

Program Evaluation Report

Clinical Mental Health Counseling Program

2023-2024

Assessment Data Points

Program Learning Outcomes (PLOs) are tied to the core areas of the Clinical Mental Health Counseling program and can be seen in the table below. The threshold expected is an achievement of 83% or higher.

Program Learning Outcomes			
PLO	Assessment #1	Assessment #2	Assessment #3
1. Understand foundational aspects of professional counseling	501-Final Exam	625-Final Exam	647-Final Exam
2. Understand and apply ethical principles to all work pertaining to clients at individual, group, and societal levels.	612-Ethics Application Paper	643-Final Exam	
3. Demonstrate competency in addressing multicultural needs of clients.	635-Crash Paper	637-Multicultural Applications Paper	
4. Demonstrate competency in analysis of clients, including diagnosis, case conceptualization, and developmental considerations across the lifespan.	527-Interactive Discussions	626-Case Studies	696-Case Presentation
5. Demonstrate the capacity to develop empirically supported strategies for specific types of therapeutic interventions targeted to work with individuals and groups.	605-Article Review #1	643-Research Presentation	
6. Apply counseling theories to the practice of mental health counseling.	649-Case Conceptualizations	696-Case Presentation	
7. Demonstrate understanding of foundational components and application of individual and group approaches to assessment and evaluation.	615-Test Review Presentation	643-Midterm	
8. Utilize appropriate methods for conducting research and program evaluation.	605-Program Evaluation Assessment		

Key Performance Indicators (KPIs) and coordinating assessments were also chosen for the eight common core areas and entry-level specialty area of clinical mental health counseling. An assessment plan was developed to assess each KPI 3-4 times throughout the program to assess for development and mastery. The threshold expected is an achievement of 83% or higher.

Core Area	Indicator	Key Performance Indicators			
		Assessment #1	Assessment #2	Assessment #3	Assessment #4
Professional Counseling Orientation and Ethical Practice	1.i. ethical and legal standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	612-Ethics Application Paper	655-Skills Practice	694-Case Presentation	698-Supervisor Evaluation
Social and Cultural Diversity	2.c multicultural counseling competencies	635-Paper	625-Diagnosis Presentation	637-Multicultural Implications in Career Paper	698-Supervisor Evaluation
Human Growth and Development	3.c. theories of normal and abnormal personality development	649-1st Case Concep	527-Interactive Discussions	694-Case Studies	698-Supervisor Evaluation
Career Development	4.d. approaches for assessing the conditions of the work environment on clients' life experiences	527-Interactive Discussions	637-Career and Noncareer Intersection Applied Paper	698-Supervisor Evaluation	
Counseling and Helping Relationships	5.j evidence-based counseling strategies and techniques for prevention and intervention	649-Presentation	626-Diagnostic Process Presentaiton	643-Research Presentation	698-Supervisor Evaluation
Group Counseling and Group Work	6.a theoretical foundations of group counseling and group work	643-Midterm	643-Group Experience Discussion Paper	535-Final Exam	698-Supervisor Evaluation
Assessment and Testing	7.b methods of effectively preparing for and conducting initial assessment meetings	615-Initial Client Interview	637-Career Assessment Project	698-Supervisor Evaluation	
Research and Program Evaluation	8.b identification of evidence-based counseling practices	649-Presentation	626-Diagnostic Process Presentation	605-Article Review #1	698-Supervisor Evaluation
Clinical Mental Health Counseling					
Foundations	1.b theories and models related to clinical mental health counseling	649-Case Conceptualizations	694-Case Presentation	696-Case Presentation	698-Supervisor Evaluation
Contextual Dimensions	2.d diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the DSM and the ICD	625-Online Activities	535-Case Analysis Paper and Presentation	626-Case Studies	698-Supervisor Evaluation
Practice	3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues	647-Transcript 2	626-Diagnostic Process Presentasen	615-Functional Behavior Assessment	698-Supervisor Evaluation

Professional disposition data are collected for each student in each class during the academic year. Students are required to achieve “Proficient” or “Advanced” in each area. Those students receiving “Requires Improvement” develop a remediation plan with the program director to address.

