

Murray State University Assessment Worksheet (Academic)

Department/Program: Counseling EDS	Contact person: Samir Patel	Assessment cycle/year:
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(Section 1) Mission/Purpose

Mission -

The mission of the Department of Educational Studies, Leadership, and Counseling is to prepare beginning and continuing professionals to be effective leaders in education, mental health, and diverse career fields.

(Section 2) Program Goals & Institutional Goal Alignment

Goal 1- Students will demonstrate the knowledge and dispositions of an ethical and professional counselor <p style="text-align: right;">Assessment Status (Current Year): <i>Active</i></p>	Institutional Mission Alignment: <i>Applied Knowledge</i>
Goal 2- Students will practice reflective, theoretically-grounded counseling <p style="text-align: right;">Assessment Status (Current Year): <i>Active</i></p>	Institutional Mission Alignment: <i>Applied Knowledge</i>
Goal 3- Students will demonstrate multicultural competency and be prepared to work with diverse clientele across the lifespan <p style="text-align: right;">Assessment Status (Current Year): <i>Active</i></p>	Institutional Mission Alignment: <i>Global Awareness</i>
Goal 4- Students will demonstrate a readiness to work within the spectrum of mental health settings <p style="text-align: right;">Assessment Status (Current Year): <i>Active</i></p>	Institutional Mission Alignment: <i>Applied Knowledge</i>
Goal 5- Students will demonstrate the foundational dispositions and skills of a professional clinical mental health counselor <p style="text-align: right;">Assessment Status (Current Year): <i>Active</i></p>	Institutional Mission Alignment: <i>Applied Knowledge</i>

(Section 3) Assessment of Student Learning Outcomes

Outcome 1: Students who complete the program will demonstrate inclusiveness, responsibility, enthusiasm, professionalism, and ethical standards (associated CACREP Core Standard – Professional Orientation and Ethical Practice)	Maps to: Goal 1
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ASSESSMENT INSTRUMENT:	Admissions Interview; during admission into the counseling program; applicant will demonstrate counseling dispositions by meeting standards as identified by Counseling Program faculty via admissions interview rubric.	
TYPE:	Indirect - Formative	
Criteria for Success:	All applicants will “ <i>meet standards</i> ” on admissions rubric prior to being admitted to the Counseling Program.	
Results and Analysis:	During the 2019-2020 academic year, the CNS program admitted nine students into the program (five students in the fall [one school counseling student; four clinical mental health counseling students]; four students in the spring [two school counseling students; two clinical mental health counseling students]). One student was denied admission into the program. Of the students who were admitted, all met standards on the admissions rubric.	
Was the Target Met?	<input checked="" type="checkbox"/> <i>Yes</i> <input type="checkbox"/> <i>No</i>	
Changes Made in Response to the Assessment Process or Results:	No changes were made to the admissions process of the program. The admissions process provides the counseling program a baseline regarding student dispositions.	
Outcome 1: Students who complete the program will demonstrate inclusiveness, responsibility, enthusiasm, professionalism, and ethical standards (associated CACREP Core Standard – Professional Orientation and Ethical Practice)	Maps to: Goal 1	
ASSESSMENT INSTRUMENT:	Student Disposition Evaluation; at the conclusion of each course; student will demonstrate academic integrity by meeting standards as identified by Counseling Program faculty via student disposition evaluation form.	
TYPE:	Indirect - Formative	
Criteria for Success:	90% of students will “ <i>meet standards</i> ” on student disposition evaluation form at the conclusion of each course.	
Results and Analysis:	During the 2019-2020 academic year 37 students were assessed in courses during the fall, spring, and summer semesters. Two students failed to meet standards in their respective classes; both students withdrew from the program. Thus, 95% of the students meet standards on the disposition evaluation at the conclusion of each course.	
Was the Target Met?	<input checked="" type="checkbox"/> <i>Yes</i> <input type="checkbox"/> <i>No</i>	
Changes Made in Response to the Assessment Process or Results:	Changes are not made to this assessment, as it is a global assessment of student success in the program.	
Outcome 1: Students who complete the program will demonstrate inclusiveness, responsibility, enthusiasm, professionalism, and ethical standards (associated CACREP Core Standard – Professional Orientation and Ethical Practice)	Maps to: Goal 1	
ASSESSMENT INSTRUMENT:	Formal Disposition Review; at the conclusion of the student’s initial clinical experience (i.e., CNS 790); student will demonstrate professional dispositions by meeting standards as identified by Counseling Program faculty via formal disposition evaluation form.	
TYPE:	Indirect - Formative	

Criteria for Success:	90% of students will “ <i>meet standards</i> ” on formal disposition evaluation form at the conclusion of their clinical experience.	
Results and Analysis:	During the 2019-2020 academic year 10 students were enrolled in practicum. All students met expectations at the conclusion of their clinical experiences. These results indicate that students are demonstrating professional counseling dispositions during their initial clinical experiences.	
Was the Target Met?	<input checked="" type="checkbox"/> <i>Yes</i> <input type="checkbox"/> <i>No</i>	
Changes Made in Response to the Assessment Process or Results:	Despite issues related to Covid-19, students were able to meet demands and requirements of clinical experiences. No changes are needed at this time.	
Outcome 1: Students who complete the program will demonstrate inclusiveness, responsibility, enthusiasm, professionalism, and ethical standards (associated CACREP Core Standard – Professional Orientation and Ethical Practice)		Maps to: Goal 1
ASSESSMENT INSTRUMENT:	Formal Disposition Review; at the conclusion of the student’s clinical experience (i.e., CNS 794, CNS 795, or CNS 797); student will demonstrate professional dispositions by meeting standards as identified by Counseling Program faculty via formal disposition evaluation form.	
TYPE:	Indirect - Formative	
Criteria for Success:	90% of students will “ <i>meet standards</i> ” on formal disposition evaluation form at the conclusion of their clinical experience.	
Results and Analysis:	During the 2019-2020 academic year 12 students were enrolled in an internship experience(s). All students met standards at the conclusion of their clinical experiences. These results indicate that students are demonstrating professional counseling dispositions during their clinical experiences.	
Was the Target Met?	<input checked="" type="checkbox"/> <i>Yes</i> <input type="checkbox"/> <i>No</i>	
Changes Made in Response to the Assessment Process or Results:	Despite issues related to Covid-19, students were able to meet demands and requirements of clinical experiences. No changes are needed at this time.	
Outcome 2: Students who complete the program will demonstrate an understanding of ethical and legal practice relating to professional counseling (associated CACREP Core Standard – Professional Orientation and Ethical Practice)		Maps to: Goal 1
ASSESSMENT INSTRUMENT:	Legal and Ethical Dilemmas Assignment; CNS 625; student will demonstrate foundational knowledge regarding ACA Code of Ethics and KY Law pertaining to Professional Counselors by meeting standards as identified by Counseling Program faculty via the legal and ethical dilemmas rubric.	
TYPE:	Direct - Formative	
Criteria for Success:	85% of students will “ <i>meet standards</i> ” on the Legal and Ethical Dilemmas Assignment.	

