

formC MENTAL HEALTH COUNSELING ASSESSMENT REPORT

Means of Assessment 1: Assessment Based on Learning Outcomes

Summary of Prior Year's Changes:

For 2021 The highest scores were in developing an identity as a counselor and understanding human growth and development. Although students performed well on performance assessments, the lowest scores on exams were in social and cultural foundations and knowledge of diverse social and cultural populations. The focus for improvement was in MHC535, MHC505, and MHC525 both in new instructional design format, and the revision of exams and quizzes to align to CACREP SLO's and to support students on the CPCE exam.

Note: During 2023 the program will go through a new alignment to CACREP standards. This curriculum review will include updates to the curriculum map identifying any topics not well covered, and from the CPCE that need to be supported. Assignments will be realigned to develop stronger benchmarks to measure learning outcomes and aligned to specific rubrics to collect data automatically through the learning management system.

Student Learning Outcomes	Prior Courses Measured	2023 New Course Alignment	Benchmark	2020 Average	2021 Average	2022 Average
Cultivate an understanding of the counseling profession while developing knowledge of history, structures, standards, credentialing, and professional and ethical roles and identity as Clinical Mental Health Counselors.	MHC501	MHC501 MHC510 MHC520	80%	85% (N=44)	90.45% (N=45)	92.78 (N=38)
Demonstrate knowledge of diverse social and cultural foundations to be effective counselors.	MHC535	MHC 535	80%	94.40% (N=15)	82.31% (N=17)	94.75% (N=23)
Demonstrate knowledge of human growth and development across the lifespan to promote wellness.	MHC505	MHC 505	80%	84.72% (N=20)	83.49 (N=13)	95.26% (N=38)
Demonstrate knowledge of career development and related assessment and evaluation to effectively perform career counseling.	MHC530	MHC 530	80%	76.50% (N=28)	84.65% (N=18)	92.42% (N=20)
Demonstrate skills in performing the counseling and consultation processes across a range of modalities.	MHC560	MHC560	80%	76.52% (N=44)	84.83% (N=45)	86.13% (N=23)
Demonstrate skills in performing the counseling and consultation processes across individual and group work.	MHC525	MHC 525	80%	89.15% (N=48)	86.69% (N=23)	76.66% (N=30)
Demonstrate critical thinking in the choice and delivery of various diagnostic processes.	MHC545	MHC545	80%	N/A	N/A	97.15% (N=29)
Demonstrate critical thinking in the use of research methods, statistical analysis, needs assessment, and program evaluation.	RSM610	RSM 610	80%	89.25% (N=16)	88.72% (N=23)	86.40% (N=5)

Results:

For most benchmarks, students meet or exceed understanding and application. The highest SLO was in the demonstration of critical thinking in the choice and delivery of various diagnostic processes, as demonstrated in

MHC545. The lowest SLO and the largest decrease overall was in their ability to demonstrate skills in performing the counseling and consultation processes across individual and group work, as demonstrated in MHC525. The largest improvement was in demonstrating knowledge of diverse social and cultural foundations to be effective counselors, as demonstrated in MHC535.

Overall, student performance in the SLOs has increased in five out of eight SLOs, with two SLOs showing a decrease in knowledge acquisition and skill performance and one SLO being recorded for the first time with a high applicability rate. The instructional format changes from 2021 to 2022 show increased student knowledge in MHC 535 and MHC 505. The decrease in MHC 525 from the old to the new format shows areas to be addressed.

Action Plan: The focus for instruction and curriculum program updates include:

Course 1: Group Theories and Practice, MHC 525 – evaluation of assignments to align with the SLO and CPCE will ensure student knowledge acquisition can be more readily assessed (outside of midterm and final exams). Applicability of skills will be consistently evaluated in this course before, during, and after Residency based on performance and feedback at Residency and in Counseling Skills Labs, and assignments throughout the semester, including midterm and final examinations. Components of evaluating knowledge acquisition and skill building will be addressed during Residency to offer maximum support to the students through engagement in small and large group practice, feedback from faculty, and educational components throughout all three days. In 2023, faculty will re-evaluate this course to ensure that assignments coincide with SLO associated with this course to ensure fidelity and relevancy in the field.

Course 2: Research and Program Evaluation, RSM 610 – evaluation of assignments to fall in alignment with the SLO and CPCE will commence ensuring student knowledge acquisition can be more readily assessed (outside of midterm and final exams) and applicability of these skills are relevant to the counseling field. The textbook will be updated.

To address this, faculty will re-evaluate this course assignments and grading rubrics will be updated. In addition, and through assessment and evaluation of pedagogy, the faculty’s strengths and areas of improvement will be addressed through continuing education, attendance of TLC, and collaborative support in improving pedagogy.

