

CityUniversity of Seattle

**School of Arts and Sciences
MASTER OF ARTS IN COUNSELING PROGRAM:**

**Clinical Mental Health Counseling
Marriage, Couple, and Family Counseling**

**Comprehensive Assessment Plan (CAP):
Annual Report 2017-2018**

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Comprehensive Assessment Plan Annual Report 2017-2018

Introduction and Overview

At City University of Seattle (contracted to CityU for the remainder of this report), core faculty in the Masters of Arts in Counseling (MAC) program have developed a Comprehensive Assessment Plan (CAP) to provide accountability regarding its program outcomes and ensure the program is constantly striving to offer the highest quality program possible. The CAP uses multiple sources of assessment that are collected and analyzed throughout the academic year. For the CAP, data collection and analysis is empirically-based and systematic. Empirically-based, in that the data collected are from appraisals by faculty and site supervisors are used to inform subsequent program modifications. *Systematic*, in that assessment occurs at planned points in time throughout the academic year, with an annual report generated at the conclusion of the summer quarter.

This report details how the CityU MAC program assessed the degree to which it met its three primary program objectives during the past year, in accordance with the CACREP 2016 Standards (Standard IV.B-D). The program made considerable efforts to recruit stakeholder input in the development of its program objectives and key performance indicators. In accordance with CACREP 2016 Standard 2.B., the program objectives reflected input from all persons involved in the conduct of the program, alongside advisory board members comprised of counselor education faculty from other CACREP-accredited institutions, current students, alumni, site supervisors, and employers. The CityU MAC program objectives are provided below.

- Program Objective 1: All students will demonstrate mastery of key performance indicators of the CACREP Common Core and Specialization-area standards by graduation.
 - Measure: Aggregate student assessment data on key performance indicators of student knowledge, skills, and professional dispositions
 - Measure: Data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates.
- Program Objective 2: The program will recruit and retain a diverse student body that reflects the diverse communities in which they will be working post-graduation.
 - Measure: Demographic and other characteristics of applicants, students, and graduates
 - Measure: Data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates.
- Program Objective 3: The program will prepare its graduates for professional counseling licensure and employment in counseling-related positions post-graduation.
 - Measure: Data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates.

Findings from these assessments resulted in action items and program modifications to ensure students are learning minimum entry requirements for the professional counseling field.

Program assessment is a regular item on the agenda during the MAC core faculty biweekly meeting throughout the academic year. During these meetings, the MAC core faculty continuously identify and modify objectives of the program evaluation. Data collection instruments, the comprehensive student database, and methods of analysis are examined. Assessment procedures are also evaluated, to ensure that our program-level assessment is helping the faculty to offer the highest quality program possible. Data analysis from program-level assessments are presented to the core faculty during these bi-weekly meetings, and used to inform subsequent program changes as warranted.

At the conclusion of each academic year, MAC core faculty analyze these assessments to identify findings, action items, and required program modifications. The MAC CACREP Liaison is responsible for coordinating this effort and generating the annual report. Once written, the official report is disseminated electronically via the CityU public website, for access by current students in the program, prospective students, staff and faculty, external partners (e.g., employers, site supervisors), and the general public.

Mission Statement

Using a practitioner-scholar model, the MAC program trains well-rounded mental health counselors for the realities of day to day practice. The MAC program emphasizes: application of theory to practice in the development of skills in case conceptualization; ethical awareness; appreciation of diversity; and self-awareness. Students are introduced to a broad range of clinical issues through a breadth of course work, delivered by practitioner faculty. Supported clinical experiences focus on the delivery of clinical services, and assist students to develop a coherent theoretical and ethical framework for practice.

Program Objective 1

The program's first objective is for all students to demonstrate mastery of key performance indicators of the CACREP common core and specialization area standards by graduation. To measure this program objective, data are collected from (a) key performance indicators of student knowledge, skills, and professional dispositions, and (b) data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates.

In 2016, the program identified key performance indicators (KPIs) of student knowledge, skills, and professional dispositions that aligned with the 2016 CACREP Standards. In the City University of Seattle system, these are referred to as Program Learning Outcomes (PLOs). These KPIs/PLOs are analyzed for each and every student, to ensure all students demonstrate knowledge, skills, and dispositions aligned with the 2016 CACREP Standards. Each of the MAC KPIs are assessed at the introductory, practice, and mastery level. For each KPI/PLO level, a single course assignment is aligned and student learning is assessed regarding the degree to which the student demonstrates competence of that KPI at the introductory, practice, or mastery level through their performance on the aligned course assignment. Instructors provide these ratings via secondary rubric scores, which are separate from course grading and do not impact GPA. Secondary rubrics use a 4-point likert-type scale: (1) Below Standard, (2) Approaching Standard, (3) At Standard, (4) Exceeds Standard.

The program maintains a database for tracking student performance on KPIs across courses and throughout the program, and also to identify areas where a student may need additional assistance or further training. For example, faculty advisors meet with students once a

year to conduct an annual review, which partially consists of an evaluation of student performance on KPIs. This presents an opportunity to discuss areas in which the student may benefit from additional training. The form used for annual program reviews is included in Appendix A. Referrals are made to remediation if the student performs “Below Standard” on any KPI/PLO.

KPIs/PLOs are also analyzed in aggregate to determine which assignments are helping students demonstrate the knowledge and skills required, and which are not. The student database is also used to assess aggregate data regarding KPIs in which MAC students consistently underperform. Data are analyzed to determine areas for program improvement, which may include modifying course assignments, course content, instructional delivery, or course sequencing. Data throughout the academic year are presented to faculty during the summer, to prepare for each student’s annual review.

