What follows is a summary of student learning outcome data that were reviewed in relation to the program objectives along with recommendations and/or specific modifications to be implemented.

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. The student measures related to this outcome revealed all students demonstrated knowledge at or above the expected level. These scores are all improvements over last year. There were no students who scored in the unsatisfactory category and only three to score in the progressing category. Almost all students are members of national counseling organizations, but smaller percentages are members of state counseling organizations or CSI.

Summary and Modifications or Recommendations:
Students appear to be obtaining sufficient knowledge about the profession of counseling and almost all are joining professional organizations at the national level. The results were that most students were in the exceptional category (69%) followed by proficient (29%) and zero (0) students were rated as unsatisfactory. This is an increase in the exceptional and proficient categories over last year. Also, we are pleased with the amount of student participation in national and state professional organizations. Students often express concerns related to finances. With the current COVID-19 impact on budgets, we will monitor student participation as students are having to make decisions concerning discretionary spending. We continue to discuss ways to increase interest and participation in our chapter of CSI. We may also want to look at other ways to assess professional counseling identity in the future.

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

Summary of Data:
Data points were gathered from student fitness reviews, the multicultural counseling course, and during practicum and internship courses. Students demonstrated the ability to self-reflect at mostly proficient levels of self-awareness, with the majority of students meeting expectations. Less than 10% of students were rated at the basic level. Additionally, 100% of students were rated as meeting criteria for awareness related to their belief system, values, and limitations and all students were also rated at exceptional in regards to the impact of their heritage, attitudes, understanding, and acculturative experience on their views of others. This data demonstrates that they possess high levels of awareness related to cultural factors as they progress throughout the program. Site supervisors rated students slightly higher overall than faculty in regards to professional self-awareness.

Summary and Modifications or Recommendations:
As expected, we see slight variation in the level of self-awareness demonstrated by our
students. Because a small number of students were rated at a basic level in this area, we will continue to explore reasons this might be occurring. This may be due to typical developmental factors, or we might need to help some students by providing a model and clear expectations for deeper insight. Although most students were rated as proficient in self-reflection and self-awareness during field placements, these ratings demonstrated a downward trend over time. This is an unexpected negative trend which may have been due to COVID-19 impacts on the spring semester and experiences at their sites, as well as personal impacts of the virus on their well-being. These impacts may also have influenced the ratings of the site supervisor and faculty supervisor for these courses.

3. Students will exhibit critical thinking skills

Summary of Data:
One of our goals from last year was to create more opportunities to examine this objective within the program across both tracks. Data was gathered from the CMH comprehensive exam, two school counseling specific courses, and two courses that are open to all students in the program. Most students appear to demonstrate critical thinking skills at expected levels with an overall increase in students scoring in the proficient and exceptional levels as compared to last year.

Summary and Modifications or Recommendations:
We examined more data points to measure this outcome and will continue to examine ways to gather relevant data for this area. We will also review courses to evaluate where we can better support students with critical thinking over the course of their development in the program. There were no students that scored in the unsatisfactory category and only two in the progressing category. The majority or our students scored in the proficient and exceptional categories.

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 the different points. Regarding culturally sensitive counseling, the majority of students demonstrated an ability to apply knowledge at or above expected levels across different measures throughout the program. As expected, levels of culturally sensitive counseling data were lower in the introductory courses. All students were rated at meeting or exceeding expectations at the comprehensive exam stage in this area. Based on exit survey data, one student did not agree that they were prepared to implement culturally relevant interventions upon graduation. For application of knowledge related to human development and counseling theories, most students received ratings at or above the expected levels with lower levels occurring earlier in the program. It should be noted that data was only collected from one of two sections of the lower level developmental course. In addition, data related to theories from the group counseling course was minimal as the final exam (the key assessment for this course) was made optional based on university policies related to COVID-19. Exit survey data indicate that all
students agree or strongly agree that the program prepared them to be grounded in theory. The majority of students also demonstrated application of career counseling knowledge, with a very small percentage performing at a lower progressing level. Overall, data revealed students are at or above expectations for this outcome showing progress over time with lower ratings being received in the earlier content courses as compared to the practicum experience and comprehensive exam.

