WAKE FOREST
UNIVERSITY

Department of Counseling

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Program Evaluation Report
AY 2021 - 2022

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Program Objectives

1. Create a learning community that is respectful of student rights, responsibility, dignity, and inherent worth by emphasizing excellence in teaching.

2. Build a culture of accountability in which students demonstrate high professional standards for ethical behavior, clinical skill development, academic performance, interpersonal relationships, professional attitudes, and professional character.

3. Provide curricular experiences for students to learn and demonstrate knowledge of the eight core standards designated by CACREP: (a) human growth and development; (b) social and cultural diversity; (c) human growth and development; (d) career development; (e) helping relationships; (f) group work; (g) assessment; and (h) research and program evaluation.

4. Engage students in activities that enable them to evaluate evidence, be open to new ideas and engage in the understanding and appreciation of the perspectives of others.

5. Engage students in experiences in which they demonstrate an understanding of continual personal and professional growth.

6. Provide experiences encouraging students to engage in the compassionate service to humanity and foster the wellness of people.

7. Provide experiences encouraging students and graduates to assume leadership roles by advocating for the profession.

8. Provide excellence in supervised clinical experiences promoting professional and personal development throughout the clinical course sequence.

Table 1: *Program Evaluation Plan*

Program Objective	Evaluation	Evaluation Time	Review Results

1 Create a learning community that is respectful of student rights, responsibility, dignity, and inherent worth by emphasizing excellence in teaching	1. Course evaluation items
	  1. Instructor treated me with respect
	  2. Instructor knowledge
	  3. Instructor contributed to my learning
		1. End of course	1. Yearly

2. Build a culture of accountability in which students demonstrate high professional standards for ethical behavior, clinical skill development, academic performance, interpersonal relationships, professional attitudes, and professional character.	1. PDBR in Clinical Courses 2. Supervisor Evaluations 3. Employer Survey 4. GPA 5. CNS 780 Final Exam 6. Site Supervisor Survey	1. After clinical courses 2. After clinical courses 3. Every three years 4. Each semester 5. During CNS 780 6. Every three years	1. Yearly 2. Yearly 3. Every three years 4. Yearly 5. Yearly 6. Every three years
3. Provide curricular experiences for students to learn and demonstrate knowledge of the eight core standards designated by CACREP: (a) professional counseling orientation and ethical practice (b) social and cultural diversity; (c) human growth and development; (d) career development; (e) helping relationships; (f) group work; (g) assessment; and (h) research and program evaluation.	1. Key Performance Indicators	1. Rolling	1. Yearly
4. Engage students in activities that enable them to evaluate evidence, be open to new ideas and engage in the understanding and appreciation of the perspectives of others.	1. Literature review 2. Cultures Journal entries 3. PDBR in Clinical Courses	1. During CNS 721 2. During CNS 747 3. After Clinical Courses	1. Yearly 2. Yearly 3. Once a semester

5. Engage students in experiences in which they demonstrate an understanding of continual personal and professional growth	1. Skills self-assessments 2. Supervisor evaluations 3. Employer survey	1. During CNS 737, 739, and clinical courses 2. During and after clinical courses 3. Every three years	1. Yearly 2. Yearly 3. Every three years
6. Provide experiences encouraging students to engage in the compassionate service to humanity and foster the wellness of people	1. Clinical experiences – supervisor evaluations	1. During practicum and internships	1. Yearly
7. Provide experiences encouraging students and graduates to assume leadership roles by advocating for the profession	1. Attendance and presentations at professional development events 2. Participation in CSI	1. End of the academic year 2. After CSI induction ceremonies	1. Yearly 2. Yearly
8. Provide excellence in supervised clinical experiences promoting professional and personal development throughout the clinical course sequence.	1. Supervisor Evaluations 2. Student evaluations of site 3. Student evaluations of supervisor(s) 4. Alumni Survey 5. Site Supervisor Survey	1. After each clinical course 2. After each clinical course 3. After each clinical course 4. Every three years 5. Every three years	1. Yearly 2. Yearly 3. Yearly 4. Every three years 5. Every three years

Program Objective #1:

Create a learning community that is respectful of student rights, responsibility, dignity, and inherent worth by emphasizing excellence in teaching.

Measure 1: Course evaluation item: The Instructor treated me with respect and created a setting of support* or The Instructor was supportive when I interacted with him/her**.

Table 2: *Average Results for Course Evaluation Item, Respect and Support*

Semester	Total	Campus*	Online**
Summer 2021	4.64	5	4.62
Fall 2021	4.53	4.51	4.54
Spring 2022	4.63	4.53	4.65

- Ratings from 1 (Strongly Disagree) to 5 (Strongly Agree)
*The instructor treated me with respect and created a setting of support.
** The instructor was supportive when I interacted with him/her.

Measure 2: Course evaluation item: The instructor demonstrated knowledge and expertise in the course subject matter* or The section instructor demonstrated expertise and currency in the course subject matter**.

Table 3: *Average Results for Course Evaluation Item, Knowledge and Expertise*

Semester	Total	Campus*	Online**
Summer 2021	4.61	4.89	4.59
Fall 2021	4.42	4.36	4.45
Spring 2022	4.53	4.47	4.54

- Ratings from 1 (Strongly Disagree) to 5 (Strongly Agree)
*The instructor demonstrated knowledge and expertise in the course subject matter.
**The section instructor demonstrated expertise and currency in the course subject matter.

Measure 3: The instructor contributed to my learning in this course* or The lead instructor added value to my learning experience**.

Table 4: *Average Results for Course Evaluation Item, Contribution to Learning*

Semester	Total	Campus*	Online**
Summer 2021	4.55	4.89	4.53
Fall 2021	4.33	4.23	4.37
Spring 2022	4.39	4.56	4.36

- Ratings from 1 (Strongly Disagree) to 5 (Strongly Agree)
*The instructor contributed to my learning in this course.
**The lead instructor added value to my learning experience.

Program Objective #2

Build a culture of accountability in which students demonstrate high professional standards for ethical behavior, clinical skill development, academic performance, interpersonal relationships, professional attitudes, and professional character.

Measure 1: Professional Dispositions and Behavior Ratings in Clinical Courses

Table 5: *Average Supervisor Ratings of Students on Professional Dispositions and Behaviors*

Semester	Total	Campus	Online
Summer 2021	4.64	N/A	4.64
Fall 2021	4.69	4.55	4.71
Spring 2022	4.68	4.58	4.71

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Table 6: *Average Supervisor Ratings of Students on Professional Dispositions and Behaviors Disaggregated by Gender*

	Campus and Online	
Semester	Male	Female
Summer 2021	4.55	4.64
Fall 2021	4.62	4.7
Spring 2022	4.74	4.68

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)
- Did not disaggregate by modality due to a low N for some groups, which increases the possibility of identification of data.
- Did not include transgender in this report due to the small number of students in that category which increases the possibility of data identification.

Table 7: *Average Supervisor Ratings of Students on Professional Dispositions and Behaviors Disaggregated by Race*

	Campus and Online	
Semester	White	BIPOC
Summer 2021	4.69	4.58
Fall 2021	4.7	4.63
Spring 2022	4.74	4.52

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)
- Did not disaggregate by modality due to a low N for some groups, which increases the possibility of identification of data.
- Did not disaggregate by individual racial minority groups in this report due to the small number of students in some groups, which would increase the possibility of data identification.

Measure 2: Counseling Skills Ratings in Clinical Courses

Table 8: *Average Supervisor Ratings of Students on Counseling Skills*

Semester	Total	Campus	Online
Summer 2021	4.46	N/A	4.46
Fall 2021	4.46	4.28	4.49
Spring 2022	4.53	4.41	4.57

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Table 9: *Average Supervisor Ratings of Students on Counseling Skills Disaggregated by Gender*

	Campus and Online	
Semester	Male	Female
Summer 2021	4.35	4.46
Fall 2021	4.43	4.5
Spring 2022	4.56	4.53

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)
- Did not disaggregate by modality due to a low N for some groups, which increases the possibility of identification of data.
- Did not include transgender in this report due to the small number of students in that category which increases the possibility of data identification.

Table 10: *Average Supervisor Ratings of Students on Counseling Skills Disaggregated by Race*

	Campus and Online	
Semester	White	BIPOC
Summer 2021	4.5	4.4
Fall 2021	4.48	4.4
Spring 2022	4.57	4.4

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)
- Did not disaggregate by modality due to a low N for some groups, which increases the possibility of identification of data.
- Did not disaggregate by individual racial minority groups in this report due to the small number of students in some groups, which would increase the possibility of data identification.

Measure 3: Employer Survey Results

Table 11: *Average Employer Survey Ratings of Counseling Graduates*

Cycle	Academic Preparation	Counseling Skills and Techniques	Knowledge of Ethical Parameters	Attitude Toward and Receptivity to Supervision	Overall Professional Preparedness Compared to other Graduates

2019-2021	5	5	5	5	5

- Ratings from 1 (Low) to 5 (High)

Measure 4: Cumulative Grade Point Averages

Table 12: *Average Cumulative Grade Point Averages*

Semester	Total	Campus	Online
Summer 2021	3.82	3.96	3.81
Fall 2021	3.83	3.96	3.82
Spring 2022	3.82	3.95	3.82

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Measure 4: CNS 780: Professional, Ethical, and Legal Issues in Counseling Final Exam

Table 13: *Average Grade Percentage on the Final Exam in CNS 780*

Semester	Total	Campus	Online
AY 21-22	88.6%	93%	86.6%

- Grade percentages range from 0 – 100%

Table 14: *Average Student Ratings on Site Supervisor Survey*

Cycle	Academic Preparation	Counseling Skills and Techniques	Knowledge of Ethical Parameters	Attitude Toward and Receptivity to Supervision	Overall Professional Preparedness Compared to other Graduates
2021-2022	4.42	4.19	4.5	4.77	4.27

Program Objective #3

Provide curricular experiences for students to learn and demonstrate knowledge of the eight core standards designated by CACREP: (a) professional counseling orientation and ethical practice (b) social and cultural diversity; (c) human growth and development; (d) career development; (e) helping relationships; (f) group work; (g) assessment; and (h) research and program evaluation.

Table 15: *Student Learning Outcomes – Key Performance Indicators Table*

Sampling/ Compilation of Standard	Introduction			Reinforcement			Proficiency		
	Course	Assign.	Measure	Course	Assign.	Measure	Course	Assign.	Measure
I.a: Students demonstrate knowledge and skills associated with professional, ethical, and legal counseling activities.	CNS 740	Exam	MC Test	CNS 738	Sup. Eval.	Observer Rating	CNS 744 CNS 745 CNS 780	Sup. Eval. Sup. Eval. Know the Law	Observer Rating Observer Rating Research paper
I.b: Students possess awareness of themselves and an ability to self-evaluate.	CNS 737	Self-assess	Reflect. Paper	CNS 739 CNS 773 CNS 738 CNS 738	Self-assess Genogram Self-Reflect. PDB	Reflect. Paper Research Paper Reflect. Paper Observer Rating	CNS 744 CNS 744 CNS 745 CNS 745	Self-Reflect. PDB Self-Reflect. PDB	Reflect. Paper Observer Rating Reflect. Paper Observer Rating
II.a: Students demonstrate knowledge and skills associated with working with culturally diverse populations.	CNS 740	Cultural Reflection/ Crash Analysis	Reflect. Paper	CNS 747 CNS 738	SOAP Note PDB – MCC Item	Treat. Plan Observer Rating	CNS 744 CNS 745	PDB PDB	Observer Rating Observer Rating

III.a: Students apply their knowledge of human growth and development to their conceptualization of and work with clients.	CNS 748	Virtual Child	VC Reports	CNS 738	Sup. Eval.	Observer Rating	CNS 744 CNS 745	Sup. Eval. Sup. Eval.	Observer Rating Observer Rating
IV.a: Students apply their knowledge of career development to their conceptualization of and work with clients.	CNS 743	Career Autobio.	Reflect. Paper	CNS 738	Sup. Eval.	Observer Rating	CNS 744 CNS 745	Sup. Eval. Sup. Eval.	Observer Rating Observer Rating
V.a: Students demonstrate their use of evidence-based counseling strategies and techniques to develop and sustain therapeutic relationships.	CNS 737	Record. 1-2	Tape Review	CNS 739 CNS 738	Record. 1-2 Sup. Eval.	Tape Review Observer Rating	CNS 744 CNS 745	Sup. Eval. Sup. Eval.	Observer Rating Observer Rating
V.b: Students demonstrate knowledge and skills associated with their use of counseling theories to form case conceptualizations.	CNS 741	Case Studies	Case Study	CNS 738	Sup. Eval.	Observer Ratings	CNS 744 CNS 745	Sup. Eval. Sup. Eval.	Observer Ratings Observer Ratings
VI.a: Students demonstrate their ability to apply group knowledge and skills to the development and implementation of groups.	CNS 742	Group Project	Case Study	CNS 738	Sup. Eval.	Observer Ratings	CNS 744 CNS 745	Sup. Eval. Sup. Eval.	Observer Ratings Observer Ratings

VII.a: Students demonstrate knowledge and skills in the administration and interpretation of assessment instruments for diagnostic and intervention-planning purposes.	CNS 738	Sup. Eval.	Observer Rating	CNS 736 CNS 744	Research Project Sup. Eval.	Research Paper Observer Ratings	CNS 745	Sup. Eval.	Observer Ratings
VIII.a: Students utilize current research and scholarly literature to inform and assess their counseling practice.	CNS 721	Lit Review	Research Paper	CNS 747 CNS 738	SOAP Note Project Sup. Eval.	Treat. Plan Observer Rating	CNS 744 CNS 745	Sup. Eval. Sup. Eval.	Observer Rating Observer Rating
IX.a: Students demonstrate knowledge and skills associated with designing, delivering, and evaluating school counseling programs that integrate and support the school's overall mission.	CNS 738	Supervisor Evaluation	Observer Rating	CNS 749 CNS 760	Mission Statement; Large Group Lesson; School Data Summary; Types of Assessments	Project Eval.	CNS 744 CNS 745	Sup. Eval. Sup. Eval.	Observer Rating Observer Rating
X.a: Students demonstrate knowledge and skills needed to assess, diagnose (when appropriate), form case conceptualizations, and	CNS 747	SOAP Note	Treat. Plan	CNS 762	Special Topics Soloist Paper	Research Paper – Treat. Plan	CNS 744 CNS 745	Sup. Eval. Sup. Eval.	Observer Rating Observer Rating

develop treatment plans for diverse client populations.				CNS 770 CNS 738	Sup. Eval.	Research Paper Observer Rating			
XI.a: Students demonstrate knowledge and skills needed to assess, diagnosis (when appropriate), form case conceptualizations, and develop treatment plans for diverse client populations affected by addiction.	CNS 777	Skill Record.	Tape Review	CNS 776 CNS 776 CNS 770	Co-Occurr. Disorders Research Project Soloist Paper	Treat. Plan Research Paper Research Paper	CNS 744 CNS 745	Sup. Eval. Sup. Eval.	Observer Rating Sup. Eval.

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Student Learning Outcome I.a: Students demonstrate knowledge and skills associated with professional, ethical, and legal counseling activities.

Introduction Measures

Table 16: *Average Grade Percentages for SLO 1.a Introduction Measures*

	Measure	Total	Campus	Online
AY 21-22	CNS 740 Final Exam	87.02%	92%	86.59%

- Grade percentages range from 0 – 100%

Reinforcement Measures

Table 17: *Average Ratings for SLO 1.a Reinforcement Measures*

	Measure	Total	Campus	Online
AY 21-22	CNS 738 – Supervisor Evaluations - Skills	4.41	4.25	4.43
	CNS 738 – Supervisor Evaluations – Professional Ethics	4.71	4.52	4.74
	CNS 738 – Supervisor Evaluations – Professional Behaviors	4.64	4.54	4.65

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Proficiency Measures

Table 18: *Average Ratings for SLO 1.a Proficiency Measures*

	Measure	Total	Campus	Online
AY 21-22	Internship Supervisor Evaluations - Skills	4.59	4.44	4.62

	Internship – Supervisor Evaluations – Professional Ethics	4.72	4.61	4.74
	Internship – Supervisor Evaluations – Professional Behaviors	4.78	4.7	4.79
	CNS 780 – Know the Law	4.19	4.25	4.18

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Student Learning Outcome I.b: Students possess awareness of themselves and an ability to self-evaluate.

Introduction Measures

Table 19: *Average Ratings for SLO I.b Introduction Measures*

	Measure	Total	Campus	Online
AY 21-22	CNS 737 – Self-Assessment	4.91	5	4.91

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Reinforcement Measures

Table 20: *Average Ratings for SLO I.b Reinforcement Measures*

	Measure	Total	Campus	Online
AY 21-22	CNS 739 – Self-Assessments	4.95	4.94	4.95
	CNS 773 – Genogram – Self Awareness	4.83	4.94	4.81
	CNS 738 – Self-Reflections	4.97	4.92	4.98
	CNS 738 – Motivation to Learn and Grow	4.71	4.54	4.74

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Proficiency Measures

Table 21: *Average Ratings for SLO I.b Proficiency Measures*

	Measure	Total	Campus	Online
AY 21-22	Internships – Self-Reflections	4.93	4.93	4.93
	Internships – Motivation to Learn and Grow	4.78	4.72	4.79

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Student Learning Outcome II.a: Students demonstrate knowledge and skills associated with working with culturally diverse populations.

Introduction Measures

Table 22: *Average Ratings for SLO II.a Introduction Measures*

	Measure	Total	Campus	Online
AY 21-22	CNS 740 Crash Analysis / Cultural Reflection Paper	4.49	4.76	4.46

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Reinforcement Measures

Table 23: *Average Ratings for SLO II.a Reinforcement Measures*

	Measure	Total	Campus	Online
AY 21-22	CNS 747 Culturally Sensitive SOAP Note	4.61	4.42	4.65
	Practicum Supervisor Evaluations - Multicultural Counseling Competence	4.32	4.23	4.34

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Proficiency Measures

Table 24: *Average Ratings for SLO II.a Proficiency Measures*

	Measure	Total	Campus	Online

AY 21-22	Internship Supervisor Evaluations – Multicultural Counseling Competence	4.56	4.37	4.6

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Student Learning Outcome III.a: Students apply their knowledge of human growth and development to their conceptualization of and work with clients.

Introduction Measures

Table 25: *Average Ratings for SLO III.a Introduction Measures*

	Measure	Total	Campus	Online
AY 21-22	CNS 748 – Virtual Child #1-4	4.7	4.9	4.7
	CNS 748 – Virtual Child #5-8	4.8	4.9	4.7
	CNS 748 – Virtual Child #9-12	4.7	4.5	4.7
	CNS 748 – Virtual Child #13-16	4.8	4.9	4.8

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Reinforcement Measures

Table 26: *Average Ratings for SLO III.a Reinforcement Measures*

	Measure	Total	Campus	Online
AY 21-22	CNS 738 – Goal Setting	4.26	4.1	4.29
	CNS 738 – Counseling Focus	4.27	4.18	4.28
	CNS 738 – Empathy and Caring	4.63	4.66	4.45
	CNS 738 – Respect and Compassion	4.66	4.48	4.69

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Proficiency Measures

Table 27: *Average Ratings for SLO III.a Proficiency Measures*

	Measure	Total	Campus	Online
AY 21-22	Internships – Goal Setting	4.62	4.25	4.68
	Internships – Counseling Focus	4.59	4.25	4.65
	Internships – Empathy and Caring	4.81	4.68	4.83
	Internships – Respect and Compassion	4.83	4.71	4.85

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Student Learning Outcome IV.a: Students apply their knowledge of career development to their conceptualization of and work with clients.

