

Student Learning Outcomes Assessment Report 2021-2022: CMHC Program

The following data is included in this plan for 2022 graduates of CMHC:

- CPCE results
- Exit Survey results
- Advocacy Project

The following data is included for 2023 graduates of CMHC (this data started being collected in Fall 2021):

- Key Performance Indicators
- Disposition Data

Measurement Scales:

1. The performance standard for the CPCE uses the following scale for the rubric items below. This rubric is reported at the individual level.
 - Exceeds: Scores are greater than .5 standard deviation above the national examination mean.
 - Met: Scores are between the mean to .5 standard deviation above the national examination mean.
 - Developing: Scores fall below the mean and may fall to .5 standard deviation below the national examination mean.
 - Not Met: Scores fall below a .5 standard deviation below the national examination mean.

The overall pass rate for the NCE for CMHC students in Spring 2022 was 100%.

2022 Masters Programs Outcomes Report – Vital Statistics (also available on CECP website):

Last year, there were 36 graduates of the Clinical Mental Health Counseling (CMHC) program and 6 graduates of the School Counseling (SC) program. The pass rate for graduates taking the NCE examination in 2022 was 100%. The pass rate for SC graduates taking the PRAXIS-II in 2022 was 100%. Of the admitted students, 94% graduated from the CMHC program in the expected time period, and 100% graduated from the SC program in the expected time period. Based on data from graduates who were actively seeking employment and responded to an alumni survey, 100% of CMHC graduates and 100% of SC graduates obtained positions within 90 days of receiving their degrees in 2022.

Program Learning Outcome 1. *Apply knowledge of bio-psycho-social-cultural foundations of behavior and evidence-based counseling approaches to diverse individuals and groups.*

Number of students: 2021-22: 35

1. Rubric for CPCE CACREP Subscale Scores for PLO 1

Number of students:

- 2015-16: 24
- 2016-17: 22
- 2017-18: 21
- 2018-19: 27
- 2019-20: NA (CPCE not used due to COVID)
- 2020-21: 27
- 2021-22: 35

Human Development Subscale	Expectations Not Met	Developing	Meets Expectations	Exceeds Expectations
2015-16	2	2	7	13
2016-17	1		11	10
2017-18		1	3	17
2018-19		3	8	16
2019-20				
2020-21	2	5	5	15
2021-22		4	9	22

Social and Cultural Subscale	Expectations Not Met	Developing	Meets Expectations	Exceeds Expectations
2015-16		1	1	22

2016-17		3	2	17
2017-18		1	2	18
2018-19		6	11	10
2019-20				
2020-21	4	5	6	12
2021-22	2	4	4	25

2. Student Exit Survey; Self-Evaluation Ratings of Knowledge (N=30)

(1 -No confidence at all, 2 - Very little Confidence, 3 - Moderate Confidence, 4 - Much confidence, 5 - Complete confidence)

Domain	2018 Mean (SD)	2019 Mean (SD)	2020 Mean (SD)	2021 Mean (SD)	2022 Mean (SD)
Knowledge of biopsychosocial foundations of human development and functioning, including both normal development and psychopathology	4.21 (.61)	4.57 (.63)	4.36 (.62)	4.0 (.55)	4.36 (.66)
Understanding of how diversity and other effects on personal, social and career development	4.32 (.65)	4.71 (.42)	4.86 (.34)	4.38 (.49)	4.64 (.47)
Knowledge of theories & methods of individual counseling	4.00 (.72)	4.14 (.42)	4.36 (.49)	4.13 (.55)	4.27 (.54)
Knowledge of career development theories & counseling techniques	3.53 (.68)	3.43 (.75)	3.93 (.68)	3.5 (.70)	3.45 (.71)
Knowledge of basic principles of testing and assessment	3.68 (.65)	4.29 (.70)	4.29 (.61)	3.38 (.73)	3.9 (.74)
An understanding of the need for ongoing research and program evaluation	4.10 (.85)	4.50 (.50)	4.71 (.44)	4.38 (.76)	4.36 (.81)

3. Key Performance Indicators: Core 2-K; Core 3-S; Core 4-K; Core 5-K; Core 7-K; Core 8-S; CMHC 1-S; CMHC 2-K

KPI Core 3-Skill: The student will be able to apply human development theories to counseling.

