Program Assessment Plan 2018

Clinical Mental Health Counseling Program

Southern Oregon University
January 2018

Table of Contents

Introduction

The SOU Clinical Mental Health Counseling (CMHC) Program Assessment Plan was developed to provide a comprehensive protocol for ongoing program review. The procedures are aligned with the Council for Accreditation of Counseling & Related Educational Programs (CACREP) guidelines, our national accrediting body.

The Assessment Plan reflects a complete redesign of the program's assessment processes to reflect the revised 2016 CACREP Standards in anticipation of - and preparation for - the program's next CACREP accreditation review (by 2020). The content of this Assessment Plan will be reflected in the next Self Study document (in 2019) to accompany our application for reaccreditation, by which time we will have a full calendar year's data (2018) using the redesigned assessment process.

This document stipulates and defines specific activities to acquire direct and indirect evidence of program effectiveness and student learning. It also establishes an ongoing cycle to gather, analyze, and review the data in order to evaluate the program, modify the program to increase effectiveness, and communicate this review and changes with various stakeholders, current and future students, and the public. Because this is still a developing process we provide a time line for the full implementation of the CMHC Assessment Plan; further, we note that some of these procedures may evolve during the implementation phase as we discover strengths or problems in our plan.

CACREP Overview

The 2016 CACREP Standards require that each counselor education program have a documented, empirically based plan for systematically evaluating the program objectives, including student learning. The counselor education program faculty must demonstrate the use of the following to evaluate the program objectives: (1) aggregate student assessment data that address student knowledge, skills, and professional dispositions; (2) demographic and other characteristics of applicants, students, and graduates; and (3) data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates. For each of the types of data listed, the plan must outline (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.

Institution Mission and Objectives

At the time of writing, Southern Oregon University is engaged in a strategic planning initiative. While this work is in process, the basic formulation of the Vision, Mission, and Objectives for the institution have been agreed, as follows:

Vision

Southern Oregon University will become an inclusive, sustainable university for the future that guides all **learners** to develop the knowledge, capacities, and audacity to innovate boldly and create lives of purpose.

Mission

Southern Oregon University is a **regionally-engaged** learning community committed to being the **educational provider of choice** for learners throughout their lives.

- We inspire curiosity and creativity, compel **critical thinking**, foster discovery, and cultivate bold ideas and actions.
- We achieve student success, professional preparation, and **civic engagement** through **service excellence**, evolving technologies, and innovative curriculum.
- We foster access, **equity**, inclusion and diversity in thought and practice.
- We prepare our learners to be responsible, engaged citizens in our democracy.
- We promote economic vitality, **sustainability**, cultural enrichment, and social well-being in our region, the state, the nation, and the world.

SOU Core Themes

- The well-being and success of all learners
- Critical thinking, discovery, and engaged learning
- Equity, diversity, and inclusion
- Creativity and collaboration
- Excellence, continuous improvement, and accountability
- A healthy, safe, and civil campus
- Economic vitality and environmental sustainability
- Improving our community, region, and world

Strategic Directions

Strategic Direction I: SOU will transform its **pedagogy** and curriculum (how and what it teaches) to enhance the success of its learners and graduates.

Strategic Direction II: SOU will become an **employer of choice** and provide excellent service to all of its constituents.

Strategic Direction III: SOU will support efforts to promote an environmentally sustainable campus and an **ecologically-resilient bioregion**.

Strategic Direction IV: SOU will create a diverse, equitable, inclusive community where learners flourish in diverse environments.

Strategic Direction V: SOU will achieve and maintain financial stability.

Strategic Direction VI: SOU will develop physical and virtual environments in which all learners can thrive.

Strategic Direction VII: SOU will serve as a catalyst for economic, cultural, and social development in the region.

CMHC Program Mission and Objectives

The Clinical Mental Health Counseling program's Mission and Objectives were reviewed and revised in Fall 2017 in preparation for the assessment process redesign. Consistent with CACREP Standards requirement 2. B, the program objectives (1) reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society; (2) reflect input from all persons involved in the conduct of the program,

including counselor education program faculty, current and former students, and personnel in cooperating agencies; (3) address student learning; and (4) are written so they can be evaluated.

Mission

The mission of the SOU Clinical Mental Health Counseling Program is to train competent, culturally aware, ethical counselors who will provide exceptional mental health services in both public and private settings to meet the needs of increasingly diverse communities.

