

**Program Evaluation Report
Academic Year 2023-2024**

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 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

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

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
Summer 2022	4.67	4.92	4.65
Fall 2022	4.59	4.87	4.52
Spring 2023	4.55	4.46	4.57
Summer 2023	4.70	5.00	4.69
Fall 2023	4.44	4.74	4.45
Spring 2024	4.53	4.72	4.39

- 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
Summer 2022	4.58	4.83	4.56
Fall 2022	4.44	4.6	4.4
Spring 2023	4.44	4.47	4.43
Summer 2023	4.60	5.00	4.59
Fall 2023	4.15	4.79	4.28
Spring 2024	4.48	4.79	4.26

- 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
Summer 2022	4.56	4.5	4.56
Fall 2022	4.43	4.57	4.39
Spring 2023	4.37	4.44	4.36
Summer 2023	4.61	5.00	4.60
Fall 2023	4.30	4.59	4.22
Spring 2024	4.43	4.71	4.30

- 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
AY 22-23	4.67	4.42	4.71
AY 23-24	4.56	4.58	4.55

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

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

Semester	Campus and Online	
	Male	Female
Summer 2021	4.55	4.64
Fall 2021	4.62	4.7
Spring 2022	4.74	4.68
AY 22-23	4.58	4.68

AY 23-24	4.59	4.55
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- 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

Semester	Campus and Online	
	White	BIPOC
Summer 2021	4.69	4.58
Fall 2021	4.7	4.63
Spring 2022	4.74	4.52
AY 22-23	4.69	4.6
AY 23-24	4.54	4.61

- 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
AY 22-23	4.49	4.29	4.52
AY 23-24	4.36	4.40	4.36

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

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

Semester	Campus and Online	
	Male	Female
Summer 2021	4.35	4.46
Fall 2021	4.43	4.5
Spring 2022	4.56	4.53
AY 22-23	4.41	4.49
AY 23-24	4.47	4.35

- 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*

Semester	Campus and Online	
	White	BIPOC
Summer 2021	4.5	4.4
Fall 2021	4.48	4.4
Spring 2022	4.57	4.4
AY 22-23	4.51	4.43
AY 23-24	4.35	4.41

- 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 ResultsTable 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
2022-2024	5	5	4.5	5	5

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

Measure 4: Cumulative Grade Point AveragesTable 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
Summer 2022	3.85	3.96	3.85
Fall 2022	3.87	3.96	3.86
Spring 2023	3.88	3.96	3.87
Summer 2023	3.83	4.00	3.82
Fall 2023	3.83	3.95	3.82
Spring 2024	3.81	3.96	3.80

Measure 5: 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%
AY 22-23	91.9%	92.67%	91.7%
AY 23-24	92.56%	94%	92.40%

- Grade percentages range from 0 – 100%

Measure 6: Site Supervisor Survey

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
2023-2024	4.42	4.33	4.46	4.75	4.45

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	Sup. Eval.	Observer Rating
							CNS 745	Sup. Eval.	Observer Rating
							CNS 780	Know the Law	Research paper
I.b: Students possess awareness of themselves and an ability to self-evaluate.	CNS 737	Self-assess.	Reflect. Paper	CNS 739	Self-assess.	Reflect. Paper	CNS 744	Self- Reflect.	Reflect. Paper
				CNS 773	Genogram	Research Paper	CNS 744	PDB	Observer Rating
				CNS 738	Self-Reflect.	Reflect. Paper	CNS 745	Self- Reflect.	Reflect. Paper
				CNS 738	PDB	Observer Rating	CNS 745	PDB	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	SOAP Note	Treat. Plan	CNS 744	PDB	Observer Rating
				CNS 738	PDB – MCC Item	Observer Rating	CNS 745	PDB	Observer Rating
III.a.: Students apply their knowledge of human growth and	CNS 748	Virtual Child	VC Reports	CNS 738	Sup. Eval.	Observer Rating	CNS 744	Sup. Eval.	Observer Rating

development to their conceptualization of and work with clients.							CNS 745	Sup. Eval.	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	Sup. Eval.	Observer Rating
							CNS 745	Sup. Eval.	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	Record. 1-2	Tape Review	CNS 744	Sup. Eval.	Observer Rating
				CNS 738	Sup. Eval.	Observer Rating	CNS 745	Sup. Eval.	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	Sup. Eval.	Observer Ratings
							CNS 745	Sup. Eval.	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	Sup. Eval.	Observer Ratings
							CNS 745	Sup. Eval.	Observer Ratings
VII.a.: Students demonstrate knowledge and skills in the administration and interpretation of	CNS 738	Sup. Eval.	Observer Rating	CNS 736	Research Project	Research Paper	CNS 745	Sup. Eval.	Observer Ratings
				CNS 744	Sup. Eval.	Observer Ratings			

assessment instruments for diagnostic and intervention-planning purposes.									
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 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
XI.a.: Students demonstrate knowledge	CNS 777	Skill Record.	Tape Review	CNS 776	Co-Occurr. Disorders	Treat. Plan	CNS 744	Sup. Eval.	Observer Rating

<p>and skills needed to assess, diagnosis (when appropriate), form case conceptualizations, and develop treatment plans for diverse client populations affected by addiction.</p>				<p>CNS 776</p> <p>CNS 770</p>	<p>Research Project</p> <p>Soloist Paper</p>	<p>Research Paper</p> <p>Research Paper</p>	<p>CNS 745</p>	<p>Sup. Eval.</p>	<p>Sup. Eval.</p>
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Student Learning Outcome 1.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%
AY 22-23	CNS 740 Final Exam	87.11%	93%	86.44%
AY 23-24	CNS 740 Final Exam	86.13%	89%	85.86%

- 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
AY 22-23	CNS 738 – Supervisor Evaluations - Skills	4.31	4.23	4.31
	CNS 738 – Supervisor Evaluations – Professional Ethics	4.56	4.32	4.59
	CNS 738 – Supervisor Evaluations – Professional Behaviors	4.59	4.36	4.62
AY 23-24	CNS 738 – Supervisor Evaluations - Skills	4.37	4.15	4.41
	CNS 738 – Supervisor Evaluations – Professional Ethics	4.63	4.29	4.69
	CNS 738 – Supervisor Evaluations – Professional Behaviors	4.67	4.36	4.73

- 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
AY 22-23	Internship Supervisor Evaluations - Skills	4.58	4.32	4.61
	Internship – Supervisor Evaluations – Professional Ethics	4.71	4.41	4.75
	Internship – Supervisor Evaluations – Professional Behaviors	4.77	4.49	4.81
	CNS 780 – Know the Law	4.37	4.94	4.28
AY 23-24	Internship Supervisor Evaluations - Skills	4.36	4.55	4.33
	Internship – Supervisor Evaluations – Professional Ethics	4.51	4.74	4.47
	Internship – Supervisor Evaluations – Professional Behaviors	4.54	4.67	4.52
	CNS 780 – Know the Law	4.23	4.00	4.26

- 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
AY 22-23	CNS 737 – Self-Assessment	4.93	5	4.93
AY 23-24	CNS 737 – Self-Assessment	4.91	4.89	4.96

- 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
AY 22-23	CNS 739 – Self-Assessments	4.89	5	4.88
	CNS 773 – Genogram – Self Awareness	4.64	4.72	4.63
	CNS 738 – Self-Reflections	4.96	5	4.96
	CNS 738 – Motivation to Learn and Grow	4.69	4.46	4.72
AY 23-24	CNS 739 – Self-Assessments	4.83	4.00	4.92
	CNS 773 – Genogram – Self Awareness	4.91	4.94	4.90

	CNS 738 – Self-Reflections	4.88	4.88	5
	CNS 738 – Motivation to Learn and Grow	4.76	4.50	4.81

- 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
AY 22-23	Internships – Self-Reflections	4.96	5	4.96
	Internships – Motivation to Learn and Grow	4.76	4.45	4.8
AY 23-24	Internships – Self-Reflections	4.88	4.88	5
	Internships – Motivation to Learn and Grow	4.80	4.78	4.81

- 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
AY 22-23	CNS 740 Cultural Reflection Paper	4.71	4.72	4.71
AY 23-24	CNS 740 Cultural Reflection Paper	4.54	4.24	4.60

- 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
AY 22-23	CNS 747 Culturally Sensitive SOAP Note	4.7	5	4.7
	Practicum Supervisor Evaluations - Multicultural Counseling Competence	4.27	4.24	4.28
AY 23-24	CNS 747 Culturally Sensitive SOAP Note	4.62	4.55	4.63
	Practicum Supervisor Evaluations - Multicultural Counseling Competence	4.34	4.18	4.37

- 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
AY 22-23	Internship Supervisor Evaluations – Multicultural Counseling Competence	4.61	4.27	4.66
AY 23-24	Internship Supervisor Evaluations – Multicultural Counseling Competence	4.56	4.55	4.56

- 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
AY 22-23	CNS 748 – Virtual Child #1-4	4.8	5	4.8
	CNS 748 – Virtual Child #5-8	4.8	4.9	4.7
	CNS 748 – Virtual Child #9-12	4.6	4.8	4.6
	CNS 748 – Virtual Child #13-16	4.8	4.9	4.8
AY 23-24	CNS 748 – Virtual Child #1-4	4.53	4.90	4.48
	CNS 748 – Virtual Child #5-8	4.65	4.85	4.63
	CNS 748 – Virtual Child #9-12	4.65	4.98	4.65
	CNS 748 – Virtual Child #13-16	4.80	4.93	4.78

- 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
AY 22-23	CNS 738 – Goal Setting	4.25	4.14	4.27

	CNS 738 – Counseling Focus	4.26	4.12	4.28
	CNS 738 – Empathy and Caring	4.62	4.44	4.65
	CNS 738 – Respect and Compassion	4.65	4.54	4.67
AY 23-24	CNS 738 – Goal Setting	4.32	4.09	4.36
	CNS 738 – Counseling Focus	4.35	4.12	4.39
	CNS 738 – Empathy and Caring	4.64	4.42	4.68
	CNS 738 – Respect and Compassion	4.69	4.46	4.73

- 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
AY 22-23	Internships – Goal Setting	4.54	4.16	4.59
	Internships – Counseling Focus	4.6	4.23	4.64
	Internships – Empathy and Caring	4.81	4.6	4.84
	Internships – Respect and Compassion	4.85	4.61	4.88
AY 23-24	Internships – Goal Setting	4.31	4.32	4.31
	Internships – Counseling Focus	4.39	4.54	4.36
	Internships – Empathy and Caring	4.61	4.85	4.57
	Internships – Respect and Compassion	4.63	4.87	4.60

- 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
AY 22-23	CNS 743 – Career Autobiography	4.49	4	4.5
AY 23-24	CNS 743 – Career Autobiography	4.56	4.50	4.67

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

Reinforcement Measures

Table 29: Average Ratings for SLO IV.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
AY 22-23	CNS 738 – Goal Setting	4.25	4.14	4.27
	CNS 738 – Counseling Focus	4.26	4.12	4.28
	CNS 738 – Empathy and Caring	4.62	4.44	4.65
	CNS 738 – Respect and Compassion	4.65	4.54	4.67
AY 23-24	CNS 738 – Goal Setting	4.32	4.09	4.36
	CNS 738 – Counseling Focus	4.35	4.12	4.39
	CNS 738 – Empathy and Caring	4.64	4.42	4.68
	CNS 738 – Respect and Compassion	4.69	4.46	4.73

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

Proficiency Measures

Table 30: Average Ratings for SLO IV.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
AY 22-23	Internships – Goal Setting	4.54	4.16	4.59
	Internships – Counseling Focus	4.6	4.23	4.64
	Internships – Empathy and Caring	4.81	4.6	4.84
	Internships – Respect and Compassion	4.85	4.61	4.88
AY 23-24	Internships – Goal Setting	4.31	4.32	4.31
	Internships – Counseling Focus	4.39	4.54	4.36
	Internships – Empathy and Caring	4.61	4.85	4.57
	Internships – Respect and Compassion	4.63	4.87	4.60

- 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
AY 22-23	CNS 737 – Counseling Skills – Video Recording 1	4.58	4.68	4.57

	CNS 737 – Counseling Skills – Video Recording 2	4.55	4.73	4.53
AY 23-24	CNS 737 – Counseling Skills – Video Recording 1	4.53	4.71	4.51
	CNS 737 – Counseling Skills – Video Recording 2	4.66	4.94	4.63

- 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
AY 22-23	CNS 739 – Counseling Skills – Video Recording 1	4.69	4.47	4.72
	CNS 739 – Counseling Skills – Video Recording 2	4.69	4.61	4.7
	CNS 738 – Supervisor Evaluations – Counseling Skills	4.31	4.23	4.31
AY 23-24	CNS 739 – Counseling Skills – Video Recording 1	4.66	4.62	4.51
	CNS 739 – Counseling Skills – Video Recording 2	4.53	4.67	4.62
	CNS 738 – Supervisor Evaluations – Counseling Skills	4.38	4.16	4.41

