

Process adopted on: _____

Process will be revisited on: _____

Program-Level Continuous Improvement Process (CI-Process) Basics

Program Basics	Program Name: State formal program name from list of ADHE- or UCA-recognized programs. M. S. in Mental Health Counseling
	Program Purpose: State WHY this program exists. The purpose should support the University, College, and Department mission statements, but it should NOT be a reiteration of those statements. The M. S. program in Mental Health Counseling prepares graduates to provide comprehensive counseling services to groups and individuals of all ages. Graduates of the program work as Licensed Professional Counselors in mental health centers, private practice, and community agencies. The program has high academic and practice standards that are consistent with state and national qualifications for licensed professional counselors. The program is geared toward the standards and values of the American Counseling Association (ACA) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP).
Program Goals (Typically programs have 2-4 goals)	Goal 1: Program goals state the faculty's broad expectations of the knowledge, skills, or abilities held by program completers. Graduates will have acquired the basic knowledge necessary to enter the mental health field as licensed professional counselors.
	Goal 2: Graduates will have demonstrated fundamental diagnostic and counseling skills necessary for entry-level mental health counselors.
	Goal 3: Graduates will have demonstrated appropriate knowledge and implementation of professional and ethical behavior as mental health counselors.
	Goal 4:
	Goal 5:
	Goal 6:
	Goal 7:
	Goal 8:

Program-Level Continuous Improvement Process (CI-Process) Plan

Closing the Loop Process	Data Collection	Who & How: Indicate who will collect the data and how data will be collected. The Director of Training of the Mental Health Counseling Committee will compile assessment data from various sources (detailed below).
		Timeline: Indicate when the data will be collected. September of each year.
	Data Analysis	Who: Indicate who, by name or position, is responsible for organizing the data and performing an initial analysis of the data to determine the extent to which the benchmarks for the tested student learning outcomes were achieved. The Director of Training is responsible for organizing the data and performing an initial analysis to determine the extent to which the benchmarks for the tested student learning outcomes were achieved.
		Timeline: Indicate when the data will be analyzed. October of each year.
	Data Dissemination	Who & How: The Director of Training will share results with the Mental Health Counseling Committee and the Department Chair to discuss the results and possible curricular and/or pedagogical changes.
		Timeline: October of each year.
	Resulting Actions	How: Indicate how the Program Director will formally share results and present desired program changes with the Responsible Authority The Director of Training will collate committee responses and consider them at a subsequent spring committee meeting. At this meeting, the committee will consider changes. Changes recommended by the Director of Training will be forward to the Department Chair for approval and implementation.
		Timeline: Indicate when the data and faculty feedback will be shared. March of each year.
	Re-assessment/ Evaluation	How: Indicate how the desired program changes will be put into place and what data will be collected following the changes. If process for collecting and analyzing data is different than what is stated above, indicate how it will be different here. The impact of any changes will be assessed the following year. The data related to these changes will then be disseminated and analyzed according the procedure outlined above.
		Timeline: Indicate when the data will be collected following these changes. The year after data collection and analysis.

Semester and/or academic year for which the data applies: _____

CI-Process Student Learning Outcome Information Sheet

Repeat table as needed for each Student Learning Outcome

Student Learning Outcome	Student Learning Outcome	A Student Learning Outcome is a specific and measurable indicator of student progress toward a program goal(s). <i>Graduates will demonstrate knowledge of psychological and counseling theories and research.</i>
	Related Program Goal(s)	State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. Program Goal 1
	Assessment Activity/Artifact/Output	State the activity that will be directly assessed for the above Student Learning Outcome Program Comprehensive Examination
	Assessment Method	Explain how the quality of the above activity will be assessed. Essay examination (see Appendix A)
	Benchmark	State the performance expectation for the above activity, and some justification for that expectation Rating of "Pass" for all sections of the comprehensive exam. Each section will be graded by 2 core faculty members. Both members must score "Pass" for the section to be given a pass. A pass is awarded if the majority of the content is judged to be correct. 90% of students are expected to pass the comprehensive exam.
	Academic Course of Assessment	State who will be assessed using the above activity AND in which academic course the assessment will occur. All students are required to pass the Comprehensive Exam before going on internship and graduating from the program.
	Frequency	State when AND how frequently the above activity will be assessed. Comprehensive Exam is given every November and April.
Observations	Data Summary	Provide a short summary of the results of the above activity AND the date these results were compiled. As this program is currently being proposed, SLOs have not been evaluated.
	Result	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet ... The benchmark for this activity (stated above).
	Responsible Authority Analysis	Authority Responsible for Analysis: Provide the position of the person responsible for the program. Program Director Date of Analysis: Provide the date on which Responsible Authority reviewed data October of each year Comments: Provide comments about data from Responsible Authority
Analysis	Department/Area/Program Faculty	Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty. <i>Program Director</i> Date of Presentation: Provide the date on which presentation to faculty was conducted. <i>October of each year</i> Comments: Provide comments about the data from the relevant faculty <i>Example:</i>
	Conclusion	<input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____
Closing the Loop	Assessment Data-Driven Change	Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO.

