

# Wake Forest College Academic Program Evaluation Report

## Academic Year 2020-2021

Academic Program:	Counseling
Academic Department:	Counseling
Assessment Designee:	Ivers

### Program Mission and Goals

Define the mission and/or goals of the academic program. These should: (1) focus on student learning and (2) be drawn from and link directly back to the missions of the College and University.

#### Mission Statement for the Department of Counseling:

The Wake Forest University Department of Counseling prepares exemplary counselors and human services professionals to serve humanity – *pro humanitate*. We provide a rigorous intellectual climate and a supportive atmosphere for personal and professional development to a diverse student body in order to prepare professionals who...

- practice effectively and ethically
- value diligence and life-long learning
- excel as community leaders, advocates and practitioners
- possess a deep awareness of themselves and of their impact on others
- engage in the compassionate service of humanity to foster the wellness of people everywhere.

### Student Learning Outcomes & Related Measures

Each academic program should have between 3 and 5 intended **Student Learning Outcomes** that align with the program mission. These might include knowledge, skills, abilities, behaviors or values that will be developed in and exhibited by graduates of your academic program. Please note that each outcome must be evaluated using 2-3 different measures that may be direct or indirect, but must include at least 1 direct measure.

#### **Student Learning Outcome 1: Students will acquire knowledge and skills to practice ethically**

**Measure 1:** Student scores on the professional orientation and ethical practice portion of the National Counseling Exam.

**Measure 2:** Student scores on the Know the Law assignment in CNS 780.

**Measure 3:** Student scores on the Final Exam in CNS 780.

**Measure 4:** Supervisor evaluations of students' professional ethics in practicum and internships.

#### **Student Learning Outcome 2: Students will develop self-awareness and understanding of impact on others.**

**Measure 1:** Student scores on the Social and Cultural Diversity portion of the National Counseling Exam.

**Measure 2:** Student scores on crash analysis assignment in CNS 740.

**Measure 3:** Student scores on SOAP note assignment in CNS 747.

**Measure 4:** Supervisor evaluations of students' multicultural counseling competence in practicum and internships.

#### **Student Learning Outcome 3: Students will develop skills that are reflective of effective practitioners**

**Measure 1:** Student scores on second video recording in CNS 737 – Basic Counseling Skills

**Measure 2:** Student scores on first video recording in CNS 739 – Advanced Counseling Skills

**Measure 3:** Student scores on the Helping relationships portion of the National Counseling Exam.

**Measure 4:** Supervisor evaluations of students' counseling skills in practicum and internships.

### Findings

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Please enter the analyzed **findings** of your evaluation by Student Learning Outcome (you may simply copy and paste from above). The most powerful evaluations will explore the criteria that comprise the Student Learning Outcomes and, when available, include findings from multiple years.

**Student Learning Outcome 1: Students will acquire knowledge and skills to practice ethically:**

**Measure 1: Student scores on the professional orientation and ethical practice portion of the National Counselor Exam**

Year	Subscale	N	Mean	National Average
Spring 2016	Pro. Ori. & Ethical Practices	15	23.8	20.96
Fall 2016	Pro. Ori. & Ethical Practices	14	23.29	22.10
Spring 2017	Pro. Ori. & Ethical Practices	37	23.29	21.65
Fall 2017	Pro. Ori. & Ethical Practices	14	20.29	21.03
Spring 2018	Pro. Ori. & Ethical Practices	27	23.93	21.77
Fall 2018	Pro. Ori. & Ethical Practices	11	22.36	20.95
Spring 2019	Pro. Ori. & Ethical Practices	46	22.61	20.95
Fall 2019	Pro. Ori. & Ethical Practices	12	21.08	18.82
Spring 2020	Pro. Ori. & Ethical Practices	No Data		
Fall 2020	Pro. Ori. & Ethical Practices	No Data		

- Minimum score: 0
- Maximum score: 29

**Measure 2: Student scores on the Know the Law assignment in CNS 780.**

Year	Subscale	N	Mean %
2020-2021	Know the Law	70	4.47

- Scores range from 1 (harmful) to 5 (exceeds expectations)

**Measure 3: Student scores on the final exam in CNS 780.**

Year	Subscale	N	Mean %
2016-2017	CNS 780 Final Exam	77	87.82%
2017-2018	CNS 780 Final Exam	88	93.26%
2018-2019	CNS 780 Final Exam	103	88.98%
2019-2020	CNS 780 Final Exam	88	88.69%
2020-2021	CNS 780 Final Exam	80	88.73%