The alignment of CACREP Standards to courses, and CACREP Standards to KPIs/PLOs and course assignments at the introductory, practice, and mastery-levels of the twelve MAC KPIs is depicted in the following tables below. Note that introductory and practice-level assignments are considered formative assessments, whereas mastery-level assignments are considered summative assessments.

At the conclusion of a student’s practicum or internship, students complete an evaluation of their site regarding the degree to which the site assisted them to demonstrate the MAC KPIs in their field work. Students provide a four-point Likert-scale rating, from 1-4 with “1” being Below Standard, “2” Approaching Standard, “3” At Standard, and “4” Exceeds Standard. This information is considered to be a summative assessment of the field site, as the site is evaluated against all 12 KPIs. This assessment is not considered part of the comprehensive assessment plan, as this information is not used to evaluate the program. Instead, these ratings are stored in a separate database from the student database mentioned above, and are compared and contrasted against one another to inform the future placement of students at the field site (in addition to other information).

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Table 4

Number of CACREP Standards per Course

Course	Description	Common Core	CMHC Specialization	MCFC Specialization	Total Standards
COUN 501	Introduction to Counseling Practice	3			2
COUN 502	Multicultural Counseling	7		1	8
COUN 503	Human Growth and Development	7			7
COUN 510	Professional Ethics and Law	2			2
COUN 511	Loss and Grief Counseling				
COUN 512	Marriage, Couple, and Family Counseling	1		12	13
COUN 513	Brief Therapy Models				
COUN 514	Research Methods and Statistics	10			10
COUN 516	Introduction to Career Counseling	10		2	12
COUN 519	Foundations of Mental Health Services	6	6	1	13
COUN 520	Psychopathology & Psychopharmacology I	3	8	4	15
COUN 521	Psychopathology & Psychopharmacology II	3	8	4	15
COUN 522	Crisis, Disaster, and Trauma Counseling	2		2	4
COUN 525	Testing and Assessment	14	3		17
COUN 526	Counseling Theories	2			2
COUN 527	Group Counseling	8			8
COUN 528	Professional Counseling Orientation	6	2	2	10
COUN 529	Addictions and Co-Occurring Perspectives	1	2	1	4
COUN 600	Child and Adolescent Counseling				
COUN 604	Counseling Older Adults				
COUN 606	Couples Counseling				
COUN 609	Human Sexuality			1	1
COUN 621	Practicum I				
COUN 622	Practicum II				
COUN 632	Practicum III				
COUN 633	Practicum IV				
COUN 651	Internship I				
COUN 652	Internship II				
COUN 653	Internship III				
COUN 690	Integrative Portfolio Project	3	2		5

Note. Some Standards are assessed in more than one course. Thus, totals will not equal the total number of existing CACREP Standards.

Table 5 (Include Practicum and Internship for School Counseling Track)
Master of Arts in Counseling (MAC) program: 2016 Key Performance Indicators

Key Performance Indicators	City University of Seattle Learning Goal	Introductory	Practice	Mastery
1. Professional Counseling Orientation and Ethical Practice: Recognizes and applies professional ethical standards including clear and appropriate relationships with clients, colleagues, and the community	4. City University graduates take responsibility for their own actions and exhibit high standards of conduct in their professional lives. They are aware of the ethical expectations of their profession and hold themselves accountable to those standards.	Professional Ethics and Law (COUN 510): Disclosure Statement	Practicum IV (COUN 633): Practicum Student Evaluation	Internship III (COUN 653): Internship Student Evaluation
2. Social and Cultural Diversity: Collaborates with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs and socioeconomic status.	5. City University of Seattle graduates embrace the opportunity to work collaboratively with individuals from a variety of backgrounds, and to learn from the beliefs, values, and cultures of others. They realize that varied viewpoints bring strength and richness to the workplace.	Multicultural Counseling (COUN 502): Structured Interview with Report	Practicum IV (COUN 633): Practicum Student Evaluation	Internship III (COUN 653): Internship Student Evaluation
3. Human Growth and Development: Develops self-awareness into beliefs about what impacts personal development, and formulate a personal philosophy of counseling grounded in these beliefs	1. Our graduates are able to apply the knowledge and skills gained at City towards success in their chosen professions. They connect experience and information from other fields of study to enhance their understanding of the basic values and mission of the fields in which they are working. They are able to use the appropriate tools to facilitate their work and are able to demonstrate understanding through practical application.	Human Growth and Development (COUN 503): Self-Reflection Paper	Counseling Theories (COUN 526): Philosophy of Counseling Paper	Practicum IV (COUN 633): Video Case Presentation of Theoretical Approach
4. Career Development:	6. In a world where	Career Counseling	Practicum IV (COUN	Internship III (COUN

