

Charleston Southern University
Master of Science in Clinical Counseling (MSCC)
2024-2025 Yearly Program Evaluation Plan

This plan systematically evaluates how well this program is achieving MSCC Program Objectives (see below) at the completion of each academic year (Summer, Fall, & Spring semesters). Each section corresponds with a CACREP content area and is cross-referenced with relevant MSCC Program Goal(s), highlighted in orange.

This plan includes:

(1) A description of the data to be collected under each content area, including:

- a) Key Performance Indicators (KPI) are built into each core class.
- b) Scores from the MSCC Comprehensive Exam.
- c) Disposition Data collected from Faculty each semester on each student.
- d) Data from Site Supervisor ratings on Practicum and Intern performance.
- e) Yearly data/feedback collected each spring from MSCC stakeholders (Faculty, Current Students, Graduates, Site Supervisors & Employers) rating the program's performance on each goal.

(2) The procedure for how and when data will be collected:

- a) KPI assignments from core classes are described in each syllabus, then scored by Faculty based on rubrics standardized across all sections of each class. This includes scores on counseling skills during Practicum/Internship session recordings.
- b) The Comprehensive Exam is given each spring to students who are near completion of core classes and have been approved for progression to Practicum. The MSCC Comprehensive Exam is formatted with a similar structure to the National Counselor Exam (NCE), comprised of 160 multiple-choice questions on each content area of the NCE.
- c) Disposition Data is collected using the Professional Dispositions Competency Assessment – Revised (PDCA-R); at the end of each semester, all faculty members (including non-Core Faculty) submit ratings for each student, based on observations and interactions from the semester.
- d) Site Supervisors complete Midterm and Final evaluations on each Practicum and Intern student each semester, which rates counselor competencies such as ethical behavior, professionalism, use of counseling theory, case conceptualization, etc.
- e) Every spring, a survey is sent to various groups of MSCC stakeholders, which includes current students, graduates, Site Supervisors, Employers of MSCC graduates, and Faculty. The survey consists of Likert ratings of how effectively the program meets each of the 6 goals, offers room for comments/feedback, asks for demographic information, and collects other specific data needed for the yearly accreditation review (ex. Employment of graduates, professional organization affiliations by current students, etc.). Applicants to the program are not given this survey on program goal effectiveness but are surveyed through the application process for demographic information, which is used in the faculty review of data.

(3) Methods for data review and analysis – Each semester, the faculty reviews KPI's for each student, identifying students with lower scores and cross-referencing that with demographic and disposition data to assess if the student needs additional support. This also informs remediation efforts and acts as an 'early alert' system. At the end of the academic year, all KPI rubric data, Comprehensive Exam scores, Disposition data, ratings from Site Supervisors for students that progressed through Practicum/Internship I/Internship II, Survey data and feedback from MSCC stakeholders, and demographic information on applicants, students, and graduates are compiled by the CACREP Liaison and presented to the MCSS Core Faculty. This presentation is formatted in the plan detailed below, and results from this data are discussed at length, according to each content area and program goal. Demographic and characteristic data from applicants, students, graduates, and other stakeholders is incorporated into the faculty data analysis and review of program goals to inform data from the plan below. This is also used to assess program recruitment, retention, and overall diversity of the applicant pool, areas that bolster effectiveness of each program goal.

(4) Use of data for curriculum and program improvement – The results of the Core Faculty review of this plan, as it pertains to KPI's, are given in the final column labeled 'Program Modifications'. This shows how the faculty has decided to change and improve areas that were identified, based on the data, as underperforming. More detailed information, including non-KPI-related program modifications specifically related to applicant, student, and graduate demographic data, is given in the full version of the "MSCC Program Evaluation Results & Modifications" summary found on the MSCC website.

MSCC Program Objectives:

1. CSU prepares counselors who demonstrate understanding and development of a professional identity as highly ethical clinical counselors by articulating ethical standards, applying ethical decision-making models, and evaluating approaches to serve diverse communities and populations.
2. CSU prepares Scholar-Practitioners who demonstrate behaviors of academic excellence by critically analyzing research-based counseling literature, applying research findings to clinical practice, selecting and administering culturally appropriate clinical assessments, and integrating this knowledge into treatment planning for diverse client populations.
3. CSU prepares counselors who aim to continuously develop and demonstrate excellent counseling and relational skills through observation, feedback, and supervision, while integrating pluralistic approaches into their counseling practice.
4. CSU prepares counselors who demonstrate understanding and skillful application of knowledge related to development, psychopathology, and evidence-based treatment planning to client care across diverse populations.
5. CSU prepares counselors who demonstrate cultural competence and responsiveness to clients in diverse communities.
6. CSU prepares counselors who demonstrate understanding of Christian faith integration in the counseling process by articulating ethical guidelines for spiritual integration and applying aspects of faith and spirituality appropriately when initiated by clients.

PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

RELATED PROGRAM GOALS:

- #1 - CSU prepares counselors who demonstrate understanding and development of a professional identity as highly ethical clinical counselors by articulating ethical standards, applying ethical decision-making models, and evaluating approaches to serve diverse communities and populations.
- #2 - CSU prepares Scholar-Practitioners who demonstrate behaviors of academic excellence by critically analyzing research-based counseling literature, applying research findings to clinical practice, selecting and administering culturally appropriate clinical assessments, and integrating this knowledge into treatment planning for diverse client populations.
- #3 - CSU prepares counselors who aim to continuously develop and demonstrate excellent counseling and relational skills through observation, feedback, and supervision, while integrating pluralistic approaches into their counseling practice.

KPI	CACREP Standards	Assessment Tool	Assessment Targets	Assessment Results	Program Modifications
KPI 1.1	2.F.1.a - History and philosophy of the counseling profession and its specialty areas. 2.F.1.b. – The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation. 2.F.1.d. - The role and process of the professional counselor advocating on behalf of the profession. 2.F.1.k. - Strategies for personal and professional self-evaluation and implications for practice.	Knowledge (2 pts in time): A) COUN 542: Introduction to the Profession - Orientation Paper (1 st yr./1 st semester)	Knowledge (2 pts in time): A) At least 80% of students will demonstrate mastery (score of 93% or higher, or ‘Excellent’) on the overall totals of the Orientation Paper Rubric. Will be assessed with COUN 542 Orientation Paper Rubric.	Target was <u>met</u> with at least 80% of students achieving mastery, defined as a score of 93% or higher, on a minimum of 80% of the evaluated rubric components of the COUN 542 Orientation paper rubric, with one area below threshold (<i>APA/Grammar</i> – 56% below threshold). This target is met.	KPI 1.1 – In COUN 506, ‘advocacy’ and ‘court rulings’ concepts will have increased instruction in class. KPI 1.2- The comprehensive exam will be moving to the CPCE, an outside exam. No recommendations for this content area. KPI 1.3 – Ethical Case Scenario – In COUN 506, increased class time and timing of assignments for the areas that scored lower on the rubric. To improve professional engagement: Require students to join a state-level professional association during COUN 542, and a national association during COUN 535 (they will use this membership to purchase liability insurance the following year). This will be attached to an assignment in each course and faculty will add a slide in Orientation about this requirement because of the cost requirements.
KPI 1.2	2.F.1.i. – Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. 2.F.1.m. - The role of counseling supervision in the profession. 2.F.2.c. – The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others.	A) COUN 506: Ethical Issues in Counseling - Ethics Final Application Paper (1 st yr./1 st semester)	A) At least 80% of students will demonstrate mastery (score of 93% or higher, or ‘Excellent’) on overall rubric totals assessed with the COUN 506 Ethics Final Application Paper Rubric.	Target was <u>met</u> with at least 80% of students achieving mastery, defined as a score of 93% or higher, on a minimum of 80% of the evaluated rubric components of the COUN 506 Final Application Paper rubric, with two areas below threshold (<i>Advocacy</i> – 29% below threshold; <i>Court Rulings</i> – 19% below threshold). This target is met.	
KPI 1.3	2.F.2.d. - The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s view of others. 2.F.5.d. – Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships. 2.F.5.a. – Theories and models of counseling. 2.F.5.n. – Processes for aiding students in developing a personal model of counseling. CMHC5.1.a. – History and development of clinical mental health counseling. CMHC5.2.k. – Legal and ethical considerations specific to clinical mental health counseling. CMHC5.2.l. – Record-keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling.	B) Comprehensive Exam (2 nd yr./2 nd semester) – This exam is comprised of 160 randomized, practice NCE questions from all 8 CACREP content areas, including general Professional Orientation & Ethical Practice knowledge.	B) At least 80% of students will demonstrate mastery (score 70% or higher) of general Professional Orientation & Ethical Practice knowledge by passing the Comprehensive Exam during the first attempt.	Target was <u>met</u> with at least 80% of students achieving mastery on the comprehensive exam. Only 1 out of 19 students (5%) scored below 70% for the total score as well as the Professional Practice and Ethics section score. This target is met.	
Ethical Decision Making and Practice. Students will apply the process of ethical decision making to counseling situations and cases, demonstrating consistent ethical practice and professionalism with clients and other professionals.		Skill (2 pts in time):	Skill (2 pts in time):	Skill (2 pts in time):	
		A) COUN 506: Ethical Issues in Counseling – Ethical Case Scenario Assignment (1 st yr./1 st semester); applying ethical concepts to a case study.	A) At least 80% of students will demonstrate mastery (score of 93% or better; or ‘Excellent’) on overall rubric totals, assessed by the COUN 506 Ethical Case Scenario Assignment Rubric.	Target was <u>not met</u> , with only two of six evaluated rubric components meeting the 80% threshold for mastery. Four areas fell below threshold (Decision-Making Model – 27% below threshold; Ethical/Legal Issues – 45% below threshold; Relevant Codes/Standards – 23% below threshold; Course of Action – 41% below threshold). This target is NOT met.	
		B) COUN 675: Internship II - Evaluation of Student by Site Supervisor (3 rd yr./, prior to graduation); items specific to ethical decision-making and professional practice.	B) 80% of student intern scores will demonstrate mastery by receiving the highest rating of 3 (‘Proficient’) or middle rating of 2 (Competent) on each ‘ethical & professionalism’ item assessed by Site Supervisors on the COUN 675: Internship II Evaluation of Student by Site Supervisor.	Target was <u>met</u> with at least 80% of students achieving mastery, defined as a score 2 (Competent) or 3 (Proficient) in COUN 670 Internship Final Evaluation on Ethical and Professionalism Items by Site Supervisors, with one student scoring below threshold on one item. This target is met.	
KPI 1.1 & 1.2 were assessed for <i>knowledge</i> of Professional Orientation/Ethics at two points in time with three different assessments. KPI 1.3 was assessed for <i>skill</i> in Professional Orientation/Ethics over two distinct points in time with two different assessments.					

