

**University of Cincinnati
Counseling Program Assessment
2017-2018 Academic Year**

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Overview/Narrative of the Counseling Program

Counseling Mission Statement

The UC Counseling Program strives for national excellence in implementing an ecological counseling perspective through research and service with diverse populations, emphasizing underserved groups. As this vision is realized through faculty, staff, and student efforts, the program continues a tradition of national leadership.

The Counseling Program has three primary graduate programs including the MA in Mental Health Counseling, MEd in School Counseling, and EdD in Counselor Education. All three programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Recognized as one of the longest running counseling programs in the nation, the Counseling Program has a long tradition of training quality practitioners to serve in school (K-12), community, and university settings.

The Counseling Program embraces ecological principles in counseling. Its programs emphasize ecological, systems-based counseling in training activities with an emphasis on prevention work. Master's degree students are trained in the delivery of culturally competent counseling services while doctoral students are trained in the research and leadership skills necessary to help shape the delivery of mental health care services, particularly among those who are traditionally underserved.

Program objectives are based upon three primary sources: (a) criteria established by those bodies accrediting the program (e.g., the Council for Accreditation of Counseling and Related Educational Programs [CACREP], the Council for the Accreditation of Educator Preparation [CAEP]), (b) relevant regulatory agencies (e.g., the Ohio Counselor, Social Worker, Marriage and Family Therapist Board [CSWMFT; for Mental Health Counselors] as well as the Ohio Department of Education [ODE; for School Counseling]) and (c) the overarching philosophy articulated through interactions among faculty, present students, alumni, and personnel in cooperating agencies and schools.

Program Objectives and Key Performance Indicators

In concert with the newly adopted 2016 CACREP Standards, the Counseling Program has developed Key Performance Indicators (KPI) that provide faculty the ability to assess our students' progress of selected CACREP Standards associated with their level of training and specialization. Tables 1-3 detail how each Program Objective aligns with the KPIs and other program level assessments. Details about each KPI are noted in Appendix A, including overall definitions as well as learning outcome definitions for respective knowledge and skills.

Table 1. Program Objective and Key Performance Indicator Crosswalk: Mental Health Counseling (MA) Program

Program Objective	Key Performance Indicator	Additional Program Level Assessments
<p>1. Students will demonstrate mastery of essential knowledge of intrapersonal, environmental, and interpersonal factors contributing to the development of or reduction in mental and emotional problems.</p>	<ul style="list-style-type: none"> • KPI Core Area #4: Group Practice from an Ecological Wellness Perspective: Skill • KPI Core Area #5: Career Development and Planning: Knowledge • KPI Core Area #6: Biopsychosocial Perspectives on Human Growth and Development: Skill • KPI Core Area #1: Helping Relationship Orientation: Knowledge • KPI Core Area #2: Ecological Systems of Counseling Practice: Knowledge • KPI Core Area #6: Biopsychosocial Perspectives on Human Growth and Development: Knowledge 	<ul style="list-style-type: none"> • Faculty/Advisor evaluation of program performance
<p>2. Students will understand and apply efficient, effective and ethical counseling skills in individual and group mental health interventions to prevent and remediate mental and emotional concerns.</p>	<ul style="list-style-type: none"> • KPI Core Area #1: Helping Relationship Orientation: Skill • KPI Core Area #2: Ecological Systems of Counseling Practice: Skill • KPI Core Area #3: Ethical Strategies for Competent Practice and Wellness: Skill • KPI Core Area #3: Ethical Strategies for Competent Practice and Wellness: Knowledge • KPI Core Area #4: Group Practice from an Ecological Wellness Perspective: Knowledge • KPI CMHC #1: Professional Advocacy in Mental Health Counseling: Skill • KPI CMHC #2: Mental Health Services Delivery and Intervention: Skill 	<ul style="list-style-type: none"> • NCE/NMHCE results • Supervisor evaluations
<p>3. Students will demonstrate effective use of a variety of information (e.g., direct observations, environmental knowledge, client self-expressions, current research) to analyze and integrate their clinical understanding of clients.</p>	<ul style="list-style-type: none"> • KPI Core Area #1: Helping Relationship Orientation: Skill • KPI Core Area #2: Ecological Systems of Counseling Practice: Skill • KPI Core Area #4: Group Practice from an Ecological Wellness Perspective: Skill • KPI Core Area #7: Social Diversity and Cultural Humility: Skill • KPI Core Area #8: Research and Program Evaluation for Evidence Based Practice: Skill • KPI Core Area #9: Assessment Procedures for Treatment Planning and Outcome: Skill • KPI Core Area #7: Social Diversity and Cultural Humility: Knowledge • KPI Core Area #9: Assessment Procedures for Treatment Planning and Outcome: Knowledge 	

	<ul style="list-style-type: none"> • KPI CMHC #1: Professional Advocacy in Mental Health Counseling: Knowledge • KPI CMHC #2: Mental Health Services Delivery and Intervention: Knowledge 	
4. Students will communicate effectively in written and oral forms (e.g., class papers, case notes, reports, evaluations, presentations, group discussions).	<ul style="list-style-type: none"> • KPI Core Area #1: Helping Relationship Orientation: Knowledge • KPI Core Area #3: Ethical Strategies for Competent Practice and Wellness: Knowledge • KPI Core Area #8: Research and Program Evaluation for Evidence Based Practice: Knowledge 	<ul style="list-style-type: none"> • Faculty/Advisor evaluation of program performance

Table 2. Program Objective and Key Performance Indicator Crosswalk: School Counseling (MEd) Program

Program Objective	Key Performance Indicator	Additional Program Level Assessments
1. Students will master essential knowledge of intrapersonal, environmental, and interpersonal factors that contribute to the development of academic, personal, social, career success in K-12 settings.	<ul style="list-style-type: none"> • KPI Core Area #4: Group Practice from an Ecological Wellness Perspective: Skill • KPI Core Area #5: Career Development and Planning: Knowledge • KPI Core Area #6: Biopsychosocial Perspectives on Human Growth and Development: Skill • KPI Core Area #1: Helping Relationship Orientation: Knowledge • KPI Core Area #2: Ecological Systems of Counseling Practice: Knowledge • KPI Core Area #6: Biopsychosocial Perspectives on Human Growth and Development: Knowledge • KPI School #1: Developing as a Counselor in the Schools: Knowledge 	<ul style="list-style-type: none"> • Faculty/Advisor evaluation of program performance
2. Students will master essential skills necessary to provide efficient, effective, and ethical interventions at individual, group, and whole-school level for development and enhancement of academic, personal, social, career success for all students in K-12 settings.	<ul style="list-style-type: none"> • KPI Core Area #1: Helping Relationship Orientation: Skill • KPI Core Area #2: Ecological Systems of Counseling Practice: Skill • KPI Core Area #3: Ethical Strategies for Competent Practice and Wellness: Skill • KPI Core Area #3: Ethical Strategies for Competent Practice and Wellness: Knowledge • KPI Core Area #4: Group Practice from an Ecological Wellness Perspective: Knowledge • KPI School #1: Developing as a Counselor in the Schools: Knowledge 	<ul style="list-style-type: none"> • Ohio Assessment for Educators (OAE) results • Supervisor evaluations

