

**University of Colorado Denver
School of Education and Human Development**

M.A. in Counseling:

**Clinical Mental Health Counseling
Marriage, Couple, and Family Counseling
School Counseling**

Fall 2020-Summer 2021

Program Evaluation Report

This report is located on the webpage for the Counseling Program, and is written in accordance with CACREP Standard I.AA. which states that each counseling program “distribute an official report that documents outcomes of the systematic program evaluation, with descriptions of any program modifications, to students currently in the program, program faculty, institutional administrators, personnel in cooperating agencies, and the public.”

Program Overview

Description of Counseling Program

The University of Colorado Denver, through the School of Education & Human Development, offers Master of Arts programs appropriate for counseling work in clinical mental health settings, school systems, higher education, couple and family settings, private practice, and business settings. During the 2020-21 academic year the Counseling Program offered three separate degree tracks: Couple and Family Counseling/Therapy, Clinical Mental Health Counseling, and School Counseling. The programs in Couple and Family Counseling/Therapy, Clinical Mental Health Counseling, and School Counseling are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). CACREP Accreditation requires that programs meet a number of specific learning standards in eight core areas and additional standards specific to each specialty track. The 63-credit counseling MA also includes field work within the specialty area. Fieldwork is comprised of a one semester 6 credit class during which students provide closely supervised mental health counseling services followed by 6 credits of community-based field work in their specialty area over one or more semesters. The overall philosophy of the Counseling program is to prepare master's level counselors/therapists with academic, professional, and personal credentials to perform effectively in their anticipated work setting. Individual, systems, and integrated training are emphasized with a focus on what research demonstrates as being essential in effective counseling.

This report will address the three tracks of the MA program accredited by CACREP: Couple and Family Counseling/Therapy, Clinical Mental Health Counseling, and School Counseling. All three of these MA specialty tracks lead to licensure by the State of Colorado, which uses the CACREP standards to qualify MA programs. CACREP mandates specific standards for all programs. A complete list of standards can be found in Appendix A, page 18. There are over 200 standards covered across the three MA specialty tracks. The program submits annual reports to CACREP that includes evaluation of learning outcomes as well as other metrics such as job placement rate and student-faculty ratios. All CACREP accredited programs undergo an extensive review process that includes a multiday site visit every 7 years.

During the 2020-21 academic year, the Counseling Program spent its first academic year operating under the 2016 version of the CACREP Standards. As part of this change, program objectives and learning outcomes were revised, and data collection related to the new standards was implemented fully, after partial implementation the prior year. The program also completed a CACREP self-Study report as part of the 7-year accreditation cycle, which was submitted at the end of the 2019-2020 academic year. This report is available upon request (it is over 700 pages in length) and covers all aspects of the program and addresses all the CACREP standards (Appendix A) in detail.

Overview of the Comprehensive Assessment Plan

The Assessment Plan for the Counseling Program at CU Denver aims to help faculty regularly and systematically review student outcomes and program objectives. Assessment of student learning includes a review of (a) students' competence in core and specialized

knowledge and skill areas as established by the CACREP 2016 standards and the Counseling Program faculty; (b) students' professional and personal disposition development prior to acceptance to the program, while in the program, and after graduation; and (c) student demonstration of counselor professional identity development. Assessment of program objectives includes the evaluation of program outcomes that faculty established in congruence with the Mission of the Program and the University of Colorado Denver. Figure 1 shows an overview of the components of the Comprehensive Assessment Plan and their relationship to one another. This report focuses on student learning outcomes, but it is important to note other ways in which both students and the program is evaluated due to the range of requirements that exist for licensed counselors nationally and in the State of Colorado

The Mission Statement of the program informs the overall program objectives. The CACREP core curriculum standards and the CACREP student learning outcomes for the specialized program areas of Clinical Mental Health Counseling, Couple and Family Counseling/Therapy, and School Counseling also inform the objectives. Both the program curriculum (comprised of all core courses and specialty areas courses) and the admissions process are informed by the mission statement, program objectives, and the CACREP 2016 standards. The program curriculum has been developed to enable students to demonstrate knowledge and skills competence with CACREP standards, to meet program objectives, and fulfill our program mission. The over 200 CACREP standards (Appendix A) are each taught and evaluated in at least one specific assignment, a "signature assignment" in a designated course.

Groups of CACREP standards are combined into Key Performance Indicators, or KPIs. The program has a total of 13 KPIs, each of which is associated with one of four program objectives. A complete list of the KPIs and their CACREP standards and program objectives can be found on the following page. Objectives are written to reflect the outcomes (both program objectives and accreditation standards/KPIs) we aim for in our Counseling Program. The methods of instructional delivery and measurements of Key Performance Indicators (KPIs) are informed by the curriculum, accreditation standards, and common practices for instructional delivery and assessment in counseling programs. Finally, the outcomes that we measure in terms of student learning and program objectives help us to revise all aspects of our assessment plan, from specific course level objectives, to the admissions process, to program objectives, and even our mission statement.

The mission statement of the program and professional expectations related to licensure guide the broad program objectives. Program objectives are reflected and evaluated in Key Performance indicators (KPIs). Each KPI is made up of multiple specific CACREP standards, each of which is taught and evaluated with specific assignments (signature assignments) in designated courses. In addition to detailed learning outcomes tied to CACREP standards, students are evaluated for their professional dispositions and the program is evaluated by community stakeholders, students and alumni.

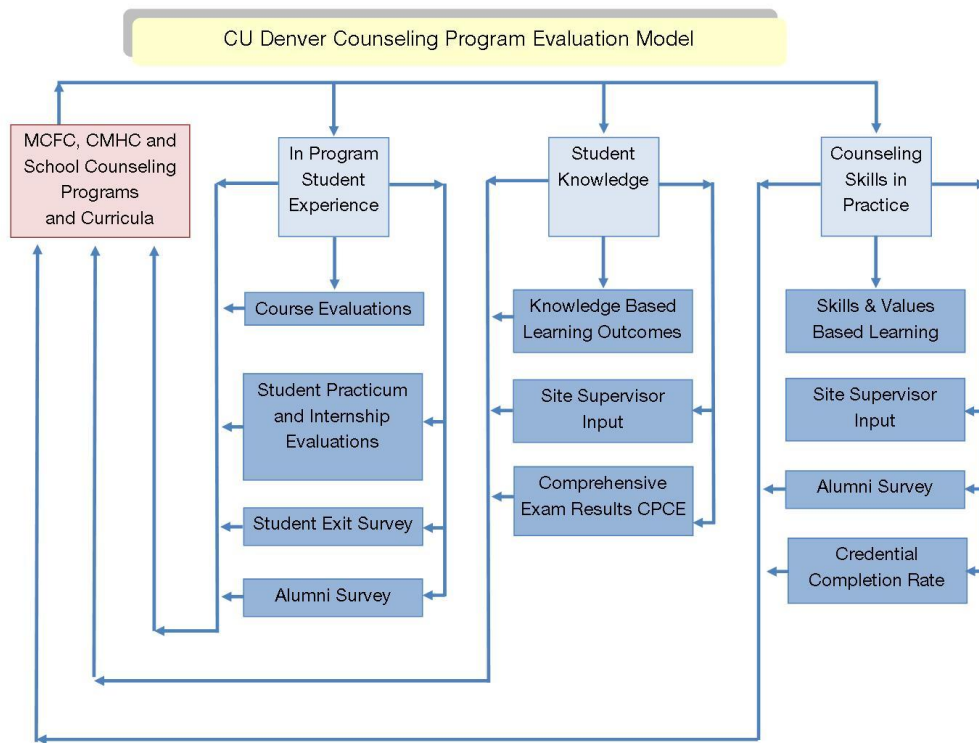


Figure 1: Overview of the Comprehensive Assessment Plan

1. Student Learning Outcomes: (Key Performance Indicators (KPIs))

CACREP Core Standard KPIs

1. Describe the role and process of the professional counselor advocating on behalf of the profession and advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (CACREP II.F.1.d; II.F.1.e). **Program Objective #1**
2. Demonstrate understanding of ethical standards of professional counseling organizations and credentialing bodies and applications of ethical and legal considerations in professional counseling (CACREP II.F.1.i). **Program Objective #2**
3. Demonstrate understanding of theories and models of multicultural counseling, cultural identity development, and social justice and advocacy. (CACREP II.F.2.b, II.F.2.c). **Program Objective #2**
4. Conceptualize systemic and environmental factors that affect human development, functioning, and behavior and apply theories of individual and family development across the lifespan (CACREP II.F.3.a, II.F.3.f). **Program Objective #1**
5. Identify and describe strategies for assessing abilities, interests, values, personality and other factors that contribute to career development and apply methods of identifying and using assessment tools and techniques relevant to career planning and decision-making (CACREP II.F.4.e, II.F.4.i). **Program Objective #2**
6. Apply theories and models of counseling (CACREP II.F.5.a, II.F.5.g). **Program Objective #3**
7. Demonstrate competence in essential interviewing, counseling, and case conceptualization skills (CACREP II.F.5.g) **Program Objective #2**
8. Identify and applies ethical and culturally relevant strategies for designing and facilitating groups (CACREP II.F.6.g). **Program Objective #3**
9. Identify and apply ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results (CACREP II.F.7.m). **Program Objective #4**
10. Articulate the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (CACREP II.F.8.a). **Program Objective #4**