Results and Analysis:	11 students completed the assignment in summer 2020. All students met expectations based on criteria outlined in the legal and ethical dilemmas rubric. These results indicate that students are able to demonstrate a knowledge regarding ACA Code of Ethics and KY Laws pertaining to professional counselors.	
Was the Target Met?	<input checked="" type="checkbox"/> <i>Yes</i> <input type="checkbox"/> <i>No</i>	
Changes Made in Response to the Assessment Process or Results:	Changes to the assessment are not identified at this time.	
Outcome 2: Students who complete the program will demonstrate an understanding of ethical and legal practice relating to professional counseling (associated CACREP Core Standard – Professional Orientation and Ethical Practice)		Maps to: Goal 1
ASSESSMENT INSTRUMENT:	The Case Conceptualization, Ethics, and Skills Assessment (CESA); CNS 790; student will demonstrate his/her ability to recognize and apply potential ethical issues via a case study by meeting standards as identified by Counseling Program faculty via the CESA rubric.	
TYPE:	Direct - Formative	
Criteria for Success:	At least 85% of students will “ <i>meet standards</i> ” on the criteria specific to <i>ethical and legal considerations</i> on the CESA rubric.	
Results and Analysis:	12 students completed the CESA during the 2019-2020 academic year. All but one student (91.7%) met standards on the criteria of the CESA that is specific to ethical and legal considerations. The student who did not pass the standard will need to be assessed again in practicum.	
Was the Target Met?	<input checked="" type="checkbox"/> <i>Yes</i> <input type="checkbox"/> <i>No</i>	
Changes Made in Response to the Assessment Process or Results:	When assessing for proficiency for initial certification, the counseling program will require applicants to speak to the ethical and legal considerations of a professional school counselor.	
Outcome 2: Students who complete the program will demonstrate an understanding of ethical and legal practice relating to professional counseling (associated CACREP Core Standard – Professional Orientation and Ethical Practice)		Maps to: Goal 1
ASSESSMENT INSTRUMENT:	Counselor Preparation Comprehensive Exam (CPCE); graduating semester or semester prior to their graduating semester; student will demonstrate his/her summative knowledge regarding professional orientation and counseling ethics via a nationally normed, multiple choice exam that is designed to assess a counseling student’s knowledge of counseling information.	
TYPE:	Direct - Summative	
Criteria for Success:	At least 85% of students will demonstrate competence by scoring within one standard deviation of the national average on the <i>Professional Orientation and Ethics</i> domain of the CPCE.	

Results and Analysis:	During the 2019-2020 academic year, the counseling program had 10 students register for the CPCE. All 10 students scored within at least one standard deviation of the Professional Orientation and Ethics domain of the CPCE. This result indicates that by the time students are nearing graduation, these students can demonstrate sound knowledge regarding professional ethics.	
Was the Target Met?	<input checked="" type="checkbox"/> <i>Yes</i> <input type="checkbox"/> <i>No</i>	
Changes Made in Response to the Assessment Process or Results:	No adjustments to this assessment are needed at this time.	
Outcome 1: Students who complete the program will demonstrate knowledge and understanding of counseling theory (associated CACREP Core Standard – Counseling and Helping Relationships)	Maps to: Goal 2	
ASSESSMENT INSTRUMENT:	Theory Paper; CNS 624; student will demonstrate foundational knowledge regarding one’s theoretical orientation by meeting standards as identified by Counseling Program faculty via the theory paper rubric	
TYPE:	Direct - Formative	
Criteria for Success:	85% of students will “ <i>meet standards</i> ” on the Theory Paper Assignment.	
Results and Analysis:	15 counseling students were enrolled in CNS 624, Theories of Counseling. All 15 students met expectations on the Theory Paper assignment. This result indicates that students are developing a foundational understanding of their theoretical orientation soon after the starting the counseling program.	
Was the Target Met?	<input checked="" type="checkbox"/> <i>Yes</i> <input type="checkbox"/> <i>No</i>	
Changes Made in Response to the Assessment Process or Results:	Changes to this assessment process is not needed at this time.	
Outcome 1: Students who complete the program will demonstrate knowledge and understanding of counseling theory (associated CACREP Core Standard – Counseling and Helping Relationships)	Maps to: Goal 2	
ASSESSMENT INSTRUMENT:	The Case Conceptualization, Ethics, and Skills Assessment (CESA); CNS 790; student will demonstrate his/her ability to conceptualize a case through the lens of his/her counseling theory via a case study by meeting standards as identified by Counseling Program faculty via the CESA rubric.	
TYPE:	Direct - Formative	
Criteria for Success:	At least 85% of students will “ <i>meet standards</i> ” on the criteria specific to <i>counseling theories</i> on the CESA rubric.	
Results and Analysis:	12 students completed the CESA during the 2019-2020 academic year. All but one student (91.7%) met standards on the criteria of the CESA that is specific to counseling theory domain. The student who did not pass the standard will need to be assessed again in practicum.	

