

# Milligan University Counselor Program Evaluation

YEAR IN REVIEW: 2020-2021

COMPLETED: DECEMBER , 2021

PREPARED BY COUNSELOR EDUCATION PROGRAM FACULTY

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## COUNSELOR EDUCATION PROGRAM OVERVIEW

The Clinical Mental Health Counselor Education Program (CEP) is a two-year, 60 credit hour curriculum that prepares graduates to pursue licensure as a Licensed Professional Counselor (LPC). The curriculum consists of 45 credit hours of required coursework in human behavior and development, evidence-based practice, effective counseling strategies, ethical practice, and other core knowledge areas; 9 credit hours of clinical experience (practicum and internships); and 6 elective hours from selected topics. Because Milligan is a Christian Liberal Arts University, part of the required coursework includes an ongoing discussion and examination of the theoretical and practical aspects of the integration of faith and learning.

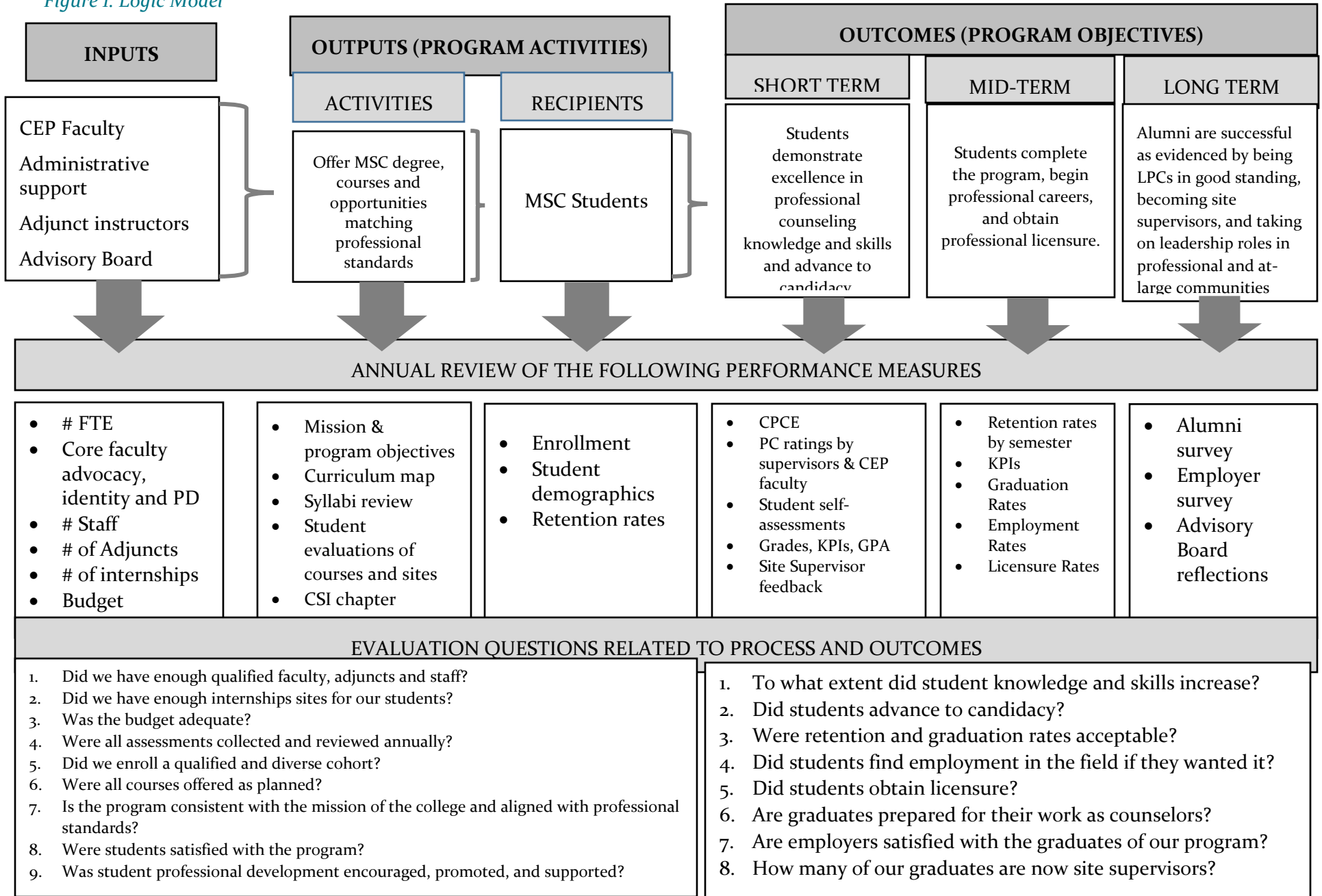
### PROGRAM EVALUATION OVERVIEW

The annual program evaluation is the culmination of regular and systematic review of program objectives and performance measures involving all relevant stakeholders, including current faculty, staff, adjunct instructors, students, site supervisors, employers, and an Advisory Board. The evaluation process is guided by a Logic Model, which outlines the resources, activities, and outcomes as well as the multiple performance measures used to evaluate the Milligan University Counselor Education Program. The results of the 2019-2020 evaluation questions are provided in this report.

Abbreviations used in Program Evaluation defined:

AC	Addictions Counseling
CEP	Counselor Education Program
CPCE	Counselor Preparation Comprehensive Examination
CMHC	Clinical Mental Health Counseling
FTE	Full-time Equivalency
KPI	Key Performance Indicators
MSC	Master of Science in Counseling
PC	Professional Competencies
PIE	Practicum and Internship Experiences Coordinator
SC	School Counseling

Figure 1. Logic Model



## EVALUATION TIMELINE

Table 1. Evaluation Timeline

Process Evaluation		
Assessment Measure	Responsible Party	Schedule
# of FTE, staff, and adjuncts	MSC Director- Dr. Sapp	Annual-September
Core faculty advocacy, identity and professional development activities	Core CEP faculty- Dr. Browning, Dr. Hymes, Dr. Nefos-Webb, Dr. Sapp	Annual-September
# of supervised internship sites	Practicum & Internship Experiences (PIE) Coordinator- Dr. Sapp	End of each semester
Funding sources (budget)	MSC Director- Dr. Sapp	Annual-August
Review of Mission, Goals, and Objectives	All MSC faculty	Annual-January
Curriculum map and syllabus review	Counseling faculty	Every 2 years-January, even years
Student evaluations of courses and sites	All MSC faculty & PIE coordinator	End of each semester & field experience
Membership Chi Sigma Iota International Honor Society for Counselors	Local Chapter, Chi Mu Chi, Faculty Advisor Dr. Browning	Biennial Reports- Info summarized for Program Evaluation
Student enrollment and demographics	MSC Program Director	Annual-Sept
Outcome Evaluation		
Assessment Measure	Responsible Party	Schedule
CPCE results	MSC Director- Dr. Sapp	Annual-August
Professional competencies as rated by faculty	MSC Director- Dr. Sapp	Annual- Fall
Professional competencies as rated by supervisors	PIE Coordinator- Dr. Sapp	Annual-Fall
Growth Edges as rated by students	PIE Coordinator- Dr. Sapp	Annual-Fall

Site Supervisor Program-level Feedback	PIE Coordinator- Dr. Sapp	End of student experience
Retention & graduation rates	MSC Director- Dr. Sapp	Annual-Fall
<b>Outcome Evaluation</b>		
<b>Assessment Measure</b>	<b>Responsible Party</b>	<b>Schedule</b>
Grades, KPIs and GPA	All CEP faculty (as advisors)	End of each semester
Advisory Board recommendations & reflections	MSC Director- Dr. Sapp	(Semi-)Annual meeting (Jan & Aug)
NCE and/or Praxis passing rates	MSC Director- Dr. Sapp	As students take them
Licensure rates	Administrative Assistant	Annual-August
Employment rates	Administrative Assistant	Annual-August
Alumni Survey	Administrative Assistant	First, Third, and Fifth year after graduation-October
Employer Survey	Administrative Assistant	Every 2 years-February, odd years

## EVALUATION OF PROGRAM INPUTS

Evaluation of program inputs was guided by the following questions:

1. Did we have enough qualified faculty and adjuncts?
2. Did we have enough internships sites for our students?
3. Was the budget adequate?

### RESULTS

#### Faculty, Adjunct Faculty and Staff

Core faculty in the Counselor Education Program (CEP) included Dr. Christine Browning, Dr. Aaron Hymes, Dr. Rebecca L. Sapp, and Dr. Shauna Nefos Webb. In addition, Dr. John Paul Abner and Dr. Joy Drinnon, full-time faculty from the related area of psychology, as well as Dr. Jack Holland, full-time faculty from the Master of Divinity program, also taught core courses. Furthermore, the program used three adjunct instructors to cover core courses during this year in review: Dr. Greg Wallace (SC), Mr. David Sapp (CMHC), and Ms. Colleen Weems (SC). Full-time equivalent (FTE) students enrolled was Summer (2020)- 20; Fall (2020)- 27.83; Spring (2021)- 26, with an average of 24.61. The FTE for faculty was 5.31, resulting in a student: faculty ratio of 4.63. (See COUN Students enrolled and COUN courses taught in **Appendix A** as supporting documentation.)