Introduction Measures

Table 28: *Average Ratings for SLO IV.a Proficiency Measures*

	Measure	Total	Campus	Online
AY 21-22	CNS 743 – Career Autobiography	4.71	4.43	4.75

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Reinforcement Measures

Table 29: *Average Ratings for SLO III.a Reinforcement Measures*

	Measure	Total	Campus	Online
AY 21-22	CNS 738 – Goal Setting	4.26	4.1	4.29
	CNS 738 – Counseling Focus	4.27	4.18	4.28
	CNS 738 – Empathy and Caring	4.63	4.66	4.45
	CNS 738 – Respect and Compassion	4.66	4.48	4.69

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Proficiency Measures

Table 30: *Average Ratings for SLO III.a Proficiency Measures*

	Measure	Total	Campus	Online
AY 21-22	Internships – Goal Setting	4.62	4.25	4.68
	Internships – Counseling Focus	4.59	4.25	4.65
	Internships – Empathy and Caring	4.81	4.68	4.83
	Internships – Respect and Compassion	4.83	4.71	4.85

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Student Learning Outcome V.a: Students demonstrate their use of evidence-based counseling strategies and techniques to develop and sustain therapeutic relationships.

Introduction Measures

Table 31: *Average Ratings for SLO V.a Introduction Measures*

	Measure	Total	Campus	Online
AY 21-22	CNS 737 – Counseling Skills – Video Recording 1	4.59	4.73	4.57
	CNS 737 – Counseling Skills – Video Recording 2	4.58	4.57	4.58

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Reinforcement Measures

Table 32: *Average Ratings for SLO V.a Reinforcement Measures*

	Measure	Total	Campus	Online
AY 21-22	CNS 739 – Counseling Skills – Video Recording 1	4.57	4.53	4.57

	CNS 739 – Counseling Skills – Video Recording 2	4.62	4.49	4.63
	CNS 738 – Supervisor Evaluations – Counseling Skills	4.41	4.25	4.43

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Proficiency Measures

Table 33: *Average Ratings for SLO V.a Proficiency Measures*

	Measure	Total	Campus	Online
AY 21-22	Internship – Supervisor Evaluations – Counseling Skills	4.59	4.44	4.62

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Student Learning Outcome V.b: Students demonstrate knowledge and skills associated with their use of counseling theories to form case conceptualizations.

Introduction Measures

Table 34: *Average Ratings for SLO V.b Introduction Measures*

	Measure	Total	Campus	Online
AY 21-22	CNS 741 – Case Studies	4.6	4.86	4.56

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Reinforcement Measures

Table 35: *Average Ratings for SLO V.b Reinforcement Measures*

	Measure	Total	Campus	Online
AY 21-22	CNS 738 – Goal Setting	4.26	4.1	4.29
	CNS 738 – Counseling Focus	4.27	4.18	4.28
	CNS 738 – Empathy and Caring	4.63	4.66	4.45

	CNS 738 – Respect and Compassion	4.66	4.48	4.69

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Proficiency Measures

Table 36: *Average Ratings for SLO V.b Proficiency Measures*

	Measure	Total	Campus	Online
AY 21-22	Internships – Goal Setting	4.62	4.25	4.68
	Internships – Counseling Focus	4.59	4.25	4.65
	Internships – Empathy and Caring	4.81	4.68	4.83
	Internships – Respect and Compassion	4.83	4.71	4.85

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Student Learning Outcome VI.a: Students demonstrate their ability to apply group knowledge and skills to the development and implementation of groups.

Introduction Measures

Table 37: *Average Ratings for SLO VI.a Introduction Measures*

	Measure	Total	Campus	Online
AY 21-22	CNS 742 – Group Project	4.4	4.28	4.41

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Reinforcement Measures

Table 38: *Average Ratings for SLO VI.a Reinforcement Measures*

	Measure	Total	Campus	Online
AY 21-22	CNS 738 – Supervisor Evaluations – Group Skills	4.37	3.82	4.4

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Proficiency Measures

Table 39: *Average Ratings for SLO VI.a Proficiency Measures*

	Measure	Total	Campus	Online
AY 21-22	Internships – Supervisor Evaluations – Group Skills	4.55	4.52	4.56

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Student Learning Outcome VII.a: Students demonstrate knowledge and skills in the administration and interpretation of assessment instruments for diagnostic and intervention-planning purposes.

Introduction Measures

Table 40: *Average Ratings for SLO VII.a Introduction Measures*

	Measure	Total	Campus	Online
AY 21-22	CNS 738 – Supervisor Evaluations – Assessment Skills	4.18	4.13	4.19

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Reinforcement Measures

Table 41: *Average Ratings for SLO VII.a Reinforcement Measures*

	Measure	Total	Campus	Online
AY 21-22	CNS 736 – Research Project – Assessment Criterion	4.49	4.69	4.45

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Proficiency Measures

Table 42: *Average Ratings for SLO VII.a Proficiency Measures*

	Measure	Total	Campus	Online
AY 21-22	Internships – Supervisor Evaluations – Assessment Skills	4.46	4.21	4.5

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Student Learning Outcome VIII.a: Students utilize current research and scholarly literature to inform and assess their counseling practice.

Introduction Measures

Table 43: *Average Ratings for SLO VIII.a Introduction Measures*

	Measure	Total	Campus	Online
AY 21-22	CNS 721 – Literature Review	4.61	4.65	4.6

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Reinforcement Measures

Table 44: *Average Ratings for SLO VIII.a Reinforcement Measures*

	Measure	Total	Campus	Online
AY 21-22	CNS 747 – Culturally Sensitive SOAP Note and Literature Review	4.63	4.38	4.65
	CNS 738 – Supervisor Evaluations – Motivation to Learn and Grow	4.71	4.54	4.74

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Proficiency Measures

Table 45: *Average Ratings for SLO VIII.a Proficiency Measures*

	Measure	Total	Campus	Online
AY 21-22	Internship Supervisor Evaluations – Motivation to Learn and Grow	4.78	4.72	4.79

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Program Evaluation #4

Engage students in activities that enable them to evaluate evidence, be open to new ideas and engage in the understanding and appreciation of the perspectives of others.

Measure 1: Literature review project in CNS 721

Table 46: *Average Ratings on Literature Review Project*

	Measure	Total	Campus	Online
AY 21-22	CNS 721 – Literature Review	4.61	4.65	4.6

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Measure 2: Culturally Sensitive SOAP Note and Literature Review

Table 47: *Average Ratings for SOAP Note and Literature Review Assignment*

	Measure	Total	Campus	Online
AY 21-22	CNS 747 – Culturally Sensitive SOAP Note and Literature Review	4.63	4.38	4.65

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Measure 3: Motivation to Learn and Grow Criterion in Practicum

Table 48: *Average Ratings on PDBR Criterion – Motivation to Learn and Grow*

	Measure	Total	Campus	Online
AY 21-22	Practicum Supervisor Evaluations – Motivation to Learn and Grow	4.71	4.54	4.74

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Measure 4: Motivation to Learn and Grow Criterion in Practicum

Table 49: *Average Ratings on PDBR Criterion – Motivation to Learn and Grow*

	Measure	Total	Campus	Online
AY 21-22	Internship Supervisor Evaluations – Motivation to Learn and Grow	4.78	4.72	4.79

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Program Evaluation #5

Engage students in experiences in which they demonstrate an understanding of continual personal and professional growth.

Measure 1: Self-Assessment in Skills Courses

Table 50: *Average Ratings of Students' Self-Assessment in Skills Courses*

	Measure	Total	Campus	Online
AY 21-22	CNS 737 – Self-Assessment	5	4.9	4.9
	CNS 739 – Self Assessment	4.95	4.94	4.95

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Measure 2: Self-Assessment in Practicum and Supervisor Ratings of Students' Motivation to Learn and Grow

Table 51: *Average Ratings for Self-Assessment Skills and Motivation to Learn and Grow in Practicum*

	Measure	Total	Campus	Online
AY 21-22	CNS 738 – Self-Reflections	4.97	4.92	4.98
	CNS 738 – Motivation to Learn and Grow	4.71	4.54	4.74

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Measure 3: Self-Assessment in Internship Courses and Supervisor Ratings of Students' Motivation to Learn and Grow

Table 52: *Average Ratings for Self-Assessment Skills and Motivation to Learn and Grow in Internship*

	Measure	Total	Campus	Online
AY 21-22	Internships – Self-Reflections	4.93	4.93	4.93
	Internships – Motivation to Learn and Grow	4.78	4.72	4.79

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Program Evaluation #6

Provide experiences encouraging students to engage in the compassionate service to humanity and foster the wellness of people.

Measure 1: Professional Dispositions and Behavior Ratings in Clinical Courses

Table 53: *Average Supervisor Ratings of Students on Professional Dispositions and Behaviors*

Semester	Total	Campus	Online
Summer 2021	4.64	N/A	4.64
Fall 2021	4.69	4.55	4.71
Spring 2022	4.68	4.58	4.71

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Measure 2: Counseling Skills Ratings in Clinical Courses

Table 54: *Average Supervisor Ratings of Students on Counseling Skills*

Semester	Total	Campus	Online
Summer 2021	4.46	N/A	4.46
Fall 2021	4.46	4.28	4.49
Spring 2022	4.53	4.41	4.57

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Program Evaluation #7

Provide experiences encouraging students and graduates to assume leadership roles by advocating for the profession

Measure 1: Attendance and presentations at professional development events

Table 55: *Attendance and Presentations and Professional Development Events*

	Survey Responses	Participation in Professional Development Activities
AY 21-22	35	22.9%

Measure 2: Participation in Chi Sigma Iota

Table 56: *Percentage of Students Who Were Members of the Pi Alpha Chapter of Chi Sigma Iota*

CSI Membership	Total	Campus	Online
Summer 2021	88.2%	N/A	88.2%
Fall 2021	61.3%	N/A	61.3%

| Spring 2021 | 84.9% | 78.7% | 87.2% |

- The denominator for this percentage was the total number of eligible student inductees in each semester.

Program Evaluation #8

Provide excellence in supervised clinical experiences promoting professional and personal development throughout the clinical course sequence.

Measure 1: Professional Dispositions and Behavior Ratings in Clinical Courses

Table 57: *Average Supervisor Ratings of Students on Professional Dispositions and Behaviors*

Semester	Total	Campus	Online
Summer 2021	4.64	N/A	4.64
Fall 2021	4.69	4.55	4.71
Spring 2022	4.68	4.58	4.71

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Measure 2: Counseling Skills Ratings in Clinical Courses

Table 58: *Average Supervisor Ratings of Students on Counseling Skills*

Semester	Total	Campus	Online
Summer 2021	4.46	N/A	4.46
Fall 2021	4.46	4.28	4.49
Spring 2022	4.53	4.41	4.57

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Measure 3: Student evaluations of clinical site and supervisors

Table 59: *Percentage of Positive Responses by Students regarding their Clinical Site and Supervisors*

Item	Summer 2021		Fall 2021		Spring 2022	
	Campus	Online	Campus	Online	Campus	Online
Availability of site supervisor	N/A	96.22%	100.00%	91.78%	88.88%	96.34%
Minimum required meetings with site supervisor	N/A	96.22%	100.00%	97.26%	96.29%	97.56%
Quality of supervision at site	N/A	96.22%	90.90%	91.78%	88.88%	95.12%

Appropriate responsibility at site	N/A	94.33%	100.00%	93.15%	88.88%	93.9%
Adequate opportunities for individual counseling	N/A	91.83%	90.9%	81.42%	70.37%	90.24%
Adequate opportunities for group counseling	N/A	82.60%	60%	71.21%	52.94%	80.28%
Ease of obtaining recordings to review	N/A	76.59%	72.72%	57.57%	69.23%	78.78%
Helpfulness of individual/paired meetings with faculty supervisor	N/A	98.11%	77.77%	93.05%	92.3%	96.25%
Helpfulness of group meetings with faculty supervisor and other students	N/A	88.69%	90.9%	91.78%	85.18%	84.14%
Would you recommend this site to another student?	N/A	94.33%	100%	89.04%	74.07%	92.68%

Measure 4: Alumni survey of students' perceptions of practicum and internships

Table 60: *Average Alumni Ratings of Practicum Experiences*

	Value of Experience to Professional Development	**Opportunity to Develop Individual Counseling Skills**	**Opportunity to Develop Group Counseling Skills**	**Quality of Supervision from University Supervisor**	**Quality of Supervision from Site Supervisor**
Graduates – 2019-2021	4.65	4.38	3.76	4.56	4.15

- Ratings from 1 (low) to 5 (high)

Table 61: *Average Alumni Ratings of Internship 1 Experiences*

	Value of Experience to Professional Development	Opportunity to Develop Individual Counseling Skills	Opportunity to Develop Group Counseling Skills	Quality of Supervision from University Supervisor	Quality of Supervision from Site Supervisor
Graduates – 2019-2021	4.82	4.59	3.82	4.59	4.53

- Ratings from 1 (low) to 5 (high)

Table 62: *Average Alumni Ratings of Internship 2 Experiences*

	Value of Experience to Professional Development	Opportunity to Develop Individual Counseling Skills	Opportunity to Develop Group Counseling Skills	Quality of Supervision from University Supervisor	Quality of Supervision from Site Supervisor
Graduates – 2019-2021	4.91	4.71	3.94	4.65	4.44

- Ratings from 1 (low to 5 (high)

Table 63: *Average Student Ratings on Site Supervisor Survey*

Cycle	Academic Preparation	Counseling Skills and Techniques	Knowledge of Ethical Parameters	Attitude Toward and Receptivity to Supervision	Overall Professional Preparedness Compared to other Graduates
2021-2022	4.42	4.19	4.5	4.77	4.27

Interpretation

Program Objective 1: Create a learning community that is respectful of student rights, responsibility, dignity, and inherent worth by emphasizing excellence in teaching.

We evaluated this objective using the following course evaluation items:
- The instructor treated me with respect and created a setting of support (campus).
- The instructor was supportive when I interacted with him/her (online).
- The instructor demonstrated knowledge and expertise in the course subject matter (campus).
- The section instructor demonstrated expertise and currency in the course subject matter (online).
- The instructor contributed to my learning in the course (campus).
- The lead instructor added value to my learning experience (online).

In AY 21-22, online and campus students rated their instructors, on average, between a 4 (agree) and 5 (strongly agree) for each of the course evaluation items listed above. The **benchmark** that we set for these measures was a 4 (Agree). These results exceeded these benchmarks for online and in-person instruction, demonstrating excellence in teaching, specifically in relation to respect, support, knowledge and expertise, and contributions to student learning.

Program Objective 2: Build a culture of accountability in which students demonstrate high professional standards for ethical behavior, clinical skill development, academic performance, interpersonal relationships, professional attitudes, and professional character.

We evaluated this objective using five measures:
- Professional Dispositions and Behavior (PDB) ratings in clinical courses
- Counseling skills ratings in clinical courses
- Employer survey results
- Cumulative Grade Point Averages
- CNS 780 Final Exam Percentages
- Site Supervisor Survey

In AY-21-22, online and campus students, on average, received strong supervisor evaluations on their professional dispositions and behaviors, as well as their counseling skills. Counseling graduates also received strong ratings from employers in our most recent employer survey.

Regarding measure 1, in AY 21-22, practicum and internship supervisors evaluated students on the following PDBs using the *Counseling Competencies Scale – Revised* (CCS-R; Lambie et al., 2014): professional ethics, professional behaviors, professional and personal boundaries, adherence to site and course policies, record keeping and task completion, multicultural counseling competencies, emotional stability and self-control, motivation to learn and grow, openness to feedback, flexibility and adaptability, and congruence and genuineness. On average, campus and online students, in all three semesters (i.e., summer 21, fall 21, spring 22) received average PDB ratings between 4.55 and 4.71, well above the **benchmark** of 4 (meets expectations).

Regarding measure 2, in AY 21-22, practicum and internship supervisors evaluated students on the following counseling skills, using the CCS-R and two additional measures: nonverbals, encouragers, questions, reflections of content, reflections of feeling, summarizing, reflections of meaning, confrontation, goal setting, counseling focus, empathy & caring, respect and compassion, group counseling, and assessment skills. On average, campus and online students, in all three semesters, received skills ratings that exceeded our **benchmark** of 4 (meets expectations) with a range of 4.28 (campus, fall 2021) to 4.57 (online, spring 2022). Disaggregating by types of skills, only two skills fell below an average of 4 (meets expectations). In summer 2021, online practicum students received an average Confrontation Skills rating of 3.99. In fall 2021, campus, internship 1 students received an average Confrontation Skills rating of 3.82. In spring 2022, campus, practicum students received an average Confrontation Skills rating of 3.8 and a Group Counseling Skills rating of 3.82. These results reveal that, on average, our students are meeting and exceeding expectations regarding their demonstration of counseling

skills. Although, on average students are meeting expectations in confrontation and group counseling skills, results indicate that these skills may warrant some additional attention.

Regarding measure 3, we surveyed recent graduates' employers regarding the students' academic preparation, counseling skills and techniques, knowledge of ethical parameters, attitude toward and receptivity to supervision, and their overall professional preparedness compared to other graduates. Each employer rated our graduates at a 5 (exceeds expectations) on every category, which far exceeds our **benchmark** of 4 (meets expectations).

Regarding measure 4, we reviewed students' average GPAs in summer 21, fall 21, and spring 22. We reviewed these average GPAs for the total student body, as well as disaggregated by modality. On average, our students, across modalities, demonstrated strong academic performance, earning cumulative GPAs that are well above our **benchmark** of 3.5. In AY21-22, online students earned average GPAs between 3.81 and 3.82, and campus students earned average GPAs between 3.95 and 3.96.

Regarding measure 5, we analyzed students' scores on their final examination in CNS 780: Professional, Ethical, and Legal Issues in Counseling. Based on the importance of this outcome, the **benchmark** we have set for this measure is an average of a B, or no lower than an average percentage grade of 82.5%. The total result this year (88.6%) exceeded our benchmark, indicating students are developing knowledge of professional, ethical, and legal issues pertinent to counseling competence. Both online and campus students exceeded the benchmark, with online students earning an average percentage grade of 86.6% and campus students earning an average percentage grade of 93%.

Regarding measure 6, we surveyed site supervisors who worked with our students in practicum and internships in academic year 21-22. Specifically, we asked site supervisors to rate students from 1 (low) to 5 (high) on their academic preparation for clinical experiences, counseling skills and techniques, knowledge of ethical and legal parameters, attitude toward and receptivity to supervision, and overall professional preparation as compared to students from other programs. The **benchmark** that we set for this standard was a 4. Results indicated that, on average, site supervisors are pleased with our students' academic preparation, counseling skills and techniques, knowledge of ethical and legal parameters, and receptivity to supervisory feedback. Our students, on average, also faired favorably in comparison to students from other programs.

Program Objective 3: Provide curricular experiences for students to learn and demonstrate knowledge of the eight core standards designated by CACREP: (a) professional counseling orientation and ethical practice (b) social and cultural diversity; (c) human growth and development; (d) career development; (e) helping relationships; (f) group work; (g) assessment; and (h) research and program evaluation.

We evaluated this program objective with our key performance indicators, student learning outcomes measurement procedure.

Student Learning Outcome I.a: Students demonstrate knowledge and skills associated with professional, ethical, and legal counseling activities.

We assessed for introductory knowledge of this student learning outcome with a multiple-choice test in CNS 740: Professional Orientation to Counseling. This exam consists of items that measure students' knowledge of professional, ethical, and legal counseling activities. In AY21-22, students received an average percentage grade of 87.02%. Disaggregated by modality, online students received an average percentage grade of 86.59% and campus students received an average percentage grade of 92%. The **benchmark** for this measurement is an average grade of B (82.5%). Current results exceed this benchmark for online and campus students and demonstrate that our students are acquiring introductory knowledge of professional, ethical, and legal counseling activities.