Means of Assessment 2: CPCE Exam

Summary of Prior Year’s Changes: In 2021 the number of times allowed to take the exam increased from 2 to 3, with remediation, and students were given access to an LMS organization to prepare for the exam areas. With the changes made to the exam process, the department in 2022, began to examine the specific exam areas instead of solely first-time pass rates.

Note: The benchmark is set from the national average for each month that the exam is delivered-as an exit exam, students must meet 90% of the national average to be considered a pass for Keiser University graduation purposes. The goal is to exceed benchmark, and eventually move the benchmark to the national average.

CPCE Section Averages	Benchmark	2022 Average N=47
C1: Human Growth and Development	70%	62%
C2: Social and Cultural Diversity	70%	51%

C3: Counseling and Helping Relationships	70%	61%
C4: Group Counseling and Group Work	70%	60%
C5: Career Development	70%	57%
C6: Assessment and Testing	70%	66%
C7: Research and Program Evaluation	70%	51%
C8: Professional Counseling Orientation and Ethical Practice	70%	62%

CPCE Pass Rate

Benchmark	2020 Average	2021 Average	2022 Average N=47
75%	69%	56%	57%

CPCE Pass Rate on First Attempt

Benchmark	2022 Average
75%	54%

Use of Results:

Overall, the students needed help to meet the performance benchmark on the CPCEs. The highest areas of scoring are Human Growth and Development (MHC 505), Counseling and Helping Relationships (MHC 510), and Professional Counseling Orientation and Ethical Practice (MHC 501 and MHC 520). The lowest areas of performance are Research and Program Evaluation (RSM 610), Assessment and Testing (MHC 555), and Career and Counseling Development (MHC 530).

Action Plan:

Throughout 2023, the program will evaluate courses that align with the CPCE, and include more direct content on the curriculum map, to ensure that there is consistency in testing and assessing knowledge acquisition by 1) ensuring textbooks are up-to-date and align with CACREP and testing standards and 2) review quizzes and exams to ensure alignment based on the specific content in the class and CPCEs. The program is working to secure support for the students using National Counseling Exam (<https://nationalcounselingexam.com/>), which offers study tools and materials to supplement various student learners in understanding the CPCE material. The Blackboard CPCE Organization room will continue to be organized and updated to reflect additional resources for studying and test preparation. The program will consider adopting the courses associated with CPCE and standardized testing requirements as core courses.

The following courses will be reviewed and overhauled to ensure that student evaluation is consistently evaluated and aligned with SLOs, CACREP, and the CPCEs in examinations and activities for knowledge acquisition and application:

- C1: Counseling Across the Lifespan, MHC 505

- C2: Counseling and Advocacy with Diverse Populations, MHC 535
- C3: Counseling Skills and Techniques, MHC 510
- C4: Group Theories in Practice, MHC 525
- C5: Career Counseling Development, MHC 530
- C6: Assessment in Counseling, MHC 550
- C7: Research and Program Evaluation, RSM 610
- C8: Foundations of Counseling (MHC 501) and Ethical and Legal Issues in Counseling, MHC 520

In assessing these courses over 2023, at least one assignment in each class will be edited or created to allow students to demonstrate knowledge of the CPCE area and give instructor feedback on that area to support improvement utilizing updated rubrics that align with CPCE area and SLO.

Means of Assessment 3: MHC660 Practicum Assessment

Summary of Prior Year's Changes: In 2021, six practicum assessment rubrics were assessed, with an average of 1.50 on a 4-point scale. It was determined that response rate was a major issue in 2021, so the department utilized concepts of documentation in student residencies and rolled out the practicum evaluation rubrics in supervision-assist, along with educating supervisors about the rubric process and requirements.

Question: How would rate the supervisee on the following:	Benchmark	2022 Average
Number of Participants		N=12
Contribution to the professional environment	4.00	4.58
Base of knowledge regarding ethical and legal issues	4.00	4.25
Base of knowledge regarding the profession of counseling	4.00	4.16
Work ethic	4.00	4.42
Ability to meet deadlines	4.00	4.42
Timeliness and dependability	4.00	4.58
Knowledge of technology	4.00	4.50
Communication skills	4.00	4.08
Professional and cooperative attitude	4.00	4.58
Rapport with other professionals	4.00	4.58
Leadership abilities	4.00	4.00
Maturity	4.00	4.50
Self-confidence	4.00	4.25
Enthusiasm	4.00	4.50
Willingness to accept appropriate responsibility	4.00	4.67
Followed the agency's policies and procedures	4.00	4.50
High level of interest in learning and developing his/her clinical skills	4.00	4.33

