

**2024 Winthrop University Counseling and Development Program Comprehensive
Assessment Report**

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The Assessment Process

The main goal of assessment is to enhance student learning and teacher effectiveness by utilizing the insights gained from the assessment process. Assessment plays several crucial roles: it guides curriculum development, influences curriculum delivery, informs students of their progress, and furnishes data for making adjustments. The assessment process begins with a clear vision encapsulated in the Mission Statement and measured through Program Objectives. Subsequently, specific Key Performance Indicators of Student Learning, identified by the Program faculty using CACREP Accreditation Standards, serve as benchmarks for professional counselor/counselor educator competency.

The assessment framework employed by the program is both thorough and methodical. It employs various assessment methods across multiple time points to gather data related to Program Objectives. These assessments evaluate the current students' competencies, as well as the demographics and characteristics of applicants, students, and graduates. Additionally, follow-up studies are conducted with graduates, site supervisors, and employers. Annually, the results of the assessment process are reviewed by faculty and then presented to our Advisory Board, which then provides recommendations to the Program Faculty for continuous improvement. The Program Faculty analyzes the outcome data and feedback from the Advisory Board, leading to data-driven program enhancements.

What and how data is collected and analyzed

Data Collection:

- **Characteristic data:** collected on student characteristics such as sex, race, gender, qualifications, degree earned, qualifications, letter of recommendation, undergrad GPA, and interview scores.
- **Performance Indicators:** data collected on key performance indicators, including professional dispositions and evaluation of faculty.
- **Student Learning:** evaluates student learning through the comprehensive exam, completion rates, national test scores, and site supervisor evaluations of students.
- **Program Effectiveness:** assesses site supervisor evaluations of the program, exit surveys from students, job placement rates, alumni surveys, and employer surveys.

Data Collection Timeline:

- **Pre-Program:** Collect data on student characteristics, qualifications, and performance indicators during the admissions process.
- **First Year in Program:** Continuously collect data on student learning, dispositions, program effectiveness, and faculty evaluation throughout the program duration.

- **Second Year in Program:** Continuously collect data on student learning, dispositions, program effectiveness, student exit surveys, and faculty evaluation throughout the program duration.
- **Post-Program:** Gather data on completion rates, job placement rates, alumni surveys, and employer surveys after students have completed the program.

Data Analysis:

- The faculty analyzes the collected data using quantitative and qualitative methods. Based on the analysis, they identify trends, patterns, and areas for improvement.

Reporting and Action Planning:

- Reports summarizing the findings of the data analysis are created, and action plans are developed based on the findings to improve program objectives and student learning outcomes. This information is then shared with stakeholders at advisory board meetings to receive feedback, and reports are posted on the program website.

Continuous Improvement:

- Faculty implement changes based on the action plans and monitor their effectiveness. They continuously assess and revise the evaluation plan to ensure it remains effective in measuring program objectives and student learning.

Please see the charts below for a synopsis of the data collected, timeline, analysis, and action planning.

Data Collected	Applicants	Students	Graduates	Faculty	Site Supervisors	Employers
Sex	X	X	X	X		
Race	X	X	X	X		
Gender	X	X	X	X		
Degree	X			X	X	
Qualifications	X			X	X	
Letters of Recommendation	X			X		
Undergrade GPA	X			X		
Interview Scores	X			X		
Professional Dispositions		X				

Key Performance Indicators/Program Objectives		X				
Evaluation of Faculty				X		
CPCE		X				
Completion Rates		X				
NCE/PAXIS Scores		X				
Site Supervisor Evaluations of Students		X			X	
Evaluation of Site Supervisor		X				
Program Eval from Site Supervisor					X	
Exit Survey		X				
Job Placement Rates			X			
Alumni Survey			X			
Employer Surveys						X

Comprehensive Assessment Plan for Systematic Evaluation the Program				
Data Collected	How Data is Collected	When Data Is Collected	Method for Review/Analysis	How Data is used for Curriculum and Program Improvement
Sex Race Gender	Data is collected on program applications	Data is collected when students apply to the program	Applications are first reviewed by the program coordinator to assess qualified applicants. Once applicants are	Faculty use the data to determine what types of recruitment efforts are needed to continue to attract a diverse applicant pool.

			interviewed the program faculty meet to discuss which applicants will be offered admittance to the program.	
Degree	Data is collected on program applications when students apply for the program	For students' data is collected upon application	Applications are first reviewed by the program coordinator to assess qualified applicants.	Faculty use the data to determine what types of efforts are needed to continue to attract qualified student and faculty applicants and supervisors pool.
	For site supervisors' data is collected in Supervision Assist when they fill out the attestation form	For site supervisors' data is collected in Supervision Assist when they fill out the attestation form	The field placement coordinator monitors the degree qualifications for supervisors	
	For faculty this data is collected in Interfolio on the application	Collected upon application submission	Reviewed by the search committee	
Qualifications	Data is collected on program applications when students apply for the program	For students' data is collected upon application	Applications are first reviewed by the program coordinator to assess qualified applicants.	Faculty use the data to determine what types of efforts are needed to continue to attract qualified applicants and supervisors.
	For site supervisors at is collected in Supervision Assist when they fill out the attestation form	For site supervisors at is collected in Supervision Assist when they fill out the attestation form	The field placement coordinator monitors the degree qualifications for supervisors	

Letters of Recommendation Undergrade GPA Interview Scores	Data is collected on program applications when students apply for the program	Data is collected upon application	Student applications are first reviewed by the program coordinator to assess qualified applicants. The field placement coordinator monitors the degree qualifications for supervisors	Faculty use the data to determine what types of efforts are needed to continue to attract qualified applicants and faculty.
	Faculty data is collected during the application and interview process	Faculty data is collected during the application and interview process	Applications are screened by the search committee	Data is used to hire the most qualified applicants
Professional Dispositions	Faculty complete the Professional Fitness Form for each students and discuss student issues at each program meeting	Advisors assess students once a year formally and at each program meeting	Faculty review the professional dispositions of students informally at each faculty meeting (approximately once a month during the spring and fall semesters) and more formally once a year after completing the Professional Fitness Review Rubric for each student. If any issues arise during the summer semester faculty	Data is utilized to offer students general recommendations, either to progress them in the program or to hold them back for remediation. Faculty in our program also assess any trends they may see to inform the program of any deficit's students are experiencing regarding professional dispositions. This includes tracking and analyzing student performance in areas such as communication, professionalism, ethical behavior, and other key professional dispositions. By identifying trends and potential deficits, faculty can provide targeted support and guidance to help students develop these essential qualities for their future careers.

			informally meet to discuss the issue.	
Key Performance Indicators (KPI)	Faculty rate students on a 4-point scale with 7 performance levels. The performance indicators were originally linked to individual assignments; however, faculty believed this approach was insufficient for making meaningful assessment modifications. As a result, faculty developed a rubric to evaluate students' overall performance in a course based on the measured key performance indicator.	At the end of each semester and during data day, which is at the end of the spring semester.	Based on the information provided on the rubrics, faculty utilize this data throughout the semester to make incremental course adjustments.	On data day, faculty convene to collectively analyze identified deficits and strategize on incorporating new assignments, diverse literature, articles, and other resources to enhance student comprehension of the performance indicators being assessed.
	Students take the CPCE as their comprehensive exam, they now take the exam at a Pearson testing site	The CPCE is given during the students' last semester in the program	Faculty use national data provided by CCE to establish the passing score. During Data Day, faculty analyze each section of the test to identify areas where students are facing difficulties.	Faculty determine program changes based on the analysis of student performance data. Possible changes may include curriculum adjustments, additional support resources, or modifications to teaching methodologies.
	Site supervisors fill out midterm and final evaluations in during	During each field placement	Faculty overseeing practicum and internship assess	Faculty collaborate with onsite supervisors to ensure students receive necessary support throughout the semester. If students fail to meet minimum

	<p>practicum and internship used to measure some KPI's</p>		<p>students and oversee feedback from onsite supervisors.</p>	<p>requirements or encounter difficulties, an intervention is implemented. This involves determining whether the student should continue with the field placement or undergo remediation. Faculty work to identify common themes among student struggles in order to implement targeted changes. This may involve incorporating additional training in specific areas, increasing focus on theoretical concepts, or adjusting the curriculum to address identified challenges.</p>
<p>Evaluation of Faculty</p>	<p>Students are emailed a link to evaluation faculty for each course they are enrolled in</p>	<p>Students are sent the link at the end of each semester</p>	<p>Faculty receive the results of their student evaluations at the beginning of the semester following the evaluation period. While not obligated to share this information with other faculty, they must assess the feedback and incorporate it into their annual reports.</p>	<p>This involves identifying any issues highlighted in the feedback and devising a plan to address them. Subsequently, faculty receive feedback from the department chair and the dean regarding their annual reports and strategies for improving their performance. Examples of strategies for improving performance based on student evaluation feedback could include:</p> <ol style="list-style-type: none"> 1. Increasing clarity and organization of course materials and lectures. 2. Providing more opportunities for student engagement and participation. 3. Incorporating different teaching methods to cater to diverse learning styles. 4. Offering additional support resources, such as tutoring or study groups. 5. Providing more timely and constructive feedback on assignments. 6. Revising course content to ensure relevance and alignment with learning objectives. 7. Implementing technology tools to enhance the learning experience. 8. Enhancing communication with students regarding course expectations and requirements. 9. Encouraging student feedback throughout the semester to address issues promptly. 10. Reflecting on teaching practices and seeking professional development opportunities for continuous improvement.

CPCE	Students take the CPCE as their comprehensive exam, they now take the exam at a Pearson testing site	The CPCE is given during the students' last semester in the program	Faculty use national data provided by CCE to establish the passing score. During Data Day, faculty analyze each section of the test to identify areas where students are facing difficulties.	Faculty determine program changes based on the analysis of student performance data. Possible changes may include curriculum adjustments, additional support resources, or modifications to teaching methodologies.
Completion Rates	Each semester, enrollment rates are monitored. Faculty engage in conversations with students who opt to withdraw from the program to ascertain the reasons behind their decision.	Rates are obtained when students graduate from the program or decide to discontinue.	The method for reviewing and analyzing completion rates for students in the program involves collecting and organizing data on student progress, evaluating factors influencing completion rates.	Faculty identify trends or patterns and use this information to make informed decisions regarding program improvements. This may include tracking student performance, conducting surveys or interviews, analyzing student feedback, and collaborating with faculty and staff to address any issues or barriers to completion.
NCE/PAXIS Scores	Students interested in licensure and certification sign up for these exams external of the university, scores are sent to the university when students indicate they are from our program. We also obtain this information in the alumni survey.	Students can register as soon they are in their last semester of the program and any time there after	Faculty utilize national data provided by CCE or ETS (depending on the test) during Data Day to compare our students with others graduating at the same time, determining how	Data from the NCE and Praxis exams, along with comparisons to other students, is used to inform curriculum and program improvements by identifying strengths and weaknesses. It allows for the customization of curriculum to address specific weaknesses or to enhance strengths, ensuring it is more effective for students.

			our students measure up.	
Site Supervisor Evaluations of Students	Site supervisor's complete student evaluations in Supervision Assist at the end of each filed placement	At the end of each filed placement	By collecting and reviewing the feedback provided by site supervisors on student performance, professionalism, competencies, and overall engagement during their field placements. This analysis involves aggregating data from multiple site supervisors, identifying common themes or areas of strength and improvement for students, comparing evaluations across different placements and cohorts. areas where additional resources or guidance may be beneficial.	Data is used to enhance student learning experiences and refine the program's field placements to ensure students are well-prepared for their future careers.
Student Evaluation of Site Supervisor	Students complete site supervisor evaluations in Supervision Assist at the end of each filed placement	At the end of each filed placement	During Data Day faculty analyze student evaluations of site supervisors which involves aggregating the	The program uses the student evaluations to identify the strengths of site supervisors and areas where improvements may be needed. This information can help in providing targeted feedback to supervisors and enhancing the overall quality of the field placement experience.