<p>3. Students will master essential skills and attitudes necessary to carry out the professional school counselor's role with diverse stakeholders in an efficient, effective, and ethical manner.</p>	<ul style="list-style-type: none"> • KPI Core Area #1: Helping Relationship Orientation: Skill • KPI Core Area #2: Ecological Systems of Counseling Practice: Skill • KPI Core Area #4: Group Practice from an Ecological Wellness Perspective: Skill • KPI Core Area #7: Social Diversity and Cultural Humility: Skill • KPI Core Area #8: Research and Program Evaluation for Evidence Based Practice: Skill • KPI Core Area #9: Assessment Procedures for Treatment Planning and Outcome: Skill • KPI Core Area #7: Social Diversity and Cultural Humility: Knowledge • KPI Core Area #9: Assessment Procedures for Treatment Planning and Outcome: Knowledge • KPI Core Area #1: Helping Relationship Orientation: Knowledge • KPI Core Area #3: Ethical Strategies for Competent Practice and Wellness: Knowledge • KPI Core Area #8: Research and Program Evaluation for Evidence Based Practice: Knowledge • KPI School #1: Developing as a Counselor in the Schools: Skills • KPI School #2: Performance within Educational Contexts: Knowledge 	
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Table 3. Program Objective and Key Performance Indicator Crosswalk: Counselor Education (EdD) Program

Program Objective	Key Performance Indicator	Additional Program Level Assessments
<p>1. Demonstrate competence in applying the ecological perspective as an integrative heuristic in counseling research, practice, and service</p>	<p>KPI #1: Diversity Affirming Theoretical Decision Making: Knowledge</p>	
<p>2. Demonstrate competence in research and grant writing in counseling and counselor education</p>	<p>KPI #3: Professionally Engaged Research and Scholarship: Skill</p>	
<p>3. Demonstrate competence as a skilled, creative counselor educator</p>	<p>KPI #1: Diversity Affirming Theoretical Decision Making: Knowledge</p>	

<p>capable of training counselors to meet the service needs of a diverse clientele</p>	<p>KPI #2: Ecological Leadership and Advocacy: Knowledge KPI #3: Professionally Engaged Research and Scholarship: Skill KPI #4: Supervisory Role Identification and Culturally Inclusive Skill Development: Knowledge KPI #5: Counselor Educator Pedagogy and Assessment of Learning: Knowledge</p>	
<p>4. Demonstrate competence in assuming independent, multifaceted leadership roles in counselor education programs</p>	<p>KPI #2: Ecological Leadership and Advocacy: Knowledge KPI #3: Professionally Engaged Research and Scholarship: Skill KPI #4: Supervisory Role Identification and Culturally Inclusive Skill Development: Knowledge</p>	<p>Graduate Placement</p>

Overall Program Outcomes

Admissions and Enrollment Data

Student admissions data is tracked across all programs as faculty seek to recruit high-quality, diverse students from the Tri-State Region and across the country. The admissions process is holistic in nature, with a variety of materials and interview criteria used to determine the best candidates. The following admissions data indicate a solid recruiting season for all programs, with all programs enrolling quality students.

Table 4: Admissions Data (June 1, 2017 – May 31, 2018)

	Applications Received	Fall Admission	Mean GPA	Mean GRE: Verbal	Mean GRE: Quant.
Counselor Education	18	5	3.94	152	150
Mental Health Cnl. (MHC)	67	21	3.47	151	146
School Cnl. (SC)	32	10	3.28	147	145

Student and faculty diversity are also important for the Counseling Program, which has been able to recruit higher number of ethnic minority students in recent years. The Counseling Program is comparable to other CACREP programs in terms of gender and African American ethnicity, but is lower in terms of Asian American and Latinx representation. From these results, the faculty identified a need to increase recruiting with Asian America and Latinx prospects. The following table provides demographic data for all students currently enrolled in the program.

Table 5: Total Program Enrollment Data (Fall 2018)

	Total Current	Female	African American/ Black	Asian American	European American/ White	Hispanic/ Latinx	Multi-Racial	Inter-national
Doctoral: Counselor Education	21	81.0%	9.5%	0.0%	61.9%	0.0%	9.5%	19.1%
Masters: MHC & SC	53 - MHC 21 - SC	83.8%	12.2%	2.7%	75.7%	0.0%	2.7%	5.4%

Student Performance Review Data (Summer 2017 – Spring 2018)

In order to ensure the development of professional competencies and to ensure satisfactory progress toward degree completion, the faculty continually monitors

student performance. Instructors complete a review of each master's student in their class, which is used by faculty advisors to evaluate students on their professional dispositions including their knowledge, skills, and attitudes. At a minimum, faculty advisors annually provide students a performance review, which is a summary evaluation encompassing faculty ratings across courses and field experiences, progress on professional behaviors, and progress in meeting overall program expectations. The overall mean ratings and standard deviations for the Mental Health Counseling (MHC) and School Counseling (SCH) Programs are in the following table.

Table 6: Student Performance Data

Item	(1-poor; 2-average; 3-good; 4-excellent)			
	MH CNSL (n = 73)		School CNSL (n = 27)	
	Mean	SD	Mean	SD
Progress toward degree completions	3.58	.70	3.86	.35
Progress toward degree completions	3.54	.50	3.71	.45
Knowledge: quality of specialization coursework	3.54	.50	3.71	.45
Skill: quality of clinical skills (ex: empathy, listening, attending, documentation skills, advocacy, diagnosis, objectivity)	3.25	.56	3.23	.64
Skill: quality of academic skill	3.57	.52	3.52	.50
Skill: demonstrated ability to work in teams	3.81	.42	3.85	.36
Attitude: adaptability, personal stability	3.66	.53	3.74	.44
Attitude: cooperativeness, response to feedback	3.79	.47	3.81	.39
Attitude: initiative, leadership	3.44	.65	3.33	.54
Attitude: attendance, punctuality, dependability	3.71	.56	3.67	.47
Values: legal & ethical behavior, professionalism	3.66	.53	3.78	.42
Values: respect for client autonomy	3.66	.47	3.62	.62
Values: embracing diversity	3.60	.49	3.59	.49

The mean disposition ratings for both programs indicate overall high performance in both programs, with scores above 3.0 (good) in all cases. It should be noted that students tend to perform lower in their skills ratings in their first year and improve over the course of their program. This is also true in terms of initiative and leadership as students become more active in program, university and professional organizations, including Chi Sigma Iota, the local chapter of the counseling international professional and academic honor society. There were no concerns in the mean performance ratings.