- 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
AY 22-23	Internship - Supervisor Evaluations - Counseling Skills	4.58	4.32	4.61
AY 23-24	Internship - Supervisor Evaluations - Counseling Skills	4.59	4.55	4.59

- 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

AY 22-23	CNS 741 - Case Studies	4.59	4.62	4.59
AY 23-24	CNS 741 - Case Studies	4.37	4.70	4.28

- 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
AY 22-23	CNS 738 – Goal Setting	4.25	4.14	4.27
	CNS 738 – Counseling Focus	4.26	4.12	4.28
	CNS 738 – Empathy and Caring	4.62	4.44	4.65
	CNS 738 – Respect and Compassion	4.65	4.54	4.67
AY 23-24	CNS 738 – Goal Setting	4.32	4.09	4.36
	CNS 738 – Counseling Focus	4.35	4.12	4.39
	CNS 738 – Empathy and Caring	4.64	4.42	4.68
	CNS 738 – Respect and Compassion	4.69	4.46	4.73

- 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
AY 22-23	Internships – Goal Setting	4.54	4.16	4.59
	Internships – Counseling Focus	4.6	4.23	4.64
	Internships – Empathy and Caring	4.81	4.6	4.84
	Internships – Respect and Compassion	4.85	4.61	4.88
AY 23-24	Internships – Goal Setting	4.54	4.32	4.57
	Internships – Counseling Focus	4.61	4.54	4.62
	Internships – Empathy and Caring	4.83	4.85	4.82
	Internships – Respect and Compassion	4.86	4.87	4.86

- 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
AY 22-23	CNS 742 - Group Project	4.45	4.62	4.43
AY 23-24	CNS 742 - Group Project	4.58	4.45	4.60

- 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
AY 22-23	CNS 738 - Supervisor Evaluations - Group Skills	4.24	4.14	4.25
AY 23-24	CNS 738 - Supervisor Evaluations - Group Skills	4.40	4.17	4.26

- 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
AY 22-23	Internships - Supervisor Evaluations - Group Skills	4.49	4.23	4.53
AY 23-24	Internships - Supervisor Evaluations - Group Skills	4.49	4.43	4.52

- 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
AY 22-23	CNS 738 - Supervisor Evaluations - Assessment Skills	4.13	4.02	4.15
AY 23-24	CNS 738 - Supervisor Evaluations - Assessment Skills	4.28	4.00	4.32

- 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
AY 22-23	CNS 736 - Research Project - Assessment Criterion	4.36	4.59	4.32
AY 23-24	CNS 736 - Research Project - Assessment Criterion	4.70	5.00	4.32

- 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
AY 22-23	Internships - Supervisor Evaluations - Assessment Skills	4.37	4.09	4.4
AY 23-24	Internships - Supervisor Evaluations - Assessment Skills	4.39	4.33	4.40

- 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
AY 22-23	CNS 721 – Literature Review	4.52	4.5	4.53
AY 23-24	CNS 721 – Literature Review	4.41	4.52	4.39

- 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
AY 22-23	CNS 747 - Culturally Sensitive SOAP Note and	4.7	5	4.7

	Literature Review			
	CNS 738 - Supervisor Evaluations - Motivation to Learn and Grow	4.69	4.46	4.72
AY 23-24	CNS 747 - Culturally Sensitive SOAP Note and Literature Review	4.62	4.55	4.63
	CNS 738 - Supervisor Evaluations - Motivation to Learn and Grow	4.76	4.50	4.81

- 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
AY 22-23	Internship Supervisor Evaluations - Motivation to Learn and Grow	4.76	4.45	4.8
AY 23-24	Internship Supervisor Evaluations - Motivation to Learn and Grow	4.80	4.78	4.81

- 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
AY 22-23	CNS 721 - Literature Review	4.52	4.5	4.53
AY 23-24	CNS 721 - Literature Review	4.41	4.52	4.39

- 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
AY 22-23	CNS 747 - Culturally Sensitive SOAP Note and Literature Review	4.7	5	4.7

AY 23-24	CNS 747 - Culturally Sensitive SOAP Note and Literature Review	4.62	4.55	4.63
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- 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
AY 22-23	Practicum Supervisor Evaluations - Motivation to Learn and Grow	4.69	4.46	4.72
AY 23-24	Practicum Supervisor Evaluations - Motivation to Learn and Grow	4.76	4.50	4.81

- 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
AY 22-23	Internship Supervisor Evaluations - Motivation to Learn and Grow	4.76	4.45	4.8
AY 23-24	Internship Supervisor Evaluations - Motivation to Learn and Grow	4.80	4.78	4.81

- 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
AY 22-23	CNS 737 – Self-Assessment	4.93	5	4.93
	CNS 739 – Self-Assessment	4.89	5	4.88
AY 23-24	CNS 737 – Self-Assessment	4.91	4.89	4.96
	CNS 739 – Self-Assessment	4.83	4.00	4.92

- 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
AY 22-23	CNS 738 – Self-Reflections	4.96	5	4.96
	CNS 738 – Motivation to Learn and Grow	4.69	4.46	4.72
AY 23-24	CNS 738 – Self-Reflections	4.88	4.88	5
	CNS 738 – Motivation to Learn and Grow	4.76	4.50	4.81

- 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
AY 22-23	Internships – Self-Reflections	4.96	5	4.96
	Internships – Motivation to Learn and Grow	4.76	4.45	4.8
AY 23-24	Internships – Self-Reflections	4.88	4.88	5
	Internships – Motivation to Learn and Grow	4.80	4.78	4.81

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

Program Evaluation #6

Provide experiences encouraging students to engage in 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
AY 22-23	4.67	4.42	4.71

AY 23-24	4.56	4.58	4.55
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- 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
AY 22-23	4.49	4.29	4.52
AY 23-24	4.36	4.40	4.36

- 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 at Professional Development Events

	Survey Responses	Participation in Professional Development Activities
AY 21-22	35	22.9%
AY 22-23	68	27.9%
AY 23-24	90	42.2%

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 2022	84.9%	78.7%	87.2%
Summer 2022	84%	N/A	84%
Fall 2022	93%	N/A	93%
Spring 2023	72.7%	57%	77%
Summer 2023	43.90%	N/A	43.90%
Fall 2023	88.89%	N/A	88.89%
Spring 2024	82.50%	80.00%	83.08%

- 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
AY 22-23	4.67	4.42	4.71
AY 23-24	4.56	4.58	4.55

- 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
AY 22-23	4.49	4.29	4.52
AY 23-24	4.36	4.40	4.36

- 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 in AY 21-22

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	N/A	94.33%	100.00%	93.15%	88.88%	93.9%

responsibility at site						
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%

Table 60: *Students’ Ratings of their Clinical Site and Supervisors in AY 22-23*

AY 22-23	Items	Total	Campus	Online
	Site Supervisor was available	4.71	4.46	4.76
	Able to meet with site supervisor regularly	4.84	4.62	4.88
	Quality of supervision at site was excellent	4.66	4.27	4.72
	Given appropriate responsibility at my site	4.73	4.62	4.75
	Excellent opportunities for individual counseling	4.56	4.62	4.55
	Excellent opportunities for group counseling	3.67	3.49	3.7
	Ample opportunities to obtain session recordings	4.42	4.76	4.36
	Ind./paired sup. with faculty supervisor were helpful	4.7	4.3	4.76
	Group meeting with faculty supervisor were helpful	4.54	4.22	4.6
	I would recommend this site to another student	4.34	4.24	4.35
AY 23-24	Site Supervisor was available	4.77	4.47	4.81
	Able to meet with site supervisor regularly	4.91	4.74	4.93
	Quality of supervision at site was excellent	4.73	4.61	4.75
	Given appropriate responsibility at my site	4.78	4.45	4.82

	Excellent opportunities for individual counseling	4.58	4.32	4.62
	Excellent opportunities for group counseling	3.74	3.08	3.82
	Ample opportunities to obtain session recordings	4.41	4.37	4.42
	Ind./paired sup. with faculty supervisor were helpful	4.76	4.76	4.76
	Group meeting with faculty supervisor were helpful	4.67	4.45	4.70
	I would recommend this site to another student	4.50	4.03	4.56

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

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

Table 61: *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
Graduates – 2022-2024	4.38	4.26	3.62	4.79	4

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

Table 62: *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
Graduates – 2022-2024	4.69	4.64	4.1	4.77	4.33

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

Table 63: *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
Graduates –	4.66	4.66	4.08	4.76	4.39

2022-2024					
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- Ratings from 1 (low to 5 (high))

Table 64: 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
2023-2024	4.42	4.33	4.46	4.75	4.45

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).

Like AY 22-23, in AY 23-24, 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 continued 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 (every two years)

- Cumulative Grade Point Averages
- CNS 780 Final Exam Percentages
- Site Supervisor Survey (every two years)

In AY 23-24, online and campus students, on average, received strong supervisor evaluations on their professional dispositions and behaviors, as well as their counseling skills.

Regarding measure 1, in AY 23-24, 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 received average PDB ratings of 4.58 and 4.55, respectively, well above the **benchmark** of 4 (meets expectations).

Regarding measure 2, in AY 23-24, practicum and internship supervisors evaluated students on the following counseling skills, using the CCS-R and two additional items: 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 skills, and assessment skills. On average, campus and online students received skills ratings that exceeded our **benchmark** of 4 (meets expectations) with average ratings of 4.4 (campus) and 4.36 (online). Disaggregating by types of skills, a few skills fell below an average of 4 (meets expectations), including confrontation for campus practicum and internship 1 students (3.98 and 3.78, respectively) and goal setting for campus internship 1 students. Collectively, these results reveal that, on average, our students are meeting and exceeding expectations regarding their demonstration of counseling skills. However, these results also indicate that students could benefit from additional practice with confrontation and goal-setting skills.

Measure 3 is now assessed every two years. Because we surveyed recent graduates' employers two years ago 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, we surveyed them again for AY 23-24. This included employers of alumni who graduated between spring 2022 and spring 2024. For these graduates, employer ratings were favorable, with ratings of 5 (exceeds expectations) in every category, except knowledge of ethical and legal parameters, in which the average employer rating was a 4.5. Each of these ratings exceeds our **benchmark** of 4 (meets expectations).

Regarding measure 4, we reviewed students' average GPAs in summer 2023, fall 2023, and spring 2024. 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 AY23-24, online students earned average GPAs of 3.82 in summer 2023 and fall 2023, and 3.8 in spring 2024, which is comparable to but slightly lower than AY 22-23. Average GPAs for

online students in AY 22-23 were 3.85, 3.86, and 3.87 in summer 2022, fall 2022, and spring 2023, respectively. Campus students earned average GPAs of 4.0, 3.95, and 3.96, which is comparable to AY 22-23 GPA averages.

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 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 (92.56%) is higher than last year's result (91.9%), and it 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. Online students earning an average percentage grade of 92.4%, which is higher than the average percentage grade of 91.7% that they received the previous year. Campus students earned an average percentage grade of 94%, which is higher than last year's percentage grade of 92.67%.

Regarding measure 6, we now survey site supervisors who supervise our students in practicum and internships every two years. Specifically, we ask 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 is a 4. Results for AY 23-24 were above the benchmark and 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.

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 assess 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 AY 23-24, students received an average percentage grade of 86.13%, which is comparable to AY22-23 results of 87.11%. Disaggregated by modality, online students received an average percentage grade of 85.86%, which is comparable to last year's average of 86.44%. Campus students received an average percentage grade of 89%, which is below last year's average of 93%. 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 assess reinforcement of this student learning outcome by reviewing supervisors' evaluations of practicum students' counseling skills, professional ethics, and professional behaviors. In AY 23-24, campus and online students received strong ratings on their counseling skills, professional behaviors, and professional ethics. The **benchmark** for each of these indicators is a 4 (meets expectations). The range of ratings was between 4 (meets expectations) and 5 (exceeds expectations) with 4.15 being the lowest rating and 4.73 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 assess students' proficiency on this student learning outcome by reviewing supervisors' evaluations of internship students' counseling skills, professional ethics, and professional behaviors. Results indicated that, in AY 23-24, campus and online students exceeded the **benchmark** of 4 (meets expectations), receiving supervisor evaluations of counseling skills, professional behaviors, and professional ethics between 4.33 and 4.74. 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 23-24, on average, online and campus students exceeded this benchmark with an average rating of 4.23.

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

We assess introductory self-awareness and self-evaluation skills in CNS 737: Basic Counseling Skills and Techniques. After each video recording, students complete a self-assessment paper in which they discuss their areas of strength and growth edges related to their skills. From these reflection papers, instructors evaluate students' self-awareness and self-evaluation abilities. The **benchmark** for this measure is a 4 (meets expectations). On average, in AY 23-24, students exceeded that benchmark, scoring an average rating of 4.91.

