or Exceeded standard  NCE Mean Score.....100% Met or Exceeded National Score  Comp Exam .....100% Pass</p> <p>Student Perception of course objectives being met</p> <p>CHE 5520: Theories of Counseling  Knowledgeable of application of theories,  models, and strategies DNM – 6% Met – 12% Exceeded – 94%  Importance of legal and ethical issues related to each  theory..... DNM – 6% Met – 25% Exceeded – 69%  Application of culturally relevant strategies for  establishing and maintaining in-person and technology  assisted relationships DNM – 6% Met – 31% Exceeded – 64%  Awareness of suicide prevention models  and strategies Met – 12% Exceeded – 88%  Overall objectives were met Met – 6% Exceeded – 94%</p> <p>CHE 5530: Basic Counseling Skills  Knowledgeable of application of theories and models Met – 69%  Exceeded – 31%  Awareness of counselor characteristics and behaviors Met – 38%  Exceeded – 62%  Application and practiced essential interviewing,  Counseling and case conceptualization skills Did Not Meet – 8% Met  – 62% Exceeded – 30%</p>
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				<p>Knowledge of personal model of counseling Met – 62% Exceeded – 38%</p> <p>Overall objectives were met Met – 62% Exceeded – 38%</p> <p>Internship Final 3<sup>rd</sup> Semester intern site evaluation (5a) -- Clinical Met -12% Exceeded – 88% School Met 17% Exceeded – 83%</p> <p><b>Skill:</b> <b>Helping Relationships</b> Practicum Final Evaluation (5)..... Met – 47% Exceeded – 53%</p> <p>Internship Final 3<sup>rd</sup> Semester intern site evaluation (5b)-- Clinical Exceeded - 100% School Exceeded – 100%</p> <p><b>6. Group Counseling</b></p> <p><b>Knowledge:</b> Final Exam.....Clinical Met - 93% Exceeded - 7% School Met - 31% Exceeded – 69% “B” or better in class ..... Clinical Exceeded - 100% School Met - 31% Exceeded – 69%</p> <p>NCE Mean Score.....100% Met or Exceeded National Score Comp Exam .....100% Pass</p> <p>Student Perception of course objectives being met</p> <p>CHE 5620: Group Counseling Knowledgeable of group counseling and group work.....100% met Awareness of processes, techniques and resources.....100% met Application of theoretical and experiential understanding counseling theories and methods.....100% met Overall objectives were met.....100% met</p> <p>Internship Final 3<sup>rd</sup> Semester intern site evaluation (6a) -- Clinical Met -12% Exceeded – 88% School Met - 8% Exceeded – 83%</p> <p><b>Skill:</b> <b>Group Counseling</b> Practicum Final Evaluation (6)..... Met – 47% Exceeded – 53%</p>	
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Internship Final 3<sup>rd</sup>  
 Semester intern site evaluation (6b)—Clinical.. Met - 12% Exceeded - 88%  
 School Met - 8% Exceeded - 92%

**7. Assessment and Testing**

**Knowledge:**

Mid-term Exam.....100% Met  
 NCE Mean Score.....100% Exceeded National Score  
 Comp Exam ..... 100% Pass

Student Perception of course objectives being met

CHE 5900: Appraisal

Knowledgeable of the historical perspectives concerning  
 assessment.....85% met  
 Awareness of ethical strategies for assessment and  
 instruments.....100% met  
 Application of various models and approaches..... 85% met  
 Understood procedures for assessing risk..... 85% met  
 Overall objectives were met.....100% met

Internship Final 3<sup>rd</sup>

Semester intern site eval (7a) Clinical (37%N/A) Met -12% Exceeded - 51%  
 School Met - 36% Exceeded -64 %

**Skill:**

**Appraisal**

Practicum Final Evaluation (8)..... Met -47% Exceeded - 53%  
 Internship Final 3<sup>rd</sup>  
 Semester intern site eval (7b)-Clinical (37%N/A) Met - 12% Exceeded - 88%  
 School Met - 8% Exceeded- 92%

**8. Research and Program Evaluation**

**Knowledge:**

Research Proposal.....92% Met or Exceeded standard

NCE Mean Score.....93% Exceeded National Score  
Comp Exam .....100% Pass

Student Perception of course objectives being met

CHE 5500: Research Methods –

Importance of research in advancing the counseling profession.....100% met

Designs, program evaluations, statistical methods, and research analysis used in counseling research.....100% met

Developed an understanding of principles, models and application of needs assessment.....100% met

Overall objectives were met.....100% met

Internship Final 3<sup>rd</sup>

Semester intern site eval (8a) Clinical (62%N/A) Met Exceeded – 38%  
School Met –17 % Exceeded – 66%

**Skill:**

**Research**

Practicum Final Evaluation (8)..... Met –47% Exceeded – 53%

Internship Final 3<sup>rd</sup>

Semester intern site eval (8b)-Clinical (62%N/A)Met Exceeded - 38%  
School Met - 17% Exceeded – 66%



