Graduate Assessment Outcomes 2020-2021

April 25, 2022
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Graduate Assessment Outcomes 2020-2021

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1.3 Evaluate current issues in music education

1.4 Conducting

1.5 Use of technology

1.6 Apply knowledge of music history and theory

1.7 Communication skills

Project Attachments

## Masters of Clinical Counseling  2020-2021

Institutional Mission

1 To provide a professional development experience wherein students gain the knowledge and skills necessary to be prepared to apply for licensure in Missouri as a Licensed Professional Counselor (LPC)

1.1 Demonstrate an understanding of the counseling profession, develop an identity as a counselor, and demonstrate a willingness to provide counseling services within the ethical guidelines of the counseling profession.

1.2 Develop an awareness of, and an appreciation for, social and cultural influences on human behavior and to recognize the impact of individual differences on the counseling process.

1.3 Develop an understanding of developmental aspects of human growth and appreciation for the nature of human development and its integration within the counseling process.

1.4 Develop an understanding of career development and related life factors and the effects on an individual’s mental health and lifestyle and its application within counseling

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Institutional Mission
Central Methodist University fosters a diverse and caring community, empowering students to become lifelong learners, committed to academic excellence, prepared to engage in a complex world.

Program Mission
Conservatory Mission Statement
The faculty of the Swinney Conservatory are committed to facilitating student growth. Daily, we create opportunities for engaged students to develop musical maturity, intellectual curiosity, and commitment to the community. Our graduates demonstrate professional and musical excellence, creative and analytical thinking, articulate and thoughtful communication, and a commitment to service and leadership.

1.1 Student Learning Outcomes
Pedagogical skills
Graduates will have the skills necessary to assess the instructional needs of students and employ a variety of pedagogical techniques to help students develop musical skills.

1.1.1 Assessment Measure
Master’s Report - Pedagogy
In the master’s report, students will give evidence of mastery of a variety of pedagogical skills.

SOURCE OF EVIDENCE
Thesis/project - Academic Direct

1.1.1.1 Benchmark
Pedagogy Met

BENCHMARK
Each student will earn a 2 (satisfactory) on the MR rubric as assessed by the faculty. The rubric is available in the Program Attachments section.

FINDINGS
All students met the goal. The cohort average was 2.375/3.

ANALYSIS OF FINDINGS
Students are developing their skills appropriately as evidenced in their Master’s Reports.

IMPROVEMENT TYPE
Academic
1.2 **Student Learning Outcomes**
Administer a music program
Graduates will have the skills necessary to develop, coordinate, supervise, and evaluate a school music program with appropriate use of fiscal and human resources to best meet the needs of the enrolled children.

1.2.1 **Assessment Measure**
Master’s Report - Administration
In the master’s report, students explain the current state of their program and their goals for maintaining or developing the program.

**SOURCE OF EVIDENCE**
Thesis/project - Academic Direct

1.2.1.1 **Benchmark**
Administration

**BENCHMARK**
Each student will earn a 2 (satisfactory) on the MR rubric as assessed by the faculty. The rubric is available in the Program Attachments section.

**FINDINGS**
All students met the goal. The cohort average was 2.5/3.

**ANALYSIS OF FINDINGS**
Students are developing their skills appropriately as evidenced in their Master’s Reports.

**IMPROVEMENT TYPE**
Academic

**IMPROVEMENT DESCRIPTION**
No Improvements Deemed Necessary

1.3 **Student Learning Outcomes**
Evaluate current issues in music education
Graduates will have the skills necessary to evaluate current issues in music education from an
ethical, philosophical, technological, and historical framework while providing leadership for change

1.3.1 Assessment Measure
Master’s Report - current issues
In the master’s report, students will give evidence that current ethical, philosophical, technological, and historical issues are considered in the decision making process.

SOURCE OF EVIDENCE
Thesis/project - Academic Direct

1.3.1.1 Benchmark
Current issues [Met]

BENCHMARK
Each student will earn a 2 (satisfactory) on the MR rubric as assessed by the faculty. The rubric is available in the Program Attachments section.

FINDINGS
All students met the goal. The cohort average was 2.375/3.

ANALYSIS OF FINDINGS
Students are developing their skills appropriately as evidenced in their Master’s Reports.

IMPROVEMENT TYPE
Academic

IMPROVEMENT DESCRIPTION
No Improvements Deemed Necessary

1.4 Student Learning Outcomes
Conducting
Graduates will use conducting gesture to communicate musical information gathered through score study.

1.4.1 Assessment Measure
Master’s report - conducting
In the master’s report concert, students will conduct appropriately.

SOURCE OF EVIDENCE
Thesis/project - Academic Direct
1.4.1.1 **Benchmark**

**Conducting**

*BENCHMARK*

Each student will earn a 2 (satisfactory) on the MR rubric as assessed by the faculty. The rubric is available in the Program Attachments section.

**FINDINGS**

Three of the students are elementary music educators and the virtual programs they created did not allow for video of their conducting. The remaining student earned satisfactory marks.

**ANALYSIS OF FINDINGS**

Students are developing their skills appropriately as evidenced in their Master’s Reports.

**IMPROVEMENT TYPE**

Academic

**IMPROVEMENT DESCRIPTION**

No Improvements Deemed Necessary

---

1.5 **Student Learning Outcomes**

Use of technology

Graduates will assess the usefulness of a variety of technologies available to music educators and appraise the usefulness of the technologies in the classroom.

1.5.1 **Assessment Measure**

**Master’s report - technology**

In the master’s report, students will show evidence of understanding strategies for use of technology effectively as a teaching/learning tool.

**SOURCE OF EVIDENCE**

Thesis/project - Academic Direct

1.5.1.1 **Benchmark**

**Technology**

*BENCHMARK*

Each student will earn a 2 (satisfactory) on the MR rubric as assessed by the faculty. The rubric is available in the Program Attachments section.

**FINDINGS**

All students met the goal. The cohort average was 2.75/3.
ANALYSIS OF FINDINGS

Students are developing their skills appropriately as evidenced in their Master’s Reports.

IMPROVEMENT TYPE

Academic

IMPROVEMENT DESCRIPTION

No Improvements Deemed Necessary

1.6 **Student Learning Outcomes**

Apply knowledge of music history and theory

Graduates will apply knowledge of music history and music theory to develop informed interpretations of music and communicate to students a deeper understanding of music they hear or perform.

1.6.1 **Assessment Measure**

Master’s report - history and theory

In the master’s report (analyses and prose), students will show evidence of understanding music theory and history. Analyses will reflect a deep understanding.

**SOURCE OF EVIDENCE**

Thesis/project - Academic Direct

1.6.1.1 **Benchmark**

**History/Theory** Met

**BENCHMARK**

Each student will earn a 2 (satisfactory) on the MR rubric as assessed by the faculty. The rubric is available in the Program Attachments section.

**FINDINGS**

All students met the goal. The cohort average was 2.75/3.

**ANALYSIS OF FINDINGS**

Students are developing their skills appropriately as evidenced in their Master’s Reports.

**IMPROVEMENT TYPE**

Academic

**IMPROVEMENT DESCRIPTION**

No Improvements Deemed Necessary
1.7 Student Learning Outcomes

Communication skills

Graduates will express themselves effectively, orally and in writing, amongst a community of scholars and practitioners.

1.7.1 Assessment Measure

Master’s report - communication
At the master’s report concert, students will communicate effectively with spoken word to the audience. In the master’s report, students will write effectively at a graduate level.

SOURCE OF EVIDENCE
Thesis/project - Academic Direct

1.7.1.1 Benchmark

Communication skills Not Reported this Period

BENCHMARK
Each student will earn a 2 (satisfactory) on the MR rubric as assessed by the faculty. The rubric is available in the Program Attachments section.

FINDINGS
Given the types of concerts students had to lead because of the pandemic, we did not assess oral communication skills at their performances.

ANALYSIS OF FINDINGS

IMPROVEMENT

TYPE
Academic

DESCRIPTION
No Improvements Deemed Necessary

Project Attachments (1)

Attachments
MR scoring guide.pdf

File Size
117KB
Institutional Mission
Central Methodist University fosters a diverse and caring community, empowering students to become lifelong learners, committed to academic excellence, prepared to engage in a complex world.

Program Mission
To provide a professional development experience wherein students gain the knowledge and skills necessary to be prepared to apply for licensure in Missouri as a Licensed Professional Counselor (LPC)

Student Learning Outcomes
Demonstrate an understanding of the counseling profession, develop an identity as a counselor, and demonstrate a willingness to provide counseling services within the ethical guidelines of the counseling profession.

Action Plan
AY 2019-2020 Core 1 Follow-Up In AY 2019-2020, no items were identified as areas for curriculum and program improvement. AY 2020-2021 Core 1 Identified Areas for Curriculum and Program Improvement No areas identified due to Core 1 assessment measures meeting foundational benchmarks. Starting this next AY 2021-2022, all students will take only the CECE exam as the program's comprehensive examination. This will allow for a more data-informed identification of a foundational benchmark.