High level of interest in learning and developing his/her theoretical orientation and techniques	4.00	4.17
Rapport and a strong working alliance with his/her clients	4.00	4.42
Attending skills (verbal and nonverbal)	4.00	4.33
Appropriate self-disclosure/feedback/immediacy	4.00	4.17
Awareness of intrapersonal and interpersonal dynamics	4.00	4.08
Collaboration with clients to establish clear therapeutic goals	4.00	4.17
Appropriate documentation skills	4.00	4.08
Commitment to diversity (self-awareness, knowledge)	4.00	4.42
professional/clinical skills appropriate to his/her level of training	4.00	4.17
Response to criticism	4.00	4.33
Communication / Conflict Resolution	4.00	4.33
Based on the supervisee's performance, I would be willing to employ them if an appropriate opening were available	4.00	4.33

Use of Results:

In 2022, 12 Practicum assessment rubrics were assessed, with an average of 4.20 on a 5-point scale. The strongest areas in feedback have been the willingness to accept appropriate responsibility, contribution to the professional environment, timeliness and dependability, professional and cooperative attitude, and rapport with other professionals. The weakest areas to be addressed are leadership abilities, appropriate documentation skills, awareness of intra and interpersonal dynamics, and communication skills.

While there were more supervisor responses than in 2021, there was still only a 63% response rate. Over 2022, supervisors were encouraged to complete evaluations using Supervision Assist, which appeared to increase evaluation completion rates. Practicum Residency has been re-designed in Fall 2022 to support student success by addressing professionalism, personal disposition, and clinical and personal dispositions using a more rigorous disposition rubric, and will continue to be assessed and updated for fidelity and relevancy in the mental health counseling field.

Action Plan:

In 2023, the Clinical Coordinator will reach out to supervisors a minimum of three times per semester to connect regarding student ratings in professionalism, professional dispositions, critical and personal dispositions, and other areas of feedback to 1) formally, during the mid and final weeks of the semester, and informally assess student progress in the application of knowledge and building of skills, and 2) support student skill building, including developing personal improvement plans to address any areas of concern that arise from on-site and/or faculty supervisors. In connecting with Supervisors, the Clinical Coordinator will support Supervisors in completing feedback as part of the evaluative process of CMHC students.

The program re-designed weekly discussions in MHC 660 beginning in Winter 2023 to continue assessing and addressing professionalism, professional dispositions, and critical and personal dispositions. Assignments will

be re-developed by Summer 2023 to address leadership skill-building, practicing appropriate documentation skills, awareness of intra and interpersonal dynamics, and building effective communication skills.

In 2023, Practicum Residency will continue to be assessed to ensure that professionalism, professional dispositions, critical and personal dispositions, and other feedback areas are addressed through educational sessions and practical application. Most notably, documentation skills are reviewed and practiced. For example, students practice how to write progress notes and treatment plans utilizing SMART goals. Other activities beginning in Summer 2023 will address leadership abilities, awareness of intra and interpersonal dynamics, and building effective communication skills. These skills are currently reviewed and practiced in multiple classes, including MHC 510, MHC 515, and MHC 525, and additional opportunities are made available in their clinical field experiences.

Means of Assessment 4: MHC661 Internship Assessment

Summary of Prior Year's Changes: In 2021, 13 practicum assessment rubrics were assessed, with an average of 4.0 on a 5-point scale. This year, the department taught the importance of documentation in student residencies and rolled out the practicum evaluation rubrics in supervision-assist, along with educating supervisors about the rubric process and requirements.

Question: How would you rate the supervisee on the following:	Benchmark	2022 Average
Number of Participants		N=36
Contribution to the professional environment	4.00	4.52
Base of knowledge regarding ethical and legal issues	4.00	4.55
Base of knowledge regarding the profession of counseling	4.00	4.55
Work ethic	4.00	4.61
Ability to meet deadlines	4.00	4.53
Timeliness and dependability	4.00	4.50
Knowledge of technology	4.00	4.56
Communication skills	4.00	4.44
Professional and cooperative attitude	4.00	4.58
Rapport with other professionals	4.00	4.58
Leadership abilities	4.00	4.39
Maturity	4.00	4.64
Self-confidence	4.00	4.39
Enthusiasm	4.00	4.56
Willingness to accept appropriate responsibility	4.00	4.58
Followed the agency's policies and procedures	4.00	4.61
High level of interest in learning and developing his/her clinical skills	4.00	4.67

High level of interest in learning and developing his/her theoretical orientation and techniques	4.00	4.50
Rapport and a strong working alliance with his/her clients	4.00	4.50
Attending skills (verbal and nonverbal)	4.00	4.67
Appropriate self-disclosure/feedback/immediacy	4.00	4.53
Awareness of intrapersonal and interpersonal dynamics	4.00	4.44
Collaboration with clients to establish clear therapeutic goals	4.00	4.58
Appropriate documentation skills	4.00	4.28
Commitment to diversity (self-awareness, knowledge)	4.00	4.61
professional/clinical skills appropriate to his/her level of training	4.00	4.44
Response to criticism	4.00	4.61
Communication / Conflict Resolution	4.00	4.44
Based on the supervisee's performance, I would be willing to employ them if an appropriate opening were available	4.00	4.53

Use of Results:

In 2022, 36 Internship (19 Internship I and 16 Internship II) assessment rubrics were assessed, with an average of 4.38 on a 5-point scale. The strongest areas in feedback have been attending skills (verbal and non-verbal), a high level of interest in learning and developing clinical skills, and maturity. The weakest areas to be addressed are appropriate documentation skills, self-confidence, and leadership abilities.