<b>What are the Program Objectives? (CACREP 4.A)</b>	<b>How and When will the data be collected?</b>	<b>What are the expectations?</b>	<b>How data will be reviewed?</b>		<b>How will the data be used for improvement?</b>
<b>3. Candidates will display evidence of a depth of content knowledge and skill in the specialty areas of Clinical Mental Health and School Counseling as outlined in the latest CACREP standards</b>	<b>4.A.2</b>  How: Didactic Courses Representing the CACREP specialty areas (Clinical Mental Health and School) Competencies: CHE 5930 (Exam); 5943 (Exam); 6900 (02,03); 6920 (21,22); Student Perception of course objectives; NCE Mean Scores, Comp Exam; PEL Exam (School).  When: Faculty meet five times throughout the candidates' tenure in the program. A student review rubric is used for each	80% of students assessed met or exceeded standard (80-89 score in didactic courses = met; 90 – 100 = exceed)	<b>4.A.3</b>  Faculty meet five times throughout the candidates' tenure in the program. A student review rubric is used for each meeting.	<p><b>Results:</b></p> <p><b>9. Clinical Mental Health Counseling Foundations</b></p> <p><b>Knowledge:</b></p> <p>Learning Assessment Final..... Met - 100%</p> <p>NCE Mean Score</p> <p>Professional practice &amp; Ethics..... 100% exceeded National mean Score</p> <p>Intake, Assessment and Diagnosis..... 100% exceeded National mean Score</p> <p>Areas of Clinical Focus..... 100% exceeded National mean Score</p> <p>Treatment Planning..... 100% exceeded National mean Score</p> <p>Counseling Skills and Interventions..... 100% exceeded National mean Score</p> <p>Counseling Process ..... 100% exceeded National mean Score</p> <p>Core Counseling Attributes..... 100% exceeded National mean Score</p> <p>Comp Exam ..... 100% Pass</p> <p>Student Perception of course objectives being met</p> <p>CHE 5930: Foundations of Clinical Mental Health Counseling Knowledgeable of prevention and intervention standard met..... Met -22% Exceeded 68%</p> <p>Demonstrate competency of written skills... Met -33% Exceeded 55%</p> <p>Understanding of legal standards..... Met -22% Exceeded 60%</p> <p>Overall objectives were met..... Met -33% Exceeded 55%</p> <p>Internship Final 3<sup>rd</sup> Semester intern site evaluation</p>	<b>4.A.4</b>  The data gathered in Step 1 of the SLAP is processed during the annual August retreat and recorded in step 2 and 3. Action items are developed and initiated throughout the academic year

	<p>meeting to gather specific data. The data is compiled in aggregate form by the Chair to be reviewed at the August Retreat.</p>			<p>9) Knowledge of Prof. Practice ..... Exceeded –  (10) Manage Coord of Agency.... Met – % Exceeded –  (11) Know/Skills Diag/Treat  Client Advocacy Org Dev Met – % Exceeded – %</p> <p><b>Clinical Mental Health Counseling Foundations</b></p> <p><b>Skill:</b>  Practicum Final Evaluation</p> <p>(2) Understands Agency Policy, legal issues  Interacts professionally Met – 47% Exceeded – 53%  (3) Demonstrates Case Management Skills Met – 53% Exceeded – 47%  (4) Collaborates/provides academic, personal,  Social and career dev needs of clients Met – 53% Exceeded – 47%</p> <p>Internship Final 3<sup>rd</sup>  Semester intern site evaluation</p> <p>(12) Overall Knowledge/Skills of Treatment Modality Exceeded – %  (13) Skills Essential for Prof. Practice Met – % Exceeded – %</p> <p><b>10. School Counseling Foundations</b></p> <p><b>Knowledge:</b>  Learning Assessment – Final DNM – 16% Met – 84% Exceeded – 0%</p> <p>NCE Mean Score  Professional practice &amp; Ethics..... 100% exceeded National mean Score  Intake, Assessment and Diagnosis...100% exceeded National mean Score  Areas of Clinical Focus.....100% exceeded National mean Score  Treatment Planning..... 100% exceeded National mean Score  Counseling Skills and Interventions..100% exceeded National mean Score  Counseling Process .....100% exceeded National mean Score  Core Counseling Attributes.....100% exceeded National mean Score</p> <p>Comp Exam ..... 100% Pass</p> <p>PEL School Exam ..... 100% Pass</p>	
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				<p>Student Perception of course objectives being met</p> <p>CHE 5943: Foundations and Mtg. of School Counseling Program  Knowledgeable of history and current trends .....80% Exceeded  Awareness of counseling process.....80% Exceeded  Application of culturally relevant models.....80% Exceeded  Overall objectives were met .....80% Exceeded</p> <p>Internship Final 3<sup>rd</sup></p> <p>Knowledge of found. &amp; profess. Practice  (ethical, legal, political) met - 25% exceeded - 75% exceeded</p> <p>Knowledge of manage/coord of program dev.  implantation, evaluation (N/A - 8%) met 25% Exceeded 66%</p> <p>Knowledge and skills in diagnostic/treatment  Advocacy and org dev. met - 17% exceeded - 83%</p> <p><b>School Counseling Foundations</b></p> <p><b>Skill:</b>  Practicum Final Evaluation</p> <p>(2) Understands Agency Policy, legal issues  Interacts professionally Met - 47% Exceeded - 53%</p> <p>(3) Demonstrates Case Management Skills Met - 53% Exceeded - 47%</p> <p>(4) Collaborates/provides academic, personal,  Social and career dev needs of clients Met - 53% Exceeded - 47%</p> <p>Internship Final 3<sup>rd</sup>  Semester intern site evaluation</p> <p>Overall Knowledge and skills in  treatment modalities N/A -8% -Met 8% Exceeded - 83%</p> <p>Overall skills essential for professional practice Met 8% Exceeded - 92%</p> <p><b><u>Additional Course Objectives:</u></b></p> <p><b>CHE 5630: Practicum</b>  Knowledgeable of professional Identity... Met 15% Exceeded - 85%  Awareness of process and techniques for intakes, assessments,</p>	
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				<p>and treatment planning ..... Met 15% Exceeded – 85%</p> <p>Application of culturally relevant theories and techniques..... Met 15% Exceeded – 85%</p> <p>Overall objectives were met ..... Met 15% Exceeded – 85%</p> <p><b>CHE 5400: Special Topics in Clinical Counseling</b></p> <p>Understand the impact of crisis and trauma ... Exceeded – 100%</p> <p>Become familiar with assessing and diagnosing Met 15% Exceeded – Met 50 Exceeded 50%</p> <p>Identify strategies for counseling self-care...Exceeded – 100%</p> <p>Overall objectives were met.....Exceeded – 100%</p> <p><b>CHE 5941: Emerging Issues in School Counseling</b></p> <p>Examine Assessments specific to P 12.....</p> <p>Understood student risk factors .....</p> <p>Analyze factors impacting achievement .....</p> <p>Overall objectives were met .....</p> <p><b>CHE 5942: School Counseling: Collab., &amp; Consultation</b></p> <p>Knowledge of family-school-community collaboration.....(no Data)</p> <p>Awareness of school and community teamwork .....</p> <p>Apply allied culturally relevant evidence .....</p> <p>Overall objectives were met .....</p> <p><b>CHE 5980: Clinical Diagnosis and Treatment Planning</b></p> <p>Awareness of disorders in DSM ..... Met – 40% Exceeded – 50%</p> <p>Application of psychotherapy and environmental factors ... Met – 40% Exceeded – 50%</p> <p>Knowledgeable of latest treatments.. Met – 40% Exceeded – 50%</p> <p>Overall objectives were met ..... Met – 40% Exceeded – 50%</p> <p><b>CHE: 6900, 6920: Supervised Clinical Experience</b></p> <p>Knowledgeable of effective and ethical counseling strategies Met – 59% Exceeded – 50%</p> <p>Awareness of effective strategies . Met – 50% Exceeded – 50%</p> <p>Application of various counseling strategies ..... Met – 50% Exceeded – 50%</p> <p>Overall objectives were met ... Met – 40% Exceeded – 50%</p> <p><b>CHE 6920,21,22 – Supervised School Experience –</b></p>	
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90% pass rate on Comps