SOCIAL & CULTURAL DIVERSITY

RELATED PROGRAM GOAL:

#4 - CSU prepares counselors who demonstrate understanding and skillful application of knowledge related to development, psychopathology, and evidence-based treatment planning to client care across diverse populations.

#6 - CSU prepares counselors who demonstrate understanding of Christian faith integration in the counseling process by articulating ethical guidelines for spiritual integration and applying aspects of faith and spirituality appropriately when initiated by clients.

KPI	CACREP Standards	Assessment Tool	Assessment Targets	Assessment Results	Program Modifications
KPI 2.1 Cultural Knowledge and Advocacy. Students will identify social trends, examine theories of multicultural counseling, identify culturally appropriate interventions and behaviors that promote optimal wellness for diverse groups, and explain the role of advocacy in the counseling profession.	2.F.1.k.- Strategies for personal and professional self-evaluation and implications for practice. 2.F.2.a.- Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally. 2.F.2.b.- Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy.	Knowledge (2 pts in time) A) COUN 503: Social & Cultural Foundations - Advocacy Presentation (1 st yr./2 nd Semester)	Knowledge (2 pts in time): A) At least 80% of students will achieve mastery, defined as a score of 93% or higher, on a minimum of 80% of the evaluated rubric components of the assignment rubric. Will be assessed with the COUN 503 Advocacy Presentation Rubric.	Knowledge (2 pts in time): Target was <i>not met</i> , with none of the evaluated rubric components reaching the 80% threshold for mastery. All four areas fell below threshold (<i>Advocacy Components – 23%</i> below threshold; <i>Challenges and Barriers – 23%</i> below threshold; <i>Possible Solutions – 23%</i> below threshold; <i>Presentation and Handout – 27%</i> below threshold). This target is NOT met.	KPI 1.1 – In COUN 506, 'advocacy' and 'court rulings' concepts will have increased instruction in class. KPI 1.2- The comprehensive exam will be moving to the CPCE, an outside exam. No recommendations for this content area. KPI 1.3 – Ethical Case Scenario – In COUN 506, increased class time and timing of assignments for the areas that scored lower on the rubric.
KPI 2.2 Cultural Awareness and Action. Students will understand personal and collective effects of cultural experience, engage in activities to enhance awareness of attitudes, beliefs, and sensitivity toward diverse individuals, and apply cultural awareness to clients and other professionals.	2.F.2.c.- Multicultural counseling competencies. 2.F.2.d.- The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's view of others. 2.F.2.e.- The effects of power and privilege for counselors and clients. 2.F.2.f.- Help-seeking behaviors of diverse clients.	Skill (2 pts in time): A) COUN 503: Social & Cultural Foundations - Immersion Project (1 st yr./2 nd Semester)	Skill (2 pts in time): A) At least 80% of students will achieve mastery, defined as a score of 93% or higher, on a minimum of 80% of the evaluated rubric components of the assignment rubric. Will be assessed with the COUN 503 Immersion Project Rubric.	Skill (2 pts in time): Target was <i>met</i> with at least 80% of students achieving mastery, defined as a score of 93% or higher, on a minimum of 80% of the evaluated rubric components of the COUN 503 Immersion Project rubric, with all components above threshold. This target is met.	
KPI 2.3 KPI 2.3 Spiritual Development & Faith Integration. Students will understand their own process of spiritual development and faith in relation to the counseling process, and the application of faith integration to case conceptualization and counseling intervention skills.	2.F.2.h.- Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.	B) Survey of Graduates, Site Supervisors, Current Students, and Employers on Program Objective #4 (Final year/post-graduation)	B) At least 80% of invested community members will rate the effectiveness of Program Goal #4 at a 4 or higher (0-5 scale; 'Agree' or 'Strongly Agree'; 80% or above rating).	Target was <i>met</i> with at least 80% of invested community members rating Program objective 4 as "Agree" or "Strongly Agree", with 95% of responses meeting this threshold. This target is met.	
		Skill (3 pts in time): A) COUN 503: Social & Cultural Foundations – Spirituality Reflection (1 st yr./2 nd Semester)	Skill (3 pts in time): A) At least 80% of evaluations will achieve mastery, defined as a score of 93% or higher on a minimum of 80% of the evaluated rubric components of the assignment rubric. Will be assessed with the Spirituality Reflection Rubric.	Skill (3 pts in time): Target was <i>met</i> with at least 80% of students achieving mastery, defined as a score of 93% or higher, on a minimum of 80% of the evaluated rubric components of the COUN 503 Spirituality Reflection Paper rubric, with one area below threshold (<i>Depth of Reflection – 9%</i> below threshold). This target is met.	
		B) COUN 512: Models of Integrative Therapy – Faith Integration in Counseling Paper (1 st yr./3 rd semester).	B) At least 80% of evaluations will achieve mastery, defined as a score of 93% or higher on a minimum of 80% of the evaluated rubric components of the assignment rubric. Will be assessed with the Faith Integration in Counseling Rubric.	Target was <i>not met</i> , with two of five evaluated rubric components falling below the 80% threshold for mastery (<i>Critique and APA Writing – more than 20%</i> below threshold). One additional area was near threshold (<i>Biblical Description – 19%</i> below threshold). This target is NOT met.	

		D) Survey of Graduates, Site Supervisors, Current Students, and Employers on Program Objective #6 (Final year/post-graduation)	D) At least 80% of invested community members will rate the effectiveness of Program Goal #6 at a 4 or higher (0-5 scale; 'Agree' or 'Strongly Agree'; 80% or above rating).	Target was <i>met</i> with at least 80% of invested community members rating Program objective 6 as "Agree" or "Strongly Agree", with 95% of responses meeting this threshold. This target is met.	
		KPI 2.1 was assessed for <i>knowledge</i> in Social & Cultural Diversity over two points in time with two different assessments. KPI 2.2 was assessed for <i>skill</i> in Social & Cultural Diversity over two distinct points in time with two different assessments. KPI 2.3 was assessed for <i>skill</i> in Social & Cultural Diversity over three distinct points in time with four different assessments.			

HUMAN GROWTH AND DEVELOPMENT			CLINICAL MENTAL HEALTH COUNSELING		
RELATED PROGRAM GOALS: 2. CSU prepares Scholar-Practitioners who demonstrate behaviors of academic excellence by critically analyzing research-based counseling literature, applying research findings to clinical practice, selecting and administering culturally appropriate clinical assessments, and integrating this knowledge into treatment planning for diverse client populations. 3. CSU prepares counselors who aim to continuously develop and demonstrate excellent counseling and relational skills through observation, feedback, and supervision, while integrating pluralistic approaches into their counseling practice. 4. CSU prepares counselors who demonstrate understanding and skillful application of knowledge related to development, psychopathology, and evidence-based treatment planning to client care across diverse populations.					
KPI	CACREP Standards	Assessment Tool	Assessment Targets	Assessment Results	Program Modifications
KPI 3.1	2.F.3.a. Theories of individual and family development across the lifespan. 2.F.3.c. - Theories of normal and abnormal personality development. 2.F.3.e. - Biological, neurological, and physiological factors that affect human development, functioning, and behavior. 2.F.3.f. - Systemic and environmental factors that affect human development, functioning, and behavior. 2.F.3.g. - Effects of crisis, disasters, and trauma on diverse individuals across the lifespan. 2.F.3.h. - A general framework for understanding differing abilities and strategies for differentiated interventions. 2.F.3.i. - Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan. 2.F.5.b. - A systems approach to conceptualizing clients. 2.F.5.h. - Developmentally relevant counseling treatment or intervention plans. 2.F.5.j. Evidence-based counseling strategies and techniques for prevention and intervention. 2.F.5.l. - Suicide prevention models and strategies. 2.F.5.m. - Crisis intervention, trauma-informed, and community-based strategies, such as PFA. CMHC.5.1.b. - Theories and models related to clinical mental health counseling.	Human Growth & Development			KPI 1.1 – In COUN 506, ‘advocacy’ and ‘court rulings’ concepts will have increased instruction in class. KPI 1.2- The comprehensive exam will be moving to the CPCE, an outside exam. No recommendations for this content area. KPI 1.3 – Ethical Case Scenario – In COUN 506, increased class time and timing of assignments for the areas that scored lower on the rubric.
<u>Knowledge of Human Development & Psychopathology.</u> Students will understand biopsychosocial development across ages and populations, including knowledge of personality, learning, differential & overlapping systems across major mental health classifications, theories of psychopathology, and effects of crises and resilience.		KPI 3.1 Knowledge (3 pts in time)	KPI 3.1 Knowledge (3 pts in time)	KPI 3.1 Knowledge (3 pts in time):	
		A) COUN 504: Human Growth & Development - Final Application Paper (1 st yr. /1 st semester).	A) At least 80% of students will achieve mastery, defined as a score of 93% or higher on a minimum of 80% of the evaluated rubric components of the assignment rubric. Will be assessed with the COUN 504 Human Growth and Development Final Application Paper Rubric.	Target was <i>met</i> with at least 80% of students achieving mastery, defined as a score of 93% or higher, on a minimum of 80% of the evaluated rubric components of the COUN 504 Application Paper rubric.	
		B) COUN 650: Psychopathology & Diagnosis – Mental Health Disorder Domain Presentation Rubric (2 nd yr./1 st semester).	B) At least 80% of students will achieve mastery, defined as a score of 93% or higher on a minimum of 80% of the evaluated rubric components of the assignment rubric. Will be assessed with the COUN 650 Mental Health Disorder Domain Presentation Rubric.	Target was <i>met</i> with at least 80% of students achieving mastery, defined as a score of 93% or higher, on a minimum of 80% of the evaluated rubric components of the COUN 650 Mental Health Domain Presentation rubric, with one student scoring below threshold on all items.	
		C) COUN 605: Grief, Crisis & Trauma – Trauma Final Application Paper (2 nd yr./1 st semester).	C) At least 80% of students will achieve mastery, defined as a score of 93% or higher on a minimum of 80% of the evaluated rubric components of the assignment rubric. Will be assessed with the COUN 605 Final Application Paper Rubric.	Target was <i>met</i> with at least 80% of students achieving mastery, defined as a score of 93% or higher, on a minimum of 80% of the evaluated rubric components of the COUN 605 Application Paper rubric, with two areas below threshold (<i>Goals and Goal Evaluation</i> – 35% below threshold; <i>Interventions</i> – 24% below threshold).	
KPI 3.2		D) Comprehensive Examination (2 nd yr./2 nd semester) - This exam is comprised of 160 randomized, practice NCE questions from all 8 CACREP content areas, including general Human Growth & Development knowledge.	D) At least 80% of students will demonstrate mastery (score 70% or higher) of general Human Growth & Development knowledge by passing the Comprehensive Exam during the first attempt.	Target was <i>met</i> with at least 80% of students achieving mastery on the Human Growth and Development section of the comprehensive exam, with two students scoring below threshold.	
<u>Apply Knowledge of Human Development & Psychopathology to Case</u>		Clinical Mental Health Counseling			
		KPI 3.2 Skill (2 pts in time):	KPI 3.2 Skill (2 pts in time):	KPI 3.2 Skill (2 pts in time):	
		A) <u>Formative Skill:</u> COUN 502: Psychopathology - Diagnosis/Tx Plan (1 st yr./2 nd semester)	A) <u>Formative Skill:</u> At least 80% of students will achieve mastery, defined as a score of 93% or higher on a minimum of 80% of the	Target was <i>not met</i> , with three areas below threshold (<i>Long-Term Goals</i> – 37% below threshold; <i>Short-Term Goals</i> – 41% below threshold; <i>Psychopharmacology</i> – 22% below threshold).	

