Minnesota State Moorhead Counseling Master's Program

Program Evaluation Outcomes Report
2024-2025

The following Program Evaluation Outcomes Report is posted on the program website and contains the Counseling Master's Program summary of evaluation results, subsequent program modifications, and any other substantial program changes. This report is in accordance with 2016 CACREP standards Section 4 Evaluation of the Program.

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Minnesota State Moorhead Counseling Master's Program Outcomes Annual Report 2024-2025

Purpose of This Report

This report is written in accordance with CACREP 2016 Standards Section 4: Evaluation in the program. The purpose of the report is to document and distribute the systematic program evaluation with any program modifications to students in the program, faculty, institutional administrators, and personnel in cooperating agencies, and the public.

Program Mission Statement

The mission of the Counseling program is to prepare highly skilled counselors who are knowledgeable in human development and counseling theory. Students are prepared for careers as professional clinical mental health providers, school counselors, or addiction counselors. The program allows students the opportunity to discover their passions and prepare students to have strong counseling skills, writing skills, and sense of professionalism. The Counseling program primarily serves residents of Minnesota, North Dakota, and South Dakota with the versatility to understand other cultures and worldviews.

Key words: caring community, rigor, and versatility to shape a changing world

Program Vision Statement

The Counseling program will be a welcoming educational community that places high expectations upon its students by offering rigorous courses of study that comply with the Council for Accreditation of Counseling Related Educational Programs (CACREP) Standards. The Counseling program encourages innovative and intellectual growth through close student-faculty mentorship, offering opportunities for continual growth and professional development.

Key words: faculty-mentored research, intellectual growth, encourages students to become versatile, thoughtful, innovative, and engaged leaders who contribute to their professions and their communities.

CACREP Programs

The Moorhead Counseling Master's Program has three CACREP accredited programs including the School Counseling, Addiction Counseling, and the Clinical Mental Health emphases areas. The Counseling and Student Affairs emphasis area was discontinued in December 2019.

CACREP Vital Stats 2024

Since 1965, the Counseling Master's Program (COUN) program at Minnesota State University Moorhead has been educating and preparing high quality counselors. Since becoming a CACREP accredited program, the University has offered a high-caliber curriculum and professional preparation standards to meet the critical need for counseling professionals across the northern midwestern states. Approximately 70 students are currently enrolled in the graduate degree program. Courses are offered after 4:30 PM in a variety of delivery formats, including online, hybrid, and face- to-face class periods. Last year, there were 29 graduates from the School Counseling, Addiction Counseling, and Clinical Mental Health Counseling Master's program. This included a total of 9 School Counseling students, 19 Clinical Mental Health Counseling students, and 1 Addiction Counseling student.

Students graduating in the expected time period per emphasis area were: Clinical Mental Health 89%, School Counseling 88%, and Addiction Counseling 0%. The expected time period for graduation is two years for full-time students and three to five years for part-time students.

Students also have found success finding employment in their field of study. The percentage of graduates that have found employment in their chosen field by emphasis area are Clinical Mental Health: 100%, School Counseling 100%, and Addiction Counseling 100%.

Our graduates continue to excel on licensing examinations, including the Counselor Preparation Comprehensive Examination (CPCE) and the National Counselor Examination (NCE). 98% of students passed the NCE and 94% of students received passing scores on the CPCE. Our current students have demonstrated a professional counselor identity through active participation in recognized and funded student organizations such as our Alpha Chapter of Chi Sigma Iota (CSI). Professional counselor identity was further enhanced through community advocacy projects, participation at the Moorhead Student Academic Conference, attendance at the Minnesota School Counseling Conference (MSCA) and North Dakota Counseling Association state conference (NDCA) and service to the community through volunteering in local mental health and substance abuse awareness events.

Program Overview and Demographics

Statistics	2023	2024	2025
Completed Applications	55	63	98
Applicants Accepted	40	40	39
Number of students enrolled	78	70	82
Number of Graduates	22	25	34

Clinical Mental Health Emphasis

	2022	**2023**	**2024**
Number of graduates	**20**	**15**	**19**
Completion Rate (2 years)	98%	94%	89%
Job Placement Rate	100%	100%	100%
Licensure Pass Rate (NCE)	98%	100%	100%
CPCE Pass Rate	100%	100%	100%

Addiction Counseling Emphasis (as of December 2022 not CACREP accredited)

Statistics	2022	2023	2024
Number of graduates	2	1	1
Completion Rate (2 years)	100%	100%	0%
Job Placement Rate	100%	100%	100%
CPCE Pass Rate	100%	100%	100%

School Counseling Emphasis

Statistics	2022	2023	2024
Number of graduates	7	6	9
Completion Rate (2 years)	96%	98%	88%
Job Placement Rate	100%	100%	100%
CPCE Pass Rate	100%	100%	77%

Program Evaluation Data and Collection Procedures

Program Assessment Plan

Moorhead Counseling Master's Program Mission → Program Objectives/ Student Learning Outcomes → Assessment Plan → Data → Program / Institutional

Data → Stakeholders (Community) / Student → Outcomes/ Program Report → Modifications for Program / Recommendations/ Enhancement
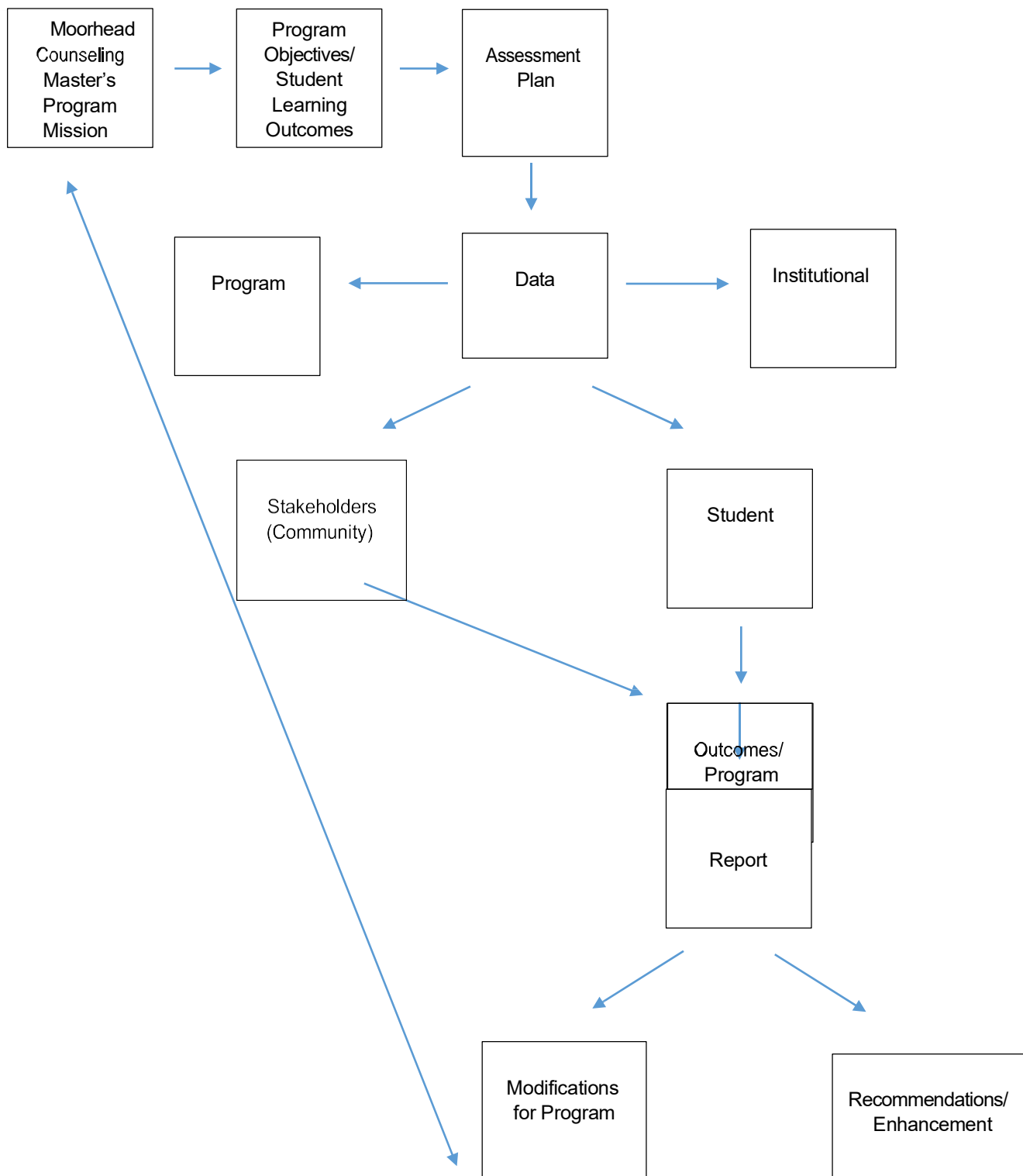
Assessment of Student Learning Outcomes

Program Objectives and Assessment Measures

Program Objective	Course Number/Name	Assignment/Measure	Rubric	Average Scores
Professional orientation/Ethics	COUN 641 Professional Orientation and Ethics	Professional Identity Paper/ Ethics Case Study	Professional Identity Rubric/ Case Study Rubric	50/50
Social Cultural	COUN 615 Social and Cultural Foundations of Counseling	World View Paper	World View Paper Rubric	58/60
Human Growth	COUN 614 Human Growth and Development	Developmental Assessment Paper	Developmental Assessment Paper Rubric	50/50
Career	COUN 613 Career Counseling	Career Portfolio	Career Portfolio Rubric	29.5/30
Helping Relationships	COUN 620 Counseling Skills	Live/Recorded Sessions	Live and Recorded Session Rubrics	48/50
Group	COUN 630 Group Counseling	Group Position Paper	Group Position Paper Rubric	47.5/50
Assessment	COUN 612 Assessment and Appraisal	Assessment Critique	Assessment Critique Rubric	24.8/25
Research	COUN 605 Research Methods	Research Proposal	Research Proposal Rubric	43.4/50
Theories	COUN 611 Theories of Counseling	Theoretical Orientation Paper	Theoretical Orientation Paper Rubric	19.6/20
Trauma	COUN 682 Trauma	Trauma Toolkit Presentation	Trauma Toolkit Presentation Rubric	24.5/25

	Informed Counseling			

Description of Formal Review Process for Program Objectives

Each Spring, surveys are collected from Alumni, Students, Site Supervisors (Completed Every Semester) and Employers. These surveys specifically reference the program objectives and how well students are accomplishing the objectives. The annual formal process begins with reviewing the surveys and programs objectives at the first faculty meeting of the spring semester. Next, the surveys are administered in the beginning of the spring semester. The results of the surveys, the results of the surveys and program objectives are reviewed during the annual student meeting, advisory board/stakeholder meeting and at the last faculty meeting of the spring semester. It should be mentioned that the advisory board/stakeholder meeting is made up of the current full-time and part time faculty of the MSUM counseling program, local counselors working in private practice, counselors working in public counseling agencies, counselors working on college campuses, and Moorhead administration. The faculty holds the final program objectives review meeting at the end of the spring semester where input from all these stakeholders is considered in reviewing and updating program objectives. This process ensures that the program objectives are reviewed and updated with the input of current faculty, current students, former students and personnel in cooperating agencies.