			<p>feedback, identifying common themes or patterns in students' evaluations, comparing evaluations across different placements or supervisors, and using this information to assess the effectiveness of the supervision provided and the quality of the field placement experience.</p>	<p>They assess the performance of site supervisors and ensure that they are meeting the expectations for effective supervision. This feedback can be valuable in providing support and professional development opportunities for supervisors.</p> <p>If students raise concerns or identify challenges in their evaluations, the program addresses these issues and provide additional resources or assistance as needed.</p>
<p>Program Eval from Site Supervisor</p>	<p>Site supervisor's complete student evaluations in Supervision Assist at the end of each filed placement</p>	<p>At the end of each filed placement</p>	<p>During Data Day faculty analyze site supervisors' evaluations involves both quantitative and qualitative assessments. The program tallies scores and analyzes comments for detailed feedback and identify trends or patterns in the data.</p>	<p>Faculty are working on ways to provide feedback to site supervisors ensuring their input is considered. Faculty share data with stakeholders during the yearly advisory board meeting to ensure the program is improving and meeting stakeholder needs.</p>

Exit Survey	Students are sent the survey just before they graduate	During students last semester	During Data Day faculty analyze student data from the exit survey provides valuable insights into the student experience and program effectiveness. Faculty identify trends and assess student satisfaction with the program and gain a comprehensive understanding of student perceptions and areas for improvement.	By analyzing program satisfaction and learning outcomes faculty make decisions on resource allocation, program development, and strategic planning to better meet student needs and improve the overall student experience. Additionally, insights from exit surveys inform decision-making processes, policy development, and continuous quality improvement efforts within the program.
Job Placement Rates	Students answer this in the exit survey if they have a position before graduation or by self-report after graduation	During last semester or when position is obtained	During Data Day the program analyzes job placement rates after students graduate by collecting data on the employment status of graduates, tracking their career paths and outcomes over time, and evaluating the effectiveness of the program in preparing students for the workforce.	By analyzing job placement rates, the program can identify areas for improvement, tailor career services and professional development offerings to better support graduates and make informed decisions to enhance the program's ability to prepare students for successful careers.

			The program assesses factors influencing job placement rates, such as market demand, industry trends, geographic location, and the relevance of the program's curriculum to the current job market.	
Alumni Survey	This survey is sent through the alumni center to graduates at intervals of our choosing	They are sent out once every two years via email in collaboration with the Winthrop Alumni Association	During Data Day the faculty analyzes data from the alumni survey to gather valuable feedback on graduates' experiences, career paths, and the impact of their education. Tracking long-term outcomes, identify areas for improvement, and tailor future initiatives to better meet the needs of current and future students.	Insights from alumni surveys guide the development of new courses and experiential learning opportunities to address emerging needs in the field and enhance the overall quality of the program.
Employer Surveys	In the alumni survey graduates are asked to identify their employers and provide an email	These are sent out via email every three years	Every third Data Day faculty identify key skills valued by employers and areas for student	The programs uses this feedback from employer surveys to align the curriculum with industry needs, enhance professional development opportunities, and foster partnerships to better prepare graduates for the workforce.

	address. Employers are then sent the survey		development, the program can make targeted changes to better prepare graduates for the workforce. This feedback, though limited, can drive meaningful changes and partnerships to ensure graduates are equipped for success.	
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Mission Statement

The mission of the Counseling and Development Program is to provide a rigorous, engaging, and transformational experience for skilled and adept counselors-in-training. Faculty work tenaciously to build culturally responsive and supportive relationships with students to implement a developmental, integrative, experiential, and strengths-based curriculum. The program's goal is to develop ethical professional counselors who are leaders, consultants, advocates, collaborators, and change agents.

Program Objectives

The Program Objectives should mirror a diverse and inclusive society, aligning with the program's mission.

The objectives of the CSDV Program at Winthrop University are:

1. Develop awareness and understanding of cultural diversity: Enable students to critically examine their own cultural biases, develop cultural competence, and understand how culture influences counseling practices, in line with the mission of building culturally responsive relationships with students.

2. Enhance knowledge and application of evidence-based counseling theories and techniques: Provide students with a strong foundation in counseling theories and assist them in applying these theories effectively in diverse counseling settings, aligned with the mission of providing a rigorous and transformational experience for skilled and adept counselors.
3. Foster ethical and professional conduct: Instill ethical principles and professional standards in students to ensure responsible and culturally sensitive counseling practices, in accordance with the mission of developing ethical professional counselors.
4. Promote self-reflection and personal growth: Encourage students to engage in self-reflection, personal exploration, and self-care practices to enhance their own well-being and ensure their effectiveness as counselors, supporting the mission of fostering supportive relationships with students.
5. Develop counseling skills and techniques: Provide opportunities for students to develop and sharpen their counseling skills through supervised practice, role-playing, and practical experiences with diverse populations, aligning with the mission of providing an experiential and strength-based curriculum.
6. Foster collaboration and cultural responsiveness: Cultivate collaborative skills and teach students how to engage in effective communication and collaboration with individuals from different cultural backgrounds and perspectives, in line with the mission of building supportive relationships and being change agents.
7. Promote advocacy and social justice: Enable students to become advocates for their clients and contribute to social justice initiatives by addressing systemic barriers, promoting inclusivity, and challenging social inequalities, in accordance with the mission of training counselors to be advocates and change agents.
8. Enhance research and assessment skills: Equip students with the necessary skills to critically evaluate research, conduct sound assessments, and utilize data to inform counseling practice and program evaluation, aligning with the mission of providing a rigorous and developmental curriculum.
9. Provide practical experience and supervised internships: Provide opportunities for students to gain practical experience in diverse counseling settings under the supervision of experienced professionals to enhance their clinical skills and competence, supporting the mission of providing a transformational experience.
10. Develop professional identity and leadership skills: Assist students in developing a strong professional identity, fostering leadership skills, and preparing them to contribute to the field of counseling through research, teaching, and other professional endeavors, in alignment with the mission of developing counselors who are leaders, consultants, advocates, collaborators, and change agents.

These objectives, rooted in the program's mission, will be regularly evaluated to ensure the program's effectiveness in providing a rigorous, engaging, and transformational experience for students and in building ethical professional counselors who are leaders and change agents in a multicultural and pluralistic society. *Key Performance Indicators, formulated in alignment with the program's mission and objectives, serve as benchmarks for evaluating particular knowledge and skills as outlined by specific CACREP standards. Assessments for program objectives are generally fulfilled through a diverse range of tests and assignments across various courses.*

Key Performance Indicators

CACREP CORE CURRICULAR STANDARDS

- PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE (CACREP Standard 2.F.1.i.)

KPI 1

- Students will possess the knowledge to distinguish between ethical and unethical counseling practices.

- SOCIAL AND CULTURAL DIVERSITY (CACREP Standard 2.F.2.c.)

KPI 2

- Student will apply the Multicultural Counseling Competencies when working with clients.

- HUMAN GROWTH AND DEVELOPMENT (CACREP Standard 2.F.3.a.)

KPI 3

- Student will demonstrate knowledge of human growth and development as they apply it to the counseling process.

- CAREER DEVELOPMENT (CACREP Standard 2.F.4.a.)

KPI 4

- Student will differentiate among theories and models of career development factors.

- COUNSELING AND HELPING RELATIONSHIPS (CACREP Standard 2.F.5.f./ 2.F.5.a.)

KPI 5

- Student will develop the characteristics and behaviors of skilled and adept counselors.

KPI 6

- Student will demonstrate knowledge of theories and models of counseling.

● **GROUP COUNSELING AND GROUP WORK (CACREP Standard 2.F.6.b/c.)**

KPI 7

- Student will demonstrate the ability to assess and intervene in group dynamics to enhance group cohesion, communication, and effectiveness in achieving therapeutic outcomes.

● **ASSESSMENT AND TESTING CACREP Standard 2.F.7.e.)**

KPI 8

- Student will integrate basic concepts of qualitative and quantitative assessment into practice.

● **RESEARCH AND PROGRAM EVALUATION (CACREP Standard 2.F.8.a)**

KPI 9

- Student will understand the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice.

SPECIALTY AREA STANDARDS

● **CLINICAL MENTAL HEALTH COUNSELING CACREP CMHC Standard 5.C.3.a//b)**

KPI CMHC 1

- Student will show proficiency in conducting intake interviews, bio-psychosocial assessments, and incorporating mental health and psychological assessments into treatment planning, as well as understanding interventions for the prevention of a broad range of mental health issues.

● **SCHOOL COUNSELING ((CACREP SC Standard 5.G.3.c.)**

KPI SC 1

- Student will enhance core curriculum design, classroom management, and

differentiated instructional strategies.

Assessment Results

Broad assessment for program objectives is generally fulfilled through a diverse range of tests and assignments across various courses. Key Performance Indicators, formulated in alignment with the program's mission and objectives, serve as benchmarks for evaluating particular knowledge and skills as outlined by specific CACREP standards.

Program Outcomes

General Measure Results

One objective general measurement for each of the core CACREP areas is the Counselor Preparation Comprehensive Examination (CPCE). The target is that **the overall mean** of students will meet or exceed the national mean on the section of the CPCE being measured.

2022 General Info		WU	National	
Section	Individual Score			Expectation
C1: Professional Counseling Orientation and Ethical Practice	79%	12.5	12.1	Slightly above
C2: Social and Cultural Diversity	67%	10.4	10.4	Same
C3: Human Growth and Development	79%	11.0	10.4	Above
C4: Career Development	79%	12.0	11.4	Above
C5: Counseling and Helping Relationships	63%	11.2	12.0	Below
C6: Group Counseling and Group Work	63%	11.8	12.1	Below
C7: Assessment and Testing	54%	9.5	9.3	Slightly Above

C8: Research and Program Evaluation	75%	11.9	11.6	Slightly Above
Total	All	90.2	89.2	Above

2023 General Info		WU	National	
Section	Individual Score			Expectation
C1: Professional Counseling Orientation and Ethical Practice	65%	11.1	11.2	About the same
C2: Social and Cultural Diversity	55%	9.7	10.0	Slightly below
C3: Human Growth and Development	75%	10.7	10.6	About the same
C4: Career Development	65%	9.8	10.3	Slightly below
C5: Counseling and Helping Relationships	80%	9.5	9.8	About the same
C6: Group Counseling and Group Work	75%	11.1	11.7	About the same
C7: Assessment and Testing	70%	10.2	10.1	About the same
C8: Research and Program Evaluation	90%	12.3	11.7	Above
Total	All	84.2	85.5	Slightly below

Expectation: 85% of students are expected to achieve a minimum score of 3.0 or above in all regular courses corresponding to the outcome, and to attain satisfactory scores in any field placement course related to the outcome measured. Additionally, if aligned it is anticipated that **the overall mean** of students will meet or exceed the national mean on the section of the CPCE being measured.

1. Develop awareness and understanding of cultural diversity: Enable students to critically examine their own cultural biases, develop cultural competence, and understand how culture influences counseling practices, in line with the mission of building culturally responsive relationships with students.

General Assessment	Year	Score	Expectation
CSDV 605 Diversity Issues in Counseling	2021 2022	100% had 3.0 or above	MET
Social and Cultural Diversity section on the CPCE Exam	2020	Slightly below mean WU 9.3 Mean 10 (SD 2.7)	Not met
	2021	Slightly below mean WU 8.7 Mean 9.8 (SD 2.4)	Not Met
	2022	Same as mean 10.4/10.4	MET
	2023	Same as mean 9.7/10	MET
All Field Placement Courses			
Practicum I	2021-2023	93% received satisfactory 7% received incompletes	Met
Practicum II	2021-2023	93% received satisfactory 7% received incompletes	Met
Internship I	2021-2023	87% received satisfactory 13% received incompletes	Met
Internship II	2021-2023	91% received satisfactory 9% received incompletes	Met
* These criteria are technically fulfilled as there were no instances of unsatisfactory performance; however, it took longer to complete the required hours.			

2. Enhance knowledge and application of evidence-based counseling theories and techniques: Provide students with a strong foundation in counseling theories and assist them in applying these theories effectively in diverse counseling settings, aligned with the mission of providing a rigorous and transformational experience for skilled and adept counselors.