1. Professional Values and Attitudes: as evidenced in behavior and demeanor that reflect the values and attitudes of counseling.		
Advanced	Proficient	Requires Improvement
a. Professionalism		
Student conducts self in a professional manner across settings and situations, including the classroom. Respectful, thoughtful, and appropriate within all professional interactions.	Student behaves in a professional manner towards instructor and peers, including classroom behaviors.	Student is inconsistently respectful, thoughtful, and appropriate with instructor and/or peers.
b. Accountability		
Student independently accepts personal responsibility across settings and contexts	Student is able to accept personal responsibility for actions when addressed by others	Student is inconsistent or lacks acceptance of personal responsibility for actions
c. Educational Participation		
Student arrives to all class sessions on time; attends all class meetings for their entirety	Student arrives on time, attends all class meetings for their entirety, or communicates necessity of late arrival or early departure professionally; Student misses a maximum of one class period	Student arrives late for class or leaves early, does not have professional communication about attendance concerns, and/or misses more than one class period

2. Reflective Practice/Self-Assessment/Self-Care: Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care.		
Advanced	Proficient	Requires Improvement
a. Reflective Practice		
Student displays broad self-awareness; utilizes self-monitoring; engages in reflection regarding professional practice; uses resources to enhance reflectivity; shows in-depth understanding of how his/her beliefs may impact the counseling situation	Student displays basic self-awareness; engages in reflection regarding professional practice; demonstrates awareness of how his/her beliefs may impact the counseling situation	Student demonstrates limited awareness and/or appreciation of how his/her beliefs may impact the counseling relationship
b. Self-Assessment		
Student accurately self-assesses competence in all competency domains; integrates self-assessment in practice; recognizes limits of knowledge/skills and acts to address them; has extended plan to enhance knowledge/skills	Student demonstrates broad, accurate self-assessment of competence; consistently monitors and evaluates practice activities; works to recognize limits of knowledge/skills, and to seek means to enhance knowledge/skills	Student does not demonstrate accurate self-assessment of competence and/or does not implement changes to address areas of concern
c. Self-Care (attention to personal health and well-being to assure effective professional functioning)		
Student self-monitors issues related to self-care and promptly intervenes when disruptions occur	Student monitors issues related to self-care with supervisor; understands the central role of self-care to effective practice	Student does not understand the importance of self-care in effective practice and/or does not attend to self-care
3. Relationships: Relate effectively and meaningfully with individuals, groups, and/or communities.		
a. Interpersonal Relationships		
Student forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors and professionals from other disciplines	Student displays appropriate interpersonal skills with clients, peers/colleagues, supervisors and professionals	Student does not display appropriate interpersonal skills with clients, peers/colleagues, supervisors and professionals
b. Affective Skills		
Student possesses advanced interpersonal skills; exhibits advanced respectful and emotionally appropriate communication with peers, instructors, supervisors, and clients; manages difficult communication appropriately and in cases of conflict, exhibits ability to express disagreement or displeasure with self-control and respect for all parties involved	Student exhibits respectful and emotionally appropriate communication with all parties; negotiates differences and handles conflict satisfactorily and in cases of conflict, exhibits ability to express disagreement or displeasure with self-control and respect for all parties involved; provides effective feedback to others and receives feedback nondefensively	Student does not exhibit emotionally appropriate communication; lacks ability to handle conflict satisfactorily and in cases of conflict, demonstrates inability to express disagreement or displeasure with self-control and respect for all parties involved; is unable to provide effective feedback to others; and/or receives feedback in defensively
c. Expressive Skills		
Student demonstrates advanced verbal, nonverbal, and written communications, which are informative, articulate, succinct, sophisticated, and well-integrated; demonstrate thorough grasp of professional language and concepts	Student communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language	Student does not communicate clearly in either verbal, nonverbal, or written skills and/or lacks awareness of their nonverbal presentation; lacks clear understanding of professional language