While there were more supervisor responses than in 2021, there was still only a 39% response rate. Over 2022, supervisors were encouraged to complete evaluations using Supervision Assist, which increased evaluation completion rates slightly.

Action Plan:

In 2023, the Clinical Coordinator will reach out to supervisors a minimum of three times per semester to connect regarding student ratings in professionalism, professional dispositions, critical and personal dispositions, and other areas of feedback to 1) formally, during the mid and final weeks of the semester, and informally assess student progress in the application of knowledge and building of skills, and 2) support student skill building, including developing personal improvement plans to address any areas of concern that arise from on-site and/or faculty supervisors. In connecting with Supervisors, the Clinical Coordinator will support Supervisors in completing feedback as part of the evaluative process of CMHC students. As of Winter 2023, part of the grade for Internship I and II requires students to generate a plan based on these evaluative areas to be communicated with their supervisors and reflect and develop a plan of how to address mid and final evaluative reports from on-site supervisors. The Clinical Coordinator has set up requests from Supervision Assist to support on-site Supervisors in completing mid and final evaluations.

The program re-designed weekly discussions in MHC 661 (Internship I and II) beginning in Winter 2023 to continue assessing and addressing professionalism, professional dispositions, and critical and personal dispositions. Assignments will be re-developed by Summer 2023 to improve proficiency in documentation

skills, increase self-confidence, and develop leadership abilities. These skills are currently reviewed and practiced in multiple classes, including MHC 510, MHC 515, and MHC 525, and additional opportunities are made available in their clinical field experiences. Additional activities and opportunities for growth in these areas will be created and assessed.

Means of Assessment 5: Graduate Exit Surveys

Summary of Prior Year's Changes: In 2021, there were 13 program graduates, and none completed the graduate exit surveys. During 2022, the program adopted the Keiser system-wide graduate exit surveys and began to send out surveys to program graduates to support the response rate.

Question: How would you rate the following:	Benchmark	2022 Average N=7
Quality of your program	3.00	2.71
Availability of your professors to help you outside of class	3.00	2.71
Academic advising (e.g., progress in your academic program)	3.00	3.00
Career advising (e.g., Conducted by Faculty)	3.00	2.40
Courses prepared me for my career	3.00	3.43
Faculty instructional ability	3.00	3.29
Faculty knowledge	3.00	3.57
Faculty professionalism	3.00	3.29
Keiser Live (Collaborate)	3.00	3.00
Academic interactions with other students	3.00	3.29
Content in my program will help me achieve my professional goals	3.00	3.29
Course content addressed APA Style	3.00	3.43
Course content addressed ethical issues that apply to my discipline	3.00	3.43
Course content addressed practical methods used in my discipline	3.00	3.14
Course content addressed research in my discipline	3.00	3.43
Course content addressed theory within my discipline	3.00	3.43
Faculty communication of course requirements	3.00	3.43
Faculty communication of grading methods	3.00	3.57
Professional interactions with other students	3.00	3.29
Program content addressed current trends in my field	3.00	3.00
Program structure encouraged student collaboration	3.00	3.14
The program content was challenging/rigorous	3.00	3.29
Experience at Keiser University	3.00	2.43

Use of Results:

In 2022, the program's graduate exit surveys yielded seven responses and an overall score of 3.17 out of 5-point scale. The highest-scored areas include faculty communication of grading methods and faculty knowledge. The lowest-scored areas include career advising, quality of the program, availability of professors to help outside of class, and experience at Keiser University.

Action Plan:

The program will include career counseling support at least multiple times during their academic career, including academic advising, Pre-Practicum, and throughout their clinical field experience. These experiences can support the student in pursuing their specialization area and understanding the licensure process for their respective states through their field experiences. The program will continue to let Practicum and Internship students know of potential job postings as they become available via e-mail. The program's quality continues to be re-assessed and will use feedback provided at the end of each semester from students to make improvements. The program will support instructors to make specific time available for students outside of class throughout the semester and make this easily accessible, as career counseling will be supported during the student's individual program advising appointment.