Clinical Mental Health Counseling KPI

1. Articulate roles and settings of clinical mental health counselors and apply principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CACREP V.C.1.c; V.C.2.a). **Program Objective #3**

Couple and Family Counseling/Therapy KPI

1. Articulate roles and settings of couple and family counselors/therapists and apply principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning from a systems perspective (CACREP V.F.1.b; V.F.1.e). **Program Objective #3**

School Counseling KPI

1. Articulate roles and settings of school counselors and apply principles and models of school counseling programs and models of P-12 comprehensive career development (CACREP V.G.1.b.; V.G.1.c). **Program Objective #3**

Philosophy of Assessment in the CU Denver Counseling Program

The faculty is committed to a process of comprehensive program evaluation that is focused on outcomes data, collaborative in nature, and implemented at various points in a student's movement through the program. The assessment plan describes a process in which both summative and formative data is collected and analyzed in order to assess: (a) whether or not the program is meeting its stated objectives; and (b) whether or not students are learning core knowledge and skills of professional counselors for the environments in which they are being prepared to work. The philosophy of our outcomes-based, collaborative, and ongoing assessment plan is evidenced by the following:

1. **Multiple points of measurement:** student readiness and learning are assessed from point of entry into the program through post-graduation.
2. **Multiple evaluators:** students are assessed on their learning outcomes by numerous qualified stakeholders, including core and non-core faculty, site supervisors, and employers; the program is assessed by students, alumni, site supervisors, and internally through a university program review process.
3. **Various instruments of measurement:** students and the program are assessed using various tools that provide direct and indirect measures of outcomes that are both quantitative and qualitative in nature.

Counseling Program Mission Statement

The mission statement of the Counselling Program guides the program objectives and student learning outcomes for the program.

The Mission of the Counseling program at the University of Colorado Denver is to educate competent counselors who value inclusion and prize diversity such that they are prepared to offer a continuum of mental health services across a variety of settings for the benefit of the community and society.

The Counseling Program faculty strives to train counselors:

1. Who are adept at providing high quality, contextually appropriate counseling and consultation services to individuals, couples, families and systems.
2. Who welcome and support diversity, including race, ethnicity, sexual orientation, spirituality, gender, age, ability and socioeconomic status among the faculty, peers, and clientele; who advocate on behalf of marginalized individuals and groups; and who are open to challenging the dominant paradigm by adopting multiple perspectives with the goal of becoming culturally responsive.
3. Who embody integrity and culturally sensitive ethics in their professional practice.
4. Who are committed to lifelong learning, self-care, and professional development; and who advocate on behalf of their professional identity as counselors.

2. Matrix of Learning Experiences

The current learning outcomes of the Counseling Program are reflected in the core requirements as dictated by national accreditation standards and State of Colorado licensure requirements. Through coursework, practicum, internship, and successful completion of the comprehensive examination, students are expected to satisfy overall program objectives and specific course objectives.

Program assessments are based on to the program objectives listed below. These program objectives inform student-learning outcomes, which are measured by key performance indicators (KPIs) at various points in the program. Learning goals based on CACREP standards are addressed in courses throughout the program (A full list of CACREP standards and the courses in which they are formally evaluated can be found in Appendix A).

Groups of CACREP standards and their associated evaluations are used to address the KPIs which are tied to the programs mission and broad learning goals. In addition to being assessed in course work throughout the program, learning goals based on CACREP standards are also evaluated through the comprehensive exam and through internship during the students' final semester or semesters in the program. KPIs contain one or more CACREP standards and are evaluated one or more times during the program.

Counseling program students in the three CACREP accredited degree tracks take the national Counselor Preparation Comprehensive Exam (CPCE) administered by the Center for Credentialing and Educations (CCE). The eight sections of the CPCE exam address the eight core areas of CACREP standards. Students complete and internship of 600 hours at the end of their program of study. The internship can take between one and three semesters, depending on the amount of direct client hours students obtain in any given semester. During internship, students are evaluated by on site supervisors and University supervisors in a range of performance areas related to learning objectives.

	CACREP Standard and Course #1 in which it is formally evaluated	CACREP Standard and Course #2 in which it is formally evaluated	CACREP Standards addressed in Practicum and/or Internship
Outcome 1 KPI 1	II.F.1.d COUN 5330		Yes
Outcome 2 KPI 2	II.F.1.i COUN 5330		Yes
Outcome 3 KPI 3	II.F.2.b COUN 5330	II.F.2.c COUN 5810	Yes
Outcome 4	II.F.3.a	II.F.3.f	Yes

KPI 4	COUN 5150	EDHD 6200	
Outcome 5 KPI 5	II.F.4.e COUN 5400	II.F.4.i COUN 5400	Yes
Outcome 6 KPI 6	II.F.5.a, COUN 5010	II.F.5.g COUN 5100	Yes
Outcome 7 KPI 7	II.F.5.g COUN 5100		Yes
Outcome 8 KPI 8	II.F.6.g COUN 5110		Yes
Outcome 9 KPI 9	II.F.7.m COUN 6250		Yes
Outcome 10 KPI 10	II.F.8.a RSEM 5120		Yes
Outcome 11 Mental Health Specialty Track KPI MHC1	V.C.1.c; COUN 5280	V.C.2.a COUN 5820	Yes
Outcome 12 Couple and Family Track KPI CFT1	V.F.1.b; COUN 5150 COUN 5180 COUN 5160	V.F.1.e COUN 6000 COUN 6160	Yes
Outcome 13 School Counseling Track KPI SC1	V.G.1.b.;; 5815 COUN 6230	V.G.1.c COUN 6230	Yes

3. Description of Assessment Approaches

As the counseling program has transitioned to the 2016 CACREP standards, each standard was assigned to at least one class in which student learning of that standard would be formally evaluated. The forms of the evaluation vary with class and include a range of traditional academic evaluation methods including quizzes, major exams (i.e. midterm, final), papers, and in class presentations. Each CACREP standard has a designated signature assignment. The results of each student's signature assignments are compiled and LiveText and reviewed in aggregate to assess how well students are meeting the learning goals through their coursework.

Assessment of students is carried out through multiple pathways at multiple points in the program.

- 1) Each CACREP standard has one or more signature assignments. Student performance on signature assignments is recorded in LiveText at the mid-point and end of each semester. Student performance on signature assignments is aggregated. Aggregated performance

data is used to evaluate Student Performance on KPs and CACREP standards (see “CACREP standards” Below).

- 2) Following completion of the majority of their classes, students take a comprehensive exam, the CPCE Exam. Results of the CPCE exams are reviewed on an ongoing basis (see “CACREP standards” Below).
- 3) Students professional dispositions are evaluated by all faculty annually. Professional dispositions are non-academic personal characteristics that are associated with the ability to effectively deliver counseling and therapy services.

4. Assessments of Learning Outcomes

Program Outcome and Associated KPI	Course 1 Assessment	Course 2 Assessment	Primary Comprehensive Exam (CPCE Exam) Section Assessment	Practicum and/or Internship Assessment
Outcome 1 KPI 1	II.F.1.d COUN 5330 Professional Orientation Exam	II.F.1.e COUN 5810 Cultural Interview Assignment	Section 2: Social Cultural Foundations	Formal Case Presentation Supervisor Evaluations Professional Development Paper
Outcome 2 KPI 2	COUN 5330 Case Study Presentation		Section 8: Professional Orientation and Ethics	Formal Case Presentation Supervisor Evaluations
Outcome 3 KPI 3	II.F.2.b COUN 5810 Quizzes Cultural Identity Paper	II.F.2.c COUN 5810 Cultural Identity Paper	Section 3: Helping Relationships	Formal Case Presentation Supervisor Evaluations
Outcome 4 KPI 4	II.F.3.a COUN 5150 Quizzes	II.F.3.f EDHD 6200 Child Observation Papers, Service Learning Project	Section 1: Human Development Section 2: Social Cultural Foundations	Formal Case Presentation
Outcome 5 KPI 5	COUN 5400 Career Construction Paper	COUN 5400 Career Construction Paper	Section 5: Career Development	Formal Case Presentation