4. Emotional Stability and Self-Control: as evidenced by awareness of distress, ability to self-regulate, and demonstration of appropriate expression of emotion			
Advanced	Proficient	Requires Improvement	Not Obs.
a. Awareness of Distress			
Student demonstrates self-awareness of negative emotion and emotional exhaustion; recognizes potential for distress to adversely influence clinical and academic work; independently takes appropriate steps to address	Student demonstrates self-awareness of negative emotion and emotional exhaustion and/or is receptive to feedback regarding these; recognizes potential for adverse consequences clinically or academically; seeks support appropriately and attempts to address	Student lacks awareness of negative and/or emotional exhaustion; lacks understanding of adverse consequences; and/or does not take appropriate steps to address	
b. Self-Regulation			
Student utilizes appropriate strategies for emotional regulation in professional and personal contexts	Student exhibits knowledge of strategies for emotional regulation in professional and personal contexts	Student lacks understanding or application of appropriate strategies for emotional regulation in professional and personal contexts	

I. **Aggregate Assessment of Academic Quality Indicators**
a. Academic Program Results

The academic assessment report provides data for the 2023-2024 assessment cycle for each of the Program Learning Outcomes. Please see below for the outcomes that were assessed during the academic year and associated data for academic quality indicators.

MA in Clinical Mental Health Counseling

PROGRAM MISSION STATEMENT

MA in Clinical Mental Health Counseling

Mission Statement

Loras College Counseling Master's Program seeks to instill in graduates the ability to value the human dignity of each individual they encounter and to competently and compassionately provide exceptional healthcare and education to all those they serve.

MHC PLO#1_23/24 Foundations of Mental Health Counseling

A1. PLO Identifier

COUNS PLO #1_23/24

A3. Program Learning Outcome

Understand foundational aspects of professional counseling.

A4. Course(s)

MHC 501
MHC 625
MHC 647

A5. Assessment Tool(s)

501-Final Exam
625-Final Exam
647-Final Exam

A6. Benchmark

Students will achieve 83% or higher.

B1. Campus Labs Outcomes Results

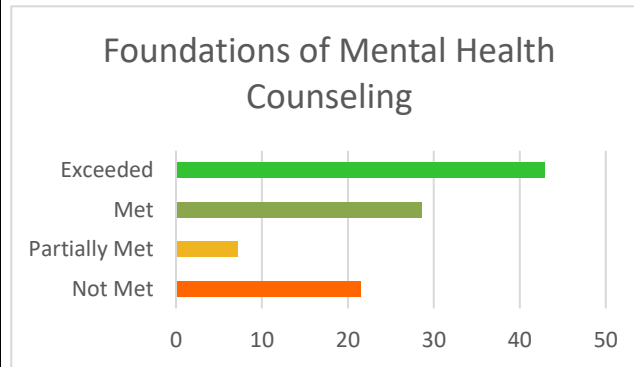
MHC PLO #1

FOUNDATIONS OF MENTAL HEALTH COUNSELING

Understand foundational aspects of professional counseling.

Academic Year 2023-24: L.MHC 501, L.MHC 625, L.MHC 647

Term: Overview



B2. Results Summary

Two of the three assessment data points for this outcome were from first year, first semester students. Across these two data points, 18 met or exceeded expectations, 4 partially met, and 4 did not meet the expectations. Of those students who did not meet expectations, 1 will repeat the year with accommodations, 1 decided the program was not the correct career directions for them, and the remaining 2 received remedial support. Additionally, there were first-year faculty in both of the first-year classes and clarity will be provided regarding grading expectations.

The second-year students all met or exceeded expectations.

C1. Analysis and Follow-Up Action

Of those first-year students who did not meet expectations, 1 will repeat the year with accommodations, 1 decided the program was not the correct career directions for them, and the remaining 2 received remedial support. Additionally, there were first-year faculty in both of the first-year classes and clarity will be provided regarding grading expectations. All second-year students met or exceeded expectations on this outcome, which we would strive for in year 2.

MHC PLO #2_23/24 Ethics

A1. PLO Identifier

MHC PLO #2_23/24

A3. Program Learning Outcome

Understand and apply ethical principles to all work pertaining to clients at individual, group, and societal levels.

A4. Course(s)

MHC 612
MHC 643

A5. Assessment Tool(s)

612-Ethics Application Paper

B1. Campus Labs Outcomes Results

MHC PLO #2

ETHICS

Understand and apply ethical principles to all work pertaining to clients at individual, group, and societal levels.