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Assessment Measure
CL 500 Introduction to Counseling Midterm Exam
SOURCE OF EVIDENCE
Mid-term Exam - Academic Direct

Benchmark
CL 500 Introduction to Counseling Midterm Exam Exceeded

BENCHMARK = 80%
FINDINGS

N = 24, Mean = 88.67, Median = 91, SD = 7.84, Min = 66, Max = 98

ANALYSIS OF
FINDINGS

IMPROVEMENT
TYPE

IMPROVEMENT
DESCRIPTION

IMPROVEMENT

1.1.2 Assessment Measure
CL 525 Counseling Ethics Final Exam

SOURCE OF EVIDENCE
Test/Exam/Quiz - Academic Direct

1.1.2.1 Benchmark
CL 525 Counseling Ethics Final Exam

Exceeded

BENCHMARK
=80%

FINDINGS
N = 23, Mean = 92.23, Median = 93.33, SD = 6.49, Min = 70.67, Max = 100

ANALYSIS OF
FINDINGS

IMPROVEMENT
TYPE

IMPROVEMENT
DESCRIPTION

IMPROVEMENT

1.1.3 Assessment Measure
CPCE category 8 score – 1st attempt

SOURCE OF EVIDENCE
Comprehensives - Academic Direct

1.1.3.1 Benchmark
CPCE category 8 score – 1st attempt

Exceeded
BENCHMARK = 8

**FINDINGS**

\[ N = 9, \text{Mean} = 9.56, \text{Median} = 9, \text{SD} = 2.60, \text{Min} = 6, \text{Max} = 13 \]

**ANALYSIS OF FINDINGS**

**IMPROVEMENT TYPE**

**IMPROVEMENT DESCRIPTION**

**1.1.4 Assessment Measure**

CECE category 8 score – 1st attempt

**SOURCE OF EVIDENCE**

Comprehensives - Academic Direct

**1.1.4.1 Benchmark**

CECE category 8 score – 1st attempt **Not Met**

BENCHMARK = 7

**FINDINGS**

\[ N = 7, \text{Mean} = 6.43, \text{Median} = 7, \text{SD} = 1.90, \text{Min} = 3, \text{Max} = 9 \]

**ANALYSIS OF FINDINGS**

**IMPROVEMENT TYPE**

**IMPROVEMENT DESCRIPTION**

**1.1.5 Assessment Measure**

Graduate Survey Question, ”Demonstrate an understanding of the counseling profession”

**SOURCE OF EVIDENCE**

Alumni survey - Academic Indirect
1.1.5.1 Benchmark
Graduate Survey Question, “Demonstrate an understanding of the counseling profession” Exceeded

BENCHMARK = 3

FINDINGS N = 3, Mean = 3.33, SD = .94, Min = 2, Max = 4

ANALYSIS OF FINDINGS

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

1.1.6 Assessment Measure
Supervisor/Employer Survey Question, “Demonstrate an understanding of the counseling profession”

SOURCE OF EVIDENCE

Employer survey - Academic Indirect

1.1.6.1 Benchmark
Supervisor/Employer Survey Question, “Demonstrate an understanding of the counseling profession” Met

BENCHMARK = 3

FINDINGS N = 5, Mean = 3.20, SD = .75, Min = 2, Max = 4

ANALYSIS OF FINDINGS

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT
1.1.7 **Assessment Measure**
Graduate Survey Question, “Develop an identity as a counselor”

**SOURCE OF EVIDENCE**
Alumni survey - Academic Indirect

1.1.7.1 **Benchmark**
Graduate Survey Question, “Develop an identity as a counselor”

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**FINDINGS**
N = 3, Mean = 3, SD = .82, Min = 2, Max = 4

1.1.8 **Assessment Measure**
Supervisor/Employer Survey Question, “Develop an identity as a counselor”

**SOURCE OF EVIDENCE**
Employer survey - Academic Indirect

1.1.8.1 **Benchmark**
Supervisor/Employer Survey Question, ”Develop an identity as a counselor”

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**FINDINGS**
N = 5, Mean = 3.20, SD = .75, Min = 2, Max = 4
1.1.9 **Assessment Measure**
Graduate Survey Question, “Demonstrate a willingness to provide counseling services within the ethical guidelines of the counseling profession”

**SOURCE OF EVIDENCE**
Alumni survey - Academic Indirect

1.1.9.1 **Benchmark**
Graduate Survey Question, “Demonstrate a willingness to provide counseling services within the ethical guidelines of the counseling profession”

**Exceeded**

**BENCHMARK**
=3

**FINDINGS**
N = 3, Mean = 3.33, SD = .94, Min = 2, Max = 4

**ANALYSIS OF FINDINGS**

**IMPROVEMENT**

1.1.10 **Assessment Measure**
Supervisor/Employer Survey Question, ”Demonstrate a willingness to provide counseling services within the ethical guidelines of the counseling profession”

**SOURCE OF EVIDENCE**
Employer survey - Academic Indirect

1.1.10.1 **Benchmark**
Supervisor/Employer Survey Question, ”Demonstrate a willingness to provide counseling services within the ethical guidelines of the counseling profession”

**Exceeded**

**BENCHMARK**
=3

**FINDINGS**
N = 5, Mean = 3.20, SD = .75, Min = 2, Max = 4

**ANALYSIS OF FINDINGS**
1.2 **Student Learning Outcomes**
Develop an awareness of, and an appreciation for, social and cultural influences on human behavior and to recognize the impact of individual differences on the counseling process.

**Action Plan**

AY 2019-2020 Core 2 Follow-Up In AY 2019-2020, no items were identified as areas for curriculum and program improvement. AY 2020-2021 Core 2 Identified Areas for Curriculum and Program Improvement No areas identified due to Core 2 assessment measures meeting foundational benchmarks. Starting this next AY 2021-2022, all students will take only the CECE exam as the program’s comprehensive examination. This will allow for a more data-informed identification of a foundational benchmark.

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**1.2.1 Assessment Measure**
Admission Essay #3 Content about Experiences with Diversity and Lessons Learned about Self

**SOURCE OF EVIDENCE**
Self-Reflection - Academic Indirect

**1.2.1.1 Benchmark**
Admission Essay #3 Content about Experiences with Diversity and Lessons Learned about Self

**BENCHMARK**

= 3

**FINDINGS**
N = 28, Mean = 3.36, Median = 3.36, SD = .29, Min = 2.80, Max = 3.85

**ANALYSIS OF FINDINGS**
1.2.2 **Assessment Measure**  
CL 542 Self-identity analysis paper and presentation  
**SOURCE OF EVIDENCE**  
Written assignment - Academic Direct

1.2.2.1 **Benchmark**  
CL 542 Self-identity analysis paper and presentation  
**Exceeded**

**BENCHMARK**  
=80%

**FINDINGS**  
N = 19, Mean = 96.47, Median = 95, SD = 3.82, Min = 90, Max = 100

**ANALYSIS OF FINDINGS**

1.2.3 **Assessment Measure**  
CPCE category 2 score – 1st attempt  
**SOURCE OF EVIDENCE**  
Comprehensives - Academic Direct

1.2.3.1 **Benchmark**  
CPCE category 2 score – 1st attempt  
**Exceeded**

**BENCHMARK**  
=8

**FINDINGS**  
N = 9, Mean = 8.44, Median = 7, SD = 2.79, Min = 6, Max = 14

**ANALYSIS OF**
1.2.4 **Assessment Measure**  
CECE category 2 score – 1st attempt  
**SOURCE OF EVIDENCE**  
Comprehensives - Academic Direct

1.2.4.1 **Benchmark**  
CECE category 2 score - 1st attempt  
**Exceeded**

**BENCHMARK**  
=7

**FINDINGS**  
N = 7, Mean = 10, Median = 10, SD = 1.41, Min = 7, Max = 11

1.2.5 **Assessment Measure**  
Graduate Survey Question, ”Develop an awareness of and an appreciation for social and cultural influences on human behavior”  
**SOURCE OF EVIDENCE**  
Alumni survey - Academic Indirect

1.2.5.1 **Benchmark**  
Graduate Survey Question, ”Develop an awareness of and an appreciation for social and cultural influences on human behavior”  
**Met**

**BENCHMARK**  
=3
FINDINGS

N = 3, Mean = 3, SD = .82, Min = 2, Max = 4

ANALYSIS OF FINDINGS

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT

1.2.6 **Assessment Measure**
Supervisor/Employer Survey Question, "Develop an awareness of and an appreciation for social and cultural influences on human behavior"

SOURCE OF EVIDENCE
Employer survey - Academic Indirect

1.2.6.1 **Benchmark**
Supervisor/Employer Survey Question, "Develop an awareness of and an appreciation for social and cultural influences on human behavior" Exceeded

BENCHMARK = 3

FINDINGS
N = 5, Mean = 3.20, SD = .75, Min = 2, Max = 4

ANALYSIS OF FINDINGS

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT

1.2.7 **Assessment Measure**
Graduate Survey Question, "Recognize the impact of individual differences on the counseling process"

SOURCE OF EVIDENCE
Alumni survey - Academic Indirect
1.2.7.1 **Benchmark**
Graduate Survey Question, "Recognize the impact of individual differences on the counseling process" **Exceeded**

**BENCHMARK** = 3

**FINDINGS**
N = 3, Mean = 3.67, SD = .47, Min = 3, Max = 4

**ANALYSIS OF FINDINGS**

**IMPROVEMENT TYPE**

**IMPROVEMENT DESCRIPTION**

1.2.8 **Assessment Measure**
Supervisor/Employer Survey Question, "Recognize the impact of individual differences on the counseling process"

**SOURCE OF EVIDENCE**
Employer survey - Academic Indirect

1.2.8.1 **Benchmark**
Supervisor/Employer Survey Question, "Recognize the impact of individual differences on the counseling process" **Exceeded**

**BENCHMARK** = 3

**FINDINGS**
N = 5, Mean = 3.20, SD = .75, Min = 2, Max = 4

**ANALYSIS OF FINDINGS**

**IMPROVEMENT TYPE**

**IMPROVEMENT DESCRIPTION**

**IMPROVEMENT**
1.3 **Student Learning Outcomes**

Develop an understanding of developmental aspects of human growth and appreciation for the nature of human development and its integration within the counseling process.

**Action Plan**

AY 2019-2020 Core 3 Follow-Up

In AY 2019-2020, no items were identified as areas for curriculum and program improvement. AY 2020-2021 Core 3 Identified Areas for Curriculum and Program Improvement

No areas identified due to Core 3 assessment measures meeting foundational benchmarks. Starting this next AY 2021-2022, all students will take only the CECE exam as the program’s comprehensive examination. This will allow for a more data-informed identification of a foundational benchmark.