Graduation Survey Data

The Counseling Program invited all graduates to participate in a graduation survey at the end of their program. Of the 25 graduates (2 – CES, 17 – MHC, 8 SC), 18 completed the survey, including 13 MHC and 5 SC graduates.

Table 7: Graduation Survey Data

Item	(1-very satisfied - 5 very dissatisfied)	
	2017 Mean (n=10)	2018 Mean (n=18)
Overall program curriculum	1.80	1.39
Preparation for best practices in your discipline	1.50	1.39
Instruction by Program Faculty	1.50	1.44
Instruction by Program Adjuncts	1.60	1.67
Instructor's use of technology within courses	1.40	1.17
Opportunities for applied field experience for real world application	1.60	1.17
Supervision and university-level support for field experiences	1.50	1.17
Guidance and support by Program Faculty	1.70	1.22
Availability of Program Faculty	1.60	1.11
Responsiveness of Program Faculty	1.80	1.24
Respect and support of diverse individuals	1.80	1.11
Overall Program climate (professionalism, mutual respect)	1.90	1.22
Co-curricular experiences (e.g., student organizations, social activities)	1.90	1.67
Support of School of Human Services administrative staff	2.00	1.50
Overall satisfaction with decision to pursue an education within program of study	1.40	1.06

From FYE 2017 to FYE 2018, the program experienced marked improvements in graduation survey scores across all programs. Students commented on the innovative and applied nature of the courses. One student noted how “The instructors were very much creative in their approaches and that helped me to retain information.” Timely faculty communication, attention to social justice/diversity and the ecological approach, as well as soliciting student feedback were all noted as strengths of the program. One student remarked specifically about the Serving At-risk Fellowship Experience in Counseling (SAFE-C) and how this provided a “great opportunity for additional training.” This fellowship resulted in numerous program improvements across the program, which continue today.

There were also noted points for improvements. In particular, School Counseling students requested more specific school related materials in both the assessment and marriage and family courses. In like form, the children and special needs course were noted for needing more expertise from the professor. A new professor is teaching this course and additional improvements have been made in other coursework to attend to the training needs of school counseling students. We have also hired a new School Counseling faculty member who brings many years of school experience.

Overall, we are very pleased with our overall ratings and year-to-year improvements. All 18 of the students (100%) who complete the graduation survey indicated that they would recommend the program to another person, such as a friend or relative. This compares to 7 (70%) of the 10 students in the year prior who would recommend the program. In that survey from the year prior, 1 student (10%) responded “maybe” and 2 students (20%) responded “no.” The overall positive response in the current year are a clear sign of the continued program improvements and student-centered orientation of our faculty.

Doctoral Publication and Leadership Data

Between 2017 and 2018, Counseling students and recent graduates (2 years or less out of program) published two peer-reviewed journal articles and three book chapters in a variety of counseling related journals and texts. As faculty have increased their focus on supporting students in their scholarship and preparing them for counselor education positions, we have seen this scholarship trends remaining somewhat stable. Students presented at a number of conferences on their own and with faculty, with a selection of presentations represented below.

Table 8: Students and Recent Graduate Publications and Presentations

Year	Citation
In Press	West-Olatunji, C., Price, T. Baah-Binney, V., Jenkins, K., & Gaskins, W. (in press). Perceptions of stereotype threat among African American engineering student and the role of interdisciplinary dialogue among engineering educators. In C. Smith-Ross (Ed.), <i>Sustaining historically Black colleges and universities to build on a legacy of student success</i> . New York, NY: Edwin-Mellen Press.
2018	Richardson, G. B., La Guardia, A. C., & Klay, P. C. (2018, online, in press). Determining the role of father absence and age at menarche in female psychosocial acceleration. <i>Evolution and Human Behavior</i> .
2018	Lee, V., Kaplan, D., Honderich, E., Leggett, E. S., Baah-Binney, V., Mayfield, P., Shillingford, A., Kopic, M., Coker, A., Ambruster, E. (2018). Build bridges and promote meaningful relationships between ACA and other organizations outside the United States. American Counseling Association, Atlanta, GA.
2018	Klay, P. C.*, Dern, M.*, & La Guardia, A. C. (November, 2018). <i>Meeting the needs of foster and adoptive parents through clinical supervision</i> . 60-minute content session presented at the North Central Association for Counselor Education & Supervision Conference, Cleveland, OH.
2018	Guess, J. (2018, April). Working with deaf clients: Cultural competence for counselors. American Counseling Association, Atlanta, GA.
2018	Guess, J. & Bell, T. (2018, April). Job readiness for youth with disabilities: Macro-level barriers and interventions. American Counseling Association (ACA), Atlanta, GA.
2018	Emir-Oksuz, E. (2018, April). A systematic investigation of mixed method research in the American Counseling Association journals. Poster presentation at the American Counseling Association Conference, Atlanta, GA.
2018	Aydemir Döke, D., & Emir Oksuz, E. (2018). Rehabilitation services in Turkey. In D. A. Harley, N. Ysasi, M. Bishop & A. Fleming (Eds.), <i>Disability and vocational rehabilitation in rural settings</i> (pp. 399-419). New York, NY: Springer Publishing.
2017	Guess, J. (2017, October). Underrepresentation of Persons with Disabilities in Counseling Programs-Leadership/Advocacy Approaches. Workshop presented at Association of Counselor Education & Supervision (ACES), Chicago, IL.
2017	Emir Oksuz, E., Brubaker, M. D. & Aydemir Döke, D. (2017, October). Preparing for 2023 CACREP standards: Infusing disability into clinical mental health counseling. Training session at the Association of Counselor Education & Supervision Conference, Chicago, IL.
2017	Ackerman, A. (2017). An integrated model for counselor social justice advocacy in child welfare. <i>The Family Journal</i> , 25(4), doi: 10.1177/1066480717736061

We are also pleased to see our doctoral and master's students being recognized for their professional efforts in teaching, research, and service. Students are receiving a wide range of awards and service positions nationally, in Ohio, and at the University of Cincinnati. We are very proud of our students and their accomplishments and have made a concerted effort to have them actively participate in these awards and service positions.

Table 9: Student Recognition and Service

Year Received	Student	Award, Honor, and Service Activities
2018-2019	Jessica Guess	Counselor Education & Supervision Journal Editorial Fellow
2018	Ashley Ackerman	Chi Sigma Iota International Fellowship
2018	Lindsey Gerhart	Chi Sigma Iota Chapter Development Grant
2017	Victoria Baah-Binney	University of Cincinnati, Marian Spencer Equity Ambassador Award
2017-2018	Victoria Baah-Binney	International Association Of Counseling Practitioner Round Table Member
2017-2020	Victoria Baah-Binney	American Counseling Association 2017-2020 International Committee Leader
2017-2018	Victoria Baah-Binney	Editorial Board Member, International Journal Of Counseling and Education
2017	Lindsey Gerhart	Chi Sigma Iota Chapter Networking Grant
2017	Ching-Chen Chen	Outstanding Doctoral Student Award
2017-2018	Elif Emir Oksuz	ACA Ethics Committee
2017	Nathan McGee	UC CECH Graduate Student and Faculty Research Mentoring Grant

Graduation Outcomes

Being CACREP Accredited, the Counseling Program reports vital statistics each year on the number of graduates, completion rates, licensure exam rates, and job placement rates. Completion rates are calculated by obtaining the percentage of students who complete the program within the expected period of time, 2 years for full-time students and 4 years for part-time students. The full-time and part-time rates are averaged for a total completion rate. Licensure exam pass rates for MHC are provided by the Counseling, Social Worker, and Marriage and Family Therapist Board, combining both the National Counselor Exam (NCE) and National Clinical Mental Health Counseling Examination (NCMHCE). School Counselors take the Ohio Assessment for Educators. Job placement rates, per CACREP definitions, are based on best available information.