COUN 6020 Life Span Human Development

- Case Conceptualization Discussion Post

	Does Not Meet Expectations	Developing	Meets Expectations	Exceeds Expectations
Clinical Mental Health Counseling				55

KPI Core 5-Knowledge: The student will be able to demonstrate knowledge of counseling theories.

COUN 6030 Theories of Counseling

- Personal Approach to Counseling Paper

	Does Not Meet Expectations	Developing	Meets Expectations	Exceeds Expectations
Clinical Mental Health Counseling	1	2	21	33

KPI Core 8-Skill: Students will demonstrate the ability to evaluate research and its application to counseling.

COUN 6003/6005 Foundations in CMHC Counseling

Lit Review: Learn about your population

	Does Not Meet Expectations	Developing	Meets Expectations	Exceeds Expectations
Clinical Mental Health Counseling			4	49

KPI CMHC 1-Skill: Students will demonstrate the ability to develop a case conceptualization and treatment plan

COUN 6003/6005 Foundations in CMHC Counseling

- Crisis Intervention Case Conceptualization

	Does Not Meet Expectations	Developing	Meets Expectations	Exceeds Expectations
Clinical Mental Health Counseling		2	2	49

KPI CMHC 2-Knowledge

Students will demonstrate the ability to conceptualize the effects of addictions on multiple systems

COUN 6150 Addictions in Counseling

Discussion post assignment

	Does Not Meet Expectations	Developing	Meets Expectations	Exceeds Expectations
Clinical Mental Health Counseling				32

Program Learning Outcome 2: *Apply professional, ethical, and legal standards in their counseling practices.*

Number of students: 2021-22: 35

1. Rubric for CPCE Subscale Scores for PLO 2

Number of students:

2015-16: 24

2016-17: 22

2017-18: 21

2018-19: 27

2019-20: NA (CPCE not used due to COVID)

2020-21: 27

2021-22: 35

Professional Orientation and Ethical Practice Subscale	Expectations Not Met	Developing	Meets Expectations	Exceeds Expectations
2015-16	2	4	13	5
2016-17	1	1	9	11
2017-18	1	2	3	15
2018-19		3	4	20
2019-20				
2020-21	3	7	4	13
2021-22	1	3	3	28

2. Student Exit Survey; Self-Evaluation Ratings of Knowledge (N = 30)

(1 -No confidence at all, 2 - Very little Confidence, 3 - Moderate Confidence, 4 - Much confidence, 5 - Complete confidence)

Domain	2018 Mean (SD)	2019 Mean (SD)	2020 Mean (SD)	2021 Mean (SD)	2022 Mean (SD)
Knowledge of counselors' professional roles, responsibilities and organizations	3.89 (.72)	4.57 (.50)	4.43 (.50)	3.75 (.73)	4.18 (.74)
Knowledge of state and federal laws, rules and regulation, and ethical standards	3.52 (.60)	4.04 (.63)	4.00 (.72)	3.5 (.75)	3.77 (.63)

3. Key Performance Indicators: Core 1-K; Core 1-S

KPI Core 1-Knowledge The student will demonstrate an understanding of key legal and ethical considerations in counseling.

COUN 6012 Professional Ethics and Legal Issues in CMHC

Ethical Decision-Making Paper

	Does Not Meet Expectations	Developing	Meets Expectations	Exceeds Expectations
Clinical Mental Health Counseling	3	2	17	30

KPI Core 1-Skills: The student will apply legal and ethical considerations to work with clients.