Academic Year 2023-24: L.MHC 612 and 643

Term: Overview

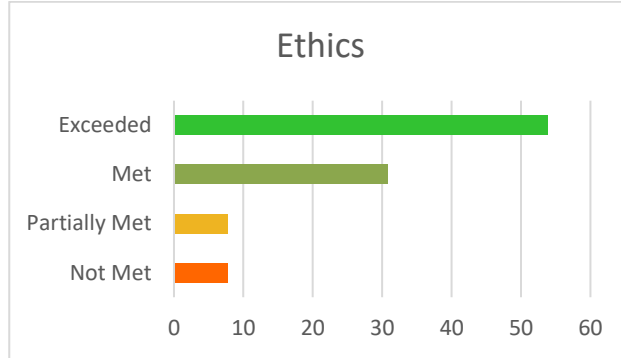
C1. Analysis and Follow-Up Action

The majority of students met or exceeded expectations. The 1 student who partially met the expectation received remedial support and demonstrated this skill later in the year. The student who did not meet will repeat the course with accommodations.

MA in Clinical Mental Health Counseling

643- Final Exam Question 5

A6. Benchmark
All students will perform at 83% or above.



B2. Results Summary
Across two data points, 11 met or exceeded expectations and 1 student partially met and 1 student did not meet.

MHC PLO #3_23/24 Multicultural Competency

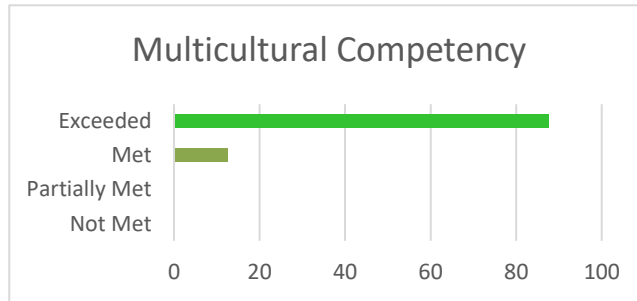
A1. PLO Identifier
MHC PLO #3_23/24
A3. Program Learning Outcome
Demonstrate competency in addressing multicultural needs of clients.

A4. Course(s)
MHC 635
MHC 637

A5. Assessment Tool(s)
Crash Paper
Multicultural Paper

A6. Benchmark
All students will achieve 83% or above.

B1. Campus Labs Outcomes Results
MHC PLO #3
MULTICULTURAL COMPETENCY
Demonstrate competency in addressing multicultural needs of clients.
Academic Year 2023-24: L.MHC 635, L.MHC 637
Term: Overview



B2. Results Summary
18 students met this outcome, while 1 student partially met this outcome.

C1. Analysis and Follow-Up Action
The vast majority of our students met or exceeded this outcome. We will continue to teach and assess this outcome in the same manner.

MHC PLO #4_23/24 Client Analysis

A1. PLO Identifier
MHC PLO #4_23/24
A3. Program Learning Outcome
Demonstrate competency in analysis of clients, including diagnosis, case conceptualization, and developmental considerations across the lifespan.

A4. Course(s)
MHC 626
MHC 696

A5. Assessment Tool(s)
626-Case Studies

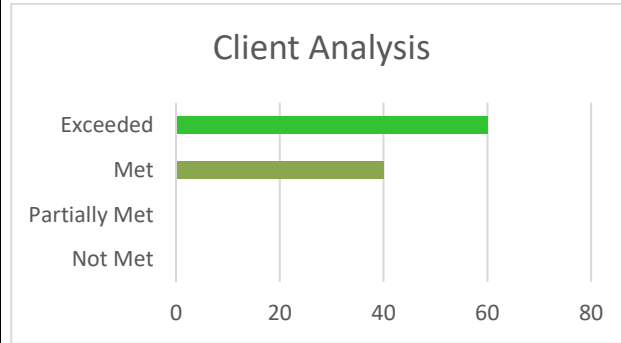
B1. Campus Labs Outcomes Results
MHC PLO #4
CLIENT ANALYSIS
Demonstrate competency in analysis of clients, including diagnosis, case conceptualization, and developmental considerations across the lifespan.
Academic Year 2023-24: L.MHC 626 and 696
Term: Overview

C1. Analysis and Follow-Up Action
Assignments, assessments, and teaching for this outcome will remain the same for the next assessment cycle.

