

# Counseling MS

## Program Mission Statement

### Program Mission Statement (Full Description):

The mission of the SMU Program in Counseling is to prepare students with culturally sensitive knowledge and skills to practice effectively and ethically in counseling-related positions in schools, agencies, private practices, and mental health facilities.

Does your program offer courses at an off-campus instructional site (not at SMU Dallas campus)?: No

Does your program offer courses through distance education technology (e.g., asynchronous, synchronous, or both)?:

No

During which academic year were students first enrolled in this program?: Prior to AY2021-2022

Progress: Complete

## 1 Ethics - Knowledge and application of ethical standards

### Step 1C: PLO Statement (Full Description):

Knowledgeably apply professional ethical and legal standards in practice, and exercise ethical and responsible conduct in their profession.

### Step 2A: Measure :

We will use three measures to assess this PLO. All students enrolled in the program are measured at different points in their program of study in order to determine the progression of their knowledge and skills.

**Time 1: HDCN6318 Ethics I and Professional Orientation final exam (knowledge)**

**Time 2: Measure of Core Competency Exam (MoCCe), ethics sub scale (knowledge)**

**Time 3: HDCN 6395 Supervised Clinical Practicum, Clinical Progress Assessment (CPA), Ethical and Legal Practice sub scale (skills)**

**Step 2B: Type of Measure (check all that apply):** Objective Quiz or Exam

Performance

Qualifying exam

**Step 2C: Is Measure direct or indirect?:** Direct

Indirect

### Step 3A: Target for Measure:

**Time 1: HDCN6318 Ethics I and Professional Orientation final exam (knowledge) -**

100% of students enrolled in the program take the exam, and 100% of students will score 80% or higher on average on this measure.

**Time 2: MoCCe exam, ethics sub scale (knowledge) -**

100% of students enrolled in the program take the MoCCe exam, and 100% of students will score 80% or higher on average on this measure.

**Time 3: HDCN 6395 Supervised Clinical Practicum, Clinical Progress Assessment (CPA), Ethical and Legal Practice sub scale (skills) -**

100% of students enrolled in the program are assessed on their ability to make ethical decisions and practice counseling in an ethically responsible way in the clinical sequence using a detailed performance measure, and 100% of students will score 90% or higher on average on this measure.

This target was selected because it is a measure we use for national accreditation for the Council for Accreditation for Counseling and Related Programs (CACREP)

**Step 4A: Was the target met for this Measure?:** Partially Met

**Step 4B: Results and Findings for this Measure:**

**Time 1: HDCN6318 Ethics I and Professional Orientation final exam (knowledge) -** 100% of students enrolled in the program take the exam, and 100% of students will score 80% or higher on average on this measure.

For academic year 2022-2023, students scored **89%** (average) for this measure.

**Time 2: MoCCe exam, ethics sub scale (knowledge) -**

100% of students enrolled in the program take the MoCCe exam, and 100% of students will score 80% or higher on average on this measure.

For academic year 2022-2023, students scored **42%** for this measure.

**Time 3: HDCN 6395 Supervised Clinical Practicum, Clinical Progress Assessment (CPA), Ethical and Legal Practice sub scale (skills)** -100% of students enrolled in the program are assessed on their ability to make ethical decisions and practice counseling in an ethically responsible way in the clinical sequence using a detailed performance measure, and 100% of students will score 90% or higher on average on this measure.

For academic year 2022 - 2023, students scored **95%** on average when assessed on their skills and application of ethics in the provision of counseling services in onsite Practicum.

#### **Step 4C: Interpretation of Results :**

**Time 1: HDCN6318 Ethics I and Professional Orientation final exam (knowledge)** - 100% of students enrolled in the program take the exam, and 100% of students will score 80% or higher on average on this measure.

For academic year 2022-2023, students scored 89% (average) for this measure, which is consistent with the last four years of collected data. The trend for this measure is consistent, and students appear to be acquiring the knowledge necessary to understand how to make ethical decisions and practice counseling in an ethical manner across the term where they are initially exposed to this information.

