

Student Learning Outcome Assessment
Assessment Year: 2016-2017

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

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
Alan Bakes – Counseling Center Coordinator of the COEHS Assessment & Counseling Center
Rebecca Pender – Practicum & Internship Coordinator
Justin Brogan – Clinical Mental Health Coordinator

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>meet standards</i> ” according to faculty evaluation and application of the skill rubric.

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Results and Analysis:	100% of students (n = 5) during the fall 2016 and spring 2017 semester met standards for relationship building skills at midterm. Results indicate that this sample of students demonstrated foundational counseling skills at a high level.
Changes Made in Response to the Assessment Process or Results:	It suspected that the changes made to the course since the previous year's assessment has resulted in students gaining a more comprehensive understanding of the foundational counseling skills; however, the small sample size must be noted. Additional hands-on practices using counseling scripts will be integrated into the course to ensure the reliability of these results.
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 = 5) during the fall 2016 and spring 2017 semester met standards for working skills at the end of the semester. Results indicate that this sample of students demonstrated foundational counseling skills at a high level.
Changes Made in Response to the Assessment Process or Results:	Again, it suspected that the changes made to the course since the previous year's assessment has resulted in students gaining a more comprehensive understanding of the foundational counseling skills, and thusly, are able to demonstrate these skills on a consistent basis. However, the small sample size must be noted. As such, additional hands-on practices using counseling scripts will be integrated into the course to ensure the reliability of these results.
SUMMATIVE INSTRUMENT/TEST 1:	Midpoint Clinical Application Exam Rubric (taken after completing 33 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

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	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. The rubric describes skill level that “exceeds standards,” “meets standards,” “developing standards,” or “does not meet standards.”
Criteria for Success:	At least 90% 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:	<p>During the 2016-2017 academic year, a total of nine students completed the Midpoint Clinical Application Exam. 77% of these students met standards for <i>building clinical relationships</i> (5 students met standards and 2 students exceeded standards. 2 students were assessed as developing standards. Of the two who did not meet standards, one met the standard upon reexamination; while the other is working with faculty to ensure that the standard will be met.</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 assessment does allow the program to appropriately flag potential issues that could impeded a person’s ability to establish therapeutic relationships.</p>
Changes Made in Response to the Assessment Process or Results:	After reviewing the data from the 2015-2016 report, the counseling program made some adjustments to the questions and rubrics of the Midpoint Clinical Application Exam to better capture the relationship building skills. Though the criteria for success was not met (i.e., 90% of students will meet the standard), the assessment itself is stronger in assessing comprehensive knowledge regarding relationship building in the counseling process. As the counseling relationship is critical to the counseling process, the program will make adjustment to the course sequence so that students are better versed in the relationship building skills be the time they are ready for the midpoint.
SUMMATIVE INSTRUMENT/TEST 2:	Oral Defense Presentation Rubric (CNS 795)
Instrument/Test Procedures and Description:	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. The

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	rubric describes skill level that “exceeds standards,” “meets standards,” “developing standards,” or “does not meet standards.”
Criteria for Success:	At least 90% 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:	<p>100% of students (n = 16) met or exceeded the <i>video demonstration that highlights relationship building and working stage counseling skills</i> standard (two students exceeded standards).</p> <p>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>
Changes Made in Response to the Assessment Process or Results:	A new rubric will be introduced to better assess micro-counseling skills when students are showcasing the counseling sessions. It is anticipated that if students are being assessed at a micro level, as opposed to a macro level, with regards to their counseling skills, then the level of counseling efficacy will increase.

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 (improved post-test score) 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 2017 & summer 2017 n = 5</p>

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	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Awareness Pre/Post</th> <th style="text-align: center;">Knowledge Pre/Post</th> <th style="text-align: center;">Skills Pre/Post</th> <th style="text-align: center;">Total Pre/Post</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">24.4/28</td> <td style="text-align: center;">26.6/35.4</td> <td style="text-align: center;">26.6/31.8</td> <td style="text-align: center;">77.6/95.2</td> </tr> </tbody> </table> <p>The results indicate an increase in all areas as it relates to multicultural competence.</p>	Awareness Pre/Post	Knowledge Pre/Post	Skills Pre/Post	Total Pre/Post	24.4/28	26.6/35.4	26.6/31.8	77.6/95.2
Awareness Pre/Post	Knowledge Pre/Post	Skills Pre/Post	Total Pre/Post						
24.4/28	26.6/35.4	26.6/31.8	77.6/95.2						
Changes Made in Response to the Assessment Process or Results:	Program will integrate case studies within the class to continue increasing multicultural knowledge and skills; however, there will also be an emphasis on multicultural awareness to promote an increase in this particular domain.								
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 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. 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> ” on the Cultural Exposure project.								
Results and Analysis:	In a sample of 6 students, 33% exceeded standards and 33% met standards, and 33% were developing the standard. After results were assessed from 2015-2016 sample, the program made adjustments to make the assignment more rigorous. As such, it is reasonable to note that decrease in percentage of meeting the standard is a result of the rigor with adjusted assignment.								
Changes Made in Response to the Assessment Process or Results:	Program will integrate case studies within the class to continue increasing understanding of systemic maintenance of oppression.								
SUMMATIVE INSTRUMENT/TEST 1:	Midpoint Clinical Application Exam Rubric (taken after completing 33 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)								