Objectives

The objectives of the SOU Clinical Mental Health Counseling Program are:

- Students develop strong professional identities as mental health counselors and learn to think and act ethically, demonstrating professional accountability for their knowledge and application of ethical principles, codes, and decision-making processes.
- Students learn to be sensitive to the diversity in ethnicity and life situations of their clients and are able to adapt their counseling practice to the individual needs of diverse clients.
- Students will be able to apply various theories of human development to their counseling process, so they are effective at integrating a developmental approach to counseling in their work with clients.
- Students understand career development across the lifespan for diverse clients, how to integrate career concerns with mental health concerns, and demonstrate ethical and culturally competent career counseling strategies.
- Students learn the foundational ingredients of effective counseling and psychotherapy, particularly development of an empathic, collaborative therapeutic alliance and therapeutic skills that foster movement toward clients' goals and potentialities. Students demonstrate basic competence in utilizing psychotherapy skills fundamental to all theoretical approaches, conduct an intake interview with initial assessment and case conceptualization, and facilitate counseling sessions with classmates using role play scenarios under supervision.
- Students are introduced to the theory and practice of group counseling. Students demonstrate understanding of types of groups related to clients' goals; ethical and professional concerns related to group work; leadership issues and skills; group dynamics; stages of group development; therapeutic factors evoked within groups, application of contemporary theoretical approaches; and standards of practice through completion of a group proposal.
- Students will gain knowledge needed to administer, interpret and utilize psychological tests and other sources of assessment data in school, community, clinic and other mental health settings.
- Students will understand how to apply principles of effective research to evaluating counseling research to inform their counseling practice and to participate in practice-based research at their counseling site.
- Students understand the theories and models of clinical mental health counseling and are able to effectively use client case conceptualizations to assess, diagnose, and identify and apply appropriate treatment modalities to a wide range of client situations.
- Students demonstrate the interpersonal capacity to relate to others in the appropriate and professional manner as expected of professional counselors.

Mapping of 2016 CACREP Standards to Program Classes

A full mapping of 2016 CACREP standards to courses within the program is available here: https://docs.google.com/spreadsheets/d/1A4dvGRjyChSyVYs0E_jfPm6NltXsQQJLzQFWo8FSYvs/edit#gid=8042869 19. A further tab in this spreadsheet allows viewing by class. Due to formatting and space constraints, it is not reproduced within this document.

Student Assessment: Key Performance Indicators of Student Learning

Key Performance Indicators have been developed, mapped to CACREP domains and to program objectives.

Columns 1-3 identify the related CACREP domain and 2016 standards. Columns 4-5 identify the associated program objectives. Columns 6-8 identify the Key Performance Indicators (KPIs); specifically, column 6 gives the KPI identifier, column 7 describes the KPI, and column 8 indicates the type of KPI (i.e. whether the KPI is Knowledge-related (K), Skill-related (S), or Disposition-related (D)).

Subject area	CACREP standards		Related program objective		Key Performance Indicator (KPI)		KPI type
	Standards area	Standards Reference	Objective reference	Program Objective	KPI Reference	KPI	
Professional Counseling Orientation and Ethical Practice	Core	F.1. (a-l)	CMHC-01	Students develop strong professional identities as mental health counselors and learn to think and act ethically, demonstrating professional accountability for their knowledge and application of ethical principles, codes, and decision-making processes.	KPI-01	Students will grasp the importance of ethical standards that apply to each of the counselor's professional role responsibilities.	K
Professional Counseling Orientation and Ethical practice	Core	F.1. (a-l)	CMHC-01	Students develop strong professional identities as mental health counselors and learn to think and act ethically, demonstrating professional accountability for their knowledge and application of ethical principles, codes, and decision-making processes.	KPI-02	Students will demonstrate ability to apply counseling skills and facilitate therapeutic conditions.	S
Social and Cultural Diversity	Core	F.2. (a-h)	CMHC-02	Students learn to be sensitive to the diversity in ethnicity and life situations of their clients and are able to adapt their counseling practice to the individual needs of diverse clients.	KPI-03	Students will demonstrate knowledge of social and cultural diversity understanding through theories of multicultural counseling and the promotion of diversity amongst different communities and mental health settings.	K
Human Growth and Development	Core	F.3. (a-i)	CMHC-03	Students will be able to apply various theories of human development to their counseling process, so they are effective at integrating a developmental approach to counseling in their work with clients.	KPI-04	Students will demonstrate an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts.	K
Career Development	Core	F.4. (a-j)	CMHC-04	Students understand career development across the lifespan for diverse clients, how to integrate career concerns with mental health concerns, and demonstrate ethical and culturally competent career counseling strategies.	KPI-05	Students will demonstrate an understanding of career development and related life factors, including theories, assessments, career resources, and the interrelationship between career and other life roles.	K
Counseling and Helping Relationships	Core	F.5. (a-n)	CMHC-05	Students learn the foundational ingredients of effective counseling and psychotherapy, particularly development of an empathic, collaborative therapeutic alliance and therapeutic skills that foster movement toward clients' goals and potentialities. Students demonstrate basic competence in utilizing psychotherapy skills fundamental to all theoretical approaches, conduct an intake interview with initial assessment and case conceptualization, and facilitate counseling sessions with classmates using role play scenarios under supervision.	KPI-06	Students will demonstrate an understanding of counseling theories and models for case conceptualization.	K

