

Student Learning Outcome Assessment

Assessment Year: 2014-2015

Program: School Counseling MAED EDS
CIP Number: 13.1101
Department: Educational Studies, Leadership, and Counseling
College: Education and Human Services
Accreditation (if applicable): CACREP accreditation for: (a) School Counseling MAEd, and (b) Clinical Mental Health Counseling EdS
Program Director: Susana Bloomdahl
Contact Name: Samir Patel & Alan Bakes

Continuous Assessment Planning Process:

Data is collected and organized by individual faculty for assessments that are addressed in specific courses. Faculty collectively review data that is generated through midterm and capstone projects that require grading through rubrics. Other data is collected through a nationally normed comprehensive exam. All data is reviewed by faculty each semester and put into the program's annual enhancement plan that is presented and reviewed by the program faculty, department chair and program advisory board. Based on review and input of each party, curriculum or programmatic changes are decided upon.

Participants in the Planning Process:

Susana Bloomdahl – ELC Department Chair & School Counseling Coordinator
 Samir Patel – Counseling Program Coordinator & Clinical Mental Health Coordinator
 Alan Bakes – Recruitment Coordinator
 Rebecca Pender – Practicum & Internship Coordinator
 Kristin Douglas – Counseling Center Coordinator of the COEHS Assessment & Counseling Center

Learning Outcome 1: Students who complete the program will demonstrate essential interviewing and counseling skills (CACREP Section II, G5c).	
FORMATIVE INSTRUMENT/TEST 1:	Relationship Building Skills Rubric (CNS 619)
Instrument/Test Procedures and Description:	Foundational relationship buildings skills will be measured in CNS 619 by using a skill rubric based on CACREP standards to assess video-taped counseling sessions submitted by each student at midterm . Data is collected through in-class assessments and graded with a common rubric in terms of proficiency. The rubric describes skill level that “exceeds standards,” “meets standards,” “developing standards,” or “does not meet standards.” Emphasis is placed on the formative development of the Relationship Building Skills .
Criteria for Success:	At least 90% of students will “ <i>exceed standards</i> ” according to faculty evaluation and application of the skill rubric.
Results and Analysis:	100% of students (n = 21) during the fall 2014 and spring 2014 semester met or exceeded standards for relationship building skills at midterm. However, only 33% exceeded standards. Results indicate that though all students are able to demonstrate the application of foundational skills, only a third of this sample were able to demonstrate them at an exceptional level.

Student Learning Outcome Assessment
Assessment Year: 2014-2015

Changes Made in Response to the Assessment Process or Results:	For the 2015-2016 academic year, there will be a focus in CNS 619 to teach students conceptualization skills so that they can become more proficient at building relationships.
FORMATIVE INSTRUMENT/TEST 2:	Working Stage Skills Rubric (CNS 619)
Instrument/Test Procedures and Description:	Foundational working stage counseling skills will be measured in CNS 619 by using a skill rubric based on CACREP standards to assess video-taped counseling sessions submitted by each student at the end of the course . Data is collected through in-class assessments and graded with a common rubric in terms of proficiency. The rubric describes skill level that “exceeds standards,” “meets standards,” “developing standards,” or “does not meet standards.” Emphasis is placed on the formative development of the Working Stage Skills .
Criteria for Success:	At least 90% of students will “ <i>exceed standards</i> ” according to faculty evaluation and application of the skill rubric (CACREP Section II: G.5.b; G.5.c).
Results and Analysis:	100% of students (n = 21) during the fall 2014 and spring 2014 semester met or exceeded standards for working stage skills at the conclusion of their respective semesters. Furthermore, 62% of the students from this sample exceeded standards. Results indicate that by the end of the semester most students are gaining the ability to deepen the clinical session.
Changes Made in Response to the Assessment Process or Results:	During the fall 2015 and spring 2016 semesters, case studies and case conceptualization will be integrated into CNS 619 so that students can better understand underlying therapeutic issues.
SUMMATIVE INSTRUMENT/TEST 1:	Midpoint Clinical Application Exam Rubric (taken after completing 30 credit hours & when in the semester of or after taking CNS 790; however, this exam assess the mastery level of foundational counseling knowledge, which is required prior to the internship experience)
Instrument/Test Procedures and Description:	The Midpoint Clinical Application Exam is a written exam that consists of two case studies that will assess student understanding of foundational counseling principles (i.e., building clinical relationships , multicultural awareness, theoretical awareness and ethical and professional understanding). The Midpoint Clinical Application Exam is read independently and anonymously by a minimum of two counseling program faculty readers. Evaluation is based on (a) organizational ability, (b) demonstrated knowledge of relevant literature, (c) conceptual understanding, (d) ability to defend a given position, (e) clarity of presentation, and (f) CACREP standards.
Criteria for Success:	At least 80% of students will “ <i>meet standards</i> ” on the criteria specific to the <i>building clinical relationships</i> for the Midpoint Clinical Application Exam.
Results and Analysis:	For the adult case study, 86% (n = 7) met or exceeded standards on the criteria for <i>building clinical relationships</i> on the first attempt (one student needed to repeat the adult case study, and the <i>building</i>

