

CityUniversity of Seattle

**DIVISION OF ARTS AND SCIENCES
MASTER OF ARTS IN COUNSELING PROGRAM:**

**CLINICAL MENTAL HEALTH COUNSELING
MARRIAGE, COUPLE, AND FAMILY COUNSELING**

**Comprehensive Assessment Plan (CAP):
Annual Report 2014-2015**

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Comprehensive Assessment Plan Annual Report 2014-2015

Introduction and Overview

At City University of Seattle (contracted to CityU for the remainder of this report), core faculty in the Masters of Arts in Counseling (MAC) program have developed a Comprehensive Assessment Plan (CAP) to provide accountability regarding its program outcomes and ensure the program is constantly striving to offer the highest quality program possible. The CAP uses multiple sources of assessment that are collected and analyzed throughout the academic year. For the CAP, data collection and analysis is continuous, comprehensive, standardized, and systematic. *Continuous*, in that assessment occurs throughout the year, with an annual report generated at the conclusion of the summer quarter. *Comprehensive*, in that assessment explores multiple domains, described below. *Standardized*, in that assessment is conducted in the same manner for all students, courses, etc. *Systematic*, in that assessments occur at the planned points in time throughout the academic year. The following report analyzes student and programmatic data relative to assessment areas of the 2009 Standards by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). In the coming 2015-2016 year, this it is anticipated that data sources will be modified to better match the requirements of the newly implemented 2016 CACREP Standards. The following report is thus consistent with the CACREP 2009 Standards, and includes the following assessment areas:

1. Review of programs, curricular offerings, and characteristics of program applicants
2. Formal follow-up studies of alumni, site supervisors, and employers
3. Assessment of student learning regarding MAC Program Learning Outcomes (PLOs) and Student Learning Outcomes (SLOs, i.e., student learning and performance on professional identity, professional practice, and program area standards of the CACREP 2009 Standards)

Findings from these assessments result in action items and program modifications to ensure students are learning minimum entry requirements for the professional counseling field. Program assessment is a regular item on the agenda during the MAC core faculty biweekly meeting throughout the academic year. During these meetings, the MAC core faculty continuously identify and modify objectives of the program evaluation. Data collection instruments, the comprehensive student database, and methods of analysis are examined. Assessment procedures are also evaluated, to ensure that our program-level assessment is helping the faculty to offer the highest quality program possible. Data analysis from program-level assessments are presented to the core faculty during these bi-weekly meetings, and used to inform subsequent program changes as warranted.

At the conclusion of each academic year, MAC core faculty analyze these assessments to identify findings, action items, and required program modifications. The MAC CACREP Liaison is responsible for coordinating this effort and generating the annual report. Once written, the official report is disseminated electronically via the CityU public website, for access by current students in the program, prospective students, staff and faculty, external partners (e.g., employers, site supervisors), and the general public.

The MAC program has two distinctive program tracks, for students to specialize in a CACREP professional practice area: Clinical Mental Health Counseling, and Marriage, Couple, and Family Counseling. Data analysis for the two MAC tracks is combined in this report, since students from both tracks demonstrate competence regarding the same MAC program learning outcomes, and students also complete the same courses and demonstrate competence regarding the same CACREP Standards until they reach internship (i.e., students demonstrate competence in specialization-area Standards for both tracks in first year courses). This was planned so students could switch tracks seamlessly in their first year of study. Differences between the two programs are apparent only when considering that the Marriage, Couple, and Family Counseling track completes different elective courses than the Clinical Mental Health Counseling track in the final year of study, in addition to meeting different specialization-area CACREP Standards during practicum and internship.

Mission Statement

Using a practitioner-scholar model, the MAC program trains well-rounded mental health counselors for the realities of day to day practice. The MAC program emphasizes: application of theory to practice in the development of skills in case conceptualization; ethical awareness; appreciation of diversity; and self-awareness. Students are introduced to a broad range of clinical issues through a breadth of course work, delivered by practitioner faculty. Supported clinical experiences focus on the delivery of clinical services, and assist students to develop a coherent theoretical and ethical framework for practice.

Program Learning Outcomes

The MAC program has identified nine objectives (i.e., program learning outcomes) for all students to demonstrate competency by the time of graduation. These nine PLOs are as follows:

1. Student applies sound essential counseling skills derived from a credible knowledge base that encompasses diverse theoretical perspectives, including those used in the present internship agency.
2. Student implements the highest ethical standards including clear and appropriate relationships with clients, colleagues, and the community.
3. Student articulates and applies a range of coherent theoretical approaches that are relevant to clients concerns and aspirations.
4. Student recognizes and positively influences intrapersonal and interpersonal dynamics in counseling with individuals, groups, couples, and families.
5. Student collaborates with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs and socioeconomic status.
6. Student establishes a commitment to professional development through continuing education, clinical supervision, self-reflection, and consultation with peers.
7. Student produces written communication that meets professional standards.
8. Student locates and critically evaluates research related to core areas of counseling practice.
9. Student demonstrates an understanding of the role of counselors in promoting social justice and the well-being of the greater community.

Data Collected

The CAP seeks to collect and analyze data regarding the following assessment areas:

1. Review of programs, curricular offerings, and characteristics of program applicants
2. Formal follow-up studies of alumni, site supervisors, and employers
3. Assessment of student learning regarding MAC Program Learning Outcomes (PLOs) and Student Learning Outcomes (SLOs, i.e., student learning and performance on professional identity, professional practice, and program area standards of the CACREP 2009 Standards)

The assessment areas identified above are each assessed using measurement tools. The tools used to evaluate each assessment area are as follows.

Assessment Area 1: Review of Programs, Curricular Offerings, and Characteristics of Program Applicants

Measurement 1.a. Program Health Report

Procedure. Each year, the MAC program collects data about the prospective students applying to the program, including demographic information and undergraduate grade point average (GPA) for students offered admission, enrolled, and rejected. This data is collected and maintained by the Program Director, who manages the database of prospective applicants with support from an administrative assistant. The MAC program also collects data about currently enrolled students, including demographic information, number of students who left the program, number of students who completed the program, percentage of students who obtain employment in the mental health field within 6 months of graduation, and percentage of students who obtain licensed as either a counselor or marriage and family therapist within 3 years of graduation. This data is collected and maintained by the CACREP Liaison, who manages the database of currently enrolled students with support from an administrative assistant.

Method of faculty review and analysis. Prospective student data are reviewed systematically during biweekly faculty meetings occurring during the “admissions season,” lasting from approximately April to October. Data are used to inform decisions about cohort make-up, to ensure an adequately diverse student mix. The Program Health Report is generated each October after the incoming class of students for the academic year is established. Data are presented and analyzed in a program faculty retreat in late summer, for decisions to be made about how the data can inform program modifications.

Use of data to inform program changes. Data regarding the demographic representation of prospective and current students is reviewed to determine how to increase the diversity of the study body at City University, and also determine factors in whether a student persists in the program and graduates. Student rates (%) of employment and licensure are reviewed annually to also determine the overall success of the program in preparing graduates for successful career in the counseling field. This collective data regarding diversity of the student body, predictors of graduation, and employment/licensure outcomes informs the modification of the program through considering how best to maximize diversity and determining how best to maximize student employment prospects and preparation for licensure.

Assessment Area 2: Formal Follow-up Studies of Alumni, Site Supervisors, and Employers

Measurement 2.a. Alumni, Site Supervisor, and Employer Survey

Procedure. Each year, the MAC program sends out a online survey using the website SurveyMonkey to poll alumni, site supervisors, and employers of our students regarding perceptions and evaluations of major aspects of the program, specifically the degree to which the program prepares students to demonstrate its nine PLOs. For each PLO, the survey invites respondents to provide a likert-scale rating from 1-4, with 1 indicating “Below Expectations,” 2 indicating “Approaching Expectations,” 3 indicating “Meets Expectations,” and 4 indicating “Exceeds Expectations”), regarding the degree to which the program prepares students to demonstrate its nine PLOs. For each PLO, respondents are provided with a text box to enter any qualitative descriptions to explain their rating. Using the same four-point scale, respondents are then asked three open ended questions: 1) what are we already doing to help students meet these standards? 2) What could we be doing differently to help students in the program meet these standards? 3) What could we have asked you about the CityU program, that we did not think to ask? The alumni portion of the survey also contains questions pertaining to employment, licensure rates, and satisfaction with all aspects of the program including: the course sequence, course content, faculty instruction, CityU facilities, comprehensive exam, practicum and internship, quality of supervision received, and perceived preparation for post-graduate practice.

Method of faculty review and analysis. After data have been collected through an online survey tool, the CACREP Liaison analyzes data for all respondents. Ratings and comments are compared between the three groups (alumni, site supervisors, employers). Data are presented in a program faculty retreat, for decisions to be made about how the data can inform program modifications.

Use of data to inform program changes. The MAC program faculty greatly value feedback from its alumni, site supervisors, and employers of graduates. Data from the survey are used to inform programmatic changes such as altering instruction to enhance student competence in certain learning outcomes and reconsidering the course sequence, course content, and practicum/internship experiences.

Assessment Area 3: Assessment of Student Learning

Measurement 3.a. Primary Rubric Scores for Course Assignments Assessing Knowledge or Skill Areas of CACREP Standards

Procedure. All 2009 CACREP Common Core and Program Specialization Standards for Clinical Mental Health Counseling and Marriage, Couple, and Family Counseling are assessed directly in the grading of course assignments. Course assignments were constructed using a backwards design approach, by selecting CACREP Standards to be met, and tailoring the assignment to best meet those Standards. Each quarter, students are assessed by instructors for degree to which they demonstrate knowledge or skills of aligned CACREP Standards to course assignments (i.e., SLOs), in addition to other grading components such as professional writing (organization and coherence, style and mechanics) etc. Thus, student grades are directly tied to student demonstration of learning regarding all Common Core and Program Specialization

Standards. Student rubric grading is scored on a likert-scale rating from 1-4, with 1 indicating “Below Standard,” 2 indicating “Approaching Standard,” 3 indicating “At Standard,” and 4 indicating “Exceeds Standard.” A Below Standard (1) score on any CACREP Standard results in an immediate referral to remediation. When a student receives a Below (1) or Approaching Standard (2) rating, the specific CACREP Standard (e.g., II.G.1.a, CMHC A.2, etc.) is entered into a database in the “Below Standard” or “Approaching Standard” column.

Method of faculty review and analysis. The student learning outcomes database allows the program to track student progress across courses and throughout the program, and also to identify areas where a student may need additional assistance or further training. For example, faculty advisors meet with students once a year to conduct an annual review, which partially consists of an evaluation of student performance on CACREP Standards. This presents an opportunity to discuss areas in which the student may benefit from additional training. The form used for annual program reviews is included in Appendix A. This database is also used to assess aggregate data regarding CACREP Standards in which MAC students consistently underperform. Data throughout the academic year are presented to faculty during the summer, to prepare for each student’s annual review. In addition, data are presented to faculty each quarter, with referrals being made to remediation if the student performs “Below Standard” on any CACREP Standard.

Use of data to inform program changes. Aggregate data are analyzed to determine areas for program improvement, which may include modifying course assignments, course content, instructional delivery, or course sequencing. This database is stored on a secure web-based server (Microsoft SharePoint), in which only faculty members with permissions may access the database.

Measurement 3.b. Secondary Rubric scores for Course Assignments Assessing Competence of the Nine MAC PLOs.

Procedure. Core faculty identified nine areas based on general themes of the CACREP Standards, and also based on the need to meet the six CityU learning goals. Students are assessed on the degree to which they demonstrate introductory, practice, and mastery-level competence on these nine areas. Each of the nine MAC PLOs is assessed at the introductory, practice, and mastery level. A single course assignment is aligned to one of the three PLO levels, and student learning is assessed regarding the degree to which the student demonstrates competence of that PLO at the introductory, practice, or mastery level through their performance on the aligned course assignment. Some courses have more than one aligned PLO assignment, whereas others have no aligned PLO assignments. Students are rated on the following four-point scale for both SLOs and PLOs: Below Standard (1), Approaching Standard (2), At Standard (3), and Exceeds Standard (4). Program faculty crafted each PLO so they can be evaluated, and created an accompanying rubric. Instructors use this secondary rubric for each PLO, to provide ratings of the degree to which each student demonstrates introductory, practice, or mastery-level competence regarding the particular PLO. These ratings are separate from course grading and do not impact GPA (whereas, primary rubric grading of CACREP Standards impacts GPA). Student ratings are maintained in a database for both student-level ongoing assessment and program-level evaluation. As with Below and Approaching CACREP Standard rubric scores, this allows the program to track student progress across courses and throughout the program, and also to identify areas where a student may need additional assistance or further training.

Method of faculty review and analysis. As with CACREP Standards, the student learning outcomes database allows the program to track student progress across courses and throughout the program, and also to identify areas where a student may need additional assistance or further training. For example, faculty advisors meet with students once a year to conduct an annual review, which partially consists of an evaluation of student performance on PLOs. This presents an opportunity to discuss areas in which the student may benefit from additional training. The form used for annual program reviews is included in Appendix A. This database is also used to assess aggregate data regarding PLOs in which MAC students consistently underperform. Data throughout the academic year are presented to faculty during the summer, to prepare for each student’s annual review. In addition, data are presented to faculty each quarter, with referrals being made to remediation if the student performs “Below Standard” on any CACREP Standard.

