

# Assessment: Account Information Four Column

## Degree Program - COE - Counselor Education - Clinical Mental Health Counseling (MED)

**CIP Code:** 13.1101.00

**Disciplinary Accrediting Body:** CACREP

**Next Program Review:** 20-21

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**Program Purpose Statement:** The Clinical Mental Health Counseling program in prepares students to create and implement treatment plans and programs to serve the needs of clients, communities, and agencies where our students are and will be employed.

**Assessment Coordinator:** Larry Hovey

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions for Improvement</i>
<b>Needs Assessment (Phase 1)</b> - Develop and conduct a needs assessment (pre and post measures of mental health gains) to identify programs needed for their work settings. <b>Outcome Status:</b> Active <b>Outcome Type:</b> Student Learning	<b>Course Level Assessment</b> - Each of the P1 courses (EPCE 5353, 5355, 5364, 5367, 5370, 5371, 5372, 5376 and 5377 are all assessed with an A&E Rubric. <b>Criterion:</b> A score of 3 or higher on the A&E rubrics. <b>Related Documents:</b> <a href="#">COE Assessment Overview.docx</a> <a href="#">Family Counseling Case Study Rubric.docx</a>	<b>Assessment Cycle:</b> 2018 - 2019 <b>Result Type:</b> Criterion Met A&E: n = 214, mean = 4.66 (SD = 0.384) EOP: n = 22, mean = 4.67 (SD = 0.456) (09/30/2019)	<b>Actions for Improvement:</b> CACREP Standards and course syllabi continue to be reviewed as required. A survey is in the process of being prepared for each course asking students to rate their understanding of the CACREP Standards presented in each specific course. Faculty will be asked to rate their presentation of CACREP Standards in each course taught. (09/30/2019) <b>Follow-Up: Evidence of Improvement:</b> CACREP standards

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			have been reviewed and syllabi revised as needed. (09/30/2019)
		<b>Assessment Cycle:</b> 2017 - 2018 <b>Result Type:</b> Criterion Met A&E: n=401 mean = 4.11 SD = 0.53 EOP: n=43 mean = 4.20 SD = 0.49 (10/30/2018)	<b>Actions for Improvement:</b> Course syllabi will be revised to show specific CACREP Standards for each course. A survey will be prepared for each course asking students to rate their learning in each course according to the CACREP Standards specific to the course. Faculty will also rate their performance as to presenting the CACREP Standards in each course. The data provided will determine changes needed to better student learning. (10/30/2018) <b>Follow-Up: Evidence of Improvement:</b> CACREP Standards were reviewed and syllabi revised to show changes. EPCE 5353 and EPCE 5358 as separate introductory courses allowed students to learn more about their specific area, Clinical Mental Health or School Counseling, and begin to develop their professional identity as a counselor. (10/30/2018)
		<b>Assessment Cycle:</b> 2016 - 2017 <b>Result Type:</b> Criterion Met A&E: n=408, mean = 3.99, SD = 0.58 EOP: n= 40, mean =4.23, SD = 0.66 (07/10/2017)	<b>Actions for Improvement:</b> CACREP Standards will be reviewed and syllabi revised to show changes. EPCE 5353 and EPCE 5358 will be separate introductory courses rather than one combined course. (09/27/2017)
		<b>Assessment Cycle:</b> 2015 - 2016 <b>Result Type:</b> Criterion Met	<b>Actions for Improvement:</b> EPCE 5353 and EPCE 5358 will be