**Time 2: MoCCe exam, ethics sub scale (knowledge)** - - 100% of students enrolled in the program take the MoCCe exam, and 100% of students will score 80% or higher on average on this measure.

For academic year 2022-2023, students scored 42% for this measure, which is lower than what was reported in 2021-2022 (73%) and in previous years of data collected. Between 2018 and 2022 the scores consistently remained in the 70's which was still below target. However, this year's significantly reduced scores requires some thoughtful attention to the factors that may be impacting students retention of relevant knowledge as measured on Time 2. Our first observation is that the students taking the MoCCe exam during this academic year took their Ethics course (first introduction of this knowledge in the program) during COVID when remote learning was implemented. Overall MoCCe exam scores are lower on average for these students across all measured domains (even those outside of what we are reporting here). Our second observation is that we revised the MoCCe exam in early 2022 and used the new exam for 2022-2023. We limited the questions that contribute to this measure from 10 to 5. While the 5 questions we included in the revised exam are the same as the previous years exams, we did limit the overall number of questions. In the past if student missed one question out of 10 they achieved a score of 90%. Now if a student misses one question out of 5 they receive a score of 80%. This change in the exam itself may have also contributed to lower scores.

**Time 3: HDCN 6395 Supervised Clinical Practicum, Clinical Progress Assessment (CPA), Ethical and Legal Practice sub scale (skills)** -100% of students enrolled in the program are assessed on their ability to make ethical decisions and practice counseling in an ethically responsible way in the clinical sequence using a detailed performance measure, and 100% of students will score 90% or higher on average on this measure.

For academic year 2022 - 2023, students scored 95% on average when assessed on their skills and application of assessment on this measure, indicating that knowledge of ethic practice is effectively taught and students are able to apply their understanding and knowledge in clinical counseling contents. Although the time 2 measure is dramatically reduced, it is reassuring that students in clinical practice are demonstrating appropriate ethical behavior in the provision of counseling.

Moving forward we will discuss the dramatic drop in scores on the ethics time 2 measure, will check the questions and content against what is currently being taught in the course in terms of student learning outcomes, and will have follow up meetings with faculty who teach Ethics I to ensure section parity.

#### **Step 5A: Use of Results for Seeking Improvement (Action Plan) :**

Each year the Counseling faculty meet to review comprehensive program evaluation data. Assessment reports are generated and faculty consider program changes or modifications as needed. Assessment reports are distributed by email to students, faculty, staff, and advisory board members and are posted on our website annually.

Faculty members meet in September/October of each year to review institutional effectiveness data, comprehensive program evaluation data, and graduation survey data so no additional information is available at this time related to data collected in 2022-2023.

The information about the action plan will be updated after the faculty meeting on October 3rd.

Attached Files

[Faculty Calendar 2023-24.docx](#)

**Step 5B: Type of Action:** Other

**Step 5C: Dialogue Participants (check all that apply):** Administrator  
Committee

**Step 5D: Evidence of Dialogue :**

Faculty will meet on October 3, 2023 for a comprehensive assessment meeting to review all collected data.

Attached Files

[Faculty Calendar 2023-24.docx](#)

**Step 5E: Type of other Improvements (check all that apply):**

**Step 5F: Other Improvements (Full Description):**

**Step 6A: Status Update on Action(s) Identified in the Previous Assessment Cycle (Full Description):**

Actions that we took 2021-22. Did we implement the action plans from last year.

**Step 6B: Status Update on Previously Identified Action Plan(s):** In progress

**Progress:** Complete

## 2 Lifespan - Promotion of client wellness across lifespan

**Step 1C: PLO Statement (Full Description):**

Students from SMU's Counseling Program will learn how to promote resilience, optimal development, and wellness for their clients across the lifespan.