Student Learning Outcome Assessment

Assessment Year: 2014-2015

	<p><i>clinical relationships</i> criteria was passed by this student by exceeding the standard on the second attempt).</p> <p>For the child/adolescent case study, 57% (n = 7) met or exceeded standards on the criteria for <i>building clinical relationships</i> on the first attempt. The three students who did not pass the <i>building clinical relationships</i> criteria during the first attempt, did pass in the second attempt by meeting standards for this criteria.</p> <p>When combining the first attempts for both the adult and child/adolescent case studies, results indicated that 57% (n = 7) of the students met or exceeded standards for the <i>building clinical relationships</i> criteria. However, 100% of students met or exceeded standards when a second attempt was required.</p> <p>As this exam is given at midpoint in their program, it stands to reason that not all students will be able to demonstrate the skills that are necessary to build clinical relationships. However, the findings also suggest that students are more likely to struggle, given results from this sample, in building clinical relationships with children and adolescents.</p>
<p>Changes Made in Response to the Assessment Process or Results:</p>	<p>Given the low scores on the child and adolescent case studies, there will be a concerted effort to provide case studies in the foundational counseling courses during the 2015-2016 academic year that better prepare students to work with children and adolescents.</p>
<p>SUMMATIVE INSTRUMENT/TEST 2:</p>	<p>Oral Defense Presentation Rubric (CNS 795)</p>
<p>Instrument/Test Procedures and Description:</p>	<p>Relationship building and working stage counseling skills will be measured in Internship II (CNS 795) using a skill rubric to assess video-taped counseling sessions presented during an Oral Defense by each student at the end of the course. Data is collected through a formal presentation to two counseling faculty and one non-counseling ELC Department member. Student's ability to verbally describe and demonstrate intentionality of counseling skills will be evaluated.</p>
<p>Criteria for Success:</p>	<p>At least 80% of students will "<i>meet standards</i>" on the criteria specific to the <i>video demonstration that highlights relationship building and working stage counseling skills</i> for the Oral Defense presentation.</p>
<p>Results and Analysis:</p>	<p>89% of students (n = 9) passed the <i>video demonstration that highlights relationship building and working stage counseling skills</i> in their first attempt (only one student did not pass; however, this student did meet standards on the remediation plan). These results indicate that, given this sample, students at the conclusion of Internship II have the necessary skills to develop and maintain a therapeutic alliance, while also possessing the skills to enhance client welfare.</p>

Student Learning Outcome Assessment
Assessment Year: 2014-2015

Changes Made in Response to the Assessment Process or Results:	During the fall 2015 and spring 2016 semesters, faculty who teach Internship I and Internship II (CNS 794 & CNS 795) will be more intentional of having students conceptualize case presentations from their theoretical orientation.
---	---

Learning Outcome 2: Students who complete the program will demonstrate an ability to understand diverse cultural attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities (CACREP Section II, G2b).

FORMATIVE INSTRUMENT/TEST 1:	Multicultural pretest and posttest assessment (CNS 671)
-------------------------------------	---

Instrument/Test Procedures and Description:	Student's formative development of multicultural counseling awareness and skills will be measured by administering the Multicultural Counseling Awareness, Knowledge and Skills Survey (MAKSS) in CNS 671 as a pretest and posttest. Student growth is documented in each of the three subtest areas.
--	---

Criteria for Success:	At least 80% of students will demonstrate growth in the subtest areas of the MAKSS.
------------------------------	---