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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. 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> ” on the criteria specific to <i>multicultural awareness</i> for the Midpoint Clinical Application Exam.
Results and Analysis:	<p>During the 2016-2017 academic year, a total of nine students completed the Midpoint Clinical Application Exam. 78% of these students met standards for <i>multicultural awareness</i> (7 students met standards and 2 students were assessed as developing standards). Of the two who did not meet standards, one met the standard upon reexamination; while the other is working with faculty to ensure that the standard will be met.</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 assessment does allow the program to appropriately flag potential issues that could impeded a person’s ability to establish therapeutic relationships.</p>
Changes Made in Response to the Assessment Process or Results:	After reviewing the data from the 2015-2016 report, the counseling program made some adjustments to the questions and rubrics of the Midpoint Clinical Application Exam to better capture multicultural awareness. Though the criteria for success was not met (i.e., 80% of students will meet the standard), the assessment itself is stronger in assessing comprehensive knowledge regarding multicultural awareness. As the understanding of oneself is critical to the counseling process, the program will make adjustment to the course sequence so that emphasis is placed on being a reflective counselor earlier in their training.
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.

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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:	Results from the fall 2016 and spring 2017 CPCE revealed that 77% of students (n = 17) scored within or above one standard deviation of the national average for the Social & Cultural Diversity section of the CPCE. Results suggest that most of our students demonstrate an ability to understand diverse cultural attitudes, beliefs, understandings, and acculturative experiences by the end of their program
Changes Made in Response to the Assessment Process or Results:	The counseling program will change the criteria for success to read “80% of students will demonstrate competence by scoring within or above one standard deviation of the national mean for the Social and Cultural Diversity domain.”

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 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, 33% of students (n = 6) met or exceeded standards for effective writing and appropriate understanding of a counseling theory. Results indicate that these students did not fully understand their selected theory, mid-way through the semester.
Changes Made in Response to the Assessment Process or Results:	During the fall 2017 semester, students will be required to orally present their case conceptualizations of weekly case studies to promote overall understanding of theoretical tenets.
FORMATIVE INSTRUMENT/TEST 2:	In-class Exam (CNS 624)
Instrument/Test Procedures and Description:	At the end of the semester, an assessment that measures student understanding of counseling theory will be given in CNS 624.
Criteria for Success:	At least 90% of students will answer exam content with 85% accuracy.

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Results and Analysis:	Students were assessed according to a set rubric that evaluated writing quality and depth of understanding of multiple theories. According to the results, 83% of students (n = 6) met exam content with at least 85% accuracy. Though criteria for success was not met, due to small class size, these results indicate that 5 out of 6 students had a solid understanding of counseling theories at the end of the semester.
Changes Made in Response to the Assessment Process or Results:	During the fall 2017 semester, students will be required to orally present their case conceptualizations of weekly case studies to promote overall understanding of theoretical tenets.
SUMMATIVE INSTRUMENT/TEST 1:	Midpoint Clinical Application Exam Rubric (taken after completing 33 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. 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> ” on the criteria specific to <i>theoretical awareness</i> for the Midpoint Clinical Application Exam.
Results and Analysis:	<p>During the 2016-2017 academic year, a total of nine students completed the Midpoint Clinical Application Exam. 56% of these students met standards for <i>theoretical awareness</i> (5 students met standards and 4 students were assessed as developing standards). Of the four who did not meet standards, three met the standard upon reexamination; while the other is working with faculty to ensure that the standard will be met.</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 articulate the application of the tenets of their theoretical orientation. However, the assessment does allow the program to appropriately flag potential issues that could impeded a person’s ability to establish therapeutic relationships.</p>
Changes Made in Response to the	During the 2017-2018 academic year there will be a concerted effort to provide case studies in the foundational counseling courses to better

