

**Winthrop University  
Assessment Plan/Report Worksheet**

<b>Program</b>	Counseling and Development
<b>Academic Year</b>	2015-2016
<b>Program Coordinator</b>	Jennifer Jordan
<b>Reviewer(s)</b>	

<b>Mission Statements—Review for Necessary Changes</b>	
<b>Program Mission Statement</b>	The mission of the Counseling and Development Program at Winthrop University is to provide an intellectually stimulating and supportive environment for the professional development of school and clinical mental health counselors who are committed to the skill sets and best practice in their roles as clinicians, advocates, and consultants. The program strives to prepare culturally competent, culturally sensitive, and ethical counselors to work effectively in a technological and pluralistic society. The faculty designs and delivers academic and clinical experiences for all our students in ways that recognize, respect, and value the diversity of students’ backgrounds, characteristics, beliefs, and abilities.
<b>Department Mission Statement</b>	N/A
<b>Assessment Plan Comments</b> Make broad comments overall about work to improve program. Optional, but can serve as an overall reflection.	We currently have 6 SLO’s and measure them accordingly: SLO 1 & 3 2015-2016 SLO 2 & 5 2016-2017 SLO 4 & 6 2017-2018

Program Outcomes/Goals	
Must have at least one program goal that explores program level data or efforts.	
<b>Program Outcome/Goal # 1</b>	Maintain a healthy level of enrollment
<b>Assessment Based Accomplishments and Improvements</b>	
<i>Required overview of how data are used to inform program work and design. Consider how the combined results from following assessment method(s) have informed the program.</i>	
<b>Assessment Method # 1</b>	WU Fact book and CACREP Vital Statistics Report
<b>Level of Performance Expected</b>	The program will maintain a 1:12 FTE faculty/student ratio. (The ratio has changed form 1:10 based on the new 2016 CACREP standards
<i>May also be described as performance indicator, success criterion.</i>	
<b>Assessment Results</b>	We have significantly decreased the number of students in our program (N=56) and are well within the 1:12 ratio.
<i>Summarize results of this Assessment Method and when appropriate hyperlink to external source such as LiveText data reports.</i>	
<b>Discussion/Comments</b>	
<i>Optional discussion of assessment specific data or changes. Most discussion of program improvements and accomplishments should be combined above in "Assessment Based Accomplishments and Improvements"</i>	

<b>Student Learning Outcomes Undergraduate Template</b>					
When possible present in a way that aligns with accreditation expectations.					
<b>Student Learning Outcome # 1</b>	Students will demonstrate and apply knowledge aligned with the eight CACREP common core curricular areas.				
<b>Assessment Based Accomplishments and Improvements</b>  <i>Required overview of how data are used to inform program work and design. Consider how the combined results from following assessment method(s) have informed the program.</i>	Students were given a pre-comprehensive exam to gauge deficits in the any of the 8 core CACREP areas. A study session was provided to help students in the identified deficit areas. Practice tests in each of the eight core CACREP areas were infused throughout the curriculum to increase student knowledge and to give them more exposure to multiple choice testing. Changes made or being considered: <ol style="list-style-type: none"> <li>1) We continued to integrate more items from across the lifespan into other classes such as CSDV 622 Counseling Children and Adolescents in order to give the students repeated exposure to lifespan and development issues</li> <li>2) Include career counseling during the study session as well as change the career counseling course back to an all face to face course instead of hybrid. Career was the lowest category for our students as well as for the national mean.</li> <li>3) We will monitor our scores on the Professional Orientation &amp; Ethical Practice section to determine if the disparity in scores from the mean continues to grow.</li> <li>4) The Standards have been addressed on the pre-comp exam to measure their validity and reliability and tested for their integrity:  <b>Part 1:</b> 1.F, 1.A,1. b., 1.j., <b>Part 2:</b> 2.f, 2.d <b>Part 3:</b> 3.b, 3.e, 3.g, 3.a, 3.d, 3.f, <b>Part 4:</b> 4.a, 4.b, 4.d, 4.a, 4.d, 4.e <b>Part 5:</b> 5.d, 5.e, 5.d, 5.e, 5.a, 5.c, <b>Part 6:</b> 6.d, 6.c, 6.b, 6.c, 6.a, <b>Part 7:</b> 7.c, 7.d, 7.a, 7.e <b>Part 8:</b> 8.b, 8.a, 8.e, 8.c, 8.d</li> </ol>				
<b>SACS Comprehensive Standard related to this Outcome</b>  <i>Place an X next to those that apply.</i>	<table border="1" style="width: 100%;"> <tr> <td style="width: 20%;"></td> <td><b>3.6.2(1)</b> The institution structures its graduate curricula (1) to include knowledge of the literature of the discipline .</td> </tr> <tr> <td></td> <td><b>3.6.2(2)</b> The institution structures its graduate curricula (2) to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences.</td> </tr> </table>		<b>3.6.2(1)</b> The institution structures its graduate curricula (1) to include knowledge of the literature of the discipline .		<b>3.6.2(2)</b> The institution structures its graduate curricula (2) to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences.
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	<b>3.6.2(2)</b> The institution structures its graduate curricula (2) to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences.				
<b>Assessment Method # 1</b>	The Counselor Preparation Comprehensive Exam (CPCE) This exam is designed to assess counseling students’ knowledge of counseling information viewed as important by counselor preparation programs. Additionally, the CPCE (a) allows master’s program comprehensive exams to better meet psychometric standards, (b) gives programs an objective view id the knowledge level of their students, (c) allows programs to examine student functioning in various curricular areas, (d) promotes longitudinal self-study, (e) compares program’s results to national data, (f) stimulates student integration of knowledge learned in separate courses, and (g) gives students comparative strength/weakness feedback.				
<b>Level of Performance Expected</b>  <i>May also be described as performance indicator, success criterion.</i>	Students will score within one standard deviation of the mean on the CPCE. Overall mean score on each section will be in line with the national mean for those taking the CPCE as an exit exam.				
<b>Assessment Results</b>  <i>Summarize results of this Assessment Method and when appropriate hyperlink to external source such as LiveText data reports. When</i>	Thirty-nine students took the CPCE (n=39), three of those did not score within one standard deviation of the mean and were retested (n=3). The three were retested on the CPCE and passed the on the second attempt. Our students scored slightly higher on two sections, scored the same on two section and scored slightly below the national mean on four sections. Professional Orientation & Ethical Practice was the section with the most disparity to the norm being .89 points below.  <p style="text-align: right;"><b>Descriptive Statistics</b></p>				