MA in Clinical Mental Health Counseling

696-Case presentation

A6. Benchmark
All students will achieve 83% or better.



B2. Results Summary
Across two data points, 14 students met or exceeded expectations.

MHC PLO #5_23/24 Empirically Supported Treatments

A1. PLO Identifier
MHC PLO #5_23/24

A3. Program Learning Outcome
Demonstrate the capacity to develop empirically supported strategies for specific types of therapeutic interventions targeted to work with individuals and groups.

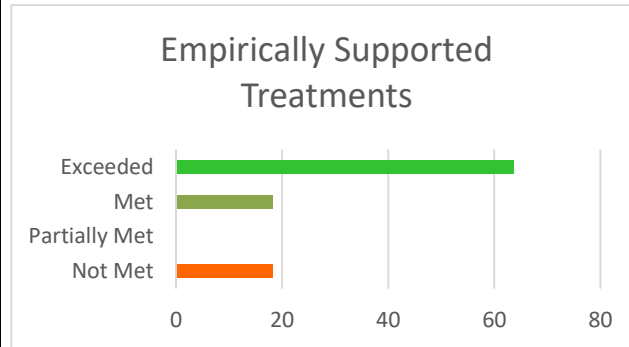
A4. Course(s)
MHC 605
MHC 643

A5. Assessment Tool(s)
Research Presentation
Article Review

A6. Benchmark
All students will achieve 83% or better.

B1. Campus Labs Outcomes Results
MHC PLO #5

EMPIRICALLY SUPPORTED TREATMENTS
Demonstrate the capacity to develop empirically supported strategies for specific types of therapeutic interventions targeted to work with individuals and groups.
Academic Year 2023-24: L.MHC 605, L.MHC 643
Term: Overview



B2. Results Summary
12 students met or exceeded this outcome, while 3 did not meet this outcome. 1 of those 3 students simply did not include the EST in the presentation, so the data does not accurately assess whether or not the skill can be demonstrated.

C1. Analysis and Follow-Up Action
Continued work in future classes will address the students who did not meet the outcome. The vast majority of students meeting this outcome demonstrates that we are making good progress in this area as a program.

MHC PLO #6_23/24 Theories

A1. PLO Identifier
MHC PLO #6_23/24

A3. Program Learning Outcome
Apply counseling theories to the practice of mental health counseling.

A4. Course(s)
MHC 649
MHC 696

B1. Campus Labs Outcomes Results
MHC PLO #6

THEORIES
Apply counseling theories to the practice of mental health counseling.
Academic Year 2023-24: L.MHC 649 AND 696
Term: Overview

C1. Analysis and Follow-Up Action
We will continue to train students in the same manner for theories.

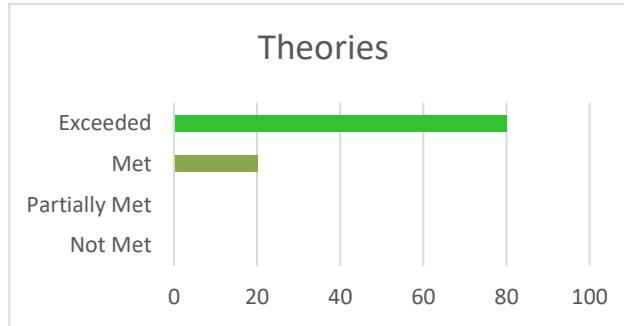
MA in Clinical Mental Health Counseling

A5. Assessment Tool(s)

649-Case Conceptualizations
696-Case Presentation

A6. Benchmark

All students will achieve 83% or better.



B2. Results Summary

21 students met or exceeded this outcome.

MHC PLO #7_23/24 Assessment and Evaluation

A1. PLO Identifier

MHC PLO #7_23/24

A3. Program Learning Outcome

Demonstrate understanding of foundational components and application of individual and group approaches to assessment and evaluation.