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<th>Assessment Measure</th>
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<td>CL 524 Lifespan Final Exam</td>
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**SOURCE OF EVIDENCE**

Test/Exam/Quiz - Academic Direct

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<tr>
<td>CL 524 Lifespan Final Exam</td>
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**Exceeded**

**BENCHMARK**

=80%

**FINDINGS**

N = 21, Mean = 85.98, Median = 88, SD = 8.01, Min = 67.99, Max = 96.01

**ANALYSIS OF FINDINGS**

**IMPROVEMENT TYPE**

**IMPROVEMENT DESCRIPTION**

**IMPROVEMENT**

<table>
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<th>Assessment Measure</th>
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<tr>
<td>CPCE category 1 score – 1st attempt</td>
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**SOURCE OF EVIDENCE**
1.3.2.1 Benchmark
CPCE category 1 score – 1st attempt
Exceeded

BENCHMARK
= 8

FINDINGS
N = 9, Mean = 8.67, Median = 8, SD = 2, Min = 6, Max = 12

ANALYSIS OF FINDINGS

IMPROVEMENT

1.3.3 Assessment Measure
CECE category 1 score – 1st attempt

SOURCE OF EVIDENCE

1.3.3.1 Benchmark
CECE category 1 score - 1st attempt
Not Met

BENCHMARK
= 7

FINDINGS
N = 7, Mean = 6.29, Median = 6, SD = 1.98, Min = 4, Max = 9

ANALYSIS OF FINDINGS

IMPROVEMENT

1.3.4 Assessment Measure
Graduate Survey Question, "Develop an understanding of developmental aspects of human growth"

Central Methodist University
human growth

SOURCE OF EVIDENCE
Alumni survey - Academic Indirect

### 1.3.4.1 Benchmark

**Graduate Survey Question, “Develop an understanding of developmental aspects of human growth”**

- **BENCHMARK**
  
  \[ BENCHMARK = 3 \]

- **FINDINGS**
  
  \[ N = 3, \text{Mean} = 3, \text{SD} = .82, \text{Min} = 2, \text{Max} = 4 \]

#### ANALYSIS OF FINDINGS

#### IMPROVEMENT TYPE

#### IMPROVEMENT DESCRIPTION

### 1.3.5 Assessment Measure

**Supervisor/Employer Survey Question, "Develop an understanding of developmental aspects of human growth"**

SOURCE OF EVIDENCE
Employer survey - Academic Indirect

### 1.3.5.1 Benchmark

**Supervisor/Employer Survey Question, “Develop an understanding of developmental aspects of human growth”**

- **BENCHMARK**
  
  \[ BENCHMARK = 3 \]

- **FINDINGS**
  
  \[ N = 5, \text{Mean} = 3, \text{SD} = .63, \text{Min} = 2, \text{Max} = 4 \]

#### ANALYSIS OF FINDINGS

#### IMPROVEMENT TYPE

#### IMPROVEMENT DESCRIPTION
1.3.6 **Assessment Measure**
Graduate Survey Question, “Develop an appreciation for the nature of human development and its integration within the counseling process”

**SOURCE OF EVIDENCE**
Alumni survey - Academic Indirect

1.3.6.1 **Benchmark**
Graduate Survey Question, “Develop an appreciation for the nature of human development and its integration within the counseling process”  

**FINDINGS**
N = 3, Mean = 3, SD = .82, Min = 2, Max = 4

**ANALYSIS OF FINDINGS**

**IMPROVEMENT TYPE**

**IMPROVEMENT DESCRIPTION**

1.3.7 **Assessment Measure**
Supervisor/Employer Survey Question, “Develop an appreciation for the nature of human development and its integration within the counseling process”

**SOURCE OF EVIDENCE**
Employer survey - Academic Indirect

1.3.7.1 **Benchmark**
Supervisor/Employer Survey Question, “Develop an appreciation for the nature of human development and its integration within the counseling process”  

**FINDINGS**
N = 5, Mean = 3.20, SD = .75, Min = 2, Max = 4

**ANALYSIS OF FINDINGS**
1.4 Student Learning Outcomes
Develop an understanding of career development and related life factors and the effects on an individual’s mental health and lifestyle and its application within counseling.

Action Plan
AY 2019-2020 Core 4 Follow-Up In AY 2019-2020, site supervisors/employers responded below foundational benchmark on items pertaining to their perception of students being prepared to understand career development (M=2.88, SD=.70) and how career development may affect clients’ mental health (M=2.93, SD=.57). Site supervisors/employers responded to this survey in the middle of the COVID-19 pandemic, and students’ field experience site arrangements were impacted significantly during this time. Many students had field experience offers rescinded, or significantly reduced client caseloads, with little opportunity to practice regularly developing skills in this area. No major changes were made to curriculum or program improvement at the time in regards to these two items, since this had not been an area indicated for follow-up previously and with no major changes having occurred to curriculum in this content area. Department faculty chose to monitor responses to these items AY 2020-2021 to assess for whether these responses were due more to factors influenced by the pandemic or to actual modifications needed to the curriculum or program. AY 2020-2021 Core 4 Identified Areas for Curriculum and Program Improvement No areas identified due to Core 4 assessment measures meeting foundational benchmarks, suggesting the previous academic year’s concerns were likely more related to the pandemic than needed curricular modifications. Starting this next AY 2021-2022, all students will take only the CECE exam as the program’s comprehensive examination. This will allow for a more data-informed identification of a foundational benchmark.

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1.4.1 Assessment Measure
CL 505 Career Counseling Final exam
SOURCE OF EVIDENCE
### Benchmark

**CL 505 Career Counseling Final exam**

**BENCHMARK** = 80%

**FINDINGS**

N = 14, Mean = 92.57, Median = 93.33, SD = 4.98, Min = 82.67, Max = 100

### Analysis of Findings

**Improvement Type**

**Description**

### Assessment Measure

**CPCE category 5 score – 1st attempt SOURCE OF EVIDENCE**

Comprehensives - Academic Direct

### Benchmark

**CPCE category 5 score – 1st attempt**

**BENCHMARK** = 8

**FINDINGS**

N = 9, Mean = 9.11, Median = 9, SD = 2.80, Min = 3, Max = 13

### Analysis of Findings

**Improvement Type**

**Description**

**Improvement**
1.4.3 **Assessment Measure**
CECE category 5 score – 1st attempt

**SOURCE OF EVIDENCE**
Comprehensives - Academic Direct

1.4.3.1 **Benchmark**
CECE category 5 score - 1st attempt **Not Met**

**BENCHMARK**
=7

**FINDINGS**
N = 7, Mean = 6.57, Median = 5, SD = 2.51, Min = 4, Max = 10

**ANALYSIS OF FINDINGS**

**IMPROVEMENT**

1.4.4 **Assessment Measure**
Graduate Survey Question, "Develop an understanding of career development and related life factors"

**SOURCE OF EVIDENCE**
Alumni survey - Academic Indirect

1.4.4.1 **Benchmark**
Graduate Survey Question, "Develop an understanding of career development and related life factors" **Exceeded**

**BENCHMARK**
=3

**FINDINGS**
N = 3, Mean = 3.33, SD = .47, Min = 3, Max = 4

**ANALYSIS OF FINDINGS**

**IMPROVEMENT**
1.4.5 Assessment Measure
Supervisor/Employer Survey Question, "Develop an understanding of career development and related life factors"

SOURCE OF EVIDENCE
Employer survey - Academic Indirect

1.4.5.1 Benchmark
Supervisor/Employer Survey Question, "Develop an understanding of career development and related life factors"

Met

BENCHMARK = 3

FINDINGS
N = 5, Mean = 3, SD = .63, Min = 2, Max = 4

ANALYSIS OF FINDINGS

1.4.6 Assessment Measure
Graduate Survey Question, "Develop an understanding of how the effects of career development and related life factors on an individual’s mental health and lifestyle apply within counseling"

SOURCE OF EVIDENCE
Alumni survey - Academic Indirect

1.4.6.1 Benchmark
Graduate Survey Question, "Develop an understanding of how the effects of career development and related life factors on an individual’s mental health and lifestyle apply within counseling"

Exceeded

BENCHMARK = 3

FINDINGS
N = 3, Mean = 3.33, SD = .47, Min = 3, Max = 4

ANALYSIS OF
**Assessment Measure**

Supervisor/Employer Survey Question, "Develop an understanding of how the effects of career development and related life factors on an individual's mental health and lifestyle apply within counseling"

**SOURCE OF EVIDENCE**

Employer survey - Academic Indirect

**Benchmark**

Supervisor/Employer Survey Question, "Develop an understanding of how the effects of career development and related life factors on an individual's mental health and lifestyle apply within counseling"

**Exceeded**

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<td>FINDINGS</td>
<td>N = 5, Mean = 3.20, SD = .75, Min = 2, Max = 4</td>
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**Student Learning Outcomes**

Demonstrate effective individual and group counseling skills which facilitate client growth and demonstrate the ability to evaluate progress toward treatment goals.

**Action Plan**

AY 2019-2020 Core 5 Follow-Up In AY 2019-2020, no items were identified as areas for curriculum and program improvement. AY 2020-2021 Core 5 Identified Areas for Curriculum and Program
Improvement In AY 2020-2021, site supervisors/employers responded below foundational benchmark on items pertaining to their perception of students being prepared to demonstrate effective group counseling skills to facilitate client growth (M=2.50, SD=.50). Additionally, site supervisors/employers responded below foundational benchmark on items pertaining to their perception of students being prepared to evaluate progress toward treatment goals (M=2.80, SD=.40). Site supervisors/employers responded to this survey in the middle of the COVID-19 pandemic, and students’ field experience site arrangements continued to be impacted significantly during this time. Any counseling groups that occurred were done through a new virtual modality, which presented a learning curve for students in developing skills to conduct groups virtually. Additionally, this shift to virtual services presented a learning curve for students in learning how to virtually evaluate client progress toward treatment goals. During AY 2020-2021, the department’s Clinical Counseling Centers started offering virtual counseling services as a regular counseling service offering to all eligible potential clients. This provided field experience students at all program locations with additional opportunities to develop their skills in evaluating progress toward treatment goals through virtual counseling services. MSCC faculty started planning more in-house opportunities for field experience students to co-facilitate psychoeducational groups with faculty members. These opportunities will continue throughout AY 2021-2022. Department faculty will monitor responses to these items AY 2021-2022 to assess for whether these changes affect responses to these items.

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**1.5.1 Assessment Measure**

CL 535 Therapeutic conversation

**SOURCE OF EVIDENCE**

Visual Inspection/Demonstration - Academic Direct

**1.5.1.1 Benchmark**

CL 535 Therapeutic conversation **[Exceeded]**

**BENCHMARK**

=80%

**FINDINGS**

N = 22, Mean = 98.18, Median = 100, SD = 2.87, Min = 91, Max = 100

**ANALYSIS OF FINDINGS**

**IMPROVEMENT**
1.5.2 Assessment Measure
CL 552 Group facilitation
SOURCE OF EVIDENCE
Visual Inspection/Demonstration - Academic Direct

1.5.2.1 Benchmark
CL 552 Group facilitation Exceeded

BENCHMARK
=40

FINDINGS
N = 21, Mean = 46.86, Median = 48, SD = 3.64, Min = 35, Max = 50

ANALYSIS OF FINDINGS

1.5.3 Assessment Measure
CL 544 Integrated therapy case conceptualization
SOURCE OF EVIDENCE
Written assignment - Academic Direct

1.5.3.1 Benchmark
CL 544 Integrated therapy case conceptualization Exceeded

BENCHMARK
=28

FINDINGS
N = 20, Mean = 34.15, Median = 35, SD = 1.90, Min = 27, Max = 35

ANALYSIS OF FINDINGS
1.5.4 Assessment Measure
CL 573 Client case conceptualization