Program Objectives Review Process Timeline

1. Program objectives are annually reviewed at the first faculty meeting in the Spring along with the results of the previous year's surveys and how they align with the program objectives. This review process focuses on how well stakeholders feel that each of the program objectives have been covered during the program. The faculty focuses on those areas where stakeholders report being less prepared to improve the curriculum to ensure a high-quality education.

Program Objectives:

Foundations	Students will demonstrate an understanding of their own beginning counselor identity, professional competencies and scope of practice.
Ethics	Students will demonstrate knowledge and application of ethical standards and decision-making models through the use of ethical case studies.
Social Cultural	Students will demonstrate an understanding of issues related to diversity and privilege in counseling as it pertains to their experience and that of the clients and students that they will serve.
Human Growth and Development	Students will demonstrate an understanding in applying theory and research in the needs of others at all development levels and assist in their emotional growth and development.
Career	Students will demonstrate an understanding and application of the career development process over the life span, career decision making, and various assessment and sources of information used to provide career counseling.
Helping Relationships	Students will demonstrate their ability to use intentional counseling skills while maintaining an empathic, nonjudgmental, and professional disposition.

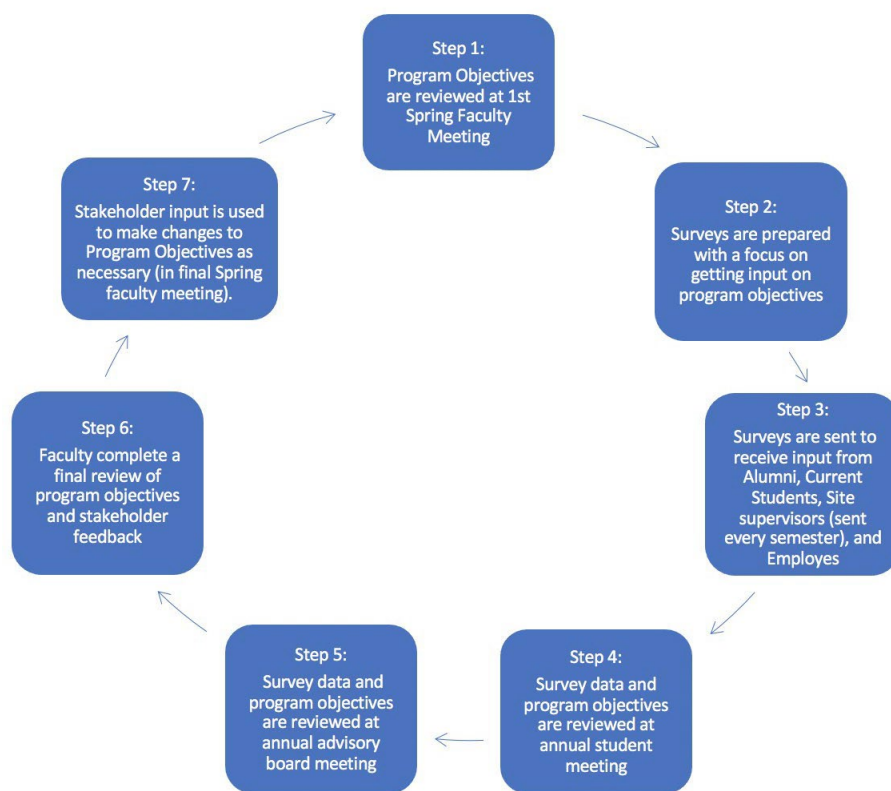|	
Theories	Students will display knowledge in a variety of counseling theories and can effectively integrate and apply theoretical techniques.
Group Work	Students will display knowledge and understanding of theories and principles of group dynamics and can facilitate group process using knowledge of methods and skills in a direct group experience.
Assessment	Students will demonstrate knowledge of a variety of assessment methods, skills, including individual and group approaches to assessment and evaluation.
Research	Students will demonstrate an ability to critique and use research methods, statistical analysis, and program evaluation to understand how to advance the counseling profession.
Trauma Informed	Students will demonstrate their ability to provide trauma informed care as part of a Compassionate Community in their work with clients and students

2.   After doing an initial review of the program objectives and preparing the surveys, the surveys are distributed to stakeholders. Each survey includes questions based on the program objectives.

Stakeholder Surveys
Alumni Survey (Spring)
Student Survey (Spring)
Site Supervisor Surveys (Completed Every Semester)
Employer Survey (Spring)

3.   Stakeholder survey results and program objectives are reviewed during the annual student meeting, advisory board meeting (made up of community stakeholders). Participants in each of these meetings are encouraged to provide feedback on the results of the survey, program objectives, and any other program feedback. This feedback is documented for the review process of the program objectives.

4.   Faculty complete a final review of the stakeholder surveys, stakeholder feedback, and program objectives at the final faculty meeting of the year. This meeting serves as the primary mechanism to review, integrate all stakeholder feedback, and approve the program objectives for the next year.

Program Objectives Formal Review Process Timeline

Step 1:
Program Objectives are reviewed at 1st Spring Faculty Meeting

Step 2:
Surveys are prepared with a focus on getting input on program objectives

Step 3:
Surveys are sent to receive input from Alumni, Current Students, Site supervisors (sent every semester), and Employes

Step 4:
Survey data and program objectives are reviewed at annual student meeting

Step 5:
Survey data and program objectives are reviewed at annual advisory board meeting

Step 6:
Faculty complete a final review of program objectives and stakeholder feedback

Step 7:
Stakeholder input is used to make changes to Program Objectives as necessary (in final Spring faculty meeting).

Program Evaluation Data

Counseling Program Student Survey

The survey used a Likert rating scale with the following:

0

Not able to observe/evaluate.

1
Unsatisfactory

Do not understand or perform concepts underlying the core area or its components.

2
Basic

Understand concepts in the core area and **attempt to implement** elements. However, implementation is not always achieved or successful.

3
Satisfactory

Understand and demonstrated **knowledge and skills** underlying the core area or its components and **generally implement** them well.

4
Proficient

Understand and demonstrate **specific understanding of knowledge and skills** included in the core area and **implement.**

Master's Program Current Student Survey Results Summary 2024/2025	
QUESTION/PROMPT	**RESPONSE SUMMARY**
Number of semesters completed in the program:	1-10% 2-10% 3-30% 4-10% 5-20% 6-10%
Part-time or Full-Time:	Part-Time- 0% Full-Time- 100%

What is your racial or ethnic identity?	Caucasian (other than Hispanic)- 88.89% Asian- 0.00% Hispanic/Latina/o-20% Two or more races- 0% American Indian-11.11%
What is your emphasis area in the Counseling Master's Program?	School Counseling- 77.78% Clinical Mental Health Counseling- 22.22% Addiction Counseling- 0%
COUNSELING ETHICS AND FOUNDATIONS- Can demonstrate knowledge and application of ethical standards and decision-making models: (Rating scale 0-4)	0-0.00% 1- 0.00% 2- 10.00% 3- 33.33% 4- 66.67%
COUNSELING ETHICS AND FOUNDATIONS- Can demonstrate an understanding of my own beginning counselor identity, professional competencies and scope of practice. (Rating scale 0-4)	0-0.00% 1- 0.00% 2- 10.00% 3- 55.56% 4- 44.44%
COUNSELING SKILLS- Can demonstrate their ability to use intentional counseling skills while maintaining an empathic, nonjudgmental, and professional disposition. (Rating scale 0-4)	0-11.11% 1- 0.00% 2- 0.00% 3- 22.22% 4- 66.67%
SOCIAL AND CULTURAL FOUNDATIONS OF COUNSELING- Can demonstrate an understanding of issues related to diversity and privilege in counseling as it pertains to my experience and that of the clients and students that I will serve. (Rating scale 0-4)	0- 0.00% 1- 0.00% 2- 10.00% 3- 44.44% 4- 55.56%
COUNSELING THEORIES- Can display knowledge in a variety of counseling theories and can effectively integrate and apply theoretical techniques. (Rating Scale 0-4)	0- 0.00% 1- 0.00% 2- 22.22% 3- 33.33% 4- 44.44%
TRAUMA-INFORMED COUNSELING- Can demonstrate the ability to provide trauma informed care as part of a Compassionate Community in my work with clients and students. (Rating scale 0-4)	0- 20.22% 1- 0.00% 2- 20.22% 3- 3333% 4- 22.22%

GROUP COUNSELING- Can display knowledge and understanding of theories and principles of group dynamics and facilitate group process using knowledge of methods and skills in a direct group process. (Rating scale 0-4).	0- 0.00% 1- 0.00% 2- 11.11% 3- 33.33% 4- 55.56%
RESEARCH METHODS- Can demonstrate an ability to critique and use research methods, statistical analysis, and program evaluation to understand how to advance the counseling profession. (Rating scale 0-4)	0- 22.22% 1- 0.00% 2- 22.22% 3- 11.11% 4- 44.44%
ASSESSMENT- Can demonstrate knowledge of a variety of assessment methods, skills, including individual and group approaches to assessments and evaluation. (Rating scale 0-4)	0- 11.11% 1- 0.00% 2- 22.22% 3- 33.33% 4- 33.33%
CAREER COUNSELING- Can demonstrate an understanding and application of the career development process over the life span, career decision-making, and various assessment and sources of information used to provide career counseling. (Rating scale 0-4)	0- 8.00% 1- 0.00% 2- 33.33% 3- 22.22% 4- 44.44%
How well do you feel the Counseling Master's Program is preparing you to work in the field of your emphasis area? (Rating scale 0-4)	0-0.0% 1- 0.00% 2- 0.00% 3- 33.33% 4- 66.67%
How relevant do you feel the courses and course material is towards your future profession in Counseling?	Irrelevant- 0.00% Somewhat irrelevant- 0.00% Somewhat relevant- 22.22% Relevant- 77.78%