Student Learning Outcomes	Assessment Methods	Results	Actions for Improvement
		A&E: n=312, mean score 4.40, SD 0.64 (06/01/2016) (06/28/2016)	combined into a reorganized course that highlights professional orientation and professional identity. EPCE 5365 and EPCE 5366 were moved from Phase 2 to Phase 1 to better reflect the purpose of the courses. EPCE 5367 was replaced as End-of-Phase course for Phase 1 with EPCE 5357 Techniques of Counseling I, which represents the overall results of the Phase 1 courses. (06/28/2016)
		<p><b>Assessment Cycle:</b> Action Complete (Prior to 2015-2016)</p> <p><b>Result Type:</b> Criterion Met</p> <p>Results of A&amp;E and End of Phase Assessments</p> <p>Means were acquired from scores of individual students enrolled in the P1 courses over the past three semesters with the following results:</p> <p>EPCE 5353 – 3.62  EPCE 5355 – 3.83  EPCE 5364 – 4.39  EPCE 5370 – 3.55  EPCE 5371 – 3.82  EPCE 5372 – 3.92  EPCE 5376 – 0  EPCE 5377 – 0  (5376 and 5377 were not taught during this time period.)</p> <p>End-of-Phase  EPCE 5376 – 4.58</p> <p>The overall mean for the P1 courses was 3.96. (06/06/2015)</p> <p><b>Related Documents:</b>  <a href="#">PC 2014 End of Year Report.docx</a></p>	<p><b>Actions for Improvement:</b></p> <p>Student Action for Improvement  A remediation plan is developed for students who do not achieve mastery of the objectives. The plan is individualized and may include one or a combination of the following:</p> <ul style="list-style-type: none"> <li>• Repeat the course(s)</li> <li>• Repeat specific components of the course(s)</li> <li>• Enroll in an equivalent course</li> <li>• Meet with the faculty member and successfully complete additional assignments</li> <li>• Meet with all EPCE faculty to discuss the content of a remediation plan</li> </ul> <p>Program Action for Improvement</p> <ul style="list-style-type: none"> <li>• The data indicated more information/course content is needed in such areas as crisis counseling, techniques, and grief/loss.</li> <li>• Added an additional</li> </ul>

Student Learning Outcomes	Assessment Methods	Results	Actions for Improvement
	<p><b>Course Level Assessment</b> - The End-of-Phase course for P1 (EPCE 5367, Marriage &amp; Family Counseling for Professional Counselors) is assessed by the Family Counseling Case Study Evaluation (<a href="#">link</a>) (Active)</p> <p><b>Criterion:</b> A score of 3 or higher on the end of phase rubric</p>	<p><b>Assessment Cycle:</b> 2018 - 2019</p> <p><b>Result Type:</b> Criterion Met</p> <p>A&amp;E: n = 214, mean = 4.66 (SD = 0.384)</p> <p>EOP: n = 22, mean = 4.67 (SD = 0.456) (09/30/2019)</p>	<p>course "Dysfunctional Behavior for Children" to our degree plan.</p> <ul style="list-style-type: none"> <li>Identified problematic issues that were evident in student professionalism, such as students' use of technology in the classroom and students not presenting themselves in a professional manner. (06/06/2015)</li> </ul> <p><b>Actions for Improvement:</b> CACREP Standards and course syllabi continue to be reviewed as required. A survey is in the process of being prepared for each course asking students to rate their understanding of the CACREP Standards presented in each specific course. Faculty will be asked to rate their presentation of CACREP Standards in each course taught. (09/30/2019)</p> <p><b>Follow-Up: Evidence of Improvement:</b> CACREP standards have been reviewed and syllabi revised as needed. (09/30/2019)</p>
		<p><b>Assessment Cycle:</b> 2017 - 2018</p> <p><b>Result Type:</b> Criterion Met</p> <p>A&amp;E: n=401 mean =4.11 SD = 0.53</p> <p>EOP: n=43 mean = 4.20 SD = 0.49 (10/30/2018)</p>	<p><b>Actions for Improvement:</b> Course syllabi will be revised to show specific CACREP Standards for each course. A survey will be prepared for each course asking students to rate their learning in each course according to the CACREP Standards specific to the course. Faculty will also rate their performance as to presenting the CACREP Standards in each course.</p>

