Program Learning Outcomes (Student Learning Assessment):
PLO 1: Diversity and Advocacy: Graduates will demonstrate the knowledge, skills, and practices to deliver culturally appropriate counseling services, advocate for clients, and understand how to influence policy to enhance the practice of clinical mental health counseling.
PLO 2: Foundations: Graduates will show a commitment to their identity as counselors through membership and activities in professional organizations, and through ethical behavior in their work with clients and other professionals.
PLO 3: Counseling, Prevention, and Intervention: Graduates will demonstrate the knowledge, skills, and practices of culturally appropriate diagnosis, treatment, referral, and prevention of mental and emotional disorders.
PLO 4: Assessment: Graduates will demonstrate the knowledge, skills, and practices of culturally appropriate and holistic clinical evaluation and assessment of normalcy and psychopathology.
PLO 5: Diagnosis: Graduates will demonstrate the knowledge, skills, and practices of culturally appropriate diagnosis of both psychopathology and normal developmental challenges, including appropriate use of diagnosis during trauma-causing events.
PLO 6: Research and Evaluation: Graduates will competently and critically evaluate clinical mental health counseling research, demonstrate understanding of evidence-based treatments and outcome evaluation, and apply appropriate models of program evaluation.

Program Maintenance Outcomes (Program Review Data):
PMO 1: Apply for WSCUC approval for program launch.
PMO 2: Establish admission process Fall 2014.
PMO 3: Hire three faculty members to fulfill CACREP faculty requirements.
PMO 4: Review curriculum and align with state and D.C. licensure laws.
PMO 5: Review curriculum and align with current CACREP Standards.

Where are these outcomes published? E.g. The Chicago School of Professional Psychology Catalog, Program of Study, Assessment Plan, etc.

Curriculum Map for 2013-14 attached.
<table>
<thead>
<tr>
<th>Assessed Outcomes</th>
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<th>Data Reviewed and Findings</th>
<th>Actions (Start / Stop / Continue)</th>
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</table>
| PLO # 1-6         | • The PLOs are being integrated into all the courses as outlined in the curriculum map. Each PLO will be measured a minimum of three times during the program of study. Signature assignments are being built in Tk20 and align with the Assessment Map. | • N/A – no data collected during 2013-14 because program launched 9-4-14. | • **Start**: Utilize 2016 CACREP Standards as soon as available in February 2015. Revamp existing six courses to align with new standards and develop all new courses utilizing new Standards.  
• **Stop**: Cease using 2009 CACREP Standards and implement 2016 CACREP Standards when passed at CACREP Board meeting in February 2015.  
• **Continue**: Develop signature assignments as courses are built utilizing current CACREP Standards and collect data for future review. |
| PMO 1: Apply for WSCUC approval for program launch. | • WSCUC reviewed TCSPP’s application and approved the launch of the MA in CMHC Online program.  
• An admission assessment rubric was created and an encrypted Excel spreadsheet was created to track admissions. Met with admissions counselors to train the counselors on the unique requirements for the CMHC program due to CACREP Standards. | • In March 2014, WSCUC approved the MA in CMHC Online program launch.  
• Utilized CACREP Standards to establish admission process and ensured that the 2009 CACREP Standard Section I.K. was met in full.  
• 2009 CACREP Section I.K.: Admission decision recommendations are made by the academic unit’s selection committee and include consideration of the following:  
1. Each applicant’s potential success in forming effective and culturally relevant interpersonal relationships in individual and small-group contexts. | • **Start**: Program launch process began. CMHC became an independent department separate from MAP.  
• **Stop**: None  
• **Continue**: Program launch continued and program launched in Fall 1 2014. |
| PMO 2: Establish admission process for Fall 2014. | • WSCUC reviewed TCSPP’s application and approved the launch of the MA in CMHC Online program.  
• In March 2014, WSCUC approved the MA in CMHC Online program launch. | • Utilized CACREP Standards to establish admission process and ensured that the 2009 CACREP Standard Section I.K. was met in full.  
• 2009 CACREP Section I.K.: Admission decision recommendations are made by the academic unit’s selection committee and include consideration of the following:  
1. Each applicant’s potential success in forming effective and culturally relevant interpersonal relationships in individual and small-group contexts. | • **Start**: Utilize 2016 CACREP Standards.  
• **Stop**: Utilize 2009 CACREP Standards.  
• **Continue**: Utilize admission process and spreadsheet. Meet with admission staff a term before each start to review admission requirements and process. |
### Assessed Outcomes