To keep abreast of the current counseling profession's best practices in today's multicultural and pluralistic society, the Milligan University administration supports financially and with time attendance at professional conferences and other learning venues. In 2020-2021 the core Counseling faculty were able to attend and/or participate in the following:

Dr. Christine Browning:

- (May, 2021) *The Complexity of Adaptation to Trauma*, Jana Pressley, Digital Seminar (2.5 CEs) PESI
- (May, 2021) *Understanding Trauma: Foundations*, Bessel van der Kolk, Digital Seminar (2 CEs) PESI
- (January, 2021) *Equity in Psychological Testing: A Historical Perspective*, Pearson Clinical Assessments training webinar. (1 hour)
- (September & November, 2020; January & March, 2021) *Externship*, The Seattle School of Theology & Psychology, The Allender Center, Seattle, WA. (100 CE) Virtual
- (October, 2020) *Helping Clients Who Have Experienced Domestic Violence*, Heidi Bennett, Kimberly Page, Roxanne Pennington, (2 CEs) AGAPE Nashville, TN
- (June, 2020) *Clinical Applications of the Polyvagal Theory with Stephen Porges, Ph.D.: Trauma, Attachment, Self-Regulation & Emotions*. (Live Webinar (6.25 CEs) PESI

Dr. Aaron Hymes:

- (April, 2021) *Addiction and Recovery 2021: The Latest Findings from Neuroscience Research*. NAADAC Webinar



- (February, 2021) Chemical dependency and controlled substance prescribing Continued Medical Education session presented to the First District Dental Society District
- (January, 2021) Counseling Adolescent and Minority Clients with Substance Abuse Disorders. NAADAC Webinar
- (December, 2020) Harm Reduction for the Clinical Setting. NAADAC Webinar

Dr. Shauna Nefos Webb:

- (May, 2021) AMHCA/ACES webinar: Distance Clinical Supervision during a Pandemic
- (April, 2021) ASERVIC webinar: *Native American Holistic Health: Culture Based Health*
- (April, 2021) Self-study CEU; *Suicide Prevention: Evidence-Based Strategies* from Professional Development Resources
- (March, 2021) AMCD webinar: *Weaponizing White Feminism*
- (February, 2021) Middle Tennessee Counselor Association Workshop: *Solution Focused Brief Counseling*
- (September, 2020) East Tennessee State University Equity and Inclusion Conference, Johnson City, TN

Dr. Rebecca Sapp:

- (December, 2020) ASERVIC Webinar. “Ethical Leaders: Maintaining Values in Toxic Times”. Presented by Elizabeth O’Brien.
- (October, 2020) Attended virtual Annual 25<sup>th</sup> Conference on Advancing School Mental Health). “Equitable & Effective School Mental Health”. Presented: “Heroes: Equitable & Effective”.
- (July, 2020) Attended “How to be an Antiracist” by Ibram X Kendi. Webinar.

### Internship Sites, Supervision, and Advisory Board

In the 2020-2021 academic year (August 1-July 31), we placed 7 CMHC and 3 SC interns as well as 11 CMHC, 4 AC, and 3 SC Practicum students at 9 different agencies and 4 school systems in addition to the on-campus Counseling Center. Practicum and Internship students still felt the effects of COVID-19 in a slower pace at most sites, but they were all able to complete their hours in the expected time.

Even at our current sites, we continue to meet and offer information and training for new site supervisors. We added 2 new site supervisors this past year.

School Counseling students returned to in-person classrooms after most schools shut down during the pandemic Spring, 2020. SC candidates completed their hours in the expected timeframe. Site supervisors expressed their appreciation for Milligan’s SC candidates being allowed to participate in all school activities.

Our MSC Advisory Board met once during the year in review in September, 2020. Our Board continues to provide helpful suggestions for site placements, continuing education opportunities, ways to meet our program evaluation goals, and other input. At this meeting, Dr. Hymes explained the current structure and curriculum plan for the Addictions Counseling concentration.

Members offered suggestions such as including an appropriate assessment for dual diagnosing and ACES prior to internship experiences.

The Advisory Board and faculty also discussed how to improve cultural and racial diversity within our program. Attendees discussed recruitment ideas as well as some improvements we can make in language in the handbook around filing grievances. In the handbook, we do explicitly let students know the process for remediation and dismissal from the program; we will also include ways students can address concerns directly with faculty or other students.

### Budget and Resources

The CEP budget was cut in the 2019-2020 year due to COVID-19, but the administration restored funding to the pre-COVID amount. The budget was sufficient to cover salaries, both full-time and adjunct pay, and two half-time student counseling assistants. In addition, the budget met faculty professional development opportunities as well as student learning needs (adequate space and technology).

One of those student learning needs is the campus Counseling Center, where all practicum and some internship students develop their skills; the budget allowed for necessary equipment and supplies. In December, 2019, the administration approved a new position for a full-time Director of the Counseling Center. We conducted a search and recommended a candidate to the Academic Dean in March, 2020. However, due to COVID-19 and budget deficits, the Cabinet decided not to fill this position in the 2020-2021 year. We anticipated this position being approved during the 2020-2021 academic year allowing for a full-time Director to begin August, 2021. However, due to budgetary reasons and faculty changing roles, the Administration denied this position. Instead, we negotiated and obtained two course releases for a full-time faculty member to staff and supervise interns at the campus Counseling Center 20 hours per week. Dr. Browning will assume this role beginning January, 2022, when she returns from her sabbatical. Other faculty, who are licensed mental health providers, may assist Dr. Browning in the supervising and staffing as they are needed and available.

## EVALUATION OF PROGRAM OUTPUTS (ACTIVITIES)

Evaluation of program outputs was guided by the following questions:

1. Were all assessments collected and reviewed annually?
2. Did we enroll a qualified and diverse cohort?
3. Were all courses offered as planned?
4. Is the program consistent with the mission of the University and aligned with professional standards?
5. Were students satisfied with the program?
6. Was student professional development encouraged, promoted, and supported?

## RESULTS

### Assessment and Evaluation Process

#### *Alumni Survey*

In late October and again in early November, we emailed a Qualtrics link to alumni, 1-year (N=10), 3-years, and 5-years (N=15) post-graduation. A total of 7 alumni responded, resulting in an overall response rate of 28%. The Advisory Board suggested a couple years ago to have the survey available at CE trainings sponsored by the program and perhaps offer a discount for alumni completing the survey; however, to date, we have not been able to try this method. The budget did not allow for a monetary or prize incentive currently, either. We will continue to brainstorm and try new ways to solicit alumni participation in our assessment.

Responses were incomplete and did not provide many comments. Course feedback post-graduation included ratings of “slightly useful” for Research Methods, Christian Perspectives, and Integration of Faith and Learning. Respondents supplied no other feedback regarding the program.

#### *Employer Survey*

We sent surveys to 16 employers of our graduates in March and again in April, 2021. Four employers responded (25% response rate); two have graduates employed 0-6 months and two graduates employed 12-24 months. All graduates are doing well showing good judgment, using evidence-based techniques, and demonstrating acceptance of diversity. A couple comments were made specific to the overall CEP. Strengths of the program mentioned included: “Milligan provided excellent clinical training in the forms of exposure to modalities, models of treatment, and trained teachers,” “organization of process and flexibility,” and “case conceptualization skills.” A suggestion of how to make the program stronger, one employer stated, “more offerings in couples/families classes.” In reply to the question of how we can help employers in the future, 3 out of 4 responded with offering CE opportunities. One suggested posting job openings, which we have started doing on our social media page.

## Enrollment and Diversity

### MSC Program Student Demographics 2012-2020

COHORT YEAR of ENTRY	TOTAL ADMITTTED	MALE	FEMALE	RACE	STATE/COUNTRY OF ORIGIN
2012	9	3	6	9 W	Tennessee/USA
2013	19	3	16	16 W, 1 AA, 1 Bi, 1 H	Kentucky, North Carolina, Tennessee, Virginia/USA; The Netherlands
2014	10	1	9	10 W	Tennessee/USA
2015	10	1	9	8 W, 1 AA, 1 B	Florida, Michigan, North Carolina, Tennessee/USA; Africa
2016	12	3	9	10 W, 1 AA, 1 Bi	Colorado, North Carolina, Tennessee/USA
2017	12	5	7	10 W, 2 AA	Tennessee; Illinois
2018	13	3	10	12 W, 1 AA	Tennessee, Michigan, NC/USA
2019	13 (8 cmhc) (5 sc)	2	11	12- W,1 AA	Tennessee, Indiana/USA
2020	19	7	12	18 W, 1 Bi	Tennessee/USA- Chile

W = White, non-Hispanic; AA = African American; B = Black; Bi = Biracial; H = Hispanic

Our diversity numbers continue to reflect the numbers in our area, but we desire to see more racial and cultural diversity in our students. We will continue to openly recruit students more from our campus diversity office, the local ethnically diverse community groups and organizations, and undergraduate colleges with more diversity. In addition, we recognize the need to do our own work as a Program to be open and welcoming for our students.