<u>Conceptualization and Treatment Planning.</u> Students will apply knowledge of biopsychosocial development and psychopathology to identify emotional, behavioral, and cognitive manifestations of major mental illnesses for case conceptualization, counseling intervention, and treatment planning.	CMHC.5.1.c. – Principles, models, & documentation formats of biopsychosocial case conceptualization and treatment planning. CMHC.5.2.b. – Etiology, nomenclature, treatment, referral, and prevention of mental disorders. CMHC.5.2.d. – Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the <i>DSM</i> and the <i>ICD</i> . CMHC.5.2.f. Impact of crisis and trauma on individuals with mental health diagnoses. CMHC.5.2.g. – Impact of biological & neurological mechanisms on mental health. CMHC 5.2.h. - Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation CMHC.5.2.j. – Cultural factors relevant to CMHC. CMHC.5.3.a. – Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management. CMHC.5.3.b. – Techniques and interventions for prevention and treatment of a broad range of mental health issues.		evaluated rubric components of the assignment rubric. Will be assessed with the Treatment Plan Rubric.	
		B) Formative Skill: COUN 650: Psychopathology & Diagnosis – Diagnosis/Tx Plan (2 nd yr./1 st semester)	B) Formative Skill: At least 80% of students will achieve mastery, defined as a score of 93% or higher on a minimum of 80% of the evaluated rubric components of the assignment rubric. Will be assessed with the Treatment Plan Rubric.	Target was <i>met</i> with at least 80% of students achieving mastery, defined as a score of 93% or higher, on a minimum of 80% of the evaluated rubric components of the COUN 650 Diagnosis and Treatment Plan rubric, with one area below threshold (<i>Psychopharmacology</i> – 29% below threshold).
		C) Formative Skill: COUN 670: Internship I - Diagnosis/Tx Plan (3 rd yr./1 st semester)	C) Formative Skill: At least 80% of students will achieve mastery, defined as a score of 93% or higher on a minimum of 80% of the evaluated rubric components of the assignment rubric. Will be assessed with the Treatment Plan Rubric.	Target was <i>not met</i> , with three areas below threshold (<i>Diagnosis/Presenting Problem</i> – 36% below threshold; <i>Psychopharmacology</i> – 43% below threshold; <i>Holistic Approach</i> – 21% below threshold).
		D) Summative Skill: COUN 675: Internship II - Diagnosis/Tx Plan (3 rd yr./2 nd semester)	D) Summative Skill: At least 80% of students will achieve mastery, defined as a score of 93% or higher on a minimum of 80% of the evaluated rubric components of the assignment rubric. Will be assessed with the Treatment Plan Rubric.	Target was <i>not met</i> , with two areas below threshold (<i>Long-Term Goals</i> – 33% below threshold; <i>Short-Term Goals</i> – 33% below threshold).
		Cross-validation of KPI 3.2 Summative Data		
		E) COUN 675: Internship II - Final Eval of Tx Planning of Student by Site Supervisor <i>on</i> ‘Treatment Planning’ items (3 rd yr./2 nd semester).	E) At least 80% of evaluations will demonstrate mastery (scoring the highest rating of 3 (Proficient), or 2 (Competent) on Treatment Planning items assessed by the Final Evaluation of Student by Site Supervisors.	Target was <i>met</i> with at least 80% of students achieving mastery, defined as a score 2 (Competent) or 3 (Proficient) in COUN 675 Internship Final Evaluation on Treatment Planning Items by Site Supervisors, with one student scoring below threshold on one item. This target is met.
		KPI 3.1 was assessed for <i>knowledge</i> of Human Growth & Development over 3 pts in time with 4 different assessments. KPI 3.2 was assessed for <i>skill</i> of Treatment Planning in Clinical Mental Health Counseling at 4 pts in time with two different assessments.		

CAREER DEVELOPMENT

RELATED PROGRAM GOAL:

#2 - CSU prepares Scholar-Practitioners who demonstrate behaviors of academic excellence by critically analyzing research-based counseling literature, applying research findings to clinical practice, selecting and administering culturally appropriate clinical assessments, and integrating this knowledge into treatment planning for diverse client populations.

KPI	CACREP Standards	Assessment Tool	Assessment Targets	Assessment Results	Program Modifications
KPI 4.1	2.F.4.a. - Theories and models of career development, counseling, and decision making. 2.F.4.b - Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors. 2.F.4.c - Processes for identifying and using career, avocational, educational, occupational, and labor market information resources, technology, and information systems. 2.F.4.d. – Approaches for assessing the conditions of the work environment on clients’ life experiences. 2.F.4.e. –Strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development. 2.F.4.g – Strategies for advocating for diverse clients’ career and educational development and employment opportunities in a global economy. 2.F.4.h. – Strategies for facilitating client skill development for career, educational, and life-work planning, and management. 2.F.4.i. – Methods of identifying and using assessment tools and techniques relevant to career planning and decision making. 2.F.4.j - Ethical and culturally relevant strategies for addressing career development. CMHC.5.C.1.e. – Psychological tests and assessments specific to clinical mental health counseling.	Knowledge (2 pts in time): A) COUN 535: Lifestyle & Career Development – Career Final Application Paper (1 st yr./3 rd Semester). B) COUN 535: Lifestyle & Career Development – Three Career Exams (1 st yr./3 rd Semester) that covered general career knowledge (career theories, counseling models, ethics, disabilities, multicultural issues, etc.). C) Comprehensive Exam (2nd yr./2nd semester) – This exam is comprised of 160 randomized, practice NCE questions from all 8 CACREP content areas, including general Career Development knowledge.	Knowledge (2 pts in time): A) At least 80% of students will achieve mastery, defined as a score of 93% or higher on a minimum of 80% of the evaluated rubric components of the assignment rubric. Will be assessed with the COUN 535 Career Final Application Paper Rubric. B) At least 80% of students will achieve mastery, defined as a score of 90% or higher on the final exam. Will be assessed with the COUN 535 Career Final Exam. C) At least 80% of students will demonstrate mastery (score 70% or higher) of general Career Development knowledge by passing the Comprehensive Exam during the first attempt.	Knowledge (2 pts in time): Target was met with at least 80% of students achieving mastery, defined as a score of 93% or higher, on a minimum of 80% of the evaluated rubric components of the COUN 535 Career Application Paper rubric, with two areas below threshold (<i>Counseling Strategies</i> – 19% below threshold; <i>APA Writing</i> – 14% below threshold). Target was not met , with only 71% of students meeting the required threshold, resulting in 29% below threshold. Target was not met , with 5 out of 19 students (26%) scoring below threshold on the Career section of the comprehensive exam.	KPI 4.1 – For in-class exams and comps - Increased exam review within class.
KPI 4 was assessed for <i>knowledge</i> of Career Development at 2 pts in time with three different assessments.					