Outcome 6 KPI 6	II.F.5.a, COUN 5010 Theory Paper, Midterm Exam, Final Exam Weekly Quizzes	II.F.5.g COUN 5100 Clinic observation critique papers (2) Counseling skills self- evaluation paper, and the Case Conceptualization Critique paper	Section 3: Helping Relationships	Formal Case Presentation
Outcome 7 KPI 7	II.F.5.g COUN 5100 Clinic observation critique papers (2) Counseling skills self- evaluation paper, and the Case Conceptualization Critique paper		Section 3: Helping Relationships	Formal Case Presentation Supervisor evaluations
Outcome 8 KPI 8	COUN 5110 Quizzes		Section 4: Group Work	Supervisor evaluations
Outcome 9 KPI 9	COUN 6250 Case Study Paper		Section 6: Appraisal	Formal Case Presentation Supervisor evaluations
Outcome 10 KPI 10	II.F.8.a RSEM 5120 Research and Evaluation Project		Section 7: Research and Program Evaluation	Professional Development Paper
Outcome 11 Mental Health Specialty Track KPI MHC1	V.C.1.c; COUN 5280 Treatment Plan Paper Case Study	V.C.2.a COUN 5820 Treatment Plan Paper Case Study	n/a	Formal Case Presentation Supervisor evaluations
Outcome 12 Couple and Family Track KPI CFT1	V.F.1.b; COUN 5150: Case Application Paper COUN 5160 Weekly Quizzes	V.F.1.e COUN 6000 COUN 6160	n/a	Formal Case Presentation Supervisor evaluations
Outcome 13	V.G.1.b.; COUN 5815	V.G.1.c COUN 6230	n/a	Formal Case Presentation

School Counseling Track KPI SC1	COUN 6230			Supervisor evaluations
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5. Schedule of Assessments

In order to meet CACREP accreditation standards, the program is required to submit an annual report to CACREP that includes evaluation of student learning as well as information from community stakeholders and program data including things such as student demographic, full and part time faculty qualifications, and student – faculty ratios.

Each month, during the regular bi-monthly Counseling Program meetings the program evaluates aggregate student performance related to a specific CACREP Core area. Each area includes multiple standards, usually 6-12, and each standard has a signature assignment. For each standard, the program reviews the aggregate data for the signature assignments associated with the specific core area and the comprehensive exam results associated with that core area. The review of student performance in each CACREP core standard areas occurs during the program's regular bi-monthly meetings on the following schedule:

Counseling Program Outcome Data Review Calendar

<u>Month</u>	<u>Data to Review</u>	Lead Presenters
August	HLC Report/Comps Practicum/Internship	Lead: All tracks
September	<u>KPI 1 & 2</u> 1. Professional Orientation and Ethical Practice	Lead: CMH track
October	<u>KPI 3</u> 2. Social and Cultural Diversity AND <u>**School track specific standards</u>	Lead: School track
November	<u>KPI 4</u> 3. Human Growth and Development AND <u>**Marriage, Couple and Family specific standards</u>	Lead: CFC/T track
December	<u>KPI 5</u> 4. Career Development AND <u>**Clinical Mental Health specific standards</u>	Lead: CMH track
January	<u>KPI 6 & 7</u>	Lead: All tracks

	5. Counseling and Helping Relationships	
February	<u>KPI 8</u> 6. Group Counseling and Group Work AND <u>**School Counseling KPI 1</u>	Lead: School track
March	<u>KPI 9</u> 7. Assessment/Testing AND <u>**Clinical Mental Health Counseling KPI 1</u>	Lead: CMH track
April	<u>KPI 10</u> 8. Research & Program Evaluation AND <u>**Marriage, Couple and Family Counseling KPI 2</u>	Lead: CFC/T track
May	Comps/NCE/Graduation Surveys	All tracks

Signature Assignments

Program objectives are assessed throughout the curriculum through the use of Signature Assignments that evaluate student learning for specific CACREP standards. Students submit these assignments to LiveText and the assignments are evaluated by faculty. Rubrics are used to manage this process. Once assessments are completed, outcome data may be viewed at the students and program levels. Aggregate reports of Key Performance Indicators related to each program objective are generated by the Assessment Office and shared with faculty.

A sample of how signature assignments are used to evaluate KPIs can be found in Appendix B.

Comprehensive Exams

Comprehensive exam data is aggregated as students take the CPCE exam throughout the year. Student performance on the CPCE exam is evaluated to look for areas of relative strength and weakness within the program and also how University of Colorado Denver Students are performing relative to the national sample. For example, the lowest score area in 2019 was appraisal (10.7875) and the highest score area was human development (11.7925). Because of issues with sample size and data availability, we are not able to conduct valid means comparison tests, however we do compare program to national means in each core area. These were also the

highest and lowest score areas nationally. An example of CPCE data that would be discussed appears below:

Year to Date Data
2019-2020

Total Students
40

	national mean	national standar d dv	progra m m	program standar d dv	Point differenc e (Nat'l m) - (Prog m)	Point differenc e as percent of std dev
Human Development	11.4545	2.46364	11.7925	1.7275	0.33795	13.72%
Soc/Cul. Foundations	9.76364	2.25455	11.15	1.8825	1.38636	61.49%
Helping Relationships	9.49091	2.43636	11	6.21	1.50909	61.94%
Group Work	10.9	2.42727	11.6225	3.55	0.7225	29.77%
Career/life style	10.2909	2.34545	11.4975	1.83	1.20659	51.44%
Appraisal	9.41818	2.31818	10.7875	1.8675	1.36932	59.07%
Research/Prog. Eval	9.99091	2.48182	10.935	1.3375	0.94409	38.04%
Professional Orien/Ethics	10.7273	2.24545	11.7175	1.5375	0.99023	44.10%
TOTALS	82.0364	18.9727	90.5025	19.9425	8.46614	44.62%

Year to Date Data 2020-2021

Total Students
32

	national mean	national standar d dv	program m	program standar d dv	Point difference (Nat'l m) - (Prog m)
C1: Professional Counseling Orientation and Ethical Practice	12.1	2.02727	13.4094	1.2625	1.30938
C2: Social and Cultural Diversity	10.3909	2.28182	11.7969	1.77813	1.40597
C3: Human Growth and Development	10.9364	2.12727	11.725	2.23125	0.78864
C4: Career Development	10.5636	2.36364	12.2438	1.65938	1.68011
C5: Counseling and Helping Relationships	11.1364	2.18182	15.4494	2.02188	4.31307
C6: Group Counseling and Group Work	11.4091	2.78182	15.8295	2.27813	4.42045
C7: Assessment and Testing	9.95455	2.02727	13.2631	2.43438	3.30852
C8: Research and Program Evaluation	9.88182	2.4	12.5642	2.01341	2.68236
TOTALS	86.3727	18.1909	106.281	15.679	19.9085

In addition to evaluating student learning, the program has additional forms of program assessment that include assessments by students and community stakeholders.

Student Assessments

Students have multiple opportunities to provide feedback to the faculty and staff of the program. Mechanisms for feedback include Faculty Course Questionnaires (FCQs), regular attendance at faculty meetings by elected Student Representatives whose duties include serving as a content for student feedback. There are regular large meetings of students and faculty including the Practicum Town Hall, and Annual Advising Night. Students also complete an Assessment of Clinical Experiences at the end of their internship.

Student Representatives

Each academic year, six students (two from each specialty track) are elected by their peers to serve as student representatives. These student representatives conduct a survey with students from time to time, and also maintain an electronic Dropbox for students to submit anonymous feedback about their program experiences. Furthermore, the student representatives attend one faculty meeting per semester, in order to convey feedback to faculty in a direct manner. One focus of these meetings is to receive specific feedback from students regarding the mission and objectives defined by the program. Feedback from these meetings is used to make adjustments to these areas as needed. Minutes from these meetings are stored in the SEHD Q drive. This information is incorporated into the Annual Program Evaluation Report submitted to CACREP.

Practicum Town Halls & Annual Advising Night Feedback

Each semester during Practicum, students engage with faculty and clinic staff for a Town Hall. This meeting allows the practicum community to discuss what is working, and what needs fixing, related to the clinical experience at the Student and Community Counseling Center. There is also a box at the clinic that allows students to submit anonymous feedback at any time. These concerns are discussed in real time, recorded in the meeting minutes, and discussed at clinic/faculty staff meetings.

Also, each November, the faculty conduct one mandatory “Advising Night” with students. This occurs the same night as the annual Internship Fair. Students are divided (by program) into two groups: those with fewer than 30 credits completed, and those with more than 30 credits completed. Faculty run these sessions, and spend the time: reminding students of program procedures and policies, of upcoming important dates, and of the importance of professionalism. During these sessions, student have time to ask questions, and faculty make note of the main student concerns and questions, for later discussion at faculty meetings.