### Course Offerings

A table listing all the courses offered in the 2020-2021 calendar year is located in Appendix A. All courses were offered as planned. Core CEP faculty offered 72.8% of the courses. This meets a goal of core faculty teaching the majority of classes in the program. Faculty full-time in other departments taught 12% of the courses offered, and adjuncts covered the remaining 15.2%. One of the core faculty, Dr. Nefos Webb, will teach COUN 500M beginning summer 2021, giving even more of the responsibility for core courses to the full-time Counseling faculty.

While all courses were offered as planned, COUN 545, Trauma and Crisis, did not have enough students enrolled to be offered. This has happened the last 2 times this course has been offered. In reviewing the curriculum, the CEP think we were not giving as much attention to individuals and families in crises and thus not preparing our graduates as well as we can. Therefore, we made this course required beginning with the Fall 2019 cohort.

### Mission and Professional Standards

The CEP faculty reviewed the program in relation to the mission of the college. We see the program still aligning well with the scholarship, faith, and community goals of Milligan College/University. At the end of July, the Counseling Program received CACREP-accreditation for the remaining 6 years after the 2-year status was granted in 2019. This means we will be eligible for re-accreditation in 2027. We will continue to work to keep our standards high and in line with professional standards.

### Student Satisfaction

After every semester course, students complete course evaluations in which they provide input regarding their satisfaction with course objectives, course content, the instructor's teaching, helpfulness, and use of technology. No substantiative changes were necessary at this time.

In addition to course evaluations, students also complete an evaluation on their Practicum or Internship Experience and site supervisor. Students rated all their site supervisors positively, rating them competent and helpful. No students expressed concerns at their sites or about their site supervisors.

### Student Professional Development

Milligan University obtained chapter membership in Chi Sigma Iota in February 2020. Membership in the International Honor Society upholds our CEP mission and supports the University's mission. In addition, our local chapter, Chi Mu Chi, initiated 19 new members on June 6, 2020. Due to the shut-downs and complications presented by COVID-19, and the withdrawal from CEP for personal reasons by the newly initiated President, the fledgling chapter experienced some setbacks. However, the membership is strong, and we selected a President early in 2021. Currently qualifying students will join Chi Mu Chi in June. The chapter has plans to promote research, conference presentations, and provide help to the community as well as offer training sessions for area clinicians.

## EVALUATION OF PROGRAM OUTCOMES

Evaluation of program outcomes was guided by the following questions:

1. To what extent did student knowledge and skills increase?
2. Did the student advance to candidacy?
3. Were retention and graduation rates acceptable?
4. Did students find employment in the field if they wanted it?
5. Did students obtain licensure?
6. Are graduates prepared for their work as counselors?
7. Are employers satisfied with the graduates or our program?
8. How many of our graduates are now site supervisors?

### RESULTS

#### Student learning: Counselor Preparation Comprehensive Examination (CPCE)

Program faculty have decided to use the CPCE as one of the ways to assess that our students have the knowledge needed to be well-educated counselors. The Fall 2019 cohort took the exam at the end of May, 2021. The overall National mean was 84 (std of 16.7); Milligan's mean was 86.5 (std of 11.1). With these results, we have evidence to support we are teaching relevant content and thus achieving our short-term goal in that our students are demonstrating competency in the professional knowledge overall. We also looked at the 8 core areas and how the students performed on those tests individually.

In the Student Handbook for this cohort, we wrote that students had to pass the CPCE; we set the pass rate at greater than or equal to one standard deviation below the overall mean. Six students took the exam, and all six passed according to our established criteria.

The exam consists of 18 questions on each of the 8 areas identified by CACREP as the professional standards. The 8 areas identified are:

1. Professional Orientation and Ethical Practice
2. Social and Cultural Diversity
3. Human Growth and Development
4. Career Development
5. Counseling and Helping Relationships
6. Group Counseling and Group Work
7. Assessment and Testing
8. Research and Program Evaluation

As a cohort, our students fell below the national means in areas 2 and 3. Specifically, in Social and Cultural Diversity, three students fell below the national mean; in Human Growth and Development, four students fell below the national mean. For the Social and Cultural Diversity class (COUN 540), the instructor added an additional textbook published by ACA to help ensure some additional content knowledge. We will wait for the 2020 cohort's results before making any

content changes in Human Growth and Development course (COUN 500M) as Summer 2021 was the first summer a core faculty taught it as opposed to a non-core faculty. The new instructor commented she will likely make some changes for summer 2022 based on course evaluation information.

### Student Professional Competencies (PC) as Rated by Faculty and Site Supervisors

Faculty and site supervisors completed the Professional Competencies Rating Forms (PC) for each student. The final site supervisor PC is stored in each student's electronic file. All six students who completed internship received meets or exceeds expectations on their PCs. Twelve of the 13 students who completed Practicum in the Spring, 2021, also received all meets or exceeds expectations. One Practicum student received 3 ratings of 2, which is below expectations; this student chose to withdraw from the MSC program at the end of the summer semester, 2021. Overall, we think this is evidence to support our short-term goal of students advancing in counseling skills.

### Student Self-Assessments

Students completed self-assessments at mid-terms and finals in each semester they are in Practicum or Internship. Students report on both their strengths and growth edges. All students' self-assessments showed increasing confidence in their counseling knowledge and skills. Students rate themselves in terms of feeling competent to counsel an 8 or 8.5; they report they "always have room to grow" and site lack of experience as a reason they do not feel more competent or confident. One area commonly mentioned as getting the least experience during internship is counseling families. Families are difficult to engage, and during the pandemic experienced this year, they were nearly impossible to see in sessions. We will continue to look for more opportunities for our students to practice and gain skills in counseling families. They also report they still desire more techniques or practice engaging difficult clients as well as courage to reach out more to their supervisors for help. One way the CEP faculty can help our students is by addressing "difficult clients" even more in internship class. Also, we can brainstorm strategies for how to get the most out of supervision, including staffing cases where they feel stuck. Overall, though, we are meeting the short-term goal identified, that of students feeling they are advancing in their skills and knowledge in the profession.

### Student Grades, Key Assignments, and GPA

Another way we assess our short-term goal is through students' grades in individual courses, meeting expectations on key performance assignments, and overall GPAs. While Key Performance Indicators (KPIs) are important in evaluating both our short-term and mid-term goals, we will address these in detail in a separate section.

For the year in review (2020-2021), all the students in their second year maintained the required GPA of 3.5 or above and passed all their courses to advance toward candidacy. For the Fall 2020 cohort, one clinical mental health student withdrew due to poor grades on assignments in the first semester required courses; he attributed this to having struggles at home. In the second semester, one more student dropped citing personal and work-related concerns. And, after the 3<sup>rd</sup>

semester, one more cmhc student withdrew citing she was unsure this was the route she wanted to pursue. See more information in the Remediation and Retention section below.

### Site Supervisor Program-level feedback

During Spring break, March, 2020, one of our sites, Virginia Highlands, began telehealth and forbade interns from participating; this site has still not allowed interns to return.

All site supervisors spoke very highly of our master-level Practicum and Internship students, especially their case conceptualization, collaboration, and desire to learn. We usually collect our data from site supervisors in person. This year we conducted final meetings both over Zoom and in person, depending on the preferences of the site supervisors. All feedback was positive regarding our program and students. Site supervisors voiced appreciation for the personal meetings Milligan Practicum and Internship instructors have with them. One supervisor commented on the increase in the number of couples wanting counseling and asked if we could do even more than we are in this area. Currently, our students complete Level 1 in the Gottman Method Couples Counseling as part of their 2<sup>nd</sup> year, Fall COUN 625 (Marriage and Family Counseling) course. The MSC faculty will consider if there are other opportunities for expanding this area of counseling for our students. Site supervisors had no additional suggestions for CEP program-level improvements.

### Retention and advancement to candidacy

We have created an Excel document to help us better track and aggregate information about how students progress through the program. We have identified “Points of Progression”, and CEP faculty review the student information (i.e., GPA, PC ratings, etc.) and mark the decision of whether the student is approved, provisional, or denied progression in the program. These points of progression are defined in the Student Handbook.

The Fall 2020 cohort originally consisted of 19 students. One CMHC student dropped in the first semester, one in the second semester, and one after the third semester, all for personal or work-related reasons. Two CMHC students chose to switch to the AC concentration resulting in this cohort currently having 9 CMHC students, 4 AC students, and 3 SC students (82% retention rate currently).