We assessed for reinforcement of this student learning outcome by reviewing supervisors' evaluations of practicum students' counseling skills, professional ethics, and professional behaviors. In AY 21-22, campus and online students received strong ratings on their counseling skills, professional behaviors, and professional ethics. The **benchmark** for each of these indicators was a 4 (meets expectations). The range of ratings was between 4 (meets expectations) and 5 (exceeds expectations) with 4.25 being the lowest rating and 4.74 being the highest rating. These results reveal that, on average, supervisors believe our students are developing strong counseling skills, as well as very strong professional behaviors and professional ethics.

We assessed for proficiency of this student learning outcome by reviewing supervisors' evaluations of internship students' counseling skills, professional ethics, and professional behaviors. Results indicated that, in AY 21-22, campus and online students exceeded the **benchmark** of 4 (meets expectations), receiving supervisor evaluations of counseling skills, professional behaviors, and professional ethics between 4.44 and 4.79. We also assessed students' knowledge and skills of legal counseling activities through the Know the Law assignment in CNS 780. The benchmark for this measure was a 4 (meets expectations) In AY 21-22, on average, online and campus students met this benchmark.

Student Learning Outcome I.b: Students possess awareness of themselves and an ability to self-evaluate.

We assessed for introductory self-awareness and self-evaluation skills in CNS 737: Basic Counseling Skills and Techniques. After each video recording, students completed a self-assessment paper in which they would discuss their areas of strength and growth edges related to their skills. From these reflection papers, instructors evaluated students' self-awareness and self-evaluation abilities. The **benchmark** for this measure is a 4 (meets expectations). On average, in AY 21-22, students exceeded that benchmark, scoring an average rating of 4.91.

We assessed for reinforcement of this student learning outcome in CNS 739: Advanced Skills and Crisis Management, CNS 773: Family Counseling, and CNS 738: Practicum. Similar to the introduction measure, in CNS 739, students evaluated their counseling skills in a reflection paper following the completion of their two video recordings. Students performed very well across modalities. Online students received an average rating of 4.95, and campus students received an average rating of 4.94, well above our **benchmark** of 4 (meets expectations). In CNS 773, students complete a family genogram and write a reflection paper in which they reflect upon the

process and the insights that they gleaned. Students, again, scored very high regarding their self-assessment skills, with online students receiving an average rating of 4.81 and campus students receiving an average rating of 4.94. Both of these exceeded the **benchmark** of 4 (meets expectations). In practicum, students write a reflection paper at the end of the semester describing areas in which they are strong, areas in which they have grown, and areas that they would like to improve. University supervisors review these reflection papers and evaluate students on their self-reflective abilities. Average student ratings, across modalities, was very high for this measure, with campus students receiving an average rating of 4.92 and online students receiving an average rating of 4.98. Both of these ratings were well above the **benchmark** of 4 (meets expectations). We also evaluated this indicator using the PDB criterion of motivation to learn and grow/initiative. This criterion is part of university and site supervisors' midterm and final evaluations of students. On average, students received very strong ratings for their motivation to learn and to grow/initiative, with online students receiving an average rating of 4.74 and campus students receiving an average rating of 4.54, well above the **benchmark** of 4 (meets expectations).

We assessed for proficiency of this indicator in internship courses. Similar to practicum, university supervisors evaluated students' self-reflective abilities while they reviewed and graded their self-reflection papers at the end of the semester. Students performed very well on this measure, receiving average ratings of 4.93 for each modality. This rating exceeded our **benchmark** of 4 (meets expectations). Site and university supervisors also evaluated students on their motivation to learn and grow/initiative. Online and campus students performed very well, receiving average ratings of 4.79 and 4.72, respectively. Both of these ratings exceeding our **benchmark** of 4 (meets expectations).

Student Learning Outcome II.a: Students demonstrate knowledge and skills associated with working with culturally diverse populations.

We assessed for introductory knowledge and skills related to this criterion in CNS 740: Professional Orientation to Counseling, one of the first four courses that students complete in their program. This indicator is assessed using the Crash Analysis Paper / Cultural Reflection Paper. We updated this assignment in AY21-22, based on student feedback and course evaluations. Specifically, rather than have students watch the movie, *Crash*, we allowed them to choose the medium from which they would answer prompts associated with culture, power, privilege, oppression, and prejudice, and discrimination. Students received strong ratings on their knowledge of working with culturally diverse populations. Online students received an average rating of 4.76 and campus students received an average rating of 4.46 on this indicator. The overall rating was 4.49. Each of these average ratings exceeds our **benchmark** of 4 (meets expectations).

We assessed for reinforcement of this indicator in CNS 747: Cultures and Counseling and in practicum. In CNS 747, students complete a culturally responsive SOAP note and literature review, and instructors evaluate them on their knowledge and skills associated with working with culturally diverse populations. In AY 21-22, students, on average, received very strong ratings, with online students receiving average ratings of 4.65 and campus students receiving average ratings of 4.42, well above the **benchmark** of 4 (meets expectations) for this indicator. In practicum, university and site supervisors evaluate students on their professional dispositions and

behaviors (PDBs). One of the PDBs is multicultural counseling competence. On average, students who completed practicum in AY 21-22 performed very well on this criterion, receiving an average rating of 4.32. Online students received an average rating of 4.34, and campus students received an average rating of 4.23. The **benchmark** for this rating is 4 (meets expectations). Average ratings in AY 21-22 exceed this benchmark.

We assessed for proficiency of this indicator in internship courses using the same rating that we used for practicum – university and site supervisors' average ratings of students' multicultural counseling competencies. Similar to practicum, in AY 21-22, students, on average, received high ratings on their multicultural counseling competencies, with online students receiving average ratings of 4.6 and campus students receiving average ratings of 4.37. Both of these ratings exceed our **benchmark** of 4 (meets expectations) for this indicator.

Student Learning Outcome III.a: Students apply their knowledge of human growth and development to their conceptualization of and work with clients.
We assessed for introductory knowledge and skills related to this criterion in CNS 748: Lifespan Development in Counseling. Students completed a virtual child exercise with four different age ranges, and they received ratings regarding their knowledge of key human growth and development concepts. Online and campus students performed very well on this indicator, receiving ratings between 4.5 and 4.8. The **benchmark** for this criterion is 4 (meets expectations). In AY 21-22, online and campus students' ratings on this criterion exceeded this benchmark.

We assessed for reinforcement of this key performance indicator in practicum using supervisors' midterm and final evaluations of students. Specifically, we analyzed students' average ratings on goal setting, counseling focus, facilitate therapeutic environment: empathy and caring, and facilitate therapeutic environment: respect and compassion. We used these criteria from the CCS-R because each of them relates to case conceptualization, treatment planning, and the development of a strong working alliance. Knowledge of human growth and development is an integral piece of case conceptualization, goal setting, and the development of a strong working alliance. Therefore, if supervisors rated students high on these indicators, then they must be applying their knowledge and skills related to human growth and development effectively in counseling. In AY 21-22, students received strong ratings on each of these criteria, with ratings ranging from 4.1 to 4.69. Each rating meets or exceeds the **benchmarks** of 4 (meets expectations). Campus practicum students received the average rating of 4.1, which, although meeting expectations, was the closest to the benchmark.

We assessed for proficiency of this key performance indicator in internships using supervisors' midterm and final evaluation of students. As we did in practicum, we analyzed students' average ratings on goal setting, counseling focus, facilitate therapeutic environment: empathy and caring, and facilitate therapeutic environment: respect and compassion. Campus and online students performed well on these criteria, receiving supervisor ratings between 4.25 and 4.85. Each of these ratings exceeded the **benchmarks** of 4 (meets expectations) for each of these criteria. These strong average ratings demonstrate counseling students' ability to develop facilitative therapeutic environments, to focus counseling appropriately and effectively, and to help clients

with goal setting. Human growth and development knowledge is an important aspect of these processes.

Student Learning Outcome IV.a: Students apply their knowledge of career development to their conceptualization of and work with clients.

We assessed for introductory knowledge of career development in CNS 743: Career Counseling and Development. Specifically, students completed a career autobiography assignment, and instructors evaluated students on their knowledge of theories and models of career development, approaches for conceptualizing interrelationships among occupational and personal aspects of well-being and life roles, and approaches for assessing the conditions of the work environment on life experiences. In AY 21-22, students, on average, performed very well on the combined ratings of these criteria. Online students received an average rating of 4.75, and campus students received an average rating of 4.43. Each of these ratings exceed the **benchmark** of 4 (meets expectations) for this criterion.

We assessed for reinforcement of this indicator in practicum, using the same analysis method that we used for SLO III.a. We analyzed students' average ratings on goal setting, counseling focus, facilitate therapeutic environment: empathy and caring, and facilitate therapeutic environment: respect and compassion. We used these criteria from the CCS-R because each of them relates to case conceptualization, treatment planning, and the development of a strong working alliance. Similar to SLO III.a, knowledge of career development can be very important regarding goal setting, counseling focus, and the development of a strong working alliance. In AY 21-22, students received strong ratings on each of these criteria, with ratings ranging from 4.1 to 4.69. Each rating meets or exceeds the **benchmarks** of 4 (meets expectations). Campus practicum students received the average rating of 4.1, which, although meeting expectations, was the closest to the benchmark.

We assessed for proficiency of this indicator in internship, using the same method of analysis that we used for SLO III.a. We analyzed students' average ratings on goal setting, counseling focus, facilitate therapeutic environment: empathy and caring, and facilitate therapeutic environment: respect and compassion. Campus and online students performed well on these criteria, receiving supervisor ratings between 4.25 and 4.85. Each of these ratings exceeded the **benchmarks** of 4 (meets expectations) for each of these criteria. These strong average ratings demonstrate counseling students' ability to develop facilitative therapeutic environments, to focus counseling appropriately and effectively, and to help clients with goal setting. Career development knowledge is an important aspect of these processes.

Student Learning Outcome V.a: Students demonstrate their use of evidence-based counseling strategies and techniques to develop and sustain therapeutic relationships.

We assessed for introductory knowledge and skills related to this key performance indicator in CNS 737: Basic Counseling Skills and Techniques. Specifically, we assessed students' basic counseling skills in two mock video recordings. In the first video recording, instructors evaluated students on the following basic counseling skills: nonverbals, encouragers, questions, and reflections of content. In their second video recording, instructors evaluated students on their

nonverbals, encouragers, questions, reflections of content, reflections of feeling, reflections of meaning, and summarizations. The combined, average skills rating for videos 1 and 2 in AY 21-22 was 4.59 and 4.58, respectively. Campus students received ratings of 4.73 and 4.57, respectively, and online students received ratings of 4.57 and 4.58, respectively. Each of these combined, average ratings is above the **benchmark** of 4 (meets expectations) that we set for this indicator.

We assessed for reinforcement of this indicator in CNS 739: Advanced Skills and Crisis Management and in CNS 738: practicum. In advanced skills, students completed two recorded, mock counseling sessions. In the first mock counseling session, instructors evaluated students on all of the skills in CNS 737 plus confrontation and goal setting. In video 2, students performed a suicide assessment. In this assignment, instructors evaluated students on their counseling skills and techniques, as well as their effectiveness in performing a mock suicide assessment. For purposes of this key performance indicator, however, we are only focusing on students' counseling skills performance. In AY 21-22, students received strong ratings on their counseling skills. Online students received average ratings of 4.57 and 4.63 on video recordings 1 and 2, respectively, and campus students received average ratings of 4.53 and 4.49 on video recordings 1 and 2, respectively. Each of these ratings exceeds the **benchmark** of 4 (meets expectations) that we set for this indicator. In CNS 738, university and site supervisors evaluated students' counseling skills in midterm and final evaluations. The skills on which supervisors evaluated students included all of the CNS 739 skills plus counseling focus, facilitate therapeutic environment: empathy and caring, facilitate therapeutic environment: respect and compassion, group counseling skills, and assessment skills. In AY 21-22, practicum students received strong, overall ratings on their counseling skills. Specifically, online students received an average, combined skills rating of 4.43, and online students received an average, combined skills rating of 4.25. Each of these ratings exceeds the **benchmark** of 4 (meets expectations) set for this indicator.

We assessed for proficiency of this indicator in internship courses. University and site supervisors evaluated students' counseling skills in midterm and final evaluations. Supervisors in internship evaluated the same skills that supervisors in practicum evaluated. In AY 21-22, similar to practicum ratings, internship supervisors' average, combined skills ratings for internship students were very high. Online students' average, combined skills rating was 4.62, and campus students' average, combined skills rating was 4.44. Each of these ratings exceeds our **benchmark** of 4 (meets expectations) for this indicator.

Student Learning Outcome V.b: Students demonstrate knowledge and skills associated with their use of counseling theories to form case conceptualizations.

We assessed for introductory knowledge of this indicator in CNS 741: Theories and Models of Counseling. Specifically, we evaluated students' use of theory in case study exercises. The evaluation criteria included ability to summarize relevant information about clients' history, ability to apply theory to case conceptualizations, and ability to apply theory to treatment planning. In AY 21-22, counseling students in CNS 741 performed well on these criteria, receiving average, combined ratings that exceeded our **benchmark** of 4 (meets expectations).

Online students received a combined, average rating of 4.86, and campus students received a combined, average rating of 4.56.

We assessed for reinforcement of this indicator in practicum, using the same CCS-R criteria that we used in SLO III.a and IV.a. Specifically, we analyzed students' average ratings on goal setting, counseling focus, facilitate therapeutic environment: empathy and caring, and facilitate therapeutic environment: respect and compassion. We used these criteria from the CCS-R because each of them relates to case conceptualization, treatment planning, and the development of a strong working alliance. Similar to SLO III.a, knowledge and application of theory can be very important in goal setting, focusing counseling sessions, and developing a strong working alliance. In AY 21-22, students received strong ratings on each of these criteria, with ratings ranging from 4.1 to 4.69. Each rating meets or exceeds the **benchmarks** of 4 (meets expectations). Campus practicum students received the average rating of 4.1, which, although meeting expectations, was the closest to the benchmark.

We assessed for proficiency of this indicator in internship courses, using the same method of analysis that we used for SLO III.a and SLO IV.a. We analyzed students' average ratings on goal setting, counseling focus, facilitate therapeutic environment: empathy and caring, and facilitate therapeutic environment: respect and compassion. Campus and online students performed well on these criteria, receiving supervisor ratings between 4.25 and 4.85. Each of these ratings exceeded the **benchmarks** of 4 (meets expectations) for each of these criteria. These strong average ratings demonstrate counseling students' ability to develop facilitative therapeutic environments, to focus counseling appropriately and effectively, and to help clients with goal setting. Knowledge and application of theory are important aspects of these processes.

Student Learning Outcome VI.a: Students demonstrate their ability to apply group knowledge and skills to the development and implementation of groups.

We assessed for introductory knowledge and skills related to this indicator in CNS 742: Group Procedures in Counseling. Specifically, instructors evaluated students on their ability to develop a strong counseling group proposal. In AY 21-22, students, on average, performed well on this criterion, receiving average ratings that exceeded the **benchmark** of 4 (meets expectations) for this indicator. Online students received an average rating of 4.41, and campus students received an average rating of 4.28.

We assessed for reinforcement of this indicator in CNS 738: Practicum. Specifically, we examined university and site supervisors' ratings of students' group counseling skills. Supervisors evaluated practicum students on this criterion in their midterm and final evaluations. The **benchmark** for this rating is a 4 (meets expectations). The total, average rating on this criterion was 4.37, which exceeds our benchmark. Online students received an average rating of 4.4, which also exceeds the benchmark. However, campus students received an average rating of 3.82, which is below our benchmark. One explanation for the lower rating is that, in comparison to other skills rating, group counseling skills received far fewer supervisory ratings, particularly for campus students, which makes it more susceptible to outliers. It may be that supervisors rated this skill less frequently, however, because students are not engaging in group counseling activities as frequently in practicum. It is not a requirement that students complete group

counseling hours in practicum, which may explain the lower numbers. Even so, for those campus students who did perform group counseling in practicum in AY 21-22, their average ratings did not meet our benchmark. A faculty taskforce will review this indicator in more detail in AY 22-23 and provide recommendations for potential actions (e.g., curricular changes).

We assessed for proficiency of this indicator in internship courses using the same criterion that we evaluated in practicum. University and site supervisors rated internship students on their group counseling skills. Students performed well on this criterion, receiving total, online, and campus ratings of 4.55, 4.56, and 4.52, respectively. Each of these ratings exceeded our **benchmark** of 4 (meets expectations).

Student Learning Outcome VII.a: Students demonstrate knowledge and skills in the administration and interpretation of assessment instruments for diagnostic and intervention-planning purposes.

We assessed for introductory knowledge of this skill in CNS 738: Practicum. Specifically, we measured site and university supervisors' average ratings of practicum students' assessment skills. In AY 21-22, practicum students received strong ratings on this criterion. The total students', campus students', and online students' average rating was 4.18, 4.13, and 4.19, respectively. These ratings slightly exceeded our **benchmark** of 4 (meets expectations) for this criterion and demonstrated positive introductory assessment skills for our students.

We assessed for reinforcement of this indicator in CNS 736: Appraisal Procedures in Counseling. In this course, students complete a research project in which they are evaluated on their assessment knowledge and skills. Students received strong instructor ratings on the assessment criterion, receiving ratings that exceeded our **benchmark** of 4 (meets expectations). Online students received an average rating of 4.45, and campus students received an average rating of 4.69.

We assessed for proficiency of this indicator in internship courses using the same method as described above for practicum courses. University and site supervisors evaluated students on their assessment skills in their midterm and final evaluations. In AY 21-22, students performed well on this criterion, with online students receiving average ratings of 4.5, and campus students receiving average ratings of 4.21. Each of these ratings exceeds our **benchmark** of 4 (meets expectations).

Student Learning Outcome VIII.a: Students utilize current research and scholarly literature to inform and assess their counseling practice.

We assessed for introductory knowledge of this indicator in CNS 721: Research and Statistical Analysis in Counseling. Students complete a literature review on a *DSM* diagnosis of their choosing, and instructors evaluate them on their ability to identify and synthesize research and scholarly literature. Students performed well on this indicator, with online students receiving an average rating of 4.6 and campus students receiving an average rating of 4.65. The **benchmark** for this indicator is a 4 (meets expectations). In AY 21-22, average ratings for online and campus students on this indicator exceeded expectations.

We assessed for reinforcement of this indicator in CNS 747: Cultures and Counseling and in CNS 738: Practicum. For CNS 747, we assessed students' ability to evaluate extant research and literature in their development of a culturally sensitive SOAP Note. An important part of this project was a literature review related to their mock client's presenting concerns and cultural identities. Students' average ratings on this criterion were strong, with online students receiving an average rating of 4.65 and campus students receiving an average rating of 4.38. Both of these ratings exceeded our **benchmark** of 4 (meets expectations), demonstrating students' keen ability to utilize current scholarly literature to inform counseling practice. In CNS 738: practicum, we assessed supervisors' ratings of students' motivation to learn and to grow/initiative. We used this PDB criterion because it reflects students' life-long learning capacity and willingness/ability to continue to develop. An important part of continual growth is a willingness and ability to utilize research to inform and assess one's practice. In AY 21-22, practicum students performed well on this criterion, with online students receiving an average rating of 4.74 and campus students receiving an average rating of 4.54. Each of these ratings exceeded the **benchmark** of 4 (meets expectations) set for this item.

We assessed for proficiency of this indicator in internship courses, using the same criterion that we measured and evaluated in practicum: motivation to learn and to grow/initiative. In AY 21-22, students performed well on this indicator, with online students receiving average supervisor ratings of 4.79, and campus students receiving average supervisor ratings of 4.72. Each of these ratings exceeded the **benchmark** of 4 (meets expectations) that we set for this indicator.

In essence, results of our student learning outcomes review demonstrates that our students are effectively and consistently developing the knowledge and skills in each of the eight core CACREP domains.