90% pass rate on PEL

90% pass rate on NCE

Knowledge of effective and ethical counseling strategies..... Exceeded – 100%  
 Awareness of effective strategies ..... Exceeded – 100%  
 Application of various counseling strategies ...Exceeded – 100%  
 Overall objectives were met ..... Exceeded – 100%

**Comprehensive Exam: This exam is for both Clinical and School Counseling Students**

Fall 2020 (N = 18) 100% Pass Spring 2021 (N = 6) 100% Pass

**PEL Exam School Professional Licensing Exam: (N = 14)**

100% Expectations Met

**NCE Exam: (Fall 2021)**

**Number Tested Clinical - 7 School – 7**

**Number Passed Clinical - 7 School – 6**

**Pass Rate: 93% University**

CACREP Areas	Mean Scores		
	Clinical	School	National
Professional Orientation	9.0	10.7	8.2
Social & Cultural Diversity	3.5	3.3	3
Human Growth & Development	8.1	10.4	8.9
Career Development	15.8	18	15.4
Helping Relationships	43.7	41.5	38.1
Group Work	14.4	16.7	15
Assessment	18.8	20.5	15
Research & Program Evaluation	4.5	4.9	4.5
	Clinical	School	National
Professional Practice & Ethics	12.2	15.7	11.4