COUNSELING & HELPING RELATIONSHIPS			GROUP COUNSELING & GROUP WORK		
RELATED PROGRAM GOAL: #3 - CSU prepares counselors who aim to continuously develop and demonstrate excellent counseling and relational skills through observation, feedback, and supervision, while integrating pluralistic approaches into their counseling practice.					
KPI	CACREP Standards	Assessment Tool	Assessment Targets	Assessment Results	Program Modifications
KPI 5.1.1 <u>Knowledge of Group Theories.</u> Students will demonstrate knowledge related to group development, dynamics, and theories.	2.F.1.i. – Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. 2.F.1.k.- Strategies for personal and professional self-evaluation and implications for practice. 2.F.1.l. – Self-care strategies appropriate to the counselor role. 2.F.1.m. - The role of counseling supervision in the profession. 2.F.2.g. – The impact of spiritual beliefs on clients’ and counselors’ worldviews. 2.F.3.a. – Theories of individual and family development across the lifespan. 2.F.3.c. – Theories of normal and abnormal personality development. 2.F.3.e. - Biological, neurological, and physiological factors that affect human development, functioning, and behavior. 2.F.3.f. - Systemic and environmental factors that affect human development, functioning, and behavior. 2.F.3.g. - Effects of crisis, disasters, and trauma on diverse individuals across the lifespan. 2.F.3.h. - A general framework for understanding differing abilities and strategies for differentiated interventions. 2.F.3.i. – Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan. 2.F.5.a. – Theories and models of counseling. 2.F.5.b. – A systems approach to conceptualizing clients. 2.F.5.d. – Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships. 2.F.5.f. – Counselor characteristics and behaviors that influence the counseling process. 2.F.5.g. – Essential interviewing, counseling, and case conceptualization skills. 2.F.5.h. – Developmentally relevant counseling treatment or intervention plans. 2.F.5.i. – Development of measurable outcomes for clients. 2.F.5.j. – Evidence-based counseling strategies and techniques for prevention and intervention. 2.F.5.l. – Suicide prevention models and strategies. 2.F.5.m. – Crisis intervention, trauma-informed, and	KPI 5.1.1 Knowledge (2 pts in time):	A) COUN 655: Group Dynamics & Therapy (2 nd yr./2 nd semester) - Group Proposal Paper	KPI 5.1.1 Knowledge (2 pts in time): KPI 5.1.1 Knowledge (2 pts in time): Target was <i>met</i> with at least 80% of students achieving mastery, defined as a score of 93% or higher, on a minimum of 80% of the evaluated rubric components of the COUN 665 Group Proposal Paper rubric, with one area below threshold (<i>APA and Grammar</i> – 37% below threshold).	KPI 5.1.1 – No recommendations. KPI 5.1.2 – COUN 505 - Exam review will increase throughout the semester to improve exam results in this content area. COUN 545 – Rubric will be reviewed for revision to the ‘Individual Theory Detail’ section. KPI 5.2 – Item will be added to Site Supervisor evaluation to collect data on how students are doing within a group counseling setting (add N/A option). Faculty Assessment rating scale and Site Supervisor evaluations will be revised to a 5 pt scale. KPI 5.3 – No recommendations.
		B) Comprehensive Examination (2 nd yr./2 nd semester) - This exam is comprised of 160 randomized, practice NCE questions from all 8 CACREP content areas, including group counseling knowledge.	B) At least 80% of students will achieve mastery, defined as a score of 70% or higher on a minimum of 80% of the evaluated rubric components of the assignment rubric. Will be assessed with the Comprehensive Exam on the first attempt.	Target was <i>met</i> with all students scoring above the minimum threshold on the group questions section of the comprehensive exam.	
		Counseling & Helping Relationships			
		KPI 5.1.2. Knowledge (2 pts in time):	KPI 5.1.2. Knowledge (2 pts in time):	KPI 5.1.2. Knowledge (2 pts in time):	
KPI 5.1.2. <u>Knowledge & Application of Counseling Theory.</u> Students will understand various counseling theories & personality perspectives of the helping process, and appropriately apply counseling theory principles and related interventions to a diversity of populations and presenting issues.		A) COUN 505: Counseling & Personality Theories - Personal Theory Paper (1 st yr./2 nd semester).	A) At least 80% of students will achieve mastery, defined as a score of 93% or higher on a minimum of 80% of the evaluated rubric components of the assignment rubric. Will be assessed with the COUN 505 Counseling & Personality Theories – Personal Theory Paper Rubric.	Target was <i>met</i> with at least 80% of students achieving mastery, defined as a score of 93% or higher, on a minimum of 80% of the evaluated rubric components of the COUN 505 Personality and Theories Paper rubric.	
		B) Comprehensive Examination (2 nd yr./2 nd semester) - This exam is comprised of 160 randomized, practice NCE questions from all 8 CACREP content areas, including general counseling and group theory knowledge.	B) At least 80% of students will achieve mastery, defined as a score of 70% or higher on the Comprehensive Exam. Will be assessed with the Comprehensive Exam on the first attempt.	Target was <i>not met</i> , with 5 out of 19 students (26%) scoring below threshold on the Theories section of the comprehensive exam.	
		KPI 5.1.2 Skill (2 pts in time):	KPI 5.1.2 Skill (2 pts in time):	KPI 5.1.2 Skill (2 pts in time):	
		C) COUN 545: Techniques in Counseling - Theory Integration Paper (2 nd yr./2 nd semester) – Theoretical orientation applied to a client.	C) At least 80% of students will achieve mastery, defined as a score of 93% or higher on a minimum of 80% of the evaluated rubric components of the assignment rubric. Will be assessed with the COUN 545 Techniques in Counseling – Theory Integration Paper Rubric.	Target was <i>met</i> with at least 80% of students achieving mastery, defined as a score of 93% or higher, on a minimum of 80% of the evaluated rubric components of the COUN 545 Theory Integration Paper rubric, with one area below threshold (<i>Individual Theory Detail</i> – 24% below threshold).	
		D1) Formative Skill –COUN 665: Practicum - Final-Eval for theory items by Site Supervisor (3 rd yr./1 st semester)	D1) Formative Skill –At least 80% of student intern scores will demonstrate mastery by scoring the highest rating of 3 (Proficient), or 2 (Competent) on each theory item assessed by Site Supervisors on the COUN 665: Practicum Final Evaluation of Student by Site Supervisor.	Target was <i>met</i> with at least 80% of students achieving mastery, defined as scoring the highest rating of 3 (Proficient), or 2 (Competent), on a minimum of 80% of Theory items on the Site Supervisor Evaluation for COUN 665 Practicum.	

	community-based strategies, such as PFA. 2.F.5.n.- Processes for aiding students in developing a personal model of counseling. 2.F.6.a. - Theoretical foundations of group counseling and group work. 2.F.6.b. - Dynamics associated with group process and development. 2.F.6.c. - Therapeutic factors and how they contribute to group effectiveness. 2.F.6.d. - Characteristics and functions of effective group leaders. 2.F.6.e. - Approaches to group formation, including recruiting, screening, and selecting members. 2.F.6.f. - Types of groups and other considerations that affect conducting groups in varied settings.	D2) Formative Skill –COUN 670: Internship I - Final-Eval for <i>theory items</i> by Site Supervisor (3rd yr./2nd semester)	D2) Formative Skill –At least 80% of student intern scores will demonstrate mastery by scoring the highest rating of 3 (Proficient), or 2 (Competent) on each ‘theory’ item assessed by Site Supervisors on the COUN 670: Internship I Final Evaluation of Student by Site Supervisor.	Target was met with at least 80% of students achieving mastery, defined as scoring the highest rating of 3 (Proficient), or 2 (Competent), on a minimum of 80% of Theory items on the Site Supervisor Evaluation for COUN 670 Practicum.
		D3) Summative Skill –COUN 675: Internship II – Final-Eval for ‘theory’ items by Site Supervisor (3rd yr./3rd semester).	D3) Summative Skill –At least 80% of student intern scores will demonstrate mastery by scoring the highest rating of 3 (Proficient), or 2 (Competent) on each ‘theory’ item assessed by Site Supervisors on the COUN 675: Internship II Final Evaluation of Student by Site Supervisor.	Target was met with at least 80% of students achieving mastery, defined as scoring the highest rating of 3 (Proficient), or 2 (Competent), on a minimum of 80% of Theory items on the Site Supervisor Evaluation for COUN 675 Practicum.
KPI 5.2		Group Counseling & Group Work Counseling & Helping Relationships		
Interpersonal Counseling Skills.		KPI 5.2 Skill (2 pts in time):	KPI 5.2 Skill (2 pts in time):	KPI 5.2 Skill (2 pts in time):
Students will effectively apply and adapt micro counseling skills within the counseling process with individuals and groups, demonstrating the ability to form effective therapeutic alliances with clients, accurately assess and conceptualize client themes to utilize appropriate counseling process skills and interventions, and adjust counseling for culture and developmental issues across the lifespan.	2.F.6.g. - Ethical and culturally relevant strategies for designing and facilitating groups. 2.F.7.b. - Methods of effectively preparing for and conducting initial assessment meetings. 2.F.7.c. - Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide. 2.F.7.i. - Use of assessments relevant to academic/educational, career, personal, and social development. 2.F.7.j. - Use of environmental assessments and systematic behavioral observations. 2.F.7.k. - Use of symptom checklists, and personality and psychological testing. 2.F.7.l. - Use of assessment results to diagnose developmental, behavioral, and mental disorders. 2.F.7.m. - Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results. CMHC.5.C.1.b. – Theories and models related to clinical mental health counseling. CMHC.5.1.c. – Principles, models, & documentation formats of biopsychosocial case conceptualization and treatment planning. CMHC.5.C.2.b. – Etiology, nomenclature, treatment, referral, and prevention of mental health disorders. CMHC.5.C.2.c. – Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks. CMHC.5.2.f. Impact of crisis and trauma on individuals with mental health diagnoses. CMHC.5.2.g. – Impact of biological & neurological mechanisms on mental health. CMHC.5.2.j. – Cultural factors relevant to CMHC.	A) COUN 655: Group Dynamics & Therapy (2nd yr./2nd semester) – Group Skills Assessment	A) At least 80% of students will achieve mastery, defined as a score of 93% or higher on a minimum of 80% of the evaluated rubric components of the assignment rubric. Will be assessed with the COUN 655 Group Dynamics & Therapy – Group Skills Assessment Rubric.	Target was met with at least 80% of students achieving mastery, defined as a score of 93% or higher, on a minimum of 80% of the evaluated rubric components of the COUN 665 Group Dynamics Assessment rubric,
		B1) Formative Skill – COUN 665: Practicum – Recorded Session Evaluation by Faculty (3rd yr./1st semester).	B1) Formative Skill – At least 80% of practicum students will demonstrate mastery by receiving the rating of Adequate (3-4) or Excellent (5-6) on rubric totals of COUN 665 Recorded Session Eval by Faculty.	Target was met with at least 80% of students achieving mastery, defined as receiving the rating of Adequate (3–4) or Excellent (5–6) on rubric totals of the Recorded Session Evaluation by Faculty, with one area below threshold (<i>Reflecting Feeling</i> – 17% below threshold).
		B2) Formative Skill –COUN 670: Internship I – Recorded Session Evaluation by Faculty (3rd yr./2nd semester).	B2) Formative Skill – At least 80% of interns will demonstrate mastery by receiving the rating of Adequate (3-4) or Excellent (5-6) on rubric totals of COUN 670 Recorded Session Eval by Faculty.	Target was met with at least 80% of students achieving mastery, defined as receiving the rating of Adequate (3–4) or Excellent (5–6) on rubric totals of the Recorded Session Evaluation by Faculty, with all rubric areas above threshold.
		B3) Summative Skill – COUN 675: Internship II – Recorded Session Evaluation by Faculty (3rd yr./3rd semester).	B3) Summative Skill – At least 80% of student interns will demonstrate mastery by receiving the rating of Adequate (3-4) or Excellent (5-6) on rubric totals on the COUN 675 Recorded Session Eval by Faculty.	Target was met with at least 80% of students achieving mastery, defined as receiving the rating of Adequate (3–4) or Excellent (5–6) on rubric totals of the Recorded Session Evaluation by Faculty, with all rubric areas above threshold.
		Cross-validation of KPI 5.2 Data on Summative Interpersonal Skills		
		C1) Formative Skill – COUN 665: Practicum – Final Evals for ‘Interpersonal Counseling Skill’ items by Site Supervisors.	C1) Formative Skill – At least 80% of practicum students will demonstrate mastery by scoring the highest rating of 3 (Proficient), or 2 (Competent) on rubric totals of COUN 665 Final Evals for ‘Interpersonal Counseling Skill’ items by Site Supervisors.	Target was met with at least 80% of students achieving mastery, defined as scoring the highest rating of 3 (Proficient), or 2 (Competent), on a minimum of 80% of items on the Site Supervisor Final Evaluation for COUN 665 Practicum on “Interpersonal Counseling Skills”.

