



M.S. in Counseling
1104 Seventh Ave S. Moorhead MN 56563

Minnesota State University Moorhead Counseling Master's Program

Program Evaluation Outcomes Report
2022-2023

The following Program Evaluation Outcomes Report is posted on the program website and contains the Counseling Master's Program summary of evaluation results, subsequent program modifications, and any other substantial program changes. This report is in accordance with 2016 CACREP standards Section 4 Evaluation of the Program.

Table of Contents

Purpose of This Report.....	3
Program Mission Statement.....	3
Program Vision Statement.....	3
CACREP Programs.....	3
Program Overview and Demographics.....	4
Program Evaluation Data and Collection Procedures	6
Program Assessment Plan	6
Assessment of Student Learning Outcomes.....	7
Program Objective Review Process.....	8
Program Evaluation Data.....	10
Counseling Program Student Survey.....	10
Alumni Survey.....	14
Employer Survey.....	14
New Student Orientation Survey.....	16
Site Supervisor Survey.....	18
Data Collection and Procedures.....	19
Program Modifications.....	45
Recommendations for Program Improvements.....	47

MSUM Counseling Master's Program Outcomes Annual Report 2021-2022

Purpose of This Report

This report is written in accordance with CACREP 2016 Standards Section 4: Evaluation in the program. The purpose of the report is to document and distribute the systematic program evaluation with any program modifications to students in the program, faculty, institutional administrators, and personnel in cooperating agencies, and the public.

Program Mission Statement

The mission of the Counseling program is to prepare highly skilled counselors who are knowledgeable in human development and counseling theory. Students are prepared for careers as professional clinical mental health providers, school counselors, or addiction counselors. The program allows students the opportunity to discover their passions and prepare students to have strong counseling skills, writing skills, and sense of professionalism. The Counseling program primarily serves residents of Minnesota, North Dakota, and South Dakota with the versatility to understand other cultures and worldviews.

Key words: caring community, rigor, and versatility to shape a changing world

Program Vision Statement

The Counseling program will be a welcoming educational community that places high expectations upon its students by offering rigorous courses of study that comply with the Council for Accreditation of Counseling Related Educational Programs (CACREP) Standards. The Counseling program encourages innovative and intellectual growth through close student-faculty mentorship, offering opportunities for continual growth and professional development.

Key words: faculty-mentored research, intellectual growth, encourages students to become versatile, thoughtful, innovative, and engaged leaders who contribute to their professions and their communities.

CACREP Programs

The MSUM Counseling Master's Program has two CACREP accredited programs including the School Counseling emphasis area and the Clinical Mental Health emphasis area. The Counseling and Student Affairs emphasis area was discontinued in December 2019.

CACREP Vital Stats 2022

Since 1965, the Counseling Master's Program (CNSA) program at Minnesota State University Moorhead (MSUM) has been educating and preparing high quality counselors, educators and student affairs professionals. Since becoming a CACREP accredited program, the University has offered a high-caliber curriculum and professional preparation standards to meet the critical need for counseling professionals across the northern midwestern states. Approximately 69 students are currently enrolled in the graduate degree program. Courses are offered after 4:30 PM in a variety of delivery formats, including online, hybrid, and face-to-face class periods. Last year, there were 28 graduates from the School Counseling and Clinical Mental Health Counseling Master's program. This included a total of 6 School Counseling students, 20 Clinical Mental Health Counseling students, and 2 Addiction Counseling students.

Students graduating in the expected time period per emphasis area were: Clinical Mental Health 85%, School Counseling 100%, and Addiction Counseling 100%. The expected time period for graduation is two years for full-time students and three to five years for part-time students.

Students also have found success finding employment in their field of study. The percentage of graduates that have found employment in their chosen field by emphasis area are Clinical Mental Health: 100%, School Counseling 100%, and Addiction Counseling 100%.

Our graduates continue to excel on licensing examinations, including the Counselor Preparation Comprehensive Examination (CPCE) and the National Counselor Examination (NCE). 98% of students passed the NCE and 100% of students received passing scores on the CPCE. Our current students have demonstrated a professional counselor identity through active participation in recognized and funded student organizations such as our Alpha Chapter of Chi Sigma Iota (CSI) and the Counseling Student Organization (CSO). Professional counselor identity was further enhanced through community advocacy projects, participation at the MSUM Student Academic Conference, attendance at the Minnesota School Counseling Conference (MSCA) and North Dakota Counseling Association state conference (NDCA) and service to the community through volunteering in local mental health and substance abuse awareness events.

*Please note that as of October 2022, the Addiction Counseling emphasis area is not CACREP accredited.

Program Overview and Demographics

Statistics	2020	2021	2022
Completed Applications	42	58	54
Applicants Accepted	32	40	41
Number of students enrolled	49	48	69
Number of Graduates	20	11	28

Clinical Mental Health Emphasis

	2020	2021	2022
Number of graduates	11	6	20
Completion Rate (2 years)	89%	92%	85%
Job Placement Rate	100%	100%	100%
Licensure Pass Rate (NCE)	100%	100%	98%
CPCE Pass Rate	100%	100%	100%

Addiction Counseling Emphasis (as of December 2022 not CACREP accredited)

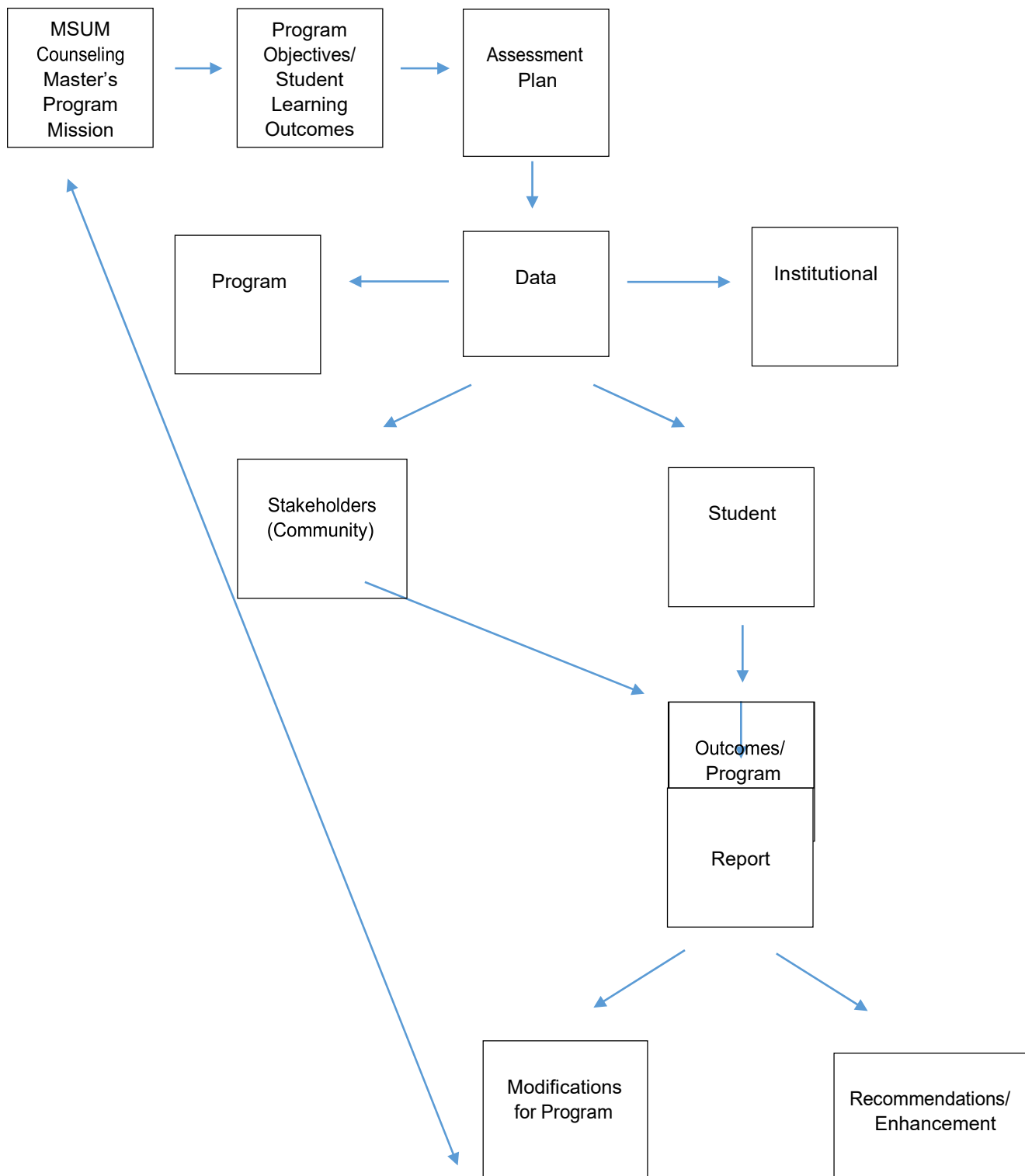
Statistics	2020	2021	2022
Number of graduates	1	2	2
Completion Rate (2 years)	100%	100%	100%
Job Placement Rate	100%	100%	100%
CPCE Pass Rate	100%	100%	100%

School Counseling Emphasis

Statistics	2020	2021	2022
Number of graduates	9	5	6
Completion Rate (2 years)	82%	100%	100%
Job Placement Rate	100%	100%	100%
CPCE Pass Rate	100%	100%	100%

Program Evaluation Data and Collection Procedures

Program Assessment Plan



Assessment of Student Learning Outcomes

Program Objectives and Assessment Measures 2021/2022

Program Objective	Course Number/Name	Assignment/Measure	Rubric	Average Scores
Professional orientation/Ethics	COUN 641 Professional Orientation and Ethics	Professional Identity Paper/ Ethics Case Study	Professional Identity Rubric/ Case Study Rubric	50/50
Social Cultural	COUN 615 Social and Cultural Foundations of Counseling	World View Paper	World View Paper Rubric	60/60
Human Growth	COUN 614 Human Growth and Development	Developmental Assessment Paper	Developmental Assessment Paper Rubric	50/50
Career	COUN 613 Career Counseling	Career Portfolio	Career Portfolio Rubric	29.5/30
Helping Relationships	COUN 620 Counseling Skills	Live/Recorded Sessions	Live and Recorded Session Rubrics	48/50
Group	COUN 630 Group Counseling	Group Position Paper	Group Position Paper Rubric	46.1/50
Assessment	COUN 612 Assessment and Appraisal	Assessment Critique	Assessment Critique Rubric	25/25
Research	COUN 605 Research Methods	Research Proposal	Research Proposal Rubric	46.6/50
Theories	COUN 611 Theories of Counseling	Theoretical Orientation Paper	Theoretical Orientation Paper Rubric	19.5/20
Trauma	COUN 682 Trauma	Trauma Toolkit Presentation	Trauma Toolkit Presentation Rubric	25/25

	Informed Counseling			
--	---------------------	--	--	--

Description of Formal Review Process for Program Objectives

Each Spring, surveys are collected from Alumni, Students, Site Supervisors (Completed Every Semester) and Employers. These surveys specifically reference the program objectives and how well students are accomplishing the objectives. The annual formal process begins with reviewing the surveys and programs objectives at the first faculty meeting of the spring semester. Next, the surveys are administered in the beginning of the spring semester. The results of the surveys, the results of the surveys and program objectives are reviewed during the annual student meeting, advisory board/stakeholder meeting and at the last faculty meeting of the spring semester. It should be mentioned that the advisory board/stakeholder meeting is made up of the current full-time and part time faculty of the MSUM counseling program, local counselors working in private practice, counselors working in public counseling agencies, counselors working on college campuses, and MSUM administration. The faculty holds the final program objectives review meeting at the end of the spring semester where input from all these stakeholders is considered in reviewing and updating program objectives. This process ensures that the program objectives are reviewed and updated with the input of current faculty, current students, former students and personnel in cooperating agencies.

