

**Winthrop University  
Assessment Plan/Report Worksheet**

<b>Program</b>	Counseling and Development
<b>Academic Year</b>	2014-2015
<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 have changed this assessment instrument to reflect the programs CACREP self-study. 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 The current report will reflect data that we have collected thus far on each of the program SLO's.

<b>Program Outcomes/Goals</b>	
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</b>	We have increased the rigor of our interview process and limited the number of

<p><b>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>students we accept during the summer and spring semesters.</p>
<p><b>Assessment Method # 1</b></p>	<p>WU Fact book and CACREP Vital Statistics Report</p>
<p><b>Level of Performance Expected</b></p> <p><i>May also be described as performance indicator, success criterion.</i></p>	<p>The program will maintain a 1:12 FTE faculty/student ratio. (The ratio has changed from 1:10 based on the new 2016 CACREP standards). This should be based on core faculty and not include adjunct faculty.</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.</i></p>	<p>Using the departments operational definition of a FT graduate faculty member (graduate faculty teach a 3/3 load=27); using data including full time adjuncts and research faculty (n=7) the ratio was 12:1. When only using core faculty the ratio was 17.5:1.</p> <p>Summer 14 we admitted 14 students and 11 enrolled  Fall 14 we admitted 28 students and 24 enrolled  Summer 15 we admitted 16 students 11 enrolled  Fall 15 we admitted 19 students and 17 enrolled  This indicates that we have 8 less students for the 2015-2016 academic year. This will hopefully reduce our ratios in the future.</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>	<p>The department has incorporated more rigor in the interview process in an effort to keep a healthy enrollment level.</p>

<b>Accomplishments and Improvements”</b>	
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Make additional copies of rows and tables to account for additional program goals and assessment methods.

<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>	<p>The CSDV program has created a pre-comprehensive exam to gauge student deficits in the any of the 8 core CACREP areas. We have instituted a study session to help students in these particular areas and have found the study session to increase scores across all areas.</p> <p>Based on test results we have created practice test in each of the eight core CACREP areas which will be infused throughout the curriculum starting in Spring 2016. These will be used to increase student knowledge and to give them more exposure to multiple choice testing.</p> <p>Based on the results from the rubrics we have made several changes to the program:</p> <ol style="list-style-type: none"> <li>1) We have made an effort to better inform our adjunct faculty on the importance of these measures and train them on how to sue them (one adjunct gave all the students 5’s across each element).</li> <li>2) We have made sure to add a significant section to the Comprehensive study session on Human growth and Development</li> <li>3) We have also integrated 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>4) The coordinator met with Dr. Harris, the research professor, to discuss ways to incorporate more statistics and research specific to counseling in the EDUC 640 Research course. The department made a special section for counseling only majors and the course content was revamped to more closely match the CACREP core standards.</li> </ol>	
	<b>ULC related to this Outcome</b>	X
<i>Place an X next to those that apply.</i>	X	WU-ULC 2: Graduates are personally and socially responsible.
	X	WU-ULC 3: Graduates understand the interconnected nature of the world and time which they live.

	X	WU-ULC 4: Graduates communicate effectively.
<b>Assessment Method # 1</b>	<p>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 of 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.</p>	
<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.	
<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 ULCS</i>	Thirty-five students took the CPCE (n=35), five of those did not score within one standard deviation of the mean and were retested (n=5). The five were retested on the CPCE, 3 of the five passed the on the second attempt and the other 2 were remediated.	
<b>Discussion/Comments</b>  <i>Optional discussion of assessment specific data or changes. Most discussion of program improvements and</i>	The program administers a pre-comprehensive exam in the fall to determine where students are experiencing deficits then we offer a comprehensive exam study session for all students. For the eight common core CACREP areas we saw the following increase as a result of the study session: Section 1 Professional Orientation and Ethical Practices the total score increased 20% Section 2 Social and Cultural Diversity the total score increased 2% Section 3 Human growth and Development the total score increased 11% Section 4 Career Development the total score increased 12%	

<p><i>accomplishments should be combined above in</i></p> <p><b>“Assessment Based Accomplishments and Improvements”</b></p>	<p>Section 5 Helping Relationships the total score increased 13%</p> <p>Section 6 Group Work the total score increased 15%</p> <p>Section 7 Assessment the total score increased 11%</p> <p>Section 8 Professional Orientation the total score increased 42%</p>					
<p><b>Assessment Method # 2</b></p>	<p>Rubrics from courses covering the eight common core CACREP curricular areas. A list of rubrics and classes that they are aligned with can be found in the CACREP Self-Study report.</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 students to meet a minimum of a three on each of the elements of the rubrics which are aligned with the CACREP standards in each of the 8 core areas.</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>CACREP SECTION</p>	<p>ELEMENT AVG OUT OF %</p>	<p>STUDENT COUNT</p>	<p>HIGH SCORE</p>	<p>LOW SCORE</p>	
	<p>Section 1 Professional Orientation and Ethical Practices</p>	<p>4.322</p>	<p>79</p>	<p>5</p>	<p>2</p>	
	<p>Section 2 Social and Cultural Diversity</p>	<p>4.33</p>	<p>34</p>	<p>5</p>	<p>4</p>	
	<p>Section 3 Human growth and Development</p>	<p>3.33</p>	<p>29</p>	<p>4</p>	<p>2</p>	
	<p>Section 4 Career Development</p>	<p>4.286</p>	<p>33</p>	<p>5</p>	<p>3</p>	
	<p>Section 5</p>	<p>4.105</p>	<p>94</p>	<p>5</p>	<p>1</p>	