Counseling and Helping Relationships	Core	F.5. (a-n)	CMHC-05	Students learn the foundational ingredients of effective counseling and psychotherapy, particularly development of an empathic, collaborative therapeutic alliance and therapeutic skills that foster movement toward clients' goals and potentialities. Students demonstrate basic competence in utilizing psychotherapy skills fundamental to all theoretical approaches, conduct an intake interview with initial assessment and case conceptualization, and facilitate counseling sessions with classmates using role play scenarios under supervision.	KPI-07	Students will demonstrate the ability to establish and maintain the therapeutic alliance, conceptualize clients' dynamics and provide a focus for treatment, and enter clients' subjective worldview and respond to their feelings with accurate empathy.	S
Group Counseling and Group Work	Core	F.6. (a-h)	CMHC-06	Students attain a broad theoretical understanding of counseling approaches. Students become well-versed in the empirical nature of the counseling profession.	KPI-08	Students will demonstrate a theoretical understanding of group purpose, group development (including stages and members roles / behaviors), theories, methods, skills, and approaches.	K
Group Counseling and Group Work	Core	F.6. (a-h)	CMHC-06	Students are introduced to the theory and practice of group counseling. Students demonstrate understanding of types of groups related to clients' goals; ethical and professional concerns related to group work; leadership issues and skills; group dynamics; stages of group development; therapeutic factors evoked within groups , application of contemporary theoretical approaches; and standards of practice through completion of a group proposal.	KPI-09	Students will demonstrate the ability to facilitate a small group process over multiple sessions effectively	S
Assesment and Testing	Core	F.7. (a-m)	CMHC-07	Students will gain knowledge needed to administer, interpret and utilize psychological tests and other sources of assessment data in school, community, clinic and other mental health settings.	KPI-10	Students will demonstrate an understanding of standardized approaches to assessment and evaluation including basic concepts of testing, norms, statistical concepts, and psychometric properties. Students will be able to use this knowledge to interpret and utilize assessment information to inform diagnosis and treatment planning.	K
Research and Program Ealuation	Core	F.8. (a-j)	CMHC-08	Students will understand how to apply principles of effective research to evaluating counseling research to inform their counseling practice and to participate in practice-based research at their counseling site.	KPI-11	Students will demonstrate an understanding of research methods, statistics, needs assessment, and program evaluation, including social and cultural implications for interpreting and reporting results.	K

Clinical Mental Health Counseling	Specialty	C.1 - C.3	CMHC-09	Students understand the theories and models of clinical mental health counseling and are able to effectively use client case conceptualizations to assess, diagnose, and identify and apply appropriate treatment modalities to a wide range of client situations.	KPI-12	Students will demonstrate understanding of salient characteristics of a disorder, prevalence rates, causal and related factors, diagnostic criteria, and differential diagnosis.	K
Clinical Mental Health Counseling	Specialty	C.1 - C.3	CMHC-09	Students understand the theories and models of clinical mental health counseling and are able to effectively use client case conceptualizations to assess, diagnose, and identify and apply appropriate treatment modalities to a wide range of client situations.	KPI-13	Students will demonstrate diagnostic skills with clients while understanding the many different situational circumstances that may be occurring.	S
Professional Dispositions			CMHC-10	Students demonstrate the interpersonal capacity to relate to others in the appropriate and professional manner as expected of professional counselors.	KPI-14	Students will demonstrate the appropriate counseling dispositions (dominant qualities) and behaviors expected of professional counselors.	D
	KPM Type:			K=Knowledge			
				S=Skills			
				D=Dispositions			

Student Assessment: Measures to Assess Key Performance Indicators

As CACREP requires measurement of KPIs using multiple instruments over multiple points in time, the progam's assessment measures are divided below into 3 groups, identified below as "Measures-1", "Measures-2", and "Measures-3". They are displayed in this plan in 3 separate tables, due to formatting and space constraints.

The full mapping of program objectives, KPIs, and multiple measures may be viewed in a single spreadsheet format at https://docs.google.com/spreadsheets/d/1zCCYiC_z5-D9kWlbA8b3VTLpiqtqme1hmEi8f9y7S3g/edit#gid=0. Note that additional tabs allow viewing by term and by class.

The first group of measures appears below:

Key Performance Indicator (KPI)		KPI type	Measures - 1				
KPI Reference	KPI		Measure Reference	Instrument	Target Outcome	Data Source	Timing
KPI-01	Students will grasp the importance of ethical standards that apply to each of the counselor's professional role responsibilities.	K	M-01-1	Exam on ACA & AMHCA code	Score of 80% or above	COUN 581 (Ethics)	Y1 Winter