**Step 2A: Measure :**

We will use two knowledge-based measures to assess this PLO. All students enrolled in the program are measured at different points in their program of study in order to determine the progression of their knowledge.

**Time 1: HDCN 6320 Lifespan Human Development, Selected questions of the final exam for the course (knowledge)**

**Time 2: Measure of Core Competency Exam (MoCCe), lifespan subscale selected questions (knowledge)**

**Step 2B: Type of Measure (check all that apply):** Objective Quiz or Exam  
Qualifying exam

**Step 2C: Is Measure direct or indirect?:** Indirect

**Step 3A: Target for Measure:**

**Time 1: HDCN 6320 Lifespan Human Development, Selected questions of the final exam for the course (knowledge)**

100% of students enrolled in the program take the exam, and 100% of students will score 80% or higher on average on this measure.

**Time 2: MoCCe exam, lifespan subscale (knowledge) -**

100% of students enrolled in the program take the MoCCe exam, and 100% of students will score 80% or higher on average on this measure.

This target was selected because it is a measure we use for national accreditation for the Council for Accreditation for Counseling and Related Programs (CACREP)

**Step 4A: Was the target met for this Measure?:** Partially Met

**Step 4B: Results and Findings for this Measure:**

**Time 1: HDCN 6320 Lifespan Human Development, Selected questions of the final exam for the course (knowledge) -**

100% of students enrolled in the program take the exam, and 100% of students will score 80% or higher on average on this measure. For academic year 2022-2023, students scored **86%** (average) for this measure.

**Time 2: MoCCe exam, lifespan subscale (knowledge) -**

100% of students enrolled in the program take the MoCCe exam, and 100% of students will score 80% or higher on average on this measure. For academic year 2022-2023, students scored **64%** for this measure.

**Step 4C: Interpretation of Results :**

**Time 1: HDCN 6320 Lifespan Human Development, Selected questions of the final exam for the course (knowledge) -** 100% of students enrolled in the program take the exam, and 100% of students will score 80% or higher on average on this measure.

For academic year 2022-2023, students scored **86% (average)** for this measure, which is the same score reported for academic year 2021-2022. The trend for this measure is consistent, and students appear to be acquiring the knowledge

necessary to understand how to promote resilience, optimal development, and wellness for their clients across the lifespan.

**Time 2: MoCCe exam, lifespan subscale (knowledge)** - 100% of students enrolled in the program take the MoCCe exam, and 100% of students will score 80% or higher on average on this measure.

For academic year 2022-2023, students scored **64% for this measure**, which is lower than what was reported in 2021-2022. The students taking the MoCCe exam during this academic year were taking the Counseling through the Life Span course where this information is initially presented and taught during COVID when remote learning was implemented. Overall MoCCe exam scores are lower on average for these students. Similarly, subscale measures, such as the life span subscale, are also lower. An additional observation is that we revised the exam in early 2022 for implementation in 2022-2023. This subscale measure was reduced from 6 questions to 5 questions (to be consistent with other subscale measures) and this may have partially contributed to lower scores on the time 2 measure.

**Step 5A: Use of Results for Seeking Improvement (Action Plan) :**

Each year the Counseling faculty meet to review comprehensive program evaluation data. Assessment reports are generated and faculty consider program changes or modifications as needed. Assessment reports are distributed by email to students, faculty, staff, and advisory board members and are posted on our website annually.

Faculty in the Counseling department are responsible for the development of course content and onboarding other full-time and adjunct faculty who teach the course to ensure section parity. Over the past two years, faculty have created developmental course Canvas shells, which ensures consistency of materials used in courses.

Faculty members meet in September/October of each year to review institutional effectiveness data, comprehensive program evaluation data, and graduation survey data so no additional information is available at this time related to data collected in 2022-2023.