We assess reinforcement of this student learning outcome in CNS 739: Advanced Skills and Crisis Management, CNS 773: Family Counseling, and CNS 738: Practicum. Like the introduction measure, in CNS 739, students evaluate their counseling skills in a reflection paper following the completion of their two video recordings. In AY 23-24, students performed very well across modalities. Online students received an average rating of 4.92, and campus students received an average rating of 4, which met 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 4.9 and campus students receiving an average rating of 4.94. Both 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, were very high for this measure, with campus students receiving an average rating of 5 and online students

receiving an average rating of 4.88. Both ratings were well above the **benchmark** of 4 (meets expectations). We also evaluate 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 4.81 and campus students receiving an average rating of 4.5, well above the **benchmark** of 4 (meets expectations).

We assess students' proficiency on this indicator in internship courses. Like practicum, university supervisors of internship evaluate students' self-reflective abilities while they review and grade students' end-of-semester self-reflection papers. In AY 23-24, students performed very well on this measure, with online students receiving an average rating of 5 and campus students receiving an average rating of 4.88. These ratings exceeded our **benchmark** of 4 (meets expectations). Site and university supervisors also evaluated internship students on their motivation to learn and grow/initiative. Online and campus students performed very well, receiving average ratings of 4.81 and 4.78, respectively. Both ratings exceeded our **benchmark** of 4 (meets expectations).

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

We assess 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 Cultural Reflection Paper. In AY 23-24, students received strong ratings on their knowledge of working with culturally diverse populations. Online students received an average rating of 4.6 and campus students received an average rating of 4.24. The overall rating was 4.54. Each of these average ratings exceeds our **benchmark** of 4 (meets expectations).

We assess the reinforcement of this indicator of student learning 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 23-24, students, on average, received very strong ratings, with online students receiving average ratings of 4.63 and campus students receiving average ratings of 4.55, 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 23-24 performed very well on this criterion, receiving an average rating of 4.34. Online students received an average rating of 4.37, and campus students received an average rating of 4.18. The **benchmark** for this rating is 4 (meets expectations). Average ratings in AY 22-23 exceed this benchmark.

We assess students' proficiency on this indicator in internship courses using the same rating that we use for practicum – university and site supervisors' average ratings of students' multicultural counseling competencies. Like practicum, in AY 23-24, students, on average, received high ratings on their multicultural counseling competencies, with online students receiving average

ratings of 4.56 and campus students receiving average ratings of 4.55. Both ratings exceed our **benchmark** of 4 (meets expectations).

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

We assess introductory knowledge and skills for this criterion in CNS 748: Lifespan Development in Counseling. Students complete a virtual child exercise with four different age ranges, and they receive ratings regarding their knowledge of key human growth and development concepts. Online and campus students performed very well on this indicator in AY 23-24, receiving ratings between 4.48 and 4.98. The **benchmark** for this criterion is 4 (meets expectations). In AY 23-24, online and campus students' ratings on this criterion exceeded this benchmark.

We assess the reinforcement of this key performance indicator in practicum using supervisors' midterm and final evaluations of students. Specifically, we analyze students' average ratings on goal setting, counseling focus, facilitate therapeutic environment: empathy and caring, and facilitate therapeutic environment: respect and compassion. We use these criteria from the CCS-R because each 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 rate students high on these indicators, then we conclude that students are applying their knowledge and skills related to human growth and development effectively in counseling. In AY 23-24, students received strong ratings on each of these criteria, with ratings ranging from 4.09 to 4.73. Each rating meets or exceeds the **benchmark** of 4 (meets expectations). Campus practicum students received an average rating of 4.09 on goal setting which, although meeting expectations, was the closest to the benchmark. It also makes sense, as campus counseling students take practicum simultaneously with their advanced skills course, where they learn about and are evaluated on goal setting.

We assess students' proficiency on this key performance indicator in internships using supervisors' midterm and final evaluation of students. As we do in practicum, we analyze 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 4.31 and 4.87. Each of these ratings exceeded the **benchmarks** of 4 (meets expectations) for each of these criteria. These strong average ratings demonstrate counseling students' growth across clinical experiences and the program in their ability to 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 assess students' introductory knowledge of career development in CNS 743: Career Counseling and Development. Specifically, students complete a career autobiography

assignment, and instructors evaluate 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 23-24, students, on average, performed very well on the combined ratings of these criteria. Online students received an average rating of 4.67, and campus students received an average rating of 4.5. Each of these ratings meets or exceeds the **benchmark** of 4 (meets expectations) for this criterion.

We assess the reinforcement of this key performance indicator in practicum, using the same analysis method that we use for SLO III.a. We analyze students' average ratings on goal setting, counseling focus, facilitate therapeutic environment: empathy and caring, and facilitate therapeutic environment: respect and compassion. We use these criteria from the CCS-R because each relates to case conceptualization, treatment planning, and the development of a strong working alliance. Like SLO III.a., knowledge of career development can be very important regarding goal setting, counseling focus, and the development of a strong working alliance, depending on clients' presenting concerns. In AY 23-24, students received strong ratings on each of these criteria, with ratings ranging from 4.09 to 4.73. Each rating meets or exceeds the **benchmark** of 4 (meets expectations). Campus practicum students received an average rating of 4.09 on goal setting which, although meeting expectations, was the closest to the benchmark.

We assess students' proficiency on this indicator in internship using the same method of analysis that we used for SLO III.a. We analyze 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 4.31 and 4.87. 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 relationships, 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 assess students' introductory knowledge and skills related to this key performance indicator in CNS 737: Basic Counseling Skills and Techniques. Specifically, we assess students' basic counseling skills in two mock video recordings. In the first video recording, instructors evaluate students on the following basic counseling skills: nonverbals, encouragers, questions, and reflections of content. In their second video recording, instructors evaluate students on their nonverbals, encouragers, questions, reflections of content, reflections of feeling, reflections of meaning, and summarizations. The average skills ratings for videos 1 and 2 in AY 23-24 were 4.53 and 4.66, respectively. Campus students received ratings of 4.71 and 4.94, respectively, and online students received ratings of 4.51 and 4.563, respectively. Each of these ratings is above the **benchmark** of 4 (meets expectations) that we set for this indicator.

We assess the reinforcement of this indicator in CNS 739: Advanced Skills and Crisis Management and in CNS 738: practicum. In advanced skills, students complete two recorded,

mock counseling sessions. In the first mock counseling session, instructors evaluate students on all the skills in CNS 737 plus confrontation and goal setting. In video 2, students perform a suicide assessment. In this assignment, instructors evaluate 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 only focus on students' counseling skills performance. In AY 23-24, students received strong ratings on their counseling skills. Online students received average ratings of 4.51 and 4.62 on video recordings 1 and 2, respectively, and campus students received average ratings of 4.62 and 4.67 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 evaluate students' counseling skills in midterm and final evaluations. The skills on which supervisors evaluate students include all 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 23-24, practicum students received strong, overall ratings on their counseling skills. Specifically, online students received an average, combined skills rating of 4.41, and campus students received an average, combined skills rating of 4.16. Each of these ratings exceeds the **benchmark** of 4 (meets expectations) set for this indicator.

We assess students' proficiency on this key performance indicator in internship courses. University and site supervisors evaluate students' counseling skills in midterm and final evaluations. Supervisors in internship evaluate the same skills that supervisors in practicum evaluate. In AY 23-24, internship supervisors' average combined skills ratings for internship students were positive. Online students' average combined skills rating was 4.59, and campus students' average combined skills rating was 4.55. 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 assess students' introductory knowledge of this indicator in CNS 741: Theories and Models of Counseling. Specifically, we evaluate students' use of theory in case study exercises. The evaluation criteria include an ability to summarize relevant information about clients' history, apply theory to case conceptualizations, and apply theory to treatment planning. In AY 23-24, 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 4.28, and campus students received a combined, average rating of 4.7.

We assess the reinforcement of this indicator in practicum, using the same CCS-R criteria that we use in SLO III.a. and IV.a. Specifically, we analyze students' average ratings on goal setting, counseling focus, facilitate therapeutic environment: empathy and caring, and facilitate therapeutic environment: respect and compassion. We use these criteria from the CCS-R because each relates to case conceptualization, treatment planning, and the development of a strong working alliance. Like 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 23-24, students received strong ratings on each of these criteria, with ratings ranging from 4.09 to

4.73. Each rating meets or exceeds the **benchmark** of 4 (meets expectations). Campus practicum students received an average rating of 4.09 on goal setting. Although it meets expectations, it was the closest to the benchmark.

We assess students' proficiency on this indicator in internship courses, using the same method of analysis that we use for SLO III.a. and SLO IV.a. We analyze 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 in AY 23-24, receiving supervisor ratings between 4.32 and 4.87. 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 assess students' introductory knowledge and skills related to this indicator in CNS 742: Group Procedures in Counseling. Specifically, instructors evaluate students on their ability to develop a strong counseling group proposal. In AY 23-24, 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 4.6, and campus students received an average rating of 4.45.

We assess the reinforcement of this indicator in CNS 738: Practicum. Specifically, we examine university and site supervisors' ratings of students' group counseling skills. Supervisors evaluate practicum students on this criterion in their midterm and final evaluations. The **benchmark** for this rating is a 4 (meets expectations). In AY 23-24, the average rating on this criterion for all students was 4.4, which exceeds our benchmark. Online students received an average rating of 4.26, which also exceeds the benchmark. Campus students received an average rating of 4.17, which exceeds the benchmark and is consistent with last year's rating of 4.14. Although we are meeting our benchmark for group counseling skills in practicum, faculty will continue to consider ways of increasing students' group counseling skills.

We assess students' proficiency on this indicator in internship courses using the same criterion that we evaluated in practicum. University and site supervisors rate internship students on their group counseling skills. In AY 23-24, students performed well on this criterion, receiving total, online, and campus ratings of 4.49, 4.43, 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 assess students' introductory knowledge of this skill in CNS 738: Practicum. Specifically, we measure site and university supervisors' average ratings of practicum students' assessment

skills. In AY 22-23, practicum students received strong ratings on this criterion. The total students', campus students', and online students' average ratings were 4.28, 4, and 4.32, respectively. These ratings meet or slightly exceeded our **benchmark** of 4 (meets expectations) for this criterion and demonstrated positive introductory assessment skills for our students.

We assess the 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. In AY 23-24, 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 4.32, and campus students received an average rating of 5.

We assess students' proficiency on this indicator in internship courses using the same method as described above for practicum courses. University and site supervisors evaluate students on their assessment skills in their midterm and final evaluations. In AY 23-24, students performed well on this criterion, with online students receiving average ratings of 4.4 and campus students receiving average ratings of 4.33. Each of these ratings meets or 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 assess students' 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. In AY 23-24, students performed well on this indicator, with online students receiving an average rating of 4.39 and campus students receiving an average rating of 4.52. The **benchmark** for this indicator is a 4 (meets expectations). In AY 23-24, average ratings for online and campus students on this indicator exceeded expectations.

We assess the reinforcement of this indicator in CNS 747: Cultures and Counseling and in CNS 738: Practicum. For CNS 747, we assess students' ability to evaluate extant research and literature in their development of a culturally sensitive SOAP Note. An important part of this project is a literature review related to mock clients' presenting concerns and cultural identities. In AY 23-24, students' average ratings on this criterion were strong, with online students receiving an average rating of 4.63 and campus students receiving an average rating of 4.55. Both 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 assess supervisors' ratings of students' motivation to learn and to grow/initiative. We use 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 23-24, practicum students performed well on this criterion, with online students receiving an average rating of 4.81 and campus students receiving an average rating of 4.5. Each of these ratings exceeded the **benchmark** of 4 (meets expectations) set for this item.

We assess students' proficiency on this indicator in internship courses, using the same criterion that we measure and evaluate in practicum: motivation to learn and to grow/initiative. In AY 23-24, students performed well on this indicator, with online students receiving average supervisor ratings of 4.81, and campus students receiving average supervisor ratings of 4.78. Each of these ratings exceeded the **benchmark** of 4 (meets expectations) that we set for this indicator.

Results of our student learning outcomes review demonstrate that our students, on average, 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 evaluate 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-23-24, online and campus students, on average, received very strong ratings on each of the measurements listed above.

For measure 1, as described in our interpretation of SLO VIII.a., students complete a literature review on a *DSM* diagnosis of their choosing in CNS 721: Research and Statistical Analysis in Counseling. Instructors evaluate students on their ability to identify and synthesize research and scholarly literature. In AY 23-24, students performed well on this measure, with online students receiving an average rating of 4.39 and campus students receiving an average rating of 4.52. The **benchmark** for this indicator is a 4 (meets expectations). In AY 23-24, 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 assess students' ability to evaluate extant research and literature in their development of a culturally sensitive SOAP Note in CNS 747: Cultures and Counseling. In AY 23-24, students' average ratings on this criterion were strong, with online students receiving an average rating of 4.63 and campus students receiving an average rating of 4.55. Both 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 assess supervisors' ratings of students' motivation to learn and to grow/initiative in practicum. We use 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 23-24, practicum students performed well on this criterion, with online students receiving an

average rating of 4.81 and campus students receiving an average rating of 4.5. Each of these ratings exceeded the **benchmark** of 4 (meets expectations) set for this measure.

