

## Comprehensive Assessment Plan

The Stephens College Counseling Program's **Comprehensive Assessment Plan** is designed to continuously and systematically evaluate the program and individual students. Data drawn from selected key performance indicators is analyzed and utilized as the basis for data-informed program improvement. The plan aligns with the 2024 Council on Accreditation of Counseling and Related Educational Programs (CACREP) standards.

Program learning outcomes, or Academic Quality Indicators (AQI's) that align with program objectives and focus on evaluating student knowledge and skills are measured using multiple assessments across multiple points in the curriculum. Individual student learning outcomes aligned with the 2024 CACREP standards are measured via Key Performance Indicators (KPI) across the 8 foundational curriculum areas and specialized practice. Consistent with program learning, student learning outcomes are assessed using multiple measures at multiple points across the curriculum. Students are assessed on professional dispositions central to the ethical responsibilities and expectations of a counseling professional and also at multiple points across the curriculum.

### Program Objectives/Academic Quality Indicators

The Stephens Counseling program's four program objectives and the aligned academic quality indicators used to evaluate them (i.e., student knowledge and skills) are noted below.

- Objective I:** Students will demonstrate content knowledge appropriate to working effectively with diverse client/student populations in a pluralistic society.
- Objective II:** Students will demonstrate knowledge of and ability to effectively apply counseling theory, skills, and techniques with diverse client/student populations in a pluralistic society.
- Objective III:** Students will demonstrate understanding of and ability to apply the appropriate professional and ethical standards required to work effectively with diverse client/student populations in a pluralistic society.
- Objective IV:** Students will demonstrate the personal and professional dispositions appropriate to working effectively with diverse client/student populations in a pluralistic society.

| AQI | PO # | Measurement                | Focus                        | Course/Timeline                     |
|-----|------|----------------------------|------------------------------|-------------------------------------|
| AQ1 | PO1  | Reflection Paper I         | Knowledge                    | COUN 500/Year 1, Semester 1         |
| AQ2 | PO1  | Competence Assignment      | Knowledge                    | COUN 555/Year 1, Semester 2         |
| AQ3 | PO1  | Experiential Reflection    | Knowledge                    | COUN 590/Year 1, Semester 1         |
| AQ4 | PO2  | Mock Session 2             | Knowledge/Skills             | COUN 500/Year 1, Semester 1         |
| AQ5 | PO2  | Experiential Group         | Knowledge/Skills             | COUN 520/Year 1, Semester 2         |
| AQ6 | PO2  | Child/Adolescent Interview | Knowledge/Skills             | COUN 600/Year 2, Semester 5         |
| AQ7 | PO3  | Ethics Case Study          | Knowledge/Skills             | COUN 501/Year 1, Semester 1         |
| AQ8 | PO3  | Paired Debate              | Knowledge/Skills             | COUN 545/Yr 1, Sem 3 or Yr 2, Sem 6 |
| AQ9 | PO4  | Mock Session 3             | Knowledge/Skills/Disposition | COUN 500/Year 1, Semester 1         |

|      |     |                                   |                               |                                     |
|------|-----|-----------------------------------|-------------------------------|-------------------------------------|
| AQ10 | PO4 | Suicide Self-Assessment           | Knowledge/Skills/Dispositions | COUN 630/Year1, Semester 2          |
| AQ11 | PO4 | Sexuality Psychoeducational Group | Knowledge/Skills/Disposition  | COUN 575/Yr 1, Sem 3 or Yr 2, Sem 6 |

### **Minimum Thresholds for AQI's**

- Consistent with individual student learning key performance indicators, the minimum threshold for AQI's aligned with program objectives is 85%. That is, a minimum of 85% of students will attain a rating of *minimally meets expectations* or higher (i.e., “meets” or “exceeds” expectations) on all selected AQI measures as assessed by the program’s master assessment rubric (.
- When minimum thresholds are unmet, course instructors will review and provide analysis of the related AQI measure (i.e., assignment/instructional format, etc.) as part of the end of semester course level assessment (CLA), or course specific review. A comprehensive review and analysis of all course level assessments-and potential program changes-is conducted during the Fall faculty retreat.
- Additionally, as outlined in the Student Handbook, Practicum and Internship Handbook, and Fieldwork Site Supervisor Handbook, the process for addressing unmet AQI thresholds of individual students is as follows:
  - a. A student who fails to meet the minimal performance threshold (i.e., “minimally meets” or better) on any formal measure of knowledge, skills, and/or professional dispositions - as assessed by a course instructor (CI), fieldwork site supervisor (FSS), and/or faculty supervisor\* (FS) - are initially subject to the remediation plan designed by the CI and/or FS.
    - i. \*\*Course Instructors (CI) serve as Faculty Supervisor (FS) only in the prac/internship courses.
  - b. If a student is non-compliant with the remediation plan and/or fails to meet the minimal performance threshold for the unmet standard(s), the CI/FS will refer the student to the program’s Professional Review Committee (PRC) for further required remediation in accordance with the program’s established remediation policies and procedures. (see Remediation, Retention, Dismissal policies, pp. 40-50)
  - c. Once the unmet standard(s) is met as determined by the PRC, the FS determines a final official grade and submits an official grade change form to the Office of the Registrar.

