

**ANNUAL REPORT OF
THE COMPREHENSIVE ASSESSMENT PROCESS
and
RESULTING PROGRAM MODIFICATIONS**

2020-2021

COUNSELOR EDUCATION PROGRAM

**Clinical Mental Health Counseling
Marriage, Couple, and Family Therapy
School Counseling
Counselor Education and Supervision**

Table of Contents

The Assessment Process.....	3
Mission Statement, Core Values, & Program Objectives.....	5
Key Performance Indicators.....	7
Summary of Assessment Results.....	9
Counselor Education Advisory Board Recommendations.....	15
Program Modifications and Other Substantial Program Changes made as a Result of Assessment Results	18
Assessment Results.....	20
Knowledge and Skills Results.....	21
Core Curricular Standards (Master’s Students).....	21
Specialty Area Standards (Master’s Students).....	31
Core Professional Identity Standards (Doctoral Students).....	36
Students’ Professional Dispositions Results.....	42
Demographics and other Characteristics of Program Applicants, Students, and Graduates.....	43
Follow-Up Studies of Employers, Site Supervisors, and Alumni.....	45

The Assessment Process

The primary purpose of assessment is to improve students' learning and teachers' teaching as both respond to the information that the assessment process provides. Assessment (a) informs curriculum development, (b) impacts curriculum delivery, (c) informs students of their progress, and (c) provides data on which to base modifications.

Assessment begins with a vision, which is captured by the **Mission Statement** (see page 5), viewed through the lens of **Core Values** (see page 5), and measured through **Program Objectives** (see page 6). Then, through the use of CACREP Accreditation Standards, the Program faculty have identified specific **Key Performance Indicators of Student Learning** (see page 7), which serve as markers for the attainment of the knowledge, skills, and dispositions necessary to be a professional counselor/counselor educator.

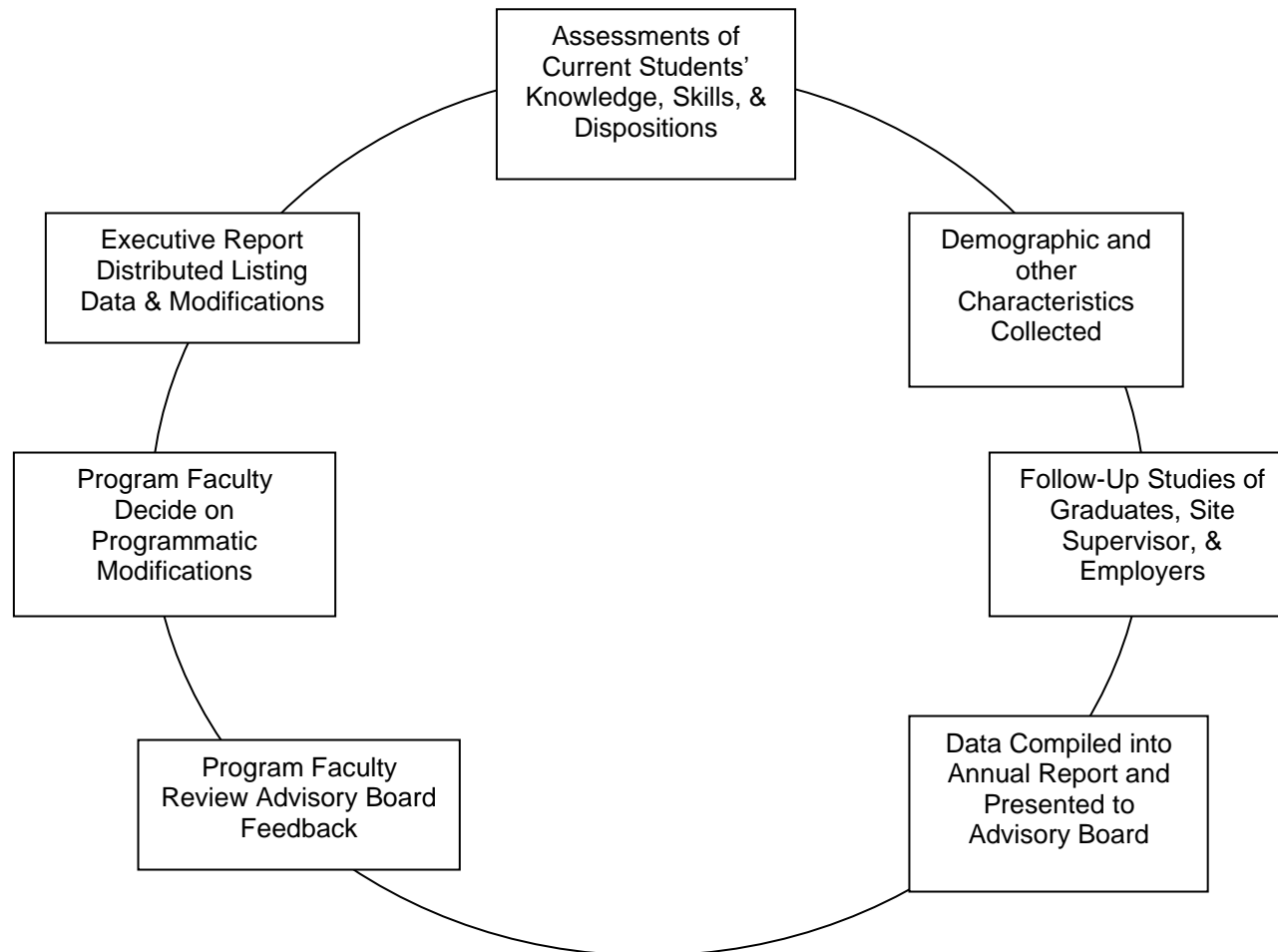
The UCF Counselor Education assessment process is comprehensive and systematic: it uses multiple methods of assessment over multiple points in time to capture data related to the Program Objectives. The assessments are designed to evaluate (a) current students' knowledge, skills, and professional dispositions, (b) demographics and other characteristics of Program applicants, students, and graduates, and (c) follow-up studies of graduates, site supervisors, and employers. The results from the assessment process are presented annually to the Counselor Education Advisory Board, who then makes recommendations to the Program Faculty for the purposes of continual improvement. The Program Faculty evaluate the outcome data and the Advisory Board feedback and implement data-driven program modifications. The Assessment Cycle is represented in Figure 1 on the next page.

Data Collection: The Counselor Education Assessment Plan describes the data that will be collected, to include how and when that data will be collected. The Assessment Plan begins with Knowledge and Skill outcomes (for both the Master's and Doctoral Program), followed by the Dispositional assessment process, the Demographic collection process, and the Survey process for follow-up studies. All data is entered into, and analyzed through, Via. Via is a web-based assessment platform that allows faculty and programs to align educational standards and student learning outcomes to learning activities and assessment measures. By capturing these data, Via assists programs to track student learning and inform programmatic improvement efforts

Data Analyzation: All data is collected and entered into the Via portfolio system by Program Faculty, Field Experience Supervisors, and the Program Coordinator. As found in the **Assessment Results** (beginning on p.), the Program has identified targets for every data point. Upon running each year's Via report, and prior to it being presented to the Advisory Board, the Program Director will identify any data points that fall below their identified targets. The entire report is then presented to the Advisory Board, who makes recommendations for curriculum and program improvement. These recommendations are then reviewed, and in light of the data in the Annual Report, the Program Faculty implement data-driven program modifications. Examples for how data will be used for program modifications include:

- In those cases when aggregate student assessment data falls below the identified targets, Program Faculty will evaluate and implement course modifications (e.g., textbooks, teaching methods, and/or assessment strategies)
- In those cases when there are disparities among the demographics of applicants, students, and graduates (as those three groups should be similar demographically and represent the demographics of the Central Florida region), Program Faculty will evaluate the efforts made at attracting, enrolling, and retaining a diverse body of students.
- In those cases when the data resulting from follow-up studies (a) fall below the identified targets and/or (b) indicate a disparity between the three groups of surveyed constituents (graduates, site supervisors, and employers), Program Faculty will evaluate and implement such things as course modifications, course sequencing, and the inclusion of supplemental trainings.

Figure 1: UCF Assessment Cycle



Mission Statement

Purpose of the Mission Statement: To define who we are (a nationally ranked and accredited Counselor Education Program), where we are (at a research extensive urban university) and why we exist (to serve clients and students by preparing competent clinicians and educators).

The **Mission** of the Counselor Education Program at the University of Central Florida is to educate and prepare competent professional counselors and counselor educators from diverse backgrounds to advance the profession through practice, scholarship, research, leadership, advocacy, and service.

The Program uses a reflective-practitioner model that integrates the use of intensive clinical experiences, research, intellectual and creative resources, community engagement, and current technology to work within a diverse global society.

Core Values

Purpose of the Core Values: To inform the design and delivery of the curriculum, to evaluate student development, and to inform Programmatic decisions.

1. **Diversity** – A commitment to diversity that ensures that each individual, couple, and family is treated with compassion and respect.
2. **Advocacy & Leadership** – Advocacy for individuals, couples, families, and the counseling profession; leading and serving the counseling profession.
3. **Ethical & Competent Practice** – Professional and competent practice guided by ethical standards and best practices.
4. **Professional Scholarship** – Effective helping/teaching strategies informed by the critical evaluation of, and contributions to, the professional counseling literature.
5. **Clinician Self-Care** – Holistic and optimal clinician health guided by intentional and meaningful self-care strategies.

Program Objectives

Purpose of the Program Objectives: To inform the design, delivery, and assessment of (a) the curriculum and (b) student development.