**PMO 3: Hire three faculty members to fulfill CACREP faculty requirements.**

- Utilized 2009 CACREP Standard W. to determine best hires for three core faculty positions.
- 2009 CACREP Standard W. 2 – 5:
  2. Have earned doctoral degrees in counselor education and supervision, preferably from a CACREP-accredited program, or have been employed as full-time faculty members in a counselor education program for a minimum of one full academic year before July 1, 2013.
  3. Have relevant preparation and experience in the assigned program area.
  4. Identify with the counseling profession through memberships in professional organizations (i.e., ACA and/or its divisions), and through appropriate certifications and/or licenses pertinent to the profession.
  5. Engage in activities of the counseling profession and its professional organizations, including all of the following:
    a. development/renewal (e.g., appropriate professional meetings, conventions, workshops, seminars);
    b. research and scholarly activity; and
    c. service and advocacy (e.g., program presentations, workshops, consultations, speeches, direct service).

### Assessment Methods

- Reviewed CVs and transcripts of faculty applicants, conducted interviews centered on Standard W requirements, and identified three highly qualified candidates.

### Data Reviewed and Findings

- 2. Each applicant’s aptitude for graduate-level study.
- 3. Each applicant’s career goals and their relevance to the program.

### Actions (Start / Stop / Continue)

- **Start:** Hire additional faculty as needed to ensure program meets 2016 CACREP Section I, Standards S., T., W., X., and BB.
- **Stop:** Utilizing the 2009 CACREP Standards.
- **Continue:** Monitor teaching loads “to ensure that students are taught primarily by core counselor education program faculty, for any calendar year, the combined number of credit hours taught by non-core faculty must not exceed the number of credit hours taught by core faculty” (CACREP, Sec. I, S., 2016). Also, monitor institutional data to ensure that “the ratio of full-time equivalent (FTE) students to FTE faculty should not exceed 10:1” (CACREP, Sec. I, T., 2016). Also, ensure that “all core and non-core counselor education program faculty have relevant preparation and experience in the assigned program area and in relation to the courses they teach” (CACREP, Sec. I, BB., 2016).
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| PMO 4: Review curriculum and align with state and D.C. licensure law. | • In order to prepare students for licensure in as many states as possible, a review of the requirement for licensure in all 50 states and the District of Columbia was conducted. The Clinical Mental Health Counseling program was modified in order to accommodate students from 43 States and the District of Columbia. | • None of the state licensing boards require two courses in professional orientation and ethics. Combined CM 500 Intro to Counseling Profession and CM 557 Professional Issues and Ethics and merged these into one course, CM 500 Intro to Counseling Profession and Ethics, which eliminated redundancy in the curriculum and released three credit hours for other required topics, such as Psychopathology.  
• Students need at least six elective credit options to have the flexibility to meet varying state licensing requirements.  
• At this time, no state requires a course in trauma for licensure.  
• Only six states require CM 595 Human Sexuality as part of licensure. Moved CM 595 Human Sexuality and CM 599 Traumatic Stress to Electives to provided students more flexibility in developing a program of study that is specific to the state(s) in which they want to be licensed.  
• Created a psychopathology course aligns CMHC with additional state licensing board requirements (GA, FL, HI, IA, LA, MN, NM, NY, OK, SC, SD, TX, OH, UT, VA, VT, WV, and WI).  
• Adapted CM 529 to be a new course CM 530 Advanced Treatment Planning and Psychopharmacology. This course aligns CMHC with additional state licensing board requirements (AR, IA, MA, MD, NM, OK, OH, RI, TN, VT, and WV).  
• Changed title of CM 528 Helping | • Start:  
  o Combine CM 500 Intro to Counseling Profession and CM 557 Professional Issues and Ethics and merge into one course, CM500 Intro to Counseling Profession and Ethics, to eliminate redundancy in the curriculum and to accommodate core requirement for Psychopathology.  
  o Move CM 599 Traumatic Stress to Electives. Add trauma language to CM514 Diagnosis of Mental Health Issues.  
  o Move CM 595 Human Sexuality to Electives.  
  o Add Psychopathology course.  
  o Replace 529 Helping Relationships II with a new course CM 530 Advanced Treatment Planning and Psychopharmacology.  
  o Add Advanced Internship to Electives to |
### PMO 5: Review Curriculum and Align with Current CACREP Standards