Program Objectives Review Process Timeline

1. Program objectives are annually reviewed at the first faculty meeting in the Spring along with the results of the previous year's surveys and how they align with the program objectives. This review process focuses on how well stakeholders feel that each of the program objectives have been covered during the program. The faculty focuses on those areas where stakeholders report being less prepared to improve the curriculum to ensure a high-quality education.

Program Objectives:

Foundations	Students will demonstrate an understanding of their own beginning counselor identity, professional competencies and scope of practice.
Ethics	Students will demonstrate knowledge and application of ethical standards and decision-making models through the use of ethical case studies.
Social Cultural	Students will demonstrate an understanding of issues related to diversity and privilege in counseling as it pertains to their experience and that of the clients and students that they will serve.
Human Growth and Development	Students will demonstrate an understanding in applying theory and research in the needs of others at all development levels and assist in their emotional growth and development.
Career	Students will demonstrate an understanding and application of the career development process over the life span, career decision making, and various assessment and sources of information used to provide career counseling.
Helping Relationships	Students will demonstrate their ability to use intentional counseling skills while maintaining an empathic, nonjudgmental, and professional disposition.

Theories	Students will display knowledge in a variety of counseling theories and can effectively integrate and apply theoretical techniques.
Group Work	Students will display knowledge and understanding of theories and principles of group dynamics and can facilitate group process using knowledge of methods and skills in a direct group experience.
Assessment	Students will demonstrate knowledge of a variety of assessment methods, skills, including individual and group approaches to assessment and evaluation.
Research	Students will demonstrate an ability to critique and use research methods, statistical analysis, and program evaluation to understand how to advance the counseling profession.
Trauma Informed	Students will demonstrate their ability to provide trauma informed care as part of a Compassionate Community in their work with clients and students

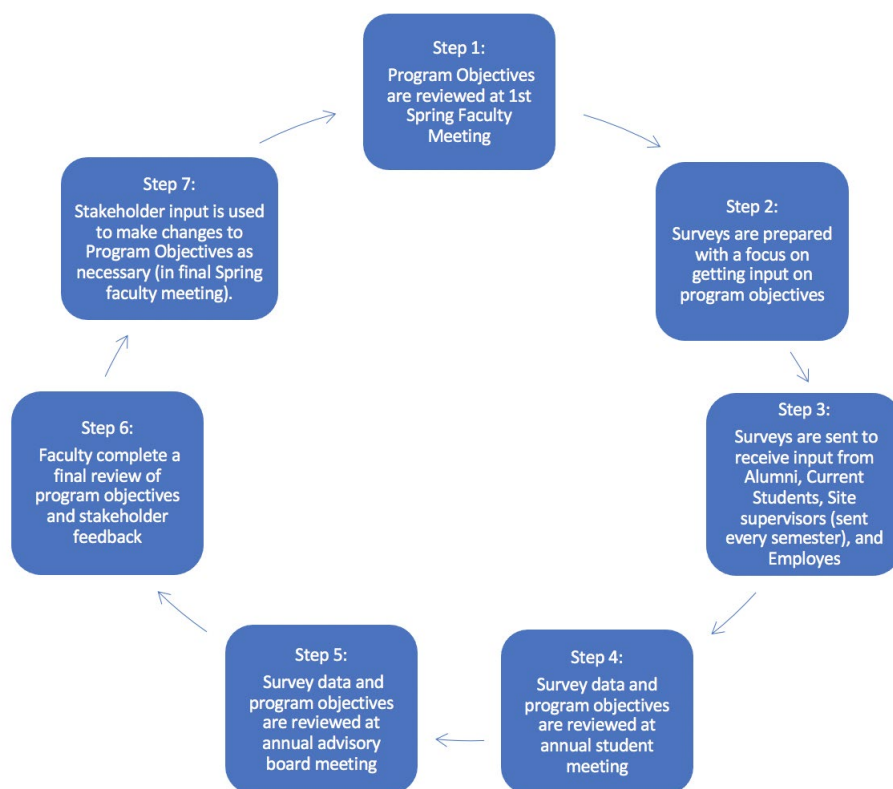
2. After doing an initial review of the program objectives and preparing the surveys, the surveys are distributed to stakeholders. Each survey includes questions based on the program objectives.

Stakeholder Surveys
Alumni Survey (Spring)
Student Survey (Spring)
Site Supervisor Surveys (Completed Every Semester)
Employer Survey (Spring)

3. Stakeholder survey results and program objectives are reviewed during the annual student meeting, advisory board meeting (made up of community stakeholders). Participants in each of these meetings are encouraged to provide feedback on the results of the survey, program objectives, and any other program feedback. This feedback is documented for the review process of the program objectives.

4. Faculty complete a final review of the stakeholder surveys, stakeholder feedback, and program objectives at the final faculty meeting of the year. This meeting serves as the primary mechanism to review, integrate all stakeholder feedback, and approve the program objectives for the next year.

Program Objectives Formal Review Process Timeline



Program Evaluation Data

Counseling Program Student Survey

The survey used a Likert rating scale with the following:

0	Not able to observe/evaluate.
1 Unsatisfactory	Do not understand or perform concepts underlying the core area or its components.
2 Basic	Understand concepts in the core area and attempt to implement elements. However, implementation is not always achieved or successful.
3 Satisfactory	Understand and demonstrated knowledge and skills underlying the core area or its components and generally implement them well.
4 Proficient	Understand and demonstrate specific understanding of knowledge and skills included in the core area and implement .

Master's Program Current Student Survey Results Summary 2022/2023	
QUESTION/PROMPT	RESPONSE SUMMARY
Number of semesters completed in the program:	6-20% 5-40% 3-20% 2-20%
Part-time or Full-Time:	Part-Time- 50% Full-Time- 50%

What is your racial or ethnic identity?	Caucasian (other than Hispanic)- 100%
What is your emphasis area in the Counseling Master's Program?	School Counseling- 25% Clinical Mental Health Counseling- 50% Addiction Counseling- 25%
COUNSELING ETHICS AND FOUNDATIONS- Can demonstrate knowledge and application of ethical standards and decision-making models: (Rating scale 0-4)	0-0.00% 1- 0.00% 2- 0.00% 3- 66.7.00% 4- 33.3.00%
COUNSELING ETHICS AND FOUNDATIONS- Can demonstrate an understanding of my own beginning counselor identity, professional competencies and scope of practice. (Rating scale 0-4)	0-0.00% 1- 0.00% 2- 0.00% 3- 100.00% 4- 0.00%
COUNSELING SKILLS- Can demonstrate their ability to use intentional counseling skills while maintaining an empathic, nonjudgmental, and professional disposition. (Rating scale 0-4)	0- 0.00% 1- 0.00% 2- 0.00% 3- 33.3% 4- 66.7%
SOCIAL AND CULTURAL FOUNDATIONS OF COUNSELING- Can demonstrate an understanding of issues related to diversity and privilege in counseling as it pertains to my experience and that of the clients and students that I will serve. (Rating scale 0-4)	0- 0.00% 1- 0.00% 2- 25.00% 3- 50.00% 4- 25.00%
COUNSELING THEORIES- Can display knowledge in a variety of counseling theories and can effectively integrate and apply theoretical techniques. (Rating Scale 0-4)	0- 0.00% 1- 0.00% 2- 0.00% 3- 100.00% 4- 0.00%
TRAUMA-INFORMED COUNSELING- Can demonstrate the ability to provide trauma informed care as part of a Compassionate Community in my work with clients and students. (Rating scale 0-4)	0- 33.3% 1- 0.00% 2- 0.00% 3- 66.7.00% 4- 0.00%

GROUP COUNSELING- Can display knowledge and understanding of theories and principles of group dynamics and facilitate group process using knowledge of methods and skills in a direct group process. (Rating scale 0-4).	0- 25.00% 1- 0.00% 2- 0.00% 3- 50.00% 4- 25.00%
RESEARCH METHODS- Can demonstrate an ability to critique and use research methods, statistical analysis, and program evaluation to understand how to advance the counseling profession. (Rating scale 0-4)	0- 25.00% 1- 0.00% 2- 50.00% 3- 0.00% 4- 25.00%
ASSESSMENT- Can demonstrate knowledge of a variety of assessment methods, skills, including individual and group approaches to assessments and evaluation. (Rating scale 0-4)	0- 25.00% 1- 0.00% 2- 0.00% 3- 75.00% 4- 0.00%
CAREER COUNSELING- Can demonstrate an understanding and application of the career development process over the life span, career decision-making, and various assessment and sources of information used to provide career counseling. (Rating scale 0-4)	0- 8.00% 1- 0.00% 2- 16.00% 3- 44.00% 4- 32.00%
How well do you feel the Counseling Master's Program is preparing you to work in the field of your emphasis area? (Rating scale 0-4)	0-0.0% 1- 0.00% 2- 0.00% 3- 25% 4- 75%
How relevant do you feel the courses and course material is towards your future profession in Counseling?	Irrelevant- 0.00% Somewhat irrelevant- 0.00% Somewhat relevant- 25.00% Relevant- 75.00%

Summary of Findings from Master's Program Current Student Surveys

Strengths:

- Inclusion and multicultural counseling topics in course material
- Hybrid course set up and professors are preparing students well for exams.
- Faculty are supportive, knowledgeable, flexible, and experienced.
- Flexibility

Areas of Improvement:

- Work with ND Addiction Counseling Board to improve the ND process of LAC licensure.

Alumni Survey

QUESTION/PROMPT	REPONSE SUMMARY
What was your area in the Counseling Master's Program?	School counseling- 26% Clinical Mental Health- 53% Student Affairs-20%
COUNSELING ETHICS AND FOUNDATIONS- Can demonstrate knowledge and application of ethical standards and decision-making models: (Rating scale 0-4)	0-6.67% 1- 0.00% 2- 0.00% 3- 26.67% 4- 66.67%
COUNSELING ETHICS AND FOUNDATIONS- Can demonstrate an understanding of my own beginning counselor identity, professional competencies and scope of practice. (Rating scale 0-4)	0-6.67% 1- 0.00% 2- 0.00% 3- 26.67% 4- 66.67%
COUNSELING SKILLS- Can demonstrate their ability to use intentional counseling skills while maintaining an empathic, nonjudgmental, and professional disposition. (Rating scale 0-4)	0- 6.67% 1- 0.00% 2- 0.00% 3- 6.67% 4- 86.67%
SOCIAL AND CULTURAL FOUNDATIONS OF COUNSELING- Can demonstrate an understanding of issues related to diversity and privilege in counseling as it pertains to my experience and that of the clients and students that I will serve. (Rating scale 0-4)	0- 6.67% 1- 0.00% 2- 13.33% 3- 40.00% 4- 40.00%
COUNSELING THEORIES- Can display knowledge in a variety of counseling theories and can effectively integrate and apply theoretical techniques. (Rating Scale 0-4)	0- 6.67% 1- 0.00% 2- 6.67% 3- 46.67% 4- 40.00%

<p>TRAUMA-INFORMED COUNSELING-</p> <p>Can demonstrate the ability to provide trauma informed care aspart of a Compassionate Community in my work with clients and students. (Rating scale 0-4)</p>	<p>0- 13.33%</p> <p>1- 0.00%</p> <p>2- 0.00%</p> <p>3- 40.00%</p> <p>4- 46.67%</p>
--	--