Summary and Modifications or Recommendations:
Variation in student performance is expected, and for the most part, students seem to be grasping and applying knowledge in a positive trend throughout the program. Upon graduation, the majority of students report having the knowledge necessary to implement all aspects of this outcome. We may need to examine how to better capture application of these areas to group settings, as this was not clearly communicated in the data that was gathered or look at revising this outcome. We will also work closely with the assessment coordinator to make sure that all instructors, especially adjunct, understand the data collection process and how and where to record the information.

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 assignments and projects that require identifying and applying research to counseling practice as well as projects that require the collection and analysis of original data. Students demonstrate a the ability to understand and apply theories and models of counseling as well as developing a personal approach to counseling and using essential skills that that are grounded in theory. A greater number of students in their first applied practice are still progressing in their ability to apply theories and develop relevant treatment and intervention plans with a greater number scoring proficient and exceptional by the time they are in their 2nd and 3rd applied practice experiences.

Modifications and/or Action Plans:
We continue to see all of our students progressing with the majority of our students scoring proficient or exceptional in the areas of applying counseling, career, and human development theories, using a systemic approach to conceptualizing clients, and developing measurable counseling outcomes. We can continue to improve in the areas of helping our students develop and implement interventions and counseling skills that are grounded in research and theory. We will continue to engage in discussions related to how we can transfer formative and theoretical learning into applied practice, particularly as it relates to our first field placement (practicum) courses. in this area to help increase student understanding and overall proficiency in this area performance.

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. All students were able to identify processes for advocacy in their varied settings. All students demonstrated awareness on the comprehensive exam stage regarding the effects of power and privilege. For the most part, our students demonstrated adherence to ethical standards, with a few students being rated at the progressing level.

Summary and Modifications or Recommendations:
Students appear to be gaining desired knowledge and dispositions related to their role as advocates and in awareness of intentional and unintentional oppression. As this is such an important part of counselors’ roles, we will monitor whether it seems we are measuring this accurately and will aim for our students’ to continue to achieve high ratings in these areas. With regard to students’ adherence to ethical standards, we have added a required ethics course to our program of study for all students, beginning with the incoming cohort 2020. We hope and expect that we will see improvement in this area in the coming years as a result.

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

Summary of Data:
Students demonstrated skills to prepare and conduct culturally relevant assessments through assignments that required application of knowledge. All students received ratings at or above proficient in areas of effectively selecting, preparing for, conducting, interpreting, and using assessments for diagnostic and intervention planning, with the majority receiving exceptional ratings in these areas. More students were progressing in the area of assessing for risk of danger to self or others, including suicide risk.

Modifications and/or Action Plans:
Our students demonstrate clear knowledge of using culturally competent assessment related skills in counseling. They are proficient in their abilities to demonstrate effective initial assessment meetings, selection and use of assessment tools, and interpretation of assessment results. As we move forward, we can strengthen the training related to assessment strategies related to high risk clients. We will discuss ways we can modify our training to help students gain knowledge and confidence with assessing for risk of danger to self or others, including conducting suicide assessments.

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

Summary of Data:
School counseling students are assessed at the beginning and end of their program regarding this objective. They demonstrated high levels of knowledge in this area at the start of the program and expected levels of performance regarding collaboration and consultation skills implemented with parents, teachers, and administrators. CMH counseling students
demonstrated fluctuation in their understanding of collaboration and consultation over the course of their internship. In their exit surveys a large percentage of students in the program stated that they strongly agree, with a small percentage stating they agree or disagree, that they gained skills to effectively collaborate with others.

**Summary and Modifications or Recommendations:**
We will continue to examine other places in the program where we can assess this standard for all students to get a better picture of how they are growing developmentally regarding collaboration and consultation.

**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. Overall, students are demonstrating proficiency both in knowledge and skills based on ratings of proficient or exceptional 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. One exception to this was in the area of systems, where one student was progressing in their ability to conceptualize clients from a systems approach.

**Summary and Modifications or Recommendations:**
We feel mostly satisfied with the knowledge and skills students are developing in their specialty areas, and will pay extra attention to helping students conceptualize clients from a systems approach moving forward.