KEY PERFORMANCE INDICATORS
The primary goal of the counselor education programs is to prepare effective counselors. To this end, upon completion of the graduate counseling program, students will be able to:

KPI 1: Demonstrate knowledge in the core areas of counseling for the purposes of conceptualizing the self of the counselor and clients. Students will analyze the major concepts, theoretical perspectives, evidence-based practices, and historical trends in counseling, including those associated with the following core knowledge areas:

1. Human Growth and Development: Students will use developmental theory to facilitate the growth and development of children and adults as related to wellness, mental health, education, and career goals and objectives.
2. Social & Cultural Foundations: Students will display cultural sensitivity and flexibility to clients who are both similar and different to the counselor across all dimensions of personal identity.
3. Helping Relationships: Students will create effective helping relationships using generalist helping skills.
4. Group Work: Students will be able to apply and adapt counseling knowledge to group work with clients.
5. Career and Life Style Development: Students will understand career and life style factors as related to counseling relationships.
6. Appraisal: Students will use assessment and appraisal to better understand their clients and to assist clients in better understanding themselves.
7. Research and Program Evaluation: Students will use research and program evaluation to effectively adapt counseling practice.
8. Professional Orientation & Ethics: Students will adopt a professional orientation appropriate to beginning counselors and practice ethically as counselors.

ASSESSMENTS USED TO MEASURE KPI 1: Signature Assignments, CPCE, Portfolio
KPI 2: Demonstrate application of theory and the development of counseling skills and progressive growth as a counselor.

**ASSESSMENTS USED TO MEASURE KPI 2:** Counselor Assessment of Progress Scale (CAPS) at multiple points

KPI 3: Develop specialized knowledge and skills in either professional school counseling or clinical mental health counseling and apply this knowledge and skills to professional practice.

1. Students will develop a professional identity as a counselor and as either a Professional School Counselor or Clinical Mental Health Counselor.
2. Within their specialized professional identity, students will implement knowledge, skills and practices to be effective counselors in a specialized setting.

**ASSESSMENTS USED TO MEASURE KPI 3:** Signature Assignments, Comprehensive exam case study, Counselors Assessment of Progress Scale (CAPS)
## SCHEDULE OF ASSESSMENTS

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### Results 2016-17

#### KPI #1

**Signature Assignments**
Counselor Education implemented signature projects/exams in order to assess student learning outcomes using CACREP 2016 standards.
In the Fall of 2016, the department taught the following courses with related CACREP standards: Research in Counseling and Program Evaluation (COED 606), Human Growth and Development (COED 610), Introduction to Counseling Theories and Techniques (COED 611), Professional, Ethical, and Legal Issues in Counseling (COED 612), Career Counseling and Development (COED 613), Cultural and Diversity Counseling (COED 616), and Internship in Clinical Mental Health Counseling (COED 690).
On balance, most students met the CACREP standards associated with each course. More specifically, out of the 10 standards assigned to **COED 606**, six were met by 100% of the students. In the case of the other four, only one out of 20 students didn’t meet each respective standard. In **COED 610**, of the 15 standards, six were met 100% by the students, and one was met by 95%. The rest
ranged from 15% - 82%. In COED 611, of the six standards assigned, most standards were met 100% or were not met by only one or two students. The exception being Standard 5g. which was only met by 60% of the students in one of the classes. This will be monitored in 2017-18. Sixteen standards are assigned to COED 612. All but three standards were met by 100% of the students. In one class, standards 1d. and 1e. were met by 75% of the students. In COED 613, 100% of the students met the six standards assigned to the course. COED 690 students met 100% of the two standards assigned to that course. It was determined by the assessment team that COED 616’s signature assignment rubric did not produce usable data to reflect learning of standards. The rubric has been modified for 2017-18.

In the Spring of 2017, the department taught the following courses with related CACREP standards: Assessment and Appraisal Techniques in Counseling (COED 615), Psychopathology Diagnosis and Treatment Planning (COED 620), Practicum: Individual Counseling Techniques (COED 641), Introduction to Clinical Mental Health Counseling (COED 650), Internship in Clinical Mental Health Counseling (COED 690), Internship in Elementary/Middle/High School Counseling (COED 691/692/693.)

Out of the 14 standards assigned to COED 615, three of the standards were met by all by one student. One standard was met by all but three. The rest were met by 100% of the students. COED 620 met 100% of its five standards. In COED 650 all standards but one were met by 100% of the students. The other standard was not met by only one student. COED 641 students met 100% of the standards assigned to that course. COED 690 students met 100% of one standard (3e.), and all but one student met the other standard(3b.) COED 691/692/693 students met the majority of the 10 standards – 100% of students met 6 of the standards, and all but one student met the other 4 respective standards.

CPCE
The CPCE will be administered in 2017-18, which was a faculty driven decision. Results from the CPCE will be reported in 2017-18. The department has been using an in-house comprehensive exam to assess overall learning. The results of the comprehensive exam (multiple choice section) are below. The department target benchmark is 70% of students completing the Comprehensive Exam will successfully achieve a minimal score of 70% in each section.

81% of students in Fall 2015 achieved a minimal score of 70% in the section on legal and ethical standards of counseling on the Comprehensive Exam. 85% of students in Fall 2015 achieved a minimal score of 70% in the section on theories and techniques of counseling on the Comprehensive Exam. 73% of students in Fall 2015 achieved a minimal score of 70% in the section on human development on the Comprehensive Exam. 65% of students in Fall 2015 achieved a minimal score of 70% in the section on career counseling on the Comprehensive Exam. To remedy: COED 613 faculty will compare the standards with course content and comprehensive exam questions, and make necessary modifications in instruction and assessment methods to ensure internal validity. 77% of students in Fall 2015 achieved a minimal score of 70% in the section on group counseling on the Comprehensive
Exam. 69% of students in Fall 2015 achieved a minimal score of 70% in the section on assessment skills in counseling on the Comprehensive Exam. We will monitor to see if pass rates stay at a higher rate with a target goal of 70% (we are currently at 69%). After we adjusted the comprehensive exam questions to better align with the Standards of Learning and the course syllabus, this year’s pass rate is an increase of 13% over last year. 50% of students in Fall 2015 achieved a minimal score of 70% in the section on multicultural counseling on the Comprehensive Exam. The comprehensive exam and COED 616 are offered concurrently in the Fall so that students are tested before they have completed the course. The department will be moving the course to the spring beginning in 2017-18. Note: We could not change course sequencing this year since students were already enrolled in classes.

Portfolios
Portfolios will be added in 2017-18. Implementation of the portfolio process will take some time to flush out in the next two years.

Counselor Assessment of Progress Scale (CAPS)
95% of students in COED 611 in Fall 2015 advanced to the next level of clinical training in COED 641, 98% of students in COED 641 in Spring 2016 advanced to the next level of clinical training in COED 642. 98% of students in COED 642 advanced to the next level of clinical training in COED 690, 691, 692, or 693.

Counselor Education utilizes the Counselor Assessment of Progress (CAP) to evaluate growth in students’ clinical skills throughout the duration of the program. The sequence of clinical courses moves from Introduction to Counseling Theories and Techniques (COED 611), to Practicum: Individual Counseling Techniques (COED 641), to Practicum: Group Counseling Techniques (COED 642). Finally, students move on to do their Clinical or School Internship in Internship in Clinical Mental Health Counseling (COED 690) or Internship in Elementary/Middle/High School Counseling (COED 691/692/693). The purpose of the CAP is to evaluate a set of integral counseling skills at the beginning level, and to continue evaluating those same skills throughout the program, while also adding additional skills as the student progresses through the clinical sequence. Faculty and Internship supervisors evaluate students’ skills on an objective 1-5 Likert scale (1 = low; 5=High). Since many of the same skills are measured multiple times throughout the program, the expectation is that scores will continue to increase as students hone their clinical skills through experience and learning. Thus objective scoring allows the department to track students’ growth and progression in fundamental clinical skills. For the purposes of this report, the COED department analyzed the first year cohort (courses COED 611 and 641) and the second year cohort (courses COED 642, 690/691/692/693) for the 2016-17 academic year.

KPI #2
For first years, CAP scores ranged from 2.77 – 3.4 in COED 611 with an average of 3.06. This same group ranged from 2.4 – 4.76 in COED 641 with an average of 3.40. This upward trend in average score is what we expect to find as students gain more experience in clinical skills. Second year scores in COED 642 ranged from 2.4 – 4.14 with an average of 2.79. This same group ranged from 3.22 – 5 in their first Internship evaluation (COED 690/91/92/93) with an average of 4.29. Again, the upward trend in average score signifies that students are improving on their key clinical skills as they progress through the program.

KPI #3

Signature Assignments
In COED 650 all standards but one were met by 100% of the students. The other standard was not met by only one student. In COED 671, all students met all standards. COED 690 students met 100% of one standard (3e.), and all but one student met the other standard (3b.) COED 691/692/693 students met the majority of the 10 standards – 100% of students met 6 of the standards, and all but one student met the other 4 respective standards.

Case Study Comprehensive Exam
CMHC Comps Case Study

In the 2016-17 academic year, there was a 73% pass rate/27% failure rate for the initial administration of the written clinical case study. Students who had to retake the written comps exam this past year had a 100% pass rate. Regarding the six (6) criteria on the rubric, there is variation amongst all six categories as to students performing adequately enough to pass or not. The two areas that have presented some degree of difficulty are: theoretical approach and application, and treatment plan.

School Counseling Case Study

In 2016-17 academic year, there was a 50% pass rate/50% failure rate for the initial administration of the written clinical case study. Students who had to retake the written comps exam this past year had a 100% pass rate upon exam retake. Students struggled most with organizing a treatment plan with identifiable theoretical interventions. For example, they chose one theory to organize the treatment, but interventions from a different theoretical orientation.

Counselor Assessment of Progress Scale (CAPS)
All students made an upward trend in their clinical skills in internship. No major clinical deficits were noted in this sampling.