GROUP COUNSELING- Can display knowledge and understanding of theories and principles of group dynamics and facilitate group process using knowledge of methods and skills in a direct group process. (Rating scale 0-4).	0- 6.67% 1- 0.00% 2- 6.67% 3- 60.00% 4- 26.67%
RESEARCH METHODS- Can demonstrate an ability to critique and use research methods, statistical analysis, and program evaluation to understand how to advance the counseling profession. (Rating scale 0-4)	0- 6.67% 1- 6.67% 2- 6.67% 3- 60.00% 4- 20.00%
ASSESSMENT- Can demonstrate knowledge of a variety of assessment methods, skills, including individual and group approaches to assessments and evaluation. (Rating scale 0-4)	0- 6.67% 1- 0.00% 2- 0.00% 3- 60.00% 4- 33.33%
CAREER COUNSELING- Can demonstrate an understanding and application of the career development process over the life span, career decision-making, and various assessment and sources of information used to provide career counseling. (Rating scale 0-4)	0- 13.33% 1- 0.00% 2- 0.00% 3- 60.00% 4- 26.67%
How well do you feel the Counseling Master's Program is preparing you to work in the field of your emphasis area? (Rating scale 0-4)	0-0.00% 1- 0.00% 2- 6.00% 3- 34.00% 4- 66.00%

Employer Survey

The Employer Survey used the following Likert Scale:

- 1- Poorly prepared
- 2- Fairly prepared
- 3- Moderately prepared
- 4- Well prepared
- 5- Very well prepared
- 6- Not observed

QUESTION/PROMPT	RESPONSE SUMMARY
Employee demonstrates knowledge of Human Growth and Development (studies that provide an understanding of the nature and needs of individuals at all developmental levels).	1-0.00% 2-0.00% 3-0.00% 4-50.00% 5-50.00% 6-0.00%
Employee demonstrates knowledge of Social and Cultural Foundations (studies that provide an understanding of issues and trends in a multicultural and diverse society).	1-0.00% 2-0.00% 3-0.00% 4-0.00% 5-100% 6-0.00%
Employee demonstrates knowledge of Helping Relationships (studies that provide an understanding of counseling and consultation processes).	1-0.00% 2-0.00% 3-0.00% 4-50.00% 5-50.00% 6-0.00%
Employee demonstrates knowledge of Group Work (studies that provide an understanding of group development, dynamic, counseling theories, group counseling methods and skills, and other group work approaches).	1-0.00% 2-0.00% 3-0.00% 4-50.00% 5-0.00% 6-50.00%
Employee demonstrates knowledge of Career and Lifestyle Development (studies that provide an understanding of career development and related life factors).	1-0.00% 2-0.00% 3-0.00% 4-100.00

	5-0.00% 6-0.00%
Employee demonstrates knowledge of Appraisal (studies that provide an understanding of individual and group approaches to assessment and evaluation).	1-0.00% 2-0.00% 3-0.00% 4-0.00% 5-100.00% 6-0.00%
Research and Program Evaluation	1-0.00% 2-0.00% 3-0.00% 4-0.00% 5-0.00% 6-100%
Employee demonstrates knowledge of Professional Orientation (studies that provide an understanding of all aspects of professional functioning including history, roles, organizational structure, ethics, standards, and credentialing).	1-0.00% 2-0.00% 3-0.00% 4-100.00% 5-0.00% 6-0.00%

Summary of Findings from Master's Program Employer Surveys

Strengths:

- Student development and preparation
- Encouragement of students to work in related part-time positions during the program

Areas of Improvement:

- More preparation for job searching and interviewing while in the program.

New Student Orientation Survey

Master's Program New Student Orientation Survey Results Summary 2022/2023	
QUESTION/PROMPT	RESPONSE SUMMARY
I understand my responsibilities as a Graduate student:	80.95% "Strongly Agree" 19.05 % "Agree"
I understand the Mission and Vision of the COUN program:	80.95% "Strongly Agree" 19.05 % "Agree"
I understand the Core Values of the COUN program:	66.67% "Strongly Agree" 28.57% "Agree" 4.76% "Neutral"
I have an understanding of the Student Learning Outcomes:	Strongly Agree- 61.9% Agree- 38.10%
I know about various opportunities to be engaged in program activities and professional associations:	60% "Strongly Agree" 40% "Agree"
The Graduate Peer Advisor program was explained well:	Strongly Agree- 38.10% Agree- 47.62% Neutral- 14.29%
I have a better understanding of what to expect from the COUN program:	Strongly Agree- 70% Agree- 30%

Site Supervisor Survey

The site supervisor survey utilized the following Likert scale:

- 1-Strongly Disagree
- 2-Disagree
- 3-Neither agree nor disagree
- 4-Agree
- 5-Strongly Agree

MSUM Counseling Master's Program Site Supervisor Survey 2022/2023	
QUESTION/PROMPT	RESPONSE AVERAGE
Opportunity to connect with counseling faculty: (Likert Rating Scale 1-5)	Mean Score= 4.64
Counseling faculty responded to your concerns in a timely manner (48 hours): (Likert Rating Scale 1-5)	Mean Score= 4.64
Generally felt supported by counseling faculty: (Likert Rating Scale 1-5)	Mean Score= 4.64
Any issues you identified were addressed: (Likert Rating Scale 1-5)	Mean Score= 4.64
You felt listened to regarding the above actions: (Likert Rating Scale 1-5)	Mean Score= 4.64

Summary of Findings from Master's Program Site Supervisor Surveys

Strengths:

- Very organized and clear
- Wonderful team of educators and they train remarkable students.

- Excellent communication/responsiveness from faculty

Areas for improvement:

- Difficulty with Tk20
- Site supervisor feedback forms

MSUM Counseling Master's Program Data Collection Schedule and Procedures

The MSUM Counseling Master's program involves stakeholders in the program evaluation process annually. The stakeholders include current students, alumni, site supervisors. Faculty, institutional administrators, advisory board members, community, and personnel in cooperating agencies. The following table outlines the process of data collection for CACREP 2016 standards 4A.1-2.

The program utilizes this data collection and procedure for systematic and continuous evaluations from multiple measures in the program. The data is reviewed and utilized for program improvements as indicated in the program evaluation outcomes report.

- (1) the data that will be collected, (2) a procedure for how and when data will be collected, (3) a method for how data will be reviewed or analyzed, and (4) an explanation for how data will be used for curriculum and program improvement.

(2) Program Data Collection Schedule and Procedure (Standards)

Gathered in each emphasis area

Data Source (1)	Frequency of Data Collection (2)	Procedure for Data Collection (2)	Responsible Party for Collecting Data (2)	Method for Data Review and Analysis (3)	How data is used for curriculum and program improvement (4)
Aggregate student assessment data of student knowledge and skills including KPIs based on the CACREP standards (1)	Every semester	Tk 20 (Software system utilized to electronically manage practicum and internship/field experience records)	Program Faculty	Faculty review the formative KPI data for both knowledge and skills throughout the semester as it is collected. Aggregate data from summative knowledge and skills KPIs and the end of the semester. Please see KPI chart in 4F.	Faculty review the data and discuss how students are performing and identify areas of concern and how to address this specifically within courses with lower scores. Student learning outcome data from each KPI is used to make changes to course syllabi, content, and assignments relating to the KPI of concern.

Aggregate student professional dispositions data (2)	Every semester or anytime a concern arises. This is also collected once a month when the student is in practicum and internship.	Faculty complete the professional disposition rubric. Site supervisors complete the site supervisor feedback forms once a month when the student is in practicum/internship.	Program Faculty and the Practicum/Internship Coordinator.	Aggregate data on professional dispositions will be reviewed at the end of the semester in which it is collected.	Faculty review each professional disposition form at a faculty meeting each spring semester and identify areas of concern and lower ratings. Faculty discuss program improvements that can be implemented to address these concerns. Based on student professional disposition forms, faculty make changes to syllabi and content including courses including COUN 614 Professional Orientation and Ethics and Practicum/Internship.
Student Demographics (Applicants, Current Students, and Graduates) (3)	Once a year	Program coordinator collects and includes this in the Program Outcomes Evaluation Report.	Program Coordinator/CACREP liaison	Review of current students and graduates at the end of the semester. Review upon submission of CACREP vital statistics. Application data is reviewed at the beginning of the admissions cycle in February of each year.	Faculty discuss in a faculty meeting demographic data and how we can recruit and retain diverse students in the program. Program improvements are made based on results and discussion. We work with the office of Diversity, Equity, and Inclusion and Graduate Studies to review percentage of diverse students in the program. Faculty use this input from the other departments to improve processes surrounding recruiting, retaining, and supporting diverse students.
Graduate placement rates (4)	Once a year	Recent graduates are contacted regarding placement 6 months post-graduation.	Program Coordinator/CACREP liaison	Review at the end of every semester.	Faculty review at a faculty meeting the graduation placement rates and identify areas that are lower that can be improved. Faculty identify program changes that include job search information and resources and how this can be implemented into courses and program activities.

Data from follow up surveys (graduates, site supervisors, and employers from program graduates): (5)	Once a year	Program coordinator sends the surveys annually and Qualtrics is utilized.	Program Coordinator/CAC REP liaison	The site supervisor surveys are collected at the end of every semester and the aggregate is reviewed by faculty. The other surveys are a part of the program objective review process in the spring semester of each year. Use as example in	Program faculty review the data from follow up surveys (from graduates, site supervisors, and employers of program graduates) at a faculty meeting every semester and discuss areas of concern and program changes that can be implemented to improve the program. The surveys are aligned with program objectives; based on the results of surveys, faculty make changes to program objectives, curriculum, and course offerings.
Student evaluations of instructors (6)	Every semester, Spring/Summer/Fall	Individual Instructors utilize the university course evaluation and send out to students at the end of each semester.	Individual instructors of each course in the Counseling Master's Program.	Data is collected and reviewed at the end of each semester by instructors and in faculty meetings.	The data from instructor evaluations are collected and reported in each individual faculty's Professional Development Review. Faculty discuss the feedback they received and changes they will make in the future based on the results to improve the course. Feedback is provided from department faculty and the Dean. Based on student course evaluation feedback, instructors make changes to syllabi, content, and delivery.
Site Supervisors evaluations of practicum students (7)	Every semester, Spring/Summer/Fall	Practicum/Internship coordinator collects this information from Tk20	Practicum/Internship Coordinator	Data and feedback are reviewed at the end of each semester by faculty.	Each semester practicum instructors review site supervisors' evaluations of practicum students and, together with faculty, identify skill sets/areas in which students are scored lower by their supervisors. Changes are then made to the curriculum and program objectives related to the areas of concern. If a student consistently scored lower in a certain area, faculty would review the program objective and curriculum related to that area.

Site supervisors' evaluations of Internship students (8)	Every Semester	Practicum/Internship coordinator collects this information from Tk20.	Practicum/Internship Coordinator	Data and feedback are reviewed at the end of each semester by faculty.	Each semester internship instructors review site supervisors' evaluations of internship students and, together with faculty, identify skill sets/areas in which students are scored lower by their supervisors. Changes are then made to the curriculum and program objectives related to the areas of concern. If a student consistently scored lower in a certain area, faculty would review the program objective and curriculum related to that area.
MSUM Counseling Master's Program Advisory Board Meeting (9)	Once a year	A meeting is held once a year in the spring to share about the program and receive feedback from the advisory board.	All program faculty	Data and feedback are reviewed at the Advisory Board meeting held annually.	Input from the Advisory board members is reviewed by program faculty and changes are implemented as a result to the program. Based on advisory board feedback, changes are made to the program objectives that relate to the feedback received.
Practicum and Internship Student Self Evaluations (10)	Every semester	Practicum/Internship coordinator collects this information from Tk20	Practicum/Internship Coordinator	Data and feedback are reviewed at the end of each semester.	Data from student self-evaluations are reviewed and faculty discuss areas where students rated themselves lower and how to make curriculum and program objective modifications to enhance student outcomes. If students consistently score lower in their self-evaluation in the areas of research and assessment, then faculty will meet about ways to improve curriculum focused on reading, understanding, and utilizing research in their counseling practice. Program objectives in these areas are also reviewed to see if any changes need to be made.