KPI	Description		Measure	Instrument	Target	Course	Timing
KPI-02	Students will demonstrate ability to apply counseling skills and facilitate therapeutic conditions.	S	M-02-1	CCS-R (part 1)	Majority of ratings of 3 or above (i.e. at least 6 items) on each of 12 skills/conditions	COUN 504 (Individual Practicum) - end of term evaluation	Y1 Winter
KPI-03	Students will demonstrate knowledge of social and cultural diversity understanding through theories of multicultural counseling and the promotion of diversity amongst different communities and mental health settings.	K	M-03-1	Cultural Awareness Research Paper	Score of B or above	COUN 586 (Multicultural Mental Health	Y1 Summer
KPI-04	Students will demonstrate an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts.	K	M-04-1	Theory into Practice Paper	Score of B or above	COUN 570 (Advanced Human Growth and Development)	Y1 Fall
KPI-05	Students will demonstrate an understanding of career development and related life factors, including theories, assessments, career resources, and the interrelationship between career and other life roles.	K	M-05-1	Research Paper or Life-Planning Project	Score of B or above	COUN 549 (Career Counseling)	Y2 Winter
KPI-06	Students will demonstrate an understanding of counseling theories and models for case conceptualization.	K	M-06-1	Case Conceptualization by Theoretical Model assignment	Score of B or above	Coun 571 (Counseling Theory)	Y1 Fall
KPI-07	Students will demonstrate the ability to establish and maintain the therapeutic alliance, conceptualize clients' dynamics and provide a focus for treatment, and enter clients' subjective worldview and respond to their feelings with accurate empathy.	S	M-07-1	Counseling Activity Self-Efficacy Scale (CASES)	No target score - provides baseline only	COUN 504 (Individual Practicum)	Y1 Winter
KPI-08	Students will demonstrate a theoretical understanding of group purpose, group development (including stages and members roles / behaviors), theories, methods, skills, and approaches.	K	M-08-1	Group counseling knowledge exam	Score of B or above	COUN 574 (Group Counseling)	Y1 Spring
KPI-09	Students will demonstrate the ability to facilitate a small group process over multiple sessions effectively	S	M-09-1	First case presentation with co-leader	No target score - provides baseline only	COUN 506 (Group Practicum)	Y1 Spring
KPI-10	Students will demonstrate an understanding of standardized approaches to assessment and evaluation including basic concepts of testing, norms, statistical concepts, and psychometric properties. Students will be able to use this knowledge to interpret and utilize assessment information to inform diagnosis and treatment planning.	K	M-10-1	Students will successfullly complete a comprehensive individual evaluation involving administration and interpretation of an appropriate assessment battery as evidenced by a written report.	Score of B or above	COUN 521 (Assessment)	Y2 Fall

KPI Reference	KPI	KPI type	Measure Reference	Instrument	Target Outcome	Data Source	Timing
KPI-11	Students will demonstrate an understanding of research methods, statistics, needs assessment, and program evaluation, including social and cultural implications for interpreting and reporting results.	K	M-11-1	Research Paper	Score of B or above	COUN 542 (Applied Research Design)	Y2 Winter
KPI-12	Students will demonstrate understanding of salient characteristics of a disorder, prevalence rates, causal and related factors, diagnostic criteria, and differential diagnosis.	K	M-12-1	Group project defining and describing a specific mental disorder	Score of B or above on characteristics of the disorder, prevalence rates, causal and related factors, diagnostic criteria, and differential diagnosis.	COUN 583 (Advanced Psychopathology)	Y1 Spring
KPI-13	Students will demonstrate diagnostic skills with clients while understanding the many different situational circumstances that may be occurring.	S	M-13-1	Case Study Diagnostic Summary assignment	Score of B or above	COUN 583 (Advanced Psychopathology)	Y1 Spring
KPI-14	Students will demonstrate the appropriate counseling dispositions (dominant qualities) and behaviors expected of professional counselors.	D	M-14-1	CCS-R (part 2)	Minimum rating of 3 on each of 11 dispositions	COUN 504 (Individual Practicum) - end of term evaluation	Y1 Winter

The second group of measures appears below:

Key Performance Indicator (KPI)		KPI type	Measures - 2				
KPI Reference	KPI		Measure Reference	Instrument	Target Outcome	Data Source	Timing
KPI-01	Students will grasp the importance of ethical standards that apply to each of the counselor's professional role responsibilities.	K	M-01-2	Written ethics case study	Pass score	COUN 510 (Internship Supervision)	Y2 Winter
KPI-02	Students will demonstrate ability to apply counseling skills and facilitate therapeutic conditions.	S	M-02-2	CCS-R (part 1)	Minimum rating of 3 on each of 12 skills/conditions	COUN 506 (Group Practicum)	Y1 Spring
KPI-03	Students will demonstrate knowledge of social and cultural diversity understanding through theories of multicultural counseling and the promotion of diversity amongst different communities and mental health settings.	K	M-03-2	Written multicultural case study	Passing Grade	COUN 510 (Internship Supervision)	Y2 Spring
KPI-04	Students will demonstrate an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts.	K	M-04-2	Theory into Practice Culminating Activity	Score of B or above	COUN 570 (Advanced Human Growth and Development)	Y1 Fall