**Measure 4: Supervisor evaluations of students' professional ethics in practicum and internships.**

Year	CCS-R Criterion	Supervisor Responses	# and % of Responses ≥ Meets Expectations	Average Score
2017-2018	Professional Ethics	745	719 (96.5%)	4.56
2018-2019	Professional Ethics	963	936 (97.2%)	4.55
2019-2020	Professional Ethics	900	892 (99.1%)	4.73
2020-2021	Professional Ethics	790	784 (99.2%)	4.71

- Scores range from 1 (harmful) to 5 (exceeds expectations)

**Student Learning Outcome 2: Students will develop self-awareness and understanding of impact on others.**

**Measure 1: Social and Cultural Diversity subscale score on the National Counseling Exam.**

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Year	Subscale	N	Mean	National Average
Spring 2016	Social & Cultural	15	8.73	7.08
Fall 2016	Social & Cultural	14	8.93	8.47
Spring 2017	Social & Cultural	37	8.89	8.23
Fall 2017	Social & Cultural	14	7.15	7.30
Spring 2018	Social & Cultural	27	8.96	7.95
Fall 2018	Social & Cultural	11	7.55	7.25
Spring 2019	Social & Cultural	47	8.41	7.25
Fall 2019	Social & Cultural	12	2.83*	2.57
Spring 2020	Social & Cultural	No Data		
Fall 2020	Social & Cultural	No Data		

- Minimum score: 0
- Maximum score: 11
- \*Fall 2019 Range: 0-4

**Measure 2: Student scores on Crash Analysis Reflection Paper in CNS 740**

Year	N	Average Rating
2017-2018	91	4.43
2018-2019	73	3.89
2019-2020	118	4.18
2020-2021	106	4.46

- Scores range from 1 (harmful) to 5 (exceeds expectations)

**Measure 3: Student scores on SOAP note assignment in CNS 747.**

Year	N	Average Rating
2017-2018	11	4.34
2018-2019	65	4.35
2019-2020	84	4.4
2020-2021	72	4.39

- Scores range from 1 (harmful) to 5 (exceeds expectations)

**Measure 4: Supervisor evaluations of students' multicultural counseling competence in practicum and internships.**

Year	CCS-R Criterion	Supervisor Responses	# and % of Responses ≥ Meets Expectations	Average Score
2017-2018	MCC	702	668 (95.2%)	4.37
2018-2019	MCC	963	874 (90.76%)	4.12
2019-2020	MCC	878	869 (98.98%)	4.53
2020-2021	MCC	769	737 (95.83%)	4.46

- Scores range from 1 (harmful) to 5 (exceeds expectations)

**Student Learning Outcome 3: Students will develop skills that are reflective of effective practitioners**

**Measure 1: Scores on students' second video recording in CNS 737 – Basic Counseling Skills**

Year	N	Mean %
2014-2015	14	94.1%

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2015-2016	92	89.19%
2016-2017	87	90.31%
2017-2018	117	91.22%
2018-2019	52	4.43*
2019-2020	97	4.61
2020-2021	71	4.6

- \*changed from average grade percentage to a five point scale with ratings ranging from 1 (harmful) to 5 (exceeds expectations)

**Measure 2: Scores on students' first video recording in CNS 739 – Advanced Counseling Skills**

Year	N	Mean%
2014-2015	16	89%
2015-2016	86	92.19%
2016-2017	87	95.22%
2017-2018	128	93.5%
2018-2019	53	4.44*
2019-2020	92	4.54
2020-2021	69	4.63

- \*changed from average grade percentage to a five point scale with ratings ranging from 1 (harmful) to 5 (exceeds expectations)

**Measure 3: Helping relationships subscale score on the National Counseling Exam.**

Year	Subscale	N	Mean	National Average
Spring 2016	Helping Relationships	15	29.73	25.42
Fall 2016	Helping Relationships	14	25.57	25.43
Spring 2017	Helping Relationships	37	26.59	24.36
Fall 2017	Helping Relationships	14	22.43	23.19
Spring 2018	Helping Relationships	27	27.41	24.37
Fall 2018	Helping Relationships	11	23.45	23.25
Spring 2019	Helping Relationships	46	26.22	23.25
Fall 2019	Couns. & Helping Rel.	12	42.58*	39.00*
Spring 2020	Couns. & Helping Rel.	No Data		
Fall 2020	Couns. & Helping Rel.	No Data		