Practicum and Internship Students Evaluations of Site (11)	Every semester	Practicum/Internship coordinator collects this information from Tk20	Practicum/Internship Coordinator	Data and feedback are reviewed at the end of each semester.	Student evaluations of sites are reviewed by program faculty to identify concerns or strengths of sites and how to provide the best experience for students and support sites if needed. The practicum/internship instructors review student site evaluations each semester and identify sites with consistently positive feedback, and sites with consistently moderate and consistently poor feedback. For sites that score moderately or poorly; we discuss with sites our program objectives and goals of student learning. We also use this input to make changes to program objectives and core curriculum as needed.
Site Supervisor Feedback Forms (12)	Once a month	Practicum/Internship coordinator sends out the forms once a month in an email to site supervisors	Practicum/Internship coordinator	The data and feedback are disseminated to faculty for review and concerns are discussed at biweekly faculty meetings.	Feedback forms are reviewed by program faculty once a month and patterns are identified in areas of concerns by site supervisors and faculty identify if changes need to be made in the curriculum or program offerings. The practicum/internship coordinator reviews each feedback form as they are received from site supervisors and forwards them to the other faculty. In faculty meetings, and as needed, faculty identify any issues (as they relate to student development) and identify trends. This information is then used to make any changes to core curriculum and program objectives. If a trend emerges that several students are having issues with a particular skill set, faculty identify any curriculum changes that need to be made relative to this area. Additionally, any issues identified on the feedback

					form are discussed with the respective student in advising and as needed.
CPCE Results (13)	Once a month	CCE sends students official results to the program coordinator, and this is reviewed at faculty meetings.	Program Coordinator/CAC REP liaison	The data and scores are reviewed once a month at faculty meetings.	Faculty review CPCE results and trends once a month in faculty meetings. Individual student scores and composites scores are used to identify changes that need to be made to program objectives and core curriculum. Faculty look for trends in student scores and identify the core areas where students scored lower compared to the other core areas. Faculty also use the national average CPCE scores to identify trends and core areas in which changes are needed to program objectives and curriculum. Faculty incorporate exams into the core class areas using similar style questions that aid in preparing students for the CPCE.
NCE Results (14)	Once a semester	Results of pass rates of students in the program are shared with the program from NBCC	Program coordinator/CAC REP liaison	The results are reviewed once a semester at a faculty meeting.	Faculty review the NCE results once a semester at faculty meetings. Faculty identify trends and lower scores; and then identify changes that need to be made in order to address low scores. If the results report states that a student did not pass the NCE, we review program objectives and core curriculum to identify any changes that could be made to address this. Also, faculty utilize input from the student feedback survey that contains student self-identified competency in the 8 core areas. This information, combined with NCE results, is used to enhance and refine program objectives and the 8 core areas.

(3 & 4) Method for Data Review, Analysis and Process for Curriculum and Program Improvements

The faculty follow a systematic process for collecting feedback and data on the program, program outcomes and make changes based upon this feedback. The program objectives and program effectiveness are being continually reviewed throughout the entire year during faculty meetings and when meeting with community members about the program (site visits, professional counseling groups, community/university committees, etc.), and students. The annual formal process begins with reviewing the surveys and programs objectives at the first faculty meeting of the spring semester. Next, the surveys are administered in the beginning of the spring semester. The results of the surveys and program objectives are reviewed during the annual student meeting, advisory board/stakeholder meeting and at the last faculty meeting of the spring semester. The faculty holds the final program objectives meeting at the end of the spring semester where input from all these stakeholders is considered in reviewing and updating program objectives, making curriculum and program improvement. This is documented in the program evaluation outcomes report which is available to the community on the program website and distributed to faculty, students, university administrators, stakeholders, and community.

1. Professional Counseling Orientation and Professional Practice			
Key Performance Indicators	Related CACREP Standards	Courses Measured and Signature Assignments	Review/Analysis of Data
KPI 1.1 (Knowledge)			
KPI 1.1 Knowledge: Students demonstrate knowledge of ethical standards and decision-making models through the use of ethical case studies.	2.F.1.i. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.	<ul style="list-style-type: none"> 1st assessment: COUN 641 (all 3 emphasis areas): <i>Ethics Case Studies (formative):</i> Student completes 2 (of 3) case studies throughout the course that demonstrate student understanding of ethical and legal issues in counseling. The first two case studies are formative. 2nd assessment: COUN 641 (all 3 emphasis areas): <i>Ethics Case Studies (summative):</i> Student completes 3 case studies throughout the course that demonstrate student understanding of ethical and legal issues in counseling. The third case study serves as a summative assessment as students will apply information they have 	<p><u>KPI 1.1 Knowledge</u></p> <p><u>Individual Student Review/Assessment:</u></p> <p><i>-1st Assessment:</i> Case studies are graded/reviewed throughout the semester by the instructor of the course. Student grades below a “C” are discussed in weekly faculty meetings.</p> <p><i>-2nd Assessment:</i> The third case study is graded/reviewed at the end of the semester by the instructor of the course. Student grades below a “C” are discussed in weekly faculty meetings.</p> <p><u>KPI 1.1 Knowledge</u></p> <p><u>Aggregate</u></p>

		<p>learned throughout the course.</p> <ul style="list-style-type: none"> Please see Folder 4F > KPI 1.1 for highlighted portions of the syllabus and assignment rubrics. 	<p><u>Data Review/Assessment:</u></p> <p><i>1st assessment:</i> Class scores (aggregate data) on the case studies are reviewed in counseling program faculty meetings; any issues are discussed, and program adjustments are made as necessary.</p> <p><i>2nd assessment:</i> Class scores (aggregate data) on the third case study are discussed in counseling program faculty meetings.</p>
KPI 1.2 (Skill)			
<p>KPI 1.2 Skill: Students will demonstrate understanding by applying ethical standards and decision-making models to work with clients.</p>	<p>2.F.1.i. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.</p>	<ul style="list-style-type: none"> <i>1st assessment:</i> COUN 669A (School Counseling): <i>Internship Evaluations (Summative):</i> Students are evaluated using the internship evaluation, which includes a section on ethics. <i>2nd assessment:</i> <i>Site supervisor feedback forms (formative):</i> Students are evaluated 3 times throughout the semester (on the first of each month) using the school counseling feedback form, which includes a section on ethics. <i>1st assessment:</i> COUN 669D (CMHC) <i>Internship Evaluations (Summative):</i> Students are evaluated using the internship evaluation, which includes a section on ethics. <i>2nd assessment:</i> <i>Site supervisor feedback forms (formative):</i> Students are evaluated 3 times throughout the semester (on the first of each month) using the CMHC feedback form, which includes a section on ethics. <i>1st assessment:</i> COUN 669A 	<p><u>KPI 1.2 Skill</u></p> <p><u>Individual Student Review/Assessment:</u> <i>1st Assessment:</i> Internship evaluations are completed by site supervisors (in all three emphasis areas) on each student at the end of each semester of internship. The evaluation (and student scores on the identified skill set) is reviewed by the faculty supervisor (instructor of internship) and any issues are discussed in the counseling master's program faculty meeting.</p> <p><i>2nd Assessment:</i> The practicum/internship coordinator sends feedback forms to site supervisors (across all three emphasis areas). Upon receiving the forms from site supervisors, the practicum/internship coordinator reviews feedback forms for each student to make sure they are progressing in the identified skill set. Feedback forms are shared with master's counseling program faculty in faculty meetings.</p> <p><u>KPI 1.2 Skill Aggregate</u></p>

		<p><i>(Addiction Counseling) Internship Evaluations (Summative):</i> Students are evaluated using the internship evaluation, which includes a section on ethics.</p> <ul style="list-style-type: none"> • <i>2nd assessment: Site supervisor feedback forms (formative):</i> Students are evaluated 3 times throughout the semester (on the first of each month) using the Addiction Counseling feedback form, which includes a section on ethics. <p>Please see Folder 4F > KPI 1.2 for highlighted portions of Feedback forms and Internship Evaluations for all three emphasis areas.</p>	<p><u>Data Review/Assessment:</u></p> <p><i>1st Assessment:</i> Aggregate data from end of course internship evaluations is reviewed and discussed in the counseling master's program faculty meeting and any issues are discussed, and program adjustments are made as needed.</p> <p><i>2nd Assessment:</i> The aggregate data from the feedback forms on the identified skill set are reviewed in faculty meetings, any issues are discussed, and program adjustments are made as needed.</p>
2. Social and Cultural Diversity			
Key Performance Indicators	Related CACREP Standards	Courses Measured and Signature Assignments	Review/Analysis of Data
KPI 2.1 (Knowledge)			
KPI 2.1 Knowledge: Students will demonstrate their understanding of the theories and models of multicultural counseling, cultural identity development, and social justice and advocacy.	2.F.2.b. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy.	<ul style="list-style-type: none"> • 1st assessment: COUN 615 (all 3 emphasis areas): Critical Thinking Reflections <i>(formative)</i>: Critical thinking papers will aid students in reflecting on theories and models of multicultural counseling, cultural identity development, and social justice and advocacy. • 2nd Assessment: COUN 615 (all 3 emphasis areas): 	<p><u>KPI 2.1 Knowledge</u></p> <p><u>Individual Student Review/Assessment:</u></p> <p><i>-1st Assessment:</i> Critical thinking reflections are graded/reviewed throughout the semester by the instructor of the course. Student grades below a "C" are discussed in weekly faculty meetings.</p> <p><i>-2nd Assessment:</i> The Worldview Paper is graded/reviewed at the</p>

		<p>Worldview Paper (summative): Students will utilize theories and models of multicultural counseling and cultural identity development and apply them to their own life and cultural development processes.</p> <p>Please see Folder 4F > KPI 2.1 for highlighted portions of the syllabus and assignment rubrics.</p>	<p>end of the semester by the instructor of the course. Student grades below a “C” are discussed in weekly faculty meetings.</p> <p><u>KPI 2.1 Knowledge</u></p> <p><u>Aggregate</u></p> <p><u>Data Review/Assessment:</u></p> <p><i>1st assessment:</i> Class scores (aggregate data) on the critical thinking reflections are reviewed in counseling program faculty meetings; any issues are discussed, and program adjustments are made as necessary.</p> <p><i>2nd assessment:</i> Class scores (aggregate data) on the World View Paper are discussed in counseling program faculty meetings.</p>
KPI 2.2 (Skill)			
<p>KPI 2.2 Skill: Students will demonstrate understanding by applying theories and models of multicultural counseling, cultural identity development, and social justice and advocacy to their work with clients.</p>	<p>2.F.2.b. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy.</p>	<ul style="list-style-type: none"> • 1st assessment: COUN 669A (School Counseling): Internship Evaluations (Summative): Students are evaluated using the internship evaluation, which includes a section on social and cultural diversity. • 2nd assessment: supervisor feedback forms (formative): Students are evaluated 3 times throughout the semester (on the first of each month) using the school counseling feedback form, which includes a section on social and cultural diversity. • 1st assessment: COUN 669D (CMHC) Internship Evaluations (Summative): Students are evaluated using the internship evaluation, which includes a section on social and 	<p><u>KPI 2.2 Skill</u></p> <p><u>Individual Student Review/Assessment:</u> <i>1st Assessment:</i> Internship evaluations completed by site supervisors (in all three emphasis areas) are completed on each student at the end of each semester of internship. The evaluation (and student scores on the identified skill set) is reviewed by the faculty supervisor (instructor of internship) and any issues are discussed in the counseling master’s program faculty meeting.</p> <p><i>2nd Assessment:</i> The practicum/internship coordinator sends feedback forms to site supervisors (across all three emphasis areas). Upon receiving the forms from site supervisors, the practicum/internship coordinator reviews feedback forms for each student to make</p>