### **Data Collection**

The program collects and analyzes AQI-aligned and allied program objective data using two digital platforms. Supervision Assist and Qualtrics.

1. Data on AQI measures 1-10 are assessed using the Master Assessment Rubric created in Canvas, the program’s online instructional platform. This data is analyzed through and reviewed by faculty in formal faculty meetings. Additional student learning/program data is collected via Qualtrics. Specific data on the collection, review, and reporting of AQI data is outlined in the CAP (2.D.1a) as noted below.
  - Data Collection
  - Data Analysis
  - Data Review & Reporting

2. Student professional dispositions are assessed at multiple stages during the pre-fieldwork and fieldwork segments of the program collected via Supervision Assist. Pre-fieldwork assessment professional dispositions use the *Student Dispositional Survey*, while the *CMHC – Site Supervisor & Course Instructor Assessment* is using during the fieldwork courses (Section II: Personal and Professional Dispositions, pp. 5-8).
3. Additional data pertinent to measuring student learning/program effectiveness on program objectives is systematically collected through the following surveys completed electronically through Qualtrics surveys noted below.
  - *Graduate Survey-Revised*
    - The program recognizes the SSA reported data from the *Graduate Survey* is not true “exit data” that provided systematic follow-up data on program objectives. To that end, the Graduate Survey-Revised (2.D.4a) was created.
  - *Exit Survey-Revised*
    - As part of the Graduate Survey redesign, the Exit Survey was revised to collect data specifically from students who completed their last semester in the program.
  - *Employer Survey-Revised*
    - While possible to infer connections between SSA-reported *Employer Survey* data and program objectives, the revised *Employer Survey-Revised* provides clear links between employer data and program objectives.

### **Analysis of Data**

Faculty review and analysis of AQI/program objective data is addressed during fall semester faculty meetings during the Fall Faculty Retreat. Results of the faculty’s review and analysis of the data will be detailed in the program’s Annual Report. The program’s Advisory Council will meet mid-fall semester to review data provided by the program director and provide feedback to the program. Shortly after the Advisory Council meeting, the Annual Report will be posted shortly following the Advisory Council meeting on the program’s webpage. Students and Advisory Council members will receive notice of the report’s availability and location.

Note: The current iteration of program objectives was implemented in the Fall 2023 semester. A longitudinal view of program data will be conducted after 3 years, with results reflected in the Annual Report. The initial 3 year review will start during the Fall 2027 semester.

### **Curricular and Program Improvement**

Faculty utilize annual data to help make data-informed decisions regarding program areas in need of improvement, from curriculum to program policies and procedures. As needed, faculty will create a timeline and plan for creating and implementing program changes, including instances where plans may include institutional review and approval.

### **Graduate Program Outcomes**

In addition to the selected AQI’s, the program will collect, analyze, and report on the following graduate outcomes to measure program effectiveness.

| <b>Outcome Measure</b>              | <b>Minimum Threshold</b>   | <b>Information Source</b>   |
|-------------------------------------|--|---|
| Pass Rate on Credentialing Exam     | 85% of students will pass the NCE.   | NBCC led administration of the NCE, with program support provided as necessary (i.e., testing space/computer access/test proctor) |
| Degree Completion Rates             | 80% of students will complete their degree within the 7 year timeline allowed by Stephens College.                                   | Stephens College Reporting Services   |
| Employment/Doctoral Admission Rates | 85% of respondents will be employed in a counseling role, admitted to/completed a doctoral program, or chose not to seek employment. | Exit Survey (Q8, Q9, Q12)<br><br>Graduate Survey (Q6, Q7)   |

### **Diverse Learning Community**

Program demographic data will be analyzed by faculty in the aggregate and disaggregated by specialized practice area (CMHC) specific to the following areas:

#### **Students**

- Applicants
- Enrollment
- Degree Completion Rates

#### **Faculty**

- Faculty Applicants (as applicable)
- Current faculty
- Retention rates

#### **Fieldwork**

Faculty will analyze and report placement rates for practicum and internship students. Faculty set a minimum threshold of 100% placement rate for all practicum and internship students through degree completion.