Summary of Findings from master's Program Current Student Surveys

Strengths:

- Faculty are helpful and supportive
- Providing quality courses
- Classes, assignments, and expectations effectively prepare students for post-graduation
- Classes are engaging

Areas of Improvement:

- Practical application of course material
- More experience lesson planning specific to school counseling

Alumni Survey

QUESTION/PROMPT	REPONSE SUMMARY
What was your area in the Counseling Master's Program?	School counseling- 50% Clinical Mental Health- 50%
COUNSELING ETHICS AND FOUNDATIONS- Can demonstrate knowledge and application of ethical standards and decision-making models: (Rating scale 0-4)	0- 0.00% 1- 0.00% 2- 0.00% 3- 0.00% 4- 100.00%
COUNSELING ETHICS AND FOUNDATIONS- Can demonstrate an understanding of my own beginning counselor identity, professional competencies and scope of practice. (Rating scale 0-4)	0-0.00% 1- 0.00% 2- 0.00% 3- 0.00% 4- 100%
COUNSELING SKILLS- Can demonstrate their ability to use intentional counseling skills while maintaining an empathic, nonjudgmental, and professional disposition. (Rating scale 0-4)	0- 0.00% 1- 0.00% 2- 0.00% 3- 0.00% 4- 100.00%
SOCIAL AND CULTURAL FOUNDATIONS OF COUNSELING- Can demonstrate an understanding of issues related to diversity and privilege in counseling as it pertains to my experience and that of the clients and students that I will serve. (Rating scale 0-4)	0- 0.00% 1- 0.00% 2- 0.00% 3- 0.00% 4- 100.00%
COUNSELING THEORIES- Can display knowledge in a variety of counseling theories and can effectively integrate and apply theoretical techniques. (Rating Scale 0-4)	0- 0.00% 1- 0.00% 2- 0.00% 3- 0.00% 4- 100%

TRAUMA-INFORMED COUNSELING- Can demonstrate the ability to provide trauma informed care as part of a Compassionate Community in my work with clients and students. (Rating scale 0-4)	0- 0.00% 1- 0.00% 2- 0.00% 3- 0.00% 4- 100%

GROUP COUNSELING- Can display knowledge and understanding of theories and principles of group dynamics and facilitate group process using knowledge of methods and skills in a direct group process. (Rating scale 0-4).	0- 0.00% 1- 0.00% 2- 0.00% 3- 0.00% 4- 100%
RESEARCH METHODS- Can demonstrate an ability to critique and use research methods, statistical analysis, and program evaluation to understand how to advance the counseling profession. (Rating scale 0-4)	0- 0.00% 1- 0.00% 2- 0.00% 3- 50% 4- 50%
ASSESSMENT- Can demonstrate knowledge of a variety of assessment methods, skills, including individual and group approaches to assessments and evaluation. (Rating scale 0-4)	0- 0.00% 1- 0.00% 2- 0.00% 3- 50% 4- 50%
CAREER COUNSELING- Can demonstrate an understanding and application of the career development process over the life span, career decision-making, and various assessment and sources of information used to provide career counseling. (Rating scale 0-4)	0- 0.00% 1- 0.00% 2- 0.00% 3- 100% 4- 0.00%
How well do you feel the Counseling Master's Program is preparing you to work in the field of your emphasis area? (Rating scale 0-4)	0-0.00% 1- 0.00% 2- 0.00% 3- 0.00% 4- 100%

Employer Survey

The Employer Survey used the following Likert Scale:

1- Poorly prepared
2- Fairly prepared
3- Moderately prepared
4- Well prepared
5- Very well prepared
6- Not observed

Master's Program Employer Survey Results Summary 2024/2025

QUESTION/PROMPT	RESPONSE SUMMARY
Employee demonstrates knowledge of Human Growth and Development (studies that provide an understanding of the nature and needs of individuals at all developmental levels).	1-0.00% 2-0.00% 3-0.00% 4-33.33% 5-66.67%% 6-0.00%
Employee demonstrates knowledge of Social and Cultural Foundations (studies that provide an understanding of issues and trends in a multicultural and diverse society).	1-0.00% 2-0.00% 3-0.00% 4-33.33% 5-66.67%% 6-0.00%
Employee demonstrates knowledge of Helping Relationships (studies that provide an understanding of counseling and consultation processes).	1-0.00% 2-0.00% 3-0.00% 4-33.33% 5-66.67%% 6-0.00%
Employee demonstrates knowledge of Group Work (studies that provide an understanding of group development, dynamic, counseling theories, group counseling methods and skills, and other group work approaches).	1-0.00% 2-0.00% 3-33.33% 4-0.00% 5-66.67% 6-0.00%
Employee demonstrates knowledge of Career and Lifestyle Development (studies that provide an understanding of career development and related life factors).	1-0.00% 2-0.00% 3-33.33% 4-33.33%

	5-33.33% 6-0.00%

Employee demonstrates knowledge of Appraisal (studies that provide an understanding of individual and group approaches to assessment and evaluation).	1-0.00% 2-0.00% 3-33.33% 4-0.00% 5-66.67% 6-0.00%
Research and Program Evaluation	1-0.00% 2-0.00% 30.00% 4-0.00% 5-33.33% 6-66.67%
Employee demonstrates knowledge of Professional Orientation (studies that provide an understanding of all aspects of professional functioning including history, roles, organizational structure, ethics, standards, and credentialing).	1-0.00% 2-0.00% 3-33.33% 4-0.00% 5-66.67% 6-0.00%

Summary of Findings from Master's Program Employer Surveys

Strengths:
- Students are reliable, hardworking, develop therapeutic rapport quickly, and have good boundaries.
- Students are a joy to work with.
- Students have great baseline knowledge of theoretical approaches.
- Students have the training and experience they need to be effectively prepared.

Areas of Improvement:
- Bridging the gap between theory and practice
- More focus on mandated reported surrounding children and vulnerable adults, incorporating theory and intervention into treatment plans, and action steps when faced with suicidal/homicidal clients

New Student Orientation Survey

Master's Program New Student Orientation Survey Results Summary 2023/2024	
QUESTION/PROMPT	RESPONSE SUMMARY
I understand my responsibilities as a Graduate student:	89% "Strongly Agree" 11% "Agree"
I understand the Mission and Vision of the COUN program:	93% "Strongly Agree" 7 % "Agree"
I understand the Core Values of the COUN program:	96% "Strongly Agree" 4% "Agree"
I have an understanding of the Student Learning Outcomes:	Strongly Agree- 93% Agree- 7%
I know about various opportunities to be engaged in program activities and professional associations:	82% "Strongly Agree" 14% "Agree" 4% "Neutral"
I have a better understanding of what to expect from the COUN program:	Strongly Agree- 93% Agree- 7%

The site supervisor survey utilized the following Likert scale:

1- Strongly Disagree
2- Disagree
3- Neither agree nor disagree
4- Agree
5- Strongly Agree

MSUM Counseling Master's Program Site Supervisor Survey 2024/2025	
QUESTION/PROMPT	**RESPONSE AVERAGE**
Opportunity to connect with counseling faculty: (Likert Rating Scale 1-5)	Mean Score= 5
Counseling faculty responded to your concerns in a timely manner (48 hours): (Likert Rating Scale 1-5)	Mean Score= 5
Generally felt supported by counseling faculty: (Likert Rating Scale 1-5)	Mean Score= 5
Any issues you identified were addressed: (Likert Rating Scale 1-5)	Mean Score= 5
You felt listened to regarding the above actions: (Likert Rating Scale 1-5)	Mean Score= 5

Summary of Findings from Master's Program Site Supervisor Surveys

Strengths:

- Excellent program
- Great experience with collaborating with Counseling Program Faculty

- The time, care, and patience provided by the faculty

Areas for improvement:
- Difficulty with Tk20

Moorhead Counseling Master's Program Data Collection and Procedures

The Minnesota State Moorhead Counseling Master's program involves stakeholders in the program evaluation process annually. The stakeholders include current students, alumni, site supervisors. Faculty, institutional administrators, advisory board members, community, and personnel in cooperating agencies. The following table outlines the process of data collection for CACREP 2016 standards 4A.1-2.

The program utilizes this data collection and procedure for systematic and continuous evaluations from multiple measures in the program. The data is reviewed and utilized for program improvements as indicated in the program evaluation outcomes report.

(1) the data that will be collected, (2) a procedure for how and when data will be collected, (3) a method for how data will be reviewed or analyzed, and (4) an explanation for how data will be used for curriculum and program improvement.

Program Data Collection Schedule and Procedure (Standards)				
Gathered in each emphasis area				
Data Source (1)	**Frequency of Data Collection (2)**	**Procedure for Data Collection (2)**	**Responsible Party for Collecting Data (2)**	**Method for Data Review and Analysis (3)**
Aggregate student assessment data of student knowledge and skills including KPIs based on the CACREP standards	**Every semester**	Tk 20	**Program Faculty**	Faculty review the formative KPI data for both knowledge and skills throughout the semester as it is collected. Aggregate data from summative knowledge and skills KPIs and the end of the semester. Please see KPI chart in 4F.
Aggregate student professional dispositions data	Every semester or anytime a concern arises. This is also collected once a month when the student is in	Faculty complete the professional disposition rubric. Site supervisors complete the site supervisor feedback forms once a	Program Faculty and the Practicum/Internship Coordinator.	Aggregate data on professional dispositions will be reviewed at the end of the semester in which it is collected.

	practicum and internship.	month when the student is in practicum/internship.		
Student Demographics (Applicants, Current Students, and Graduates)	Once a year	Program coordinator collects and includes this in the Program Outcomes Evaluation Report.	Program Coordinator/CACREP liaison	Reviewed on current students and graduates at the end of the semester. Reviewed upon submission of CACREP vital statistics. Application data is reviewed at the beginning of the admissions cycle in February of each year.
Graduate placement rates	Once a year	Recent graduates are contacted regarding placement 6 months post-graduation.	Program Coordinator/CACREP liaison	Reviewed at the end of every semester.
Data from follow up surveys (graduates, site supervisors, and employers from program graduates):	Once a year	Program coordinator sends the surveys annually and Qualtrics is utilized.	Program Coordinator/CACREP liaison	The site supervisor surveys are collected at the end of every semester and the aggregate is reviewed by faculty. The other surveys are a part of the program objective review process in the spring semester of each year.
Student evaluations of instructors	Every semester, Spring/Summer/Fall	Individual Instructors utilize the university course evaluation and send out to students at the end of each semester.	Individual instructors of each course in the Counseling Master's Program.	Data is collected and reviewed at the end of each semester by instructors and in faculty meetings.
Site Supervisors evaluations of practicum students	Every semester, Spring/Summer/Fall	Practicum/Internship coordinator collects this information from Tk20	Practicum/Internship Coordinator	Data and feedback are reviewed at the end of each semester by faculty.

