M.A., Clinical Mental Health

Annual Program Evaluation 2023-2024

Mission and Objectives

Mission Statement: The mission of the Clinical Mental Health Counseling Program faculty is to provide counseling students with the most recent research, technology, necessary training, and supervision required to become a Licensed Professional Counselor (LPC). Program faculty are committed to training students who are knowledgeable, ethical, competent, self-aware, and professionally mature, who hold a strong counselor identity, dedicated to advocacy efforts, and display a respect for diverse populations and multiculturalism in the role of counselors. The Clinical Mental Health Counseling Program will qualify students as counselors and provide them with the necessary skills to become fully functioning counselors who work in a variety of related settings and fields in an evolving diverse society. The program is teaching-centered with professors who are readily available to meet the needs of students.

The Clinical Mental Health Counseling Program aims to prepare students as effective professional counselors using Clinical Mental Health Counseling philosophy/identity.

The program objectives are:

1. Students will gain the knowledge and skills necessary to serve diverse client populations.
2. Students will be prepared to engage in ethical counseling practice.
3. Students will be able to use research and data to inform their counseling practice.
4. Students will develop the knowledge and skills needed to diagnose and treat a variety of mental health issues.

Evaluation of the Program

Faculty are required to create a formal evaluation plan aligned with program objectives. This plan must outline the data to be collected, collection procedures, analysis methods, and how the data will inform curriculum and program improvements. Programs need to address key data points such as student assessment results, demographic characteristics, and follow-up data from graduates and their employers. The collected data should be linked to program objectives and used to validate outcomes. Annually, faculty must review this data, implement program improvements, and document these changes in a formal report, which should be published on the program's website. Additionally, a separate statistical report must be prepared each year, detailing graduation numbers, credentialing exam pass rates, completion rates, and job placement rates, and should also be accessible on the program's website.

Demographics

Applicants 2023-2024

Demographics	Applicants	Accepted	Denied	Acceptance Rate
Applicants	**90**	79	11	87.8%
Female	**76**	66	10	86.8%

Demographics	Applicants	Accepted	Denied	Acceptance Rate
Male	**14**	13	1	92.9%
Hispanic	**15**	12	3	80.0%
White	**61**	55	6	90.2%
Other*	**14**	12	2	85.7%

Students 2023-2024

Total Enrolled	158	130	28
White	103	85	18
Hispanic	26	24	2
Black	10	7	3
Non-Res	1	1	0
Asian	7	6	1
Am Ind	0	0	0
Two or More	3	3	0
Unknown	10	6	4

Graduates

Total Graduates	11 Fall 2023	8 Spring 2024	25 Summer 2024
White	6	5	14
Hispanic	1	0	5
Black	0	1	4
Non-Res	0	0	0
Asian	1	1	1
Am Ind	0	0	0
Two or More	1	0	1
Unknown	2	1	2

Assessment of Students

The program's student assessment plan should be developed by faculty and include the identification of key assessment elements, measurement of student data, and analysis of the data. This process applies both to individual student assessment and to program evaluation. Programs can use sampling for evaluation and must develop key performance indicators that reflect important knowledge and skills from core areas and specialties. For entry-level programs, at least nine key performance indicators are required, covering knowledge and skills in core and specialty areas. Additionally, programs must systematically assess students' professional dispositions throughout their studies, including defining key dispositions, measuring them at various points, and reviewing the data for potential program improvements. This data must also be included in the program's annual report

Evaluation of Faculty and Supervisors 2023-2024

Please rate your overall satisfaction with the following elements of supervision provided by your SITE SUPERVISOR. All answers will remain confidential and will not be shared with the site supervisor.	% Very Dissatisfied	% Dissatisfied	% Satisfied	% Very Satisfied	Mean
The level and quality of feedback received from your site supervisor.	0%	0.98%	17.65%	81.37%	3.80
The availability of your site supervisor.	0.98%	1.96%	26.47%	70.59%	3.67
The level of counseling knowledge demonstrated by your site supervisor.	0%	1.96%	13.73%	84.31%	3.82
The timeliness in which your site supervisor responded to your questions or concerns.	0%	2.94%	15.69%	81.37%	3.78
The overall level of support provided to you by your site supervisor to help you develop your counseling skills.	0%	3.92%	17.65%	78.43%	3.75
Total/Percentage	0.2%	2.35%	18.24%	79.22%	N/A

Documentation and Evidence

Evaluation Plan

The evaluation plan follows the university assessment cycle.

At MSU Texas, the assessment of academic programs and administrative/student support units has shifted from using Weave software to internal tracking resources. The assessment process includes the following key components:

1. **Curriculum Maps**: These maps detail the learning outcomes for each academic program and align courses with these outcomes, specifying how students should demonstrate achievement. Administrative/student support units are not required to create curriculum maps.
2. **Assessment Maps**: These assessment maps outline how outcomes will be assessed, including measures, targets, frequency, and additional details like the date of the last assessment. They serve as a "wellness check" for programs and should focus on key metrics. Every program/unit must maintain an assessment map with the Institutional Effectiveness (IE) office.
3. **Assessment Reporting Form**: This form is used to submit findings, narratives, and action plans related to assessments.
4. **Action Plan Reports**: These reports describe strategies implemented to improve outcomes from the past year. Programs/units must submit action plans for unmet targets and at least one report annually, even if all targets were met previously.

5. **Assessment Narratives**: These include responses to questions about the assessment process, key findings and themes, challenges faced, positive aspects of assessment, and collaborative efforts towards continuous improvement.

Each component plays a crucial role in ensuring that the assessment process is thorough and effective.

Here's a summary of the new assessment requirements and timeline at MSU Texas:

5. **Curriculum and Assessment Maps**:
   - **Academic Programs**: Must develop both curriculum maps and assessment maps, each containing 5-7 outcomes.
   - **Administrative and Student Support Units**: Only required to submit assessment maps.
6. **Timeline**:
   - **Year 0 (Fall 2023-Summer 2024)**:
     - Submit curriculum maps with at least 3 outcomes by May 31, 2024.
     - Submit assessment maps for these outcomes by November 1, 2024.
     - No assessment reports are due for this year.
   - **Year 1 (Fall 2024-Summer 2025)**:
     - Begin assessing outcomes identified in Year 0.
     - Add 2-3 more outcomes to both curriculum and assessment maps by the end of Spring 2025.
   - **Year 2 (Fall 2025-Summer 2026)**:
     - Submit assessment findings and narratives for Year 1 by November 1, 2025.
     - Implement an action plan for at least one outcome and assess outcomes from Years 0 and 1.
     - Add 2-3 more outcomes to curriculum and assessment maps, if not yet complete.
   - **Year 3 (Fall 2026-Summer 2027)**:
     - Submit findings, assessment narratives, and action reports for Year 2 by November 1, 2026.
     - Implement an action plan for at least one outcome and continue assessing outcomes from Years 0, 1, and 2.

Summary of the assessment process outlined:

1. **Plan**: Define desired outcomes and create an action plan to achieve them. Develop assessment measures and set performance targets to gauge success. Key questions include what goals to achieve, how to reach them, needed resources, time, involved parties, and success indicators.
2. **Do**: Implement the strategies outlined in the action plan.
3. **Check**: Collect and analyze data using the developed assessment measures to determine if the targets for success were met.