<p><i>applicable address the data as it relates to the ULCS</i></p>	<table border="1"> <thead> <tr> <th>Content Area</th> <th>N</th> <th>Minimum</th> <th>Maximum</th> <th>Mean</th> <th>Std. Dev.</th> <th>Exit Exam Mean</th> </tr> </thead> <tbody> <tr> <td>C1: Human Growth and Development</td> <td>39</td> <td>6</td> <td>16</td> <td>10.51</td> <td>2.01</td> <td>10.63</td> </tr> <tr> <td>C2: Social &amp; Cultural Diversity</td> <td>39</td> <td>8</td> <td>15</td> <td>10.92</td> <td>1.53</td> <td>9.08</td> </tr> <tr> <td>C3: Helping Relationships</td> <td>39</td> <td>5</td> <td>17</td> <td>11.51</td> <td>2.5</td> <td>11.48</td> </tr> <tr> <td>C4: Group Work</td> <td>39</td> <td>8</td> <td>15</td> <td>10.67</td> <td>1.95</td> <td>11.13</td> </tr> <tr> <td>C5: Career Development</td> <td>39</td> <td>5</td> <td>17</td> <td>9.31</td> <td>2.43</td> <td>9.31</td> </tr> <tr> <td>C6: Assessment</td> <td>39</td> <td>7</td> <td>16</td> <td>11.18</td> <td>2.24</td> <td>11.19</td> </tr> <tr> <td>C7: Research &amp; Program Evaluation</td> <td>39</td> <td>3</td> <td>15</td> <td>10.72</td> <td>2.31</td> <td>10.91</td> </tr> <tr> <td>C8: Professional Orientation &amp; Ethical Practice</td> <td>39</td> <td>6</td> <td>15</td> <td>11.54</td> <td>2.1</td> <td>12.43</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>39</b></td> <td><b>57</b></td> <td><b>111</b></td> <td><b>86.36</b></td> <td><b>12.05</b></td> <td><b>86.16</b></td> </tr> </tbody> </table>	Content Area	N	Minimum	Maximum	Mean	Std. Dev.	Exit Exam Mean	C1: Human Growth and Development	39	6	16	10.51	2.01	10.63	C2: Social & Cultural Diversity	39	8	15	10.92	1.53	9.08	C3: Helping Relationships	39	5	17	11.51	2.5	11.48	C4: Group Work	39	8	15	10.67	1.95	11.13	C5: Career Development	39	5	17	9.31	2.43	9.31	C6: Assessment	39	7	16	11.18	2.24	11.19	C7: Research & Program Evaluation	39	3	15	10.72	2.31	10.91	C8: Professional Orientation & Ethical Practice	39	6	15	11.54	2.1	12.43								<b>Total</b>	<b>39</b>	<b>57</b>	<b>111</b>	<b>86.36</b>	<b>12.05</b>	<b>86.16</b>
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<p><b>Assessment Method # 2</b></p>	<p>The Pre-Comprehensive Exam created by the counseling faculty will replace the rubrics for the 2015-2016 assessment cycle. Each question on the pre-comps is aligned with the 8 core standards from the 2009 CACREP standards.</p> <p>The program is transitioning into the new 2016 CACREP standards using new software that is not quite ready to begin collecting data.</p>																																																																													
<p><b>Level of Performance Expected</b></p> <p><i>May also be described as performance indicator, success criterion.</i></p>	<p>We expect the mean to be above 50% on each question and expect the mean on each section to be in the 70<sup>th</sup> percentile.</p>																																																																													