The **Objectives** of the Counselor Education Program at the University of Central Florida are:

1. To attract, enroll, and retain a diverse group of students and to create and support an inclusive learning community;
2. To provide opportunities that encourage students to grow personally and engage in self-reflection and self-awareness;
3. To contribute to the local, regional, national, and international communities by:
 - a. providing professional development opportunities for practicing counselors;
 - b. training, consulting, and working with local schools and community agencies; and
 - c. providing counseling services to the community free of charge.
4. To provide students with experiential and didactic learning opportunities to acquire the necessary knowledge, skills, and dispositions to:
 - a. practice according to the codes of ethics, legal precedence, and other appropriate standards relevant to the counseling profession;
 - b. work with an increasingly diverse and multicultural society;
 - c. work with the spectrum of behaviors found in individuals, couples, families, and groups across the lifespan;
 - d. use technology in treatment planning, learning and career exploration, personal growth, research, and other appropriate applications;
 - e. demonstrate excellent helping, communication, problem solving, conflict resolution, consultation, and other intrapersonal and interpersonal skills;
 - f. design and facilitate group interventions to serve clients in various settings;
 - g. select, administer, and interpret assessment tools;
 - h. utilize a variety of research methods, statistical procedures, needs assessments, and program evaluations designed to improve counselor effectiveness; and
 - i. develop a professional identity appropriate to their chosen career path.

Key Performance Indicators of Student Learning based on CACREP Standards

Students in the UCF Counselor Education program will be able to demonstrate the knowledge and/or skills necessary to:

CORE CURRICULAR STANDARDS

- PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE
 - Apply self-care strategies appropriate to the counselor role. (CACREP Standard 2.F.1.l)
- SOCIAL AND CULTURAL DIVERSITY
 - Understand and apply multicultural counseling competencies. (CACREP Standard 2.F.2.c)
- HUMAN GROWTH AND DEVELOPMENT
 - Understand and apply theories of normal and abnormal personality development. (CACREP Standard 2.F.3.c)
- CAREER DEVELOPMENT
 - Understand and implement approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors. (CACREP Standard 2.F.4.b)
- COUNSELING AND HELPING RELATIONSHIPS
 - Understand and conduct the essential interviewing, counseling, and case conceptualization skills. (CACREP Standard 2.F.5.g)
- GROUP COUNSELING AND GROUP WORK
 - Understand and apply the dynamics associated with group process and development. (CACREP Standard 2.F.6.b)
- ASSESSMENT AND TESTING
 - Understand and demonstrate procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide. (CACREP Standard 2.F.7.c)
- RESEARCH AND PROGRAM EVALUATION
 - Understand the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice. (CACREP Standard 2.F.8.a)

SPECIALTY AREA STANDARDS

● CLINICAL MENTAL HEALTH COUNSELING

- Demonstrate techniques and interventions for the prevention and treatment of a broad range of mental health issues. (CACREP CMHC Standard 5.C.3.b)

● MARRIAGE, COUPLE, AND FAMILY COUNSELING

- Demonstrate techniques and interventions of marriage, couple, and family counseling (CACREP MCFC Standard 5.F.3.c)

● SCHOOL COUNSELING

- Demonstrate techniques of personal/social counseling in school settings. (CACREP SC Standard 5.G.3.f)

● DOCTORAL PROFESSIONAL IDENTITY

○ COUNSELING

- Conceptualize clients from multiple theoretical perspectives. (CACREP DOC Standard 6.B.1.c)

○ SUPERVISION

- Understand and demonstrate an assessment of supervisees' developmental level and other relevant characteristics. (CACREP DOC Standard 6.B.2.f)

○ TEACHING

- Understand the roles and responsibilities related to educating counselors. (CACREP DOC Standard 6.B.3.a)

○ RESEARCH AND SCHOLARSHIP

- Understand and demonstrate the ability to develop research questions appropriate for professional research and publication. (CACREP DOC Standard 6.B.4.g)

○ LEADERSHIP AND ADVOCACY

- Understand and demonstrate leadership in counselor education programs. (CACREP DOC Standard 6.B.5.c)

Summary of Assessment Results

To contextualize the assessment results, it is important to remember the following:

- The Assessment Plan has particular targets for each assessment point (e.g., “100% of students will score 1 or above on the assignment domain”).
 - Not meeting a target does not imply that students are neither learning nor meeting overall Program goals. The lack of attaining a target provides feedback to the Faculty and initiates a Programmatic review.
- As it relates to **Knowledge and Skills**, each of the Program-identified CACREP Standard (i.e. the Standard that the Faculty have decided to collect data about), have several Key Performance Indicators (e.g., assignments) that are used to assess for the attainment of that knowledge/skill-based Standard.
 - There are 79 assessment points
 - The CPCE is not a Key Performance Indicator (as it does not accurately assess for the attainment of the particular Standard that has been identified). Instead, it serves as a general marker for Student Knowledge.
- As it relates to **Dispositions**, the Program has set developmental targets for both Master’s and Doctoral students, with the overall goal that students meet all dispositional targets before graduation. Any unmet targets initiate a Programmatic review.
 - There are two instruments used to measure Student Dispositions:
 - Master’s Student Dispositional Assessment
 - Counselor Educator in Training Assessment Scale
- As it relates to **Demographics and other Characteristics of Program Applicants, Students, and Graduates**, the Program has set three targets that are designed to ensure that Program Objective 1 is achieved (“To attract, enroll, and retain a diverse group of students and to create and support an inclusive learning community”):
 - Program Applicant, Student, and Graduate demographics will mirror that of the University
 - Program Applicant, Student, and Graduate demographics will be consistent across all three groups
 - Program Graduates will indicate satisfaction with the Program’s creation and support of an inclusive learning community
- As it relates to **Feedback from Employers, Site Supervisors, and Alumni**, the Program has set four targets that are designed to ensure that all Program Objectives, Core Values, and curricular offerings are evaluated
 - Employers, Site Supervisors, and Alumni will indicate their satisfaction ratings on attainment of Program Objectives
 - Employers, Site Supervisors, and Alumni will indicate their satisfaction ratings on attainment of Core Values
 - Employers, Site Supervisors, and Alumni will indicate their overall satisfaction ratings
 - Employers, Site Supervisors, and Alumni will provide input on curricular offerings and overall preparation of students

Summary of Assessment Results

Below are those targets that were not reached and a discussion of outcomes (if one has been implemented)

- Knowledge and Skills (Core): Among the 79 assessment points, the target was reached 64 times
 - Counseling Orientation and Ethical Practice Domain (Wellness Plan Target: 100% of students 80%+)
 - Data: 71.4% for SC
 - Outcomes: For SC, there were two students on remediation plans who needed additional guidance on the assignment (which they eventually passed).
 - Counseling and Helping Relationships Domain
 - CCS-R Target: 100% will score 4+ on Part I
 - Data: 84.3% in MHS 6401, 97.6% in MHS 6803
 - Outcomes for MHS 6401: Three errors were discovered. First, there was an error on the database rubric related to the CCS-R assessment. Next, the CCS-R was not being used as a graded assignment in the MHS 6401 classes. And third, adjunct instructors were not holding students to the requirement of “meeting expectations” on every counseling skill. This has been rectified.
 - Outcomes for MHS 6803: 1 student was remediated (retook Practicum and demonstrated competency the following semester)
 - ISSEF Target: 100% will score 1+ on Interventions & Tx Planning
 - Data: 97.4% for MCFT
 - Outcomes: 1 student was remediated (retook internship and demonstrated competency the following semester)
 - Group Counseling and Group Work Domain
 - Group Journal Target: 100% score 24+ grp dynamic
 - Data: 74.1%
 - Outcomes: The Experiential/Personal Growth Group Journal assignment was new in the Summer 2021 and thus was not scored accurately by all instructors. This has been rectified.
 - CPCE Scores (Target: 90% at or above national mean for each subscale)
 - Social and Cultural Diversity
 - Data: 70.8% (Fall 20), 81.3% (Spring 21), 75.0% (Su 21)
 - Human Growth and Development
 - Data: 70.8% (Fall 20), 8.33% (Spring 21), 0.00% (Su 21)
 - Career Development
 - Data: 66.7% (Fall 20), 87.5% (Spring 21), 100% (Sum 21)
 - Counseling and Helping Relationships
 - Data: 75.0% (Fall 20), 95.8% (Spring 21), 87.5% (Su 21)
 - Group Counseling and Group Work
 - Data: 70.8% (Fall 20), 83.3% (Spring 21), 87.5% (Su 21)

- Assessment and Testing
 - Data: 83.3% (Fall 20), 31.3% (Spring 21), 12.5% (Su 21)
 - Research and Program Evaluation
 - Data: 83.3% (Fall 20), 90% (Spring 21), 87.5% (Su 21)
 - Outcomes: The Program is considering ways to better prepare students for the CPCE
 - Outcomes: The Program is communicating with the Lifespan and Research course instructors to encourage a more intentional counseling focus
- Knowledge and Skills (Specialty Area)
 - Clinical Mental Health Counseling
 - CCS-R Target: 100% will score 4+ on every item
 - Data: 86.2% in MHS 6401, 95.9% in MHS 6803
 - Outcomes for MHS 6401: Three errors were discovered. First, there was an error on the database rubric related to the CCS-R assessment. Next, the CCS-R was not being used as a graded assignment in the MHS 6401 classes. And third, adjunct instructors were not holding students to the requirement of “meeting expectations” on every counseling skill. This has been rectified.
 - Outcomes for MHS 6803: 1 student was remediated (retook Practicum and demonstrated competency the following semester)
 - ISSEF Target: 100% will score 1+ on every item
 - Data: 98.4% in MHS 6830
 - Outcomes: 1 student was remediated (retook Internship and demonstrated competency the following semester)
 - Marriage, Couple, and Family Counseling
 - CCS-R Target: 100% will score 4+ on every item
 - Data: 73.3% in MHS 6401, 94.1% in MHS 6803
 - Outcomes for MHS 6401: Three errors were discovered. First, there was an error on the database rubric related to the CCS-R assessment. Next, the CCS-R was not being used as a graded assignment in the MHS 6401 classes. And third, adjunct instructors were not holding students to the requirement of “meeting expectations” on every counseling skill. This has been rectified.
 - Outcomes for MHS 6803: 1 student was remediated (retook Practicum and demonstrated competency the following semester)
 - ISSEF Target: 100% will score 1+ on every item
 - Data: 90.0% in MHS 6830
 - Outcomes: 1 student was remediated (retook Internship and demonstrated competency the following semester)
 - School Counseling
 - CCS-R Target: 100% will score 4+ on every item
 - Data: 86.7% in MHS 6401
 - Outcomes: Outcomes for MHS 6401: Three errors were discovered. First, there was an error on the database rubric related to the CCS-R assessment. Next, the CCS-R was not being used as a graded assignment in the MHS 6401

classes. And third, adjunct instructors were not holding students to the requirement of “meeting expectations” on every counseling skill. This has been rectified.