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			<p>The data provided will determine changes needed to better student learning. (10/30/2018)</p> <p><b>Follow-Up: Evidence of Improvement:</b> CACREP Standards were reviewed and syllabi revised to show changes. EPCE 5353 and EPCE 5358 as separate introductory courses allowed students to learn more about their specific area, Clinical Mental Health or School Counseling, and begin to develop their professional identity as a counselor. (10/30/2018)</p>
		<p><b>Assessment Cycle:</b> 2016 - 2017  <b>Result Type:</b> Criterion Met  EOP: n=40, mean = 4.23, SD = 0.66 (07/10/2017)</p>	<p><b>Actions for Improvement:</b>  CACREP Standards will be reviewed and syllabi revised to show changes. (09/27/2017)</p>
		<p><b>Assessment Cycle:</b> 2015 - 2016  <b>Result Type:</b> Criterion Met  The End of Phase for Phase 1 (EPCE 5367) was: n=36, mean of 3.74, SD=1.49. (06/28/2016)</p>	<p><b>Actions for Improvement:</b>  Because the information from this course was determined to be less indicative of the overall learning in Phase 1, the EOP course was changed to EPCE 5357, Techniques of Counseling I. EPCE 5357 is assessed by the Individual Counseling Competencies Rubric. (06/28/2016)</p>
<p><b>Implement and Evaluate (Phase 2) -</b>  Create, implement and evaluate the impact of treatment plans and programs that serve the needs of the clients, communities, and agencies where EPCE graduates are employed.  <b>Outcome Status:</b> Active  <b>Outcome Type:</b> Student Learning</p>	<p><b>Course Level Assessment -</b> Each of the P2 courses (EPCE 5354, 5357, 5365, 5366, 5373, and 5374 all assessed with an A&amp;E Rubric  <b>Criterion:</b> A score of 3 or higher on the A&amp;E rubric.  <b>Related Documents:</b>  <a href="#">Group Counseling Rubric.docx</a></p>	<p><b>Assessment Cycle:</b> 2018 - 2019  <b>Result Type:</b> Criterion Met  A&amp;E: n = 41, mean = 4.7 (SD = 0.195)  EOP: n = 21, mean = 4.89 (SD = 0.124) (09/30/2019)</p>	<p><b>Actions for Improvement:</b>  CACREP Standards and course syllabi continue to be reviewed as required. A survey is in the process of being prepared for each course asking students to rate their understanding of the CACREP Standards presented in</p>

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	<a href="#">Counseling Techniques Rubric (5357).docx</a>		<p>each specific course. Faculty will be asked to rate their presentation of CACREP Standards in each course taught. Phase 2 course continue to incorporate role-play and practice to prepare students for Phase 3 counseling with actual clients. (09/30/2019)</p> <p><b>Follow-Up: Evidence of Improvement:</b> CACREP standards have been reviewed and syllabi revised as needed. Phase 2 courses continued incorporate role-play and practice to prepare students for Phase 3 counseling with actual clients; students who benefited from more role-play and practice in the Phase 2 courses proved to be more confident and capable when they went into the clinical courses. (09/30/2019)</p>
		<p><b>Assessment Cycle:</b> 2017 - 2018  <b>Result Type:</b> Criterion Met  A&amp;E: n=35, mean = 3.97, SD=0.89  EOP: n=44, mean = 4.17, SD=0.59 (10/17/2018)</p>	<p><b>Actions for Improvement:</b> Course syllabi will be revised to show specific CACREP Standards for each course. A survey will be prepared for each course asking students to rate their learning in each course according to the CACREP Standards specific to the course. Faculty will also rate their performance as to presenting the CACREP Standards in each course. The data provided will determine changes needed to better student learning. Phase 2 course continue to incorporate role-play and practice to prepare students for Phase 3 counseling with actual</p>

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			<p>clients. (10/17/2018)</p> <p><b>Follow-Up: Evidence of Improvement:</b> CACREP Standards were reviewed and syllabi revised to show changes. Phase 2 courses continued incorporate role-play and practice to prepare students for Phase 3 counseling with actual clients; students who benefited from more role-play and practice in the Phase 2 courses proved to be more confident and capable when they went into the clinical courses. (10/30/2018)</p>
		<p><b>Assessment Cycle:</b> 2016 - 2017  <b>Result Type:</b> Criterion Met  A&amp;E: n=20, mean = 3.61, SD = 0.93  EOP: n=40, mean = 4.04, SD = 0.68 (07/10/2017)</p>	<p><b>Actions for Improvement:</b>  CACREP Standards will be reviewed and syllabi revised to show changes. Phase 2 courses continue to incorporate role-play and practice to prepare students for Phase 3 counseling with actual clients. (09/27/2017)</p>
		<p><b>Assessment Cycle:</b> 2015 - 2016  <b>Result Type:</b> Criterion Met  A&amp;E: n=97, mean of 4.35, SD=0.89 (06/01/2016)  (06/28/2016)</p>	<p><b>Actions for Improvement:</b> Three courses were removed from Phase 2 (EPCE 5357, EPCE 5365, EPCE 5366) because the course content was more indicative of Phase 1 than Phase 2. Because Phase 2 courses are in-class training for work with actual clients, course content was reorganized to include more role play.</p> <p>The End of Phase course for Phase 2 will be EPCE 5354, Group Counseling. (06/28/2016)</p>
		<p><b>Assessment Cycle:</b> Action Complete (Prior to 2015-2016)</p>	