Use of data to inform program changes. PLO aggregate data is analyzed to determine areas for program improvement, which may include modifying course assignments, course content, instructional delivery, or course sequencing. The alignment of course assignments to introductory, practice, and mastery-levels of the nine MAC PLOs is depicted in Table 1. Note that introductory and practice-level assignments are considered formative assessments, whereas mastery-level assignments are considered summative assessments. It should be noted that the MAC program also uses its pre-internship comprehensive exam as a marker of mastery-level student competence regarding PLO3, in addition to being a gateway for students to demonstrate preparedness in order to begin their internship experience. Thus, the comprehensive exam functions as a form of summative assessment for PLO3. Similarly, final internship evaluations are also used to demonstrate mastery-level competence for PLO2. While both are fairly comprehensive in their scope of assessment, they are mastery-level measurements of PLOs rather than stand-alone assessments. In addition, at the conclusion of a student’s practicum or internship, students complete an evaluation of their site regarding the degree to which the site assisted them to demonstrate the nine MAC PLOs in their field work. Students provide a four-point Likert-scale rating, from 1-4 with “1” being Below Standard, “2” Approaching Standard, “3” At Standard, and “4” Exceeds Standard. This information is considered to be a summative assessment of the field site, as the site is evaluated against all nine PLOs. This assessment is not considered part of the comprehensive assessment plan, as this information is not used to evaluate the program. Instead, these ratings are stored in a separate database from the student database mentioned above, and are compared and contrasted against one another to inform the future placement of students at the field site (in addition to other information).

Table 1

Alignment of Course Assignments with MAC PLOs and CityU Learning Goals at the

Introductory, Practice, and Mastery Levels

MAC Program Learning Outcomes	CityU Learning Goal	MAC Class	PLO Assignment	PLO Level
1. Apply sound essential counseling	1	COUN 651 (Internship I)	Clinical Case Presentation	Introduction

skills derived from a credible knowledge base that encompasses diverse theoretical perspectives.		COUN 652 (Internship II)	Clinical Case Presentation	Practice
		COUN 653 (Internship III)	Clinical Case Presentation	Mastery
2. Recognize and apply professional ethical standards including clear and appropriate relationships with clients, colleagues, and the community	4	COUN 510 (Professional Ethics and Law)	Clinical Ethical Situations	I
		COUN 631 (Practicum II)	Practicum Evaluation by Supervisor	P
		COUN 653 (Internship III)	Internship Evaluation by Supervisor	M
3. Articulate and apply a range of coherent theoretical approaches that are relevant to clients' concerns and aspirations.		COUN 503 (Human Growth and Development)	Self-Reflection Paper	I
		COUN 526 (Counseling Theory)	Philosophy of Counseling Paper	P
		COUN 550 (Comprehensive Exam)	Comprehensive Examination	M
4. Recognize and positively influence intrapersonal and interpersonal dynamics in counseling with individuals, groups, couples, and families	2	COUN 501 (Introduction to Counseling Practice)	Skills Practice Triads	I
		COUN 527 (Group Counseling)	Group Leadership Co-facilitation and Evaluation	P
		COUN 512 (Marriage, Couple, and Family Counseling)	Assessment and Intervention Paper	M
5. Collaborate with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs and socioeconomic status.	5	COUN 518 (Career Development)	Structured Interview and Report	I
		COUN 502 (Multicultural Counseling)	Structured Interview and Report	P
		COUN 502 (Multicultural Counseling)	Group Report	M
6. Establish a commitment to professional development through continuing education, clinical supervision, self-reflection, and consultation with peers.	6	COUN 518 (Introduction to Career Counseling)	Professional Identity Statement	I
		COUN 630 (Practicum I)	Practicum Supervision Contract	P
		COUN 651 (Internship I)	Internship Supervision Contract	M
7. Produce written communication that meets professional standards.		COUN 503 (Human Growth and Development)	Research Paper and Presentation	I
		COUN 517 (Psychopathology)	Case Conceptualization, Diagnosis, and Treatment Planning	P

		COUN 515 (Psychopharmacology)	Case Conceptualization, Diagnosis, and Treatment Planning	M
8. Locate and critically evaluate research related to core areas of counseling practice.	3	COUN 514 (Research Methods and Statistics)	Locating and Evaluating Research	I
		COUN 514 (Research Methods and Statistics)	Research Article Analysis	P
		COUN 690 (Integrative Portfolio Project)	Action Research Project	M
9. Demonstrate an understanding of the role of counselors in promoting social justice and the well-being of the greater community.		COUN 630 (Practicum I)	Social Justice Case Presentation	I
		COUN 631 (Practicum II)	Social Justice Case Presentation	P
		COUN 690 (Integrative Portfolio Project)	Advocacy Competencies	M

Note. CityU Learning Goals are as follows: 1. City University of Seattle graduates exhibit professional competency and a sense of professional identity; 2. City University of Seattle graduates have strong communication and interpersonal skills; 3. City University of Seattle graduates are critical thinkers; 4. City University of Seattle graduates demonstrate a strong commitment to ethical practice and service in their professions and communities; 5. City University of Seattle graduates demonstrate diverse and global perspectives; 6. City University of Seattle graduates are lifelong learners.

Timeline

The following timeline is provided for formative and summative assessment in the CityU MAC CAP. All assessments (i.e., of students, the program, internship sites) are included in this timeline.

Month	Assessment	Assessor(s)	Type
September	Pre-Internship Comprehensive Exam	Program Faculty	Formative
October	Program Health Report	Program Faculty	Summative
June	Student Evaluation of their Internship Site on the 9 MAC PLOs	Students	Summative
July-Sept.	Annual Review of Student Progress between Faculty Advisor and Student	Program Faculty	Formative
August	Student Evaluation of their Practicum Site on the 9 MAC PLOs	Students	Summative
September	Surveys of alumni, site supervisors, and employers	Alumni, Site Supervisors, Employers	Summative

Ongoing	Student Learning Outcomes (CACREP Standards)	Program Faculty	Formative
	Program Learning Outcomes (MAC 9 PLOs) at Introductory- and Practice-Levels	Program Faculty	Formative
	Program Learning Outcomes (MAC 9 PLOs) at Mastery Level	Program Faculty	Summative
	Student Feedback on PLO Assignments	Students	Formative
	End-of-Course Evaluations of Instructors by Students	Students	Summative

The following timeline is provided to specifically indicate when introductory, performance, and mastery level assignments for the nine MAC PLOs are assessed for students in the intensive weekday 2-year program. Wherever possible, separate quarters were used to measure differing levels of achievement. In cases when two levels of PLO assignment (e.g., practice, then mastery) existed in the same course, this was not possible. In such cases, the practice-level assignment always preceded the mastery-level assignment in the course.

	First Year				Second Year			
	Fall	Winter	Spring	Summer	Fall	Winter	Spring	Summer
PLO1					I	P	M	
PLO2	I			P			M	
PLO3	I	P		M				
PLO4	I	P				M		
PLO5		I	P, M					
PLO6		I	P		M			
PLO7	I		P				M	
PLO8				I, P	M			
PLO9			I	P			M	

Note. I = Introductory, P = Practice, M = Mastery Level.

The following timeline is provided to specifically indicate when introductory, performance, and mastery level assignments for the nine MAC PLOs are assessed for students in the weekend 3-year program. Again, wherever possible, separate quarters were used to measure differing levels of achievement. In cases when two levels of PLO assignment (e.g., practice, then mastery) existed in the same course, this was not possible. In such cases, the practice-level assignment always preceded the mastery-level assignment in the course.

	First Year				Second Year				Third Year			
	Fall	Winter	Spring	Summer	Fall	Winter	Spring	Summer	Fall	Winter	Spring	Summer
PLO1									I	P	M	
PLO2	I						P				M	
PLO3		I	P					M				
PLO4	I	P				M						
PLO5			I	P, M								
PLO6			I				P		M			

PLO7		I					P				M	
PLO8				I, P	M							
PLO9							I	P			M	

Note. I = Introductory, P = Practice, M = Mastery Level.

Remediation

Program faculty and adjunct instructors in the CityU MAC program are committed to the preparation and training of counseling professionals who will uphold the highest standards of practice and ethical care in their communities. We are aware of the ethical responsibilities related to training and supervising graduate students in counseling established by the American Counseling Association (ACA; 2014). Based on these standards, it is our responsibility to provide students with information regarding the *“level of competency expected, appraisal methods, and timing of evaluations for both didactic and clinical competencies. Counselor educators provide students with ongoing performance appraisal and evaluation feedback throughout the training program”* (ACA, 2014, F.9.a). The Council for Accreditation of Counseling and Related Educational Programs (CACREP) also mandates that counselor education programs disseminate a *“student retention policy explaining procedures for student remediation and/or dismissal from the program”* (CACREP, 2009, I.2.d).

Additionally, the faculty and staff in the MAC program are charged with addressing *“the inability of some students to achieve counseling competencies that might impede performance”* (ACA, 2014, F.9.b). To accomplish this, we will *“1. Assist students in securing remedial assistance when needed, 2. Seek professional consultation and document [our] decision to dismiss or refer students for assistance, and 3. Ensure that students have recourse in a timely manner to address decisions to require them to seek assistance or to dismiss them and provide students with due process according to [our] institutional policies and procedures”* (F.9.b). The following information is provided in the Program Guide and Student Handbook regarding remediation, retention, and dismissal.

Processes of Evaluation

In each MAC course, instructors grade primary rubrics for the degree to which students demonstrate knowledge or skills related to CACREP Standards being assessed in course assignments. Instructors also grade secondary rubrics for assignments aligned with introductory, practice, and mastery levels of each MAC PLO. Student rubric grading is scored on a likert-scale rating from 1-4, with 1 indicating “Below Standard,” 2 indicating “Approaching Standard,” 3 indicating “At Standard,” and 4 indicating “Exceeds Standard.” A Below Standard (1) score on any CACREP Standard or MAC PLO results in an immediate referral to remediation.

In addition to the feedback provided by instructors at the end of every course, students meet annually with their faculty advisor to review their ongoing progress in the MAC program. This meeting also includes a review of student progress related to academic performance, professional development, and interpersonal development. As a student progresses through the curriculum, faculty members assess students formally and informally through on-going observations. Any concerns about the student will be brought to the senior faculty for consultation. At any time during your program of study, faculty may identify students as needing remediation. Referral to remediation occurs on a case-by-case basis. In the case of academic

remediation, policies of City University will be implemented. Faculty advisors work with other program faculty along with the student to develop a remediation plan.

Criteria for remediation are based on the CACREP (2009) Standards, in addition to the American Counseling Association (ACA) Code of Ethics. These include:

- Academic performance
- Professional development
- Interpersonal development

Remediation for Academic Performance

Students in the Master of Arts in Counseling degree program must maintain a cumulative GPA of 3.0 to remain in good standing. If a cumulative GPA falls below 3.0 the student will be asked to meet with the Program Director. If a student has two quarters consecutively under 3.0, they will be placed on academic probation. Students on academic probation must resolve that status within two quarters or be placed on suspension. Students who are suspended and wish re-admittance into the program must submit a written request to the Academic Standards Committee. This committee evaluates requests for re-admission on a case-by-case basis. Students may refer to the City University Academic Standing Policy for further information.

Following the CACREP (2009) Standards, students will also be placed on academic remediation if they are performing “Below Standard” on any of the CACREP Standards or for introductory, performance, or mastery assignments addressing the 9 MAC PLOs.

Remediation for Professional Development

As a student progresses through the MAC program, they will have opportunities to learn about the profession of counseling, the dispositions required for becoming a competent counselor, and the skills needed to facilitate healthy communication between themselves and their future clients. The faculty at City University believes that these professional competencies are critical to student success in the field, and therefore, the faculty will informally and formally assess your professional competency in an ongoing manner. If, at any point during your program, a faculty member has concerns regarding matters related to professional development, students and their faculty advisor may meet to discuss additional tasks required of the student. In addition, City University of Seattle has a policy regarding Program Dismissal. According to this policy, “courses of study that prepare students for professional roles in the community, e.g., teachers, counselors, school administrators, or industry leaders, may have an added expectation of performance requiring candidates to demonstrate a standard of character dictated by the professional ranks that they are studying to enter.”

Criteria for professional development remediation are based on the CACREP (2009) Standards, in addition to the American Counseling Association (ACA) Code of Ethics. These include:

- Consistently arriving late to class or leaving early,
- Missing class without informing the instructor,
- Refusing to take responsibility for their behavior, and

- Refusing to accept feedback from faculty and/or instructors.

A form is included in the Program Guide and Student Handbook for faculty advisors, instructors, and site supervisors to complete should a concern arise regarding the professional development of a student. This focus of concern form is included in Appendix B.