Semester and/or academic year for which the data applies:

Acknowledgement	Provide signature of Department Chair acknowledging above results.	Date
Acknowledgement	Provide signature of College committee chairperson or College Dean acknowledging above results.	Date

CI-Process Student Learning Outcome Information Sheet

Repeat table as needed for each Student Learning Outcome

Student Learning Outcome	Student Learning Outcome	A Student Learning Outcome is a specific and measurable indicator of student progress toward a program goal(s). <i>Graduate will demonstrate ability to engage in therapeutic relationships and effectively apply counseling interventions.</i>
	Related Program Goal(s)	State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. Program Goal 1 and 2
	Assessment Activity/Artifact/Output	State the activity that will be directly assessed for the above Student Learning Outcome. Internship Supervisor Evaluation.
	Assessment Method	Explain how the quality of the above activity will be assessed. Professional judgment of licensed mental health professional (see Appendix B).
	Benchmark	State the performance expectation for the above activity, and some justification for that expectation. Supervisor ratings of "3" or above on all items on a 5-point scale. 90% of students will obtain this minimum.
	Academic Course of Assessment	State who will be assessed using the above activity AND in which academic course the assessment will occur. All students in Counseling Internship (COUN 6342/6642).
	Frequency	State when AND how frequently the above activity will be assessed. Counseling Internship is offered in the fall and spring semesters.
Observations	Data Summary	Provide a short summary of the results of the above activity AND the date these results were compiled. As this program is currently being proposed, SLOs have not been evaluated.
	Result	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet The benchmark for this activity (stated above).
	Responsible Authority Analysis	Authority Responsible for Analysis: Provide the position of the person responsible for the program. Program Director Date of Analysis: Provide the date on which Responsible Authority reviewed data October of each year Comments: Provide comments about data from Responsible Authority
Analysis	Department/Area/Program Faculty	Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty. <i>Example: Program Director</i> Date of Presentation: Provide the date on which presentation to faculty was conducted. <i>Example: October each year</i> Comments: Provide comments about the data from the relevant faculty <i>Example:</i>

Semester and/or academic year for which the data applies: _____

Closing the Loop	Conclusion	<input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____	
	Assessment Data-Driven Change	Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO.	
	Acknowledgement	Provide signature of Department Chair acknowledging above results.	Date
	Acknowledgement	Provide signature of College committee chairperson or College Dean acknowledging above results.	Date

CI-Process Student Learning Outcome Information Sheet

Repeat table as needed for each Student Learning Outcome

Student Learning Outcome	Student Learning Outcome	A Student Learning Outcome is a specific and measurable indicator of student progress toward a program goal(s). <i>Graduates will demonstrate ethical and professional standards of mental health care practice.</i>
	Related Program Goal(s)	State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. Program Goal 3
	Assessment Activity/Artifact/ Output	State the activity that will be directly assessed for the above Student Learning Outcome. a. Program Comprehensive Examination (Legal and Ethical Issues section) b. Internship Supervisor Evaluation
	Assessment Method	Explain how the quality of the above activity will be assessed. a. Essay examination (see Appendix A). b. Professional judgment of licensed mental health professional (see Appendix B).
	Benchmark	State the performance expectation for the above activity, and some justification for that expectation. a. Rating of "Pass" for the <i>Legal and Ethical Issues</i> of the comprehensive exam. Each section will be graded by 2 core faculty members. Both members must score "Pass" for the section to be given a pass. A pass is awarded if the majority of the content is judged to be correct. 90% of students are expected to pass the comprehensive exam. b. Supervisor ratings of "3" or above on items concerning legal and ethical issues (5-point scale). 90% of students will obtain this minimum.
	Academic Course of Assessment	State who will be assessed using the above activity AND in which academic course the assessment will occur. a. All students are required to pass the Comprehensive Exam section on <i>Legal and Ethical Issues</i> . b. All students in Counseling Internship (COUN 6342/6642).
	Frequency	State when AND how frequently the above activity will be assessed. a. Comprehensive Exam is given every November and April. b. Counseling Internship is offered in the fall and spring semesters.
Observations	Data Summary	Provide a short summary of the results of the above activity AND the date these results were compiled. As this program is currently being proposed, SLOs have not been evaluated.
	Result	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet The benchmark for this activity (stated above).
	Responsible Authority Analysis	Authority Responsible for Analysis: Provide the position of the person responsible for the program. Program Director Date of Analysis: Provide the date on which Responsible Authority reviewed data (October of each year) Comments: Provide comments about data from Responsible Authority