- Minimum score: 0
- Maximum score: 36
- \*Fall 2019 range: 0-56

**Measure 4: Supervisor evaluations of students' counseling skills in practicum and internships.**

Year	CCS-R Criteria	# of Supervisor Responses	Average Rating Range	Average Score
2017-2018	Skills Criteria	Between 627-713	Between 4.11-4.68	4.43
2018-2019	Skills Criteria	963	Between 3.60-4.55	4.18
2019-2020	Skills Criteria	Between 763-896	Between 4.17-4.8	4.53
2020-2021	Skills Criteria	Between 712-788	Between 4.21-4.78	4.51

- Scores range from 1 (harmful) to 5 (exceeds expectations)

Interpretation

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Faculty **interpretation** of results should tell the story of student learning in the academic program, be based on the Findings, link directly back to the Student Learning Outcomes, and lead to the development of Action Plans. This section also should build on relevant content from interpretation sections of reports from previous years.

### **Student Learning Outcome 1: Students will acquire knowledge and skills to practice ethically.**

We have used the Professional Orientation and Ethical Practices subscale of the National Counselor Exam (NCE) since 2016-2017 as a measure of students' knowledge of and skills to practice counseling in an ethical manner. Prior to our use of the NCE, we used a popular comprehensive exam called the Counselor Preparation Comprehensive Exam (CPCE). Logistical challenges in administering the CPCE to on ground and online students required that we make the switch to the NCE. In the previous seven academic years for SLO 1, measure 1, students in our masters of counseling program have scored above the national average for CACREP programs with the exception being the fall 2017 administration of the exam. In that administration, our students' average score was below the national average for CACREP programs. In 2019, NBCC, the administrator of the National Counselor Exam stopped reporting CACREP National Averages and now just reports national averages. As such, we have had to modify our benchmark slightly. **Benchmark:** On average, our graduating class scores at or above the national average. Unfortunately, NBCC has not released student scores to counseling programs since fall 2019. It was our hope to report spring 2020 and fall 2020 scores, but they are not yet available. For next year's APER, our goal is to report these scores, as well as NCE scores for spring 2021 and fall 2021.

For measure 2, we added a new criterion: students' average ratings on their Know the Law assignment in CNS 780: Professional, Ethical, and Legal Issues in Counseling. In this assignment, students research the laws in a select state related to confidentiality and privileged communication, duty to warn and protect, and reporting abuse and neglect. Students write a paper summarizing their findings and describing the implications of these laws to counseling, including the laws' consistency with ACA Codes of Ethics. This outcome was measured on a scale from 1 (Harmful) to 5 (Exceeds expectations). The **benchmark** for this measure is that, on average, our students will have a rating of 4 (meets expectations) or above on Know the Law.

For measure 3, we analyzed students' scores on their final examination in CNS 780: Professional, Ethical, and Legal Issues in Counseling. This is the fifth time we have used this measure to evaluate our students' acquisition of knowledge and skills to practice ethically. 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%. Results this year (88.73%) was virtually equal to last year's average of 88.69%, and it exceeded our benchmark, indicating students are developing knowledge of professional, ethical, and legal issues pertinent to counseling competence.

For measure 3, we examined site and university supervisors' evaluations of students' professional ethics. We collected this information from the professional ethics criterion on the Counseling Competencies Scale – Revised (CCS-R). University and site supervisors completed midterm and final evaluations of students in practicum and internships using the CCS-R. The CCS-R uses a scale from 1 (harmful) to 5 (exceeds expectations). It also allows supervisors to indicate “unable to observe.” Between Summer 2020 and Spring 2021, supervisors rated students 790 times on the professional ethics criterion of the CCS-R. The average supervisor rating of students' adherence to ethical guidelines was 4.71, which is between meets

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expectations (4) and exceeds expectations (5) and approximately the same rating as last year's 4.73. This is a crucial indicator of this student-learning outcome, as it occurs during students' clinical training when students are applying what they have learned in community sites and schools with actual clients. As such, the **benchmark** we have set for this measure is an average of 4 (meets expectations). Similar to the past two year, results this year indicate that our students meet and exceed our expectations in terms of their adherence to ethical guidelines outside of the classroom with actual clients. In fact, of the 790 site and university supervisor evaluations in AY 20-21, only 6 were below a 4 (meets expectations).