Site supervisors' evaluations of Internship students	Every Semester	Practicum/Internship coordinator collects this information from Tk20.	Practicum/Internship Coordinator	Data and feedback are reviewed at the end of each semester by faculty.
MSUM Counseling Master's Program Advisory Board Meeting	Once a year	A meeting is held once a year in the spring to share about the program and receive feedback from the advisory board.	All program faculty	Data and feedback are reviewed at the conclusion of the Advisory Board meeting held annually.
Practicum and Internship Student Self Evaluations	Every semester	Practicum/Internship coordinator collects this information from Tk20	Practicum/Internship Coordinator	Data and feedback are reviewed at the end of each semester.
Practicum and Internship Students Evaluations of Site	Every semester	Practicum/Internship coordinator collects this information from Tk20	Practicum/Internship Coordinator	Data and feedback are reviewed at the end of each semester.
Site Supervisor Feedback Forms	Once a month	Practicum/Internship coordinator sends out the forms once a month in an email to site supervisors	Practicum/Internship coordinator	The data and feedback are disseminated to faculty for review and concerns are discussed at biweekly faculty meetings.
CPCE Results	Once a month	CCE sends students official results to the program coordinator, and this is reviewed at faculty meetings.	Program Coordinator/CACREP liaison	The data and scores are reviewed once a month at faculty meetings.
NCE Results	Once a semester	Results of pass rates of students in the program are shared with the program from NBCC	Program coordinator/CACREP liaison	The results are reviewed once a semester at a faculty meeting.

(3 & 4) **Method for Data Review, Analysis and Process for Curriculum and Program Improvements**

The faculty follow a systematic process for collecting feedback and data on the program, program outcomes and make changes based upon this feedback. The program objectives and program effectiveness are being continually reviewed throughout the entire year during faculty meetings and when meeting with community members about the program (site visits, professional counseling groups, community/university committees, etc.), and students. The annual formal process begins with reviewing the surveys and programs objectives at the first faculty meeting of

the spring semester. Next, the surveys are administered in the beginning of the spring semester. The results of the surveys and program objectives are reviewed during the annual student meeting, advisory board/stakeholder meeting and at the last faculty meeting of the spring semester. The faculty holds the final program objectives meeting at the end of the spring semester where input from all these stakeholders is considered in reviewing and updating program objectives, making curriculum and program improvement. This is documented in the program evaluation outcomes report which is available to the community on the program website and distributed to faculty, students, university administrators, stakeholders, and community.

1. Professional Counseling Orientation and Professional Practice			
Key Performance Indicators	**Related CACREP Standards**	**Courses Measured and Signature Assignments**	**Review/Analysis of Data**
KPI 1.1 (Knowledge)			
KPI 1.1 Knowledge: Students demonstrate knowledge of ethical standards and decision-making models through the use of ethical case studies.	**2.F.1.i. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.**	• **1st assessment: COUN 641 (all 3 emphasis areas): *Ethics Case Studies (formative):* Student completes 2 (of 3) case studies throughout the course that demonstrate student understanding of ethical and legal issues in counseling. The first two case studies are formative.** • **2nd assessment: COUN 641 (all 3 emphasis areas): *Ethics Case Studies (summative):* Student completes 3 case studies throughout the course that demonstrate student understanding of ethical and legal issues in counseling. The third case study serves as a summative assessment as students will apply information they have learned throughout the course.** • **Please see Folder 4F > KPI 1.1 for highlighted portions of the syllabus and assignment rubrics.**	**KPI 1.1 Knowledge** **Individual Student Review/Assessment:** *-1st Assessment:* **Case studies are graded/reviewed throughout the semester by the instructor of the course. Student grades below a "C" are discussed in weekly faculty meetings.** *-2nd Assessment:* **The third case study is graded/reviewed at the end of the semester by the instructor of the course. Student grades below a "C" are discussed in weekly faculty meetings.** **KPI 1.1 Knowledge** **Aggregate** **Data Review/Assessment:** *1st assessment:* **Class scores (aggregate data) on the case studies are reviewed in counseling program faculty meetings; any issues are discussed, and program adjustments are made as necessary.** *2nd assessment:* **Class scores (aggregate data) on the third case**

			study is discussed in counseling program faculty meetings.
KPI 1.2 (Skill)			
KPI 1.2 Skill: Students will demonstrate understanding by applying ethical standards and decision-making models to work with clients.	**2.F.1.i. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.**	• **1st assessment: COUN 669A (School Counseling):** *Internship Evaluations (Summative):* **Students are evaluated using the internship evaluation, which includes a section on ethics.** • *2nd assessment: Site supervisor feedback forms (formative):* **Students are evaluated 3 times throughout the semester (on the first of each month) using the school counseling feedback form, which includes a section on ethics.** • **1st assessment: COUN 669D (CMHC) Internship Evaluations (Summative):** **Students are evaluated using the internship evaluation, which includes a section on ethics.** • *2nd assessment: Site supervisor feedback forms (formative):* **Students are evaluated 3 times throughout the semester (on the first of each month) using the CMHC feedback form, which includes a section on ethics.** • **1st assessment: COUN 669A (Addiction Counseling) Internship Evaluations (Summative):** **Students are evaluated using the internship evaluation, which includes a section on ethics.** • *2nd assessment: Site supervisor feedback forms (formative):* **Students are evaluated 3 times throughout the semester (on the first of each month)**	**KPI 1.2 Skill** **Individual Student Review/Assessment:** *1st Assessment:* **Internship evaluations are completed by site supervisors (in all three emphasis areas) on each student at the end of each semester of internship. The evaluation (and student scores on the identified skill set) is reviewed by the faculty supervisor (instructor of internship) and any issues are discussed in the counseling master's program faculty meeting.** *2nd Assessment:* **The practicum/internship coordinator sends feedback forms to site supervisors (across all three emphasis areas). Upon receiving the forms from site supervisors, the practicum/internship coordinator reviews feedback forms for each student to make sure they are progressing in the identified skill set. Feedback forms are shared with master's counseling program faculty in faculty meetings.** **KPI 1.2 Skill Aggregate** **Data Review/Assessment:** *1st Assessment:* **Aggregate data from end of course internship evaluations is reviewed and discussed in the counseling master's program faculty meeting and any issues are discussed, and program adjustments are made as needed.** *2nd Assessment:* **The aggregate data from the feedback forms on the identified skill set are**

		using the Addiction Counseling feedback form, which includes a section on ethics. **Please see Folder 4F > KPI 1.2 for highlighted portions of Feedback forms and Internship Evaluations for all three emphasis areas.**	**reviewed in faculty meetings, any issues are discussed, and program adjustments are made as needed.**
2. Social and Cultural Diversity			
Key Performance Indicators	**Related CACREP** **Standards**	**Courses Measured and Signature Assignments**	**Review/Analysis of Data**
KPI 2.1 (Knowledge)			
KPI 2.1 Knowledge: Students will demonstrate their understanding of the theories and models of multicultural counseling, cultural identity development, and social justice and advocacy.	**2.F.2.b. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy.**	• **1st assessment: COUN 615 (all 3 emphasis areas): Critical Thinking Reflections** *(formative):* **Critical thinking papers will aid students in reflecting on theories and models of multicultural counseling, cultural identity development, and social justice and advocacy.** • **2nd Assessment: COUN 615 (all 3 emphasis areas):** *Worldview Paper (summative):* **Students will utilize theories and models of multicultural counseling and cultural identity development and apply them to their own life and cultural development processes.** **Please see Folder 4F > KPI 2.1 for highlighted portions of the syllabus and assignment rubrics.**	**KPI 2.1 Knowledge** **Individual Student Review/Assessment:** **-*1st Assessment:* Critical thinking reflections are graded/reviewed throughout the semester by the instructor of the course. Student grades below a "C" are discussed in weekly faculty meetings.** **-*2nd Assessment:* The Worldview Paper is graded/reviewed at the end of the semester by the instructor of the course. Student grades below a "C" are discussed in weekly faculty meetings.** **KPI 2.1 Knowledge** **Aggregate** **Data Review/Assessment:** *1st assessment:* **Class scores (aggregate data) on the critical**

			thinking reflections are reviewed in counseling program faculty meetings; any issues are discussed, and program adjustments are made as necessary. *2nd assessment:* Class scores (aggregate data) on the World View Paper are discussed in counseling program faculty meetings.
KPI 2.2 (Skill)			
KPI 2.2 Skill: Students will demonstrate understanding by applying theories and models of multicultural counseling, cultural identity development, and social justice and advocacy to their work with clients.	**2.F.2.b. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy.**	• **1st assessment: COUN 669A (School Counseling):** *Internship Evaluations (Summative):* **Students are evaluated using the internship evaluation, which includes a section on social and cultural diversity.** • *2nd assessment: supervisor feedback forms (formative):* **Students are evaluated 3 times throughout the semester (on the first of each month) using the school counseling feedback form, which includes a section on social and cultural diversity.** • *1st assessment: COUN 669D (CMHC) Internship Evaluations (Summative)*: **Students are evaluated using the internship evaluation, which includes a section on social and cultural diversity.** • *2nd assessment: Site supervisor feedback forms (formative):* **Students are evaluated 3 times throughout the semester (on the first of each month) using the CMHC Counseling feedback form, which includes a section on social and cultural diversity.** • **1st assessment: COUN 669A**	**KPI 2.2 Skill** **Individual Student Review/Assessment:** *1st Assessment:* **Internship evaluations completed by site supervisors (in all three emphasis areas) are completed on each student at the end of each semester of internship. The evaluation (and student scores on the identified skill set) is reviewed by the faculty supervisor (instructor of internship) and any issues are discussed in the counseling master's program faculty meeting.** *2nd Assessment:* **The practicum/internship coordinator sends feedback forms to site supervisors (across all three emphasis areas). Upon receiving the forms from site supervisors, the practicum/internship coordinator reviews feedback forms for each student to make sure they are progressing in the identified skill set. Feedback forms are shared with master's counseling program faculty in faculty meetings.** **KPI 2.2 Skill Aggregate** **Data Review/Assessment:** *1st Assessment:* **Aggregate data from end of course internship evaluations is reviewed and**