Semester and/or academic year for which the data applies: _____

Analysis	<p>Department/ Area/ Program Faculty</p> <p>Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty.</p> <p><i>Program Director</i></p> <p>Date of Presentation: Provide the date on which presentation to faculty was conducted.</p> <p><i>October of each year</i></p> <p>Comments: Provide comments about the data from the relevant faculty</p> <p><i>Example:</i></p>
	<p>Conclusion</p> <p><input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____) <input type="checkbox"/> Curricular change</p> <p><input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____</p>
Closing the Loop	<p>Assessment Data-Driven Change</p> <p>Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO.</p>
	<p>Acknowledgement</p> <p>Provide signature of Department Chair acknowledging above results.</p> <p style="text-align: right;">Date</p>
	<p>Acknowledgement</p> <p>Provide signature of College committee chairperson or College Dean acknowledging above results.</p> <p style="text-align: right;">Date</p>

Semester and/or academic year for which the data applies: _____

Appendix A.

Comprehensive Exam Sample Questions

Psychopathology/Human Development

1. Explain the Diathesis-Stress Model. How does it explain the development of Posttraumatic Stress Disorder after a disaster in some people but not others?
2. Explain the difference in motivation of the personality from Sigmund Freud's view and from Erik Erikson's. Which would be more appropriate in explaining career indecision in college students? Support your answer.

Legal and Ethical Issues

1. What are the steps involved in Informed Consent in terms of providing psychotherapy? How do you address Informed Consent with an adolescent?
2. What is a "dual relationship?" What is the danger of such relationships in the therapeutic relationship? Give an example of a dual relationship, how it can develop, and provide the ethical course of action to be taken.

Semester and/or academic year for which the data applies: _____

Specific Strengths/Concerns

B. Therapy Skills and Knowledge

	1	2	3	4	5	NA			
	Close Supervision Needed		Moderate Supervision (Entry Level)		Minimal Supervision	Not Applicable			
1. Ability to establish rapport with clients				1	2	3	4	5	NA
2. Ability to conceptualize clients' issues				1	2	3	4	5	NA
3. Application and integration of counseling theory				1	2	3	4	5	NA
4. Understanding of client-therapist dynamics				1	2	3	4	5	NA
5. Multicultural Awareness				1	2	3	4	5	NA
6. Ability to formulate treatment goals and effectively Bring about change				1	2	3	4	5	NA
7. Group psychotherapy skills				1	2	3	4	5	NA

Specific Strength/Concerns

C. Overall Rating

1. Overall quality of performance during internship

1 = poor
Serious
Concerns

2 = fair
Needs

3 = average
Progressing
As Expected

4 = good
Above
Average

5 = excellent
Well Above
Average

2. Recommendation to enter professional practice

Recommend without
Reservation

Recommend with
Some Concern

Do not Recommend

Explain overall rating

Semester and/or academic year for which the data applies: _____

D. Summary of Activities

Please provide a brief narrative description of the intern's experiences.

E. Internship Experiences

Please list the average weekly percentage of time that the intern engaged in the experiences listed below.

1. Direct Services to Clients (average number hours per week _____)

activity	% of time
individual counseling	_____
group counseling	_____
marriage & family counseling	_____
intake	_____
crisis intervention	_____

2. Supervision and Staffing

activity	hours of time
individual supervision	_____
group supervision	_____
staffing	_____
Total	_____

Semester and/or academic year for which the data applies: _____

F. Signatures

These ratings have been discussed by the supervisor and the intern.

Supervisor's Signature

Date

Title

Intern's Signature

Date