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		<p><b>Result Type:</b> Criterion Met</p> <p>Means were acquired from scores of individual students enrolled in the P1 courses over the past three semesters with the following results:</p> <p>EPCE 5365 – 0  EPCE 5366 – 4.52  EPCE 5373 – 3.33  EPCE 5374 – 0  (5365 and 5374 were not taught during this time period.)</p> <p>End-of-Phase  EPCE 5354 – 3.86  EPCE 5357 – 3.76</p> <p>The overall mean for the P2 courses was 3.87. (06/06/2015)</p>	<p><b>Actions for Improvement:</b></p> <p>Student Action for Improvement</p> <ul style="list-style-type: none"> <li>Students become aware of and understand about the importance of the Trademark Outcomes (TOs), Scope and Sequence, A&amp;E Assessments, and End-of-Phase Assessment.</li> </ul> <p>Program Action for Improvement</p> <ul style="list-style-type: none"> <li>Continue to refine and improve our database.</li> <li>Continue to discuss feedback and data and make changes as appropriate (06/06/2015)</li> </ul>
	<p><b>Course Level Assessment</b> - The End-of-Phase courses for P2 (EPCE 5354, Group Counseling and 5357 Techniques of Counseling.) are Group Counseling Competencies Rubric and Counseling Techniques Evaluation Rubric.</p> <p><b>Criterion:</b> A score of 3 or higher on the End of Phase rubric</p>	<p><b>Assessment Cycle:</b> 2018 - 2019</p> <p><b>Result Type:</b> Criterion Met</p> <p>A&amp;E: n = 41, mean = 4.7 (SD = 0.195)  EOP: n = 21, mean = 4.89 (SD = 0.124) (09/30/2019)</p>	<p><b>Actions for Improvement:</b></p> <p>CACREP Standards and course syllabi continue to be reviewed as required. A survey is in the process of being prepared for each course asking students to rate their understanding of the CACREP Standards presented in each specific course. Faculty will be asked to rate their presentation of CACREP Standards in each course taught. Phase 2 course continue to incorporate role-play and practice to prepare students for Phase 3 counseling with actual clients. (09/30/2019)</p> <p><b>Follow-Up: Evidence of Improvement:</b> CACREP standards have been reviewed and syllabi revised as needed. Phase 2 courses continued incorporate role-play and practice to prepare students for Phase 3 counseling</p>



Student Learning Outcomes	Assessment Methods	Results	Actions for Improvement
			with actual clients; students who benefited from more role-play and practice in the Phase 2 courses proved to be more confident and capable when they went into the clinical courses. (09/30/2019)
		<b>Assessment Cycle:</b> 2017 - 2018 <b>Result Type:</b> Criterion Met A&E: n=35 mean = 3.97 SD = 0.88 EOP: n=44 mean = 4.17 SD = 0.59 (10/30/2018)	<b>Actions for Improvement:</b> Course syllabi will be revised to show specific CACREP Standards for each course. A survey will be prepared for each course asking students to rate their learning in each course according to the CACREP Standards specific to the course. Faculty will also rate their performance as to presenting the CACREP Standards in each course. The data provided will determine changes needed to better student learning. Phase 2 course continue to incorporate role-play and practice to prepare students for Phase 3 counseling with actual clients. (10/30/2018)  <b>Follow-Up: Evidence of Improvement:</b> CACREP Standards were reviewed and syllabi revised to show changes. Phase 2 courses continued incorporate role-play and practice to prepare students for Phase 3 counseling with actual clients; students who benefited from more role-play and practice in the Phase 2 courses proved to be more confident and capable when they went into the clinical courses. (10/30/2018)