Program Objective 4: Engage students in activities that enable them to evaluate evidence, be open to new ideas and engage in the understanding and appreciation of the perspectives of others.

We evaluated this objective using four measures:
- Literature review project in CNS 721
- Culturally sensitive SOAP note and literature review in CNS 747
- Average ratings on PDBR criterion – motivation to learn and grow/initiative – in CNS 738
- Average ratings on PDBR criterion – motivation to learn and grow/initiative – in internship courses

In AY-21-22, online and campus students, on average, received very strong ratings on each of the measurements listed here.

For measure 1, as described in our interpretation of SLO VIII.a, students completed a literature review on a *DSM* diagnosis of their choosing in CNS 721: Research and Statistical Analysis in Counseling. Instructors evaluated them on their ability to identify and synthesize research and scholarly literature. Students performed well on this measure, with online students receiving an

average rating of 4.6 and campus students receiving an average rating of 4.65. The **benchmark** for this indicator is a 4 (meets expectations). In AY 21-22, average ratings for online and campus students on this indicator exceeded expectations.

We discussed the results of Measure 2 in the SLO VIII.a section. We assessed students' ability to evaluate extant research and literature in their development of a culturally sensitive SOAP Note in CNS 747: Cultures and Counseling. Students' average ratings on this criterion were strong, with online students receiving an average rating of 4.65 and campus students receiving an average rating of 4.38. Both of these ratings exceeded our **benchmark** of 4 (meets expectations), demonstrating students' keen ability to utilize current scholarly literature to inform culturally sensitive, counseling practice.

For measure 3, we assessed supervisors' ratings of students' motivation to learn and to grow/initiative in practicum. We used this PDB criterion because it reflects students' life-long learning capacity and willingness/ability to continue to develop. An important part of continual growth is a willingness and ability to utilize research to inform and assess one's practice. In AY 21-22, practicum students performed well on this criterion, with online students receiving an average rating of 4.74 and campus students receiving an average rating of 4.54. Each of these ratings exceeded the **benchmark** of 4 (meets expectations) set for this measure.

For measure 4, we used the same procedure that we used for measure 3; however, we measured motivation to learn and to grow/initiative in internship classes rather than practicum. In AY 21-22, students performed well on this indicator, with online internship students receiving average supervisor ratings of 4.79, and campus internship students receiving average supervisor ratings of 4.72. Each of these ratings exceeded the **benchmark** of 4 (meets expectations) that we set for this measure.

Program Objective 5: Engage students in experiences in which they demonstrate an understanding of continual personal and professional growth.

We evaluated this objective using multiple measures:
- Self-assessment in skills courses
- Self-assessment in practicum and supervisor ratings of students' motivation to learn and grow
- Self-assessment in internship courses and supervisor ratings of students' motivation to learn and grow

For measure 1, we assessed for introductory self-awareness and self-evaluation skills in CNS 737: Basic Counseling Skills and Techniques and CNS 739: Advanced Skills and Crisis Management. After each video recording, students completed a self-assessment paper in which they would discuss their areas of strength and growth edges related to their skills. From these reflection papers, instructors evaluated students' self-awareness and self-evaluation abilities. The **benchmark** for this measure is a 4 (meets expectations). In AY 21-22, CNS 737 students, on average, exceeded the benchmark, receiving a rating of 4.91. Online students received an average rating of 4.9, and campus students received an average rating of 5. In AY 21-22, CNS 739 students, on average, also exceeded the benchmark, receiving a rating of 4.95. Online

students received an average rating of 4.95 and campus students received an average rating of 4.94.

For measure 2, practicum students wrote a reflection paper at the end of the semester describing areas in which they were strong, areas in which they had grown, and areas that they would have liked to improve. University supervisors reviewed these reflection papers and evaluated students on their self-reflective abilities. Average student ratings, across modalities, was very high for this measure, with campus students receiving an average rating of 4.92 and online students receiving an average rating of 4.98. Both of these ratings were well above the **benchmark** of 4 (meets expectations). We also evaluated this indicator using the PDB criterion of motivation to learn and grow/initiative. This criterion is part of university and site supervisors' midterm and final evaluations of students. On average, practicum students received very strong ratings for their motivation to learn and to grow/initiative, with online students receiving an average rating of 4.74 and campus students receiving an average rating of 4.54, well above the **benchmark** of 4 (meets expectations).

For measure 3, similar to measure 2, we evaluated internship students' self-reflective abilities and their motivation to learn and to grow. University supervisors evaluated students' self-reflective abilities while they reviewed and graded their self-reflection papers at the end of the semester. Students performed very well on this measure, receiving average ratings of 4.93 for each modality. This rating exceeded our **benchmark** of 4 (meets expectations). Site and university supervisors also evaluated students on their motivation to learn and grow/initiative. Online and campus students performed very well, receiving average ratings of 4.79 and 4.72, respectively. Both of these ratings exceeding our **benchmark** of 4 (meets expectations).

Program Objective 6: Provide experiences encouraging students to engage in the compassionate service to humanity and foster the wellness of people.

We evaluated this objective using two measures:
- Professional dispositions and behavior ratings in clinical courses
- Counseling skills ratings in clinical courses

In AY 21-22, students demonstrated skills, behaviors, and dispositions that reflected compassionate service to humanity and the fostering of wellness in people, specifically clients. The two measures for this program objective are equal to the first two measures for program objective 2.

For measure 1, in AY 21-22, practicum and internship supervisors evaluated students on the following PDBs using the *Counseling Competencies Scale – Revised* (CCS-R; Lambie et al., 2014): professional ethics, professional behaviors, professional and personal boundaries, adherence to site and course policies, record keeping and task completion, multicultural counseling competencies, emotional stability and self-control, motivation to learn and grow, openness to feedback, flexibility and adaptability, and congruence and genuineness. On average, campus and online students, in all three semesters (i.e., summer 21, fall 21, spring 22) received average PDB ratings between 4.55 and 4.71, well above the **benchmark** of 4 (meets expectations).

For measure 2, in AY 21-22, practicum and internship supervisors evaluated students on the following counseling skills, using the CCS-R and two additional measures: nonverbals, encouragers, questions, reflections of content, reflections of feeling, summarizing, reflections of meaning, confrontation, goal setting, counseling focus, empathy & caring, respect and compassion, group counseling, and assessment skills. On average, campus and online students, in all three semesters, received skills ratings that exceeded our **benchmark** of 4 (meets expectations) with a range of 4.28 (campus, fall 2021) to 4.57 (online, spring 2022). Disaggregating by types of skills, only two skills fell below an average of 4 (meets expectations). In summer 2021, online practicum students received an average Confrontation Skills rating of 3.99. In fall 2021, campus, internship 1 students received an average Confrontation Skills rating of 3.82. In spring 2022, campus, practicum students received an average Confrontation Skills rating of 3.8 and a Group Counseling Skills rating of 3.82. These results reveal that, on average, our students are meeting and exceeding expectations regarding their demonstration of counseling skills which, in turn, help to foster client wellness. Although, on average students are meeting expectations in confrontation and group counseling skills, results indicate that these skills may warrant some additional attention.

Program Objective 7: Provide experiences encouraging students and graduates to assume leadership roles by advocating for the profession.

We evaluated this objective using two measures:
- Attendance and presentations at professional development events
- Participation in Chi Sigma Iota

For measure 1, we surveyed students on their participation in professional development activities in AY 21-22. Results of the survey indicated that 22.9% of respondents (n=35) reported participation in professional development activities. Students identified trainings and workshops that they attended at their practicum or internship sites, professional trainings (e.g., EMDR, DBT), as well as professional conferences (e.g., International OCD Foundation, North Carolina Counseling Association Conference. The **benchmark** for this measure is 50%, which we did not meet. We believe that Covid-19 concerns negatively influenced students' participation in professional development activities. However, these results reveal a need for the program to promote professional development, as well as provide opportunities for students to participate in these activities.

For measure 2, we evaluated students' participation in Chi Sigma Iota (CSI) by calculating the percentage of students who elected to join CSI. We calculated the percentage by dividing the number of student inductees in a given semester by the number of eligible student inductees in that semester. Results indicated that, in AY 21-22, the majority of students who were eligible to participate in CSI elected to join it. The **benchmark** for this measure is 75%. We exceeded this benchmark in each semester for online students except fall 2021 when only 61.3% of eligible students joined CSI. The percentage rebounded for online students in spring 2021 with 84.9% of eligible students electing to join CSI. We will continue to monitor students' activity in CSI.

Program Objective 8: Provide excellence in supervised clinical experiences promoting professional and personal development throughout the clinical course sequence.

We evaluated this objective using two measures:
- Professional dispositions and behavior ratings in clinical courses
- Counseling skills ratings in clinical courses
- Average supervisor ratings of students
- Student evaluations of supervisor(s)

In AY 21-22, students demonstrated skills, behaviors, and dispositions that reflected excellence in supervised clinical experiences that promote professional and personal development. The first two measures of this program evaluation are the same as program objectives 1 and 6.

For measure 1, in AY 21-22, practicum and internship supervisors evaluated students on the following PDBs using the *Counseling Competencies Scale – Revised* (CCS-R; Lambie et al., 2014): professional ethics, professional behaviors, professional and personal boundaries, adherence to site and course policies, record keeping and task completion, multicultural counseling competencies, emotional stability and self-control, motivation to learn and grow, openness to feedback, flexibility and adaptability, and congruence and genuineness. On average, campus and online students, in all three semesters (i.e., summer 21, fall 21, spring 22) received average PDB ratings between 4.55 and 4.71, well above the **benchmark** of 4 (meets expectations). These results reveal that, on average, our students are receiving excellent clinical placements that help them develop personally and professionally.

For measure 2, in AY 21-22, practicum and internship supervisors evaluated students on the following counseling skills, using the CCS-R and two additional measures: nonverbals, encouragers, questions, reflections of content, reflections of feeling, summarizing, reflections of meaning, confrontation, goal setting, counseling focus, empathy & caring, respect and compassion, group counseling, and assessment skills. On average, campus and online students, in all three semesters, received skills ratings that exceeded our **benchmark** of 4 (meets expectations) with a range of 4.28 (campus, fall 2021) to 4.57 (online, spring 2022). Disaggregating by types of skills, only two skills fell below an average of 4 (meets expectations). In summer 2021, online practicum students received an average Confrontation Skills rating of 3.99. In fall 2021, campus, internship 1 students received an average Confrontation Skills rating of 3.82. In spring 2022, campus, practicum students received an average Confrontation Skills rating of 3.8 and a Group Counseling Skills rating of 3.82. These results reveal that, on average, our students are receiving excellent clinical placements that help them develop professionally. Although, on average students are meeting expectations in confrontation and group counseling skills, results indicate that these skills may warrant some additional attention.

For measure 3, we reviewed students' evaluation of practicum or internship. Students completed this survey by answering a variety of questions about their clinical experience and the supervision that they received. For purposes of this evaluation, we reviewed students' qualitative responses on the following questions:
- Was your site supervisor available for consultation when needed?
- Were you able to meet with your site supervisor for supervision activities for the minimum required amount of time each week?
- Quality of supervision on site in the agency/school.

- Were you given appropriate responsibility?
- Did you have adequate opportunities for one-on-one counseling?
- Did you have adequate opportunities for group counseling?
- Please comment on the ease of obtaining tapes for review.
- Helpfulness of individual/paired meetings with your faculty supervisor.
- Helpfulness of weekly group meetings with your faculty supervisor and other students.
- Would you recommend this site as a practicum/internship/field experience with another student?

We reviewed each student's response and categorized it as positive, neutral, or negative. We then divided the number of positive responses by the total number of responses in each semester to calculate the percentages of positive responses to each item. Results indicated that most students reported having positive experiences at their clinical sites and schools, and they perceived their site and university supervision as helpful and/or consistent. The **benchmark** for each of these items is 85%. We met or exceed this benchmark for most of the items. However, we failed to reach this benchmark on a few items. Across each semester and modality, fewer than 85% of students commented positively about the ease of obtaining tapes for review and having adequate opportunities for group counseling. Moreover, in spring 2022, 70.37% of campus students responded positively regarding having adequate opportunities for one-on-one counseling, and 74.07% responded that they would recommend their site/school to another student. In addition, in spring 2022, 84.14% of online students responded positively regarding the helpfulness of weekly group meetings with their faculty supervisor and other students.

For measure 4, counseling program graduates from 2019-2021 rated their practicum and internship experiences on their professional development, individual counseling skills development, and group counseling skills development. They also rated the quality of the university and site supervision that they received. On average, across ratings and clinical experiences, recent graduates rated their clinical experiences and supervision very high, averaging between 4 and 5 (high), with the exception of group counseling skills development. For practicum and internships, students rated their group counseling skills development between 3.76 and 3.94. The **benchmark** for this measure is a 4. Each criterion met or exceeded this benchmark except group counseling skills development. These findings suggest that recent graduates believe their practicum and internship experiences were very valuable to their professional development and their individual counseling skills development. Recent graduates' belief about how their clinical experiences influenced their group counseling skills, however, is mixed. These findings also indicate that, on average, recent graduates believed that they received quality university and site supervision.

For measure 5, site supervisors from AY 2021-2022 rated their Wake Forest University, Department of Counseling students on their academic preparedness, counseling skills and techniques, knowledge of ethical and legal parameters, attitude toward and receptivity to supervision, and their overall professional preparation in comparison to students from other programs. Ratings ranged from 1 (low) to 5 (high), and the **benchmark** for this measure was a 4. Students, on average, performed well on this measure; all ratings were above a 4. The average rating for students' attitude toward and receptivity to supervision was particularly high (4.77).

Action Plans

Program Objective 1: Create a learning community that is respectful of student rights, responsibility, dignity, and inherent worth by emphasizing excellence in teaching.

Our faculty, on average, across modalities demonstrate excellence in teaching and strong capacities in developing learning communities that are respectful and supportive of students' rights, responsibilities, dignity, and inherent worth. Although the data demonstrate that we are fulfilling this objective, it is essential that we continue to be proactive in our efforts to cultivate, sustain, and enhance teaching excellence. To that end, over the past few years our faculty have engaged in the following activities:

1. **Peer learning communities focused on developing effective and cohesive learning communities online.** Wake Forest University sponsored these communities during the height of Covid-19 when all of our programs, on campus and online, were taught online.
2. **Live sessions in online courses.** A few years ago, based on feedback from students and faculty asking for more active teaching and interactions with core faculty members, we pivoted from an informal office hours format to a live sessions format in which lead instructors teach a lesson related to the topics of the week, as well as answer students' questions about assignments and other content. These one-hour per week, virtual, live sessions are recorded for students who are unable to attend.
3. **Inclusive Teaching Conference.** Many faculty attended a one-day event on campus at Wake Forest University where we learned various strategies for enhancing inclusivity in classroom settings.
4. **Periodic teaching observations.** For the past three years, along with course evaluations, faculty in the Department of Counseling have received teaching observations from senior faculty members. Associate and full level faculty members in the department observe and evaluate assistant level faculty members on their campus and online teaching performance. Full level faculty members evaluate associate level faculty members. We ask that junior faculty members receive one teaching observation and evaluation per semester, alternating between in-person and online teaching.

Program Objective 2: Build a culture of accountability in which students demonstrate high professional standards for ethical behavior, clinical skill development, academic performance, interpersonal relationships, professional attitudes, and professional character.

On average, students, across modalities and demographics, received very strong ratings on their clinical skill development, interpersonal relationships, professional attitudes, professional ethics, and professional character. For each semester (i.e., summer 21, fall 22, spring 22), each modality (i.e., online, campus), and each cultural identity (i.e., race, gender), students exceeded our benchmarks of 4 (meets expectations) related to clinical skill development and professional dispositions and behaviors. Considering the significance of this student-learning outcome, it is important to continue to explore ways to help students develop the requisite knowledge and skills to practice counseling ethically, effectively, and professionally. It is paramount that professional counselors behave in the most professional and ethical manner. A few years ago, we voted on and unanimously approved a course sequence change to our online program that would allow us to offer CNS 780: Legal and Ethical Issues earlier in students' program. Covid-19 slowed down our progress in implementing this. Logistical challenges remain that we need to work out as well before implementing this change. However, we are excited about how it will influence students' praxis of ethical counseling in their clinical courses

and beyond. The online program committee, which is comprised of Louise Schatz, Dr. Nations, Dr. Forti, Dr. Hayden, Tim Silva, and Dr. Ivers will meet in early fall to discuss and develop an implementation plan. Moreover, we will continue to stay abreast of current and new legislation pertaining to legal and ethical mental health practice, and help our students do the same. To that end, we recently established an advocacy committee that is chaired by Dr. Isabel Farrell.

As mentioned in the interpretation section, disaggregating by types of skills, only two counseling skills fell below an average of 4 (meets expectations). In summer 2021, online practicum students received an average Confrontation Skills rating of 3.99. In fall 2021, campus, internship 1 students received an average Confrontation Skills rating of 3.82. In spring 2022, campus, practicum students received an average Confrontation Skills rating of 3.8 and a Group Counseling Skills rating of 3.82. Our clinical committee, chaired by Dr. Phil Clarke, will review and evaluate these results to determine if we need to place more emphasis on confrontation skills and group counseling skills in skills courses and clinical courses.

Program Objective 3: Provide curricular experiences for students to learn and demonstrate knowledge of the eight core standards designated by CACREP: (a) professional counseling orientation and ethical practice (b) social and cultural diversity; (c) human growth and development; (d) career development; (e) helping relationships; (f) group work; (g) assessment; and (h) research and program evaluation.

Students performed very well on the key performance indicators that we developed for each of the eight core CACREP domains. For each domain, we had introduction, reinforcement, and proficiency measures. We also used multiple measures to evaluate student learning outcomes (SLOs). For each SLO measure, average student ratings met or exceeded our benchmarks, except for supervisor evaluations of campus students' group counseling skills. The average rating for this indicator was 3.82, below our benchmark of 4 (meets expectations). There are a number of possible explanations for this result. First, the small number of students in the campus practicum course in AY21-22 made scores more susceptible to outliers, which may have negatively affected the average rating. On top of that, some students did not lead groups in practicum, which led to fewer supervisory responses to this item, further making the item more susceptible to extremely low ratings. Second, because campus students completed practicum concurrently with their group counseling course, they may not have been as prepared for group work at the beginning of the semester as campus students were when they entered internship courses. At any rate, because this indicator dipped below the benchmark of 4 (meets expectations), we will investigate ways to introduce campus students to group work before practicum as well as provide additional opportunities during practicum to develop their group counseling skills.

Program Objective 4: Engage students in activities that enable them to evaluate evidence, be open to new ideas and engage in the understanding and appreciation of the perspectives of others.

There are several separate but interrelated elements in this program objective: evaluation of evidence, motivation to learn and grow, and an understanding and appreciation of diverse perspectives. Each of these elements, individually and in combination, are essential to effective case conceptualization and treatment planning skills. Students, on average, performed very well on each measure associated with this program objective, demonstrating the following skills and

dispositions: evaluation of evidence, openness to new ideas, perspective taking, and multicultural sensitivity.

Although students met or exceeded our benchmarks for these measures of program objective 4, it is important that we continue to evaluate and enhance our program relative to these key elements. Below are a number of initiatives and steps that we have taken to foster and celebrate diversity, equity, and inclusion:

1. Replaced the *Crash* Analysis Paper in CNS 740 with a cultural reflection paper based on student feedback.
2. Changed and updated reading and learning materials related to culture and counseling in CNS 740 based on student feedback.
3. Developed statements related to the R.I.D.E. framework and the department's emphasis of diversity, equity, and inclusion on our online and campus syllabi.
4. Developed statements for our teaching observation rating forms related to implicit bias.
5. Conducted a student survey about diversity and inclusivity that had a very good response rate and rich quantitative and qualitative information. Results were shared in a faculty meeting and discussed.
6. Added two student representatives to our Diversity and Inclusion Committee.
7. Increased intentionality in our course revision processes to represent diverse perspectives and backgrounds in our learning materials.