<p><b>Assessment Results</b></p> <p><i>Summarize results of this Assessment Method and when appropriate hyperlink to external source such as LiveText data reports. When applicable address the data as it relates to the ULCS</i></p>	<p>Each question was scrutinized for integrity and the questions that had less than a 50% mean were analyzed to see which standards they were related to  <b>Part 1:</b> 1.F, 1.A,1. b., 1.j., <b>Part 2:</b> 2.f, 2.d <b>Part 3:</b> 3.b, 3.e, 3.g, 3.a, 3.d, 3.f, <b>Part 4:</b> 4.a, 4.b, 4.d, 4.a, 4.d, 4.e <b>Part 5:</b> 5.d, 5.e, 5.d, 5.e, 5.a, 5.c, <b>Part 6:</b> 6.d, 6.c, 6.b, 6.c, 6.a, <b>Part 7:</b> 7.c, 7.d, 7.a, 7.e <b>Part 8:</b> 8.b, 8.a, 8.e, 8.c, 8.d</p> <table border="1" data-bbox="423 352 1016 1108"> <thead> <tr> <th>Content Area</th> <th>N</th> <th>Maximum</th> <th>Mean</th> </tr> </thead> <tbody> <tr> <td>C1: Human Growth and Development</td> <td>32</td> <td>20</td> <td>10.79</td> </tr> <tr> <td>C2: Social &amp; Cultural Diversity</td> <td>32</td> <td>20</td> <td>14.47</td> </tr> <tr> <td>C3: Helping Relationships</td> <td>32</td> <td>25</td> <td>16.07</td> </tr> <tr> <td>C4: Group Work</td> <td>32</td> <td>25</td> <td>13.6</td> </tr> <tr> <td>C5: Career Development</td> <td>32</td> <td>20</td> <td>11.0</td> </tr> <tr> <td>C6: Assessment</td> <td>32</td> <td>25</td> <td>14.5</td> </tr> <tr> <td>C7: Research &amp; Program Evaluation</td> <td>32</td> <td>25</td> <td>9.04</td> </tr> <tr> <td>C8: Professional Orientation &amp; Ethical Practice</td> <td>32</td> <td>24</td> <td>14.29</td> </tr> </tbody> </table>	Content Area	N	Maximum	Mean	C1: Human Growth and Development	32	20	10.79	C2: Social & Cultural Diversity	32	20	14.47	C3: Helping Relationships	32	25	16.07	C4: Group Work	32	25	13.6	C5: Career Development	32	20	11.0	C6: Assessment	32	25	14.5	C7: Research & Program Evaluation	32	25	9.04	C8: Professional Orientation & Ethical Practice	32	24	14.29
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<p><b>Discussion/Comments</b></p> <p><i>Optional discussion of assessment specific data or changes. Most discussion of program improvements and accomplishments should be combined above in "Assessment Based Accomplishments and Improvements"</i></p>	<p>The pre-comp exam was well reviewed and several questions were eliminated and several were rewritten to better assess the standards.</p>																																				