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		<b>Assessment Cycle:</b> 2016 - 2017 <b>Result Type:</b> Criterion Met EOP: n=40, mean = 4.04, SD = 0.68 (07/10/2017)	<b>Actions for Improvement:</b> CACREP Standards will be reviewed and syllabi revised to show changes. Phase 2 courses continue to incorporate role-play and practice to prepare students for Phase 3 counseling with actual clients. (09/27/2017)
		<b>Assessment Cycle:</b> 2015 - 2016 <b>Result Type:</b> Criterion Met n=24, mean of 4.45, SD=0.35 (07/05/2016)	<b>Actions for Improvement:</b> Moved classes (EPCE 5365, Dysfunctional Child and EPCE 5366, Dysfunctional Adult) from Phase 2 to Phase 1 to better reflect the purpose of the courses. (07/05/2016)
<b>Address Client Needs (Phase 3) -</b> Develop and deliver treatment plans that address clients' individual needs.  Apply effective use of appropriate counseling techniques in congruence with client needs. <b>Outcome Status:</b> Active <b>Outcome Type:</b> Student Learning	<b>Course Level Assessment -</b> Each of the P3 courses (EPCE 5094, 5360, and 5366) all assessed with an A&E Rubric  The End-of-Phase course for P3 (EPCE 5094) is assessed by Counselor-in-Training Counseling Competencies Rubric (link) <b>Criterion:</b> A score of 3 or higher on the A&E and End of Phase rubrics.  <b>Related Documents:</b> <a href="#">Counselor in Training Competencies P3.docx</a> <a href="#">CACREP Evaluation.docx</a> <a href="#">Clinical Scope &amp; Sequence.docx</a>	<b>Assessment Cycle:</b> 2018 - 2019 <b>Result Type:</b> Criterion Met A&E: n = 41, mean = 4.75 (SD = 0) EOP: n = 26, mean = 4.75 (SD = 0) (09/30/2019)	<b>Actions for Improvement:</b> CACREP Standards and course syllabi continue to be reviewed as required. A survey is in the process of being prepared for each course asking students to rate their understanding of the CACREP Standards presented in each specific course. Faculty will be asked to rate their presentation of CACREP Standards in each course taught. Doctoral students will continue to work with master's students in EPCE 5094 on comprehensive exam review. (09/30/2019)  <b>Follow-Up: Evidence of Improvement:</b> CACREP standards have been reviewed and syllabi revised as needed. Doctoral students worked with master's students in EPCE 5094 Internship

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			to prepare them for the comprehensive examination. (09/30/2019)
		<b>Assessment Cycle:</b> 2017 - 2018 <b>Result Type:</b> Criterion Met A&E: n=59, mean = 4.07; SD = 0.92 EOP: n=29, mean = 4.22, SD = 0.57  Comprehensive Exam: n=29, mean = 93.487 (10/17/2018)	<b>Actions for Improvement:</b> Course syllabi will be revised to show specific CACREP Standards for each course. A survey will be prepared for each course asking students to rate their learning in each course according to the CACREP Standards specific to the course. Faculty will also rate their performance as to presenting the CACREP Standards in each course. The data provided will determine changes needed to better student learning. Doctoral students will continue to work with master's students in EPCE 5094 on comprehensive exam review. (10/17/2018)  <b>Follow-Up: Evidence of Improvement:</b> CACREP Standards were reviewed and syllabi revised to show changes. Doctoral students worked with master's students in EPCE 5094 Internship to prepare them for the comprehensive examination, which showed an improvement in scores. (10/30/2018)
		<b>Assessment Cycle:</b> 2016 - 2017 <b>Result Type:</b> Criterion Met A&E: n=49, mean = 3.61, SD = 1.05 EOP: n=7, mean = 3.02, SD = 0.68  Comprehensive Exam: n=16, mean = 80.35 (07/10/2017)	<b>Actions for Improvement:</b> CACREP Standards will be reviewed and syllabi revised to show changes. Doctoral students are working with master's students in EPCE 5094 Internship to prepare them for the