Program Objective 5: Engage students in experiences in which they demonstrate an understanding of continual personal and professional growth.

Throughout the program, students, on average, demonstrated strong self-awareness and self-reflection skills. We assessed this objective in counseling skills courses and clinical courses. On each measure, students scored above the benchmark of 4 (meets expectations). In addition, in clinical courses, supervisors, on average, rated students high on their motivation to learn and to grow. In combination, these indicators demonstrate students' ability to self-evaluate, as well as their motivation to grow personally and professionally. We will continue to monitor ways to instill in our students a desire for lifelong learning and growth.

Program Objective 6: Provide experiences encouraging students to engage in the compassionate service to humanity and foster the wellness of people.

In a time of extreme mental health needs, our students provided over 24,500 direct counseling hours in AY21-22. Throughout the country, school and college counseling centers, hospitals, community mental health agencies, and non-profit agencies have struggled to meet the demands of the mental health crisis. Adolescents are attempting and completing suicides at extraordinarily high rates, and adults are experiencing increasingly high levels of depression and anxiety. The mantra of our counseling programs is that the world needs counselors. More than that, the world needs well trained, culturally sensitive, interpersonally gifted, and ethically minded counselors.

The measures that we used to assess this program objective included supervisors' evaluations of students' professional dispositions and behaviors and supervisors' evaluations of students'

counseling skills. As mentioned previously, on each of these measures, our students, on average, received ratings between 4 (meets expectations) and 5 (exceeds expectations). We will continue to monitor ways of helping our students to foster wellness, as well as engage in compassionate service.

Program Objective 7: Provide experiences encouraging students and graduates to assume leadership roles by advocating for the profession.

The results of measures of this program objective indicate programmatic strengths and growth areas. One important area for growth is student engagement in professional development activities, such as membership in professional counseling associations and attendance at professional conferences, trainings, or workshops. It is encouraging that 22.9 percent of students who responded to our survey indicated that they participated in a professional development event, especially considering Covid-19 disruptions to professional development events. However, it is important that we promote additional activity and participation in professional organizations and events. Thanks to the generosity of Pamela and Steve Karr, we have a fund to support campus and online students with professional conference attendance. Dr. Bob Nations, our clinical program director, is leading the development of a process for students to apply for professional development funds. In addition, after a two-year hiatus, the counseling department conducted its annual spring seminar in spring 2022. Due to Covid-19 concerns, the day-long workshop was virtual. It included three, 2-hour workshops related to supervision and eye movement desensitization and reprocessing (EMDR). WFU campus and online students received free admission to the event. This event is funded by the Samuel T. Gladding Spring Seminar Endowment. Dr. Gladding's and Claire Gladding's generosity will allow us to conduct this seminar in perpetuity.

The percentage of students who have joined the Pi Alpha Chapter of CSI also is very encouraging. Our chapter was very active in AY21-22. Below are a number of events that CSI sponsored:
- Military Interest Group
- Peer to Peer Mentor Pairings for First- and Second-Year Campus Students
- Licensure Panel Presentation
- Podcasts:
    o Integrating Spirituality into Counseling
    o Creative Community Engagement
    o Becoming a School Counselor (part 1 & 2)
    o CSI Exec Counsel Conversation
- Yoga for Counselors (3 sessions online)
- Career Development Workshop
- New Orientation Video
- Counselors in Conversation: The Beauty and the Beast of School Counseling
- Counselors in Conversation: Counselor Identity
- WFU Counseling Faculty Share Critical Incidents Along Their Journey Towards Becoming More Culturally Aware
- CSI Initiation Ceremonies in August 2021, December 2021, and May 2022
- Football Tailgate Activity

Program Objective 8: Provide excellence in supervised clinical experiences promoting professional and personal development throughout the clinical course sequence.

Results of the measures to evaluate this program objective largely reflect strengths regarding students' supervised clinical experiences. Measure 1 reveals strong personal and professional student development across practicum and internships, and measure 2 demonstrates strong clinical skills. Measure 3 also reflects many strengths in the clinical course sequence, as well as some areas for growth. Regarding the latter, ease of obtaining session recordings and adequate opportunities for group counseling fell below our benchmark set for these indicators. For measure 4, recent graduates rated their clinical experiences. On average, each criterion met or exceeded our benchmark except group counseling skills experience. It is important to note that Covid-19 and the proliferation of telemental health counseling may have made it more difficult logistically to conduct a group. That being said, to address these growth areas, we have taken the following steps:

1. Starting in summer 2022, we introduced a HIPAA secure version of Zoom for students and faculty to use with all web conferencing use-cases in the program, including counseling session recordings in clinical courses. Before summer 2022, we used Zoom for office hours, live sessions, and counseling skills courses; and we used a HIPAA secure WebEx software program for clinical supervision and counseling session recordings. With the university's procurement of the HIPAA secure Zoom, we were able to make Zoom available for all of our use cases. We believe that the use of one web conferencing software program will ease, to a degree, students' challenges with obtaining counseling session recordings.
2. The clinical committee has developed a more accurate and efficient system for monitoring students' fulfillment of the group counseling experience requirement. This system will be implemented in fall 2022. Specifically, we will add language about the group counseling experience in the learning experience form that students complete each semester in practicum and internships.
3. In fall 2022, the clinical committee and group counseling professors will meet to discuss curricular changes that we could make to address opportunities for group experiences in clinical courses as well as additional opportunities to practice group counseling skills.

Other Programmatic and Curricular Changes

Along with curricular and programmatic changes that we have made or plan to address related to this program evaluation, there are other changes that we are considering based on other important program measures. Below is a list of some of the changes and or considerations:

1. Based on student feedback and state licensure requirements, we received approval to change the name of CNS 762: Issues in Clinical Mental Health Counseling to CNS 762: Case Formulation and Treatment Planning in Clinical Mental Health Counseling. This change will begin in AY22-23.
2. We will begin marketing and recruiting for a new counseling track, Addictions Counseling, starting in spring 2023. Because it is a new program, addictions counseling

will not be CACREP accredited. However, as soon as we have graduates of that program, we will apply for CACREP accreditation for the program.

3. Based on student and alumni feedback, we will move CNS 765: Addictions Counseling earlier in students' course of study. Currently, CNS 765 is one of the last courses that students complete in the program. It now will be taken when CNS 743: Career Counseling and Development was taken. Campus students will not complete CNS 765 in their second semester, and online students will complete it between residency 1 and residency 2.

Clinical Mental Health Counseling
Program Evaluation Report
AY 2021 - 2022

Program Objectives

1. Students will engage in a continuous process of monitoring their growth and development as counselors through reflection and self-evaluation and will utilize opportunities to obtain feedback from peers and supervisors.

2. Students will perform a wide range of therapeutic services among diverse client populations and in a variety of settings.

3. Students will acquire the knowledge and skills needed to assess, diagnose (when appropriate), form case conceptualizations, and develop treatment plans for diverse client populations.

4. Students will use evidence-based approaches that promote prevention, early intervention, wellness, and advocacy; taking into account the client, the environment, and the interaction between the two.

5. Students will develop skills for working with clients dealing with substance abuse, suicidal ideation, crisis, disaster, and other trauma-causing events.

6. Students will collaborate with teams of other mental health and medical professionals so as to provide the best possible care for their clients.

7. Students will acquire knowledge and skills related to the operation of mental health services including public mental health policy, finances, regulatory processes, mental health service delivery systems, clinical mental health counseling services networks and advocacy.

Table 1: *Clinical Mental Health Counseling Program Evaluation*

Program Objective	Evaluation	Evaluation Time	Review Results
1. Students will engage in a continuous process of monitoring their growth and development as counselors through reflection and self-evaluation and will utilize opportunities to obtain feedback from peers and supervisors.	1. Skills self-assessments 2. Supervisor evaluations 3. Employer survey	1. During CNS 737, 739, and clinical courses 2. After clinical courses 3. Every three years	1. Yearly 2. Yearly 3. Every three years
2. Students will perform a wide range of therapeutic services among diverse client populations and in a variety of settings.	1. Site List 2. Time Logs 3. Student evaluation of clinical site	1. Yearly 2. Yearly 3. Yearly	1. Yearly 2. Yearly 3. Yearly
3. Students will acquire the knowledge and skills needed to assess, diagnose (when appropriate), form case conceptualizations, and develop treatment plans for diverse client populations	1. Cultures SOAP Note 2. Special Topics Paper 3. Soloist Paper 4. Research Project 5. Supervisor evaluations	1. During CNS 747 2. During CNS 762 3. During CNS 770 4. During CNS 736 5. During clinical courses	1. Yearly 2. Yearly 3. Yearly 4. Yearly 5. Yearly
4. Students will use evidence-based approaches that promote prevention, early intervention, wellness, and advocacy; taking into account the client, the environment, and the interaction between the two.	1. Case Studies 2. Special Topics Paper 3. Skills Videos 4. Supervisor evaluations	1. During CNS 741 2. During CNS 762 3. During CNS 737 & 739 4. During clinical courses	1. Yearly 2. Yearly 3. Yearly 4. Yearly

5. Students will develop skills for working with clients dealing with substance abuse, suicidal ideation, crisis, disaster, and other trauma-causing events.	1. Skills Assessment 2. Final Case Study Paper	1. During CNS 739 2. During CNS 765	1. Yearly 2. Yearly
6. Students will collaborate with teams of other mental health and medical professionals so as to provide the best possible care for their clients.	1. Clinical site list (list of integrated care sites) 2. Student evaluation of their clinical site	1. During clinical Courses 2. During clinical courses	1. Yearly 2. Yearly
7. Students will acquire knowledge and skills related to the operation of mental health service delivery systems, clinical mental health counseling services networks, and advocacy.	1. Exam	1. CNS 771	1. Yearly

Table 2: *CMHC Key Performance Indicator*

	Introduction			Reinforcement			Proficiency		
	Course	Assign.	Measure	Course	Assign.	Measure	Course	Assign.	Measure
X.a: Students demonstrate knowledge and skills needed to assess, diagnose (when appropriate), form case conceptualizations, and develop treatment plans for diverse client populations.	CNS 747	SOAP Note	Treat. Plan	CNS 762 CNS 770 CNS 738	Special Topics Soloist Paper Sup. Eval.	Research Paper – Treat. Plan Research Paper Observer Rating	CNS 744 CNS 745	Sup. Eval. Sup. Eval.	Observer Rating Observer Rating

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Program Objective #1:

Students will engage in a continuous process of monitoring their growth and development as counselors through reflection and self-evaluation and will utilize opportunities to obtain feedback from peers and supervisors.

Measure 1: Self-Assessments in Skills and Clinical Courses

Table 3: *Average Self-Awareness Ratings in Skills and Clinical Courses*

	Measure	**Total**	**Campus**	**Online**
AY 21-22	CNS 737 – Self-Assessment	4.91	5	4.91
	CNS 739 – Self-Assessments	4.95	4.94	4.95
	Clinical Courses	4.94	4.93	4.94

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Measure 2: Supervisor Evaluations of Students' Openness to Feedback

Table 4: *Average Results for Supervisors' Evaluations of Students' Openness to Feedback*

	Total	**Campus**	**Online**
AY 21-22	4.75	4.52	4.78

- Ratings from 1 (Strongly Disagree) to 5 (Strongly Agree)

Measure 3: Employer Survey Item of Attitude Toward and Receptivity to Feedback

Table 5: *Average Results Employer Survey Item, Attitude Toward and Receptivity to Feedback*

2019-2021	**Total**
Attitude Toward and Receptivity to Feedback	5.0*

- Ratings from 1 (Low) to 5 (High)
- *Unable to disaggregate by specialty area or modality

Program Objective #2

Students will perform a wide range of therapeutic services among diverse client populations and in a variety of settings.

Measure 1: Site List

Table 6: *Categorization of Clinical Sites*

	Community Mental Health Agency / Non-Profit	Hospitals / Healthcare/ Hospice	College / University Setting	Private Practice	Addiction Recovery
Online	98	29	9	7	12
Campus	10	4	6	0	2

Measure 2: Services CMHC Students Performed

Table 7: *Number and Percentage of Direct Services Performed by CMHC Students in Clinical Courses*

	Total	Intake Interviews	Individual Counseling	Group Counseling	Family Counseling	Consultation
Online	21,412.28	3157.97 (14.74%)	11,585.24 (54.1%)	5,078.97 (23.72%)	636.35 (2.97%)	953.75 (44.54%)
Campus	2,995.51	416.17 (13.9%)	1869.83 (62.4%)	458.43 (15.3%)	18 (0.6%)	233.08 (7.7%)

Table 8: *Number and Percentage of Indirect Services Performed by CMHC Students in Clinical Courses*

	Total	Case Conferences	Report Writing	Preparation	Office/Case Management	Other/ Professional Development
Online	26,309.78	2,422.45 (9.21%)	8,796.18 (33.43%)	6,408.05 (24.36%)	5,995.85 (22.79%)	2,687.25 (10.21%)
Campus	5,211.88	383.92 (7.3%)	968.7 (18.5%)	794.67 (15.2%)	1,023.83 (19.6%)	841.58 (16.1%)

Measure 3: Students' Evaluation of Experience at their Clinical Site

Table 9: *Percentage of Students Who Reported Receiving Appropriate Responsibility at their Clinical Site*

	Campus	Online
Appropriate Responsibility at Site	96.15%	98.67%

Program Objective #3

Students will acquire the knowledge and skills needed to assess, diagnose (when appropriate), form case conceptualizations, and develop treatment plans for diverse client populations.

Measure 1: Assessment and Diagnosis Indicators

Table 10: *Average CMHC Student Ratings on Assessment and Diagnosis Skills*

Measure	Total	Campus	Online
CNS 736: Research Project – Assessment Criterion	4.49	4.69	4.45
CNS 770: Soloist Paper – Assessment and Diagnosis Criterion	4.21	4.82	4.1

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Measure 2: Case Conceptualization Skills

Table 11: *Average CMHC Student Ratings on Case Conceptualization Skills*

Measure	Total	Campus	Online
CNS 762: Special Topics Paper – Case Conceptualization Criterion	4.56	4.33	4.6
CNS 770: Soloist Paper – Case Conceptualization Criterion	4.36	4.91	4.26

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Measure 3: Treatment Planning Skills

Table 12: *Average CMHC Student Ratings on Treatment Planning Skills*

Measure	Total	Campus	Online
CNS 762: Special Topics Paper – Treatment Planning Criterion	4.57	4.33	4.64
CNS 747: SOAP Note – Culturally Sensitive Treatment Planning	4.5	4.4	4.51
CNS 770: Soloist Paper – Treatment Plans Criterion	4.19	4.64	4.11

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Measure 4: Supervisor Evaluations of Students' Assessment, Case Conceptualization, and Treatment Planning Skills

Table 13: *Average Supervisor Ratings of CMHC Students' Case Conceptualization and Assessment Skills*

	Measure	Total	Campus	Online
AY 21-22	Supervisor Ratings – Goal Setting	4.44	4.1	4.5
	Supervisor Ratings – Counseling Focus	4.46	4.12	4.51
	Supervisor Ratings – Empathy and Caring	4.73	4.53	4.76
	Supervisor Ratings – Respect and Compassion	4.76	4.56	479
	Supervisor Ratings – Assessment Skills	4.35	4.08	4.39

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Program Objective #4

Students will use evidence-based approaches that promote prevention, early intervention, wellness, and advocacy; taking into account the client, the environment, and the interaction between the two.

Measure 1: Student Ratings on Case Study Assignments

Table 14: *Average Supervisor Ratings of Students' Performance on Case Study Assignments*

Measure	Total	Campus	Online
CNS 741: Case Studies – Case Conceptualization	4.6	4.86	4.56
CNS 741: Case Studies – Treatment Planning	4.45	4.89	4.37
CNS 762: Special Topics Paper – Case Conceptualization Criterion	4.56	4.41	4.59
CNS 762: Special Topics Paper – Treatment Planning Criterion	4.57	4.33	4.64

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Measure 2: Counseling Skills Ratings in Skills Courses

Table 15: *Average Instructor Ratings of Students' Counseling Skills*

Measure	Total	Campus	Online
CNS 737: Video 1	4.59	4.73	4.57
CNS 737: Video 2	4.58	4.57	4.58
CNS 739: Video 1	4.57	4.53	4.57
CNS 739: Video 2	4.62	4.49	4.63

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Measure 3: Supervisor Ratings of CMHC Students' Counseling Skills

Table 16: *Average Instructor Ratings of Students' Counseling Skills*

Measure	Total	Campus	Online
CNS 738b – Counseling Skills	4.35	4.23	4.37
CNS 744b – Counseling Skills	4.51	4.16	4.56
CNS 745b – Counseling Skills	4.65	4.41	4.7
CNS 755b – Counseling Skills	4.75	N/A	4.75

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Program Objective #5

Students will develop skills for working with clients dealing with substance abuse, suicidal ideation, crisis, disaster, and other trauma-causing events.

Measure 1: Suicide Assessment in CNS 739: Advanced Counseling Skills and Crisis Management

Table 17: *Average Instructor Ratings of Students' Suicide Assessment Mock Videos*

Measure	Total	Campus	Online
CNS 739 – Suicide Assessment	4.62	4.49	4.63

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Measure 2: Final Case Study Paper in CNS 765: Addictions Counseling

Table 18: Average Student Scores on the Final Case Study Assignment in CNS 765

Measure	Total	Campus	Online
CNS 765 – Final Case Study	94.12%	99.88%	93.86%

- Percentage grade from 0 (lowest) to 100 (highest)

Program Objective #6

Students will collaborate with teams of other mental health and medical professionals so as to provide the best possible care for their clients.

Measure 1: Number and Percentage of Integrated Care Clinical Placements

Table 19: *Number and Percentage of Integrated Care Clinical Placements*

Measure	Total	Campus	Online
Integrated Care	64 (36.2%)	8 (33.33%)	56 (36.66%)

Measure 2: Collaboration with Professionals in Practicum and Internships

Table 20: *Number and Percentage of Students Who Reported Experiencing Helpful Collaborations from Professionals at their Sites*

Measure	Total	Campus	Online
Collaboration with Professionals	171 (96.6%)	23 (95.83%)	148 (96.73%)

Program Objective #7

Students will acquire knowledge and skills related to the operation of mental health service delivery systems, clinical mental health counseling services networks, and advocacy.

Measure 1: Students' Performance on the final exam in CNS 771: Clinical Mental Health Counseling

Table 21: Students' Performance on the Final Exam in CNS 771

Measure	Total	Campus	Online
CNS 771: Final Exam	94.74%	96%	94.62

-   Percentage grade out of 100%

Clinical Mental Health Counseling Key Performance Indicator

X.a: Students demonstrate knowledge and skills needed to assess, diagnose (when appropriate), form case conceptualizations, and develop treatment plans for diverse client populations.