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<p>Appraises the impact of work-related issues on the mental health and wellness.</p>	<p>knowledge and skills must be constantly updated, City University of Seattle graduates are inquisitive, independent, reflective, and self-directed in seeking out ways to engage in learning.</p>	<p>(COUN 516): Structured Interview with Report</p>	<p>633): Practicum Student Evaluation</p>	<p>653): Internship Student Evaluation</p>
<p>5. Helping Relationships: Establishes and maintains effective counseling relationships.</p>	<p>2b. City University of Seattle graduates are able to interact and work with others in a collaborative manner as well as to negotiate difficult interpersonal situations to bring about solutions to problems that benefit all involved.</p>	<p>Introduction to Counseling Practice (COUN 501): Skills Practice Triads</p>	<p>Practicum IV (COUN 633): Practicum Student Evaluation</p>	<p>Internship III (COUN 653): Internship Student Evaluation</p>
<p>6. Group Counseling and Group Work: Recognizes and positively influences intrapersonal and interpersonal dynamics when leading and co-leading groups.</p>		<p>Group Counseling (COUN 527): Group Leadership and Co-Facilitation Paper</p>	<p>Practicum IV (COUN 633): Reflection Paper on Group Work</p>	<p>Addictions and Co-Occurring Perspectives (COUN 529): Support Group Self-Reflection Journals</p>
<p>7. Assessment and Testing: Gathers information to assess needs and next steps in the counseling process, including evaluation for suicide/homicide risk and reporting requirements for abuse or neglect.</p>		<p>Professional Ethics and Law (COUN 510): Clinical Ethical Situations</p>	<p>Practicum IV (COUN 633): Practicum Student Evaluation</p>	<p>Internship III (COUN 653): Internship Student Evaluation</p>
<p>8. Research and Program Evaluation: Critically evaluates research related to core areas of counseling practice.</p>	<p>3b. City University of Seattle graduates are able to find, access, evaluate, and use information in order to solve problems, craft logical arguments and draw well-reasoned conclusions</p> <p>3c. City University of Seattle students demonstrate correct use of mathematical, statistical, and logical concepts and processes to analyze and</p>	<p>Human Growth and Development (COUN 503): Research Paper and Presentation</p>	<p>Research Methods and Statistics (COUN 514): Locating Community Resources and Evaluating Research</p>	<p>Capstone Project and Comprehensive Exam (COUN 692): Action Research Project</p>

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	interpret data to reach informed conclusions. Numerical evidence is credible and relevant with methods that support the arguments.			
9. Documentation: Produces written communication that meets professional standards.	2a. City University of Seattle graduates are able to communicate effectively both orally and in writing.	Introduction to Counseling Practice (COUN 501): Treatment Notes	Practicum III (COUN 632): Case File Audit	Practicum IV (COUN 633): Case File Audit
10. Social Justice: Develops multicultural and social justice counseling competencies through gaining a systemic understanding for the influence of client cultural background in presenting problems and the role of counselors in promoting social justice and the well-being of the greater community	3a. City University of Seattle graduates are able to think critically and to reflect upon their own work and the larger context in which it takes place.	Systemic Theory: Multicultural Counseling (COUN 502): Social Justice Community Case Study	Internship III (COUN 653): Internship Student Evaluation	Capstone Project and Comprehensive Exam (COUN 692): Action Research Project
11. Clinical Mental Health Counseling: Applies counseling theory to client presenting problems and diagnoses.		Psychopathology & Psychopharmacology I (COUN 520): Case Conceptualization, Diagnosis, and Treatment Planning	Psychopathology & Psychopharmacology II (COUN 521): Case Conceptualization, Diagnosis, and Treatment Planning	Internship III (COUN 653): Clinical Case Presentation
12. Marriage, Couple, and Family Counseling: Applies family systems theory to client presenting problems and diagnoses		Marriage, Couple, and Family Counseling (COUN 512): Assessment and Intervention Paper	Addictions and Co-Occurring Perspectives (COUN 529): Co-Occurring Case Evaluation	Internship III (COUN 653): Clinical Case Presentation

Note. Students are evaluated on either 11. Clinical Mental Health Counseling or 12. Marriage, Couple, and Family Counseling learning outcomes, depending on program specialization.

Table 6

Rubrics for Key Performance Indicators/Program Learning Outcomes

The following rubric is used to assess performance on key performance indicators:

	Below Standard	Approaching Standard	At Standard	Exceeds Standard
1. Professional Counseling Orientation and Ethical Practice. Recognizes and applies professional ethical standards including clear and appropriate relationships with clients, colleagues and the community.	Does not meet expectations for level of training and experience when: (a) evaluating ethical dilemmas, (b) establishing relationships with clients, (c) establishing relationships with colleagues, and/or (d) entering partnerships with community agencies. Does not demonstrate understanding of ethical standards. Does not demonstrate synthesis of professional ethical standards into decision making when establishing new professional relationships.	Does not meet expectations for level of training and experience when: (a) evaluating ethical dilemmas, (b) establishing relationships with clients, (c) establishing relationships with colleagues, and/or (d) entering partnerships with community agencies. Demonstrates understanding of ethical standards but does not consistently demonstrate synthesis of professional ethical standards into decision making when establishing new professional relationships.	Meets expectations for level of training and experience when: (a) evaluating ethical dilemmas, (b) establishing relationships with clients, (c) establishing relationships with colleagues, and/or (d) entering partnerships with community agencies. Understands the importance of maintaining appropriate boundaries with clients and colleagues, and incorporates knowledge of ethical standards whenever establishing new professional relationships.	Surpasses expectations for level of training and experience when: (a) evaluating ethical dilemmas, (b) establishing relationships with clients, (c) establishing relationships with colleagues, and/or (d) entering partnerships with community agencies. Evaluates the context of a given situation and applies sound decision making skills to maintain appropriate boundaries with clients and colleagues.
2. Social and Cultural Diversity. Collaborates with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs, and socioeconomic status.	Does not meet expectations for level of training and experience when interacting and/or collaborating with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs, and socioeconomic status. Does not demonstrate self-awareness regarding issues of diversity. Does not seek supervision regarding issues of diversity. Does not demonstrate an attitude of openness regarding potential issues of diversity.	Does not consistently meet expectations for level of training and experience when interacting and/or collaborating with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs, and socioeconomic status. Does not consistently demonstrate self-awareness regarding issues of diversity. Does not consistently seek supervision regarding issues of diversity. Does not consistently demonstrate an attitude of openness regarding potential issues of diversity.	Meets expectations for level of training and experience when interacting and/or collaborating with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs, and socioeconomic status. Demonstrates self-awareness regarding issues of diversity and seeks consultation and supervision as needed. Enters in to collaborative relationships with an attitude of openness and with awareness regarding potential issues.	Surpasses expectations for level of training and experience when interacting and/or collaborating with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs, and socioeconomic status. Consistently demonstrates self-awareness regarding issues of diversity and seeks consultation and supervision as needed. Enters in to collaborative relationships with an attitude of openness and with awareness regarding potential issues.
3. Human Growth and Development: Develop self-awareness into beliefs about what impacts personal development, and formulate a personal philosophy of counseling grounded in these beliefs.	Does not meet expectations for level of training and experience when discussing beliefs about what impacts personal development, and formulating a personal philosophy of counseling grounded in these beliefs.	Does not consistently meet expectations for level of training and experience when discussing beliefs about what impacts personal development, and formulating a personal philosophy of counseling grounded in these beliefs.	Meets expectations for level of training and experience when discussing beliefs about what impacts personal development, and formulating a personal philosophy of counseling grounded in these beliefs.	Surpasses expectations for level of training and experience when discussing beliefs about what impacts personal development, and formulating a personal philosophy of counseling grounded in these beliefs.