- Knowledge and Skills (Doctoral)
 - Counseling Domain
 - Counseling Theory Presentation Target (MHS 7406): 100% score 7+ concept CL from multiple perspectives
 - Data: 83.3%
 - Outcomes: One student neglected to include this element in their presentation. Even though the element is clearly indicated in the syllabus and grading rubric, the instructor has indicated that future assignment discussions will include additional explanations related to this element.
- Professional Dispositions
 - Master’s Student Dispositional Assessment (Target: 100% will score 2 or above on every domain of the Dispositional Assessment by the end of the Program)
 - Data: Spring 2021: 1 student scored 1 (below expectations) on the following domains: Academic Progress and Knowledge & Adherence to Course Policies.
 - Outcomes: The student received remediation and met all associated requirements.
 - Counselor Educator in Training Assessment Scale (Target: 100% will score 3 or above on every domain of the CETAS by the end of the Program)
 - Data: Fall 2020:
 - 1 student scored 2 (near expectations) on Attendance and Presence by one evaluator
 - Outcomes: remediation was not indicated
 - 1 student scored 2 (near expectations) on Communication by one evaluator
 - Outcomes: remediation was not indicated
- Demographics of Applicants, Students, & Graduates
 - Target: Program Applicant, Student, and Graduate demographics will mirror that of the University
 - Data: We have more female applicants, students, and graduates than the University
 - Outcomes: Improved recruitment efforts are being implemented
 - Target: Program Applicant, Student, and Graduate demographics will be consistent across all three groups
 - Data: We have more Asian (MA & PhD) applicants than we do students or graduates
 - Outcomes: Improved recruitment efforts are being implemented
- Feedback from Employers, Site Supervisors, and Alumni
 - Time to Employment (Target: 100% of graduates will find employment between 0 and 3 months after graduation)
 - Data: CMHC (90%), MCFT (71%)
 - Outcomes: A seminar for graduating students will be implemented
 - Licensure Pass Rates (Target: Alumni licensure pass rates will exceed the State pass rates)
 - Data: CMHC meets target but went down since last year (75% vs. 84%)

- Counseling children
 - Outcomes: The Program has courses related to counseling children
- Counseling families
 - Outcomes: The Program has courses related to counseling children

Counselor Education Advisory Board Recommendations

The next step of the Program's Assessment Plan involves sharing the Assessment Results with the Counselor Education Advisory Board, who then makes recommendations to the Faculty. The following is a summary of recommendations that were made by the 2021-2022 Advisory Board and discussed among the Faculty.

- CPCE Results and Contributing Courses
 - Is 90% of students scoring “at or above the national average” too lofty a goal?
 - Feedback indicates that this seems appropriate for a school that advertises being a top program.
 - Given the low scores for the CPCE subscales:
 - Offer students support to do well on the CPCE
 - Weekend workshops
 - Faculty can spend more time reviewing the CACREP standards within their courses and connecting that to the CPCE
 - CSI and CEDSO participation
 - Investigate on-line prep-programs
 - CPCE Test prep book could be purchased for MHS 5005 and then address items in each class
 - Subject specific feedback
 - Lifespan
 - Feedback tends to be inconsistent (and CPCE scores are among the lowest), which may be a function of the courses being taught by faculty from outside the Counselor Ed Program.
 - Consult with the Educational Psychology Program that teaches the course to see what modifications can be made.
 - Assessment
 - The course has been taught by adjuncts until it was recently taken by a core faculty member
 - As with some of the other areas, seeing more of the course data to identify if there was any differential pre and during pandemic.
 - Research
 - Taught online and by faculty from outside the Counselor Ed Program
 - Consult with the Research Methodology Program that teaches the course to see what modifications can be made.
- Curriculum feedback
 - Increasing Inclusivity
 - Systemically address multiculturalism and diversity in counseling, intentionally infusing through the courses beyond the multicultural course
 - Feedback about the Multicultural Class
 - Emphasis seems to be on highlighting difficulties of different groups (e.g., racial/gender minorities) but less focus on what students can do about it (i.e. practical application)
 - Emphasis has also been on helping students recognize power and privilege and has often led to a sense of defensiveness/uncomfortable atmosphere

- Would value more “how tos” such as: how to practically navigate assessments, treatment considerations, language considerations to be used with certain populations (providing more of a practical lens beyond just informational/conceptual)
 - Considering Course Sequence
 - Evaluate the master’s courses to determine how content is presented developmentally/scaffolded throughout the curriculum.
 - Core faculty should be teaching Techniques and Practicum
 - With the limits to core faculty teaching techniques and practicum, maybe a strategic effort to have one core faculty train the students in Techniques, Prac I and/or II could be made.
 - Course Design
 - More intentional focus on skills and techniques across courses
 - Less emphasis on long lectures and instead switching between different teaching modalities (lecture, discussion, movie, activity, etc.)
- Recruitment
 - Can we do a better job with word of mouth (e.g., former MA students, former PhD students)?
 - Educating what Counselor Ed is within and outside the CCIE (e.g., Education, Psychology, Social Work, Sociology, Pre-med): may help with recruitment of more males and Asian students
 - College of Graduate Studies has a Diversifying Weekend that targets minority and oppressed populations where these populations can learn how to approach the application cycle. Also a way of informal recruitment. Additionally, have an application process as this may unintentionally drive-up numbers.
 - The Program does intentionally consider diversity among the doctoral cohorts, many applicants of Asian descent are international students and want to do their doctoral degree right after their master’s degree (and thus do not have post-master’s experience). There are also immigration policies that impact
 - Target undergraduate student groups at UCF and recruit from those groups
 - Offer minorities and oppressed population groups tailored workshops for graduate entry
 - Establishing and sharing specialty student groups that applicants/students can join or find belonging in
 - Advertising Holmes Scholar Program
 - Include staff/faculty bios related to backgrounds, diversity, etc.
- Self-care: to improve the wellness/self-care component of the Core Values:
 - Increase communication with site supervisors to ensure that self-care is a priority
 - Wellness retreat for Cohorts prior to Practicum
 - Wellness check-ins throughout courses and throughout the program
 - Consider a mentoring program similar to GURU
- Magic Wand Items
 - Suggested trainings/"micro-class" or "micro-workshop" events to teach to specific populations or theories/skills (TF-CBT training – paid Kognito-like training; Psychological First Aid; FL Baker Act)
 - Learning institutes or education sessions (even just 1-2 hours offerings, such as those offered by CSI)

- Pursue the Crisis/Trauma Certification or Specialty Track
- Many of the Doc students don't have much more counseling experience than the Master's students since many go from one degree to the next.
- Have professionals in the field come to campus (or zoom) to go over what employers are looking for out in the field and how to get there.
- Monthly newsletters/emails suggesting potential trainings and costs for them that UCF faculty endorse
 - Develop a system where trainings could fill the space of conference requirements (i.e., three trainings equal one conference)
- Broadening the course "Counseling Children and Adolescents" to include MH concerns – something beyond depression and ADHD, including trauma as well
- Need more practically-oriented approach for working with students
- Can you infuse "Demystifying the DSM" into school counseling track?
- Student perspective: increasing availability of electives and presenting electives more clearly to advisees during the Plan of Study meetings
- Sports Counseling certificate?
- Preparation for entering the field
 - Plan a joint class for all internship classes each semester:
 - Invite those who have been through the job seeking process and state licensing exams to share their experiences.
 - Stress the importance of professionalism (both in appearance and behavior)
 - Impacts on SC graduates who complete in August and their ability to get hired (e.g., at OCPS, they miss the pre-planning week and also potentially miss out on pay)

Program Modifications and Other Substantial Program Changes made as a Result of Assessment Results

As a result of the 2020-2021 Assessment Process, the following modifications were suggested by the Counselor Education Advisory Board and will be implemented.

- To continue monitoring CCS-R scores in MHS 6401
 - Ensure that the instrument is being used (and graded) in the MHS 6401 course.
- To continue to address students' cultural competence, move the MHS 6420 Multicultural course earlier in the Plan of Study and add more practical applications to the course
- Ensure that the Experiential/Personal Growth Group Journal assignment in MHS 6500 is scored accurately by all instructors.
- To address the lower CPCE Scores
 - The program will investigate ways to offer students support to do well on the CPCE (e.g., weekend workshops, on-line prep-programs, faculty spending more time reviewing the CACREP standards within their courses and connecting that to the CPCE
- To ensure more demographic consistency between Program applicants, students, and graduates
 - Target undergraduate student groups at UCF and recruit from those groups
 - Offer minorities and oppressed population groups tailored workshops for graduate entry
 - Establish and share specialty student groups that applicants/students can join or find belonging in
- To ensure that site supervisor and alumni satisfaction scores (Master's) improve in the areas of Assessment and Research/Program Evaluation:
 - Assessment: the course was recently taken by a core faculty member
 - Research/Program Evaluation: the Program is communicating with the Research course instructor to encourage a more intentional counseling focus
- To ensure that site supervisor and alumni satisfaction scores (Doctoral) improve in the areas of Counseling, Research & Scholarship, and Leadership & Advocacy:
 - Counseling: maintain a preference for candidates with two-years of post-master's experience and ensure that applicants recognize our Program focus
 - Research & Scholarship: review the impact of the revised Doctoral program plan of study related to continuity between classes focused on research and scholarship.
 - Leadership & Advocacy: review the impact of the revised Doctoral program plan of study related to changes in leadership and advocacy.