4. **Reflect**: Interpret the findings, discuss any factors that may have influenced results, and consider improvements. Reflect on the implementation, unexpected issues, data accuracy, target realism, and whether further changes are necessary.

Key Terms:

- **Outcomes**: Desired results or impacts of planned activities.
- **Action Plan**: Strategies and objectives to achieve outcomes.
- **Measures**: Tools for data collection.
- **Targets**: Specific performance levels indicating success.
- **Findings**: Actual results from the assessment.

Curriculum Matrix

SLO	Criteria
SLO 1	**Ethics:** Students will be able to identify and apply ethical standards of professional counseling. KPI 1.K
SLO 2	**Self-evaluation:** Student will engage in self-evaluation to improve their practice. KPI 1.S
SLO 3	**Differentiated interventions and culturally responsive counseling practices:** Students develop and utilize differentiated interventions and culturally responsive counseling practices that are informed by knowledge of environmental and systemic factors that impact clients. KPI 2.K, 2.S, 3.K, 3.S
SLO 4	**Models, theories, strategies, and techniques:** Students utilize appropriate theories and models related to clinical mental health counseling, including group process and development, prevention and intervention, and career counseling. KPI 4.K, 5.K, 5.S, 6.B, SA.K
SLO 5	**Diagnostic tools/assessments:** Students evaluate clients using current diagnostic processes and classifications systems, including diagnosis of developmental, behavioral, and mental disorders and facilitation of career planning. KPI 4.S, 7.K, 7.S, 9.2.D
SLO 6	**Research:** Students utilize critical analysis of research to inform their counseling practice. KPI 8.K, 8.S

SLO Degree Requirements

A X in a cell means that SLO is required. A – in a cell means that SLO is not required.

Degree Requirements*	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6
COUN 5103 - Professional Orientation and Ethics	X	X	-	-	-	-
COUN 5203 - Introduction to Counseling	-	X	X	-	-	-
COUN 5213 - Human Development and Learning	-	-	X	-	-	-
COUN 5223 - Career Development Counseling	-	-	-	-	X	-
COUN 5243 - Group Counseling	-	-	-	X	-	-
COUN 5253 - Assessment	-	-	-	-	X	X
COUN 5263 - Diagnosis and Treatment Planning	-	-	X	X	X	-

Degree Requirements*	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6
COUN 5273 - Theories and Techniques of Counseling		X	-	X	-	-
COUN 5283 - Advanced Counseling Skills	X	X	X	X	-	-
COUN 5293 - Practicum in Counseling	X	X	X	X	X	-
COUN 5303 - Advanced Ethics and Issues in Counseling	X	-	-	-	-	-
COUN 5323 - Marriage and Family Counseling	-	-	-	-	-	-
COUN 5363 - Multicultural Counseling	-	-	X	-	-	-
COUN 5503 - Counseling Research and Program Evaluation	-	-	-	-	-	X
COUN 5513 - Counseling Children for Clinical Mental Health	-	-	-	-	-	-
COUN 5523 - Counseling Individuals through Crisis, Grief, and Trauma	-	-	-	-	-	-
COUN 5603 - Psychopharmacology	-	-	-	-	-	-
COUN 5803 - Substance Abuse Counseling	-	-	-	-	-	-
COUN 6043 - Graduate Internship I	X	X	X	X	X	-
COUN 6053 - Graduate Internship II	X	X	X	X	X	-

Syllabi

The Clinical Mental Health graduate faculty ensure that each syllabus includes the following elements: content areas, knowledge and skill outcomes, methods of instruction, required texts or readings, criteria and procedures for evaluating student performance, and a statement on disability accommodations. We clearly articulate how course objectives relate to learning activities.

Assessment Tools

Course	Number	Course Name	Assessment
COUN	5103	Professional Orientation	Professional Development Paper
COUN	5103	Professional Orientation	Professional Organization Paper
COUN	5103	Professional Orientation	Advocacy and Ethics Letter
COUN	5203	Intro to Counseling	Professional Development Plan
COUN	5203	Intro to Counseling	Theories Paper
COUN	5203	Intro to Counseling	Human Development and Multicultural Project
COUN	5213	Human Development & Learning	Genes and Environment Paper
COUN	5223	Career Development Counseling	Career Education Program Paper
COUN	5223	Career Development Counseling	Career Identity Paper
COUN	5233	Comprehensive School Counseling Srvc	Career Interest Inventory

Course	Number	Course Name	Assessment
COUN	5233	Comprehensive School Counseling Srvc	Mock Comprehensive Counseling Program Website
COUN	5243	Group Counseling	Group Facilitation Exercise
COUN	5253	Assessment	Assessing Clients Through Intake Interview
COUN	5263	Diagnosis & Treatment Planning	Diagnosis and Treatment Planning Case Study
COUN	5263	Diagnosis & Treatment Planning	Movie Diagnosis Assignment
COUN	5273	Theories & Techniq Counseling	Theoretical Orientation Paper
COUN	5273	Theories & Techniq Counseling	Theoretical Video Presentation
COUN	5283	Advanced Counseling Skills	Advanced Theories and Techniques Paper
COUN	5283	Advanced Counseling Skills	Recorded Counseling Session (Formerly Practicum Reflections, Observations, and Progressions)
COUN	5283	Advanced Counseling Skills	Reflection Paper (Formerly Live Interview and Reflection)
COUN	5293	Practicum in Counseling	Clinical Assessment Assignment
COUN	5293	Practicum in Counseling	Reflection Paper (Formerly Live Interview and Reflection)
COUN	5293	Practicum in Counseling	Recorded Counseling Session (Formerly Practicum Reflections, Observations, and Progressions)
COUN	5303	Ethics & Issues in Counseling	Ethics Case Study
COUN	5363	Multicultural Counseling	Multiculturalism and Ethics Paper
COUN	5403	Intro to School Counseling	School Counseling Interview and Evaluation
COUN	5813	Practicum in School Counseling	Practicum Evaluations (Tk20 FE Binder)
COUN	5293	Practicum in Counseling	Practicum Evaluations (Tk20 FE Binder)
COUN	6023	Counseling Children	Child Counseling Video and Analysis
COUN	6043	Graduate Internship I	Internship Evaluations (Tk20 FE Binder)
COUN	6043	Graduate Internship I	Reflection Paper (Formerly Live Interview and Reflection)
COUN	6054	Graduate Internship I	Recorded Counseling Session (Formerly Practicum Reflections, Observations, and Progressions)
COUN	6053	Graduate Internship II	Internship Evaluations (Tk20 FE Binder)
COUN	6053	Graduate Internship II	Reflection Paper (Formerly Live Interview and Reflection)
COUN	6053	Graduate Internship II	Recorded Counseling Session (Formerly Practicum Reflections, Observations, and Progressions)

Assessment Data 2022-2023 (Evaluated 2023-2024)

KPI 1.K:

Students understand ethical standards of professional counseling.

Standard 1.i:
The student will demonstrate ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling

Direct Assessments:
Ethics Paper; Reflection Paper; Session Video and Skill Analysis and Reflection; Professional Organization Paper

Benchmarks:
The goal is for students to score proficient or better on grading rubrics.

What does evidence from assessments indicate regarding strengths?