		<p>cultural diversity.</p> <ul style="list-style-type: none"> • <i>2nd assessment: Site supervisor feedback forms (formative):</i> Students are evaluated 3 times throughout the semester (on the first of each month) using the CMHC Counseling feedback form, which includes a section on social and cultural diversity. • <i>1st assessment: COUN 669A (Addiction Counseling) Internship Evaluations (Summative):</i> Students are evaluated using the internship evaluation, which includes a section on social and cultural diversity. • <i>2nd assessment: Site supervisor feedback forms (formative):</i> Students are evaluated 3 times throughout the semester (on the first of each month) using the Addiction Counseling feedback form, which includes a section on social and cultural diversity. <p>Please see Folder 4F > KPI 2.2 for highlighted portions of Feedback forms and Internship Evaluations for all three emphasis areas.</p>	<p>sure they are progressing in the identified skill set. Feedback forms are shared with master's counseling program faculty in faculty meetings.</p> <p><u>KPI 2.2 Skill Aggregate</u></p> <p><u>Data Review/Assessment:</u></p> <p><i>1st Assessment:</i> Aggregate data from end of course internship evaluations is reviewed and discussed in the counseling master's program faculty meeting and any issues are discussed, and program adjustments are made as needed.</p> <p><i>2nd Assessment:</i> The aggregate data from the feedback forms on the identified skill set are reviewed in faculty meetings, any issues are discussed, and program adjustments are made as needed.</p>
3. Human Growth and Development			
Key Performance Indicators	Related CACREP Standards	Courses Measured and Signature Assignments	Review/Analysis of Data
KPI 3.1 (Knowledge)			
KPI 3.1 Knowledge: Students will apply their knowledge of development across the lifespan.	2.F.3.a. Theories of individual and family development across the	<ul style="list-style-type: none"> • COUN 614 (all 3 emphasis areas): <i>Clinical Application Projects (2)-Movie Analysis and Older Person Interview (formative):</i> These projects 	<p><u>KPI 3.1 Knowledge</u></p> <p><u>Individual Student Review/Assessment:</u></p>

	lifespan.	<p>give students an opportunity to demonstrate understanding of and apply the theories of development and concepts they are learning to conceptualize development and illustrate their understanding of the developmental theories.</p> <ul style="list-style-type: none"> • COUN 614 (all 3 emphasis areas): <i>Development Assessment Paper (summative)</i>: Students apply the theories of development and concepts learned throughout the semester to conceptualize their own development and illustrate their understanding of the developmental theories. <p>Please see Folder 4F > KPI 3.1 for highlighted portions of the syllabus and assignment rubrics.</p>	<p><i>-1st Assessment:</i> Clinical Application Projects are graded/reviewed throughout the semester by the instructor of the course. Student grades below a “C” are discussed in weekly faculty meetings.</p> <p><i>-2nd Assessment:</i> The Development Assessment Paper is graded/reviewed at the end of the semester by the instructor of the course. Student grades below a “C” are discussed in weekly faculty meetings.</p> <p><u>KPI 3.1 Knowledge</u></p> <p><u>Aggregate Data Review/Assessment</u></p> <p><i>1st assessment:</i> Class scores (aggregate data) on the Clinical Application Projects are reviewed in counseling program faculty meetings; any issues are discussed, and program adjustments are made as necessary.</p> <p><i>2nd assessment:</i> Class scores (aggregate data) on the Development Assessment Paper are discussed/reviewed in counseling program faculty meetings; any issues are discussed, and program adjustments are made as necessary.</p>
KPI 3.2 (Skill)			
KPI 3.2 Skill: Students will demonstrate understanding by applying developmental theories to their work with clients.	2.F.3.a. Theories of individual and family development across the lifespan.	<ul style="list-style-type: none"> • COUN 669A (School Counseling): <i>Internship Evaluations (Summative)</i>: Students are evaluated using the internship evaluation, which includes a section on developmental applications. <i>Site supervisor feedback forms (formative)</i>: Students are evaluated 3 times throughout the semester (on the first of each month) using the 	<p><u>KPI 3.2 Skill</u></p> <p><u>Individual Student Review/Assessment:</u> <i>1st Assessment:</i> Internship evaluations completed by site supervisors (in all three emphasis areas) are completed on each student at the end of each semester of internship. The evaluation (and student scores on the identified skill set) is reviewed by the faculty</p>

		<p>school counseling feedback form, which includes a section on developmental applications.</p> <ul style="list-style-type: none"> • COUN 669D (CMHC) Internship Evaluations (Summative): Students are evaluated using the internship evaluation, which includes a section on developmental applications. <i>Site supervisor feedback forms (formative):</i> Students are evaluated 3 times throughout the semester (on the first of each month) using the CMHC Counseling feedback form, which includes a section on developmental applications. • COUN 669A (Addiction Counseling) Internship Evaluations (Summative): Students are evaluated using the internship evaluation, which includes a section on developmental applications. <i>Site supervisor feedback forms (formative):</i> Students are evaluated 3 times throughout the semester (on the first of each month) using the Addiction Counseling feedback form, which includes a section on developmental applications. <p>Please see Folder 4F > KPI 3.2 for highlighted portions of Feedback forms and Internship Evaluations for all three emphasis areas.</p>	<p>supervisor (instructor of internship) and any issues are discussed in the counseling master's program faculty meeting.</p> <p><i>2nd Assessment:</i> The practicum/internship coordinator sends feedback forms to site supervisors (across all three emphasis areas). Upon receiving the forms from site supervisors, the practicum/internship coordinator reviews feedback forms for each student to make sure they are progressing in the identified skill set. Feedback forms are shared with master's counseling program faculty in faculty meetings.</p> <p><u>KPI 3.2 Skill Aggregate</u></p> <p><u>Data Review/Assessment:</u></p> <p><i>1st Assessment:</i> Aggregate data from end of course internship evaluations is reviewed and discussed in the counseling master's program faculty meeting and any issues are discussed, and program adjustments are made as needed.</p> <p><i>2nd Assessment:</i> The aggregate data from the feedback forms on the identified skill set are reviewed in faculty meetings, any issues are discussed, and program adjustments are made as needed.</p>
4. Career Development			
Key Performance Indicators	Related CACREP Standards	Courses Measured and Signature Assignments	Review/Analysis of Data
KPI 4.1 (Knowledge)			

<p>KPI 4.1 Knowledge: Students apply knowledge of theories and models of career development, counseling, and decision making.</p>	<p>2.F.4.a. Theories and models of career development, counseling, and decision making.</p>	<ul style="list-style-type: none"> • COUN 613 (all 3 emphasis areas): <i>4 Quizzes (summative)</i>: Students take 4 quizzes throughout the course to assess their knowledge of this KPI. • COUN 613 (all 3 emphasis areas): <i>Career Portfolio (summative)</i>: Students will create a career program/activity/event that utilizes the theories and models of career development, counseling, and decision making that they learned throughout the course. <p>Please see Folder 4F > KPI 4.1 for highlighted portions of the syllabus and assignment rubrics.</p>	<p><u>KPI 4.1 Knowledge</u></p> <p><u>Individual Student Review/Assessment:</u></p> <p><i>-1st Assessment:</i> Quizzes are graded/reviewed throughout the semester by the instructor of the course. Student grades below a “C” are discussed in weekly faculty meetings.</p> <p><i>-2nd Assessment:</i> The Portfolio assignment is graded/reviewed at the end of the semester by the instructor of the course. Student grades below a “C” are discussed in weekly faculty meetings.</p> <p><u>KPI 4.1 Knowledge</u></p> <p><u>Aggregate</u></p> <p><u>Data Review/Assessment:</u></p> <p><i>1st assessment:</i> Class scores (aggregate data) on the Quizzes are reviewed in counseling program faculty meetings; any issues are discussed, and program adjustments are made as necessary.</p> <p><i>2nd assessment:</i> Class scores (aggregate data) on the Portfolio assignment are discussed/reviewed in counseling program faculty meetings; any issues are discussed, and program adjustments are made as necessary.</p>
<p>KPI 4.2 (Skill)</p>			
<p>KPI 4.2 Skill: Students will demonstrate understanding by applying theories and models of career development, counseling, and decision making to their work with clients.</p>	<p>2.F.4.a. Theories and models of career development, counseling, and decision making.</p>	<ul style="list-style-type: none"> • COUN 669A (School Counseling): <i>Internship Evaluations (Summative)</i>: Students are evaluated using the internship evaluation, which includes a section on career development. <i>Site supervisor feedback forms (formative)</i>: Students are evaluated 3 times 	<p><u>KPI 4.2 Skill</u></p> <p><u>Individual Student Review/Assessment:</u> <i>1st Assessment:</i> Internship evaluations completed by site supervisors (in all three emphasis areas) are completed on each student at the end of each semester of internship. The evaluation (and student scores on</p>

		<p>throughout the semester (on the first of each month) using the school counseling feedback form, which includes a section on career development.</p> <ul style="list-style-type: none"> • COUN 669D (CMHC) Internship Evaluations (Summative): Students are evaluated using the internship evaluation, which includes a section on career development. <i>Site supervisor feedback forms (formative):</i> Students are evaluated 3 times throughout the semester (on the first of each month) using the CMHC feedback form, which includes a section on career development. • COUN 669A (Addiction Counseling) Internship Evaluations (Summative): Students are evaluated using the internship evaluation, which includes a section on career development. <i>Site supervisor feedback forms (formative):</i> Students are evaluated 3 times throughout the semester (on the first of each month) using the Addiction Counseling feedback form, which includes a section on career development. <p>Please see Folder 4F > KPI 4.2 for highlighted portions of Feedback forms and Internship Evaluations for all three emphasis areas.</p>	<p>the identified skill set) is reviewed by the faculty supervisor (instructor of internship) and any issues are discussed in the counseling master's program faculty meeting.</p> <p><i>2nd Assessment:</i> The practicum/internship coordinator sends feedback forms to site supervisors (across all three emphasis areas). Upon receiving the forms from site supervisors, the practicum/internship coordinator reviews feedback forms for each student to make sure they are progressing in the identified skill set. Feedback forms are shared with master's counseling program faculty in faculty meetings.</p> <p><u>KPI 4.2 Skill Aggregate</u></p> <p><u>Data Review/Assessment:</u></p> <p><i>1st Assessment:</i> Aggregate data from end of course internship evaluations is reviewed and discussed in the counseling master's program faculty meeting and any issues are discussed, and program adjustments are made as needed.</p> <p><i>2nd Assessment:</i> The aggregate data from the feedback forms on the identified skill set are reviewed in faculty meetings, any issues are discussed, and program adjustments are made as needed.</p>
5. Counseling and Helping Relationships			
Key Performance Indicators	Related CACREP Standards	Courses Measured and Signature Assignments	Review/Analysis of Data
KPI 5.1 (Knowledge)			