	Helping Relationships					
	Section 6 Group Work	5	39	5	5	
	Section 7 Assessment	3.714	1	4	3	
	Section 8 Professional Orientation	3.583	36	5	1	
<b>Discussion/Comments</b>	Overall the students are performing satisfactorily (3 points or over) on the rubrics scores. However, as seen above there are 4 areas (sections 1, 3, 5, and 8) in which individual students are not achieving a minimum of three on each individual rubric element. These students receive feedback via the rubrics and their course grades will be reflective of their overall knowledge.					
<i>Optional discussion of assessment specific data or changes. Most discussion of program improvements and accomplishments should be combined above in</i> <b>“Assessment Based Accomplishments and Improvements”</b>						
<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>	Practicums I and II Performance: Across these elements, only one student did not achieve a score of 3 or higher. A conference was held with this individual to discuss areas of concern. At this time, the data does not indicate that programmatic changes are needed. The program will continue to review the data for patterns over time. Internships I and II Performance: All students achieved a score of three or higher across these two internship experiences. At this time, data does not indicate that programmatic changes are needed. The program will continue to review the data for patterns over time.					
<i>Required overview of how data are used to inform program work and design. Consider how the combined results from following</i>						

<i>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>	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>	<p><b>Rubric: CSDV 610A CMH Counseling Evaluation Rubric</b></p> <table border="1" data-bbox="394 821 1220 1378"> <thead> <tr> <th></th> <th>5 Points (5 pts)</th> <th>4 Points (4 pts)</th> <th>3 Points (3 pts)</th> <th>2 Points (2 pts)</th> <th>1 Point (1 pts)</th> <th>Mean</th> </tr> </thead> <tbody> <tr> <td>CMHC B.1...</td> <td><a href="#">12</a></td> <td><a href="#">4</a></td> <td><a href="#">2</a></td> <td>0</td> <td>0</td> <td>4.556</td> </tr> <tr> <td>CMHC D.3...</td> <td><a href="#">12</a></td> <td><a href="#">4</a></td> <td><a href="#">2</a></td> <td>0</td> <td>0</td> <td>4.556</td> </tr> <tr> <td>CMHC D.4...</td> <td><a href="#">12</a></td> <td><a href="#">4</a></td> <td><a href="#">2</a></td> <td>0</td> <td>0</td> <td>4.556</td> </tr> <tr> <td>CMHC D.5...</td> <td><a href="#">12</a></td> <td><a href="#">4</a></td> <td><a href="#">2</a></td> <td>0</td> <td>0</td> <td>4.556</td> </tr> <tr> <td>CMHC D.6...</td> <td><a href="#">12</a></td> <td><a href="#">4</a></td> <td><a href="#">2</a></td> <td>0</td> <td>0</td> <td>4.556</td> </tr> <tr> <td>CMHC D.7...</td> <td><a href="#">12</a></td> <td><a href="#">4</a></td> <td><a href="#">2</a></td> <td>0</td> <td>0</td> <td>4.556</td> </tr> </tbody> </table>							5 Points (5 pts)	4 Points (4 pts)	3 Points (3 pts)	2 Points (2 pts)	1 Point (1 pts)	Mean	CMHC B.1...	<a href="#">12</a>	<a href="#">4</a>	<a href="#">2</a>	0	0	4.556	CMHC D.3...	<a href="#">12</a>	<a href="#">4</a>	<a href="#">2</a>	0	0	4.556	CMHC D.4...	<a href="#">12</a>	<a href="#">4</a>	<a href="#">2</a>	0	0	4.556	CMHC D.5...	<a href="#">12</a>	<a href="#">4</a>	<a href="#">2</a>	0	0	4.556	CMHC D.6...	<a href="#">12</a>	<a href="#">4</a>	<a href="#">2</a>	0	0	4.556	CMHC D.7...	<a href="#">12</a>	<a href="#">4</a>	<a href="#">2</a>	0	0	4.556
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CMHC D.8...	<u>12</u>	<u>4</u>	<u>2</u>	0	0	4.556
CMHC D.9...	<u>12</u>	<u>4</u>	<u>2</u>	0	0	4.556
CMHC F.2...	<u>12</u>	<u>4</u>	<u>2</u>	0	0	4.556
CMHC F.3...	<u>12</u>	<u>4</u>	<u>2</u>	0	0	4.556
CMHC H.2...	<u>12</u>	<u>4</u>	<u>2</u>	0	0	4.556
CMHC H.3...	<u>12</u>	<u>4</u>	<u>2</u>	0	0	4.556
CMHC J.1...	<u>12</u>	<u>4</u>	<u>2</u>	0	0	4.556
CMHC J.3...	<u>12</u>	<u>4</u>	<u>2</u>	0	0	4.556
CMHC L.3...	<u>12</u>	<u>4</u>	<u>2</u>	0	0	4.556

**Rubric: CSDV 610A School Counseling Evaluation Rubric**

	5 Points (5 pts)	4 Points (4 pts)	3 Points (3 pts)	2 Points (2 pts)	1 Point (1 pts)	Mean
SC B.1...	0	<u>6</u>	0	0	0	4.000
SC D.1 ...	0	<u>6</u>	0	0	0	4.000
SC D.2 ...	0	<u>6</u>	0	0	0	4.000
SC D.3 ...	0	<u>6</u>	0	0	0	4.000
SC D.4 ...	0	<u>6</u>	0	0	0	4.000
SC D.5 ...	0	<u>6</u>	0	0	0	4.000
SC F.1 ...	0	<u>6</u>	0	0	0	4.000