General Assessment	Year	Score	Expectation
CSDV 602 Counseling Skills	2021-2023	96% had 3.0 or above	MET
CSDV 601 Counseling Theories	2021-2023	100% had 3.0 or above	MET
CSDV 614 Lifespan Developmental Counseling	2021-2023	95% had 3.0 or above 5% had an incomplete	MET
CSDV 623 Advanced Counseling Interventions	2022-2023	100 % had 3.0 or above	MET

CSDV 603 Career and Lifestyle Development	2022-2023	94% had 3.0 or above 2% had an incomplete	MET
CSDV 606 Group Counseling	2022-2023	93% had 3.0 or above	MET
CSDV 608 Loss, Grief, and Crisis Counseling	2021-2023	98% had 3.0 or above	MET
CSDV 618 Addictions Counseling	2021-2022	89% had 3.0 or above 8% had an incomplete	MET
CSDV 617 Family Counseling	2021-2023	96% had 3.0 or above 3% had an incomplete	MET
Counseling and Helping Relationships section on the CPCE	2020	Same as mean 10.3/10.7	MET
	2021	Same as mean 10.2/10.7	MET
	2022	WU 11.2 Mean 12 SD 2.6	Not Met
	2023	Same as mean 9.5/9.8	MET
All Field Placement Courses			
Practicum I	2021-2023	93% received satisfactory 7% received incompletes	MET
Practicum II	2021-2023	93% received satisfactory 7% received incompletes	MET
Internship I	2021-2023	87% received satisfactory 13% received incompletes	MET
Internship II	2021-2023	91% received satisfactory 9% received incompletes	MET

3. Foster ethical and professional conduct: Instill ethical principles and professional standards in students to ensure responsible and culturally sensitive counseling practices, in accordance with the mission of developing ethical professional counselors.

General Assessment	Year	Score	Expectation
CSDV 605 Diversity Issues in Counseling	2021 2022	100% had 3.0 or above	MET
CSDV 604 Foundations and Ethics in CMH Counseling	2021-2022	84% received satisfactory 3% received incompletes	Somewhat Met*
CSDV 613 Foundations and Ethics in School Counseling	2021-2023	89% received satisfactory 8% received incompletes	MET
	2020	Same as mean 10.4/10.9	MET

Professional Orientation and Ethics section on the CPCE Exam			
	2021	Same as mean 13.3/13.7	MET
	2022	Same as mean 12.5/12.1	MET
	2023	Same as mean 11.1/11.2	MET
All Field Placement Courses			
Practicum I	2021-2023	93% received satisfactory 7% received incompletes	MET
Practicum II	2021-2023	93% received satisfactory 7% received incompletes	MET
Internship I	2021-2023	87% received satisfactory 13% received incompletes	MEET
Internship II	2021-2023	91% received satisfactory 9% received incompletes	MET

4. Promote self-reflection and personal growth: Encourage students to engage in self-reflection, personal exploration, and self-care practices to enhance their own well-being and ensure their effectiveness as counselors, supporting the mission of fostering supportive relationships with students.

General Assessment	Year	Score	Expectation
CSDV 602 Counseling Skills	2021-2023	96% had 3.0 or above	MET
CSDV 608 Loss, Grief, and Crisis Counseling	2021-2023	98% had 3.0 or above	MET
CSDV 618 Addictions Counseling	2021-2022	89% had 3.0 or above 8% had an incomplete	MET
CSDV 617 Family Counseling	2021-2023	96% had 3.0 or above 3% had an incomplete	MET
All Field Placement Courses			
Practicum I	2021-2023	93% received satisfactory 7% received incompletes	MET

Practicum II	2021-2023	93% received satisfactory 7% received incompletes	MET
Internship I	2021-2023	87% received satisfactory 13% received incompletes	MET
Internship II	2021-2023	91% received satisfactory 9% received incompletes	MET

5. Develop counseling skills and techniques: Provide opportunities for students to develop and sharpen their counseling skills through supervised practice, role-playing, and practical experiences with diverse populations, aligning with the mission of providing an experiential and strength-based curriculum.

General Assessment	Year	Score	Expectation
CSDV 602 Counseling Skills	2021-2023	96% had 3.0 or above	MET
CSDV 606 Group Counseling	2022-2023	93% had 3.0 or above	MET
CSDV 623 Advanced Counseling Interventions	2022-2023	100 % had 3.0 or above	MET
CSDV 608 Loss, Grief, and Crisis Counseling	2021-2023	98% had 3.0 or above	MET
CSDV 618 Addictions Counseling	2021-2022	89% had 3.0 or above 8% had an incomplete	MET
CSDV 617 Family Counseling	2021-2023	96% had 3.0 or above 3% had an incomplete	MET
CSDV 622 Co Child and Adolescent Counseling	2022-2023	100% had 3.0 or above	MET
All Field Placement Courses			
Practicum I	2021-2023	93% received satisfactory 7% received incompletes	MET
Practicum II	2021-2023	93% received satisfactory 7% received incompletes	MET
Internship I	2021-2023	87% received satisfactory 13% received incompletes	MET
Internship II	2021-2023	91% received satisfactory 9% received incompletes	MET

6. Foster collaboration and cultural responsiveness: Cultivate collaborative skills and teach students how to engage in effective communication and collaboration with individuals from different cultural backgrounds and perspectives, in line with the mission of building supportive relationships and being change agents.

General Assessment	Year	Score	Expectation
CSDV 605 Diversity Issues in Counseling	2021 2022	100% had 3.0 or above	MET
CSDV 615 C	2022-2023	97% had 3.0 or above	MET
CSDV 615 S	2021-2023	93% had 3.0 or above 7% had an incomplete	MET
All Field Placement Courses			
Practicum I	2021-2023	93% received satisfactory 7% received incompletes	MET
Practicum II	2021-2023	93% received satisfactory 7% received incompletes	MET
Internship I	2021-2023	87% received satisfactory 13% received incompletes	MET
Internship II	2021-2023	91% received satisfactory 9% received incompletes	MET

7. Promote advocacy and social justice: Enable students to become advocates for their clients and contribute to social justice initiatives by addressing systemic barriers, promoting inclusivity, and challenging social inequalities, in accordance with the mission of training counselors to be advocates and change agents.

General Assessment	Year	Score	Expectation
CSDV 615 C	2022-2023	97% had 3.0 or above	MET
CSDV 615 S	2021-2023	93% had 3.0 or above 7% had an incomplete	MET
CSDV 604 Foundations and Ethics in CMH Counseling	2021-2022	84% received satisfactory 3% received incompletes	Somewhat Met*

CSDV 613 Foundations and Ethics in School Counseling	2021-2023	89% received satisfactory 8% received incompletes	MET
All Field Placement Courses			
Practicum I	2021-2023	93% received satisfactory 7% received incompletes	MET
Practicum II	2021-2023	93% received satisfactory 7% received incompletes	MET
Internship I	2021-2023	87% received satisfactory 13% received incompletes	MET
Internship II	2021-2023	91% received satisfactory 9% received incompletes	MET

8. Enhance research and assessment skills: Equip students with the necessary skills to critically evaluate research, conduct sound assessments, and utilize data to inform counseling practice and program evaluation, aligning with the mission of providing a rigorous and developmental curriculum.

General Assessment	Year	Score	Expectation
CSDV 621 Diagnosis and Treatment Planning in Counseling	2022-2023	100% had 3.0 or above	MET
CSDV 607 Appraisal of the Individual	2021-2023	100% had 3.0 or above	MET
EDCI 640 Educational Research, Design & Analysis	2021-2023	100% had 3.0 or above	MET
Research and Program Evaluation section on the CPCE Exam	2020	Same as mean 10.4/10.4	MET
	2021	Same as mean 11/8/11.5	MET
	2022	Same as mean 11.9/11.6	MET
	2023	Higher 12.3/11.7	MET
Assessment and Testing section on the CPCE Exam	2020	Same as mean 9.2/9.7	MET
	2021	Same as mean 11.8/11.5	MET
	2022	Same as mean 11.9/11.6	MET
	2023	Same as mean 10.2/10.1	MET

9. Provide practical experience and supervised internships: Provide opportunities for students to gain practical experience in diverse counseling settings under the supervision of experienced professionals to enhance their clinical skills and competence, supporting the mission of providing a transformational experience.

All Field Placement Courses			
Practicum I	2021-2023	93% received satisfactory 7% received incompletes	MET
Practicum II	2021-2023	93% received satisfactory 7% received incompletes	MET
Internship I	2021-2023	87% received satisfactory 13% received incompletes	MET
Internship II	2021-2023	91% received satisfactory 9% received incompletes	MET

10. Develop professional identity and leadership skills: Assist students in developing a strong professional identity, fostering leadership skills, and preparing them to contribute to the field of counseling through research, teaching, and other professional endeavors in alignment with the mission of developing counselors who are leaders, consultants, advocates, collaborators, and change agents.

General Assessment	Year	Score	Expectation
CSDV 615 C	2022-2023	97% had 3.0 or above	MET
CSDV 615 S	2021-2023	93% had 3.0 or above 7% had an incomplete	MET
CSDV 604 Foundations and Ethics in CMH Counseling	2021-2022	84% received satisfactory 3% received incompletes	Somewhat Met*
CSDV 613 Foundations and Ethics in School Counseling	2021-2023	89% received satisfactory 8% received incompletes	Met
All Field Placement Courses			
Practicum I	2021-2023	93% received satisfactory 7% received incompletes	MET

Practicum II	2021-2023	93% received satisfactory 7% received incompletes	MET
Internship I	2021-2023	87% received satisfactory 13% received incompletes	MET
Internship II	2021-2023	91% received satisfactory 9% received incompletes	MET

Specific Measure Results

KPI 1. STUDENTS WILL POSSESS THE KNOWLEDGE TO DISTINGUISH BETWEEN ETHICAL AND UNETHICAL COUNSELING PRACTICES.

Measure	CACREP Core Standard	Substandard (Performance is significantly below the expected level)	Approaching Expectations (Performance is close to meeting the expected level but falls short)	Developing (Performance is making progress but has not yet met the expectations)	Meets Expectations (Performance meets the minimal expected level)	Beyond Standards (Performance exceeds the minimum expected level)	Outstanding Performance (Performance is outstanding and demonstrates exceptional skills)	Exceeding Expectations (Performance goes above and beyond the expected level)	Aggregated per Course Section	Aggregated Mean for 2021 – 2024
KPI 1-1 CMHC	2.F.1.i	0	2	2.67	3	3.33	3.67	4		
Final Evaluations in CSDV 604 for CMH Students	2021 F	6%	0%	0%	6%	0%	6%	76%	3.569	3.581
	2022 F	5%	0%	5%	0%	0%	0%	79%	3.593	
Total		6%	0%	3%	3%	0%	3%	78%		

Measure	CACREP Core Standard	Substandard (Performance is significantly below the expected level)	Approaching Expectations (Performance is close to meeting the expected)	Developing (Performance is making progress but has not yet)	Meets Expectations (Performance meets the minimal expected level)	Beyond Standards (Performance exceeds the minimum expected level)	Outstanding Performance (Performance is outstanding and demonstrates)	Exceeding Expectations (Performance goes above and beyond)	Aggregated per Course Section	Aggregated Mean for 2021 – 2024
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			level but falls short)	met the expectations)			exceptional skills)	the expected level)		
KPI 1-1 SC	2.F.1.i.	0	2	2.67	3	3.33	3.67	4		
Final Evaluations in CSDV 613 for School Students	2021 M	0%	0%	0%	0%	0%	0%	100%	4.000	3.929
	2021 F	0%	0%	17%	0%	17%	0%	67%	3.667	
	2022 S	0%	0%	0%	0%	0%	0%	100%	4.000	
	2022 M	0%	0%	0%	0%	0%	0%	100%	4.000	
	2022 F	0%	0%	0%	0%	0%	10%	70%	3.959	
	2023 F	0%	0%	0%	0%	0%	0%	80%	4.00	
Total		0%	0%	3%	0%	3%	3%	83%		

Measure	CACREP Core Standard	NA	Fair	Good	Very Good	Superior	Aggregated per Course Section	Aggregated Mean for 2021-2023
KPI 1-2 CMHC	2.F.1.i	0	1	3	4	5		
Internship II Final Eval (supervisor feedback ethics)	2021 S	0%	0%	3.8%	38.5%	57.7%	4.5	4.5
	2022 S	0%	0%	0%	40%	60%	4.6	
	2023 S	0%	0%	15%	30%	55%	4.4	

Measure	CACREP Core Standard	NA	Fair	Good	Very Good	Superior	Aggregated per Course Section	Aggregated Mean for 2021-2023
KPI 1-2 SC	2.F.1.i.	0	1	3	4	5		
Internship II Final Eval (supervisor feedback ethics)	2021 S	0%	0%	0%	0%	100%	5.0	4.76
	2022 S	0%	0%	6.3%	25%	68.8%	4.6	
	2023 S	0%	0%	0%	30%	70%	4.7	

KPI 2. STUDENTS WILL APPLY THE MULTICULTURAL COUNSELING COMPETENCIES WHEN WORKING WITH CLIENTS.