<b>Student Learning Outcome # 2</b>	Students will demonstrate the ability to use clinical counseling skills and evidenced based techniques	
<b>Assessment Based Accomplishments and Improvements</b>  <i>Required overview of how data are used to inform program work and design. Consider how the combined results from following assessment method(s) have informed the program.</i>	This is not the year to assess SLO #2.	
<b>SACS Comprehensive Standard related to this Outcome</b>  <i>Place an X next to those that apply.</i>		<b>3.6.2(1)</b> The institution structures its graduate curricula (1) to include knowledge of the literature of the discipline .
		<b>3.6.2(2)</b> The institution structures its graduate curricula (2) to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences.
<b>Assessment Method # 1</b>	School and Clinical Mental Health Evaluation Rubrics from CSDV 610 A and CSDV 610 B	
<b>Level of Performance Expected</b>  <i>May also be described as performance indicator, success criterion.</i>	We expect students to meet a minimum of a three on each of the elements in the Final Clinical Evaluation Rubrics	
<b>Assessment Results</b>  <i>Summarize results of this Assessment Method and when appropriate hyperlink to external source such as LiveText data reports. When applicable address the data as it relates to the SACS Comprehensive Standard.</i>	This is not the year to assess SLO #2.	
<b>Discussion/Comments</b>  <i>Optional discussion of assessment specific data or changes. Most discussion of program improvements and accomplishments should be combined above in "Assessment Based</i>		

<b>Accomplishments and Improvements”</b>	
<b>Assessment Method # 2</b>	Internship 1 and 2 Clinical Evaluations
<b>Level of Performance Expected</b>  <i>May also be described as performance indicator, success criterion.</i>	This is not the year to assess SLO #2.
<b>Assessment Results</b>  <i>Summarize results of this Assessment Method and when appropriate hyperlink to external source such as LiveText data reports. When applicable address the data as it relates to the SACS Comprehensive Standard.</i>	
<b>Discussion/Comments</b>  <i>Optional discussion of assessment specific data or changes. Most discussion of program improvements and accomplishments should be combined above in “Assessment Based Accomplishments and Improvements”</i>	

<b>Student Learning Outcome # 3</b>	Students will demonstrate a professional identity embracing appropriate professional dispositional behaviors.	
<b>Assessment Based Accomplishments and Improvements</b>  <i>Required overview of how data are used to inform program work and design. Consider how the combined results from following assessment method(s) have informed the program.</i>		
<b>SACS Comprehensive Standard related to this Outcome</b>  <i>Place an X next to those that apply.</i>		<b>3.6.2(1)</b> The institution structures its graduate curricula (1) to include knowledge of the literature of the discipline .
		<b>3.6.2(2)</b> The institution structures its graduate curricula (2) to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences.
<b>Assessment Method # 1</b>	Professional Disposition Student Assessment Rubrics	
<b>Level of Performance Expected</b>  <i>May also be described as performance indicator, success criterion.</i>	All students are expected to meet all levels on Commitment, Communication, Fairness, and Integrity.	
<b>Assessment Results</b>  <i>Summarize results of this Assessment Method and when appropriate hyperlink to external source such as LiveText data reports. When applicable address the data as it relates to the SACS Comprehensive Standard.</i>		
<b>Discussion/Comments</b>  <i>Optional discussion of assessment specific data or changes. Most discussion of program improvements and accomplishments should be combined above in "Assessment Based Accomplishments and Improvements"</i>		
<b>Assessment Method # 2</b>	Professional Fitness Review I	
<b>Level of Performance Expected</b>	All students are expected to meet criteria consistently at program level (3) on professional responsibility, competence, Compartment, and Integrity.	



<p><i>May also be described as performance indicator, success criterion.</i></p>	
<p><b>Assessment Results</b></p> <p><i>Summarize results of this Assessment Method and when appropriate hyperlink to external source such as LiveText data reports. When applicable address the data as it relates to the SACS Comprehensive Standard.</i></p>	<p>Twenty-nine (29) Students in the first year of the program were evaluated on their professional fitness two students were called in to meet with faculty regrading unsatisfactory scores. Those students were placed on remediation plans.</p>
<p><b>Discussion/Comments</b></p> <p><i>Optional discussion of assessment specific data or changes. Most discussion of program improvements and accomplishments should be combined above in "Assessment Based Accomplishments and Improvements"</i></p>	<p>Faculty have decided to let students have a more active role in their remediation process by allowing them to help create their professional development plans.</p>
<p><b>ASSESSMENT METHOD # 3</b></p>	<p>Professional Fitness Rubric 2</p>
<p><b>Level of Performance Expected</b></p> <p><i>May also be described as performance indicator, success criterion.</i></p>	<p>All students are expected to meet criteria consistently at program level (3) in the areas of: Competence, Interpersonal Fitness, Integrity, Maturity, Disposition Characteristics, and, Professional Responsibility.</p>
<p><b>Assessment Results</b></p> <p><i>Summarize results of this Assessment Method and when appropriate hyperlink to external source such as LiveText data reports. When applicable address the data as it relates to the SACS Comprehensive Standard.</i></p>	<p>Thirty-nine (39) students were evaluated on the Professional Fitness Rubric 2. All students with the exception of one met criteria. Faculty met with the one student experiencing deficits and presented feedback the identified deficits. Remediation followed.</p> <p>Two other students were identified in the spring and summer as having deficits based on feedback from site supervisors regarding dispositional behaviors. According to filed placement policy each student was required to refrain from continuing their field placement for one semester.</p>