<p><b>What are the Program Objectives? (CACREP 4.A)</b></p> <p><b>4. Candidates will display evidence of maintaining professional dispositions throughout the program.</b></p>	<p><b>How and When will the data be collected?</b></p> <p><b>4.A.2</b></p> <p>Student Review Rubric: Motivational appropriateness, personal maturity, flexibility, emotional stability, engagement in the learning process and collegiality with peers and professionals.</p>	<p><b>What are the Expectations?</b></p> <p>Students will remain in good standing throughout the program.</p>	<p><b>How data will be reviewed?</b></p> <p><b>4.A.3</b></p> <p>Faculty meet five times throughout the candidates' tenure in the program. A student review rubric is used for each meeting.</p>	<p><b>Intake, Assessment &amp; Diagnosis</b></p>	14.2	13.2	12	<p><b>How will the data be used for improvement?</b></p> <p><b>4.A.4</b></p> <p>The data gathered in Step 1 of the SLAP is processed during the annual August retreat and recorded in step 2 and 3. Action items are developed and initiated throughout the academic year</p>
				<p><b>Area of Clinical Focus</b></p>	34	36.9	32.4	
				<p><b>Treatment Planning</b></p>	10.6	10.9	9.7	
				<p><b>Counseling Skills &amp; Interventions</b></p>	36.5	38.6	33.5	
				<p><b>Core Counseling Attributes</b></p>	10.2	10.75	8.9	
<p><b>School Counseling: First Year Fall</b>  <u>11</u> Good Standing  <u>0</u> Concern</p> <p><b>School Counseling: First Year Spring</b>  <u>10</u> Good Standing  <u>0</u> Concern</p> <p><b>School Counseling: First Year August Retreat (Data Collection begins 8/20/21)</b>  <u>11</u> Good Standing  <u>0</u> Concern</p> <p><b>School Counseling: Second Year Fall</b>  <u>12</u> Good Standing  <u>0</u> Concern</p> <p><b>School Counseling: Second Year Spring</b>  <u>12</u> Good Standing  <u>0</u> Concern</p> <p><b>Clinical Counseling: First Year Fall</b>  <u>13</u> Good Standing  <u>0</u> Concern</p> <p><b>Clinical Counseling: First Year Spring</b>  <u>13</u> Good Standing  <u>0</u> Concern</p> <p><b>Clinical Counseling: First Year August Retreat (Data Collection begins Oct. -21)</b>  <u>13</u> Good Standing</p>								

				<p>0 Concern</p> <p><b>Clinical Counseling: Second Year Fall</b> 12 Good Standing 0 Concern</p> <p><b>Clinical Counseling: Second Year Spring</b> 12 Good Standing 0 Concern</p>	
<p><b>What are the Program Objectives? (CACREP 4.A)</b></p> <p><b>5. Candidates will display evidence of effective communication, critical thinking and problem solving skills.</b></p>	<p><b>How and When will the data be collected?</b></p> <p><b>4.A.2</b></p> <p><u>How:</u> Didactic courses: 5510 (Ethics Paper; 5600 (Cultural Interview); 5920 (theory paper); 5630 (final eval); 6900 (01-02), 6920 (01-02) (final supervisor survey)</p> <p>When: Faculty meet five times throughout the candidates' tenure in the program. A student review rubric is used for each</p>	<p><b>What are the Expectations?</b></p> <p>80% surveyed indicate objectives met</p>	<p><b>How data will be reviewed?</b></p> <p><b>4.A.3</b></p> <p>Faculty meet five times throughout the candidates' tenure in the program. A student review rubric is used for each meeting.</p>	<p><b>Results:</b></p> <p><b>CHE 5510 – Ethics Paper</b> Met – 35% Exceeded – 64%</p> <p><b>CHE 5600 – Cultural Interview</b> Did Not Meet – 10% Met – 40% Exceeded – 50%</p> <p><b>CHE 5920 – Theory Paper</b> Exceeded – 100%</p> <p style="text-align: center;"><b>Practicum – Final Evaluation</b></p> <p><b>Professional Orientation (Skill)</b> Practicum Final Evaluation (1)..... Met – 53% Exceeded – 47%</p> <p><b>Social and Cultural Foundations (Skill)</b> Practicum Final Evaluation (2)..... Met – 44% Exceeded – 56%</p> <p><b>Human Growth and Development (Skill)</b> Practicum Final Evaluation (3)..... Met – 53% Exceeded – 47%</p> <p><b>Career Development (Skill)</b> Practicum Final Evaluation (4)..... Met – 53% Exceeded – 47%</p> <p><b>Helping Relationships (Skill)</b> Practicum Final Evaluation (5)..... Met – 47% Exceeded – 53%</p> <p><b>Group Counseling (Skill)</b> Practicum Final Evaluation (6)..... Met – 47% Exceeded – 53%</p> <p><b>Appraisal (Skill)</b> Practicum Final Evaluation (8)..... Met – 47% Exceeded – 53%</p> <p><b>Research (Skill)</b> Practicum Final Evaluation (8)..... Met – 47% Exceeded – 53%</p> <p style="text-align: center;"><b>Internship Final 3<sup>rd</sup> Semester Supervisor Survey</b></p> <p><b>Prof Orientation</b> Knowledge (1a) -- Clinical Met -25% Exceeded – 75%</p>	<p><b>How will the data be used for improvement?</b></p> <p><b>4.A.4</b></p> <p>The data gathered in Step 1 of the SLAP is processed during the annual August retreat and recorded in step 2 and 3. Action items are developed and initiated throughout the academic year</p>