### **Student Learning Outcome 2: Students will develop self-awareness and understanding of impact on others.**

Similar to SLO 1, measure 1, because we are not able to administer the CPCE to all students in our counseling program, four years ago, we changed the measure for SLO 2, measure 1, to the social and cultural diversity subscale of the NCE. We compared our students' average score on this subscale to that of the national average for students who graduated from CACREP-accredited programs. However, for 2019, NBCC did not disaggregate CACREP-accredited programs from other counseling programs. For the Spring 2019 and fall 2019 administrations of the NCE, our students, on average, scored above the national average. These results meet our **benchmark**, to ensure, on average, that our graduating class scores at or above the national average. Unfortunately, NBCC has not released student scores to counseling programs since fall 2019. It was our hope to report spring 2020 and fall 2020 scores, but they are not yet available. For next year's APER, our goal is to report these scores, as well as NCE scores for spring 2021 and fall 2021.

For measure 2, we analyzed students' performance on their *Crash* reflection paper, which is the first assignment related to culture and diversity that our students submit in the program. We administer this assignment in CNS 740: Professional Orientation. For the assignment, students watch the film, *Crash*, and write a reflection paper based on self- and cultural awareness prompts. Instructors evaluate students' cultural awareness based on their reflection papers using a conventional rubric that has scores from 1 (harmful) to 5 (exceeds expectations). The average rating of the 106 students who were evaluated on this measure in AY 20-21 was 4.46, up from 4.18 last year, and between meets expectations and exceeds expectations. The **benchmark** that we set for this measure is that students, on average, will meets expectations with a score of 4 (meets expectations) or higher. Based on this year's results, on average, our students met the benchmark.

For measure 3, we examined students' performance on their SOAP note assignment in CNS 747: Cultures and Counseling. Similar to the previous measure, for the SOAP note assignment, instructors rated students on this student learning outcome using a conventional rubric with scores from 1 (harmful) and 5 (exceeds expectations). Students' average rating on this assignment was 4.39 (n=72). The **benchmark** we set for this measure is a 4 (meets expectations). This average rating is slightly lower than last year's rating and exceeds our benchmark of 4 (meets expectations). We believe students' collective and average performances on this assignment demonstrate their ability to apply cultural knowledge and skills to develop culturally sensitive case conceptualizations and treatment plans.

For measure 4, we analyzed site and university supervisors' evaluations of students on their "multicultural competence in a counseling relationship." More specifically, this criterion measures students' ability to demonstrate respect for culture (e.g., race, ethnicity, gender,

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spirituality, religion, sexual orientation, disability, social class) and awareness of and responsiveness to ways in which culture interacts with the counseling relationship. Similar to SLO 1, measure 4, the multicultural competence in counseling criterion is an item on the CCS-R, which we use as site and university supervisors' midterm and final evaluations of students in practicum and internships. From Summer 2020 to Spring 2021, there were 769 supervisor responses to this criterion. Impressively, 95.83% of the supervisor ratings on this criterion in AY 20-21 were equal to or above a 4 (meets expectations). Only 33 ratings fell below a 4 (meets expectations). Most of these were a 3 (near expectations). The average student rating for multicultural competence in counseling was 4.46, a slight decrease from last year's average rating of 4.53. The **benchmark** for this very important measure is a 4 (meets expectations). Based on these results, it appears that our students individually and collectively continue to demonstrate the requisite cultural knowledge and skills in their work with culturally diverse clients at their practicum and internship sites.