SC F.2...	0	<u>6</u>	0	0	0	4.000
SC F.3 ...	0	<u>6</u>	0	0	0	4.000
SC H.2 ...	0	<u>6</u>	0	0	0	4.000
SC H.3...	0	<u>6</u>	0	0	0	4.000
SC H.5 ...	0	<u>6</u>	0	0	0	4.000
SC J.3...	0	<u>6</u>	0	0	0	4.000
SC L.1...	0	<u>6</u>	0	0	0	4.000
SC L.3...	0	<u>6</u>	0	0	0	4.000
SC N.3 ...	0	<u>6</u>	0	0	0	4.000
SC N.5...	0	<u>6</u>	0	0	0	4.000
SC P.1...	0	<u>6</u>	0	0	0	4.000
SC P.2...	0	<u>6</u>	0	0	0	4.000
SC H.3 ...	0	<u>6</u>	0	0	0	4.000

**Rubric: CSDV 610B CMH Counseling Evaluation Rubric**

	5 Points (5 pts)	4 Points (4 pts)	3 Points (3 pts)	2 Points (2 pts)	1 Point (1 pts)	Mean
CMHC B.1...	<u>8</u>	<u>4</u>	0	0	0	4.667
CMHC D.3...	<u>5</u>	<u>7</u>	0	0	0	4.417

CMHC D.4...	<u>1</u>	<u>8</u>	<u>2</u>	0	0	3.909
CMHC D.5...	<u>5</u>	<u>6</u>	<u>1</u>	0	0	4.333
CMHC D.6...	<u>3</u>	<u>7</u>	<u>1</u>	0	0	4.182
CMHC D.7...	<u>5</u>	<u>7</u>	0	0	0	4.417
CMHC D.8...	<u>3</u>	<u>4</u>	<u>1</u>	0	0	4.250
CMHC D.9...	<u>6</u>	<u>6</u>	0	0	0	4.500
CMHC F.2...	<u>6</u>	<u>6</u>	0	0	0	4.500
CMHC F.3...	<u>6</u>	<u>6</u>	0	0	0	4.500
CMHC H.2...	<u>2</u>	<u>7</u>	0	0	0	4.222
CMHC H.3...	<u>2</u>	<u>6</u>	<u>1</u>	0	0	4.111
CMHC J.1...	<u>2</u>	<u>7</u>	<u>1</u>	0	<b>1</b>	3.818
CMHC J.3...	<u>3</u>	<u>6</u>	<u>1</u>	0	<b>1</b>	3.909
CMHC L.3...	<u>3</u>	<u>6</u>	<u>2</u>	<b>1</b>	0	3.917

**Rubric: CSDV 610B School Counseling Evaluation Rubric**

	5 Points (5 pts)	4 Points (4 pts)	3 Points (3 pts)	2 Points (2 pts)	1 Point (1 pts)	Mean
SC B.1...	0	<u>7</u>	<u>1</u>	0	0	3.875
SC D.1 ...	0	<u>7</u>	<u>1</u>	0	0	3.875

	SC D.2 ...	0	<u>7</u>	<u>1</u>	0	0	3.875
	SC D.3 ...	0	<u>7</u>	<u>1</u>	0	0	3.875
	SC D.4 ...	0	<u>7</u>	<u>1</u>	0	0	3.875
	SC D.5 ...	0	<u>7</u>	<u>1</u>	0	0	3.875
	SC F.1 ...	0	<u>7</u>	<u>1</u>	0	0	3.875
	SC F.2...	0	<u>7</u>	<u>1</u>	0	0	3.875
	SC F.3 ...	0	<u>7</u>	<u>1</u>	0	0	3.875
	SC H.2 ...	0	<u>7</u>	<u>1</u>	0	0	3.875
	SC H.3...	0	<u>7</u>	<u>1</u>	0	0	3.875
	SC H.5 ...	0	<u>7</u>	<u>1</u>	0	0	3.875
	SC J.3...	0	<u>7</u>	<u>1</u>	0	0	3.875
	SC L.1...	0	<u>7</u>	<u>1</u>	0	0	3.875
	SC L.3...	0	<u>7</u>	<u>1</u>	0	0	3.875
	SC N.3 ...	0	<u>7</u>	<u>1</u>	0	0	3.875
	SC N.5...	0	<u>7</u>	<u>1</u>	0	0	3.875
	SC P.1...	0	<u>7</u>	<u>1</u>	0	0	3.875
	SC P.2...	0	<u>7</u>	<u>1</u>	0	0	3.875
	SC H.3 ...	0	<u>7</u>	<u>1</u>	0	0	3.875
<b>Discussion/Comments</b>	As seen above the average in each rubric element is above the satisfactory level (3 points). There are						