<p>KPI 5.1 Knowledge: Students will demonstrate their knowledge of interviewing, counseling, and case conceptualization skills.</p>	<p>2.F.5.g. Essential interviewing, counseling, and case conceptualization skills.</p>	<ul style="list-style-type: none"> • COUN 620 (all 3 emphasis areas): <i>Mid-term reflection paper and video (formative)</i>: Mid-way through the course, students provide a video demonstrating their interviewing and counseling skills as well as a reflection paper on this video discussing their use and effectiveness of their skills. • COUN 620 (all 3 emphasis areas): <i>Transcript assignment (summative)</i>: Students will transcribe a live mock counseling session, then identify and assess the interviewing and counseling skills they used. Case conceptualization skills are being developed during this assignment as students are tasked with identifying if their response was effective (in part based on the client's response) and providing alternative responses that would have been more effective. <p>Please see Folder 4F > KPI 5.1 for highlighted portions of the syllabus and assignment rubrics.</p>	<p><u>KPI 5.1 Knowledge</u></p> <p><u>Individual Student Review/Assessment:</u></p> <p><i>-1st Assessment:</i> The mid-term is graded/reviewed during the semester by the instructor of the course. Student grades below a "C" are discussed in weekly faculty meetings.</p> <p><i>-2nd Assessment:</i> The Written Transcript assignment is graded/reviewed at the end of the semester by the instructor of the course. Student grades below a "C" are discussed in weekly faculty meetings.</p> <p><u>KPI 5.1 Knowledge</u></p> <p><u>Aggregate</u></p> <p><u>Data Review/Assessment:</u></p> <p><i>1st assessment:</i> Class scores (aggregate data) on the mid-term assignment are reviewed in counseling program faculty meetings; any issues are discussed, and program adjustments are made as necessary.</p> <p><i>2nd assessment:</i> Class scores (aggregate data) on the Written Transcript assignment are discussed/reviewed in counseling program faculty meetings; any issues are discussed, and program adjustments are made as necessary.</p>
<p>KPI 5.2 (Skill)</p>			
<p>KPI 5.2 Skill: Students will demonstrate understanding of interviewing, counseling, and case conceptualization in their work with clients.</p>	<p>2.F.5.g. Essential interviewing, counseling, and case conceptualization skills.</p>	<ul style="list-style-type: none"> • COUN 669A (School Counseling): <i>Internship Evaluations (Summative)</i>: Students are evaluated using the internship evaluation, which includes a section on interviewing, counseling, and case conceptualization skills. 	<p><u>KPI 5.2 Skill</u></p> <p><u>Individual Student Review/Assessment:</u> <i>1st Assessment:</i> Internship evaluations completed by site supervisors (in all three emphasis areas) are completed on each student at the end of each</p>

		<p><i>Site supervisor feedback forms (formative):</i> Students are evaluated 3 times throughout the semester (on the first of each month) using the school counseling feedback form, which includes a section on interviewing, counseling, and case conceptualization skills.</p> <ul style="list-style-type: none"> • COUN 669D (CMHC) Internship Evaluations (Summative): Students are evaluated using the internship evaluation, which includes a section on interviewing, counseling, and case conceptualization skills. <i>Site supervisor feedback forms (formative):</i> Students are evaluated 3 times throughout the semester (on the first of each month) using the CMHC feedback form, which includes a section on interviewing, counseling, and case conceptualization skills. • COUN 669A (Addiction Counseling) Internship Evaluations (Summative): Students are evaluated using the internship evaluation, which includes a section on interviewing, counseling, and case conceptualization skills. <i>Site supervisor feedback forms (formative):</i> Students are evaluated 3 times throughout the semester (on the first of each month) using the Addiction Counseling feedback form, which includes a section on interviewing, counseling, and case conceptualization skills. <p>Please see Folder 4F > KPI 5.2 for highlighted portions of Feedback forms and Internship Evaluations for all three emphasis areas.</p>	<p>semester of internship. The evaluation (and student scores on the identified skill set) is reviewed by the faculty supervisor (instructor of internship) and any issues are discussed in the counseling master's program faculty meeting.</p> <p><i>2nd Assessment:</i> The practicum/internship coordinator sends feedback forms to site supervisors (across all three emphasis areas). Upon receiving the forms from site supervisors, the practicum/internship coordinator reviews feedback forms for each student to make sure they are progressing in the identified skill set. Feedback forms are shared with master's counseling program faculty in faculty meetings.</p> <p><u>KPI 5.2 Skill Aggregate</u></p> <p><u>Data Review/Assessment:</u></p> <p><i>1st Assessment:</i> Aggregate data from end of course internship evaluations is reviewed and discussed in the counseling master's program faculty meeting and any issues are discussed, and program adjustments are made as needed.</p> <p><i>2nd Assessment:</i> The aggregate data from the feedback forms on the identified skill set are reviewed in faculty meetings, any issues are discussed, and program adjustments are made as needed.</p>
--	--	---	---

6. Group Counseling and Group Work			
Key Performance Indicators	Related CACREP Standards	Courses Measured and Signature Assignments	Review/Analysis of Data
KPI 6.1 (Knowledge)			
<p>KPI 6.1 Knowledge: Students will apply knowledge of ethical and culturally relevant strategies for designing and facilitating groups.</p>	<p>2.F.6.g. Ethical and culturally relevant strategies for designing and facilitating groups.</p>	<ul style="list-style-type: none"> • COUN 630 (all 3 emphasis areas): Observation logs (<i>formative</i>): Students participate in a group experience as a part of class. Students will complete 3 observation logs throughout the course in which they identify strategies utilized in a group, as well as discuss which strategies they would use when facilitating group. • COUN 630 (all 3 emphasis areas): <i>Co-facilitate a group/Group Manual Assignment (summative):</i> Using ethical and culturally relevant strategies, students will design a group manual and facilitate a group session as part of this assignment. <p>Please see Folder 4F > KPI 6.1 for highlighted portions of the syllabus and assignment rubrics.</p>	<p><u>KPI 6.1 Knowledge</u></p> <p><u>Individual Student Review/Assessment:</u></p> <p><i>-1st Assessment:</i> The observation logs are graded/reviewed throughout the semester by the instructor of the course. Student grades below a “C” are discussed in weekly faculty meetings.</p> <p><i>-2nd Assessment:</i> The Co-facilitate a group assignment is graded/reviewed at the end of the semester by the instructor of the course. Student grades below a “C” are discussed in weekly faculty meetings.</p> <p><u>KPI 6.1 Knowledge</u></p> <p><u>Aggregate</u></p> <p><u>Data Review/Assessment:</u></p> <p><i>1st assessment:</i> Class scores (aggregate data) on the observation logs are reviewed in counseling program faculty meetings; any issues are discussed, and program adjustments are made as necessary.</p> <p><i>2nd assessment:</i> Class scores (aggregate data) on the Co-facilitate a group/group manual assignment are discussed/reviewed in counseling program faculty meetings; any issues are discussed, and program adjustments are made as necessary.</p>

KPI 6.2 (Skill)			
<p>KPI 6.2 Skill: Students will demonstrate their understanding by facilitating a group using ethical and culturally relevant strategies to their work with clients.</p>	<p>2.F.6.g. Ethical and culturally relevant strategies for designing and facilitating groups.</p>	<ul style="list-style-type: none"> <p>COUN 669A (School Counseling): <i>Internship Evaluations (Summative):</i> Students are evaluated using the internship evaluation, which includes a section on facilitating group in an ethical and culturally relevant manner. <i>Site supervisor feedback forms (formative):</i> Students are evaluated 3 times throughout the semester (on the first of each month) using the school counseling feedback form, which includes a section on facilitating group in an ethical and culturally relevant manner.</p> <p>COUN 669D (CMHC) <i>Internship Evaluations (Summative):</i> Students are evaluated using the internship evaluation, which includes a section on facilitating group in an ethical and culturally relevant manner. <i>Site supervisor feedback forms (formative):</i> Students are evaluated 3 times throughout the semester (on the first of each month) using the CMHC Counseling feedback form, which includes a section on facilitating group in an ethical and culturally relevant manner.</p> <p>COUN 669A (Addiction Counseling) <i>Internship Evaluations (Summative):</i> Students are evaluated using the internship evaluation, which includes a section on facilitating group in an ethical and culturally relevant manner. <i>Site supervisor feedback forms (formative):</i> Students are evaluated 3 times throughout the semester (on the first of each month) using the Addiction</p> 	<p><u>KPI 6.2 Skill</u></p> <p><u>Individual Student Review/Assessment:</u> <i>1st Assessment:</i> Internship evaluations completed by site supervisors (in all three emphasis areas) are completed on each student at the end of each semester of internship. The evaluation (and student scores on the identified skill set) is reviewed by the faculty supervisor (instructor of internship) and any issues are discussed in the counseling master's program faculty meeting.</p> <p><i>2nd Assessment:</i> The practicum/internship coordinator sends feedback forms to site supervisors (across all three emphasis areas). Upon receiving the forms from site supervisors, the practicum/internship coordinator reviews feedback forms for each student to make sure they are progressing in the identified skill set. Feedback forms are shared with master's counseling program faculty in faculty meetings.</p> <p><u>KPI 6.2 Skill Aggregate</u></p> <p><u>Data Review/Assessment:</u></p> <p><i>1st Assessment:</i> Aggregate data from end of course internship evaluations is reviewed and discussed in the counseling master's program faculty meeting and any issues are discussed, and program adjustments are made as needed.</p> <p><i>2nd Assessment:</i> The aggregate data from the feedback forms on the identified skill set are reviewed in faculty meetings, any issues are discussed, and program adjustments are made as needed.</p>

		<p>Counseling feedback form, which includes a section on facilitating group in an ethical and culturally relevant manner.</p> <p>Please see Folder 4F > KPI 6.2 for highlighted portions of Feedback forms and Internship Evaluations for all three emphasis areas.</p>	
7. Assessment and Testing			
Key Performance Indicators	Related CACREP Standards	Courses Measured and Signature Assignments	Review/Analysis of Data
KPI 7.1 (Knowledge)			
<p>KPI 7.1 Knowledge: Students demonstrate their understanding of ethical and culturally relevant strategies for selecting, administering, and interpreting assessments and test results.</p>	<p>2.F.7.m. Ethical and culturally relevant strategies for selecting, administering, and interpreting assessments and test results</p>	<ul style="list-style-type: none"> • COUN 612 (all 3 emphasis areas): <i>Quizzes (formative)</i>: Students complete 7 quizzes throughout the course to assess their knowledge of this KPI. • COUN 612 (all 3 emphasis areas): <i>Counseling Assessment Critique (summative)</i>: Students will complete an assessment critique on ethical and culturally relevant strategies for selecting, administering, and interpreting assessments and results. Students will select an assessment to review and critique and demonstrate ethical and culturally relevant knowledge for selecting, administering, and interpreting assessments and test results (for the assessment they chose). <p>Please see Folder 4F > KPI 7.1 for highlighted portions of the syllabus and assignment rubrics.</p>	<p><u>KPI 7.1 Knowledge</u></p> <p><u>Individual Student Review/Assessment:</u></p> <p><i>-1st Assessment:</i> Quizzes are graded/reviewed throughout the semester by the instructor of the course. Student grades below a “C” are discussed in weekly faculty meetings.</p> <p><i>-2nd Assessment:</i> The Counseling Assessment Review is graded/reviewed at the end of the semester by the instructor of the course. Student grades below a “C” are discussed in weekly faculty meetings.</p> <p><u>KPI 7.1 Knowledge</u></p> <p><u>Aggregate</u></p> <p><u>Data Review/Assessment:</u></p> <p><i>1st assessment:</i> Class scores (aggregate data) on the quizzes are reviewed in counseling program faculty meetings; any issues are discussed, and program adjustments are made as necessary.</p> <p><i>2nd assessment:</i> Class scores (aggregate data) on the</p>