	CMHCS.2.k. – Legal and ethical considerations specific to clinical mental health counseling. CMHCS.2.l. – Record-keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling. CMHC.5.C.3.a. – Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management. CMHN.5.C.3.b. – Techniques and interventions for prevention and treatment of a broad range of mental health issues.	C2) Formative Skill – COUN 670: Internship I – Final Evals for ‘Interpersonal Counseling Skill’ items by Site Supervisors.	C2) Formative Skill – At least 80% of interns will demonstrate mastery by scoring the highest rating of 3 (Proficient), or 2 (Competent) on rubric totals of COUN 670 Final Evals for ‘Interpersonal Counseling Skill’ items by Site Supervisors.	Target was <u>met</u> with at least 80% of students achieving mastery, defined as scoring the highest rating of 3 (Proficient), or 2 (Competent), on a minimum of 80% of items on the Site Supervisor Final Evaluation for COUN 670 Practicum on “Interpersonal Counseling Skills”.	
		C3) Summative Skill –COUN 675: Internship II – Final Evals for ‘Interpersonal Counseling Skill’ items by Site Supervisors.	C3) Summative Skill – At least 80% of student interns will demonstrate mastery by scoring the highest rating of 3 (Proficient), or 2 (Competent) on the COUN 675 Final Evals for ‘Interpersonal Counseling Skill’ items by Site Supervisors.	Target was <u>met</u> with at least 80% of students achieving mastery, defined as scoring the highest rating of 3 (Proficient), or 2 (Competent), on a minimum of 80% of items on the Site Supervisor Final Evaluation for COUN 675 Practicum on “Interpersonal Counseling Skills”.	
KPI 5.3		Counseling & Helping Relationships			
Personal & Professional Counselor Characteristics. Students will demonstrate a professional demeanor, form mature academic and professional relationships, an understanding of limitations of competence, a proactive and receptive attitude toward supervision with implementation of feedback, the continuous development and display of professional self-awareness skills, and responsibility. Students will demonstrate personal counselor characteristics through the continuous development and display of biopsychosocial and spiritual health, as evidenced by personal self-awareness skills, self-care skills,		KPI 5.3 Skill (2 pts in time):	KPI 5.3 Skill (2 pts in time):	KPI 5.3 Skill (2 pts in time):	
		A1) Formative Skill – COUN 665: Practicum – Final Evals for ‘Counselor Characteristics & Demeanor’ items by Site Supervisors.	A1) Formative Skill – At least 80% of practicum students will demonstrate mastery by scoring the highest rating of 3 (Proficient), or 2 (Competent) on rubric totals of COUN 665 Final Evals for ‘Counselor Characteristics & Demeanor’ items by Site Supervisors.	Target was <u>met</u> with at least 80% of students achieving mastery, defined as scoring the highest rating of 3 (Proficient), or 2 (Competent), on a minimum of 80% of items on the Site Supervisor Final Evaluation for COUN 665 Practicum on “Counselor Characteristics & Demeanor”.	
		A2) Formative Skill – COUN 670: Internship I -Final Evals for ‘Counselor Characteristics & Demeanor’ items by Site Supervisors.	A2) Formative Skill – At least 80% of interns will demonstrate mastery by scoring the highest rating of 3 (Proficient), or 2 (Competent) on rubric totals of COUN 670 Final Evals for ‘Counselor Characteristics & Demeanor’ items by Site Supervisors.	Target was <u>met</u> with at least 80% of students achieving mastery, defined as scoring the highest rating of 3 (Proficient), or 2 (Competent), on a minimum of 80% of items on the Site Supervisor Final Evaluation for COUN 670 Internship I on “Counselor Characteristics & Demeanor”.	
		A3) Summative Skill – COUN 675: Internship II – Final Evals for ‘Counselor Characteristics & Demeanor’ items by Site Supervisors.	A3) Summative Skill – At least 80% of student interns will demonstrate mastery by scoring the highest rating of 3 (Proficient), or 2 (Competent) on the COUN 675 Final Evals for ‘Counselor Characteristics & Demeanor’ items by Site Supervisors.	Target was <u>met</u> with at least 80% of students achieving mastery, defined as scoring the highest rating of 3 (Proficient), or 2 (Competent), on a minimum of 80% of items on the Site Supervisor Final Evaluation for COUN 675 Internship II on “Counselor Characteristics & Demeanor”.	
		B) Disposition Assessment of Students by Faculty – All students in all classes (except Practicum/Internship courses) are assessed by faculty at the end of each semester.	B) At least 80% of student interns will demonstrate mastery by scoring a rating between on rubric totals of the ‘Disposition Assessment of Students by Faculty’ across the academic year.	Target was <u>met</u> with at least 80% of students achieving mastery, defined as receiving a rating of 3 (Meets Expectations) or above on a scale of 1–5 on a minimum of 80% of items on the Disposition Assessment as rated b faculty across the academic year, with two areas below threshold (<i>Coping/Self Care</i> – 18% below threshold; <i>Conscientiousness</i> – 14% below threshold).	

empathy, self-control, and integrity.		KPI 5.1: Assessed for <i>knowledge</i> of group counseling theory from 'Group Counseling & Group Work' at 2 pts in time with three assessments. Assessed for <i>knowledge</i> of counseling theory from 'Counseling & Helping Relationships' at 2 pts in time with two assessments. Assessed for <i>skill</i> with counseling theory from 'Counseling & Helping Relationships' at 2 pts in time with two assessments. KPI 5.2 was assessed for <i>skill</i> in 'Interpersonal Counseling Skills' from 'Counseling & Helping Relationships' and 'Group Counseling & Group Work' at 4pts in time with three assessments. KPI 5.3, was assessed for skill in 'Professional/Personal Counselor Characteristics' from 'Counseling & Helping Relationships' at 3 pts in time with two different assessments.	
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ASSESSMENT & TESTING

RELATED PROGRAM GOAL:

#2. CSU prepares Scholar-Practitioners who demonstrate behaviors of academic excellence by critically analyzing research-based counseling literature, applying research findings to clinical practice, selecting and administering culturally appropriate clinical assessments, and integrating this knowledge into treatment planning for diverse client populations.

#3. CSU prepares counselors who aim to continuously develop and demonstrate excellent counseling and relational skills through observation, feedback, and supervision, while integrating pluralistic approaches into their counseling practice.