Introduction Measure

Table 22: *Culturally Sensitive SOAP Note Ratings in CNS 747: Cultures and Counseling*

Measure	Total	Campus	Online

CNS 747: SOAP Note – Culturally Sensitive Treatment Planning	4.5	4.4	4.51

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Reinforcement Measures

Table 23: *Assessment, Case Conceptualization, and Treatment Planning Skills*

Measure	Total	Campus	Online
CNS 762: Special Topics Paper – Case Conceptualization Skills	4.56	4.41	4.59
CNS 762: Special Topics Paper – Treatment Planning Criterion	4.57	4.33	4.64
CNS 770: Soloist Paper – Case Conceptualization Skills	4.36	4.91	4.26
CNS 770: Soloist Paper – Treatment Plans Criterion	4.19	4.64	4.11
Practicum Supervisor Ratings – Goal Setting	4.28	4.13	4.3
Practicum Supervisor Ratings – Counseling Focus	4.28	4.18	4.29
Practicum Supervisor Ratings – Empathy and Caring	4.64	4.42	4.67
Practicum Supervisor Ratings – Respect and Compassion	4.67	4.47	4.7
Practicum Supervisor Ratings – Assessment Skills	4.19	4.07	4.21

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Proficiency Measures

Table 24: *Supervisory Ratings of Students' Assessment, Case Conceptualization and Treatment Planning Skills in CNS 744b*

Measure	Total	Campus	Online
CNS 744b Supervisor Ratings – Goal Setting	4.48	3.9	4.55
CNS 744b Supervisor Ratings – Counseling Focus	4.51	3.86	4.61
CNS 744b Supervisor Ratings – Empathy and Caring	4.76	4.51	4.8

CNS 744b Supervisor Ratings – Respect and Compassion	4.8	4.54	4.83
CNS 744b Supervisor Ratings – Assessment Skills	4.48	3.9	4.55

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Table 25: *Supervisory Ratings of Students' Assessment, Case Conceptualization and Treatment Planning Skills in CNS 745b*

Measure	Total	Campus	Online
CNS 745b Supervisor Ratings – Goal Setting	4.61	4.13	4.71
CNS 745b Supervisor Ratings – Counseling Focus	4.64	4.27	4.71
CNS 745b Supervisor Ratings – Empathy and Caring	4.83	4.66	4.87
CNS 745b Supervisor Ratings – Respect and Compassion	4.84	4.68	4.87
CNS 745b Supervisor Ratings – Assessment Skills	4.55	4.13	4.79

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Table 26: *Supervisory Ratings of Students' Assessment, Case Conceptualization and Treatment Planning Skills in CNS 755b*

Measure	Total	Campus	Online
CNS 755b Supervisor Ratings – Goal Setting	4.64	N/A	4.64
CNS 755b Supervisor Ratings – Counseling Focus	4.79	N/A	4.79
CNS 755b Supervisor Ratings – Empathy and Caring	4.79	N/A	4.79
CNS 755b Supervisor Ratings – Respect and Compassion	4.79	N/A	4.79
CNS 755b Supervisor Ratings – Assessment Skills	4.7	N/A	4.7

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Interpretation

Program Objective 1: Students will engage in a continuous process of monitoring their growth and development as counselors through reflection and self-evaluation and will utilize opportunities to obtain feedback from peers and supervisors.

We evaluated this objective using the following measures:

- Students' self-assessments of their skills in CNS 737 and CNS 739
- Students' self-assessments of their clinical growth in practicum and internships
- Supervisor evaluations of students' openness to feedback.
- Employer surveys related to graduates' attitude toward and receptivity to feedback.

For measure 1, instructors rated students on their self-assessment skills. Regarding skills courses, after each video recording in skills courses, students write a paper reflecting on and assessing their skill performance and development. Course instructors rate students' self-assessment skills based on the breadth, depth, and accuracy with which they assess their performance and skills development. Moreover, at the end of each clinical course (i.e., practicum, internships), students submit a reflection paper describing their strengths and areas in which they would like to improve regarding counseling skills, case conceptualization, and self-awareness. Instructors rate students' self-assessment skills based on this self-reflection paper. The **benchmark** for this measure is 4 (meets expectations). In AY-21-22, on average, students performed exceptionally well on the self-assessment ratings, with the lowest average rating being 4.91, which exceeds our benchmark of 4.

For measure 2, site and university supervisors evaluated clinical mental health students on their openness to feedback on midterm and final evaluations in practicum and internships. The **benchmark** for this measure is a 4 (meets expectations). In AY 21-22, students, on average, exceeded the benchmark, receiving evaluations for campus and online modalities of 4.52 and 4.78, respectively.

For measure 3, we evaluated employer ratings of our graduates on their attitude toward and receptivity to feedback. The benchmark for this measure is 4. Our students who graduated between 2019-2021 performed exceptionally well on this indicator, collectively receiving the highest rating, 5.

Program Objective 2: Students will perform a wide range of therapeutic services among diverse client populations and in a variety of settings.

We evaluated this objective using the following information:
- Categorization of clinical sites
- Services that CMHC students performed

Clinical mental health counseling students completed practicum and internship experiences in a variety of community settings and with a diverse population of clients. We broadly categorized these settings as community mental health agencies / non-profit agencies, hospitals / healthcare settings / hospice and palliative care setting, college / university / educational settings, private practices, addiction recovery / rehabilitation centers. Although not illustrated explicitly in the results, in these diverse settings, CMHC students worked with a wide variety of clients and presenting concerns, such as children, adolescents, adults, couples, families, individuals with disabilities, individuals with autism spectrum disorder, individuals with eating disorders, individuals with addictions, and individuals with mental health disorders. Most students completed practicum and internships in community mental health agencies, such as behavioral health centers, intensive outpatient settings, and family services. However, a lot of our students

worked in medical settings, alongside medical and other mental health professionals. We do not have a benchmark for this indicator. Rather, our goal is for our students to receive a rich experience in a variety of community settings, which these data appear to demonstrate.

Clinical mental health counseling students performed a wide variety of direct and indirect services at their practicum and internship sites. Again, we do not have a benchmark for this indicator, but it is helpful for us to review percentages related to tasks to ensure that our students, on average, are receiving a full and meaningful clinical experience. As can be expected, individual counseling was the most frequent direct service that our students performed, followed by group counseling, intake interviews, consultation, and family counseling. Regarding indirect services, online CMHC students performed report writing most frequently, followed by preparation, office/case management, other professional development activities, and case conferences. Campus CMHC students performed office/case management most frequently, followed by report writing, other professional development activities, preparation, and case conferences.

Lastly, we reviewed students' evaluation of their clinical experience. Namely, we reviewed their answers to the question about whether they received appropriate responsibility at their clinical site. The benchmark for this measure is 95%, as this is a very important indicator. Results for campus and online exceeded the benchmark with 96.15% of campus students and 98.67% of online students reporting that they received appropriate responsibility at their clinical sites.

Program Objective 3: Students will acquire the knowledge and skills needed to assess, diagnose (when appropriate), form case conceptualizations, and develop treatment plans for diverse client populations.
We evaluated this objective using the following measures:
- Students' performance on the assessment portion of the research project in CNS 736.
- Students' performance on case conceptualization and treatment planning on their special topics paper in CNS 762.
- Students' performance on assessment, diagnosis, case conceptualization, and treatment planning on their soloist paper in CNS 770.
- Students' performance on their culturally sensitive SOAP note in CNS 747.
- Students' performance in their clinical courses related to goal setting, counseling focus, therapeutic presence, and assessment skills.

For measure 1, we examined students' assessment and diagnosis skills based on their performances in CNS 736: Appraisal Procedures in Counseling and CNS 770: Classification of Mental and Emotional Disorders in Counseling. Namely, we reviewed students' performances on their research project in CNS 736 and their soloist paper in CNS 770. The **benchmark** that we set for both indicators is a 4 (meets expectations). On average, campus and online students performed at or above expectations on both criteria, with scores ranging from 4.1 (online students; assessment and diagnosis criterion of soloist paper) and 4.82 (campus students; assessment and diagnosis criterion of soloist paper). As such, we met or exceeded each benchmark for this measure. These results demonstrate that, on average, our students are developing effective assessment and diagnostic skills.

For measure 2, we examined students' case conceptualization skills based on their performances in CNS 762: Issues in Clinical Mental Health Counseling and CNS 770: Classification of Mental and Emotional Disorders in Counseling. For CNS 762, students completed a case conceptualization and treatment planning using Sperry and Sperry's model. In CNS 770, students performed a case conceptualization and treatment plan based on the Soloist. The **benchmark** that we set for both indicators was a 4 (meets expectations). For the case conceptualization criterion on each assignment, students, on average, performed very well with average scores between 4 (meets expectations) and 5 (exceeds expectations). These results indicate that, on average, our CMHC students are developing effective case conceptualization skills.

For measure 3, we examined students' treatment planning skills based on their performances in CNS 762: Issues in Clinical Mental Health Counseling, CNS 747: Cultures and Counseling, and CNS 770: Classification of Mental and Emotional Disorders in Counseling. Specifically, in CNS 762, we measured students' treatment planning skills based on their special topics paper treatment plan. In CNS 747, we evaluated students on their culturally sensitive SOAP note. In CNS 770, we evaluated students on their soloist paper treatment plan. The **benchmark** that we set for each of these indicators was a 4 (meets expectations). On each indicator, students, on average, performed very well, receiving instructor ratings between 4.11 and 4.65. Each of these average ratings exceeded our benchmark. These findings suggest that our students, on average, are developing an ability to develop culturally sensitive and effective treatment plans.

For measure 4, we evaluated students' assessment, case conceptualization, and treatment planning skills in their clinical courses. We did this by reviewing site and university supervisors' ratings of students on the following criteria: goal setting, counseling focus, therapeutic presence: empathy and caring, therapeutic presence: respect and compassion, and assessment skills. The **benchmark** that we set for these indicators was a 4 (meets expectations). On average, across modalities, students performed well on each of these ratings, receiving ratings between 4 (meets expectations and 5 (exceeds expectations). The lowest ratings were in goal setting (campus students) and assessment skills (campus students), but the ratings of 4.1 and 4.08, respectively, met our benchmark of 4. These results demonstrate that supervisors perceive that our CMHC students, on average, are capable of applying assessment, case conceptualization, and treatment planning skills effectively in actual counseling sessions.

Program Objective 4: Students will use evidence-based approaches that promote prevention, early intervention, wellness, and advocacy; taking into account the client, the environment, and the interaction between the two.

We evaluated this objective using the following measures:
- Students' performances on case study assignments
- Students' counseling skills ratings in skills courses
- Supervisors' ratings of CMHC students' counseling skills in practicum and internships

For measure 1, we evaluated students' use of evidence-based approaches that promote prevention and early intervention, wellness, and advocacy based on their case conceptualization and treatment planning skills in CNS 741: Theories and Models of Counseling and CNS 762: Issues in Clinical Mental Health Counseling. In CNS 741, instructors evaluated students' case

conceptualization and treatment planning skills based on two case study assignments. In CNS 762, instructors evaluated students' case conceptualization and treatment planning skills based on their special topics paper. The **benchmark** that we set for these indicators was a 4 (meets expectations). On average, online and campus students received ratings between 4 (meets expectations) and 5 (exceeds expectations) on each criterion. These findings demonstrate students' abilities, based on analogue situations, to conceptualize students' presentation and develop effective, evidence-based treatment plans.

Effective use of basic and advanced counseling skills leads to many positive outcomes, such as building a strong working alliance and effective treatment approaches. Therefore, for measure 2, we evaluated counseling students' skills performance in CNS 737: Basic Counseling Skills and Techniques and CNS 739: Advanced Counseling Skills and Crisis Management. In both classes, students submit video recordings of mock counseling sessions in which they demonstrate their use of counseling skills. The **benchmark** that we set for these indicators was 4 (meets expectations). Students, on average, received aggregate skills ratings between 4 (meets expectations) and 5 (exceeds expectations). For CNS 737, these results indicate students' ability to build rapport, express empathy, and gather therapeutic information effectively and efficiently. In CNS 739, these results add the ability for students to work with clients to develop therapeutic goals, as well as to engage in therapeutic confrontation. Each of the basic and advanced skills is an evidence-based practice that can be used to promote prevention, early intervention, wellness, and advocacy.

For measure 3, we evaluated students' ability to utilize counseling skills in practicum and internships. Along with the basic and advanced skills that we evaluated in skills courses, we added counseling focus, therapeutic presence, group counseling skills, and assessment skills. The **benchmark** that we set for each of these indicators was a 4 (meets expectations). Supervisors' average ratings of CMHC students across clinical courses on their aggregate skills performance was between 4 (meets expectations) and 5 (exceeds expectations). These results demonstrate our CMHC students' ability to utilize evidence-based treatments with actual clients in a clinical mental health counseling setting.

Program Objective 5: Students will develop skills for working with clients dealing with substance abuse, suicidal ideation, crisis, disaster, and other trauma-causing events.

We evaluated this objective using the following measures:
- Average instructor ratings of students' suicide assessment mock videos in CNS 739
- Average student scores on their final case study assignment in CNS 765

For measure 1, we evaluated students' suicide assessment mock videos in CNS 739: Advanced Counseling Skills and Crisis Management. The **benchmark** that we set for this measure was a 4 (meets expectations). In AY 21-22, online and campus students performed very well on this measure, receiving ratings of 4.63 and 4.49, respectively. These strong ratings suggest that our students are meeting and, in some cases, exceeding our developmental expectations related to suicide assessment skills.

For measure 2, we evaluated students' performance on their final case study assignment in CNS 765: Addictions Counseling. We are still in the process of including this measure in Anthology Portfolio, the software program that we use for program evaluations and student learning outcomes reporting. Therefore, the data that we gathered on this measure is average grade percentages rather than ratings from 1 (harmful) to 5 (exceeds expectations). The **benchmark** that we set for this measure is an 82.5% (B). Campus and online students performed well on this measure, receiving average grade percentages on this assignment of 99.88% and 93.86%, respectively. This demonstrates students' skills in working with addictions.

Program Objective 6: Students will collaborate with teams of other mental health and medical professionals so as to provide the best possible care for their clients.

We evaluated this objective using the following information:
- Number and percentage of integrated care clinical placements
- Students' perceptions of collaboration opportunities with professionals at their clinical sites

For measure 1, we reviewed our site list to determine how many sites were integrated behavioral health centers. It is possible that we misclassified a site based on the information that was in the site list. However, based on our count, we had campus students in 8 (33.33% of sites) integrated clinical sites in AY 21-22, and that we had online students in 56 (36.66% of sites) integrated clinical sites in AY 21-22. We do not yet have a specific benchmark for this measure; rather, we will continue to review frequencies and percentages of integrated sites to determine appropriate percentages.

For measure 2, we reviewed the number and percentage of students who responded positively to the question about collaboration with other professionals, other than their supervisor, at their site. Students responded to this question when they completed the students' evaluation of their clinical experience form. Students responded positively to the question, with 95.83% of campus students responded that they had collaboration opportunities with other staff members at their site, and 96.73% of online students responded favorably to the question. The **benchmark** for this measure is a 90%. Results for AY 21-26 exceed the benchmark.

Program Objective 7: Students will acquire knowledge and skills related to the operation of mental health service delivery systems, clinical mental health counseling services networks, and advocacy.

We evaluated this objective using the following measures:
- Students' performance on the final exam in CNS 771

The measure that we used for this objective was the final exam in CNS 771: Clinical Mental Health Counseling. This exam has questions related to content covered in CNS 771, including operations of health service delivery systems, clinical mental health counseling services networks, and advocacy. The **benchmark** that we set for this measure is an 82.5% (B). On average, students performed well on this indicator, achieving average grade percentages that exceeded the benchmark.

CMHC Key Performance Indicator: X.a: Students demonstrate knowledge and skills needed to assess, diagnose (when appropriate), form case conceptualizations, and develop treatment plans for diverse client populations.

We evaluated this key performance indicator at multiple points in the program and with various measurements. We assessed for introductory knowledge of this student learning outcome in CNS 747: Cultures and Counseling by reviewing students' performance on the culturally sensitive SOAP Note. The benchmark that we set for this key performance indicator was a 4 (meets expectations). Students, on average, performed very well on this measure, receiving rates that exceeded the benchmark and which were between a 4 (meets expectations) and a 5 (exceeds expectations). This result indicates solid introductory knowledge of and skills related to culturally sensitive case conceptualizations and treatment planning.

We assessed for reinforcement knowledge and skills related to this key performance indicators in CNS 762: Issues in Clinical Mental Health Counseling, CNS 770: Classification of Mental and Emotional Disorders in Counseling, and CNS 738b: CMHC Practicum. In CNS 762, we measured students' case conceptualization and treatment planning skills based on their performance on their special topics paper. In CNS 770, we measured students' case conceptualization and treatment planning skills based on their performance on their soloist paper. In CNS 738b, we reviewed supervisors' ratings of students on goal setting, counseling focus, therapeutic presence, and assessment skills. The **benchmark** that we set for these indicators was a 4 (meets expectations). For each measure, students met or exceeded these benchmarks. These findings demonstrate that our students, on average, are performing well on their development of case conceptualization and treatment planning skills.

We assessed for proficiency knowledge and skills related to this key performance indicator in CNS 744b: CMHC Internship 1, CNS 745b: CMHC Internship 2, and CNS 755b: CMHC Internship 3 using the same criteria that we used for practicum. The **benchmark** that we set for these criteria was a 4 (meets expectations). For internship 1, on average, online students performed very well on each of these proficiency measures, receiving supervisor ratings between 4 (meets expectations) and 5 (exceeds expectations). Our total program ratings also were high because of the online students' performances. Campus students exceeded the benchmark on the two ratings related to therapeutic presence, but they were slightly below the benchmark for goal setting, counseling focus, and assessment skills. For internship 2, campus and online students performed above the benchmark for each criterion. For internship 3, online students performed well above the benchmark of 4. Campus students did not enroll in internship 3.

Action Plans

Program Objective 1: Students will engage in a continuous process of monitoring their growth and development as counselors through reflection and self-evaluation and will utilize opportunities to obtain feedback from peers and supervisors.

Throughout the program, clinical mental health counseling students, on average, demonstrated strong self-awareness and self-reflection skills. We assessed this objective in counseling skills

courses and CMHC practicum and internship courses. On each measure, students scored above the benchmark of 4 (meets expectations). In addition, in clinical courses, supervisors, on average, rated CMHC students high on their openness to feedback. In addition, counseling graduates scored high (5) on employers' ratings of their attitude toward and receptivity to feedback. In combination, these indicators demonstrate students' ability to self-evaluate, as well as their ability to receive and incorporate feedback. We will continue to monitor ways to increase CMHC students' self-assessment skills, as well as their openness to feedback.

Program Objective 2: Students will perform a wide range of therapeutic services among diverse client populations and in a variety of settings.

We will continue to monitor students' clinical placements, as they are an essential and significant aspect of student's counseling growth and development. We are pleased with the results of this evaluation, and, for future evaluations, we plan to implement more efficient and effective means of tracking students' therapeutic services, the populations whom they serve, and the settings in which they provide counseling. Specifically, on the students' evaluation of practicum/internships, we will add the following items:
- An item in which students identify the type of site that they are in (e.g., community mental health, healthcare center, college counseling center)
- An item in which students identify characteristics of the clients whom they served (e.g., children, adolescents), and types of presenting concerns (e.g., depression, addictions, eating disorders)
- An item that provides more differentiation regarding the therapeutic services that students provide (e.g., addictions counseling, career counseling, assessment administration)

Program Objective 3: Students will acquire the knowledge and skills needed to assess, diagnose (when appropriate), form case conceptualizations, and develop treatment plans for diverse client populations.

Students performed very well on all measurements of this program objective. We will continue to monitor these measures and consider ways to increase students' assessment, diagnosis, case conceptualization, and treatment planning knowledge and skills with diverse populations. One thing that the assessment committee, clinical committee, and CMHC committee will consider is if we should add additional criteria to the supervisor midterm and final evaluation forms. Specifically, they will consider whether diagnostic skills, case conceptualization skills, and treatment planning skills should be added to the evaluation. One recent step that we took to make case conceptualization and treatment planning more salient was to change the name of CNS 762 from Issues in Clinical Mental Health Counseling to Case Formulation and Treatment Planning in Clinical Mental Health Counseling. The title more accurately reflects the content in the course, which is primarily case conceptualization and treatment planning.

Program Objective 4: Students will use evidence-based approaches that promote prevention, early intervention, wellness, and advocacy; taking into account the client, the environment, and the interaction between the two.