- To ensure that alumni satisfaction scores improve in the area of Clinician Self-Care
 - The Program is investigating ways to more intentionally emphasize clinician self-care, both in and outside the curriculum
- To improve student Time to Employment, a seminar for graduating students will be implemented
- To address a traditionally lower pass rate on the Marriage & Family licensure exam:
 - The instructor of the Family Counseling 2 class has been allotting time to go over some LMFT exam questions. The questions are presented in different formats (e.g., kahoot, short answer, etc.). Each question is explored in depth/deconstructed and each possible response is explored.
- To address desires for increased training/opportunities
 - Trauma/crisis counseling: the Program is considering making the MHS 6466 course a required course. For now, the Program offers three electives with a trauma emphasis:
 - MHS 6466 Foundations of Trauma & Crisis (offered in the Fall and Summer)
 - Second section was added to Fall
 - MHS 6465 Counsel Victims & Perpetrators of Family Violence (offered in the Summer)
 - MHS 6938 Trauma, Grief, and Loss (offered in the Summer)
 - Theory-specific training: the Program is considering offering mini-classes/sessions/symposiums focused on theory-specific trainings (current offerings include TF-CBT, MI, and Play Therapy)
 - How to start a small business: a seminar for graduating students will be implemented to include this content

Assessment Results

The following pages present the results of the Annual Assessment Plan. These include the following:

- **Assessment Results of Students' Knowledge and Skills**
 - *Core Curricular Standards (Master's Students)*
 - Professional Counseling Orientation and Ethical Practice
 - Social And Cultural Diversity
 - Human Growth and Development
 - Career Development
 - Counseling and Helping Relationships
 - Group Counseling and Group Work
 - Assessment and Testing
 - Research and Program Evaluation
 - *Specialty Area Standards (Master's Students)*
 - Clinical Mental Health Counseling
 - Marriage, Couple, and Family Counseling
 - School Counseling
 - *Core Professional Identity Standards (Doctoral Students)*
 - Counseling
 - Supervision
 - Teaching
 - Research and Scholarship
 - Leadership and Advocacy
- **Assessment Results of Students' Professional Dispositions**
- **Demographics and other Characteristics of Program Applicants, Students, and Graduates**
- **Results of Follow-Up Studies of Employers, Site Supervisors, and Alumni**

Assessment Results of Students' Knowledge and Skills

• PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

- Core Value #5 Clinician Self-Care: Holistic and optimal clinician health guided by intentional and meaningful self-care strategies.
- Program Objective #4a: To practice according to the codes of ethics, legal precedence, and other appropriate standards relevant to the counseling profession
- CACREP Standard 2.F.1.I: Apply self-care strategies appropriate to the counselor role.

Measure 1: Wellness Plan

- Target: 100% of students will score 80% or above on their Personal Wellness Plan at three points in the Program.
 - MHS 5005
 - Data: 83.1%
 - Outcome: No intervention necessary
 - MHS 6803
 - Data: 99.2%
 - Outcome: No intervention necessary
 - MHS 6830/SDS 6947
 - Data: 97.7% (CMHC & MCFT) / 71.4% (SC)
 - Outcome: For CMHC & MCFT, no intervention necessary. For SC, there were two students on remediation plans who needed additional guidance on the assignment (which they eventually passed).

Measure 2: CCS-R

- Target: 100% of students will score 4 or above on 2.C. (Professional & Personal Boundaries) and 2.G. (Emotional Stability & Self-control) of the CCS-R at three points in the Program.
 - MHS 5005
 - Data: 100%
 - Outcome: No intervention necessary
 - MHS 6401
 - Data: 100%
 - Outcome: No intervention necessary
 - MHS 6803
 - Data: 100%
 - Outcome: No intervention necessary

Measure 3: ISSEF

- Target: 100% of students will score 1 or above on the Professionalism Part I (Personal Behaviors) Domain of the ISSEF by the end of MHS 6830/SDS 6947
- Data: 100% (CMHC), 100% (MCFT), 100% (SC)
- Outcome: No intervention necessary

Measure 4: Program Evaluation (not tied to CACREP Standard)

- Target: 90% of students will match or exceed the national mean for the Professional Counseling Orientation and Ethical Practice subscale of the CPCE prior to graduation.
- Data: 83.3% (Fall 20), 97.9% (Spring 21), 100% (Summer 21)
- Outcome: No intervention necessary

Assessment Results of Students' Knowledge and Skills

- **SOCIAL AND CULTURAL DIVERSITY**

- Core Value #1 Diversity: A commitment to diversity that ensures that each individual, couple, and family is treated with compassion and respect.
- Program Objective #4b: To work with an increasingly diverse and multicultural society
- CACREP Standard 2.F.2.c: Understand and apply multicultural counseling competencies.

Measure 1: Case Study

- Target: 100% of students will score 5 or above on understanding how the MCC apply to their Ethical Case Study assignment in one of two places in the Program
 - MHS 6702
 - Data: 100%
 - Outcome: No intervention necessary
 - SPS 6815
 - Data: 100%
 - Outcome: No intervention necessary

Measure 2: Group Presentation

- Target: 100% of students will score 4 or above on understanding how the MCC apply to their Group Presentation assignment by the end of MHS 6420
- Data: 100%
- Outcome: No intervention necessary

Measure 3: CCS-R

- Target: 100% of students will score 4 or above on 2.F. (Multicultural Competence in Counseling Relationship) of the CCS-R at three points in the Program.
 - MHS 5005
 - Data: 100%
 - Outcome: No intervention necessary
 - MHS 6401
 - Data: 100%
 - Outcome: No intervention necessary
 - MHS 6803
 - Data: 100%
 - Outcome: No intervention necessary

Measure 4: ISSEF

- Target: 100% of students will score 1 or above on the Multicultural Competency Domain of the ISSEF by the end of MHS 6830/SDS 6947
- Data: 100% (CMHC), 100% (MCFT), 100% (SC)
- Outcome: No intervention necessary

Measure 5: Program Evaluation (not tied to CACREP Standard)

- Target: 90% of students will match or exceed the national mean for the Social and Cultural Diversity subscale of the CPCE prior to graduation.
- Data: 70.8% (Fall 20), 81.3% (Spring 21), 75.0% (Summer 21)
- Outcome: **Intervention needed**

Assessment Results of Students' Knowledge and Skills

- **HUMAN GROWTH AND DEVELOPMENT**

- Core Value #3 Ethical & Competent Practice: Professional and competent practice guided by ethical standards and best practices
- Program Objective #4c: To work with the spectrum of behaviors found in individuals, couples, families, and groups across the lifespan
- CACREP Standard 2.F.3.c: Understand and apply theories of normal and abnormal personality development.

Measure 1: Theory Paper

- Target: 100% of students will score 10 or above on understanding how the theories of normal and abnormal personality development apply to their Personal Theory Paper assignment by the end of MHS 6400
- Data: 100%
- Outcome: No intervention necessary

Measure 2: Case Presentation

- Target: 100% of students will score 1 or above on the application of normal and abnormal personality development in their Case Presentation assignment at two points in the Program.
 - MHS 6803
 - Data: 100%
 - Outcome: No intervention necessary
 - MHS 6830/SDS 6947
 - Data: 100% (CMHC & MCFT), 100% (SC)
 - Outcome: No intervention necessary

Measure 3: Program Evaluation (not tied to CACREP Standard)

- Target: 90% of students will match or exceed the national mean for the Human Growth and Development subscale of the CPCE prior to graduation.
- Data: 70.8% (Fall 20), 8.33% (Spring 21), 0.00% (Summer 21)
- Outcome: **Intervention needed**

Assessment Results of Students' Knowledge and Skills

• CAREER DEVELOPMENT

- Core Value #3 Ethical & Competent Practice: Professional and competent practice guided by ethical standards and best practices.
- Program Objective #4d: To use technology in treatment planning, learning and career exploration, personal growth, research, and other appropriate applications
- CACREP Standard 2.F.4.b: Understand and implement approaches for conceptual-izing the interrelation-ships among and between work, mental well-being, relationships, and other life roles and factors.

Measure 1: Career Presentation

- Target: 100% of students will score 5 or above on understanding how the interrelationships among and between work, mental well-being, relationships, and other life roles and factors apply to their Theory & Practice Presentation assignment by the end of SDS 6347.
- Data: 100%
- Outcome: No intervention necessary

Measure 2: Case Presentation

- Target: 100% of students will score 1 or above on the application of the interrelationships among and between work, mental well-being, relationships, and other life roles and factors in their Case Presentation assignment at two points in the Program.
 - MHS 6803
 - Data: 100%
 - Outcome: No intervention necessary
 - MHS 6830/SDS 6947
 - Data: 100% (CMHC), 100% (SC)
 - Outcome: No intervention necessary

Measure 3: Program Evaluation (not tied to CACREP Standard)

- Target: 90% of students will match or exceed the national mean for the Career Development subscale of the CPCE prior to graduation.
- Data: 66.7% (Fall 20), 87.5% (Spring 21), 100% (Summer 21)
- Outcome: **Intervention needed**

Assessment Results of Students' Knowledge and Skills

- **COUNSELING AND HELPING RELATIONSHIPS**

- Core Value #3 Ethical & Competent Practice: Professional and competent practice guided by ethical standards and best practices.
- Program Objective #4e: To demonstrate excellent helping, communication, problem solving, conflict resolution, consultation, and other intrapersonal and interpersonal skills
- CACREP Standard 2.F.5.g: Understand and conduct the essential interviewing, counseling, and case conceptualization skills.