Measure	CACREP Core Standard	Substandard (Performance is significantly below the expected level)	Approaching Expectations (Performance is close to meeting the expected level but falls short)	Developing (Performance is making progress but has not yet met the expectations)	Meets Expectations (Performance meets the minimal expected level)	Beyond Standards (Performance exceeds the minimum expected level)	Outstanding Performance (Performance is outstanding and demonstrates exceptional skills)	Exceeding Expectations (Performance goes above and beyond the expected level)	Aggregated per Course Section	Aggregated Mean for 2021 – 2023
KPI 2-1	2.F.2.c.	0	2	2.67	3	3.33	3.67	4		
Final Evaluations in CSDV 605	2021 F	0%	0%	0%	0%	0%	0%	100%	4.00	3.985
	2022 M	0%	0%	0%	0%	0%	0%	100%	4.00	
	2022 F	0%	0%	0%	0%	5%	0%	95%	3.96	
Total		0%	0%	0%	0%	2%	0%	98%		

Measure	CACREP Core Standard	NA	Fair	Good	Very Good	Superior	Aggregated per Course Section	Aggregated Mean for 2021-2023
KPI 2-2 CMH	2.F.2.c.	0	1	3	4	5		
Internship II Final Eval (supervisor feedback on multicultural competencies when working with clients)	2021 S	9%	0%	18%	45%	48%	3.9	3.92
	2022 S	7%	0%	20%	40%	33%	3.86	
	2023 S	2%	0%	3%	42%	53%	4.4	

Measure	CACREP Core Standard	NA	Fair	Good	Very Good	Superior	Aggregated per Course Section	Aggregated Mean for 2021-2023
KPI 2-2 SC	2.F.2.c.	0	1	3	4	5		
Internship II Final Eval (supervisor feedback on multicultural)	2021 S	7%	0%	6%	20%	73%	4.6	4.16
	2022 S	10%	0%	6%	27%	57%	4.2	

competencies when working with clients)	2023 S	20%	0%	7%	38%	35%	3.7	
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KPI 3. STUDENTS WILL DEMONSTRATE KNOWLEDGE OF HUMAN GROWTH AND DEVELOPMENT AS THEY APPLY IT TO THE COUNSELING PROCESS.

Measure	CACREP Core Standard	Substandard (Performance is significantly below the expected level)	Approaching Expectations (Performance is close to meeting the expected level but falls short)	Developing (Performance is making progress but has not yet met the expectations)	Meets Expectations (Performance meets the minimal expected level)	Beyond Standards (Performance exceeds the minimum expected level)	Outstanding Performance (Performance is outstanding and demonstrates exceptional skills)	Exceeding Expectations (Performance goes above and beyond the expected level)	Aggregated per Course Section	Aggregated Mean for 2021 – 2024
KPI 3-1	2.F.3.a.	0	2	2.67	3	3.33	3.67	4		
Final Evaluation in CSDV 614	2021 M	0%	0%	0%	4%	0%	4%	83%	3.94	3.97
	2022 M	0%	0%	0%	0%	0%	5%	95%	3.98	
	2023 M	0%	0%	0%	0%	0%	0%	95%	4.00	
Total		0%	0%	0%	2%	0%	3%	91%		

Measure	CACREP Core Standard	Substandard (Performance is significantly below the expected level)	Meets Expectations (Performance meets the minimal expected level)	Outstanding Performance (Performance is outstanding and demonstrates exceptional skills)	Aggregated per Course Section	Aggregated Mean for 2021 - 2024
KPI 3-2	2.F.3.a.	< 8.0	8.1 - 10.3	> 10.4		
CPCE C3 Section Pertaining to Human Growth and Development	2022 F	7.3%	9.7%	12.4%	11.0	10.85
	2023 S	7.0%	9.7%	12.5%	10.7	

KPI 4. STUDENTS WILL DIFFERENTIATE AMONG THEORIES AND MODELS OF CAREER DEVELOPMENT.

Measure	CACREP Core Standard	Substandard (Performance is significantly below the expected level)	Approaching Expectations (Performance is close to meeting the expected level but falls short)	Developing (Performance is making progress but has not yet met the expectations)	Meets Expectations (Performance meets the minimal expected level)	Beyond Standards (Performance exceeds the minimum expected level)	Outstanding Performance (Performance is outstanding and demonstrates exceptional skills)	Exceeding Expectations (Performance goes above and beyond the expected level)	Aggregated per Course Section	Aggregated Mean for 2021 – 2024
KPI 4-1	2.F.4.a.	0	2	2.67	3	3.33	3.67	4		
Final Career Evaluation in CSDV 603	2022 S	0%	0%	0%	4%	4%	0%	87%	3.92	3.86
	2023 S	0%	6%	6%	0%	11%	0%	78%	3.75	
	2023 M	0%	0%	0%	0%	0%	0%	100%	4.00	
Total		0%	2%	2%	2%	7%	0%	84%		

Measure	CACREP Core Standard	Substandard (Performance is significantly below the expected level)	Meets Expectations (Performance meets the minimal expected level)	Outstanding Performance (Performance is outstanding and demonstrates exceptional skills)	Aggregated per Course Section	Aggregated Mean for 2022 - 2023
KPI 4-2	2.F.4.a	< 8.0	8.1 - 10.3	> 10.4		
CPCE C4 Section Pertaining to Career Development	2022 F	8.0%	9.7%	13.1%	12.0	10.90
	2023 S	7.2%	9.8%	11.7%	9.8	

KPI 5. STUDENT WILL DEVELOP THE CHARACTERISTICS AND BEHAVIORS OF SKILLED AND ADEPT COUNSELORS.

Measure	CACREP Core Standard	Substandard (Performance is significantly below the expected level)	Approaching Expectations (Performance is close to meeting the expected level but falls short)	Developing (Performance is making progress but has not yet met the expectations)	Meets Expectations (Performance meets the minimal expected level)	Beyond Standards (Performance exceeds the minimum expected level)	Outstanding Performance (Performance is outstanding and demonstrates exceptional skills)	Exceeding Expectations (Performance goes above and beyond the expected level)	Aggregated per Course Section	Aggregated Mean for 2021 – 2024
KPI 5-1	2.F.5.f.	0	2	2.67	3	3.33	3.67	4		
Final Evaluation	2021 M	8%	0%	8%	0%	15%	8%	62%	3.61	3.787

in CSDV 602	2021 F	0%	0%	0%	8%	0%	8%	83%	3.88
	2022 M	0%	0%	0%	0%	8%	0%	92%	3.94
	2022 F	0%	0%	0%	10%	10%	30%	50%	3.73
	2023 M	0%	0%	0%	0%	21%	29%	50%	3.76
Total		2%	0%	2%	3%	11%	15%	67%	

Measure	CACREP Core Standard	Poor	Fair	Good	Very Good	Superior	Aggregated per Course Section	Aggregated Mean for 2021-2023
KPI 5-2	2.F.2.f.	0	1	3	4	5		
Practicum II Final Eval attitudes toward work portion of the final evaluation	2021 S	0%	0%	1%	88%	13%	4.1	4.53
	2022 S	0%	0%	0%	40%	60%	4.6	
	2023 S	0%	0%	0%	14%	86%	4.9	

KPI 6. STUDENT WILL DEMONSTRATE KNOWLEDGE OF THEORIES AND MODELS OF COUNSELING

Measure	CACREP Core Standard	Substandard (Performance is significantly below the expected level)	Approaching Expectations (Performance is close to meeting the expected level but falls short)	Developing (Performance is making progress but has not yet met the expectations)	Meets Expectations (Performance meets the minimal expected level)	Beyond Standards (Performance exceeds the minimum expected level)	Outstanding Performance (Performance is outstanding and demonstrates exceptional skills)	Exceeding Expectations (Performance goes above and beyond the expected level)	Aggregated per Course Section	Aggregated Mean for 2021 – 2024
KPI 6-1	2.F.5.a.	0	2	2.67	3	3.33	3.67	4		
Final Evaluation in CSDV 601	2021 M	0%	0%	12%	4%	4%	4%	76%	3.76	3.901
	2022 M	0%	0%	0%	0%	5%	0%	95%	3.97	
	2023 M	0%	0%	0%	0%	0%	0%	100%	4.00	

Total	0%	0%	4%	1%	3%	1%	90%		
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Measure	CACREP Core Standard	Substandard (Performance is significantly below the expected level)	Approaching Expectations (Performance is close to meeting the expected level but falls short)	Developing (Performance is making progress but has not yet met the expectations)	Meets Expectations (Performance meets the minimal expected level)	Beyond Standards (Performance exceeds the minimum expected level)	Outstanding Performance (Performance is outstanding and demonstrates exceptional skills)	Exceeding Expectations (Performance goes above and beyond the expected level)	Aggregated per Course Section	Aggregated Mean for 2021 – 2024
KPI 6-2	2.F.6.b.	0	2	2.67	3	3.33	3.67	4		
Final Evaluation in CSDV 623	2022 S	0%	0%	0%	0%	0%	0%	100%	4.00	3.972
	2023 S	0%	0%	0%	0%	5%	9%	86%	3.94	
Total		0%	0%	0%	0%	2%	4%	94%		

KPI 7. STUDENT WILL DEMONSTRATE THE ABILITY TO ASSESS AND INTERVENE IN GROUP DYNAMICS TO ENHANCE GROUP COHESION, COMMUNICATION, AND EFFECTIVENESS IN ACHIEVING THERAPEUTIC OUTCOMES.

Measure	CACREP Core Standard	Substandard (Performance is significantly below the expected level)	Approaching Expectations (Performance is close to meeting the expected level but falls short)	Developing (Performance is making progress but has not yet met the expectations)	Meets Expectations (Performance meets the minimal expected level)	Beyond Standards (Performance exceeds the minimum expected level)	Outstanding Performance (Performance is outstanding and demonstrates exceptional skills)	Exceeding Expectations (Performance goes above and beyond the expected level)	Aggregated per Course Section	Aggregated Mean for 2021 – 2024
KPI 7-1	2.F.6.b. 2.F.6.c.	0	2	2.67	3	3.33	3.67	4		
Final Evaluation in CSDV 606	2022 S	0%	4%	4%	0%	0%	4%	87%	3.85	3.830
	2023 S	0%	0%	0%	0%	0%	0%	95%	3.80	
Total		0%	2%	2%	0%	0%	2%	91%		

Measure	CACREP Core Standard	Substandard (Performance is significantly below the expected level)	Meets Expectations (Performance meets the minimal expected level)	Outstanding Performance (Performance is outstanding and demonstrates exceptional skills)	Aggregated	Aggregated Mean for 2022 - 2023
KPI 7-2	2.F.6.b. 2.F.6.c.	< 8.0	8.1 - 10.3	> 10.4		
CPCE C6 Section Pertaining to Group Counseling and Group Work	2022 F	0.0%	9.8%	12.3%	11.8	11.45
	2023 S	6.0%	10.0%	12.4%	11.1	

KPI 8. STUDENT WILL INTEGRATE BASIC CONCEPTS OF QUALITATIVE AND QUANTITATIVE ASSESSMENT INTO PRACTICE.