For measure 4, we use the same procedure that we use for measure 3; however, we measure motivation to learn and to grow/initiative in internship classes rather than practicum. In AY 23-24, students performed well on this indicator, with online internship students receiving average supervisor ratings of 4.81, and campus internship students receiving average supervisor ratings of 4.78. 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 evaluate 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 assess students' 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 23-24, CNS 737 students, on average, exceeded the benchmark, receiving a rating of 4.91. Online students received an average rating of 4.96, and campus students received an average rating of 4.89. In AY 23-24, CNS 739 students, on average, also exceeded the benchmark, receiving a rating of 4.83. Online students received an average rating of 4.92 and campus students received an average rating of 4.

For measure 2, students write a reflection paper at the end of the semester describing areas in which practicum they were strong, areas in which they had grown, and areas they would like to improve. University supervisors review these reflection papers and evaluate students on their self-reflective abilities. Average student ratings, across modalities, were very high for this measure, with campus students receiving an average rating of 4.88 and online students receiving an average rating of 5. Both ratings were well above the **benchmark** of 4 (meets expectations). We also evaluate 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 4.81 and campus students receiving an average rating of 4.5, well above the **benchmark** of 4 (meets expectations).

For measure 3, like measure 2, we evaluate internship students' self-reflective abilities and their motivation to learn and to grow. University supervisors evaluate students' self-reflective abilities while they review and grade students' self-reflection papers at the end of the semester. Students

performed very well on this measure in AY 23-24, receiving an average rating of 4.88. Online students received an average rating of 5, and campus students received an average rating of 4.88. These ratings exceeded our **benchmark** of 4 (meets expectations). Site and university supervisors also evaluate students on their motivation to learn and grow/initiative. In AY 23-24, online and campus students performed very well, receiving average ratings of 4.81 and 4.5, respectively. Both ratings exceeded our **benchmark** of 4 (meets expectations).

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

We evaluate this objective using two measures:

- Professional dispositions and behavior ratings in clinical courses
- Counseling skills ratings in clinical courses

In AY 23-24, 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, practicum and internship supervisors evaluate 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, in AY 23-24, campus and online students received average PDB ratings between 4.55 and 4.58, respectively. Each of these ratings is well above the **benchmark** of 4 (meets expectations).

For measure 2, practicum and internship supervisors evaluate 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. In AY 23-24, campus and online students received skills ratings that exceeded our **benchmark** of 4 (meets expectations) with average, composite ratings of 4.36 and 4.4, respectively. Disaggregating by types of skills, a few skills fell below an average of 4 (meets expectations), including confrontation for campus practicum and internship 1 students (3.98 and 3.78, respectively) and goal setting for campus internship 1 students. Collectively, these results reveal that, on average, our students are meeting and exceeding expectations regarding their demonstration of counseling skills. However, these results also indicate that students could benefit from additional practice with confrontation and goal-setting skills.

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

We evaluate this objective using two measures:

- Attendance and presentations at professional development events
- Participation in Chi Sigma Iota

For measure 1, we survey students on their participation in professional development activities during the year. Results of the survey, for AY 23-24, indicated that 42.2% of respondents ($n=90$) reported participating in professional development activities in AY 23-24. This is up from 27.9% in AY 22-23. Students identified a variety of trainings and workshops that they attended, such as safety and risk assessment training, ASIST training, play therapy workshop, Kentucky Mental Health Summit, local mental health townhall, microcredentials through Go2Knowledge, EMDR training, child sexual abuse training, art in trauma treatment, wilderness medical provider training, advocate training, sexual assault response training, Koru mindfulness training, NARCAN training, Gottman Institute level 1 training, motivational interviewing foundational training, and the Gladding Spring Seminar. The **benchmark** for this measure is 50%, which, again, we did not meet; however, we are trending in the right direction. These results reveal a continued need for the program to promote professional development, as well as provide additional opportunities for students to participate in these activities.

For measure 2, we evaluate students' participation in Chi Sigma Iota (CSI) by reporting the percentage of students who elect to join CSI. We calculate the percentage by dividing the number of student inductees in each semester by the number of eligible student inductees in that semester. Results indicated that, in AY 23-24, most students who were eligible to participate in CSI elected to join it. The **benchmark** for this measure is 75%. We met or exceeded this benchmark for online students in fall 2023 (88.89%) and online and campus students in spring 2024 (83.08% and 80%, respectively). We did not meet the expectation for online students in summer 2023 (43.9%). The CSI executive committee will consider ways to continue to promote the benefits of CSI to current campus and online students and cultivate additional interest in CSI membership to campus students.

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

We evaluate this objective using the following 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)
- Alumni survey
- Site supervisor survey

In AY 23-24, 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, practicum and internship supervisors evaluate 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. In AY 23-24, on average, campus and online students received average PDB ratings of 4.55 and 4.58, respectively. Each rating is 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, practicum and internship supervisors evaluate 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. In AY 23-24, on average, campus and online students received skills ratings that exceeded our **benchmark** of 4 (meets expectations) with ratings of 4.4 and 4.36, respectively. Disaggregating by types of skills, a few skills fell below an average of 4 (meets expectations), including confrontation for campus practicum and internship 1 students (3.98 and 3.78, respectively) and goal setting for campus internship 1 students. Collectively, these results reveal that, on average, our students are meeting and exceeding expectations regarding their demonstration of counseling skills. However, these results also indicate that students could benefit from additional practice with confrontation and goal-setting skills.

For measure 3, we review students' evaluations of practicum or internship. Students answer the following questions to rate their clinical experience and supervision on a 5-point scale from 1 (strongly disagree) to 5 (strongly agree):

- My site supervisor was available for consultation when needed.
- I was able to meet with my site supervisor for supervision activities for the minimum required amount of time each week.
- The quality of supervision at my site was excellent.
- I was given appropriate responsibility at my site.
- I had excellent opportunities for one-on-one counseling.
- I had excellent opportunities for group counseling.
- I had ample opportunities to obtain session recordings at my site.
- Individual/paired supervision meetings with my faculty supervisor were helpful.
- Group supervision meetings with my faculty supervisor were helpful.
- I would recommend this clinical site to another student.

On average, students rated each statement between agree (4) and strongly disagree (5) except for the statement, "I had excellent opportunities for group counseling." For this statement, online and campus students' ratings were between 3 (neither agree nor disagree) and 4 (agree). The **benchmark** for each of these items is a 4 (agree). We met or exceeded this benchmark for all items except the group counseling item. Students are required to have group counseling experiences in either practicum or internships. As such, some students may not facilitate or co-facilitate a group in practicum or in internship, which may contribute to this lower rating. It also may be that students would appreciate more group counseling opportunities, but their sites do not provide them. The clinical committee and clinical placement team will discuss and consider actions based on this lower rating. However, based on students' average ratings on these items, students are receiving excellent clinical experiences that support their professional growth.

For measure 4, counseling program graduates from spring 2022 through spring 2024 completed an alumni survey. A portion of the survey allows graduates to rate their practicum and internship experiences on how well they provided opportunities for professional development, individual counseling skills development, and group counseling skills development. The survey also provided alumni opportunities to rate the quality of the university and site supervision they received. On average, across ratings and clinical experiences, recent graduates provided high ratings for their clinical experiences and supervision, averaging between 4 and 5 (high), apart from group counseling skills development. Alumni rated their group counseling skill development opportunities in practicum below a 4 (3.62). This rating improved for internship I (4.1). The **benchmark** for this measure is a 4. Each criterion met or exceeded this benchmark except group counseling skills development in practicum. These findings suggest that recent graduates believe their practicum and internship experiences were 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 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 (4.75).

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 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.
5. **Faculty Mentorship Program.** In AY 23-24, we began a faculty mentorship program that supports faculty members with professional growth and development.

In AY 24-25, we plan to institute a practitioner instructor training and university supervisor training. The practitioner instructor training is being developed by a taskforce led by Dr. Alli Forti, and the university supervisor training is being developed by the clinical committee, led by Dr. Phil Clarke and Dr. Carla Emerson.

In AY 24-25, we will also introduce a more formalized faculty advising program, in which faculty advisors meet regularly with students to review students' program of study and discuss their course registration plans. In conjunction with this process, we have begun to survey students about their academic advising experiences.

In AY 24-25, we will also provide additional training on teaching during our department training meetings, which are held monthly. Dr. David Johnson, in his role as associate department chair, will plan and conduct these meetings.

Starting in fall 2024, we will eliminate the tiered teaching model for online clinical courses and for content courses with fewer than 20 students in them. This change will allow core faculty to teach a percentage of practicum and internship sections, as well as allow adjunct clinical faculty members to be instructors of record for these courses. To support university supervisors in their clinical courses, we have created a new role called the clinical consultant and coach (CCC). The CCC will be available to help university supervisors with programmatic and student questions, as well as to coach students in their skills and professional development.

In AY 24-25, we will be rolling out an instructor resource center to support lead instructors, practitioner instructors, revising faculty members, and university supervisors. It provides a great deal of helpful information and resources. Here is a screenshot of the homepage and modules page of the instructor resource center in Canvas.

Figure 1: Screenshot of Instructor Resource Center Home Page in Canvas

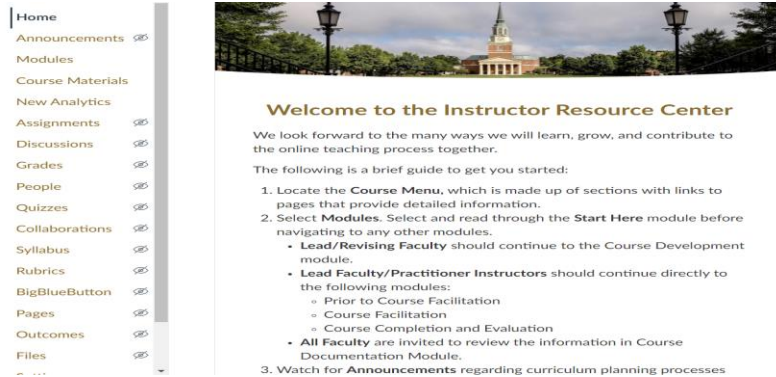
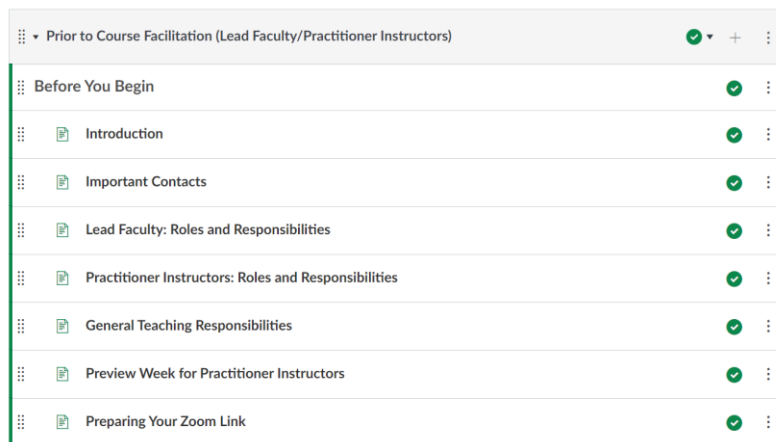


Figure 2: Screenshot of Instructor Resource Center Modules Page in Canvas



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 AY 23-24, 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. Moreover, we will continue to stay abreast of current and new legislation pertaining to legal and ethical mental health practice, and we will help our students do the same. To that end, two years ago, we established an advocacy committee that is chaired by Dr. Isabel Farrell.

As mentioned in the interpretation section, disaggregating by types of skills, two skills fell below an average of 4 (meets expectations), confrontation and goal setting. 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 goal setting 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.

In AY 23-24, we began to monitor each student's performance on the key performance indicator measures. We will continue to monitor key performance indicators for individual students and in the aggregate to ensure that students, individually and collectively, are meeting expectations. A detailed process for monitoring individual student progress relative to key performance indicators can be found in the [student handbook](#).

In AY 23-24, we began the process of updating processes, procedures, and curricula to align with the 2024 CACREP standards. In AY 24-25, all campus and online counseling syllabi, processes, and procedures will be aligned with and mapped onto the [2024 CACREP standards](#).

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 several 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. Included student representation on our Diversity, Equity, and Inclusion Committee.
7. Increased intentionality in our course revision processes to represent diverse perspectives and backgrounds in our learning materials.
8. Implemented best practice strategies in faculty searches.
9. Reconceptualized and fully launched the department's mentorship program.
10. Established new advisor committees for the CMHC and SC tracks, respectively, to discuss trends in the profession and to help develop an inclusive vision of the program moving forward.
11. Conducted a call to conversation regarding our campus and departmental climate, as well as faculty members' sense of belonging.
12. Held a supportive Zoom space for 90 minutes for faculty to process the hate speech and demonstrations on campus related to the Israel-Palestine conflict.

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. We will also modify our rubrics for this measure, to improve our ability to distinguish students in skills courses, practicum, and internships. We will also change the rubric for this measure from a 4-point to a 5-point scale.