KPI	Description	Domain	Measure	Instrument	Criterion	Course	Timing
KPI-05	Students will demonstrate an understanding of career development and related life factors, including theories, assessments, career resources, and the interrelationship between career and other life roles.	K	M-05-2	Comprehensive Exam	Score of 80% or above	COUN 549 (Career Counseling)	Y2 Winter
KPI-06	Students will demonstrate an understanding of counseling theories and models for case conceptualization.	K	M-06-2	Two final written case conceptualizations and treatment plans	Combined score of B or above on 2 case conceptualization assignemnts	COUN 585	Y1 Summer
KPI-07	Students will demonstrate the ability to establish and maintain the therapeutic alliance, conceptualize clients' dynamics and provide a focus for treatment, and enter clients' subjective worldview and respond to their feelings with accurate empathy.	S	M-07-2	Counseling Activity Self-Efficacy Scale (CASES)	Overall 30% increase from baseline	COUN 573 (Mental Health Profession)	Y2 Spring
KPI-08	Students will demonstrate a theoretical understanding of group purpose, group development (including stages and members roles / behaviors), theories, methods, skills, and approaches.	K	M-08-2	Group counseling knowledge exam	Score of B or above	COUN 573 (Mental Health Profession)	Y2 Spring
KPI-09	Students will demonstrate the ability to facilitate a small group process over multiple sessions effectively	S	M-09-2	Second case presentation with co-leader	Minimum overall score of 8/10	COUN 506 (Group Practicum)	Y1 Spring
KPI-10	Students will demonstrate an understanding of standardized approaches to assessment and evaluation including basic concepts of testing, norms, statistical concepts, and psychometric properties. Students will be able to use this knowledge to interpret and utilize assessment information to inform diagnosis and treatment planning.	K	M-10-2	Final exam measuring students' knowledge of concepts of reliability, validity, and standard scores in assessment.	Score of 80% or above	COUN 521 (Assessment)	Y2 Fall
KPI-11	Students will demonstrate an understanding of research methods, statistics, needs assessment, and program evaluation, including social and cultural implications for interpreting and reporting results.	K	M-11-2	Critique of Journal Article Presentation	Score of B or above	COUN 542 (Applied Research Design)	Y2 Winter
KPI-12	Students will demonstrate understanding of salient characteristics of a disorder, prevalence rates, causal and related factors, diagnostic criteria, and differential diagnosis.	K	M-12-2	Student final case presentation includes full diagnostic analysis	Pass grade on specific diagnostic aspect of case presentation	COUN 573 (Mental Health Profession)	Y2 Spring
KPI-13	Students will demonstrate diagnostic skills with clients while understanding the many different situational circumstances that may be occurring.	S	M-13-2	Student final case presentation includes full diagnostic analysis	Pass grade on specific diagnostic aspect of case presentation	COUN 573 (Mental Health Profession)	Y2 Spring
KPI-14	Students will demonstrate the appropriate counseling dispositions (dominant qualities) and behaviors expected of professional counselors.	D	M-14-2	CCS-R (part 2)	Minimum rating of 4 on each of 11 dispositions	Site supervisor evaluation in final term of internship	Y2 Spring

The third group of measures (where applicable) appears below:

Key Performance Indicator (KPI)		KPI type	Measures - 3				
KPI Reference	KPI		Measure Reference	Instrument	Target Outcome	Data Source	Timing
KPI-01	Students will grasp the importance of ethical standards that apply to each of the counselor's professional role responsibilities.	K	M-01-3	CPCE	CPCE score of CACREP national mean or above for associated core knowledge area (Professional Counseling Orientation and Ethical Practice)	CPCE	Y2 Spring
KPI-02	Students will demonstrate ability to apply counseling skills and facilitate therapeutic conditions.	S	M-02-3	CCS-R (part 1)	Minimum rating of 4 on each of 12 skills/conditions	Site supervisor evaluation in final term of internship	Y2 Spring
KPI-03	Students will demonstrate knowledge of social and cultural diversity understanding through theories of multicultural counseling and the promotion of diversity amongst different communities and mental health settings.	K	M-03-3	CPCE	CPCE score of CACREP national mean or above for associated core knowledge area (Social and Cultural Diversity)	CPCE	Y2 Spring
KPI-04	Students will demonstrate an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts.	K	M-04-3	CPCE	CPCE score of CACREP national mean or above for associated core knowledge area (Human Growth and Development)	CPCE	Y2 Spring
KPI-05	Students will demonstrate an understanding of career development and related life factors, including theories, assessments, career resources, and the interrelationship between career and other life roles.	K	M-05-3	CPCE	CPCE score of CACREP national mean or above for associated core knowledge area (Career Development)	CPCE	Y2 Spring
KPI-06	Students will demonstrate an understanding of counseling theories and models for case conceptualization.	K	M-06-3	CPCE	CPCE score of CACREP national mean or above for associated core knowledge area (Counseling and Helping Relationships)	CPCE	Y2 Spring
KPI-07	Students will demonstrate the ability to establish and maintain the therapeutic alliance, conceptualize clients' dynamics and provide a focus for treatment, and enter clients' subjective worldview and respond to their feelings with accurate empathy.	S					
KPI-08	Students will demonstrate a theoretical understanding of group	K	M-08-2	CPCE	CPCE score of CACREP national	CPCE	Y2 Spring

	purpose, group development (including stages and members roles / behaviors), theories, methods, skills, and approaches.				mean or above for associated core knowledge area (Group Counseling and Group Work)		
KPI-09	Students will demonstrate the ability to facilitate a small group process over multiple sessions effectively	S					
KPI-10	Students will demonstrate an understanding of standardized approaches to assessment and evaluation including basic concepts of testing, norms, statistical concepts, and psychometric properties. Students will be able to use this knowledge to interpret and utilize assessment information to inform diagnosis and treatment planning.	K	M-10-3	CPCE	CPCE score of CACREP national mean or above for associated core knowledge area (Assesment and Testing)	CPCE	Y2 Spring
KPI-11	Students will demonstrate an understanding of research methods, statistics, needs assessment, and program evaluation, including social and cultural implications for interpreting and reporting results.	K	M-11-3	CPCE	CPCE score of CACREP national mean or above for associated core knowledge area (Research and Program Ealuation)	CPCE	Y2 Spring
KPI-12	Students will demonstrate understanding of salient characteristics of a disorder, prevalence rates, causal and related factors, diagnostic criteria, and differential diagnosis.	K					
KPI-13	Students will demonstrate diagnostic skills with clients while understanding the many different situational circumstances that may be occurring.	S					
KPI-14	Students will demonstrate the appropriate counseling dispositions (dominant qualities) and behaviors expected of professional counselors.	D					