Measure	CACREP Core Standard	Substandard (Performance is significantly below the expected level)	Approaching Expectations (Performance is close to meeting the expected level but falls short)	Developing (Performance is making progress but has not yet met the expectations)	Meets Expectations (Performance meets the minimal expected level)	Beyond Standards (Performance exceeds the minimum expected level)	Outstanding Performance (Performance is outstanding and demonstrates exceptional skills)	Exceeding Expectations (Performance goes above and beyond the expected level)	Aggregated per Course Section	Aggregated Mean for 2021 – 2024
KPI 8-1	2.F.7.e.	0	2	2.67	3	3.33	3.67	4		
Final Evaluation in CSDV 607	2021 M	0%	0%	0%	0%	0%	9%	91%	3.97	3.96
	2022 M	0%	0%	0%	0%	0%	5%	95%	3.98	
	2023 M	0%	0%	0%	7%	0%	0%	93%	3.93	
Total		0%	0%	0%	2%	0%	5%	93%		

Measure	CACREP Core Standard	Substandard (Performance is significantly below the expected level)	Meets Expectations (Performance meets the minimal expected level)	Outstanding Performance (Performance is outstanding and demonstrates exceptional skills)	Aggregated per Course Section	Aggregated Mean for 2022 - 2023

KPI 8-2	2.F.7.e.	< 8.0	8.1 - 10.3	> 10.4		
CPCE C 7 section pertaining to Assessment and Testing	2022 F	6.8%	9.5%	11.9%	9.5	9.85
	2023 S	7.3%	9.6%	13.0%	10.2	

KPI 9. STUDENT WILL UNDERSTAND THE IMPORTANCE OF RESEARCH IN ADVANCING THE COUNSELING PROFESSION, INCLUDING HOW TO CRITIQUE RESEARCH TO INFORM COUNSELING PRACTICE.

Measure	CACREP Core Standard	Substandard (Performance is significantly below the expected level)	Approaching Expectations (Performance is close to meeting the expected level but falls short)	Developing (Performance is making progress but has not yet met the expectations)	Meets Expectations (Performance meets the minimal expected level)	Beyond Standards (Performance exceeds the minimum expected level)	Outstanding Performance (Performance is outstanding and demonstrates exceptional skills)	Exceeding Expectations (Performance goes above and beyond the expected level)	Aggregated per Course Section	Aggregated Mean for 2021 – 2024
KPI 9-1	2.F.8.a	0	2	2.67	3	3.33	3.67	4		
Final Evaluation in EDCI 640	2021 F	0%	0%	0%	4%	0%	4%	92%	3.94	3.93
	2022 F	0%	0%	0%	0%	5%	14%	81%	3.92	
Total		0%	0%	0%	2%	2%	9%	87%		

Measure	CACREP Core Standard	Substandard (Performance is significantly below the expected level)	Meets Expectations (Performance meets the minimal expected level)	Outstanding Performance (Performance is outstanding and demonstrates exceptional skills)	Aggregated per Course Section	Aggregated Mean for 2022 - 2023
KPI 9-2	2.F.8.a.	< 8.0	8.1 - 10.3	> 10.4		
CPCE C 8 section pertaining to Research and Program Evaluation	2022 F	5.5%	9.8%	13.1%	11.9	12.10
	2023 S	8.0%	10.0%	13.1%	12.3	

KPI 10. STUDENT WILL SHOW PROFICIENCY IN CONDUCTING INTAKE INTERVIEWS, BIO-PSYCHOSOCIAL ASSESSMENTS, AND INCORPORATING MENTAL HEALTH AND PSYCHOLOGICAL ASSESSMENTS INTO TREATMENT PLANNING AS WELL AS UNDERSTANDING INTERVENTIONS FOR PREVENTION OF A BROAD RANGE OF MENTAL HEALTH ISSUES.

Measure	CACREP Core Standard	Poor	Fair	Good	Very Good	Superior	Aggregated per Course Section	Aggregated Mean for 2021-2024
KPI CMH-1-1	5.C.3.a. 5.C.3.b.	0	1	3	4	5		4.1
Final Eval in 610 B assessment section	2021	0%	0%	94.1%	0%	5.9%	3.1	
	2022	0%	0%	0%	60%	40%	4.4	
	2023	0%	0%	0%	6.3%	93.8	4.9	

Measure	CACREP Core Standard	Poor	Fair	Good	Very Good	Superior	NA	Aggregated per Course Section	Aggregated Mean for 2021-2024
KPI CMH-1-2	5.C.3.a. 5.C.3.b.	0	1	3	4	5			4.16
Final Eval in 612 assessment section	2021	0%	0%	26.9%	26.9%	34.6%	0%	3.6	
	2022	0%	0%	0%	60%	40%	0%	4.4	
	2023	0%	0%	0%	27%	70%	5%	4.5	

KPI 11. STUDENT WILL ENHANCE CORE CURRICULUM DESIGN, CLASSROOM MANAGEMENT, AND DIFFERENTIATED INSTRUCTIONAL STRATEGIES

Measure	CACREP Core Standard	Substandard (Performance is	Approaching Expectations	Developing expectations (Performance	Meets Expectations (Performance	Beyond Standards (Performance	Outstanding Performance (Performance	Exceeding Expectations (Performance	Aggregated per Course Section	Aggregated Mean for 2021-2024

		significantly below the expected level)	(Performance is close to meeting the expected level but falls short)	is making progress but has not yet met the expectations)	meets the minimal expected level)	exceeds the minimum expected level)	is outstanding and demonstrates exceptional skills)	goes above and beyond the expected level)	
KPI SC -1-1	5.G.3.c.	0	2	2.67	3	3.33	3.67	4	
613 final evaluation	2021	0%	0%	0%	4%	0%	4%	83%	3.94
	2022	0%	0%	0%	0%	0%	5%	95%	3.985
	2023	0%	0%	0%	0%	0%	0%	95%	4
Total		0%	0%	3%	0%	3%	3%	83%	

3.97

Measure	CACREP Core Standard	Substandard (Performance is significantly below the expected level)	Approaching Expectations (Performance is close to meeting the expected level but falls short)	Developing expectations (Performance is making progress but has not yet met the expectations)	Meets Expectations (Performance meets the minimal expected level)	Beyond Standards (Performance exceeds the minimum expected level)	Outstanding Performance (Performance is outstanding and demonstrates exceptional skills)	Exceeding Expectations (Performance goes above and beyond the expected level)	Aggregated per Course Section	Aggregated Mean for 2021-2023
KPI SC- 1-2	5.G.3.c.	0	2	2.67	3	3.33	3.67	4		4.0
	2021 F	0%	0%	0%	0%	0%	0%	100%	4.0	
	2022 S	0%	0%	0%	0%	0%	0%	100%	4.0	
	2023 S	0%	0%	0%	0%	0%	0%	100%	4.0	

Dispositional data is assessed in two ways. First, it is discussed informally during faculty meetings in every course. Second, it is more formally assessed each year with the Professional Fitness Review. The professional fitness review has not been formally assessed in several years due to faculty time limitations.

Student Concerns/Remediation Plan

2023-2024	1
2022-2023	2
2021-2022	2

Demographic and other characteristics of applicants, students, and graduates:

CSDV Applicant Demographics

Gender	2023 Applicants		2024 Applicants		Total #	Total %
	#	%	#	%		
F	46	80.7%	38	88.4%	84	84.0%
M	11	19.3%	5	11.6%	16	16.0%
Total	57	100.0%	43	100.0%	100	100.0%

Race	2023 Applicants		2024 Applicants		Total #	Total %
	#	%	#	%		
Asian	1	1.8%		0.0%	1	1.0%
Black or African American	13	22.8%	12	27.9%	25	25.0%
Native Hawaiian or Other Pacific		0.0%	1	2.3%	1	1.0%
White	42	73.7%	30	69.8%	72	72.0%
American Indian or Alaska Native	1	1.8%		0.0%	1	1.0%

Total	57	100.0%	43	100.0%	100	100.0%
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Age	2023 Applicants		2024 Applicants		Total #	Total %
	#	%	#	%		
20-24	31	54.4%	26	60.5%	57	57.0%
25-29	11	19.3%	8	18.6%	19	19.0%
30-34	6	10.5%	2	4.7%	8	8.0%
35-39	1	1.8%	2	4.7%	3	3.0%
40-44	2	3.5%	1	2.3%	3	3.0%
45-49	1	1.8%	2	4.7%	3	3.0%
50-54	3	5.3%	1	2.3%	4	4.0%
55-59	1	1.8%	1	2.3%	2	2.0%
70-74	1	1.8%		0.0%	1	1.0%
Total	57	100.0%	43	100.0%	100	100.0%

CSDV Enrolled Student Demographics

Gender	2022F Enrolled		2023F Enrolled		Total #	Total %
	#	%	#	%		
F	37	78.7%	33	73.3%	70	76.1%
M	10	21.3%	12	26.7%	22	23.9%
Total	47	100.0%	45	100.0%	92	100.0%

Race	2022F Enrolled		2023F Enrolled		Total #	Total %
	#	%	#	%		
Asian	1	2.1%		0.0%	1	1.1%
Black or African American	14	29.8%	10	22.2%	24	26.1%
White	29	61.7%	32	71.1%	61	66.3%
Two or More Races	2	4.3%	2	4.4%	4	4.3%

Hispanic or Latino	1	2.1%	1	2.2%	2	2.2%
Total	47	100.0%	45	100.0%	92	100.0%

Age	2022F Enrolled		2023F Enrolled		Total #	Total %
	#	%	#	%		
20-24	26	55.3%	26	57.8%	52	56.5%
25-29	11	23.4%	10	22.2%	21	22.8%
30-34	4	8.5%	3	6.7%	7	7.6%
35-39	3	6.4%	2	4.4%	5	5.4%
40-44	2	4.3%	1	2.2%	3	3.3%
45-49	1	2.1%	1	2.2%	2	2.2%
50-54		0.0%	1	2.2%	1	1.1%
70-74		0.0%	1	2.2%	1	1.1%
Total	47	100.0%	45	100.0%	92	100.0%

CSDV Completer Demographics

Gender	2022 Graduates		2023 Graduates		Total #	Total %
	#	%	#	%		
F	21	84.0%	19	86.4%	40	85.1%
M	4	16.0%	3	13.6%	7	14.9%
Total	25	100.0%	22	100.0%	47	100.0%

Race	2022 Graduates		2023 Graduates		Total #	Total %
	#	%	#	%		
Asian	1	4.0%	1	4.5%	2	4.3%
Black or African American	8	32.0%	6	27.3%	14	29.8%
Native Hawaiian or Other Pacific		0.0%	1	4.5%	1	2.1%
White	14	56.0%	14	63.6%	28	59.6%

(blank)	2	8.0%		0.0%	2	4.3%
Total	25	100.0%	22	100.0%	47	100.0%

Age	2022 Graduates		2023 Graduates		Total #	Total %
	#	%	#	%		
20-24		0.0%	5	22.7%	5	10.6%
25-29	21	84.0%	11	50.0%	32	68.1%
30-34	1	4.0%	3	13.6%	4	8.5%
35-39		0.0%	1	4.5%	1	2.1%
40-44	2	8.0%	2	9.1%	4	8.5%
45-49	1	4.0%		0.0%	1	2.1%
Total	25	100.0%	22	100.0%	47	100.0%

Data from students on faculty:

Tabulations of Responses for Student Course Evaluations in COE

Fall 2023 CSDV Department

Responses for CSDV Courses (Aggregated)

Evaluation Responses By Faculty By Section	Strongly Agree		Agree		Disagree		Strongly Disagree		Not Applicable		Total #	Value Index
	#	%	#	%	#	%	#	%	#	%		
Grand Total	440	37.4%	268	22.8%	96	8.2%	101	8.6%	271	23.0%	1,176	0.9392
Instruction	182	46.4%	128	32.7%	40	10.2%	26	6.6%	16	4.1%	392	1.0638