Assessment	Strength Areas	Supporting Data
Ethics Paper 90% of students will score proficient or better.	This assignment encouraged students to utilize the American Counseling Association or the American Mental Health Counselors Association Code of Ethics to explore an ethical dilemma, and how counselors utilize the codes of ethics.	No data was pulled from this assignment for this reporting period.
Reflection Paper 90% of students will score proficient or better.	This assignment encouraged students to evaluate the counseling relationship, personal reactions, choice of theory, assessment, intervention, legal and ethical issues, socio-cultural and equity issues, clinical skills, and plan and priorities.	1306/1320 students scored proficient or better on all areas of the reflection paper rubric. 14/1320 students scored developing on an area of the reflection paper rubric. 9/1320 scored developing on the APA section of the reflection paper rubric. Target Met
Session Video and Skill Analysis and Reflection 90% of students will score a 90% or better on the recorded counseling session.	This assignment encouraged students to evaluate the counseling relationship, personal reactions, choice of theory, assessment, intervention, legal and ethical issues, socio-cultural and equity issues, clinical skills, and plan and priorities.	2706/2840 students completed all areas of the grading rubric. 43/2840 students need to work on utilizing reframing within their counseling sessions. 35/2840 students need to work on utilizing interventions at appropriate times within their counseling sessions. 18/2840 students need to work on summarizing the session at the end of their counseling sessions. Target Met

Assessment	Strength Areas	Supporting Data
Professional Organization Paper 90% of students will score proficient or better.	This assignment allowed students to explore a professional organization's history, mission, benefits, eligibility, cost, application, links, activities, and uniqueness.	61/63 students scored proficient or better on all areas of the professional organization paper rubric. 2/63 students scored developing on activities (1) and uniqueness (1) of the professional organization paper rubric. Target Met

How does this align to coursework, where does performance or instruction need to be changed? Action Plans if needed.
- Ethics Paper
  - N/A
- Reflection Paper
  - Faculty will review APA standards within the practicum, internship I, and internship II courses.
- Session Video and Skill Analysis and Reflection
  - Faculty have altered the rubric moving forward to remove the reframing standard to allow students more autonomy in the theory that they choose to utilize. Faculty can emphasize the importance of timing interventions and summarizing sessions within counseling sessions.
- Professional Organization Paper
  - This assignment allowed students to dive into professional organizations and professional standards.

KPI 1.S:

Students engage in self-evaluation to improve their practice.

Standard 1.k:

The student will demonstrate strategies for personal and professional self- evaluation and implications for practice

Direct Assessments:

Professional Development Paper; Theoretical Video Presentation; Theoretical Orientation Paper; Session Video and Skill Analysis and Reflection; Reflection Paper; Professional Development Plan

Benchmarks:

The goal is for students to score proficient or better on grading rubrics.

What does evidence from Assessments indicate regarding strengths?

Assessments	Strength Areas	Supporting Data
Professional Development Paper 90% of students will score proficient or better.	This assignment allowed students to explore the history of counseling, learning, advocacy, and planning.	325/335 students scored proficient or better on the professional development paper rubric. 8/335 students scored developing on APA and mechanics (5), reflection; planning (1), reflection; learning (1), history of counseling (1). 2/335 students scored developing on APA format and mechanics. Target Met
Theoretical Video Presentation 90% of students will score proficient or better.	This assignment allowed students to explore a specific theory, theorists within the theory, application of the theory, techniques within the theory, and a critical reflection of the theory.	95/96 students scored proficient or better on the theoretical video presentation rubric. 1/96 developing on creativity and critical thought. Target Met
Theoretical Orientation Paper 90% of students will score proficient or better.	This assignment allowed students to explore a specific theory, theorists within the theory, application of the theory, techniques within the theory, and a critical reflection of the theory.	140/144 students scored proficient or better on the theoretical orientation paper rubric. 4/144 students scored developing on APA style and grammar (2), criticism and personal reflection (1), and theory and theorists are accurately and adequately described (1). Target Met
Session Video and Skill Analysis and Reflection 90% of students will score a 90% or better on the recorded counseling session.	This assignment provided students the opportunity to reflect on their counseling skills, theoretical orientation, and reflection on their counseling session.	2706/2840 students completed all areas of the grading rubric. 43/2840 students need to work on utilizing reframing within their counseling sessions. 35/2840 students need to work on utilizing interventions at appropriate times within their counseling sessions. 18/2840 students need to work on summarizing the session at the end of their counseling sessions. Target Met

Assessments	Strength Areas	Supporting Data
Reflection Paper 90% of students will score proficient or better.	This assignment encouraged students to evaluate the counseling relationship, personal reactions, choice of theory, assessment, intervention, legal and ethical issues, socio-cultural and equity issues, clinical skills, and plan and priorities.	1306/1320 students scored proficient or better on all areas of the reflection paper rubric. 14/1320 students scored developing on an area of the reflection paper rubric. 9/1320 scored developing on the APA section of the reflection paper rubric. Target Met
Professional Development Plan 90% of students will score proficient or better.	This assignment allowed students to explore the history of counseling, learning, advocacy, and planning.	No data was pulled from this assignment for this reporting period.

How does this align to coursework, where does performance or instruction need to be changed? Action Plans if needed.

- Professional Development Paper
  - This assignment allowed students to reflect on their own professional development, and explore counselor identity.
- Theoretical Video Presentation
  - This assignment allowed students to virtually present on a theory of their choosing expanding their current knowledge base of evidenced-based theories.
- Theoretical Orientation Paper
  - This assignment allowed students to write on a theory of their choosing expanding their current knowledge base of evidenced-based theories.
- Session Video and Skill Analysis and Reflection
  - Faculty have altered the rubric moving forward to remove the reframing standard to allow students more autonomy in the theory that they choose to utilize. Faculty can emphasize the importance of timing interventions and summarizing sessions within counseling sessions.
- Reflection Paper
  - Faculty will review APA standards within the practicum, internship I, and internship II courses.
- Professional Development Plan
  - N/A

KPI - 2.K.

Students understand characteristics of diverse

Standard 2.a.

The student demonstrates knowledge of multicultural and pluralistic characteristics within and among diverse groups nationally and internationally

Direct Assessments:

Multicultural Paper; Reflection Paper

Benchmarks:

The goal is for students to score proficient or better on grading rubrics.

What does evidence from Assessments indicate regarding strengths?

Assessments	Strength Areas	Supporting Data
Multicultural Paper 90% of students will score proficient or better.	This assignment encouraged students to explore multiculturalism and diversity personally and professionally. Students were able to identify feeling like an outsider and analyze how that could impact clients.	No data was pulled from this assignment for this reporting period.
Reflection Paper 90% of students will score proficient or better.	This assignment encouraged students to evaluate the counseling relationship, personal reactions, choice of theory, assessment, intervention, legal and ethical issues, socio-cultural and equity issues, clinical skills, and plan and priorities.	1306/1320 students scored proficient or better on all areas of the reflection paper rubric. 14/1320 students scored developing on an area of the reflection paper rubric. 9/1320 scored developing on the APA section of the reflection paper rubric. Target Met

How does this align to coursework, where does performance or instruction need to be changed? Action Plans if needed.