SOURCE OF EVIDENCE
Written assignment - Academic Direct

1.5.4.1 Benchmark
CL 573 Client case conceptualization Exceeded

BENCHMARK
=16

FINDINGS
N = 19, Mean = 19.89, Median = 20, SD = .32, Min = 19, Max = 20

1.5.5 Assessment Measure
Graduate Survey Question, "Demonstrate effective individual counseling skills which facilitate client growth"

SOURCE OF EVIDENCE
Alumni survey - Academic Indirect

1.5.5.1 Benchmark
Graduate Survey Question, "Demonstrate effective individual counseling skills which facilitate client growth" Exceeded

BENCHMARK
=3

FINDINGS
N = 3, Mean = 3.33, SD = .94, Min = 2, Max = 4
**1.5.6  Assessment Measure**  
Supervisor/Employer Survey Question, "Demonstrate effective individual counseling skills which facilitate client growth"

**SOURCE OF EVIDENCE**
Employer survey - Academic Indirect

**1.5.6.1 Benchmark**  
Supervisor/Employer Survey Question, "Demonstrate effective individual counseling skills which facilitate client growth"  
**Met**

**BENCHMARK**
=3

**FINDINGS**
N = 5, Mean = 3, SD = .63, Min = 2, Max = 4

---

**1.5.7  Assessment Measure**  
Graduate Survey Question, “Demonstrate effective group counseling skills which facilitate client growth”

**SOURCE OF EVIDENCE**
Alumni survey - Academic Indirect
1.5.7.1 **Benchmark**
Graduate Survey Question, "Demonstrate effective group counseling skills which facilitate client growth"  
**Exceeded**

BENCHMARK = 3  
FINDINGS N = 3, Mean = 3.33, SD = .94, Min = 2, Max = 4  
ANALYSIS OF FINDINGS  
IMPROVEMENT TYPE  
IMPROVEMENT DESCRIPTION  
IMPROVEMENT

1.5.8 **Assessment Measure**
Supervisor/Employer Survey Question, "Demonstrate effective group counseling skills which facilitate client growth"  
**SOURCE OF EVIDENCE**  
Employer survey - Academic Indirect  

1.5.8.1 **Benchmark**
Supervisor/Employer Survey Question, "Demonstrate effective group counseling skills which facilitate client growth"  
**Not Met**

BENCHMARK = 3  
FINDINGS N = 2, Mean = 2.50, SD = .50, Min = 2, Max = 3  
ANALYSIS OF FINDINGS  
IMPROVEMENT TYPE  
IMPROVEMENT DESCRIPTION  
IMPROVEMENT

1.5.9 **Assessment Measure**
Graduate Survey Question, "Demonstrate the ability to evaluate progress toward treatment goals"  

Central Methodist University
1.5.9.1 **Benchmark**
Graduate Survey Question, “Demonstrate the ability to evaluate progress toward treatment goals” Exceeded

**BENCHMARK** = 3

**FINDINGS**
N = 3, Mean = 3.67, SD = .47, Min = 3, Max = 4

**ANALYSIS OF FINDINGS**

**IMPROVEMENT TYPE**

**IMPROVEMENT DESCRIPTION**

1.5.10 **Assessment Measure**
Supervisor/Employer Survey Question, “Demonstrate the ability to evaluate progress toward treatment goals”

**SOURCE OF EVIDENCE**
Employer survey - Academic Indirect

1.5.10.1 **Benchmark**
Supervisor/Employer Survey Question, “Demonstrate the ability to evaluate progress toward treatment goals” Not Met

**BENCHMARK** = 3

**FINDINGS**
N = 5, Mean = 2.80, SD = .40, Min = 2, Max = 3

**ANALYSIS OF FINDINGS**

**IMPROVEMENT TYPE**

**IMPROVEMENT DESCRIPTION**
1.6 **Student Learning Outcomes**
Develop both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches.

**Action Plan**

AY 2019-2020 Core 6 Follow-Up In AY 2019-2020, site supervisors/employers responded below foundational benchmark on the item pertaining to their perception of students being prepared to have an experiential understanding of groups (M=2.91, SD=.79). Site supervisors/employers responded to this survey in the middle of the COVID-19 pandemic. Any counseling groups that occurred were done through a new virtual modality, which presented a learning curve for students in developing skills to conduct groups virtually. Spring 2020 was the first time instructors for the CL 552 Group Counseling course provided instruction through digital delivery methods, which occurred suddenly mid-semester in March 2020. No other major changes were made to curriculum or program improvement at the time in regards to this item while these modality changes were occurring. Department faculty chose to monitor responses to these items AY 2020-2021 to assess for whether these responses were due more to factors influenced by the pandemic or to actual modifications needed to the curriculum or program. AY 2020-2021 Core 6 Identified Areas for Curriculum and Program Improvement In AY 2020-2021, site supervisors/employers again responded below foundational benchmark on the item pertaining to their perception of students being prepared to have an experiential understanding of groups (M=2, SD=0). Additionally, site supervisors/employers responded below foundational benchmark on the item pertaining to their perception of students being prepared to develop a theoretical understanding of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches (M=2, SD=0). The pandemic continued to affect field experience students’ group counseling opportunities during AY 2020-2021. However, to offer students opportunities to obtain experience with group facilitation, MSCC faculty started planning more in-house opportunities for field experience students to co-facilitate psychoeducational groups with faculty members. A 6-week psychoeducational group series on wellness dimensions occurred during Spring 2021, and MSCC students were invited to co-facilitate the groups with faculty members. Department faculty are planning additional group facilitation opportunities for field experience students during AY 2021-2022 and will monitor responses to these items AY 2021-2022 to assess for whether these changes affect responses to these items. Additionally, during Spring 2021, instructors for the CL 552 Group Counseling course taught the course through digital
delivery for the second time since the start of the pandemic, which was the first time it had been offered through planned digital delivery for the entire semester. Department faculty will monitor responses to these items AY 2021-2022. Starting this next AY 2021-2022, all students will take only the CECE exam as the program’s comprehensive examination. This will allow for a more data-informed identification of a foundational benchmark.

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### 1.6.1 Assessment Measure

**CL 552 Group Counseling Final exam**

**SOURCE OF EVIDENCE**

Test/Exam/Quiz - Academic Direct

#### 1.6.1.1 Benchmark

**CL 552 Group Counseling Final exam**

**Exceeded**

**BENCHMARK**

=80%

**FINDINGS**

N = 22, Mean = 93.22, Median = 94, SD = 4.12, Min = 84.57, Max = 99.43

**ANALYSIS OF FINDINGS**

**IMPROVEMENT TYPE**

**IMPROVEMENT DESCRIPTION**

**IMPROVEMENT**

### 1.6.2 Assessment Measure

**CPCE category 4 score – 1st attempt**

**SOURCE OF EVIDENCE**

Comprehensives - Academic Direct

#### 1.6.2.1 Benchmark

**CPCE category 4 score – 1st attempt**

**Exceeded**

**BENCHMARK**

=8
FINDINGS
N = 9, Mean = 11, Median = 13, SD = 4.15, Min = 5, Max = 15

ANALYSIS OF FINDINGS

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT

1.6.3 Assessment Measure
CECE category 4 score – 1st attempt

SOURCE OF EVIDENCE

1.6.3.1 Benchmark
CECE category 4 score - 1st attempt

Exceeded

BENCHMARK
= 7

FINDINGS
N = 7, Mean = 7.71, Median = 8, SD = 2.14, Min = 5, Max = 11

ANALYSIS OF FINDINGS

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT

1.6.4 Assessment Measure
Graduate Survey Question, "Develop a theoretical understanding of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches"

SOURCE OF EVIDENCE
Alumni survey - Academic Indirect

1.6.4.1 Benchmark
Graduate Survey Question, "Develop a theoretical understanding of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches"
Assessment Measure
Supervisor/Employer Survey Question, "Develop a theoretical understanding of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches"

SOURCE OF EVIDENCE
Employer survey - Academic Indirect

Benchmark
Supervisor/Employer Survey Question, "Develop a theoretical understanding of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches" Not Met
1.6.6 **Assessment Measure**
Graduate Survey Question, "Develop an experiential understanding of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches"

**SOURCE OF EVIDENCE**
Alumni survey - Academic Indirect

1.6.6.1 **Benchmark**
Graduate Survey Question, "Develop an experiential understanding of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches"

**BENCHMARK**
Met

**FINDINGS**
N = 2, Mean = 3, SD = 1, Min = 2, Max = 4

**ANALYSIS OF FINDINGS**

**IMPROVEMENT TYPE**

**IMPROVEMENT DESCRIPTION**

1.6.7 **Assessment Measure**
Supervisor/Employer Survey Question, "Develop an experiential understanding of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches"

**SOURCE OF EVIDENCE**
Employer survey - Academic Indirect

1.6.7.1 **Benchmark**
Supervisor/Employer Survey Question, "Develop an experiential understanding of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches"

**BENCHMARK**
Not Met

**FINDINGS**
N = 1, Mean = 2, SD = 0, Min = 2, Max = 2

**ANALYSIS OF FINDINGS**
1.7 **Student Learning Outcomes**

Gain knowledge and skills in assessment techniques and apply basic concepts to individual and group appraisal.

**Action Plan**

**AY 2019-2020 Core 7 Follow-Up** In AY 2019-2020, site supervisors/employers responded below foundational benchmark on items pertaining to their perception of students being prepared with assessment-related knowledge (M=2.69, SD=.61) and assessment-related skills (M=2.77, SD=.70). Site supervisors/employers responded to this survey in the middle of the COVID-19 pandemic, and students’ field experience site arrangements were impacted significantly during this time. Many students were unable to complete their original field experience due to concerns about seeing clients in-person or agency closings after March 2020. Students who had been able to start learning how to complete testing or assessment with clients during Fall 2019 likely did not have an opportunity to continue developing those skills in-person with clients during Spring 2020. Instead, if they were able to continue working with clients at their site, they likely had to transition to developing these skills through a new virtual modality, presenting its own learning curve. Additionally, Summer 2020 was the first time instructors for the CL 520 Introduction to Psychological Measurement course provided instruction through digital delivery methods. No other major changes were made to curriculum or program improvement at the time in regards to these items while these modality changes were occurring. Department faculty chose to monitor responses to these items AY 2020-2021 to assess for whether these responses were due more to factors influenced by the pandemic or to actual modifications needed to the curriculum or program. AY 2020-2021 **Core 7 Identified Areas for Curriculum and Program Improvement** In AY 2020-2021, site supervisors/employers again responded below foundational benchmark on the items pertaining to their perception of students being prepared with assessment-related knowledge (M=2.50, SD=.50) and assessment-related skills (M=2.50, SD=.50). The pandemic continued to affect field experience students’ testing and assessment opportunities during AY 2020-2021. During Summer 2021, instructors for the CL 520 Introduction to Psychological Measurement course taught the course through digital delivery for the second time since the start...
of the pandemic. Department faculty will monitor responses to these items AY 2021-2022. Starting this next AY 2021-2022, all students will take only the CECE exam as the program’s comprehensive examination. This will allow for a more data-informed identification of a foundational benchmark.