A4. Course(s)

MHC 643

A5. Assessment Tool(s)

643-Midterm

A6. Benchmark

All students will achieve 83% or better.

B1. Campus Labs Outcomes Results

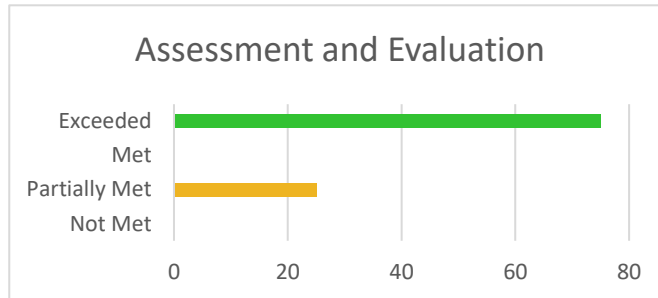
MHC PLO #7

ASSESSMENT AND EVALUATION

Demonstrate understanding of foundational components and application of individual and group approaches to assessment and evaluation.

Academic Year 2023-24: L.MHC 643

Term: Overview



B2. Results Summary

3 students met or exceeded this outcome, while 1 student partially met this outcome

C1. Analysis and Follow-Up Action

The student who partially met this outcome will be offered remedial support. The outcome will continue to be taught and assessed the same in the future.

MHC PLO #8_23/24 Research and Program Evaluation

A1. PLO Identifier

MHC PLO #8_23/24

A3. Program Learning Outcome

Utilize appropriate methods for conducting research and program evaluation.

A4. Course(s)

MHC 605

A5. Assessment Tool(s)

605-Program Evaluation Assessment

B1. Campus Labs Outcomes Results

MHC PLO #8

RESEARCH AND PROGRAM EVALUATION

Utilize appropriate methods for conducting research and program evaluation.

Academic Year 2023-24: L.MHC 605

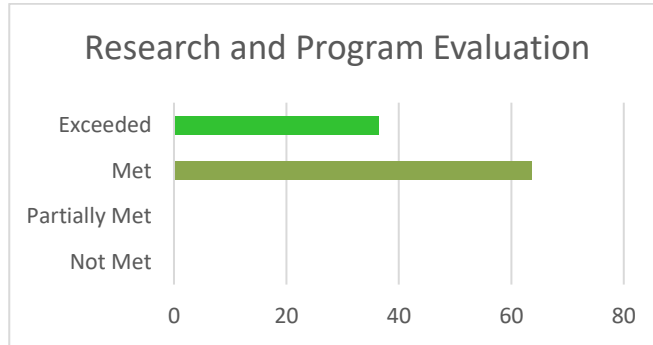
Term: Overview

C1. Analysis and Follow-Up Action

We will continue to teach and assess this outcome in the same way in future semesters as students demonstrated success with this method.

MA in Clinical Mental Health Counseling

A6. Benchmark
All students will achieve
83% or better.



B2. Results Summary

All students met or exceeded this expectation.