<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>three elements in which one student did not achieve a satisfactory score. This data does not suggest we need to make changes to the program. We did however meet with the individual student to discuss their deficits in these areas.</p>																																			
<p><b>Assessment Method # 2</b></p>	<p>Internship 1 and 2 Clinical Evaluations</p>																																			
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<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><b>Discussion/Comments</b></p>	<p><b>Rubric: CSDV 611/612 Clinical Mental Health Counseling Evaluation Rubric</b></p> <table border="1" data-bbox="394 927 1617 1437"> <thead> <tr> <th></th> <th>5 Points (5 pts)</th> <th>4 Points (4 pts)</th> <th>3 Points (3 pts)</th> <th>2 Points (2 pts)</th> <th>1 Point (1 pts)</th> <th>Mean</th> </tr> </thead> <tbody> <tr> <td>CHMC B.1 Student demonstrates the ability to apply and adhere to ethical and legal standards throughout their internship...</td> <td><a href="#">12</a></td> <td><a href="#">10</a></td> <td>0</td> <td>0</td> <td>0</td> <td>4.545</td> </tr> <tr> <td>CMHC B.2 Student actively applies knowledge of public mental health policy, financing and regulatory processes to improve service delivery opportunities to clients...</td> <td><a href="#">1</a></td> <td><a href="#">15</a></td> <td><a href="#">6</a></td> <td>0</td> <td>0</td> <td>3.773</td> </tr> <tr> <td>CMHC D.1 Student uses the principles and practices of diagnosis, treatment, referral and prevention of mental and emotional disorders to initiate, maintain and terminate counseling ...</td> <td><a href="#">3</a></td> <td><a href="#">17</a></td> <td><a href="#">2</a></td> <td>0</td> <td>0</td> <td>4.045</td> </tr> <tr> <td>CMHC D.2 Student applies multicultural competencies to clinical mental health counseling involving case conceptualizations, diagnosis, treatment, referral and prevention of mental health and emotional disorders...</td> <td><a href="#">4</a></td> <td><a href="#">17</a></td> <td><a href="#">1</a></td> <td>0</td> <td>0</td> <td>4.136</td> </tr> </tbody> </table>		5 Points (5 pts)	4 Points (4 pts)	3 Points (3 pts)	2 Points (2 pts)	1 Point (1 pts)	Mean	CHMC B.1 Student demonstrates the ability to apply and adhere to ethical and legal standards throughout their internship...	<a href="#">12</a>	<a href="#">10</a>	0	0	0	4.545	CMHC B.2 Student actively applies knowledge of public mental health policy, financing and regulatory processes to improve service delivery opportunities to clients...	<a href="#">1</a>	<a href="#">15</a>	<a href="#">6</a>	0	0	3.773	CMHC D.1 Student uses the principles and practices of diagnosis, treatment, referral and prevention of mental and emotional disorders to initiate, maintain and terminate counseling ...	<a href="#">3</a>	<a href="#">17</a>	<a href="#">2</a>	0	0	4.045	CMHC D.2 Student applies multicultural competencies to clinical mental health counseling involving case conceptualizations, diagnosis, treatment, referral and prevention of mental health and emotional disorders...	<a href="#">4</a>	<a href="#">17</a>	<a href="#">1</a>	0	0	4.136
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CHMC B.1 Student demonstrates the ability to apply and adhere to ethical and legal standards throughout their internship...	<a href="#">12</a>	<a href="#">10</a>	0	0	0	4.545																														
CMHC B.2 Student actively applies knowledge of public mental health policy, financing and regulatory processes to improve service delivery opportunities to clients...	<a href="#">1</a>	<a href="#">15</a>	<a href="#">6</a>	0	0	3.773																														
CMHC D.1 Student uses the principles and practices of diagnosis, treatment, referral and prevention of mental and emotional disorders to initiate, maintain and terminate counseling ...	<a href="#">3</a>	<a href="#">17</a>	<a href="#">2</a>	0	0	4.045																														
CMHC D.2 Student applies multicultural competencies to clinical mental health counseling involving case conceptualizations, diagnosis, treatment, referral and prevention of mental health and emotional disorders...	<a href="#">4</a>	<a href="#">17</a>	<a href="#">1</a>	0	0	4.136																														

*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”*

CHMC D.3 Student promotes optimal human development, wellness and mental health through prevention, education and advocacy ...	<u>3</u>	<u>19</u>	0	0	0	4.136
CMHC D.4 Student applies effective strategies to promote client understanding of and access to a variety of community resources. ...	<u>5</u>	<u>13</u>	<u>4</u>	0	0	4.045
CMHC D.5 Student applies effective strategies to promote culturally responsive individual , couple, family, group and systems modalities for initiating, maintaining, and terminating counseling...	<u>3</u>	<u>17</u>	<u>2</u>	0	0	4.045
CMHC D. 6 Student demonstrates the ability to use procedures for assessing and managing suicide risk...	<u>1</u>	<u>16</u>	<u>5</u>	0	0	3.818
CMHC D.7 Student applies current record-keeping standards related to clinical mental health counselling...	<u>2</u>	<u>11</u>	<u>9</u>	0	0	3.682
CMHC D.8 Student provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders...	0	<u>8</u>	<u>14</u>	0	0	3.364
CMHC D.9 Student 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 ...	<u>8</u>	<u>13</u>	<u>1</u>	0	0	4.318
F.1 Student maintains information or demonstrates the ability to find community resources to make appropriate referrals ...	<u>3</u>	<u>15</u>	<u>4</u>	0	0	3.955
F.2 Student advocates for policies, programs and services that are equitable and responsive to the unique needs of the clients at this site...	<u>2</u>	<u>17</u>	<u>3</u>	0	0	3.955
F.3 Student demonstrates the ability to modify counseling systems, theories, techniques an interventions to make them culturally appropriate for diverse populations...	0	<u>20</u>	<u>2</u>	0	0	3.909
H.1 Student is competent when selecting 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...	<u>3</u>	<u>17</u>	<u>2</u>	0	0	4.045
H.2 Student demonstrates skills in conducting an intake interview, a mental status evaluation, a bio psychosocial history, a mental health history and a psychological assessment for treatment planning and caseload management...	<u>5</u>	<u>16</u>	<u>1</u>	0	0	4.182
H.3 Student demonstrates ability to screen for addiction, aggression and danger to self and/or others as well as co-occurring mental disorders ...	0	<u>11</u>	<u>11</u>	0	0	3.500
H.4 Student applies the assessment of a clients stage of dependence, change or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care...	0	<u>11</u>	<u>11</u>	0	0	3.500
J.1 Student applies relevant research finding to inform the practice of clinical mental health counseling...	<u>3</u>	<u>17</u>	<u>2</u>	0	0	4.045
J.2 Student develops measurable outcomes for clinical mental health counseling programs, interventions and treatments...	<u>3</u>	<u>13</u>	<u>6</u>	0	0	3.864
J.3 Student analyzes and uses data to increase the effectiveness of clinical mental health counseling intervention programs...	<u>2</u>	<u>12</u>	<u>8</u>	0	0	3.727