Was the Target Met?	<input checked="" type="checkbox"/> <i>Yes</i> <input type="checkbox"/> <i>No</i>	
Changes Made in Response to the Assessment Process or Results:	When assessing for proficiency for initial certification, the counseling program will require applicants to speak to how they will apply their counseling theory as a Professional School Counselor.	
Outcome 1: Students who complete the program will demonstrate knowledge and understanding of counseling theory (associated CACREP Core Standard – Counseling and Helping Relationships)	Maps to: Goal 2	
ASSESSMENT INSTRUMENT:	Oral Defense; CNS 794, CNS 795, or CNS 797; student will demonstrate, in an oral defense, one’s ability to articulate one’s theoretical orientation by meeting standards as identified by Counseling Program faculty via the oral defense rubric.	
TYPE:	Direct - Formative	
Criteria for Success:	At least 85% 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:	During the 2019-2020 academic year, nine students were enrolled in a clinical experience where they were required to take part in the Oral Defense. All nine students met expectations on the criteria related to counseling theory. This result indicates that as these students approached graduation they had the ability to demonstrate and defend their clinical work within the scope of their theoretical framework.	
Was the Target Met?	<input checked="" type="checkbox"/> <i>Yes</i> <input type="checkbox"/> <i>No</i>	
Changes Made in Response to the Assessment Process or Results:	Alterations to this assessment process is not warranted at this time.	
Outcome 2: Students who complete the program will demonstrate essential interviewing and counseling skills (associated CACREP Core Standard – Counseling and Helping Relationships)	Maps to: Goal 2	
ASSESSMENT INSTRUMENT:	Foundational Working Stage Counseling Skills; CNS 619; student will demonstrate his/her ability to exhibit basic listening skills by meeting standards as identified by Counseling Program faculty via the counseling skills rubric.	
TYPE:	Direct - Formative	
Criteria for Success:	At least 85% of students will “ <i>meet standards</i> ” on the Foundational Working Stage Skills.	
Results and Analysis:	13 students were enrolled in CNS 619. All 13 met expectations for the Foundational Working Stage Skills. This result suggests that students are learning to apply foundational counseling skills appropriately by the end of the semester.	
Was the Target Met?	<input checked="" type="checkbox"/> <i>Yes</i> <input type="checkbox"/> <i>No</i>	

Changes Made in Response to the Assessment Process or Results:	Due to COVID-19, CNS 619 will be taught via Zoom. However, the rubric will be maintained, as is.	
Outcome 2: Students who complete the program will demonstrate essential interviewing and counseling skills (associated CACREP Core Standard – Counseling and Helping Relationships)		Maps to: Goal 2
ASSESSMENT INSTRUMENT:	Case Presentation; CNS 790; student will demonstrate his/her ability to exhibit foundational counseling skills via a case presentation by meeting standards as identified by Counseling Program faculty via the case presentation rubric.	
TYPE:	Direct - Formative	
Criteria for Success:	At least 85% of students will “ <i>meet standards</i> ” on the criteria specific to <i>counseling skills</i> on the Case Presentation.	
Results and Analysis:	During the 2019-2020 academic year, 11 students were enrolled in the CNS 790, Practicum. All 11 students met expectations on the criteria of the Case Presentation rubric that focused on counseling skills. This result indicates that these students continued to develop and demonstrate sound foundational and working stage counseling skills.	
Was the Target Met?	<input checked="" type="checkbox"/> <i>Yes</i> <input type="checkbox"/> <i>No</i>	
Changes Made in Response to the Assessment Process or Results:	Changes to the assessment process are not deemed necessary at this point.	
Outcome 2: Students who complete the program will demonstrate essential interviewing and counseling skills (associated CACREP Core Standard – Counseling and Helping Relationships)		Maps to: Goal 2
ASSESSMENT INSTRUMENT:	Oral Defense; CNS 794, CNS 795, or CNS 797; student will demonstrate, in an oral defense, one’s ability to exhibit advanced counseling skills by meeting standards as identified by Counseling Program faculty via the oral defense rubric.	
TYPE:	Direct - Formative	
Criteria for Success:	At least 85% 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.	
Results and Analysis:	During the 2019-2020 academic year, nine students were enrolled in a clinical experience where they were required to take part in the Oral Defense. All nine students met expectations on the criteria related to the counseling demonstration. This result indicates that as these students approached graduation they continued to demonstrate both foundational and working stage counseling skills.	
Was the Target Met?	<input checked="" type="checkbox"/> <i>Yes</i> <input type="checkbox"/> <i>No</i>	
Changes Made in Response to the Assessment Process or Results:	Changes to this assessment process are deemed to be unnecessary at this time.	