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1.7.1 Assessment Measure
CL 520 Assessment report
SOURCE OF EVIDENCE
Written assignment - Academic Direct

1.7.1.1 Benchmark
CL 520 Assessment report
Exceeded

BENCHMARK =80%
FINDINGS N = 16, Mean = 97.81, Median = 100, SD = 4.07, Min = 85, Max = 100

ANALYSIS OF FINDINGS

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT

1.7.2 Assessment Measure
CPCE category 6 score – 1st attempt
SOURCE OF EVIDENCE
Comprehensives - Academic Direct

1.7.2.1 Benchmark
CPCE category 6 score – 1st attempt
Exceeded

BENCHMARK =8
FINDINGS N = 9, Mean = 9.22, Median = 9, SD = 3.15, Min = 5, Max = 13
ANALYSIS OF FINDINGS

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT

1.7.3 Assessment Measure
CECE category 6 score – 1st attempt

SOURCE OF EVIDENCE

1.7.3.1 Benchmark
CECE category 6 score - 1st attempt

FINDINGS
N = 7, Mean = 6.57, Median = 8, SD = 3.31, Min = 2, Max = 11

ANALYSIS OF FINDINGS

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT

1.7.4 Assessment Measure
Graduate Survey Question, "Gain knowledge in assessment techniques"

SOURCE OF EVIDENCE
Alumni survey - Academic Indirect

1.7.4.1 Benchmark
Graduate Survey Question, "Gain knowledge in assessment techniques"

FINDINGS
N = 2, Mean = 3, SD = 1, Min = 2, Max = 4
1.7.5 **Assessment Measure**  
Supervisor/Employer Survey Question, "Gain knowledge in assessment techniques"  
**SOURCE OF EVIDENCE**  
Employer survey - Academic Indirect

1.7.5.1 **Benchmark**  
Supervisor/Employer Survey Question, "Gain knowledge in assessment techniques"  
**Not Met**

**BENCHMARK** = 3

**FINDINGS**  
N = 4, Mean = 2.50, SD = .50, Min = 2, Max = 3

---

1.7.6 **Assessment Measure**  
Graduate Survey Question, "Gain skills in assessment techniques"  
**SOURCE OF EVIDENCE**  
Alumni survey - Academic Indirect

1.7.6.1 **Benchmark**  
Graduate Survey Question, "Gain skills in assessment techniques"  
**Met**

**BENCHMARK** = 3
FINDINGS
N = 2, Mean = 3, SD = 1, Min = 2, Max = 4

ANALYSIS OF FINDINGS

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT

1.7.7 Assessment Measure
Supervisor/Employer Survey Question, "Gain skills in assessment techniques"
SOURCE OF EVIDENCE
Employer survey - Academic Indirect

1.7.7.1 Benchmark
Supervisor/Employer Survey Question, "Gain skills in assessment techniques"
Not Met

BENCHMARK
=3

FINDINGS
N = 4, Mean = 2.50, SD = .50, Min = 2, Max = 3

ANALYSIS OF FINDINGS

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT

1.7.8 Assessment Measure
Graduate Survey Question, "Apply basic concepts to individual and group appraisal"
SOURCE OF EVIDENCE
Alumni survey - Academic Indirect
1.7.8.1 **Benchmark**  
Graduate Survey Question, "Apply basic concepts to individual and group appraisal"  

**Met**

**BENCHMARK**  
3

**FINDINGS**  
N = 2, Mean = 3, SD = 1, Min = 2, Max = 4

**ANALYSIS OF FINDINGS**

**IMPROVEMENT**

**TYPE**

**DESCRIPTION**

---

1.7.9 **Assessment Measure**  
Supervisor/Employer Survey Question, "Apply basic concepts to individual and group appraisal"

**SOURCE OF EVIDENCE**  
Employer survey - Academic Indirect

---

1.7.9.1 **Benchmark**  
Supervisor/Employer Survey Question, "Apply basic concepts to individual and group appraisal"  

**Met**

**BENCHMARK**  
3

**FINDINGS**  
N = 5, Mean = 3, SD = .63, Min = 2, Max = 4

**ANALYSIS OF FINDINGS**

**IMPROVEMENT**

**TYPE**

**DESCRIPTION**

---
## 1.8 Student Learning Outcomes

Develop the ability to read, critique, evaluate, and contribute to professional research literature.

### Action Plan

**AY 2019-2020 Core 8 Follow-Up**

In AY 2019-2020, program graduates (M=2.75, SD=.83) and site supervisors/employers (M=2.67, SD=.94) responded below foundational benchmark on the item pertaining to their perception of their ability to read, critique, evaluate, and contribute to professional research literature. This area had never been an area of identified concern before, and the CL 550 Research Methodology course had not undergone any significant changes. N sizes for individuals responding to these items was quite low. No major changes were made to curriculum or program improvement at the time in regards to this item, since this had not been an area indicated for follow-up previously and with no major changes having occurred to curriculum in this content area the last time the course was taught in-person during Fall 2019. Department faculty chose to monitor responses to these items AY 2020-2021 to assess for whether these responses were due more to factors influenced by the pandemic or to actual modifications needed to the curriculum or program. AY 2020-2021 Core 8 Identified Areas for Curriculum and Program Improvement

**In AY 2020-2021,** site supervisors/employers again responded below foundational benchmark on the item pertaining to their perception of their ability to read, critique, evaluate, and contribute to professional research literature (M=2.50, SD=.50). The N size for individuals responding to this item was still quite low. Graduate students, however, no longer responded below foundational benchmark on the same item on their follow-up survey. The pandemic continued to affect field experience students’ opportunities for in-person research or program evaluation activities during AY 2020-2021. During Fall 2020, instructors for the CL 550 Counseling Research Methodology course taught the course through digital delivery for the first time since the start of the pandemic. Department faculty will monitor responses to these items AY 2021-2022. Starting this next AY 2021-2022, all students will take only the CECE exam as the program’s comprehensive examination. This will allow for a more data-informed identification of a foundational benchmark.

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### 1.8.1 Assessment Measure

**CL 550 Research Journal Article Critique**

**SOURCE OF EVIDENCE**

Written assignment - Academic Direct
1.8.1.1 Benchmark
CL 550 Research Journal Article Critique Exceeded

BENCHMARK =80%

FINDINGS N = 26, Mean = 94.77, Median = 95.25, SD = 6.76, Min = 72.85, Max = 100

ANALYSIS OF FINDINGS

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT

1.8.2 Assessment Measure
CPCE category 7 score – 1st attempt

SOURCE OF EVIDENCE
Comprehensives - Academic Direct

1.8.2.1 Benchmark
CPCE category 7 score – 1st attempt Exceeded

BENCHMARK =8

FINDINGS N = 9, Mean = 9.78, Median = 10, SD = 1.72, Min = 7, Max = 12

ANALYSIS OF FINDINGS

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT

1.8.3 Assessment Measure
CECE category 7 score – 1st attempt

SOURCE OF EVIDENCE
1.8.3.1 Benchmark
CECE category 7 score - 1st attempt

Not Met

Benchmark
CECE category 7 score - 1st attempt

BENCHMARK
=7

FINDINGS
N = 7, Mean = 4.43, Median = 3, SD = 3.31, Min = 1, Max = 10

ANALYSIS OF FINDINGS

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT

1.8.4 Assessment Measure
Graduate Survey Question, "Develop the ability to read, critique, evaluate, and contribute to professional research literature"

SOURCE OF EVIDENCE
Alumni survey - Academic Indirect

1.8.4.1 Benchmark
Graduate Survey Question, "Develop the ability to read, critique, evaluate, and contribute to professional research literature"

Met

Benchmark
Graduate Survey Question, "Develop the ability to read, critique, evaluate, and contribute to professional research literature"

BENCHMARK
=3

FINDINGS
N = 2, Mean = 3, SD = 1, Min = 2, Max = 4

ANALYSIS OF FINDINGS

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT
1.8.5 **Assessment Measure**
Supervisor/Employer Survey Question, “Develop the ability to read, critique, evaluate, and contribute to professional research literature”

**SOURCE OF EVIDENCE**
Employer survey - Academic Indirect

1.8.5.1 **Benchmark**
Supervisor/Employer Survey Question, “Develop the ability to read, critique, evaluate, and contribute to professional research literature”

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<td>N = 2, Mean = 2.50, SD = .50, Min = 2, Max = 3</td>
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**ANALYSIS OF FINDINGS**

**IMPROVEMENT TYPE**

**IMPROVEMENT DESCRIPTION**

1.9 **Student Learning Outcomes**
Be proficient with the assessment and treatment of clients with a broad range of mental health issues.

