
What follows is a summary of student learning outcome data that were reviewed by the counselor education program faculty in relation to our nine program objectives. Following that, modifications and/or action plans generated by the faculty are described. Students were rated on the following scale: Unsatisfactory, Progressing, Proficient, Exceptional - with proficient being the expected level of performance.

Objective 1. Students will develop and demonstrate a professional counseling identity

Summary of Data:
Data points we reviewed came from courses in the specializations and from student self-report. Some student learning outcome data for this objective were not available due to issues with the data management system. The student learning outcomes revealed all students demonstrated knowledge above the expected level. All students are members of national counseling organizations, but smaller percentages are members of state counseling organizations or CSI.

Modifications and/or Action Plans:
Students appear to be obtaining sufficient knowledge about the profession of counseling, and demonstrating a professional counseling identity. Also, 100% are joining professional organizations at the national level. We will examine the assessments we are using to evaluate this objective to determine if we have rigorous enough expectations. Also, we would like to see more students engaged in state and local counseling organizations and will discuss ways to promote more involvement in those. Students often express concerns related to finances, so that will be considered during our discussion.

Objective 2. Students will exhibit self-reflection and self-awareness and demonstrate professional growth

Summary of Data:
Data were gathered from the multicultural counseling course and during practicum and internship. Students demonstrated the ability to self-reflect, with varied levels of self-awareness. Less than 10% of students were rated below proficient, and growth was evident across their time in the program. Data revealed students possessed the highest level of self-awareness in relation to cultural factors. Site supervisors rated students slightly less self-aware than did faculty.
**Modifications and/or Action Plans:**
As expected, we see variation in the level of self-awareness demonstrated by our students. We plan to continue to operate from a developmental approach and meet students where they are, challenging them to deeper self-reflection. Because a small number of students were rated as progressing in this area, we will try to explore reasons this might be occurring. We might need to more clearly convey our expectations for the type and level of depth we expect to see from students, or we might need to help some students to develop more insight. It also seems worth examining inter-rater reliability...within faculty as well as between faculty and site supervisors. Additionally, moving forward, faculty members will check in with site supervisors who score students below average to have conversations specifically about those deficits to better understand what they are seeing and how we may help students.

**Objective 3. Students will exhibit critical thinking skills**

**Summary of Data:**
We realized that although there are plenty of assignments in the program that tap into critical thinking, we only had one formal data point to assess this objective for CMH students, and none for school counseling.

**Modifications and/or Action Plans:**
We will be reviewing assignments to identify multiple places where we can gather data to measure this objective - with the goal of having more comprehensive data to review next year. In addition, we believe it would be beneficial to begin to rate this in our Professional Fitness Reviews of students at the end of each semester.

**Objective 4. Students will apply culturally sensitive counseling, career, and human development theories to individual and group counseling practice**

**Summary of Data:**
Numerous data points were examined for this objective, and results varied across all points. Regarding culturally sensitive counseling, the majority of students demonstrated an ability to apply knowledge at or above expected levels across different situations. A few CMH students were rated below proficient at the comprehensive exam stage in this area. For application of knowledge related to counseling, group, and systems theories, all students received ratings at or above the expected levels. The majority of students also demonstrated application of career counseling knowledge, with a very small percentage performing at a progressing level. Application of knowledge related to human development was the most varied. Students were slightly better at selecting developmentally appropriate career counseling approaches than they were implementing developmentally relevant counseling strategies in general. Data showed progress over time, however, with lower ratings being received in the earlier content courses as compared to during internship completed near the end of their program.
Modifications and/or Action Plans:
Variation in student performance is expected, and for the most part students seem to be improving across time in areas that are assessed at multiple time points, as well as grasping and applying knowledge in ways we hope to see. It is encouraging that data showed progress over time with regard to cultural sensitivity. From a developmental approach, we will continue to meet students where they are and to challenge them to apply more culturally sensitive counseling in their practice. For areas where we saw a greater number of students progressing rather than proficient, it will be helpful to explore how we teach and assess theoretical application in individual and group counseling. Additionally, we need to examine which students received lower scores and backtrack to determine if we need to do something different to help those students or if we might revise how we approach teaching some of the content to better capture everyone.