Outcome 3: Students who complete the program will design and facilitate group interventions (associated CACREP Core Standard – Group Counseling and Group Work)		Maps to: Goal 2
ASSESSMENT INSTRUMENT:	Group Proposal; CNS 692; student will demonstrate foundational knowledge of group counseling by meeting standards as identified by Counseling Program faculty via the group proposal rubric.	
TYPE:	Direct - Formative	
Criteria for Success:	At least 85% of students will “ <i>meet standards</i> ” on the Group Proposal.	
Results and Analysis:	12 counseling students were enrolled in CNS 692, Group Counseling. All 12 students met expectations. This result indicates that the students in this course understood the various components required to effectively develop, market, and assess group work.	
Was the Target Met?	<input checked="" type="checkbox"/> <i>Yes</i> <input type="checkbox"/> <i>No</i>	
Changes Made in Response to the Assessment Process or Results:	Anticipated changes are a result of COVID-19. It is likely that the group counseling experience will be conducted via Zoom, as opposed to in-person. However, course format will remain the same, as Zoom was already the delivery format for the course. As such, no change will be made to this assessment, at this time.	
Outcome 3: Students who complete the program will design and facilitate group interventions (associated CACREP Core Standard – Group Counseling and Group Work)		Maps to: Goal 2
ASSESSMENT INSTRUMENT:	Group Sessions; CNS 790, CNS 794, CNS 795, CNS 796 or CNS 797; student will successfully facilitate group sessions by meeting standards as identified by Counseling Program faculty via the group verification form.	
TYPE:	Direct - Formative	
Criteria for Success:	At least 85% of students will “ <i>meet standards</i> ” on Group Sessions.	
Results and Analysis:	During the 2019-2020, 11 students facilitated group work during their clinical experiences. These students were able to demonstrate foundational group work skills.	
Was the Target Met?	<input checked="" type="checkbox"/> <i>Yes</i> <input type="checkbox"/> <i>No</i>	
Changes Made in Response to the Assessment Process or Results:	Changes to this assessment process are deemed to be unnecessary at this time.	
Outcome 3: Students who complete the program will design and facilitate group interventions (associated CACREP Core Standard – Group Counseling and Group Work)		Maps to: Goal 2
ASSESSMENT INSTRUMENT:	Counselor Preparation Comprehensive Exam (CPCE); graduating semester or semester prior to their graduating semester; student will demonstrate his/her summative knowledge regarding group work via a nationally normed, multiple choice exam that is designed to assess a counseling student’s knowledge of counseling information.	

TYPE:	Direct - Summative										
Criteria for Success:	At least 85% of students will demonstrate competence by scoring within one standard deviation of the national average on the <i>Group Counseling and Group Work</i> domain of the CPCE.										
Results and Analysis:	The Counseling Program had 10 students take the CPCE in during the 2019-2020 academic year. All 10 students passed the <i>Group Counseling and Group Work</i> domain of the CPCE on their first attempt. This result suggests that students have a solid understanding of group work knowledge.										
Was the Target Met?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No										
Changes Made in Response to the Assessment Process or Results:	No changes will be made to this assessment process, at this time.										
Outcome 1: Students who complete the program will demonstrate an ability to understand diverse cultural attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities (associated CACREP Core Standard – Social and Cultural Diversity)			Maps to: Goal 3								
ASSESSMENT INSTRUMENT:	Multicultural Awareness, Knowledge and Skills Survey; CNS 671; student will demonstrate measured development of multicultural knowledge, awareness, and skills as evidenced by a pretest-posttest analysis.										
TYPE:	Direct - Summative										
Criteria for Success:	At least 85% of students will demonstrate growth (improved post-test score) in the subtest areas of the MAKSS.										
Results and Analysis:	<p>11 counseling students were enrolled in the CNS 671, Multicultural Counseling, during the spring 2020 semester. In the table below, mean scores can be seen for each subscale of MAKSS and total score. The results indicate an increase in scores in each area, indicating that students are increasing their multicultural knowledge, awareness, and skills through the course of the semester.</p> <table border="1" data-bbox="606 1052 1272 1269"> <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>25.7/28.6</td> <td>25/35.3</td> <td>21.3/32.7</td> <td>72/96.6</td> </tr> </tbody> </table>			Awareness Pre/Post	Knowledge Pre/Post	Skills Pre/Post	Total Pre/Post	25.7/28.6	25/35.3	21.3/32.7	72/96.6
Awareness Pre/Post	Knowledge Pre/Post	Skills Pre/Post	Total Pre/Post								
25.7/28.6	25/35.3	21.3/32.7	72/96.6								
Was the Target Met?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No										
Changes Made in Response to the Assessment Process or Results:	No changes to this assessment process are required at this time.										

Outcome 1: Students who complete the program will demonstrate an ability to understand diverse cultural attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities (associated CACREP Core Standard – Social and Cultural Diversity)		Maps to: Goal 3
ASSESSMENT INSTRUMENT:	Cultural Exposure; CNS 671; student will demonstrate self-awareness, and understanding of diversity, and comprehension of systemic maintenance of oppression by meeting standards as identified by Counseling Program faculty via the cultural exposure rubric.	
TYPE:	Direct - Formative	
Criteria for Success:	At least 85% of students will “ <i>meet standards</i> ” on Cultural Exposure assignment.	
Results and Analysis:	11 counseling students were enrolled in the CNS 671, Multicultural Counseling, during the spring 2020 semester. All 11 students met expectations on the Cultural Exposure assignment, indicating that students were able to the reflect on and articulate self-awareness within the scope of diversity and systemic oppression.	
Was the Target Met?	<input checked="" type="checkbox"/> <i>Yes</i> <input type="checkbox"/> <i>No</i>	
Changes Made in Response to the Assessment Process or Results:	No changes to this assessment process are required at this time.	
Outcome 1: Students who complete the program will demonstrate an ability to understand diverse cultural attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities (associated CACREP Core Standard – Social and Cultural Diversity)		Maps to: Goal 3
ASSESSMENT INSTRUMENT:	Counselor Preparation Comprehensive Exam (CPCE); graduating semester or semester prior to their graduating semester; student will demonstrate his/her summative knowledge regarding social and cultural diversity via a nationally normed, multiple choice exam that is designed to assess a counseling student’s knowledge of counseling information.	
TYPE:	Direct - Summative	
Criteria for Success:	At least 85% of students will demonstrate competence by scoring within one standard deviation of the national average on the <i>Social and Cultural Diversity</i> domain of the CPCE.	
Results and Analysis:	The Counseling Program had 10 students take the CPCE during the 2019-2020 academic year. All 10 students passed the <i>Social and Cultural Diversity</i> domain of the CPCE on their first attempt. This result suggests that students have a comprehensive understanding of multicultural counseling.	
Was the Target Met?	<input checked="" type="checkbox"/> <i>Yes</i> <input type="checkbox"/> <i>No</i>	
Changes Made in Response to the Assessment Process or Results:	Changes to this assessment process are deemed unnecessary at this point.	