<p><b>Discussion/Comments</b></p> <p><i>Optional discussion of assessment specific data or changes. Most discussion of program improvements and accomplishments should be combined above in <b>“Assessment Based Accomplishments and Improvements”</b></i></p>	
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<b>Student Learning Outcome # 4</b>	Students will demonstrate the ability to practice as ethical practitioners	
<b>Assessment Based Accomplishments and Improvements</b>  <i>Required overview of how data are used to inform program work and design. Consider how the combined results from following assessment method(s) have informed the program.</i>	This is not the year to assess SLO #4.	
<b>SACS Comprehensive Standard related to this Outcome</b>  <i>Place an X next to those that apply.</i>		<b>3.6.2(1)</b> The institution structures its graduate curricula (1) to include knowledge of the literature of the discipline .
		<b>3.6.2(2)</b> The institution structures its graduate curricula (2) to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences.
<b>Assessment Method # 1</b>	Rubric Elements related to Ethical Practice on the Internship I and II Clinical Evaluations	
<b>Level of Performance Expected</b>  <i>May also be described as performance indicator, success criterion.</i>	Score a minimum of 3 points (emerging) on each of the rubric elements dealing with ethical issues.	
<b>Assessment Results</b>  <i>Summarize results of this Assessment Method and when appropriate hyperlink to external source such as LiveText data reports. When applicable address the data as it relates to the SACS Comprehensive Standard.</i>	This is not the year to assess SLO #4.	
<b>Discussion/Comments</b>  <i>Optional discussion of assessment specific data or changes. Most discussion of program improvements and accomplishments should be combined above in "Assessment Based Accomplishments and Improvements"</i>		
<b>Assessment Method # 2</b>	Rubric Elements related to Ethical Practice in CSDV 604 and CSDV 613 (Foundations courses)	
<b>Level of Performance Expected</b>	A minimum of 3 points (emerging) on each of the rubric elements dealing with ethical issues.	

<p><i>May also be described as performance indicator, success criterion.</i></p>	
<p><b>Assessment Results</b></p> <p><i>Summarize results of this Assessment Method and when appropriate hyperlink to external source such as LiveText data reports. When applicable address the data as it relates to the SACS Comprehensive Standard.</i></p>	<p>This is not the year to assess SLO #4.</p>
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<b>Student Learning Outcome # 5</b>	Students will demonstrate the knowledge and ability to work with and honor diverse populations	
<b>Assessment Based Accomplishments and Improvements</b>  <i>Required overview of how data are used to inform program work and design. Consider how the combined results from following assessment method(s) have informed the program.</i>	This is not the year to assess SLO #5.	
<b>SACS Comprehensive Standard related to this Outcome</b>  <i>Place an X next to those that apply.</i>		<b>3.6.2(1)</b> The institution structures its graduate curricula (1) to include knowledge of the literature of the discipline .
		<b>3.6.2(2)</b> The institution structures its graduate curricula (2) to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences.
<b>Assessment Method # 1</b>	Comprehensive Exam (CPCE) Section 2 Social and Cultural Diversity	
<b>Level of Performance Expected</b>  <i>May also be described as performance indicator, success criterion.</i>	To score the same or above the national mean as reported with test results. The national mean for the January 2015 exam was 10.68.	
<b>Assessment Results</b>  <i>Summarize results of this Assessment Method and when appropriate hyperlink to external source such as LiveText data reports. When applicable address the data as it relates to the SACS Comprehensive Standard.</i>	This is not the year to assess SLO #5.	
<b>Discussion/Comments</b>  <i>Optional discussion of assessment specific data or changes. Most discussion of program improvements and accomplishments should be combined above in "Assessment Based Accomplishments and Improvements"</i>		
<b>Assessment Method # 2</b>	Pre-Comprehensive Exam Section 2 Social and Cultural Diversity	
<b>Level of Performance Expected</b>	Students will score a minimum of 70% on section 2 Social and Cultural Diversity on the Pre-comprehensive exam.	