**Action Plan**

AY 2019-2020 CMHC Specialty Area 1 Follow-Up In AY 2019-2020, site supervisors/employers responded below foundational benchmark on the item pertaining to their perception of students being proficient with the assessment of clients with a broad range of mental health issues (M=2.86, SD=.52). Site supervisors/employers responded to this survey in the middle of the COVID-19 pandemic. Students who had been able to start learning how to complete testing or assessment with clients during Fall 2019 likely did not have an opportunity to continue developing those skills in-person with clients during Spring 2020. Instead, if they were able to continue working with clients at all, they likely had to transition to developing these skills through a new virtual modality, presenting its own learning curve. Additionally, Summer 2020 was the first time instructors for the CL 520 Introduction to Psychological Measurement course provided instruction through digital delivery methods. Department faculty chose to monitor responses to these items AY 2020-2021 to
assess for whether these responses were due more to factors influenced by the pandemic or to actual modifications needed to the curriculum or program. AY 2020-2021 CMHC Specialty Area 1 Identified Areas for Curriculum and Program Improvement No areas identified due to CMHC Specialty Area 1 assessment measures meeting foundational benchmarks suggesting the previous academic year’s concerns were likely more related to the pandemic than needed curricular modifications. Starting this next AY 2021-2022, all students will take only the CECE exam as the program’s comprehensive examination. This will allow for a more data-informed identification of a foundational benchmark. AY 2019-2020 CMHC Specialty Area 2 Follow-Up In AY 2019-2020, no items were identified as areas for curriculum and program improvement. AY 2020-2021 CMHC Specialty Area 2 Identified Areas for Curriculum and Program Improvement No areas identified due to CMHC Specialty Area 2 assessment measures meeting foundational benchmarks. AY 2019-2020 CMHC Specialty Area 3 Follow-Up In AY 2019-2020, site supervisors/employers responded below foundational benchmark on the item pertaining to their perception of students being proficient with the treatment of clients with a broad range of mental health issues (M=2.87, SD=.50). Site supervisors/employers responded to this survey in the middle of the COVID-19 pandemic. Students who had been able to start demonstrating their counseling skill development during Fall 2019 likely did not have an opportunity to continue developing those skills in-person with clients during much of Spring 2020. Instead, if they were able to continue working with clients at all, they likely had to transition to developing these skills through a new virtual modality, presenting its own learning curve. As course instructors shifted to offering all counseling skills instruction through digital delivery for the first time, no other major changes were made to curriculum or program improvement at the time in regards to this item. Department faculty chose to monitor responses to these items AY 2020-2021 to assess for whether these responses were due more to factors influenced by the pandemic or to actual modifications needed to the curriculum or program. AY 2020-2021 CMHC Specialty Area 3 Identified Areas for Curriculum and Program Improvement In AY 2020-2021, site supervisors/employers again responded below foundational benchmark on the item pertaining to their perception of students being proficient with the treatment of clients with a broad range of mental health issues (M=2.80, SD=.75). As discussed for Core Content Area 5, during AY 2020-2021 the department’s Clinical Counseling Centers started offering virtual counseling services as a regular counseling service offering to all eligible potential clients. This has provided field experience students at all program locations with additional opportunities to develop their counseling skills and treatment approaches through virtual counseling modalities. MSCC faculty also started planning more in-house opportunities for field experience students to co-facilitate psychoeducational groups with faculty members. These opportunities will continue throughout AY 2021-2022 with webinars aimed toward college students
on topics related to mental health. Department faculty will monitor responses to these items AY 2021-2022 to assess for whether these changes affect responses to this item.

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### 1.9.1 Assessment Measure

**CL 520 Assessment report**

**SOURCE OF EVIDENCE**

Written assignment - Academic Direct

### 1.9.1.1 Benchmark

**CL 520 Assessment report**

**BENCHMARK**

=80%

**FINDINGS**

N = 16, Mean = 97.81, Median = 100, SD = 4.07, Min = 85, Max = 100

**ANALYSIS OF FINDINGS**

**IMPROVEMENT TYPE**

**IMPROVEMENT DESCRIPTION**

**IMPROVEMENT**

### 1.9.2 Assessment Measure

**CPCE category 6 score – 1st attempt**

**SOURCE OF EVIDENCE**

Comprehensives - Academic Direct

### 1.9.2.1 Benchmark

**CPCE category 6 score – 1st attempt**

**BENCHMARK**

=8

**FINDINGS**

N = 9, Mean = 9.22, Median = 9, SD = 3.15, Min = 5, Max = 13

**ANALYSIS OF FINDINGS**

Central Methodist University
1.9.3 Assessment Measure
CECE category 6 score – 1st attempt
SOURCE OF EVIDENCE

1.9.3.1 Benchmark
CECE category 6 score - 1st attempt Not Met

BENCHMARK = 7

FINDINGS N = 7, Mean = 6.57, Median = 8, SD = 3.31, Min = 2, Max = 11

ANALYSIS OF FINDINGS

1.9.4 Assessment Measure
Graduate Survey Question, ”Be proficient with the assessment of clients with a broad range of mental health issues”
SOURCE OF EVIDENCE
Alumni survey - Academic Indirect

1.9.4.1 Benchmark
Graduate Survey Question, ”Be proficient with the assessment of clients with a broad range of mental health issues” Met

BENCHMARK = 3

FINDINGS N = 2, Mean = 3, SD = 1, Min = 2, Max = 4
1.9.5 **Assessment Measure**
Supervisor/Employer Survey Question, "Be proficient with the assessment of clients with a broad range of mental health issues"

**SOURCE OF EVIDENCE**
Employer survey - Academic Indirect

**Benchmark**
Supervisor/Employer Survey Question, "Be proficient with the assessment of clients with a broad range of mental health issues" Met

**BENCHMARK**
=3

**FINDINGS**
N = 5, Mean = 3, SD = .63, Min = 2, Max = 4

---

1.9.6 **Assessment Measure**
CL 501 Diagnosis Case Study Report

**SOURCE OF EVIDENCE**
Written assignment - Academic Direct

**Benchmark**
CL 501 Diagnosis Case Study Report Exceeded
BENCHMARK = 80%

FINDINGS
N = 19, Mean = 99.47, Median = 100, SD = 1.61, Min = 94, Max = 100

IMPROVEMENT TYPE

1.9.7 Assessment Measure
CL 573 Client case conceptualization

SOURCE OF EVIDENCE
Written assignment - Academic Direct

1.9.7.1 Benchmark
CL 573 Client case conceptualization Exceeded

BENCHMARK = 16

FINDINGS
N = 19, Mean = 19.89, Median = 20, SD = .32, Min = 19, Max = 20

IMPROVEMENT TYPE

1.9.8 Assessment Measure
CL 563 Final Faculty Supervisor Evaluation Rating

SOURCE OF EVIDENCE
Clinical Evaluations, Reviews - Academic Direct
1.9.8.1 Benchmark
CL 563 Final Faculty Supervisor Evaluation Rating Exceeded

BENCHMARK = 60%

FINDINGS
N = 19, Mean = 70.17, Median = 66.12, SD = 9.86, Min = 52.90, Max = 89.20

ANALYSIS OF FINDINGS

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT

1.9.9 Assessment Measure
CL 574 Final Site Supervisor Evaluation Rating

SOURCE OF EVIDENCE
Clinical Evaluations, Reviews - Academic Direct

1.9.9.1 Benchmark
CL 574 Final Site Supervisor Evaluation Rating Exceeded

BENCHMARK = 80%

FINDINGS
N = 11, Mean = 86.86, Median = 93.30, SD = 15.64, Min = 57.90, Max = 100

ANALYSIS OF FINDINGS

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT

1.9.10 Assessment Measure
Graduate Survey Question, “Be proficient with the treatment of clients with a broad range of mental health”

SOURCE OF EVIDENCE
1.9.10.1 **Benchmark**
Graduate Survey Question, “Be proficient with the treatment of clients with a broad range of mental health” Met

**BENCHMARK**
=3

**FINDINGS**
N = 2, Mean = 3, SD = 1, Min = 2, Max = 4

**ANALYSIS OF FINDINGS**

**IMPROVEMENT TYPE**

**IMPROVEMENT DESCRIPTION**

---

1.9.11 **Assessment Measure**
Supervisor/Employer Survey Question, “Be proficient with the treatment of clients with a broad range of mental health”

**SOURCE OF EVIDENCE**
Employer survey - Academic Indirect

1.9.11.1 **Benchmark**
Supervisor/Employer Survey Question, “Be proficient with the treatment of clients with a broad range of mental health” Not Met

**BENCHMARK**
=3

**FINDINGS**
N = 5, Mean = 2.80, SD = .75, Min = 2, Max = 4

**ANALYSIS OF FINDINGS**

**IMPROVEMENT TYPE**

**IMPROVEMENT DESCRIPTION**

---
1.10 **Student Learning Outcomes**
A positive attitude and eagerness toward professional growth and development.

**Action Plan**

AY 2019-2020 Professional Disposition 1 Follow-Up In AY 2019-2020, this professional disposition was not identified as an area for curriculum and program improvement. AY 2020-2021 Professional Disposition 1 Identified Areas for Curriculum and Program Improvement This professional disposition is not identified due to the assessment measures meeting foundational benchmarks.

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**1.10.1 Assessment Measure**

Instructor Evaluation Question, "A positive attitude and eagerness toward professional growth and development. Defining characteristics include: Seeks out and attends to information about the field of counseling Participates in professional events (e.g., conferences, workshops, seminars) Willingness to accept and utilize feedback about personal/professional growth Presents self professionally (i.e., appearance, verbal, and non-verbal behavior) Self-reflection about personal biases and values that may impede the therapeutic alliance"

**SOURCE OF EVIDENCE**

Evaluations - Administrative

**1.10.1.1 Benchmark**

Instructor Evaluation Question, "A positive attitude and eagerness toward professional growth and development. Defining characteristics include: Seeks out and attends to information about the field of counseling Participates in professional events (e.g., conferences, workshops, seminars) Willingness to accept and utilize feedback about personal/professional growth Presents self professionally (i.e., appearance, verbal, and non-verbal behavior) Self-reflection about personal biases and values that may impede the therapeutic alliance"

**BENCHMARK**

= 2.5

**FINDINGS**

N = 56, Mean = 3.17, Median = 3.17, SD = .16, Min = 2.81, Max = 3.63

**ANALYSIS OF FINDINGS**

**IMPROVEMENT TYPE**

**IMPROVEMENT DESCRIPTION**
1.10.2 Assessment Measure
Graduate Survey Question, "A positive attitude and eagerness toward professional growth and development. Defining characteristics include: Seeks out and attends to information about the field of counseling Participates in professional events (e.g., conferences, workshops, seminars) Willingness to accept and utilize feedback about personal/professional growth Presents self professionally (i.e., appearance, verbal, and non-verbal behavior) Self-reflection about personal biases and values that may impede the therapeutic alliance"

SOURCE OF EVIDENCE
Alumni survey - Academic Indirect

1.10.2.1 Benchmark
Graduate Survey Question, "A positive attitude and eagerness toward professional growth and development. Defining characteristics include: Seeks out and attends to information about the field of counseling Participates in professional events (e.g., conferences, workshops, seminars) Willingness to accept and utilize feedback about personal/professional growth Presents self professionally (i.e., appearance, verbal, and non-verbal behavior) Self-reflection about personal biases and values that may impede the therapeutic alliance"

BENCHMARK
=3

FINDINGS
N = 2, Mean = 3, SD = 0, Min = 3, Max = 3

ANALYSIS OF FINDINGS

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT

1.10.3 Assessment Measure
Supervisor/Employer Survey Question, "A positive attitude and eagerness toward professional growth and development. Defining characteristics include: Seeks out and attends to information about the field of counseling Participates in professional events (e.g., conferences, workshops, seminars) Willingness to accept and utilize feedback about personal/professional growth Presents self professionally (i.e., appearance, verbal, and non-verbal behavior) Self-reflection about personal biases and values that may impede the therapeutic alliance"

SOURCE OF EVIDENCE
Employer survey - Academic Indirect
1.10.3.1 **Benchmark**

Supervisor/Employer Survey Question, “A positive attitude and eagerness toward professional growth and development. Defining characteristics include: Seeks out and attends to information about the field of counseling Participates in professional events (e.g., Exceeded)

**BENCHMARK**

= 3

**FINDINGS**

N = 5, Mean = 3.40, SD = .80, Min = 2, Max = 4

**ANALYSIS OF FINDINGS**

**IMPROVEMENT TYPE**

**IMPROVEMENT DESCRIPTION**

1.11 **Student Learning Outcomes**

Cooperative and respectful interpersonal behavior.