Outcome 2: Students who complete the program will demonstrate an understanding of behaviors and issues across the lifespan (associated CACREP Core Standard – Human Growth and Development)		Maps to: Goal 3
ASSESSMENT INSTRUMENT:	Case Study Project; CNS 635; student will demonstrate his/her foundational knowledge regarding biopsychosocial issues across the lifespan by meeting standards as identified by Counseling Program faculty via the case study project rubric.	
TYPE:	Direct - Formative	
Criteria for Success:	At least 85% of students will “ <i>meet standards</i> ” on the CNS 635 Case Study Project.	
Results and Analysis:	During the 2019-2020 academic year, 9 students were enrolled in CNS 635, Human Development. All 9 student met expectations on the Case Study Project, indicating that these students could theorize the potential effects of biopsychosocial issues on the developmental of a human across the lifespan.	
Was the Target Met?	<input checked="" type="checkbox"/> <i>Yes</i> <input type="checkbox"/> <i>No</i>	
Changes Made in Response to the Assessment Process or Results:	No changes are necessitated on this assessment process at this time.	
Outcome 2: Students who complete the program will demonstrate an understanding of behaviors and issues across the lifespan (associated CACREP Core Standard – Human Growth and Development)		Maps to: Goal 3
ASSESSMENT INSTRUMENT:	Counselor Preparation Comprehensive Exam (CPCE); graduating semester or semester prior to their graduating semester; student will demonstrate his/her summative knowledge regarding biopsychosocial issues across the lifespan via a nationally normed, multiple choice exam that is designed to assess a counseling student’s knowledge of counseling information.	
TYPE:	Direct - Summative	
Criteria for Success:	At least 85% of students will demonstrate competence by scoring within one standard deviation of the national average on the <i>Human Growth and Development</i> domain of the CPCE.	
Results and Analysis:	The Counseling Program had 10 students take the CPCE in during the 2019-2020 academic year. All but one student passed the <i>Human Growth and Development</i> domain of the CPCE on their first attempt (the one student who did not pass retook the exam twice and passed on the third attempt). This result suggests that the majority of this sample possessed a comprehensive knowledge regarding biopsychosocial issues across the lifespan.	
Was the Target Met?	<input checked="" type="checkbox"/> <i>Yes</i> <input type="checkbox"/> <i>No</i>	
Changes Made in Response to the Assessment Process or Results:	Adding a third assessment to Outcome 2 of Goal 3 is being discussed by the counseling faculty. The program has made plans to pilot a human development question to the CESA to assess knowledge within this domain at or about the halfway point of students’ progression in the program.	

Outcome 1: Students who complete the program will demonstrates knowledge of the helping process, inclusive of assessment tools, psychometric constructs, and diagnosing and treatment planning (associated CACREP Core Standard – Assessment and Testing)		Maps to: Goal 4
ASSESSMENT INSTRUMENT:	Case Study Project; CNS 676; student will demonstrate his/her knowledge regarding diagnosing and treatment planning by meeting standards as identified by Counseling Program faculty via the case study project rubric.	
TYPE:	Direct - Formative	
Criteria for Success:	At least 85% of students will “ <i>meet standards</i> ” on the CNS 676 Case Study Project.	
Results and Analysis:	Nine counseling students were enrolled in CNS 676, Diagnosis and Treatment Planning. All students met expectations on the Case Study Project. These results indicate that at the conclusion of this course, these students were able to demonstrate appropriate diagnoses based on the DSM 5.	
Was the Target Met?	<input checked="" type="checkbox"/> <i>Yes</i> <input type="checkbox"/> <i>No</i>	
Changes Made in Response to the Assessment Process or Results:	Changes to this assessment process are not needed at this time.	
Outcome 1: Students who complete the program will demonstrates knowledge of the helping process, inclusive of assessment tools, psychometric constructs, and diagnosing and treatment planning (associated CACREP Core Standard – Assessment and Testing)		Maps to: Goal 4
ASSESSMENT INSTRUMENT:	Final Exam; CNS 683; student will demonstrate foundational knowledge regarding psychometric constructs on the midterm exam	
TYPE:	Direct - Formative	
Criteria for Success:	At least 85% of students will earn a grade of C or better on the midterm exam.	
Results and Analysis:	During the 2019-2020 academic year, nine counseling students were enrolled in CNS 683, Test and Measurements. All nine students passed the midterm exam with a grade of C or better. These results indicated that these students were able to demonstrate foundational knowledge regarding psychometrics.	
Was the Target Met?	<input checked="" type="checkbox"/> <i>Yes</i> <input type="checkbox"/> <i>No</i>	
Changes Made in Response to the Assessment Process or Results:	Adjustments to this assessment process are not needed at this time.	
Outcome 1: Students who complete the program will demonstrates knowledge of the helping process, inclusive of assessment tools, psychometric constructs, and diagnosing and treatment planning (associated CACREP Core Standard – Assessment and Testing)		Maps to: Goal 4
ASSESSMENT INSTRUMENT:	Movie Paper; CNS 722; student will identify appropriate addictions assessments for a fictional case study by meeting standards as identified by Counseling Program faculty via the movie paper rubric.	