- Multicultural Paper
  - N/A
- Reflection Paper
  - Faculty will review APA standards within the practicum, internship I, and internship II courses.

KPI - 2.S.

Students demonstrate multicultural competency.

Standard 2.c.

The student demonstrates multicultural counseling competencies.

Direct Assessments:

Movie Diagnosis Paper; Session Video and Skill Analysis and Reflection

Benchmarks:

The goal is for students to score proficient or better on grading rubrics.

What does evidence from Assessments indicate regarding strengths?

Assessments	Strength Areas	Supporting Data
Movie Diagnosis Paper 90% of students will score proficient or better.	This assignment allowed students to use a movie character to conceptualize and diagnose. Students were encouraged to describe the character clinically, diagnose the character, reflect on multicultural and diversity issues, and recommend a treatment plan for the character.	68/68 students scored proficient or better on the movie diagnosis rubric. Target Met
Session Video and Skill Analysis and Reflection 90% of students will score a 90% or better on the recorded counseling session.	This assignment provided students the opportunity to reflect on their counseling skills, theoretical orientation, and reflection of their counseling session.	2706/2840 students completed all areas of the grading rubric. 43/2840 students need to work on utilizing reframing within their counseling sessions. 35/2840 students need to work on utilizing interventions at appropriate times within their counseling sessions. 18/2840 students need to work on summarizing the session at the end of their counseling sessions. Target Met

How does this align to coursework, where does performance or instruction need to be changed? Action Plans if needed

- Movie Diagnosis Paper
  - This assignment gives students the opportunity to observe a fictional media client, and create a diagnosis and a treatment plan to gain experience.
- Session Video and Skill Analysis and Reflection
  - Faculty have altered the rubric moving forward to remove the reframing standard to allow students more autonomy in the theory that they choose to utilize. Faculty can emphasize the importance of timing interventions and summarizing sessions within counseling sessions.

KPI - 3.K.

Students understand systemic and environmental factors that affect human development, functioning, and behavior.

Standard 3.f.

The student understands systemic and environmental factors that affect human development, functioning, and behavior.

Direct Assessments:

Human Development Assignment; Genes and Environment Paper; Movie Diagnosis Paper; Clinical Assessment Assignment; Reflection Paper

Benchmarks:

The goal is for students to score proficient or better on grading rubrics.

What does evidence from Assessments indicate regarding strengths?

Assessments	Strength Areas	Supporting Data
Human Development Assignment 90% of students will score proficient or better.	This assignment encouraged students to describe stages of human growth and development and explain how knowledge of human development impacts counselors when thinking about clients.	No data was collected on this assignment during this reporting period.
Genes and Environment Paper 90% of students will score proficient or better.	This assignment encouraged students to think about nature versus nurture. It allowed students to explore susceptibility and the importance of environmental influences.	No data was collected on this assignment during this reporting period.
Movie Diagnosis Paper 90% of students will score proficient or better.	This assignment allowed students to use a movie character to conceptualize and diagnose. Students were encouraged to describe the character clinically, diagnose the character, reflect on multicultural and diversity issues, and recommend a treatment plan for the character.	68/68 students scored proficient or better on the movie diagnosis rubric. Target Met
Clinical Assessment Assignment 90% of students will score proficient or better.	Students are able to practice how to utilize client information to build a case conceptualization including client history, client mental health issues, conceptualization and intervention, treatment planning, and recommendations.	158/176 students scored advanced or better on the clinical assessment rubric. 18/176 students scored proficient on client history (6), treatment planning and recommendation (6), client mental health issues (3), and conceptualization and intervention (3). Target Met
Reflection Paper 90% of students will score proficient or better.	This assignment encouraged students to evaluate the counseling relationship, personal reactions, choice of theory, assessment, intervention, legal and ethical issues, socio-cultural and equity issues, clinical skills, and plan and priorities.	1306/1320 students scored proficient or better on all areas of the reflection paper rubric. 14/1320 students scored developing on an area of the reflection paper rubric. 9/1320 scored developing on the APA section of the reflection paper rubric. Target Met

How does this align to coursework, where does performance or instruction need to be changed? Action Plans if needed

- Human Development Assignment
  - N/A
- Genes and Environment Paper
  - N/A
- Movie Diagnosis Paper
  - This assignment gives students the opportunity to observe a fictional media client, and create a diagnosis and a treatment plan to gain experience.
- Clinical Assessment Assignment
  - Faculty can review more during advanced counseling skills and the beginning weeks of practicum concepts around treatment planning, psychosocial information, and conceptualization.
- Reflection Paper
  - Faculty will review APA standards within the practicum, internship I, and internship II courses.

KPI - 3.S.

Students utilize differentiated interventions.

Standard 3.h.

The student utilizes a general framework for understanding differing abilities and strategies for differentiated interventions

Direct Assessments:

Genes and Environment Paper; Movie Diagnosis Paper; Session Video and Skill Analysis and Reflection

Benchmarks:

The goal is for students to score proficient or better on grading rubrics.

What does evidence from Assessments indicate regarding strengths?

Assessments	Strength Areas	Supporting Data
Genes and Environment Paper 90% of students will score proficient or better.	This assignment encouraged students to think about nature versus nurture. It allowed students to explore susceptibility and the importance of environmental influences.	No data was collected on this assignment during this reporting period.
Movie Diagnosis Paper 90% of students will score proficient or better.	This assignment allowed students to use a movie character to conceptualize and diagnose. Students were encouraged to describe the character clinically, diagnose the character, reflect on multicultural and diversity issues, and recommend a treatment plan for the character.	68/68 students scored proficient or better on the movie diagnosis rubric. Target Met

Assessments	Strength Areas	Supporting Data
Session Video and Skill Analysis and Reflection 90% of students will score a 90% or better on the recorded counseling session.	This assignment provided students the opportunity to reflect on their counseling skills, theoretical orientation, and reflect on their counseling session.	2706/2840 students completed all areas of the grading rubric. 43/2840 students need to work on utilizing reframing within their counseling sessions. 35/2840 students need to work on utilizing interventions at appropriate times within their counseling sessions. 18/2840 students need to work on summarizing the session at the end of their counseling sessions. Target Met

How does this align to coursework, where does performance or instruction need to be changed? Action Plans if needed

- Genes and Environment Paper
  - N/A
- Movie Diagnosis Paper
  - This assignment gives students the opportunity to observe a fictional media client, and create a diagnosis and a treatment plan to gain experience.
- Session Video and Skill Analysis and Reflection
  - Faculty have altered the rubric moving forward to remove the reframing standard to allow students more autonomy in the theory that they choose to utilize. Faculty can emphasize the importance of timing interventions and summarizing sessions within counseling sessions.

KPI - 4.K.

Students understand models and theories of career development and counseling.

Standard 4.a.

The student utilizes theories and models of career development, counseling, and decision making

Direct Assessments:

Advanced Counseling Skills Theories Paper; Session Video and Skill Analysis and Reflection

Benchmarks:

The goal is for students to score proficient or better on grading rubrics.

What does evidence from Assessments indicate regarding strengths?