Attached Files

[Faculty Calendar 2023-24.docx](#)

**Step 5B: Type of Action:** Other

**Step 5C: Dialogue Participants (check all that apply):** Administrator  
Committee  
Faculty  
Staff

**Step 5D: Evidence of Dialogue :**

Faculty will meet on October 3, 2023 for a comprehensive assessment meeting to review all collected data.

Attached Files

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**Step 5E: Type of other Improvements (check all that apply):** Other

**Step 5F: Other Improvements (Full Description):**

**Step 6A: Status Update on Action(s) Identified in the Previous Assessment Cycle (Full Description):**

Faculty in the Counseling department are responsible for the development of course content and onboarding other full-time and adjunct faculty who teach the course to ensure section parity. Over the past two years, faculty have created developmental course Canvas shells, which makes it easier and more efficient to onboard faculty who are teaching the course.

**Step 6B: Status Update on Previously Identified Action Plan(s):** Fully implemented

**Progress:** Complete

### 3 Assessments - Ability to conduct assessments

**Step 1C: PLO Statement (Full Description):**

Students in SMU's Counseling Program will demonstrate the ability to use assessments relevant to academic, educational, career, personal and social development.

**Step 2A: Measure :**

We will use three measures to assess this PLO. 100% of students in the program. All students enrolled in the program are measured at different points in their program of study in order to assess their knowledge and skills as it relates to assessment.

**Time 1: HDCN 6340 Assessment Volunteer Assessment Project (knowledge and skills)**

**Time 2: MoCCe Exam, Assessment subscale (knowledge)**

**Time 3: HDCN 6395 Supervised Clinical Practicum, CPA assessment category (skills)**

**Step 2B: Type of Measure (check all that apply):** Performance  
Qualifying exam



Written paper/project

**Step 2C: Is Measure direct or indirect?:** Direct  
Indirect

**Step 3A: Target for Measure:**

**Time 1: HDCN 6340 Assessment Volunteer Assessment Project (knowledge and skills) -**

100% of students enrolled in the program administer the assessments and write a paper, and 100% of students will score 90% or higher on average on this measure.

**Time 2: MoCCe Exam, Assessment subscale (knowledge) -**

100% of students enrolled in the program take the MoCCe exam, and 100% of students will score 80% or higher on average on this measure.

**Time 3: HDCN 6395 Supervised Clinical Practicum, Clinical Progress Assessment performance measure - assessment category (skills)**

100% of students enrolled in the program are assessed on their ability to appropriately administer assessments in the clinical sequence using a detailed performance measure, and 100% of students will score 90% or higher on average on this measure.

This target was selected because it is a measure we use for national accreditation for the Council for Accreditation for Counseling and Related Programs (CACREP)

**Step 4A: Was the target met for this Measure?:** Met

**Step 4B: Results and Findings for this Measure:**

**Time 1: HDCN 6340 Assessment Volunteer Assessment Project (knowledge and skills) -** 100% of students enrolled in the program administer the assessments and write a paper, and 100% of students will score 90% or higher on average on this measure.

For academic year 2022-2023, students scored **91% on average** for this experiential assessment project and paper.

**Time 2: MoCCe Exam, Assessment subscale (knowledge) -** 100% of students enrolled in the program take the MoCCe exam, and 100% of students will score 80% or higher on average on this measure.

For academic year 2022 - 2023, students score **84% on average** for this measure.

**Time 3: HDCN 6395 Supervised Clinical Practicum, Clinical Progress Assessment performance measure - assessment category (skills) -** 100% of students enrolled in the program are assessed on their ability to appropriately administer assessments in the clinical sequence using a detailed performance measure, and 100% of students will score 90% or higher on average on this measure.

For academic year 2022 - 2023, students scored **92% on average** when assessed on their skills and application of assessment on this measure.

**Step 4C: Interpretation of Results :**

Beginning Fall 2021 the Counseling department changed the key performance indicator for assessment in the program in the time one. Time two questions were adjusted in keeping with the key performance indicator change. This is the second year using the new measures and comparison year over is consistent. All objectives were met. Continued observation over subsequent years will provide additional data for any trend analysis.