KPI	CACREP Standards	Assessment Tool	Assessment Targets	Assessment Results	Program Modifications
KPI 6	2.F.7.a. - Historical perspectives concerning the nature and meaning of assessment and testing in counseling. 2.F.7.b. - Methods of effectively preparing for and conducting initial assessment meetings. 2.F.7.c. - Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide. 2.F.7.d. - Procedures for identifying trauma and abuse and for reporting abuse. 2.F.7.e. - Use of assessments for diagnostic and intervention planning purposes. 2.F.7.f. - Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments. 2.F.7.g. - Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations. 2.F.7.h. - Reliability and validity in the use of assessments. 2.F.7.i. - Use of assessments relevant to academic/educational, career, personal, and social development. 2.F.7.j. - Use of environmental assessments and systematic behavioral observations. 2.F.7.k. - Use of symptom checklists, and personality and psychological testing. 2.F.7.l. - Use of assessment results to diagnose	KPI 6 Skill (6 pts in time): A) COUN 625: Advanced Tests & Measurements– Assessment Reflection Paper (2 nd yr./2 nd semester). B) Formative Skill – COUN 665: Practicum – Final Evals for ‘Assessment’ items by Site Supervisors (3 rd yr./End of 1 st semester) C) Formative Skill – COUN 670: Internship I -Midterm Evals for ‘Assessment’ items by Site Supervisors (3 rd yr./middle of 2 nd semester). D) Formative Skill – COUN 670: Internship I -Final Evals for ‘Counselor Characteristics & Demeanor’ items by Site Supervisors (3 rd yr./end of 2 nd semester). E) Formative Skill – COUN 675: Internship II -Midterm Evals for ‘Assessment’ items by Site Supervisors (3 rd yr./middle of 3 rd semester). F) Summative Skill – COUN 675: Internship II -Final Evals for ‘Counselor Characteristics &	KPI 6 Skill (6 pts in time): A) At least 80% of students will demonstrate mastery (score of 93% or better; or ‘Exceeds Expectations’, 93-100%) on overall rubric data totals on the COUN 625: Advanced Tests & Measurements– Assessment Reflection. B) Formative Skill – At least 80% of COUN 665 students will demonstrate mastery by scoring the highest rating of 3 (Proficient), or 2 (Competent) on rubric totals of COUN 665 Final Evals for ‘Assessment’ items by Site Supervisors. C) Formative Skill – At least 80% of COUN 670 students will demonstrate by scoring the highest rating of 3 (Proficient), or 2 (Competent) on rubric totals of COUN 670 Midterm Evals for ‘Assessment’ items by Site Supervisors. D) Formative Skill – At least 80% of COUN 670 students will demonstrate mastery by scoring the highest rating of 3 (Proficient), or 2 (Competent) on rubric totals of COUN 670 Final Evals for ‘Assessment’ items by Site Supervisors. E) Formative Skill – At least 80% of COUN 675 students will demonstrate mastery by scoring the highest rating of 3 (Proficient), or 2 (Competent) on rubric totals of COUN 675 Midterm Evals for ‘Assessment’ items by Site Supervisors. F) Summative Skill – At least 80% of COUN 675 students will demonstrate mastery by scoring the highest rating of 3	KPI 6 Skill (6 pts in time): Target was <i>met</i> with at least 80% of students achieving mastery, defined as a score of 93% or higher, on a minimum of 80% of the evaluated rubric components of the COUN 625 Test and Measurements Reflection Paper rubric, with one area below threshold (<i>Add/Subtract/Like – 50% below threshold</i>). Target was <i>met</i> with at least 80% of students achieving mastery, defined as scoring the highest rating of 3 (Proficient), or 2 (Competent), on a minimum of 80% of items on the Site Supervisor Final Evaluation for COUN 665 on “Assessment” items. Target was <i>met</i> with at least 80% of students achieving mastery, defined as scoring the highest rating of 3 (Proficient), or 2 (Competent), on a minimum of 80% of items on the Site Supervisor Midterm Evaluation for COUN 670 on “Assessment” items. Target was <i>met</i> with at least 80% of students achieving mastery, defined as scoring the highest rating of 3 (Proficient), or 2 (Competent), on a minimum of 80% of items on the Site Supervisor Final Evaluation for COUN 670 on “Assessment” items. Target was <i>met</i> with at least 80% of students achieving mastery, defined as scoring the highest rating of 3 (Proficient), or 2 (Competent), on a minimum of 80% of items on the Site Supervisor Midterm Evaluation for COUN 675 on “Assessment” items. Target was <i>met</i> with at least 80% of students achieving mastery, defined as scoring the highest rating of 3 (Proficient), or 2 (Competent), on a minimum of 80% of items on the Site Supervisor Final Evaluation for COUN 675 on “Assessment” items.	KPI 6 – COUN 625 – will incorporate more class instruction of critiquing assessments to improve the rubric item that was low.

	developmental, behavioral, and mental disorders. <u>2.F.7.m.</u> - Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results. CMHC 5.1.e. Psychological tests and assessments specific to clinical mental health counseling. CMHC 5.3.a. - Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management.	Demeanor' items by Site Supervisors (3 rd yr./end of 3 rd semester).	(Proficient), or 2 (Competent) on rubric totals of COUN 675 Final Evals for 'Assessment' items by Site Supervisors.		
		KPI 6 was assessed for <i>skill</i> in 'Assessment' from 'Assessment & Testing' at 6pts in time with 2 assessments.			

RESEARCH & PROGRAM EVALUATION

RELATED PROGRAM GOAL:

#2 - CSU prepares Scholar-Practitioners who demonstrate behaviors of academic excellence by critically analyzing research-based counseling literature, applying research findings to clinical practice, selecting and administering culturally appropriate clinical assessments, and integrating this knowledge into treatment planning for diverse client populations.

KPI	CACREP Standards	Assessment Tool	Assessment Targets	Assessment Results	Program Modifications
KPI 7. <u>Knowledge and Analysis of Research.</u> Students will understand basic research design and statistical methodology, applying this knowledge to the critique and analysis of counseling research to inform counseling practice.	2.F.8.a. The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice. 2.F.8.b. Identification of evidence-based counseling practices. 2.F.8.e. Evaluation of counseling interventions and programs. 2.F.8.f. Qualitative, quantitative, and mixed research methods. 2.F.8.g. Designs used in research and program evaluation. 2.F.8.h. Statistical methods used in conducting research and program evaluation. 2.F.8.i. Analysis and use of data in counseling. 2.F.8.j. Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation.	Knowledge (3 pts in time): A) COUN 520: Research Methods & Statistics - Qualitative Analysis (2nd yr./1st semester).	Knowledge (3 pts in time): A) At least 80% of students will demonstrate mastery (score of 93% or better; or 'Exceeds Expectations', 93-100%) on overall rubric data totals on the COUN 520 Qualitative Analysis.	Target was <u>met</u> with at least 80% of students achieving mastery, defined as a score of 93% or higher, on a minimum of 80% of the evaluated rubric components of the COUN 520 Qualitative Analysis rubric.	KPI 7 – COUN 520 – major project rubric will be revised for the upcoming year. Increased exam review to improve comprehensive exam. COUN 503 – Advocacy Presentation clarify instructions to improve the areas of the rubric that are low. There have been improvements in offering research options for students, but this continues to grow. This will culminate in tandem with the new doctoral program that will launch in 2026 (pending SACS-COC approval). Currently, there has been a significant increase in students presenting with faculty at conferences over the past academic year, which continues to be a goal for all faculty members.
		B) COUN 520: Research Methods & Statistics - Quantitative Analysis (2nd yr./1st semester).	B) At least 80% of students will demonstrate mastery (score of 93% or better; 'Exceeds Expectations', 93-100%) on overall rubric data totals on the COUN 520 Quantitative Analysis.	Target was <u>met</u> with at least 80% of students achieving mastery, defined as a score of 93% or higher, on a minimum of 80% of the evaluated rubric components of the COUN 520 Quantitative Analysis rubric.	
		C) COUN 520: Research Methods & Statistics – Research Design Project (2nd yr./1st semester).	C) At least 80% of students will demonstrate mastery (score of 93% or better; or 'Exceeds Expectations', 93-100%) on overall rubric data totals on the COUN 520 Research Design Project.	Target was <u>met</u> with at least 80% of students achieving mastery, defined as a score of 93% or higher, on a minimum of 80% of the evaluated rubric components of the COUN 520 Final Project rubric.	
		D) COUN 506: Ethical Issues in Counseling – Ethics Article Presentation (1st yr./1st semester).	D) At least 80% of students will demonstrate mastery (score of 93% or better; or 'Exceeds Expectations', 93-100%) on overall rubric data totals on the Ethics Article Presentation using the Research Application Rubric.	Target was <u>met</u> with at least 80% of students achieving mastery, defined as a score of 93% or higher, on a minimum of 80% of the evaluated rubric components of the COUN 506 Research Application rubric, with all components above threshold.	
		E) COUN 503: Social & Cultural Foundations – Cultural Advocacy Presentation (1st yr./2nd semester).	E) At least 80% of students will demonstrate mastery (score of 93% or better; or 'Exceeds Expectations', 93-100%) on overall rubric data totals on the Cultural Advocacy Presentation using the Research Application Rubric.	Target was <u>not met</u> , with three areas below threshold (<i>Finding Research – 41% below threshold; Understanding Research – 23% below threshold; Presentation Materials – 23% below threshold</i>).	
		F) COUN 605: Grief, Crisis & Trauma – Research Application Presentation (2nd yr./1st semester).	F) At least 80% of students will demonstrate mastery (score of 93% or better; or 'Exceeds Expectations', 93-100%) on overall rubric data totals on the Research Application Presentation using the Research Application Rubric.	Target was <u>met</u> with at least 80% of students achieving mastery, defined as a score of 93% or higher, on a minimum of 80% of the evaluated rubric components of the COUN 605 Research Application rubric, with all components above threshold (<i>Presentation Materials – 14% below threshold; APA and Formatting – 14% below threshold</i>).	

		G) Comprehensive Examination (2nd yr./2nd semester) - This exam is comprised of 160 randomized, practice NCE questions from all 8 CACREP content areas, including research and program evaluation knowledge.	G) At least 80% of students will demonstrate mastery (score of 70% or better; or 'Excellent') on overall rubric data totals of the Comprehensive Exam on the first attempt.	Target was <i>not met</i> , with 5 out of 19 students (26%) scoring below threshold on the <i>Research</i> component of the comprehensive exam.	
		KPI 7 was assessed for <i>knowledge</i> in 'Research & Program Evaluation' at 4pts in time with 5 assessments.			