From the Fall 2019 cohort, 1 SC student withdrew after falling behind in her internship hours due to personal reasons; she reported she may return in the future to complete her degree. The other 2 SC students completed their degrees in May, 2021, and the 6 remaining CMHC students completed at the end of July, 2021. Overall, we had a 62.5% retention rate with this cohort. (Appendix B shows the Retention Rates since the MSC Program began.)

### Key Performance Indicators (KPIs)

To accomplish these program objectives, the Clinical Mental Health Counseling program at Milligan University prepares students with knowledge and skills associated with the eight core areas outlined by the Counsel for Accreditation of Counseling and Related Educational Programs (CACREP), which are:



1. Professional Counseling Orientation and Ethical Practice.
2. Social and Cultural Diversity.
3. Human Growth and Development.
4. Career Development.
5. Counseling and Helping Relationships.
6. Group Counseling and Group Work.
7. Assessment and Testing.
8. Research and Program Evaluation.
9. Clinical Mental Health Specialty or Addictions Counseling Specialty

To further evaluate student mastery of the eight core areas listed above, Key Performance Indicators (KPI) listed in Appendix C identify how the counselor education faculty evaluate student mastery of the knowledge and skills associated with the eight core areas outlined above. Each KPI has multiple measures (at least 2) and is assessed at multiple points in time. The chart shows the Standard, the KPI identified for that Standard, whether the KPI is knowledge-based or skills-based, the semester in which the measurement occurs, and the criteria set for demonstrating mastery. CPCE information has already been addressed in a previous section. Going back and getting Fall 2019 identified KPI data, we have one complete cohort's cycle of KPIs to examine and use to evaluate how we are doing with both our short-term and mid-term goals. (See chart in Appendix D for Excel sheet used to track both Key Assignments and CPCE results.)

Results showed all standards but two (1- Professional Counseling Orientation and Ethical Practice and 5- Counseling and Helping Relationships) had all students meet or exceed expectations on the course KPIs. The two standards mentioned had one student below expectations on the course KPI. Noteworthy is the fact that the same assignment from COUN 510 counts for 2 standards. The course instructor changed delivery methods, rubrics on the assignment (in some cases to be more specific on the description of the desired content), and key components were emphasized during class to check verbal understanding of competencies. That instructor followed up with additional remediation efforts including an in-person meeting to verbally review concepts and require a rewrite of the KPI assignment. This student passed the CPCE for these sections and improved her writing on future assignments in the program after the remediation process.

We will continue to use these KPIs to improve our content delivery and in-course assessments to help our students gain the professional knowledge and skills necessary to be excellent professional counselors.

### Employment and Licensure

This past year (2020-2021) we are aware of 5 alumni who took the first exam toward licensure, the National Counselor Examination; all 5 passed (100% pass rate). We are aware of 3 newly licensed graduates, two LPCs in the state of Tennessee and one in Colorado.

This past year, 3 of our current students passed the Praxis II exam (100% pass rate) required for School Counseling interns. We saw 2 students successfully complete the School Counseling program and become Licensed School Counselors. One SC student chose to withdraw from the program due to job needs and family constraints.

We are pleased to report 100% job placement rate for those CMHC graduates and SC graduates seeking employment (8/8).

### Alumni Survey

The alumni surveys provided us with some evidence of success with our mid-term and long-term goals. We sent the alumni survey to 1-year, 3-year, and 5-year post-graduation alumni in late October and again in early November, 2020.

From these results, we can cautiously conclude (due to the low response rate) our graduates are satisfied with their courses, were able to find satisfactory employment in the professional field, and are on their way toward licensure as evidenced by 7 passing the first of three required exams. The CEP faculty will look at ways to prepare our graduates even more for working with couples and families, as this was offered by one of our alumni as a suggestion.

### Employer Survey and Advisory Board Recommendations

Once again, due to the low response rate from the employer survey, we cautiously conclude that those who employed our graduates are satisfied/extremely satisfied with the quality of the graduates' work. As stated above, we will continue to look for ways to prepare our students even more for work with couples and families; this seems to be a growing need in our area.

The advisory board met in September, 2020. At that meeting, the board made several suggestions that the MSC faculty will consider and implement as able. First, regarding the Addictions concentration, the question and suggestion was raised as to how and where we discuss and train for assessing and treating dual diagnoses (i.e., anxiety and addictions). Also, the need for assessing and treating trauma was stressed. The faculty will evaluate our current content and see where changes in these areas are needed.

The board also considered input regarding the program's grievance policies. The recommendation was made to make some changes to our handbook to be more specific about a few things such as how the student will be challenged in this program, how the student can and should handle conflicts with peers as well as faculty, and the specific steps students can take to file a formal grievance (including what constitutes a formal grievance). The handbook is reviewed every year, and the faculty will consider how to improve these areas in the next handbook.

## USE OF FINDINGS TO INFORM PROGRAM MODIFICATIONS

### Programmatic Decisions Based on Key Assessments

This table highlights change points in programmatic or instructional design and identifies either the policy or the data sets associated with those decisions.

<b>Date</b>	<b>Change in Program or Instructional Design</b>	<b>Policy or Data Set Associated with Change</b>
June, 2020	CSI chapter (Chi Mu Chi) established first inauguration ceremony June 6, 2020	Counseling faculty minutes; Advisory Board suggestion to aid CE offerings
May, 2020	Addictions Counseling faculty hired- Dr. Aaron Hymes, LPC, MAC	Community stakeholders; Administration; Research; Advisory Board
Sept, 2019/ Feb, 2020	COUN 545 to be a required course/ changed course name to reflect content of Trauma & Crisis Intervention	Counseling faculty meeting- Curriculum review conducted in 2019
Sept, 2019	COUN 644 dropped and integrated SC and CMHC into single assessment course- COUN 560	Counseling faculty meeting-Review of full-time CEP loads and courses offered
Aug, 2019	Launched new faculty search for Addictions Counseling specialist	Addresses adequate faculty needs
April, 2019	Proposals made and passed Academic Committee to begin Addictions Counseling subspecialty beginning Fall, 2019	Community stakeholders, Cabinet, and Counseling faculty researched need in our area; no CACREP-accredited master-level Addictions program within 2 hours of us; Opioid crisis in our area
Feb, 2019	COUN 691 and COUN 692 total 6 hours; dropped COUN 693 and 694 for SC and CMHC	Student feedback; CEP faculty meeting
Jan., 2019	Defined Key Performance Indicators using multiple measures over multiple times for each KPI	CACREP feedback; core CEP faculty reviewed; Counseling faculty meeting
Dec., 2018	Moved COUN 620 from Summer offering to Spring semester, allowing SC students to graduate in 5 semesters and be hired during the summers	Student feedback and Alumni surveys
Dec., 2018	Revised Logic Model	CACREP feedback; faculty review
July, 2018	Change in MSC Program Director- Dr. Sapp became new director	CACREP self-study response needed; personal reasons
Summer, 2018	Advisors make students aware Addiction Counseling course is required to be hired in VA. Faculty will be sure this elective course will	Site Supervisor program-level feedback

	not conflict with other required courses.	
Summer, 2018	COUN 610- Group Dynamics and Group Counseling offered in 8-week session instead of 3- week session	Student feedback
Summer, 2018	COUN 620M- Career Counseling will be offered by core CEP faculty	Alumni feedback as well as Program Evaluation for % of courses taught by core faculty/other faculty
Jan., 2018	Systematic Program Evaluation put in place	Response to accreditation application
Jan, 2018	Revised Professional Competencies Rating Form- rubric, dispositions, skill levels	Site supervisor feedback; Advisory Board recommendations; student feedback
Jan, 2018	Revised Self-Assessment Ratings- narrative responses instead of scales	Faculty and Advisory Board recommendations
Jan., 2018	Established and convened first MSC Advisory Board comprised of current students, former students, and area counseling professionals	In response to self-study and reviewers' comments- need for input into CEP from current students, former students, and area counseling professionals
Feb., 2017	Dropped COUN 553- Theories of Personality from CMHC required courses and made it an elective course; Added COUN 510-Introduction to the Counseling Profession to the MSC/CMHC list of required courses; Changed course title of COUN 550 back to Legal and Ethical Issues	In response to the self-study, CEP faculty discussed need to add a separate course to address professional standards instead of covering too much in COUN 550
Jan., 2017	Revised interview process for pre-admission candidates	In response to retention rate review, decision was made by CEP faculty to adjust admission requirements and process to select better qualified students who would be successful in the program
May, 2016	Proposed to change course name, description, and SLOs of COUN 550 from Legal and Ethical Issues to Professional Orientation and Ethical Practice	As a way to better address Professional Standards
April, 2016	Proposed Course Substitutions including CMC 7070 for COUN 650;	Provide a greater range of options for students in the MSC program