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<tbody>
<tr>
<td><strong>A review of the existing course sequence against the 2009 CACREP Standards revealed misalignment.</strong></td>
<td></td>
<td>Relationships &amp; Skill Development in Counseling I to CM 528 Helping Relationships &amp; Skill Development in Counseling due to removal of CM 529 Helping Relationships &amp; Skill Development in Counseling II.</td>
<td><strong>Start:</strong> Add consultation to CM 592 Clinical Mental Health Counseling course description. Utilize three credit 14-week field work course model. <strong>Stop:</strong> Remove one credit 7 week courses for fieldwork courses. <strong>Continue:</strong> Integrate crisis, disaster, or other trauma-causing event into each course.</td>
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<td><strong>Stop:</strong> Discontinue CM 557 Professional Issues and Ethics and incorporate ethical material into all courses. <strong>Continue:</strong> Monitor state and D.C. licensure law quarterly to maintain alignment.</td>
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</tbody>
</table>
### Assessed Outcomes

<table>
<thead>
<tr>
<th>List PLO# and/or PMO# for outcomes to be assessed during AY 2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLO # 1 - 6</td>
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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>PLO rubrics and signature assignments will be built in courses as developed. Student learning will be measured utilizing the 2009 CACREP Standards until March 2015 and 2016 CACREP Standards beginning April 2015. The specific courses and assessments for each PLO will be listed in the Year 2 and 3 Program Review once all core and elective course signature assignments are in Tk20.</td>
<td>Consultation, education, and advocacy.” Consultation was not mentioned in any of the other course descriptions for CMHC. - To align with CACREP Standards (2009, Sec III, F.), modified practicum to be greater than 10 weeks for minimum of three credits. - While CACREP requires that trauma and crisis be covered in the curriculum, there is no requirement that this be a stand-alone course. To align with CACREP Standards (CMHC, 2009, A.9., C.6., K.5., L.3.), added wording to address crisis, disaster, or other trauma-causing event knowledge and skills in at least four core courses.</td>
<td>knowledge and skills into core courses.</td>
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<tr>
<td>Data will be collected on each of the course learning outcomes which are directly linked to the CACREP curriculum standards. The PLO rubric data in Tk20 from the signature assignment in each of the core and elective courses will be reviewed.</td>
<td>Provide a description of the data reviewed and a summary of the findings. Describe the process for evaluating/analyzing the findings. Describe implemented or planned actions based on findings and include actions that should be started, stopped, and continued.</td>
<td>Start: Integrate 2016 CACREP Standards and realign curriculum and assessment map by April 2015. Stop: Remove the 2009 Standards from the courses and signature assignments. Continue: Collect data using Tk20 and the PLO rubrics that measure student competency along the CLOs which are directly linked to the CACREP Standards.</td>
</tr>
</tbody>
</table>
### Assessed Outcomes

#### PMO # 1
Integrate 2016 CACREP Standards and realign curriculum and assessment map by April 2015.

#### PMO # 2
Develop a comprehensive evaluation program to fulfill Section IV of the 2016 CACREP Standards.

### Assessment Methods

<table>
<thead>
<tr>
<th>PMO # 1</th>
<th>CACREP 2016 Standards</th>
<th>PMO # 2</th>
<th>2016 CACREP Standards Section IV – Evaluation of the Program</th>
</tr>
</thead>
</table>

### Data Reviewed and Findings

<table>
<thead>
<tr>
<th>PMO # 1</th>
<th>Curriculum Map; Assessment Map; Course Syllabi; Signature assignments; PLO rubrics</th>
<th>PMO # 2</th>
<th>Institutional Policies and Procedures; Program Policies and Procedures; Curriculum Map; Assessment Map; Course Syllabi; Signature assignments; PLO rubrics</th>
</tr>
</thead>
</table>

### Actions (Start / Stop / Continue)

| PMO # 1 | Start: Integrate 2016 CACREP Standards and realign the curriculum map, assessment map, courses, and signature assignments. Stop: Remove 2009 CACREP Standards from the curriculum map, assessment map, courses, and signature assignments. Continue: Monitor CACREP Standards and CACREP Board actions/clarifications to remain current. Attend CACREP trainings at ACA and ACES conferences to remain current. | PMO # 2 | Start: Utilize 2016 CACREP Section IV to develop a comprehensive evaluation process. Stop: Cease utilizing 2009 CACREP Standards. Continue: Utilize Tk20, student evaluations, and other data points to track student progress and potential program modification needs. |

EVALUATION OF STUDENTS

A. Counselor education programs evaluate student (1) academic performance, (2) professional dispositions, and (3) personal growth.