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

In a time of extreme mental health needs, our students provided over 44,707 direct counseling hours in AY 23-24. 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 responsive, 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.

In AY 24-25, we will implement a change to our formal student review process to improve monitoring abilities and provide an additional appeal level. For the campus program, the graduate program director(s) will review student concerns and make determinations regarding remediation plans. For the online program, the online program director will serve in this capacity. The department chair will be available to review appeals to the student progress committee recommendations and graduate program director/online program director decisions.

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 we experienced a 5% increase (22.9% to 27.9%) in participation in professional development activities in AY 22-23 compared to AY 21-22, and a 14.3% increase in AY 23-24 (27.9% to 42.2%). 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 will continue to have a fund to support campus and online students with professional conference attendance. Starting in AY 22-23, Dr. Bob Nations, our clinical program director, chaired a committee that reviewed applications and awarded professional development funds to students. In addition, the counseling department conducted its third annual spring seminar in spring 2024 following a break due to Covid-19. This event was provided in person and streamed online so that campus and online students had access to it. Moreover, WFU campus and online students received free admission to the event. Dr. Gladding's and Claire Gladding's generosity will allow us to conduct this seminar in perpetuity. Additionally, each campus and online student is required to present a poster presentation based on their literature review in CNS 721. Campus students present their poster presentation in a colloquium at the end of their first semester. Online students present their poster presentation in Residency 1. If we were to include these activities in our formula, each student in their first year would count towards the percentage, and we would meet or exceed our benchmark. However, we do not count these activities for this program objective. We only count activities that are above and beyond required programmatic requirements. Dr. Moore, for example, provided voluntary, virtual training in play therapy that many students attended. We included this activity in our formula, as it was a voluntary professional development activity that was not part of our required curriculum.

The percentage of students who have joined the Pi Alpha Chapter of CSI is also very encouraging. Our chapter was very active in AY 23-24. Below are several events that CSI sponsored in AY 23-24:

- CSI Breakfast
- CSI Fundraiser (selling t-shirts + sweatshirts)
- CSI Monthly Newsletter
- CSI Membership Meeting (December 12, 2023)
- CSI Book Club: No Mud, No Lotus

- Narcan Training
- Executive Committee Interest and Information Session
- Induction Ceremonies

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 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, excellent opportunities for group counseling continued to fall below our benchmark. In fall 2024, the clinical committee will meet to discuss ways to address opportunities for group experiences in clinical courses as well as additional opportunities to practice group counseling skills. Moreover, starting in AY 24-25, the program will systematically survey students about their experiences with the clinical placement process. The information derived from these surveys will help us understand the effectiveness of our current processes, as well as additional ways to support students in acquiring clinical placements

**Clinical Mental Health Counseling
Program Evaluation Report
AY 2023 - 2024**

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.	<ol style="list-style-type: none"> 1. Skills self-assessments 2. Supervisor evaluations 3. Employer survey 	<ol style="list-style-type: none"> 1. During CNS 737, 739, and clinical courses 2. After clinical courses 3. Every three years 	<ol style="list-style-type: none"> 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.	<ol style="list-style-type: none"> 1. Site List 2. Time Logs 3. Student evaluation of clinical site 	<ol style="list-style-type: none"> 1. Yearly 2. Yearly 3. Yearly 	<ol style="list-style-type: none"> 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.	<ol style="list-style-type: none"> 1. Cultures SOAP Note 2. Special Topics Paper 3. Soloist Paper 4. Research Project 5. Supervisor evaluations 	<ol style="list-style-type: none"> 1. During CNS 747 2. During CNS 762 3. During CNS 770 4. During CNS 736 5. During clinical courses 	<ol style="list-style-type: none"> 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.	<ol style="list-style-type: none"> 1. Case Studies 2. Special Topics Paper 3. Skills Videos 4. Supervisor evaluations 	<ol style="list-style-type: none"> 1. During CNS 741 2. During CNS 762 3. During CNS 737 & 739 4. During clinical courses 	<ol style="list-style-type: none"> 1. Yearly 2. Yearly 3. Yearly 4. Yearly

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

Table 2: *CMHC Key Performance Indicator*

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

CMHC 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

Year	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
AY 22-23	CNS 737 – Self-Assessment	4.93	5	4.93
	CNS 739 – Self-Assessments	4.89	5	4.88
	Clinical Courses	4.88	4.75	4.88
AY 23-24	CNS 737 – Self-Assessment	4.90	4.95	4.88
	CNS 739 – Self-Assessments	4.89	4.96	4.88
	Clinical Courses	4.91	4.87	4.93

- 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
AY 22-23	4.76	4.47	4.79
AY 23-24	4.81	4.67	4.83

- 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	Attitude Toward and Receptivity to Feedback	5.0*
2022-2024	Attitude Toward and Receptivity to Feedback	5.0*

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

- *Unable to disaggregate by specialty area or modality

CMHC 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*

Year	Modality	Community Mental Health Agency / Non-Profit	Hospitals / Healthcare/ Hospice	College / University Setting	Private Practice	Addiction Recovery
AY 21-22	Online	98	29	9	7	12
	Campus	10	4	6	0	2
AY 22-23	Online	44	95	12	41	49
	Campus	5	11	8	2	3
AY 23-24	Online	88	20	19	91	38
	Campus	4	4	4	5	1

Measure 2: Services CMHC Students PerformedTable 7: *Number and Percentage of Direct Services Performed by CMHC Students in Clinical Courses*

Year	Modality	Total	Intake Interviews	Individual Counseling	Group Counseling	Family Counseling	Consultation
AY 21-22	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%)
AY 22-23	Online	35,719.73	4,127.22 (11.6%)	22,734.35 (63.6%)	7,198.41 (20.1%)	589.85 (1.7%)	1069.9 (3%)
	Campus	4,465.48	538.25 (12.1%)	2,752.2 (61.63%)	691.25 (15.48%)	49.3 (1.1%)	434.48 (9.7%)
AY 23-24	Online	34,879.20	3,438.58 (9.86%)	21,550.47 (61.79%)	7,689.05 (22.04%)	979.50 (2.81%)	1,221.60 (3.50%)
	Campus	4059.72	495.15 (12.20%)	2,916.80 (71.85%)	347.27 (8.55%)	54.25 (1.34%)	246.25 (6.07%)

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

Year	Modality	Total	Case Conferences	Report Writing	Preparation	Office/Case Management	Other/ Professional Development
AY 21-22	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%)

AY 22-23	Online	41,635.53	3,428.39 (8.2%)	13,880.1 (33.3%)	11,982.53 (28.8%)	5,815.69 (14%)	6,528.82 (15.7%)
	Campus	5,109.43	415.15 (8.1%)	1449.07 (28.4%)	1131.87 (22.2%)	1034.79 (20.3%)	1078.55 (21.1%)
AY 23-24	Online	42,116.47	3,749.80 (8.90%)	12,784.48 (30.36%)	11,397.75 (27.06%)	8,471.13 (20.11%)	5,713.32 (13.57%)
	Campus	5,207.98	274.00 (5.26%)	1,642.30 (31.53%)	1,437.55 (27.60%)	1,228.60 (23.59%)	625.53 (12.01%)

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

Table 9: *CMHC Students' Ratings on Being Given Appropriate Responsibility at their Clinical Site*

Year	Measure	Campus	Online
AY 21-22	Appropriate Responsibility at Site	96.15%	98.67%
AY 22-23	Appropriate Responsibility at Site	4.55*	4.75*
AY 23-24	Appropriate Responsibility at Site	4.52*	4.81*

*In AY 22-23, this item was changed to a 5-point scale from 1 (strongly disagree) to 5 (strongly agree)

CMHC 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*

Year	Measure	Total	Campus	Online
AY 21-22	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
AY 22-23	CNS 736: Research Project – Assessment Criterion	4.39	4.56	4.36
	CNS 770: Soloist Paper – Assessment and Diagnosis Criterion	4.1	4	4.1
AY 23-24	CNS 736: Research Project – Assessment Criterion	4.70	5.00	4.66
	CNS 770: Soloist Paper – Assessment and Diagnosis Criterion	4.31	4.00	4.37

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

Measure 2: Case Conceptualization SkillsTable 11: *Average CMHC Student Ratings on Case Conceptualization Skills*

Year	Measure	Total	Campus	Online
AY 21-22	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
AY 22-23	CNS 762: Special Topics Paper – Case Conceptualization Criterion	4.56	4.46	4.57
	CNS 770: Soloist Paper – Case Conceptualization Criterion	4.02	4.33	4.01
AY 23-24	CNS 762: Special Topics Paper – Case Conceptualization Criterion	4.12	4.46	4.07
	CNS 770: Soloist Paper – Case Conceptualization Criterion	4.28	4.00	4.34

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

Measure 3: Treatment Planning SkillsTable 12: *Average CMHC Student Ratings on Treatment Planning Skills*

Year	Measure	Total	Campus	Online
AY 21-22	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
AY 22-23	CNS 762: Special Topics Paper – Treatment Planning Criterion	4.61	4.69	4.59
	CNS 747: SOAP Note – Culturally Sensitive Treatment Planning	4.58	5	4.58
	CNS 770: Soloist Paper – Treatment Plans Criterion	3.98	4	3.98
AY 23-24	CNS 762: Special Topics Paper – Treatment Planning Criterion	4.07	4.38	4.02
	CNS 747: SOAP Note – Culturally Sensitive Treatment Planning	4.62	4.92	4.57
	CNS 770: Soloist Paper – Treatment Plans Criterion	4.37	4.00	4.45

- 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	4.79
	Supervisor Ratings – Assessment Skills	4.35	4.08	4.39
AY 22-23	Supervisor Ratings – Goal Setting	4.48	4.12	4.52
	Supervisor Ratings – Counseling Focus	4.52	4.18	4.55
	Supervisor Ratings – Empathy and Caring	4.76	4.5	4.79
	Supervisor Ratings – Respect and Compassion	4.78	4.51	4.81
	Supervisor Ratings – Assessment Skills	4.32	4.07	4.35
AY 23-24	Supervisor Ratings – Goal Setting	4.49	4.22	4.52
	Supervisor Ratings – Counseling Focus	4.53	4.36	4.55
	Supervisor Ratings – Empathy and Caring	4.77	4.71	4.78
	Supervisor Ratings – Respect and Compassion	4.80	4.73	4.81
	Supervisor Ratings – Assessment Skills	4.37	4.24	4.38

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

CMHC 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

Year	Measure	Total	Campus	Online
AY 21-22	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

AY 22-23	CNS 741: Case Studies – Case Conceptualization	4.57	4.54	4.58
	CNS 741: Case Studies – Treatment Planning	4.62	4.79	4.59
	CNS 762: Special Topics Paper – Case Conceptualization Criterion	4.56	4.46	4.57
	CNS 762: Special Topics Paper – Treatment Planning Criterion	4.61	4.69	4.59
AY 23-24	CNS 741: Case Studies – Case Conceptualization	4.32	4.54	4.28
	CNS 741: Case Studies – Treatment Planning	4.30	4.88	4.19
	CNS 762: Special Topics Paper – Case Conceptualization Criterion	4.12	4.46	4.07
	CNS 762: Special Topics Paper – Treatment Planning Criterion	4.07	4.38	4.02

- 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

Year	Measure	Total	Campus	Online
AY 21-22	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
AY 22-23	CNS 737: Video 1	4.57	4.68	4.56
	CNS 737: Video 2	4.55	4.73	4.53
	CNS 739: Video 1	4.69	4.47	4.72
	CNS 739: Video 2	4.69	4.61	4.7
AY 23-24	CNS 737: Video 1	4.54	4.69	4.52
	CNS 737: Video 2	4.67	4.93	4.65
	CNS 739: Video 1	4.88	4.64	4.54
	CNS 739: Video 2	4.55	4.69	4.66

- 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

Year	Measure	Total	Campus	Online
AY 21-22	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
AY 22-23	CNS 738b – Counseling Skills	4.31	4.16	4.56
	CNS 744b – Counseling Skills	4.52	4.12	4.56
	CNS 745b – Counseling Skills	4.66	4.47	4.68

	CNS 755b – Counseling Skills	4.71	N/A	4.71
AY 23-24	CNS 738b – Counseling Skills	4.39	4.16	4.42
	CNS 744b – Counseling Skills	4.50	4.31	4.78
	CNS 745b – Counseling Skills	4.69	4.73	4.69
	CNS 755b – Counseling Skills	4.78	NA	4.52

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

CMHC 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

Year	Measure	Total	Campus	Online
AY 21-22	CNS 739 – Suicide Assessment	4.62	4.49	4.63
AY 22-23	CNS 739 – Suicide Assessment	4.69	4.61	4.7
AY 23-24	CNS 739 – Suicide Assessment	4.52	4.55	4.51

- 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

Year	Measure	Total	Campus	Online
AY 21-22	CNS 765 – Final Case Study	94.12%	99.88%	93.86%
AY 22-23	CNS 765 – Final Case Study	4.69*	4.93*	4.61*
AY 23-24	CNS 765 – Final Case Study	4.60	4.71	4.60

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

- *Transitioned to ratings from 1 (Harmful) to 5 (Exceeds Expectations) for AY 22-23

CMHC Program Objective #6

Students will collaborate with teams of other mental health and medical professionals 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

Year	Measure	Total	Campus	Online
AY 21-22	Integrated Care	64 (36.2%)	8 (33.33%)	56 (36.66%)

AY 22-23	Integrated Care	91 (36%)	10 (38.5%)	81 (35.68%)
AY 23-24	Integrated Care	87 (29.90%)	12 (27.27%)	75 (30.36%)

Measure 2: Collaboration with Professionals in Practicum and Internships

Table 20: *Students' Ratings of the Helpfulness of Other Professionals at their Clinical Placement*

Year	Measure	Total	Campus	Online
AY 21-22	Collaboration with Professionals	171 (96.6%)	23 (95.83%)	148 (96.73%)
AY 22-23	Collaboration with Professionals	4.66*	4.53*	4.67*
AY 22-23	Collaboration with Professionals	4.75	4.52	4.79

*Transitioned to ratings from 1 (Harmful) to 5 (Exceeds Expectations) for AY 22-23

CMHC 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

Year	Measure	Total	Campus	Online
AY 21-22	CNS 771: Final Exam	94.74%	96%	94.62%
AY 22-23	CNS 771: Final Exam	94.44%	95%	94.36%
AY 23-24	CNS 771: Final Exam	92.87%	98%	92.36%

- Percentage grade out of 100%

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.