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<p>4. Career Development. Appraises the impact of work-related issues on mental health and wellness.</p>	<p>Does not meet expectations for level of training and experience when appraising the impact of work-related issues on mental health and wellness. Does not recognize the impact of work environment nor career identity on overall functioning.</p>	<p>Does not consistently meet expectations for level of training and experience when appraising the impact of work-related issues on mental health and wellness. Inconsistently recognizes the impact of work environment on overall functioning.</p>	<p>Meets expectations for level of training and experience when appraising the impact of work-related issues on mental health and wellness. Recognizes the impact of work environment on overall functioning.</p>	<p>Surpasses expectations for level of training and experience when appraising the impact of work-related issues on mental health and wellness. Recognizes the impact of work environment, career identity, and work-life balance on overall functioning.</p>
<p>5. Helping Relationships: Establishes and maintains effective counseling relationships.</p>	<p>Does not meet expectations for level of training and experience when demonstrating counseling skills during client work. Haphazardly employs counseling skills without regard to the client's needs, and without considering the selected theoretical approach.</p>	<p>Does not consistently meet expectations for level of training and experience when demonstrating counseling skills during client work. Recognizes the needs of the client and attempts to employ counseling skills, though these are not always consistent with the selected theoretical approach.</p>	<p>Meets expectations for level of training and experience when demonstrating counseling skills during client work. Attends to the needs of the client, and attempts to incorporate new skills into existing repertoire. Uses counseling techniques that are consistent with the selected theoretical approach.</p>	<p>Surpasses expectations for level of training and experience when demonstrating counseling skills during client work. Interprets the interpersonal dynamics present and adapts to the needs of the client with appropriate pacing, reflections, effective use of questions, and appropriate use of self. Employs counseling techniques that are consistent with the selected theoretical approach.</p>
<p>6. Group Counseling and Group Work: Recognizes and positively influences intrapersonal and interpersonal dynamics when leading and co-leading groups.</p>	<p>Does not meet expectations for level of training and experience when leading and co-leading groups. Does not recognize individual issues that arise during group situations, and/or does not positively influence interpersonal dynamics. Does not demonstrate basic skills of blocking, drawing out, and diverting.</p>	<p>Does not consistently meet expectations for level of training and experience when leading and co-leading groups. Inconsistently recognizes individual issues that arise during group situations, and at times is able to positively influence interpersonal group dynamics. Demonstrates basic skills of blocking, drawing out, and diverting, though these are not consistently applied.</p>	<p>Meets expectations for level of training and experience when leading and co-leading groups. Recognizes individual issues that arise during group situations, and positively influences interpersonal group dynamics. Demonstrates basic skills of blocking, drawing out, and diverting.</p>	<p>Surpasses expectations for level of training and experience when leading and co-leading groups. Recognizes individual issues that arise during group situations, intervenes effectively, and positively influences interpersonal group dynamics. Demonstrates basic skills of blocking, drawing out, and diverting, in addition to advanced skills such as immediacy and process illumination/commentary.</p>
<p>7. Assessment and Testing: Gathers information to assess needs and next steps in the counseling process, including assessment for suicide/homicide risk and reporting requirements for abuse/neglect.</p>	<p>Does not meet expectations for level of training and experience when conducting assessments. Gathers information to assess needs and next steps in the counseling process, though does not demonstrate knowledge and skill in the assessment of suicide/homicide risk and reporting requirements for abuse/neglect.</p>	<p>Does not consistently meet expectations for level of training and experience when conducting assessments. Gathers information to assess needs and next steps in the counseling process, though inconsistently demonstrates knowledge and skill in the assessment of suicide/homicide risk and reporting requirements for abuse/neglect.</p>	<p>Meets expectations for level of training and experience when conducting assessments. Gathers information to assess needs and next steps in the counseling process, including assessment for suicide/homicide risk and reporting requirements for abuse/neglect.</p>	<p>Surpasses expectations for level of training and experience when conducting assessments. Gathers information to assess needs and next steps in the counseling process, including assessment for suicide/homicide risk and reporting requirements for abuse/neglect. Makes treatment decisions that are informed by an assessment of this information. Uses supervision as appropriate.</p>