		(Addiction Counseling) *Internship Evaluations (Summative):* **Students are evaluated using the internship evaluation, which includes a section on social and cultural diversity.**	**discussed in the counseling master's program faculty meeting and any issues are discussed, and program adjustments are made as needed.**
		• *2nd assessment: Site supervisor feedback forms (formative):* **Students are evaluated 3 times throughout the semester (on the first of each month) using the Addiction Counseling feedback form, which includes a section on social and cultural diversity.** **Please see Folder 4F > KPI 2.2 for highlighted portions of Feedback forms and Internship Evaluations for all three emphasis areas.**	*2nd Assessment:* **The aggregate data from the feedback forms on the identified skill set are reviewed in faculty meetings, any issues are discussed, and program adjustments are made as needed.**

3. **Human Growth and Development**			
Key Performance Indicators	**Related CACREP** **Standards**	**Courses Measured and Signature Assignments**	**Review/Analysis of Data**
KPI 3.1 (Knowledge)			
KPI 3.1 Knowledge: Students will apply their knowledge of development across the lifespan.	**2.F.3.a. Theories of individual and family development across the lifespan.**	• **COUN 614 (all 3 emphasis areas):** *Clinical Application Projects (2)-Movie Analysis and Older Person Interview (formative):* **These projects give students an opportunity to demonstrate understanding of and apply the theories of development and concepts they are learning to conceptualize development and illustrate their understanding of the developmental theories.** • **COUN 614 (all 3 emphasis areas):** *Development Assessment Paper (summative):* **Students apply the theories of**	**KPI 3.1 Knowledge** **Individual Student Review/Assessment:** **-1st Assessment: Clinical Application Projects are graded/reviewed throughout the semester by the instructor of the course. Student grades below a "C" are discussed in weekly faculty meetings.** **-2nd Assessment: The Development Assessment Paper is graded/reviewed at the end of the semester by the instructor of the course. Student grades below a "C" is discussed in weekly faculty meetings.**

		development and concepts learned throughout the semester to conceptualize their own development and illustrate their understanding of the developmental theories. **Please see Folder 4F > KPI 3.1 for highlighted portions of the syllabus and assignment rubrics.**	**KPI 3.1 Knowledge** **Aggregate Data Review/Assessment** *1st assessment:* **Class scores (aggregate data) on the Clinical Application Projects are reviewed in counseling program faculty meetings; any issues are discussed, and program adjustments are made as necessary.** *2nd assessment:* **Class scores (aggregate data) on the Development Assessment Paper is discussed/reviewed in counseling program faculty meetings; any issues are discussed, and program adjustments are made as necessary.**
KPI 3.2 (Skill)			
KPI 3.2 Skill: Students will demonstrate understanding by applying developmental theories to their work with clients.	**2.F.3.a. Theories of individual and family development across the lifespan.**	• **COUN 669A (School Counseling):** *Internship Evaluations (Summative):* **Students are evaluated using the internship evaluation, which includes a section on developmental applications.** *Site supervisor feedback forms (formative):* **Students are evaluated 3 times throughout the semester (on the first of each month) using the school counseling feedback form, which includes a section on developmental applications.** • *COUN 669D (CMHC) Internship Evaluations (Summative)*: **Students are evaluated using the internship evaluation, which includes a section on developmental applications.** *Site supervisor feedback forms (formative):* **Students are evaluated 3 times throughout the semester**	**KPI 3.2 Skill** **Individual Student Review/Assessment:** *1st Assessment:* **Internship evaluations completed by site supervisors (in all three emphasis areas) are completed on each student at the end of each semester of internship. The evaluation (and student scores on the identified skill set) is reviewed by the faculty supervisor (instructor of internship) and any issues are discussed in the counseling master's program faculty meeting.** *2nd Assessment:* **The practicum/internship coordinator sends feedback forms to site supervisors (across all three emphasis areas). Upon receiving the forms from site supervisors, the practicum/internship coordinator reviews feedback forms for each student to make sure they are progressing in the**

		(on the first of each month) using the CMHC Counseling feedback form, which includes a section on developmental applications.	identified skill set. Feedback forms are shared with master's counseling program faculty in faculty meetings.
		• **COUN 669A (Addiction Counseling)** *Internship Evaluations (Summative):* **Students are evaluated using the internship evaluation, which includes a section on developmental applications** *Site supervisor feedback forms (formative):* **Students are evaluated 3 times throughout the semester (on the first of each month) using the Addiction Counseling feedback form, which includes a section on developmental applications.** **Please see Folder 4F > KPI 3.2 for highlighted portions of Feedback forms and Internship Evaluations for all three emphasis areas.**	**KPI 3.2 Skill Aggregate** **Data Review/Assessment:** *1st Assessment:* **Aggregate data from end of course internship evaluations is reviewed and discussed in the counseling master's program faculty meeting and any issues are discussed, and program adjustments are made as needed.** *2nd Assessment:* **The aggregate data from the feedback forms on the identified skill set are reviewed in faculty meetings, any issues are discussed, and program adjustments are made as needed.**

4. Career Development			
Key Performance Indicators	**Related CACREP Standards**	**Courses Measured and Signature Assignments**	**Review/Analysis of Data**
KPI 4.1 (Knowledge)			
KPI 4.1 Knowledge: Students apply knowledge of theories and models of career development, counseling, and decision making.	**2.F.4.a. Theories and models of career development, counseling, and decision making.**	• **COUN 613 (all 3 emphasis areas):** *4 Quizzes (summative):* **Students take 4 quizzes throughout the course to assess their knowledge of this KPI.** • **COUN 613 (all 3 emphasis areas):** *Career Portfolio (summative):* **Students will create a career program/activity/event that utilizes the theories and**	**KPI 4.1 Knowledge** **Individual Student Review/Assessment:** *-1st Assessment:* **Quizzes are graded/reviewed throughout the semester by the instructor of the course. Student grades below a "C" are discussed in weekly faculty meetings.** *-2nd Assessment:* **The Portfolio assignment is graded/reviewed at the end of the semester by the**

		models of career development, counseling, and decision making that they learned throughout the course.	instructor of the course. Student grades below a "C" are discussed in weekly faculty meetings.
		Please see Folder 4F > KPI 4.1 for highlighted portions of the syllabus and assignment rubrics.	**KPI 4.1 Knowledge** **Aggregate** **Data Review/Assessment:** *1st assessment:* Class scores (aggregate data) on the Quizzes are reviewed in counseling program faculty meetings; any issues are discussed, and program adjustments are made as necessary. *2nd assessment:* Class scores (aggregate data) on the Portfolio assignment are discussed/reviewed in counseling program faculty meetings; any issues are discussed, and program adjustments are made as necessary.
KPI 4.2 (Skill)			
KPI 4.2 Skill: Students will demonstrate understanding by applying theories and models of career development, counseling, and decision making to their work with clients.	2.F.4.a. Theories and models of career development, counseling, and decision making.	• COUN 669A (School Counseling): *Internship Evaluations (Summative):* Students are evaluated using the internship evaluation, which includes a section on career development. *Site supervisor feedback forms (formative):* Students are evaluated 3 times throughout the semester (on the first of each month) using the school counseling feedback form, which includes a section on career development. • *COUN 669D (CMHC) Internship Evaluations (Summative)*: Students are evaluated using the internship evaluation, which includes a section on career development. *Site supervisor feedback forms (formative):* Students are	**KPI 4.2 Skill** **Individual Student Review/Assessment:** *1st Assessment:* Internship evaluations completed by site supervisors (in all three emphasis areas) are completed on each student at the end of each semester of internship. The evaluation (and student scores on the identified skill set) is reviewed by the faculty supervisor (instructor of internship) and any issues are discussed in the counseling master's program faculty meeting. *2nd Assessment:* The practicum/internship coordinator sends feedback forms to site supervisors (across all three emphasis areas). Upon receiving the forms from site supervisors, the practicum/internship coordinator reviews feedback

		evaluated 3 times throughout the semester (on the first of each month) using the CMHC feedback form, which includes a section on career development.	forms for each student to make sure they are progressing in the identified skill set. Feedback forms are shared with master's counseling program faculty in faculty meetings.
		• **COUN 669A (Addiction Counseling)** *Internship Evaluations (Summative):* **Students are evaluated using the internship evaluation, which includes a section on career development.** *Site supervisor feedback forms (formative):* **Students are evaluated 3 times throughout the semester (on the first of each month) using the Addiction Counseling feedback form, which includes a section on career development.**	**KPI 4.2 Skill Aggregate** **Data Review/Assessment:** *1st Assessment:* **Aggregate data from end of course internship evaluations is reviewed and discussed in the counseling master's program faculty meeting and any issues are discussed, and program adjustments are made as needed.** *2nd Assessment:* **The aggregate data from the feedback forms on the identified skill set are reviewed in faculty meetings, any issues are discussed, and program adjustments are made as needed.**
		Please see Folder 4F > KPI 4.2 for highlighted portions of Feedback forms and Internship Evaluations for all three emphasis areas.	