01. The instructor was knowledgeable about the subject matter of the course.	30	53.6%	17	30.4%	6	10.7%	3	5.4%		0.0%	56	1.1607
02. The instructor set high expectations for student learning.	23	41.1%	22	39.3%	6	10.7%	4	7.1%	1	1.8%	56	0.9818
03. The instructor managed student behavior appropriately.	22	39.3%	15	26.8%	2	3.6%	5	8.9%	12	21.4%	56	1.0682
04. Relevant course materials were used and organized in a manner that promoted student learning and fostered discussions.	22	39.3%	22	39.3%	8	14.3%	4	7.1%		0.0%	56	0.8929
05. The course included opportunities for students' active participation.	33	58.9%	19	33.9%	3	5.4%	1	1.8%		0.0%	56	1.4286
06. The pacing of instruction supported student learning.	27	48.2%	14	25.0%	9	16.1%	4	7.1%	2	3.6%	56	0.9444
07. The course content challenged me to think critically and the instructor stimulated further thinking about the course content.	25	44.6%	19	33.9%	6	10.7%	5	8.9%	1	1.8%	56	0.9636
Communication	144	51.4%	64	22.9%	28	10.0%	40	14.3%	4	1.4%	280	0.8841
08. A course syllabus containing clearly stated goals or objectives, requirements, due dates, assignments, and a grading system/(instructor	25	44.6%	17	30.4%	5	8.9%	6	10.7%	3	5.4%	56	0.9434

availability) was distributed.												
09. The instructor was willing to help students learn.	29	51.8%	13	23.2%	6	10.7%	8	14.3%		0.0%	56	0.8750
10. The instructor was responsive to students' questions, ideas, and/or concerns.	28	50.0%	12	21.4%	7	12.5%	9	16.1%		0.0%	56	0.7679
11. The instructor treated students with respect.	30	53.6%	11	19.6%	5	8.9%	10	17.9%		0.0%	56	0.8214
12. The instructor was available outside of class and responded to inquiries in a timely manner.	32	57.1%	11	19.6%	5	8.9%	7	12.5%	1	1.8%	56	1.0182
Assessment	110	39.3%	74	26.4%	27	9.6%	30	10.7%	39	13.9%	280	0.8589
13. The instructor used more than one kind of assessment/assignment to evaluate relevant course objectives.	24	42.9%	20	35.7%	2	3.6%	3	5.4%	7	12.5%	56	1.2245
14. Assessments/Assignments were graded and returned within fourteen days of submission.	18	32.1%	10	17.9%	9	16.1%	10	17.9%	9	16.1%	56	0.3617
15. The instructor provided constructive feedback on assessments/assignments when appropriate.	20	35.7%	11	19.6%	10	17.9%	10	17.9%	5	8.9%	56	0.4118
16. Grading of assessments/assignments followed prescribed guidelines.	23	41.1%	13	23.2%	5	8.9%	5	8.9%	10	17.9%	56	0.9565

17. Assessments/Assignments required higher-order thinking.	25	44.6%	20	35.7%	1	1.8%	2	3.6%	8	14.3%	56	1.3542
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Data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates.

Graduates:

As part of the Comprehensive Assessment Plan, students who meet graduation requirements are sent a program exit survey after classes have ended.

Exit and Follow-up surveys use a 1-5 rating scale; 5 indicates strong agreement, and 1 indicates strong disagreement.

Student Exit Survey				
	2022		2023	
	CMHC n=5	SC n=3	CMHC n=6	SC n=6
Quality of Curriculum				
Instruction I received adequately prepared me for satisfactory managing legal, ethical, and professional development issues associated with community counseling.	3.60	3.00	3.17	3.75
Instruction I received adequately prepared me for working effectively with clients from diverse backgrounds, (e.g., differences in race, socioeconomic class, culture and gender).	4.40	3.00	3.00	3.25
Instruction I received adequately prepared me to identify and work effectively with personality and developmental issues of clients/students.	3.60	3.00	3.00	3.50

Instruction provided the necessary knowledge for me to conduct effective career counseling with clients.	2.80	2.67	1.67	2.50
Instruction I received adequately familiarized me with the basic group counseling theories, dynamics, and principals, as well as developing group leadership skills to facilitate task, psychoeducational, and small group counseling.	4.20	3.67	3.83	4.00
Instruction I received assisted my understanding and ability to conceptualize and execute in-depth consultation techniques for helping clients change maladaptive behaviors and facilitate learning.	3.80	3.00	3.50	3.75
Instruction I received familiarized me with counseling skills in the dynamics of families and the systems in which they embedded.	3.60	2.00	2.33	2.50
Instruction I received in appraisal was sufficient for understanding the importance of test reliability and validity and how to select, administer, and interpret assessment instruments for clients.	2.40	2.33	2.33	2.75
Instruction I received adequately familiarized me with the use of technology and statistical methods in counseling (e.g., qualitative, quantitative, single case design) for conducting counseling research and program evaluation.	3.20	3.00	2.83	2.50
Instruction I received adequately familiarized me with the counseling profession and current issues facing counselors.	4.20	3.67	3.17	3.25
Instruction I received adequately familiarized me with the basic counseling theories and fundamental counseling mechanics, including but not limited to empathy, reflective listening, and paraphrasing.	4.40	3.67	4.33	3.75
Quality of Field Experience				
Intake evaluations.	4.40	---	4.33	---

Treatment planning.	3.80	---	4.00	---
Referral and use of community resources	4.00	3.33	3.00	3.00
Record keeping and other documentation.	4.60	3.00	4.67	2.75
My on-site internship supervisor met with me regularly and provided feedback and guidance that helped me become a more effective counselor.	3.50	4.67	4.17	5.00
My university supervisor provided feedback and guidance that helped me become a more effective counselor.	4.00	2.67	2.50	3.50
I am satisfied my practicum and internship experiences prepared me for working as a counselor.	3.80	3.00	4.00	4.00
Quality of Advising				
My advisor kept office hours and appointments.	3.80	3.00	2.67	3.25
My advisor returned calls promptly.	4.00	3.33	2.83	3.75
My advisor returned emails promptly	4.00	3.33	3.00	3.75
My advisor was knowledgeable of academic policies and curricular and graduation requirements.	3.60	3.33	2.67	3.25
My advisor was helpful and responsive and was interested in my well-being and in my concerns.	4.00	3.00	2.67	2.75
Overall, I am satisfied with the assistance provided by my academic advisor.	3.80	3.00	2.67	2.75
Quality of Programmatic Functioning				
Overall, I am satisfied with the cohort model.	4.00	2.33	3.50	3.25
I was satisfied by the exposure to other faculty outside of the program area.	3.40	4.00	4.50	4.00

Overall, I am satisfied with the level of involvement the program offered through programs such as Chi Sigma Iota.	4.00	2.00	2.67	3.50
I would have liked to take some classes online.	2.40	1.33	1.33	2.25
I would have liked more classes to use the hybrid model (On-line and in class work).	4.00	3.00	2.33	2.50
Overall, I am satisfied with the technology provided in the classrooms.	3.20	3.00	2.50	3.50
Overall, I felt the orientation manual was informative.	3.00	2.67	3.17	2.75
Overall, I felt the practicum/internship manual was helpful and informative.	3.20	2.67	3.67	3.00
Overall, the paperwork for practicum/internship was helpful and informative.	3.40	2.00	3.83	3.00
Overall, I was informed about university policy and opportunities (i.e., graduation paperwork and deadlines, financial aid, graduate assistantships).	3.40	2.67	2.83	2.50
Overall, I feel confident that I will get a job with my degree within the next three months.	4.20	3.33	3.83	4.25
Overall, I felt prepared for the comprehensive exam.	3.00	2.67	2.17	1.25
Overall, I was satisfied with the time the comprehensive exam was offered during the semester.	3.60	1.00	1.00	1.75
I felt prepared for the NCE/Praxis.	3.40	3.33	2.67	2.25
Overall, I have been satisfied with my experience at Winthrop as a master's student.	3.00	2.33	2.67	2.25
Follow-up Question				
I have already secured a position using my degree.	40%	33%	66%	50%

2024 Alumni Survey-Average Rating of Program (n=71)

Faculty were highly qualified for their positions.	4.77
Faculty presented current research and best practices in the field.	4.61
Faculty used a variety of assessment strategies to evaluate learning.	4.68
Faculty instilled a sense of ethical decision making.	4.79
Faculty challenged me to grow intellectually and perform my best.	4.79
Faculty challenged me to be an effective instructional leader.	4.43
Faculty challenged me to be plan and implement effective instruction and/or counseling interventions.	4.65
Faculty challenged me to work effectively with students or clients with disabilities.	4.36
Faculty challenged me to work effectively with diverse groups of students or clients.	4.64
Faculty challenged me to utilize technology in professional roles and functions.	4.46
Faculty challenged me to communicate effectively with students/clients, families, and community members.	4.75
Faculty challenged me to integrate knowledge and practice derived from research into my professional duties.	4.64
Faculty challenged me to construct a supportive, well-managed, motivational learning or therapeutic environment.	4.70
Faculty challenged me to meet the needs of my students/clients.	4.81
Faculty challenged me to effectively assess student learning or client progress.	4.59
Faculty challenged me to understand the rights and responsibilities of students, clients, teachers, parents, and/or other constituents.	4.80
Faculty challenged me to engage in continual reflection and refinement of my performance.	4.74
Faculty challenged me to collaborate effectively with colleagues.	4.71

Strengths of program

What were the strengths of your degree program?

The Practicum I experience was a greatly beneficial and unique and allowed students to gently ease into face-to-face with clients without the daunting expectations of fully managing their hours, paperwork, scheduling, etc. Some of the professors were knowledgeable and evident to have experience in the subjects of the classes they were teaching.

Very knowledgeable staff and having the clinic to practice counseling skills

Variety of methods learned from classic Rogerian, Gestalt, Reality Therapy, etc. to Play Therapy, Career Counseling and Substance Abuse Counseling techniques; Cross-cultural counseling was also taught and emphasized, which in hindsight, was pretty progressive for the late 1980's

Small cohort allowed for personalized learning experience, hands on experience early on with practicums

Dr Jordan's teaching and clinic leadership with Dr Monroe.

Dr. Barna was my practicum supervisor for one semester and she was phenomenal. I also enjoyed my internships in CMS (that I had to fight for because everything was so unorganized the entire time).

Having the opportunity to have hands on experience during practicum 2 was beneficial.

Pacing of courses Clinical oversight Variety of coursework topics

Collaboration with peers, high quality professors, and meaningful experiences.

The didactic and experiential teachings were very enriching.

Caring instructors who were available and helped me to develop my skills by encouraging me to be self-reflective, challenging me to face insecurities in therapeutic settings, helping me to meet clients where they are, and identifying strategies and tools to use to facilitate growth opportunities.

The faculty really cared!

The program challenged me in ways that words cannot accurately convey. The professors helped us to learn more about ourselves, our beliefs, and our values and aided us in navigating techniques and strategies to best support our clients towards healing.

The hands-on experience and constructive feedback

The faculty were professional, knowledgeable, approachable, and supportive. Cohorts are like family You learn a lot about yourself in this program

I would say being patient and being a good listener.

Getting valuable feedback from the faculty. The program at Winthrop held us to a higher standard compared to what I'm currently seeing in the field. Incompetence was not tolerated. They assessed each candidate's appropriateness for the program and the general field of mental health counseling to ensure that we would not be a danger to the public.

Thorough, cohort was close, variety of courses, knowledgeable professors

High quality instructors who pushed me and confronted me when necessary and supported me as well.

Our professors! They were amazing. The way they taught the classes were very hands on and you really felt like they cared.

Availability of the faculty and hands on experiences.

Best hands-on experiences to go out of the program prepared

Our curriculum was more rigorous than other programs

Theory, practicum, and internship

Comfortable approaching staff with questions

Relationships and role play

Personable and empathetic.

The size, it felt like family

The professors were amazing, and I believe they were the strengths of the program.

The cohort model allowed me to form lasting professional relationships I still rely on today. I have collaborated with friends from my cohort multiple times per year since graduating.

The strengths of my program were making sure we were present with ourselves and owning our stuff, so it could be addressed, and we were all the better for it!

Small program allowed for frequent and quality interaction with faculty members. I really enjoyed having the in-house clinic to work with clients and develop clinical skills.