b. KPI Results

KPI Assessment 2023-2024				
Core Area	Indicator	Assessments	Results	Analysis & Follow-up Actions
Professional Counseling Orientation and Ethical Practice	1.i. ethical and legal standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	612-Ethics Application Paper; 655-Skills Practice; 694-Case Presentation; 698-Supervisor Evaluation	The data demonstrates across 3 assessments (summer is to be completed), students continue to overwhelmingly meet this goal. Again, students who did not meet the goal were in the first year of their program. The students who have not met or partially met either decided counseling was not the career fit or they were offered remedial support. All third year and graduating students met this outcome.	No changes for this outcome or assessment, except KPI language will be aligned with new 2024 standards.
Social and Cultural Diversity	2.c multicultural counseling competencies	625-Diagnosis Presentation; 635-Paper; 698-Supervisor Evaluation	Across four assessment points for data, one student partially met expectations and 38 met or exceeded expectations. The student who partially met expectations demonstrated the competency at another data point in this assessment cycle.	This will be the last time this outcome is assessed. A new KPI has been determined for 2024 alignment with standards. It is the most closely related to this KPI to allow us to continue to determine if success is maintained.
Human Growth and Development	3.c. theories of normal and abnormal personality development	649-1st Case Concept; 698-Supervisor Evals	There were two data points in this assessment cycle, as the summer course has not yet occurred. The assessment in 649 was not deemed to be accurate for this assessment cycle, thus accounting for the anomaly in only 4 students meeting or exceeding while 7 partially or did not meet this outcome. All students in their third year and graduating met or exceeded expectations.	The assessment in 649 was not deemed to be accurate for this assessment cycle, thus accounting for the anomaly in our data across several years. All students in their third year and graduating met or exceeded expectations. We will reassess the students in 649 with an additional data point in year two to determine whether or not they have met this outcome.
Career Development	4.d. approaches for assessing the conditions of the work environment on clients' life experiences	637-Career and Noncareer Intersection Applied Paper; 698-Supervisor Evaluation	Across two data points, all students met or exceeded expectations.	This KPI will be updated to realign with the CACREP 2024 standards, thus updating our assessment in future cycles.
Counseling and Helping Relationships	5.j evidence-based counseling strategies and techniques for prevention and intervention	649-Presentation; 626-Diagnostic Process Presentation; 643-Research Presentation; 698-Supervisor Evaluation	Across four data points, there were 33 students that met or exceeded expectations, 2 who partially met, and 1 who did not meet.	Consistency in our data has returned with new instructors in the courses and clear communication of standards. KPI will be updated to align with 2024 CACREP standards moving forward.
Group Counseling and Group Work	6.a theoretical foundations of group counseling and group work	643-Midterm; 698-Supervisor Evaluation	Across two data points, 12 students met or exceeded expectations and 2 partially met.	The 2 who partially met were the same student and remediation will occur. This KPI will be updated for the next assessment cycle due to 2024 CACREP changes.
Assessment and Testing	7.b methods of effectively preparing for and conducting initial assessment meetings	637-Career Assessment Project; 698-Supervisor Evaluation	All students met or exceeded this objective.	No changes needed, but will be made to update KPI to align with 2024 CACREP standards.
Research and Program Evaluation	8.b identification of evidence-based counseling practices	605-Article Review #1; 649-Presentation; 626-Diagnostic Process Presentation; 698-Supervisor Evaluation	40 students met or exceeded this outcome, with three students not meeting this outcome.	The majority of students met or exceeded this outcome. The three that did not will be offered remedial support to meet this on future assessments.
Clinical Mental Health Counseling				
Foundations	1.b theories and models related to clinical mental health counseling	649-Case Conceptualizations; 694-Case Presentation; 696-Case Presentation; 698-Supervisor Evaluation	All students met or exceeded expectations across all data points.	No changes are necessary, however, KPI will change to align with clinical mental health counseling specialty for the next assessment cycle in alignment with 2024 CACREP standards.
Contextual Dimensions	2.d diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the DSM and the ICD	625-Online Activities; 626-Case Studies; 698-Supervisor Evaluation	21 students met or exceeded this outcome, with 1 student partially meeting and 1 student not meeting. However, both students not meeting the outcome completely did so at the other data point.	No changes are necessary, however, KPI will change to align with clinical mental health counseling specialty for the next assessment cycle in alignment with 2024 CACREP standards.
Practice	3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues	647-Transcript 2; 626-Diagnostic Process Presentation; 698-Supervisor Evaluation	32 students met or exceeded outcomes, while 2 students did not meet the outcome. One will repeat the course to learn this skills and the other decided this career was not a good fit.	No changes are necessary, however, KPI will change to align with clinical mental health counseling specialty for the next assessment cycle in alignment with 2024 CACREP standards.

c. Professional Disposition Results

Fall 2023			
	Advanced	Proficient	Requires Improvement
Professional Values and Attitudes			
Professionalism	15	40	0
Accountability	5	50	0
Educational Participation	10	45	1
Reflective Practice/Self-Assessment/Self-Care			
Reflective Practice	9	46	0
Self-Assessment	6	49	0
Self-Care	0	54	1
Relationships			
Interpersonal Relationships	11	44	0
Affective Skills	5	50	0
Expressive Skills	10	45	0
Emotional Stability and Self-Control			
Awareness of Distress	3	51	1
Self-Regulation	2	53	0
Total	76	527	3