			Counseling Assessment Review are discussed/reviewed in counseling program faculty meetings; any issues are discussed, and program adjustments are made as necessary.
KPI 7.2 (Skill)			
KPI 7.2 Skill: Students will demonstrate their understanding by applying ethical and culturally relevant strategies for selecting, administering, and interpreting assessments and test results with clients.	2.F.7.m. Ethical and culturally relevant strategies for selecting, administering, and interpreting assessments and test results	<ul style="list-style-type: none"> COUN 669A (School Counseling): <i>Internship Evaluations (Summative):</i> Students are evaluated using the internship evaluation, which includes a section on applying ethical and culturally relevant strategies for selecting, administering, and interpreting assessments and test results with clients. <i>Site supervisor feedback forms (formative):</i> Students are evaluated 3 times throughout the semester (on the first of each month) using the school counseling feedback form, which includes a section on applying ethical and culturally relevant strategies for selecting, administering, and interpreting assessments and test results with clients. COUN 669D (CMHC) <i>Internship Evaluations (Summative):</i> Students are evaluated using the internship evaluation, which includes a section on applying ethical and culturally relevant strategies for selecting, administering, and interpreting assessments and test results with clients. <i>Site supervisor feedback forms (formative):</i> Students are evaluated 3 times throughout the semester (on the first of each month) using the CMHC feedback form, which includes a section on applying ethical and culturally relevant 	<p><u>KPI 7.2 Skill</u></p> <p><u>Individual Student Review/Assessment:</u> <i>1st Assessment:</i> Internship evaluations completed by site supervisors (in all three emphasis areas) are completed on each student at the end of each semester of internship. The evaluation (and student scores on the identified skill set) is reviewed by the faculty supervisor (instructor of internship) and any issues are discussed in the counseling master's program faculty meeting.</p> <p><i>2nd Assessment:</i> The practicum/internship coordinator sends feedback forms to site supervisors (across all three emphasis areas). Upon receiving the forms from site supervisors, the practicum/internship coordinator reviews feedback forms for each student to make sure they are progressing in the identified skill set. Feedback forms are shared with master's counseling program faculty in faculty meetings.</p> <p><u>KPI 7.2 Skill Aggregate</u></p> <p><u>Data Review/Assessment:</u></p> <p><i>1st Assessment:</i> Aggregate data from end of course internship evaluations is reviewed and discussed in the counseling master's program faculty meeting and any issues are discussed, and program adjustments are made as needed.</p>

		<p>strategies for selecting, administering, and interpreting assessments and test results with clients.</p> <ul style="list-style-type: none"> • COUN 669A (Addiction Counseling) <i>Internship Evaluations (Summative)</i>: Students are evaluated using the internship evaluation, which includes a section on applying ethical and culturally relevant strategies for selecting, administering, and interpreting assessments and test results with clients. <i>Site supervisor feedback forms (formative)</i>: Students are evaluated 3 times throughout the semester (on the first of each month) using the Addiction Counseling feedback form, which includes a section on applying ethical and culturally relevant strategies for selecting, administering, and interpreting assessments and test results with clients. <p>Please see Folder 4F > KPI 7.2 for highlighted portions of Feedback forms and Internship Evaluations for all three emphasis areas.</p>	<p><i>2nd Assessment</i>: The aggregate data from the feedback forms on the identified skill set are reviewed in faculty meetings, any issues are discussed, and program adjustments are made as needed.</p>
--	--	---	---

8. Research and Program Evaluation

Key Performance Indicators	Related CACREP Standards	Courses Measured and Corresponding Assignments	Review/Analysis of Data
KPI 8.1 (Knowledge)			
KPI 8.1 Knowledge: Students will understand how to utilize and critique research to advance the	2.F.8.a. the importance of research in advancing the counseling	<ul style="list-style-type: none"> • COUN 605 (all 3 emphasis areas): <i>Quizzes (formative)</i>: Students complete 4 quizzes throughout the course to assess their knowledge of 	<p><u>KPI 8.1 Knowledge</u></p> <p><u>Individual Student Review/Assessment:</u></p>

counseling profession and identify evidenced-based interventions to inform counseling practice.	profession, including how to critique research to inform counseling practice	<p>this KPI.</p> <ul style="list-style-type: none"> COUN 605 (all 3 emphasis areas): <i>Literature Review (summative)</i>: Students will write a literature review in which they will select a topic (that will inform their future counseling practice) and utilize/critique and integrate research to identify evidenced-based interventions to inform their counseling practice. <p>Please see Folder 4F > KPI 8.1 for highlighted portions of the syllabus and assignment rubrics.</p>	<p><i>-1st Assessment</i>: The quizzes are graded/reviewed throughout the semester by the instructor of the course. Student grades below a “C” are discussed in weekly faculty meetings.</p> <p><i>-2nd Assessment</i>: The Literature Review is graded/reviewed at the end of the semester by the instructor of the course. Student grades below a “C” are discussed in weekly faculty meetings.</p> <p><u>KPI 8.1 Knowledge</u></p> <p><u>Aggregate</u></p> <p><u>Data Review/Assessment:</u></p> <p><i>1st assessment</i>: Class scores (aggregate data) on the quizzes are reviewed in counseling program faculty meetings; any issues are discussed, and program adjustments are made as necessary.</p> <p><i>2nd assessment</i>: Class scores (aggregate data) on the literature review are discussed/reviewed in counseling program faculty meetings; any issues are discussed, and program adjustments are made as necessary.</p>
KPI 8.2 (Skill)			
KPI 8.2 Skill: Students will demonstrate an understanding by utilizing research to identify evidenced-based interventions to inform their counseling practice.	2.F.8.a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	<ul style="list-style-type: none"> COUN 669A (School Counseling): <i>Internship Evaluations (Summative)</i>: Students are evaluated using the internship evaluation, which includes a section on utilizing evidenced-based practices to inform work with clients. <i>Site supervisor feedback forms (formative)</i>: Students are evaluated 3 times throughout the semester (on the first of each month) using the school counseling feedback form, which 	<p><u>KPI 8.2 Skill</u></p> <p><u>Individual Student Review/Assessment: 1st Assessment</u>: Internship evaluations completed by site supervisors (in all three emphasis areas) are completed on each student at the end of each semester of internship. The evaluation (and student scores on the identified skill set) is reviewed by the faculty supervisor (instructor of internship) and any issues are discussed in the counseling</p>

		<p>includes a section on utilizing evidenced-based practices to inform work with clients.</p> <ul style="list-style-type: none"> • COUN 669D (CMHC) Internship Evaluations (Summative): Students are evaluated using the internship evaluation, which includes a section on utilizing evidenced-based practices to inform work with clients. <i>Site supervisor feedback forms (formative):</i> Students are evaluated 3 times throughout the semester (on the first of each month) using the CMHC Counseling feedback form, which includes a section on utilizing evidenced-based practices to inform work with clients. • COUN 669A (Addiction Counseling) Internship Evaluations (Summative): Students are evaluated using the internship evaluation, which includes a section on evidenced-based practices to inform work with clients. <i>Site supervisor feedback forms (formative):</i> Students are evaluated 3 times throughout the semester (on the first of each month) using the Addiction Counseling feedback form, which includes a section on utilizing evidenced-based practices to inform work with clients. <p>Please see Folder 4F > KPI 8.2 for highlighted portions of Feedback forms and Internship Evaluations for all three emphasis areas.</p>	<p>master's program faculty meeting.</p> <p><i>2nd Assessment:</i> The practicum/internship coordinator sends feedback forms to site supervisors (across all three emphasis areas). Upon receiving the forms from site supervisors, the practicum/internship coordinator reviews feedback forms for each student to make sure they are progressing in the identified skill set. Feedback forms are shared with master's counseling program faculty in faculty meetings.</p> <p><u>KPI 8.2 Skill Aggregate</u></p> <p><u>Data Review/Assessment:</u></p> <p><i>1st Assessment:</i> Aggregate data from end of course internship evaluations is reviewed and discussed in the counseling master's program faculty meeting and any issues are discussed, and program adjustments are made as needed.</p> <p><i>2nd Assessment:</i> The aggregate data from the feedback forms on the identified skill set are reviewed in faculty meetings, any issues are discussed, and program adjustments are made as needed.</p>
Clinical Mental Health Counseling			
Key Performance Indicators	Related CACREP Standards	Courses Measured and Signature Assignments	Review/Analysis of Data

KPI 9.1 (Knowledge)			
<p>KPI 9.1 Knowledge: Students will understand the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning</p>	<p>5-C.1.c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning</p>	<ul style="list-style-type: none"> COUN 670: <i>Quizzes (formative):</i> Students complete 3 quizzes throughout the course to assess their knowledge of this KPI. COUN 670: Treatment plan (summative): Students will develop a treatment plan which they will formulate using principles and models of biopsychosocial case conceptualization and treatment planning. <p>Please see Folder 4F > KPI 9.1 for highlighted portions of the syllabus and assignment rubrics.</p>	<p><u>KPI 9.1 Knowledge</u></p> <p><u>Individual Student Review/Assessment:</u></p> <p><i>-1st Assessment:</i> The quizzes are graded/reviewed throughout the semester by the instructor of the course. Student grades below a “C” are discussed in weekly faculty meetings.</p> <p><i>-2nd Assessment:</i> The Treatment Plan is graded/reviewed at the end of the semester by the instructor of the course. Student grades below a “C” are discussed in weekly faculty meetings.</p> <p><u>KPI 9.1 Knowledge</u></p> <p><u>Aggregate</u></p> <p><u>Data Review/Assessment:</u></p> <p><i>1st assessment:</i> Class scores (aggregate data) on the quizzes are reviewed in counseling program faculty meetings; any issues are discussed, and program adjustments are made as necessary.</p> <p><i>2nd assessment:</i> Class scores (aggregate data) on the Treatment Plan are discussed/reviewed in counseling program faculty meetings; any issues are discussed, and program adjustments are made as necessary.</p>
KPI 9.2 (Skill)			
<p>KPI 9.2 Skill: Students will demonstrate understanding of principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning in their work with clients.</p>	<p>5-C.1. c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment</p>	<ul style="list-style-type: none"> COUN 669D (CMHC) Internship Evaluations (Summative): Students are evaluated using the internship evaluation, which includes a section on applying principles, models, and documentation formats of biopsychosocial 	<p><u>KPI 9.2 Skill</u></p> <p><u>Individual Student Review/Assessment:</u> <i>1st Assessment:</i> Internship evaluations completed by site supervisors are completed on each student at the end of each semester of internship. The</p>

	planning	<p>case conceptualization to work with clients. <i>Site supervisor feedback forms (formative)</i>: Students are evaluated 3 times throughout the semester (on the first of each month) using the CMHC Counseling feedback form, which includes a section on applying principles, models, and documentation formats of biopsychosocial case conceptualization to work with clients.</p> <p>Please see Folder 4F > KPI 9.2 for highlighted portions of the CMHC feedback form and Internship Evaluation.</p>	<p>evaluation (and student scores on the identified skill set) is reviewed by the faculty supervisor (instructor of internship) and any issues are discussed in the counseling master's program faculty meeting.</p> <p><i>2nd Assessment:</i> The practicum/internship coordinator sends feedback forms to site supervisors. Upon receiving the forms from site supervisors, the practicum/internship coordinator reviews feedback forms for each student to make sure they are progressing in the identified skill set. Feedback forms are shared with master's counseling program faculty in faculty meetings.</p> <p><u>KPI 9.2 Skill Aggregate</u></p> <p><u>Data Review/Assessment:</u></p> <p><i>1st Assessment:</i> Aggregate data from end of course internship evaluations is reviewed and discussed in the counseling master's program faculty meeting and any issues are discussed, and program adjustments are made as needed.</p> <p><i>2nd Assessment:</i> The aggregate data from the feedback forms on the identified skill set are reviewed in faculty meetings, any issues are discussed, and program adjustments are made as needed.</p>
School Counseling			
Key Performance Indicators	Related CACREP Standards	Courses Measured and Signature Assignments	Review/Analysis of Data
KPI 10.1 (Knowledge)			