Community Assessments

Graduate, Employer and Site Supervisor Program Surveys

Each year, the Counseling Program distributes surveys to Graduates, Employers and Individual Supervisors who provide supervision to students during internship. Program Surveys to its constituents. Results from these surveys are integrated into the Annual Program Evaluation Report.

Advisory Board

The Counseling Program Advisory Board is comprised of professional with clinical, academic and administrative backgrounds in the counseling profession. The Advisory Board meets annually in the Fall semester to discuss the quality of services offered by the Counseling Program and to make recommendations to the program faculty for changes that would better meets the needs of the counseling profession in the community.

One focus of the Advisory Board is to receive feedback from professionals in the community regarding the mission and objectives defined by the program. Feedback from these meetings is used to make adjustments to these areas as needed. Minutes from Advisory Board meetings are stored in the SEHD Q drive and this information is incorporated into the Annual Program Evaluation Report. Next Advisory Board meeting is scheduled for October 13, 2021.

6. Results

A detailed Matrix of the KPI evaluations data can be seen in Appendix B. The data in **Appendix B** represents the data as it was collected during the transition to a new set of standards so there are some missing data points. The program has now established data collection assignments for all CACREP standards and the data set will continue to grow. Data for the CPCE exam is visible in the schedule of assessments section, and is also below:

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2019-2020

Total Students
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TOTALS	86.3727	18.1909	106.281	15.679	19.9085

Beginning in March of 2020, the administration of the CPCE exam largely halted because of the COVID 19 pandemic. CPCE is now slowly getting back up to speed with administering exams and this data set will also continue to grow.

7. Program Modifications

During the 2020-21 academic year, program modifications based on evaluation of aggregate signature assignments, CPCE exam data, alumni and stakeholder surveys was minimal. There were several factors that led to the minimal implementation of data based changes. First, the program began its “self-study” period under a new set of CACREP standards. Beginning the self-study under new standards means that every class had to significantly revised in order to meet the new standards. The program incorporated what we learned during the last year of evaluation under the old (2009 standards) but the focus was on addressing new standards rather than making specific modification. Secondly, because the program changed standards, it was the first year of data collection based on the 2016 standards, so there was limited data to evaluate. Lastly, the move to online instruction in March took priority over any other program modifications.

With those caveats, there are still several program modifications that continued during the 2020-21 academic year. During the 2019-20 year, the program instituted a position of elected student representatives. These representatives are elected by their peers. One of their functions is to gather student feedback and share it with the full faculty. Based on the feedback from students through the program representatives, the program increased its focus on the impacts of trauma. A new class COUN 6200, Trauma Informed Care for Diverse Populations and Co-Occurring Disorders was added, and two existing classes, COUN 6250, Mental Health Diagnosis, and COUN 5280, Addictions Counseling, were enhanced to highlight the treatment of trauma more clearly.

The program also updated its “Professional Dispositions” evaluation criteria in LiveText. Each year, all students are reviewed to ensure their fitness as a licensed practitioner. Faculty as a group discuss the observed performance of all students in areas related to professional and personal development.

Lastly, based on feedback from students, the program updated some of the materials used in the admission interview process to better reflect the program’s goals. Videos that are used as the basis for discussion questions during the interviews were changed.

Appendix A CACREP Standards

The Following tables show each CACAREP Standard and the class is which it is evaluated. Standards are often taught in more than one class, but each standard has one class in which it is formally evaluated for program evaluation

The tables show the general or “core” areas and each track specific specialty area, and an indicator of which course is designated for formally evaluating that standard

Course Name	Counseling Theories		Group Counseling		Family Therapy Theory		Career Counseling		Intro to Multicultural Counseling		Human Development Over the Lifespan		Introduction to Research		Introduction to Measurement		Mental Health Diagnosis		Practicum		Internship	
	Course Number	COUN 5010	COUN 5100	COUN 5110	COUN 5150	COUN 5330	COUN 5400	COUN 5810	EDHD 6200	RSEM 5120	RSEM 5110	COUN 6250	COUN 5910	COUN 5930	COUN 6170	COUN 5280						
CORE AND INTERDISCIPLINARY CLASSES								X														
1 PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE Objectives 2 & 3																						
1.a history and philosophy of the counseling profession and its specialty areas		X																				
1.b the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation						X																
1.c counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams													X									
1.d the role and process of the professional counselor advocating on behalf of the profession						X																
1.e advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients				X		X		X														
1.f professional counseling organizations, including membership benefits, activities, services to members, and current issues		X				X																
1.g professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues		X				X																

1.h	current labor market information relevant to opportunities for practice within the counseling profession	X				
1.i	ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling		X	X	X	
1.j	technology's impact on the counseling profession				X	
1.k	strategies for personal and professional self-evaluation and implications for practice	X		X	X	
1.l	self-care strategies appropriate to the counselor role	X		X		
1.m	the role of counseling supervision in the profession			X		
2	SOCIAL AND CULTURAL DIVERSITY Objectives 1, 2, 3, 4					
2.a	multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	X				X
2.b	theories and models of multicultural counseling, cultural identity development, and social justice and advocacy			X		X
2.c	multicultural counseling competencies			X		X
2.d	the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others		X			X
2.e	the effects of power and privilege for counselors and clients		X			X
2.f	help-seeking behaviors of diverse clients					X
2.g	the impact of spiritual beliefs on clients' and counselors' worldviews					X
2.h	strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination					X
3	HUMAN GROWTH AND DEVELOPMENT Objectives 1, 2					
3.a	theories of individual and family development across the lifespan		X			X
3.b	theories of learning					X
3.c	theories of normal and abnormal personality development					X
3.d	theories and etiology of addictions and addictive behaviors					X X
3.e	biological, neurological, and physiological factors that affect human development, functioning, and behavior				X	X
3.f	systemic and environmental factors that affect human development, functioning, and behavior				X	X
3.g	effects of crisis, disasters, and trauma on diverse individuals across the lifespan				X	
3.h	a general framework for understanding differing abilities and strategies for differentiated interventions				X	

3.i	ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan		X			
4	CAREER DEVELOPMENT Objective 4					
4.a	theories and models of career development, counseling, and decision making			X		
4.b	approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors			X		X
4.c	processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems			X		
4.d	approaches for assessing the conditions of the work environment on clients' life experiences			X		
4.e	strategies for assessing abilities, interests, values, personality and other factors that contribute to career development			X		
4.f	strategies for career development program planning, organization, implementation, administration, and evaluation			X		
4.g	strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy			X		
4.h	strategies for facilitating client skill development for career, educational, and life- work planning and management			X		
4.i	methods of identifying and using assessment tools and techniques relevant to career planning and decision making			X		
4.j	ethical and culturally relevant strategies for addressing career development			X		
5	COUNSELING IN HELPING RELATIONSHIPS Objectives 1,3, 4					
5.a	theories and models of counseling	X		X		
5.b	a systems approach to conceptualizing clients			X		X
5.c	theories, models, and strategies for understanding and practicing consultation			X		
5.d	ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	X			X	
5.e	the impact of technology on the counseling process			X		
5.f	counselor characteristics and behaviors that influence the counseling process	X				
5.g	essential interviewing, counseling, and case conceptualization skills	X				
5.h	developmentally relevant counseling treatment or intervention plans				X	X X
5.i	development of measurable outcomes for clients				X	X

5.j	evidence-based counseling strategies and techniques for prevention and intervention			X		
5.k	strategies to promote client understanding of and access to a variety of community- based resources				X	X
5.l	suicide prevention models and strategies	X				
5.m	crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid	X				
5.n	processes for aiding students in developing a personal model of counseling	X				
6	GROUP COUNSELING AND GROUP WORK Objectives 1, 2, 3, 4					
6.a	theoretical foundations of group counseling and group work		X			
6.b	dynamics associated with group process and development		X			
6.c	therapeutic factors and how they contribute to group effectiveness		X			
6.d	characteristics and functions of effective group leaders		X			
6.e	approaches to group formation, including recruiting, screening, and selecting members		X			
6.f	types of groups and other considerations that affect conducting groups in varied settings		X			
6.g	ethical and culturally relevant strategies for designing and facilitating groups		X			
6.h	direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term		X			
7	ASSESSMENT AND TESTING Objective 4					
7.a	historical perspectives concerning the nature and meaning of assessment and testing in counseling			X		
7.b	methods of effectively preparing for and conducting initial assessment meetings			X		
7.c	procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	X				X
7.d	procedures for identifying trauma and abuse and for reporting abuse					X
7.e	use of assessments for diagnostic and intervention planning purposes				X	
7.f	basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments			X	X	
7.g	statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations			X		
7.h	reliability and validity in the use of assessments			X		
7.i	use of assessments relevant to academic/educational, career, personal, and social development			X		