### **Student Learning Outcome 3: Students will develop skills that are reflective of effective practitioners:**

For measure 1, students complete a basic counseling skills class that focuses on skills that help them become effective practitioners. The course is preparatory to their practicum and internship courses. For their final assignment, students record themselves performing basic counseling skills in a 30 minute, mock counseling session. As part of the assignment, students also complete a self-reflection paper in which they assess what they believe they are doing well and areas in which they would like to improve. Similar to previous years, for this measure, students were only evaluated on their counseling skills performance, not their self-assessment paper. Moreover, a few years ago, in an effort to reduce random noise associated with grade percentages, we implemented a conventional rubric that uses a five point scale from 1 (harmful) to 5 (exceeds expectations) to assess this measure. As such, Measure 1 uses the average skills rating of students. On average, counseling students (n=71) received a rating of 4.6 on their basic counseling skills, equal to the previous year's rating of 4.61. This finding indicates that, in AY 20-21, on average, students met or exceeded expectations related to basic counseling skills. Our **benchmark** for this assignment is a 4 (meets expectations). The score of 4.6 demonstrates that our students are learning the foundational skills that are necessary to be effective practitioners, including building rapport, expressing empathy, and gathering client information effectively and efficiently.

With regard to measure 2, students complete an advanced counseling skills class that expands upon the skills learned in Basic Counseling Skills and Techniques. We are not the only program that offers an advanced counseling skills courses; however, we are the exception rather than the norm. Thus, this course demonstrates our commitment to counseling skills development above what is required by state licensure boards and our accrediting body. Similar to the basic counseling skills courses, students in the advanced counseling skills course complete a video recording in which they demonstrate their basic and advanced counseling skills. Two years ago, rather than use average grade percentages as we did in previous years, we transitioned to using a conventional rubric on a five point scale from 1 (harmful) to 5 (exceeds expectations). For the 2020-2021 academic year, students' average skills rating was 4.63 (n=69). Our **benchmark** for this assignment is 4 (meets expectations). This year's results indicate, on average, that our students meet or exceed expectations in their demonstration of basic and advanced counseling skills.

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For measure 3, we compare our students' scores on the helping relationships subsection of the NCE with those of students from other counseling programs. Our **benchmark** for this measure is to meet or exceed the national average for counseling programs. Unfortunately, NBCC has not released student scores to counseling programs since fall 2019. It was our hope to report spring 2020 and fall 2020 scores, but they are not yet available. For next year's APER, our goal is to report these scores, as well as NCE scores for spring 2021 and fall 2021.

For measure 4, we examined site and university supervisors' evaluations of students on the skills criteria of the CCS-R. The CCS-R has items with scores ranging from 1 (harmful) to 5 (exceeds expectations). The skills items on the CCS-R include the following: nonverbals, encouragers, questions, reflections of content, reflections of feeling, summarizations, reflections of meaning, confrontation, goal-setting, focus of counseling, empathy and caring, and respect and compassion. Site and university supervisors completed the CCS-R for midterm and final evaluations of students' skills as well as their professional dispositions. For each skills criterion, there were between 712 and 788 ratings by supervisors. Average criteria ratings on the skills items of the CCS-R ranged from 4.21 to 4.78 (which is comparable to last year's range of 4.17 to 4.88) with an average rating across skills items of 4.51, which is virtually equal to last year's average of 4.53. The **benchmark** set for this measure is a 4 (meets expectations). The average rating of 4.51 indicates that, across counseling skills, site and university supervisors believe our students are meeting and, in many cases, exceeding expectations regarding counseling skill delivery. This is important because these ratings indicate students' use of counseling skills with actual clients at their practicum and/or internship sites. Similar to previous years, the individual skills in which our students score the lowest include reflections of meaning (4.27) and confrontation (4.21). These average ratings remain above our benchmark of 4 (meets expectations) and, considering they are more advanced skills, lower evaluations are expected. However, it remains important for us to keep our eyes on students' development of these important skills.

### Action Plans

Please provide specific plans for *continuous improvement* of the Academic Program that are the clear result of the evaluation process. Each proposed **Action Plan** should include a clear description of the changes/improvements that will be made, the proposed timeline for implementation of the plan, and the individual(s) responsible for implementing the plan. The impact of Action Plans will be presented in reports submitted in subsequent years.

### Short-Term Action Plans

#### **Student Learning Outcome 1: Acquire knowledge and skills to practice ethically:**

Our students, on average, demonstrate knowledge and skills to practice ethically. This is true for knowledge-based assessments, such as the final exam in CNS 780, as well as for applied knowledge and skills measures, such as the supervisor ratings of students' adherence to ethical guidelines. 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. 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. Moreover, as mentioned in previous actions plans, 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.