Measure 1: CCS-R

- Target: 100% of students will score 4 or above on all items in Part I of the CCS-R (Counseling Skills & Therapeutic Conditions) at two points in the Program.
 - MHS 6401
 - Data: **84.3%**
 - Outcome: Three errors were discovered. First, there was an error on the database rubric related to the CCS-R assessment. Next, the CCS-R was not being used as a graded assignment in the MHS 6401 classes. And third, adjunct instructors were not holding students to the requirement of "meeting expectations" on every counseling skill. This has been rectified.
 - MHS 6803
 - Data: **97.6%**
 - Outcome: 1 student was remediated (retook Practicum and demonstrated competency the following semester)

Measure 2: ISSEF

- Target: 100% of students will score 1 or above on all items in the Intervention & Treatment Planning Domain of the ISSEF by the end of MHS 6830/SDS 6947
- Data: 100% (CMHC), **97.4%** (MCFT), 100% (SC)
- Outcome: 1 student was remediated (retook internship and demonstrated competency the following semester) (MCFT)

Measure 3: Program Evaluation (not tied to CACREP Standard)

- Target: 90% of students will match or exceed the national mean for the Counseling and Helping Relationships subscale of the CPCE prior to graduation.
- Data: 75.0% (Fall 20), 95.8% (Spring 21), 87.5% (Summer 21)
- Outcome: **Intervention needed**

Assessment Results of Students' Knowledge and Skills

- **GROUP COUNSELING AND GROUP WORK**

- Core Value #3 Ethical & Competent Practice: Professional and competent practice guided by ethical standards and best practices.
- Program Objective #4f: To design and facilitate group interventions to serve clients in various settings
- CACREP Standard 2.F.6.b: Understand and apply the dynamics associated with group process and development.

Measure 1: Group Journal

- Target: 100% of students will score 24 or above on understanding the dynamics associated with group process and development within their Experiential/Personal Growth Group Journal assignment by the end of MHS 6500.
- Data: 74.1%
- Outcome: The Experiential/Personal Growth Group Journal assignment was new in the Summer 2021 and thus was not scored accurately by all instructors. This has been rectified.

Measure 2: Group Evaluation

- Target: 100% of students will score 1 or above on demonstrating the importance of group dynamics, group process, and group development within their Practicum group assignment by the end of MHS 6803
- Data: 100%
- Outcome: No intervention necessary

Measure 3: Program Evaluation (not tied to CACREP Standard)

- Target: 90% of students will match or exceed the national mean for the Group Counseling and Group Work subscale of the CPCE prior to graduation.
- Data: 70.8% (Fall 20), 83.3% (Spring 21), 87.5% (Summer 21)
- Outcome: Intervention needed

Assessment Results of Students' Knowledge and Skills

• ASSESSMENT AND TESTING

- Core Value #3 Ethical & Competent Practice: Professional and competent practice guided by ethical standards and best practices.
- Program Objective #4g: To select, administer, and interpret assessment tools
- CACREP Standard 2.F.7.c: Understand and demonstrate procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide.

Measure 1: Case Study

- Target: 100% of students will score 5 or above on understanding the procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide within the Case Study in one of two places in the Program
 - MHS 6070 (CMHC and MCFT)
 - Data: 100%
 - Outcome: No intervention necessary
 - SDS 6411 (SC)
 - Data: 100%
 - Outcome: No intervention necessary

Measure 2: Case Presentation

- Target: 100% of students will score 1 or above on demonstrating the procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide within their Case Presentation assignment at two points in the Program.
 - MHS 6803
 - Data: 100%
 - Outcome: No intervention necessary
 - MHS 6830/SDS 6947
 - Data: 100% (CMHC & MCFT), 100% (SC)
 - Outcome: No intervention necessary

Measure 3: Program Evaluation (not tied to CACREP Standard)

- Target: 90% of students will match or exceed the national mean for the Assessment and Testing subscale of the CPCE prior to graduation.
- Data: 83.3% (Fall 20), 31.3% (Spring 21), 12.5% (Summer 21)
- Outcome: **Intervention needed**

Assessment Results of Students' Knowledge and Skills

RESEARCH AND PROGRAM EVALUATION

- Core Value #4 Professional Scholarship: Effective helping/teaching strategies informed by the critical evaluation of, and contributions to, the professional counseling literature.
- Program Objective #4h: To utilize a variety of research methods, statistical procedures, needs assessments, and program evaluations designed to improve counselor effectiveness
- CACREP Standard 2.F.8.a: Understand the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice.

Measure 1: Research Paper

- Target: 100% of students will score 15 or above on understanding the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice, within the Research Paper assignment by the end of MHS 5005
- Data: 100%
- Outcome: No intervention necessary

Measure 2: Case Presentation

- Target: 100% of students will score 1 or above on understanding the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice within their Case Presentation assignment at two points in the Program
 - MHS 6803
 - Data: 100%
 - Outcome: No intervention necessary
 - MHS 6830/SDS 6947
 - Data: 100% (CMHC & MCFT), 100% (SC)
 - Outcome: No intervention necessary

Measure 3: Program Evaluation (not tied to CACREP Standard)

- Target: 90% of students will match or exceed the national mean for the Research and Program Evaluation subscale of the CPCE prior to graduation.
- Data: 83.3% (Fall 20), 90% (Spring 21), 87.5% (Summer 21)
- Outcome: **Intervention needed**

Assessment Results of Students' Knowledge and Skills

• CLINICAL MENTAL HEALTH COUNSELING

- Core Values
 - Core Value #1 Diversity: A commitment to diversity that ensures that each individual, couple, and family is treated with compassion and respect.
 - Core Value #2 Advocacy & Leadership: Advocacy for individuals, couples, families, and the counseling profession; leading and serving the counseling profession.
 - Core Value #3 Ethical & Competent Practice: Professional and competent practice guided by ethical standards and best practices.
 - Core Value #5 Clinician Self-Care: Holistic and optimal clinician health guided by intentional and meaningful self-care strategies.
- Program Objectives
 - Program Objective #4a: Practice according to the codes of ethics, legal precedence, and other appropriate standards relevant to the counseling profession
 - Program Objective #4b: Work with an increasingly diverse and multicultural society
 - Program Objective #4c: Work with the spectrum of behaviors found in individuals, couples, families, and groups across the lifespan
 - Program Objective #4d: Use technology in treatment planning, learning and career exploration, personal growth, research, and other appropriate applications
 - Program Objective #4e: Demonstrate excellent helping, communication, problem solving, conflict resolution, consultation, and other intrapersonal and interpersonal skills
 - Program Objective #4f: Design and facilitate group interventions to serve clients in various settings
 - Program Objective #4g: Select, administer, and interpret assessment tools
 - Program Objective #4i: Develop a professional identity appropriate to their chosen career path.
- CACREP Standard 5.C.3.b: Demonstrate techniques and interventions for the prevention and treatment of a broad range of mental health issues.

Measure 1: CCS-R

- Target: 100% of students will score 4 or above on every item of the CCS-R at three points in the Program.
 - MHS 6401
 - Data: 86.2%
 - Outcome: Three errors were discovered. First, there was an error on the database rubric related to the CCS-R assessment. Next, the CCS-R was not being used as a graded assignment in the MHS 6401 classes. And third, adjunct instructors were not holding students to the requirement of “meeting expectations” on every counseling skill. This has been rectified.
 - MHS 6803 (1)
 - Data: 95.9%
 - Outcome: 1 student was remediated (retook Practicum and demonstrated competency the following semester)
 - MHS 6803 (2)
 - Data: 100%
 - Outcome: No intervention necessary

Measure 2: ISSEF

- Target: 100% of students will score 1 or above on every item of the ISSEF (CMHC version) at two points in the Program
 - MHS 6830 (1)

- Data: 98.4%
- Outcome: 1 student was remediated (retook Internship and demonstrated competency the following semester)
- MHS 6830 (2)
 - Data: 100%
 - Outcome: No intervention necessary

Assessment Results of Students' Knowledge and Skills

- **MARRIAGE, COUPLE, AND FAMILY COUNSELING**

- Core Values

- Core Value #1 Diversity: A commitment to diversity that ensures that each individual, couple, and family is treated with compassion and respect.
- Core Value #2 Advocacy & Leadership: Advocacy for individuals, couples, families, and the counseling profession; leading and serving the counseling profession.
- Core Value #3 Ethical & Competent Practice: Professional and competent practice guided by ethical standards and best practices.
- Core Value #5 Clinician Self-Care: Holistic and optimal clinician health guided by intentional and meaningful self-care strategies.

- Program Objectives

- Program Objective #4a: Practice according to the codes of ethics, legal precedence, and other appropriate standards relevant to the counseling profession
- Program Objective #4b: Work with an increasingly diverse and multicultural society
- Program Objective #4c: Work with the spectrum of behaviors found in individuals, couples, families, and groups across the lifespan
- Program Objective #4d: Use technology in treatment planning, learning and career exploration, personal growth, research, and other appropriate applications
- Program Objective #4e: Demonstrate excellent helping, communication, problem solving, conflict resolution, consultation, and other intrapersonal and interpersonal skills
- Program Objective #4f: Design and facilitate group interventions to serve clients in various settings
- Program Objective #4g: Select, administer, and interpret assessment tools
- Program Objective #4i: Develop a professional identity appropriate to their chosen career path.

- CACREP Standard 5.F.3.c: Demonstrate techniques and interventions of marriage, couple, and family counseling.

Measure 1: CCS-R

- Target: 100% of students will score 4 or above on every item of the CCS-R at three points in the Program.

- MHS 6401

- Data: **73.3%**
- Outcome: Three errors were discovered. First, there was an error on the database rubric related to the CCS-R assessment. Next, the CCS-R was not being used as a graded assignment in the MHS 6401 classes. And third, adjunct instructors were not holding students to the requirement of "meeting expectations" on every counseling skill. This has been rectified.

- MHS 6803 (1)

- Data: **94.1%**
- Outcome: 1 student was remediated (retook Practicum and demonstrated competency the following semester)

- MHS 6803 (2)

- Data: 100%
- Outcome: No intervention necessary

Measure 2: ISSEF

- Target: 100% of students will score 1 or above on every item of the ISSEF (MCFT version) at two points in the Program

- MHS 6830 (1)

- Data: 100%
- Outcome: No intervention necessary
- MHS 6830 (2)
 - Data: 90%
 - Outcome: 1 student was remediated (retook Internship and demonstrated competency the following semester)

Assessment Results of Students' Knowledge and Skills

- **SCHOOL COUNSELING**

- Core Values

- Core Value #1 Diversity: A commitment to diversity that ensures that each individual, couple, and family is treated with compassion and respect.
- Core Value #2 Advocacy & Leadership: Advocacy for individuals, couples, families, and the counseling profession; leading and serving the counseling profession.
- Core Value #3 Ethical & Competent Practice: Professional and competent practice guided by ethical standards and best practices.
- Core Value #5 Clinician Self-Care: Holistic and optimal clinician health guided by intentional and meaningful self-care strategies.