COUN 6965 Practicum in Counseling

Case Presentation: Item #8

	Does Not Meet Expectations	Developing	Meets Expectations	Exceeds Expectations
Clinical Mental Health Counseling			4	44

Program Learning Outcome 3. *Assume advocacy roles for the mental health care of underserved individual and groups in urban settings.*

Number of students: 2021-22: 35

1. Rubric for CPCE CACREP Subscale Scores for PLO 3

Number of students:

2015-16: 24

2016-17: 22

2017-18: 21

2018-19: 27

2019-20: NA (CPCE not used due to COVID)

2020-21: 27

2021-22: 35

Social and Cultural Subscale	Expectations Not Met	Developing	Meets Expectations	Exceeds Expectations
2015-16		1	1	22
2016-17		3	2	17
2017-18		1	2	18
2018-19		6	11	10
2019-20				
2020-21	4	5	6	12
2021-22	2	4	4	25

2. Rubric for Social Justice Advocacy Project

Number of students:

2015-16: 25

2016-17: 21

2017-18: 23

2018-19: 28

2019-20: 25

2020-21: 20

2021-22: 20 *Note: these are students who graduated in Spring 2022

	Expectations Not Met	Developing	Meets Expectations	Exceeds Expectations
Social Justice Advocacy Project 2015-16	1	6	18	
Social Justice Advocacy Project 2016-17	0	1	20	
Social Justice Advocacy Project 2017-18	2	3	18	
Social Justice Advocacy Project 2018-19	0	1	27	
Social Justice Advocacy Project 2019-20	2	3	20	
Social Justice Advocacy Project 2020-21*			5	20
Social Justice Advocacy Project 2021-22*			5	20

*Change in scale from Fall 2020—current

3. Student Exit Survey; Self-Evaluation Ratings of Knowledge (N = 30)

(1 -No confidence at all, 2 - Very little Confidence, 3 - Moderate Confidence, 4 - Much confidence, 5 - Complete confidence)

Domain	2018 Mean (SD)	2019 Mean (SD)	2020 Mean (SD)	2021 Mean (SD)	2022 Mean (SD)
Knowledge of different forms of advocacy in counseling	3.84 (.74)	4.64 (.49)	4.64 (.44)	3.75 (.69)	4.27 (.74)
Understanding of how diversity and other effects on personal, social and career development	4.32 (.65)	4.71 (.42)	4.86 (.34)	4.38 (.49)	4.64 (.47)

Program Learning Outcome 4. *Integrate self-awareness, counseling roles and reflective practices into a professional counseling identity.*

Number of students: 2021-22: 35

- 1. Student Exit Survey; Self-Evaluation Ratings of Knowledge (N = 30)**
(1 -No confidence at all, 2 - Very little Confidence, 3 - Moderate Confidence, 4 - Much confidence, 5 - Complete confidence)

Domain	2021 Mean (SD)	2022 Mean (SD)
Manage personal assets in professional environment	4.38 (.60)	4.18 (.66)

- 2. Key Performance Indicator:** Core 2-K

KPI Core 2-Knowledge: The student will demonstrate an understanding of how social and cultural diversity influences affect the counseling relationship.

COUN 6965 Practicum in Counseling

Case Presentation: Item #6 & 9

Aggregate Data:

	Does Not Meet Expectations	Developing	Meets Expectations	Exceeds Expectations
Clinical Mental Health Counseling		1	5	42

3. Disposition Assessment

3-Exceeds Expectations: Student consistently demonstrates attitudes, characteristics, and behaviors that exceed the professional disposition and I serve as a professional role model.

2-Meets Expectations: Student consistently demonstrates attitudes, characteristics, and behaviors that reflect the professional disposition.

1-Developing: Student inconsistently demonstrates attitudes, characteristics, and behaviors that reflect the professional disposition and there is considerable room for improvement with additional experience or training.

0-Not Met: Student inconsistently demonstrates attitudes, characteristics, and behaviors that reflect the professional disposition and I've failed to improve despite remediation attempts and/or behavior is not consistent with good professional practice or is deemed inappropriate.