The program recognizes that there needs to be better organization within the program of how we track and report outcomes of program objectives and student learning outcomes. As part of the overall departmental and programmatic evaluation, a plan will be developed by Fall 2023 to ensure that graduating students and alumni receive at least annual communication from the department. The program will institute this survey for the students at the end of Internship in Counseling II so they can discuss their overall experience throughout the program through embedding the survey in this class. In fostering relationships with alumni, alumni can feel supported by the department and Keiser resources. Alumni can be a resource and support for clinical students and provide information to the department about employers. Establishing a Chi Sigma Iota chapter for our students and alumni can foster connectivity and support while in the program and after graduation, as well as foster their professional identity.

Means of Assessment 6: Employer Surveys

Summary of Prior Year's Changes: In 2021 there was no means for collecting employer surveys implemented; there was no data to report on. In 2022, the department utilized its advisory board and the practicum and internship supervisors to inform the department of graduate skills and needs in the field.

Question: Rate the graduate in the following areas	Benchmark	2022 Average
Number of Participants	Scale 1-5	N=7
Social & Cultural Diversity	4.00	4.43
Human Growth & Development	4.00	4.14
Basic Counseling Skills	4.00	4.43
Adv. Counseling Skills	4.00	3.86
Group Work	4.00	4.14
Assessment	4.00	4.14
Research & Program Evaluation	4.00	4.00
Professional Ethics & Behavior	4.00	4.71
Treats others with Dignity and Respect	4.00	4.71
Treats others with Importance, and Fairness	4.00	4.86
Acts as an agent of social change	4.00	4.71
Demonstrates Skills in Technology	4.00	4.29
Utilizes Critical Thinking	4.00	4.29

Use of Results:

In 2022, the program’s employer’s surveys yielded seven responses from internship and practicum supervisors, and an overall score of 4.36 out of a 5-point scale. The highest-scored areas include treats others with importance and fairness, professional ethics and behaviors, treats others with dignity and respect, and acts as an agent of social change. The lowest-scored areas include advanced counseling skills, research and program evaluation, human growth and development, group work, and assessment.

Action Plan:

The program will consider ways to incorporate advanced clinical skill information and practice, including a review of information, implementation of additional Counseling Labs, and case vignettes and conceptualization activities into courses later in the program, including Practicum and Internship courses. The program may include an advanced skills residency to be implemented in Internship I to practice and refine advanced clinical skills.

Improving research and program evaluation will take place in RSM 610, Research and Program Evaluation by ensuring assignments and discussion are applicable to information learned and applying information that may be incorporated into their clinical experiences and one of the clinical courses, including implementing a project that allows students to incorporate concepts from RSM 610 that can benefit their clinical experiences (e.g., creating a needs assessment for a group therapy program).

Improving human growth and development skills and assessment can be accomplished by incorporating skills in Practicum and Internship courses in specific weekly in-class activities and encouraged to carry these skills into their respective sites. For example, create in-class role-plays across the lifespan for students to assess and practice skills.

Improvement in group work will be addressed by mandating a certain number of hours of group work to be completed at their practicum and internship sites. In addition, concepts from the CPCE will be applied in clinical courses through Weekly discussions and participation in in-class mock group sessions.

The program is looking to address a low number of employer information. To address this, the department will construct a plan of reaching out to connect with alumni through e-mail to foster connectedness and gather information. In addition, as a department, we will encourage Internship in Counseling II students and our graduates to connect with the Keiser University Alumni Association, which gathers employment information.

Means of Assessment 7: Graduate Placement

Summary of Prior Year: In 2021 100% of graduates were placed with 83% in field and 17% in a related field.

Campus Program	GradYear	Eligible	placedCnt	InField	RelatedField	%Placed	%IF/RF
Grad MHC	2020	5	5	4	1	100	80/20
Grad MHC	2021	12	12	10	2	100	83/17
Grad MHC	2022	17	14	11	2	82	79/14

Summary:

In 2022, 82% of graduates were placed, 79% in field, and 14% in a related field.

Overall Summary

SLO's: In 2021 the focus for improvement was in MHC535, MHC505, and MHC525 both in new instructional design format, and the revision of exams and quizzes to align to CACREP SLO's and to support students on the CPCE exam. Overall, student performance in the SLOs has increased in five out of eight SLOs, with two SLOs showing a decrease in knowledge acquisition and skill performance and one SLO being recorded for the first time with a high applicability rate. The instructional format changes from 2021 to 2022 show increased student knowledge in MHC 535 and MHC 505. The decrease in MHC 525 from the old to the new format shows areas to be addressed.

During 2023 the program will go through a new alignment to CACREP standards. This curriculum review will include updates to the curriculum map identifying any topics not well covered, and from the CPCE that need to be supported. Assignments will be realigned to develop stronger benchmarks to measure learning outcomes and aligned to specific rubrics to collect data automatically through the learning management system.