- Program Objectives

- Program Objective #4a: Practice according to the codes of ethics, legal precedence, and other appropriate standards relevant to the counseling profession
- Program Objective #4b: Work with an increasingly diverse and multicultural society
- Program Objective #4c: Work with the spectrum of behaviors found in individuals, couples, families, and groups across the lifespan
- Program Objective #4d: Use technology in treatment planning, learning and career exploration, personal growth, research, and other appropriate applications
- Program Objective #4e: Demonstrate excellent helping, communication, problem solving, conflict resolution, consultation, and other intrapersonal and interpersonal skills
- Program Objective #4f: Design and facilitate group interventions to serve clients in various settings
- Program Objective #4g: Select, administer, and interpret assessment tools
- Program Objective #4i: Develop a professional identity appropriate to their chosen career path.

- CACREP Standard 5.G.3.f: Demonstrate techniques of personal/social counseling in school settings.

Measure 1: CCS-R

- Target: 100% of students will score 4 or above on every item of the CCS-R at two points in the Program.
 - MHS 6401
 - Data: **86.7%**
 - Outcome: Three errors were discovered. First, there was an error on the database rubric related to the CCS-R assessment. Next, the CCS-R was not being used as a graded assignment in the MHS 6401 classes. And third, adjunct instructors were not holding students to the requirement of "meeting expectations" on every counseling skill. This has been rectified.
 - MHS 6803
 - Data: 100%
 - Outcome: No intervention necessary

Measure 2: ISSEF

- Target: 100% of students will score 1 or above on every item of the ISSEF (SC version) by the end of SDS 6947
- Data: 100%
- Outcome: No intervention necessary

Assessment Results of Students' Knowledge and Skills

- **DOCTORAL PROFESSIONAL IDENTITY: COUNSELING**

- Core Values

- Core Value #1 Diversity: A commitment to diversity that ensures that each individual, couple, and family is treated with compassion and respect.
- Core Value #3 Ethical & Competent Practice: Professional and competent practice guided by ethical standards and best practices.
- Core Value #5 Clinician Self-Care: Holistic and optimal clinician health guided by intentional and meaningful self-care strategies.

- Program Objectives

- Program Objective #4a: Practice according to the codes of ethics, legal precedence, and other appropriate standards relevant to the counseling profession
- Program Objective #4b: Work with an increasingly diverse and multicultural society
- Program Objective #4c: Work with the spectrum of behaviors found in individuals, couples, families, and groups across the lifespan
- Program Objective #4d: Use technology in treatment planning, learning and career exploration, personal growth, research, and other appropriate applications
- Program Objective #4e: Demonstrate excellent helping, communication, problem solving, conflict resolution, consultation, and other intrapersonal and interpersonal skills
- Program Objective #4f: Design and facilitate group interventions to serve clients in various settings
- Program Objective #4g: Select, administer, and interpret assessment tools
- Program Objective #4i: Develop a professional identity appropriate to their chosen career path.

- CACREP Standard 6.B.1.c: Conceptualize clients from multiple theoretical perspectives.

Measure 1: Counseling Theory Presentation

- Target: 100% of students will score 7 or above on conceptualizing clients from multiple theoretical perspectives within the Counseling Theory Presentation assignment by the end of MHS 7406.
- Data: **83.3%**
- Outcome: One student neglected to include this element in their presentation. Even though the element is clearly indicated in the syllabus and grading rubric, the instructor has indicated that future assignment discussions will include additional explanations related to this element.

Measure 2: Case Presentation

- Target: 100% of students will score 4 or above on conceptualizing clients from multiple theoretical perspectives within the Case Presentation assignment by the end of MHS 7801.
- Data: 100% of students scored 4 or above on this domain.
- Outcome: No intervention necessary

Measure 3: Comprehensive Exam

- Target: 100% of students will score 1 or above on conceptualizing clients from multiple theoretical perspectives within the Counseling Theory Comp Question before entering candidacy.
- Data: 100% of students scored 1 or above on this domain.
- Outcome: No intervention necessary

Assessment Results of Students' Knowledge and Skills

- **DOCTORAL PROFESSIONAL IDENTITY: SUPERVISION**

- Core Values

- Core Value #2 Advocacy & Leadership: Advocacy for individuals, couples, families, and the counseling profession; leading and serving the counseling profession.
- Core Value #3 Ethical & Competent Practice: Professional and competent practice guided by ethical standards and best practices.

- Program Objectives

- Program Objective #4a: Practice according to the codes of ethics, legal precedence, and other appropriate standards relevant to the counseling profession
- Program Objective #4b: Work with an increasingly diverse and multicultural society
- Program Objective #4c: Use technology in treatment planning, learning and career exploration, personal growth, research, and other appropriate applications
- Program Objective #4e: Demonstrate excellent helping, communication, problem solving, conflict resolution, consultation, and other intrapersonal and interpersonal skills
- Program Objective #4f: Design and facilitate group interventions to serve clients in various settings
- Program Objective #4g: Select, administer, and interpret assessment tools
- Program Objective #4i: Develop a professional identity appropriate to their chosen career path.

- CACREP Standard 6.B.2.f: Understand and demonstrate an assessment of supervisees' developmental level and other relevant characteristics.

Measure 1: Supervision Model Paper

- Target: 100% of students will score 3 or above on understanding how to assess supervisees' developmental level (and other relevant characteristics) and how this impacts the supervision process within the Personal Counseling Supervision Model Paper assignment by the end of MHS 7611.
- Data: 100% of students scored 3 or above on this domain.
- Outcome: No intervention necessary

Measure 2: Student Supervisor Evaluation

- Target: 100% of students will score 2 or above on demonstrating the ability to assess supervisees' developmental level (and other relevant characteristics) and how this impacts the supervision process) within the Student Supervisor Evaluation by the end of MHS 7808.
- Data: 100% of students scored 2 or above on this domain.
- Outcome: No intervention necessary

Measure 3: Comprehensive Exam

- Target: 100% of students will score 1 or above on assessing supervisees' developmental level (and other relevant characteristics) and how this impacts the supervision process within the Supervision Theory Comp Question before entering candidacy.
- Data: 100% of students scored 1 or above on this domain.
- Outcome: No intervention necessary

Assessment Results of Students' Knowledge and Skills

- **DOCTORAL PROFESSIONAL IDENTITY: TEACHING**

- Core Values

- Core Value #2 Advocacy & Leadership: Advocacy for individuals, couples, families, and the counseling profession; leading and serving the counseling profession.
- Core Value #3 Ethical & Competent Practice: Professional and competent practice guided by ethical standards and best practices.

- Program Objectives

- Program Objective #4a: Practice according to the codes of ethics, legal precedence, and other appropriate standards relevant to the counseling profession
- Program Objective #4b: Work with an increasingly diverse and multicultural society
- Program Objective #4d: Use technology in treatment planning, learning and career exploration, personal growth, research, and other appropriate applications
- Program Objective #4e: Demonstrate excellent helping, communication, problem solving, conflict resolution, consultation, and other intrapersonal and interpersonal skills
- Program Objective #4f: Design and facilitate group interventions to serve clients in various settings
- Program Objective #4g: Select, administer, and interpret assessment tools
- Program Objective #4i: Develop a professional identity appropriate to their chosen career path.

- CACREP Standard 6.B.3.a: Understand the roles and responsibilities related to educating counselors.

Measure 1: Interviews of Counselor Educators Paper

- Target: 100% of students will score 10 or above on understanding the roles and responsibilities related to educating counselors within the Interviews of Counselor Educators Paper assignment by the end of MHS 7700.
- Data: 100% of students scored 10 or above on this domain.
- Outcome: No intervention necessary

Measure 2: Theory of Teaching and Learning Paper

- Target: 100% of students will score 8 or above on understanding the roles and responsibilities related to educating counselors within the Theory of Teaching and Learning Paper assignment by the end of MHS 7840.
- Data: 100% of students scored 8 or above on this domain.
- Outcome: No intervention necessary

Measure 3: Teaching Evaluation

- Target: 100% of students will score "very good" or above on demonstrating the roles and responsibilities related to educating counselors within the Teaching Evaluation by the end of MHS 7840.
- Data: 100% of students scored "very good" or above on this domain.
- Outcome: No intervention necessary

Measure 4: Comprehensive Exam

- Target: 100% of students will score 1 or above on understanding the roles and responsibilities related to educating counselors (e.g., developmental assessment, multi-modal teaching strategies, use of technology, culturally relevant techniques, gatekeeping) within the Teaching Theory Comp Question before entering candidacy.
- Data: 100% of students scored 1 or above on this domain.
- Outcome: No intervention necessary

Assessment Results of Students' Knowledge and Skills

- **DOCTORAL PROFESSIONAL IDENTITY: RESEARCH AND SCHOLARSHIP**

- Core Values
 - Core Value #4 Professional Scholarship: Effective helping/teaching strategies informed by the critical evaluation of, and contributions to, the professional counseling literature.
- Program Objectives
 - Program Objective #4d: Use technology in treatment planning, learning and career exploration, personal growth, research, and other appropriate applications
 - Program Objective #4h: Utilize a variety of research methods, statistical procedures, needs assessments, and program evaluations designed to improve counselor effectiveness
 - Program Objective #4i: Develop a professional identity appropriate to their chosen career path.
- CACREP Standard 6.B.4.g: Understand and demonstrate the ability to develop research questions appropriate for professional research and publication.