7.j	use of environmental assessments and systematic behavioral observations							X	X
7.k	use of symptom checklists, and personality and psychological testing							X	
7.l	use of assessment results to diagnose developmental, behavioral, and mental disorders								X
7.m	ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results					X		X	X
8	RESEARCH AND PROGRAM EVALUATION								
	Objective 4								
8.a	the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice							X	
8.b	identification of evidence-based counseling practices	X							
8.c	needs assessments					X			
8.d	development of outcome measures for counseling programs							X	
8.e	evaluation of counseling interventions and programs							X	
8.f	qualitative, quantitative, and mixed research methods							X	
8.g	designs used in research and program evaluation							X	
8.h	statistical methods used in conducting research and program evaluation							X	
8.i	analysis and use of data in counseling							X	
8.j	ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation					X		X	

Course Name	Course Number													
	Techniques in Counseling COUN 5100	Counseling Grief and Loss COUN 5120	Techniques in Family Therapy COUN 5160	Addictions Counseling COUN 5280	Strategies in Agency Counseling COUN 5820	Advanced Multicultural Counseling COUN 6810	Gender & Sexual Orientation COUN 5835	Spiritual Dimensions of Counseling COUN 6100	Advanced Theories & Techniques of Counseling COUN 7100	Mental Health Diagnosis COUN 6250	Counseling Issues and Ethics COUN 5330	Practicum COUN 5910	internship COUN 5930	
5.C CLINICAL MENTAL HEALTH COUNSELING														
1 FOUNDATIONS Goal 2, 4														
1.a history and development of clinical mental health counseling					X									
1.b theories and models related to clinical mental health counseling		X			X									
1.c principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning				X										
1.d neurobiological and medical foundation and etiology of addiction and co-occurring disorders				X					X					
1.e psychological tests and assessments specific to clinical mental health counseling									X					
2 CONTEXTUAL DIMENSIONS Goal 1, 2, 3														
2.a roles and settings of clinical mental health counselors					X									
2.b etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders					X									
2.c mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks				X	X									
2.d diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of									X					

	Mental Disorders (DSM) and the International Classification of Diseases (ICD)													
2.e	potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders									X				
2.f	impact of crisis and trauma on individuals with mental health diagnoses	X									X	X		
2.g	impact of biological and neurological mechanisms on mental health								X					
2.h	classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation								X					
2.i	legislation and government policy relevant to clinical mental health counseling								X		X			
2.j	cultural factors relevant to clinical mental health counseling	X	X										X	
2.k	professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling								X					
2.l	legal and ethical considerations specific to clinical mental health counseling											X	X	
2.m	record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling								X			X		
3	PRACTICE Goal 1, 2, 3, 4													
3.a	intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management													X
3.b	techniques and interventions for prevention and treatment of a broad range of mental health issues		X										X	
3.c	strategies for interfacing with the legal system regarding court-referred clients								X					
3.d	strategies for interfacing with integrated behavioral health care professionals	X								X				
3.e	strategies to advocate for persons with mental health issues									X		X		

Course #	Course Title	Family Tech	Counseling Couples I	Counseling with Children, Adolescents and Their	Intro to Sex T	Adv. Assessment, Theory, & Treatment in Family S	Issues in Family	Practicum		Internship	
								COUN 5910	COUN 5910	COUN 5150	COUN 5150
5.F	MARRIAGE, COUPLE, AND FAMILY COUNSELING										
1	FOUNDATIONS Goal 1, 2, 4										
1.a	history and development of marriage, couple, and family										X
1.b	theories and models of family systems and dynamics	X									X
1.c	theories and models of marriage, couple, and family	X	X		X						
1.d	sociology of the family, family phenomenology, and family theories										X
1.e	principles and models of assessment and case				X	X			X		
1.f	ualization from a systems perspective				X	X					
1.f	assessments relevant to marriage, couple, and family				X	X					
2	CONTEXTUAL DIMENSIONS Goal 2, 4										
2.a	roles and settings of marriage, couple, and family counseling										X
2.b	structures of marriages, couples, and families							X	X		
2.c	family assessments, including diagnostic interviews, genograms, family mapping, mental diagnostic status examinations, inventories, and psychoeducational and personality assessments									X	
2.d	diagnostic process, including differential diagnosis and theoretical diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)								X		

2.e	human sexuality and its effect on couple and family				X				
2.f	aging and intergenerational influences and related family								X
2.g	impact of crisis and trauma on marriages, couples, and families					X		X	
2.h	impact of addiction on marriages, couples, and families							X	
2.i	impact of interpersonal violence on marriages, couples, and families							X	
2.j	impact of unemployment, under-employment, and change in economic standing on marriages, couples, and families					X		X	
2.k	interactions of career, life, and gender roles on marriages, couples, and families		X					X	
2.l	physical, mental health, and psychopharmacological factors affecting marriages, couples, and families			X		X			
2.m	cultural factors relevant to marriage, couple, and family counseling, including the impact of immigration	X	X	X		X		X	
2.n	professional organizations, preparation standards, and standards relevant to the practice of marriage, couple, and family counseling	X						X	X
2.o	ethical and legal considerations and family law issues unique to the practice of marriage, couple, and family counseling	X	X			X		X	X
2.p	record keeping, third party reimbursement, and other practice management considerations in marriage, couple, and family counseling								
3	PRACTICE Goal 1, 2, 3, 4								
3.a	assessment, evaluation, and case management for working with individuals, couples, and families from a systems perspective	X	X		X	X		X	X
3.b	fostering family wellness						X	X	X
3.c	techniques and interventions of marriage, couple, and family counseling	X	X		X	X		X	X
3.d	conceptualizing and implementing treatment, planning, and intervention strategies in marriage, couple, and family counseling		X		X	X		X	X
3.e	strategies for interfacing with the legal system relevant to marriage, couple, and family counseling					X			

Course Name		Developing & Implementing School Counseling Programs	Introduction to School Counseling	Practicum in School Counseling	School Based Developmental Counseling and Prevention	Internship	Practicum
Course Name		COUN 5425	COUN 5815	COUN 5915	COUN 6230	COUN 5930	COUN 5910
5.G	SCHOOL COUNSELING						
1	FOUNDATIONS Goal 1, 2, 4						
1.a	history and development of school counseling		X				
1.b	models of school counseling programs		X				
1.c	models of P-12 comprehensive career development				X		
1.d	models of school-based collaboration and consultation		X				
1.e	assessments specific to P-12 education		X				
2	CONTEXTUAL DIMENSIONS Goal 2, 4						
2.a	school counselor roles as leaders, advocates, and systems change agents in P-12 schools		X				
2.b	school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies		X				
2.c	school counselor roles in relation to college and career readiness				X		
2.d	school counselor roles in school leadership and multidisciplinary teams	X					
2.e	school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma		X				

2.f	competencies to advocate for school counseling roles	X			
2.g	characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders				X
2.h	common medications that affect learning, behavior, and mood in children and adolescents				X
2.i	signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs				X
2.j	qualities and styles of effective leadership in schools	X			
2.k	community resources and referral sources	X			
2.l	professional organizations, preparation standards, and credentials relevant to the practice of school counseling		X		
2.m	legislation and government policy relevant to school counseling		X		
2.n	legal and ethical considerations specific to school counseling		X		
3	PRACTICE Goal 1, 2,3, 4				
3.a	development of school counseling program mission statements and objectives	X			
3.b	design and evaluation of school counseling programs	X			
3.c	core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies				X
3.d	interventions to promote academic development			X	
3.e	use of developmentally appropriate career counseling interventions and assessments			X	
3.f	techniques of personal/social counseling in school settings				X
3.g	strategies to facilitate school and postsecondary transitions	X			
3.h	skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement				X
3.i	approaches to increase promotion and graduation rates	X	X		
3.j	interventions to promote college and career readiness			X	
3.k	strategies to promote equity in student achievement and college access	X			
3.l	techniques to foster collaboration and teamwork within schools				X
3.m	strategies for implementing and coordinating peer intervention programs		X		
3.n	use of accountability data to inform decision making		X		