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Assessment Process or Results:	prepare students for the midpoint clinical application exam. Also, questions and rubrics for the midpoint exam will be adjusted to better capture theoretical knowledge.
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. 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 "meet standards" on the criteria specific to the <i>oral presentation of his/her counseling theory</i> for the Oral Defense presentation.
Results and Analysis:	100% of students (n = 16) met or exceeded the <i>video demonstration that highlights relationship building and working stage counseling skills</i> standard (two students exceeded standards). 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.
Changes Made in Response to the Assessment Process or Results:	It was determined by the counseling program's effort integrate specific pedagogical strategies resulted in the improvement with regards to students' abilities to conceptualize cases from a theoretical orientation. As such, the criteria for success will increase from 80% to 90% of students will meet standards.

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 80% of the students will answer exam content with 85% accuracy.

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Results and Analysis:	<p>During the semester 2016-2017 academic year, 11 students were enrolled in CNS 617. The following scores demonstrate the breakdown for Exam #2:</p> <p>95% or better accuracy - 63% 85% to 94% accuracy - 18% 75% to 84% accuracy - 9% Less than 75% accuracy – 9%</p> <p>Results indicate that 81% of the students answered the exam content with at least 85% accuracy, suggesting that most students in the sample are developing their understanding of the counseling profession by midterm.</p>
Changes Made in Response to the Assessment Process or Results:	<p>During fall semester, all power points were updated and more experiential activities were implemented. Guest panels for school, mental health and addictions were utilized. A panel of alumni also came to class to better prepare students for what to expect in the program and as recent graduates. The Counseling program has decided to drop CNS 617 because the material could/is being covered in other classes. A new course is being established to better meet student needs which is Child and Adolescent Counseling. All standards (CACREP, EPSB, and SACS) covered in course have been moved to other courses. The case study project formerly in CNS 617 is now in CNS 790 - Practicum.</p>
FORMATIVE INSTRUMENT/TEST 2:	Case Study Assignment/Rubric (CNS 617)
Instrument/Test Procedures and Description:	<p>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.”</p>
Criteria for Success:	At least 80% of students will “ <i>meet standards</i> ” for professional orientation and ethics.
Results and Analysis:	<p>During the 2016-2017 academic year, 100% (n=11) of the students met standards for professional orientation and ethics.</p> <p>Results indicate that students in this sample possessed a solid understanding of ethics by the end of the semester.</p>
Changes Made in Response to the	<p>The Counseling program has decided to drop CNS 617 because the material could/is being covered in other classes. A new course is being established to better meet student needs which is Child and Adolescent</p>

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Assessment Process or Results:	Counseling. All standards (CACREP, EPSB, and SACS) covered in course have been moved to other courses. The case study project formerly in CNS 617 is now in CNS 790 - Practicum.
SUMMATIVE INSTRUMENT/TEST 1:	Midpoint Clinical Application Exam Rubric (taken after completing 33 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. 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> ” on the criteria specific to <i>ethical and professional understanding</i> on the Midpoint Clinical Application Exam.
Results and Analysis:	During the 2016-2017 academic year, a total of nine students completed the Midpoint Clinical Application Exam. 55% of these students met standards for <i>ethical and professional understanding</i> (2 students exceeded standards, 3 students met standards, 3 students were assessed as developing standards, and 1 student did not meet the standard). Of the four who did not meet standards, all met the standard upon reexamination.
Changes Made in Response to the Assessment Process or Results:	After reviewing the data from the 2015-2016 report, the counseling program made some adjustments to the questions and rubrics of the Midpoint Clinical Application Exam to better capture ethical and professional understanding. Though the criteria for success was not met (i.e., 80% of students will meet the standard), the assessment itself is stronger in assessing comprehensive knowledge regarding ethics. As the understanding of ethics is critical to the counseling process, the program will make adjustment to the course sequence so that emphasis is placed on being an ethical counselor.
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 professional orientation and ethics specific questions on a nationally normed comprehensive exam.

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Criteria for Success:	80% of students will demonstrate competence by scoring within one standard deviation of the national average on the Professional Orientation and Ethics portion of the exam.
Results and Analysis:	Results from the fall 2016 and spring 2017 CPCE revealed that 94% of students (n = 17) scored within or above one standard deviation of the national average for the professional orientation and ethics section of the CPCE. Results suggest that most students who complete the program can demonstrate ethical practice relating to professional roles, functions and counseling relationships
Changes Made in Response to the Assessment Process or Results:	To ensure that progress continues with regards to meeting criteria for success, the counseling program has purchased new study guide book available for student check-out at the COEHS Curriculum Library and MSU office at Madisonville campus.