Introduction Measure

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

Year	Measure	Total	Campus	Online
AY 21-22	CNS 747: SOAP Note – Culturally Sensitive Treatment Planning	4.5	4.4	4.51
AY 22-23	CNS 747: SOAP Note – Culturally Sensitive Treatment Planning	4.58	5	4.58
AY 23-24	CNS 747: SOAP Note – Culturally Sensitive	4.62	4.92	4.57

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

Reinforcement Measures

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

Year	Measure	Total	Campus	Online
AY 21-22	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
AY 22-23	CNS 762: Special Topics Paper – Case Conceptualization Skills	4.56	4.46	4.57
	CNS 762: Special Topics Paper – Treatment Planning Criterion	4.61	4.69	4.59
	CNS 770: Soloist Paper – Case Conceptualization Skills	4.02	4.33	4.01
	CNS 770: Soloist Paper – Treatment Plans Criterion	3.98	4	3.98
	Practicum Supervisor Ratings – Goal Setting	4.26	4.03	4.29
	Practicum Supervisor Ratings – Counseling Focus	4.28	4.09	4.3
	Practicum Supervisor Ratings – Empathy and Caring	4.64	4.4	4.66
	Practicum Supervisor Ratings – Respect and Compassion	4.65	4.43	4.67
	Practicum Supervisor Ratings – Assessment Skills	4.15	3.93	4.17
AY 23-24	CNS 762: Special Topics Paper – Case Conceptualization Skills	4.12	4.46	4.07
	CNS 762: Special Topics Paper – Treatment	4.07	4.38	4.02

	Planning Criterion			
	CNS 770: Soloist Paper – Case Conceptualization Skills	4.28	4.00	4.34
	CNS 770: Soloist Paper – Treatment Plans Criterion	4.37	4.00	4.45
	Practicum Supervisor Ratings – Goal Setting	4.35	4.12	4.38
	Practicum Supervisor Ratings – Counseling Focus	4.36	4.08	4.39
	Practicum Supervisor Ratings – Empathy and Caring	4.65	4.39	4.68
	Practicum Supervisor Ratings – Respect and Compassion	4.70	4.43	4.73
	Practicum Supervisor Ratings – Assessment Skills	4.30	3.96	4.34

- 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*

Year	Measure	Total	Campus	Online
AY 21-22	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
AY 22-23	CNS 744b Supervisor Ratings – Goal Setting	4.47	3.96	4.53
	CNS 744b Supervisor Ratings – Counseling Focus	4.51	4	4.57
	CNS 744b Supervisor Ratings – Empathy and Caring	4.79	4.43	4.83
	CNS 744b Supervisor Ratings – Respect and Compassion	4.82	4.43	4.86
	CNS 744b Supervisor Ratings – Assessment Skills	4.28	3.95	4.32
AY 23-24	CNS 744b Supervisor Ratings – Goal Setting	4.44	3.96	4.73
	CNS 744b Supervisor Ratings – Counseling Focus	4.49	4.18	4.8
	CNS 744b Supervisor Ratings – Empathy and Caring	4.77	4.75	4.88
	CNS 744b Supervisor Ratings – Respect and Compassion	4.8	4.75	4.89
	CNS 744b Supervisor Ratings – Assessment Skills	4.27	4.1	4.78

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

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

Year	Measure	Total	Campus	Online
AY 21-22	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
AY 22-23	CNS 745b Supervisor Ratings – Goal Setting	4.65	4.36	4.69
	CNS 745b Supervisor Ratings – Counseling Focus	4.72	4.45	4.75
	CNS 745b Supervisor Ratings – Empathy and Caring	4.83	4.64	4.85
	CNS 745b Supervisor Ratings – Respect and Compassion	4.86	4.66	4.89
	CNS 745b Supervisor Ratings – Assessment Skills	4.5	4.34	4.52
AY 23-24	CNS 745b Supervisor Ratings – Goal Setting	4.65	4.54	4.67
	CNS 745b Supervisor Ratings – Counseling Focus	4.73	4.8	4.72
	CNS 745b Supervisor Ratings – Empathy and Caring	4.89	4.96	4.88
	CNS 745b Supervisor Ratings – Respect and Compassion	4.91	5.00	4.9
	CNS 745b Supervisor Ratings – Assessment Skills	4.46	4.5	4.46

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

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

Year	Measure	Total	Campus	Online
AY 21-22	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
AY 22-23	CNS 755b Supervisor Ratings – Goal Setting	4.77	N/A	4.77
	CNS 755b Supervisor Ratings – Counseling Focus	4.8	N/A	4.8
	CNS 755b Supervisor Ratings – Empathy and Caring	4.86	N/A	4.86
	CNS 755b Supervisor Ratings – Respect and Compassion	4.89	N/A	4.89
	CNS 755b Supervisor Ratings – Assessment Skills	4.53	N/A	4.53

AY 23-24	CNS 755b Supervisor Ratings – Goal Setting	4.5	N/A	4.5
	CNS 755b Supervisor Ratings – Counseling Focus	4.53	N/A	4.53
	CNS 755b Supervisor Ratings – Empathy and Caring	4.77	N/A	4.77
	CNS 755b Supervisor Ratings – Respect and Compassion	4.81	N/A	4.81
	CNS 755b Supervisor Ratings – Assessment Skills	4.28	N/A	4.28

- 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 evaluate this objective using the following measures:

- Students' self-assessment skills in CNS 737 and CNS 739
- Students' self-assessment skills 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 rate 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 a 4 (meets expectations). In AY 23-24, on average, students performed exceptionally well on the self-assessment ratings, with the lowest average rating being 4.87, which exceeds our benchmark of 4.

For measure 2, site and university supervisors evaluate 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 23-24, students, on average, exceeded the benchmark, receiving evaluations for campus and online modalities of 4.67 and 4.83, respectively.

For measure 3, we evaluate employer ratings of WFU counseling graduates on their attitude toward and receptivity to feedback. The **benchmark** for this measure is a 4. Our students who graduated between spring 2022 and spring 2024 performed exceptionally well on this indicator, collectively receiving a 5 (exceeds expectations) from their current employers.

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

We evaluate this objective using the following information:

- Categorization of clinical sites
- Services that CMHC students performed

Clinical mental health counseling students complete practicum and internship experiences in a variety of community settings and with a diverse population of clients. We broadly categorize these settings as community mental health agencies/non-profit agencies, hospitals/healthcare settings/hospice and palliative care setting, college/university/educational settings, private practices, and addiction recovery/rehabilitation centers. Although not illustrated explicitly in the results, in these diverse settings, CMHC students work 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. Many clinical mental health students complete practicum and internships in community mental health agencies, such as behavioral health centers, intensive outpatient settings, and family services, as well as 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 perform 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 is the most frequent direct service that our students perform. Regarding indirect services, CMHC students engage in report writing and preparation most frequently.

Lastly, we review clinical mental health students' ratings on the statement that they were given adequate responsibility at their clinical site. This rating is on a scale from 1 (strongly disagree) to 5 (strongly agree). The benchmark for this measure is a 4 (agree). In AY 23-24, results indicated that, on average, online and campus students agreed or strongly agreed (4.81 and 4.52, respectively) with the statement that they were given adequate responsibilities at their site.

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 evaluate 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 on goal setting, counseling focus, therapeutic presence, and assessment skills.

For measure 1, we examine 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 review 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). In AY 23-24, on average, campus and online students performed at or above expectations on both criteria, with scores ranging from 4 (campus students; assessment and diagnosis criterion of soloist paper) and 5 (campus students; assessment criterion of research project). 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 examine 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 complete a case conceptualization and treatment plan using Sperry and Sperry's model. In CNS 770, students perform a case conceptualization and treatment plan based on the Soloist. The **benchmark** that we set for both indicators is a 4 (meets expectations). For the case conceptualization criterion on each assignment, students, on average, performed very well with average scores between 4.01 and 4.57. These results indicate that, on average, our CMHC students are developing effective case conceptualization skills.

For measure 3, we examine 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 measure students' treatment planning skills based on their special topics paper treatment plan. In CNS 747, we evaluate students on their culturally sensitive SOAP note. In CNS 770, we evaluate students on their soloist paper treatment plan. The **benchmark** that we set for each of these indicators is a 4 (meets expectations). In AY 23-24, students, on average, performed well, meeting or exceeding the benchmark on each indicator. These findings suggest that our students, on average, are developing an ability to develop culturally sensitive and effective treatment plans.

For measure 4, we evaluate students' assessment, case conceptualization, and treatment planning skills in their clinical courses. We do 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 each of these indicators is a 4 (meets expectations). In AY 23-24, 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 4.22 and 4.24, respectively, exceeded our benchmark of 4. These results demonstrate that supervisors perceive that our CMHC students, on average, can apply 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 evaluate 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 evaluate 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 evaluate students' case conceptualization and treatment planning skills based on two case study assignments. In CNS 762, instructors evaluate 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). In AY 23-24 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.

The effective use of basic and advanced counseling skills leads to many positive outcomes, such as a strong therapeutic working alliance. Therefore, for measure 2, we evaluate 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 is 4 (meets expectations). In AY 23-24, students, on average, received aggregate skills ratings between 4 (meets expectations) and 5 (exceeds expectations). For CNS 737, these results reveal 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 evaluate students' ability to utilize counseling skills in practicum and internships. Along with the basic and advanced skills that we evaluate in skills courses, we add counseling focus, therapeutic presence, group counseling skills, and assessment skills. The **benchmark** that we set for each of these indicators is a 4 (meets expectations). In AY 23-24, 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 evaluate 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 evaluate students' suicide assessment mock videos in CNS 739: Advanced Counseling Skills and Crisis Management. The **benchmark** that we set for this measure is a 4 (meets expectations). In AY 23-24, online and campus students performed very well on this measure, receiving ratings of 4.51 and 4.55, 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. The **benchmark** that we set for this measure is a 4 (meets expectations). In AY 23-24, campus and online students performed well on this measure, receiving average ratings of 4.71 and 4.6, 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 evaluate 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 review our site list to determine how many sites are integrated behavioral health centers. In AY 23-24, campus students reported 12 (27.27% of sites) integrated clinical sites, and online students reported 75 (30.36% of sites) integrated clinical sites. 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 review students' ratings of the helpfulness of other professionals at their clinical site. These ratings are on a 5-point scale from 1 (strongly disagree) to 5 (strongly agree). In AY 23-24, students, on average, reported that they were able to collaborate with professionals at their clinical site in addition to their site supervisor. The **benchmark** for this measure is a 4 (agree). Results for AY 23-24 exceed this benchmark for online and campus students.

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 evaluate this objective using the following measures:

- Students' performance on the final exam in CNS 771

The measure that we use for this objective is 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 82.5% (B). In AY 23-

24, 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 evaluate this key performance indicator at multiple points in the program and with various measurements. We assess CMHC students' 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 is a 4 (meets expectations). In AY 23-24, 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 assess the reinforcement of this student learning outcome 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 measure students' case conceptualization and treatment planning skills based on their performance on their special topics paper. In CNS 770, we measure students' case conceptualization and treatment planning skills based on their performance on their soloist paper. In CNS 738b, we review supervisors' ratings of students on goal setting, counseling focus, therapeutic presence, and assessment skills. The **benchmark** that we set for these indicators is a 4 (meets expectations). In AY 23-24, results met the benchmark of 4 (meets expectations) except the assessment skills criterion for campus practicum students (3.96). The lower assessment skills rating in practicum for campus students may be explained by the fact that students complete their practicum before they complete CNS 736: Appraisal Procedures in Counseling. Nevertheless, the clinical committee and CMHC committee will review these results to determine if any curricular changes are needed to improve students' assessment skills in practicum. Taken as a whole, however, these findings demonstrate that our students are performing well in their development of case conceptualization and treatment planning skills.