#### **Community Partners**

Feedback data from key program stakeholders is systemically collected and analyzed by the program via the measurements and timelines.

The program also collects data on program objectives through surveys of community partners. Analysis of this data, alone and in conjunction with the AQI/PO and individual student learning data (below), is utilized by faculty for program improvement and development. A full description of the measurements used, data analysis procedures/timelines, and program implications (i.e., curriculum/program policy revisions) is outlined in the Comprehensive Assessment Plan (CAP). Specific surveys include:

1. Employer Survey
2. Fieldwork Site Supervisor Survey

### 3. Graduate Survey

| Stakeholder               | Data Source                      | Timeline                       | Analysis  |
|---------------------------|----------------------------------|--------------------------------|---|
| Program Graduates         | Graduate Survey                  | Bi-Annually/Summer             | Data review occurs during annual Fall data analysis |
| Fieldwork Site Supervisor | Fieldwork Site Supervisor Survey | End of each fieldwork semester | Data review occurs during annual Fall data analysis |
| Employers                 | Employer Survey                  | Bi-Annually/Summer             | Data review occurs during annual Fall data analysis |

### Individual Student Assessment

The following select key performance indicators (kpi), or individual student learning outcomes, coincide with the eight distinct foundational curriculum areas of the 2024 CACREP Standards, Clinical Mental Health Counseling (CMHC) specialization area, and professional dispositions. Each student completes the requisite assignment selected to measure outcome achievement. An 85% minimum threshold of “minimally meets the standard” or better (i.e., “meets the standard” or “exceeds the standard”)- as assessed by the program’s master assessment rubric-is used by the program. In other words, 85% of students will attain a score of “minimally meets” or higher (i.e. meets or exceeds standard”) on all KPI measures.

Failure to meet the established minimum threshold for a formal course grade or key performance indicator is remediated through established program policy, up to and including a formal remediation plan (i.e., Personal Development Plan) with established consequences for failure to comply and/or achieve the required minimum threshold on the identified standard(s). This policy, as detailed in the Student Handbook (2.D.7), Practicum and Internship Handbook, and Fieldwork Site Supervisor Handbook, employs the following process for addressing unmet minimum KPI thresholds of individual students:

- a. A student who fails to meet the minimal performance threshold (i.e., “minimally meets” or better) on any formal measure of knowledge, skills, and/or professional dispositions - as assessed by a course instructor (CI), fieldwork site supervisor (FSS), and/or faculty supervisor\* (FS) - are initially subject to the remediation plan designed by the CI and/or FS.
  - \*\*Course Instructors (CI) serve as Faculty Supervisor (FS) only in the prac/internship courses.
- b. If a student is non-compliant with the remediation plan and/or fails to meet the minimal performance threshold for the unmet standard(s), the CI/FS will refer the student to the program’s Professional Review Committee (PRC) for further required remediation in accordance with the program’s established remediation policies and procedures. (see Remediation, Retention, Dismissal policies, pp. 40-50)
- c. Once the unmet standard(s) is met as determined by the PRC, the FS determines a final official grade and submits an official grade change form to the Office of the Registrar.

The program’s select Key Performance Indicators (KPI), along with their assessment measures, timelines and focus areas (i.e., knowledge, skills, disposition) are detailed below, located in the Student Handbook, and posted on the Counseling homepage under the Program Mission, Program Objectives, & Student Learning link (*Program Objectives & Individual Student Learning*).