TYPE:	Direct - Formative
Criteria for Success:	At least 85% of students will “ <i>meet standards</i> ” on the Movie Paper.
Results and Analysis:	13 counseling students were enrolled in CNS 722, Substance Use and Addictions Counseling. All 13 students met expectations on the Movie Paper, indicating that these students were able to demonstrate knowledge regarding appropriate addictions assessments for these characters.
Was the Target Met?	<input checked="" type="checkbox"/> <i>Yes</i> <input type="checkbox"/> <i>No</i>
Changes Made in Response to the Assessment Process or Results:	Changes are not deemed to be necessary at this time.
Outcome 1: Students who complete the program will demonstrate knowledge of the helping process, inclusive of assessment tools, psychometric constructs, and diagnosing and treatment planning (associated CACREP Core Standard – Assessment and Testing)	Maps to: Goal 4
ASSESSMENT INSTRUMENT:	Counselor Preparation Comprehensive Exam (CPCE); graduating semester or semester prior to their graduating semester; student will demonstrate his/her summative knowledge regarding assessment and testing via a nationally normed, multiple choice exam that is designed to assess a counseling student’s knowledge of counseling information.
TYPE:	Direct - Summative
Criteria for Success:	At least 85% of students will demonstrate competence by scoring within one standard deviation of the national average on the <i>Assessment and Testing</i> domain of the CPCE.
Results and Analysis:	The Counseling Program had 10 students take the CPCE in during the 2019-2020 academic year. All students passed the <i>Assessment and Testing</i> domain of the CPCE on their first attempt. This result suggests that these students possessed a comprehensive knowledge regarding assessment and testing as they relate to the helping process.
Was the Target Met?	<input checked="" type="checkbox"/> <i>Yes</i> <input type="checkbox"/> <i>No</i>
Changes Made in Response to the Assessment Process or Results:	Changes to this assessment process are not deemed necessary at this point.
Outcome 2: Students who complete the program will demonstrate knowledge in career and vocational development of clients (associated CACREP Core Standard – Career Development)	Maps to: Goal 4
ASSESSMENT INSTRUMENT:	Savickas Interview; CNS 686; student will demonstrate formative knowledge of career counseling by meeting standards as identified by Counseling Program faculty via the Savickas interview rubric.
TYPE:	Direct - Formative
Criteria for Success:	At least 85% of students will “ <i>meet standards</i> ” on the Savickas Interview Project.

Results and Analysis:	Nine students were enrolled in CNS 686, Career Counseling, during the 2019-2020 academic year. All nine students met expectations on the Savickas Interview Project, indicating that these students possessed sound career counseling knowledge.	
Was the Target Met?	<input checked="" type="checkbox"/> <i>Yes</i> <input type="checkbox"/> <i>No</i>	
Changes Made in Response to the Assessment Process or Results:	Adjustments to this assessment process are not needed at this time.	
Outcome 2: Students who complete the program will demonstrate knowledge in career and vocational development of clients (associated CACREP Core Standard – Career Development)	Maps to: Goal 4	
ASSESSMENT INSTRUMENT:	Counselor Preparation Comprehensive Exam (CPCE); graduating semester or semester prior to their graduating semester; student will demonstrate his/her summative knowledge regarding career counseling via a nationally normed, multiple choice exam that is designed to assess a counseling student's knowledge of counseling information.	
TYPE:	Direct - Summative	
Criteria for Success:	At least 85% of students will demonstrate competence by scoring within one standard deviation of the national average on the <i>Career Development</i> domain of the CPCE.	
Results and Analysis:	The Counseling Program had 10 students take the CPCE in during the 2019-2020 academic year. All 10 passed the <i>Career Development</i> domain of the CPCE on their first attempt. This result suggests that the majority of this sample possessed a comprehensive knowledge regarding career counseling.	
Was the Target Met?	<input checked="" type="checkbox"/> <i>Yes</i> <input type="checkbox"/> <i>No</i>	
Changes Made in Response to the Assessment Process or Results:	Changes to this assessment process are not needed at this time.	
Outcome 3: Students who complete the program will demonstrate the ability to comprehend professional research and literature, especially as it relates to program evaluation and evidence-based practices (associated CACREP Core Standard – Research and Program Evaluation)	Maps to: Goal 4	
ASSESSMENT INSTRUMENT:	Literature Review; ADM 630; student will demonstrate ability to analyze information found in educational journal articles, and synthesize new knowledge into a written literature review by meeting standards as identified by Counseling Program faculty via the Savickas interview rubric.	
TYPE:	Direct - Formative	
Criteria for Success:	At least 85% of students will “ <i>meet standards</i> ” on the Literature Review Project.	

Results and Analysis:	Eight counseling students were enrolled in ADM 630, Research Methods, during the 2019-2020 academic year. All eight met expectations on the Literature Review Project, indicating that these students could critically assess scholarly writings.	
Was the Target Met?	<input checked="" type="checkbox"/> <i>Yes</i> <input type="checkbox"/> <i>No</i>	
Changes Made in Response to the Assessment Process or Results:	Adjustments to this assessment process are not needed at this time.	
Outcome 3: Students who complete the program will demonstrate the ability to comprehend professional research and literature, especially as it relates to program evaluation and evidence-based practices (associated CACREP Core Standard – Research and Program Evaluation	Maps to: Goal 4	
ASSESSMENT INSTRUMENT:	Counselor Preparation Comprehensive Exam (CPCE); graduating semester or semester prior to their graduating semester; student will demonstrate his/her summative knowledge regarding research and program evaluation via a nationally normed, multiple choice exam that is designed to assess a counseling student’s knowledge of counseling information.	
TYPE:	Direct - Summative	
Criteria for Success:	At least 85% of students will demonstrate competence by scoring within one standard deviation of the national average on the <i>Research and Program Evaluation</i> domain of the CPCE.	
Results and Analysis:	The Counseling Program had 10 students take the CPCE in during the 2019-2020 academic year. All 10 students passed the <i>Research and Program Evaluation</i> domain of the CPCE on their first attempt. This result suggests that these students have comprehensive knowledge regarding research and program evaluation procedures.	
Was the Target Met?	<input checked="" type="checkbox"/> <i>Yes</i> <input type="checkbox"/> <i>No</i>	
Changes Made in Response to the Assessment Process or Results:	No changes are deemed necessary at this time regarding this assessment process.	
Outcome 1: Students who complete the program will possess a professional counseling identity (associated CACREP CMHC standards: 5C1a, 5C2a, 5C2k, 5C2l)	Maps to: Goal 5	
ASSESSMENT INSTRUMENT:	Reflection Assignment 2; CNS 619; student will demonstrate foundational knowledge regarding American Counseling Association divisions by meeting standards as identified by Counseling Program faculty via the reflection rubric.	
TYPE:	Direct - Formative	
Criteria for Success:	At least 85% of students will “ <i>meet standards</i> ” on the CNS 619 Reflection Assignment 2.	