Remediation for Interpersonal Development

In addition to satisfactory academic progress and professional development, program faculty will formally and informally evaluate the student's interpersonal style, as this is a critical component to professional success. If personal issues prevent them from performing the duties required during coursework or interfere in interactions with members of your cohort, then program faculty may require students to complete a program of remediation. Criteria for interpersonal development remediation are based on the CACREP (2009) Standards, in addition to the American Counseling Association (ACA) Code of Ethics. These include:

- Verbal or written attacks of classmates and/or instructors,
- Domineering classroom discussions or online discussion boards,
- Posting inappropriate content on discussion boards or social media sites,
- Offensive or disrespectful interpersonal behavior toward different cultural groups,
- Counselor impairment, such as admission to inpatient psychiatric or addiction treatment, or significant current symptoms of psychopathology or addiction, including suicidal or homicidal ideation.

A form is included in the Program Guide and Student Handbook for faculty advisors, instructors, and site supervisors to complete should a concern arise regarding the professional development of a student. This focus of concern form is included in Appendix B.

Remediation Process

If it is determined by program faculty that students are not meeting academic, professional, or interpersonal expectations, then the faculty advisor, program director, and student will develop a plan of remediation that may involve any of the following. Students will be asked to meet with the identified faculty members to come up with a plan that specifically addresses their needs. During this initial meeting, a Remediation Plan will be developed. All members of the attending faculty and the student will sign this form.

- a. Academic Remediation
 - i. Repeating coursework
 - ii. Tutoring
 - iii. Study skills training
 - iv. Writing lab assistance
 - v. Test-taking training
 - vi. Individual assistance from program faculty
 - vii. Other academic skills interventions, as determined by program faculty
- b. Professional Remediation
 - i. Increased supervision

- ii. Personal therapy
- iii. Repeating coursework
- iv. Writing reflection papers
- v. Other professional skills interventions, as determined by program faculty
- c. Interpersonal Remediation
 - i. Increased supervision
 - ii. Personal therapy
 - iii. Repeating coursework
 - iv. Writing reflection papers
 - v. Faculty review
 - vi. Student restrictions (suspension, leave of absence, dismissal from program)
 - vii. Other interpersonal skills interventions, as determined by program faculty

Retention following Remediation

After completion of the suggested plan of remediation, the faculty advisor, the program director, and the student will meet to discuss the success of the remediation plan. At this point, if the student has successfully completed the faculty’s recommendations, then the student will return to his or her program of study. If, after completion of the remediation plan, it is determined that the success of the student’s remediation is questionable, then the program director may make additional recommendations.

Dismissal

City University of Seattle publishes policies that determine continued enrollment in the University. Additionally, based on the language of these policies, the MAC Program Director or Dean may also make determination of dismissal from the program of study and/or the University. Dismissal from the program and/or the University is an action of *last resort*.

Dismissal from the University

Students may be dismissed from City University of Seattle for behaviors that have been deemed as unacceptable by the University community. The Student Code of Conduct lists behaviors that are deemed as unacceptable, and lists the student’s rights to appeal a decision.

Dismissal from the MAC Program

The CACREP (2009) Standards indicate that “consistent with established institutional due process policy and the American Counseling Association’s (ACA) code of ethics and other relevant codes of ethics and standards of practice, if evaluations indicate that a student is not appropriate for the program, faculty members help facilitate the student’s transition out of the program and, if possible, into a more appropriate area of study” (I.P.). Students may be dismissed from the MAC program at City University of Seattle for behaviors that are deemed unacceptable by the University Community, as well as behaviors that are deemed unacceptable by the professional and ethical standards guiding the practice of counseling. Decisions to dismiss a student from the MAC program are made on a case-by-case basis. Criteria for dismissal from the MAC program include:

- Harming clients in any way, intentionally or unintentionally.
- New criminal charges that occur during the program, especially if related to professional behavior.
- Failure to complete a mutually agreed-upon plan of remediation.

Annual Reporting: Executive Summary of Findings, Action Items, and Modifications

Findings across Data Sources

An executive summary of findings regarding areas of improvement for the MAC program is provided below. Findings were collected from the four sources of data collection: the program health report (i.e., programs, curricular offerings, and characteristics of program applicants); alumni, site supervisor, and employer survey results; student SLO ratings (i.e., CACREP Standards) by instructors regarding performance on aligned assignments; and student PLO ratings by instructors for assignments aligned to PLOs. For each of the charts below, the following contractions are used: PLOs = Program Learning Outcomes, SLOs = Student Learning Outcomes (i.e., CACREP 2009 Common Core and Specialization-area Standards), A/SS/ES = Alumni, Site Supervisor, and Employer Survey, PHR = Program Health Report.

Finding	Supporting Data Sources			
	PLOs	SLOs	A/SS/ES	PHR
Site supervisors believe students need to have better preparation in counseling theory (MAC PLO 3). Supervisors gave students one “Below Standard” and six “Approaching Standard” scores on the Clinical Mental Health Counseling specialization area Standard F.3.		✓	✓	
Instructors gave students six “Approaching Standard” scores on the Common Core CACREP Standard II.G.4.a.		✓		
The mastery level assignment for PLO 8 (Assessment Summary Report, COUN 525: Testing and Assessment) received the only lower mean instructor rating ($M = 3.07$) compared with the practice level assignment ($M = 3.28$).	✓			
The practice level assignment for PLO 5 (Structured Interview and Report, COUN 502: Multicultural Counseling) had the lowest mean PLO scores of any assignment ($M = 2.98$).	✓			
MAC program admitted too few students into the program for 2015-16.				✓

Findings, Action Items, and Resulting Modifications

From these 2014-2015 findings, action items and resulting modifications were planned and executed for the coming year (2015-2016).

Finding	Action Items	Modifications

<p>Site supervisors believe students need to have better preparation in counseling theory (MAC PLO 3).</p> <p>Supervisors gave students one “Below Standard” and six “Approaching Standard” scores on the Clinical Mental Health Counseling specialization area Standard F.3.</p>	<p>Address the preparation of students to apply counseling theories and modify counseling theories to be more culturally relevant with clients of diverse backgrounds.</p>	<p>During internship, students will be allowed to select theories that fit their work with the selected client during case presentations. In the past, students were forced to select theories from a list pre-determined by the instructor. Faculty believe that students will be better able to modify their selected counseling theory to be more culturally relevant when they are able to select the theory most commensurate with their work.</p>
<p>Instructors gave students six “Approaching Standard” scores on the Common Core CACREP Standard II.G.4.a.</p>	<p>Address the preparation of students to apply career counseling theories when completing the aligned assignment (Formal Report on Career Development Program Plan) in COUN 518: Introduction to Career Counseling.</p>	<p>The delivery format of the Introduction to Career Counseling course was modified. The instructor will outline how to apply career theories to the formal report in more detail before students write the report.</p>
<p>The mastery level assignment for PLO 8 (Assessment Summary Report, COUN 525: Testing and Assessment) received the only lower mean instructor rating ($M = 3.07$) compared with the practice level assignment ($M = 3.28$).</p>	<p>The program will consider whether additional instruction is needed for students to meet that competency through the assignment, or whether another assignment would better assess mastery-level competence for PLO 8.</p>	<p>Upon examination, two assessments (introductory, practice-level) were used in one course (Research Methods) for PLO 8. The mastery-level assignment therefore received lower scores than the practice-level assignment, since the same instructor graded the same students at two different points (intro, practice-level) in the same course (Research Methods) and was likely to give students a higher rating in the later assessment (practice-level). In contrast, the mastery-level assignment is the only assessment used in the Testing and Assessment course, and the instructor is less likely to grade students higher due to observer bias. Another course (Human Growth and Development) will contain the PLO 8 introductory-level assessment previously assigned to Research Methods.</p>
<p>The practice level assignment for PLO 5 (Structured Interview</p>	<p>The program will consider whether additional instruction is</p>	<p>Upon examination, two assessments (practice, mastery-</p>

<p>and Report, COUN 502: Multicultural Counseling) had the lowest mean PLO scores of any assignment ($M = 2.98$).</p>	<p>needed for students to meet that competency through the assignment, or whether another assignment would better assess practice-level competence for PLO 5.</p>	<p>level) were used in one course (Multicultural Counseling) for PLO 5. It is problematic for the same instructor to grade the same students at two different points (practice, mastery-level) in the same course (Multicultural Counseling) because the instructor was likely to give students a higher rating in the later assessment (mastery-level) compared to practice-level. Another course (Internship III) will contain the PLO 5 mastery-level assessment previously assigned to Multicultural Counseling.</p>
<p>MAC program admitted too few students into the program for 2015-16.</p>	<p>Address the need to increase student applications, to balance more thorough admissions procedures.</p>	<p>Faculty believed that applications were down since the program was in-process of completing CACREP requirements. This may have led some potential applicants to instead opt to attend programs that were already CACREP accredited. It is hoped that more students will apply to the program next year (2016) with the anticipated accreditation by CACREP.</p>

Assessment Area 1: Review of Programs, Curricula Offerings, Characteristics of Program Applicants

Measurement 1.a. Program Health Report

In 2015-2016, 22 students applied to the MAC program. Of those 22 applicants, 12 were enrolled (54.5%). This was a steady decline from 2014-2015 ($n = 18, 72.0\%$), and 2013-2014 ($n = 28, 96.6\%$). More students were declined admission for the 2015-2016 academic year, and more students decided against attending the program compared with prior years. Table 2 depicts the incoming class for 2015-16 had a similar demographic makeup to prior years. Students tended to be more mature adult students (with an average age of approximately 34 years, compared to 35 years in 2013-14 and 2014-15), an overrepresentation of females, of mostly Caucasian race/ethnicity, though with some diverse racial/ethnic groups represented, particularly nonresident aliens/international students (15.4% in 2015-16, compared with 7.1% in 2013-2014, and 22.2% in 2014-2015).

As might be expected from more stringent admission rates (54.5% compared with 72.0 and 96.6% in prior years), mean undergraduate GPA for the incoming 2015-16 class was higher than previous years at 3.41 ($SD = 0.28$). This contrasted with lower mean undergraduate GPAs in 2013-14 ($M = 3.27, SD = 0.45$) and 2014-2015 ($M = 3.11, SD = 0.35$) in 2014-2015. Perhaps

most notably, the lower end of the range for undergraduate GPA of incoming students was 3.03 for 2015-16, a substantial improvement from prior years (2.61 in 2014-15, 2.27 in 2013-14). In last year’s report, faculty identified an action item to review its admission policies and criteria for the program since the minimum undergraduate GPA for incoming students was established as 2.75 yet students were accepted into the program during both years with undergraduate GPAs below this cut-off. This finding suggests that faculty have made improvements based on findings from last year.

Table 2

Characteristics of Program Applicants for 2013-2015 (N = 76)

	2013-2014		2014-2015		2015-2016	
	Applied	Enrolled	Applied	Enrolled	Applied	Enrolled
Age (years)						
<i>M (SD)</i>	36.0 (9.86)	36.11 (10.01)	35.16 (10.99)	33.56 (9.64)	31.39 (10.28)	34.08 (13.51)
Range	21 – 56	21 – 56	23 – 56	24 – 54	22 – 64	22 - 64
Gender (<i>n</i> , %)						
Male	10 (34.5%)	10 (35.7%)	20 (20.0%)	15 (16.7%)	7 (31.8%)	2 (18.2%)
Female	19 (65.5%)	18 (64.3%)	5 (80.0%)	3 (83.3%)	15 (68.2%)	9 (81.8%)
Race/Ethnicity (<i>n</i> , %)						
African-American	1 (3.4%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (13.6%)	2 (15.4%)
Asian-American	1 (3.4%)	1 (3.6%)	2 (8.0%)	2 (11.1%)	0 (0.0%)	0
Caucasian	16 (55.2%)	16 (57.1%)	12 (48.0%)	7 (38.9%)	10 (45.4%)	7 (53.8%)
Hispanic American	0 (0.0%)	1 (3.6%)	0 (0.0%)	0 (0.0%)	2 (9.1%)	1 (7.7%)
Multiracial	1 (3.4%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (4.5%)	0
Native American/Pacific Islander	1 (3.4%)	1 (3.6%)	1 (4.0%)	1 (5.6%)	0 (0.0%)	0
Nonresident Alien/International	3 (10.3%)	2 (7.1%)	6 (24.0%)	4 (22.2%)	5 (22.7%)	2 (15.4%)
Unknown	6 (22.2%)	5 (17.9%)	5 (20.0%)	4 (22.2%)	1 (4.5%)	0
Undergraduate GPA						
<i>M (SD)</i>	3.27 (0.44)	3.27 (0.45)	3.05 (0.46)	3.11 (0.35)	3.30 (0.37)	3.41 (0.28)
Range	2.27 – 3.96	2.27 – 3.96	2.32 – 4.00	2.61 – 3.72	2.43 – 3.89	3.03 – 3.89

Note. Percentages may exceed 100%, due to rounding.

Table 3 depicts the number of incoming students for the 2015-16 academic year (*n* = 12) compared to prior years (*n* = 18 in 2014-15, *n* = 28 in 2013-14). This drop in enrollments presents a potential problem for the program moving forward. While the program needs to cap its number of enrolled students in order to meet CACREP FTE ratios, the number of enrolled students for the coming year is less than desired. From this data, it is recommended more thorough admissions procedures should be balanced with enhancing the program’s recruitment efforts to increase student applicants for the coming year. This would provide a larger applicant pool to screen potential students for the program and boost enrollments.