L.1 Student 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...	<u>4</u>	<u>17</u>	<u>1</u>	0	0	4.136
L.2 Student is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professions ...	<u>4</u>	<u>17</u>	<u>1</u>	0	0	4.136
L.3 Differentiates between diagnosis and developmentally appropriate reactions during crisis, disasters and other trauma-causing events...	<u>2</u>	<u>18</u>	<u>2</u>	0	0	4.000

### Rubric: CSDV 611/612 School Evaluation Rubric

	5 points (5 pts)	4 points (4 pts)	3 points (3 pts)	2 points (2 pts)	1 point (1 pts)	Mean
SC B.1 Student demonstrates the ability to apply and adhere to ethical and legal standards throughout their internship...	<u>12</u>	0	0	0	0	5.000
SC B.2 Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program....	<u>7</u>	<u>5</u>	0	0	0	4.583
SC D.1 Student demonstrates self-awareness, sensitivity to other and the skills needed to relate to divers individuals, groups and classrooms...	<u>7</u>	<u>5</u>	0	0	0	4.583
SC D.2 Student provides individual and group counseling and classroom guidance to promote the academic, career and personal/ social development of students...	<u>7</u>	<u>5</u>	0	0	0	4.583
SC D.3 Student designs and implements prevention and intervention plans related to the effects of a) atypical growth and development b) health and wellness c)language d)ability level e)multicultural issues and/ or f) factors of resiliency on student learning and development ...	<u>2</u>	<u>10</u>	0	0	0	4.167
SC D.4 Student demonstrates the ability to use procedures for assessing and managing suicide risk...	<u>2</u>	<u>8</u>	<u>2</u>	0	0	4.000
SC D.5 Student demonstrates the ability to recognize his or her own limitations as a school counselor and to seek supervision or refer clients when appropriate...	<u>9</u>	<u>3</u>	0	0	0	4.750
SC F.1 Student demonstrates multicultural competencies in relation to diversity, equity and opportunity in student learning and development...	<u>6</u>	<u>6</u>	0	0	0	4.500
SC F.2 Student advocates for the learning and academic experiences necessary to promote the academic, career and personal/ social development of students...	<u>3</u>	<u>9</u>	0	0	0	4.250
SC F.3 Student advocates for school policies, programs and services that enhance a positive school climate and are equitable and responsive to multicultural student populations...	<u>6</u>	<u>6</u>	0	0	0	4.500

SC F.4 Student encourages parents, guardians and families to promote the academic, career and personal social development of students...	<u>3</u>	<u>9</u>	0	0	0	4.250
SC H.1 Student assesses and interprets student's strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities...	<u>2</u>	<u>10</u>	0	0	0	4.167
SC H.2 Student selects appropriate assessment strategies that can be used to evaluate a student's academic, career and personal/ social development...	<u>2</u>	<u>10</u>	0	0	0	4.167
SC H.3 Student demonstrates ability to analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of education programs...	<u>1</u>	<u>11</u>	0	0	0	4.083
SC H.4 Student makes appropriate referrals to school and/or community resources...	<u>5</u>	<u>7</u>	0	0	0	4.417
SC H.5 Student assesses barriers that impede student's academic, career and personal/social development...	<u>4</u>	<u>8</u>	0	0	0	4.333
SC J.1 Applies relevant research findings to inform the practice of school counseling....	<u>2</u>	<u>8</u>	0	0	0	4.200
SC J.2 Develops measurable outcomes for school counseling programs, activities, interventions, and experiences....	<u>4</u>	<u>5</u>	<u>3</u>	0	0	4.083
SC J.3 Student analyses and uses data to enhance school counseling internship...	<u>4</u>	<u>8</u>	0	0	0	4.333
SC L.1 Student conducts programs designed to enhance student academic development...	<u>4</u>	<u>7</u>	<u>1</u>	0	0	4.250
SC L.2 Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities....	<u>3</u>	<u>9</u>	0	0	0	4.250
SC L.3 Student implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement ...	<u>8</u>	<u>3</u>	<u>1</u>	0	0	4.583
SC N.1 Student works with parents, guardians, and families to act on behalf of their children to address problems that effect students success in school ...	<u>5</u>	<u>7</u>	0	0	0	4.417
SC N.2 Locates resources in the community that can be used in the school to improve student achievement and success....	<u>2</u>	<u>10</u>	0	0	0	4.167
SC N.3 Student consults with teachers, staff and community-based organizations to promote student academic, career and personal/social development ...	<u>9</u>	<u>3</u>	0	0	0	4.750
SC N.4 Uses peer helping strategies in the school counseling program....	<u>2</u>	<u>10</u>	0	0	0	4.167
SC N.5 Student uses referral procedures with helping agents in the community to secure assistance for students and their families...	<u>2</u>	<u>10</u>	0	0	0	4.167
SC P.1 Student participates in the design, implementation, management and evaluation of comprehensive developmental school counseling programs...	<u>8</u>	<u>4</u>	0	0	0	4.667