Measure 1: Research Questions/Hypotheses Assignment

- Target: 100% of students will score 3 or above on understanding how to develop research questions appropriate for professional research and publication within the Research Questions/ Hypotheses assignment by the end of IDS 7500.
- Data: 100% of students scored 3 or above on this domain.
- Outcome: No intervention necessary

Measure 2: Comprehensive Exam

- Target: 100% of students will score 1 or above on demonstrating the ability to develop research questions appropriate for professional research and publication within the Research Comp Question before entering candidacy.
- Data: 100% of students scored 1 or above on this domain.
- Outcome: No intervention necessary

Assessment Results of Students' Knowledge and Skills

- **DOCTORAL PROFESSIONAL IDENTITY: LEADERSHIP AND ADVOCACY**

- Core Values
 - Core Value #2 Advocacy & Leadership: Advocacy for individuals, couples, families, and the counseling profession; leading and serving the counseling.
- Program Objectives
 - Program Objective #4e: Demonstrate excellent helping, communication, problem solving, conflict resolution, consultation, and other intrapersonal and interpersonal skills
 - Program Objective #4i: Develop a professional identity appropriate to their chosen career path.
- CACREP Standard 6.B.5.b: Understand and demonstrate leadership and leadership development in professional organizations.

Measure 1: Interviews of Counselor Educators Paper

- Target: 100% of students will score 10 or above on understanding the roles of leaders and leadership development in professional organizations within the Interviews of Counselor Educators Paper assignment by the end of MHS 7700.
- Data: 100% of students scored 10 or above on this domain.
- Outcome: No intervention necessary

Measure 2: Immersion and Advocacy Community Engagement Activity

- Target: 100% of students will score 8 or above on understanding roles of leaders and leadership development in professional organizations within the Immersion and Advocacy Community Engagement Activity Paper assignment by the end of MHS 7497.
- Data: 100% of students scored 8 or above on this domain.
- Outcome: No intervention necessary

Measure 3: Comprehensive Exam

- Target: 100% of students will score 1 or above on demonstrating an understanding of the necessary elements involved with leadership and leadership development as it relates to their role as counselor educators (with an emphasis on service and advocacy) within the Leadership & Advocacy Comp Question before entering candidacy.
- Data: 100% of students scored 1 or above on this domain.
- Outcome: No intervention necessary

Assessment Results of Students' Professional Dispositions

- Core Value #3 Ethical & Competent Practice: Professional and competent practice guided by ethical standards and best practices.
- Core Value #5 Clinician Self-Care: Holistic and optimal clinician health guided by intentional and meaningful self-care strategies.
- Program Objective #2: Provide opportunities that encourage students to grow personally and engage in self-reflection and self-awareness
- CACREP Standard I.O: Counselor education programs have and follow a policy for student retention, remediation, and dismissal from the program consistent with institutional due process policies and with the counseling profession's ethical codes and standards of practice

Measure 1: Master's Student Dispositional Assessment

- Target: 100% of Master's students will score 2 or above on every domain of the Master's Student Dispositional Assessment by the end of the Program (or will have been remediated/dismissed)
- Data:
 - Fall 2020: All students scored 2 or above on every domain of the Master's Student Dispositional Assessment
 - Spring 2021: 1 student scored 1 (below expectations) on the following domains: Academic Progress and Knowledge & Adherence to Course Policies. The student received remediation and met all associated requirements.
- Outcome: No intervention necessary

Measure 2: Counselor Educator in Training Assessment Scale (CETAS)

- Target: 100% of Doctoral students will score 3 or above on every domain of the CETAS by the end of the Program (or will have been remediated/dismissed)
- Data:
 - Fall 2020:
 - 1 student scored 2 (near expectations) on Attendance and Presence by one evaluator (remediation was not indicated)
 - 1 student scored 2 (near expectations) on Communication by one evaluator (remediation was not indicated)
- Outcome: No intervention necessary

Demographics and other Characteristics of Program Applicants, Students, and Graduates

- Core Value #1 Diversity: A commitment to diversity that ensures that each individual, couple, and family is treated with compassion and respect.
- Program Objective #1: Attract, enroll, and retain a diverse group of students and to create and support an inclusive learning community
- CACREP Standard I.K: The academic unit makes continuous and systematic efforts to attract, enroll, and retain a diverse group of students and to create and support an inclusive learning community

Measure 1: Applicant Demographics

- Target: Program Applicant demographics will mirror that of the University applicants.
- Data: **We have more female applicants than the University**
 - Gender: University: Males (39.7%), Females (60.2%)
 - Master's: Males (13.2%), Females (86.8%)
 - Doctoral: Males (24.4 %), Females (75.6%)
 - Age (average): University: 29
 - Master's: 27
 - Doctoral: 31
 - Ethnicity: University: White (44.8%), Hispanic/Latino (19.9%), Black/African American (12.7%), Asian (14.6%), Hawaiian/PI (0.1%), Native American (0.1%), Other (2.9%), Multiracial (3.9%)
 - Master's: White (45.7%), Hispanic/Latino (23.7%), Black/African American (17.4%), Asian (6.8%), Hawaiian/PI (0.0%), Native American (0.0%), Other (1.4%), Multiracial (5.0%)
 - Doctoral: White (41.5%), Hispanic/Latino (7.3%), Black/African American (14.6%), Asian (22.0%), Hawaiian/PI (0.0%), Native American (0.0%), Other (2.4%), Multiracial (12.2%)
- Outcome: Recruitment efforts of male and diverse candidates will be increased

Measure 2: Student Demographics

- Target: Program Student demographics will mirror that of the University (as well as the Applicant demographics)
- Data: **We have more female students than the University**
 - Gender: University: Males (39.2%), Females (60.8%)
 - MA (CMHC, SC): Males (20.0%), Females (80.0%)
 - MEd (SC): Males (0.0 %), Females (100.0%)
 - MA (MCFT): Males (5.9%), Females (94.1%)
 - PhD (CES): Males (15.8%), Females (84.2%)
 - Age (average): University: Master's: 30.0, Doctoral: 32.4
 - No age-related data available for current students
 - Ethnicity: University: White (49.8%), Hispanic/Latino (18.8%), Black/African American (11.2%), Asian (5.0%), Hawaiian/PI (0.1%), Native American (0.1%), Other (1.1%), Multiracial (3.1%)
 - MA (CMHC, SC): White (56.6%), Hispanic/Latino (20.5%), Black/African American (10.2%), Asian (3.0%), Hawaiian/PI (0.0%), Native American (0.0%), Other (1.2%), Multiracial (7.2%)

- MEd (SC): White (50.0%), Hispanic/Latino (33.3%), Black/African American (16.7%), Asian (0.0%), Hawaiian/PI (0.0%), Native American (0.0%), Other (0.0%), Multiracial (0.0%)
- MA (MCFT): White (47.1%), Hispanic/Latino (21.6%), Black/African American (23.5%), Asian (2.0%), Hawaiian/PI (0.0%), Native American (0.0%), Other (0.0%), Multiracial (2.0%)
- PhD (CES): White (42.1%), Hispanic/Latino (10.1%), Black/African American (42.1%), Asian (5.6%), Hawaiian/PI (0.0%), Native American (0.0%), Other (0.0%), Multiracial (0.0%)

- Outcome: Recruitment efforts of male and diverse candidates will be increased

Measure 3: Graduate Demographics

- Target: Program Graduate demographics will mirror that of the University (as well as the Applicant and Student demographics)
- Data: **We have more female graduates than the University**
- Data: **We have more Asian (MA & PhD) applicants than we do students or graduates**
 - Gender: University: Males (38.2%), Females (61.7%)
 - MA (CMHC, SC): Males (21.3%), Females (78.6%)
 - MEd (SC): Males (0.0%), Females (100.0%)
 - MA (MCFT): Males (5.5%), Females (94.4%)
 - PhD (CES): Males (16.7%), Females (83.3%)
 - Age: University: Less than 24 (10.6%), 24-29 (50.3%), 30-39 (27.1%), 40-49 (8.1%), 50+ (3.6%)
 - MA (CMHC, SC): Less than 24 (9.8%), 24-29 (75.4%), 30-39 (13.1%), 40-49 (0.0%), 50+ (1.6%)
 - MEd (SC): Less than 24 (0.0%), 24-29 (0.0%), 30-39 (100.0%), 40-49 (0.0%), 50+ (0.0%)
 - MA (MCFT): Less than 24 (5.5%), 24-29 (77.7%), 30-39 (11.5%), 40-49 (5.5%), 50+ (0.0%)
 - PhD (CES): Less than 24 (0.0%), 24-29 (16.7%), 30-39 (66.7%), 40-49 (16.7%), 50+ (0.0%)
 - Ethnicity: University: White (50.1%), Hispanic/Latino (18.2%), Black/African American (10.8%), Asian (5.1%), Hawaiian/PI (0.0%), Native American (0.0%), Other (12.8%), Multiracial (2.6%)
 - MA (CMHC, SC): White (60.6%), Hispanic/Latino (21.3%), Black/African American (11.4%), Asian (0.0%), Hawaiian/PI (0.0%), Native American (0.0%), Other (1.6%), Multiracial (4.9%)
 - MEd (SC): White (33.3%), Hispanic/Latino (33.3%), Black/African American (33.3%), Asian (0.0%), Hawaiian/PI (0.0%), Native American (0.0%), Other (0.0%), Multiracial (0.0%)
 - MA (MCFT): White (33.3%), Hispanic/Latino (33.3%), Black/African American (22.2%), Asian (0.0%), Hawaiian/PI (0.0%), Native American (0.0%), Other (5.5%), Multiracial (5.5%)
 - PhD (CES): White (83.3%), Hispanic/Latino (0.0%), Black/African American (16.7%), Asian (0.0%), Hawaiian/PI (0.0%), Native American (0.0%), Other (0.0%), Multiracial (0.0%)
- Outcome: Recruitment efforts of male and diverse candidates will be increased

Measure 4: Alumni Survey

- Target: Program alumni will indicate an average rating of 4.0 (on a 1-5 scale) related to their satisfaction with the Program's creation and support of an inclusive learning community
- Data: Alumni rated this domain as 4.43
- Outcome: No intervention necessary

Results of Follow-Up Studies of Employers, Site Supervisors, and Alumni (+ Graduating Students)