Spring 2024			
	Advanced	Proficient	Requires Improvement
Professional Values and Attitudes			
Professionalism	10	41	0
Accountability	13	38	0
Educational Participation	19	32	0
Reflective Practice/Self-Assessment/Self-Care			
Reflective Practice	22	29	0
Self-Assessment	7	44	0
Self-Care	6	45	0
Relationships			
Interpersonal Relationships	10	41	0
Affective Skills	7	44	0
Expressive Skills	15	36	0
Emotional Stability and Self-Control			
Awareness of Distress	9	42	0
Self-Regulation	6	45	0
Total	124	437	0

d. Graduate Outcomes

- i. Number of Graduates: 10
- ii. Pass Rate on NCMHCE: 100% (8/8). All students who have taken the exam passed on their first attempt. Two students have yet to schedule their exams. We have surpassed the expectation of 90% pass rate for this exam on the first attempt, with 100% pass rate expectation by 2nd attempt.
- iii. Degree completion Rates: 77% (10/13). Three students who began with this cohort ultimately decided they preferred a different career path than

counseling. The goal of degree completion is 85%, allowing for students to determine if the field is the correct fit as well as gatekeeping needs. While we did not meet our outlined goal, the graduation rate was appropriate for the career needs of this group.

- iv. Job Placement Rates: 90% (9/10). All students graduated in May and 9 are currently employed in the Counseling profession. Nine are employed in Iowa and the remaining graduate is determining which state they would like to obtain employment prior to applying for positions. That student has been offered a job in Iowa if they choose to accept.

e. **Fieldwork Placement**

- i. Practicum Placement: 100% (11/11). The expected placement is 100% and this expectation was met.
- ii. Internship I Placement: 100% (11/11). The expected placement is 100% and this expectation was met.
- iii. Internship II Placement: 100% (11/11). The expected placement is 100% and this expectation was met.

f. **Diverse Learning Community**

- i. Students

	Applicants	Enrolled Students	Degree Completion Rates
Sex			
Male	3	2	2
Female	13	12	9
Race			
White	14	12	10
Non-White	2	2	1
Student Status			
Traditional	12	10	9
Non-Traditional	4	4	2

- ii. Faculty

	Open Positions	Employed Faculty	Retention Rates
Sex			
Male	-	0	
Female	-	3	3
Race			
White	-	0	
Non-White	-	3	3
Specialty Area			
Clinical Mental Health Counseling	-	2	2
Rehabilitation Counseling	-	1	1
School Counseling	-	1	1

*1 faculty has a dual specialty

II. **Subsequent Curriculum Modifications and Program Improvement**

While curriculum modifications were not noticed in this assessment cycle, several changes and discussions occurred to address program improvement. They are outlined below.

- a. A meeting occurred with all Counseling faculty in September 2023. Reminders and discussion of importance of assessment of rubrics being clearly tied to the outcome and aspects of the grade occurred. This included not adding aspects irrelevant to that outcome (i.e. grammar, formatting, and tardiness) to assessment data to accurately assess both program outcomes and KPIs. Reminders were also provided in the spring when assessment data was submitted.
- b. Faculty continued to provide explanations of the importance of assessment beyond overall student grades to 1st year students and reminders provided every fall semester to 2nd and 3rd year students. For 1st year students, this takes place in the Professional Orientation and Identity course, 2nd year students in Psychopathology, and 3rd years students in Internship I.

III. **Other Significant Program Changes**

- a. A meeting was held with all Counseling Faculty in May 2024 to determine new KPIs in alignment with the 2024 CACREP standards along with appropriate assessment data points. These will be implemented in Fall 2024.
- b. A meeting was held with all Counseling Faculty in May 2024 to review the program mission statement and align with the 2024 CACREP standards. The revised statement was provided to all current students, alumni, and community partners for feedback and revision. Feedback was incorporated. The new mission statement is in effect as of June 2024.
- c. A meeting will occur during the 2024-2025 academic year to determine which demographic variables are of the most importance to collect data on for students and faculty. Information will also be sought from community partners as we work to redesign this element, while still respecting the confidentiality of our students as it pertains to federal guidelines