3.0 use of data to advocate for programs and students

X

X

Appendix B
Key Performance Indicators (KPIs) and Associated CACREP Standards

KPI by COUN Courses 2020-2021 AY

Standard Set	Standard	Course Code	Rubric Title	Element Label	Level Label					Grand Total Student Count				
					Distinguished Student Count	Proficient Student Count	Basic Student Count	Unsatisfactory Student Count	not assessed Student Count					
CE-KPI-1	COUN5810	COUN 5810: Cultural Interview Assignment		Interviewee Information: Cultural Identity Cultural	66	9	-	-	-	75				
				Cultural customs in the family, relationship to ide	58	16	1	-	-	75				
				Roles of family members and interviewee's role,	57	17	1	-	-	75				
				Languages spoken	54	19	2	-	-	75				
				Religion/Spirituality information; exploration of s	52	23	-	-	-	75				
				Career/work information /work important/unimp	52	22	1	-	-	75				
				Relationship with family members, partner, paren	55	19	1	-	-	75				
				Power structure in family of origin, and current fa	51	24	-	-	-	75				
				Decision-making at the family level and the com	48	27	-	-	-	75				
				Interviewee's awareness of sociopolitical histor	54	20	1	-	-	75				
				Interviewer: was broaching done	50	24	1	-	-	75				
				Interviewer: What made you decide to interview th	49	25	1	-	-	75				
				Interviewer: What did you know about this intervie	49	25	1	-	-	75				
				Interviewer: Describe your comfort level during th	48	26	1	-	-	75				
				Interviewer: Did you notice and similarities or diff	46	27	2	-	-	75				
				Interviewer: What do you do differently and what will	45	27	3	-	-	75				
				Interviewer: What did this assignment mean to yo	42	30	3	-	-	75				
				CE-KPI-10	COUN5930	COUN 5930 Professional Development Plan		k) Collateral Resources Suggested/Involved- Wh	18	7	-	-	-	25
								a. Licensure requirements in the state where th	41	13	-	-	4	48
								c. Students will outline an area of treatment sp	47	4	-	-	4	48
d. Advocacy Plan – students will develop a pla	40	15	-					-	4	48				
CE-KPI-2	COUN5330	COUN 5330 Group Case Study/Presentation		e. Self-Care plan – this plan will include a propo	47	2	-	-	4	48				
				Discussion of your own feelings and reactions a	9	11	-	-	-	20				
				Identify the key legal and ethical issues in your vic	9	11	-	-	-	20				
				Summarize three codes of ethics, ethical principl	9	9	2	-	-	20				
CE-KPI-3	COUN5810	COUN 5810 Cultural Identity Exploration		Develops a detailed course of action that would	9	9	2	-	-	20				
				Identify your family origins as far back as you can	55	17	2	-	-	74				
				Indigenous or immigrants	52	22	-	-	-	74				
				Racial-ethnic identification	55	19	-	-	-	74				
				Challenges and opportunities you and your ance	58	16	-	-	-	74				
				History of disabilities, gender, sexual orientation	49	23	2	-	-	74				
				Provide information on your worldview, values, b	42	30	2	-	-	74				
				Provide results of the IAT tests you took (scans	31	27	10	6	-	74				
COUN 5930 - Track Formal Case Presentation	COUN5930			Speculate on how you would work with culturally i	35	34	4	1	-	74				
				j. What theories, models and interventions have i	21	4	-	-	-	25				
				a) Who is the client? (demographics and genogra	8	13	-	-	-	16				
				b) Developmental issues: Conceptualize systemi	8	13	-	-	-	16				
				c) Medical history: What physical symptoms are p	16	2	-	-	-	16				
				d) Other psychological issues/treatment: Assess	16	2	-	-	-	16				
				e) Trauma: Assessment of any traumatic events	14	1	-	-	-	15				
				f) Grief and loss: Assessment and understanding	7	11	-	-	-	15				
				g) Substance Use: Is there a history of substanc	7	2	11	-	-	16				
				h) Employment status/issues: Is client working? \	9	2	11	-	-	16				
				i) Religion/Spirituality: Are these areas related to	7	11	-	-	-	15				
				j) School performance/ attendance, System invol	6	-	-	-	-	6				
				m) DSM V -Diagnoses will be presented in this es	9	11	-	-	-	16				
				n) Assessment results: Have any formal (includin	7	2	11	-	-	15				
				o) Larger system issues- What other concerns/pe	8	11	-	-	-	16				
				q) Ethical dilemmas- What ethical/legal challenge	16	1	-	-	-	16				
r) What evidenced based models/interventions h	10	11	-	-	-	16								
s) Where are you stuck? What questions do you	16	-	-	-	-	16								
A) Who is the client? (demographics and genogr	7	4	-	-	1	11								
R) Developmental issues: Conceptualize system	9	2	-	-	1	11								

5				E) Trauma: Assessment of any traumatic events	7	-	-	-	1	7
6				F) Grief and loss: Assessment and understanding	8	1	1	-	1	9
7				G) Substance Use: Is there a history of substance	6	2	-	-	1	8
8				H) Employment/Career status/issues: Is client v	10	1	-	-	1	11
9				I, J, K) Religion/Spirituality: Are these areas relate	8	3	-	-	1	11
10				L) School performance/ attendance. Describe ac	11	-	-	-	1	11
11				M) Assessment and Diagnosis: Diagnoses will b	8	4	-	-	1	11
12				N) Assessment results- Have any formal (includi	6	1	-	-	1	7
13				O, P) Larger system issues- What other concern	10	1	-	-	1	11
14				Q) What ethical/legal challenge does this case pr	10	2	-	-	1	11
15				R) What theories, models and interventions have	8	3	-	-	1	11
16				S, T) Where are you stuck? What questions do yo	11	-	-	-	1	11
17				Critical Thinking	20	5	-	-	1	24
18				Significance of the main ideas are clear	23	2	-	-	1	24
19				Topic appropriate to the assignment	23	-	-	-	1	24
20				Topic informed by theory or epistemology	21	2	-	-	1	24
21				Topic innovative or unique to the course or field	16	4	-	-	1	20
22				Quality of conceptualization (information is accu	20	5	1	-	1	24
23				Analysis of evidence logical, internally consisten	21	4	1	-	1	24
24				Synthesis of evidence and ideas generate a new i	16	3	1	-	1	24
25				Evaluation of assumptions, information, evidenc	23	2	-	-	1	24
26				Conclusions or recommendations discussed wit	23	1	-	-	1	24
27				Clinical Knowledge	19	8	-	-	1	24
28				Demonstrates knowledge of MFT theory	22	4	-	-	1	24
29				Application of literature pertaining to clinical rese	17	4	1	-	1	21
30				Occupational status/issues (impacts of career o	21	4	-	-	1	23
31				Interventions/theoretical application is congruen	22	5	-	-	1	24
32				Attends to cultural factors and contextual factor	22	2	-	-	1	24
33				Attends to limitations of MFT theory	17	9	-	-	1	24
34				Client (identities and presenting problem) Identify	31	1	-	-	-	32
35				Counselor's skills, strengths, areas for growth: H	32	-	-	-	-	32
36				Case Conceptualization: Based on what you kno	32	-	-	-	-	32
37				In-class skills presentation: Student will prepare a	27	4	-	-	-	31
38				a) Who is the client? (demographics and genogra	8	13	-	-	-	16
39				b) Developmental issues: Conceptualize systemi	8	13	-	-	-	16
40				c) Medical history: What physical symptoms are p	16	2	-	-	-	16
41				d) Other psychological issues/treatment: Asses	16	2	-	-	-	16
42				e) Trauma: Assessment of any traumatic events	14	1	-	-	-	15
43				f) Grief and loss: Assessment and understanding	7	11	-	-	-	15
44				g) Substance Use: Is there a history of substanc	7	2	11	-	-	16
45				h) Employment status/issues: Is client working? \	9	2	11	-	-	16
46				i) Religion/Spirituality: Are these areas related to	7	11	-	-	-	15
47				j) School performance/ attendance. System invol	6	-	-	-	-	6
48				m) DSM V -Diagnoses will be presented in this ex	9	11	-	-	-	16
49				n) Assessment results- Have any formal (includi	7	2	11	-	-	15
50				o) Larger system issues- What other concerns/ne	8	11	-	-	-	16
51				q) Ethical dilemmas- What ethical/legal challenge	16	1	-	-	-	16
52				r) What evidenced based models/interventions ha	10	11	-	-	-	16
53				s) Where are you stuck? What questions do you	16	-	-	-	-	16
54				A) Who is the client? (demographics and genogr	7	4	-	-	1	11
55				B) Developmental issues: Conceptualize system	9	2	-	-	1	11
56				C) Medical history: What physical symptoms are	10	-	-	-	1	10
57				D) Other psychological issues/treatment: Asses	8	3	-	-	1	11
58				E) Trauma: Assessment of any traumatic events	7	-	-	-	1	7
59				F) Grief and loss: Assessment and understandin	8	1	1	-	1	9
60				G) Substance Use: Is there a history of substanc	6	2	-	-	1	8