Table 10: Graduate Outcome Data

	Number of Graduates 2017-18	Completion Rate	Licensure/School Licensure Exam Pass Rate	Job Placement Rate
Counselor Education	2	40%	NA	100%

Mental Health Counseling	16	75%	100%	100%
School Counseling	8	100%	88%	80%

The graduation outcomes for 2017-18 show very high completion rates for Mental Health and School counseling with lower completion rates for Counselor Education. Completion rates for counselor education indicates the number of students who have completed within four years of their start date. Completion rates for mental health counseling were influenced by students who left the program for personal reasons and two instances where graduation was delayed until the summer to complete additional program requirements beyond minimum requirements.

Key Performance Indicators Assessment Report

This section will include outcome information specific to the assessment of *Key Performance Indicators* (KPI) for the counseling programs. Core indicators are associated with shared learning outcomes between both the mental health and school counseling specialties. Two *Student Learning Outcomes* (SLO) are be associated with each indicator, with the goal of having one focusing on skill and the other on knowledge development. However, some KPIs currently have two or more SLOs focused on measuring knowledge only. Aggregate data for skill and knowledge outcomes will be presented along with an average of both skill and knowledge assessment for general evaluation of each performance indicator. Data collection for current *Key Performance Indicators* began in the summer of 2016, thus data will reflect outcome monitoring since that time. Modifications made to assessments for student learning outcomes associated with each indicator will be discussed at the conclusion of this section. For full definitions of each Student Learning Outcome, the assessment descriptions, and assessment performance thresholds, please see Appendix.

Core Key Performance Indicators

Currently, the clinical mental health and school counseling programs are assessed together, in part, using common core key performance indicators associated with CACREP standards 2.F.1 through 8. These “eight common core areas represent the foundational knowledge required of *all* entry-level counselor education graduates” (CACREP, 2016, p. 10) and are thus reflected throughout common curriculum courses. This section will focus on evaluating assessment outcomes associated with SLOs linked common standards core KPIs.

Core KPI 1: Helping Relationship Orientation. Faculty in the counseling program will create learning environments to increase student knowledge about effective counseling interventions, particularly with underserved populations, and explore ways to improve the lives of diverse persons with special physical and mental health needs in schools and other community settings through orientation

to developmentally and ecologically-based ethical practice and skill development. In 2016-2017, four course-based assessments were utilized to evaluate this indicator, occurring in the following: CNSL 7021, 7023, and 7050. Two knowledge assessments occur in CNSL 7023 and one knowledge assessment occurred at the end of the program through the comprehensive portfolio. In the 2017-2018 academic year, we decided to remove the skill assessment in 7050 while faculty worked to implement a new skills assessment protocol that course. We expect that students will perform at 85% or better in both skill and knowledge learning outcome areas. Student outcomes exceeded expectations in this area for this evaluative year. Outcomes remain effectively stable.

Area	Average Rating (0-100)	# of Assessments	2016-2017 Average Rating / # Assessments
KPI	92.53	3	92.65/5
<i>Skill</i>	<i>no data reported</i>	1	93.76/1
<i>Knowledge</i>	92.53	3	91.53/4

Core KPI 2: Ecological Systems of Counseling Practice. Faculty in the counseling program will help students develop an understanding of and ability to demonstrate their professional role as they engage diverse clients' familial, social, and vocational systems and will demonstrate consideration of ecological influences on the presentation of clinical concerns. Four course-based assessments were utilized to evaluate this indicator, occurring in the following: CNSL 7050, 7060, and 8048. We report results from two skills assessments over four time points and two knowledge assessments in one semester in the table below. One assessment (reflection map) was identified as an inadequate measurement in 2016-2017 and was not used this year. We expect that students will perform at 85% or better in both skill and knowledge learning outcome areas. Student outcomes exceeded expectations in this area for this evaluative year. Outcomes remain effectively stable.

Area	Average Rating (0-100)	Number of Assessments	2016-2017 Average Rating / # Assessments
KPI	92.625	6	92.65/5
<i>Skill</i>	89.64	4	93.76/3
<i>Knowledge</i>	95.61	2	91.53/2

Core KPI 3: Ethical Strategies for Competent Practice and Wellness. Faculty in the counseling program will facilitate activities and discussions that orient students to the ethical and legal requirements of competent professional practice in diverse school and mental health settings while emphasizing the need for personal and professional development self-evaluation and self-care strategies to prevent burnout and compassion fatigue. In 2017-2018, five course-based assessments were utilized to evaluate this indicator, occurring in CNSL

7001. One knowledge assessment occurred at the end of the program through the comprehensive portfolio. One assessment occurred through a field-based evaluation of skill. The supervisor rating of skill utilized this academic year will change to the CCSR in the next academic year. This change will be discussed further in the conclusion of this section. We expect that students will perform at 85% or better in both skill and knowledge learning outcome areas. Student outcomes exceeded expectations in this area for this evaluative year. Outcomes remain effectively stable.

Area	Average Rating (0-100)	Number of Assessment Points	2016-2017 Average Rating / # Assessments
KPI	87.979	7	87.72/5
<i>Skill</i>	85.4875	4	82.88/2
<i>Knowledge</i>	90.46	3	92.56/3

Core KPI 4: Group Practice from an Ecological Wellness Perspective.

Students will design and conduct an ecologically valid group addressing the counseling needs of a specific population using ethical, culturally appropriate evidence-based practices. In 2017-2018, four course-based assessments were utilized to evaluate this indicator, occurring in CNSL 7025 and CNSL 7060. One additional knowledge assessment occurred at the end of the program through the comprehensive portfolio. The portfolio evaluation will be replaced in 2019 with the CPCE. Additionally, in 2019, we will replace this field assessment with a course-based group skills assessment. These changes will be discussed in the conclusion of this section. We expect that students will perform at 85% or better in both skill and knowledge learning outcome areas. The score for this indicator was borderline acceptable due to the low field-based ratings of student skills in group practice. This was likely due to poor response rate for these two-items on the supervisor rating scale due to a lack of supervisory observation of internship student group leadership (many marked NA which was calculated as 0). Thus, faculty have worked to develop a new measure for implementation in fall 2019. Outcomes remain effectively stable in this area.