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			comprehensive examination. (09/27/2017)
		<b>Assessment Cycle:</b> 2015 - 2016 <b>Result Type:</b> Criterion Met A&E: n=62, mean of 4.02, SD=0.46 (06/28/2016)	<b>Actions for Improvement:</b> Revisiting the organization of the program courses allowed implementation of changes that will result in better training for student counselors. (06/28/2016)
		<b>Assessment Cycle:</b> Action Complete (Prior to 2015-2016) <b>Result Type:</b> Criterion Met Means were acquired from scores of individual students enrolled in the P3 courses over the past three semesters with the following results:  EPCE 5360 – 4.22 EPCE 5094 – 4.05  End-of-Phase EPCE 5094 – 4.30  The overall mean score for P3 courses was 4.19. (06/06/2015) <b>Related Documents:</b> <a href="#">CACREP Standards Fall 2014 - Summer 2015.xlsx</a> <a href="#">CMHC TO Scores (Spring 2015).docx</a>	<b>Actions for Improvement:</b> Moved classes (EPCE 5365, Dysfunctional Child and EPCE 5366, Dysfunctional Adult) from Phase 2 to Phase 1 to better reflect the purpose of the courses. (07/05/2016)  <b>Actions for Improvement:</b> Student Action for Improvement <ul style="list-style-type: none"> <li>Students are encouraged to be active in Chi Sigma Iota and present at conferences</li> </ul> Program Action for Improvement <ul style="list-style-type: none"> <li>Continue to expand and advertise Trademark Outcomes (TOs) to site supervisors, advisory board members, and prospective employers so that all are aware that our students are distinct from graduates of other programs.</li> <li>Fully implement the new 60-hour program in Clinical Mental Health Counseling.</li> <li>Recruit students for the MEd in Clinical Mental Health Counseling program. (06/06/2015)</li> </ul>
	<b>Course Level Assessment</b> - The End-of-Phase course for P3 (EPCE 5094) is assessed by Counselor-in-Training	<b>Assessment Cycle:</b> 2018 - 2019 <b>Result Type:</b> Criterion Met A&E: n = 41, mean = 4.75 (SD = 0)	<b>Actions for Improvement:</b> CACREP Standards and course syllabi continue to be reviewed as

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	Counseling Competencies Rubric (Active) <b>Criterion:</b> A score of 3 or higher on the End of Phase rubric.	EOP: n = 26, mean = 4.75 (SD = 0) (09/30/2019)	required. A survey is in the process of being prepared for each course asking students to rate their understanding of the CACREP Standards presented in each specific course. Faculty will be asked to rate their presentation of CACREP Standards in each course taught. Doctoral students will continue to work with master's students in EPCE 5094 on comprehensive exam review. (09/30/2019)  <b>Follow-Up: Evidence of Improvement:</b> CACREP standards have been reviewed and syllabi revised as needed. Doctoral students worked with master's students in EPCE 5094 Internship to prepare them for the comprehensive examination. (09/30/2019)
		<b>Assessment Cycle:</b> 2017 - 2018 <b>Result Type:</b> Criterion Met A&E: n=59 mean = 4.07 SD = 0.92 EOP: n=29 mean = 4.22 SD = 0.57  Comprehensive Exam: n=29 mean = 93.487 (10/30/2018)	<b>Actions for Improvement:</b> Course syllabi will be revised to show specific CACREP Standards for each course. A survey will be prepared for each course asking students to rate their learning in each course according to the CACREP Standards specific to the course. Faculty will also rate their performance as to presenting the CACREP Standards in each course. The data provided will determine changes needed to better student learning. Doctoral students will continue to work with master's students in EPCE 5094 on comprehensive exam review.