CPCE: With the changes made to the exam process, the department, in 2022, began to examine the specific exam areas instead of solely first-time pass rates. Note: The benchmark is set from the national average for each month that the exam is delivered-as an exit exam, students must meet 90% of the national average to be considered a pass for Keiser University graduation purposes. The goal is to exceed benchmark, and eventually move the benchmark to the national average. Overall, the students needed help to meet the performance benchmark on the CPCEs. The highest areas of scoring are Human Growth and Development (MHC 505), Counseling and Helping Relationships (MHC 510), and Professional Counseling Orientation and Ethical Practice (MHC 501 and MHC 520). The lowest areas of performance are Research and Program Evaluation (RSM 610), Assessment and Testing (MHC 555), and Career and Counseling Development (MHC 530).

Dispositions: The department utilized concepts of documentation in student residencies and rolled out the practicum evaluation rubrics in supervision-assist, along with educating supervisors about the rubric process and requirements. In 2022, 12 Practicum assessment rubrics were assessed, with an average of 4.20 on a 5-point scale. While there were more supervisor responses than in 2021, there was still only a 63% response rate. Over 2022, supervisors were encouraged to complete evaluations using Supervision Assist, which appeared to increase evaluation completion rates. Practicum Residency has been re-designed in Fall 2022 to support student success by addressing professionalism, personal disposition, and clinical and personal dispositions, and will continue to be assessed and updated for fidelity and relevancy in the mental health counseling field.

Graduate Data: In 2022, the program adopted the Keiser system-wide graduate exit surveys and began to send out surveys to program graduates to support the response rate. The program's graduate exit surveys yielded seven responses and an overall score of 3.17 out of 5-point scale. The highest-scored areas include faculty communication of grading methods and faculty knowledge. The lowest-scored areas include career advising, program quality, availability of professors to help outside of class, and experience at Keiser University.

In 2022, the department utilized its advisory board and the practicum and internship supervisors to inform the department of graduate skills and needs in the field. In 2022, the program's employer's surveys yielded seven responses from internship and practicum supervisors, and an overall score of 4.36 out of a 5-point scale. The highest-scored areas include treats others with importance and fairness, professional ethics and behaviors, treats others with dignity and respect, and acts as an agent of social change. The lowest-scored areas include advanced counseling skills, research and program evaluation, human growth and development, group work, and assessment.

Overall Summary of the Effectiveness of Prior Year Changes and Upcoming Changes

Effectiveness of Prior Year:

- The program has implemented a process to collect data from graduates through the use of electronic surveys in MHC 661 and MHC 662 to support return rates of graduate exit and employer surveys.
- Improvements to MHC535, MHC505, MHC525 have been made through an evaluative review of SLOs and CACREP standards to ensure assignments and textbooks were in alignment. In MHC535, the course assignments have been redesigned and will be implemented in Summer 2023 to adhere to SLO and CACREP standards. MHC505 was redesigned and launched in Winter 2023. The course will continue to be evaluated to ensure textbook and assignments are adhering to CACREP standards of practice and content and SLO. MHC525 will be evaluated after Residency in Winter 2023 and will continue to be updated to coincide with SLO and CACREP standards, as well as implementing activities in Residency to adhere best practices.
- A continued process to update the curriculum map to align to CACREP and CPCE has and will be evaluated by the faculty.
- Aligning SLO's to courses will continue to be refined to ensure that alignment coincides with CACREP standards. This practice will take place through evaluative processes within the department of reviewing assignments and textbooks, as well as implementing new rubrics by the end of 2023.
- Improvement of assessment reporting of data began to take place during Fall 2022 and will continue to be refined through 2023 to ensure all points of data that can be collected are collected, especially as they pertain to SLOs.
- Development of rubrics for automated data collection began to be reviewed in Winter 2022 and continued to be refined throughout 2022. In 2023, the department will continue to refine rubrics to ensure data points can be collected through assignments that align with SLOs.
- Development and alignment of clearer and streamlined syllabi began to be implemented in Winter 2023 and continues to be evaluated by the department to ensure they are as clearly outlined as possible.
- The department began reviewing all courses, textbooks, and instruction to ensure they are correct in live syllabi, including quizzes, exams, and assignments, and continue to be aligned to the CPCE and SLOs.
- Courses were reviewed throughout 2022 and will continue to be reviewed. Shorter class times, a combination of synchronous and asynchronous learning didactics, and assignments with clear rubrics will continue to be examined and refined to ensure they align with CACREP, SLO, and CPCE.

Summary of Current Year and Prospective Changes:

Program strengths:

- The program has redeveloped the curriculum map.
- Redefined SLOs and POs.
- Redesigned data collection by reviewing rubrics and placing them in Blackboard.
- Update textbooks in MHC 520, 530, 535, 570, and 575 to meet the curriculum standards and CPCE.

Program Weakness:

- Identify areas of weakness in the CPCE and reevaluate the course to better align with the current exam information.