Aggregate Student Data:

	Beginning of Program (beginning of first semester) *Fall 2021	Before Practicum (end of first semester) *Fall 2021	At completion of Practicum/Prior to Internship *Spring 2022	Mid-semester of Final Internship Course *Spring 2023
Item 1 Counseling Orientation	2.00	2.05	2.13	TBD
Item 2 Social Justice Orientation	2.03	2.07	2.15	TBD
Item 3 Appreciation of Cultural and Social Influences	2.02	2.07	2.21	TBD
Item 4 Openness to Feedback	2.00	2.20	2.32	TBD
Item 5 Self-Awareness	1.98	2.08	2.19	TBD
Item 6 Integrity	2.05	2.22	2.15	TBD
Item 7 Professionalism	1.97	2.10	2.09	TBD
Item 8 Positive Engagement with Program	2.18	2.32	2.19	TBD

Program Learning Outcome 5. *Provide clinical mental health counseling prevention and treatment services for diverse individuals and groups in community settings.*

1. Rubric for CPCE CACREP Subscale Scores for PLO 1

Number of students:

2015-16: 24
 2016-17: 22
 2017-18: 21
 2018-19: 27
 2019-20: NA (CPCE not used due to COVID)
 2020-21: 27
 2021-22: 35

Helping Relationships Subscale	Expectations Not Met	Developing	Meets Expectations	Exceeds Expectations
2015-16		1	10	13
2016-17			8	14
2017-18			7	14
2018-19	1	3	7	16
2019-20				
2020-21		6	5	16
2021-22		7	9	19

Group Work Subscale	Expectations Not Met	Developing	Meets Expectations	Exceeds Expectations
2015-16	3	5	13	3
2016-17			7	15
2017-18	0	1	10	10

2018-19	3	10	4	10
2019-20				
2020-21	2	8	9	8
2021-22	1	8	7	19

Career Development Subscale	Expectations Not Met	Developing	Meets Expectations	Exceeds Expectations
2015-16	2	2	8	12
2016-17		1	9	12
2017-18	2	1	3	15
2018-19	3	10	4	10
2019-20				
2020-21		4	9	24
2021-22	6	3	5	21

Assessment Subscale	Expectations Not Met	Developing	Meets Expectations	Exceeds Expectations
2015-16	3	1	11	9
2016-17	2	1	3	16
2017-18	1	3	3	14
2018-19		3	4	20
2019-20				
2020-21	6	9	2	10
2021-22	7	4	7	17

Research & Program Assessment Subscale **	Expectations Not Met	Developing	Meets Expectations	Exceeds Expectations

2015-16				
2016-17				
2017-18				
2018-19		1	4	22
2019-20				
2020-21	4	4	8	11
2021-22	1	6	4	24

2. Student Exit Survey; Self-Evaluation Ratings of Skills (N = 30)

(1 -No confidence at all, 2 - Very little Confidence, 3 - Moderate Confidence, 4 - Much confidence, 5 - Complete confidence)

Domain	2018 Mean (SD)	2019 Mean (SD)	2020 Mean (SD)	2021 Mean (SD)	2022 Mean (SD)
Adhere to ethical and legal standards in clinical mental health counseling	4.44 (.60)	4.62 (.49)	4.71 (.44)	4.5 (.59)	4.55 (.45)
Provide diagnosis, treatment, referral, and prevention services to clients	4.19 (1.09)	4.21 (1.08)	4.29 (1.09)	3.88 (.73)	4.45 (.82)
Serve as an advocate for clients of all cultural backgrounds	4.25 (.80)	4.31 (.60)	4.50 (.50)	4.13 (.69)	4.54 (.67)
Utilize assessment data to improve treatment planning with clients	4.13 (.71)	4.15 (.62)	4.43 (.62)	3.88 (.86)	4.09 (.78)
Utilize psychological research and outcome data to improve the effectiveness of counseling interventions and programs	3.94 (.98)	4.0 (.73)	2.29(.79)	4.0 (.60)	4.0 (.677)

3. Key Performance Indicators: Core 1-S; Core 5-K; Core 6-K; Core 6-S; CMHC 1-S

KPI Core 6-Skill: The student will be able to apply group facilitation skills.

COUN 6120 Group Counseling

Individual Group Facilitation Plan Assignment

	Does Not Meet Expectations	Developing	Meets Expectations	Exceeds Expectations
Clinical Mental Health Counseling			6	49