
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. There was only one measure that revealed data of concern related to history and philosophy of the counseling profession and its specialty areas. For this measure less than half of the student population scored at expected levels and one student scored below. All students are members of national counseling organizations, but smaller percentages are members of state counseling organizations and/or CSI.

**Summary and Modifications or Recommendations:**
For the most part, students appear to be obtaining sufficient knowledge about the profession of counseling and all are joining professional organizations at the national level. This year we did modify the assessments used to assess this objective. The results were that most students were in the progressing category (81%) and only 1 student was rated as unsatisfactory. This was to be expected since the class is one of the first classes in the program. Also, we would like to see more students engaged in state and local counseling organizations and will discuss ways to try to promote more involvement in those. Students often express concerns related to finances, so that will be a consideration during our discussion. We have already discussed 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. Students demonstrated the ability to self-reflect with varied levels of self-awareness, however the majority of students met or exceeded expectations. Less than 10% of students were rated below average, but growth was demonstrated over the duration of their development in the program. Data revealed they possessed greater awareness related to cultural factors such as impacts of attitudes, beliefs, and values throughout the program. Site supervisors rated students slightly lower than faculty in regards to professional self-awareness, however, all students were at expected levels.

**Summary and Modifications or Recommendations:**
As expected, we see variation in the level of self-awareness demonstrated by our students. Because a small number of students were rated as below average in this area, we will continue
to explore reasons this might be occurring. We may 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. We may also need to explain to site supervisors our expectations regarding self-awareness and gather more information from them in how they are rating students in this area.

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 about 10-25% functioning at a lower level.

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.

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 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. 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. 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 during internship.

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. 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.
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 from experiential and field placement courses. The majority of students demonstrate proficient or exceptional levels in their ability to locate research and identify evidence-based practices. Similarly, the majority of students demonstrate strong ability to apply such interventions with clients. These applications are measured by ratings on interviewing, counseling, and conceptualization skills; developing measurable outcomes for clients; approaches to group formation; and use of assessments for diagnostic and intervention planning purposes.

Summary and Modifications or Recommendations:
While most students are performing very well on this outcome, there are still a few students who are falling into the rating a bit below that which is expected. In particular, the areas of evaluation of counseling programs and interventions, identification of evidence-based counseling practices, and designing and evaluating school counseling programs are areas where ratings are a bit lower and apply to about 8-25% of the student population. We will discuss ways of identifying these needs and how we can better support student development in these areas.

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

Summary of Data:
The majority of students demonstrated ability at or above the expected level in relation to awareness of factors that influence how people view others, with just one student receiving an unsatisfactory rating. 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.

Summary and Modifications or Recommendations:
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 one student who received a rating below average to identify how we might better facilitate their awareness and learning.

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

Summary of Data:
All students demonstrated at or above expected levels in relation to their ability to identify and use culturally relevant assessment strategies. Assignments for this outcome require students to know and apply multicultural counseling competencies related to assessment administration, interpretation, and sharing of evaluation results.
Summary and Modifications or Recommendations:
Our students demonstrate clear knowledge of multicultural counseling competencies and show
the ability to effectively work with diverse populations. They appear to be developing
the knowledge and skills to use culturally relevant assessment strategies, and 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 the beginning and end of their program regarding
this objective. They demonstrated expected or higher levels of performance and also
demonstrated growth over time with regards to collaboration and consultation 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 almost all students in the program stated that they strongly agree, with a small
percentage stating they agree, 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 in regards to
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 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.

Summary and Modifications or Recommendations:
We feel good about the knowledge and skills students are developing in their specialty areas
and will continue to do what we have been doing in this area.