Assessments	Strength Areas	Supporting Data
Advanced Counseling Skills Theories Paper 90% of students will score proficient or better.	Students were able to show understanding of advanced theories, techniques, and case conceptualization.	144/148 students scored proficient or better on the theories and technique rubric. 4/148 students scored developing on describes role of counseling (1), demonstrates knowledge (1), Understanding Counseling Process (1), and Case Conceptualization (1). Target Met
Session Video and Skill Analysis and Reflection 90% of students will score a 90% or better on the recorded counseling session.	This assignment provided students the opportunity to reflect on their counseling skills, theoretical orientation, and reflection of their counseling session.	2706/2840 students completed all areas of the grading rubric. 43/2840 students need to work on utilizing reframing within their counseling sessions. 35/2840 students need to work on utilizing interventions at appropriate times within their counseling sessions. 18/2840 students need to work on summarizing the session at the end of their counseling sessions. Target Met

How does this align to coursework, where does performance or instruction need to be changed? Action Plans if needed

- Advanced Counseling Skills Theories Paper
  - This assignment allows students the opportunity to explore evidence-based theory and techniques regarding a client, and provide clinical reflection through the lens of case conceptualization.
- Session Video and Skill Analysis and Reflection
  - Faculty have altered the rubric moving forward to remove the reframing standard to allow students more autonomy in the theory that they choose to utilize. Faculty can emphasize the importance of timing interventions and summarizing sessions within counseling sessions.

KPI - 4.S.

Students use assessment tools to facilitate client career planning.

Standard 4.c.

The student utilizes methods of identifying and using assessment tools and techniques relevant to career planning and decision making

Direct Assessments:

Career Identity Paper; Career Education Program Paper; Assessing Client through Intake

Benchmarks:

The goal is for students to score proficient or better on grading rubrics.

What does evidence from Assessments indicate regarding strengths?

Assessments	Strength Areas	Supporting Data
Career Identity Paper 90% of students will score proficient or better.	This assignment encouraged students to identify the importance of career identity, interpretation in career instruments, demonstrate awareness of career processes, and explore career counseling techniques.	171/181 students scored proficient or better on the career identity paper rubric. 10/181 students scored developing on interpretation of instruments (3), career identity description (2), demonstrates awareness (2), career counseling techniques (2), and organization syntax (1). Target Met
Career Education Program Paper 90% of students will score proficient or better.	This assignment encouraged students to think into the future, into creating a fictional career education program to serve clients within a specific population.	206/228 students scored advanced or better on the career education program paper rubric. 9/228 scored proficient on assessing career development (3), APA 7 (3), current work conditions (2), and introduction to the program created (1). 4/228 scored basic on current work conditions (2), introduction to the program created (1), and assessing career development (1). Target Met
Assessing Client through Intake 90% of students will score proficient or better.	This assignment allowed students to explore a specific personality test, review articles addressing the specific personality test, and write a personal reflection on their experience when taking the personality test.	304/320 students scored proficient or better on the assessing client through intake rubric. 16/320 students scored developing on case conceptualization (6), treatment planning (5), APA formatting (4), and diagnosis (1). Target Met

How does this align to coursework, where does performance or instruction need to be changed? Action Plans if needed

- Career Identity Paper
  - This assignment allowed students to explore assessment tools within career development and explore the importance of client's career identity.
- Career Education Program Paper
  - Faculty can give further instruction on the career education program assignment in areas of APA, work conditions, writing an introduction, and assessing career development.
- Assessing Client through Intake
  - Faculty can provide more of a foundational basis on case conceptualization, treatment planning, APA writing, and diagnosis.

KPI - 5.K.

Students develop a theoretical orientation based on counseling models and theories.

Standard 5.a.

The student utilizes theories and models of counseling

Direct Assessments:

Advanced Counseling Skills Theories Paper; Theoretical Video Presentation; Theoretical Orientation Paper

Benchmarks:

The goal is for students to score proficient or better on grading rubrics.

What does evidence from Assessments indicate regarding strengths?

Assessments	Strength Areas	Supporting Data
Advanced Counseling Skills Theories Paper 90% of students will score proficient or better.	Students were able to show understanding of advanced theories, techniques, and case conceptualization.	144/148 students scored proficient or better on the theories and technique rubric. 4/148 students scored developing on describes role of counseling (1), demonstrates knowledge (1), Understanding Counseling Process (1), and Case Conceptualization (1). Target Met
Theoretical Video Presentation 90% of students will score proficient or better.	This assignment allowed students to explore a specific theory, theorists within the theory, application of the theory, techniques within the theory, and a critical reflection of the theory.	95/96 students scored proficient or better on the theoretical video presentation rubric. 1/96 developing on creativity and critical thought. Target Met

Assessments	Strength Areas	Supporting Data
Theoretical Orientation Paper 90% of students will score proficient or better.	This assignment allowed students to explore a specific theory, theorists within the theory, application of the theory, techniques within the theory, and a critical reflection of the theory.	140/144 students scored proficient or better on the theoretical orientation paper rubric. 4/144 students scored developing on APA style and grammar (2), criticism and personal reflection (1), and theory and theorists are accurately and adequately described (1). Target Met

How does this align to coursework, where does performance or instruction need to be changed? Action Plans if needed

- Advanced Counseling Skills Theories Paper
  - o This assignment allows students the opportunity to explore evidence-based theory and techniques regarding a client, and provide clinical reflection through the lens of case conceptualization.
- Theoretical Video Presentation
  - o This assignment allowed students to virtually present on a theory of their choosing expanding their current knowledge base of evidenced-based theories.
- Theoretical Orientation Paper
  - o This assignment allowed students to write on a theory of their choosing expanding their current knowledge base of evidenced-based theories.

KPI - 5.S.

Students utilize evidence-based counseling strategies and techniques.

Standard 5.j.

The student utilizes evidence-based counseling strategies and techniques for prevention and intervention

Direct Assessments:

Movie Diagnosis Paper; Reflection Paper; Session Video and Skill Analysis and Reflection; Site Supervisor Evaluation; Clinical Assessment Assignment

Benchmarks:

The goal is for students to score proficient or better on grading rubrics.

What does evidence from Assessments indicate regarding strengths?

Assessments	Strength Areas	Supporting Data
Movie Diagnosis Paper 90% of students will score proficient or better.	The movie diagnosis assignment allowed students to take a fictional character from a movie or TV show and create a brief case conceptualization including background information, possible diagnoses, multicultural aspects, and treatment planning.	68/68 students scored proficient or better on the movie diagnosis rubric. Target Met
Reflection Paper 90% of students will score proficient or better.	This assignment encouraged students to evaluate the counseling relationship, personal reactions, choice of theory, assessment, intervention, legal and ethical issues, socio-cultural and equity issues, clinical skills, and plan and priorities.	1306/1320 students scored proficient or better on all areas of the reflection paper rubric. 14/1320 students scored developing on an area of the reflection paper rubric. 9/1320 scored developing on the APA section of the reflection paper rubric. Target Met
Session Video and Skill Analysis and Reflection 90% of students will score a 90% or better on the recorded counseling session.	This assignment provided students the opportunity to reflect on their counseling skills, theoretical orientation, and reflection of their counseling session.	2706/2840 students completed all areas of the grading rubric. 43/2840 students need to work on utilizing reframing within their counseling sessions. 35/2840 students need to work on utilizing interventions at appropriate times within their counseling sessions. 18/2840 students need to work on summarizing the session at the end of their counseling sessions. Target Met