The practicum experiences truly helped me grow.

The hands-on experience with internships

Staff/faculty were always available to help and teach.

The internship & learning advanced clinical skills & pathology

The challenges from professors, the small cohort, the availability of professors to consult

Some of the professors were really incredible. The course content and assignments were applicable and well thought out. The professors were mostly supportive and understanding. All of them had great real life experiences to share. Projects and research aided our continuing education with up to date knowledge from the field. There was kind of a high turn over with professors though and quite a few who were only teaching one class and not invested in the program. The long term professors were much better than the non invested ones.

The fact that we were doing some form of counseling every semester with techniques in the summer, 2 practicums and 2 internships. It really prepared me for clinical work and that's not something I've known other programs to do. I also liked the group counseling class set up for group with our cohort. The professors were great!

Builds community; hands-on learning

Student faculty ratio, close cohorts, well developed program and on-site clinic

Knowledgeable professors

Class size was small allowing a better learning experience with faculty

Internship experience, speed of program, and +30 hours built into the program

The professors were organized and very down to earth.

A connectedness among staff and students and desire for student learning

Great sense of community and collaboration. Very encouraging and supportive.

I liked having a smaller program/group. I felt I was able to develop a good rapport with the professors.

Having clinic to intern

This program really helped me develop my clinical skills and knowledge which were strengths.

Wonderful and knowledgeable instructors. Small enough cohorts to get to know and genuinely care about each other. Prepares you for the field.

The professors were diverse and had lots of experience.

The versatility amongst our professors, and those in leadership Gave us vast knowledge in several areas.

Being able to be a small cohort allowed me to be able to learn better. Also, the professors were highly effective.

Amazing professors and access to internship opportunities

Extremely knowledgeable professors and compassionate faculty.

-Being taught consultation/supervision is never bad.. consulting is so important in the field! -University faculty support was amazing! Dr. Jordan, Dr. Briggs and Dr. Strange were always ready and able to assist, meet, etc.

Recommended Changes

What changes would you recommend for your degree program?

Many of the classes were unproductive and lacked any intentional education and instruction. These classes were most commonly online courses and occasionally hybrid courses where the professor seemed to know little or care little about the content being taught. Most of these courses were taught by Dr. Strange. Especially in internship classes led by Dr. Strange, I felt there was little productivity in those classes and even cases where the instructor seemed extremely ill-informed of the field of clinical mental health counseling. Before I started the program, I had a high esteem of Winthrop and the counseling program but after graduating with my degree I have a very low opinion of the program and will continue to do so until the Director of the program is someone who has had any substantial and/or recent experience in the field. Over 75% of the courses I took were online which drastically reduced my enjoyment of the program. The program was not advertised as being mostly online, so I was very disappointed that so many of my courses were not in person. The few classes I did have in person were some of my favorite and most cherished experiences in the program. While it could be convenient for students and faculty, I believe the benefits of in-person courses outweigh their inconvenience. Having a more diverse group of professors would've been greatly beneficial for my experience in the program. Especially having professors who are specialized/highly experienced in the subject being taught because this was typically not my experience in the program. I would also highly encourage not combining school and clinical internship classes unless the instructor has substantial experience in both fields. Internship classes felt unproductive and at times nonsensical when staffing cases with an instructor who knew less about diagnostic criteria and counseling interventions than the students posing questions and concerns about their clients. Clear communications about the time and energy required for graduate school, especially the second year, is needed. Several students from my cohort and the cohort after mine were under the impression they could hold a full-time, 9-5 job while being a student. While that may be true for the classes sometimes, it is not realistic to have a full-time, 9-5 job and in an internship where most internships (both clinical and school) are not available in the evenings and weeks.

None

Too much time has passed for me to give a meaningful answer, however, I think the program has improved greatly in the past decade.

More focus on providing emotional support to staff and teachers to boost morale and prevent burnout

Less asynchronous classes that were not as helpful.

More competent professors. Professors that follow ethical guidelines and do not make up their own rules for APA 7 (Dr. Tolbert) . Students should be treated equally and fairly regardless of which track they are on. The only professors I had positive experiences with were Dr. Paolini (you all fired her), Dr. Barna (she was part time), and Dr. Jordan (you all demoted her from running the clinic, she needs to be the boss again) . Dr. Strange is incompetent and Dr. Tolbert is unhinged.

I would love to see more attention and resources for the school counseling students. There was a deficit in competent faculty that would be supportive and provide meaningful feedback and information. I can only recall 1 professor specifically for school counseling who was a wonderful resources to students and consistently held students to their high expectations. They provided meaningful assignments that were relevant to the ASCA standards that school counselors are expected to abide by. Overall, the counseling program at Winthrop would benefit from a complete overhaul. Communication of expectations for assignments, class meetings, and assessments were inconsistent. Students were largely not held accountable for their lack of effort towards their studies by a certain professor. There were questionable ethical decisions made by students that could potentially cause harm to clients and students that were not properly addressed. I entered this program because it came highly recommended by reputable professionals in the mental health field. My experience in this program did not reflect the reputation I was told about prior to enrollment.

Additional adjunct professors. Would be great to have had more exposure to additional staff.

More opportunities to explore the specifics of the role of school counselor.

Include more training and classes on Family Therapy and Ethics.

Now that artificial intelligence is making its way into the therapeutic space understanding how it can be used effectively in counseling sessions with clients.

None

None!

To incorporate more info about for school counselors about 504 and IEOs, advocating for yourself, PowerSchool and other school systems that are used in an educational setting. For clinical counselors the business side of counselors, insurance panels , and exploration around agency culture since norms and policies are not always the same.

The community track, I would have liked to have more skills to work with kids, and adolescents. I gained the skills through working, but that's where I thrived.

N/A

Include/add more addiction specific coursework

Na

None

A business course for non-business-oriented people who want to own their own practice- like a business 101 class for counseling entrepreneurs

More current day experience, bring in more current school counselors to speak on experience vs just what is in syllabus

When I went there was not a lot of focus on ASCA or behavior interventions which are the 2 main areas of focus for school counselors today

None

N/A

None

More emphasis on specific interventions as well as documentation.

I don't have any changes to communicate.

Perhaps a course or didactic on the administrative/case management side of clinical work.

More trauma courses. And perhaps a course or resources of the different career options.

More assistance could be provided in helping students find and obtain internships

Have local practitioners and agencies present to students about their programs and the populations they serve. It would give students more insight into the career options that exist within the community and where they might fit into that as emerging counselors.

None

More prep with note writing

only utilize long term professors who are invested in the program and not just people from the community teaching one class. Do more to learn how to work with peers and difficult people. Do more leadership emphasis. Emphasize consumers with disabilities or diverse needs more. assist more with career exploration of things you can do with a MHC degree that are less traditional path of private practice.

More focus on diversity and social justice throughout the curriculum

Though not required by CACREP, evidence-based practice and specialized training opportunities (e.g. DBT)

The changes I would have recommended have been adapted since I graduated

NA

More trauma informed education

100%

N/a

None

None

Communication with some staff members at the time was difficult in terms of them responding in a timely manner. I'm not sure if that's the case now or not.

More applicable theories

I really loved the program overall. I would recommend providing more practicum opportunities for students in the clinic on campus.

I would have been interested in learning a specific counseling model more in depth.

None

More focus on clinical documentation and insurance issues within the field

N/a

Documentation is not discussed much. Although I've learned that everywhere does something different, it's important to have some knowledge/practice of documentation. We briefly discuss documentation and this is an area of growth for the program.

Site Supervisor Survey (Aggregate 2021-2023)-Average Rating of Program (n=86)

	Unprepared 1	Poorly Prepared 2	Adequately Prepared 3	Well-prepared 4	N/A	Average
A commitment to personal and professional growth						3.80

Count	0.00	1.00	14.00	71.00	0.00	
Row %	0.00	0.01	0.16	0.83	0.00	
A commitment to his/her profession						3.80
Count	0.00	2.00	9.00	75.00	0.00	
Row %	0.00	0.02	0.11	0.87	0.00	
A commitment to collegiality						3.80
Count	1.00	0.00	13.00	71.00	0.00	
Row %	0.01	0.00	0.15	0.84	0.00	
A commitment to accountability/program evaluation						3.70
Count	0.00	1.00	22.00	62.00	0.00	
Row %	0.00	0.01	0.26	0.73	0.00	
A commitment to professional leadership						3.70
Count	1.00	1.00	23.00	60.00	0.00	
Row %	0.01	0.01	0.27	0.71	0.00	
A commitment to a professional identity						3.80
Count	1.00	0.00	17.00	67.00	0.00	
Row %	0.01	0.00	0.20	0.79	0.00	
A commitment to high ethical standards						3.90
Count	0.00	0.00	10.00	75.00	0.00	
Row %	0.00	0.00	0.12	0.88	0.00	
Row %	0.01	0.00	0.27	0.69	0.02	
A commitment to ongoing professional development						3.80
Count	1.00	0.00	12.00	72.00	0.00	
Row %	0.01	0.00	0.14	0.85	0.00	
Row %	0.01	0.01	0.17	0.81	0.00	
A commitment to supervision and feedback						3.90
Count	0.00	2.00	7.00	76.00	0.00	
Row %	0.00	0.02	0.08	0.89	0.00	
Knowledge of individual counseling theories						3.60
Count	0.00	1.00	24.00	58.00	2.00	

Row %	0.00	0.01	0.28	0.68	0.02	
Knowledge of group counseling theories						3.00
Count	0.00	0.00	26.00	44.00	14.00	
Row %	0.00	0.00	0.31	0.52	0.17	
Knowledge of assessment/appraisal processes						3.30
Count	0.00	3.00	31.00	46.00	5.00	
Row %	0.00	0.04	0.37	0.54	0.06	
Knowledge of career/lifestyle development counseling theories						3.10
Count	0.00	3.00	25.00	46.00	11.00	
Row %	0.00	0.04	0.29	0.54	0.13	
Knowledge of effective counseling relationships						3.80
Count	1.00	0.00	14.00	69.00	1.00	
Row %	0.01	0.00	0.17	0.81	0.01	
Knowledge of consultation processes						3.50
Count	1.00	1.00	27.00	54.00	2.00	
Row %	0.01	0.01	0.32	0.64	0.02	
Knowledge of data analysis						2.40
Count	1.00	1.00	31.00	28.00	24.00	
Row %	0.01	0.01	0.37	0.33	0.28	
Knowledge of conducting and applying research						2.60
Count	1.00	2.00	25.00	35.00	21.00	
Row %	0.01	0.02	0.30	0.42	0.25	
Knowledge of human growth and development						3.60
Count	0.00	2.00	27.00	55.00	1.00	
Row %	0.00	0.02	0.32	0.65	0.01	
Knowledge of working with specific populations						3.60
Count	0.00	2.00	30.00	53.00	0.00	
Row %	0.00	0.02	0.35	0.62	0.00	
Skills and techniques in individual counseling theories						3.60
Count	1.00	1.00	22.00	60.00	1.00	

Row %	0.01	0.01	0.26	0.71	0.01	
Skills and techniques in group counseling theories						3.00
Count	1.00	0.00	24.00	45.00	15.00	
Row %	0.01	0.00	0.28	0.53	0.18	
Skills and techniques in assessment/appraisal processes						3.10
Count	1.00	1.00	33.00	41.00	9.00	
Row %	0.01	0.01	0.39	0.48	0.11	
Skills and techniques in effective counseling relationships						3.70
Count	1.00	1.00	17.00	66.00	0.00	
Row %	0.01	0.01	0.20	0.78	0.00	
Skills and techniques in consultation processes						3.50
Count	1.00	1.00	27.00	53.00	3.00	
Row %	0.01	0.01	0.32	0.62	0.04	
Skills and techniques in data analysis						2.40
Count	1.00	1.00	29.00	29.00	25.00	
Row %	0.01	0.01	0.34	0.34	0.29	
Skills and techniques in conducting and applying research						2.50
Count	1.00	1.00	26.00	33.00	24.00	
Row %	0.01	0.01	0.31	0.39	0.28	
Skills and techniques in human growth and development						3.60
Count	1.00	1.00	27.00	55.00	1.00	
Row %	0.01	0.01	0.32	0.65	0.01	
Skills and techniques in working with specific populations						3.60
Count	1.00	1.00	27.00	56.00	0.00	
Row %	0.01	0.01	0.32	0.66	0.00	

Employer Survey (2024)-Average Rating of Program (n=3)

Please rate the counseling program to the extent that it prepared your Winthrop University Graduates (employees) as professional counselors.