meeting to gather specific data. The data is compiled in aggregate form by the Chair to be reviewed at the August Retreat.				<p>School Skill (1b) -- Clinical School</p> <p><b>Social &amp; Cultural Foundations</b></p> <p>Knowledge (2a) -- Clinical School</p> <p>Skill (2b) -- Clinical School</p> <p><b>Human Growth and Dev.</b></p> <p>Knowledge (3a) -- Clinical School DM 8%</p> <p>Skill (3b) -- Clinical School DM 8%</p> <p><b>Career Counseling</b></p> <p>Knowledge (4a) -- Clinical School</p> <p>Skill (4b) -- Clinical School</p> <p><b>Helping Relationships</b></p> <p>Knowledge (5a) -- Clinical School</p> <p>Skill (5b) -- Clinical School</p> <p><b>Group Counseling</b></p> <p>Knowledge (6a) -- Clinical School</p> <p>Skill (6b) -- Clinical School</p> <p><b>Appraisal</b></p> <p>Knowledge (7a) -- Clinical (37%N/A) School</p> <p>Skill (7b) -- Clinical (37%N/A) School</p> <p><b>Research</b></p> <p>Knowledge (8a) -- Clinical (62%N/A) School</p> <p>Skill (8b) -- Clinical (62%N/A) School</p>	<p>Met - 8%</p> <p>Met 12%</p> <p>Met - 8%</p> <p>Met -12%</p> <p>Met - 17%</p> <p>Met 12%</p> <p>Met 17%</p> <p>Met -25%</p> <p>Met -</p> <p>Met 37%</p> <p>Met -</p> <p>Met -37%</p> <p>Met - 33%</p> <p>Met - 37%</p> <p>Met - 8%</p> <p>Met -12%</p> <p>Met - 17%</p> <p>Met</p> <p>Met -</p> <p>Met -12%</p> <p>Met - 18</p> <p>Met - 12%</p> <p>Met - 8%</p> <p>Met -12%</p> <p>Met - 36%</p> <p>Met - 12%</p> <p>Met - 8%</p> <p>Met</p> <p>Met - 17</p> <p>Met</p> <p>Met - 17%</p>	<p>Exceeded - 92%</p> <p>Exceeded - 88%</p> <p>Exceeded - 92%</p> <p>Exceeded - 88%</p> <p>Exceeded - 83%</p> <p>Exceeded - 88%</p> <p>Exceeded - 83%</p> <p>Exceeded - 75%</p> <p>Exceeded - 92%</p> <p>Exceeded - 63%</p> <p>Exceeded - 92%</p> <p>Exceeded - 63</p> <p>Exceeded - 67%</p> <p>Exceeded - 63%</p> <p>Exceeded - 92%</p> <p>Exceeded - 88%</p> <p>Exceeded - 83%</p> <p>Exceeded - 100%</p> <p>Exceeded - 100%</p> <p>Exceeded - 88</p> <p>Exceeded - 92%</p> <p>Exceeded - 88%</p> <p>Exceeded - 92%</p> <p>Exceeded - 51%</p> <p>Exceeded - 64%</p> <p>Exceeded - 51%</p> <p>Exceeded - 92%</p> <p>Exceeded - 38%</p> <p>Exceeded - 66%</p> <p>Exceeded - 38%</p> <p>Exceeded - 66%</p>	