	SC P.2 Student plans and presents school counseling related education programs for use with parents and teachers... <table border="1" style="float: right; margin-left: 10px;"> <tr> <td style="text-align: center;">8</td> <td style="text-align: center;">4</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">4.667</td> </tr> </table>						8	4	0	0	0	4.667
8	4	0	0	0	4.667							
<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>As seen above the average in each rubric element is above the satisfactory level (3 points). This data does not suggest we need to make changes to the program.</p>											
<p><b>Student Learning Outcome # 3</b></p>	<p>Students will demonstrate a professional identity embracing appropriate professional dispositional behaviors.</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>We met with 5 students regarding their scores on the deposition rubrics. We discovered that the faculty were misunderstanding the rubric and rated many students in the “met” and “unmet” categories. We have met with faculty to try and explain the rubric better to gain more accurate responses in the future.</p> <p>Based on professional fitness reviews 1 person was placed on a Professional Development plan for the 2014-2015 academic year. One student was exited from the program for not fulfilling their Professional Development Plan.</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>										



<b>Assessment Method #</b> <b>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>	<p><b>Rubric: Commitment (if not met)</b></p> <table border="1"> <thead> <tr> <th></th> <th>Self-Reflect (0 pts)</th> <th>Meeting Required (0 pts)</th> <th>Mean</th> <th>Mode</th> <th>Stdev</th> </tr> </thead> <tbody> <tr> <td>1. Student is on time and prepared to engage each day....</td> <td><u>66</u></td> <td><u>1</u></td> <td>0.000</td> <td>0.000</td> <td>0.000</td> </tr> <tr> <td>2. Student completes assignments on time....</td> <td><u>51</u></td> <td><u>5</u></td> <td>0.000</td> <td>0.000</td> <td>0.000</td> </tr> <tr> <td>3. Student takes responsibility for reading and adhering to course syllabus and guidelines before contacting instructor....</td> <td><u>46</u></td> <td><u>1</u></td> <td>0.000</td> <td>0.000</td> <td>0.000</td> </tr> <tr> <td>4. Student demonstrates appropriate use of electronic equipment during class and related class activities....</td> <td><u>42</u></td> <td>0</td> <td>0.000</td> <td>0.000</td> <td>0.000</td> </tr> </tbody> </table> <p><b>Rubric: Communication (if not met)</b></p> <table border="1"> <tbody> <tr> <td>1. Student's interaction with peers, instructors, and/or other professionals is appropriate and professional....</td> <td><u>44</u></td> <td><u>1</u></td> <td>0.000</td> <td>0.000</td> <td>0.000</td> </tr> <tr> <td>2. Student demonstrates the ability to listen and be respectful of divergent viewpoints....</td> <td><u>41</u></td> <td><u>1</u></td> <td>0.000</td> <td>0.000</td> <td>0.000</td> </tr> <tr> <td>3. Student demonstrates professional use of electronic communication....</td> <td><u>41</u></td> <td><u>1</u></td> <td>0.000</td> <td>0.000</td> <td>0.000</td> </tr> <tr> <td>4. Student demonstrates the ability to accept evaluative feedback and constructive criticism from peers, instructors, and/or other professionals....</td> <td><u>40</u></td> <td><u>1</u></td> <td>0.000</td> <td>0.000</td> <td>0.000</td> </tr> </tbody> </table>		Self-Reflect (0 pts)	Meeting Required (0 pts)	Mean	Mode	Stdev	1. Student is on time and prepared to engage each day....	<u>66</u>	<u>1</u>	0.000	0.000	0.000	2. Student completes assignments on time....	<u>51</u>	<u>5</u>	0.000	0.000	0.000	3. Student takes responsibility for reading and adhering to course syllabus and guidelines before contacting instructor....	<u>46</u>	<u>1</u>	0.000	0.000	0.000	4. Student demonstrates appropriate use of electronic equipment during class and related class activities....	<u>42</u>	0	0.000	0.000	0.000	1. Student's interaction with peers, instructors, and/or other professionals is appropriate and professional....	<u>44</u>	<u>1</u>	0.000	0.000	0.000	2. Student demonstrates the ability to listen and be respectful of divergent viewpoints....	<u>41</u>	<u>1</u>	0.000	0.000	0.000	3. Student demonstrates professional use of electronic communication....	<u>41</u>	<u>1</u>	0.000	0.000	0.000	4. Student demonstrates the ability to accept evaluative feedback and constructive criticism from peers, instructors, and/or other professionals....	<u>40</u>	<u>1</u>	0.000	0.000	0.000
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**Rubric: Fairness (if not met)**

	Self-Reflect (0 pts)	Meeting Required (0 pts)	Mean	Mode	Stdev
1. Students demonstrate behaviors that are consistent with the belief that all individuals have value and inherent capabilities to learn and develop....	<u>40</u>	<u>1</u>	0.000	0.000	0.000
2. Students respect and appreciate diversity....	<u>40</u>	<u>1</u>	0.000	0.000	0.000

**Rubric: Integrity (if not met)**

	Self-Reflect (0 pts)	Meeting Required (0 pts)	Mean	Mode	Stdev
1. Student respects privacy....	<u>42</u>	<u>1</u>	0.000	0.000	0.000
2. Student maintains professional courtesy when expressing thoughts and opinions....	<u>44</u>	<u>1</u>	0.000	0.000	0.000
3. Student demonstrates ethical conduct by meeting established standards for assignment submissions and intellectual honesty....	<u>42</u>	<u>1</u>	0.000	0.000	0.000

**Discussion/Comments**

*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>	
<b>Assessment Method # 2</b>	Professional Fitness Review I
<b>Level of Performance Expected</b>  <i>May also be described as performance indicator, success criterion.</i>	All students are expected to meet criteria consistently at program level (3) on professional responsibility, competence, Comportment, 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>	Professional Fitness reviews are given in students first fall semester. For academic year 2014-2015 forty-one students were assessed on the Professional Fitness Rubric I. There was only one student that did not score at least a 3 in all subsections of the Professional Fitness Review. This student is a part-time student struggling with balancing personal and professional obligations along with school. Dr. Jordan met with this student and encouraged her to slow down and not take as many classes in the future.