**Step 5A: Use of Results for Seeking Improvement (Action Plan) :**

Each year the Counseling faculty meet to review comprehensive program evaluation data. Assessment reports are generated and faculty consider program changes or modifications as needed. Assessment reports are distributed by email to students, faculty, staff, and advisory board members and are posted on our website annually.

Faculty decided to modify the key performance indicator relating to assessment to be effective fall 2021. The change included a shift from clinical assessment to academic, educational, and career assessment. One observation was that the previous measure of clinical assessment was inconsistent across students; not all students learned and administered the same assessments. By shifting to a focus on academic, educational, and career assessment, we are able to more accurately assess this PLO.

Faculty members meet in September/October of each year to review institutional effectiveness data, comprehensive program evaluation data, and graduation survey data so no additional information is available at this time related to data collected in 2022-2023.

Attached Files

[Faculty Calendar 2023-24.docx](#)

**Step 5B: Type of Action:** Other

**Step 5C: Dialogue Participants (check all that apply):** Administrator  
Committee

Faculty  
Staff

**Step 5D: Evidence of Dialogue :**

Faculty will meet on October 3, 2023 for a comprehensive assessment meeting to review all collected data.

Attached Files

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**Step 5E: Type of other Improvements (check all that apply):**

**Step 5F: Other Improvements (Full Description):**

**Step 6A: Status Update on Action(s) Identified in the Previous Assessment Cycle (Full Description):**

When the Counseling program faculty changed the key performance indicator for assessment we moved the career and educational assessments from the Career course to the Assessment course. By doing this, all students learn how to administer educational and career assessments in the Assessment course, which is a required course to complete prior to Practicum. The Career course is class that can be taken with Practicum. By making this change we ensure that all students have the opportunity to practice administering assessments in Practicum (time three measure), improving learning opportunities for students and strengthening the time three measure.

**Step 6B: Status Update on Previously Identified Action Plan(s):** Fully implemented

**Progress:** Complete

#### **4 Theories - Knowledge and application of theoretical orientation**

**Step 1C: PLO Statement (Full Description):**

Possess a broad knowledge of counseling theories, and capably apply theory to practice.

**Step 2A: Measure :**

We will use four measures to assess this PLO. All students enrolled in the program are measured at different points in their program of study in order to determine the progression of their knowledge and skills.

**Time 1: HDCN6301 Counseling Theories final exam (knowledge)**

**Time 2: HDCN6302 Basic Clinical Methods, Clinical Progress Assessment (CPA) (skills)**

**Time 3: HDCN6305 Advanced Clinical Methods, Clinical Progress Assessment (CPA) (skills)**

**Time 4: Measure of Core Competency Exam (MoCCe), Theories sub scale (knowledge)**

**Step 2B: Type of Measure (check all that apply):** Objective Quiz or Exam  
Performance  
Qualifying exam

**Step 2C: Is Measure direct or indirect?:** Direct  
Indirect

**Step 3A: Target for Measure:**

**Time 1: HDCN6301 Counseling Theories final exam (knowledge)**

100% of students enrolled in the program take the exam, and 100% of students will score 80% or higher on average on this measure.

**Time 2: HDCN6302 Basic Clinical Methods, Clinical Progress Assessment (CPA) (skills)**

100% of students enrolled in the program are assessed on their ability to understand client material from a trans-theoretical clinical perspective, and 100% of students will score 90% or higher on average on this measure.

**Time 3: HDCN6305 Advanced Clinical Methods, Clinical Progress Assessment (CPA) (skills)**

100% of students enrolled in the program are assessed on their ability to demonstrate consistency between theoretical orientation and counseling style, and 100% of students will score 90% or higher on average on this measure.

**Time 4: Measure of Core Competency Exam (MoCCe), Theories sub scale (knowledge)**

100% of students enrolled in the program take the exam, and 100% of students will score 80% or higher on average on this measure.