Table 3

Enrolled Students for 2013-2015

Year Entered Program	Track	Enrolled	Left Program	Graduated	% Completed in 3 years	% Employed in 6 months ^a	% Licensed in 3 years ^b
2013	Total	28	8	7	100	*	*

2014	CMHC	18	7	5	100	*	*
	MCFC	10	1	2	100	*	*
	Total	18	1	*	*	*	*
2015	CMHC	12	1	*	*	*	*
	MCFC	6	0	*	*	*	*
	Total	13	0	*	*	*	*
	CMHC	7	0	*	*	*	*
	MCFC	6	0	*	*	*	*

Note. * Data not available. The MAC program celebrated its first program graduates this summer, and does not have employment statistics or licensure statistics yet. ^aIn Clinical Mental Health Counseling/Marriage, Couple, and Family Counseling related position. ^bCan be licensure exam for either Licensed Mental Health Counselor (or equivalent), or Licensed Marriage and Family Therapist. CMHC = Clinical Mental Health Counseling specialization. MCFC = Marriage, Couple, and Family Counseling specialization.

Table 4

Headcount for 2015-2016

Program Specialization	Number of Students in Program (n)
Clinical Mental Health Counseling	17
Marriage, Couple, and Family Counseling	24
Total	41

Table 5

Faculty-Student FTE Ratio, Fall 2015-2016

FTE Faculty teaching in Program (n)	FTE Students in Program (n)	FTE Ratio
4.99	32.8	6.57

Note. Based on full time status being equivalent to 3 courses per quarter. One course taught therefore = 0.33 FTE. Students in Weekday cohorts take 3 courses per quarter, and are counted as 1.0 FTE. Saturday cohorts take 2 courses per quarter, and are thus counted as 0.66 FTE.

Findings, Action Items, and Resulting Modifications

Finding	Action Item	Modifications
MAC program admitted too few students into the program for 2015-16.	Address the need to increase student applications, to balance more thorough admissions procedures.	Faculty believed that applications were down since the program was in-process of completing CACREP requirements. This may have led some potential applicants to instead opt to attend programs that were already CACREP accredited. It is hoped that more students will apply to the program next year (2016) with the anticipated accreditation by CACREP.

Assessment Area 2: Formal Follow-up Studies of Alumni, Site Supervisors, and Employers

Measurement 2.a. Online Survey of Alumni, Site Supervisors, and Employers

The MAC program celebrated its first graduates in the summer of 2015, with eight students near the completion of graduation requirements. A survey was sent out to those eight students and their site supervisors. The return rate for the survey was high, with 12 of 16 alumni and site supervisors returning the survey (75%). Alumni and site supervisors of CityU MAC students completed an online survey in September 2015 to assess the degree to which the CityU counseling program prepared students to meet its Program Learning Outcomes (PLOs). Respondents rated each PLO on a four-point scale, selecting either Below Standard (1), Approaching Standard (2), At Standard (3), or Exceeds Standard (4). Respondents were also given a field to include any qualitative descriptions for each of their ratings, in addition to being asked a few closing qualitative questions about what the counseling program was doing to best prepare students to meet PLOs, how the counseling program could improve its approach, and what the survey should have also asked respondents about. Note that employers were not sent this data, since students had just gotten employed at the time of the survey and thus employers did not have enough information to make informed ratings.

Ratings were contrasted with the findings from the prior year, 2013-14. Because the MAC program was in its first year during 2013-14 and did not have graduates of the program until summer 2015, a survey was instead sent to alumni, site supervisors, and employers of the older Master of Arts in Counseling Psychology (MACP) program which the MAC program replaced. This data was gathered at the suggestion of a CACREP staff member during a consultation exchange. Alumni, site supervisors, and employers of CityU MACP students completed an online survey in June 2014 to assess the degree to which the CityU counseling program prepared students to meet its Program Learning Outcomes (PLOs). While these PLOs were consistent between the MACP and MAC programs, some responses were likely not representative of the MAC program because this data was based on alumni from the old MACP program and in the past few years, changes have been made to restructure and redesign the program as having a counselor education identity that was seeking CACREP accreditation.

Table 6 displays descriptive information about respondents ($N = 12$). Exactly half were alumni ($n = 6, 50%$), with site supervisors ($n = 6, 50%$).

Table 6

Descriptive Information about Respondents (N = 55)

Group	<i>n</i>	%
Alumni	6	50.0
Site Supervisors	6	50.0
Employers	0*	0.0

Note. Percentages may exceed 100%, due to rounding. *Employers were not surveyed since the first alumni had just been hired at the time of the survey.

Key Findings

Table 7 displays ratings of the degree to which the MAC program prepares students to meet its PLOs. Mean overall ratings were comparable across the nine PLOs, with no major differences noted. Figure 1 depicts a consistent improvement in overall mean scores between the 2013-14 and 2014-15 ratings. Ratings in 2014-15 were higher across all nine PLOs, with only two PLOs having more Below/Approaching Standard scores (PLO 2 and 4) in 2014-15 compared to 2013-14. Figure 2 depicts that mean ratings for both alumni and site supervisors improved from 2013-14 to 2014-15. This improvement in scores suggests that alumni and site supervisors have improved impressions of the program’s preparation of students to meet its learning outcomes compared to last year. This validates the changes that the program has made in the past year, both to align more closely to CACREP Standards and to increase the rigor and quality of the program. For example, site supervisors reported in 2014-15 that multicultural competence (PLO 5) and social justice involvement (PLO 9) was “clearly a strong focus of the program.” Site supervisors did not report this in 2013-14. This is significant, since the lack of social justice training in the program was noted by alumni in 2013-14 and identified as an action item.

Table 7

Overall Ratings for Degree to Which the Program Prepares Students to Meet Program Learning Outcomes

PLO	All Respondents (2014-2015)*			All Respondents (2013-2014)**		
	<i>M</i>	<i>SD</i>	%B/AS	<i>M</i>	<i>SD</i>	%B/AS
PLO 1	3.42	.67	8.3	3.17	.79	14.3
PLO 2	3.58	.67	8.3	3.33	.57	4.7
PLO 3	3.42	.79	8.3	3.00	.57	14.3
PLO 4	3.42	.67	8.3	3.20	.56	7.3
PLO 5	3.33	.65	8.3	3.17	.58	9.5
PLO 6	3.50	.67	8.3	3.24	.73	12.2
PLO 7	3.42	.67	8.3	3.19	.71	11.9
PLO 8	3.33	.65	8.3	3.02	.68	13.0
PLO 9	3.58	.51	8.3	3.19	.62	11.1

Note. *N = 12. ** N = 55. %A/ES = Percentage of responses Below Standard or Approaching Standard.

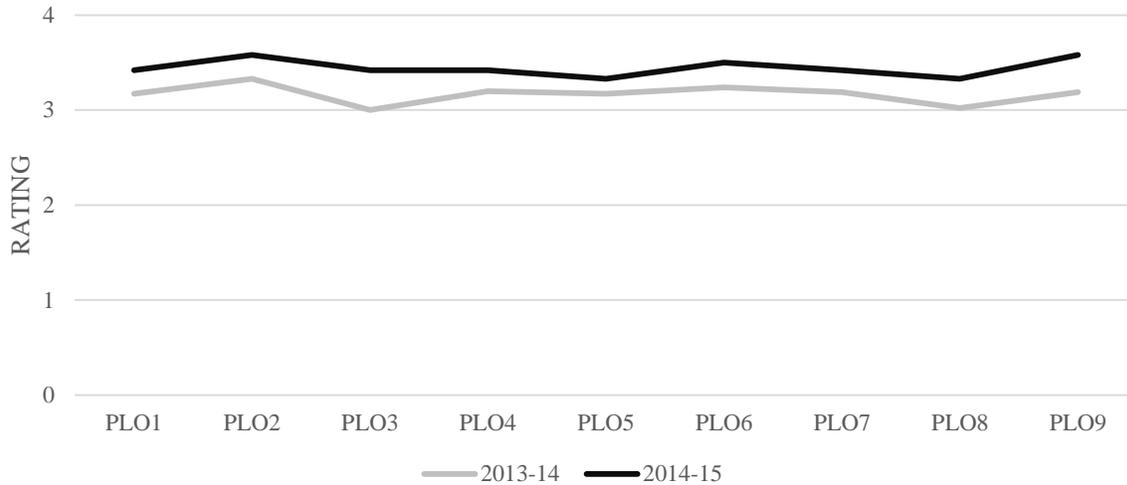


Figure 1. Comparison between 2013-14 (N = 55) and 2014-15 (N = 12) regarding overall mean ratings for degree to which the program prepares students to meet Program Learning Outcomes.

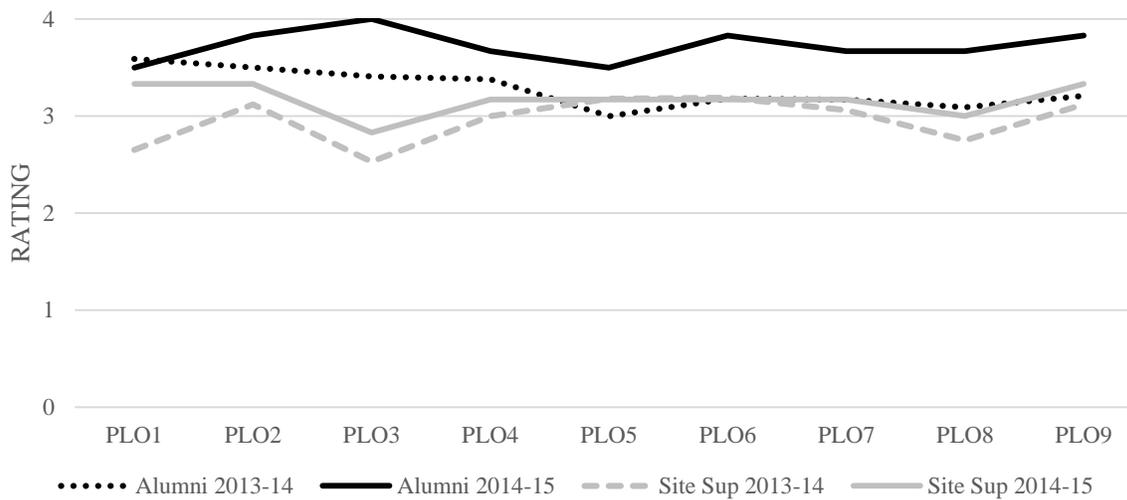


Figure 3. Comparison of 2013-2014 with 2014-2015 mean ratings for degree to which the program prepares students to meet Program Learning Outcomes. For alumni in 2013-14, n = 30. For alumni in 2014-2015, n = 6. For site supervisors in 2013-14, n = 17. For site supervisors in 2014-15, n = 6.

Although both alumni and site supervisor ratings improved from 2013-14 to 2014-15, Table 8 indicates that differences remained regarding alumni and site supervisor ratings with alumni reporting higher ratings than site supervisors. The same trend was also found last year in 2013-14.

Table 8

Alumni and Site Supervisor Ratings of Degree to Which the Program Prepares Students Meet Program Learning Outcomes (N = 55)

PLO	Alumni	Alumni	Site Supervisors	Site Supervisors
-----	--------	--------	------------------	------------------

	(2014-2015)*			(2013-2014)**			(2014-2015)*			(2013-2014)***		
	<i>M</i>	<i>SD</i>	%B/AS	<i>M</i>	<i>SD</i>	%B/AS	<i>M</i>	<i>SD</i>	%B/AS	<i>M</i>	<i>SD</i>	%B/AS
PLO 1	3.50	.55	0.0	3.59	.51	0.0	3.33	.82	16.7	2.65	.86	35.3
PLO 2	3.83	.41	0.0	3.50	.51	0.0	3.33	.82	16.7	3.12	.60	11.8
PLO 3	4.00	.00	0.0	3.41	.51	0.0	2.83	.75	16.7	2.53	.80	29.4
PLO 4	3.67	.52	0.0	3.38	.62	6.3	3.17	.75	16.7	3.00	.50	11.8
PLO 5	3.50	.55	0.0	3.00	.61	17.6	3.17	.75	16.7	3.18	.53	5.9
PLO 6	3.83	.41	0.0	3.18	.73	17.6	3.17	.75	16.7	3.19	.83	12.5
PLO 7	3.67	.52	0.0	3.17	.71	5.6	3.17	.75	16.7	3.06	.77	25.0
PLO 8	3.67	.52	0.0	3.09	.61	13.6	3.00	.63	16.7	2.75	.78	18.8
PLO 9	3.83	.41	0.0	3.21	.68	13.8	3.33	.52	16.7	3.12	.60	11.8

Note. **n* = 6. ** *n* = 30. *** *n* = 17 . %A/ES = Percentage of responses Below Standard or Approaching Standard. Means are based on the following four-point scale: Below Standard (1), Approaching Standard (2), At Standard (3), or Exceeds Standard (4).