Mapping of CMHC Program Objectives and KPIs to SOU Strategic Plan Core Themes

The following table indicates the association and mapping between CMHC Program Objectives, SOU Strategic Plan Core Themes, and the KPIs and associated Measures that are tracked in the TrakDat system.

Objectives						TrakDat Data Tracking	
						CMHC References	
	CACREP area	Program Objectives ("Outcomes" in TrakDat)	Link to SOU Core Themes			Associated KPIs	Related Measures
CMHC-01	Professional Counseling Orientation	Students develop strong professional identities as mental health counselors and learn to think and act ethically, demonstrating professional	I.A	Critical Thinking	The comprehensive exploration of issues, ideas, artifacts and events before accepting	KPI-01, KPI-02	M-01-1, M-01-2, M-01-3, M-02-1,

	and Ethical Practice	accountability for their knowledge and application of ethical principles, codes, and decision-making processes.			or formulating an opinion		M-02-2, M-02-3
CMHC-02	Social and Cultural Diversity	Students learn to be sensitive to the diversity in ethnicity and life situations of their clients and are able to adapt their counseling practice to the individual needs of diverse clients.	III.A	Diversity	Learners understand, contribute to and thrive within a demographically and culturally diverse environment	KPI-03	M-03-1, M-03-2, M-03-3
CMHC-05	Counseling and Helping Relationships	Students learn the foundational ingredients of effective counseling and psychotherapy, particularly development of an empathic, collaborative therapeutic alliance and therapeutic skills that foster movement toward clients' goals and potentialities. Students demonstrate basic competence in utilizing psychotherapy skills fundamental to all theoretical approaches, conduct an intake interview with initial assessment and case conceptualization, and facilitate counseling sessions with classmates using role play scenarios under supervision.	I.B	Professional Preparation	The development of written, oral and visual communication skills that reflect disciplinary knowledge, professional behaviors, and abilities needed to enhance career opportunities	KPI-06, KPI-07	M-06-1, M-06-2, M-06-3, M-07-1, M-07-2
CMHC-09	Clinical Mental Health Counseling	Students understand the theories and models of clinical mental health counseling and are able to effectively use client case conceptualizations to assess, diagnose, and identify and apply appropriate treatment modalities to a wide range of client situations.	I.C	Civic Engagement	The combination of knowledge, skills, values and motivation to make a difference in the civic life of our communities	KPI-12, KPI-13	M-12-1, M-12-2, M-13-1, M-13-2
CMHC-10	Professional Dispositions	Students demonstrate the interpersonal capacity to relate to others in the appropriate and professional manner as expected of professional counselors.	II.B	Service Excellence	Programs will provide excellent service for their constituents and other SOU programs	KPI-14	M-14-1, M-14-2,

Follow-Up Studies: Data Gathered

Surveys are conducted annually of five key constituencies. New students are surveyed at the end of their first term in the program(Fall), collecting data both on the application process and their initial experience in the program. Graduating students are surveyed near the end of their final term in the program (Spring). Alumni (one year post-graduation) are surveyed at the end of the Spring term following their graduation the previous year. Site Supervisors of current internship sites are surveyed at the end of Spring term, as students complete their internship experiences. And employers, who we have been given permission by alumni to contact, are surveyed regarding their experience of hired graduates from the program.

The data from these extensive surveys (together with results from all other assessment activities) are aggregated and analyzed for review and discussion by program faculty each year at the Fall Retreat as part of the annual Program Review, and the resulting decisions and actions are summarized in the annual Assessment Report, posted on the Assessment page of the program website, along with the summary data from each survey conducted. Multiple years of report and survey data are available on the website at https://inside.sou.edu/psychology/mhc/assessment.html.summary.

Demographic Data Gathered

The CMHC Graduate Office Coordinator compiles data of recent applicants that includes demographic, academic, and GRE information. The CMHC faculty review the results and decide what changes might be needed in recruitment, application, and admission processes. Together with additional program information, an annual summary is provided to CACREP by the Program Coordinator.

Technologies Used in Support of Program Assessment

Three technologies important to the management of assessment data have been introduced in 2017.

Tevera™ (formerly known as Clinical Training Manager) is a web-based software platform which was implemented into the CMHC program with the incoming cohort in Fall 2017. CTM includes functionality for conducting clinical assessments, forms management and workflow, internship site management, and time tracking.