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			(10/30/2018) <b>Follow-Up: Evidence of Improvement:</b> CACREP Standards were reviewed and syllabi revised to show changes. Doctoral students worked with master's students in EPCE 5094 Internship to prepare them for the comprehensive examination, which showed an improvement in scores. (10/30/2018)
		<b>Assessment Cycle:</b> 2016 - 2017 <b>Result Type:</b> Criterion Met EOP: n=7, mean = 3.02, SD = 0.89  Comprehensive Exam: n=16, mean = 80.35 (07/10/2017)	<b>Actions for Improvement:</b> CACREP Standards will be reviewed and syllabi revised to show changes. Doctoral students are working with master's students in EPCE 5094 Internship to prepare them for the comprehensive examination. (09/27/2017)
		<b>Assessment Cycle:</b> 2015 - 2016 <b>Result Type:</b> Criterion Met n=19, mean of 4.61, SD=0.55 (07/05/2016)	<b>Actions for Improvement:</b> Reorganized Introductory classes (EPCE 5353, CMHC and EPCE 5358, School) into one course that highlights professional orientation and professional identity. (07/05/2016)
<b>Phase 1</b> - Students will develop the knowledge base and cognitive understanding needed to acquire fundamental counseling concepts related to mental health counseling including but not limited to fundamental issues in counseling, counseling theory, career counseling, family counseling, addictions, assessment, crisis counseling,	Assessment will be through multiple choice exams and projects in the following courses: Community Counseling, Career Counseling, Theories of Counseling, Family Counseling, Ethical and Legal Issues in Counseling, and Counseling Diverse Populations.	<b>Assessment Cycle:</b> Action In Progress (Prior to 2015-2016) <b>Result Type:</b> Inconclusive Program assessment results are pending due to major overall of all college assessment activities beginning FY 2012. Initial reforms focused on developing higher order trademark outcomes (program purposes), student learning outcomes, assessments, and criteria for success. Results will become available as students move into each phase of the program. (11/29/2012)	<b>Actions for Improvement:</b> Program faculty determined that although data were collected, results were often overly general or excessively positive to support meaningful actions for improvement. Therefore drastic assessment reforms were initiated—future employers surveyed, professional literature

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<p>diversity, and ethics. Students will be able to integrate knowledge about effective and ineffectiveness principles in mental health counseling. Further, students will begin to form clear, concise, and easily understood concepts about mental health counseling programs and recognize programs designed to meet the needs of clients and communities.</p> <p><b>Outcome Status:</b> Inactive</p> <p><b>Outcome Type:</b> Student Learning</p>			<p>and standards reviewed, intense discussions occurred, and focused timelines for improvements established.</p> <p>Every program developed a trademark outcome: A distinctive product and skill set separating graduates in that program from individuals in similar fields—thus providing a differential advantage for COE graduates.</p> <p>Also, each program was organized into three Phases. Phase One (P1) emphasizing the foundational knowledge and skills required in the discipline. Phase Two (P2) incorporating the knowledge and skills from P1 and assimilating them into practice in guided and hypothetical settings, such as case studies. Phase Three (P3) integrating the knowledge and skills from Phase 1 with the simulated application from Phase 2, and employing them in authentic real world settings.</p> <p>This assessment reform is intense and ongoing, with dozens of documents illustrating the process available for review in Dropbox and SharePoint archives. (06/08/2015)</p> <p><b>Follow-Up: Evidence of Improvement:</b> Focus groups of potential employers provided insight into potential trademark</p>

Student Learning Outcomes	Assessment Methods	Results	Actions for Improvement
<p><b>Phase 2</b> - Students will apply knowledge and skills and begin to integrate and apply reasoning principles involved with treatment planning services. Students will be able to integrate counseling theory and techniques into counseling practice whereby they are able to understand the common threads involved in case conceptualization and initial plans for treatment.</p> <p><b>Outcome Status:</b> Inactive</p> <p><b>Outcome Type:</b> Student Learning</p>	<p>Assessment of student reasoning will occur through role-playing, case conceptualization, and examinations using case studies</p>	<p><b>Assessment Cycle:</b> Action In Progress (Prior to 2015-2016)</p> <p><b>Result Type:</b> Inconclusive</p> <p>Program assessment results are pending due to major overall of all college assessment activities beginning FY 2012. Initial reforms focused on developing higher order trademark outcomes (program purposes), student learning outcomes, assessments, and criteria for success. Results will become available as students move into each phase of the program. (11/29/2012)</p> <p><b>Related Documents:</b></p> <p><a href="#">MEd Clinical Mental Health-Assessment Plan.docx</a></p>	<p>outcomes and distinctive skills. (09/10/2013)</p> <p><b>Actions for Improvement:</b></p> <p>Program faculty determined that although data were collected, results were often overly general or excessively positive to support meaningful actions for improvement. Therefore drastic assessment reforms were initiated—future employers surveyed, professional literature and standards reviewed, intense discussions occurred, and focused timelines for improvements established.</p> <p>Every program developed a trademark outcome: A distinctive product and skill set separating graduates in that program from individuals in similar fields—thus providing a differential advantage for COE graduates.</p> <p>Also, each program was organized into three Phases. Phase One (P1) emphasizing the foundational knowledge and skills required in the discipline. Phase Two (P2) incorporating the knowledge and skills from P1 and assimilating them into practice in guided and hypothetical settings, such as case studies. Phase Three (P3) integrating the knowledge and skills from Phase 1 with the simulated application from Phase</p>