Figure 3 intriguingly depicts that PLO3 in 2014-15 had the highest rating for alumni (4.00) and the lowest rating for site supervisors (2.83). Qualitative data helped to explain this finding. Alumni statements included positive themes, such as “excellent exposure to different approaches and theories” and “I think the program did a very good job here, though there are so many approaches and techniques it's impossible to do them all justice.” In comparison, site supervisor statements featured mostly negative themes:

- “Students could benefit from exposure to more varied theory and treatment interventions.”
- “I can tell there has been theories training, but interns often have not selected one theory to use during internship.”
- “Most can clearly articulate their theoretical approach but some have difficulty integrating those approaches to the session. They often get caught up in the ‘problem of the day’”

Some variance was found, with one supervisor reporting a more positive theme (“our intern has clarity about his preferred approaches to therapy and he is able to discuss these as needed”).

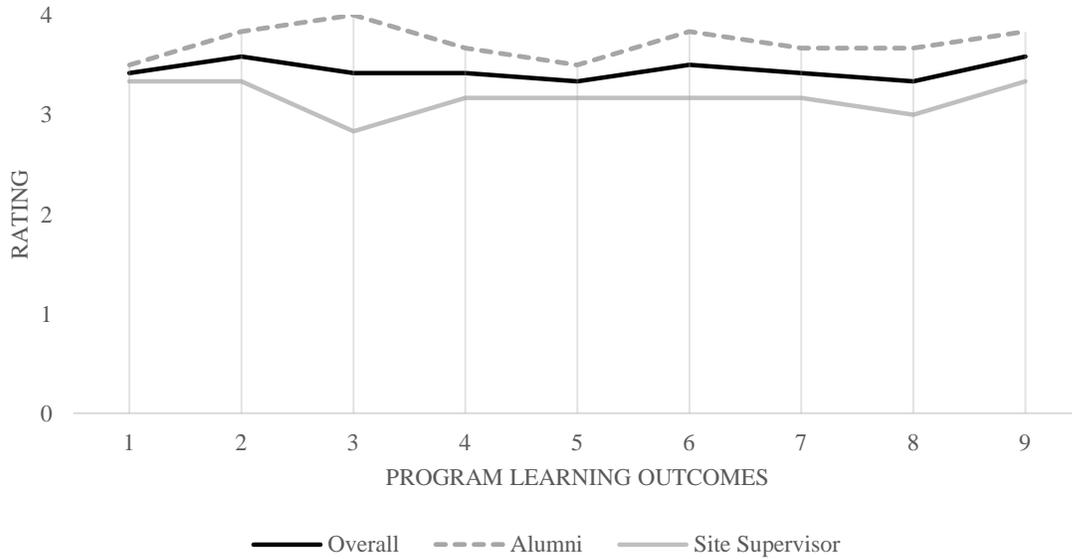


Figure 3. 2014-2015 mean ratings for degree to which the program prepares students to meet Program Learning Outcomes (N = 12).

It should be noted that the need for further training in counseling theories was also highlighted by site supervisors during last year’s alumni, site supervisor, and employer survey. In 2013-14, several site supervisor comments stand out regarding MAC preparation of students to meet PLO 3 in regard to theoretical understanding:

- The diversity of the theoretical perspectives may have been an area for some more improvement.
- The student used CBT terms but often without context or applicability.
- Student did not articulate a range of theoretical approaches - was working on basic skills.
- Student had difficulties identifying theoretical approaches.

As with 2014-15, some variance was found in site supervisor comments, with some supervisors feeling very positive about student training in theoretical understanding:

- I experienced [the alumni] to be a solid clinician who employed cognitive and solution-focused techniques very well.
- Each intern from City U has come prepared with a thorough understanding of theoretical perspectives and a readiness to incorporate theory into practice.
- Student came to internship with a good basic knowledge of theory.

Based on this information, it appears that the program does a good job in preparing some of its interns in regards to theoretical knowledge though some interns are not adequately prepared in this area. As one site supervisor reported, “skill level varies among the students.” The program needs to ensure students have a better sense for what theory they are using with clients, and be able to apply these approaches during client sessions. This is a potential area for improvement.

Other Themes

While not captured in the quantitative data, several other notable themes emerged in the qualitative data. These themes included:

- Site supervisors perceiving that the program is very focused on its learning outcomes (“I know you are striving for these. I know the curriculum is aimed at them”)
- Site supervisors experiencing significant support from program faculty (“the program provides lots of follow-up and discussion with site supervisors”)
- Site supervisors believed that Practicum was somewhat of a burden on their community agency (“I’m not sure so much time needs to be done in a practicum. It seems supervision could much more be utilized in more effective ways if the candidates were allowed a caseload of more than 5.”)
- Alumni felt that the program had addressed problems and that “faculty made the necessary adjustments and were very receptive to our concerns and suggestions.”
- Alumni felt that most faculty instructors were “AMAZING” and “exceptional.”

From this data, the following findings, action items, and modifications were identified.

Findings, Action Items, and Resulting Modifications

Finding	Action Items	Resulting Modifications
Site supervisors believe students need to have better preparation in counseling theory (MAC PLO 3)	Address the preparation of students to apply counseling theories and modify counseling theories to be more culturally relevant with clients of diverse backgrounds.	During internship, students will be allowed to select theories that fit their work with the selected client during case presentations. In the past, students were forced to select theories from a list pre-determined by the instructor. Faculty believe that students will be better able to modify their selected counseling theory to be more culturally relevant when they are able to select the theory most commensurate with their work.

Assessment Area 3: Assessment of Student Learning Regarding Program Learning Outcomes (MAC 9 PLOs) and Student Learning Outcomes (CACREP Standards)

Measurement 3.a. Primary Rubric Scores for Course Assignments Assessing Knowledge or Skill Areas of CACREP Standards.

For the 2014-2015 academic year, the following findings emerged from an analysis of SLO data (i.e., CACREP Standards).

Findings

Table 9 depicts 24 MAC students receiving Below or Approaching Standard ratings relative to CACREP Standards. This represents 64.5% of the 37 enrolled students who took courses during the 2014-2015 year. Of these 17 students, seven students received a total of 16 Below Standard ratings between them. Four of these students remediated these CACREP Standards, one student met with faculty and their site supervisor to address the deficiency (the student received two “Below Standard” ratings during Practicum from a site supervisor), one student dropped out of the program, and one student was moved from the two-year to the three-year program because the intensity of their course of study was the underlying reason why the student was receiving Below Standard CACREP scores. Unlike last year (2013-2014), Below Standard CACREP ratings were received by students in both the weekday and Saturday cohort, rather than just the weekday cohort. This suggests that programmatic issues with the weekday program being more congested and highlighting problems in students who cannot keep up or who don’t have extra time to devote to difficult assignments seems to have been addressed, though this could also reflect less problematic students in the weekday cohort. Faculty intentionally addressed the intensity of the two-year program by carefully selecting courses in the same quarter to balance the academic load and to ensure students met CACREP Standards. This suggests that program modifications have resulted in less issues in the weekday cohort.

Table 9

Students Receiving Below and Approaching CACREP Standard Ratings from Instructors (N = 26)

Student *	Below Standard	Approaching Standard	Below and Approaching Standard	Status
1		3	3	Active
2	3	4	4	Active, remediated
3		3	3	Active
4	4		4	Dropped
5		7	7	Active
6		3	3	Active
7	2	7	9	Active, moved from 2 year to 3 year program
8	1	1	1	Active, remediated
9	3	11	14	Active, remediated
10		1	1	Active
11		3	3	Active
12		2	2	Active
13		1	1	Dropped
14		3	3	Active
15		1	1	Active
16		1	1	Active
17		1	1	Dropped
18		6	6	Active
19		1	1	Active
20		1	1	Active
21	2	2	4	Active, met with site supervisor, remediated
22		1	1	Active
23		2	2	Active, moved from 2 year to 3 year program
24		1	1	Active

25	1		1	Active, remediated
26		1	1	Active
	16	67	83	

Note. *Student identifying information removed for the sake of confidentiality and privacy.

Table 10 provides data about specific CACREP Standards that students had received Below or Approaching Standard scores for. This helps to identify specific CACREP Standards to be considered when revising these courses.

Table 10

CACREP Standards with “Below Standard” and “Approaching Standard” Instructor Ratings of Student Knowledge and Skills, 2013-2015

Standard	Course	Assignment	BS	AS	B/AS
COMMON CORE					
II.G.1.a. History and philosophy of the counseling profession	COUN 518: Introduction to Career Counseling	Professional Identity Statement/Membership	-	-	-
II.G.1.b. Professional roles, functions, and relationships with other human service providers, including strategies for interagency/interdisciplinary collaboration	COUN 518: Introduction to Career Counseling	Professional Identity Statement/Membership	-	-	-
II.G.1.c. Counselors’ roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster, or other trauma-causing event	COUN 522: Crisis, Disaster, and Trauma Counseling	Research Paper	-	-	-
II.G.1.d. Self-care strategies appropriate to the counselor role	COUN 630: Practicum I COUN 631: Practicum II	Course Activities (discussion boards)	-	-	-
II.G.1.e. Counseling supervision models, practices, and processes	COUN 630: Practicum I COUN 631: Practicum II	Course Activities: discussion boards	-	-	-
II.G.1.f. Professional organizations, including membership benefits, activities, services to members, and current issues	COUN 518: Introduction to Career Counseling	Professional Identity Statement/Membership	-	-	-
II.G.1.g. Professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	COUN 518: Introduction to Career Counseling	Professional Identity Statement/Membership	-	-	-
II.G.1.h. The role and process of the professional counselor advocating on behalf of the profession	COUN 690: Integrative Portfolio Project	Action Research Project	-	-	-
II.G.1.i. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	COUN 510: Professional Ethics and Law	Clinical Ethical Situations	-	3	3
II.G.1.j. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	COUN 510: Professional Ethics and Law	Clinical Ethical Situations, Disclosure Statement, Group Presentation and Facilitation of Ethical Issues	-	4	4

II.G.2.a. Multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally	COUN 502: Multicultural Counseling	Group Report	-	-	-
II.G.2.b. Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients	COUN 502: Multicultural Counseling	Self-Assessment of Cultural Group Membership, Structured Interview and Report	-	-	-
II.G.2.c. Theories of multicultural counseling, identity development, and social justice	COUN 502: Multicultural Counseling	Structured Interview and Report	-	-	-
II.G.2.d. Individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies	COUN 502: Multicultural Counseling	Group Report	-	-	-
II.G.2.e. Counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body	COUN 502: Multicultural Counseling	Self-Assessment of Cultural Group Membership	-	-	-
II.G.2.f. Counselors' roles in eliminating biases, prejudices, and processes of intentional or unintentional oppression and discrimination	COUN 502: Multicultural Counseling	Self-Assessment of Cultural Group Membership	-	-	-
II.G.3.a. Theories of individual and family development and transitions across the life span	COUN 503: Human Growth and Development	Self-Reflection Paper	1	-	1
II.G.3.b. Theories of learning and personality development, including current understandings about neurobiological behavior	COUN 503: Human Growth and Development	Self-Reflection Paper, Case Study Group Project	2	2	4
II.G.3.c. Effects of crises, disasters, and other trauma-causing events on persons of all ages	COUN 522: Crisis, Disaster, and Trauma Counseling	Research Paper, Course Activities (online certificate in Trauma-Focused Cognitive Behavior Therapy)	-	-	-
II.G.3.d. Theories and models of individual, cultural, couple, family, and community resilience	COUN 522: Crisis, Disaster, and Trauma Counseling	Research Paper	-	-	-
II.G.3.e. A general framework for understanding exceptional abilities and strategies for differentiated interventions	COUN 503: Human Growth and Development	Case Study Group Project	-	-	-
II.G.3.f. Human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior	COUN 503: Human Growth and Development COUN 517: Psychopathology	Case Study Group Project Case Conceptualization, Diagnosis, and Treatment Planning	-	-	-
II.G.3.g. Theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment	COUN 529: Addictions and Co-Occurring Perspectives	Psychoeducation Model of Addiction, Co-Occurring Case Evaluation	-	-	-
II.G.3.h. Theories for facilitating optimal development and wellness over the life span	COUN 503: Human Growth and Development	Self-Reflection Paper, Case Study Group Project	2	-	2
II.G.4.a. Career development theories and decision-making models	COUN 518: Introduction to Career Counseling	Formal Report on Career Development Program Plan	-	6	6
II.G.4.b. Career, avocational, educational, occupational and labor	COUN 518: Introduction to Career Counseling	Formal Report on Career Development Program Plan	-	-	-

market information resources and career information systems					
II.G.4.c. Career development program planning, organization, implementation, administration, and evaluation	COUN 518: Introduction to Career Counseling	Formal Report on Career Development Program Plan	-	-	-
II.G.4.d. Interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development	COUN 518: Introduction to Career Counseling	Structured Interview and Report	-	-	-
II.G.4.e. Career and educational planning, placement, follow-up, and evaluation	COUN 518: Introduction to Career Counseling	Professional Identity Statement/Membership	-	-	-
II.G.4.f. Assessment instruments and techniques relevant to career planning and decision making	COUN 518: Introduction to Career Counseling	Formal Report on Career Development Program Plan	-	-	-
II.G.4.g. Career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy	COUN 518: Introduction to Career Counseling	Formal Report on Career Development Program Plan	-	-	-
II.G.5.a. An orientation to wellness and prevention as desired counseling goals	COUN 501: Introduction to Counseling Practice	Skills Practice Triads	-	-	-
II.G.5.b. Counselor characteristics and behaviors that influence helping processes	COUN 501: Introduction to Counseling Practice	Skills Practice Triads	-	-	-
II.G.5.c. Essential interviewing and counseling skills	COUN 501: Introduction to Counseling Practice	Skills Practice Triads	-	-	-
II.G.5.d. Counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling	COUN 526: Counseling Theories	Case Formulation, Philosophy of Counseling Paper	1	1	2
II.G.5.e. A systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions	COUN 512: Marriage, Couple, and Family Counseling	Assessment and Intervention Paper	-	-	-
II.G.5.f. A general framework for understanding and practicing consultation	COUN 501: Introduction to Counseling Practice	Skills Practice Triads	-	-	-
II.G.5.g. Crisis intervention and suicide prevention models, including the use of psychological first aid strategies	COUN 522: Crisis, Disaster, and Trauma Counseling	Course Activities (online training certificate in Psychological First Aid)	-	-	-
II.G.6.a. Principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work	COUN 527: Group Counseling	Group Process Notes, Course Activities (discussion board)	-	-	-
II.G.6.b. Group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles	COUN 527: Group Counseling	Group Leadership Co-Facilitation and Evaluation	-	-	-
II.G.6.c. Theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature	COUN 527: Group Counseling	Synthesis Paper	-	1	1