**Action Plan**

AY 2019-2020 Professional Disposition 2 Follow-Up In AY 2019-2020, this professional disposition was not identified as an area for curriculum and program improvement. AY 2020-2021 Professional Disposition 2 Identified Areas for Curriculum and Program Improvement This professional disposition is not identified due to the assessment measures meeting foundational benchmarks.

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1.11.1 **Assessment Measure**

Instructor Evaluation Question, “Cooperative and respectful interpersonal behavior. Defining characteristics include: Deals with conflict in a professional manner: displays assertive rather than passive or aggressive behavior Aware of impact of behavior on others Accepts personal responsibility for decisions and mistakes (i.e., integrity/honesty) Proactively addresses issues or concerns with instructor in a timely and respectful fashion Expresses personal feelings, values, and beliefs at appropriate times/places and uses language that is respectful of cultural differences Displays empathy and unconditional positive regard”
unconditional positive regard”

SOURCE OF EVIDENCE
Evaluations - Administrative

1.11.1.1 Benchmark
Instructor Evaluation Question, “Cooperative and respectful interpersonal behavior. Defining characteristics include: Deals with conflict in a professional manner: displays assertive rather than passive or aggressive behavior Aware of impact of behavior on others Accepts personal responsibility for decisions and mistakes (i.e., integrity/honesty) Proactively addresses issues or concerns with instructor in a timely and respectful fashion Expresses personal feelings, values, and beliefs at appropriate times/places and uses language that is respectful of cultural differences Displays empathy and unconditional positive regard”

Exceeded

BENCHMARK = 2.5

FINDINGS N = 56, Mean = 3.17, Median = 3.18, SD = .15, Min = 2.88, Max = 3.54

ANALYSIS OF FINDINGS

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

1.11.2 Assessment Measure
Graduate Survey Question, “Cooperative and respectful interpersonal behavior. Defining characteristics include: Deals with conflict in a professional manner: displays assertive rather than passive or aggressive behavior Aware of impact of behavior on others Accepts personal responsibility for decisions and mistakes (i.e., integrity/honesty) Proactively addresses issues or concerns with instructor in a timely and respectful fashion Expresses personal feelings, values, and beliefs at appropriate times/places and uses language that is respectful of cultural differences Displays empathy and unconditional positive regard”

SOURCE OF EVIDENCE
Alumni survey - Academic Indirect

1.11.2.1 Benchmark
Graduate Survey Question, “Cooperative and respectful interpersonal behavior. Defining characteristics include: Deals with conflict in a professional manner: displays assertive rather than passive or aggressive behavior Aware of impact of behavior on others Accepts personal responsibility for decisions and mistakes (i.e., integrity/honesty) Proactively addresses issues or concerns with instructor in a timely and respectful fashion Expresses personal feelings, values, and beliefs at appropriate times/places and uses language that is respectful of cultural differences Displays empathy and unconditional positive regard”

Exceeded

BENCHMARK = 3

FINDINGS N = 2, Mean = 3.50, SD = .50, Min = 3, Max = 4
1.11.3 Assessment Measure
Supervisor/Employer Survey Question, "Cooperative and respectful interpersonal behavior. Defining characteristics include: Deals with conflict in a professional manner: displays assertive rather than passive or aggressive behavior Aware of impact of behavior on others Accepts personal responsibility for decisions and mistakes (i.e., integrity/honesty) Proactively addresses issues or concerns with instructor in a timely and respectful fashion Expresses personal feelings, values, and beliefs at appropriate times/places and uses language that is respectful of cultural differences Displays empathy and unconditional positive regard"

SOURCE OF EVIDENCE
Employer survey - Academic Indirect

1.11.3.1 Benchmark
Supervisor/Employer Survey Question, "Cooperative and respectful interpersonal behavior. Defining characteristics include: Deals with conflict in a professional manner: displays assertive rather than passive or aggressive behavior Aware of impact of behavior Exceeded Benchmark = 3

FINDINGS
N = 5, Mean = 3.40, SD = .80, Min = 2, Max = 4

1.12 Student Learning Outcomes
Attention and adherence to the ethical standards of the counseling profession.
Action Plan

AY 2019-2020 Professional Disposition 3 Follow-Up In AY 2019-2020, this professional disposition was not identified as an area for curriculum and program improvement. AY 2020-2021 Professional Disposition 3 Identified Areas for Curriculum and Program Improvement This professional disposition is not identified due to the assessment measures meeting foundational benchmarks.

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1.12.1 Assessment Measure

Instructor Evaluation Question, "Attention and adherence to the ethical standards of the counseling profession. Defining characteristics include: Maintains appropriate personal and professional boundaries Acknowledges the importance of diversity, equity, and social justice Willingness to work with clients with diverse backgrounds Honors privacy and confidentiality Proactively explores possible ethical and legal pitfalls"

SOURCE OF EVIDENCE

Evaluations - Administrative

1.12.1.1 Benchmark

Instructor Evaluation Question, "Attention and adherence to the ethical standards of the counseling profession. Defining characteristics include: Maintains appropriate personal and professional boundaries Acknowledges the importance of diversity, equity, Proactively explores possible ethical and legal pitfalls"

BENCHMARK = 2.5

FINDINGS

N = 56, Mean = 3.14, Median = 3.12, SD = .10, Min = 2.98, Max = 3.38

ANALYSIS OF FINDINGS

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT
Assessment Measure
Graduate Survey Question, “Attention and adherence to the ethical standards of the counseling profession. Defining characteristics include: Maintains appropriate personal and professional boundaries Acknowledges the importance of diversity, equity, and social justice Willingness to work with clients with diverse backgrounds Honors privacy and confidentiality Proactively explores possible ethical and legal pitfalls”
SOURCE OF EVIDENCE
Alumni survey - Academic Indirect

Benchmark
Graduate Survey Question, ”Attention and adherence to the ethical standards of the counseling profession. Defining characteristics include: Maintains appropriate personal and professional boundaries Acknowledges the importance of diversity, equity, and so Exceeded

BENCHMARK
=3

FINDINGS
N = 2, Mean = 3.50, SD = .50, Min = 3, Max = 4

ANALYSIS OF FINDINGS

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

Assessment Measure
Supervisor/Employer Survey Question, ”Attention and adherence to the ethical standards of the counseling profession. Defining characteristics include: Maintains appropriate personal and professional boundaries Acknowledges the importance of diversity, equity, and social justice Willingness to work with clients with diverse backgrounds Honors privacy and confidentiality Proactively explores possible ethical and legal pitfalls”
SOURCE OF EVIDENCE
Employer survey - Academic Indirect

Benchmark
Supervisor/Employer Survey Question, ”Attention and adherence to the ethical standards of the counseling profession. Defining characteristics include: Maintains appropriate personal and professional boundaries Acknowledges the importance of diversity, equ Exceeded

Central Methodist University
1.13 **Student Learning Outcomes**
Actively practices self-care strategies to promote personal and professional growth.

**Action Plan**

AY 2019-2020 Professional Disposition 4 Follow-Up In AY 2019-2020, this professional disposition was not identified as an area for curriculum and program improvement. AY 2020-2021 Professional Disposition 4 Identified Areas for Curriculum and Program Improvement This professional disposition is not identified due to the assessment measures meeting foundational benchmarks.

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**Assessment Measure**

Instructor Evaluation Question, "Actively practices self-care strategies to promote personal and professional growth. Defining characteristics include: Utilizes cohort as a source of support Reports adequate sleep for a typically-functioning adult Approaches faculty with self-care related concerns as they impact academic coursework Seeks out opportunities to learn about self-care strategies for practicing counselors"

SOURCE OF EVIDENCE

Evaluations - Administrative

**Benchmark**

Instructor Evaluation Question, "Actively practices self-care strategies to promote personal and professional growth. Defining characteristics include: Utilizes cohort as a source of support Reports adequate sleep for a typically-functioning adult Approach Exceeded
**Finding**

N = 56, Mean = 3.07, Median = 3.06, SD = .13, Min = 2.75, Max = 3.38

**Analysis of Findings**

**Improvement Type**

**Improvement Description**

### 1.13.2 Assessment Measure

Graduate Survey Question, “Actively practices self-care strategies to promote personal and professional growth. Defining characteristics include: Utilizes cohort as a source of support Reports adequate sleep for a typically-functioning adult Approaches faculty with self-care related concerns as they impact academic coursework Seeks out opportunities to learn about self-care strategies for practicing counselors”

**Source of Evidence**

Alumni survey - Academic Indirect

### 1.13.2.1 Benchmark

Graduate Survey Question, ”Actively practices self-care strategies to promote personal and professional growth. Defining characteristics include: Utilizes cohort as a source of support Reports adequate sleep for a typically-functioning adult Approaches faculty...

**Benchmark**

=3

**Findings**

N = 2, Mean = 4, SD = 0, Min = 4, Max = 4

**Analysis of Findings**

**Improvement Type**

**Improvement Description**

Exceeded
**Assessment Measure**
Supervisor/Employer Survey Question, "Actively practices self-care strategies to promote personal and professional growth. Defining characteristics include: Utilizes cohort as a source of support Reports adequate sleep for a typically-functioning adult Approaches faculty with self-care related concerns as they impact academic coursework Seeks out opportunities to learn about self-care strategies for practicing counselors”

**SOURCE OF EVIDENCE**
Employer survey - Academic Indirect

**Benchmark**
Supervisor/Employer Survey Question, "Actively practices self-care strategies to promote personal and professional growth. Defining characteristics include: Utilizes cohort as a source of support Reports adequate sleep for a typically-functioning adult Approaches faculty with self-care related concerns as they impact academic coursework Seeks out opportunities to learn about self-care strategies for practicing counselors”

Exceeded

**BENCHMARK**
3

**FINDINGS**
N = 5, Mean = 3.40, SD = .80, Min = 2, Max = 4

**ANALYSIS OF FINDINGS**

**IMPROVEMENT TYPE**

**IMPROVEMENT DESCRIPTION**

**IMPROVEMENT**

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**Project Attachments (1)**

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<td>AY 2020-2021 Aggregate annual KPI dispositions.pdf</td>
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Institutional Mission
Central Methodist University fosters a diverse and caring community, empowering students to become lifelong learners, committed to academic excellence, prepared to engage in a complex world.