<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>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</i></p>	<p>For academic year 2014-2015 we assessed 34 students on the Professional Fitness Rubric 2. Two students scored below a three in at least one of the 6 categories being assessed. Dr. Jordan and Dr. Sanders met with each of them to talk about professional issues compromised during their internships. At the time they did not warrant doing a Professional Development Plan. Dr. Jordan and Dr. Nance also met with one of the students regarding her integrity regarding turning in class assignments and honesty regarding assignment submission.</p>

<p>reports. When applicable address the data as it relates to the SACS Comprehensive Standard.</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</i></p> <p><b>“Assessment Based Accomplishments and Improvements”</b></p>	
<p><b>Student Learning Outcome # 4</b></p>	<p>Students will demonstrate the ability to practice as ethical practitioners</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</i></p>	<p>It was discovered that school counseling students are rating higher on the ethical standards. School counseling students are being evaluated based on didactic measures whereby the clinical mental health track students are being measured by an experiential measure. In the future, students in both program tracks will be measured by both evaluative processes.</p>

<p><i>how the combined results from following assessment method(s) have informed the program.</i></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>																
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<p><b>Assessment Method # 1</b></p>	<p>Rubric Elements related to Ethical Practice on the Internship I and II Clinical Evaluations</p>																	
<p><b>Level of Performance Expected</b></p> <p><i>May also be described as performance indicator, success criterion.</i></p>	<p>Score a minimum of 3 points (emerging) on each of the rubric elements dealing with ethical issues.</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>	<table border="1"> <tr> <td data-bbox="394 846 1360 873">SC B.1 Student demonstrates the ability to apply and adhere to ethical and legal standards throughout their internship...</td> <td data-bbox="1402 846 1556 873">12</td> <td data-bbox="1444 846 1472 873">0</td> <td data-bbox="1486 846 1514 873">0</td> <td data-bbox="1528 846 1556 873">0</td> <td data-bbox="1570 846 1598 873">0</td> <td data-bbox="1612 846 1640 873">0</td> <td data-bbox="1654 846 1682 873">5.000</td> </tr> <tr> <td data-bbox="394 906 1262 954">CHMC B.1 Student demonstrates the ability to apply and adhere to ethical and legal standards throughout their internship...</td> <td data-bbox="1318 922 1346 943">12</td> <td data-bbox="1360 922 1388 943">10</td> <td data-bbox="1402 922 1430 943">0</td> <td data-bbox="1444 922 1472 943">0</td> <td data-bbox="1486 922 1514 943">0</td> <td data-bbox="1528 922 1556 943">0</td> <td data-bbox="1507 922 1556 943">4.545</td> </tr> </table>		SC B.1 Student demonstrates the ability to apply and adhere to ethical and legal standards throughout their internship...	12	0	0	0	0	0	5.000	CHMC B.1 Student demonstrates the ability to apply and adhere to ethical and legal standards throughout their internship...	12	10	0	0	0	0	4.545
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CHMC B.1 Student demonstrates the ability to apply and adhere to ethical and legal standards throughout their internship...	12	10	0	0	0	0	4.545											
<p><b>Discussion/Comments</b></p> <p><i>Optional discussion of</i></p>	<p>Students are meeting the required performance standards in this area. We work closely with site supervisors to ensure all students are conducting themselves in an ethical manner during their field placement.</p>																	

<p><i>assessment specific data or changes. Most discussion of program improvements and accomplishments should be combined above in</i></p> <p><b>“Assessment Based Accomplishments and Improvements”</b></p>																						
<p><b>Assessment Method # 2</b></p>	<p>Rubric Elements related to Ethical Practice in CSDV 604 and CSDV 613 (Foundations courses)</p>																					
<p><b>Level of Performance Expected</b></p> <p><i>May also be described as performance indicator, success criterion.</i></p>	<p>A minimum of 3 points (emerging) on each of the rubric elements dealing with ethical issues.</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>	<table border="1"> <thead> <tr> <th data-bbox="380 873 856 1029"><b>Rubric: CSDV 604 Ethical Violation and Mock Trial</b></th> <th data-bbox="856 873 1016 1029">Exemplary (5 pts)</th> <th data-bbox="1016 873 1157 1029">Proficient (4 pts)</th> <th data-bbox="1157 873 1304 1029">Emerging (3 pts)</th> <th data-bbox="1304 873 1415 1029">Novice (2 pts)</th> <th data-bbox="1415 873 1514 1029">Basic (1 pts)</th> <th data-bbox="1514 873 1627 1029">Mean</th> </tr> </thead> <tbody> <tr> <td data-bbox="380 1029 856 1143"> <p>Research prevailing and relevant ethical violations related to the practice of clinical mental health counseling and relevant ethical codes...</p> </td> <td data-bbox="856 1029 1016 1143">0</td> <td data-bbox="1016 1029 1157 1143">0</td> <td data-bbox="1157 1029 1304 1143"><u>9</u></td> <td data-bbox="1304 1029 1415 1143">0</td> <td data-bbox="1415 1029 1514 1143">0</td> <td data-bbox="1514 1029 1627 1143">3.000</td> </tr> <tr> <td data-bbox="380 1143 856 1312"> <p>Presents the ethical violation: a. Scope of the ethical violation b. Direct examination of the ethical violation charge c. Direct testimony of the accuser (plaintiff) d. Direct testimony of the plaintiffs witness...</p> </td> <td data-bbox="856 1143 1016 1312">0</td> <td data-bbox="1016 1143 1157 1312"><u>5</u></td> <td data-bbox="1157 1143 1304 1312"><u>4</u></td> <td data-bbox="1304 1143 1415 1312">0</td> <td data-bbox="1415 1143 1514 1312">0</td> <td data-bbox="1514 1143 1627 1312">3.556</td> </tr> </tbody> </table> <p data-bbox="380 1360 1627 1393">Rubric: CSDV 613 Professional Dev Reflection: Ethical Issues</p>	<b>Rubric: CSDV 604 Ethical Violation and Mock Trial</b>	Exemplary (5 pts)	Proficient (4 pts)	Emerging (3 pts)	Novice (2 pts)	Basic (1 pts)	Mean	<p>Research prevailing and relevant ethical violations related to the practice of clinical mental health counseling and relevant ethical codes...</p>	0	0	<u>9</u>	0	0	3.000	<p>Presents the ethical violation: a. Scope of the ethical violation b. Direct examination of the ethical violation charge c. Direct testimony of the accuser (plaintiff) d. Direct testimony of the plaintiffs witness...</p>	0	<u>5</u>	<u>4</u>	0	0	3.556
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	5-Excellent (5 pts)	4-Good (4 pts)	3-Satisfactory (3 pts)	2-Needs Improvement (2 pts)	1-Not Acceptable (1 pts)	Mean
Understands ethical and legal considerations specifically related to the practice of school counseling...	15	0	0	0	0	5.000
<b>Discussion/Comments</b>	It appears that the school counseling students are rating higher on the ethical standards.					
<i>Optional discussion of assessment specific data or changes. Most discussion of program improvements and accomplishments should be combined above in</i> <b>“Assessment Based Accomplishments and Improvements”</b>						
<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>	At this time students are performing at the target level and trends over time will be monitored.					
<i>Required overview of how data are used to inform program work and design. Consider how the combined results from following assessment method(s)</i>						