II.G.6.d. Group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness	COUN 527: Group Counseling	Group Process Notes	-	-	-
II.G.6.e. Direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.	COUN 527: Group Counseling	Group Leadership Co-Facilitation and Evaluation	-	-	-
II.G.7.a. Historical perspectives concerning the nature and means of assessment	COUN 525: Testing and Assessment	Assessment Quizzes	2	1	3
II.G.7.b. Basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations	COUN 525: Testing and Assessment	Assessment Quizzes	1	3	4
II.G.7.c. Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	COUN 525: Testing and Assessment	Full Case Evaluation with Treatment Plan	-	-	-
II.G.7.d. Reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information)	COUN 525: Testing and Assessment	Full Case Evaluation with Treatment Plan	-	-	-
II.G.7.e. Validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity)	COUN 525: Testing and Assessment	Full Case Evaluation with Treatment Plan	-	-	-
II.G.7.f. Social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations	COUN 525: Testing and Assessment	Assessment Quizzes	-	-	-
II.G.7.g. Ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling	COUN 525: Testing and Assessment	Assessment Quizzes	-	-	-
II.G.8.a. The importance of research in advancing the counseling profession	COUN 514: Research Methods and Statistics	Course Activities (discussion boards)	-	2	2
II.G.8.b. Research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research	COUN 514: Research Methods and Statistics	Research Article Analysis	1	3	4
II.G.8.c. Statistical methods used in conducting research and program evaluation	COUN 514: Research Methods and Statistics	Research Article Analysis	1	3	4
II.G.8.d. Principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications	COUN 514: Research Methods and Statistics	Sample Program Evaluation	-	1	1
II.G.8.e. The use of research to inform evidence-based practice	COUN 514: Research Methods and Statistics	Research Article Analysis	-	-	-
II.G.8.f. Ethical and culturally relevant strategies for interpreting	COUN 514: Research Methods and Statistics	Research Article Analysis	-	1	-

and reporting the results of research and/or program evaluation studies					
CLINICAL MENTAL HEALTH COUNSELING SPECIALIZATION					
A.1. Understands the history, philosophy, and trends in clinical mental health counseling.	COUN 526: Counseling Theory	Philosophy of Counseling Paper	-	-	-
A.2. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling.	COUN 510: Professional Ethics and Law	Clinical Ethical Situations	-	5	5
A.3. Understands the roles of functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams.	COUN 630: Practicum I COUN 631: Practicum II	Course Activities (discussion boards)	-	-	-
A.4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.	COUN 630: Practicum I COUN 631: Practicum II	Course Activities (discussion boards)	-	-	-
A.5. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.	COUN 526: Counseling Theory	Philosophy of Counseling Paper	-	-	-
A.6. Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.	COUN 529: Addictions and Co-Occurring Perspectives	Co-Occurring Case Evaluation	-	-	-
A.7. Is aware of professional issues that affect clinical mental health counselors (e.g., core provider status, expert witness status, access to and privileges within managed care systems).	COUN 510: Professional Ethics and Law	Clinical Ethical Situations	-	-	-
A.8. Understands the management of mental health services and programs, including areas such as administration, finance, and accountability.	COUN 690: Integrative Portfolio Project	Action Research Project	-	-	-
A.9. Understands the impact of crises, disasters, and other trauma-causing events on people.	COUN 522: Crisis, Disaster, and Trauma Counseling	Trauma and Violence Reflection Paper	-	-	-
A.10. Understands the operation of an emergency management system within clinical mental health agencies and the community.	COUN 522: Crisis, Disaster, and Trauma Counseling	Course Activities (online training certificate in Psychological First Aid)	-	-	-
B.1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.	COUN 630: Practicum I COUN 631: Practicum II COUN 651: Internship I COUN 652: Internship II COUN 653: Internship III	Student Evaluation by Faculty Supervisor	-	-	-
B.2. Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling.	COUN 651: Internship I COUN 652: Internship II COUN 653: Internship III	Student Evaluation by Faculty Supervisor	-	2	2

C.1. Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.	COUN 690: Integrative Research Project	Action Research Project	-	-	-
C.2. Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders.	COUN 517: Psychopathology	Case Conceptualization, Diagnosis, and Treatment Planning	-	-	-
C.3. Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help).	COUN 529: Addictions and Co-Occurring Perspectives	Community Resource Report	-	-	-
C.4. Knows the disease concept and etiology of addiction and co-occurring disorders.	COUN 529: Addictions and Co-Occurring Perspectives	Co-Occurring Case Evaluation	-	-	-
C.5. Understands the range of mental health service delivery – such as inpatient, outpatient, partial treatment and aftercare – and the clinical mental health counseling services network.	COUN 517: Psychopathology	Case Conceptualization, Diagnosis, and Treatment Planning	-	-	-
C.6. Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events.	COUN 522: Crisis, Disaster, and Trauma Counseling	Course Activities (online training certificate in Trauma-Focused Cognitive-Behavior Therapy)	-	-	-
C.7. Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.	COUN 517: Psychopathology	Case Conceptualization, Diagnosis, and Treatment Planning	-	-	-
C.8. Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.	COUN 512: Marriage, Couple, and Family Counseling	Assessment and Intervention Paper	-	-	-
C.9. Understands professional issues relevant to the practice of clinical mental health counseling.	COUN 630: Practicum I COUN 631: Practicum II	Course Activities (discussion boards)	-	-	-
D.1. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.	COUN 651: Internship I COUN 652: Internship II COUN 653: Internship III	Student Evaluation by Faculty Supervisor	-	1	1
D.2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders	COUN 651: Internship I COUN 652: Internship II COUN 653: Internship III	Student Evaluation by Faculty Supervisor	-	1	1
D.3. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.	COUN 651: Internship I COUN 652: Internship II COUN 653: Internship III	Student Evaluation by Faculty Supervisor	-	1	1
D.4. Applies effective strategies to promote client understanding of and	COUN 651: Internship I	Student Evaluation by Faculty Supervisor	-	1	1

access to a variety of community resources.	COUN 652: Internship II COUN 653: Internship III				
D.5. Demonstrates appropriate use of culturally responsive individual, couple, family, group and systems modalities for initiating, maintaining, and terminating counseling.	COUN 651: Internship I COUN 652: Internship II COUN 653: Internship III	Student Evaluation by Faculty Supervisor	-	1	1
D.6. Demonstrates the ability to use procedures for assessing and managing suicide risk.	COUN 651: Internship I COUN 652: Internship II COUN 653: Internship III	Student Evaluation by Faculty Supervisor	1	3	4
D.7. Applies current record-keeping standards related to clinical mental health counseling.	COUN 651: Internship I COUN 652: Internship II COUN 653: Internship III	Student Evaluation by Faculty Supervisor	-	1	1
D.8. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.	COUN 651: Internship I COUN 652: Internship II COUN 653: Internship III	Student Evaluation by Faculty Supervisor	-	1	1
D.9. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.	COUN 630: Practicum I COUN 631: Practicum II COUN 651: Internship I COUN 652: Internship II COUN 653: Internship III	Student Evaluation by Faculty Supervisor	1	3	4
E.1. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.	COUN 502: Multicultural Counseling	Group Report	-	-	-
E.2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.	COUN 502: Multicultural Counseling	Group Report, Structured Interview and Report	-	-	-
E.3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.	COUN 517: Psychopathology	Case Conceptualization, Diagnosis, and Treatment Planning	-	-	-
E.4. Understands effective strategies to support client advocacy and influence public policy and government relations on local, state,	COUN 690: Integrative Portfolio Project	Action Research Project	-	-	-

and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling.					
E.5. Understands the implications of concepts such as internalized oppression and institutional racism, as well as historical and current political climate regarding immigration, poverty, and welfare.	COUN 502: Multicultural Counseling	Group Report	-	-	-
E.6. Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services.	COUN 690: Integrative Portfolio Project	Action Research Project	-	-	-
F.1. Maintains information regarding community resources to make appropriate referrals.	COUN 630: Practicum I COUN 631: Practicum II COUN 651: Internship I COUN 652: Internship II COUN 653: Internship III	Student Evaluation by Faculty Supervisor	1	3	4
F.2. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.	COUN 630: Practicum I COUN 631: Practicum II COUN 651: Internship I COUN 652: Internship II COUN 653: Internship III	Student Evaluation by Faculty Supervisor	-	2	2
F.3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.	COUN 630: Practicum I COUN 631: Practicum II COUN 651: Internship I COUN 652: Internship II COUN 653: Internship III	Student Evaluation by Faculty Supervisor	1	6	7
G.1. Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.	COUN 517: Psychopathology COUN 525: Testing and Assessment	Case Conceptualization, Diagnosis, and Treatment Planning Full Case Evaluation	-	-	-
G.2. Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments.	COUN 525: Testing and Assessment	Assessment Dyads	-	-	-
G.3. Understands basic classifications, indications, and contraindications of commonly	COUN 515: Psychopharmacology	Case Studies, Case Paper	-	-	-

prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified.					
G.4. Identifies standard screening and assessment instruments for substance use disorders and process addictions.	COUN 529: Addictions and Co-Occurring Perspectives	Co-Occurring Case Evaluation	-	-	-
H.1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.	COUN 651: Internship I COUN 652: Internship II COUN 653: Internship III	Student Evaluation by Faculty Supervisor	-	2	2
H.2. Demonstrates skill in conducting an intake interview, a mental status examination, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.	COUN 651: Internship I COUN 652: Internship II COUN 653: Internship III	Student Evaluation by Faculty Supervisor	-	-	-
H.3. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.	COUN 651: Internship I COUN 652: Internship II COUN 653: Internship III	Student Evaluation by Faculty Supervisor	-	-	-
H.4. Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.	COUN 651: Internship I COUN 652: Internship II COUN 653: Internship III	Student Evaluation by Faculty Supervisor	-	-	-
I.1. Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.	COUN 514: Research Methods and Statistics	Research Article Analysis	-	-	-
I.2. Knows models of program evaluation for clinical mental health programs.	COUN 514: Research Methods and Statistics	Sample Program Evaluation	-	-	-
I.3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.	COUN 514: Research Methods and Statistics	Research Article Analysis	1	2	3
J.1. Applies relevant research findings to inform the practice of clinical mental health counseling.	COUN 690: Integrative Portfolio Project	Action Research Project	-	-	-
J.2. Develops measureable outcomes for clinical mental health counseling programs, interventions, and treatments.	COUN 690: Integrative Portfolio Project	Action Research Project	-	-	-
J.3. Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.	COUN 690: Integrative Portfolio Project	Action Research Project	-	-	-
K.1. Knows the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the <i>Diagnostic</i>	COUN 517: Psychopathology	Case Conceptualization, Diagnosis, and Treatment Planning	-	-	-