Assessments	Strength Areas	Supporting Data
Site Supervisor Evaluation 90% of students will score intermediate or better.	These site supervisor evaluation forms ensure that students are performing adequately at their practicum and internship sites. This practice allows for site supervisors and university supervisors to implement gatekeeping measures ensuring that quality future counselors are being graduated from the program.	11339/11441 students scored intermediate or better on the site supervisor rubric. 24/11441 students scored basic on counseling consultation skills (6), professional identity (3), self-management and reflective practice (2), and professional performance (13). 5/11441 students scored non-performance on self-management and reflective (4), and professional performance (1). Target Met
Clinical Assessment Assignment 90% of students will score proficient or better.	Students are able to practice how to utilize client information to build a case conceptualization including client history, client mental health issues, conceptualization and intervention, treatment planning, and recommendations.	158/176 students scored advanced or better on the clinical assessment rubric. 18/176 students scored proficient on client history (6), treatment planning and recommendation (6), client mental health issues (3), and conceptualization and intervention (3). Target Met

How does this align to coursework, where does performance or instruction need to be changed? Action Plans if needed

- Movie Diagnosis Paper
  - This assignment gives students the opportunity to observe a fictional media client, and create a diagnosis and a treatment plan to gain experience.
- Reflection Paper
  - Faculty will review APA standards within the practicum, internship I, and internship II courses.
- Session Video and Skill Analysis and Reflection
  - Faculty have altered the rubric moving forward to remove the reframing standard to allow students more autonomy in the theory that they choose to utilize. Faculty can emphasize the importance of timing interventions and summarizing sessions within counseling sessions.
- Site Supervisor Evaluation
  - Faculty can focus more on advancing foundational knowledge in the areas of consultation, identity, self-management, and performance.
- Clinical Assessment Assignment
  - Faculty can review more during advanced counseling skills and the beginning weeks of practicum concepts around treatment planning, psychosocial information, and conceptualization.

KPI – 6.b. & 6.d

Standard 6.b. Students understand group dynamics;

Standard 6.d. The student demonstrates characteristics and functions of effective group leaders

Standard 6.b.

The student utilizes dynamics associated with group process and development

Standard 6.d.

The student demonstrates characteristics and functions of effective group leaders

Direct Assessments:

Group Facilitation Exercise

Benchmarks:

The goal is for students to score proficient or better on grading rubrics.

What does evidence from Assessments indicate regarding strengths?

Assessments	Strength Areas	Supporting Data
Group Facilitation Exercise 90% of students will score proficient or better.	This assignment created an opportunity for students to lead a counseling group. Students were encouraged to provide directions, establish purpose, facilitate the exercise, and process the experience as a group.	64/64 students scored proficient or better on the group facilitation exercise rubric. Target Met

How does this align to coursework, where does performance or instruction need to be changed? Action Plans if needed

- Group Facilitation Exercise
  - This assignment provided students the opportunity to test their knowledge of group dynamics.

KPI - 7.K.

Students understand assessment tools used for diagnosis and planning.

Standard 7.e.

The student demonstrates use of assessments for diagnostic and intervention planning purposes

Direct Assessments:

Assessing Client through Intake; Site Supervisor Evaluation

Benchmarks:

The goal is for students to score proficient or better on grading rubrics.

What does evidence from Assessments indicate regarding strengths?

Assessments	Strength Areas	Supporting Data
Assessing Client through Intake 90% of students will score proficient or better.	Students were able to implement knowledge into a clinical aspect by evaluating a fictional client through intake.	304/320 students scored proficient or better on the assessing client through intake rubric. 16/320 students scored developing on case conceptualization (6), treatment planning (5), APA formatting (4), and diagnosis (1). Target Met
Site Supervisor Evaluation 90% of students will score intermediate or better.	These site supervisor evaluation forms ensure that students are performing adequately at their practicum and internship sites. This practice allows for site supervisors and university supervisors to implement gatekeeping measures ensuring that quality future counselors are being graduated from the program.	11339/11441 students scored intermediate or better on the site supervisor rubric. 24/11441 students scored basic on counseling consultation skills (6), professional identity (3), self-management and reflective practice (2), and professional performance (13). 5/11441 students scored non-performance on self-management and reflective (4), and professional performance (1). Target Met

How does this align to coursework, where does performance or instruction need to be changed? Action Plans if needed

- Assessing Client through Intake
    - Faculty can provide more of a foundational basis on case conceptualization, treatment planning, APA writing, and diagnosis.
- Site Supervisor Evaluation
    - Faculty can focus more on advancing foundational knowledge in the areas of consultation, identity, self-management, and performance.

KPI - 7.S.

Students use assessment data to diagnose a variety of disorders.

Standard 7.i.

The student demonstrates use of assessment results to diagnose developmental, behavioral, and mental disorders

Direct Assessments:

Assessing Client through Intake; Clinical Assessment Assignment

Benchmarks:

The goal is for students to score proficient or better on grading rubrics.

What does evidence from Assessments indicate regarding strengths?

Assessments	Strength Areas	Supporting Data
Assessing Client through Intake 90% of students will score proficient or better.	Students were able to implement knowledge of a clinical aspect by evaluating a fictional client through intake.	304/320 students scored proficient or better on the assessing client through intake rubric. 16/320 students scored developing on case conceptualization (6), treatment planning (5), APA formatting (4), and diagnosis (1). Target Met
Clinical Assessment Assignment 90% of students will score proficient or better.	Students are able to practice how to utilize client information to build a case conceptualization including client history, client mental health issues, conceptualization and intervention, treatment planning, and recommendations.	158/176 students scored advanced or better on the clinical assessment rubric. 18/176 students scored proficient on client history (6), treatment planning and recommendation (6), client mental health issues (3), and conceptualization and intervention (3). Target Met

How does this align to coursework, where does performance or instruction need to be changed? Action Plans if Needed

- Assessing Client through Intake
  - Faculty can provide more of a foundational basis on case conceptualization, treatment planning, APA writing, and diagnosis.
- Clinical Assessment Assignment
  - Faculty can review more during advanced counseling skills and the beginning weeks of practicum concepts around treatment planning, psychosocial information, and conceptualization.

KPI - 8.K.

Students understand designs used in research and program evaluation.

Standard 8.g.

The student understands designs used in research and program evaluation

Direct Assessments:

Program Evaluation and Research Project

Benchmarks:

The goal is for students to score proficient or better on grading rubrics.

What does evidence from Assessments indicate regarding strengths?

Assessments	Strength Areas	Supporting Data
Program Evaluation and Research Project 90% of students will score proficient or better.	This assignment allowed students to describe their program evaluation research project, identify the problem, present a solution to the problem, present methodology, explain instrument usage, and detail procedures.	No data was pulled from this assignment for this reporting period.

How does this align to coursework, where does performance or instruction need to be changed? Action Plans if needed

- Program Evaluation and Research Project
    - N/A

KPI - 8.S.

Students critically analyze research to inform.

Standard 8.i.

The student understands analysis and use of data in counseling

Direct Assessments:

Program Evaluation and Research Project; Assessing Client through Intake

Benchmarks:

The goal is for students to score proficient or better on grading rubrics.

What does evidence from Assessments indicate regarding strengths?