Area	Average Rating (0-100)	Number of Assessment Points	2016-2017 Average Rating / # Assessments
KPI	84.81	6	84.59/5
<i>Skill</i>	77.79	2	79.13/2
<i>Knowledge</i>	91.83	3	90.04/3

Core KPI 5: Career Development and Planning. Counseling faculty will facilitate an understanding of career development theories and decision-making models. Students will demonstrate their understanding of career information systems and labor market information, career development programming,

interrelationships among work, family, and other life roles, assessment instruments and techniques relevant to career planning and decision making, as well as career counseling processes, strategies, and evaluation applicable to diverse populations in a global economy from an ecological perspective. No skill assessments are currently associated with this performance indicator. Thus, the program evaluation of this indicator is based on three knowledge assessments, two of which are course based (CNSL 7015) and one results from the comprehensive portfolio completed by students at the end of the program. We will replace the portfolio with the CPCE in 2019. We expect that students will perform at 85% or better in knowledge learning outcome areas. Student outcomes exceeded expectations in this area for this evaluative year and improved significantly since last year's assessment (which was based solely on the portfolio assignment).

Area	Average Rating (0-100)	Number of Assessment Points	2016-2017 Average Rating / # Assessments
KPI	93.1	3	85.5/1
<i>Portfolio</i>	87.5	1	85.5/1

Core KPI 6: Biopsychosocial Perspectives on Human Growth and Development. Faculty will provide students with an overview of theories, issues, and counseling strategies useful in facilitating healthy growth over the lifespan. The ecological counseling perspective serves as a foundation for understanding developmental processes as they relate to counseling practice with diverse populations. Students will learn what constitutes typical, atypical, and optimal behavior patterns over the lifespan as well as the role of family systems and other contextual factors that may influence cognitive and behavioral change over time. Emphasis is placed on strategies that counselors can use with diverse individuals and families to facilitate ethical and optimal development and wellness over the lifespan. In 2017-2018, three course-based assessments were utilized to evaluate this indicator, occurring in CNSL 7011 and 8048. The CPCE will be added as an assessment point in 2019. We expect that students will perform at 85% or better in both skill and knowledge learning outcome areas. Student outcomes met and exceeded expectations in this area for this evaluative year. Outcomes remain effectively stable in this area, with improvement noted in skill development.

Area	Average Rating (0-100)	Number of Assessment Points	2016-2017 Average Rating / # Assessments
KPI	92.675	3	90.29/3
<i>Skill</i>	91.38	1	84.7/1
<i>Knowledge</i>	93.97	2	95.88/2

Core KPI 7: Social Diversity and Cultural Humility. The program faculty will create an atmosphere for students to critically evaluate their own attitudes, beliefs, and values regarding all aspects of diversity so as to enhance their competency as an ecologically-oriented professional counselor in a pluralistic society. Students will be asked to review and understand theories of multicultural counseling, the counselor's role in developing cultural self-awareness and competencies in the promotion of social justice. In 2017-2018, two course-based assessments were utilized to evaluate this indicator occurring in CNSL 7005. One portfolio-based assessment was utilized to assess knowledge, which will be replaced by the CPCE in 2019. We expect that students will perform at 85% or better in both skill and knowledge learning outcome areas. Student outcomes exceeded expectations in this area for this evaluative year. Outcomes remain effectively stable in this area.

Area	Average Rating (0-100)	Number of Assessment Points	2016-2017 Average Rating / # Assessments
KPI	92.68	3	93.19/3
<i>Skill</i>	96.9	1	99.53/1
<i>Knowledge</i>	88.44	2	86.85/2

Core KPI 8: Research and Program Evaluation for Evidence Based Practice. Faculty in the counseling program will utilize a scholar-practitioner model increase student knowledge about counseling research and evaluation, particularly with underserved populations, and explore ways to become informed consumers of research. Students will develop critical thinking skills related to the implementation of evidence-based practices through development of ecologically aligned program evaluation procedures. In 2017-2018, three course-based assessments were utilized to evaluate this indicator occurring in CNSL 7008. An additional assessment will be added in 2019 with the implementation of the CPCE. We expect that students will perform at 85% or better in both skill and knowledge learning outcome areas. Student outcomes exceeded expectations in this area for this evaluative year. Outcomes remain effectively stable in this area.

Area	Average Rating (0-100)	Number of Assessment Points	2016-2017 Average Rating / # Assessments
KPI	93.48	3	94.85/3
<i>Skill</i>	93.2	1	97.8/1
<i>Knowledge</i>	93.75	2	91.89/2

Core KPI 9: Assessment Procedures for Treatment Planning and Outcome. Faculty will facilitate learning experiences that ensure that students understand ecologically grounded approaches to gathering and interpreting assessment data for counseling purposes and apply information in a culturally appropriate and ethically sound manner. Students will communicate foundational information about the principles of measurement and assessment in school and mental health settings. In 2017-2018, two course-based assessments were utilized to evaluate this indicator occurring in CNSL 7031. One portfolio-based assessment was utilized to assess knowledge and this will be replaced with the CPCE in 2019. We expect that students will perform at 85% or better in both skill and knowledge learning outcome areas. Student outcomes exceeded expectations in this area for this evaluative year. Outcomes in this area were markedly decreased from previous years and fell below performance expectations.

Area	Average Rating (0-100)	Number of Assessment Points	2016-2017 Average Rating / # Assessments
KPI	83.24	3	92.68/3
<i>Skill</i>	81.5	1	95.78/1
<i>Knowledge</i>	84.98	2	89.58/2

Core KPI Assessment Timeline for MA and MEd Programs						
KPI	Admissions	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5
1	Interview Rating Q.4	CNSL 7021 CNSL 7023	CNSL 7050			Portfolio Section 1
2			CNSL 7050	CNSL 7060	CNSL 7060	CNSL 8048
3			CNSL 7001 CNSL 7050		CNSL 7060	Portfolio Section 4
4		CNSL 7025		CNSL 7060		Portfolio Section 1
5					CNSL 7015	Portfolio Section 1
6				CNSL 7001		CNSL 8048
7	Interview Rating Q.5			CNSL 7005		Portfolio Sections 6 & 7
8			CNSL 7008			
9				CNSL 7031		Portfolio Section 5

Mental Health Counseling Key Performance Indicators

Key performance indicators, skill and knowledge student learning outcomes associated with the mental health counseling program are design to assess student preparation regarding foundational knowledge, contextual dimensions, and practice of mental health counseling. These indicators align with CACREP (2016) specialty standards outlined in section 5.C. Refer to the assessment timeline at the end of this section for specific information related to the placement of learning outcome assessments associated with each mental health counseling performance indicator.