Results and Analysis:	<p>The MAKSS-C was designed as a self-assessment (Likert scale ranging from 1 to 4) of multicultural counseling and assess three subscales (10 items per scale): (a) awareness, (b) knowledge and (c) skills. The students were asked to complete MAKSS-C twice during the semester; once at the start of the semester in order to establish a baseline and once at the end of the semester in order to measure progression among the three subscales and total score.</p> <p>Collecting periods: spring 2015 & summer 2015 n = 18</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Awareness Pre/Post</th> <th>Knowledge Pre/Post</th> <th>Skills Pre/Post</th> <th>Total Pre/Post</th> </tr> </thead> <tbody> <tr> <td>25.8/28.7</td> <td>27.5/35.3</td> <td>23.3/33.4</td> <td>76.6/97.4</td> </tr> </tbody> </table> <p>The results indicated an increase in all areas as it relates to multicultural competence. However, the awareness domain increased minimally.</p>	Awareness Pre/Post	Knowledge Pre/Post	Skills Pre/Post	Total Pre/Post	25.8/28.7	27.5/35.3	23.3/33.4	76.6/97.4
Awareness Pre/Post	Knowledge Pre/Post	Skills Pre/Post	Total Pre/Post						
25.8/28.7	27.5/35.3	23.3/33.4	76.6/97.4						

Changes Made in Response to the Assessment Process or Results:	Upon further examination of the Awareness items in the MAKSS, it seems that the students have a strong awareness of themselves in relation to multicultural counseling; however, their awareness of others is not as strong. Thus, this concept will be addressed more soundly via class discussions in future semesters.
---	---

FORMATIVE INSTRUMENT/TEST 2:	Cultural Exposure Rubric (CNS 671)
-------------------------------------	------------------------------------

Instrument/Test Procedures and Description:	Self-awareness, an understanding of diversity, and comprehension of systemic maintenance of oppression will be measured in CNS 671 by
--	---

Student Learning Outcome Assessment
Assessment Year: 2014-2015

	the cultural exposure rubric that is based on CACREP standards. Each student will interview two adults who are culturally or ethnically different from him/herself. The students then submits a 3 to 5 page paper, in which the following criteria are assessed: (a) description of how assignment fosters understanding of the experience of diverse clients, and (b) description of how oppression / racism is maintained within the system.
Criteria for Success:	At least 80% of students will “ <i>meet standards</i> ” on the Cultural Exposure project.
Results and Analysis:	In a sample of 18 students, 56% exceeded standards and 44% met standards. This result indicates the program is helping students to become more self-aware as well as helping them to develop a greater understanding of diversity and oppression.
Changes Made in Response to the Assessment Process or Results:	To assist students in developing greater awareness of others, especially as it relates to the counseling process, the assignment will be adjusted so that the interview integrates questions related to the interviewees’ perspectives of counseling.
SUMMATIVE INSTRUMENT/TEST 1:	Midpoint Clinical Application Exam Rubric (taken after completing 30 credit hours & when in the semester of or after taking CNS 790; however, this exam assess the mastery level of foundational counseling knowledge, which is required prior to the internship experience)
Instrument/Test Procedures and Description:	The Midpoint Clinical Application Exam is a written exam that consists of two case studies that will assess student understanding of foundational counseling principles (i.e., building clinical relationships, multicultural awareness , theoretical awareness and ethical and professional understanding). The Midpoint Clinical Application Exam is read independently and anonymously by a minimum of two counseling program faculty readers. Evaluation is based on (a) organizational ability, (b) demonstrated knowledge of relevant literature, (c) conceptual understanding, (d) ability to defend a given position, (e) clarity of presentation, and (f) CACREP standards.
Criteria for Success:	At least 80% of students will “ <i>meet standards</i> ” on the criteria specific to <i>multicultural awareness</i> for the Midpoint Clinical Application Exam.
Results and Analysis:	<p>For the adult case study, 86% (n = 7) met or exceeded standards on the criteria for <i>multicultural awareness</i> on the first attempt (one student needed to repeat the adult case study, and the <i>multicultural awareness</i> criteria was passed by this student by exceeding the standards on the second attempt).</p> <p>For the child/adolescent case study, 43% (n = 7) met or exceeded standards on the criteria for <i>multicultural awareness</i> on the first attempt. The four students who did not pass the <i>multicultural awareness</i> criteria during the first attempt, did pass in the second attempt by meeting or exceeding standards for this criteria.</p> <p>When combining the first attempts for both the adult and child/adolescent case studies, results indicated that 57% (n = 7) of the</p>