Students performed very well on all measures of this program objective, demonstrating counseling skills, as well as case conceptualization and treatment planning skills. Like program objective 3, our action item for this objective is to continue to monitor ways of helping our students implement evidenced-based approaches that promote positive counseling outcomes. One action item that we will take is to improve our data gathering and evaluation of students' advocacy knowledge and skills. We have a variety of assignments throughout the curriculum in which students demonstrate advocacy efforts. However, these assignments are not currently evaluated in our CMHC program evaluation plan. The assessment committee and CMHC committee will discuss ways to implement measures of advocacy in future program evaluations.

Program Objective 5: Students will develop skills for working with clients dealing with substance abuse, suicidal ideation, crisis, disaster, and other trauma-causing events.

Students performed very well on both measures of this objectives, demonstrating that our students are meeting expectations related to suicide assessment skills and knowledge/skill related to substance abuse/addiction counseling. We plan to continue to monitor the current measures, as well as add additional measures to this objective that capture students' knowledge and skills related to other crisis and crisis-causing events. The CMHC committee and assessment committee will work together on this. We also plan to implement measure 2 fully into our reporting system and converting average percentage grades to instructor ratings that precisely identify and measure pertinent criteria associated with this objective. As part of our addiction track development, we have added two new classes to our curriculum related to addictions counseling. These courses will be required for addiction track students. They will be electives for CMHC students. They are CNS 776: Assessment and Treatment Planning in Addiction Counseling and CNS 777: Addiction Counseling Skills. The faculty will discuss ways of providing access to these courses for non-addiction counseling track students. They also will discuss options for establishing an addiction counseling certificate along with the addiction track that will be available to CMHC and school counseling students. Additionally, based on alumni and student feedback, starting in AY 22-23, we will offer CNS 765: Addictions Counseling earlier in students' course of study.

Program Objective 6: Students will collaborate with teams of other mental health and medical professionals so as to provide the best possible care for their clients.

Results of the information collected and evaluated for this objective demonstrate that many of our CMHC students are collaborating with interdisciplinary teams of mental health and medical professionals. To make our measurements more precise, for future assessments of this objectives, we will add an item to the students' evaluation of their practicum/internship site that asks if they were in an integrated setting with medical and mental health professionals.

Program Objective 7: Students will acquire knowledge and skills related to the operation of mental health service delivery systems, clinical mental health counseling services networks, and advocacy.

Students performed very well on our measure of this program objective, demonstrating their knowledge related to mental health service delivery systems, clinical mental health counseling

services networks, and advocacy. Like program objective 4, the assessment and CMHC committees will discuss ways of measuring advocacy knowledge and skills more explicitly for future CMHC program evaluations.

CMHC Key Performance Indicator: X.a: Students demonstrate knowledge and skills needed to assess, diagnose (when appropriate), form case conceptualizations, and develop treatment plans for diverse client populations.

Students performed well on most of the measurements of this key performance indicator. However, campus students scored below our benchmark of 4 (meets expectations) in CNS 744b: Internship 1 for goal setting (3.9), counseling focus (3.86), and assessment skills (3.9). Campus CMHC students' performance improved in CNS 745b: Internship 2, wherein their average ratings met or exceeded the benchmark of 4. We will continue to monitor all of our CMHC students' development of goal setting skills, as well as their ability to focus the counseling session and to perform therapeutic assessments effectively. The CMHC committee will review these findings and make recommendations, if necessary, for curricular or programmatic changes. Otherwise, it appears that, on average, students are meeting key performance indicators for CMHC.

School Counseling
Program Evaluation Report
AY 2021 - 2022

Program Objectives

1. Students will engage in a continuous process of monitoring their growth and development as counselors through reflection and self-evaluation and will utilize opportunities to obtain feedback from peers and supervisors.

2. Students will develop the knowledge and skills to design, deliver and evaluate school counseling programs that integrate and support the school's overall mission.

3. Students will learn to work effectively with the system of people who affect the lives of children such as parents, teachers, administrators, community service providers, legislators and others.

4. Students will acquire knowledge and skills required for the functions of a school counselor who advocates for children. Those include counseling, coordinating, consulting, case management and design of a program that includes the guidance curriculum, individual planning, responsive services and system support.

5. Students will demonstrate the competency to collect, analyze, use and disseminate data.

6. Students will understand and appreciate the present and future needs of a pluralistic society and roles of schools and school counseling in enhancing the well-being of children in the world.

Table 1: *School Counseling Program Evaluation*

Program Objective	Evaluation	Evaluation Time	Review Results
1. Students will engage in a continuous process of monitoring their growth and development as counselors through reflection and self-evaluation and will utilize opportunities to obtain feedback from peers and supervisors.	1. Self-Assessment Papers 2. Supervisor evaluations 3. Employer survey	1. During and after skills and clinical courses 2. During and after clinical courses 3. Every three years	1. Yearly 2. Yearly 3. Every three years
2. Students will develop the knowledge and skills to design, deliver and evaluate school counseling programs that integrate and support the school's overall mission.	1. Large Group Lesson; School Data Summary; Types of Assessments 2. Special Population intervention 3. Practicum/Internship activities 4. Site Supervisor Evaluations	1. Completion of 749 2. Completion of 760 3. Each semester 4. Each semester	1. Yearly 2. Yearly 3. Yearly 4. Yearly
3. Students will learn to work effectively with the system of people who affect the lives of children such as parents, teachers, administrators, community service providers, legislators and others.	1. Cultures SOAP Note 2. Special Population intervention 3. Organizational Cultural Competence Staff Development 4. Supervisor Evaluations	1. During CNS 747 2. During CNS 760 3. During CNS 749 4. During CNS 744/745	1. Yearly 2. Yearly 3. Yearly 4. Yearly
4. Students will acquire knowledge and skills required for the functions of a school counselor who advocates for children. Those include counseling, coordinating, collaborating, consulting, case management and design of a program that includes the guidance curriculum,	1. Case Studies 2. Skills Videos 3. Policy & Equity; Mission Statement; Behavioral Intervention Plan	1. During CNS 741 2. During CNS 737 & 739 3. During CNS 749	1. Yearly 2. Yearly 3. Yearly 4. Yearly

individual planning, responsive services and system support.	4. Supervisor evaluations	4. During clinical courses	
5. Students will demonstrate the competency to collect, analyze, use and disseminate data.	1. Program Evaluation Case Study 2. School Data Summary; Types of Assessments	1. During CNS 721 2. During CNS 749	1. Yearly 2. Yearly
6. Students will understand and appreciate the present and future needs of a pluralistic society and roles of schools and school counseling in enhancing the well-being of children in the world.	1. Cultures SOAP Note 2. Special Population intervention 3. Advocating for the Role of School Counselors 4. Supervision evaluations	1. During 747 2. During 760 3. During 749 4. During Clinical Courses	1. Yearly 2. Yearly 3. Yearly 4. Yearly

Table 2: *School Counseling Key Performance Indicator*

IX.a: Students demonstrate knowledge and skills associated with designing, delivering, and evaluating school counseling programs that integrate and support the school's overall mission.	CNS 738	Supervisor Evaluation	Observer Rating	CNS 749 CNS 760	Mission Statement; Large Group Lesson; School Data Summary; Types of Assessments	Project Eval.	CNS 744 CNS 745	Sup. Eval. Sup. Eval.	Observer Rating Observer Rating

Program Objective #1:

Students will engage in a continuous process of monitoring their growth and development as counselors through reflection and self-evaluation and will utilize opportunities to obtain feedback from peers and supervisors.

Measure 1: Self-Assessments in Skills and Clinical Courses

Table 3: *Average Self-Awareness Ratings in Skills and Clinical Courses*

	Measure	**Total**	**Campus**	**Online**
AY 21-22	CNS 737 – Self-Assessment	4.91	5	4.91
	CNS 739 – Self-Assessments	4.95	4.94	4.95
	Clinical Courses	4.94	4.96	4.95

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Measure 2: Supervisor Evaluations of Students' Openness to Feedback

Table 4: *Average Results for Supervisors' Evaluations of Students' Openness to Feedback*

	Total	**Campus**	**Online**
AY 21-22	4.83	4.76	4.89

- Ratings from 1 (Strongly Disagree) to 5 (Strongly Agree)

Measure 3: Employer Survey Item of Attitude Toward and Receptivity to Feedback

Table 5: *Average Results Employer Survey Item, Attitude Toward and Receptivity to Feedback*

2019-2021	**Total**
Attitude Toward and Receptivity to Feedback	5.0*

- Ratings from 1 (Low) to 5 (High)
- *Unable to disaggregate by specialty area or modality

Program Objective #2

Students will develop the knowledge and skills to design, deliver and evaluate school counseling programs that integrate and support the school's overall mission.

Measure 1: Large Group Lesson, School Data Summary, and Types of Assessments

Table 6: *Average Percentage Grades of Students on Large Group Lesson, School Data Summary, and Types of Assessments Assignments*

AY 21-22	Measure	Total	Campus	Online
	Large Group Lesson*	3.94	5	3.73
	School Data Summary**	91.56%	100%	87.86%
	Types of Assessments**	98%	100%	97.14%

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)
- Average Percentage Grades out of 100%

Measure 2: Special Population Intervention Ratings in CNS 760

Table 7: *Student Average Percentage Grades on Their Special Populations Presentation in CNS 760*

	Total	Campus	Online
Special Populations Program Development and Presentation	95.6%	100%	93.44%

- Average Percentage Grades out of 100%

Measure 3: Clinical Activities

Table 8: *Number and Percentage of Direct Services Performed by School Counseling Students in Clinical Courses*

	Total	Large Group Guidance	Individual or Small Group Guidance	Consultation	Small Group Counseling	Individual Counseling
Online	2,661.08	542.5 (33.96%)	601.5 (37.65%)	387.5 (24.26%)	228.75 (14.32%)	900.83 (56.39%)
Campus	1,474.2	217.55 (14.76%)	512.2 (34.74%)	242.85 (16.47%%)	21 (1.42%)	480.6 (32.6%)

Table 9: *Number and Percentage of Indirect Services Performed by School Counseling Students in Clinical Courses*

	Total	Coordination: Research, Program Management	Other Indirect
Online	2,352.08	387.5 (32.08%)	1,597.58 (67.92%)

Campus	1,587.52	100.25 (6.31%)	1,487.27 (93.69%)

- Average Percentage Grades out of 100%

Measure 4: Supervisor Ratings of School Counseling Students

Table 10: *Supervisor Ratings of School Counseling Students' Counseling Skills*

Measure	Total	Campus	Online
CNS 738a – Counseling Skills	4.36	4.18	4.44
CNS 744a – Counseling Skills	4.47	4.43	4.49
CNS 745a – Counseling Skills	4.68	4.69	4.67
CNS 755a – Counseling Skills	4.86	N/A	4.86

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Program Objective #3

Students will learn to work effectively with the system of people who affect the lives of children such as parents, teachers, administrators, community service providers, legislators and others.

Measure 1: Culturally Sensitive SOAP Note Assignment in CNS 747

Table 11: *Average Ratings on the Culturally Sensitive SOAP Note Assignment in CNS 747*

Measure	Total	Campus	Online
CNS 747: Culturally Sensitive SOAP Note	4.5	4.4	4.51

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Measure 2: Special Population Intervention Assignment Grades in CNS 760

Table 12: *Student Average Percentage Grades on Their Special Populations Presentation in CNS 760*

	Total	Campus	Online
Special Populations Program Development and Presentation	95.6%	100%	93.44%

- Average Percentage Grades out of 100%

Measure 3: Organizational Cultural Competence: Staff Development Assignment in CNS 749

Table 13: *Students' Average Percentage Grades on their Organizational Cultural Competence: Staff Development Assignment in CNS 749*

Measure	Total	Campus	Online
CNS 749: Organizational Cultural Competence: Staff Development	97.5%	100%	96.42%

- Average Percentage Grades out of 100%

Measure 4: Supervisor Evaluations of School Counseling Students' Multicultural Counseling Competence

Table 14: *Average Supervisor Ratings of School Counseling Students' Multicultural Competence*

	Measure	Total	Campus	Online
AY 21-22	Supervisor Ratings – Multicultural Counseling Competence	4.45	4.34	4.53

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Program Objective #4

Students will acquire knowledge and skills required for the functions of a school counselor who advocates for children. Those include counseling, coordinating, collaborating, consulting, case management and design of a program that includes the guidance curriculum, individual planning, responsive services and system.

Measure 1: Student Ratings on Case Study Assignments

Table 15: *Average Supervisor Ratings of Students' Performance on Case Study Assignments*

Measure	Total	Campus	Online
CNS 741: Case Studies – Case Conceptualization	4.6	4.86	4.56
CNS 741: Case Studies – Treatment Planning	4.45	4.89	4.37

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Measure 2: Counseling Skills Ratings in Skills Courses

Table 16: *Average Instructor Ratings of Students' Counseling Skills*

Measure	Total	Campus	Online
CNS 737: Video 1	4.59	4.73	4.57
CNS 737: Video 2	4.58	4.57	4.58
CNS 739: Video 1	4.57	4.53	4.57

| CNS 739: Video 2 | 4.62 | 4.49 | 4.63 |

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Measure 3: Policy & Equity, Mission Statement, and Behavioral Intervention Plan Assignments in CNS 749

Table 17: *Average Percentage Ratings on Assignments in CNS 749*

	Measure	Total	Campus	Online
AY 21-22	Policy and Equity	100%	100%	100%
	Mission Statement	94.99%	100%	92.84%
	Behavioral Intervention Plan	98.33	100%	97.62%

- Average Percentage Grades out of 100%

Measure 4: Supervisor Evaluations of Counseling Skills and Professional Dispositions and Behaviors

Table 18: *Supervisor Evaluations of School Counseling Students' Counseling Skills*

Measure	Total	Campus	Online
CNS 738a – Counseling Skills	4.36	4.18	4.44
CNS 744a – Counseling Skills	4.47	4.43	4.49
CNS 745a – Counseling Skills	4.68	4.69	4.67
CNS 755a – Counseling Skills	4.86	N/A	4.86

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Table 19: *Supervisor Evaluations of School Counseling Students' Professional Dispositions and Behaviors*

Measure	Total	Campus	Online
CNS 738a – PDBs	4.59	4.47	4.67
CNS 744a – PDBs	4.77	4.71	4.81
CNS 745a – PDBs	4.83	4.82	4.85
CNS 755a – PDBs	4.97	N/A	4.97

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Program Objective #5

Students will demonstrate the competency to collect, analyze, use and disseminate data.

Measure 1: Program Evaluation Case Study Ratings in CNS 721

Table 20: *Average Instructor Ratings of Students' Program Evaluation Knowledge and Skills in CNS 721*

Measure	Total	Campus	Online
Program Evaluation Case Study – Needs Assessment Criterion	4.63	4.61	4.64
Program Evaluation Case Study – Program Evaluation Criterion	4.77	4.78	4.77

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Measure 2: School Data Summary and Types of Assessments Assignments in CNS 749

Table 21: *Average Grade Percentages on Assignments in CNS 749*

Measure	Total	Campus	Online
CNS 749 – School Data Summary	91.5%	100%	87.86%
CNS 749 – Type of Assessments	98%	100%	97.14%

- Percentage grade from 0 (lowest) to 100 (highest)

Program Objective #6

Students will understand and appreciate the present and future needs of a pluralistic society and roles of schools and school counseling in enhancing the well-being of children in the world.

Measure 1: Culturally Sensitive SOAP Note Assignment in CNS 747

Table 22: *Average Ratings on the Culturally Sensitive SOAP Note Assignment in CNS 747*

Measure	Total	Campus	Online
CNS 747: Culturally Sensitive SOAP Note	4.5	4.4	4.51

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Measure 2: Special Population Intervention Ratings in CNS 760

Table 23: *Student Average Percentage Grades on Their Special Populations Presentation in CNS 760*

	Total	Campus	Online
Special Populations Program Development and Presentation	95.6%	100%	93.44%

- Average Percentage Grades out of 100%

Measure 3: Advocating for the Role of School Counselors

Table 24: *Student Average Percentage Grades on Advocating for the Role of School Counselors Assignment in CNS 749*

	Total	Campus	Online
Advocating for the Role of School Counselors	97.34%	100%	96.2%

- Average Percentage Grades out of 100%

Measure 4: Supervisor Evaluations of School Counseling Students' Multicultural Counseling Competence

Table 25: *Average Supervisor Ratings of School Counseling Students' Multicultural Competence*

	Measure	Total	Campus	Online
AY 21-22	Supervisor Ratings – Multicultural Counseling Competence	4.45	4.34	4.53

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

School Counseling Key Performance Indicator

IX.a: Students demonstrate knowledge and skills associated with designing, delivering, and evaluating school counseling programs that integrate and support the school's overall mission.

Introduction Measure

Table 26: *Supervisor Ratings of School Counseling Students' Counseling Skills*

Measure	Total	Campus	Online
CNS 738a – Counseling Skills	4.36	4.18	4.44

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Reinforcement Measures

Table 27: *Average Percentage Grades of Students on Large Group Lesson, Mission Statement, School Data Summary, and Types of Assessments Assignments in CNS 749*

	Measure	Total	Campus	Online
	Large Group Lesson*	3.94	5	3.73

AY 21-22 – Assignments in CNS 749	Mission Statement**	94.99%	100%	92.84%
	School Data Summary**	91.56%	100%	87.86%
	Types of Assessments**	98%	100%	97.14%

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)
- Average Percentage Grades out of 100%

Proficiency Measures

Table 28: *Supervisor Ratings of School Counseling Students' Counseling Skills in Internship*

Measure	Total	Campus	Online
CNS 744a – Counseling Skills	4.47	4.43	4.49
CNS 745a – Counseling Skills	4.68	4.69	4.67
CNS 755a – Counseling Skills	4.86	N/A	4.86

- Ratings from 1 (Harmful) to 5 (Exceeds Expectations)

Interpretation

Program Objective 1: Students will engage in a continuous process of monitoring their growth and development as counselors through reflection and self-evaluation and will utilize opportunities to obtain feedback from peers and supervisors.

We evaluated this objective using the following measures:
- Students' self-assessments of their skills in CNS 737 and CNS 739
- Students' self-assessments of their clinical growth in practicum and internships
- Supervisor evaluations of students' openness to feedback.
- Employer surveys related to graduates' attitude toward and receptivity to feedback.

For measure 1, instructors rated students on their self-assessment skills. Regarding skills courses, after each video recording, students write a paper reflecting on and assessing their skill performance and development. Course instructors rate students' self-assessment skills based on the breadth, depth, and accuracy with which they assess their performance and skills development. Moreover, at the end of each clinical course (i.e., practicum, internships), students submit a reflection paper describing their strengths and areas in which they would like to improve regarding counseling skills, case conceptualization, and self-awareness. Instructors rate students' self-assessment skills based on this self-reflection paper. The **benchmark** for this measure is 4 (meets expectations). In AY-21-22, on average, school counseling students performed exceptionally well on the self-assessment ratings, with the lowest average rating being 4.91, which exceeds our benchmark of 4.

Program Objective 2: Students will develop the knowledge and skills to design, deliver and evaluate school counseling programs that integrate and support the school's overall mission.

We evaluated this objective using the following measures:
- Students' performance on the following assignments in CNS 749: School Guidance and Counseling: large group lesson plan, school data summary, and types of assessments.
- Students' performance on their special topic project and presentation in CNS 760: Issues in School Counseling
- Number and percentage of direct and indirect services performed in school practicum and internships
- Supervisor ratings of school counseling students' counseling skills

School counseling students performed well on measure 1 indicators for this program objective. The **benchmark** that we set for the large group lesson was a 4 (meets expectations), and the **benchmark** that we set for the school data summary and types of assessments indicators was an 82.5% (B). We had different measurements for these indicators because students currently submit the large group discussion assignment in Anthology Portfolio, and instructors grade it using both a conventional rubric with ratings from 1 (harmful) to 5 (exceeds expectations) and a traditional grading rubric. Students submitted the other two assignments through Canvas where they are graded with a traditionally grading rubric only. Aside from online students' average performance on the small group lesson assignment wherein, on average, they received a rating of 3.73, which fell between near and meets expectations and below our benchmark of 4, students performed very well on these indicators.