B. Counselor education programs have a systematic developmental assessment plan to evaluate students that includes (1) measurable objectives, (2) specific points throughout a student’s program of study where assessment will occur; (3) how assessment will occur; (4) the assessment measures and formats that will be utilized; (5) the analysis and use of data to facilitate student development; and (6) the processes for student retention and remediation.

C. Counselor education programs provide evidence, gathered at multiple points and using multiple measures, of student learning for each of
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<td>the eight core curricular areas in Section II.F. This is intended to require multiple knowledge and skill measures for each core area heading, not for individual standards listed under each core area heading.</td>
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<td>D. Counselor education programs must provide evidence, gathered at multiple points and using multiple measures, of student learning in the specialty areas for each of the numbered domains (Foundations, Contextual Dimensions, and Practice), not for individual standards listed under each domain heading.</td>
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<td>E. Counselor education programs conduct formative and summative evaluations of the student’s counseling performance and ability to integrate and apply knowledge throughout the practicum and internship.</td>
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<tr>
<td><strong>EVALUATION OF THE PROGRAM</strong></td>
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<tr>
<td>F. Counselor education program faculty engage in a regular systematic evaluation of the (1) program mission and objectives, (2) curricular offerings, and (3) characteristics of program students and applicants.</td>
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<td>G. Counselor education program faculty conduct regular systematic follow-up studies of (1) program graduates, (2) site supervisors, and (3) employers of program graduates to assess perceptions of major aspects of the program.</td>
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<td>H. Counselor education program faculty provide evidence of the use of student and program assessment and evaluation data to inform</td>
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<td>I. Counselor education program faculty disseminate an annual report that includes, by program: (1) aggregate data from the student systematic developmental assessment process, (2) outcomes of formal follow up studies, and (3) descriptions of any program modifications. Students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors) must be notified that the report is available, and it should be accessible to the public and made available on the program website.</td>
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<td>J. Counselor education program faculty must annually report on the institution’s website the following program-specific information: (1) pass rates on credentialing examinations, (2) completion rates, and (3) job placement rates.</td>
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<tr>
<td>EVALUATION OF FACULTY AND SUPERVISORS</td>
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<td>K. Written evaluation procedures are presented to program faculty and supervisors at the beginning of each evaluation period and whenever changes are made in the procedures.</td>
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<td>L. Students have regular, systematic opportunities to formally evaluate faculty and supervisors.</td>
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<td>M. Results of student course evaluations are provided to faculty in a timely manner.</td>
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| **PMO # 3**  
Develop Student Handbook and New Student Orientation to align with 2016 CACREP Standards  
Section I, M. and N. |  
- Sec. I, Standard M. - Before or at the beginning of the first term of enrollment in the academic unit, the program provides a new student orientation during which a program handbook is disseminated and discussed, students’ ethical and professional obligations and personal growth expectations as counselors-in-training are explained, and eligibility for licensure/certification is reviewed.  
- Sec. I, Standard N. - The student handbook includes the (1) mission statement of the academic unit and program objectives, (2) information about professional counseling organizations, opportunities for professional involvement, and activities appropriate for students, (3) matriculation requirements, (4) expectations of students, (5) student retention policy explaining procedures for student remediation and/or dismissal from the program, (6) academic appeal policy, and (7) written endorsement policy explaining the procedures for recommending students for credentialing and employment. |  
- Handbook content, handbook acknowledgements, orientation content, orientation attendance, and completion of orientation assessment. |  
**Start:** Handbook and orientation will be developed in alignment with 2016 CACREP Standards. Provide access to Student Handbook and New Student Orientation in CMHC Advising Forum.  
**Stop:** Cease utilizing 2009 CACREP Standards.  
**Continue:** Providing access to Student Handbook and New Student Orientation. |
| **PMO # 4**  
Complete initial draft of CACREP Self-Study. | CACREP 2016 Standards | Institutional policies and procedures; program policies and procedures; curriculum map, assessment map; course syllabi; faculty expertise; roles, responsibilities, and professional activity; student data; and program data. |  
**Start:** Integrate 2016 CACREP Standards and realign program materials.  
**Stop:** Remove 2009 CACREP Standards from all program materials.  
**Continue:** Monitor CACREP Standards and CACREP Board actions/clarifications to remain current. Attend CACREP trainings at ACA and ACES conferences to remain current. |