Mental Health KPI 1: Professional Advocacy in Mental Health Counseling. Faculty will provide educational opportunities for students to demonstrate an ability to develop and implement strategies for client advocacy within integrated mental health environments while attending to a holistic understanding of both systemic mental health treatment factors and diverse client need. In 2017-2018, four course-based assessments were utilized to evaluate this indicator occurring in CNSL 7050, 7060 and 8041. One portfolio-based assessment was utilized to evaluate knowledge outcomes. The portfolio assessment has been replaced with a case formulation and skills demonstration, which was piloted in the spring of 2018 and will be fully implemented in 2019. We expect that students will perform at 85% or better in combined assessment of both skill and knowledge learning outcome areas. Skills were assessed at 89.96% across three semesters (practicum and two internships) using the case conceptualization assignment. Knowledge was assessed at 83.1% from a combination of the advocacy project and final portfolio. CNSL 8041 is discontinued and will be replaced with Intro to Mental Health Counseling (CNSL 8030) in 2019. Outcomes in this area were markedly increased from previous years, exceeding performance minimum expectations.

Area	Average Rating (0-100)	Number of Assessments	2016-2017 Average Rating / # Assessments
KPI MHC #1	86.53	4	86.51 / 3

Mental Health KPI 2: Mental Health Services Delivery and Intervention. Counselors-in-training will apply clinical techniques and interventions for the treatment of mental health issues in a mental health counseling setting through the appropriate evaluation of client need and diagnostic factors through collaboration with other mental health professionals. In 2017-2018, two course-based assessments were utilized to evaluate this indicator occurring in CNSL 7031 and 8034. One portfolio-based assessment was utilized to assess knowledge, and will be replaced with a case formulation and skills demonstration in 2019. We expect that students will perform at 85% or better in combined assessment of both skill and knowledge learning outcome

areas. Skills were assessed at 87.75% from CNSL 7031 assessment report assignment. Knowledge was assessed at 85%. For this academic year, students performed at or above expectations with a marked decrease in performance from the previous year.

Area	Average Rating (0-100)	Number of Assessments	2016-2017 Average Rating / # Assessments
KPI MHC #2	86.38	3	94.82 / 3

Mental Health Assessment Timeline					
KPI	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5
1		CNSL 7050	CNSL 7060	CNSL 8041	Portfolio Sections II and IV
2			CNSL 7031	CNSL 8034	Portfolio Sections III and V

School Counseling Key Performance Indicators

Key performance indicators, skill and knowledge student learning outcomes associated with the school counseling program are design to assess student preparation regarding foundational knowledge, contextual dimensions, and practice of school counseling “necessary to promote the academic, career, and personal/social development of all P–12 students through data-informed school counseling programs” (CACREP, 2016, p. 33). These indicators align with CACREP (2016) specialty standards outlined in section 5.G. Refer to the assessment timeline at the end of this section for specific information related to the placement of learning outcome assessments associated with each school counseling performance indicator.

School KPI 1: Developing as a Counselor in the Schools. In the school counseling program students will be prepared to work with P-12 students using data-informed school counseling programs by learning and applying foundational models of student assessment, career development, and collaborative care from an integrated clinical-educator perspective. In 2017-2018, two course-based assessments were utilized to evaluate this indicator occurring in CNSL 8012 and 8016. One portfolio-based assessment was utilized to assess knowledge. We expect that students will perform at 85% or better in combined assessment of both skill and knowledge learning outcome areas. For this academic year, students performed above expectations, being evaluated at 100% for skill (CNSL 8012) and 80.1% for knowledge (CNSL 8016 and the portfolio). The average rating for this KPI is not markedly different from last year.

Area	Average Rating (0-100)	Number of Assessments	2016-2017 Average Rating / # Assessments
KPI SC #1	90.1	3	90.99 / 3

School KPI 2: Performance within Educational Contexts. The School Counseling program students will master essential knowledge of intrapersonal, environmental, and interpersonal factors that contribute to the development of academic, personal, social, career success in K-12 settings by attending to both CAPE and CACREP standards outlining counseling work with children and adolescents in a school setting. In 2017-2018, two course-based assessments were utilized to evaluate knowledge associated with this indicator occurring in CNSL 8010 and 8012. Unfortunately, data was only collected for one assignment this year in CNSL 8010, which were evaluated at 100%*. We expect that students will perform at 85% or better in the assessment of knowledge learning outcomes. No skill assessment is currently available associated with this performance indicator. For this academic year, students performed above expectations. For future evaluative years, the school counseling program faculty are considering the addition of a skills-based learning outcomes and assessment for this performance indicator. The average rating for this KPI is not markedly different from last year.

Area	Average Rating (0-100)	Number of Assessments	2016-2017 Average Rating / # Assessments
KPI SC #2	100	1*	98.29 / 2

School Counseling Assessment Timeline						
KPI	Admissions	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5
1	CAEP 3 Interview Rating Form				CNSL 8012	CNSL 8016
2		CNSL 8010	CNSL 7050		CNSL 8012	Portfolio Sections 2 & 3

Counselor Education & Supervision Doctoral Key Performance Indicators

Key performance indicators, skill and knowledge student learning outcomes associated with the counselor education and supervision doctoral counseling program “are intended to prepare graduates to work as counselor educators, supervisors, researchers, and practitioners in academic and clinical settings” (CACREP, 2016, p. 38). These indicators align with CACREP (2016) specialty standards outlined in section 6.B and relate to doctoral student preparation for counseling, supervision, teaching, research and scholarship, as well as leadership and advocacy. Refer to the assessment timeline at the end of this section for specific information related to the placement of learning outcome assessments associated with each school counseling performance indicator. Of additional note affecting all doctoral KPIs is the change from a doctoral portfolio to the doctoral qualifying exam, which used a more detailed rubric to more effectively assess student competency. Therefore, year-to-year comparisons should be made cautiously and do not necessarily reflect a student performance trends.

Doctoral KPI 1: Diversity Affirming Theoretical Decision Making.

Counselor education doctoral students will be instructed on ethical and ecologically-oriented conceptualization of clients from multiple theoretical perspectives while considering evidence-based counseling practices in multiple settings. Doctoral students will be expected to communicate the process of conceptualization to others so they may practice and grow as professional leaders. In 2017-2018, one course-based assessment was utilized to evaluate knowledge associated with this indicator occurring in CNSL 9003. Additionally, this was the first year that knowledge was evaluated using the theories portion of the doctoral qualifying exam. We expect that students will perform at 85% or better in assessment of the knowledge learning outcomes. For this academic year, students performed below expectations, which is markedly different from last year’s performance.

Area	Average Rating (0-100)	Number of Assessments	2016-2017 Average Rating / # Assessments
KPI CED #1	76.5	2	95.75 / 2

Doctoral KPI 2: Ecological Leadership and Advocacy. Students will be able to synthesize and apply research-based counseling leadership and advocacy to current professional counseling concerns. Students will be prompted to explore and develop their area of scholarly interests that promote advocacy with diverse populations through collaboration with the counseling program faculty. In 2017-2018, one course-based assessment was utilized to evaluate knowledge associated with this indicator occurring in CNSL 9001. Additionally, knowledge was evaluated using the leadership and advocacy qualifying exam. We expect that students will perform at 85% or better in assessment of the knowledge learning outcomes. For this academic year, students performed below

expectations, a marked decrease from last year. This is the first year the doctoral qualifying exam in leadership and advocacy was implemented to allow for greater discernment of student knowledge acquisition and understanding in this area.