	CMC 6030 for COUN 540; and CMC 6210 for COUN 625; Expanded Program Learning Outcomes from the original 4 to 11	or students already holding a MDiv to transfer into the program; Modified Program Outcomes to address Professional Standards for CEP programs
Mar., 2016	Proposed new electives to offer MSC students more options- CMC 6010- Ministry to the Aging and Their Families; CMC 6020- Human Sexuality; CMC 6030- Counseling and Multiculturalism; CMC 6200- The Church and Family Formation; CMC 6210- The Church and Marriage and Family Therapy; CMC 7070 Suffering and Christian Care and Counseling	Response to student requests for more electives
Jan., 2016	New elective course proposed- COUN 660- Creative and Expressive Arts in Counseling	Response to student feedback requesting another elective and specifically one exploring “non-traditional” counseling techniques
Aug., 2015	Began self-study in order to apply for CACREP accreditation	In order for CEP to be more marketable and keep up with Professional Standards
Aug., 2015	Dr. Browning- Director of CEP; New hire: Shauna Nefos Webb/ CACREP Ph.D. Counseling & Student Personnel Services	Dr. Mills (Licensed Clinical Psychologist) returned to Director of Undergraduate Psychology program
July, 2015	Annual Campus Poster Presentation Conference for CEP graduate students launched	In response to need for more CEP student involvement in research-related and counseling profession-promoting activities
Aug., 2014	Updated CEP retention & remediation policy	In response to review of current policies in comparison to Professional Standards
Aug., 2014	On-campus Counseling Center began- used for Practicum and Internship Counseling training- Dr. Browning- Director	Student feedback; faculty recommendations- needed a way to observe student counseling skills and provide live supervision per Professional Standard; also service to campus community
April, 2014	Established role of Coordinator of Practicum and Internship Experiences (PIE) with job	Professional standard to have this position

	description; appointed Dr. Sapp as PIE Coordinator	
Sept., 2013	Modified Practicum hours- decreased the required number of Practicum hours from 150 to 100	Professional standard requirement for Practicum hours is 100; to not overburden students with Practicum level hours, program decreased to allow students to move to Internship-level hours sooner
Aug., 2013	New hire: Dr. Browning /Ph.D. in CACREP Counselor Education and Supervision	Needed full-time CEP faculty to replace Dr. Schnyders, who took a faculty position in OH
Jan., 2013	Modified Internship hours- raised the required number of internship hours from 400 to 600.	Professional standard requirements- began working toward CACREP accreditation
Fall, 2012	Counselor Education Program launched- Dr. Lori Mills (Program Director); Dr. Rebecca Sapp (Practicum and Internship Experiences Coordinator); Dr. Christina Schnyders; original number of required practicum hours was 150 & internship hours was 400	Met State of TN minimum practicum & internship hours required (required was 500 total)
June, 2012	MSC Catalog description submitted to Academic Committee	Full-time faculty and prospective faculty recommendations after reviewing other Counselor Education Programs
Sept., 2011	MSC Course Descriptions and Course Learning Outcomes proposed to Academic Committee; SACS prospectus submitted	Full-time faculty and prospective faculty recommendations after reviewing other Counselor Education Programs

## APPENDIX A

### COUN Students Enrolled 2020-2021

Semester	Total # of Students enrolled	# of Full-time (students enrolled full-time= 9 credit hours)	# of Part-Time (Add total # hours for all PT students /divide by full-time status- 9 hours)= [FTE for PT]	FTE students	FTE faculty (see separate tables below)  Just overall #
Summer (2020)	20	20		20	
Fall (2020)	28	26	1.83	27.83	
Spring (2021)	26	26		26 Avg- 24.61	5.31 <b>4.63:1 ratio</b>

### COUN Faculty Course loads 2020-2021

#### Summer 2020

Course Offered	Core Faculty (Hours)	Full-Time, Non-Core Faculty (Hours)	Adjunct Faculty (Hours)	Method of Delivery (hours)		
				IP	H	O
<b>Summer-Required</b>						
COUN 500M		Abner (3)				(3)
COUN 600	R. Sapp (.5)			(.5)		
COUN 610	Browning (3)			(1.5)	(1.5)	
COUN 648		Abner (3)		(1.5)	(1.5)	
COUN 670	Browning (1.5)	Holland (1.5)		(1.5)	(1.5)	
COUN 680		Drinnon (3)		(3)		
COUN 692	Hymes (3)			(3)		
COUN 693	Hymes (3)			(3)		
<b>Summer-Elective</b>						
<b>Total Credit Hours Offered = 21.5</b>	11	10.5	0	14.0	4.5	3.0

Fall 2020 (All, CMHC, AC, or SC specified)

Course Offered	Core Faculty (Hours)	Full-Time, Non-Core Faculty (Hours)	Adjunct Faculty (Hours)	Method of Delivery (hours)		
				IP	H	O
<b>Fall- Required</b>						
COUN 510 (CMHC)	Browning (3)			(3)		
COUN 520 (All)	Nefos Webb (3)			(3)		
COUN 540 (All)	Nefos Webb (3)			(3)		
COUN 550M (All)	Nefos Webb (3)					(3)
COUN 582 (AC)	Hymes (3)			(3)		
COUN 600 (All)	Nefos Webb (.5)			(.5)		
COUN 625 (CMHC, AC)	R. Sapp (3)			(2)	(1)	
COUN 645 (SC)			Weems (3)	(1.5)	(1.5)	
COUN 691 (SC)			Wallace (3)	(3)		
COUN 692 (CMHC)	Hymes (3)			(3)		
COUN 693 (AC)	Hymes (3)			(3)		
<b>Fall- Elective</b>						
COUN 535	Browning (3)			(3)		
<b>Total Credit Hours Offered = 33.5</b>	27.5		6	28	2.5	3



**J-Term 2021 (Elective only)**

Course Offered	Core Faculty (Hours)	Full-Time, Non-Core Faculty (Hours)	Adjunct Faculty (Hours)	Method of Delivery (hours)		
				IP	H	O
COUN 650	Nefos Webb (3)			(1.5)	(1.5)	

**Spring 2021 (All, CMHC, AC, or SC specified)**

Course Offered	Core Faculty (Hours)	Full-Time, Non-Core Faculty (Hours)	Adjunct Faculty (Hours)	Method of Delivery (hours)		
				IP	H	O
<b>Spring-Required</b>						
COUN 527 (AC)	Hymes (3)			(3)		
COUN 530 (ALL)	Browning (4)			(1.5)	(2.5)	
COUN 545 (ALL)	Browning (3)			(1.5)	(1.5)	
COUN 560 (ALL)	Browning (3)			(1.5)	(1.5)	
COUN 580 (AC)	Hymes (3)			(1.5)	(1.5)	
COUN 600 (All)		Drinnon (.5)		(.5)		
COUN 620 (All)	Nefos Webb (3)			(3)		
COUN 690 (All)	Hymes (3)		D. Sapp (3) Wallace (3)	(9)		
COUN 691 (SC)			Wallace (3)	(3)		
COUN 692 (CMHC)	R. Sapp (3)			(3)		
COUN 693 (AC)	Hymes (3)			(3)		
<b>Total Credit Hours Offered = 40.5</b>	31 <b>Includes J-term</b>	.5	9	32	8.5	

95.5/18 (18 is full load for faculty) = 5.31 FTE (Faculty); 69.5/95.5 hours offered by core OR 72.8% of course hours are offered by core faculty. This includes all our MSC courses.  
11/95.5 hours offered by non-core ft faculty or 12%.

## APPENDIX B

Cohort Year	Admitted into CEP/CMHC or SC	Withdrew Personal Reasons	Remediation	Failed Out of Program	Dropped to Part-time	Withdrew or Dismissed from Program for PC or Academic Integrity	Re-Entered Program	Completed
2012-2014	9							9 (100%)
2013-2015	19	4*		1 (did not pass COUN 520 twice) (appealed; denied)	1 (completed Dec., 2016)		2 add on SC; *1 re-entered (completed Dec., 2017)	15 (79%)
2014-2016	10	2						8 (80%)
2015-2017	10	1*	1 (PC; took Spring, 2017 off; completed, Dec., 2017)			1 (Practicum-remediation; internship PC-withdrew before dismissed-Fall, 2017)	*1 re-entered Fall, 2018	9 (90%)

Cohort Year	Admitted into CEP/CMHC, AC, or SC	Withdrew Personal Reasons	Remediation	Failed Out of Program	Dropped to Part-time	Withdrew or Dismissed from Program for PC or Academic Integrity	Re-Entered Program	Completed
2016-2018	12- CMHC		1 (retook COUN 510; progressing)			1		10 (1 still enrolled) (86% currently)
2017-2019	11- CMHC	1				3		
2018-2020	11- CMHC; 4- SC	1-cmhc- First week of class	1					10- cmhc (91%) 4- sc (100%)
2019-2021	7- CMHC; 1-AC;  5- SC	1- CMHC (1 <sup>st</sup> sem);  1-AC (after 3 <sup>rd</sup> sem);  2-SC (1 <sup>st</sup> sem)	1- SC					6- cmhc (86%) 0-AC (0%)  2-SC (40%) (overall- 62%)

Cohort Year	Admitted into CEP/CMHC, AC, or SC	Withdrew Personal Reasons	Remediation	Failed Out of Program	Dropped to Part-time	Withdrew or Dismissed from Program for PC or Academic Integrity	Re-Entered Program	Completed
2020-2021	14- cmhc (now 12) 2- AC (now 4) 3- SC	3- cmhc						(current 84.2% retention rate)

## APPENDIX C

### PROFESSIONAL STANDARDS WITH KEY PERFORMANCE INDICATORS (KPIS)

Key Performance Indicators (KPI) listed below identify how the counselor education faculty evaluate student mastery of the knowledge and skills associated with the eight core areas outlined above. Each KPI has multiple measures (at least 2) and is assessed at multiple points in time. The chart below shows the Standard, the KPI identified for that Standard, whether the KPI is knowledge-based or skills-based, the semester in which the measurement occurs, and the criteria set for demonstrating mastery.