(Scale 1-5 highest)

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Utilizes counseling skills to promote positive mental health with clients/students within the context of their environments.	4.00	5.00	4.67	0.47	0.22	3
Utilize critical thinking in the application of counseling skills that provide therapeutic interventions for individuals, groups, families and communities.	3.00	5.00	4.33	0.94	0.89	3
Synthesizes theoretical and empirical knowledge from academic disciplines into the practice of counseling.	4.00	5.00	4.67	0.47	0.22	3
Provides professional care in the diagnosis, assessment, and treatment of clients/students.	4.00	5.00	4.67	0.47	0.22	3
Practices ethical and legal standards of professional counseling.	4.00	5.00	4.67	0.47	0.22	3
Overall, the Winthrop University Counseling Program provides excellent training for future counselors.	4.00	5.00	4.67	0.47	0.22	3
Implements the role of the counselor to meet the needs of diverse clients/students.	4.00	5.00	4.67	0.47	0.22	3
Evaluates research for the applicability of its finding to the practice of counseling.	3.00	5.00	4.33	0.94	0.89	3
Continues professional development for current developments and new therapeutic methods.	3.00	5.00	4.33	0.94	0.89	3
Accepts responsibility and accountability for the effectiveness of the practice of counseling.	3.00	5.00	4.33	0.94	0.89	3

Please rate graduates from Winthrop with other employees of the same educational and experiential background.
 (Scale 1-7 highest)

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Ability to relate to client/students.	5.00	7.00	5.67	0.94	0.89	3
Ability to jump right into the position.	4.00	7.00	5.33	1.25	1.56	3
Ability to apply theoretical knowledge.	5.00	7.00	5.67	0.94	0.89	3
Ability to use data to inform treatment.	5.00	6.00	5.33	0.47	0.22	3
Ability to apply ethical standards and practice.	5.00	7.00	5.67	0.94	0.89	3

Summary of Assessment Results

To provide context for the assessment results, it's essential to consider the following points:

The Assessment Plan sets specific targets for each assessment point. For example, "85% of students will score 3.0 or above on a certain domain." Failing to meet a target doesn't necessarily indicate that students aren't learning or meeting overall Program goals. Rather, it offers feedback to the faculty and triggers a Programmatic review.

Regarding Knowledge and Skills, each CACREP Standard identified by the Program has several Key Performance Indicators used to assess the attainment of knowledge/skill-based Standards.

- Regarding Dispositions, the Program sets developmental targets aiming for students to meet all dispositional targets before graduation. Any unmet targets prompt a professional fitness review. There were 2 reviews in both 2021 and 2022 and one in 2023. The majority of students are doing well and the ones under review mostly struggle with time management.
- Knowledge and Skill Results
 - General Measures of Program Objectives
 - Program Objective
 - - Objective 1 was not met in 2020 and 2021
 - Objective 2 was not met in 2022.
 - KPI
 - Our students have demonstrated proficiency by meeting all of the KPI-targeted outcomes outlined in the 8 CACREP core standards and the two specialty areas of clinical mental health and school counseling. Their proficiency in these areas underscores their readiness to transition into the role of counselors successfully. This achievement signifies that our students have acquired the necessary skills and knowledge to excel in their future counseling careers, reflecting their dedication and commitment to the counseling and development profession.

While our students have showcased their proficiency by fulfilling all of the established criteria. Faculty members are currently reassessing the standards to determine their adequacy and are contemplating raising the minimum targeted scores for proficiency to elevate the expectations and challenge students to strive for excellence even further.

Student Feedback

Current Student Feedback from Focus Group

Current students have voiced a preference for conducting interviews face-to-face, emphasizing the necessity for heightened attention to detail and enhanced communication. Some students were caught off guard by the unexpected transition of summer classes to an online format, resulting in unforeseen expenses and disappointment. There is a strong desire for a more robust sense of community, especially at the program's onset, with students eager to meet and forge connections with their cohort. Additionally, they seek comprehensive information both during the interview process and before commencing the program to gain clarity on its trajectory over the next few years.

Furthermore, students express a need for swifter and more frequent communication. They desire flexibility but are frustrated by the limited number of hybrid class meetings per semester and the lack of structure outside of these sessions. Students are adamant about not wanting to pay for classes in which they feel they are not receiving adequate instruction. They note that hybrid courses tend to be more expensive than online courses, particularly when summer classes are also conducted online, and some sessions are as short as 40 minutes.

Students selected the program due to promises of flexibility, but they feel this sentiment is not universally understood among faculty. They emphasize the importance of faculty alignment in expectations and a greater investment in student welfare. Many students report feeling neglected by faculty, who often fail to remember their names even after a year in the program. They stress the need for a more nurturing culture, with a return to stronger mentorship programs, celebratory events, and general faculty concern for their well-being. Additionally, they seek more guidance from advisors regarding registration, field placement, and general class information.

Students highlight the need for additional program information on the website, assistance with notetaking, increased program diversity, more follow-up, and frequent updates. They also request that faculty be well-versed in ethics and diversity and emphasize their desire for more daytime classes to accommodate evening client appointments. They expressed interest in taking diagnosis, grief and loss, and career assessment courses earlier in the program, with more courses scheduled during the second

summer to ease the workload in the final semester. Students appreciate the 8-week format of the research class but seek more information regarding the costs associated with licensure exams and additional alumni involvement.

While students dislike discussion boards, they appreciate engaging in current-topic discussions. Despite feeling adequately prepared to work with clients and enjoy the clinic experience, they express uncertainty regarding assignment expectations and desire clearer instruction from faculty. They suggest implementing rubrics for assignments and potentially exploring options such as client payment to mitigate no-show rates or revising policies for handling no-shows.

Exit survey results from 2022 and 2023 Graduating Cohorts

Based on the analysis of exit survey data from student cohorts in 2022 and 2023, it is evident that there is a notable level of dissatisfaction among students regarding the quality of instructional support provided in career counseling. Students expressed concerns about the perceived inadequacy in preparing them for counseling practice, particularly in areas related to test reliability, validity, technological utilization, statistical methods, recordkeeping, documentation, and program evaluation. Furthermore, feedback from clinical mental health students in 2023 highlighted a need for enhanced guidance in the aforementioned areas.

In the realm of academic advising, there is a noteworthy discrepancy in student satisfaction levels between clinical mental health and school counseling students. While clinical mental health students in 2023 reported satisfaction with advising quality, school counseling students expressed dissatisfaction with the responsiveness and personal engagement of their advisors. Moreover, a general sense of dissatisfaction was expressed by students regarding the support received from advisors, with a clear preference for increased interpersonal interaction over online or hybrid formats.

Additionally, students voiced concerns about limited familiarity with university policies, insufficient preparation for comprehensive exams, and challenges related to exam timing and readiness for licensure exams (NCE or Praxis). The overall sentiment among students in 2023 indicates a suboptimal level of satisfaction with their educational experience.

Alumni feedback

In the alumni survey, respondents highly praised the faculty members, citing their strengths in various aspects of the program. These included the hands-on practical experience gained through clinical practice, exposure to a diverse range of counseling theories, personalized learning experiences, interactive collaboration with peers, supportive and compassionate instructors, and the opportunity for self-discovery and values clarification. The alumni expressed appreciation for the feedback provided by faculty and found the cohort model to foster a sense of community and personal growth. However, concerns were raised regarding faculty turnover and perceived lack of engagement from some faculty members. Alumni voiced a desire for increased

resources for school counseling students, a course focusing on business aspects of private practice, integration of trauma-informed care in the curriculum, enhanced support for note-writing tasks, and improved communication and responsiveness from faculty members.

Supervisor Feedback

While supervisors exhibited general contentment with our students' performance, they identified areas for improvement, notably in the proficiency of data analysis, research execution, application of research findings, and enhancement of skills and techniques in these domains. Employers conveyed high satisfaction levels with our students' preparedness and capabilities.

- Advisory Board Feedback-see chart below

Recommendations for Program Modifications and Changes

1. Interview Process and Program Information:
- Enhance the interview process to provide comprehensive information about the program trajectory over the next two years. - Ensure students have clarity on what to expect before commencing the program.
2. Community Building and Cohort Connections:
- Create opportunities for students to build a more robust sense of community, especially at the beginning of the program. - Facilitate connections and networking among students within the cohort.
3. Communication and Flexibility:
- Improve communication by providing swifter and more frequent updates to students. - Address the frustration with the limited number of in person classes in the hybrid courses and offer more structured classes on the days they do not meet in person.
4. Faculty Alignment and Support:
- Ensure all faculty members are on the same page regarding the understanding of flexibility and hybrid classes. - Provide more investment in students' individual needs and well-being to avoid feelings of neglect.
5. Information Accessibility and Assistance:
- Update the program website with more current and detailed information. - Offer assistance to students in understanding how to take notes, document information, and navigate the program requirements.
6. Course Schedule Adjustment:
- Consider adjusting the course schedule to allow students to take key classes like the diagnosis class, grief and loss class, and career course earlier in the program.
7. Program Diversity Enhancement:
- Increase program diversity to better meet the needs and interests of the students.
8. Engagement and Evaluation:

<ul style="list-style-type: none"> - Improve course engagement by minimizing the use of discussion boards in hybrid or online courses. - Encourage faculty to be more expressive in explaining assignments and provide clear rubrics for each assignment.
9. Incentives and Accountability:
<ul style="list-style-type: none"> - Implement incentives for clients to reduce no-shows at the clinic and ensure accountability for committed appointments.
10. Revise Career Counseling Instruction:
<ul style="list-style-type: none"> - Enhance the quality of instruction in career counseling to address concerns about inadequate preparation in areas such as test reliability, validity, statistical methods, documentation keeping, and program evaluation. - Provide additional training and resources to improve student competency in these crucial areas for counseling practice.
11. Improve Academic Advising:
<ul style="list-style-type: none"> - Address the discrepancy in student satisfaction levels with academic advising by ensuring consistency in the quality, responsiveness, and personal engagement of advisors across different advisors. - Enhance support from advisors by increasing interpersonal interaction, especially in online and hybrid formats, to better meet the needs of students.
12. Increase Familiarity with University Policies:
<ul style="list-style-type: none"> - Offer more information during the orientation for students to increase their familiarity with university policies and procedures, ensuring they are well-informed about academic requirements and expectations.
13. Prepare Students for Comprehensive Exams:
<ul style="list-style-type: none"> - Provide structured support and guidance for students to prepare for comprehensive exams, including review sessions, study resources, and practice exams to increase their confidence and readiness for the exams.
14. Enhance Educational Experience Satisfaction:
<ul style="list-style-type: none"> - Reestablish the Student Advisory Board. - Gather feedback regularly from students to identify areas for improvement and make necessary adjustments to enhance the overall educational experience.
15. Comprehensive Exam Preparation:
<ul style="list-style-type: none"> - Develop targeted support initiatives for individual students who are not meeting the target goal of 85% on the counselor preparation comprehensive exam. - Offer personalized study plans, exam review sessions, and additional resources to help students improve their performance in areas of struggle.
16. Strengthen Counseling and Helping Relationship Training:
<ul style="list-style-type: none"> - Enhance the CSDV 613 School Orientation and Ethics course curriculum to include broader coverage of American Counseling Association ethics, history of the counseling field, and general counseling principles. - Integrate practical training and experiential learning opportunities that focus on counseling and helping relationships, particularly with an emphasis on diversity and career development.
17. Enhance Training in Working with Families, Couples, and Assessment Instruments:
<ul style="list-style-type: none"> - Enhance the quality of instruction in family course. - Enhance the quality of instruction in the assessment course.
18. Additional Support for Statistical Methods:
<ul style="list-style-type: none"> - Enhance the quality of instruction in research regarding statistical methods.