<p><i>May also be described as performance indicator, success criterion.</i></p>	
<p><b>Assessment Results</b></p> <p><i>Summarize results of this Assessment Method and when appropriate hyperlink to external source such as LiveText data reports. When applicable address the data as it relates to the SACS Comprehensive Standard.</i></p>	<p>This is not the year to assess SLO #5.</p>
<p><b>Discussion/Comments</b></p> <p><i>Optional discussion of assessment specific data or changes. Most discussion of program improvements and accomplishments should be combined above in "Assessment Based Accomplishments and Improvements"</i></p>	

<p><b>Student Learning Outcome # 6</b></p>	<p>Students will demonstrate the knowledge and skills particular to their program concentration (i.e. Clinical Mental health, School Counseling while maintaining a unified professional counseling identity.</p>	
<p><b>Assessment Based Accomplishments and Improvements</b></p> <p><i>Required overview of how data are used to inform program work and design. Consider how the combined results from following assessment method(s) have informed the program.</i></p>	<p>This is not the year to assess SLO #6.</p>	
<p><b>SACS Comprehensive Standard related to this Outcome</b></p> <p><i>Place an X next to those that apply.</i></p>		<p><b>3.6.2(1)</b> The institution structures its graduate curricula (1) to include knowledge of the literature of the discipline .</p>
		<p><b>3.6.2(2)</b> The institution structures its graduate curricula (2) to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences.</p>
<p><b>Assessment Method # 1</b></p>	<p>Comprehensive Clinical Mental Health or School Counseling Exam</p>	
<p><b>Level of Performance Expected</b></p> <p><i>May also be described as performance indicator, success criterion.</i></p>	<p>Students are expected to score a minimum of 80%</p>	
<p><b>Assessment Results</b></p> <p><i>Summarize results of this Assessment Method and when appropriate hyperlink to external source such as LiveText data reports. When applicable address the data as it relates to the SACS Comprehensive Standard.</i></p>	<p>This is not the year to assess SLO #6.</p>	
<p><b>Discussion/Comments</b></p> <p><i>Optional discussion of assessment specific data or changes. Most discussion of program improvements and accomplishments should be combined above in "Assessment Based Accomplishments and Improvements"</i></p>		
<p><b>Assessment Method # 2</b></p>	<p>National Counselor Exam and PRAXIS Exam Scores</p>	
<p><b>Level of Performance Expected</b></p>	<p>That all students will receive a passing scores on their subject matter exam</p>	

<p><i>May also be described as performance indicator, success criterion.</i></p>	
<p><b>Assessment Results</b></p> <p><i>Summarize results of this Assessment Method and when appropriate hyperlink to external source such as LiveText data reports. When applicable address the data as it relates to the SACS Comprehensive Standard.</i></p>	<p>This is not the year to assess SLO #6.</p>
<p><b>Discussion/Comments</b></p> <p><i>Optional discussion of assessment specific data or changes. Most discussion of program improvements and accomplishments should be combined above in "Assessment Based Accomplishments and Improvements"</i></p>	
<p><b>Assessment Method # 3</b></p>	<p>Clinical Evaluations from Practicum 1 &amp; 2 and Internship 1 &amp; 2</p>
<p><b>Level of Performance Expected</b></p> <p><i>May also be described as performance indicator, success criterion.</i></p>	<p>See data in SLO# 2</p>
<p><b>Assessment Results</b></p> <p><i>Summarize results of this Assessment Method and when appropriate hyperlink to external source such as LiveText data reports. When applicable address the data as it relates to the SACS Comprehensive Standard.</i></p>	<p>This is not the year to assess SLO #6.</p>
<p><b>Discussion/Comments</b></p> <p><i>Optional discussion of assessment specific data or changes. Most discussion of program improvements and accomplishments should be combined above in "Assessment Based</i></p>	



<b>Accomplishments and Improvements”</b>	
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Discussion of Rigor—Review for Necessary Changes Graduate Programs Only	
<p><b>Provide a discussion of the ways in program addresses SACS Comprehensive Standard 3.6.1.</b></p> <p><i>3.6.1 The institution’s post-baccalaureate professional degree programs, master’s and doctoral degree programs, are progressively more advanced in academic content than undergraduate programs. (Post-baccalaureate program rigor)</i></p>	