Results and Analysis:	13 counseling students were enrolled in CNS 619, Foundational Counseling, in fall 2019. All students met expectations for the Reflection Assignment 2, demonstrating an understanding of the various counseling divisions under the American Counseling Association.	
Was the Target Met?	<input checked="" type="checkbox"/> <i>Yes</i> <input type="checkbox"/> <i>No</i>	
Changes Made in Response to the Assessment Process or Results:	No changes are needed at this time.	
Outcome 1: Students who complete the program will possess a professional counseling identity (associated CACREP CMHC standards: 5C1a, 5C2a, 5C2k, 5C2l)	Maps to: Goal 5	
ASSESSMENT INSTRUMENT:	Reflection Assignment 4; CNS 625; student will demonstrate foundational knowledge regarding one's understanding of professional counseling credentialing by meeting standards as identified by Counseling Program faculty via the reflection rubric.	
TYPE:	Direct - Formative	
Criteria for Success:	At least 85% of students will " <i>meet standards</i> " on the CNS 625 Reflection Assignment 4.	
Results and Analysis:	11 counseling students were enrolled in the CNS 625, Legal and Ethical Issues in Counseling. All 11 students met expectations on Reflection Assignment 4, indicating that these students were able to articulate the rationale for the licensure process in Kentucky.	
Was the Target Met?	<input checked="" type="checkbox"/> <i>Yes</i> <input type="checkbox"/> <i>No</i>	
Changes Made in Response to the Assessment Process or Results:	At this time, there is no need to adjust the assessment process.	
Outcome 1: Students who complete the program will possess a professional counseling identity (associated CACREP CMHC standards: 5C1a, 5C2a, 5C2k, 5C2l)	Maps to: Goal 5	
ASSESSMENT INSTRUMENT:	Oral Defense; CNS 795 or CNS 797; student will demonstrate, in an oral defense, one's knowledge of the profession of counseling, inclusive of professional organizations and avenues to becoming credentialed by meeting standards as identified by Counseling Program faculty via the oral defense rubric.	
TYPE:	Direct - Formative	
Criteria for Success:	At least 85% of students will " <i>meet standards</i> " on the criteria specific to the <i>written portion of his/her counseling identity</i> for the Oral Defense presentation.	
Results and Analysis:	During the 2019-2020 academic year, nine students were enrolled in a clinical experience where they were required to take part in the Oral Defense. All nine students met expectations on the criteria related to the written aspect of their	

	counseling identity. This result indicates that as these students approached graduation they were able to articulate their understanding of self as a professional counselor.	
Was the Target Met?	<input checked="" type="checkbox"/> <i>Yes</i> <input type="checkbox"/> <i>No</i>	
Changes Made in Response to the Assessment Process or Results:	Adjustments to this assessment process are not deemed necessary at this time.	
Outcome 1: Students who complete the program will possess a professional counseling identity (associated CACREP CMHC standards: 5C1a, 5C2a, 5C2k, 5C2l)		Maps to: Goal 5
ASSESSMENT INSTRUMENT:	Counselor Preparation Comprehensive Exam (CPCE); graduating semester or semester prior to their graduating semester; student will demonstrate his/her summative knowledge regarding professional orientation via a nationally normed, multiple choice exam that is designed to assess a counseling student's knowledge of counseling information.	
TYPE:	Direct - Summative	
Criteria for Success:	At least 85% of students will demonstrate competence by scoring within one standard deviation of the national average on the <i>Professional Orientation and Ethics</i> domain of the CPCE.	
Results and Analysis:	The Counseling Program had 10 students take the CPCE in during the 2019-2020 academic year. All 10 students passed the <i>Professional Orientation and Ethics</i> domain of the CPCE on their first attempt. This result suggests that these students have comprehensive knowledge regarding research and program evaluation procedures.	
Was the Target Met?	<input checked="" type="checkbox"/> <i>Yes</i> <input type="checkbox"/> <i>No</i>	
Changes Made in Response to the Assessment Process or Results:	Alterations to assessment process are not deemed necessary at this time.	
Outcome 2: Students who complete the program will demonstrate the ability to conduct formal interviews, properly diagnose, create treatment plans, document services appropriately, and provide varying techniques to promote wellness (associated CACREP CMHC standards: 5C1c, 5C2d, 5C3a, 5C3b)		Maps to: Goal 5
ASSESSMENT INSTRUMENT:	Role Plays; CNS 676; student will demonstrate skill in conducting Mental Status Exams, biopsychosocial interviews, and case documentation by meeting standards as identified by Counseling Program faculty via the role play rubric.	
TYPE:	Direct - Formative	
Criteria for Success:	At least 85% of students will “ <i>meet standards</i> ” on the Role Plays Project.	
Results and Analysis:	During the 2019-2020 academic year, nine counseling students were enrolled in CNS 676, Clinical Diagnosis and Treatment Planning. All nine students met expectations on the Role Play Project, indicating that these students were able to demonstrate sound ability to conduct various counseling, intake interventions.	