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<p>8. Research and Program Evaluation: Critically evaluates research related to core areas of counseling practice.</p>	<p>Does not meet expectations for level of training and experience in locating community resources and critically evaluating research related to client problems. Does not use this information to inform decision-making.</p>	<p>Does not consistently meet expectations for level of training and experience in locating community resources and critically evaluating research related to client problems. Inconsistently uses this information to inform decision-making.</p>	<p>Meets expectations for level of training and experience in locating community resources and critically evaluating research related to client problems. Able to use this information to inform decision-making.</p>	<p>Surpasses expectations for level of training and experience in locating community resources and critically evaluating research related to client problems. Able to use this information effectively and thoughtfully to inform decision-making.</p>
<p>9. Documentation: Produces written communication that meets professional standards.</p>	<p>Does not meet expectations for level of training and experience in all written communications. Does not follow APA guidelines and MAC guidelines for written assignments. Paperwork and documentation are not always timely, clarity may be lacking in areas, and organization is questionable.</p>	<p>Does not consistently meet expectations for level of training and experience in all written communications. Makes an attempt to follow APA guidelines and MAC guidelines for written assignments, however, accuracy is questionable. Paperwork and documentation are not always timely, clarity may be lacking in areas, and organization is questionable.</p>	<p>Meets expectations for level of training and experience in all written communications. Follows APA guidelines and MAC guidelines for written assignments, accurately and with minimal errors. Paperwork and documentation are timely, clear and concise, and well organized.</p>	<p>Surpasses expectations for level of training and experience in all written communications. Follows APA guidelines and MAC guidelines for written assignments, accurately and with no errors. Paperwork and documentation are timely, clear and concise, and well organized.</p>
<p>10. Social Justice: Develops multicultural and social justice counseling competencies through gaining a systemic understanding for the influence of client cultural background in presenting problems and the role of counselors in promoting social justice and the well-being of the greater community</p>	<p>Does not meet expectations for level of training and experience regarding multicultural and social justice counseling competencies and systemic awareness. Does not demonstrate understanding of ways in which a given cultural framework can impact clients, families, and communities. Does not participate in service-oriented projects if assigned.</p>	<p>Does not consistently meet expectations for level of training and experience regarding multicultural and social justice counseling competencies and systemic awareness. Demonstrates a limited understanding of ways in which a given cultural framework can impact clients, families, and communities. Participates in service-oriented projects if assigned.</p>	<p>Meets expectations for level of training and experience regarding multicultural and social justice counseling competencies and systemic awareness. Demonstrates a basic understanding of ways in which a given cultural framework can impact clients, families, and communities. Participates in service-oriented projects if assigned.</p>	<p>Surpasses expectations for level of training and experience regarding multicultural and social justice counseling competencies and systemic awareness. Able to articulate specific ways in which a given cultural framework can impact clients, families, and communities. Actively seeks out opportunities to participate in service-oriented projects.</p>

<p>11. Clinical Mental Health Counseling: Applies counseling theory to client presenting problems and diagnoses.</p>	<p>Does not meet expectations for level of training and experience regarding the diagnosis and treatment of client presenting concerns. Selects a counseling theory that is inappropriate to the primary diagnosis.</p>	<p>Does not consistently meet expectations for level of training and experience regarding the diagnosis and treatment of client presenting concerns. Selects a counseling theory that indirectly addresses the primary diagnosis.</p>	<p>Meets expectations for level of training and experience regarding the diagnosis and treatment of client presenting concerns. Selects a counseling theory that directly addresses the primary diagnosis, and outlines an appropriate course of treatment.</p>	<p>Surpasses expectations for level of training and experience regarding the diagnosis and treatment of client presenting concerns. Selects a counseling theory that directly addresses the primary diagnosis, and plans a coherent and appropriate course of treatment that progresses from 1) initial stabilization to 2) working through core issues and finally to 3) closing and termination. Consideration is given for generalization of treatment gains.</p>
<p>12. Marriage, Couple, and Family Counseling: Applies family systems theory to client presenting problems and diagnoses.</p>	<p>Does not meet expectations for level of training and experience the diagnosis and treatment of client presenting concerns from a systems perspective. Selects a systems theory that is inappropriate to the primary diagnosis.</p>	<p>Does not consistently meet expectations for level of training and experience regarding the diagnosis and treatment of client presenting concerns from a systems perspective. Selects a systems theory that indirectly addresses the primary diagnosis.</p>	<p>Meets expectations for level of training and experience regarding the diagnosis and treatment of client presenting concerns from a systems perspective. Selects a systems theory that directly addresses the primary diagnosis, and outlines an appropriate course of treatment.</p>	<p>Surpasses expectations for level of training and experience regarding the diagnosis and treatment of client presenting concerns from a systems perspective. Selects a counseling theory that directly addresses the primary diagnosis, and outlines a coherent and appropriate course of treatment that progresses from 1) initial stabilization to 2) working through core issues and finally to 3) closing and termination.</p>

The following timeline is provided to specifically indicate when introductory, performance, and mastery level assignments for the 12 MAC KPIs are assessed for students in the intensive weekday 2-year program. Wherever possible, separate quarters were used to measure differing levels of achievement. In cases when two levels of KPI assignment (e.g., practice, then mastery) existed in the same quarter, this was not possible. In such cases, the practice-level assignment always preceded the mastery-level assignment in the quarter. Students in the intensive weekday 2-year program enter the program in Fall quarter (First Year), and conclude the program in Summer quarter (Second Year).