Means of Assessment 1: *Assessment Based on Learning Outcomes*

Action Plan: *The focus for instruction and curriculum program updates.*

- The CMHC program evaluated and updated the Group Theories and Practice curriculum, MHC 525. This will be done by assessing assignments and aligning them to the SLOs. Assignments, where reviewed and updated to evaluate knowledge, can be assessed outside of midterm and final exams.

Rubrics for course assignments have been evaluated and updated in Blackboard to add to the assessment process to assure fidelity.

- In 2023 faculty will look at residency components and how to better evaluate knowledge acquisition and skill building. Faculty will re-evaluate this course to ensure that assignments coincide with SLO associated with this course to ensure fidelity and relevancy in the field.
- The CMHC program has evaluated *Research and Program Evaluation, RSM 610*, an evaluation of assignments to align with the SLO and CPCE. Course assignments and rubrics will be assessed to assist in the program assessment process to assure fidelity. In 2023, faculty will continue to re-evaluate this course to ensure that assignments coincide with SLO associated with this course and CPCE to ensure fidelity and continuity of learning.

Means of Assessment 2: CPCE Exam

Action Plan:

Throughout 2023, the program will evaluate courses that align with the CPCE and include more direct content on the curriculum map to ensure that there is consistency in testing and assessing knowledge acquisition by 1) ensuring textbooks are up-to-date and align with CACREP and testing standards and 2) review quizzes and exams to ensure alignment based on the specific content in the class and CPCEs. The program is working to secure support for the students using National Counseling Exam (<https://nationalcounselingexam.com/>), which offers study tools and materials to supplement various student learners in understanding the CPCE material. The Blackboard CPCE Organization room will continue to be organized and updated to reflect additional studying and test preparation resources.

The following courses will be reviewed with specific assignments directly aligned to CPCE areas to ensure grading and feedback are given in a more objective way to provide evaluations that are consistent and aligned with the following:

- C1: Counseling Across the Lifespan, MHC 505
- C2: Counseling and Advocacy with Diverse Populations, MHC 535
- C3: Counseling Skills and Techniques, MHC 510
- C4: Group Theories in Practice, MHC 525
- C5: Career Counseling Development, MHC 530
- C6: Assessment in Counseling, MHC 550
- C7: Research and Program Evaluation, RSM 610
- C8: Foundations of Counseling (MHC 501) and Ethical and Legal Issues in Counseling, MHC 520

Means of Assessment 3: MHC660 Practicum Assessment

Action Plan:

- In 2023, the Clinical Coordinator will reach out to supervisors a minimum of three times per semester to connect regarding student ratings in professionalism, professional dispositions, critical and personal dispositions, and other areas of feedback to
 - 1) Formally, during the mid and final weeks of the semester, and informally assess student progress in the application of knowledge and building of skills,
 - 2) Support student skill building, including developing personal improvement plans to address any concerns from on-site or faculty supervisors. In connecting with Supervisors, the Clinical Coordinator will support Supervisors in completing feedback as part of the evaluative process of CMHC students.
- The program re-designed weekly discussions and assignments in MHC 660 beginning in Winter 2023 to continue assessing and addressing professionalism, professional dispositions, and critical and personal dispositions. Assignments will be re-developed to address leadership skill-building, practicing

appropriate documentation skills, awareness of intra and interpersonal dynamics, and building practical communication skills.

- Practicum Residency will continue to be assessed and redesigned to ensure that professional and professional dispositions are addressed through educational sessions and practical application. Areas identified for weakness are documentation skills. A review and practiced sessions will be implemented to allow the opportunity for practice and feedback on writing skills, such as progress notes and treatment plans utilizing SMART goals.

Means of Assessment 4: *MHC661 Internship Assessment*

The Clinical Coordinator will reach out to supervisors a minimum of three times per semester to connect regarding student ratings in professionalism, professional dispositions, critical and personal dispositions, and other areas of feedback to 1) formally, during the mid and final weeks of the semester, and informally assess student progress in the application of knowledge and building of skills, and 2) support student skill building, including developing personal improvement plans to address any areas of concern that arise from on-site and/or faculty supervisors. In connecting with Supervisors, the Clinical Coordinator will support Supervisors in completing feedback as part of the evaluative process of CMHC students. As of Winter 2023, part of the grade for Internship I and II requires students to generate a plan based on these evaluative areas to be communicated with their supervisors and reflect and develop a plan of how to address mid and final evaluative reports from on-site supervisors. The Clinical Coordinator has set up requests from Supervision Assist to support on-site Supervisors in completing mid and final evaluations.

The program re-designed weekly discussions in MHC 661 (Internship I and II) beginning in Winter 2023 to continue assessing and addressing professionalism, professional dispositions, and critical and personal dispositions. Assignments will be re-developed by Summer 2023 to improve proficiency in documentation skills, increase self-confidence, and develop leadership abilities. These skills are currently reviewed and practiced in multiple classes, including MHC 510, MHC 515, and MHC 525, and additional opportunities are made available in their clinical field experiences. Additional activities and opportunities for growth in these areas will be created and assessed.