We assessed CMHC students' proficiency on 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 is 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 were also high because of the online students' performances. Campus students met or exceeded the benchmark on all criteria except goal setting (3.96). 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. The clinical committee will discuss ways of improving campus students' goal-setting skills in internship 1.

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.

In AY 23-24, 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 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 students' counseling growth and development. We are pleased with the results of this evaluation. For AY 22-23, we implemented an item on students' evaluation of practicum/internships that asked students to identify the type of site that they are in (e.g., community mental health, healthcare center, college counseling center). In the future, we will add additional items that allow us to track students' clinical experiences, including the following:

- 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.

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.

In AY 23-24, students performed very well on all measures of this program objective,

demonstrating counseling skills, as well as case conceptualization and treatment planning skills. 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 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.

In AY 23-24, students performed very well on both measures of this objectives, demonstrating strong 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. 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 addiction counseling committee is also working on an application for an addiction counseling certificate that students in the CMHC and School Counseling tracks could add to their program of study. It would include CNS 776 and CNS 777, along with other courses, as well as clinical experience in addictions counseling.

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, in AY 22-23, we added an item to the students' evaluation of their practicum/internship site that asks if students 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.

In AY 22-23, 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) for assessment skills (3.96) in CNS 738b: CMHC Practicum, and goal setting (3.96) in CNS 744b: CMHC Internship 1. All students met expectations for each criterion in CNS 745b: CMHC Internship 2 and CNS 755b: CMHC Internship 3, indicating growth in goal setting and assessment skills as students' progress in the program. We will continue to monitor all our CMHC students' development of assessment, goal setting, and treatment planning skills. The CMHC committee will review these findings and make recommendations, if necessary, for curricular or programmatic changes.

**School Counseling
Program Evaluation Report
AY 2023 - 2024**

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
<p>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.</p>	<p>1. Self-Assessment Papers 2. Supervisor evaluations 3. Employer survey</p>	<p>1. During and after skills and clinical courses 2. During and after clinical courses 3. Every three years</p>	<p>1. Yearly 2. Yearly 3. Every three years</p>
<p>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.</p>	<p>1. Large Group Lesson; School Data Summary; Types of Assessments 2. Special Population intervention 3. Practicum/Internship activities 4. Site Supervisor Evaluations</p>	<p>1. Completion of 749 2. Completion of 760 3. Each semester 4. Each semester</p>	<p>1. Yearly 2. Yearly 3. Yearly 4. Yearly</p>
<p>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.</p>	<p>1. Cultures SOAP Note 2. Special Population intervention 3. Organizational Cultural Competence Staff Development 4. Supervisor Evaluations</p>	<p>1. During CNS 747 2. During CNS 760 3. During CNS 749 4. During CNS 744/745</p>	<p>1. Yearly 2. Yearly 3. Yearly 4. Yearly</p>
<p>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,</p>	<p>1. Case Studies 2. Skills Videos 3. Policy & Equity; Mission Statement; Behavioral Intervention Plan</p>	<p>1. During CNS 741 2. During CNS 737 & 739 3. During CNS 749 4. During clinical</p>	<p>1. Yearly 2. Yearly 3. Yearly 4. Yearly</p>

individual planning, responsive services, and system support.	4. Supervisor evaluations	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	Mission Statement; Large Group Lesson; School Data Summary; Types of Assessments	Project Eval.	CNS 744	Sup. Eval.	Observer Rating
				CNS 760			CNS 745		Sup. Eval.

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

Year	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
AY 22-23	CNS 737 – Self-Assessment	4.93	5	4.93
	CNS 739 – Self-Assessments	4.89	5	4.88
	Clinical Courses	4.88	4.88	4.88
AY 23-24	CNS 737 – Self-Assessment	4.93	4.96	4.85
	CNS 739 – Self-Assessments	4.95	4.92	4.97
	Clinical Courses	4.96	4.96	4.96

- 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

Year	Total	Campus	Online
AY 21-22	4.83	4.76	4.89
AY 22-23	4.72	4.54	4.79
AY 23-24	4.72	4.69	4.74

- 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 of Employer Survey Item, Attitude Toward and Receptivity to Feedback

2019-2021	Attitude Toward and Receptivity to Feedback	5.0*
2022-2024	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 AssessmentsTable 6: *Average Percentage Grades of Students on Large Group Lesson, School Data Summary, and Types of Assessments Assignments*

Year	Measure	Total	Campus	Online
AY 21-22	Large Group Lesson*	3.94	5	3.73
	School Data Summary**	91.56%	100%	87.86%
	Types of Assessments**	98%	100%	97.14%
AY 22-23	Large Group Lesson*	4.48	5	4.41
	School Data Summary**	98.1%	100%	97.33%
	Types of Assessments**	95.7%	100%	94%
AY 23-24	Large Group Lesson*	4.14	4.67	4.03
	School Data Summary**	93.96%	100%	93.16
	Types of Assessments**	90.43%	100%	89.16%

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

Measure 2: Special Population Intervention Ratings in CNS 760Table 7: *Student Average Percentage Grades on Their Special Populations Presentation in CNS 760*

Year	Measure	Total	Campus	Online
AY 21-22	Special Populations Program Development and Presentation	95.6%	100%	93.44%
AY 22-23	Special Populations Program Development and Presentation	5*	5*	5*
AY 23-24	Special Populations Program Development and Presentation	4.82	5	4.78

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

Measure 3: Clinical ActivitiesTable 8: *Number and Percentage of Direct Services Performed by School Counseling Students in Clinical Courses*

Year	Modality	Total	Large Group Guidance	Individual or Small Group Guidance	Consultation	Small Group Counseling	Individual Counseling
AY	Online	2,661.08	542.5	601.5	387.5	228.75	900.83

21-22			(33.96%)	(37.65%)	(24.26%)	(14.32%)	(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%)
AY 22-23	Online	2,670.23	626.25 (23.45%)	739.1 (27.68%)	419 (15.7%)	109.25 (4.09%)	776.63 (29.08%)
	Campus	1,135.17	381.5 (33.6%)	214 (18.9%)	208.75 (18.4%)	74.5 (6.6%)	256.42 (22.6%)
AY 23-24	Online	4807.44	641.58 (13.35%)	1369.24 (28.48%)	799.12 (16.62%)	406.75 (8.46%)	1590.75 (33.09%)
	Campus	962.00	131 (13.62%)	158.25 (16.45%)	179.50 (18.66%)	54.00 (5.61%)	439.25 (45.66%)

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

Year	Modality	Total	Coordination: Research, Program Management	Other Indirect
AY 21-22	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%)
AY 22-23	Online	2,146.08	1,010.5 (47.1%)	1,135.58 (52.9%)
	Campus	961.41	238.41 (24.8%)	723 (75.2%)
AY 23-24	Online	3735.94	956.84 (19.17%)	2779.10 (55.69%)
	Campus	549.00	147.25 (14.30%)	401.75 (39.01%)

Measure 4: Supervisor Ratings of School Counseling Students

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

Year	Measure	Total	Campus	Online
AY 21-22	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
AY 22-23	CNS 738a – Counseling Skills	4.24	4.37	4.19
	CNS 744a – Counseling Skills	4.27	4.09	4.38
	CNS 745a – Counseling Skills	4.45	4.58	4.4
	CNS 755a – Counseling Skills	4.73	N/A	4.73
AY 23-24	CNS 738a – Counseling Skills	4.28	4.13	4.34

	CNS 744a – Counseling Skills	4.31	4.24	4.34
	CNS 745a – Counseling Skills	4.62	4.68	4.58
	CNS 755a – Counseling Skills	N/A	N/A	N/A

- 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

Year	Measure	Total	Campus	Online
AY 21-22	CNS 747: Culturally Sensitive SOAP Note	4.5	4.4	4.51
AY 22-23	CNS 747: Culturally Sensitive SOAP Note	4.7	5	4.7
AY 23-24	CNS 747: Culturally Sensitive SOAP Note	4.63	4.57	4.68

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

Measure 2: Special Population Intervention Assignment Grades in CNS 760

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

Year	Measure	Total	Campus	Online
AY 21-22	Special Populations Program Development and Presentation	95.6%	100%	93.44%
AY 22-23	Special Populations Program Development and Presentation	5*	5*	5*
AY 23-24	Special Populations Program Development and Presentation	4.82	5	4.78

- Average Percentage Grades out of 100%

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

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

Year	Measure	Total	Campus	Online
AY 21-22	CNS 749: Organizational Cultural Competence: Staff Development	97.5%	100%	96.42%
AY 22-23	CNS 749: Organizational Cultural Competence:	97.1%	100%	96%

	Staff Development			
AY 23-24	CNS 749: Organizational Cultural Competence: Staff Development	95.62%	100%	95.03%

- 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*

Year	Measure	Total	Campus	Online
AY 21-22	Supervisor Ratings – Multicultural Counseling Competence	4.45	4.34	4.53
AY 22-23	Supervisor Ratings – Multicultural Counseling Competence	4.3	4.28	4.31
AY 23-24	Supervisor Ratings – Multicultural Counseling Competence	4.38	4.43	4.36

- 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*

Year	Measure	Total	Campus	Online
AY 21-22	CNS 741: Case Studies – Case Conceptualization	4.6	4.86	4.56
	CNS 741: Case Studies – Treatment Planning	4.45	4.89	4.37
AY 22-23	CNS 741: Case Studies – Case Conceptualization	4.57	4.54	4.58
	CNS 741: Case Studies – Treatment Planning	4.62	4.79	4.59
AY 23-24	CNS 741: Case Studies – Case Conceptualization	4.32	4.54	4.28
	CNS 741: Case Studies – Treatment Planning	4.30	4.88	4.19

- 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*

Year	Measure	Total	Campus	Online
AY 21-22	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
AY 22-23	CNS 737: Video 1	4.57	4.68	4.56
	CNS 737: Video 2	4.55	4.73	4.53
	CNS 739: Video 1	4.69	4.47	4.72
	CNS 739: Video 2	4.69	4.61	4.7
AY 23-24	CNS 737: Video 1	4.58	4.75	4.46
	CNS 737: Video 2	4.72	5.00	4.61
	CNS 739: Video 1	4.50	4.56	4.47
	CNS 739: Video 2	4.62	4.64	4.61

- 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

Year	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%
AY 22-23	Policy and Equity	99.05%	100%	98.67%
	Mission Statement	96.43%	100%	95%
	Behavioral Intervention Plan	96.19%	100%	94.67%
AY 23-24	Policy and Equity	96.98%	100%	96.58%
	Mission Statement	96.82%	100%	96.4%
	Behavioral Intervention Plan	95.69%	100%	95.11%

- 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

Year	Measure	Total	Campus	Online
AY 21-22	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
AY 22-23	CNS 738a – Counseling Skills	4.24	4.37	4.19
	CNS 744a – Counseling Skills	4.28	4.09	4.38
	CNS 745a – Counseling Skills	4.45	4.58	4.4
	CNS 755a – Counseling Skills	4.73	N/A	4.73
AY 23-24	CNS 738a – Counseling Skills	4.28	4.13	4.34

	CNS 744a – Counseling Skills	4.31	4.24	4.34
	CNS 745a – Counseling Skills	4.62	4.68	4.58
	CNS 755a – Counseling Skills	N/A	N/A	N/A

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

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

Year	Measure	Total	Campus	Online
AY 21-22	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
AY 22-23	CNS 738a – PDBs	4.52	4.5	4.53
	CNS 744a – PDBs	4.45	4.24	4.57
	CNS 745a – PDBs	4.7	4.66	4.72
	CNS 755a – PDBs	4.95	N/A	4.95
AY 23-24	CNS 738a – PDBs	4.66	4.44	4.76
	CNS 744a – PDBs	4.48	4.45	4.50
	CNS 745a – PDBs	4.82	4.79	4.83
	CNS 755a – PDBs	N/A	N/A	N/A

- 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*

Year	Measure	Total	Campus	Online
AY 21-22	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
AY 22-23	Program Evaluation Case Study – Needs Assessment Criterion	4.57	4.63	4.57
	Program Evaluation Case Study – Program Evaluation Criterion	4.7	4.5	4.72
AY 23-24	Program Evaluation Case Study – Needs Assessment Criterion	4.41	4.5	4.39
	Program Evaluation Case Study – Program Evaluation Criterion	4.65	4.69	4.65

- 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*

Year	Measure	Total	Campus	Online
AY 21-22	CNS 749 – School Data Summary	91.5%	100%	87.86%
	CNS 749 – Type of Assessments	98%	100%	97.14%
AY 22-23	CNS 749 – School Data Summary	98.1%	100%	97.33%
	CNS 749 – Type of Assessments	95.7%	100%	94%
AY 23-24	CNS 749 – School Data Summary	93.96%	100%	93.16%
	CNS 749 – Types of Assessments	90.43%	100%	89.16%