<p><b>What are the Program Objectives? (CACREP 4.A)</b></p> <p><b>6. Candidates will display evidence of advanced scholarship through research and/or creative activity.</b></p>	<p><b>How and When will the data be collected?</b></p> <p><b>4.A.2</b></p> <p>Didactic courses: 5500 (Research Proposal); NCE Mean Score, Comp Exam, Student perception of course objectives being met; 6900 (01-02), 6920 (01-02) (final supervisor survey)</p> <p>When: Faculty meet five times throughout the candidates' tenure in the program. A student review rubric is used for each meeting to gather specific data. The data is compiled in aggregate form by the Chair to be reviewed at</p>	<p><b>What are the Expectations?</b></p> <p>80% of students assessed met or exceeded standard (80-89 score in didactic courses = met; 90 – 100 = exceed)</p>	<p><b>How data will be reviewed?</b></p> <p><b>4.A.3</b></p> <p>Faculty meet five times throughout the candidates' tenure in the program. A student review rubric is used for each meeting.</p>	<p><b>Results:</b></p> <p>Research Proposal..... 92% Met or Exceeded standard  NCE Mean Score..... 93% Met or Exceeded National Score  Comp Exam ..... 100% met standard in Fall and 100% in Spring</p> <p>Student Perception of course objectives being met</p> <p>CHE 5500: Research Methods –  Importance of research in advancing the counseling profession – 100% met  Designs, program evaluations, statistical methods, and research analysis used in counseling research.....100% met  Developed an understanding of principles, models and application of needs assessment.....100% met  Overall objectives were met.....100% met</p> <p>Internship Final 3<sup>rd</sup>  Semester intern site eval (8a) Clinical (62%N/A) Met Exceeded – 38%  School Met – 8 %Exceeded – 92%</p> <p><b>Research (Skill)</b>  Practicum Final Evaluation (8)..... Met –47% Exceeded – 53%</p> <p>Internship Final 3<sup>rd</sup>  Semester intern site eval (8b)-Clinical (62%N/A)Met Exceeded - 38%  School Met - 17% Exceeded – 66%</p>	<p><b>How will the data be used for improvement?</b></p> <p><b>4.A.4</b></p> <p>The data gathered in Step 1 of the SLAP is processed during the annual August retreat and recorded in step 2 and 3. Action items are developed and initiated throughout the academic year</p>
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<p><b>What are the Program Objectives? (CACREP 4.A)</b></p> <p><b>7. Candidates will display evidence that they have fulfilled the CHE mission to becoming qualified, ethical, and culturally competent counselors.</b></p>	<p><b>How and When will the data be collected?</b></p> <p><b>4.A.2</b></p> <p><u>How:</u></p> <p>Exit Survey; Internship Supervisor Survey Alumni Survey Employer Survey</p> <p><u>When:</u></p> <p>Last Semester (Spring).</p> <p>The chair will organize aggregate data.</p>	<p><b>What are the Expectations?</b></p> <p>80% met or exceeded expectations on all items</p>	<p><b>How data will be reviewed?</b></p> <p><b>4.A.3</b></p> <p>Faculty will review aggregate data at the August retreat</p>	<p><b>Results:</b></p> <p><b><u>Exit Survey:</u> The following were met (N=16 including School and Clinical Combined)</b></p> <table border="1"> <thead> <tr> <th></th> <th><u>Did not Meet</u></th> <th><u>Met</u></th> <th><u>Exceeded</u></th> </tr> </thead> <tbody> <tr> <td colspan="4"><b>Professional Orientation:</b></td> </tr> <tr> <td>Knowledge of professional functioning</td> <td>8%</td> <td>41%</td> <td>50%</td> </tr> <tr> <td>Ethical and Legal Standards</td> <td>8%</td> <td>16%</td> <td>75%</td> </tr> <tr> <td colspan="4"><b>Social and Cultural Diversity</b></td> </tr> <tr> <td>Knowledge of social and cultural foundations</td> <td></td> <td>25%</td> <td>75%</td> </tr> <tr> <td>Application of cross-cultural competencies</td> <td></td> <td>42%</td> <td>58%</td> </tr> <tr> <td colspan="4"><b>Human Growth and Development</b></td> </tr> <tr> <td>Knowledge of human growth and development</td> <td>16%</td> <td>50%</td> <td>33%</td> </tr> <tr> <td>Application of development specific techniques</td> <td>6%</td> <td>41%</td> <td>52%</td> </tr> <tr> <td colspan="4"><b>Career Development</b></td> </tr> <tr> <td>Knowledge of Career Development and Skills</td> <td>16%</td> <td>33%</td> <td>41%</td> </tr> <tr> <td>Ability to apply Career Counseling Models</td> <td>25%</td> <td>33%</td> <td>33%</td> </tr> <tr> <td colspan="4"><b>Helping Relationships</b></td> </tr> <tr> <td>Knowledge of helping relationships</td> <td></td> <td>25%</td> <td>75%</td> </tr> <tr> <td>Demonstration of basic help skills and consult</td> <td></td> <td>9%</td> <td>91%</td> </tr> <tr> <td colspan="4"><b>Group Counseling</b></td> </tr> <tr> <td>Knowledge of group work</td> <td></td> <td>50%</td> <td>50%</td> </tr> <tr> <td>Facilitate groups</td> <td></td> <td>34%</td> <td>66%</td> </tr> <tr> <td colspan="4"><b>Assessment</b></td> </tr> <tr> <td>Knowledge of appraising groups</td> <td></td> <td>33%</td> <td>67%</td> </tr> <tr> <td>Application of quantitative and qualitative tech</td> <td>16%</td> <td>33%</td> <td>50%</td> </tr> <tr> <td colspan="4"><b>Research and Program Eval.</b></td> </tr> <tr> <td>Knowledge of research and program eval.</td> <td></td> <td>50%</td> <td>50%</td> </tr> <tr> <td>Ability to eval quant and qual research</td> <td>8%</td> <td>43%</td> <td>50%</td> </tr> </tbody> </table>		<u>Did not Meet</u>	<u>Met</u>	<u>Exceeded</u>	<b>Professional Orientation:</b>				Knowledge of professional functioning	8%	41%	50%	Ethical and Legal Standards	8%	16%	75%	<b>Social and Cultural Diversity</b>				Knowledge of social and cultural foundations		25%	75%	Application of cross-cultural competencies		42%	58%	<b>Human Growth and Development</b>				Knowledge of human growth and development	16%	50%	33%	Application of development specific techniques	6%	41%	52%	<b>Career Development</b>				Knowledge of Career Development and Skills	16%	33%	41%	Ability to apply Career Counseling Models	25%	33%	33%	<b>Helping Relationships</b>				Knowledge of helping relationships		25%	75%	Demonstration of basic help skills and consult		9%	91%	<b>Group Counseling</b>				Knowledge of group work		50%	50%	Facilitate groups		34%	66%	<b>Assessment</b>				Knowledge of appraising groups		33%	67%	Application of quantitative and qualitative tech	16%	33%	50%	<b>Research and Program Eval.</b>				Knowledge of research and program eval.		50%	50%	Ability to eval quant and qual research	8%	43%	50%	<p><b>How will the data be used for improvement?</b></p> <p><b>4.A.4</b></p> <p>The data gathered in Step 1 of the SLAP is processed during the annual August retreat and recorded in step 2 and 3. Action items are developed and initiated throughout the academic year</p>
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				Knowledge of human growth and development	8%	16%	76%
				Application of development specific techniques	8%	16%	76%
				<b>Career Development</b>			
				Knowledge of Career Development and Skills		33%	67%
				Ability to apply Career Counseling Models		25%	75%
				<b>Helping Relationships</b>			
				Knowledge of helping relationships			100%
				Demonstration of basic helping skills and consultation	8%		92%
				<b>Group Counseling</b>			
				Knowledge of group work	8%		92%
				Facilitate groups	8%		92%
				<b>Assessment</b>			
				Knowledge of appraising groups		36%	64%
				Application of quantitative and qualitative techniques		27%	73%
				<b>Research and Program Eval.</b>			
				Knowledge of research and program eval.		9%	91%
				Ability to evaluate quantitative and qualitative research		9%	91%
				Knowledge of found. & profess. Practice (ethical, legal, political) (N/A – 9%)		27%	64%
				Knowledge of manage/coord of program dev., implantation, evaluation (N/A – 9%)	18%	18%	55%
				Knowledge and skills in diagnostic/treatment Advocacy and org dev. (N/A – 18%)		9%	73%
				Overall Knowledge and skills in treatment modalities		27%	73%
				Overall skills essential for professional practice		27%	73%
				Satisfaction with Performance of Intern		16%	84%
				Satisfaction with assistance from CHE Supervisor		8%	92%
				Overall Evaluation of your intern’s professional prep.		8%	92%
				<b>Strengths of the program reported on 2021 School Counseling Supervisor Survey</b>			
				<ul style="list-style-type: none"> <li>• Group Skills</li> <li>• Cultural Competence</li> <li>• Social/Emotional Skills</li> <li>• Large repertoire of skills</li> <li>• Self-Aware – Reflective</li> <li>• Hours on site</li> </ul>			
				<b>Challenges of the program reported on 2021 School Counseling Supervisor Survey</b>			