5	COUN-2019	CE-KPI-5	COUN5930	COUN5930 Formal Case Presentation School C	E) Trauma: Assessment of any traumatic events	7	-	-	-	1	7
6					F) Grief and loss: Assessment and understanding	8	1	1	-	1	9
7					G) Substance Use: Is there a history of substance	6	2	-	-	1	8
8					H) Employment/Career status/issues: Is client v	10	1	-	-	1	11
9					I, J, K) Religion/Spirituality: Are these areas relate	8	3	-	-	1	11
0					L) School performance/ attendance. Describe ad	11	-	-	-	1	11
1					M) Assessment and Diagnosis: Diagnoses will b	8	4	-	-	1	11
2					N) Assessment results- Have any formal (includi	6	1	-	-	1	7
3					O, P) Larger system issues- What other concern	10	1	-	-	1	11
4					Q) What ethical/legal challenge does this case pr	10	2	-	-	1	11
5					R) What theories, models and interventions have	8	3	-	-	1	11
6					S, T) Where are you stuck? What questions do yo	11	-	-	-	1	11
7		COUN5930 MCFC Formal Case Presentation	Critical Thinking	20	5	-	-	1	24		
8			Significance of the main ideas are clear	23	2	-	-	1	24		
9			Topic appropriate to the assignment	23	-	-	-	1	24		
0			Topic informed by theory or epistemology	21	2	-	-	1	24		
1			Topic innovative or unique to the course or field	16	4	-	-	1	20		
2			Quality of conceptualization (information is accu	20	5	1	-	1	24		
3			Analysis of evidence logical, internally consisten	21	4	1	-	1	24		
4			Synthesis of evidence and ideas generate a new	16	9	1	-	1	24		
5			Evaluation of assumptions, information, evidenc	23	2	-	-	1	24		
6			Conclusions or recommendations discussed wil	23	1	-	-	1	24		
7			Clinical Knowledge	19	8	-	-	1	24		
8			COUN5100	COUN 5100 Self-Appraisal of Counseling Skills	Demonstrates knowledge of MFT theory	22	4	-	-	1	24
9	Application of literature pertaining to clinical rese	17			4	1	-	1	21		
0	Occupational status/issues (impacts of career o	21			4	-	-	1	23		
1	Interventions/theoretical application is congruen	22			5	-	-	1	24		
2	Attends to cultural factors and contextual factor	22			2	-	-	1	24		
3	Attends to limitations of MFT theory	17			9	-	-	1	24		
4	Client (identities and presenting problem) Identify	31			1	-	-	-	32		
5	Counselor's skills, strengths, areas for growth: H	32			-	-	-	-	32		
6	Case Conceptualization: Based on what you kno	32			-	-	-	-	32		
7	In-class skills presentation: Student will prepare a	27			4	-	-	-	31		
8	a) Who is the client? (demographics and genogra	8			13	-	-	-	16		
9	b) Developmental issues: Conceptualize systemi	8			13	-	-	-	16		
0	c) Medical history: What physical symptoms are p	16	2	-	-	-	16				
1	d) Other psychological issues/treatment: Asses	16	2	-	-	-	16				
2	e) Trauma: Assessment of any traumatic events?	14	1	-	-	-	15				
3	f) Grief and loss: Assessment and understanding	7	11	-	-	-	15				
4	g) Substance Use: Is there a history of substanc	7	2	11	-	-	16				
5	h) Employment status/issues: Is client working? \	9	2	11	-	-	16				
6	i) Religion/Spirituality: Are these areas related to	7	11	-	-	-	15				
7	j) School performance/ attendance. System invol	6	-	-	-	-	6				
8	m) DSM V - Diagnoses will be presented in this ex	9	11	-	-	-	16				
9	n) Assessment results- Have any formal (includi	7	2	11	-	-	15				
0	o) Larger system issues- What other concerns/h	8	11	-	-	-	16				
1	q) Ethical dilemmas- What ethical/legal challenge	16	1	-	-	-	16				
2	r) What evidenced based models/interventions ha	10	11	-	-	-	16				
3	s) Where are you stuck? What questions do you	16	-	-	-	-	16				
4	COUN 5930 - Track Formal Case Presentation	A) Who is the client? (demographics and genogr	7	4	-	-	1	11			
5		B) Developmental issues: Conceptualize system	9	2	-	-	1	11			
6		C) Medical history: What physical symptoms are	10	-	-	-	1	10			
7		D) Other psychological issues/treatment: Asses	8	3	-	-	1	11			
8		E) Trauma: Assessment of any traumatic events	7	-	-	-	1	7			
9		F) Grief and loss: Assessment and understandin	8	1	1	-	1	9			

2		COUN5930		I, J, K) Religion/Spirituality: Are these areas related to the client's issues?	8	3	-	-	1	11
3				L) School performance/attendance. Describe and explain.	11	-	-	-	1	11
4				M) Assessment and Diagnosis: Diagnoses will be made.	8	4	-	-	1	11
5				N) Assessment results- Have any formal (including psychological) tests been administered?	6	1	-	-	1	7
6				O, P) Larger system issues- What other concerns are there?	10	1	-	-	1	11
7				Q) What ethical/legal challenge does this case present?	10	2	-	-	1	11
8				R) What theories, models and interventions have been used?	8	3	-	-	1	11
9				S, T) Where are you stuck? What questions do you have?	11	-	-	-	1	11
10				Critical Thinking	20	5	-	-	1	24
11				Significance of the main ideas are clear	23	2	-	-	1	24
12				Topic appropriate to the assignment	23	-	-	-	1	24
13				Topic informed by theory or epistemology	21	2	-	-	1	24
14				Topic innovative or unique to the course or field	16	4	-	-	1	20
15				Quality of conceptualization (information is accurate)	20	5	1	-	1	24
16				Analysis of evidence logical, internally consistent	21	4	1	-	1	24
17				Synthesis of evidence and ideas generate a new perspective	16	9	1	-	1	24
18				Evaluation of assumptions, information, evidence	23	2	-	-	1	24
19				Conclusions or recommendations discussed with client	23	1	-	-	1	24
20				Clinical Knowledge	19	8	-	-	1	24
21				Demonstrates knowledge of MFT theory	22	4	-	-	1	24
22				Application of literature pertaining to clinical research	17	4	1	-	1	21
23				Occupational status/issues (impacts of career on client)	21	4	-	-	1	23
24				Interventions/theoretical application is congruent with theory	22	5	-	-	1	24
25				Attends to cultural factors and contextual factors	22	2	-	-	1	24
26				Attends to limitations of MFT theory	17	9	-	-	1	24
27				Client (identities and presenting problem) Identify	31	1	-	-	-	32
28				Counselor's skills, strengths, areas for growth: Highlight	32	-	-	-	-	32
29				Case Conceptualization: Based on what you know	32	-	-	-	-	32
30				In-class skills presentation: Student will prepare a presentation	27	4	-	-	-	31
31				a. Facilitator-structured the session; provided a structure	18	40	1	-	-	59
32				b. Attention to ethical code, cultural and social justice	12	46	1	-	-	59
33				c. Therapeutic Factors: Created a positive, warm relationship	34	25	-	-	-	59
34				d. Paraphrased, and summarized group member's statements	30	29	-	-	-	59
35				e. Recognized member roles (task or maintenance)	29	30	-	-	-	59
36				f. Before concluding session summarized the process	17	42	-	-	-	59
37				Target Population: Describe who will be the target	8	4	5	-	-	17
38				Purpose of Program: Briefly introduces program	7	9	1	-	-	17
39				Purpose of Program: Provides the tentative title	7	7	2	1	-	17
40				Rationale: Describe why target population is in need	8	8	1	-	-	17
41				Rationale: Describes why target population will benefit	10	3	3	1	-	17
42				Objectives: Provides 5 program objectives that are measurable	11	3	3	-	-	17
43				Evaluation Plan: Describes plan for evaluating intervention	6	8	2	1	-	17
44				Client background and historical information: See rubric	83	-	-	-	-	83
45				Diagnostic accuracy and understanding. Refer to rubric	70	13	1	-	-	83
46				Cultural formulation and considerations. Provide	80	3	1	-	-	83
47				Recommendations for treatment. Describe treatment	79	4	1	-	-	83
48				a. Licensure requirements in the state where they are practicing	41	13	-	-	4	48
49				c. Students will outline an area of treatment specialization	47	4	-	-	4	48
50				d. Advocacy Plan – students will develop a plan for advocacy	40	15	-	-	4	48
51				e. Self-Care plan – this plan will include a proposal for self-care	47	2	-	-	4	48
52				Reason for Referral/ Precipitating Stress	-	45	-	-	-	45
53				Bronfenbrenner Model	31	14	-	-	-	45
54				Client Strengths/Advocacy Stance	36	9	-	-	-	45
55				Provisional Diagnosis	21	23	1	-	-	45
56				Diagnostic Reasoning	30	12	3	-	-	45
57				Thoroughness of Long and Short Term Goals and Objectives	22	20	3	-	-	45