Student Learning Outcome Assessment

Assessment Year: 2014-2015

	<p>students met or exceeded standards for the <i>multicultural awareness</i> criteria. However, 100% of students met or exceeded standards when a second attempt was required.</p> <p>As multicultural counseling is aspirational in nature, the results of this exam speak to the notion that students will continue to develop cultural counseling competencies as they experience diverse cases. Also, this exam demonstrates that with proper supervision, students are able to identify cultural counseling deficiencies that they may possess.</p>
Changes Made in Response to the Assessment Process or Results:	Given the low scores on the child and adolescent case studies, there will be a concerted effort to provide diverse case studies in the foundational counseling courses during the 2015-2016 academic year that better prepare students to work with children and adolescents with diverse backgrounds.
SUMMATIVE INSTRUMENT/TEST 2:	Counselor Preparation Comprehensive Examination (CPCE; taken in the last semester or the semester prior to graduation)
Instrument/Test Procedures and Description:	Students will answer 16 multicultural specific questions on a nationally normed comprehensive exam.
Criteria for Success:	80% of students will demonstrate competence by scoring higher than national average on the Social and Cultural Diversity portion of the exam.
Results and Analysis:	<p>Results from the fall 2014 and spring 2015 CPCE revealed that all students (n = 12) scored within or above one standard deviation of the national average for the Social & Cultural Diversity section of the CPCE. However, only 50% of this sample scored above the national mean.</p> <p>Since all students were within or above one standard deviation of the national mean, this finding suggests that our students demonstrate an ability to understand diverse cultural attitudes, beliefs, understandings, and acculturative experiences by the end of their program.</p>
Changes Made in Response to the Assessment Process or Results:	Study guides for the CPCE will be purchased and made available for student check-out from the Curriculum Materials Center in Alexander Hall and from the Murray State University Office in Madisonville.

Learning Outcome 3: Students who complete the program will demonstrate knowledge and understanding of counseling theories (CACREP Section II, G5d).

FORMATIVE INSTRUMENT/TEST 1:	Theoretical Position Paper (CNS 624)
Instrument/Test Procedures and Description:	Students will submit a detailed exploration of his/her preferred counseling theory in CNS 624. The papers will be evaluated using a common rubric to determine student's accurate understanding and

Student Learning Outcome Assessment

Assessment Year: 2014-2015

	application of his/her counseling theory. The rubric describes theoretical comprehension that “exceeds standards,” “meets standards,” “developing standards,” or “does not meet standards.”
Criteria for Success:	At least 80% of students will “ <i>meet standards</i> ” on the Theoretical Position Paper.
Results and Analysis:	Students were assessed according to a set rubric that evaluated writing quality and depth of understanding of theory. According to the results, 58% of students met or exceeded standards for effective writing and appropriate understanding of a counseling theory. These results indicated that more than half of “pre-clinical” students, midway through the semester, are demonstrating a comprehensive understanding of counseling theory.
Changes Made in Response to the Assessment Process or Results:	During the fall 2015 semester, there will be a concerted effort in CNS 624 to help students conceptualize cases from a number of theoretical perspectives.
FORMATIVE INSTRUMENT/TEST 2:	In-class Exam (CNS 624)
Instrument/Test Procedures and Description:	At the end of the semester, a case-study/essay-style assessment will be given in CNS 624. The exam will be evaluated using a common rubric to determine student’s accurate understanding and application of his/her counseling theory. The rubric describes theoretical comprehension that “exceeds standards,” “meets standards,” “developing standards,” or “does not meet standards.”
Criteria for Success:	At least 80% of students will “ <i>meet standards</i> ” on the In-class Exam.
Results and Analysis:	Students were assessed according to a set rubric that evaluated writing quality and depth of understanding of theory. According to the results, 100% of students met or exceeded standards for effective writing and appropriate understanding of a counseling theory. These results indicate that after receiving feedback on their theoretical position paper, all students had a more thorough understanding of their counseling theory, as evidenced by their ability to apply the theory to a case study.
Changes Made in Response to the Assessment Process or Results:	During the fall 2015 semester, an in-class exam will be given that assesses student understanding of multiple counseling theories.
SUMMATIVE INSTRUMENT/TEST 1:	Midpoint Clinical Application Exam Rubric (taken after completing 30 credit hours & when in the semester of or after taking CNS 790; however, this exam assess the mastery level of foundational counseling knowledge, which is required prior to the internship experience)
Instrument/Test Procedures and Description:	The Midpoint Clinical Application Exam is a written exam that consists of two case studies that will assess student understanding of foundational counseling principles (i.e., building clinical relationships, multicultural awareness, theoretical awareness , and ethical and professional understanding). The Midpoint Clinical Application Exam is read independently and anonymously by a minimum of two counseling program faculty readers. Evaluation is based on (a)