This target was selected because it is a measure we use for national accreditation for the Council for Accreditation for Counseling and Related Programs (CACREP)

**Step 4A: Was the target met for this Measure?:** Partially Met

**Step 4B: Results and Findings for this Measure:**

**Time 1: HDCN6301 Counseling Theories final exam (knowledge)**

100% of students enrolled in the program take the exam, and 100% of students will score 80% or higher on average on this measure.

For academic year 2022-2023, students scored **80%** (average) for this measure.

#### **Time 2: HDCN6302 Basic Clinical Methods, Clinical Progress Assessment (CPA) (skills)**

100% of students enrolled in the program are assessed on their ability to understand client material from a trans-theoretical clinical perspective, and 100% of students will score 80% or higher on average on this measure.

For academic year 2022 - 2023, students scored **87%** on average when assessed on their skills and application of trans-theoretical application.

#### **Time 3: HDCN6305 Advanced Clinical Methods, Clinical Progress Assessment (CPA) (skills)**

100% of students enrolled in the program are assessed on their ability to demonstrate consistency between theoretical orientation and counseling style, and 100% of students will score 80% or higher on average on this measure.

For academic year 2022 - 2023, students scored **91%** on average when assessed on the skills and application of counseling theory.

#### **Time 4: Measure of Core Competency Exam (MoCCe), Theories sub scale (knowledge)**

100% of students enrolled in the program take the exam, and 100% of students will score 80% or higher on average on this measure.

For academic year 2022-2023, students scored **78%** for this measure.

#### **Step 4C: Interpretation of Results :**

##### **Time 1: HDCN6301 Counseling Theories final exam (knowledge)**

100% of students enrolled in the program take the exam, and 100% of students will score 80% or higher on average on this measure.

For academic year 2022-2023, students scored **80%** (average) for this measure, which is consistent with the last three prior year assessments. The standard is met.

##### **Time 2: HDCN6302 Basic Clinical Methods, Clinical Progress Assessment (CPA) (skills)**

100% of students enrolled in the program are assessed on their ability to understand client material from a trans-theoretical clinical perspective, and 100% of students will score 80% or higher on average on this measure.

For academic year 2022 - 2023, students scored **87%** on average when assessed on their skills and application of trans-theoretical application, and scores have been consistent for seven years. The standard is met.

##### **Time 3: HDCN6305 Advanced Clinical Methods, Clinical Progress Assessment (CPA) (skills)**

100% of students enrolled in the program are assessed on their ability to demonstrate consistency between theoretical orientation and counseling style, and 100% of students will score 80% or higher on average on this measure.

For academic year 2022 - 2023, students scored **91%** on average when assessed on the skills and application of counseling theory, and scores have been consistent for seven years.

##### **Time 4: Measure of Core Competency Exam (MoCCe), Theories sub scale (knowledge)**

100% of students enrolled in the program take the exam, and 100% of students will score 80% or higher on average on this measure.

For academic year 2022-2023, students scored **78%** for this measure, which is below standard but has increased from 58% in 2021-2022. In early 2022 we revised the exam. The questions for counseling theory sub scale were completely revised by the current faculty who teach the course. Review of the original questions revealed that the questions were too narrow and based more on a previous textbook that was used. The approach to developing new questions in 2022 was to identify the theoretical knowledge that is commonly taught across multiple standard textbooks in counselor education. We will continue to monitor scores on this measure, given that it was not met, although is approaching our standard.

#### **Step 5A: Use of Results for Seeking Improvement (Action Plan) :**

Each year the Counseling faculty meet to review comprehensive program evaluation data. Assessment reports are generated and faculty consider program changes or modifications as needed. Assessment reports are distributed by email to students, faculty, staff, and advisory board members and are posted on our website annually.

Faculty members meet in September/October of each year to review institutional effectiveness data, comprehensive program evaluation data, and graduation survey data so no additional information is available at this time related to data collected in 2022-2023.