Objective 5. Students will identify and use counseling interventions and techniques that are grounded in research

Summary of Data:
The program assesses this objective via projects that require locating and applying existing research to counseling practice as well as projects that require the collection and analysis of original data. Students demonstrate strong ability to locate research and identify interventions supported by research. Regarding gathering their own data to inform practice, although most students still demonstrate achievement at proficient or above levels, greater percentages of students receive ratings of progressing in this area. This outcome relates to things like developing measurable goals or intervention plans for clients based on assessment data.

Modifications and/or Action Plans:
We need to examine how we can better help students make sense of the data they collect through intakes and assessments (including needs assessments), and pre/post evaluations of counseling or program interventions. We will engage in discussions this year to determine ways to improve our instruction in this area to help increase student understanding and performance.

Objective 6. Students will identify processes of intentional and unintentional oppression and discrimination and avenues for advocacy

Summary of Data:
All students demonstrated ability at or above the expected level in relation to awareness of factors that influence how people view others. The majority of students also were able to identify processes for advocacy in their varied settings, with only a few receiving ratings of progressing. A few students were rated below progressing at the comprehensive exam stage regarding their awareness of the effects of power and privilege.
**Modifications and/or Action Plans:**
For the most part students appear to be gaining desired knowledge and dispositions related to their role as advocates. We will look more closely at the couple students who received ratings below proficient to identify how we might better facilitate their awareness and learning. Also, some assignments we had matched to this objective ended up being difficult to clearly align with this objective, we will be revisiting this objective to determine if it is too specific.

7. **Students will acquire the knowledge and skills needed to identify and use culturally relevant assessment strategies**

**Summary of Data:**
Students demonstrated skills to use culturally relevant assessments through assignments that required application of knowledge. Through these assignments, all students received ratings at or above proficient, with the majority receiving high ratings in relation to identifying and interpreting assessments as well as gathering intake information.

**Modifications and/or Action Plans:**
We continue to see students in our program embrace diversity and show a desire to effectively work with diverse populations. They appear to be developing the knowledge and skills to use culturally relevant assessment strategies, so we will continue doing what we are doing in this area for now.

8. **Students will identify opportunities and processes for collaborating and consulting**

**Summary of Data:**
School counseling students are assessed at multiple points in time each semester of internship. They demonstrated expected or higher levels of performance and also demonstrated growth over time, demonstrating competency related to consulting with parents, teachers, and administrators. We realized that we only have one point of assessment for CMH students during their first year. The majority of CMH students showed proficient levels of performance, with a few falling at progressing.

**Modifications and/or Action Plans:**
We will continue teaching and assessing our SC students as we are currently doing and examine other places in the program where we can assess this standard for CMH students. We will also reassess to make sure the assignment and CACREP standard we have for CMH students does, in fact, relate to this program objective.
9. Students will acquire knowledge and skills in their counseling specialty area

**Summary of Data:**
Data points we reviewed came from courses in the specializations. Some student learning outcome data in school counseling for this objective were not available due to issues with the data management system. Overall, students are demonstrating proficiency both in knowledge and skills based on ratings of average or higher in their specialty areas in relation to areas like using a systems approach, understanding the impact of crisis and trauma, and using differentiated instruction strategies in classroom lessons. Some CMH students were rated progressing at the comps stage on knowledge related to diagnosis.

**Modifications and/or Action Plans:**
We are working to ensure the data management system is set up to allow us to accurately pull comprehensive data so we can assess this objective. We feel good about the knowledge and skills students are developing in their specialty areas. We will revisit how we are teaching and assessing information related to diagnosis to determine if we can help students be better prepared close to graduation. We recently added clearer instruction to the CMH comps about what we expect from students’ diagnostic impressions on the exam in response to not seeing the level of detail we wanted in this area, so we will continue to monitor performance on that exam to determine the potential impact of that modification.