<i>and Statistical Manual of Mental Disorders (DSM).</i>					
K.2. Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care.	COUN 517: Psychopathology	Case Conceptualization, Diagnosis, and Treatment Planning	-	-	-
K.3. Knows the impact of co-occurring substance use disorders on medical and psychological disorders.	COUN 529: Addictions and Co-Occurring Perspectives	Co-Occurring Case Evaluation	-	-	-
K.4. Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations.	COUN 525: Testing and Assessment	Research Study/Project Design Continuation	-	-	-
K.5. Understands appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event.	COUN 522: Crisis, Disaster, and Trauma Counseling	Course Activities (online training certificate in Trauma-Focused Cognitive-Behavior Therapy)	-	-	-
L.1. Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.	COUN 651: Internship I COUN 652: Internship II COUN 653: Internship III	Student Evaluation by Faculty Supervisor	-	-	-
L.2. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.	COUN 651: Internship I COUN 652: Internship II COUN 653: Internship III	Student Evaluation by Faculty Supervisor	-	1	1
L.3. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.	COUN 651: Internship I COUN 652: Internship II COUN 653: Internship III	Student Evaluation by Faculty Supervisor	-	2	2
MARRIAGE, COUPLE, AND FAMILY COUNSELING SPECIALIZATION					
MCFC A.1. Understands the history, philosophy, and trends in marriage, couple, and family counseling.	COUN 512: Marriage, Couple, and Family Counseling	Course Assignments (discussion boards)	-	-	-
A.2. Understands ethical and legal considerations specifically related to the practice of marriage, couple, and family counseling.	COUN 510: Professional Ethics and Law	Clinical Ethical Situations	-	-	-
A.3. Knows the roles of functions of marriage, couple, and family counseling in a variety of practice settings and in relationship to other helping professionals.	COUN 630: Practicum I COUN 631: Practicum II	Course Activities (discussion boards)	-	-	-
A.4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of marriage, couple, and family counseling.	COUN 630: Practicum I COUN 631: Practicum II	Course Activities (discussion boards)	-	-	-
A.5. Understands a variety of models and theories of marriage, couple, and family counseling.	COUN 512: Marriage, Couple, and Family Counseling	Assessment and Intervention Paper	-	-	-
A.6. Understands family development and the life cycle, sociology of the family, family phenomenology, contemporary	COUN 512: Marriage, Couple, and Family Counseling	Genogram and Family of Origin Paper	-	-	-

families, family wellness, families and culture, aging and family issues, family violence, and related family concerns.					
A.7. Understands the impact of crises, disasters, and other trauma-causing events on marriages, couples, families, and households.	COUN 522: Crisis, Disaster, and Trauma Counseling	Trauma and Violence Reflection Paper	-	-	-
B.1. Demonstrates the ability to apply and adhere to ethical and legal standards in marriage, couple, and family counseling.	COUN 630: Practicum I COUN 631: Practicum II COUN 651: Internship I COUN 652: Internship II COUN 653: Internship III COUN 654: Internship IV COUN 655: Internship V	Student Evaluation by Faculty Supervisor	-	-	-
B.2. Demonstrates the ability to select models or techniques appropriate to couples' or families' presenting problems.	COUN 651: Internship I COUN 652: Internship II COUN 653: Internship III COUN 654: Internship IV COUN 655: Internship V	Student Evaluation by Faculty Supervisor	-	-	-
C.1. Understands issues of marriage, couple, and family life-cycle dynamics; health family functioning; family structures; and family of origin and intergenerational influences in a multicultural society.	COUN 512: Marriage, Couple, and Family Counseling	Genogram and Family of Origin Paper	-	-	-
C.2. Recognizes specific problems (e.g., addictive behaviors, domestic violence, suicide risk, immigration) and interventions that can enhance family functioning.	COUN 517: Psychopathology COUN 512: Marriage, Couple, and Family Counseling	Case Conceptualization, Diagnosis, and Treatment Planning Assessment and Intervention Paper	-	-	-
C.3. Understands human sexuality (e.g., gender, sexual functioning, sexual orientation) and its impact on family and couple functioning.	COUN 609: Special Topics in Individual, Relational, and Sexual Development	Research Paper	-	-	-
C.4. Understands professional issues relevant to the practice of marriage, couple, and family counseling, including recognition, reimbursement, and right to practice.	COUN 654: Internship IV COUN 655: Internship V	Co-Occurring Case Evaluation	-	-	-
D.1. Uses preventative, developmental, and wellness approaches in working with individuals, couples, families, and other systems such as premarital counseling, parenting skills training, and relationship enhancement.	COUN 651: Internship I COUN 652: Internship II COUN 653: Internship III	Student Evaluation by Faculty Supervisor	-	1	1

	COUN 654: Internship IV COUN 655: Internship V				
D.2. Uses systems theory to conceptualize issues in marriage, couple, and family counseling.	COUN 651: Internship I COUN 652: Internship II COUN 653: Internship III COUN 654: Internship IV COUN 655: Internship V	Student Evaluation by Faculty Supervisor	-	-	-
D.3. Uses systems theories to implement treatment, planning, and intervention strategies.	COUN 651: Internship I COUN 652: Internship II COUN 653: Internship III COUN 654: Internship IV COUN 655: Internship V	Student Evaluation by Faculty Supervisor	-	-	-
D.4. Demonstrates the ability to use procedures for assessing and managing suicide risk.	COUN 651: Internship I COUN 652: Internship II COUN 653: Internship III COUN 654: Internship IV COUN 655: Internship V	Student Evaluation by Faculty Supervisor	-	-	-
D.5. Adheres to confidentiality responsibilities, the legal responsibilities and liabilities of clinical practice and research, family law, record keeping, reimbursement, and the business aspects of practice.	COUN 651: Internship I COUN 652: Internship II COUN 653: Internship III COUN 654: Internship IV COUN 655: Internship V	Student Evaluation by Faculty Supervisor	-	-	-
D.6. Demonstrates the ability to recognize his or her own limitations as a marriage, couple, and family counselor and to seek supervision or refer clients when appropriate.	COUN 630: Practicum I COUN 631: Practicum II COUN 651: Internship I COUN 652: Internship II COUN 653: Internship III COUN 654:	Student Evaluation by Faculty Supervisor	-	-	-

	Internship IV COUN 655: Internship V				
E.1. Understands how living in a multicultural society affects couples and families.	COUN 512: Marriage, Couple, and Family Counseling COUN 502: Multicultural Counseling	Assessment and Intervention Paper Group Report	-	-	-
E.2. Recognizes societal trends and treatment issues related to working with multicultural and diverse family systems (e.g., families in transition, dual-career couples, blended families, same-sex couples).	COUN 512: Marriage, Couple, and Family Counseling	Assessment and Intervention Paper	-	-	-
E.3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective in working with diverse family systems.	COUN 512: Marriage, Couple, and Family Counseling	Assessment and Intervention Paper	-	-	-
E.4. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and that of the client(s).	COUN 502: Multicultural Counseling	Self-Assessment of Cultural Group membership, Structured Interview and Report	-	-	-
E.5. Understands the effect of local, state, and national policies, programs, and services on diverse family systems.	COUN 690: Integrative Portfolio Project	Action Research Project	-	-	-
F.1. Demonstrates the ability to provide effective services to clients in a multicultural society.	COUN 630: Practicum I COUN 631: Practicum II COUN 651: Internship I COUN 652: Internship II COUN 653: Internship III COUN 654: Internship IV COUN 655: Internship V	Student Evaluation by Faculty Supervisor	-	-	-
F.2. Maintains information regarding community resources to make appropriate referrals.	COUN 630: Practicum I COUN 631: Practicum II COUN 651: Internship I COUN 652: Internship II COUN 653: Internship III COUN 654: Internship IV COUN 655: Internship V	Student Evaluation by Faculty Supervisor	-	-	-
F.3. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of couples and families.	COUN 630: Practicum I COUN 631: Practicum II COUN 651:	Student Evaluation by Faculty Supervisor	-	-	-

	<p>Internship I</p> <p>COUN 652: Internship II</p> <p>COUN 653: Internship III</p> <p>COUN 654: Internship IV</p> <p>COUN 655: Internship V</p>				
<p>F.4. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse couples and families.</p>	<p>COUN 651: Internship I</p> <p>COUN 652: Internship II</p> <p>COUN 653: Internship III</p> <p>COUN 654: Internship IV</p> <p>COUN 655: Internship V</p>	<p>Student Evaluation by Faculty Supervisor</p>	-	-	-
<p>G.1. Knows principles and models of assessment and case conceptualization from a systems perspective, including diagnostic interviews, mental diagnostic status examinations, symptom inventories, and psychoeducation and personality assessments.</p>	<p>COUN 525: Testing and Assessment</p>	<p>Full Case Evaluation</p>	-	-	-
<p>G.2. Understands marriage and family assessment tools and techniques appropriate to clients' needs in a multicultural society.</p>	<p>COUN 525: Testing and Assessment</p>	<p>Assessment Dyads</p>	-	-	-
<p>G.3. Understands the impact of addiction, trauma, psychopharmacology, physical and mental health, wellness, and illness on marriage, couple, and family functioning.</p>	<p>COUN 512: Marriage, Couple, and Family Counseling</p> <p>COUN 515: Psychopharmacology</p>	<p>Assessment and Intervention Paper</p> <p>Case Studies, Case Paper</p>	-	-	-
<p>H.1. Applies skills in interviewing, assessment, and case management for working with individuals, couples, and families from a systems perspective.</p>	<p>COUN 651: Internship I</p> <p>COUN 652: Internship II</p> <p>COUN 653: Internship III</p> <p>COUN 654: Internship IV</p> <p>COUN 655: Internship V</p>	<p>Student Evaluation by Faculty Supervisor</p>	-	-	-
<p>H.2. Uses systems assessment models and procedures to evaluate family functioning.</p>	<p>COUN 651: Internship I</p> <p>COUN 652: Internship II</p> <p>COUN 653: Internship III</p> <p>COUN 654: Internship IV</p> <p>COUN 655:</p>	<p>Student Evaluation by Faculty Supervisor</p>	-	-	-

	Internship V				
H.3. Determines which members of a family system should be involved in treatment.	COUN 651: Internship I COUN 652: Internship II COUN 653: Internship III COUN 654: Internship IV COUN 655: Internship V	Student Evaluation by Faculty Supervisor	-	-	-
I.1. Understands how to critically evaluate research relevant to the practice of marriage, couple, and family counseling.	COUN 514: Research Methods and Statistics	Research Article Analysis	-	-	-
I.2. Knows models of program evaluation relevant for the practice of marriage, couple, and family counseling.	COUN 514: Research Methods and Statistics	Research Study/Project Design	-	-	-
I.3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in marriage, couple, and family counseling.	COUN 514: Research Methods and Statistics	Research Article Analysis	-	-	-
J.1. Applies relevant research findings to inform the practice of marriage, couple, and family counseling.	COUN 690: Integrative Portfolio Project	Action Research Project	-	-	-
J.2. Develops measureable outcomes for marriage, couple, and family counseling programs, interventions, and treatments.	COUN 690: Integrative Portfolio Project	Action Research Project	-	-	-
J.3. Analyzes and uses data to increase the effectiveness of marriage, couple, and family counseling interventions and programs.	COUN 690: Integrative Portfolio Project	Action Research Project	-	-	-

Faculty identified the two most actionable Standards as II.G.4.a, which had six Approaching Standard scores, and CMHC F.3, which had one Below Standard score and six Approaching Standard scores. Standard II.G.4.a addresses career development theories and decision making models, and was assessed in the COUN 518: Introduction to Career Counseling course. Faculty noted that students were underperforming for the formal report of the career development program plan assignment in that course. In future courses, the instructor will outline how to apply career theories to the formal report in more detail before students write the report. Standard CMHC F.3 addresses the ability to modify counseling systems, theories, techniques, and interventions to make them more culturally appropriate for diverse populations. The Standard is assessed in the Practicum and Internship course sequence. Faculty noted that students may need additional preparation in how to modify counseling theories to be more culturally relevant with clients of diverse backgrounds. This finding also seems to support the earlier finding from the site supervisor survey, regarding the need for students to receive additional preparation in how to apply counseling theories in-session.

From this data, the following findings, action items, and modifications were identified.

Findings, Action Items, and Resulting Modifications

Finding	Action Items	Resulting Modifications
Instructors gave students six “Approaching Standard” scores on the Common Core CACREP Standard II.G.4.a.	Address the preparation of students to apply career counseling theories when completing the aligned assignment (Formal Report on Career Development Program Plan) in COUN 518: Introduction to Career Counseling.	The delivery format of the Introduction to Career Counseling course was modified. The instructor will outline how to apply career theories to the formal report in more detail before students write the report.
Instructors gave students one “Below Standard” and six “Approaching Standard” scores on the Clinical Mental Health Counseling specialization area Standard F.3.	Address the preparation of students to apply counseling theories and modify counseling theories to be more culturally relevant with clients of diverse backgrounds.	During internship, students will be allowed to select theories that fit their work with the selected client during case presentations. In the past, students were forced to select theories from a list pre-determined by the instructor. Faculty believe that students will be better able to modify their selected counseling theory to be more culturally relevant when they are able to select the theory most commensurate with their work.

Measurement 3.b. Secondary Rubric Scores for Course Assignments Assessing Competence of the Nine MAC PLOs

Student achievement of introductory, performance, and mastery-level PLO assignments was assessed in aggregate by program faculty for 2014-2015. This year represented the first time the MAC program had a complete dataset for all levels of the nine PLOs.

Table 11 depicts the mean instructor ratings of student performance on program learning outcome assignments. A cursory glance at this table reveals that across the nine PLOs, students received their highest ratings for the mastery-level assignments with the exception of PLO 8. This suggests that students were learning in a progressive fashion, if uneven at times; on occasion, students achieved lower mean ratings for practice level assignments compared to introductory level assignments.