Assessments	Strength Areas	Supporting Data
Program Evaluation and Research Project 90% of students will score proficient or better.	This assignment allowed students to describe their program evaluation research project, identify the problem, present a solution to the problem, present methodology, explain instrument usage, and detail procedures.	No data was pulled from this assignment for this reporting period.

Assessments	Strength Areas	Supporting Data
Assessing Client through Intake 90% of students will score proficient or better.	This assignment allowed students to see a different type of diagnosing assessment that has been utilized in the field for decades.	304/320 students scored proficient or better on the assessing client through intake rubric. 16/320 students scored developing on case conceptualization (6), treatment planning (5), APA formatting (4), and diagnosis (1). Target Met

How does this align to coursework, where does performance or instruction need to be changed? Action Plans if Needed

- Program Evaluation and Research Project
  - N/A
- Assessing Client through intake
  - Faculty can provide more of a foundational basis on case conceptualization, treatment planning, APA writing, and diagnosis.

KPI - SA.K.

Students understand theories and models related to clinical mental health counseling.

Standard 9.1.b.

The student utilizes theories and models related to clinical mental health counseling

Direct Assessments:

Advanced Counseling Skills Theory Paper; Site Supervisor Evaluation; Session Video and Skill Analysis and Reflection; Reflection Paper

Benchmarks:

The goal is for students to score proficient or better on grading rubrics.

What does evidence from Assessments indicate regarding strengths?

Assessments	Strength Areas	Supporting Data
Advanced Counseling Skills Theory Paper 90% of students will score proficient or better.	Students were able to show understanding of advanced theories, techniques, and case conceptualization.	144/148 students scored proficient or better on the theories and technique rubric. 4/148 students scored developing on describes role of counseling (1), demonstrates knowledge (1), Understanding Counseling Process (1), and Case Conceptualization (1). Target Met

Assessments	Strength Areas	Supporting Data
Site Supervisor Evaluation 90% of students will score intermediate or better.	These site supervisor evaluation forms ensure that students are performing adequately at their practicum and internship sites. This practice allows for site supervisors and university supervisors to implement gatekeeping measures ensuring that quality future counselors are being graduated from the program.	11339/11441 students scored intermediate or better on the site supervisor rubric. 24/11441 students scored basic on counseling consultation skills (6), professional identity (3), self-management and reflective practice (2), and professional performance (13). 5/11441 students scored non-performance on self-management and reflective (4), and professional performance (1). Target Met
Session Video and Skill Analysis and Reflection 90% of students will score a 90% or better on the recorded counseling session.	This assignment provided students the opportunity to reflect on their counseling skills, theoretical orientation, and reflection of their counseling session.	2706/2840 students completed all areas of the grading rubric. 43/2840 students need to work on utilizing reframing within their counseling sessions. 35/2840 students need to work on utilizing interventions at appropriate times within their counseling sessions. 18/2840 students need to work on summarizing the session at the end of their counseling sessions. Target Met
Reflection Paper 90% of students will score proficient or better.	This assignment encouraged students to evaluate the counseling relationship, personal reactions, choice of theory, assessment, intervention, legal and ethical issues, socio-cultural and equity issues, clinical skills, and plan and priorities.	1306/1320 students scored proficient or better on all areas of the reflection paper rubric. 14/1320 students scored developing on an area of the reflection paper rubric. 9/1320 scored developing on the APA section of the reflection paper rubric. Target Met

How does this align to coursework, where does performance or instruction need to be changed? Action Plans if Needed

- Advanced Counseling Skills Theory Paper
  - This assignment allows students the opportunity to explore evidence-based theory and techniques regarding a client, and provide clinical reflection through the lens of case conceptualization.
- Site Supervisor Evaluation
  - Faculty can focus more on advancing foundational knowledge in the areas of consultation, identity, self-management, and performance.
- Session Video and Skill Analysis and Reflection
  - Faculty have altered the rubric moving forward to remove the reframing standard to allow students more autonomy in the theory that they choose to utilize. Faculty can emphasize the importance of timing interventions and summarizing sessions within counseling sessions.
- Reflection Paper
  - Faculty will review APA standards within the practicum, internship I, and internship II courses.

KPI – 9.2.d.

Students evaluate clients using current diagnostic processes and classification systems.

Standard 9.2.d.

The student understands the diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)

Direct Assessments:

Diagnosis and Treatment Planning Case Study Paper; Movie Diagnosis Paper; Clinical Assessment Assignment; Site Supervisor Evaluation

Benchmarks:

The goal is for students to score proficient or better on grading rubrics.

What does evidence from Assessments indicate regarding strengths?

Assessments	Strength Areas	Supporting Data
Diagnosis and Treatment Planning Case Study Paper 90% of students will score proficient or better.	The diagnosis and treatment planning case study assignment allowed students to practice diagnosing fictional clients and were proficient in providing treatment planning goals, interventions, and evidence-based practices.	68/68 students scored proficient or better on the diagnosis and treatment planning case study paper rubric. Target Met
Movie Diagnosis Paper 90% of students will score proficient or better.	The movie diagnosis assignment allowed students to take a fictional character from a movie or TV show and create a brief case conceptualization including background information, possible diagnoses, multicultural aspects, and treatment planning.	68/68 students scored proficient or better on the movie diagnosis rubric. Target Met

Assessments	Strength Areas	Supporting Data
Clinical Assessment Assignment 90% of students will score proficient or better.	Students are able to practice how to utilize client information to build a case conceptualization including client history, client mental health issues, conceptualization and intervention, treatment planning, and recommendations.	158/176 students scored advanced or better on the clinical assessment rubric. 18/176 students scored proficient on client history (6), treatment planning and recommendation (6), client mental health issues (3), and conceptualization and intervention (3). Target Met
Site Supervisor Evaluation 90% of students will score intermediate or better.	These site supervisor evaluation forms ensure that students are performing adequately at their practicum and internship sites. This practice allows for site supervisors and university supervisors to implement gatekeeping measures ensuring that quality future counselors are being graduated from the program.	11339/11441 students scored intermediate or better on the site supervisor rubric. 24/11441 students scored basic on counseling consultation skills (6), professional identity (3), self-management and reflective practice (2), and professional performance (13). 5/11441 students scored non-performance on self-management and reflective (4), and professional performance (1). Target Met

How does this align to coursework, where does performance or instruction need to be changed? Action Plans if Needed

- Diagnosis and Treatment Planning Case Study Paper
    - o This assignment allows students to opportunity to apply clinical diagnosis and treatment planning skills to the test by analyzing a fictional client.
- Movie Diagnosis Paper
    - o This assignment gives students the opportunity to observe a fictional media client, and create a diagnosis and a treatment plan to gain experience.
- Clinical Assessment Assignment
    - o Faculty can review more during advanced counseling skills and the beginning weeks of practicum concepts around treatment planning, psychosocial information, and conceptualization.
- Site Supervisor Evaluation
    - o Faculty can focus more on advancing foundational knowledge in the areas of consultation, identity, self-management, and performance.