Area	Average Rating (0-100)	Number of Assessments	2016-2017 Average Rating / # Assessments
KPI CED #2	76.5	2	98.79 / 2

Doctoral KPI 3: Professionally Engaged Research and Scholarship.

Doctoral students will be introduced to major research issues and methodologies in the counseling profession, historically and today. Through reviewing published research from an ecological perspective, students will learn to analyze counseling research in terms of validity, style, theoretical meaningfulness, and implications for counseling practice. In 2017-2018, one course-based assessment was utilized to evaluate skill associated with this indicator occurring in CNSL 9020. No data were collected in CNSL 9020 for this academic year*. Skill was also assessed through the doctoral defense process as pass/fail (either receiving a zero or 100%). Finally, knowledge was evaluated using the research doctoral qualifying exam. We expect that students will perform at 85% or better in assessment of the knowledge learning outcomes. For this academic year, students performed above expectations; however, performance was markedly lower than last year. This is the first year the doctoral qualifying exam was implemented to allow for greater discernment of student knowledge acquisition and understanding in this area.

Area	Average Rating (0-100)	Number of Assessments	2016-2017 Average Rating / # Assessments
KPI CED #3	88.6	2*	100 / 3

Doctoral KPI 4: Supervisory Role Identification and Culturally Inclusive Skill Development. Students will engage in conceptual and experiential development of supervision skills. Issues relating to the process of supervising counselors will be addressed theoretically and practically in a manner that is culturally inclusive and respectful of contextual factors that influence professional development. In 2017-2018, one course-based assessment was utilized to evaluate knowledge associated with this indicator occurring in CNSL 8040. Knowledge was also evaluated using the supervision qualifying exam. We expect that students will perform at 85% or better in assessment of the knowledge learning outcomes. For this academic year, students performed above expectations; however, the outcome was markedly lower than the previous year. This was the first year the doctoral qualifying exam in supervision was implemented to allow for greater discernment of student knowledge acquisition and understanding in this area. A skills-based learning

outcomes is also under development for this performance indicator and will be implemented in the next academic year.

Area	Average Rating (0-100)	Number of Assessments	2016-2017 Average Rating / # Assessments
KPI CED #4	89.53	2	98.33 / 2

Doctoral KPI 5: Counselor Educator Pedagogy and Assessment of Learning. Students will develop, implement, and critically evaluate a graduate-level counselor education learning module effectively using best-practices, student-centered models of adult learning, ethical and culturally inclusive methods, and technology. In 2017-2018, one course-based assessment was utilized to evaluate skill associated with this indicator occurring in SPSY 8070. Knowledge was also evaluated using the pedagogy portion of the doctoral qualifying exam. We expect that students will perform at 85% or better in assessment of the knowledge learning outcomes. For this academic year, students performed below expectations, a marked decrease from last year. A skills-based learning outcomes is also under development for this performance indicator.

Area	Average Rating (0-100)	Number of Assessments	2016-2017 Average Rating / # Assessments
KPI CED #5	78.67	2	99.75 / 2

Doctoral Program							
KPI	Admissions	Sem. 1	Sem. 2	Sem. 3	Sem. 4	Sem. 5	Sem. 6+
1		CNSL 9003				Qualifying Exams	
2		CNSL 9001					
3					CNSL 9020		Dissertation
4		CNSL 8040	CNSL 9011				
5				CNSL 9060	SPSY 8070		

In Development

Performance Summary

Similar to last year, seven Entry-Level (masters) core key performance indicators exceed expectations for 2017-2018 while two fell slightly below expectations (KPIs 4 and 9). Within the Mental Health Counseling program both KPIs exceeded expectations, which was an improvement from last year. Within the School Counseling program, both KPI's exceeded expectations as occurred last year. Within the Counselor Education doctoral program, two of the five KPI areas exceeded expectations, a noticeable decrease in performance from last year. Underperforming areas were reviewed to determine potential causes for low outcomes. Changes were made for some assessment processes in order to improve evaluation of student learning and responsiveness to student educational needs.

Summary of Changes

In the 2016-2017 academic year four assessments were identified for replacement and three were altered and implemented in the 2017-2018 evaluative year. Changes influenced assessment for KPI #2 and 3. Outcomes for these KPIs remained stable, despite the changes in assessment. With regard to KPI 4, the group session plan is a course-based assignment currently used as an assessment point for a skill learning outcomes associated with core key performance indicator four. This assessment was determined to be an inadequate measure of student group leadership skill in 2017 and will be discontinued as a KPI in 2018-19. Faculty will be developing an alternative objective rating measure for implementation in fall 2019. In addition, group skills assessment is reported by supervisors through two items on their student evaluations reported through multiple time points. This measure appears to lack stability and will be assessed for redevelopment. Thus, skill outcomes for this indicator will be measured with a single assessment in the 2018-2019 evaluative year. The continued lack of useful skill assessment for KPI 4 may have influenced the outcomes for this evaluative year, which were lower than the previous year. Some data were also lost due to inconsistent use of assessments by temporary or adjunct faculty.

Within the specialty programs, mental health and school counseling, no substantive changes were made to learning outcome assessments for 2017-2018. However, faculty will be reviewing performance indicators to determine if additional areas are needed to better reflect program goals, specifically with regard to skill assessment. Faculty are currently considering integration of crisis counseling concepts for both school and mental health across the core and specialty curriculum. When this occurs, a performance indicator in both specialty areas will likely be added to reflect our focus on crisis response preparation and trauma-informed care education. A new skills based assessment (i.e. CCS-R) was also adopted and piloted for full implementation in 2019-2020 across both the school and mental health programs.

In the doctoral program portfolios were used to assess knowledge across the five performance indicators in 2016-2017. However, in 2017-2018 this

assessment was replaced with the doctoral qualifying exams as faculty believe the exams will serve as a better assessment of student knowledge acquisition, understanding, and critical thinking ability. This change likely influenced sensitivity of assessment across performance indicators, influencing the noted decrease in performance across the doctoral program. Qualifying exam rubrics for KPIs #1 and 3 will be reviewed to ensure accurate assessment of associated CACREP standards, as current rubrics evaluate multiple standards in one rating row. Additionally, rubrics for the doctoral dissertation proposal and defense will be utilized in the future so as to discern skill performance in the area of scholarship (KPI 3). Potential skill assessment for KPI #5 will be considered to better assess pedagogical practice during internship.