5. **Counseling and Helping Relationships**			
Key Performance Indicators	**Related CACREP Standards**	**Courses Measured and Signature Assignments**	**Review/Analysis of Data**
KPI 5.1 (Knowledge)			
KPI 5.1 Knowledge: Students will demonstrate their knowledge of interviewing, counseling, and case conceptualization skills.	**2.F.5.g. Essential interviewing, counseling, and case conceptualization skills.**	• **COUN 620 (all 3 emphasis areas):** *Mid-term reflection paper and video (formative):* **Mid-way through the course, students provide a video demonstrating their interviewing and counseling skills as well as a reflection paper on this video discussing their use and effectiveness of their skills.** • **COUN 620 (all 3 emphasis**	**KPI 5.1 Knowledge** **Individual Student Review/Assessment:** *-1st Assessment:* **The mid-term is graded/reviewed during the semester by the instructor of the course. Student grades below a "C" are discussed in weekly faculty meetings.** *-2nd Assessment:* **The Written Transcript assignment is graded/reviewed at the end of the semester by the instructor of**

		areas): *Transcript assignment (summative):* **Students will transcribe a live mock counseling session, then identify and assess the interviewing and counseling skills they used. Case conceptualization skills are being developed during this assignment as students are tasked with identifying if their response was effective (in part based on the client's response) and providing alternative responses that would have been more effective.** **Please see Folder 4F > KPI 5.1 for highlighted portions of the syllabus and assignment rubrics.**	**the course. Student grades below a "C" are discussed in weekly faculty meetings.** **KPI 5.1 Knowledge** **Aggregate** **Data Review/Assessment:** *1st assessment:* **Class scores (aggregate data) on the mid-term assignment are reviewed in counseling program faculty meetings; any issues are discussed, and program adjustments are made as necessary.** *2nd assessment:* **Class scores (aggregate data) on the Written Transcript assignment are discussed/reviewed in counseling program faculty meetings; any issues are discussed, and program adjustments are made as necessary.**
KPI 5.2 (Skill)			
KPI 5.2 Skill: Students will demonstrate understanding of interviewing, counseling, and case conceptualization in their work with clients.	**2.F.5.g. Essential interviewing, counseling, and case conceptualization skills.**	• **COUN 669A (School Counseling):** *Internship Evaluations (Summative):* **Students are evaluated using the internship evaluation, which includes a section on interviewing, counseling, and case conceptualization skills.** *Site supervisor feedback forms (formative):* **Students are evaluated 3 times throughout the semester (on the first of each month) using the school counseling feedback form, which includes a section on interviewing, counseling, and case conceptualization skills.** • *COUN 669D (CMHC) Internship Evaluations (Summative)*: **Students are evaluated using the internship evaluation,**	**KPI 5.2 Skill** **Individual Student Review/Assessment:** *1st Assessment:* **Internship evaluations completed by site supervisors (in all three emphasis areas) are completed on each student at the end of each semester of internship. The evaluation (and student scores on the identified skill set) is reviewed by the faculty supervisor (instructor of internship) and any issues are discussed in the counseling master's program faculty meeting.** *2nd Assessment:* **The practicum/internship coordinator sends feedback forms to site supervisors (across all three emphasis areas). Upon receiving the forms from site supervisors, the practicum/internship**

		which includes a section on interviewing, counseling, and case conceptualization skills. *Site supervisor feedback forms (formative):* **Students are evaluated 3 times throughout the semester (on the first of each month) using the CMHC feedback form, which includes a section on interviewing, counseling, and case conceptualization skills.** • **COUN 669A (Addiction Counseling)** *Internship Evaluations (Summative):* **Students are evaluated using the internship evaluation, which includes a section on interviewing, counseling, and case conceptualization skills.** *Site supervisor feedback forms (formative):* **Students are evaluated 3 times throughout the semester (on the first of each month) using the Addiction Counseling feedback form, which includes a section on interviewing, counseling, and case conceptualization skills.** **Please see Folder 4F > KPI 5.2 for highlighted portions of Feedback forms and Internship Evaluations for all three emphasis areas.**	coordinator reviews feedback forms for each student to make sure they are progressing in the identified skill set. Feedback forms are shared with master's counseling program faculty in faculty meetings. **KPI 5.2 Skill Aggregate** **Data Review/Assessment:** *1ˢᵗ Assessment:* **Aggregate data from end of course internship evaluations is reviewed and discussed in the counseling master's program faculty meeting and any issues are discussed, and program adjustments are made as needed.** *2ⁿᵈ Assessment:* **The aggregate data from the feedback forms on the identified skill set are reviewed in faculty meetings, any issues are discussed, and program adjustments are made as needed.**

6. Group Counseling and Group Work	

Key Performance Indicators	Related CACREP Standards	Courses Measured and Signature Assignments	Review/Analysis of Data
KPI 6.1 (Knowledge)			
KPI 6.1 Knowledge: Students will apply knowledge of ethical and culturally relevant strategies for designing and facilitating	**2.F.6.g. Ethical and culturally relevant strategies for designing and facilitating**	• **COUN 630 (all 3 emphasis areas): Observation logs** *(formative):* **Students participate in a group experience as a part of class. Students will**	**KPI 6.1 Knowledge** **Individual Student Review/Assessment:** *-1ˢᵗ Assessment:* **The observation**

groups.	groups.	complete 3 observation logs throughout the course in which they identify strategies utilized in a group, as well as discuss which strategies they would use when facilitating group. • **COUN 630 (all 3 emphasis areas):** *Co-facilitate a group/Group Manual Assignment (summative):* **Using ethical and culturally relevant strategies, students will design a group manual and facilitate a group session as part of this assignment.** **Please see Folder 4F > KPI 6.1 for highlighted portions of the syllabus and assignment rubrics.**	logs are *g*raded/reviewed throughout the semester by the instructor of the course. Student grades below a "C" are discussed in weekly faculty meetings. *-2nd Assessment:* **The Co-facilitate a group assignment is graded/reviewed at the end of the semester by the instructor of the course. Student grades below a "C" are discussed in weekly faculty meetings.** **KPI 6.1 Knowledge** **Aggregate** **Data Review/Assessment:** *1st assessment:* **Class scores (aggregate data) on the observation logs are reviewed in counseling program faculty meetings; any issues are discussed, and program adjustments are made as necessary.** *2nd assessment:* **Class scores (aggregate data) on the Co-facilitate a group/group manual assignment are discussed/reviewed in counseling program faculty meetings; any issues are discussed, and program adjustments are made as necessary.**
KPI 6.2 (Skill)			
KPI 6.2 Skill: Students will demonstrate their understanding by facilitating a group using ethical and culturally relevant strategies to their work with clients.	**2.F.6.g. Ethical and culturally relevant strategies for designing and facilitating groups.**	• **COUN 669A (School Counseling):** *Internship Evaluations (Summative):* **Students are evaluated using the internship evaluation, which includes a section on facilitating group in an ethical and culturally relevant manner.** *Site supervisor feedback forms (formative):* **Students are evaluated 3 times throughout the semester (on the first of each month) using the school counseling**	**KPI 6.2 Skill** **Individual Student Review/Assessment:** *1st Assessment:* **Internship evaluations completed by site supervisors (in all three emphasis areas) are completed on each student at the end of each semester of internship. The evaluation (and student scores on the identified skill set) is reviewed by the faculty supervisor (instructor of internship) and any issues are**

		feedback form, which includes a section on facilitating group in an ethical and culturally relevant manner. • *COUN 669D (CMHC) Internship Evaluations (Summative)*: Students are evaluated using the internship evaluation, which includes a section on facilitating group in an ethical and culturally relevant manner. *Site supervisor feedback forms (formative):* Students are evaluated 3 times throughout the semester (on the first of each month) using the CMHC Counseling feedback form, which includes a section on facilitating group in an ethical and culturally relevant manner. • **COUN 669A (Addiction Counseling)** *Internship Evaluations (Summative):* Students are evaluated using the internship evaluation, which includes a section on facilitating group in an ethical and culturally relevant manner. *Site supervisor feedback forms (formative):* Students are evaluated 3 times throughout the semester (on the first of each month) using the Addiction Counseling feedback form, which includes a section on facilitating group in an ethical and culturally relevant manner. **Please see Folder 4F > KPI 6.2 for highlighted portions of Feedback forms and Internship Evaluations for all three emphasis areas.**	discussed in the counseling master's program faculty meeting. *2nd Assessment:* **The practicum/internship coordinator sends feedback forms to site supervisors (across all three emphasis areas). Upon receiving the forms from site supervisors, the practicum/internship coordinator reviews feedback forms for each student to make sure they are progressing in the identified skill set. Feedback forms are shared with master's counseling program faculty in faculty meetings.** **KPI 6.2 Skill Aggregate** **Data Review/Assessment:** *1st Assessment:* **Aggregate data from end of course internship evaluations is reviewed and discussed in the counseling master's program faculty meeting and any issues are discussed, and program adjustments are made as needed.** *2nd Assessment:* **The aggregate data from the feedback forms on the identified skill set are reviewed in faculty meetings, any issues are discussed, and program adjustments are made as needed.**