MSCC Program Objectives:

1. CSU prepares counselors who demonstrate understanding and development of a professional identity as highly ethical clinical counselors by articulating ethical standards, applying ethical decision-making models, and evaluating approaches to serve diverse communities and populations.
2. CSU prepares Scholar-Practitioners who demonstrate behaviors of academic excellence by critically analyzing research-based counseling literature, applying research findings to clinical practice, selecting and administering culturally appropriate clinical assessments, and integrating this knowledge into treatment planning for diverse client populations.
3. CSU prepares counselors who aim to continuously develop and demonstrate excellent counseling and relational skills through observation, feedback, and supervision, while integrating pluralistic approaches into their counseling practice.
4. CSU prepares counselors who demonstrate understanding and skillful application of knowledge related to development, psychopathology, and evidence-based treatment planning to client care across diverse populations.
5. CSU prepares counselors who demonstrate cultural competence and responsiveness to clients in diverse communities.
6. CSU prepares counselors who demonstrate understanding of Christian faith integration in the counseling process by articulating ethical guidelines for spiritual integration and applying aspects of faith and spirituality appropriately when initiated by clients.

Overall Evaluation of MSCC Program Objectives	
Goal: For each program objective, at least 80% of KPI targets must demonstrate mastery for the overall objective to be met.	
1. CSU prepares counselors who demonstrate understanding and development of a professional identity as highly ethical clinical counselors by articulating ethical standards, applying ethical decision-making models, and evaluating approaches to serve diverse communities and populations.	
KPI 1.1 Professional Identity & Engagement. Students will demonstrate an understanding of the core elements of the counseling profession, the role of professional engagement for development, and the role of growth in professional roles and functions.	
Comprehensive Exam - Professional Orientation and Ethical Practice Section	Target is met.
COUN 542: Introduction to the Profession - Orientation Paper	Target is met.
KPI 1.2 Knowledge of Ethical Standards. Students will demonstrate knowledge of ethical codes of the major professional organizations and legal standards related to the profession of counseling.	
Comprehensive Exam - Professional Orientation and Ethical Practice Section	Target is met.
COUN 506: Ethical Issues in Counseling - Ethics Final Application Paper	Target is met.
KPI 1.3 Ethical Decision Making and Practice. Students will apply the process of ethical decision making to counseling situations and cases, demonstrating consistent ethical practice and professionalism with clients and other professionals.	
COUN 506: Ethical Issues in Counseling - Ethical Case Scenario Assignment	Target is not met.
COUN 675: Internship II - Evaluation of Student by Site Supervisor	Target is met.
% of KPI targets met for Program Objective #1 = 83.3%	Target is met.
2. CSU prepares Scholar-Practitioners who demonstrate behaviors of academic excellence by critically analyzing research-based counseling literature, applying research findings to clinical practice, selecting and administering culturally appropriate clinical assessments, and integrating this knowledge into treatment planning for diverse client populations.	
KPI 1.1 Professional Identity & Engagement. Students will demonstrate an understanding of the core elements of the counseling profession, the role of professional engagement for development, and the role of growth in professional roles and functions.	
Comprehensive Exam - Professional Orientation and Ethical Practice Section	Target is met.
COUN 542: Introduction to the Profession - Orientation Paper	Target is met.
KPI 1.2 Knowledge of Ethical Standards. Students will demonstrate knowledge of ethical codes of the major professional organizations and legal standards related to the profession of counseling.	

Comprehensive Exam - Professional Orientation and Ethical Practice Section	Target is met.
COUN 506: Ethical Issues in Counseling - Ethics Final Application Paper	Target is met.
KPI 1.3 Ethical Decision Making and Practice. Students will apply the process of ethical decision making to counseling situations and cases, demonstrating consistent ethical practice and professionalism with clients and other professionals.	
COUN 506: Ethical Issues in Counseling - Ethical Case Scenario Assignment	Target is not met.
COUN 675: Internship II - Evaluation of Student by Site Supervisor	Target is met.
KPI 3.1 Knowledge of Human Development & Psychopathology. Students will understand biopsychosocial development across ages and populations, including knowledge of personality, learning, differential & overlapping systems across major mental health classifications, theories of psychopathology, and effects of crises and resilience.	
Comprehensive Examination - Human Growth and Development Section	Target is met.
COUN 504: Human Growth & Development - Final Application Paper	Target is met.
COUN 605: Grief, Crisis & Trauma - Trauma Final Application Paper	Target is met.
COUN 650: Psychopathology & Diagnosis - Mental Health Disorder Domain Presentation Rubric	Target is met.
KPI 3.2 Apply Knowledge of Human Development & Psychopathology to Case Conceptualization and Treatment Planning. Students will apply knowledge of biopsychosocial development and psychopathology to identify emotional, behavioral, and cognitive manifestations of major mental illnesses for case conceptualization, counseling intervention, and treatment planning	
COUN 502: Psychopathology - Diagnosis/Tx Plan	Target is not met.
COUN 650: Psychopathology & Diagnosis - Diagnosis/Tx Plan	Target is met.
COUN 670: Internship I - Diagnosis/Tx Plan	Target is not met.
COUN 675: Internship II - Diagnosis/Tx Plan	Target is not met.
Final Eval of Tx Planning of Student by Site Supervisor on 'Treatment Planning' items	Target is met.
KPI 4.1 Career Counseling. Students will demonstrate understanding of career development theories and decision-making models, career-related information resources, and knowledge of interrelationships among work, family, life roles, and multicultural issues to career counseling.	
Comprehensive Exam - Career Section	Target is not met.
COUN 535: Lifestyle & Career Development - Career Final Application Paper	Target is met.
Three Career Exams	Target is not met.
KPI 6 Knowledge & Application of Assessment in Counseling. Students will demonstrate understanding of the philosophical and statistical properties of measurement instruments commonly used by counselors, accurately select assessments based on knowledge of content, reliability, and validity, and apply the process of assessment to client evaluation, client conceptualization, treatment planning, and selection of intervention strategies.	
COUN 625: Advanced Tests & Measurements - Assessment Reflection Paper	Target is met.
COUN 665: Practicum - Final Evals for 'Assessment' items by Site Supervisors	Target is met.
COUN 670: Internship I - Midterm Evals for 'Assessment' items by Site Supervisors	Target is met.
COUN 670: Internship I - Final Evals for 'Counselor Characteristics and Demeanor' items by Site Supervisors	Target is met.
COUN 675: Internship II - Midterm Evals for 'Assessment' items by Site Supervisors	Target is met.
COUN 675: Internship II - Final Evals for 'Counselor Characteristics and Demeanor' items by Site Supervisors	Target is met.
KPI 7 Knowledge and Analysis of Research. Students will understand basic research design and statistical methodology, applying this knowledge to the critique and analysis of counseling research to inform counseling practice.	
Comprehensive Examination - Research	Target is not met.
COUN 503: Social & Cultural Foundations - Cultural Advocacy Presentation Research	Target is not met.
COUN 506: Ethical Issues in Counseling - Ethics Article Presentation	Target is met.
COUN 520: Research Methods & Statistics - Qualitative Analysis	Target is met.
COUN 520: Research Methods & Statistics - Quantitative Analysis	Target is met.
COUN 520: Research Methods & Statistics - Research Design Project	Target is met.
COUN 605: Grief, Crisis & Trauma - Research Application Presentation	Target is met.
% of KPI targets met for Program Objective #2 = 74.2%	Target is not met.
3. CSU prepares counselors who aim to continuously develop and demonstrate excellent counseling and relational skills through observation, feedback, and supervision, while integrating pluralistic approaches into their counseling practice.	
KPI 1.1 Professional Identity & Engagement. Students will demonstrate an understanding of the core elements of the counseling profession, the role of professional engagement for development, and the role of growth in professional roles and functions.	
Comprehensive Exam - Professional Orientation and Ethical Practice Section	Target is met.
COUN 542: Introduction to the Profession - Orientation Paper	Target is met.
KPI 1.2 Knowledge of Ethical Standards. Students will demonstrate knowledge of ethical codes of the major professional organizations and legal standards related to the profession of counseling.	
Comprehensive Exam - Professional Orientation and Ethical Practice Section	Target is met.
COUN 506: Ethical Issues in Counseling - Ethics Final Application Paper	Target is met.
KPI 1.3 Ethical Decision Making and Practice. Students will apply the process of ethical decision making to counseling situations and cases, demonstrating consistent ethical practice and professionalism with clients and other professionals.	
COUN 506: Ethical Issues in Counseling - Ethical Case Scenario Assignment	Target is not met.
COUN 675: Internship II - Evaluation of Student by Site Supervisor	Target is met.
KPI 3.1 Knowledge of Human Development & Psychopathology. Students will understand biopsychosocial development across ages and populations, including knowledge of personality, learning, differential & overlapping systems across major mental health classifications, theories of psychopathology, and effects of crises and resilience.	
Comprehensive Examination - Human Growth and Development Section	Target is met.
COUN 504: Human Growth & Development - Final Application Paper	Target is met.
COUN 605: Grief, Crisis & Trauma - Trauma Final Application Paper	Target is met.
COUN 650: Psychopathology & Diagnosis - Mental Health Disorder Domain Presentation Rubric	Target is met.
KPI 3.2 Apply Knowledge of Human Development & Psychopathology to Case Conceptualization and Treatment Planning. Students will apply knowledge of biopsychosocial development and psychopathology to identify emotional, behavioral, and cognitive manifestations of major mental illnesses for case conceptualization, counseling intervention, and treatment planning	
COUN 502: Psychopathology - Diagnosis/Tx Plan	Target is not met.
COUN 650: Psychopathology & Diagnosis - Diagnosis/Tx Plan	Target is met.
COUN 670: Internship I - Diagnosis/Tx Plan	Target is not met.