- Special Education- IEP – 504 goal writing- EIASE
- Adapt to School Culture
- Unavailable for Registration/first day of class/SAT testing
- K-5 Experience
- More preparation for large group guidance activities
- One student was noted as doing homework during internship
- Need new Supervisor Training Video

**Alumni Survey: (Five years out)**

**Clinical Mental Health**

	<b>DNM</b>	<b>Met</b>	<b>Exceeded</b>
Knowledge of found. & profess. Practice (ethical, legal, political)		%	%
Knowledge of manage/coord of program dev., implantation, evaluation		%	%
Knowledge and skills in diagnostic/treatment Advocacy and org dev.		%	%
Overall Knowledge and skills in treatment modalities		%	%
Overall skills essential for professional practice		%	%

**Strengths of the program**

- Varied
- p

**Challenges**

- more

**School Counseling**

	<b>DNM</b>	<b>Met</b>	<b>Exceeded</b>
Knowledge of found. & profess. Practice (ethical, legal, political)		%	%
Knowledge of manage/coord of program dev., implantation, evaluation		%	%
Knowledge and skills in program dev, implantation And evaluation			
Overall Knowledge and skills in consultation		%	%
Overall skills essential for professional practice		%	%

**Strengths of the program**

			<ul style="list-style-type: none"> <li>• Well</li> </ul> <p><b>Challenges</b></p> <ul style="list-style-type: none"> <li>• Lesson</li> <li>•</li> </ul> <p><b><u>Employer Survey:</u></b></p> <p><b>Clinical Mental Health</b></p> <table> <thead> <tr> <th></th> <th><b>DNM</b></th> <th><b>Met</b></th> <th><b>Exceeded</b></th> </tr> </thead> <tbody> <tr> <td>Knowledge of found. &amp; profess. Practice (ethical, legal, political)</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Knowledge of manage/coord of program dev., implantation, evaluation</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Knowledge and skills in diagnostic/treatment Advocacy and org dev.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Overall Knowledge and skills in treatment modalities</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Overall skills essential for professional practice</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>School Counseling</b></p> <table> <tbody> <tr> <td>Knowledge of found. &amp; profess. Practice (ethical, legal, political)</td> <td></td> <td>%</td> <td>%</td> </tr> <tr> <td>Knowledge of manage/coord of program dev., implantation, evaluation</td> <td></td> <td>%</td> <td>%</td> </tr> <tr> <td>Knowledge and skills in program dev, implantation And evaluation</td> <td></td> <td>%</td> <td>%</td> </tr> <tr> <td>Overall Knowledge and skills in consultation</td> <td></td> <td>%</td> <td>%</td> </tr> <tr> <td>Overall skills essential for professional practice</td> <td></td> <td>%</td> <td>%</td> </tr> </tbody> </table> <p><b>Strengths of the program</b></p> <ul style="list-style-type: none"> <li>• Faculty,.</li> </ul> <p><b>Challenges -Perceived</b></p> <p>There was no data in this section due to the fact that it is not at the 5 year rotation point to administer surveys and collect responses.</p>		<b>DNM</b>	<b>Met</b>	<b>Exceeded</b>	Knowledge of found. & profess. Practice (ethical, legal, political)				Knowledge of manage/coord of program dev., implantation, evaluation				Knowledge and skills in diagnostic/treatment Advocacy and org dev.				Overall Knowledge and skills in treatment modalities				Overall skills essential for professional practice				Knowledge of found. & profess. Practice (ethical, legal, political)		%	%	Knowledge of manage/coord of program dev., implantation, evaluation		%	%	Knowledge and skills in program dev, implantation And evaluation		%	%	Overall Knowledge and skills in consultation		%	%	Overall skills essential for professional practice		%	%	
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## PART TWO

Describe your program's action item accomplishments since your last report was submitted.

Since our last assessment we continued the following changes:

1. We have received CACREP accreditation for an additional 7 years.

## PART THREE

Summarize changes and improvements in **curriculum, instruction, and learning** that have resulted from the implementation of your assessment program. How have you used the data? What have you learned? In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the future?