Was the Target Met?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Changes Made in Response to the Assessment Process or Results:	Changes to this assessment process are not needed at this time.
Outcome 2: Students who complete the program will demonstrate the ability to conduct formal interviews, properly diagnose, create treatment plans, document services appropriately, and provide varying techniques to promote wellness (associated CACREP CMHC standards: 5C1c, 5C2d, 5C3a, 5C3b)	Maps to: Goal 5
ASSESSMENT INSTRUMENT:	Practice Sessions; CNS 694; student will demonstrate skill in appropriately delivering techniques that promote wellness and prevent mental health issues by meeting standards as identified by Counseling Program faculty via the session review form rubric.
TYPE:	Direct - Formative
Criteria for Success:	At least 85% of students will “ <i>meet standards</i> ” on Practice Sessions.
Results and Analysis:	No results can be reported at this time, as CNS 694, Advanced Counseling and Supervision was not offered during the 2019-2020 academic year.
Was the Target Met?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes Made in Response to the Assessment Process or Results:	N/A
Outcome 2: Students who complete the program will demonstrate the ability to conduct formal interviews, properly diagnose, create treatment plans, document services appropriately, and provide varying techniques to promote wellness (associated CACREP CMHC standards: 5C1c, 5C2d, 5C3a, 5C3b)	Maps to: Goal 5
ASSESSMENT INSTRUMENT:	Site-Supervisor Evaluation; CNS 795 or 797; student will demonstrate ability to successfully meet clinical mental health site expectations by meeting standards as identified by Counseling Program faculty via the site-supervisor final evaluation.
TYPE:	Direct - Formative
Criteria for Success:	At least 85% of students will “ <i>meet standards</i> ” on Site-Supervisor Evaluation.
Results and Analysis:	During the 2019-2020 academic year, nine students were enrolled in their final clinical experience. The site supervisors for all nine students reported that their supervisees met site expectations. This result indicates the program is preparing competent and clinically skilled professional counselors.
Was the Target Met?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Changes Made in Response to the Assessment Process or Results:	No adjustments to this assessment process are needed at this time.	
Outcome 2: Students who complete the program will demonstrate the ability to conduct formal interviews, properly diagnose, create treatment plans, document services appropriately, and provide varying techniques to promote wellness (associated CACREP CMHC standards: 5C1c, 5C2d, 5C3a, 5C3b)	Maps to: Goal 5	
ASSESSMENT INSTRUMENT:	Faculty-Supervisor Evaluation; CNS 795 or 797; student will demonstrate ability to successfully meet clinical mental health site expectations by meeting standards as identified by Counseling Program faculty via the faculty-supervisor final evaluation.	
TYPE:	Direct - Formative	
Criteria for Success:	At least 85% of students will “ <i>meet standards</i> ” on Faculty-Supervisor Evaluation.	
Results and Analysis:	During the 2019-2020 academic year, nine students were enrolled in their final clinical experience. The faculty supervisors for all nine students reported that their supervisees met internship expectations. This result indicates the program is preparing competent and clinically skilled professional counselors.	
Was the Target Met?	<input checked="" type="checkbox"/> <i>Yes</i> <input type="checkbox"/> <i>No</i>	
Changes Made in Response to the Assessment Process or Results:	No adjustments to this assessment process are needed at this time.	

(Section 4) Assessment Stakeholders and Planning	
Continuous Planning Process	<p>The counseling program is dedicated to improve the Program curriculum, organization, and communication by frequent and routine evaluations. Various assessments, groups, and meetings help in the evaluation process.</p> <ol style="list-style-type: none"> 1) At the end of each semester, the counseling faculty review the progress of each student on all semester courses, capstone projects, student learning objectives, and CACREP standards. Data placed in a spreadsheet and analyzed. Findings from analysis is discussed and implications are drawn. If necessary, programmatic changes may be conducted due to implications drawn from data analysis. 2) Yearly, the counseling faculty share the outcome reports with Counseling Advisory Board and discuss possible changes to the program. 3) Prior to submission of MSU Assessment reports and plans, the CNS faculty discuss implications of the data in reference to programmatic assessments and overall curriculum structure. Both, the reports and plans, are reviewed by assessment coordinators at the college and university levels for fidelity.
Participants in the Planning Process	Susana Bloomdahl – ELC Department Chair & School Counseling Program Coordinator

Samir Patel – Counseling Program Coordinator & Counseling Center Coordinator of the COEHS Assessment & Counseling Center
 Rebecca Pender Baum – Practicum & Internship Coordinator
 Justin Brogan – Clinical Mental Health Counseling Program Coordinator

(Section 5) Course Alignment Matrix *Please copy and paste the course alignment matrix for this program below.*

	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
MAED SCHOOL COUNSELING					
Total Course Requirements, 42 hrs					
ADM 630	I		I	D	I
CNS 619	I, D	I, D	I, D	I, D	I, D
CNS 624	I, D	I, D	I, D	I, D	I, D
CNS 635	I		I, D		I
CNS 671	I, D	I, D	I, D	I	I, D
CNS 676	D	D	D	D	D
CNS 683	I		I	I, D	
CNS 686	I			I, D	
CNS 692	I, D	I, D	I, D	I, D	I, D
CNS 720	I, D		I, D	I, D, M	
CNS 725	I, D		I, D	I, D, M	
CNS 752	I	I	I	I, D	
CNS 790	D	D	D	D	D
CNS 794	D, M	D, M	D, M	D, M	D, M
EdS SCHOOL COUNSELING CONCENTRATION					

Total Course Requirements, 60 hrs					
<i>48 hrs transferred from MA School Counseling plus the following:</i>					
CNS 625	I, D		I	I, D	I, D
CNS 694	D	D, M		D	D
CNS 722	D		D	D	D
CNS 734	D		D	D	D
EdS CLINICAL MENTAL HEALTH COUNSELING CONCENTRATION					
Total Course Requirements, 60 hrs					
ADM 630	I		I	D	I
CNS 618	I		I	I	
CNS 619	I, D	I, D	I, D	I, D	I, D
CNS 624	I, D	I, D	I, D	I, D	I, D
CNS 625	I, D		I	I, D	I, D
CNS 635	I		I, D		I
CNS 671	I, D	I, D	I, D	I	I, D
CNS 676	D	D	D	D	D
CNS 683	I		I	I, D	
CNS 686	I			I, D	
CNS 692	I, D	I, D	I, D	I, D	I, D
CNS 694	D	D, M		D	D
CNS 710	D		I, D	D	D
CNS 722	D		D	D	D
CNS 734	D		D	D	D

CNS 752	I	I	I	I, D	
CNS 790	D	D	D	D	D
CNS 794	D, M	D, M	D, M	D, M	D, M
CNS 795	D, M	D, M	D, M	D, M	D, M
<i>3 hrs approved electives from the following:</i>					
CNS 746	D		D	D	D
CNS 748	D		D	D	D
CNS 760	D		D	D	D