| <b>KPI I - CACREP 3. A</b>  | <b>Assessment I</b>   | <b>Assessment II</b>  |
|---|---|---|
| Students will demonstrate an understanding of the professional identity, roles, responsibilities, and dispositions inherent in the counseling discipline. | <b>Course:</b> COUN 501<br><b>Measurement:</b> Ethics Case Study<br><b>Timeline:</b> Year 1, Semester 1<br><b>Focus:</b> Knowledge, skills, disposition | <b>Course:</b> COUN 630<br><b>Measurement:</b> Quiz 1<br><b>Timeline:</b> Year 1, Semester 2<br><b>Focus:</b> Knowledge                                     |
| <b>KPI 2 – CACREP 3. A</b>  | <b>Assessment I</b>   | <b>Assessment II</b>  |
| Students will demonstrate an understanding of the professional identity, roles, responsibilities, and dispositions inherent in the counseling discipline. | <b>Course:</b> COUN 501<br><b>Measurement:</b> Reflection Paper<br><b>Timeline:</b> Year 1, Semester 1<br><b>Focus:</b> Knowledge, Dispositions         | <b>Course:</b> COUN 630<br><b>Measurement:</b> Self-Care Strategies<br><b>Timeline:</b> Year 1, Semester 2<br><b>Focus:</b> Knowledge, Skills, Dispositions |

| <b>KPI 3 – CACREP 3. B</b>   | <b>Assessment I</b>  | <b>Assessment II</b>  |
|--|--|---|
| Students will demonstrate multicultural knowledge, self-awareness, humility, skill, and dispositions necessary for working effectively within and across a dynamic, pluralistic society. | <b>Course:</b> COUN 555<br><b>Measurement:</b> Competence Assignment<br><b>Timeline:</b> Year 2, Semester 4<br><b>Focus:</b> Knowledge, Dispositions | <b>Course:</b> COUN 545<br><b>Measurement:</b> Up Journal (final)<br><b>Timeline:</b> Yr 1, Sem 3 or Yr 2, Sem 6<br><b>Focus:</b> Knowledge |

| <b>KPI 4 – CACREP 3.C</b>  | <b>Assessment I</b>   | <b>Assessment II</b>  |
|--|---|---|
| Students will demonstrate knowledge and awareness of life events and stages that could influence an individual's mental, emotional, and psychological health and well-being across the lifespan. | <b>Course:</b> COUN 545<br><b>Measurement:</b> Up Journal (final)<br><b>Timeline:</b> Yr 1, Sem 3 or Yr 2, Sem 6<br><b>Focus:</b> Knowledge | <b>Course:</b> COUN 630<br><b>Measurement:</b> Crisis Pamphlet<br><b>Timeline:</b> Year 1, Semester 2<br><b>Area:</b> Knowledge |

| <b>KPI 5 – CACREP 3. D</b>  | <b>Assessment I</b>   | <b>Assessment II</b>   |
|---|---|--|
| Students will demonstrate the knowledge and skills required to conceptualize client issues through a career development theory framework and design an ethical, effective, and evidence-based treatment plan to maximize a client's career development and trajectory | <b>Course:</b> COUN 501<br><b>Measurement:</b> Final Exam items<br><b>Timeline:</b> Year 1, Semester 1<br><b>Focus:</b> Knowledge | <b>Course:</b> COUN 550<br><b>Measurement:</b> Case Presentation<br><b>Timeline:</b> Year 3, Semester 8<br><b>Focus:</b> Knowledge, Skills |

| <b>KPI 6 – CACREP 3. E</b>   | <b>Assessment I</b>  | <b>Assessment II</b>  |
|--|--|---|
| Students will demonstrate the requisite knowledge, counseling skills, and professional dispositions necessary to establish and maintain quality therapeutic alliances with diverse client populations. | <b>Course:</b> COUN 500<br><b>Measurement:</b> Reflection Paper 2<br><b>Timeline:</b> Year 1, Semester 1<br><b>Focus:</b> Knowledge, Disposition | <b>Course:</b> COUN 520<br><b>Measurement:</b> Group Proposal<br><b>Timeline:</b> Year 1, Semester 2<br><b>Focus:</b> Knowledge, Skills |

| <b>KPI 7 – CACREP 3. F</b>   | <b>Assessment I</b>   | <b>Assessment II</b>  |
|--|---|---|
| Students will demonstrate the knowledge, skills, and professional disposition necessary to conduct ethical, effective individual and group counseling services | <b>Course:</b> COUN 520<br><b>Measurement:</b> Group Proposal<br><b>Timeline:</b> Year 1, Semester 2<br><b>Focus:</b> Knowledge, Skills | <b>Course:</b> COUN 600<br><b>Measurement:</b> Group Curriculum<br><b>Timeline:</b> Year 2, Semester 5<br><b>Focus:</b> Knowledge |