CPCE= Counselor Preparation Comprehensive Examination; K=Knowledge; S= Skills; StD= Standard Deviation

Professional Standard Area	Key Performance Indicator	K/S	Semester Assessed	Criteria for Meets Expectations	Exceeds Expectations	Below Expectations
Professional Counseling Orientation and Ethical Practice	<b>Measure 1:</b> COUN 510 Professional Identity Paper	K	1	Rec'd grade of 84-92: Student is able to articulate the 2020 definition of Counseling and describe the history and philosophy of the counseling profession, the particular specialty area in which the student is enrolled (clinical mental health or addictions counseling,) and why the student chose this particular concentration.	Rec'd grade of 93 or above: Student provided more than the basics in articulating the 2020 definition of Counseling and describing the history and philosophy of the counseling profession, the particular specialty area in which the student is enrolled (clinical mental health or addictions counseling,) and why the student chose this particular concentration.	Rec'd grade below 84: Student did not articulate well either the definition of Counseling, or the history and philosophy of the counseling profession, or the particular specialty area in which the student is enrolled (clinical mental health or addictions counseling, or why the student chose this particular concentration. <b>Remediation plan-</b> Student will discuss deficits with instructor and rewrite the assignment to meet expectations.
	<b>Measure 2:</b> CPCE	K	6	Exam score within 1 StD of Mean (using National Statistics provided by the Center for Credentialing and Education- CCE)	Exam score above 1 StD of Mean (using National Statistics provided by the CCE)	Below 1 StD of Mean (using National Statistics provided by the CCE)- <b>Remediation plan-</b> Student will retake the Exam up to 2 more times to achieve "Meets"

Professional Standard Area	Key Performance Indicator	K/S	Semester Assessed	Criteria for Meets Expectations	Exceeds Expectations	Below Expectations
Social and Cultural Diversity	<b>Measure 1:</b> COUN 540 Cultural Diversity in Counseling – Case conceptualization and treatment plan Research Paper	K	4	<p>Rec'd grade of 84-92:</p> <p>Student was able to draw on all the social and cultural diversity constructs examined in COUN 540, including the MSJCCs(*) to develop and justify a comprehensive and client-specific approach to counseling an individual presented in a case study. Student included current research to justify a theoretical foundation, course of action, priority of presenting problems, clinical themes, proposed counseling goals, process, techniques, and evaluation of intervention effectiveness. The proposed approach was an appropriate match to client needs, identities, and sociocultural context. (*Multicultural Social Justice Counseling Competencies)</p>	<p>Rec'd grade of 93 or above:</p> <p>Student demonstrated advanced understanding and articulation of the social and cultural diversity constructs examined in COUN 540, including the MSJCCs to develop and justify a comprehensive and client-specific approach to counseling an individual presented in a case study. Student included current research to justify a theoretical foundation, course of action, priority of presenting problems, clinical themes, proposed counseling goals, process, techniques, and evaluation of intervention effectiveness. The proposed approach was an appropriate match to client needs, identities, and sociocultural context.</p>	<p>Rec'd grade below 84:</p> <p>Student inaccurately applied or misunderstood key social and cultural diversity constructs and the MSJCCs examined in COUN 540 and/or did not appropriately develop and justify a comprehensive and client-specific approach to counseling an individual presented in a case study. Student may have failed to include current research to justify a theoretical foundation, course of action, priority of presenting problems, clinical themes, proposed counseling goals, process, techniques, and evaluation of intervention effectiveness. The proposed approach did not match client needs, identities, and sociocultural context. <b>Remediation plan-</b> - Student will discuss deficits with instructor and rewrite the assignment to meet expectations.</p>
	<b>Measure 2:</b> CPCE	K	6	Exam score within 1 StD of Mean (using National Statistics)	Exam score above 1 StD of Mean (using National	Below 1 StD of Mean (using National Statistics provided

				provided by the Center for Credentialing and Education- CCE)	Statistics provided by the CCE)	by the CCE)- <b>Remediation plan</b> - Student will retake the Exam up to 2 more times to achieve “Meets Expectations”
Professional Standard Area	Key Performance Indicator	K/S	Semester Assessed	Criteria for Meets Expectations	Exceeds Expectations	Below Expectations
Human Growth and Development	<b>Measure 1-</b> COUN 500 Virtual Child or Virtual Life Project	K	3	Rec’d grade of 84-92: Student demonstrated competency in assessing physical, cognitive, emotional, and social developmental milestones detailing at least 3 times in the “life” where counseling services would have been beneficial for the child or adult; demonstrated ability to think of counseling from a broad scope and not just limited to “mental health” counseling and an understanding of different abilities calling for different strategies.	Rec’d grade of 93 or above: Student demonstrated advanced understanding, creativity, and articulation in assessing physical, cognitive, emotional, and social developmental milestones detailing at least 3 times in the “life” where counseling services would have been beneficial for the child or adult; demonstrated ability to think of counseling from a broad scope and not just limited to “mental health” counseling and an understanding of different abilities calling for different strategies.	Rec’d grade below 84: Student inaccurately applied or misunderstood key concepts in assessing physical, cognitive, emotional, and social developmental milestones, and/or failed to choose appropriate counseling services at various times in the “life” where counseling services would have been beneficial for the child or adult, and/or lacked clear demonstration of an ability to think of counseling from a broad scope.  <b>Remediation plan</b> - - Student will discuss deficits with instructor and rewrite the assignment to meet expectations.
	<b>Measure 2-</b> CPCE	K	6	Exam score within 1 StD of Mean (using National Statistics provided by the Center for Credentialing and Education- CCE)	Exam score above 1 StD of Mean (using National Statistics provided by the CCE)	Below 1 StD of Mean (using National Statistics provided by the CCE)-  <b>Remediation plan</b> - Student will retake the Exam up to 2

						more times to achieve “Meets Expectations” before being dismissed from the program
Professional Standard Area	Key Performance Indicator	K/S	Semester Assessed	Criteria for Meets Expectations	Exceeds Expectations	Below Expectations
Career Development	<u>Measure 1:</u> COUN 620 Career Case study	K	5	<p>Rec’d grade of 84-92:</p> <p>Student clearly identified the issues facing the client, discussed a career counseling response considering pertinent information such as abilities both developmentally and physically as well as multicultural and diversity factors, included techniques and activities, proposed short and long-term goals, and applied a chosen career counseling theory appropriately.</p>	<p>Rec’d grade of 93 or above:</p> <p>Student demonstrated advanced knowledge and abilities required to identify the issues facing the client, discussed a career counseling response considering pertinent information such as abilities both developmentally and physically as well as multicultural and diversity factors, included techniques and activities, proposed short and long-term goals, and applied a chosen career counseling theory in a way similar to one with more than beginning experience.</p>	<p>Rec’d grade below 84:</p> <p>Student did not adequately do one of the following: correctly identify the issues facing the client, articulate a career counseling response that considered pertinent information such as abilities both developmentally and physically as well as multicultural and diversity factors, include techniques and activities, propose short and long-term goals, or apply a chosen career counseling theory appropriately.</p> <p><b>Remediation plan:</b> Student will meet with instructor to discuss deficits and what is needed for assignment to meet expectations.</p>
	<b>Measure 2:</b> CPCE	K	6	Exam score within 1 StD of Mean (using National Statistics provided by the Center for	Exam score above 1 StD of Mean (using National Statistics provided by the CCE)	Below 1 StD of Mean (using National Statistics provided by the CCE)