Student Learning Outcome Assessment
Assessment Year: 2014-2015

	organizational ability, (b) demonstrated knowledge of relevant literature, (c) conceptual understanding, (d) ability to defend a given position, (e) clarity of presentation, and (f) CACREP standards.
Criteria for Success:	At least 80% of students will “ <i>meet standards</i> ” on the criteria specific to <i>theoretical awareness</i> for the Midpoint Clinical Application Exam.
Results and Analysis:	<p>For the adult case study, 71% (n = 7) met or exceeded standards on the criteria for <i>theoretical awareness</i> on the first attempt (two students needed to retake the adult case study, and the <i>theoretical awareness</i> criteria was passed by these students by meeting and exceeding the standards on the second attempt).</p> <p>For the child/adolescent case study, 86% (n = 7) met or exceeded standards on the criteria for <i>theoretical awareness</i> on the first attempt. The one student who did not pass the <i>theoretical awareness</i> criteria during the first attempt, did pass in the second attempt by meeting the standard for this criteria.</p> <p>When combining the first attempts for both the adult and child/adolescent case studies, results indicated that 71% (n = 7) of the students met or exceeded standards for the <i>theoretical awareness</i> criteria. However, 100% of students met or exceeded standards when a second attempt was required.</p> <p>Results from this exam indicate that students are continuing to develop their ability to conceptualize cases via their theoretical lens.</p>
Changes Made in Response to the Assessment Process or Results:	During the 2015-2016 academic year there will be a concerted effort to provide case studies in the foundational counseling courses to better prepare students for the midpoint clinical application exam.
SUMMATIVE INSTRUMENT/TEST 2:	Oral Defense Presentation Rubric (CNS 795)
Instrument/Test Procedures and Description:	The oral defense will assess a student’s application of counseling theory during CNS 795 via a three step process: (a) a submission of a graduate paper on one’s theoretical approach to counseling; (b) an oral presentation of his/her understanding of the counseling theory; and (c) showing of a video-recorded, internship session that highlights the application of the counseling theory with an actual client.
Criteria for Success:	At least 80% of students will “ <i>meet standards</i> ” on the criteria specific to the <i>oral presentation of his/her counseling theory</i> for the Oral Defense presentation.
Results and Analysis:	89% of students (n = 9) passed the <i>oral presentation of his/her counseling theory</i> in their first attempt (only one student did not pass; however, this student did meet standards on the remediation plan). These results indicate that, given this sample, students, at the conclusion of the Internship II have the necessary skills to conceptualize cases through the lens of their counseling theory.

Student Learning Outcome Assessment
Assessment Year: 2014-2015

Changes Made in Response to the Assessment Process or Results:	During the fall 2015 and spring 2016 semesters, faculty who teach Internship I and Internship II (CNS 794 & CNS 795) will be more intentional of having students conceptualize case presentations from their theoretical orientation.
---	---

Learning Outcome 4: Students who complete the program will demonstrate professional orientation and ethical practice relating to professional roles, functions and relationships (CACREP Section II: G1j).	
FORMATIVE INSTRUMENT/TEST 1:	Exam #2 (CNS 617)
Instrument/Test Procedures and Description:	Midway through the semester, students' understanding of the counseling profession, preparation standards, and service will be assessed via Exam #2 in CNS 617.
Criteria for Success:	At least 90% of the students will pass the exam with an "A" grade.
Results and Analysis:	During the fall 2014 semester, 16 students were enrolled in CNS 617. The following scores demonstrate the breakdown for Exam #2: A = 81.25% B = 12.5% C = 6.25% Results indicate that most students in the sample are developing their understanding of the counseling profession by midterm.
Changes Made in Response to the Assessment Process or Results:	During the fall 2015 semester, students will engage in group discussions to further explore the profession of counseling.
FORMATIVE INSTRUMENT/TEST 2:	Case Study Assignment/Rubric (CNS 617)
Instrument/Test Procedures and Description:	Student knowledge and understanding of ethical issues in counseling will be measured by evaluating a case study assignment in CNS 617, Introduction to Counseling. Data is collected through in-class assessments and graded with a rubric based on the CACREP standards for professional orientation and ethics. The rubric describes skill level that "exceeds standards," "meets standards," "developing standards," or "does not meet standards."
Criteria for Success:	At least 80% of students will " <i>meet standards</i> " for professional orientation and ethics.
Results and Analysis:	During the fall 2014 semester, 16 students were enrolled in CNS 617. The following scores demonstrate the breakdown for the CNS 617 case study assignment: Meets standards = 56.25% Developing standards = 31.25% Does not meet standards = 12.5% Results indicate that students are still developing their understanding of ethics by midterm.
Changes Made in Response to the	Faculty will review exam to ensure validity, and discuss possible alterations, if necessary. If adjustments are necessary, changes to exam will be made prior to fall 2016 semester.