TracDat™ is SOU's standard tool for collecting and reporting assessment data. A subset of the CMHC assessment data – specifically KPIs and their associated measures and results that tie to SOU's Strategic Plan Core Themes - are documented in the TracDat system. These data constitute 8 of the 14 CMHC KPIs, and the 20 measures tied to these KPIs. These 8 KPIs are linked to 5 of SOU's Core Themes.

Qualitrics™ is a tool for conducting surveys and managing the resulting data for analysis, used for the annual follow-up studies with new students, graduating students, alumni, site supervisors, and employers

Data captured and stored in all of these technology applications feed into the annual faculty process for review and analysis for curriculum and program improvement.

Ongoing Assessment Process

The CMHC Assessment Coordinator is responsible for establishing, implementing, and maintaining the Assessment Plan and for analyzing the data, reviewing the results with CMHC program faculty, and communicating program changes that result from these analyses. This role is part of the CMHC Program Coordinator's responsibilities although it may be shared or assigned to another CMHC faculty member provided that individual is afforded appropriate time to meet the commitment.

The following table outlines specific program components, the process for review, and schedule for review.

Data Category	Program Component	Description	Review By:	Frequency/ Timing
Student Assessment	Key Performance Indicator (KPI) Measurement	KPIs are tied to program objectives and to CACREP standards in the mapping of program objectives, KPIs, and multiple measures mapping spreadsheet. Data related to each measure of each Key Performance Indicator are collected through multiple processes, depending on the specific measure. Data are	Faculty	Annually at Fall Retreat

		collected each quarter as defined in the KPI and Measures map. Results are stored in the Airtable database. Summary results are reported in the annual Assessment Reported, which is posted on the CMHC website. The Assessment Coordinator is ultimately responsible for ensuring that all data are collected, stored, and reported.		
	CPCE Results	The aggregated results of the CPCE are used as part of the program assessment process and reported on the CMHC website.	Faculty	Annually in Spring term at faculty meeting
	Clinical Evaluations	Each practicum supervisor completes a midterm and final evaluation of student performance and communicates the assessment verbally as well. Each internship site supervisor completes an evaluation of student performance each term and communicates the assessment verbally as well.	Practicum or Internship Group Supervisor, Clinical Coordinator	Quarterly
	Student Issues	Each term during the first year and as needed, CMHC faculty discuss current students to identify any concerns and a means of intervention, if needed. These executive sessions are documented in a confidential file. The Faculty Group Supervisor for Internship and the Clinical Coordinator maintain contact with the Site Supervisor. If any issues arise, they meet with the Site Supervisor to determine any intervention or remediation that might be needed.	Faculty, Clinical Coordinator	Quarterly in first year, and as needed
	Advance to Candidacy	At the end of Spring term, CMHC Faculty and Practicum Supervisors discuss each YR-1 student's strengths and weaknesses. Faculty decide a student's readiness to begin Internship in an outside agency. This Executive Session is documented in a confidential file. MHC Faculty meet individually with their advisees to deliver the decision, documented in a letter, and to verbally provide specific feedback. For students who receive a Conditional Pass, specifics are clarified (e.g. Incomplete in a core course needs to be completed). For those who receive a No Pass, the decision is	Faculty	Annually in Spring term

		explained and conditions for remediation are articulated, with a time line.		
Demographics	*Applicant Data*	*The CMHC Graduate Office Coordinator compiles data of recent applicants that includes demographic, academic, and GRE information. The CMHC faculty review the results and decide what changes might be needed in recruitment, application, and admission processes.*	*Faculty*	*Annually, Winter term*
Follow-up Studies	*New Student Survey*	*New students' program assessment is sought by surveying all enrolled first year students near the end of Fall term. The responses are aggregated and analyzed for faculty review. Results are posted on the CMHC website.*	*Faculty*	*Annually at Fall Retreat*
	Graduating Student Survey	*Graduating students' program assessment is sought by surveying all graduating students near the end of Spring term of the final year term. The responses are aggregated and analyzed for faculty review. Results are posted on the CMHC website.*	*Faculty*	*Annually at Fall Retreat*
	Alumni Survey	*Alumni's program assessment is sought by surveying alumni one year post graduation. Faculty review aggregated and analyzed responses. Results are posted on the CMHC website.* *Alumni are also asked for employer information and permission to contact.*	*Faculty*	*Annually at Fall Retreat*
	Site Supervisor Survey	*Site supervisors' program assessment is sought by surveying all current site supervisors towards the end of the academic year. The responses are aggregated and analyzed for faculty review. Results are posted on the CMHC website.*	*Faculty*	*Annually at Fall Retreat*
	Employer Survey	*Employers of recent graduates identified in the Alumni Survey are surveyed at the end of the academic year. The responses are aggregated and analyzed for faculty review. Results are posted on the CMHC website.*	*Faculty*	*Annually at Fall Retreat*
Faculty Evaluation	*FPAR*	*Each year faculty members complete Faculty Professional Activity Reports (FPAR) that document completed teaching, advising, professional development, scholarship, and service. These documents are reviewed by Department Chair, Division Director, and Provost. They also become part of the Tenure and Promotion process.*	*Department Chair, Division Director, and Provost*	*Annually in Spring term*