Table 7

Timeline of Assessment Activities for 12 MAC KPIs (2 Year Program)

	First Year				Second Year			
	Fall	Winter	Spring	Summer	Fall	Winter	Spring	Summer
KPI 1		I		P			M	
KPI 2			I	P			M	
KPI 3	I	P		M				
KPI 4	I				P		M	
KPI 5	I			P			M	
KPI 6				I, P		M		

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KPI 7		I			P		M	
KPI 8	I						P	M
KPI 9	I		P	M				
KPI 10				I			P	M
KPI 11			I	P			M	
KPI 12					I	P	M	

Note. I = Introductory, P = Practice, M = Mastery Level.

The following timeline is provided to specifically indicate when introductory, performance, and mastery level assignments for the 12 MAC KPIs are assessed for students in the weekend 3-year program. Again, wherever possible, separate quarters were used to measure differing levels of achievement. In cases when two levels of KPI assignment (e.g., practice, then mastery) existed in the same quarter, this was not possible. In such cases, the practice-level assignment always preceded the mastery-level assignment in the quarter. Students in the weekend 3-year program enter the program in Fall quarter (First Year), and conclude the program in Summer quarter (Third Year).

Table 8

Timeline of Assessment Activities for 12 MAC KPIs (3 Year Program)

	First Year				Second Year				Third Year			
	Fall	Winter	Spring	Summer	Fall	Winter	Spring	Summer	Fall	Winter	Spring	Summer
KPI 1		I					P				M	
KPI 2			I				P				M	
KPI 3	I	P					M					
KPI 4				I		M			P		M	
KPI 5	I						P				M	
KPI 6				I			P			M		
KPI 7		I				P					M	
KPI 8	I				P						M	
KPI 9	I					P	M					
KPI 10									I		P, M	
KPI 11							I	P			M	
KPI 12								I		P	M	

Note. I = Introductory, P = Practice, M = Mastery Level.

The program made considerable efforts to recruit stakeholder input in the revision of its program learning outcomes. In accordance with CACREP 2016 Standard 2.B., the program objectives reflected input from all persons involved in the conduct of the program, including counselor education program faculty, current and former students, and personnel in cooperating agencies. An advisory board was established in 2016 to guide this ongoing process of program assessment, starting with the identification of learning outcomes. The results of the advisory

board feedback is below, along with descriptions of how advisory board feedback was used to inform program modifications.

Professional Dispositions

Per CACREP (2016) Standard 4.G, the Master of Arts in Counseling (MAC) program at City University has established *minimum performance requirements* for students to adhere to throughout their time in the program. The professional dispositions below will be formally evaluated by faculty at specific points in time, namely (i) Admissions interview, (ii) End of first quarter of study, (iii) Practicum I, II, III, and IV. Evaluation can also occur at any point during the program when a student demonstrates problematic professional dispositions. The following rubric is used for assessing professional dispositions and the program’s response.

	Below Expectations (1)	Approaching Expectations (2)	Meets Expectations (3)	Exceeds Expectations (4)
Program Action	Depending on the status of the applicant/student: (a) Declining admission to program, (b) Receiving a failing grade in the course and having to complete a remediation plan before taking further courses, or (c) in certain instances, being dismissed from the program.	Must attend faculty-determined remediation activities. Students who continue to demonstrate problematic professional dispositions during or following remediation may in certain instances be dismissed from the program.	No action required. Student is meeting expectations of program.	No action required. Student is exceeding expectations of program. This professional disposition appears to be an area of particular strength for the student.

The assessed professional dispositions are as follows:

Career goals. <input type="checkbox"/> Career goals are consistent with entering the counseling profession.	1	2	3	4
Professionalism. <input type="checkbox"/> Presents self professionally, both in-person and on social media <input type="checkbox"/> Follows through on commitments. <input type="checkbox"/> Arrives on time for scheduled meetings. <input type="checkbox"/> Completes assignments in a timely fashion. <input type="checkbox"/> Refrains from missing appointments or arriving late without just cause.	1	2	3	4
Emotional and physical boundaries. <input type="checkbox"/> Appears able to be a “holding container” for the emotions of	1	2	3	4

<p>others, by managing their own emotional response.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Acts thoughtfully, rather than impulsively. <input type="checkbox"/> Maintains appropriate physical boundaries, and refrains from unwanted or uninvited touch. <input type="checkbox"/> Avoids inappropriate sexual comments, insinuations, and contact 	
<p>Communication.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engages in difficult conversations in a respectful manner <input type="checkbox"/> Communicates thoughts and feelings directly to other people; Avoids passive-aggressive communication styles. <input type="checkbox"/> Does not evidence problematic communication such as pressured speech or talking over others. 	1 2 3 4
<p>Health.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is not currently impaired by active substance use, new or unmanaged mental disorder or medical condition, recent hospitalization, or compassion fatigue. 	1 2 3 4
<p>Openness to learning and vulnerability.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is willing to be vulnerable. <input type="checkbox"/> Is open to receiving feedback and makes needed changes. <input type="checkbox"/> Is open to receiving personal counseling when needed. <input type="checkbox"/> Attempts to learn from the perspectives of others without attempt to change their position. 	1 2 3 4
<p>Respect for cultural differences.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates respect for people who come from diverse backgrounds. <input type="checkbox"/> Intentionally seeks to work with people from diverse backgrounds, including different racial/ethnic groups and sexual orientations. <input type="checkbox"/> Refrains from micro-aggressions toward members of minority groups, such as insensitive comments or non-verbal behavior. 	1 2 3 4

Findings Regarding KPIs/PLOs and Professional Dispositions

Table 9

Key Performance Indicators/Program Learning Outcomes for Students in 2017-18 (Alignment with 2016 CACREP Standards)