				Credentialing and Education-CCE)		<b>Remediation plan-</b> Student will retake the Exam up to 2 more times to achieve “Meets Expectations” before being dismissed from the program
<b>Professional Standard Area</b>	<b>Key Performance Indicator</b>	<b>K/S</b>	<b>Semester Assessed</b>	<b>Criteria for Meets Expectations</b>	<b>Exceeds Expectations</b>	<b>Below Expectations</b>
Counseling and Helping Relationships	(1) <b>Measure 1:</b> COUN 530 Case Conceptualization & Treatment Plan Assignment	K/S	2	Rec’d grade of 84-92:  Student will be responsible for providing an accurate diagnosis using clinical language and scholarly article; in addition, student will need to identify appropriate evidenced based treatments for the diagnosis as well as a realistic prognosis based on case evidence.	Rec’d grade of 93 or above:  Student showed advanced knowledge of diagnoses, articulated clinical language with advanced skills, identified advanced evidence based treatments consistent with an experienced clinician, or articulated skillfully a realistic prognosis based on case evidence.	Rec’d grade below 84:  Student either provided an inaccurate diagnosis, did not use clinical language appropriately, did not include a scholarly article, did not identify an appropriate evidence based treatment, or provided an unrealistic prognosis based on the case evidence.
	<b>Measure 2:</b> COUN 540 Case Conceptualization & Treatment Plan Assignment	K/S	4	Rec’d grade of 84-92:  Student was able to draw on all the social and cultural diversity constructs examined in COUN 540, including the MSJCCs to develop and justify a comprehensive and client-specific approach to	Rec’d grade of 93 or above:  Student demonstrated advanced understanding and articulation of the social and cultural diversity constructs examined in COUN 540, including the MSJCCs to develop and justify a	Rec’d grade below 84:  Student inaccurately applied or misunderstood key social and cultural diversity constructs and the MSJCCs examined in COUN 540 and/or did not appropriately develop and justify a comprehensive

				<p>counseling an individual presented in a case study. Student included current research to justify a theoretical foundation, course of action, priority of presenting problems, clinical themes, proposed counseling goals, process, techniques, and evaluation of intervention effectiveness. The proposed approach was an appropriate match to client needs, identities, and sociocultural context</p>	<p>comprehensive and client-specific approach to counseling an individual presented in a case study. Student included current research to justify a theoretical foundation, course of action, priority of presenting problems, clinical themes, proposed counseling goals, process, techniques, and evaluation of intervention effectiveness. The proposed approach was an appropriate match to client needs, identities, and sociocultural context.</p>	<p>and client-specific approach to counseling an individual presented in a case study. Student may have failed to include current research to justify a theoretical foundation, course of action, priority of presenting problems, clinical themes, proposed counseling goals, process, techniques, and evaluation of intervention effectiveness. The proposed approach did not match client needs, identities, and sociocultural context.</p> <p><b>Remediation plan-</b> - Student will discuss deficits with instructor and rewrite the assignment to meet expectations.</p>
	<p><b>Measure 3:</b> COUN 692</p> <p>Case Conceptualization &amp; Treatment Plans</p>	K/S	5 or 6 (last internship semester)	<p>Completed satisfactorily. Theory language/approach is consistent between Cc and Tx Plan; theory chosen has evidence to support being used for presenting problems identified</p>	<p>Completed with almost no flaws; theory and language was at a professional level, similar to those with a few years of experience; theory chosen has evidence to support being used for</p>	<p>Completed unsatisfactorily. Cc and Tx plans either were incomplete, did not match in theory language/approach, or theory chosen was not</p>

					presenting problems identified	appropriate for presenting problems identified  <b>Remediation plan-</b> Student will meet with the instructor to discuss area(s) for improvement; student will rewrite the assignment to meet expectations
Professional Standard Area	Key Performance Indicator	K/S	Semester Assessed	Criteria for Meets Expectations	Exceeds Expectations	Below Expectations
	<b>Measure 4:</b> CPCE	K	6	Exam score within 1 StD of Mean (using National Statistics provided by the Center for Credentialing and Education- CCE)	Exam score above 1 StD of Mean (using National Statistics provided by the CCE)	Below 1 StD of Mean (using National Statistics provided by the CCE)  <b>Remediation plan-</b> Student will retake the Exam up to 2 more times to achieve “Meets Expectations” before being dismissed from the program
	<b>(2) Measure 1:</b> COUN 510 Professional Identity Paper	K	1	Rec'd grade of 84-92:  Student is able to articulate the 2020 definition of Counseling and describe the history and philosophy of the counseling profession, the particular specialty area in which the	Rec'd grade of 93 or above:  Student provided more than the basics in articulating the 2020 definition of Counseling and describing the history and philosophy of the counseling profession, the	Rec'd grade below 84: Student did not articulate well either the definition of Counseling, or the history and philosophy of the counseling profession, or the particular specialty area in which the student is enrolled (clinical mental

				student is enrolled (clinical mental health or addictions counseling,) and why the student chose this particular concentration.	particular specialty area in which the student is enrolled (clinical mental health or addictions counseling,) and why the student chose this particular concentration.	health or addictions counseling, or why the student chose this particular concentration.  <b>Remediation plan-</b> Student will discuss deficits with instructor and rewrite the assignment to meet expectations.
Professional Standard Area	Key Performance Indicator	K/S	Semester Assessed	Criteria for Meets Expectations	Exceeds Expectations	Below Expectations
	<b>Measure 2:</b> COUN 625 My Most Likely Model	K	4	Rec'd grade of 84-92:  Student showed evidence of having reflected on the various models learned, consider his/her own characteristics and behaviors and how they would impact the counseling process with one model in particular; student then articulated the reasons for choosing that particular model as a personal favorite, what difficulties might be expected utilizing that model, and what questions the student needs answered to begin using this model in practice	Rec'd grade of 93 or above:  Student showed advanced ability to reflect on the various models learned, consider his/her own characteristics and behaviors and how they would impact the counseling process with one model in particular; student then articulated very well the reasons for choosing that particular model as a personal favorite, what difficulties might be expected utilizing that model, and what questions the student needs answered to begin	Rec'd grade below 84:  Student lacked evidence to adequately 1) reflect on the various models learned, 2) consider his/her own characteristics and behaviors and how they would impact the counseling process with one model in particular, 3) articulate the reasons for choosing that particular model as a personal favorite, 4) what difficulties might be expected utilizing that model, and/or 5) what questions the student needs answered to begin

					using this model in practice	using this model in practice.  <b>Remediation plan:</b> Student will meet with the instructor to discuss the deficient areas and ways to make improvements in order to meet expectations.
Professional Standard Area	Key Performance Indicator	K/S	Semester Assessed	Criteria for Meets Expectations	Exceeds Expectations	Below Expectations
	<b>Measure 3:</b> COUN 692 Professional Identity Statement	K	5 or 6 (last semester of internship)	Student rec'd grade of "Completed"- Student worded statement succinctly using professional language; included theory/theories most comfortable using, population(s) to be served, professional goals, and other relevant information to future professional practice.	Student rec'd grade of "Completed"- Student showed advanced abilities in language used in professional identity statement; included theory/theories most comfortable using, population(s) to be served, professional goals, and other relevant information to future professional practice.	Student rec'd grade of "Incomplete". Student was unclear about theory most comfortable using, goals for professional development or future practice, or awkwardly worded sentences in the statement.  <b>Remediation plan:</b> Student will meet with instructor to discuss deficits and ways to make improvements. Assignment will be redone until statement meets expectations.

Group Counseling and Group Work	<b>Measure 1:</b> COUN 610 Group Dynamics and Group Processes – Theory presentation with group facilitation of theory-based group activity, and co-facilitation of group.	S	3	<p>Rec'd grade of 84-92 indicating:</p> <p>Student is required to introduce, facilitate, and debrief the group activity with class members serving as group members. Group facilitation includes theoretical principles applied appropriately to group process, the role of a group leader and demonstrations of ability to be that leader, examples of group interventions, multicultural considerations, and the benefits/liabilities of the theoretical approach.</p>	<p>Rec'd grade of 93 or above:</p> <p>Student demonstrated advanced knowledge and abilities required to introduce, facilitate, and debrief the group activity with class members serving as group members. Group facilitation included theoretical principles applied appropriately to group process, the role of a group leader and demonstrations of ability to be that leader, examples of group interventions, multicultural considerations, and the benefits/liabilities of the theoretical approach.</p>	<p>Rec'd grade below 84:</p> <p>Student lacked skills or knowledge to effectively introduce, facilitate, and debrief the group activity with class members serving as group members. Group facilitation did not include one or more of the following: theoretical principles applied appropriately to group process, the role of a group leader and demonstrations of ability to be that leader, examples of group interventions, multicultural considerations, and the benefits/liabilities of the theoretical approach.</p> <p><b>Remediation plan-</b> - Student will discuss deficits with instructor and redo the assignment to meet expectations or retake the course to demonstrate mastery of group facilitation skills.</p>
Professional Standard Area	Key Performance Indicator	K/S	Semester Assessed	Criteria for Meets Expectations	Exceeds Expectations	Below Expectations
	<b>Measure 2-</b> CPCE	K	6	Exam score within 1 StD of Mean (using National Statistics provided by the Center for	Exam score above 1 StD of Mean (using National Statistics provided by the CCE)	Below 1 StD of Mean (using National Statistics provided by the CCE)-