	Class Evaluation	*Course evaluations by students are administered to all currently enrolled students at the end of each term. Faculty members and the Program chair receive aggregated and anonymous results after the term and review the course evaluations for needed changes.*	*Faculty Class Instructor and Program Chair*	*Quarterly*
	Practicum Supervisors	*Students in each pre-practicum and practicum supervision group complete an evaluation of their group supervisor at the end of each term.*	*Practicum Supervisors, Clinical Coordinator*	*Quarterly*
	Site Supervisors	*Students in internship complete an evaluation of their site supervisor at the end of each term.*	*Internship Group Supervisor, Clinical Coordinator*	*Quarterly*
Program Evaluation	*Mission and Program Objectives*	*CMHC faculty members review the program mission, alignment with SOU mission at the start of each accreditation cycle. Changes are documented in the CMHC Assessment Plan, which is posted on the CMHC program website.*	*Faculty*	*Each accreditation cycle*
	Assessment Data	*CMHC faculty members review all assessment data collected over the course of the previous academic year at the CMHC Faculty Fall Retreat and documented in the annual Assessment Report which is posted on the CMHC program website.*	*Faculty*	*Annually at Fall Retreat*
	Curriculum Review	*Changes to the CMHC program curriculum may be identified through the annual program results review and documented in the CMHC Faculty Action Log.*	*Faculty*	*Annually at Fall Retreat*
	Site Evaluation	*Students complete evaluations of their internship sites at the end of the internship.*	*Faculty Group Supervisor and Clinical Coordinator*	*Annually at end of Spring term*

Program Review involves the compilation of assessment results and review by the CMHC Faculty at the annual Fall Retreat. Resulting decisions and plans for program changes are documented in the annual Assessment Report in Fall. Action Items may lead to changes in recruitment, application and student selection, student orientation, student review, curriculum, course content, assessment methods, physical plant and technology, teaching faculty, practicum and internship supervisors, internship sites, and other program components. Action Item and Decision Log lists are maintained by the CMHC Office Coordinator and are available to faculty, administrators, and others on the CMHC program's electronic data drive.

This Plan, the Annual Assessment Reports, Applicant Demographic Characteristics, CPCE (exit exam) results, and results of the various surveys that are part of the Assessment Plan are posted on the CMHC website at https://inside.sou.edu/psychology/mhc/assessment.html.summary.

Current Status and Implementation Plan

The Assessment Process was redesigned during Fall of 2017 and implemented beginning on January 1, 2018. Course syllabi reflect both the relevant CACREP 2016 standards addressed by that course (according to the standard-to-course mapping defined, p.5) and the relevant Key Performance Indicators and associated Measures collected as part of the course (according to the details provided in this document).

At the time of writing, the instruments, mechanisms, and timing of collecting all assessment data in this plan has been defined. Work in process includes the best mechanisms for storing (and subsequently reporting on) these data, using Airtable and Clinical Training Manager software.

The intent is to provide one full calendar year's worth of assessment data (2018) in the Self Study to accompany the reaccreditation application in January 2019. There may be some small gaps due to the second year cohort (June 2018 graduates) not having been implemented into Clinical Training Manager, for cost reasons. With the Fall 2018 new student cohort intake, all students will be using Clinical Training Manager.

While the definition of the assessment process is complete as reflected in this plan document, we may discover some need for fine-tuning as we implement this plan throughout 2018.

Major action items and associated timelines for implementation are described in the table below:

Item	Date
Review and revise program objectives	End of Fall term 2017
Redesign assessment process for 2016 CACREP Standards	End of Fall term 2017
Map 2016 CACREP Standards to classes	End of Fall term 2017
Map KPIs and associated measures to classes	End of Fall term 2017
Modify all course syllabi to reflect mapping of 2016 CACREP Standards, and KPIs and associated measures	Each term, beginning with Winter 2018
Write assessment plan	Jan 2018
Develop and implement data collection, storage, and reporting of KPI data	End of Winter term 2018
Review and modify annual surveys to ensure alignment with revised assessment process	End of Spring term 2018

Conduct revised annual surveys for graduating students, alumni, site supervisors, and employers	Spring/ Summer terms 2018
Document and summarize assessment results to date for review by faculty; identify adjustments as needed	Fall CMHC Faculty Retreat September 2018
Implement final adjustments to assessment process as identified	End of Fall term 2018

Next Steps

The final steps to full implementation of the assessment plan are detailed in the section above. Full implementation of the assessment plan will be conducted in parallel with the Self Study, leading to the application for reaccreditation. The Self Study will then include the results of one calendar year's data collected using the revised assessment process as documented in this plan.

The timeline for reaccreditation is as follows:

Item	Date
Redesign and implement revised assessment process (see above)	Jan 2018
Prepare for self-study	Jan 2018
Conduct self-study	Jan 2018 – Dec 2018
Submit the application and self-study report	Dec 2018
Initial review	Mar 2019
Addendum (optional)*	Sep 2019
On-site visit and team report *	Oct 2019
Institutional response	Nov 2019
Accreditation decision	Jan 2020 (fallback plan: July 2020)

(*) Additional time needed when an addendum is required.

Minimum 3 months to set up site visit following return of materials.