<p>KPI 10.1 Knowledge: Students will demonstrate their knowledge of the models of school counseling programs.</p>	<p>5-G.1. b. models of school counseling programs</p>	<ul style="list-style-type: none"> • COUN 650 Organization and Administration of School Counseling Services: <i>Analysis of School Counseling Websites (formative)</i>: Students write a critique of two school counseling websites/programs including a comprehensive description of the school counseling programming and identification/discussion of aspects of the ASCA Model that are included. • COUN 650 Organization and Administration of School Counseling Services: <i>Analysis of School Counseling Websites (formative)</i>: Students will write a final (third) critique at the end of the semester of a school counseling website/program including a comprehensive description of the school counseling programming and identification/discussion of aspects of the ASCA Model that are included. <p>Please see Folder 4F > KPI 10.1 for highlighted portions of the syllabus and assignment rubrics.</p>	<p><u>KPI 10.1 Knowledge</u></p> <p><u>Individual Student Review/Assessment:</u></p> <p><i>-1st Assessment:</i> The Analysis of School Counseling Websites assignment is graded/reviewed by the instructor of the course throughout the semester. Student grades below a “C” are discussed in weekly faculty meetings.</p> <p><i>-2nd Assessment:</i> The Analysis of School Counseling Websites assignment is graded/reviewed at the end of the semester by the instructor of the course. Student grades below a “C” are discussed in weekly faculty meetings.</p> <p><u>KPI 10.1 Knowledge</u></p> <p><u>Aggregate</u></p> <p><u>Data Review/Assessment:</u></p> <p><i>1st assessment:</i> Class scores (aggregate data) on the Analysis of the School Counseling Website assignments are reviewed in counseling program faculty meetings; any issues are discussed, and program adjustments are made as necessary.</p> <p><i>2nd assessment:</i> Class scores (aggregate data) on the Analysis of the School Counseling Website Assignment are discussed/reviewed in counseling program faculty meetings; any issues are discussed, and program adjustments are made as necessary.</p>
<p>KPI 10.2 (Skill)</p>			
<p>KPI 10.2 Skill: Students will demonstrate their understanding by applying models of school counseling</p>	<p>5-G.1. b. models of school counseling programs</p>	<ul style="list-style-type: none"> • COUN 669A (School Counseling): <i>Internship Evaluations (Summative)</i>: Students are evaluated using the internship evaluation, which includes 	<p><u>KPI 10.2 Skill</u></p> <p><u>Individual Student Review/Assessment:</u> <i>1st Assessment:</i> Internship evaluations completed by site</p>

<p>programs to their work with students.</p>		<p>a section on applying models of school counseling programs to their work with students. <i>Site supervisor feedback forms (formative)</i>: Students are evaluated 3 times throughout the semester (on the first of each month) using the school counseling feedback form, which includes a section on applying models of school counseling programs to their work with students.</p> <p>Please see Folder 4F > KPI 10.2 for highlighted portions of the School Counseling feedback form and Internship Evaluation.</p>	<p>supervisors are completed on each student at the end of each semester of internship. The evaluation (and student scores on the identified skill set) is reviewed by the faculty supervisor (instructor of internship) and any issues are discussed in the counseling master's program faculty meeting.</p> <p><i>2nd Assessment:</i> The practicum/internship coordinator sends feedback forms to site supervisors. Upon receiving the forms from site supervisors, the practicum/internship coordinator reviews feedback forms for each student to make sure they are progressing in the identified skill set. Feedback forms are shared with master's counseling program faculty in faculty meetings.</p> <p><u>KPI 10.2 Skill Aggregate</u></p> <p><u>Data Review/Assessment:</u></p> <p><i>1st Assessment:</i> Aggregate data from end of course internship evaluations are reviewed and discussed in the counseling master's program faculty meeting and any issues are discussed, and program adjustments are made as needed.</p> <p><i>2nd Assessment:</i> The aggregate data from the feedback forms on the identified skill set are reviewed in faculty meetings, any issues are discussed, and program adjustments are made as needed.</p>
Addiction Counseling			
Key Performance Indicators	Related CACREP Standards	Courses Measured and Signature Assignments	Review/Analysis of Data
KPI 11.1 (Knowledge)			

<p>KPI 11.1 Knowledge: Students will demonstrate knowledge of theories and models of addiction related to substance use as well as behavioral and process addictions.</p>	<p>5.A.1.b. theories and models of addiction related to substance use as well as behavioral and process addictions</p>	<ul style="list-style-type: none"> • COUN 664 Intro to Substance Use Disorders: <i>Substance Use Disorder Presentation (summative)</i>: Students will identify a substance use disorder, issues in substance use disorders, and review the present literature and pertaining research, treatment modalities, etc. While developing their presentation, students will utilize theories and models of addiction. • COUN 664 Intro to Substance Use Disorders: <i>Substance Use Case Study, Treatment Plan, and ASAM Criteria (formative)</i>: Students will formulate a case study that pertains to substance use disorders and identify ASAM criteria that pertain to this case study with each dimension indicated and justification from the case study history to support that ASAM criteria. Students will utilize theories and models of addiction to formulate an appropriate treatment plan including identifying goals, therapeutic interventions, support, a relapse prevention plan, and cultural factors that need to be considered. <p>Please see Folder 4F > KPI 11.1 for highlighted portions of the syllabus and assignment rubrics.</p>	<p><u>KPI 11.1 Knowledge</u></p> <p><u>Individual Student Review/Assessment:</u></p> <p>-<i>1st Assessment:</i> The Substance Use Disorder Presentation is graded/reviewed by the instructor of the course throughout the semester. Student grades below a “C” are discussed in weekly faculty meetings.</p> <p>-<i>2nd Assessment:</i> The Substance Use Case Study, Treatment Plan, and ASAM Criteria assignment is graded/reviewed at the end of the semester by the instructor of the course. Student grades below a “C” are discussed in weekly faculty meetings.</p> <p><u>KPI 11.1 Knowledge</u></p> <p><u>Aggregate</u></p> <p><u>Data Review/Assessment:</u></p> <p><i>1st assessment:</i> Class scores (aggregate data) on the Substance Use Disorder Presentation are reviewed in counseling program faculty meetings; any issues are discussed, and program adjustments are made as necessary.</p> <p><i>2nd assessment:</i> Class scores (aggregate data) on the Substance Use Case Study, Treatment Plan, and ASAM Criteria assignment are discussed/reviewed in counseling program faculty meetings; any issues are discussed, and program adjustments are made as necessary.</p>
<p>KPI 11.2 (Skill)</p>			
<p>KPI 11.2 Skill: Students will demonstrate their understanding by</p>	<p>5.A.1.b. theories and models of addiction related to substance use</p>	<ul style="list-style-type: none"> • COUN 669A (Addiction Counseling) <i>Internship Evaluations (Summative)</i>: Students are evaluated 	<p><u>KPI 11.2 Skill</u></p> <p><u>Individual Student Review/Assessment:</u> <i>1st</i></p>

<p>applying models of addiction related to substance use as well as behavioral and process addictions to their work with clients.</p>	<p>as well as behavioral and process addictions</p>	<p>using the internship evaluation, which includes a section on applying models of addiction related to substance use as well as behavioral and process addictions to their work with clients. <i>Site supervisor feedback forms (formative):</i> Students are evaluated 3 times throughout the semester (on the first of each month) using the Addiction Counseling feedback form, which includes a section on applying models of addiction related to substance use as well as behavioral and process addictions to their work with clients.</p> <p>Please see Folder 4F > KPI 11.2 for highlighted portions of the Addiction Counseling feedback form and Internship Evaluation.</p>	<p><i>Assessment:</i> Internship evaluations completed by site supervisors are completed on each student at the end of each semester of internship. The evaluation (and student scores on the identified skill set) is reviewed by the faculty supervisor (instructor of internship) and any issues are discussed in the counseling master's program faculty meeting.</p> <p><i>2nd Assessment:</i> The practicum/internship coordinator sends feedback forms to site supervisors. Upon receiving the forms from site supervisors, the practicum/internship coordinator reviews feedback forms for each student to make sure they are progressing in the identified skill set. Feedback forms are shared with master's counseling program faculty in faculty meetings.</p> <p><u>KPI 11.2 Skill Aggregate</u></p> <p><u>Data Review/Assessment:</u></p> <p><i>1st Assessment:</i> Aggregate data from end of course internship evaluations is reviewed and discussed in the counseling master's program faculty meeting and any issues are discussed, and program adjustments are made as needed.</p> <p><i>2nd Assessment:</i> The aggregate data from the feedback forms on the identified skill set are reviewed in faculty meetings, any issues are discussed, and program adjustments are made as needed.</p>
---	---	--	---

Program Modifications

The MSUM Counseling Master's Program have made several changes based on feedback from surveys, and formal/informal feedback from stakeholders. These changes include more detailed feedback from site supervisors on a practicum/internship student's progress and development, changes to the Social

and Cultural Foundations of Counseling course, and further developing the student's professional disposition component of the program.

The Practicum/Internship coordinator identified the need for more two-way communication from sites supervisors and for faculty to have a more accurate picture of student's development and progress in practicum and internship. The site supervisor feedback forms were developed to align with CACREP standards in emphasis specific competencies and professionalism and ethics. The feedback forms are sent to site supervisors to complete every two weeks and after completed the Practicum/Internship coordinator distributes them to faculty to review. They are part of ongoing discussion on student's development throughout practicum and internship and the program. This has helped monitor growth and identify areas of concern earlier to follow up on with the student and site.

The Social and Cultural Foundations of Counseling course has been a topic at several faculty meetings in how to best align the course with CACREP standards, Program Learning Objectives, and student learning and growth. The faculty have identified supplementary textbooks that can aid in student learning in diversity, equity, and inclusion and revised class meeting content.

The faculty received feedback from site supervisors on professionalism and revised the professional disposition statement and policy to be more comprehensive for the program. This includes having a professional disposition rubric that each student will receive after their first year in the program and in the semester prior to graduation. This is filled out at a faculty meeting with all faculty input and presented to the student by their advisor. This can help identify any areas for concern and display ongoing assessment of professional disposition in the program.

Recommendations for Program Improvements

The program faculty took feedback from students, site supervisors, stakeholders and developed a formal counseling skills evaluation form. This will be implemented at midsemester point in the COUN 620 Counseling skills course and at the end of the course. It will also be implemented throughout practicum and internship to further evaluate and provide feedback on student's skill development throughout the program.

The program faculty have continued to evaluate and implement the visioning process that the program participated in Spring of 2021. As a part of this visioning process the program identified that we are currently at 22% students that identify as BIPOC in the program. The program is committed to MN State Equity 2030 and want to be at 30% students that identify as BIPOC in the program. This will be double the Moorhead community percentage of 15%. The program will get there by continuing to provide the option of students attending the program entirely online. This will help us reach BIPOC students and American Indian Reservations. The program will review percentages of diverse student population each year. The timeframe is 3 years in the Spring of 2024. This is line with MSUM Wildly Important Goal and Strategic Anchor of Equity and Diversity.