				Credentialing and Education-CCE)		<b>Remediation plan-</b> Student will retake the Exam up to 2 more times to achieve “Meets Expectations” before being dismissed from the program
Assessment and Testing	<b>Measure 1:</b> COUN 560 Feedback from all 3 Videos showing Assessment and Evaluation Techniques	S	2	<p>Rec'd grade of 84-92:</p> <p>Student chose at least two appropriate test instruments, depending on the presenting problem (problem ID) of the client. Video tapes showed student demonstrating appropriate clinical skills in interviewing, administration, and result sharing. In addition, student included a written assessment report with information from 1) initial interview, problem ID, goals, MMSE and Activities of Daily Living; 2) Observation during administration of 2 assessments based on problem ID and clinical assessment results, and 3) summary Client information, assessment results and recommendations.</p>	<p>Rec'd grade of 93 or above:</p> <p>Student showed advanced skills and writing abilities when choosing appropriate test instruments, administering tests, recording observations during testing, composing written report, and conveying the results to the client. Written report demonstrated advanced understanding and ability in one or more of the following areas: 1) initial interview, problem ID, goals, MMSE and Activities of Daily Living; 2) Observation during administration of 2 assessments based on problem ID and clinical assessment results, and 3) summary Client information, assessment results and recommendations.</p>	<p>Rec'd grade below 84:</p> <p>Student failed in one or more of the following areas: choosing at least two appropriate test instruments for the presenting problem, using appropriate counseling skills during the interview, assessment time, or communicating results of the assessments, and/or including written information using professional language in all the areas needed 1) initial interview, problem ID, goals, MMSE and Activities of Daily Living; 2) Observation during administration of 2 assessments based on problem ID and clinical assessment results, and 3) summary Client information, assessment results and recommendations.</p>

						<b>Remediation plan:</b> Student met with instructor to discuss deficit areas and ways to make improvements. Student will either redo assignment to show expectations are met or retake the course.
	<b>Measure 2-</b> CPCE	K	6	Exam score within 1 StD of Mean (using National Statistics provided by the Center for Credentialing and Education- CCE)	Exam score above 1 StD of Mean (using National Statistics provided by the CCE)	Below 1 StD of Mean (using National Statistics provided by the CCE)-  <b>Remediation plan-</b> Student will retake the Exam up to 2 more times to achieve “Meets Expectations” before being dismissed from the program
<b>Professional Standard Area</b>	<b>Key Performance Indicator</b>	<b>K/S</b>	<b>Semester Assessed</b>	<b>Criteria for Meets Expectations</b>	<b>Exceeds Expectations</b>	<b>Below Expectations</b>
Research and Program Evaluation	<b>Measure 1:</b> COUN 680 Systematic Review/Research Project	K	3	Rec'd grade of 83-92 indicating:  Student developed a research question pertaining to the efficacy of a particular counseling technique or related moderator variables (e.g., population characteristics, setting, and practitioner	Rec'd grade of 93 or above indicating:  Student demonstrated knowledge and skills at an advanced level; developed a research question pertaining to the efficacy of a particular counseling technique or related moderator variables (e.g.,	Rec'd grade below 83 indicating:  Student misunderstood or failed to do one or more of the following: (1)develop a research question pertaining to the efficacy of a particular counseling technique or related moderator variables (e.g.,



				<p>characteristics), found the most relevant literature using specific inclusion criteria and identified high quality sources, created a table summarizing major findings or themes from the literature, including applicable statistical results and effect sizes, adequately critiqued the research to inform counseling practice, and wrote a conclusion demonstrating the importance of research in advancing the counseling profession.</p>	<p>population characteristics, setting, and practitioner characteristics), found the most relevant literature using specific inclusion criteria and identified high quality sources, created a table summarizing major findings or themes from the literature, including applicable statistical results and effect sizes, provided a thorough critique of the research to inform counseling practice, and wrote a conclusion demonstrating the importance of research in advancing the counseling profession.</p>	<p>population characteristics, setting, and practitioner characteristics), (2)find the most relevant literature using specific inclusion criteria and high quality sources, (3)create a table accurately summarizing major findings or themes from the literature, (4)include applicable statistical results and effect sizes,(5)include an original critique of the research to inform counseling practice, (6)write a conclusion demonstrating the importance of research in advancing the counseling profession.</p> <p><b>Remediation plan-</b> - Student will discuss deficits with instructor and rewrite the assignment to meet expectations.</p>
	Measure 2- CPCE	K	6	Exam score within 1 StD of Mean (using National Statistics provided by the	Exam score above 1 StD of Mean (using National Statistics provided by the CCE)	Below 1 StD of Mean (using National Statistics provided by the CCE)-

				Center for Credentialing and Education- CCE)		<b>Remediation plan-</b> Student will retake the Exam up to 2 more times to achieve “Meets Expectations” before being dismissed from the program
Professional Standard Area	Key Performance Indicator	K/S	Semester Assessed	Criteria for Meets Expectations	Exceeds Expectations	Below Expectations
Clinical Mental Health Specialty	<b>Measure 1:</b> Site Hours Logs documenting the necessary time spent learning and practicing skills	K/S	2-last semester of Internship	100 Hours Practicum; 600 Hours Internship.  40% or more of total hours for each Practicum and Internship are reported as direct service hours	n/a	Student was unable to attain 100 hours during Practicum or 600 hours of Internship or was unable to achieve 40% of those total hours as direct service hours  <b>Remediation plan:</b> Student will meet with the Practicum and Internship Experiences Coordinator to discuss ways to meet the required Practicum or Internship hours or direct services hours.
	<b>Measure 2:</b> Professional Competencies Rating Forms (Professional Dispositions and Counseling Skills)	K/S	1, 4, & last semester of internship	Student received ratings of 3s and 4s with the majority being 3s; no 1s or 2s.	Student received ratings of 3s and 4s with more than half being 4s; no 1s or 2s.	Student received one or more areas rated as 2.  <b>Remediation plan:</b> Student will meet with the MSC Program Director

						and/or the Practicum and Internship Experiences Coordinator to discuss areas where improvement is needed; collaboratively, a plan for improvement will be made. If student is unable to achieve ratings of 3 or better, the student will be dismissed from the Program.
	<b>Measure 3:</b> Student Self-Assessments	K/S	2, 4, & last semester of internship	Student reported progress in semesters at 2 <sup>nd</sup> and 3 <sup>rd</sup> assessments; reported feeling competent to counsel as a beginning professional counselor in the last semester of internship	n/a	Student reported no progress over the semesters; student reported not feeling prepared to counsel as a beginning professional counselor in the last semester of internship.

# Appendix D

## Results of 1<sup>st</sup> year of KPI collection

0				2.F.2				2.F.3				2.F.4				2.F.5 (1)							
510: Prof Idε2,1,0 CPCE-1 2,1,0				540: Cc & T>2,1,0 CPCE-1 2,1,0				500: Virtua2,1,0 CPCE-3 2,1,0				6:20: Carec2,1,0 CPCE-4 2,1,0				530: Case (2,1,0		540: Cc & 2,1,0		692: Cc & 2,1,0		CPCE-5 2,1,0	
88	1	12	1	90	1	6	0*-7	99	2	6	1	96	2	12	2	97	2	90	1	C	1	11	2
99	2	13	1	89	1	7	1	95	2	10	2	96	2	14	2	95	2	89	1	C	1	13	2
100	2	16	2	97	2	11	2	100	2	11	2	96	2	16	2	100	2	97	2	C	1	13	2
100	2	na	na	W	W	na	na	85	1	na	na	W	W	na	na	90	1	W	W	na	na	na	na
97	2	13	1	94	2	3	0*-3.7	97	2	8	1	95	2	10	1	94	2	94	2	C	1	11	2
69	0	15	2	87	1	10	2	95	2	8	1	95	2	10	1	86	1	87	1	C	1	8	1
88	1	14	1	92	1	10	2	100	2	7	1	95	2	9	1	100	2	92	1	C	1	13	2

2.F.5 (2)						2.F.6				2.F.7				2.F.8			
510: Prof Idε2,1,0		625: My M 2,1,0		692: Prof Idε2,1,0		610: Group2,1,0		CPCE-6 2,1,0		560: Asses:2,1,0		CPCE-7 2,1,0		680: Systematic2,1,0		CPCE-8 2,1,0	
88	1	88	1	C	1	90	1	10	1	100	2	13	2	97	2	9	1
99	2	94	2	C	1	100	2	13	2	100	2	7	1	94	2	11	2
100	2	97	2	C	1	100	2	15	2	100	2	11	2	99	2	14	2
100	2	W	W	C	1	100	2	na	na	100	2	na	na	84	1	na	na
97	2	85	1	C	1	100	2	13	2	100	2	10	2	83	1	9	1
69	0	97	2	C	1	100	2	12	2	100	2	7	1	89	1	15	2
88	1	65	0	C	1	100	2	12	2	100	2	9	1	93	2	11	2

## Appendix E