	Assessment Levels/Points in Time														
	Introductory					Practice					Mastery				
	<i>n</i>	%B S	%A P	%S	%ES	<i>n</i>	%B S	%A P	%S	%E S	<i>n</i>	%B S	%A P	%S	%E S
KPI/PLO 1	16		6.3	75.0	18.8	0					0				
KPI/PLO 2	23		4.3	69.6	26.1	0					0				
KPI/PLO 3	32			100.0		32		6.3	68.8	25.0	0				
KPI/PLO 4	12		16.7	75.0	8.3	5			20.0	80.0	0				
KPI/PLO 5	32		12.5	78.1	9.4	0					0				
KPI/PLO 6	37		2.7	81.1	16.22	0					13		7.7	84.6	7.7
KPI/PLO 7	32		18.8	75.0	6.3	7		28.6	57.1	14.3	0				

KPI/PLO 8	31	3.2	16.1	54.8	25.8	0					0			
KPI/PLO 9	29		6.3	87.5	6.3	16			100.0		0			
KPI/PLO 10	0					0					13		38.5	61.5
KPI/PLO 11	0					0					0			
KPI/PLO 12	14			35.7	64.3	13			23.1	76.9	0			

Note. Dataset incomplete (only contains data for student first year KPI/PLO assignments).

During the 2017-18 academic year, the program redesigned its KPIs/PLOs to reflect the 2016 CACREP Standards rather than the 2009 CACREP Standards. Thus, we are only reporting KPI/ PLOs for students in 2017-2018. The tables below depict the overall student performance relative to its KPIs/PLOs. Based on the KPI/ PLO for 2017-2018, students (90% or more) overwhelmingly met or exceeded PLO 1, 2, 3, 6, 9, 10, and 12. Some students appear to be below or approaching standard in PLO 4, 5, 7, and 8. These scores are typically lower for some students as it might be their first quarter and they might be struggling to grasp some counseling skills. We believe that students will show improvement in their scores as they continue to develop their skills during the Practicum courses and when working with clients at the university’s counseling center.

Findings from Systematic Follow-up Studies of Graduates, Site Supervisors, and Employers

To measure Program Objective 1, data are also collected from systematic follow-up studies of graduates, site supervisors, and employers of program graduates. The results of the 2018 survey are depicted below, regarding the extent to which alumni, site supervisors, and employers believe the City University of Seattle's MA in Counseling program prepares its graduates to demonstrate knowledge and skills in core CACREP areas. Respondents (N = 9) indicated that the program seemed to prepare its students to meet CACREP Standards, with only two respondent (16.7%) indicating a Below Standard score.

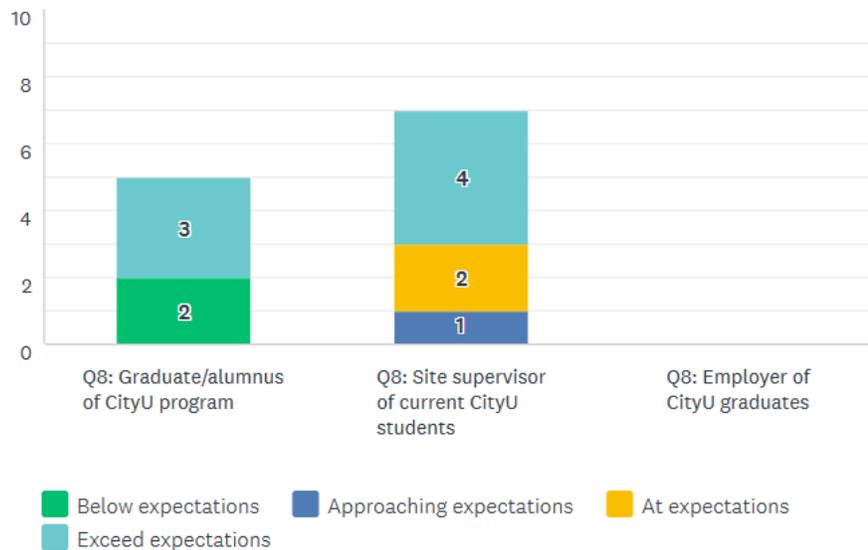


Figure 1. To what extent do you believe the City University of Seattle's MA in Counseling program prepares its graduates to demonstrate knowledge and skills in core CACREP areas (ethical practice, multicultural counseling, human development, career development, helping relationships, group counseling, assessment and diagnosis, research methods)? N = 12

Program modifications.

City U will continue to provide additional academic resources for students whose PLO are below or are approaching standard. The program continues to fund three graduate student assistants to help students in their academic work. Our graduate student assistants provide peer-to-peer writing support for students. In addition, the MAC program has collaborated with the library to provide additional support to students in regards to writing and APA style. Finally, the MAC program continue to monitor student progress by ensuring that MAC students maintain a cumulative 3.0 GPA. Students who fail to maintain such GPA are placed under academic probation and are required to meet with their academic advisors frequently to monitor and discuss an academic plan to improve their grades.

Program Objective 2

The program’s second objective is to recruit and retain a diverse student body that reflects the diverse communities in which they will be working post-graduation. To measure this program objective, data are collected from (a) surveys of demographics and other characteristics of applicants, students, and graduates, and (b) data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates.

Each year, the MAC program collects demographic data of applicants, students, and graduates in the program. Prospective student data are reviewed systematically during biweekly faculty meetings occurring during the “admissions season,” lasting from approximately April to October. Data are used to inform decisions about cohort make-up, to ensure an adequately diverse student mix. Because the CACREP statistical survey is completed each September, data on that survey are reported for the previous year rather than the current year (because admissions continue until the beginning of October). Data are presented and analyzed in a program faculty retreat in late summer, for decisions to be made about how the data can inform program modifications.