The information about the action plan will be updated after the faculty meeting on October 3rd.

**Step 5B: Type of Action:**

**Step 5C: Dialogue Participants (check all that apply):** Administrator  
Committee  
Faculty  
Staff

**Step 5D: Evidence of Dialogue :**

Faculty will meet on October 3, 2023 for a comprehensive assessment meeting to review all collected data.

**Step 5E: Type of other Improvements (check all that apply):**

**Step 5F: Other Improvements (Full Description):**

**Step 6A: Status Update on Action(s) Identified in the Previous Assessment Cycle (Full Description):**

**Step 6B: Status Update on Previously Identified Action Plan(s):**

Progress: Complete

## 1 Professional Dispositions

**Step 1C: PO Statement (Full Description):**

The SMU M.S. in Counseling program assesses eight key professional dispositions (PDs) for counseling students to evaluate characteristics, values, beliefs, interpersonal functions, and behaviors that influence a counselor's professional growth and interactions with clients and colleagues.

**Step 2A: Measure :**

We use the Student Update Forms to measure student professional dispositions. The following is a list of dispositions measured in this PLO. Students are measured on a Likert Scale 1 to 9.

Personal motivation/enthusiasm

Ability to communicate (written)

Ability to communicate (verbal)

Attitude towards peers

Concern for others (empathy, compassion, etc.)

Attitude towards instructor/staff

Ability to self-regulate inside and outside of class

Overall rating of student

**Step 2B: Is Measure direct or indirect?:** Direct

**Step 3A: Target for Measure:**

We use the Student Update Forms to measure student professional dispositions. For our program goal, we want to have less than 10% of enrolled students receive concern forms in any given semester.

This target was selected because it is a measure we use for national accreditation for the Council for Accreditation for Counseling and Related Programs (CACREP)

**Step 4A: Was the target met for this Measure?:** Met

**Step 4B: Results and Findings for this Measure:**

The average number of Student Update Forms submitted for academic year 2022 - 2023 is 5.56% and the following include percentages by semester:

Summer 2022 - 3.48%

Fall 2022 - 8.61%

Jan 2023 - 0%

Spring 2023 - 6.16%

May 2023 - 2.7%

**Step 4C: Interpretation of Results :**

We met our standard goal of not having more than 10% of students with reported concerns through Student Update Forms. We expect some students to have reported concerns so that we can provide appropriate supports and resources. However, we want to be sure our overall reported concerns remain low. If they were to increase we might consider if there was a problem in admissions or if there is a general problem or concern within the student body or faculty. At this time, we are meeting our standard and so no further action is needed at this time. Nevertheless, we will continue to review the type of submissions reported and ensure that we have supports in place for students who are struggling.

**Step 5A: Use of Results for Seeking Improvement (Action Plan) :**

Each year the Counseling faculty meet to review comprehensive program evaluation data. Assessment reports are generated and faculty consider program changes or modifications as needed. Assessment reports are distributed by email to students, faculty, staff, and advisory board members and are posted on our website annually.

Faculty members meet in September/October of each year to review institutional effectiveness data, comprehensive program evaluation data, and graduation survey data so no additional information is available at this time related to data collected in 2022-2023.

The information about the action plan will be updated after the faculty meeting on October 3rd.

**Step 5B: Dialogue Participants (check all that apply):** Administrator  
Committee  
Faculty  
Staff

**Step 5C: Evidence of Dialogue :**

Faculty will meet on October 3, 2023 for a comprehensive assessment meeting to review all collected data.

**Step 5D: Type of other Improvements (check all that apply):**

**Step 5E: Other Improvements (Full Description):**

**Step 6A: Status Update on Action(s) Identified in the Previous Assessment Cycle (Full Description):**

**Step 6B: Status Update on Previously Identified Action Plan(s):** In progress

**Progress:** Complete