Student Learning Outcome Assessment
Assessment Year: 2014-2015

Assessment Process or Results:	
SUMMATIVE INSTRUMENT/TEST 1:	Midpoint Clinical Application Exam Rubric (taken after completing 30 credit hours & when in the semester of or after taking CNS 790; however, this exam assess the mastery level of foundational counseling knowledge, which is required prior to the internship experience)
Instrument/Test Procedures and Description:	The Midpoint Clinical Application Exam is a written exam that consists of two case studies that will assess student understanding of foundational counseling principles (i.e., building clinical relationships, multicultural awareness, theoretical awareness, and ethical and professional understanding). The Midpoint Clinical Application Exam is read independently and anonymously by a minimum of two counseling program faculty readers. Evaluation is based on (a) organizational ability, (b) demonstrated knowledge of relevant literature, (c) conceptual understanding, (d) ability to defend a given position, (e) clarity of presentation, and (f) CACREP standards.
Criteria for Success:	At least 80% of students will “ <i>meet standards</i> ” on the criteria specific to <i>ethical and professional understanding</i> on the Midpoint Clinical Application Exam.
Results and Analysis:	<p>For the adult case study, 86% (n = 7) met or exceeded standards on the criteria for <i>ethical and professional understanding</i> on the first attempt (one student needed to repeat the adult case study, and the <i>ethical and professional understanding</i> criteria was passed by this student by exceeding the standard on the second attempt).</p> <p>For the child/adolescent case study, 86% (n = 7) met or exceeded standards on the criteria for <i>ethical and professional understanding</i> on the first attempt. The one student who did not pass the <i>ethical and professional understanding</i> criteria during the first attempt, did pass in the second attempt by meeting the standard for this criteria.</p> <p>When combining the first attempts for both the adult and child/adolescent case studies, results indicated that 86% (n = 7) of the students met or exceed standards for the <i>ethical and professional understanding</i> criteria. However, 100% of students met or exceeded standards when a second attempt was required.</p> <p>Results from this portion of the exam indicated that students are well versed in demonstrating ethical and professional understanding at midpoint in the program.</p>
Changes Made in Response to the Assessment Process or Results:	During the 2015-2016 academic year there will be a concerted effort to provide case studies in the foundational counseling courses to better prepare students for the midpoint clinical application exam.
SUMMATIVE INSTRUMENT/TEST 2:	Counselor Preparation Comprehensive Examination (CPCE; taken in the last semester or the semester prior to graduation)

Student Learning Outcome Assessment
Assessment Year: 2014-2015

Instrument/Test Procedures and Description:	Students will answer 16 professional orientation and ethics specific questions on a nationally normed comprehensive exam.
Criteria for Success:	80% of students will demonstrate competence by scoring higher than national average on the Professional Orientation and Ethics portion of the exam.
Results and Analysis:	<p>Results from the fall 2014 & spring 2015 CPCE revealed that 83% of the students who took the CPCE (n = 12) scored within or above one standard deviation of the national average for the Professional Orientation and Ethics section of the CPCE. However, only 33% of this sample scored above the national mean.</p> <p>Finding suggest that students who complete the program can demonstrate ethical practice relating to professional roles, functions and counseling relationships.</p>
Changes Made in Response to the Assessment Process or Results:	Study guides for the CPCE will be purchased and made available for student check-out from the Curriculum Materials Center in Alexander Hall and from the Murray State University Office in Madisonville.