Means of Assessment 5: Graduate Exit Surveys

Action Plan:

- The program will include career counseling support at least multiple times during their academic career, including academic advising, Pre-Practicum, and throughout their clinical field experience
- The program will continue to let Practicum and Internship students know of potential job postings as they become available via e-mail. The program's quality continues to be re-assessed, and will use feedback from students at the end of each semester to improve.
- The program will support instructors to make specific time available for students outside of class throughout the semester and make this easily accessible, as career counseling will be supported during the student's individual program advising appointment.
- The program will develop better organization within the program of how we track and report outcomes of program objectives and student learning outcomes.
- The program will institute continue to use the graduate survey for the students at the end of Internship in Counseling II so they can discuss their overall experience throughout the program through embedding the survey in this class.
- Establishing a Chi Sigma Iota chapter for our students and alumni can foster connectivity and support while in the program and after graduation and foster their professional identity.

Means of Assessment 6: Employer Surveys

Action Plan:

- The program will consider ways to incorporate advanced clinical skill information and practice, including reviewing information, implementing additional Counseling Labs and case vignettes, and conceptualization activities into courses later in the program, including Practicum and Internship courses.
- The program will re-evaluate advanced skills during residency to be implemented in Internship I to practice and refine advanced clinical skills.
- Improving research and program evaluation will take place in RSM 610, Research and Program Evaluation, by ensuring assignments and discussion are applicable to information learned and applying information that may be incorporated into their clinical experiences and one of the clinical courses, including implementing a project that allows students to incorporate concepts from RSM 610 that can benefit their clinical experiences (e.g., creating a needs assessment for a group therapy program).
- Improving human growth and development skills and assessment can be accomplished by incorporating skills in Practicum and Internship courses in specific weekly in-class activities and encouraging them to carry these skills into their respective sites. For example, create in-class role-plays across the lifespan for students to assess and practice skills.
- Improvement in group work will be addressed by mandating a certain number of hours of group work to be completed at their practicum and internship sites. The goal is to have students practice the theories and skills prior to taking the CPCE. With advanced knowledge and practice, the intended outcome is for the students to excel in this test area.
- To address the low number of employer information provided, the department will construct a plan of reaching out to connect with alumni through e-mail to foster connectedness and gather information. In addition, as a department, we will encourage Internship in Counseling II students and our graduates to connect with the Keiser University Alumni Association, which gathers employment information.

Course Changes for Upcoming Year:

- Evaluation of assignments to align with the SLO and CPCE will ensure student knowledge acquisition and skill applicability can be more readily assessed. This will take place in all courses throughout 2023, but will be primarily focused on MHC505, MHC525, MHC535, and RSM610.
- Complete curriculum map- SLO's to classes and CACREP content aligned as course objectives shall commence before the beginning of the Winter 2024 semester begins.
- The department will align CPCE review, and testing is conducted in pertinent classes to begin prep explicitly prior to Practicum in Counseling, MHC660, and continue in MHC661, Internship in Counseling I, and MHC662, Internship in Counseling II.
- Clarity of CPCE process, including registration, taking, review, and result generation will be clearly outlined and addressed in the CPCE Organization room, as well as outlined in the Program Resources tab, which is accessible in all courses. Thorough review will take place in Pre-Practicum, as well as Practicum in Counseling, MHC660.
- Support for on-site supervisors will be created and implemented via a detailed training, including how to navigate Supervision Assist by the end of 2023.
- The department will support the completion of internship evaluations by clearly outlining the date requirements to the on-site supervisors through e-mails and trainings by the Clinical Coordinator, as well as pre-set reminders through Supervision Assist generated each semester beginning of Summer 2024.
- Evaluation of exit survey will be built into Internship in Counseling II, MHC662, for students to complete. Employer information, if applicable, will be gathered to support the generation of employer surveys.

- A plan for employer survey questions and dissemination will commence through connecting with alumni via e-mail to foster connectedness and gather information and encouragement of Internship in Counseling II students and our graduates to connect with the Keiser University Alumni Association, which gathers employment information.
- The department will work with the design team to update and complete course portfolios by the end of 2023.
- The department will assess textbooks for each class to ensure they are CACREP approved textbooks or textbooks that will adhere to the SLOs and CACREP information.
- Faculty will continue to engage in discussion and process for live sessions and use of asynchronous discussions to ensure we are meeting SLOs.
- Grading strategies will continue to be evaluated. New rubrics to encourage fidelity and synchronicity in grading will take place by the end of 2023.
- The department will work with Keiser University's Alumni Association and within the department to discuss the most effective ways to collect NCE results and employment information.