<i>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>	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>	CPCE/AREA	Min	Max	Mean
	Social and Cultural Diversity Winthrop Scores	5	15	11.09
	Social Cultural a National scores	3	17	10.68
<b>Discussion/Comments</b>  <i>Optional discussion of assessment specific data or changes. Most discussion of program</i>	Our students scored slightly above the national mean on the Social and Cultural Foundations section of the CPCE.			

<p><i>improvements and accomplishments should be combined above in</i></p> <p><b>“Assessment Based Accomplishments and Improvements”</b></p>												
<p><b>Assessment Method # 2</b></p>	<p>Pre-Comprehensive Exam Section 2 Social and Cultural Diversity</p>											
<p><b>Level of Performance Expected</b></p> <p><i>May also be described as performance indicator, success criterion.</i></p>	<p>Students will score a minimum of 70% on section 2 Social and Cultural Diversity on the Pre-comprehensive exam.</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>	<table border="1"> <thead> <tr> <th data-bbox="380 672 703 711">Pre-comp/AREA</th> <th data-bbox="703 672 953 711">Number of Ques</th> <th data-bbox="953 672 1241 711">Mean</th> <th data-bbox="1241 672 1503 711">Percentage</th> </tr> </thead> <tbody> <tr> <td data-bbox="380 711 703 818">Social and Cultural Diversity Winthrop scores</td> <td data-bbox="703 711 953 818">20</td> <td data-bbox="953 711 1241 818">14.47</td> <td data-bbox="1241 711 1503 818">72%</td> </tr> </tbody> </table>	Pre-comp/AREA	Number of Ques	Mean	Percentage	Social and Cultural Diversity Winthrop scores	20	14.47	72%			
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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</i></p> <p><b>“Assessment Based Accomplishments and Improvements”</b></p>	<p>Students scored slightly above 70% on the Social and Cultural Foundations section of the Pre-comprehensive exam.</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>We have made practice exams for each section of the NCE which are the same as the 8 CACREP core areas. We also created a School and Clinical Mental Health Counseling Exam designed specifically around the concentration area standards to measure students’ progress more fully.</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>

<b>Assessment Method # 1</b>	Comprehensive Clinical Mental Health or School Counseling Exam
<b>Level of Performance Expected</b>  <i>May also be described as performance indicator, success criterion.</i>	Students are expected to score a minimum of 80%
<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>	There is no data yet available for this assessment. They will be conducted Spring 2016.
<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 #</b>	National Counselor Exam and PRAXIS Exam Scores

<b>2</b>	
<p><b>Level of Performance Expected</b></p> <p><i>May also be described as performance indicator, success criterion.</i></p>	<p>That all students will receive a passing scores on their subject matter exam</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>Clinical mental health students: NCE scores Spring 2015 83%</p> <p>School Counseling Students: Praxis scores Spring 2015 100%</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</i></p> <p><b>“Assessment Based Accomplishments and Improvements”</b></p>	<p>As noted earlier we have made practice exams for each section of the NCE which are the same as the 8 CACREP core areas.</p>
<p><b>Assessment Method #</b></p> <p><b>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>Practicums I and II Performance: Across these elements, only one student did not achieve a score of 3 or higher.</p> <p>Internships I and II Performance: All students achieved a score of three or higher across these two internship experiences.</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>A conference was held with this individual to discuss areas of concern. At this time, the data does not indicate that programmatic changes are needed. The program will continue to review the data for patterns over time.</p> <p>At this time, data does not indicate that programmatic changes are needed. The program will continue to review the data for patterns over time.</p>

**Discussion of Rigor—Review for Necessary Changes**  
**Graduate Programs Only**

**Provide a discussion of the ways in program addresses SACS Comprehensive Standard 3.6.1.**

*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)*

Dept of AAAS 11/2011