Last year, student writing ability was identified as the most salient potential area for improvement. An action item was determined to modify the instruction of the PLO 7 introductory level assignment (Research Paper and Presentation, COUN 503: Human Growth and Development) to better assist students to grasp APA Style and basic writing fluency early in the program. In 2013-14, this PLO had the highest percentage of students with a Below or Approaching Standard rating. Faculty determined that including more training on the use of

APA Style and writing mechanics at the beginning of the Human Growth and Development course would be useful to best prepare students. The course manager, Carruth, agreed to devote part of the coursework in COUN 503: Human Growth and Development to assist students with writing mechanics and the use of APA Style. Carruth also created an APA Style rubric for the Research Paper and Presentation assignment to better instruct and assess student competence related to APA Style.

As a result of these changes, the mean instructor score for the PLO 7 introductory level assignment increased from 2013-14 to 2014-15. Furthermore, it should be noted that instructor ratings of student writing ability (PLO 7) steadily improved from introductory to mastery level competence. This suggests that not only has instruction improved for the PLO 7 introductory level assignment, but that student learning continues throughout the program in a progressive fashion with regards to writing ability.

Table 11

Instructor Ratings of Student Performance on Program Learning Outcomes, by Assignment

PLO	Level*	Course	Assignment	M	SD
1. Apply sound essential counseling skills derived from a credible knowledge base that encompasses diverse theoretical perspectives.	I	COUN 651 (Internship I)	Clinical Case Presentation	3.11	.33
	P	COUN 652 (Internship II)	Clinical Case Presentation	3.25	.71
	M	COUN 653 (Internship III)	Clinical Case Presentation	4.00	.00
2. Recognize and apply professional ethical standards including clear and appropriate relationships with clients, colleagues, and the community	I	COUN 510 (Professional Ethics and Law)	Clinical Ethical Situations	3.26	.45
	P	COUN 631 (Practicum II)	Practicum Evaluation by Faculty Supervisor	3.27	.45
	M	COUN 653 (Internship III)	Internship Evaluation by Faculty Supervisor	3.94	.18
3. Articulate and apply a range of coherent theoretical approaches that are relevant to clients' concerns and aspirations.	I	COUN 503 (Human Growth and Development)	Self-Reflection Paper	3.43	.67
	P	COUN 526 (Counseling Theory)	Philosophy of Counseling Paper	3.25	.59
	M	COUN 550 (Comprehensive Exam)	Comprehensive Examination	3.65	.61
4. Recognize and positively influence intrapersonal and interpersonal dynamics in counseling with individuals, groups, couples, and families	I	COUN 501 (Introduction to Counseling Practice)	Skills Practice Triads	3.26	.46
	P	COUN 527 (Group Counseling)	Group Leadership Co-facilitation & Evaluation	3.34	.47
	M	COUN 512 (Marriage, Couple, and Family Counseling)	Assessment and Intervention Paper	3.68	.47
5. Collaborate with people of diverse	I	COUN 518 (Career Development)	Structured Interview and Report	3.36	.53

ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs and socioeconomic status.	P	COUN 502 (Multicultural Counseling)	Structured Interview and Report	2.98	.35
	M	COUN 502 (Multicultural Counseling)	Group Report	3.42	.64
6. Establish a commitment to professional development through continuing education, clinical supervision, self-reflection, and consultation with peers.	I	COUN 501 (Introduction to Counseling Practice)	Professional Identity Statement	3.40	.50
	P	COUN 630 (Practicum I)	Practicum Supervision Contract	3.12	.33
	M	COUN 651 (Internship I)	Internship Supervision Contract	3.56	.53
7. Produce written communication that meets professional standards.	I	COUN 503 (Human Growth and Development)	Research Paper and Presentation	3.14	.88
	P	COUN 517 (Psychopathology)	Case Conceptualization, Diagnosis, and Treatment Plan	3.30	.87
	M	COUN 690 (Integrative Portfolio Project)	Action Research Project	3.50	.53
8. Locate and critically evaluate research related to core areas of counseling practice.	I	COUN 514 (Research Methods and Statistics)	Locating and Evaluating Research	3.15	.53
	P	COUN 514 (Research Methods and Statistics)	Research Article Analysis	3.28	.69
	M	COUN 525 (Testing and Assessment)	Assessment Summary Report	3.07	.38
9. Demonstrate an understanding of the role of counselors in promoting social justice and the well-being of the greater community.	I	COUN 630 (Practicum I)	Social Justice Case Presentation	3.46	.51
	P	COUN 631 (Practicum II)	Social Justice Case Presentation	3.08	.28
	M	COUN 690 (Integrative Portfolio Project)	Advocacy Competencies	3.63	.52

Note. * I = Introductory Level, P = Practice Level, M = Mastery Level.

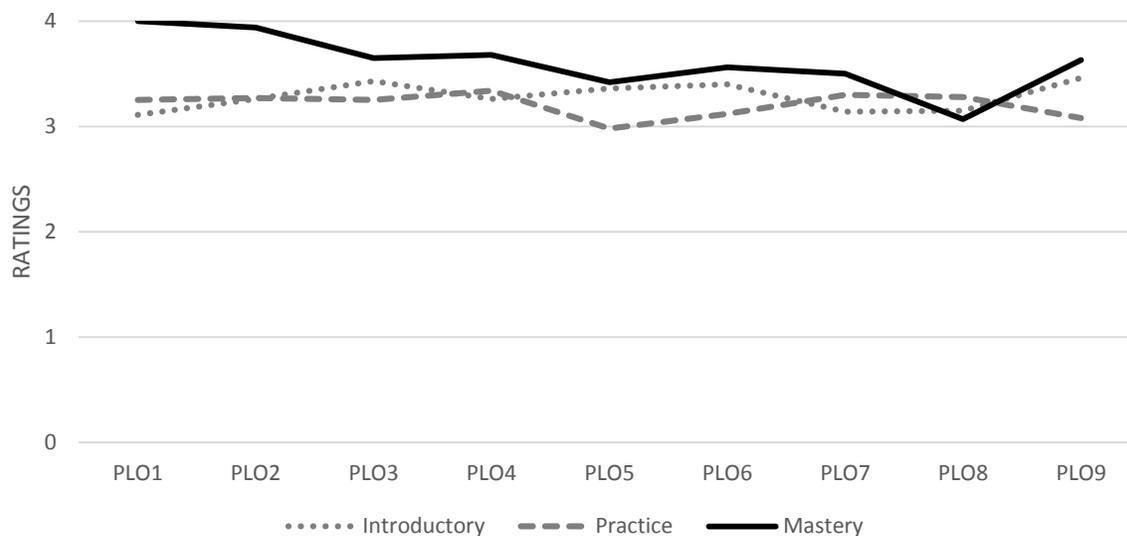


Figure 1. Mean instructor ratings of student performance on Program Learning Outcomes assignments, for introductory, practice, and mastery levels.

Faculty identified two areas for improvement from student performance on the MAC PLOs. First, student performance on PLO 8 was identified as a potential area for improvement. The mastery level assignment for PLO 8 (Assessment Summary Report, COUN 525: Testing and Assessment) received the only lower mean instructor rating ($M = 3.07$) compared with the practice level assignment for that PLO ($M = 3.28$). Second, the Structured Interview and Report assignment (PLO5-Practice) in the Multicultural Counseling course had the lowest mean PLO scores of any assignment ($M = 2.98$). The program should consider whether additional instruction is needed for students to meet that competency through the assignment, or whether another assignment would better assess practice-level competence for PLO 5 and mastery-level competence for PLO 8.

Based on this data, the following findings, action items, and modifications were identified.

Findings, Action Items, and Resulting Modifications

Finding	Action item	Modification
The mastery level assignment for PLO 8 (Assessment Summary Report, COUN 525: Testing and Assessment) received the only lower mean instructor rating ($M = 3.07$) compared with the practice level assignment ($M = 3.28$).	The program will consider whether additional instruction is needed for students to meet that competency through the assignment, or whether another assignment would better assess mastery-level competence for PLO 8.	Upon examination, two assessments (introductory, practice-level) were used in one course (Research Methods) for PLO 8. The mastery-level assignment therefore received lower scores than the practice-level assignment, since the same instructor graded the same

		<p>students at two different points (intro, practice-level) in the same course (Research Methods) and was likely to give students a higher rating in the later assessment (practice-level). In contrast, the mastery-level assignment is the only assessment used in the Testing and Assessment course, and the instructor is less likely to grade students higher due to observer bias. Another course (Human Growth and Development) will contain the PLO 8 introductory-level assessment previously assigned to Research Methods.</p>
<p>The practice level assignment for PLO 5 (Structured Interview and Report, COUN 502: Multicultural Counseling) had the lowest mean PLO scores of any assignment ($M = 2.98$).</p>	<p>The program will consider whether additional instruction is needed for students to meet that competency through the assignment, or whether another assignment would better assess practice-level competence for PLO 5.</p>	<p>Upon examination, two assessments (practice, mastery-level) were used in one course (Multicultural Counseling) for PLO 5. It is problematic for the same instructor to grade the same students at two different points (practice, mastery-level) in the same course (Multicultural Counseling) because the instructor was likely to give students a higher rating in the later assessment (mastery-level) compared to practice-level. Another course (Internship III) will contain the PLO 5 mastery-level assessment previously assigned to Multicultural Counseling.</p>

Appendix A: Annual Review of Student Progress Form



Annual Review of Student Progress Form

**DIVISION OF ARTS AND SCIENCES
MASTER OF ARTS IN COUNSELING (MAC) PROGRAM**

Name of Student:

Academic Year Reviewed:

Name of Advisor:

Date of Meeting:

CACREP Standards (Below Standard)

CACREP Standards (Approaching Standard)

Program Learning Outcomes

Program Learning Outcome	Level	Assignment	Score*
1. Apply sound essential counseling skills derived from a credible knowledge base that encompasses diverse theoretical perspectives.	Intro	Clinical Case Presentation	
	Practice	Clinical Case Presentation	
	Mastery	Clinical Case Presentation	
2. Recognize and apply professional ethical standards including clear and appropriate relationships with clients, colleagues, and the community.	I	Clinical Ethical Situations	
	P	Practicum Evaluation by Faculty Supervisor	
	M	Internship Evaluation by Faculty Supervisor	
3. Articulate and apply a range of coherent theoretical approaches that are relevant to clients' concerns and aspirations.	I	Self-Reflection Paper	
	P	Philosophy of Counseling Paper	
	M	Comprehensive Examination	
4. Recognize and positively influence intrapersonal and interpersonal dynamics in counseling with individuals, groups, couples, and families.	I	Skills Practice Triads	
	P	Group Leadership Co-facilitation and Evaluation	
	M	Assessment and Intervention Paper	

5. Collaborate with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs and socioeconomic status.	I	Structured Interview and Report	
	P	Structured Interview and Report	
	M	Group Report	
6. Establish a commitment to professional development through continuing education, clinical supervision, self-reflection, and consultation with peers.	I	Professional Identity Statement	
	P	Practicum Supervision Contract	
	M	Internship Supervision Contract	
7. Produce written communication that meets professional standards.	I	Research Paper and Presentation	
	P	Full Case Evaluation with Treatment Plan	
	M	Human Behavior Essay	
8. Locate and critically evaluate research related to core areas of counseling practice.	I	Locating and Evaluating Research	
	P	Research Article Analysis	
	M	Action Research Project	
9. Demonstrate an understanding of the role of counselors in promoting social justice and the well-being of the greater community.	I	Social Justice Case Presentation	
	P	Social Justice Case Presentation	
	M	Advocacy Competencies	

* Note. 1 = Below Standard, 2 = Approaching Standard, 3 = At Standard, 4 = Exceeds Standard.

Comments on Academic Performance

Comments on Professional Development

Comments on Interpersonal Development

Areas for Remediation (if any)

 (Student Signature)

 (Date)

 (Faculty Advisor Signature)

 (Date)

Appendix B: Focus of Concern Form



**DIVISION OF ARTS AND SCIENCES
MASTER OF ARTS IN COUNSELING PROGRAM**

**FOCUS OF CONCERN FORM:
PROFESSIONAL AND INTERPERSONAL DEVELOPMENT**

Name of Student: _____ Date: _____

Name of Instructor/Supervisor/Faculty Advisor: _____

Student Area of Concern:

Professional Development

- Consistently arriving late or leaving early (CityU classes, or practicum/internship site)
- Missing scheduled commitments without informing instructor/supervisor (class, client sessions, advising meetings)
- Refusing to take responsibility for behavior
- Refusing to accept feedback from faculty, instructor, or supervisor
- Other: _____

Interpersonal Development

- Verbal or written attacks of classmates and/or instructors
- Domineering classroom discussions or online discussion boards
- Posting inappropriate content on discussion boards or social media sites
- Offensive or disrespectful interpersonal behavior toward a cultural group
- Counselor impairment, such as admission to inpatient/residential psychiatric or addiction treatment, symptoms of psychopathology or addiction, suicidal ideation, homicidal ideation
- Other: _____

Elaborated description:

Recommendation to remediation? Yes No

Signed: _____ Date: _____

(Instructor, Supervisor, or Faculty Advisor)