7. Assessment and Testing			
Key Performance	**Related CACREP**	**Courses Measured and**	**Review/Analysis of Data**

Indicators	Standards	Signature Assignments	
KPI 7.1 (Knowledge)			
KPI 7.1 Knowledge: Students demonstrate their understanding of ethical and culturally relevant strategies for selecting, administering, and interpreting assessments and test results.	**2.F.7.m. Ethical and culturally relevant strategies for selecting, administering, and interpreting assessments and test results**	• **COUN 612 (all 3 emphasis areas):** *Quizzes (formative):* **Students complete 7 quizzes throughout the course to assess their knowledge of this KPI.** • **COUN 612 (all 3 emphasis areas):** *Counseling Assessment Critique (summative):* **Students will complete an assessment critique on ethical and culturally relevant strategies for selecting, administering, and interpreting assessments and results. Students will select an assessment to review and critique and demonstrate ethical and culturally relevant knowledge for selecting, administering, and interpreting assessments and test results (for the assessment they chose).** **Please see Folder 4F > KPI 7.1 for highlighted portions of the syllabus and assignment rubrics.**	**KPI 7.1 Knowledge** **Individual Student Review/Assessment:** *-1st Assessment:* **Quizzes are graded/reviewed throughout the semester by the instructor of the course. Student grades below a "C" are discussed in weekly faculty meetings.** *-2nd Assessment:* **The Counseling Assessment Review is graded/reviewed at the end of the semester by the instructor of the course. Student grades below a "C" are discussed in weekly faculty meetings.** **KPI 7.1 Knowledge** **Aggregate** **Data Review/Assessment:** *1st assessment:* **Class scores (aggregate data) on the quizzes are reviewed in counseling program faculty meetings; any issues are discussed, and program adjustments are made as necessary.** *2nd assessment:* **Class scores (aggregate data) on the Counseling Assessment Review are discussed/reviewed in counseling program faculty meetings; any issues are discussed, and program adjustments are made as necessary.**
KPI 7.2 (Skill)			
KPI 7.2 Skill: Students will demonstrate their understanding by applying ethical and culturally relevant	**2.F.7.m. Ethical and culturally relevant strategies for selecting,**	• **COUN 669A (School Counseling):** *Internship Evaluations (Summative):* **Students are evaluated using the internship**	**KPI 7.2 Skill** **Individual Student Review/Assessment:** *1st Assessment:* **Internship**

strategies for selecting, administering, and interpreting assessments and test results with clients.	administering, and interpreting assessments and test results	evaluation, which includes a section on applying ethical and culturally relevant strategies for selecting, administering, and interpreting assessments and test results with clients. *Site supervisor feedback forms (formative):* **Students are evaluated 3 times throughout the semester (on the first of each month) using the school counseling feedback form, which includes a section on applying ethical and culturally relevant strategies for selecting, administering, and interpreting assessments and test results with clients.** • *COUN 669D (CMHC) Internship Evaluations (Summative)*: **Students are evaluated using the internship evaluation, which includes a section on applying ethical and culturally relevant strategies for selecting, administering, and interpreting assessments and test results with clients.** *Site supervisor feedback forms (formative):* **Students are evaluated 3 times throughout the semester (on the first of each month) using the CMHC feedback form, which includes a section on applying ethical and culturally relevant strategies for selecting, administering, and interpreting assessments and test results with clients.** • **COUN 669A (Addiction Counseling)** *Internship Evaluations (Summative):* **Students are evaluated using the internship evaluation, which includes a section on applying ethical and culturally relevant strategies for selecting, administering, and interpreting**	evaluations completed by site supervisors (in all three emphasis areas) are completed on each student at the end of each semester of internship. The evaluation (and student scores on the identified skill set) is reviewed by the faculty supervisor (instructor of internship) and any issues are discussed in the counseling master's program faculty meeting. *2nd Assessment:* **The practicum/internship coordinator sends feedback forms to site supervisors (across all three emphasis areas). Upon receiving the forms from site supervisors, the practicum/internship coordinator reviews feedback forms for each student to make sure they are progressing in the identified skill set. Feedback forms are shared with master's counseling program faculty in faculty meetings.** **KPI 7.2 Skill Aggregate** **Data Review/Assessment:** *1st Assessment:* **Aggregate data from end of course internship evaluations is reviewed and discussed in the counseling master's program faculty meeting and any issues are discussed, and program adjustments are made as needed.** *2nd Assessment:* **The aggregate data from the feedback forms on the identified skill set are reviewed in faculty meetings, any issues are discussed, and program adjustments are made as needed.**

| | | assessments and test results with clients. *Site supervisor feedback forms (formative):* **Students are evaluated 3 times throughout the semester (on the first of each month) using the Addiction Counseling feedback form, which includes a section on applying ethical and culturally relevant strategies for selecting, administering, and interpreting assessments and test results with clients.**

Please see Folder 4F > KPI 7.2 for highlighted portions of Feedback forms and Internship Evaluations for all three emphasis areas. | |

8. Research and Program Evaluation			
Key Performance Indicators	**Related CACREP Standards**	**Courses Measured and Corresponding Assignments**	**Review/Analysis of Data**
KPI 8.1 (Knowledge)			
KPI 8.1 Knowledge: Students will understand how to utilize and critique research to advance the counseling profession and identify evidenced-based interventions to inform counseling practice.	**2.F.8.a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice**	• **COUN 605 (all 3 emphasis areas):** *Quizzes (formative):* **Students complete 4 quizzes throughout the course to assess their knowledge of this KPI.** • **COUN 605 (all 3 emphasis areas):** *Literature Review (summative):* **Students will write a literature review in which they will select a topic (that will inform their future counseling practice) and utilize/critique and integrate research to identify evidenced-based interventions to inform their counseling practice.**	**KPI 8.1 Knowledge** <u>**Individual Student Review/Assessment:**</u> *-1st Assessment:* **The quizzes are graded/reviewed throughout the semester by the instructor of the course. Student grades below a "C" are discussed in weekly faculty meetings.** *-2nd Assessment:* **The Literature Review is graded/reviewed at the end of the semester by the instructor of the course. Student grades below a "C" are discussed in weekly faculty meetings.** **KPI 8.1 Knowledge**

		Please see Folder 4F > KPI 8.1 for highlighted portions of the syllabus and assignment rubrics.	**Aggregate** **Data Review/Assessment:** *1st assessment:* **Class scores (aggregate data) on the quizzes are reviewed in counseling program faculty meetings; any issues are discussed, and program adjustments are made as necessary.** *2nd assessment:* **Class scores (aggregate data) on the literature review are discussed/reviewed in counseling program faculty meetings; any issues are discussed, and program adjustments are made as necessary.**
KPI 8.2 (Skill)			
KPI 8.2 Skill: Students will demonstrate an understanding by utilizing research to identify evidenced-based interventions to inform their counseling practice.	**2.F.8.a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice**	• **COUN 669A (School Counseling):** *Internship Evaluations (Summative):* **Students are evaluated using the internship evaluation, which includes a section on utilizing evidenced-based practices to inform work with clients.** *Site supervisor feedback forms (formative):* **Students are evaluated 3 times throughout the semester (on the first of each month) using the school counseling feedback form, which includes a section on utilizing evidenced-based practices to inform work with clients.** • *COUN 669D (CMHC) Internship Evaluations (Summative):* **Students are evaluated using the internship evaluation, which includes a section on utilizing evidenced-based practices to inform work with clients.** *Site supervisor feedback forms (formative):* **Students are evaluated 3 times throughout the semester (on the first of**	**KPI 8.2 Skill** **Individual Student Review/Assessment:** *1st Assessment:* **Internship evaluations completed by site supervisors (in all three emphasis areas) are completed on each student at the end of each semester of internship. The evaluation (and student scores on the identified skill set) is reviewed by the faculty supervisor (instructor of internship) and any issues are discussed in the counseling master's program faculty meeting.** *2nd Assessment:* **The practicum/internship coordinator sends feedback forms to site supervisors (across all three emphasis areas). Upon receiving the forms from site supervisors, the practicum/internship coordinator reviews feedback forms for each student to make sure they are progressing in the identified skill set. Feedback forms are shared with master's counseling program faculty in faculty meetings.**

| | | each month) using the CMHC Counseling feedback form, which includes a section on utilizing evidenced-based practices to inform work with clients.

• **COUN 669A (Addiction Counseling)** *Internship Evaluations (Summative):* **Students are evaluated using the internship evaluation, which includes a section on evidenced-based practices to inform work with clients.** *Site supervisor feedback forms (formative):* **Students are evaluated 3 times throughout the semester (on the first of each month) using the Addiction Counseling feedback form, which includes a section on utilizing evidenced-based practices to inform work with clients.**

Please see Folder 4F > KPI 8.2 for highlighted portions of Feedback forms and Internship Evaluations for all three emphasis areas. | **KPI 8.2 Skill Aggregate**

Data Review/Assessment:

1st Assessment: **Aggregate data from end of course internship evaluations is reviewed and discussed in the counseling master's program faculty meeting and any issues are discussed, and program adjustments are made as needed.**

2nd Assessment: **The aggregate data from the feedback forms on the identified skill set are reviewed in faculty meetings, any issues are discussed, and program adjustments are made as needed.** |

Clinical Mental Health Counseling			
Key Performance Indicators	**Related CACREP Standards**	**Courses Measured and Signature Assignments**	**Review/Analysis of Data**
KPI 9.1 (Knowledge)			
KPI 9.1 Knowledge: Students will understand the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	**5-C.1. c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning**	• **COUN 670:** *Quizzes (formative):* **Students complete 3 quizzes throughout the course to assess their knowledge of this KPI.** • **COUN 670:** *Treatment plan (summative):* **Students will develop a treatment plan which they will formulate using principles and models of**	**KPI 9.1 Knowledge** **Individual Student Review/Assessment:** *-1st Assessment:* **The quizzes are graded/reviewed throughout the semester by the instructor of the course. Student grades below a "C" are discussed in weekly faculty meetings.** *-2nd Assessment:* **The Treatment Plan is graded/reviewed at the end of the semester by the**

		biopsychosocial case conceptualization and treatment planning.

Please see Folder 4F > KPI 9.1 for highlighted portions of the syllabus and assignment rubrics. | instructor of the course. Student grades below a "C" are discussed in weekly faculty meetings.