COUN 675: Internship II - Diagnosis/Tx Plan	Target is not met.
Final Eval of Tx Planning of Student by Site Supervisor on ‘Treatment Planning’ items	Target is met.
KPI 5.1.1 Knowledge of Group Theories. Students will demonstrate knowledge related to group development, dynamics, and theories.	
Comprehensive Exam - Group Counseling Section	Target is met.
COUN 655: Group Dynamics & Therapy - Group Proposal Paper	Target is met.
KPI 5.1.2 Knowledge & Application of Counseling Theory. Students will understand various counseling theories & personality perspectives of the helping process and appropriately apply counseling theory principles and related interventions to a diversity of populations and presenting issues.	
Comprehensive Exam – Counseling Theory	Target is not met.
COUN 505: Counseling & Personality Theories - Personal Theory Paper	Target is met.
COUN 545: Techniques in Counseling - Theory Integration Paper	Target is met.
COUN 665: Practicum - Final-Eval for theory items by Site Supervisor	Target is met.
COUN 670: Internship I - Final-Eval for theory items by Site Supervisor	Target is met.
COUN 675: Internship II - Final-Eval for theory items by Site Supervisor	Target is met.
KPI 5.2 Interpersonal Counseling Skills. Students will effectively apply and adapt micro counseling skills within the counseling process with individuals and groups, demonstrating the ability to form effective therapeutic alliances with clients, accurately assess and conceptualize client themes to utilize appropriate counseling process skills and interventions, and adjust counseling for culture and developmental issues across the lifespan.	
COUN 655: Group Dynamics & Therapy - Group Skills Assessment	Target is met.
COUN 665: Practicum - Recorded Session Evaluation by Faculty	Target is met.
COUN 670: Internship I - Recorded Session Evaluation by Faculty	Target is met.
COUN 675: Internship II - Recorded Session Evaluation by Faculty	Target is met.
COUN 665: Practicum - Final Evals for ‘Interpersonal Counseling Skill’ items by Site Supervisors.	Target is met.
COUN 670: Internship I - Final Evals for ‘Interpersonal Counseling Skill’ items by Site Supervisors.	Target is met.
COUN 675: Internship II - Final Evals for ‘Interpersonal Counseling Skill’ items by Site Supervisors.	Target is met.
KPI 5.3 Personal & Professional Counselor Characteristics. Students will demonstrate a professional demeanor, form mature academic and professional relationships, an understanding of limitations of competence, a proactive and receptive attitude toward supervision with implementation of feedback, the continuous development and display of professional self-awareness skills, and responsibility. Students will demonstrate personal counselor characteristics through the continuous development and display of biopsychosocial and spiritual health, as evidenced by personal self-awareness skills, self-care skills, empathy, self-control, and integrity.	
COUN 665: Practicum - Final Evals for ‘Counselor Characteristics & Demeanor’ items by Site Supervisors	Target is met.
COUN 670: Internship I - Final Evals for ‘Counselor Characteristics & Demeanor’ items by Site Supervisors	Target is met.
COUN 675: Internship II - Final Evals for ‘Counselor Characteristics & Demeanor’ items by Site Supervisors	Target is met.
Disposition Assessment of Students by Faculty	Target is met.
KPI 6 Knowledge & Application of Assessment in Counseling. Students will demonstrate understanding of the philosophical and statistical properties of measurement instruments commonly used by counselors, accurately select assessments based on knowledge of content, reliability, and validity, and apply the process of assessment to client evaluation, client conceptualization, treatment planning, and selection of intervention strategies	
COUN 625: Advanced Tests & Measurements - Assessment Reflection Paper	Target is met.
COUN 665: Practicum - Final Evals for ‘Assessment’ items by Site Supervisors	Target is met.
COUN 670: Internship I - Midterm Evals for ‘Assessment’ items by Site Supervisors	Target is met.
COUN 670: Internship I - Final Evals for ‘Counselor Characteristics and Demeanor’ items by Site Supervisors	Target is met.
COUN 675: Internship II - Midterm Evals for ‘Assessment’ items by Site Supervisors	Target is met.
COUN 675: Internship II - Final Evals for ‘Counselor Characteristics and Demeanor’ items by Site Supervisors	Target is met.
% of KPI targets met for Program Objective #3 = 87.5%	Target is met.
4. CSU prepares counselors who demonstrate understanding and skillful application of knowledge related to development, psychopathology, and evidence-based treatment planning to client care across diverse populations.	
KPI 3.1 Knowledge of Human Development & Psychopathology. Students will understand biopsychosocial development across ages and populations, including knowledge of personality, learning, differential & overlapping systems across major mental health classifications, theories of psychopathology, and effects of crises and resilience.	
Comprehensive Examination - Human Growth and Development Section	Target is met.
COUN 504: Human Growth & Development - Final Application Paper	Target is met.
COUN 605: Grief, Crisis & Trauma - Trauma Final Application Paper	Target is met.
COUN 650: Psychopathology & Diagnosis - Mental Health Disorder Domain Presentation Rubric	Target is met.
KPI 3.2 Apply Knowledge of Human Development & Psychopathology to Case Conceptualization and Treatment Planning. Students will apply knowledge of biopsychosocial development and psychopathology to identify emotional, behavioral, and cognitive manifestations of major mental illnesses for case conceptualization, counseling intervention, and treatment planning	
COUN 502: Psychopathology - Diagnosis/Tx Plan	Target is not met.
COUN 650: Psychopathology & Diagnosis - Diagnosis/Tx Plan	Target is met.
COUN 670: Internship I - Diagnosis/Tx Plan	Target is not met.
COUN 675: Internship II - Diagnosis/Tx Plan	Target is not met.
Final Eval of Tx Planning of Student by Site Supervisor on ‘Treatment Planning’ items	Target is met.
% of KPI targets met for Program Objective #4 = 66.7%	Target is not met.
5. CSU prepares counselors who demonstrate cultural competence and responsiveness to clients in diverse communities.	
KPI 2.1 Cultural Knowledge and Advocacy. Students will identify social trends, examine theories of multicultural counseling, identify culturally appropriate interventions and behaviors that promote optimal wellness for diverse groups, and explain the role of advocacy in the counseling profession.	

Comprehensive Exam – Multicultural questions	Target is not met.
COUN 503: Social & Cultural Foundations - Cultural Advocacy Presentation	Target is not met.
KPI 2.2 Cultural Awareness and Action. Students will understand personal and collective effects of cultural experience, engage in activities to enhance awareness of attitudes, beliefs, and sensitivity toward diverse individuals, and apply cultural awareness to clients and other professionals.	
COUN 503: Social & Cultural Foundations - Immersion Project	Target is met.
Survey of Graduates, Site Supervisors/Employers, and Current Students - Program Objective #5 Survey	Target is met.
% of KPI targets met for Program Objective #5 = 50%	Target is not met.
6. CSU prepares counselors who demonstrate understanding of Christian faith integration in the counseling process by articulating ethical guidelines for spiritual integration and applying aspects of faith and spirituality appropriately when initiated by clients.	
KPI 2.3 Spiritual Development & Faith Integration. Students will understand their own process of spiritual development and faith in relation to the counseling process, and the application of faith integration to case conceptualization and counseling intervention skills.	
COUN 503: Social & Cultural Foundations - Spirituality Reflection	Target is met.
COUN 512: Models of Integrative Therapy - Faith Integration in Counseling Paper	Target is not met.
Survey of Graduates, Site Supervisors/Employers, and Current Students - Program Objective #6 Survey	Target is met.
% of KPI targets met for Program Objective #6 = 66.7%	Target is not met.

- 1) Overall Program Objectives – Faculty have recently implemented multiple, substantive improvements in key content areas. As a result, some of the data collected earlier in the most recent academic year may not fully reflect the current curriculum and instructional practices. Additionally, benchmark expectations were raised in the most recent evaluation cycle—from 70% to 80% of rubric items achieving mastery. Program data is now reviewed each semester, and targeted improvements will be closely monitored for any Key Performance Indicators (KPIs) falling below the established threshold.
- 2) For Program Objectives Stakeholder Surveys: The organization of the Program Objectives survey in Qualtrics is being refined to improve clarity and response accuracy. Feedback from one participant indicated that the survey formatting may have led to an unintentional reversal of response values (e.g., selecting “Strongly Disagree” instead of “Strongly Agree”). Revisions will address formatting and flow to reduce the likelihood of response errors.
- 3) Recruitment, Enrollment, Retention: Recommendations –
 - a) Additional administrative support is needed to expand faculty capacity in recruitment, enrollment, and retention efforts. This support is currently being addressed within the College of Health Sciences. A significant increase in applications is anticipated following the attainment of CACREP accreditation.
 - b) The faculty will continue to prioritize the recruitment of older and non-traditional master’s-level students by increasing the program’s presence at professional conferences. The goal is to host a promotional table at a minimum of one counseling conference per semester. The next planned event is the American Association of Christian Counselors (AACC) World Conference in Fall 2025.
 - c) To enhance monitoring of student retention, relevant items will be added to the semester data collection process to allow tracking of completion rates across the full program. Currently, completion data is only reported for students entering Practicum in year three.
 - d) An exit survey will be conducted for graduating students to provide feedback on their experience and inform retention strategies. This survey will be distributed through Supervision Assist and included in the final documentation process for graduating interns.
- 4) Faith Integration Plan:
 - a) During the 2025–2026 academic year, faculty teaching second-year courses will collaborate to enhance existing rubrics by incorporating case conceptualization through the lens of Christian worldview. No changes or recommendations were made regarding the implementation of Worldview Maps in first-year courses at this time.
 - b) For departmental Bible studies, a student needs assessment will be conducted to identify preferred topics and optimal meeting times. Bible studies will shift to a monthly format with structured themes, and students will be invited to co-lead alongside faculty to encourage shared spiritual leadership and engagement.