In the large group lesson plan assignment, students create a large group lesson plan using a template from the American School Counseling Association (ASCA) National Model. Students base their large group lesson plan on the age that they are working with or will be working with during practicum or internships. Instructors of CNS 749 and the school counseling committee will continue to monitor students' performance on this indicator as well as discuss ways to help students improve their large group lesson planning.

In the school data summary assignment, students use information from their practicum and internship sites to complete a school data summary template from the ASCA National Model.

In the types of assessments assignment, students identify types of assessments that they will use for different tasks, such as students' use of time; students' academic, attendance, or disciplinary needs; and stakeholder feedback.

School counseling students also performed very well on measure 2 of this objective. For this measure, students completed a project on a special topic of their choice. Possible options included dropping out of school, engaging in substance misuse, engaging in risky sexual behaviors, participating in violence, and experiencing suicidal ideation, attempts, and/or completion. There were multiple parts to this project, including identifying a topic; describing the problem; investigating and documenting best practices regarding prevention and intervention of the problem behavior; preparing a plan to address the problem that is responsive on four levels: education with adults, prevention activities for adults, an intervention plan for students, and evaluation and assessment plan, and a PowerPoint Presentation to train adults in the school. The **benchmark** that we set for this measure is an 82.5% (B). On average, across modalities, students exceeded this benchmark, demonstrating a keen ability to design and evaluate a plan that addresses a significant issue for youth at multiple levels.

For measure 3, we gathered and reviewed information regarding the direct and indirect service activities that school counseling students experienced in practicum and internships in summer 2021, fall 2021, and spring 2022. We do not have specific benchmarks for evaluating the effectiveness of this measure aside from ensuring that students receive clinical experiences that allow them to develop knowledge and skills to deliver services that integrate and support the school's overall mission. We are pleased with the number and percentage of direct services that our school counseling students performed in AY 21-22. For direct counseling services, not surprisingly but importantly, the most common activity was individual counseling (56.36%) for online school counseling students. Individual counseling was the second most common activity for campus school counseling students (32.6%). The second most common direct service activity for online students was individual or small group guidance (37.65%). This was the most frequent activity for campus school counseling students (34.74%). The least common activity for both online and campus school counseling students was small group counseling. We also gathered and reviewed school counseling students' indirect counseling activities. For online and campus students, most indirect activities were in "other" indirect services. However, online school counseling students reported more coordination and research program management activities (32.08%) than campus students (6.31%). Again, based on these numbers and frequencies, we are pleased with our school counseling students' experiences at their school counseling practicum and internship sites.

For measure 4, we evaluated practicum and internship supervisors' ratings of school counseling students on their aggregate counseling skills development. The **benchmark** that we set for this measure is 4 (meets expectations). As demonstrated in Table 10, school counseling students, on average, exceeded this benchmark on their overall counseling skills with ratings ranging from 4.18 (campus practicum) to 4.86 (online internship 3 students). These results are very positive, and there are areas for growth. When we disaggregate these results by specific skills, there is room for improvement regarding reflections of meaning, confrontation, and goals setting, particularly for campus practicum and online practicum students. Nevertheless, aggregate and disaggregated counseling skills results demonstrate that our school counseling students are developing very strong counseling skills.

In sum, results for this measure provide strong evidence that our students are developing knowledge and skills to design, delivery, and evaluate school counseling programs.

Program Objective 3: Students will learn to work effectively with the system of people who affect the lives of children such as parents, teachers, administrators, community service providers, legislators and others.

We evaluated this objective using the following measures:
- Culturally sensitive SOAP note assignment in CNS 747
- Special population intervention assignment grades in CNS 760
- Organizational cultural competence: Staff development assignment grades in CNS 749
- Supervisor evaluations of school counseling students' multicultural counseling competence in clinical courses

For measure 1, we evaluated instructor ratings of students on their culturally sensitive SOAP note assignments in CNS 747: Cultures and Counseling. For this assignment, students write a SOAP note based on a case study of a culturally diverse client. The **benchmark** that we set for this measure was a 4 (meets expectations). Online and campus students' average ratings on this measure in AY 21-22 exceeded the benchmark, receiving ratings of 4.51 and 4.4, respectively.

For measure 2, we reviewed school counseling students' average grade percentage on their special topic/populations project in CNS 762: Issues in School Counseling. The **benchmark** for this measure is a. 82.5% (B). In AY 21-22, online and campus school counseling students exceeded this benchmark, receiving average percentage grades of 93.44% and 100%, respectively.

For measure 3, we reviewed school counseling students' average grade percentage on their organizational cultural competence: Staff Development Assignment in CNS 749: School Guidance and Counseling. In this assignment, students identify three components that they would include in a staff development training aimed at helping school counselors understand organizational cultural competence. The **benchmark** that we set for this measure was an 82.5% (B). In AY 21-22, online and campus school counseling students, on average, performed very well on this measure, receiving percentage grades of 96.42% and 100%, respectively.

For measure 4, we reviewed university and site supervisors' midterm and final evaluations of students' multicultural counseling competence. The **benchmark** that we set for this measure was a 4 (meets expectations). As illustrated in Table 14, online and campus school counseling students exceeded this benchmark, receiving average supervisor ratings of 4.53 and 4.34, respectively.

Program Objective 4: Students will acquire knowledge and skills required for the functions of a school counselor who advocates for children. Those include counseling, coordinating, collaborating, consulting, case management and design of a program that includes the guidance curriculum, individual planning, responsive services and system.

We evaluated this objective using the following measures:
- Instructor evaluations of students on their case study assignments in CNS 741: Theories and Models of Counseling
- Counseling skills ratings in CNS 737: Basic Counseling Skills and Techniques and CNS 739: Advanced Counseling Skills and Crisis Management
- Students' average grade percentages on the following assignments in CNS 749: Policy and equity, Mission statement, and behavioral intervention plan.
- Supervisor evaluations of school counseling students' counseling skills and professional dispositions and behaviors

For measure 1, we evaluated students' case conceptualization and treatment planning knowledge and skills (responsive services) based on fictitious case studies in CNS 741, a course that all counseling students complete early on in the program. The **benchmark** that we set for this measure was a 4 (meets expectations). As illustrated in Table 15, online and campus students

performed very well on the case conceptualization and treatment planning criteria of this measure, with each rating well above the benchmark.

For measure 2, we evaluated counseling students' basic and advanced counseling skills based on their performances on mock video recordings in CNS 737: Basic Counseling Skills and Techniques and CNS 739: Advanced Counseling Skills and Crisis Management. For CNS 737, we evaluated students on nonverbal skills, attending skills, questions, reflections of content, reflections of feeling, reflections of meaning, and summarizations. In CNS 739, we evaluated students on all of the aforementioned skills, as well as confrontation, goal setting, and suicide assessment. The **benchmark** that we set for these measures was a 4 (meets expectations). As illustrated in Table 16, in AY 21-22, students performed very well on their basic and advanced skills, receiving, on average, ratings well above the benchmark of 4.

For measure 3, we evaluated students on their average grade percentages for the following assignments in CNS 749: Policy and Equity, Mission Statement, and Behavioral Intervention Plan. The benchmark that we set for each of these indicators was an 82.5% (B). For the policy and equity assignment, students identified two school district policies/legislation that could affect equity negatively. For the mission statement assignment, using information from practicum or internship sites, students created developed a school counseling mission statement that aligned with the ASCA National Model guidelines. In AY 21-22, online and campus school counseling students performed exceptionally well on each of these indicators, receiving average percentage grades between 92.84% (online students, mission statement grade percentage) and 100% (campus, all indicators; online policy and equity).

For measure 4, we reviewed supervisors' evaluations of students on their counseling skills and professional dispositions and behaviors. For each clinical course (i.e., practicum, internships), site and university supervisors complete midterm and final evaluations of students. These evaluations include items that measure students' counseling skills, as well as their professional dispositions and behaviors. The counseling skills include all of the items listed under measure 2, as well as counseling focus, therapeutic presence: empathy and caring, therapeutic presence: respect and compassion, group counseling skills, and assessment counseling skills. Professional dispositions and behaviors include professional ethics, professional behavior, professional boundaries, adherence to site and course policies, record keeping and task completion, multicultural counseling competence, emotional stability and control, motivation to learn, openness to feedback, flexibility and adaptability, and congruence. The **benchmark** that we set for skills and PDBR indicators was a 4 (meets expectations). As illustrated in Tables 18 and 19, online and campus school counseling students received average skills and PDBR ratings in practicum and internships that exceeded the benchmark of 4.

Program Objective 5: Students will demonstrate the competency to collect, analyze, use and disseminate data.

We evaluated this objective using the following measures:
- Students' performance on the program evaluation case study assignment in CNS 721: Research and Statistical Analysis in Counseling
- Students' average grade percentages on the following assignments in CNS 749.

For measure 1, instructors evaluated students on their needs assessment and program evaluation skills based on their performance on a program evaluation case study in CNS 721. The **benchmark** that we set for this measure was a 4 (meets expectations). As illustrated in Table 20, online and campus students performed above the benchmark for this measure, receiving ratings between 4.61 (campus students, needs assessment criterion) and 4.78 (campus students, program evaluation criterion).

For measure 2, we evaluated students' average grade percentages on two assignments in CNS 749: School data summary and types of assessments. The **benchmark** that we set for these indicators was an 82.5% (B). Students performed above this benchmark for both indicators, receiving average grade percentages between 87.86% (online school counseling students, school data summary) and 100% (campus school counseling students, both assignments).

Results of these measures demonstrate students' ability to collect, analyze, use, and disseminate data.

Program Evaluation 6: Students will understand and appreciate the present and future needs of a pluralistic society and roles of schools and school counseling in enhancing the well-being of children in the world.

We evaluated this objective using the following measures:
- Culturally sensitive SOAP note assignment in CNS 747
- Special population intervention assignment grades in CNS 760
- Advocating for the role of school counselors assignment in CNS 749
- Average supervisor ratings of school counseling students' multicultural counseling competence

For measure 1, we evaluated instructor ratings of students on their culturally sensitive SOAP note assignments in CNS 747: Cultures and Counseling. For this assignment, students write a SOAP note based on a case study of a culturally diverse client. The **benchmark** that we set for this measure was a 4 (meets expectations). Online and campus students' average ratings on this measure in AY 21-22 exceeded the benchmark, receiving ratings of 4.51 and 4.4, respectively.

For measure 2, we reviewed school counseling students' average grade percentage on their special topic/populations project in CNS 762: Issues in School Counseling. The **benchmark** for this measure is a. 82.5% (B). In AY 21-22, online and campus school counseling students exceeded this benchmark, receiving average percentage grades of 93.44% and 100%, respectively.

For measure 3, we evaluated students' average grade percentage on their advocating for the role of school counselors in CNS 749. For this assignment, students hypothetically present to a school district the importance of school counselors. The **benchmark** that we set for this standard was a 4 (meets expectations). In AY 21-22, online and campus school counseling students' average grade percentages exceeded this benchmark. On average, online and campus school counseling students received grades of 96.2% and 100%, respectively.

For measure 4, we examined supervisors' ratings of school counseling students' multicultural counseling competence. The **benchmark** that we set for this measure was a 4 (meets expectations). As illustrated in Table 25, in AY 21-22, online and campus counseling students exceeded this benchmark, receiving average supervisor ratings of 4.53 and 4.34, respectively.

School Counseling Key Performance Indicator: IX.a: Students demonstrate knowledge and skills associated with designing, delivering, and evaluating school counseling programs that integrate and support the school's overall mission.

We evaluated this key performance indicator (KPI) at multiple points in the program and with various measurements. We introduced this KPI in CNS 738a: School Counseling Practicum by evaluating students' aggregated counseling skills development. The **benchmark** that we set for this measure was a 4 (meets expectations). As illustrated in Table 26, school counseling practicum students, on average, received high ratings for their overall counseling skills. Online school counseling practicum students received average counseling skills ratings of 4.44, and campus school counseling practicum students received average counseling skills ratings of 4.18. Each of these ratings exceeds our benchmark of 4.

We reinforced this KPI in CNS 749: School Guidance and Counseling by evaluating students' performances on four assignments: large group lesson plan, mission statement, school data summary, and types of assessments. For the first assignment, instructors rated students' performance on a rating scale of 1 (harmful) to 5 (exceeds expectations). The **benchmark** that we set for this indicator was a 4 (meets expectations). We exceeded this expectation for campus school counseling students, but we fell just short of it with online school counseling students (3.73). In AY 22-23, the school counseling committee will review these results and consider if curricular modifications are necessary based on these results. For the other three assignments, the **benchmark** was an 82.5% (B). Online and campus school counseling students performed very well on these indicators, receiving average grade percentages between 87.86% (online students, school data summary) and 100% (campus students, each assignment).

We examined students' proficiency on this KPI by reviewing site and university supervisors' ratings of school counseling students' counseling skills in internships. The **benchmark** that we set for these indicators was a 4 (meets expectations) For all three internships, online and campus school counseling interns, on average, received overall skills ratings that exceeded the benchmark of 4. The range of overall skills ratings was 4.43 (campus CNS 744a students) and 4.86 (online CNS 755a students).

Action Plans

Program Objective 1: Students will engage in a continuous process of monitoring their growth and development as counselors through reflection and self-evaluation and will utilize opportunities to obtain feedback from peers and supervisors.

Throughout the program, school counseling students, on average, demonstrated strong self-awareness and self-reflection skills. We assessed this objective in counseling skills courses and school counseling practicum and internship courses. On each measure, students scored above the benchmark of 4 (meets expectations). In addition, in clinical courses, supervisors, on average, rated school counseling students high on their openness to feedback. In addition, counseling graduates scored high (5) on employers' ratings of their attitude toward and receptivity to feedback. In combination, these indicators demonstrate school counseling students' ability to self-evaluate, as well as their ability to receive and incorporate feedback. We will continue to monitor ways to increase school counseling students' self-assessment skills, as well as their openness to feedback.

Program Objective 2: Students will develop the knowledge and skills to design, deliver and evaluate school counseling programs that integrate and support the school's overall mission.

We used multiple methods across various points in the school counseling curriculum to evaluate this important objective. On all but one indicator, our results exceeded our benchmarks of either 4 (meet expectations) or 82.5 (B). Moreover, our review of counseling students' engagement in direct and indirect counseling services in practicum and internships provided evidence that our school counseling students are receiving a breadth and depth of counseling-related experiences. We are particularly pleased with the number and percentage of individual counseling experiences that our school counseling students are performing, especially considering the school counseling landscape in which, increasingly, school counselors receive pressure to engage in administrative and educational activities at the expense of therapeutic services. We also are very pleased that school counseling students received positive ratings on their counseling skills performance. Although these results largely demonstrate programmatic strengths, they also suggest some areas for growth. The following are some growth edges and linked action items that we will take in AY 22-23:

- The direct service in which school counseling students least engaged was small group counseling experiences. The school counseling committee will review this result and determine whether programmatic or curricular steps should be taken to increase these activities. One action step that the clinical committee is already doing, based on feedback last year, that may help with this low percentage is to put in place a clearer group counseling experience monitoring system for practicum and internships.
- Online students' average performance on the large group lesson plan was below our benchmark of 4 (meets expectations). The school counseling committee will review this result and consider whether curricular changes should be implemented to increase online school counseling students' large group lesson plan knowledge and skills.
- We used average grade percentages for various measures of this objective. The assessment committee, school counseling committee, and school counseling instructors assigned to CNS 749 and CNS 760 will work together to add these assignments to Anthology Portfolio so that they precise criteria related to this objective can be measured for each indicator using a 5-point scale.

Program Objective 3: Students will learn to work effectively with the system of people who affect the lives of children such as parents, teachers, administrators, community service providers, legislators and others.

Students performed very well on all measures of this program objective. They demonstrated knowledge and skills related to culturally responsive treatment planning with their SOAP note assignment in CNS 747; they demonstrated an ability to design, implement, and evaluate programs at multiple levels with their special topics project in CNS 760; they demonstrated an ability to develop and implement a staff development training on organizational cultural competence in CNS 749; and they demonstrated their multicultural counseling competencies in practicum and internships. We are very pleased with these very positive and important results, and we will continue to monitor ways to facilitate students' ability to work effectively with diverse individuals and systems. One potential growth edge that these results highlight is that supervisors do not evaluate school counseling students on their collaboration and consultation skills. The assessment, clinical, and school counseling committees will consider whether adding an item or two to supervisors' midterm and final evaluation forms related to collaboration and consultation skills would be appropriate.

Program Objective 4: Students will acquire knowledge and skills required for the functions of a school counselor who advocates for children. Those include counseling, coordinating, collaborating, consulting, case management and design of a program that includes the guidance curriculum, individual planning, responsive services and system.

The results of each measure revealed that we are performing exceptionally well on this objective. However, similar to the action item for program objective 3, these results indicate the potential need for a site and university supervisor evaluation item that measures students' coordinating, collaborating, consulting, case management, and program design/evaluation skills. The current measures that we have effectively and accurately demonstrate our students' exceptional counseling skills and professionalism, which effectively generalize to coordination, collaboration, consultation, and case management skills; at the same time, it will be important for our program faculty to consider whether we need additional or more precise evaluation items on our supervisor evaluation forms to measure these skills.

Program Objective 5: Students will demonstrate the competency to collect, analyze, use and disseminate data.

The results of these two measures demonstrate our students' ability to collect, analyze, use, and disseminate data effectively. Based on these results, we do not have any specific action items for this objective. The school counseling committee will continue to monitor students' ability to gather, analyze, use, and disseminate data.

Program Objective 6: Students will understand and appreciate the present and future needs of a pluralistic society and roles of schools and school counseling in enhancing the well-being of children in the world.

Students performed very well on each measure of this objective, demonstrating an understanding of and appreciation for the psychosocial needs of a pluralistic society, culturally diverse individuals, and culturally diverse school settings. The school counseling committee, in conjunction with the diversity and inclusion committee, will continue to monitor our school counseling curriculum and program relative to diversity, equity, and inclusion. As mentioned in

the evaluation of our core curriculum, the diversity and inclusion committee has been active in its efforts to enhance diversity, equity, and inclusion. Below are a number of initiatives and steps that we have taken to foster and celebrate diversity, equity, and inclusion:

8. Replaced the *Crash* Analysis Paper in CNS 740 with a cultural reflection paper based on student feedback.
9. Changed and updated reading and learning materials related to culture and counseling in CNS 740 based on student feedback.
10. Developed statements related to the R.I.D.E. framework and the department's emphasis of diversity, equity, and inclusion on our online and campus syllabi.
11. Developed statements for our teaching observation rating forms related to implicit bias.
12. Conducted a student survey about diversity and inclusivity that had a very good response rate and rich quantitative and qualitative information. Results were shared in a faculty meeting and discussed.
13. Added two student representatives to our Diversity and Inclusion Committee.
14. Increased intentionality in our course revision processes to represent diverse perspectives and backgrounds in our learning materials.

School Counseling Key Performance Indicator: IX.a: Students demonstrate knowledge and skills associated with designing, delivering, and evaluating school counseling programs that integrate and support the school's overall mission.

Students performed well on the introduction, reinforcement, and proficiency measures of this student learning outcome. As mentioned in the interpretation section, because online counseling students, on average, fell short of the benchmark of 4 (meets expectations) for the large group lesson plan, the school counseling committee will consider whether curricular adaptions are needed. Otherwise, the school counseling committee will continue to monitor and carefully revise the school counseling curriculum to help students further develop the requisite knowledge and skills necessary to design, deliver, and evaluate school counseling programs.