KPI 9.1 Knowledge

Aggregate

Data Review/Assessment:

1st assessment: **Class scores (aggregate data) on the quizzes are reviewed in counseling program faculty meetings; any issues are discussed, and program adjustments are made as necessary.**

2nd assessment: **Class scores (aggregate data) on the Treatment Plan are discussed/reviewed in counseling program faculty meetings; any issues are discussed, and program adjustments are made as necessary.** |
| **KPI 9.2 (Skill)** | | | |
| **KPI 9.2 Skill: Students will demonstrate understanding of principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning in their work with clients.** | **5-C.1. c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning** | • *COUN 669D (CMHC) Internship Evaluations (Summative)*: **Students are evaluated using the internship evaluation, which includes a section on applying principles, models, and documentation formats of biopsychosocial case conceptualization to work with clients.** *Site supervisor feedback forms (formative):* **Students are evaluated 3 times throughout the semester (on the first of each month) using the CMHC Counseling feedback form, which includes a section on applying principles, models, and documentation formats of biopsychosocial case conceptualization to work with clients.**

Please see Folder 4F > KPI 9.2 | **KPI 9.2 Skill**

Individual Student Review/Assessment: *1st Assessment:* **Internship evaluations completed by site supervisors are completed on each student at the end of each semester of internship. The evaluation (and student scores on the identified skill set) is reviewed by the faculty supervisor (instructor of internship) and any issues are discussed in the counseling master's program faculty meeting.**

2nd Assessment: **The practicum/internship coordinator sends feedback forms to site supervisors. Upon receiving the forms from site supervisors, the practicum/internship coordinator reviews feedback forms for each student to make sure they are progressing in the identified skill** |

		for highlighted portions of the CMHC feedback form and Internship Evaluation.	set. Feedback forms are shared with master's counseling program faculty in faculty meetings.
			KPI 9.2 Skill Aggregate **Data Review/Assessment:** *1st Assessment:* **Aggregate data from end of course internship evaluations is reviewed and discussed in the counseling master's program faculty meeting and any issues are discussed, and program adjustments are made as needed.** *2nd Assessment:* **The aggregate data from the feedback forms on the identified skill set are reviewed in faculty meetings, any issues are discussed, and program adjustments are made as needed.**

School Counseling			
Key Performance Indicators	**Related CACREP Standards**	**Courses Measured and Signature Assignments**	**Review/Analysis of Data**
KPI 10.1 (Knowledge)			
KPI 10.1 Knowledge: Students will demonstrate their knowledge of the models of school counseling programs.	**5-G.1. b. models of school counseling programs**	• **COUN 650 Organization and Administration of School Counseling Services:** *Analysis of School Counseling Websites (formative):* **Students write a critique of two school counseling websites/programs including a comprehensive description of the school counseling programming and identification/discussion of aspects of the ASCA Model that are included.**	**KPI 10.1 Knowledge** **Individual Student Review/Assessment:** *-1st Assessment:* **The Analysis of School Counseling Websites assignment is graded/reviewed by the instructor of the course throughout the semester. Student grades below a "C" are discussed in weekly faculty meetings.** *-2nd Assessment:* **The Analysis of School Counseling Websites assignment is graded/reviewed at the end of the semester by the instructor of the course. Student**

		• **COUN 650 Organization and Administration of School Counseling Services:** *Analysis of School Counseling Websites (formative):* **Students will write a final (third) critique at the end of the semester of a school counseling website/program including a comprehensive description of the school counseling programming and identification/discussion of aspects of the ASCA Model that are included.** **Please see Folder 4F > KPI 10.1 for highlighted portions of the syllabus and assignment rubrics.**	**grades below a "C" are discussed in weekly faculty meetings.** **KPI 10.1 Knowledge** **Aggregate** **Data Review/Assessment:** *1st assessment:* **Class scores (aggregate data) on the Analysis of the School Counseling Website assignments are reviewed in counseling program faculty meetings; any issues are discussed, and program adjustments are made as necessary.** *2nd assessment:* **Class scores (aggregate data) on the Analysis of the School Counseling Website Assignment are discussed/reviewed in counseling program faculty meetings; any issues are discussed, and program adjustments are made as necessary.**
KPI 10.2 (Skill)			
KPI 10.2 Skill: Students will demonstrate their understanding by applying models of school counseling programs to their work with students.	**5-G.1. b. models of school counseling programs**	• **COUN 669A (School Counseling):** *Internship Evaluations (Summative):* **Students are evaluated using the internship evaluation, which includes a section on applying models of school counseling programs to their work with students.** *Site supervisor feedback forms (formative):* **Students are evaluated 3 times throughout the semester (on the first of each month) using the school counseling feedback form, which includes a section on applying models of school counseling programs to their work with students.**	**KPI 10.2 Skill** **Individual Student Review/Assessment:** *1st Assessment:* **Internship evaluations completed by site supervisors are completed on each student at the end of each semester of internship. The evaluation (and student scores on the identified skill set) is reviewed by the faculty supervisor (instructor of internship) and any issues are discussed in the counseling master's program faculty meeting.** *2nd Assessment:* **The practicum/internship coordinator sends feedback forms to site supervisors. Upon receiving the forms from site supervisors, the practicum/internship coordinator reviews feedback forms for each**

			student to make sure they are progressing in the identified skill set. Feedback forms are shared with master's counseling program faculty in faculty meetings.
		Please see Folder 4F > KPI 10.2 for highlighted portions of the School Counseling feedback form and Internship Evaluation.	**KPI 10.2 Skill Aggregate** **Data Review/Assessment:** *1st Assessment:* **Aggregate data from end of course internship evaluations are reviewed and discussed in the counseling master's program faculty meeting and any issues are discussed, and program adjustments are made as needed.** *2nd Assessment:* **The aggregate data from the feedback forms on the identified skill set are reviewed in faculty meetings, any issues are discussed, and program adjustments are made as needed.**

Addiction Counseling			
Key Performance Indicators	**Related CACREP Standards**	**Courses Measured and Signature Assignments**	**Review/Analysis of Data**
KPI 11.1 (Knowledge)			
KPI 11.1 Knowledge: Students will demonstrate knowledge of theories and models of addiction related to substance use as well as behavioral and process addictions.	**5.A.1.b. theories and models of addiction related to substance use as well as behavioral and process addictions**	• **COUN 664 Intro to Substance Use Disorders:** *Substance Use Disorder Presentation (summative):* **Students will identify a substance use disorder, issues in substance use disorders, and review the present literature and pertaining research, treatment modalities, etc. While developing their presentation, students will utilize theories and models of addiction.**	**KPI 11.1 Knowledge** **Individual Student Review/Assessment:** *-1st Assessment:* **The Substance Use Disorder Presentation is graded/reviewed by the instructor of the course throughout the semester. Student grades below a "C" are discussed in weekly faculty meetings.** *-2nd Assessment:* **The Substance Use Case Study, Treatment Plan, and ASAM Criteria assignment is graded/reviewed at the end of the semester by the instructor of**

		• **COUN 664 Intro to Substance Use Disorders:** *Substance Use Case Study, Treatment Plan, and ASAM Criteria (formative):* **Students will formulate a case study that pertains to substance use disorders and identify ASAM criteria that pertain to this case study with each dimension indicated and justification from the case study history to support that ASAM criteria. Students will utilize theories and models of addiction to formulate an appropriate treatment plan including identifying goals, therapeutic interventions, support, a relapse prevention plan, and cultural factors that need to be considered.** **Please see Folder 4F > KPI 11.1 for highlighted portions of the syllabus and assignment rubrics.**	**the course. Student grades below a "C" are discussed in weekly faculty meetings.** **KPI 11.1 Knowledge** **Aggregate** **Data Review/Assessment:** *1st assessment:* **Class scores (aggregate data) on the Substance Use Disorder Presentation are reviewed in counseling program faculty meetings; any issues are discussed, and program adjustments are made as necessary.** *2nd assessment:* **Class scores (aggregate data) on the Substance Use Case Study, Treatment Plan, and ASAM Criteria assignment are discussed/reviewed in counseling program faculty meetings; any issues are discussed, and program adjustments are made as necessary.**
KPI 11.2 (Skill)			
KPI 11.2 Skill: Students will demonstrate their understanding by applying models of addiction related to substance use as well as behavioral and process addictions to their work with clients.	**5.A.1.b. theories and models of addiction related to substance use as well as behavioral and process addictions**	• **COUN 669A (Addiction Counseling)** *Internship Evaluations (Summative):* **Students are evaluated using the internship evaluation, which includes a section on applying models of addiction related to substance use as well as behavioral and process addictions to their work with clients.** *Site supervisor feedback forms (formative):* **Students are evaluated 3 times throughout the semester (on the first of each month) using the Addiction Counseling feedback form, which includes a section on applying models of addiction related to substance use as well as**	**KPI 11.2 Skill** **Individual Student Review/Assessment:** *1st Assessment:* **Internship evaluations completed by site supervisors are completed on each student at the end of each semester of internship. The evaluation (and student scores on the identified skill set) is reviewed by the faculty supervisor (instructor of internship) and any issues are discussed in the counseling master's program faculty meeting.** *2nd Assessment:* **The practicum/internship coordinator sends feedback forms to site supervisors. Upon receiving the forms from site supervisors, the**

		behavioral and process addictions to their work with clients. Please see Folder 4F > KPI 11.2 for highlighted portions of the Addiction Counseling feedback form and Internship Evaluation.	practicum/internship coordinator reviews feedback forms for each student to make sure they are progressing in the identified skill set. Feedback forms are shared with master's counseling program faculty in faculty meetings. **KPI 11.2 Skill Aggregate** **Data Review/Assessment:** *1st Assessment:* Aggregate data from end of course internship evaluations is reviewed and discussed in the counseling master's program faculty meeting and any issues are discussed, and program adjustments are made as needed. *2nd Assessment:* The aggregate data from the feedback forms on the identified skill set are reviewed in faculty meetings, any issues are discussed, and program adjustments are made as needed.

Program Modifications

The Moorhead Counseling Master's Program have made several changes based on feedback from surveys, and formal/informal feedback from stakeholders. These changes include changes to new student orientation, course assignments, and incorporating more practical application opportunities in the program. The program added a fourth faculty member to accommodate growth in the program and specifically the school counseling emphasis. This faculty is a school counselor so that helps with knowledge and expertise in that emphasis area. This also helps with the faculty to student ratio.

The other change to admissions was the adoption of GradCAS as an application management system. This was implemented in the admissions and graduate studies offices for all graduate programs. This has helped increase applications and visibility for the program and streamline process for students applying.

The program received a state grant for work-based learning, and this will be used to upgrade the Community Outreach Center recording system. This will help improve supervision and development of counseling skills for clinical mental health practicum students in the COC.

Recommendations for Program Improvements

The recommendations for program improvements include identifying ways to incorporate more practical application of concepts discussed in class. The program faculty will discuss assignments and opportunities for practical application relevant to specific courses. There was also a recommendation to include more education and professional development opportunities surrounding mandating reporting. The program is also identifying ways to incorporate more professional development opportunities.

Another recommendation is to improve lesson planning skills in the specific school counseling courses. This will be specific to the COUN 654 Classroom and program management course with dedicated content and assignments specific to lesson planning.

There was also a recommendation from CACREP to be more intentional about identifying the role of advisory board members in offering suggestions and feedback. The program does include prompt questions in the meeting to get their feedback on what is happening in the community. We will explicitly say at the beginning of the next Advisory Board the purpose and mission of the advisory board for the program and that we want their feedback on what is happening in the community that can help us improve in the program.