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**Student Learning Outcome 2: Develop self-awareness and understanding of impact on others:**

Cultural competence, of which self-awareness is an important aspect, is a complex, multifaceted construct, the attainment of which is a lifelong endeavor. As such, we have intentionally chosen measures that address students' multicultural counseling competence (MCC) at three different points during the program. We introduce and assess cultural competence at the beginning of the program in CNS 740 (Crash Analysis Assignment). We reinforce it about midway through the program in CNS 747: Cultures and Counseling (SOAP note assignment). Lastly, we assess cultural competence at the practical application stage of students' development – clinical courses, namely practicum and internships (MCC item of CCS-R). This allows us to evaluate students' progress using multiple measures at multiple points during the program.

Students performed above the benchmarks for all three of measures of SLO 2. Two years ago, we failed to reach our benchmark for the Crash Analysis measure. Our response to that was to assess how we introduced students to content relative to culture and diversity at the beginning of our program, namely in CNS 740. This year and last year, instructors' average ratings of students' cultural competence relative to the Crash Analysis met expectations. Nevertheless, we will continue to monitor students' early exposure to and development of cultural competence and discuss ways to facilitate MCC development.

Faculty will continue to discuss ways to help students develop the skills necessary to work effectively with culturally diverse populations. At our fall 2020 faculty retreat, our diversity and inclusion committee introduced a Call to Conversation-type service in which faculty discussed diversity and inclusion in the classroom, as well as other topics related to cultural competence. Moving forward, we will continue to implement, monitor, and revise the departmental diversity action plan that we ratified four years ago and revised in fall 2020. This includes, among other things, steps to increase our recruitment of culturally diverse faculty and students and cultivate a community of inclusion. The diversity and inclusion committee also will include student representation on the committee starting in AY 20-21. We are hopeful that this increased inclusiveness of the committee and the student voice will positively inform departmental culture and climate, and that it will extrapolate to students' increased cultural awareness.

**Student Learning Outcome 3: Develop skills that are reflective of effective practitioners:**

Students are performing at or above the benchmarks set for all four measures of SLO 3, indicating that our program facilitates the development of skills that are reflective of effective practitioners. We continue to reap the benefits of our work three year ago of implementing a uniform skills rubric in all clinical courses, including CNS 737, CNS 739, practicum, and internships. To do this, we used a software program called Chalk & Wire, now Anthology Portfolio, for our clinical courses that included a graduated form of the rubric that we use in CNS 737 and CNS 739. The use of this software helped us to track, more effectively, skill development across clinical courses, which turned into measure 4 of this SLO. Now, all of our skills measurements are on the same 5 point scale. Our goal for this year, similar to last year, is to continue to monitor students' skill development from basic counseling skills through internships. We also will focus on ways to increase students' ability to demonstrate therapeutic confrontation and reflections of meaning effectively. Confrontation and reflections of meaning

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were the lowest rated counseling skill this year, between meets and exceeds expectations, but closer to meets expectations.

### **Long-Term Action Plans**

We have fully implemented a system for monitoring student-learning outcomes that follows students' development of knowledge and skills throughout the curriculum. We have the capacity now to evaluate students on each of identified knowledge performance indicators (KPI's) at three points in their program using multiple measures. This is allowing us to be more intentional and effective in our use of data to inform changes in our curriculum.

In the next 4-6 years, if trends continue, we will need to bolster our efforts to help students develop their ethical knowledge and skills, cultural awareness, and counseling skills for work in integrated behavioral health contexts as well as with non-traditional modalities, such as telemental health. This will include learning to work with professionals whose ethical codes and training philosophies differ in notable ways from that of a counselor. It also will mean developing skills and techniques (brief interventions, motivational interviewing) that are common in behavioral health contexts. Additionally, it means understanding legal statutes and ethical principles and best-practices specific to distance counseling. Distance counseling, if done ethically and professionally, holds promise for bridging a mental health access gap for underrepresented groups, such as for individuals in rural communities, individuals with disabilities, and people with health vulnerabilities.

We will continue to develop our addiction track, the development of which has been hampered by faculty and staff turnover and Covid-19. The track will include two new courses focused on addiction, including a third skills course and a treatment-planning course. It also entails the appointment of a coordinator for the Addictions track, development of track-specific objectives and an evaluation plan, and the creation and monitoring of student learning outcomes. The department chair and the assessment committee will carry out these tasks. In addition, we will continue our CACREP application for the addictions track. Once approved, we will market the track to prospective students.