Employers

N = 4

Setting

Clinical setting: 4
School setting: 0
University setting: 0

Professional Identity of Graduates

CMHC: 4
MCFT: 0
SC: 0
CES PhD: 0

Graduating Students

N= 76

Track

CMHC: 46
MCFT: 18
SC (MA, MEd): 12

Site Supervisors

N = 68

Setting

Clinical setting: 32
School setting: 23
University setting: 13

Professional Identity of Interns

CMHC: 35
MCFT: 3
SC: 23
CES PhD: 6

Alumni

N = 62 (graduation date: 2018-2020)

Degree Type

Clinical Mental Health Counseling: 45
Marriage, Couple, & Family Therapy: 7
School Counseling: 5
Doctoral: 5

Licensure Pass Rates

100% passed the exam the first time (self)
76% CMHC: state, down from 84% last year
86% MCFT: state, up from 73% last year

Employment

Employed immediately - 3 months: 80%
Employed within 3-6 months: 4%
Employed after 6 months: 6%
Didn't enter counseling prof: 10%

Other tidbits:

CMHC grads who seek licensure
MHC: 89%
MCFT grads who seek licensure
MFT: 58%
MHC: 42%
SC grads who seek certification
SC: 8

Satisfaction with Preparation (on a 5-point scale): Alumni, Employers, & Site Supervisors
 (Numbers in parentheses are provided as a comparison of last year's evaluation)

	Alumni	Employers	Site Supervisors
1. Ethics and Standards of Practice: How prepared (were you, are graduates, are interns) to practice according to the codes of ethics, legal precedence, and other appropriate standards relevant to the counseling profession?	4.52 (4.41)	4.75 (4.46)	4.50 (4.18)
2. Diversity: How prepared (were you, are graduates, are interns) to work with an increasingly diverse and multicultural society?	4.23 (4.08)	5.00 (4.05)	4.30 (4.00)
3. Human Behavior: How prepared (were you, are graduates, are interns) to work with the spectrum of behaviors found in individuals, couples, families, and/or groups, across the lifespan?	4.09 (4.17)	4.75 (4.33)	4.20 (3.93)
4. Technology: How prepared (were you, are graduates, are interns) to use technology for use in treatment planning, learning and career exploration, personal growth, research, and other appropriate applications?	4.07 (3.80)	4.75 (4.14)	4.47 (4.21)
5. Engaging Clients/Students: How prepared (were you, are graduates, are interns) to demonstrate excellent helping, communication, problem solving, conflict resolution, consultation, and other intrapersonal and interpersonal skills?	4.61 (4.47)	4.75 (4.32)	4.28 (4.26)
6. Group Facilitation: How prepared (were you, are graduates, are interns) to facilitate group interventions to serve clients/students in various settings? (*was not assessed last year)	4.00 (*)	4.33 (*)	4.04 (*)
7. Assessment: How prepared (were you, are graduates, are interns) to select, administer, and interpret assessment tools?	3.79 (3.43)	4.5 (4.00)	3.79 (3.15)
8. Research & Program Evaluation: How prepared (were you, are graduates, are interns) to utilize a variety of research methods, statistical procedures, needs assessments, and program evaluations in order to improve your/others' effectiveness?	3.36 (3.51)	4.00 (3.75)	3.89 (3.15)
9. Professional Identity: How prepared (were you, are graduates, are interns) in exhibiting the identity of a professional counselor/educator?	4.46 (4.32)	5.00 (4.46)	4.34 (4.08)

Doctoral Alumni

Alumni	Employers	Site Supervisors
1. Counseling: How prepared (were you, are graduates, are interns) to conceptualize clients/students from multiple theoretical perspectives? 3.80	(no responses)	4.00
2. Supervision: How prepared (were you, are graduates, are interns) to assess supervisees' developmental levels and tailor supervisory approaches accordingly? 4.60	(no responses)	4.33
3. Teaching: How prepared (were you, are graduates, are interns) to understand the roles and responsibilities related to educating counselors? 4.60	(no responses)	4.00
4. Research & Scholarship: How prepared (were you, are graduates, are interns) to develop research questions appropriate for professional research and implement a research study? 5.00	(no responses)	3.33
5. Leadership & Advocacy: How prepared (were you, are graduates, are interns) to lead and advocate within the counselor education profession and professional counseling associations? 4.80	(no responses)	3.67

Core Values – How evident were the following Core Values in the Counselor Education Program?

Alumni	Employers	Site Supervisors
1. Diversity: A commitment to diversity that ensures that each individual, couple, and family is treated with compassion and respect. 4.33	5.00	4.58
2. Advocacy & Leadership: Advocacy for individuals, couples, families, and the counseling profession. 4.35	4.75	4.41
3. Ethical & Competent Practice: Professional and competent practice guided by ethical standards. 4.54	4.50	4.63

4. **Professional Scholarship:** Effective helping/teaching strategies informed by the critical evaluation of, and contributions to, the professional counseling literature.

4.26	4.50	4.23
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5. **Clinician Self-Care:** Holistic and optimal clinician health guided by intentional and meaningful self-care strategies.

3.98	4.75	4.25
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- Data: 8 ratings below target
- Outcome: **Intervention needed**

Overall

Alumni	Employers	Site Supervisors
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Overall, the UCF Counselor Education Program aims to create and support an **inclusive learning community**. How well are we doing?

4.43	(not assessed)	(not assessed)
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Overall, how satisfied are you (as an alumni, as an employer, as a site supervisor) with (your education, graduates, interns) from the UCF Counselor Education Program?

4.53 (4.68)	5.00 (4.86)	4.49 (4.72)
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Magic Wand (Master's): What one thing do you wish that (you, your employee, your intern) would have had additional educational opportunities?

19	1	18	Trauma/Crisis counseling
14	1	13	Theory-specific interventions (e.g., Motivational Interviewing, Play Therapy, CBT, etc.)
9		1	How to start a small business (i.e. private practice)
6		6	Counseling clients/students with varying abilities
2	1	8	Effective strategies to counsel children
2		2	College/career planning
1	1	5	Effective strategies to counsel families

Magic Wand (Master's): Suggestions

4	3	Preparing for life post-graduation (realities of the work)
1	2	Speaking to parents of child clients
1	1	Advocacy/skills for marginalized communities
1		Eating disorders
1		Telehealth
1	1	Diversity/LGBTQ+ issues
	3	Counseling families

- 2 Severe/persistent mental illness
- 1 Suicidal clients

Magic Wand (Doctoral): What one thing do you wish that (you, your employee, your intern) would have had additional educational opportunities?

- 1 Additional time to sharpen teaching skills
- 1 Additional time to sharpen counseling skills
- 3 Additional training in research
- 1 Additional training in leadership/advocacy

Magic Wand (Doctoral): Suggestions

Advanced clinical training

Additional focus on diversity, inclusion, and social justice-focused pedagogy and supervision practices

Extra focus on timeliness (of project completion) and willingness to receive feedback

Increased opportunities to collaborate with full and part-time faculty

- Data: Several suggestions for improvement
- Outcome: **Intervention needed**

Satisfaction with Preparation: Current Students (Assessed their last semester)

(Numbers represent the % of students who indicated their level of agreement with the statement)

Strongly Agree Agree Neutral Disagree Strongly Disagree

1. **Ethics and Standards of Practice:** The program provided you with learning opportunities to acquire the following: to practice according to the codes of ethics, legal precedence, and other appropriate standards relevant to the counseling profession.

CMHC	80.4	19.5			
MCFT	61.1	33.3		5.5	
SC (MA, MEd)	66.6	25.0	8.3		

2. **Diversity:** The program provided you with learning opportunities to acquire the following: to work with an increasingly diverse and multicultural society.

CMHC	71.7	23.9	2.1	2.1	
MCFT	50.0	33.3	16.6		
SC (MA, MEd)	58.3	33.3	8.3		

3. **Human Behavior:** The program provided you with learning opportunities to acquire the following: to work with the spectrum of behaviors found in individuals, couples, families, and/or groups, across the lifespan.

CMHC	56.5	36.9	6.5		
MCFT	38.8	50.0	11.1		
SC (MA, MEd)	33.3	58.3	8.3		

4. **Technology:** How prepared (were you, are graduates, are interns) to use technology for use in treatment planning, learning and career exploration, personal growth, research, and other appropriate applications.

CMHC	50.0	32.6	13.0	4.3	
MCFT	27.7	44.4	16.6	5.5	5.5
SC (MA, MEd)	33.3	50.0	16.6		

5. **Engaging Clients/Students:** The program provided you with learning opportunities to acquire the following: to demonstrate excellent helping, communication, problem solving, conflict resolution, consultation, and other intrapersonal and interpersonal skills.

CMHC	71.7	28.2			
MCFT	38.8	55.5	5.5		
SC (MA, MEd)	50.0	41.6	8.3		

6. **Group Facilitation:** The program provided you with learning opportunities to acquire the following: to facilitate group interventions to serve clients/students in various settings.

CMHC	57.7	37.7	2.2		2.2
MCFT	22.2	55.5	11.1	11.1	
SC (MA, MEd)	50.0	33.3	16.6		

7. **Assessment:** The program provided you with learning opportunities to acquire the following: to select, administer, and interpret assessment tools.

CMHC	41.3	39.1	15.2	4.3
MCFT	27.7	55.5	16.6	
SC (MA, MEd)	33.3	50.0	16.6	

8. **Research & Program Evaluation:** The program provided you with learning opportunities to acquire the following: to utilize a variety of research methods, statistical procedures, needs assessments, and program evaluations in order to improve counselor effectiveness.

CMHC	45.6	34.7	13.0	6.5
MCFT	22.2	55.5	16.6	5.5
SC (MA, MEd)	41.6	33.3	25.0	

9. **Professional Identity:** The program provided you with learning opportunities to acquire the following: to develop a professional identity for my chosen career path (CMHC, MCFT, or SCH).

CMHC	62.2	31.1	2.2	4.4
MCFT	27.7	50.0	22.2	
SC (MA, MEd)	66.6	25.0	8.3	