Assessment Recommendations

Curriculum changes took effect in the fall of 2018, largely influencing the mental health counseling and doctoral programs. As part of these changes, abnormal course content was merged with the diagnosis course. Additionally, a psychopharmacology course was added to the mental health counseling required course progression (occurring in the final year), which may create opportunities to assess both knowledge and skill related to the contextual dimensions and practice of mental health counseling. An introductory to clinical mental health counseling course is now offered in the first semester for incoming mental health counseling students to better address clinical mental health counseling foundations. Effectiveness of these changes will not become evident until the 2018-2019 evaluative year. Two elective courses were also created. One is a suicide prevention course to be offered in the fall and spring, beginning in the fall of 2018. An integrated care course will also been developed and offered beginning in the fall of 2019.

Group skill assessment will be evaluated for core KPI four in order to improve evaluation of student performance as a group facilitator. Previously, student skill was evaluated within the group counseling class, which is typically taken during the first semester of coursework in the school and mental health counseling programs. During that course, students take turns facilitating an experiential in-class growth group with their peers throughout the semester. Since this is the first semester of education during which some student's skills may be evaluated in the first few weeks of instruction, it was determined an assessment of skills at this point in the program would serve as a poor assessment of learning. An objective rating of skills has been reviewed and developed for course-based implementation in 2019.

The supervisor rating scale is currently used by site-based supervisors as they evaluate student performance during practicum and internship. Upon review of learning outcomes in which this rating scale was utilized as an evaluative tool, it was determine that a lack of score variability existed between students and that the scale. Additionally, faculty determined that scale aligned between faculty evaluation of student skills development and site supervision evaluation of skill may be more useful in monitoring growth from a variety of rater perspectives across practice environments. Therefore, faculty are in the process

of fully implementing a new measure, the CCS-R, which has demonstrated validity and reliability in measuring counseling skill development. This new measure will be fully implemented beginning in 2019.

Finally, faculty reviewed the masters-level portfolio to improve assessment of cumulative knowledge acquisition and skill development. A shared knowledge component will now be assessed using the CPCE exam. This exam will be fully implemented beginning in 2019. The school counseling and mental health counseling program faculty have developed and piloted specialty knowledge and skills comprehensive assessments. Knowledge and skill components will then be assessed by the student advisor and another faculty member. These specialty comprehensive assessments were piloted in spring of 2018 and will be fully implemented as a standard requirement in the spring of 2019.

Table 11: CACREP Standards Coverage

Core Standards	Key Performance Indicator
2.F.1 Professional Orientation/Ethics (a-k,m)	KPI 1
2.F.1 Professional Orientation/Ethics (j-m)	KPI 3
2.F.1 Professional Orientation/Ethics (c-e)	KPI 2
2.F.2 Social/Cultural Diversity (a-h)	KPI 7
2.F.3 Human Growth and Development (a-i)	KPI 6
2.F.4 Career Development (a-j)	KPI 5
2.F.5 Helping Relationships (a,g,n)	KPI 1
2.F.5 Helping Relationships (b-f, h-l)	KPI 2
2.F.6 Group Work (a-h)	KPI 4
2.F.7 Assessment and Testing (a-m)	KPI 9
2.F.8 Research and Program Evaluation (a-j)	KPI 8
Clinical Mental Health Standards	
5.C.1 Foundations (a-c)	MHC KPI 1
5.C.1 Foundations (d-e)	MHC KPI 2
5.C.2 Contextual (a-h)	MHC KPI 2
5.C.2 Contextual (i-m)	MHC KPI 1
5.C.3 Practice (a-b)	MHC KPI 2
5.C.3 Practice (c-e)	MHC KPI 1
School Standards	
5.G.1 Foundations (a-e)	School KPI 1
5.G.2 Contextual (a-n)	School KPI 2
5.G.3 Practice (a-o)	School KPI 2
Counselor Education & Supervision Standards	
6.B.1 Counseling (a-d,f)	CED KPI 1
6.B.1 Counseling (e)	CED KPI 5
6.B.2 Supervision (a-k)	CED KPI 4
6.B.3 Teaching (a-i)	CED KPI 5
6.B.4 Research and Scholarship (a-l)	CED KPI 3
6.B.5 Leadership and Advocacy (a-l)	CED KPI 2

Program Modifications Resulting from Program Assessment

Starting in the summer of 2017, the Counseling Program has systematically reviewed its program outcomes to determine where changes are necessary in order to enact continuous improvements. As we have just moved to the 2016 CACREP Standards from the 2001 Standards, this is the second data collection year for our Key Performance Indicators (KPIs). As noted previously, there are a few adjustments being made in how the program assesses the KPI's, particularly where there is low variance in outcomes. We expect to be able to assess data trends in the coming third year to make further changes, as warranted.

It should be noted that there are other changes the program has adopted in its continuous improvement process as we have reviewed other program-wide data. Based on the graduation data, school and mental health faculty are collaborating at higher levels, infusing school counseling examples while also developing our specialty training in the area of counseling children, adolescents, and transitional-aged youth. This has been accompanied by a continuation of the Health Resources and Service Administration (HRSA) grant funding for up to 56 School and Mental Health Counseling students to receive advanced training and \$10,000 stipends while in approved internship during the next four years. We have also developed interprofessional training materials and will be co-hosting for a second year and integrated care forum in the spring of 2019. We have also begun development for an integrated care course that will begin in the fall of 2019.

We are very pleased that our licensure pass rates are among the highest in the State, especially for the NCE and NCMHCE. Our new school counseling faculty are also making a concerted effort to improve student scores on the Ohio Assessment for Educators. We are pleased with our student and faculty diversity, yet we see continuous opportunities to increase our recruiting, especially with underrepresented populations. We continue to receive positive feedback about our innovative diversity simulation training and focus on multicultural social justice training. These efforts will continue. We are also pleased that our doctoral students are actively publishing and seeking awards and grants. We hope to see even more activity in this regard, and faculty have identified this as a high priority for the doctoral program.

In terms of curriculum changes, the Counseling faculty have begun implementation of a new diagnosis course combining abnormal psychology and we are now offering an Introduction to Clinical Mental Health Counseling course, replacing the current Counseling in Community Settings course. This course includes more crisis management material and provide a stronger orientation to the profession. Faculty have also added a course on mental health and substance abuse pharmacology to strengthen our students' knowledge of the neuroscience of substance abuse and mental health and pharmacotherapy practices in the field. Additionally, an interprofessional elective on suicide prevention was introduced in 2018. In the doctoral program, we are making

minor adjustments in course sequencing, moving our supervision and teaching courses earlier in our student's training to provide greater support for these practices while in their doctoral internship. Further changes will accompany a shift from an EdD program to a PhD program. The application for a change to a PhD program is currently in review.

In total, the Counseling Program has enacted a comprehensive assessment plan to establish baseline data. Initial results show that students are meeting program training goals and CACREP training standards. Nonetheless, faculty are continuing to strive for higher levels of excellence across the program and have enacted other needed changes to improve the program.