- 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*

Year	Measure	Total	Campus	Online
AY 21-22	CNS 747: Culturally Sensitive SOAP Note	4.5	4.4	4.51
AY 22-23	CNS 747: Culturally Sensitive SOAP Note	4.7	5	4.7
AY 23-24	CNS 747: Culturally Sensitive SOAP Note	4.63	4.57	4.68

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

Measure 2: Special Population Intervention Ratings in CNS 760

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

Year	Measure	Total	Campus	Online
AY 21-22	Special Populations Program Development and Presentation	95.6%	100%	93.44%
AY 22-23	Special Populations Program Development and Presentation	5*	5*	5*
AY 23-24	Special Populations Program Development and Presentation	4.82	5	4.78

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

Measure 3: Advocating for the Role of School CounselorsTable 24: *Student Average Percentage Grades on Advocating for the Role of School Counselors Assignment in CNS 749*

Year	Measure	Total	Campus	Online
AY 21-22	Advocating for the Role of School Counselors	97.34%	100%	96.2%
AY 22-23	Advocating for the Role of School Counselors	94.3%	100%	92%
AY 23-24	Advocating for the Role of School Counselors	95.69%	100%	95.11%

- Average Percentage Grades out of 100%

Measure 4: Supervisor Evaluations of School Counseling Students' Multicultural Counseling CompetenceTable 25: *Average Supervisor Ratings of School Counseling Students' Multicultural Competence*

Year	Measure	Total	Campus	Online
AY 21-22	Supervisor Ratings – Multicultural Counseling Competence	4.45	4.34	4.53
AY 22-23	Supervisor Ratings – Multicultural Counseling Competence	4.3	4.28	4.31
AY 23-24	Supervisor Ratings – Multicultural Counseling Competence	4.38	4.77	4.48

- 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 MeasureTable 26: *Supervisor Ratings of School Counseling Students' Counseling Skills*

Year	Measure	Total	Campus	Online
AY 21-22	CNS 738a – Counseling Skills	4.36	4.18	4.44
AY 22-23	CNS 738a – Counseling Skills	4.24	4.37	4.19
AY 23-24	CNS 738a – Counseling Skills	4.28	4.13	4.34

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

Reinforcement MeasuresTable 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
AY 21-22 – Assignments in CNS 749	Large Group Lesson*	3.94	5	3.73
	Mission Statement**	94.99%	100%	92.84%
	School Data Summary**	91.56%	100%	87.86%
	Types of Assessments**	98%	100%	97.14%
AY 22-23 – Assignments in CNS 749	Large Group Lesson*	4.48	5	4.41
	Mission Statement**	96.43%	100%	95%
	School Data Summary**	98.1%	100%	97.33%
	Types of Assessments**	95.7%	100%	94%
AY 23-24 Assignments in CNS 749	Large Group Lesson*	4.18	4.67	4.05
	Mission Statement**	96.82%	100%	96.4%
	School Data Summary**	93.96%	100%	93.16%
	Types of Assessments**	90.43%	100%	89.16%

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

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

Year	Measure	Total	Campus	Online
AY 21-22	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
AY 22-23	CNS 744a – Counseling Skills	4.28	4.09	4.38
	CNS 745a – Counseling Skills	4.45	4.58	4.4
	CNS 755a – Counseling Skills	4.73	N/A	4.73
AY 23-24	CNS 744a – Counseling Skills	4.31	4.24	4.34
	CNS 745a – Counseling Skills	4.62	4.68	4.58
	CNS 755a – Counseling Skills	N/A	N/A	N/A

- 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 evaluate this objective using the following measures:

- Students' self-assessment skills in CNS 737 and CNS 739
- Students' self-assessment skills 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 rate 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 23-24, on average, school counseling students performed exceptionally well on the self-assessment ratings, with the lowest average rating being 4.85, which exceeds our benchmark of 4.

For measure 2, site and university supervisors evaluate school counseling 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 23-24, students, on average, exceeded the benchmark, receiving evaluations for campus and online modalities of 4.69 and 4.74, respectively.

For measure 3, we evaluate employer ratings of WFU counseling graduates on their attitude toward and receptivity to feedback. The **benchmark** for this measure is a 4. Our students who graduated between spring 2022 and spring 2024 performed exceptionally well on this indicator, collectively receiving a 5 (exceeds expectations) from their current employers.

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 evaluate 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 of this program objective. The **benchmark** that we set for the large group lesson is a 4 (meets expectations), and the **benchmark** that we set for the school data summary and types of assessments indicators is an 82.5% (B). We have 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 submit the other two assignments through Canvas where they are graded with a traditional grading rubric only. In AY 23-24, students exceeded the benchmark for each of these indicators, demonstrating competence in designing, delivering, and evaluating school counseling programs.

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.

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 a 4 (meets expectations). On average, online and campus students exceeded this benchmark (4.78 and 5, respectively), demonstrating a keen ability to design and evaluate a plan that addresses a significant issue for youth at multiple levels.

For measure 3, we gather and review information regarding the direct and indirect service activities that school counseling students experienced in practicum and internships in summer 2023, fall 2023, and spring 2024. 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 23-24. For direct counseling services, not surprisingly, but importantly, the most common activity for online and campus students was individual counseling (33.09% and 45.66%, respectively). The second most common direct service activity for online students was individual or small group guidance (28.48%). For campus students, the second most frequent activity was consultation (18.66%). The least common activity for both online and campus school counseling students was small group counseling (8.46% and 5.61%, respectively). We also gathered and reviewed school counseling students' indirect counseling activities. For online and campus students, most indirect activities were in "other" indirect services. 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 evaluate 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 4.13 (campus practicum) to 4.68 (campus internship II). These results are positive, and there are areas for growth. When we disaggregate these results by specific skills, there is room for improvement regarding reflections of feeling (3.81, campus practicum), reflections of meaning (3.71, campus practicum I), confrontation (3.89, campus practicum; 3.9, online practicum; 3.75, campus internship I), goal setting (3.93, campus practicum; 3.8, campus internship), and assessment skills (3.9, campus internship I; 3.94 online internship I). The school counseling committee will discuss ways of helping school counseling practicum students with reflections of feeling and meaning, confrontation, goal setting, and assessment skills. Some of these results are understandable, such as the lower goal setting ratings in practicum and lower assessment skills ratings in internship I, as campus students would not have completed advanced skills during practicum, and internship I students would not have completed appraisal procedures during internship I. Nevertheless, based on these results, the school counseling committee will discuss ways of bolstering these skills during students' practicum and internship experiences.

In sum, results for this measure provide strong evidence that our students are developing knowledge and skills to design, deliver, 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 evaluate 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 evaluate instructor ratings of students on their culturally responsive SOAP note assignment 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 is a 4 (meets expectations). Online and campus students' average ratings on this measure in AY 23-24 exceeded the benchmark, receiving ratings of 4.68 and 4.57, respectively.

For measure 2, we review school counseling students' average ratings on their special topic/populations project in CNS 760: Issues in School Counseling. The **benchmark** for this measure is a 4 (meets expectations). In AY 23-24, online and campus school counseling students exceeded this benchmark, receiving average ratings of 4.78 and 5, respectively, which exceeds the benchmark for this measure.

For measure 3, we review 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 is 82.5% (B).

In AY 23-24, online and campus school counseling students, on average, performed very well on this measure, receiving percentage grades of 95.03% and 100%, respectively.

For measure 4, we review university and site supervisors' midterm and final evaluations of school counseling students' multicultural counseling competence. The **benchmark** that we set for this measure is a 4 (meets expectations). In AY 23-24, as illustrated in Table 14, online and campus school counseling students exceeded this benchmark, receiving average supervisor ratings of 4.36 and 4.43, 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 evaluate 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 evaluate 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 in the program. The **benchmark** that we set for this measure is a 4 (meets expectations). In AY 23-24, as illustrated in Table 15, online and campus students performed very well on the case conceptualization and treatment planning criteria of this measure, with ratings of 4.28 and 4.54 on case conceptualization and 4.19 and 4.88 on treatment planning, respectively.

For measure 2, we evaluate 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 evaluate students on nonverbal skills, attending skills, questions, reflections of content, reflections of feeling, reflections of meaning, and summarizations. In CNS 739, we evaluate students on all the skills, as well as confrontation, goal setting, and suicide assessment. The **benchmark** that we set for these measures is a 4 (meets expectations). As illustrated in Table 16, in AY 23-24, students performed very well on their basic and advanced skills, receiving, on average, ratings well above the benchmark of 4.

For measure 3, we evaluate 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 is 82.5% (B). For the policy and equity assignment, students identify two school district policies/legislation that could affect

equity negatively. For the mission statement assignment, using information from practicum or internship sites, students create a school counseling mission statement that aligns with the ASCA National Model guidelines. For the behavioral intervention plan, school counseling students develop a behavioral intervention plan for a fictitious student who is exhibiting behaviors that are consistent with ADHD. In AY 23-24, online and campus school counseling students performed exceptionally well on each of these indicators, receiving average percentage grades between 95.11 (online students, behavioral intervention grade percentage) and 100% (campus, all indicators).

For measure 4, we review supervisors' evaluations of school counseling 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 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 is 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 evaluate 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 evaluate 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 is a 4 (meets expectations). In AY 23-24, as illustrated in Table 20, online and campus students performed above the benchmark for this measure, receiving ratings between 4.39 (online students, needs assessment criterion) and 4.69 (campus students, program evaluation criterion).

For measure 2, we evaluate 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 is 82.5% (B). Students performed above this benchmark for both indicators, receiving average grade percentages between 89.16% (online school counseling students, types of assessment) 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 evaluate 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 evaluate instructor ratings of students on their culturally sensitive SOAP note assignment 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 is a 4 (meets expectations). Online and campus students' average ratings on this measure in AY 23-24 exceeded the benchmark, receiving ratings of 4.68 and 4.57, respectively.

For measure 2, we review school counseling students' average ratings on their special topic/populations project in CNS 760: Issues in School Counseling. The **benchmark** for this measure is a 4 (meets expectations) In AY 23-25, online and campus school counseling students exceeded this benchmark, receiving average ratings of 4.78 and 5, respectively (exceeds expectations).

For measure 3, we evaluate students' average grade percentage on their advocating for the role of school counselors assignment 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 is 82.5% (B). In AY 23-24, online and campus school counseling students' average grade percentages exceeded this benchmark. On average, online and campus school counseling students received grades of 95.11% and 100%, respectively.

For measure 4, we examine supervisors' ratings of school counseling students' multicultural counseling competence. The **benchmark** that we set for this measure is a 4 (meets expectations). As illustrated in Table 25, in AY 23-24, online and campus counseling students exceeded this benchmark, receiving average supervisor ratings of 4.48 and 4.77, 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 evaluate this key performance indicator (KPI) at multiple points in the program and with various measurements. We introduce this KPI in CNS 738a: School Counseling Practicum by evaluating students' aggregated counseling skills development. The **benchmark** that we set for this measure is a 4 (meets expectations). As illustrated in Table 26, in AY 23-24, 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 4.34, and campus school counseling practicum students received average counseling skills

ratings of 4.13. Each of these ratings exceeds our benchmark of 4.

We reinforce 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 rate students' performance on a rating scale of 1 (harmful) to 5 (exceeds expectations). The **benchmark** that we set for this indicator is a 4 (meets expectations). We exceeded this expectation for campus and online school counseling students with ratings of 4.67 and 4.05, respectively. For the other three assignments, the **benchmark** is 82.5% (B). Online and campus school counseling students performed very well on these indicators, receiving average grade percentages between 89.16% (online students, types of assessments) and 100% (campus students, each assignment).

We examine students' proficiency on this KPI by reviewing site and university supervisors' ratings of school counseling students' counseling skills in internship courses. The **benchmark** that we set for these indicators is a 4 (meets expectations) In AY 23-24, 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 4.24 (campus CNS 744a students) and 4.68 (campus CNS 745a).

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.

In AY 23-24, 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 combination, these indicators demonstrate school counseling students' ability to self-evaluate, as well as 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 each indicator, our results met or 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 are also 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 23-24:

- Like AY 21-22, and AY 22-23, in AY 22-23, the direct service in which school counseling students least engaged was small group counseling experiences. The school counseling committee will continue to monitor and review this result to determine whether programmatic or curricular steps should be taken to increase these activities.
- 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 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.

Regarding individual counseling skills that, on average, fell below the benchmark of 4 (meets expectations), the school counseling committee will meet to discuss recommendations.

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 consistent, 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 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, like 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 accurately demonstrate our students' strong 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, equity, 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, equity, and inclusion committee has been active in its efforts to enhance diversity, equity, and inclusion.

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. 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.

Starting in fall 2024, all online school counseling courses that have fewer than 20 students enrolled in them which, currently, is all of them, will be taught by permanent faculty members. This includes content courses, such as CNS 749, and clinical courses. We believe this change will be a more efficient use of our resources, as well as give permanent faculty members more direct interactions with students. This change will also positively inform revising faculty members' decisions about course improvements.