| <b>KPI 8- CACREP 3. G</b>  | <b>Assessment I</b>   | <b>Assessment II</b>  |
|--|---|---|
| Students will demonstrate understanding of the ethical and legal issues required to prepare, implement, and interpret assessment instruments and strategies for clients as part of an effective individualized, evidence-based treatment plan. | <b>Course:</b> COUN 540<br><b>Measurement:</b> Mid-Term/Final Exams<br><b>Timeline:</b> Yr 1, Sem 3 or Yr 2, Sem 6<br><b>Focus:</b> Knowledge | <b>Course:</b> COUN 560<br><b>Measurement:</b> Final Exam<br><b>Timeline:</b> Yr 1, Sem 3 or Yr 2, Sem 6<br><b>Focus:</b> Knowledge |

| <b>KPI 9 – CACREP 3.H</b>   | <b>Assessment I</b>  | <b>Assessment II</b>  |
|---|--|---|
| Students will demonstrate an understanding of the importance of using evidence-based models, strategies, and interventions to inform clinical practice and advance the counseling professional. | <b>Course:</b> COUN 560<br><b>Measurement:</b> Final Exam Assignment<br><b>Timeline:</b> Yr 1, Sem 3 or Yr 2, Sem 6<br><b>Focus:</b> Knowledge | <b>Course:</b> COUN 607<br><b>Measurement:</b> Reflection Paper 1<br><b>Timeline:</b> Yr 1, Sem 3 or Yr 2, Sem 6<br><b>Focus:</b> Knowledge |

| <b>KPI 10 – CACREP 5-C (CMHC)</b>   | <b>Assessment I</b>   | <b>Assessment II</b>   |
|---|---|--|
| Students will demonstrate the knowledge, skills, and professional disposition necessary to conduct detailed clinical interviews and, by extension, create and maintain effective, evidenced-based individualized treatment plans. | <b>Course:</b> COUN 515<br><b>Measurement:</b> Clinical Interview (F2F)<br><b>Timeline:</b> Year 2, Semester 4<br><b>Focus:</b> Knowledge, Skills, Dispositions | <b>Course:</b> COUN 601<br><b>Measurement:</b> Case Presentation I<br><b>Timeline:</b> Year 2, Semester 5<br><b>Focus:</b> Knowledge, Skills, Dispositions |

| <b>KPI 11 – CACREP 5-C (CMHC)</b>   | <b>Assessment I</b>  | <b>Assessment II</b>  |
|---|--|---|
| Students will demonstrate the ability to draw from and implement evidence-based strategies and interventions to facilitate the prevention and treatment across a wide range mental and behavioral health issues. Students will also demonstrate, in word and deed, the professional dispositions expected of a Counseling professional. | <b>Course:</b> COUN 635<br><b>Measurement:</b> Case Conceptualization II<br><b>Timeline:</b> Year 2, Semester 4<br><b>Focus:</b> Knowledge, Skills, Dispositions | <b>Course:</b> COUN 608<br><b>Measurement:</b> Capstone<br><b>Timeline:</b> Year 3, Semester 8<br><b>Focus:</b> Knowledge, Skills, Dispositions |

### **Data Collection**

Instructors teaching courses with embedded KPI (and AQI) measures assess all measures using the master assessment rubric created in their course Canvas profile. All assessment data must be entered and secured in Canvas within 10 days of the official end of the semester.

### **KPI Data Analysis**

Course instructors use Canvas to run an analysis of KPI data from the course's master assessment rubric. Using the KPI data, faculty complete end of semester course reviews called *course level assessments*. Faculty engage in an annual comprehensive review of KPI data within the first full month of the Fall semester. Results of the review and analysis inform program improvement and development, from curriculum changes to program policy and procedure revisions. Ultimately, results from the comprehensive KPI review and analysis and subsequent feedback from the Advisory Council are addressed in the Annual Report and posted on the program's webpage. Students and program stakeholders (i.e., Advisory Council) are notified by email of the Annual Report's availability on the Counseling program homepage.

### **Faculty-Student Communication on KPI's/Individual Assessments**

Faculty maintain ongoing assessment of individual student learning and dispositions through formal coursework as well as informal advising and mentoring. Formal semester advising meetings currently serve as the primary method of maintaining regular communication with students about individual learning and dispositions, with in-person (or zoom) advising meetings expected of students and faculty (although students in final year may communicate via email). However, beginning fall 2025, faculty will formalize a plan requiring faculty to communicate directly (and annually) with individual students concerning individual student learning outcomes (i.e. knowledge, skills) and professional dispositions.