Changes and/or improvements in curriculum, instruction, and learning will be implemented as a result of discussing the data collected over the last year:

1. Job placements during the pandemic were excellent
2. Retention was strong.
3. Moved our curriculum back to primarily in-person instruction based on student feedback and improved safety.
4. We will begin a new format of digital data collection to improve survey response numbers and address the lack of survey responses from internship supervisors specifically.

In addition the following data will be shared with faculty at the upcoming fall retreat:

- Program Objective 1: Admit candidates that display the required academic preparation and professional depositions necessary to succeed in the CHE program  
Based on the data, our admission continues to work well and we have continued to improve the diversity of our programs. We have continued high placement rates which re-enforces that we have selected students that have the academic and professional depositions necessary to succeed.
- Program Objective 2: Depth of Content - Key Performance Indicators, Course Assessments, Exams:
  - Data collected indicated most of the course objectives were perceived as met.
  - Counseling students obtained 90% pass rate NCE exam.
  - School students obtained 100% pass rate on the PEL.
  - Students obtained 100% pass rate on the comp exam in the fall and 100% pass rate for those students who took it in the spring. One student initially did not pass and then passed on their second attempt.
- Program Objective 3: Candidates will display evidence of a depth of content knowledge and skill along eight core competencies using key performance indicators as outlined in the latest CACREP standards
  - Data collected indicated most of the course objectives were perceived as met.
  - Counseling students exceed mean score on Clinical and School criteria.
  - Obtained 90% pass rate with 1 student failing the NCE exam. That student plans to retake at the next opportunity.
  - School students obtained 100% pass rate on the PEL.



- Supervisory evaluations were positive.
- Program Objective 4: Candidates will display evidence of maintaining professional dispositions throughout the program
    - We spend considerable time ensuring our students maintain a professional disposition throughout the program. We had one student who was asked to leave the program while the rest remained in good standing.
  - Program Objective 5: Candidates will display evidence of effective communication, critical thinking, and problem solving skills.
    - Based on Practicum and Internship supervisor surveys (5630, 6902, and 6922), students met or exceeded expectations on both the core CACREP components and global indices.
    - Students met and/or exceeded expectations on Ethics paper, cultural interview (one did not meet), and career theory paper.
  - Program Objective 6: Candidates will display evidence of advanced scholarship through research and/or creative activity.
    - Counseling students are doing very well in their understanding of Scholarship and Research. 92% of the students met or exceeded expectations on the Research Proposal (CHE 5500).
    - We had percent of our tested students exceed the national mean scores on the NCE.
    - We had a 100% pass rate in the fall and 100% pass rate in the spring on the comprehensive exam.
    - Students agreed that course objectives in CHE 5500 were met.
    - Lastly, based on the Internship Supervisor survey (items 8a and 8b) and the Practicum Supervisor survey (item 8), students met or exceeded expectations. What is interesting is that most of the Internship respondents did not observe interns in regards to their knowledge or practice of research. Given the practical nature of internship, perhaps this fact is not surprising.
  - Program Objective 7: Candidates will display evidence that they have fulfilled the CHE mission to become qualified, ethical and culturally competent counselors
    - Student Surveys: The vast majority of respondents indicate we are meeting expectations on Key Performance Indicators and overall have a positive experience as a student.
    - Internship Supervisor Surveys: Results we inconclusive based on a lack of survey responses.
  - Based of feedback from the data from this report including the survey data, the following **action items** were created:
    1. Document In the minutes that Spangler (Unit B) attends meetings, votes on curricula, and participates in student review. From Provost Gatrell: “engagement with policy and governance is possible and a reasonable expectation for primary duties”.
    2. Clarify the ratio of Core Faculty to students on a yearly basis (see CACREP standard for calculating the ratio).

3. Document in the minutes the job description of the CACREP Coordinator. Document the meeting between the CACREP coordinator and Chair – perhaps a monthly meeting with email documentation. CACREP requires year-round leadership so 3 cu's should be put on workloads for Fall, Spring, and Summer.
4. The mission statement for counseling should be revised to better match the program objectives now listed on the webpage. I suggest a review of mission statements from other CACREP approved programs.
5. New CACREP standards will require an advisory group. They could be convened in the Fall, and one item to work on could be a new mission statement. Document the proceedings.
6. CACREP recommended that syllabi be standardized so several sections of the same course look the same. An example would be Practicum. I would choose one and work with instructors to make sure they look the same. By same we mean they follow CACREP required syllabi items (see standards). This recommendation would apply to any course with multiple sections/instructors such as Basic Skills, Group, Appraisal, etc...
7. Make sure the reports on the webpage are up-to-date. I would recommend we only include the SLAP and the CACREP vital statistics.
8. Make 5400 a permanent course and send it through the curriculum committees.
9. According to the CACREP visiting team, the following standards were not easily located: 5.C.2.d; 5.C.1.e; 5.C.2.b; 5.C.2.d; 5.C.2.3; 5.C.3.a, and 5.C.3.b. I would review these particular items to ensure the standards are clearly identified.
10. New Intro courses in Counseling and CSA should be explored at the undergraduate level. The graduate Dean thought the 4900 level should be used so both undergraduate and graduate students could take it.