Program Mission
Master of Education Mission
The M.Ed. program prepares graduate students for success in careers in teaching and education administration at the elementary, secondary, and higher education levels. The M.Ed. program requires 36 graduate hours of credit and can be completed during full or part-time study. The program is hybrid in design with many courses offered online, with live instruction available at CMU locations in Fayette, Columbia, Park Hills, Poplar Bluff, Sedalia, St. Louis, Trenton, and Union.

Student Learning Outcomes
Data Analysis Skills
Students will demonstrate capacity for the application of qualitative and quantitative data analysis

Assessment Measure
Final Project
Masters candidates in education complete a final project [thesis] paper as a part of the requirement for the course ED 596 - final project. To enroll in ED 596 students must first satisfactorily complete the ED 595 Research seminar in which they develop a research question, do preliminary research on their question, and prepare an annotated outline for the final project. The annotated outline is evaluated through six research conferences and the use of a standard grading rubric. The Final Project paper is evaluated through a series of at least five writing conferences and the use of a standard grading rubric. All final project papers are retained in electronic form.

SOURCE OF EVIDENCE
Thesis/project - Academic Direct

Benchmark
Final Project Rubric Met

BENCHMARK
Annual cohorts will average 80% or higher on the final project rubric, The paper asks
a clear question and organizes and presents research that is relevant to answering that question. Connected Documents:

**FINDINGS**

The 18 completers in the 2020-2021 cohort had an overall average of 90 on item #2 on the final project.

**ANALYSIS OF FINDINGS**

The cohort average for item #5 (overall score) for the final project is 92 and exceeds the benchmark.

**IMPROVEMENT TYPE**

**IMPROVEMENT DESCRIPTION**

1.2 **Student Learning Outcomes**

Research skills

Student will demonstrate proficiency in library, archival and database research.

1.2.1 **Assessment Measure**

Final Project

Masters candidates in education complete a final project [thesis] paper as a part of the requirement for the course ED 596 - final project. To enroll in ED 596 students must first satisfactorily complete the ED 595 Research seminar in which they develop a research question, do preliminary research on their question, and prepare an annotated outline for the final project. The annotated outline is evaluated through six research conferences and the use of a standard grading rubric. The Final Project paper is evaluated through a series of at least five writing conferences and the use of a standard grading rubric. All final project papers are retained in electronic form.

**SOURCE OF EVIDENCE**

Thesis/project - Academic Direct

1.2.1.1 **Benchmark**

Final Project Rubric **Met**

**BENCHMARK**

Annual cohorts will average 80% or above on rubric item 3, Paper draws on sufficient high quality research within the appropriate discipline to be credible.
FINDINGS

The 18 program completers in the 2020-21 cohort had an average score of 95 on item #3 of the final project scoring rubric (research).

ANALYSIS OF FINDINGS

The cohort’s average score on item #3 (research) exceeds the benchmark for this item.

IMPROVEMENT

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<td>1.2.2 Assessment Measure</td>
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SOURCE OF EVIDENCE

1.3 Student Learning Outcomes
Research Design
Student will demonstrate proficiency in research design, including the logical structure of the research question and the research evidence related to answering the question.

1.3.1 Assessment Measure
Final Project
Masters candidates in education complete a final project [thesis] paper as a part of the requirement for the course ED 596 - final project. To enroll in ED 596 students must first satisfactorily complete the ED 595 Research seminar in which they develop a research question, do preliminary research on their question, and prepare an annotated outline for the final project. The annotated outline is evaluated through six research conferences and the use of a standard grading rubric. The Final Project paper is evaluated through a series of at least five writing conferences and the use of a standard grading rubric. All final project papers are retained in electronic form.

SOURCE OF EVIDENCE
Thesis/project - Academic Direct

1.3.1.1 Benchmark
Final Project Rubric Met
BENCHMARK

Annual cohorts will average 80% or above on rubric item 2, Logical Structure.

FINDINGS

The 18 program completers included in the 2020-21 cohort averaged 90 on item #2 (Logical Structure) of the scoring rubric.

ANALYSIS OF FINDINGS

The cohort’s item #2 average exceeds the benchmark for this item.

IMPROVEMENT

TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT

---

1.4 Student Learning Outcomes

Communication of Research Findings

The student will demonstrate a graduate level proficiency in the written analysis and explanation of research findings.

1.4.1 Assessment Measure

Final Project

Masters candidates in education complete a final project [thesis] paper as a part of the requirement for the course ED 596 - final project. To enroll in ED 596 students must first satisfactorily complete the ED 595 Research seminar in which they develop a research question, do preliminary research on their question, and prepare an annotated outline for the final project. The annotated outline is evaluated through six research conferences and the use of a standard grading rubric. The Final Project paper is evaluated through a series of at least five writing conferences and the use of a standard grading rubric. All final project papers retained in electronic form.

SOURCE OF EVIDENCE

Thesis/project - Academic Direct

1.4.1.1 Benchmark

Final Project Rubric [Met]

BENCHMARK

Annual cohort averages on the evaluator rubric will equal or exceed 80% on item 1 "Mechanics and editing and item 1 on the scoring rubric.

FINDINGS

The 2020-21 cohort averaged 90 on item 1 of the scoring rubric.
The 2020-21 cohort’s item 1 average score exceeded the benchmark for this item.

Project Attachments (1)

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<td>M.Ed. Thesis Data for Weave 2021.xlsx</td>
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Institutional Mission
Central Methodist University fosters a diverse and caring community, empowering students to become lifelong learners, committed to academic excellence, prepared to engage in a complex world.

Program Mission
The Master of Science in Mathematics program provides students with a well-rounded overview of theoretical and computational mathematics. The program enables students to secure jobs as mathematicians in the public and private sector, to further teaching careers, and to pursue a PhD in mathematics and related areas.

1.1 Student Learning Outcomes
Logical Arguments
Apply various proof techniques to construct logical arguments to justify mathematical statements.

Action Plan
AY2021-2022 Initiatives

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<td>Create opportunities to assess proof-writing mechanics in all relevant courses.</td>
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1.1.1 Assessment Measure
The math faculty created a form to rate each student’s ability to write polished proofs.

SOURCE OF EVIDENCE
1.1.1.1 Benchmark

**FINDINGS**

Results of the form are found in the Project Attachments.

**ANALYSIS OF FINDINGS**

Results were generally satisfactory. Faculty typically reserve the right to/to not require a polished proof in the classes they teach, which made the results of this form a little less informative. It’s natural in some courses to consider the content of the course to be of more importance than the mechanics and style of a proof. Faculty agreed that in courses where proofs are essential, at least one problem would be assigned that required students to write a polished, formal proof in order to better assess mechanics and style.

**IMPROVEMENT TYPE**

Academic Process Modifications

**IMPROVEMENT DESCRIPTION**

Action Plan implemented; will assess next cycle

---

1.2 **Student Learning Outcomes**

**Applications**

Use software and applications to create mathematical documents, and either 1. perform statistical analysis on data or 2. assemble or create code to solve problems and analyze solutions.

**Action Plan**

<table>
<thead>
<tr>
<th>Budget Source</th>
<th>Amount</th>
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**Assessment Measure**

The math faculty created a form to assess the students ability to use technology as mentioned in the learning outcome.

**SOURCE OF EVIDENCE**
1.2.1.1 **Benchmark**
Students are taught how to use Overleaf to write LaTeX code, RStudio to write R code and CoCalc to write Sage code. Not all courses require use of technology or applications.

**Met**

BENCHMARK

FINDINGS
Results of the survey are in the Project Attachments below.

ANALYSIS OF FINDINGS
Results were satisfactory.

IMPROVEMENT

**1.3 Student Learning Outcomes**

**Concept Mastery**
Demonstrate mastery of core mathematical material and techniques, as evidenced by quality of performance in coursework and on written and oral exit examinations in mathematics.

**1.3.1 Assessment Measure**

**Written Examinations**
Written Exit Exams can be found here: https://livecentralmethodist-my.sharepoint.com/:f:/g/personal/amccrady_centralmethodist_edu/EmAbPPeuhLmte8aSrg-GUB14WvfUVauHjFtXHkymKzQ?e=zclaW1 Students take the Written Exit Exam at the end of their coursework. It is a timed, proctored test over four courses chosen by the student.

SOURCE OF EVIDENCE
Test/Exam/Quiz - Academic Direct

**1.3.1.1 Benchmark**

**Met**

BENCHMARK

FINDINGS
In Summer 2020, all five students passed. In Fall 2020, all three students passed. In Spring 2021, all four students passed, which includes one students who retried a section.
1.3.2 **Assessment Measure**  
**Oral Examinations**  
Oral examinations were conducted via Zoom. The examinee meets with math faculty, and demonstrate proof techniques, perform computations, and state definitions per the requests of the math faculty.  
**SOURCE OF EVIDENCE**  
Test/Exam/Quiz - Academic Direct

1.3.2.1 **Benchmark**  
**Met**

**FINDINGS**  
In Summer 2020, all five students passed. In Fall 2020, all three students passed. In Spring 2021, all four students passed.

**ANALYSIS OF FINDINGS**  
Results were satisfactory.
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Institutional Mission
Central Methodist University fosters a diverse and caring community, empowering students to become lifelong learners, committed to academic excellence, prepared to engage in a complex world.

Program Mission
MSN Clinical Nurse Leader and Nurse Educator
The Master of Science in Nursing (MSN) program at Central Methodist University prepares nurses to practice in a professional role by providing advanced practice clinical skills and knowledge fostering ethical leadership and social responsibility.

Student Learning Outcomes
CCNE Standard IV: Program Effectiveness: Aggregate Student and Faculty Outcomes
The program is effective in fulfilling its mission and goals as evidenced by achieving expected program outcomes. Program outcomes include student outcomes, faculty outcomes, and other outcomes identified by the program. Data on program effectiveness are used to foster ongoing improvement.

Assessment Measure
Yearly SPEP
The Nursing department produces a yearly report as to fulfill the accreditation standards for the program as outlined by their national accrediting body, CCNE. The SPEP report includes Key Elements, evaluation and data. Please see attached report.

SOURCE OF EVIDENCE
External report - Administrative

Project Attachments (1)

Attachments                      File Size
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MSN SPEP reported fall 2020.Standard IV with Action Plan.pdf    176KB