Summary – Narrative

Questions	Answers
Process: What did the assessment process look like through the year?	The assessment coordinator downloads all data from the previous year at the beginning of an academic year. Faculty meet in October meetings to review assessment requirements and review assignments. Faculty analyze data, including feedback from advisory committees where necessary, and report back to the college during the October meeting. Recommended program changes are vetted by the college council, advisory groups, academic council, and BOR before February 1st.
Results: What were some of the main themes and discoveries from the year?	The clinical mental health field is ever-changing, which challenges students and faculty alike to remain committed to continuing education and professional development to ensure the integrity of the field. For the courses already in progress during fall 2023, improvements to those courses won't take effect until fall 2024. Some courses that are offered in both the fall and spring semesters are being updated to reflect approved changes from fall meetings.
Challenges: What were some challenges the program faced during the year?	Due to the majority of the students within the clinical mental health graduate program being non-traditional, students have difficulties balancing work, family, and school. Faculty assist students in navigating stressful semesters, and frequently refer students to utilize counseling services through the MSU Counseling Center.
Positives: What were some positives from the year?	The Clinical Mental Health graduate program has sustained its growth pattern due to CACREP accreditation and being fully online. A faculty member retired, and a new faculty member was added to replace the former faculty member. This allowed the program to continue stabilizing at 145 students.
Collaboration: How did the program/department work together towards continuous improvement throughout the year?	WCOE utilizes collaboration processes within each program to make decisions. Program faculty review data, student performance, and student feedback. Faculty then recommend changes to alter courses based on data and feedback. If the recommended changes are at a larger level (i.e., course/program level changes), those are vetted by advisory groups, the college council, and the academic council. Graduate programs have an additional layer through the graduate council.
Reflections: What is there to reflect on from the year?	It's important to always be open to making changes for the betterment of the students and the program. Our goal is to train future counselors to be competent and effective. The faculty members have really been implementing and modeling self-care, boundaries, and reflection through self-awareness within clinical courses, to best prepare students to navigate the clinical mental health field.

Admissions and Measurements of Dispositions

Within the Clinical Mental Health graduate program's departmental application, prospective students answer questions regarding their career goals, aptitude for gratitude level study, potential success in forming effective counseling relationships, and respect for cultural differences.

In the Clinical Mental Health graduate program, each student's professional dispositions are assessed during the last four semesters of the program in the courses Advanced Counseling Skills, Practicum in Counseling, Graduate Internship I, and Graduate Internship II. This evaluation focuses on key aspects of professional behavior, including helping, advocacy, self-awareness, diversity awareness, and interpersonal skills. This assessment process is integral to ensuring that students demonstrate the professional qualities required for effective practice in mental health.

Student Assessment for Retention/Remediation Purposes

Students in the Clinical Mental Health program at MSU Texas are expected to conduct themselves in an ethical, responsible and professional manner. Students must be knowledgeable of and adhere to the general standards of professional ethics and practice set forth by the American Counseling Association (2014). As future professional counselors, students must care for the well-being of others as well as themselves, be psychologically well (personally and professionally) and capable of professional interpersonal relationships.

Students must be committed to continued professional development and personal growth through self-reflection and professionalism in their interactions with faculty, supervisors, and peers in all activities related to the Clinical Mental Health degree program.

Students in the Clinical Mental Health program will be encouraged, through coursework and practical experience, to gain an understanding of their personal values, biases, and privilege, to increase their cultural competence, and to avoid imparting their personal views on their counseling clients. Students in the Clinical Mental Health program will engage other students, professors, and any other individual with respect and professionalism both at the university and clinical sites and show a commitment to working effectively with clients from diverse backgrounds. Students may not choose to refer counseling clients to other counselors based on personal values.

Students not progressing adequately in academic performance, personal and interpersonal development, and/or professional development may be remediated. If a student demonstrates behavior that does not meet the expectations outlined above, a faculty member may use the Professional and Interpersonal Characteristics Scale (PICS). In instances when concerns or challenges emerge because of the Professional and Interpersonal Characteristics Scale (PICS, see Appendix), the situation will be reviewed by the Clinical Mental Health program faculty to determine the extent to which remedial intervention(s) may be appropriate for the student. When a PICS is completed, four results are possible:

(1) concerns addressed on the PICS can be resolved through faculty counseling,

(2) additional actions may be taken which will be listed on the PICS, referral for remediation, or

(4) dismissal from the program,

(5) If a student receives a second PICS, the Clinical Mental Health program faculty will review the concerns, and decisions will be made regarding further actions.

At the end of a designated time period for remediation and completion of a remedial plan, faculty will meet to review the student's progress. A student will be dismissed from the program for non-academic reasons only after the student has been given an opportunity to fulfill a remediation plan. A student that has not met the remediation plan's conditions may be dismissed from the program. Students who do not make adequate progress in the program can be suspended (removed for a specific amount of time or until certain requirements are met) from the program, and/or dismissed (removed permanently) from the program.

Annual Program Data 2023-2024

Statistics
- Number of Graduates August 2023 – July 2024
  - 44
- Pass Rates on Credentialing Examinations
  - 96.7%
- Number of Applicants 2023 – 2024
  - 90
- Number of Admits 2023 – 2024
  - 79
- Number of Enrolled 2023 – 2024
  - 60
- Acceptance Rates 2023 – 2024
  - 87.8%
- Completion Rates 2023 – 2024
  - 80.4%
- Job Placement Rates 2023 – 2024
  - 76.6%

Vital Statistics Survey 2023 – 2024
1. What is the minimum number of credit (semester) hours required for MSU Texas Clinical Mental Health Counseling Degree?
   - 60
2. How many students are currently enrolled in the clinical mental health counseling program?
   - 158
3. How many students graduated from your clinical mental health counseling program in academic year 2023-2024?

- 44
4. What is the completion rate of students from your clinical mental health counseling program?
    - 80.4%
5. To the best of your knowledge, what is the licensure (or certification) examination pass rate of students graduating from your clinical mental health counseling program?
    - 96.7% pass rate based off respondents.
6. To the best of your knowledge, what is the job placement rate of graduates from your clinical mental health counseling program who were actively seeking employment?
    - 6.6%
7. How many total applications for all of your master's level CACREP-accredited program(s) did you receive in academic year 2023-2024?
    - 121
8. Are you able to provide demographic information about students enrolled in your CACREP-accredited master's level counseling program(s)?
    - Yes

Male Masters Students
- Asian – 1
- Black – 3
- Hispanic – 2
- Two or More – 0
- White – 18
- Nonresident alien - 0
- Unknown - 4
- Total Male – 28

Female Masters Students
- Asian – 6
- Black – 7
- Hispanic – 24
- Two or More – 3
- White – 85
- Nonresident alien - 1
- Unknown - 6
- Total Female – 130

9. Are you able to provide demographic information about full-time faculty that teach in your CACREP-accredited master's level counseling program(s)?
    - Yes

Female Faculty
- American Indian – 1
- Black – 2
- Hispanic - 1
- White – 1

10. Has your counseling program lost faculty (retirement or resignation) in the past 18 months?
    - No
11. Have those positions been filled or will they be filled in the next 12 months?
    - N/A
12. Does your program anticipate any new faculty positions being added in the next 18 months?
    - Yes, new core faculty was hired spring 2024 to begin teaching fall 2024.
13. Please provide a contact email address. This address will be used if the CACREP office has any questions about the information provided in this survey. tara.fox@msutexas.edu
14. CAREP Vital Statistics PDF
15. Final comments? Please share them below: