
Program Assessment Report
Department of Professional Counseling 2019-2022

Please use this template to report on your program assessment plan and results each reporting period. Labels (in bold) should be included in your report.

I. Assessment of Syllabi

- a. We examined all of the syllabi for the Fall 2022 semester (Total number = 16 syllabi. Some sections of the same course use a combined syllabus. We had 19 courses.)
- b. Twelve of our sixteen syllabi had all the required components. Two were missing or had incorrect pre-requisites. Two had a different (though similar) course description than what is listed in the graduate bulletin.
- c. In recent years we have conducted in house audits of our syllabi, and then we alert faculty to any changes needed going forward. Over time we are having less errors/missing items. We will continue this process moving forward each semester.

II. Assessment of Program Student Learning Outcomes

A. Program Learning Outcomes

The Department of Professional Counseling Department is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Accreditation entails assessing a program's quality and its continual enhancement through compliance with the CACREP standards. The CACREP Standards are written to ensure that students develop a professional counselor identity and master the knowledge and skills to practice effectively in their respective domains or professional emphases. Our Program Goals and Learning Outcomes reflect the CACREP Eight Core Standards for assessing student learning and program effectiveness. The CACREP Standards can be viewed at <http://www.cacrep.org/for-programs/2016-cacrep-standards/>

In addition, graduates of the Department of Professional Counseling serve individuals, students, groups, and families who with a variety of presenting concerns in their lives (academic, emotional, social, psychological, etc.). It is necessary for professional counseling students to have a strong sense of self and professional identity. They must also possess the ability to grow personally and maintain poise and professionalism when encountered with stressful situations (including the ability to stay calm and navigate crises). As faculty, we evaluate students based on four Professional Counseling Dispositions to ensure that students exemplify the qualities necessary to perform the roles and duties of a professional counselor upon graduation. The disposition areas we evaluate our students on are: Receptive to Feedback, Respect toward Others, Resolving Personal Issues, and Professionalism and Professional Responsibilities.

Our Program Outcomes are Aligned with the 4 Strategic Priorities of the Department of Professional Counseling. These outcomes are highly based on the Eight CACREP Core Standards. They have also been aligned with the COEHS Conceptual Model (COEHS), DPI Pupil Services Standards (PSS), and CACREP Standards (CACREP).

Professional Competence. Professional counseling graduates are able to independently evaluate day to day situations using their knowledge of ethics; helping relationships; social and cultural foundations, development, group theories, best practice research, and integrating their work with feedback from supervision and consultation to create and implement plans to meet expectations at their schools/agencies and with students/clients.

Upon Graduation our students will demonstrate the ability to...

1. Apply their knowledge of the Professional Orientation of Counseling and Ethical Practice to their work with students and clients (CACREP 2.F.1.; COEHS Pedagogy, Learning, Diversity, Culture, Reflective Professional; PSS 1-2, 3-4, 6-7).

-
2. Use their knowledge Social and Cultural Diversity to conceptualize and work with students, clients, and social systems appropriately (CACREP 2.F.2.; COEHS Diversity, Culture, Reflective Professional, Change Agent; PSS 1-2, 4-7).
 3. Conceptualize students and clients using theories of Human Growth and Development (CACREP 2.F.3.; COEHS Pedagogy, Learning, Diversity, Culture, Reflective Professional; PSS 1-2, 6-7).
 4. Employ theories of Career Development in their conceptualizations and work with students and clients (CACREP 2.F.4.; COEHS Pedagogy, Learning, Diversity, Culture, Reflective Professional; PSS 1-2, 6-7)
 5. Apply theories and models of Counseling to develop effective Helping Relationships with students and clients that create change over time (CACREP 2.F.5.; COEHS Pedagogy, Learning, Diversity, Culture, Reflective Professional, Skillful Practitioner; PSS 1-2, 6-7)
 6. Utilize theories of Group Counseling and Group Work to develop effective groups with students and clients (CACREP 2.F.6.; COEHS Pedagogy, Learning, Diversity, Culture, Reflective Professional, Skillful Practitioner; PSS 1-2, 6-7)
 7. Employ Assessment and Testing methods to assess students and clients in order to develop a conceptualization, plan, and to track progress (CACREP 2.F.7.; COEHS Pedagogy, Learning, Diversity, Culture, Reflective Professional, Skillful Practitioner; PSS 1-7).
 8. Design and implement Research and Program Evaluation processes to gather, analyze, and made decisions regarding counseling interventions and programs (CACREP 2.F.8.; COEHS Pedagogy, Learning, Diversity, Culture, Reflective Professional, Skillful Practitioner; PSS 1-7).
 9. Seek out information and, if needed, supervision when they discover gaps in the knowledge and skill as an effective counselor (CACREP 2.F.1-8.; COEHS Pedagogy, Learning, Diversity, Culture, Reflective Professional, Skillful Practitioner; PSS 1-7).

Professional Identity. The graduate has developed an integrated professional identity that includes professional identity, ethics, and how they are able to best form helping relationships. They are able to move smoothly between their personal and professional roles.

Upon Graduation our students will demonstrate the ability to...

1. Synthesize the role of a professional counselor and how it is unique to other mental health and education professionals (CACREP 2.F.1.; COEHS Pedagogy, Learning, Reflective Professional, Lifelong Learner; PSS 1-7).
2. Model that developing helping relationships is the foundation of the professional counseling identity (CACREP 2.F.5.; COEHS Pedagogy, Learning, Reflective Professional, Skillful Practitioner, Lifelong Learner; PSS 1-7).
3. Manage the role of a professional counselor including boundaries, disposition, self-care, and professional roles (CACREP 2.F.1.; COEHS Reflective Professional; PSS 1-7).
4. Seek to remediate any growth areas affecting their progress to developing and maintaining a strong professional identity (CACREP 2.F.1-8. COEHS Pedagogy, Learning, Diversity, Culture, Reflective Professional, Skillful Practitioner; PSS 1-7).

Helping Skills. The graduate is able to independently apply knowledge of developmental, career, and group theories to develop helping relationships with clients/students, while creating integrated conceptualizations and action plans. They have developed a strong background of knowledge to work with the population they serve. They seek supervision and/or educational opportunities as needed.

Upon Graduation our students will demonstrate the ability to...

1. Utilize theories of human growth and development to implement interventions and techniques in sessions with students and clients (CACREP 2.F.3.; COEHS Pedagogy, Learning, Content, Skillful Practitioner, Change Agent, Reflective Professional; PSS 1-2, 4-7).

-
2. Employ theories of career development to development interventions and techniques in sessions with students and clients (CACREP 2.F.4.; COEHS Pedagogy, Learning, Content, Skillful Practitioner, Change Agent, Reflective Professional; PSS 1-2, 4-7).
 3. Use the helping relationship as a foundation of interaction with the client including utilizing theory based counseling technique and tracking the process of the relationship and session with the client (CACREP 2.F.5.; COEHS Pedagogy, Learning, Content, Skillful Practitioner, Change Agent, Reflective Professional; PSS 1-2, 4-7)
 4. Utilize theories of group development to implement interventions and techniques in sessions with students and clients (CACREP 2.F.6.; COEHS Pedagogy, Learning, Content, Skillful Practitioner, Change Agent, Reflective Professional; PSS 1-2, 4-7).
 5. Seek out information and, if needed, supervision when they discover gaps in knowledge or personal growth needed to effectively employ helping skills (CACREP 2.F.1-8.; COEHS Pedagogy, Learning, Diversity, Culture, Reflective Professional, Skillful Practitioner; PSS 1-7).

Leadership and Advocacy. The graduate is able to independently advocate for themselves and their students/clients. They engage in leadership opportunities to serve their population. They are able to develop and maintain professional helping relationships to facilitate their leadership and advocacy.

Upon Graduation our students will demonstrate the ability to...

1. Ethically advocate for themselves and clients taking into account the relationship, system, and social and cultural diversity (CACREP 2.F.2.; COEHS Pedagogy, Learning, Diversity, Culture, Change Agent, Reflective Professional; PSS 1-7)
2. Utilize their knowledge as a counselor and the relationships around them to be an effective leader (CACREP 2.F.1 & 5.; COEHS Pedagogy, Learning, Diversity, Culture, Skillful Practitioner, Change Agent, Reflective Professional; PSS 1-7)
3. Utilize social and cultural theory to conceptualize the need for advocacy and develop an intentional plan for advocacy (CACREP 2.F.2.; COEHS Pedagogy, Learning, Diversity, Culture, Skillful Practitioner, Change Agent, Reflective Professional; PSS 1-2, 4-7).
4. Develop the relationships necessary to effectively advocate and lead (CACREP 2.F.5.; COEHS Pedagogy, Learning, Diversity, Culture, Skillful Practitioner, Change Agent, Reflective Professional; PSS 1-7).
5. Seek out information and, if needed, supervision when they discover gaps in the knowledge about being an advocate and leader (CACREP 2.F.1-8.; COEHS Pedagogy, Learning, Diversity, Culture, Skillful Practitioner, Change Agent, Reflective Professional; PSS 1-7).

B. Methodology:

The Department of Professional Counseling completes all of the following and more. This is a distant view of the level of assessment that takes place in our program. In addition to what we have illustrated here, we also complete a disposition assessment on all students every semester in addition to course assessments, field observations, clinical supervision, and service-learning observations.

Gateway 1: Program Entry			
Student Learning and Program Outcomes	Assessment Methods/Context for Assessment	Analysis and Interpretation of Findings	Program Response
Professional Identity 1-4,	Application Review: GPA, References, Essay, Interview	<p>Summer 2022: Number of Students Applied: 65 We did not invite 2 students due to difficulties with writing and/or professional presentation. 20 students withdrew/declined their invitation due to other opportunities. We had 2 students defer their admission for 1-2 years. We admitted 41 students (This number does not include the deferrals).</p> <p>Summer 2021:</p> <p>Number of Students Applied: 65 We did not invite 5 students due to difficulties with writing and/or professional presentation. 15 students withdrew/declined their invitation due to other opportunities. We had 1 students defer their admission for 1-2 years. We admitted 34 students (This number does not include the deferrals).</p> <p>Summer of 2020:</p>	<p>In 2022, we worked closely with the Graduate Studies office to refine our admissions process. As a part of this, we reviewed and evaluated processes such as how we store the data/applications, how to streamline the process of receiving reference letters through using an automated process (which relieves some of the burden of prospective students to get references to send in their letters), and we are currently reviewing the application to automate the process for prospective students.</p> <p>In the future, we would like to survey students who chose not to attend due to other opportunities to determine if there are any measures we can take to increase enrollment.</p>

		Number of Students Applied: 53. 18 students withdrew/declined their invitation due to other opportunities. We admitted 35 students.	
Professional Competence 1,2, Professional Identity 1-4, and Advocacy 1-5	PRF CNSL 700 Professional Identity and Ethics in Counseling: In this course students have 5 main assignments. Each geared at gaining knowledge, skills, and awareness around different aspects of professional identity and ethics including writing assignments related to their identity, ethical case studies, and a final exam.	During the 2019-2022 AYs 110 students took this course and all passed with an average grade of an A. (82 As, 21 A-s, 4 B+s, 2 Bs, and 1 B-).	No change necessary at this time.
Helping Skills 1-5	PRF CNSL 702 Counseling Process: Counselor Competency Scale (CCS)	<p>AY 2020-2021 and 2021-2022</p> <p>Clinical Mental Health Counseling Site Supervisor evaluation of the students. Total Mean score of 84.9/100, Item Mean Score of 4.4343/5, sd = 0.22591 on a scale from 1 (Major Adjustment Needed) to 5 (Highly Developed).</p> <p>School Counseling Site Supervisor evaluation of the students. Total Mean score of 84.1/100, Item Mean Score of 4.4664/5, sd = .14324 on a</p>	<p>The book and measure used to evaluate students for AY 2019-2020 was a new book and the assessment that came with it. Based on student feedback, this book and assessment were not a good choice, so the faculty returned to what was being used previously. Therefore, the data presented here does not include data for 2019-2020 AY.</p> <p>The data using the CSS (Counseling Skills Scale) provided here represents that the</p>

		<p>scale from 1 (Major Adjustment Needed) to 5 (Highly Developed)..</p> <p>Student Affairs and College Counseling Site Supervisor evaluation of the students. Total Mean score of 77.5/100, Item Mean Score of 4.5561/5, sd = .03225 on a scale from 1 (Major Adjustment Needed) to 5 (Highly Developed).</p>	
<p>Professional Competence 1-3, 5; Professional Identity 2-5; Helping Skills 1-5; Leadership and Advocacy 2</p>	<p>PRF CNSL 731: Group Counseling Process</p> <p>Counselor Competency Scale (Group Version)</p>	<p>2022 Cohort will take 731 Group Counseling Process in the Spring of 2023.</p> <p>2021 Cohort 32 students took 731 Group Counseling Process. Total Mean score of 47.41/54, sd = 8.92. Scores range on a scale from 1 (Beginning) to 3 (Met), and the total score is out of 54.</p> <p>2020 Cohort 35 students took 731 Group Counseling Process. Total Mean score of 51.03, sd 1.15. Scores range on a scale from 1 (Beginning) to 3 (Met), and the total score is out of 54.</p> <p>2019 Cohort data is not available. This was the first semester of the pandemic. Because of the nature of this course, the decision was made to finish the course in the Fall of 2021, thinking we would be back in person. That was not the case, and the delay to the next semester</p>	<p>We discovered that we lost the Spring 2019 data for PRF 731 Group Counseling Process due to the switch to tk20. That was fixed for Spring 2020. However, the pandemic hit, and because we paused the completion of the course for a semester, we were unable to collect data for Spring of 2020 in TK20. We resumed the following semester.</p>

		caused us to be unable to collect data in TK20.	
Professional Competence 1-3, 9; Professional Identity 1-5; Helping Skills 1-5; Leadership and Advocacy 1-5	<i>PRF CNSL 788 Social Cultural Foundations:</i> In Professional Counseling 788 Social and Cultural Foundations there are three main assignments that assess students' knowledge, skills, and awareness. 1. Students complete Little Acts of Advocacy over the course of the semester and then reflect on their learning and growing effectiveness at the skill of advocacy. 2. They complete three homework assignments using identity development models to work on their conceptualization skills. The last time this course was taught the assignment was changed so that the third conceptualization is done as a group presentation. 3. They attend 8 multicultural events and write final project related to what they have learned. The assessment method for all assignments is rubrics.	All Students (except one) passed PRF CNSL 788 with an average grade of A. The breakdown was: 84 As, 11 A-s, 3 B+s, 1 B, and 1 B-).	No change necessary.
Professional Competence 1-3, 7, 9; Professional Identity 1; Helping Skills 1; Leadership and Advocacy 1-2	<i>PRF CNSL 704 Assessment Techniques in Counseling:</i> The students in this course learn how to select psychometrically strong assessment tools to assess for student differences, administer and score assessments, and to write objectively about students. All assignments are assessed via rubrics.	All students have passed this course in the past three years (with one incomplete currently).	In the past year, we have begun to evaluate any gaps in our risk assessment curriculum. We are working to enhance this in the coming Spring and Summer semester courses.
Professional Competence 1-4, 9; Professional Identity 1-4; Leadership and Advocacy 1-5	<i>PRF CNSL 708 Career Development:</i> PRF CNSL 708: The students are provided with several individual and team projects that	All students are required to pass this course.	No change at this time.

	integrate a broad range of career development domains including understanding the relationship of academics to the world of work; acquiring self-knowledge to make informed career decisions; gaining perspective about the relationship between educational achievement and career development; and integrating career management strategies to attain satisfying career success. All assignments are assessed using rubrics.		
Gateway 2: Practicum			
Student Learning and Program Outcomes	Assessment Methods/Context for Assessment	Analysis and Interpretation of Findings	Program Response
Professional Competence 1-9, Helping Skills) 1-5,	PRF CNSL 794: Counseling Practicum Final Evaluation completed by Site Supervisors. This evaluation evaluates student clinical skills, professionalism, and dispositions.	<p>2019-2020</p> <p>Clinical Mental Health Counseling Site Supervisor evaluation of the students. Total Mean score of 46.78/54, sd = 4.94, or an Item Mean of 2.75/3, sd = .27.</p> <p>School Counseling Site Supervisor evaluation of the students. Total Mean score of 44.90/54, sd = 10.51, or an Item Mean of 2.65/3, sd = .3</p> <p>2020-2021</p> <p>Clinical Mental Health Counseling Site Supervisor evaluation of the students. Total Mean score of 49.62/54, sd = 3.72, or an Item Mean of 2.81, sd = .15.</p> <p>School Counseling Site Supervisor evaluation of the students. Total</p>	All of our students scored between Developing and Met for Clinical Skills and Dispositions. We believe this is an adequate score for our students to achieve. We will continue to assess our outcomes. We updated our Final Practicum Evaluation Form to include 18 questions instead of 32. This is the first round of data with the new forms. It seems to be received well so far. We also updated the question content to represent the current role of a counselor. We will additionally be moving all of our clinical forms to our new platform, Tevera. The first group using this happened this Fall of 2022 semester.

		<p>Mean score of 50.58/54, sd = 4.85, or an Item Mean of 2.88/3, sd = .23</p> <p>Student Affairs and College Counseling Site Supervisor evaluation of the students. Total Mean score of 50.58/54, sd = 4.85, or an Item Mean of 2.88/3, sd = .23</p> <p>2021-2022</p> <p>Clinical Mental Health Counseling Site Supervisor evaluation of the students. Total Mean score of 45.21/54, sd = 8.32, or an Item Mean of 2.59/3, sd = .42.</p> <p>School Counseling Site Supervisor evaluation of the students. Total Mean score of 48.11/54, sd = 5.62, or an Item Mean of 2.87/3, sd = .19</p>	
<p>Professional Competence 1-9, Professional Identity 1-4, Helping Skills) 1-5, Leadership and Advocacy 1-5</p>	<p>PRF CNSL 794: Counseling Practicum Final Student Evaluation of Site Supervisors. This evaluation helps students share feedback relative the quality of the professional experience and supervision that was provided.</p>	<p>2019-2020</p> <p>Site supervisors Total Mean Score of 58.14/60, sd = 2.51. Item Mean Score of 3.88/4, sd = .17. Evaluated on a Scale from 1 (Never) – 4 (Always).</p> <p>2020-2021</p> <p>Site supervisors Total Mean Score of 58.6/60, sd = 1.50 Item Mean Score of 3.91 sd = .1. Evaluated on a Scale from 1 (Never) – 4 (Always).</p>	<p>All of our faculty and site supervisors scored between Most of the Time and Always in their use of supervision skills. We believe this is an adequate score for our supervisors to achieve.</p>

		<p>2021-2022</p> <p>Site supervisors Total Mean Score of 56.67/60, sd = 5.39.. Item Mean Score of 3.78, sd = .36. Evaluated on a Scale from 1 (Never) –4 (Always).</p>	
<p>Professional Competence 1-9, Professional Identity 1-4, Helping Skills) 1-5, Leadership and Advocacy 1-5</p>	<p>Site Visits</p>	<p>The program's clinical coordinator conducts site visits with our Practicum students and site supervisors where they review the program requirements and address the students' areas of excellence/strengths and areas of needed growth/goals. The clinical coordinator also asks if the student or site supervisor has suggestions for the UWO Professional Counseling program to better prepare our students for the field. The typical response is that our students are very well prepared, especially compared to other programs. Feedback from sites regarding areas where they believe our program needs to add additional focus include the following: Theories course for <i>all</i> emphases; shorten the length of the student evaluations; practice writing treatment plans; PBIS information/practice for school counselors.</p>	<p>Site visits provide valuable information. We are in the process of adding a theories course for School Counseling as it moves to 60 credits. Currently, theories are more integrated into other content. We also recently did reduce the number of questions in our evaluations recently. Students in the clinical mental health emphasis do receive practice writing treatment plans, though we also imagine sites may have specific ways they theirs that may differ as these are not uniform across agencies. Overall, we continue to look for ways to improve our curriculum.</p>

Professional Competence 1-2, 8; Leadership and Advocacy 5	<i>PRF CNSL 732 Applied Research and Evaluation:</i> The students learn how to calculate statistics, interpret data, read and interpret research articles, and write proposals and data reports. The students have shown that they can demonstrate the use of statistics to create meaning and document the success or growth areas of an area of research or a program by writing a research report using data. All assignments are reviewed using rubrics	All students completed this course (with one incomplete currently).	No change at this time.
Gateway 3: Internship			
Student Learning and Program Outcomes	Assessment Methods/Context for Assessment	Analysis and Interpretation of Findings	Program Response
Professional Competence 1-9, Professional Identity 1-4, Helping Skills) 1-5, Leadership and Advocacy 1-5	PRF CNSL 797 Internship I: Final Site Supervisor Evaluations	<p>2019-2020</p> <p>CMHC Evaluations Total Mean of 42.8/48, sd = 4.16 Item Mean of \bar{x} = 2.75/3, sd = .22</p> <p>School Evaluations Total Mean of 43.28/54, sd = 7.63. Item Mean of = 2.69/3, sd = .23</p> <p>2020-2021</p> <p>CMHC Evaluations Total Mean of 39.07/48, sd = 6.1 Item Mean of \bar{x} = 2.62/3, sd = .30</p> <p>School Evaluations Total Mean of 39.56/48, sd = 5.87. Item Mean of = 2.9/3, sd = .14</p>	All of our students scored between Developing and Met for Clinical Skills and Dispositions. This is the first round of data with shorter evaluations, and this seems to be received well since the change. We have continued to receive some feedback about the length of the evaluation, so we may need to shorten it even further. Additionally, all of our clinical evaluations will be moving to our new platform Tevera.

		<p>Student Affairs Evaluations Total Mean of 40.33/48, sd = 8.62. Item Mean of \bar{x} = 2.62/3, sd = .49</p> <p>2021-2022</p> <p>CMHC Evaluations Total Mean of 38.88/48, sd = 5.1 Item Mean of \bar{x} = 2.64/3, sd = .28</p> <p>School Evaluations Total Mean of 45.43/54, sd = 8.74. Item Mean of = 2.77/3, sd = .28</p> <p>Student Affairs Evaluations Total Mean of 43/48, sd = NA. Item Mean of \bar{x} = 2.69/3, sd = NA</p>	
<p>Professional Competence 1-9, Professional Identity 1-4, Helping Skills) 1-5, Leadership and Advocacy 1-5</p>	<p>PRF CNSL 797 Internship I: Student Evaluation of the Site Supervisors</p>	<p>2019-2020</p> <p>School Evaluations Total Mean of 58.9/60, sd = 1.37. Item Mean of = 3.93/4, sd = .09.</p> <p>CMHC Evaluations: Total Mean of 57.2/60, sd = 5.32. Item Mean of = 3.81/4, sd = .35.</p> <p>2020-2021</p> <p>School Evaluations Total Mean of 59.64/60, sd = 1.08. Item Mean of = 3.98/4, sd = .07.</p> <p>CMHC Evaluations: Total Mean of 58.43/60, sd = 2.93. Item Mean of = 3.9/4, sd = .2.</p> <p>Student Affairs and College Counseling Evaluations Total Mean of 60/60, sd = 0. Item Mean of = 4/4, sd = 0</p>	<p>Almost all of our site supervisors scored between Most of the Time and Always in their use of supervision skills. We believe this is an adequate score for our supervisors to achieve.</p>

		<p>2021-2022</p> <p>School Evaluations Total Mean of 55.2/60, sd = 13.83. Item Mean of = 3.68/4, sd = .92.</p> <p>CMHC Evaluations: Total Mean of 59.28/60, sd = 1.81. Item Mean of = 3.97/4, sd = .1.</p> <p>Student Affairs and College Counseling Evaluations Total Mean of 60/60, sd = N/A. Item Mean of = 4/4, sd = N/A.</p>	
<p>Professional Competence 1-9, Professional Identity 1-4, Helping Skills) 1-5, Leadership and Advocacy 1-5</p>	<p>Counselor Education Counselor Examination (CECE): The CECE is a standardized examination the covers content representative of the CACREP 8 Core Areas. All students must pass this examination prior to Graduation.</p>	<p>2021-2022</p> <p>In the last year, we had 36 students who took the CECE and have had 3 students who did not pass when they first took the exam. Below are the item means and standard deviations (in parentheses are the national means and standard deviations).</p> <p>Human Growth and Development 9.68, 2.45 (9.64, 2.82) Social & Cultural Diversity 12.52, 1.79 (12.64, 2.34) Helping Relationships 9.26, 2.77 (8.43, 2.82), Group Work 10.16, 1.88 (10.07, 2.09) Career Development 10.45, 2.23 (10.36, 2.17) Appraisal 8.48, 2.39 (8.43, 1.7) Research and Program Evaluation 9.00, 2.7 (8.86, 2.6) Professional Orientation and Ethical</p>	<p>We use the CECE to measure our students' skill in each area, and to inform our teaching regarding classes that need to be strengthened. This is a major change from using two different assessments in the past 10 years. So far the CECE is meeting the objectives we would like it to at no cost to the students. No change needed at this time. The department scores above or near each national mean per standard area.</p>

		<p>Practice 10.23, 1.63 (10.00, 1.41) Total Mean 79.77, 12.94 (78.43, 13.53)</p> <p>2020-2021</p> <p>For the 2020-2021 AY year, we had 27 students who took the CECE and everyone passed the exam. Below are the item means and standard deviations (in parentheses are the national means and standard deviations).</p> <p>Human Growth and Development 9.66, 2.21 (8.97, 2.19) Social & Cultural Diversity 12.07, 1.5 (12.25, 1.40) Helping Relationships 8.83, 2.45(8.94, 2.51), Group Work 11.09, 1.82 (9.51, 2.04) Career Development 10.95, 2.19 (9.53, 2.79) Appraisal 7.93, 2.33 (8.29, 3.09) Research and Program Evaluation 8.64, 2.43 (9.51, 2.21) Professional Orientation and Ethical Practice 10.26, 2.44 (9.18, 2.15) Total Mean 79.59, 11.7 (76.18, 13.53)</p> <p>2019-2020</p> <p>For the 2020-2021 AY year, we had 27 students who took the CECE and everyone passed the exam. Below are the item means and standard deviations (in parentheses are the national means and standard</p>	
--	--	--	--

		<p>deviations).</p> <p>Human Growth and Development 11.81, 1.42 (8.97, 2.19) Social & Cultural Diversity 13.15, 1.85 (12.25, 1.40) Helping Relationships 11.19, 2.85 (8.94, 2.51), Group Work 11.00, 1.54 (9.51, 2.04) Career Development 11.67, 1.66 (9.53, 2.79) Appraisal 9.41, 1.99 (8.29, 3.09) Research and Program Evaluation 9.59, 2.21 (9.51, 2.21) Professional Orientation and Ethical Practice 11.67, 1.62 (9.18, 2.15) Total Mean 89.48, 8.43 (76.18, 13.53)</p>	
Professional Competence 1-9, Professional Identity 1-4, Helping Skills) 1-5, Leadership and Advocacy 1-5	Praxis II	All of our students that have taken the Praxis II in the last three years have passed the exam.	<p>Our students are adequately prepared for the Praxis II.</p> <p>Due to changes in DPIs licensure requirements, our program made a curricular change that will begin with the Summer 2022 cohort to no longer require the Praxis II examination.</p>
Professional Competence 1-9, Professional Identity 1-4, Helping Skills) 1-5, Leadership and Advocacy 1-5	NCE or NCMHCE	<p>AY 2019-2020 17 students took the NCE. None took the NCMHCE. Of those taking the NCE, 15 passed.</p> <p>AY 2020-2021 11 students took the NCE. None took the NCMHCE. Of those taking the NCE, all 11 passed. We did not have data for Spring of 2021. We only receive data if more than 2 students take it, and at this</p>	<p>Our students are adequately prepared for the NCE and data is beginning to support that they are also prepared for the NCMHCE. Our department has suggested student may be interested in taking the NCMHCE instead of the NCE for LPC licensure as it is portable to more states outside of Wisconsin.</p>

		<p>time, the pandemic likely resulted in less than 2 students taking the exam that semester.</p> <p>AY 2021-2022 13 people took the NCE, and all 13 passed. Additionally, 3 students took the NCMHCE and all 3 students passed.</p>	<p>However, students decisions about which test to take are completely up to them, and they are encouraged to talk to advisors about what makes the most sense for their career trajectory.</p>
<p>Professional Competence 1-9, Professional Identity 1-4, Helping Skills) 1-5, Leadership and Advocacy 1-5</p>	<p>PRF CNSL 798 Counseling Internship II Final Site Supervisor Evaluation</p>	<p>2019-2020</p> <p>CMHC Evaluations Total Mean of 42.75/48, sd = 5.94 Item Mean of \bar{x} = 2.86/3, sd = .15</p> <p>School Evaluations Total Mean of 44.63/54, sd = 7.11. Item Mean of = 2.99/3, sd = .11</p> <p>Student Affairs Evaluations Total Mean of 50/54, sd = 1.0. Item Mean of \bar{x} = 2.78/3, sd = .06</p> <p>2020-2021</p> <p>CMHC Evaluations Total Mean of 41.81/48, sd = 5.37 Item Mean of \bar{x} = 2.78/3, sd = .27</p> <p>School Evaluations Total Mean of 43.77/48, sd = 9.25. Item Mean of = 2.85/3, sd = .22</p> <p>2021-2022</p> <p>CMHC Evaluations Total Mean of 43.5/48, sd = 5.59. Item Mean of \bar{x} = 2.87/3, sd = .23</p>	<p>Our belief is that Developing to Met Expectations is a more than adequate score for Internship II students at the end of the semester. Each student ended the semester with scores in the developing to met areas. Also, all of our internship evaluations will be transitioning to our new platform, Tevera.</p>

		School Evaluations Total Mean of 44.37/48, sd = 6.40. Item Mean of = 2.76/3, sd = .24	
Professional Competence 1-9, Professional Identity 1-4, Helping Skills) 1-5, Leadership and Advocacy 1-5	PRF CNSL 798 Internship II: Final Evaluation of the Site Supervisor	<p>2019-2020</p> <p>School Evaluations Total Mean of 59.00/60, sd = 1.41. Item Mean of = 3.93/4, sd = .09.</p> <p>CMHC Evaluations: Total Mean of 54.30/60, sd = 6.07. Item Mean of = 3.62/4, sd = .40.</p> <p>Student Affairs and College Counseling Evaluations Total Mean of 58.67/60, sd = 1.53. Item Mean of = 3.91/4, sd = .1</p> <p>2020-2021</p> <p>School Evaluations Total Mean of 58.29/60, sd = 1.89. Item Mean of = 3.89/4, sd = .13.</p> <p>CMHC Evaluations: Total Mean of 58.64/60, sd = 3.16. Item Mean of = 3.91/4, sd = .21.</p> <p>2021-2022</p> <p>School Evaluations Total Mean of 56.75/60, sd = 5.5. Item Mean of = 3.78/4, sd = .37.</p> <p>CMHC Evaluations: Total Mean of 59.42/60, sd = 1.12. Item Mean of = 3.96/4, sd = .07.</p> <p>Student Affairs and College Counseling Evaluations Total Mean of 60/60, sd = N/A. Item Mean of =</p>	Almost all of our site supervisors scored between Most of the Time and Always in their use of supervision skills. We believe this is a good score for our supervisors to achieve.

		4/4, sd = N/A.	
Professional Competence 1-9, Professional Identity 1-4, Helping Skills) 1-5, Leadership and Advocacy 1-5	Site Visits	The program's clinical coordinator conducts site visits with our Internship students and site supervisors where they review the program requirements and address the students' areas of excellence/strengths and areas of needed growth/goals. The clinical coordinator also asks if the student or site supervisor has suggestions for the UWO Professional Counseling program to better prepare our students for the field. The typical response is that our students are very well prepared, especially compared to other programs. Feedback from sites regarding areas where they believe our program needs to add additional focus include the following: grief counseling modalities, theories and processes; Theories course for <i>all</i> emphases; familiarity with electronic platforms schools, universities and clinical settings use; Family Systems Therapy working with students/children and parents; assessing risk, safety, and diagnosis for insurance purposes; trauma work in the k-12 schools; grant writing information and practice; developing lesson plans for school counselors that align with state standards.	Our Clinical Coordinator has been collecting feedback from our Site Supervisors. We have made some changes that will address the suggestions made for the future already including moving to a stand-alone theories and trauma and crisis in educational settings courses as we move to 60 credits for school counseling students, and more training for our new platform, Tevera. There are also some areas that are outside of the scope of what we can do, such as grant writing training. Overall, though, we value the feedback from our sites, as it helps us to know how our training program is ultimately preparing students.
Professional Competence 1-9, Professional Identity 1-4, Helping	Graduate Exit Survey	2021-2022	With a lot of changes happening (moving to online platform Tevera,

<p>Skills) 1-5, Leadership and Advocacy 1-5</p>		<p>Admission Process: $\bar{x} = 4.7/5$ Faculty Advisement: $\bar{x} = 4.28/5$ Clinical Courses: $\bar{x} = 4.45/5$ Emphasis Courses: $\bar{x} = 3.74 /5$ Other Required Courses: $\bar{x} = 4.06/5$ On-site Experiences: $\bar{x} = 4.77/5$ Interactions with Peers: $\bar{x} = 3.97/5$ Interactions with Faculty: $\bar{x} = 4.39/5$ Opportunities for Personal Growth: $\bar{x} = 4.76/5$ New Student Orientation: 94% found our Orientation helpful Department Website: 100% found our Department website helpful Student Program Manual: 95.83% found our Handbook helpful Other Online Department Forms: 100% found our online forms helpful.</p> <p>2020-2021</p> <p>Admission Process: $\bar{x} = 4.69/5$ Faculty Advisement: $\bar{x} = 4.69/5$ Clinical Courses: $\bar{x} = 4.75/5$ Emphasis Courses: $\bar{x} = 4.69/5$ Other Required Courses: $\bar{x} = 4.44/5$ On-site Experiences: $\bar{x} = 4.75/5$</p>	<p>updates for our site database, etc.) our Clinical Coordinator has made a lot of updates to our Program Manual that the faculty also reviews and votes on. Additionally we have made continual progress on updating online forms and policies/procedures as well. We have continued to refine our new student orientation to provide useful information, but not to overwhelm students with too much information. We have noted in the past that if we provide too much information, students won't remember ever hearing the information during orientation. We also have been updating our website with changes to our emphases (adding a new track: Clinical College Counseling), and School Counseling moving to 60 credits (and possibly Student Affairs moving to 60 as well). We will also be working on the website as our Department has recently merged with Human Services Leadership, and the college is undergoing new branding efforts.</p>
---	--	--	---

		<p>Interactions with Peers: $\bar{x} = 4.81/5$</p> <p>Interactions with Faculty: $\bar{x} = 4.75/5$</p> <p>Opportunities for Personal Growth: $\bar{x} = 5/5$</p> <p>New Student Orientation: 92.3% found our Orientation helpful</p> <p>Department Website: 93.75% found our Department website helpful</p> <p>Program Manual: 87.5% found our Manual helpful</p> <p>Other Online Department Forms: 93.75% found our online forms helpful.</p> <p><i>2019-2020</i></p> <p>Admission Process: $\bar{x} = 4.57/5$</p> <p>Faculty Advisement: $\bar{x} = 3.87/5$</p> <p>Clinical Courses: $\bar{x} = 4.33/5$</p> <p>Emphasis Courses: $\bar{x} = 4.21/5$</p> <p>Other Required Courses: $\bar{x} = 4.24/5$</p> <p>On-site Experiences: $\bar{x} = 4.53/5$</p> <p>Interactions with Peers: $\bar{x} = 4.57/5$</p> <p>Interactions with Faculty: $\bar{x} = 4.4/5$</p> <p>Opportunities for Personal Growth: $\bar{x} = 4.72/5$</p> <p>New Student Orientation: 100% found our Orientation helpful</p>	
--	--	---	--

		<p>Department Website: 89.47% found our Department website helpful</p> <p>Program Manual: 77.78% found our Program Manual helpful</p> <p>Other Online Department Forms: 88.89% found our online forms helpful.</p>	
Gateway 4: Post Graduation			
Student Learning and Program Outcomes	Assessment Methods/Context for Assessment	Analysis and Interpretation of Findings	Program Response
Professional Competence 1-9, Professional Identity 1-4, Helping Skills) 1-5, Leadership and Advocacy 1-5	Alumni Survey of the Program	<p>The alumni survey was sent out for the first time in recent years this past Fall semester (2022). However, we received data back from graduates as far back as 2008. We received 85 responses. Of those, 38 were Clinical Mental Health/Community graduates, 33 School counseling graduates, and 14 were Student Affairs and College Counseling. 85.88% are currently employed in the counseling field, and only 1 person reported not being employed currently. The total employment rates are 98.85%. Of those employed, but not in the field of counseling, all reported being employed in a related field.</p> <p>Below are item means and standard deviations:</p> <p>Employment satisfaction: Mean 4.11/5, sd .72</p> <p>Satisfaction with Admissions</p>	<p>This is our first alumni survey in years. Because we just collected it this semester, we haven't had time to create any meaningful goals yet. Also, we will need to sort out the data a bit more to look at feedback that is most recent so we know what reflects the feedback for our program in its current iteration.</p>

		<p>process: 4.48/5, sd .66</p> <p>Satisfaction with Advising: Mean 4.33/5, sd .85</p> <p>Instruction effectiveness: Mean 4.43/5, .73</p> <p>Faculty competence: Mean 4.62/5, sd .61</p> <p>Faculty as mentors: Mean 4.52/5, sd .79</p> <p>Facilities and resources: Mean 4.26/5, sd .75</p> <p>Admission to candidacy process: Mean 4.28/5, sd .88</p> <p>Process of securing site: Mean 3.92/5, sd .97</p>	
<p>Professional Competence 1-9, Professional Identity 1-4, Helping Skills) 1-5, Leadership and Advocacy 1-5</p>	<p>Employer Survey of the Program</p>	<p>We sent out the Employer survey this year for the first time since a long while back. We didn't receive a high response rate (n = 7), however, we hope that as we continue to send this out regularly, that we can gain more information in the future. Below are the means and standard deviations for each area of the employer survey.</p> <p>General job performance: Mean: 4.06, sd: .96</p> <p>Overall competence: Mean: 4.38, sd: .92</p>	<p>We will continue to build on the survey we currently have to add to our data pool. This is valuable information and will help us to inform our practices.</p>

		Skills: Mean: 4.53, sd: .77 Overall satisfaction: Mean: 4.29, sd: .95	
Professional Competence 1-9, Professional Identity 1-4, Helping Skills) 1-5, Leadership and Advocacy 1-5	Employment Rates	Using our Alumni Survey, we were able to gain 40 responses from students graduating from 2019-2022. Of that 40, all who answered the question reported being employed, though 5 were employed outside of the counseling field. Employment rates for the last 2 years is 87.5% in the field of counseling, with the remaining 12.5% being employed in a closely related field.	Our employment data is very valuable. It helps us understand how to prepare our students for interview and to develop as new professionals.

C. Analysis and Results

Please use the table above to see our methods and analyses. We analyze each of these data points annually as a part of our compliance with the Department of Public Instruction CRP reporting process. As a part of this process, we regularly review data as it becomes available to understand our areas of strengths and growth for our department. It is clear from our data that the relationship that we have with our students and our community partners is a strength. We get consistent feedback that we work to meet the needs of our students and our community through our Practicum and Internship Sites. We seem to be responsive to feedback that is given to us for ways to grow to meet the demands of the field. This has never been more evident than how our department and students responded during the pandemic. One major change that took place is changes and more flexibility around service delivery and supervision via online counseling platforms. In the schools, we had students going in to pass out lunches in drive up lunch programs when schools shut down, checking on children and families' mental well-being. We learned a lot of flexibility, but this also alerted us to some better methods (e.g. more accessible) at times for service delivery.

This data represents a few major transitions for us. Starting with the Summer 2021 cohort we will change our evaluation platforms (tk20 to Tevera). This change is a major one for us, because this platform is made for Counseling programs, and therefore, it has capabilities that previous platforms have not (e.g. it will house our site supervisor database, classes, and evaluations for all of our practicum and internship students). In January of 2021, the previous chair of our department moved up to the position of Associate Dean, and a new chair was elected. This happened at the same time as a merger between our program and Human Services Leadership. We are in the process of working towards greater integration between our programs into a single department. Additionally, we will be moving into a new building after renovations are complete in Fall of 2023, which will include a new lab and new lab equipment. We will be learning to utilize that space as well when we move. We also have begun recommending that our CMH students consider the NCMHCE instead of the NCE for their licensure exam because Wisconsin will accept either, but the NCMHCE is more predominant in other states, thus allowing for greater portability. For our school counseling students, the requirements for licensure changed, and we have changed our curriculum requirements to reflect this. Starting with the Summer 2022 cohort, students will no longer be required to take and pass the Praxis II for licensure. We have also made significant revisions to our student handbook and program manual.

One area we know we want to address is to continue to build our outreach to alumni and employers. We have begun this process, but want to continue to build on the current data. Additionally, we recently reached out to Employers of our alumni to complete a survey. We are just now beginning to look at this data and make goals. We have not been able to do so in several years, and their feedback is valuable relative to how our graduates are doing. We have begun also gaining feedback during site visits. Our Clinical Coordinator now includes questions specific to how our program could better prepare our graduates. This data collection is also new (just started this past semester), but it already has provided valuable information. We have noted our action steps in the far right column to indicate how we intend to continue to improve in our areas of challenge.

The data seems to indicate that our students spend the first half of their program developing their foundational knowledge of counseling and their specific emphasis and then the majority of the application occurs in the second half of their program through service learning and field experiences. They are required to meet all of the program objectives in a capacity appropriate to their emphasis during their field experiences.

D. Program's Response to Assessment Result

You can see our responses to the data in the table above. We make goals during faculty meetings when we review data and determine what area we are going to focus on each year. For example, this year we are working on onboarding our students, staff, faculty, and sites to our new system (Tevera), making changes to the website with our changes to a merged department with Human Services, Leadership, and working to enhance our current risk assessment curriculum. At times our responses are heavily guided by the requirements of the university or college. All faculty and staff in the department are part of developing our plans and in making decisions. We track and report on the impact of all changes through our data collection process. At times we find that our changes are going well. At other times we have had to start again or refine our previous efforts. Our biggest challenge to managing the data, analysis, and responses to feedback is time, resources, and having enough people to assist with the effort. We used to have annual data retreats, but that took a back seat when the pandemic hit. However, we have scheduled to have one this year in January so that we can take a broader

view with the data and make goals and action steps. We feel our program will continue to grow as we learn to make changes based on the feedback we receive to improve our services each year.