			Recommendations for treatment. Describe treat	79	4	1	-	-	4
	CE-KPI-10	COUN5930	COUN 5930 Professional Development Plan	a. Licensure requirements in the state where the	41	13	-	-	4
			c. Students will outline an area of treatment sp	47	4	-	-	4	4
			d. Advocacy Plan – students will develop a pla	40	15	-	-	4	4
			e. Self-Care plan – this plan will include a propo	47	2	-	-	4	4
			Reason for Referral/ Precipitating Stress	-	45	-	-	-	4
			Bronfenbrenner Model	31	14	-	-	-	4
			Client Strengths/Advocacy Stance	36	9	-	-	-	4
			Provisional Diagnosis	21	23	1	-	-	4
			Diagnostic Reasoning	30	12	3	-	-	4
			Thoroughness of Long and Short Term Goals ar	22	20	3	-	-	4
			Modes of Treatment, Objectives, Interventions, f	22	20	3	-	-	4
			Treatment Evaluation	38	4	3	-	-	4
			Organization of Write Up	8	34	3	-	-	4
			Description with barebones genogram	24	-	-	-	-	4
			Conceptualization of the problem	18	-	6	-	-	4
			Assessment strategies	13	11	-	-	-	4
			Goals	18	-	6	-	-	4
			Therapeutic change	24	-	-	-	-	4
			Cultural and contextual concerns and issues (do	24	-	-	-	-	4
			Self of Therapist issues	-	24	-	-	-	4
			Ethical or legal implications	24	-	-	-	-	4
			APA format	24	-	-	-	-	4
			Goals	16	25	-	2	1	4
			Therapeutic change	22	14	3	4	1	4
			Ethical or legal implications	36	3	1	2	1	4
			Presenting Concerns (1)	24	-	-	-	-	4
			Family Structure (3)	21	3	-	-	-	4
			Intergenerational & Attachment Patterns (3)	23	1	-	-	-	4
			Client Family Strengths & Diversity (3)	23	-	1	-	-	4
			Solution Based Assessment (2)	19	1	4	-	-	4
			Postmodern & Social Discourse Conceptualizat	20	3	1	-	-	4
			Background Information (3)	21	3	-	-	-	4
			Strengths & Weaknesses of Assessments (3)	14	7	3	-	-	4
			Ethical Dilemmas (3)	22	2	-	-	-	4
			Self-of-the-Assessor (SOTA) (3)	23	1	-	-	-	4
			School Characteristics Four statistics from the	19	-	1	-	-	4
			Professional Identity Discussion of ASCA and c	19	1	-	-	-	4
			Student Achievement Discussion of how progra	20	-	-	-	-	4
			Collaboration and Consultation Activities relate	20	-	-	-	-	4
			Leadership and Advocacy Activities related to le	20	-	-	-	-	4

KPI by non-COUN Courses 2020-2021 AY

Standard Set	Standard	Course Code	Rubric Title	Element Label	Above Proficient	Proficient	Partially Proficient	Basic	Below Proficient	Incomplete
					Student Count	Student Count	Student Count	Student Count	Student Count	Student Count
COUN-2019	CE-KPI-10	RSEM5120	RSEM 5120 Assessment	Statement of Problem/Purpose	110	6	-	-	-	-
				Interpretation of Literature	100	16	-	-	-	-
				Explanation of and justification for study d	104	11	-	-	-	-
				Analysis and Conclusions (for complete stu	82	6	1	-	-	-
				Overall proficiency	111	4	1	-	-	-
	CE-KPI-4	LDFS6200	EPSY 6200 Annotated Bibliography Rubric	Sources	82	4	-	-	-	-
				Annotations	75	11	-	-	-	-
				Bibliographic format	79	7	-	-	-	-
	CE-KPI-9	RSEM5110	RSEM 5110 Measurement PBA	Connections to Development	72	13	-	1	-	-
				I. Identification of measure	52	28	-	-	-	-
				II. Description of measure	52	27	-	-	-	1
				III. Support for measure	53	22	-	-	-	5
				IV. Reviewer's overall judgments of the me	53	26	-	-	-	1
				V. Bibliographical references about the mea	54	26	-	-	-	-
				Overall proficiency	52	28	-	-	-	-

KPI by Internship 2020-2021 AY

Standard Set	Standard	Course Code	Source Document Title	Rubric Title	Element Label	Basic	Proficient	Distinguished	Grand Total
						Student Count	Student Count	Student Count	Student Count
COUN-2019	CE-KPI-2	CFT	(2019) CFT Semester 1 Final Evaluation of Internship Student by Host Supervisor	Intern Personal and Professional Behavior	Practices ethical behavior guided by ACA/	-	6	6	1
		CMH	(2019) CMH Semester 1 Final Evaluation of Internship Student by Host Supervisor	Intern Personal and Professional Behavior	Practices ethical behavior guided by ACA/ Understands and maintains client confidential	1	12	11	2
		School	(2019) School Counseling Semester 1 Final Evaluation of Internship Student by Site Supervisor	Personal and Professional Behavior	Applies principles and models of school cou Practiced ethical behavior. Maintained client confidentiality.	-	7	10	16
	CE-KPI-6	CFT	(2019) CFT Semester 1 Final Evaluation of Internship Student by Host Supervisor	Intern Process and Skills	Individual counseling/ therapy skills.	1	9	2	1
		CMH	(2019) CMH Semester 1 Final Evaluation of Internship Student by Host Supervisor	Intern Treatment Planning	Family counseling/ therapy and therapy ski Student demonstrates clear understanding	1	8	2	1
		School	(2019) School Counseling Semester 1 Final Evaluation of Internship Student by Site Supervisor	Intern Process and Skills	Individual counseling/ therapy skills.	1	8	3	1
	CE-KPI-7	CFT	(2019) CFT Semester 1 Final Evaluation of Internship Student by Host Supervisor	Intern Process and Skills	Can assists students through problem-solv	-	5	11	1
		CMH	(2019) CMH Semester 1 Final Evaluation of Internship Student by Host Supervisor	Intern Clinical Assessment Skills	Student is able to clearly identify presentir	1	9	2	1
		School	(2019) School Counseling Semester 1 Final Evaluation of Internship Student by Site Supervisor	Intern Interviewing/Case Management Skill	Student is able to develop strong counselin	-	6	6	1
	CE-KPI-8	CMH	(2019) CMH Semester 1 Final Evaluation of Internship Student by Host Supervisor	Intern Process and Skills	Individual counseling/ therapy skills.	1	9	2	1
		School	(2019) School Counseling Semester 1 Final Evaluation of Internship Student by Site Supervisor	Intern Process and Skills	Family counseling/ therapy and therapy ski	1	8	2	1
	CMHC-KPI	CMH	(2019) CMH Semester 1 Final Evaluation of Internship Student by Host Supervisor	Intern Process and Skills	Individual counseling/ therapy skills.	4	12	7	2
				Intern Process and Skills	Group facilitation skills.	1	6	2	
				Counseling Process and Skills	Identify and apply ethical and culturally rel	-	5	8	1
	MCFC-KPI	CFT	(2019) CFT Semester 1 Final Evaluation of Internship Student by Host Supervisor	Intern Clinical Assessment Skills	Student is able to complete biopsychosoci	6	9	6	2
				Intern Clinical Assessment Skills	Student is able to clearly identify presentir	6	10	7	2
				Intern Treatment Planning	Student is able to identify goals that are a	4	11	9	2
	SCHOOL-KPI	School	(2019) School Counseling Semester 1 Final Evaluation of Internship Student by Site Supervisor	Intern Treatment Planning	Student is able to identify interventions th	6	13	5	2
				Intern Assessment of Systemic Clinical Unc	Student is able to work collaboratively wit	6	8	9	2
				Intern Clinical Assessment Skills	Furthers professional development and sys	1	9	2	1
	SCHOOL-KPI	School	(2019) School Counseling Semester 1 Final Evaluation of Internship Student by Site Supervisor	Intern Clinical Assessment Skills	Student is able to complete biopsychosoci	1	8	2	1
				Intern Treatment Planning	Student is able to demonstrate insight into	1	9	2	1
				Intern Treatment Planning	Student is able to identify goals that are a	1	8	3	1
	SCHOOL-KPI	School	(2019) School Counseling Semester 1 Final Evaluation of Internship Student by Site Supervisor	Intern Treatment Planning	Student is able to work collaboratively wit	1	8	3	1
Personal and Professional Behavior				Has a commitment to the profession of sch	-	2	15	1	
Personal and Professional Behavior				Has a commitment to the profession of sch	-	2	15	1	