<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions for Improvement</i>
			<p>2, and employing them in authentic real world settings.</p> <p>This assessment reform is intense and ongoing, with dozens of documents illustrating the process available for review in Dropbox and SharePoint archives. (06/08/2015)</p> <p><b>Follow-Up: Evidence of Improvement:</b> P1 through P3 assessment cycle was piloted with small groups of students for delivery within coursework in the spring semester. (12/02/2013)</p> <p><b>Follow-Up: Evidence of Improvement:</b> Faculty established trademark outcomes and the P1 through P3 assessment cycle. (10/08/2013)</p>
<p><b>Phase 3</b> - Students will apply knowledge and skills to create and implement a treatment plan to serve the needs of clients, communities, and agencies where the students are or will be employed. Students will be able to design and implement a treatment plan using appropriate goals designed to serve the needs of clients. Further, students will be able to analyze and revise treatment plans as needed to better serve clients.</p> <p><b>Outcome Status:</b> Inactive</p> <p><b>Outcome Type:</b> Student Learning</p>	<p>Student mastery of the learning objectives will be assessed using the following rubrics: Needs Assessment; Treatment Plan; Counselor-In-Training Feedback Form; Student Internship Evaluation Form; and Counselor Preparation Comprehensive Examination.</p>	<p><b>Assessment Cycle:</b> Action In Progress (Prior to 2015-2016)</p> <p><b>Result Type:</b> Inconclusive</p> <p>Program assessment results are pending due to major overall of all college assessment activities beginning FY 2012. Initial reforms focused on developing higher order trademark outcomes (program purposes), student learning outcomes, assessments, and criteria for success. Results will become available as students move into each phase of the program. (11/29/2012)</p>	
<p><b>Transformation Initiative</b> - The College of Education is currently undergoing a college-wide</p>	<p><b>Directly related to Objective</b></p>	<p><b>Assessment Cycle:</b> Action In Progress (Prior to 2015-2016)</p> <p><b>Result Type:</b> Inconclusive</p> <p>Program assessment results are pending due to major</p>	<p><b>Actions for Improvement:</b></p> <p>Program faculty determined that although data were collected,</p>

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions for Improvement</i>
<p>transformation.</p> <p><b>Outcome Status:</b> Inactive</p> <p><b>Outcome Type:</b> Program</p>	<p><b>Directly related to Objective</b></p>	<p>overall of all college assessment activities beginning FY 2012. Initial reforms focused on developing higher order trademark outcomes (program purposes), student learning outcomes, assessments, and criteria for success. Results will become available as students move into each phase of the program.</p> <p>(11/21/2013)</p> <p><b>Related Documents:</b></p> <p><a href="#">2012-2013 SLO Narrative.docx</a></p>	<p>results were often overly general or excessively positive to support meaningful actions for improvement. Therefore drastic assessment reforms were initiated—future employers surveyed, professional literature and standards reviewed, intense discussions occurred, and focused timelines for improvements established.</p> <p>Every program developed a trademark outcome: A distinctive product and skill set separating graduates in that program from individuals in similar fields—thus providing a differential advantage for COE graduates.</p> <p>Also, each program was organized into three Phases. Phase One (P1) emphasizing the foundational knowledge and skills required in the discipline. Phase Two (P2) incorporating the knowledge and skills from P1 and assimilating them into practice in guided and hypothetical settings, such as case studies. Phase Three (P3) integrating the knowledge and skills from Phase 1 with the simulated application from Phase 2, and employing them in authentic real world settings.</p> <p>This assessment reform is intense and ongoing, with dozens of documents illustrating the process available for review in Dropbox</p>

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions for Improvement</i>
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**Directly related to Objective**

and SharePoint archives.  
(06/08/2015)

**Follow-Up: Evidence of Improvement:** P1 through P3 apply and evaluate activities were initiated with students in a no fault manner during the spring semester. (05/12/2014)