Data regarding the demographic representation of prospective and current students is reviewed to determine how to increase the diversity of the study body at City University. This data is depicted in Table 10.

Table 10
Student Demographic Representation (2017-2018, N = 50; 8 Students Did Not Respond/ Prefer Not to Disclose)

	Male (%)	Female (%)
African-American/Black		3 (6.0)
American Indian/Native Alaskan		1 (2.0)
Asian-American	1 (2.0)	3 (6.0)
Caucasian/White	6 (12.0)	16 (32.0)
Hispanic/Latino/Spanish American		
Native Hawaiian/Pacific Islander		
Multiracial	1 (2.0)	1 (2.0)
International Student/Non-Resident	1 (2.0)	5 (10.0)

Other	4 (8.0)
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Note. A nonresident alien is defined as “A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and is not permitted by USCIS to remain indefinitely.”

In addition, seven students (14.0%) identified as gay, bisexual, or other. Two students have documented disabilities (4.0%). The age of admitted students (M = 32 years, range = 23-63). Therefore, the 2017-18 student body was racially and ethnically diverse.

Findings from Systematic Follow-up Studies of Graduates, Site Supervisors, and Employers

To measure Program Objective 2, data are also collected from systematic follow-up studies of graduates, site supervisors, and employers of program graduates. The results of the 2017 survey are depicted below, regarding the extent to which alumni, site supervisors, and employers believe the City University of Seattle's MA in Counseling program believe the City University MA in Counseling program recruits and retains a diverse student body that reflects the diverse communities in which they will work post-graduation. Respondents indicated that the program recruits and retains a diverse student body, with 75% of respondents ($n = 9$) providing an At Standard or Exceeds Standard rating. However, it was notable that three participants reported that the program was not adequately recruiting and retaining a diverse student body, providing a Below or Approaching Standard rating.

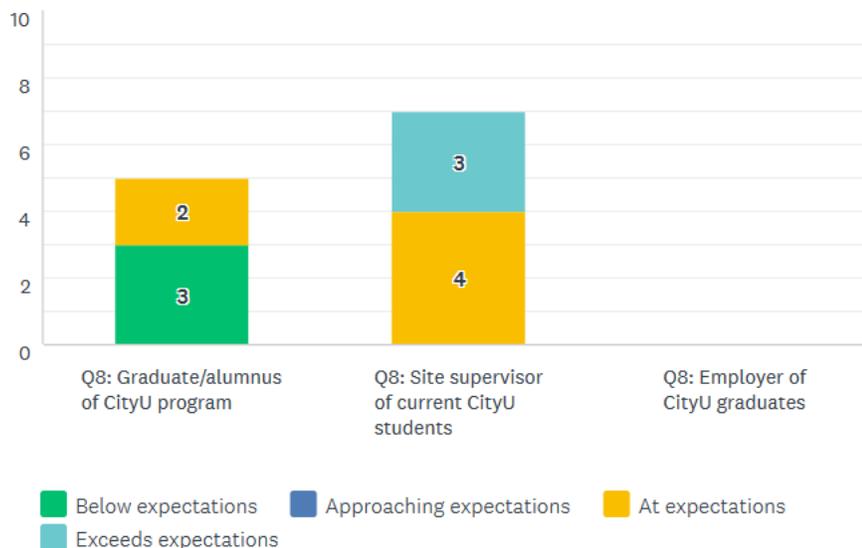


Figure 2. To what extent do you believe the City University MA in Counseling program recruits and retains a diverse student body that reflects the diverse communities in which they will work post-graduation? ($n = 12$)

In 2017-18, the program sought to increase the diversity of the learning community by hiring three student assistants, each of whom assisted the MAC program faculty in outreach efforts to attract and retain diverse candidates from community mental health agencies and other

community groups. For example, during 2017-18, faculty and student assistants attended various graduate fairs to recruit diverse students to the program.

Program modifications. In the coming year, the program will continue to fund three student assistants, who will assist the program in outreach efforts to attract and retain diverse candidates from community mental health agencies and other community groups. The program will also monitor cohort sizes and ensure that cohorts have adequate representation of diversity through keeping an ongoing list of applicants and their preferred program track and reviewing this data during biweekly faculty meetings during “admissions season.” For example, we have 11 applicants of color and five applicants who represent the LGBTQ+ population in the 2017-2018 application pool.

The program will also continue to engage with our graduates, site supervisors, and employers of program graduates as only 12 responses were completed during the time of this reporting. We plan to maintain and update our stakeholders’ email addresses to increase the participation of follow-up study.

Program Objective 3

The program’s third objective is to prepare its graduates for professional counseling licensure and employment in counseling-related positions post-graduation. To measure this program objective, data are collected from systematic follow-up studies of graduates, site supervisors, and employers of program graduates.

Findings from Systematic Follow-up Studies of Graduates, Site Supervisors, and Employers

An annual survey was sent to all program alumni, site supervisors, and employers. The survey contains questions pertaining to licensure and employment rates, and questions pertaining to the degree to which the program prepares students to meet its program objectives (1-3). In 2017, the total number of respondents was 12, divided between alumni ($n = 5$, 41.7%) and site supervisors ($n = 7$, 58.3%). All alumni respondents ($n = 5$) had not taken their licensure exam yet. MAC alumni were employed in the following settings during the 2017-18 year: private practice, community agencies, corrections, hospital/residential treatment settings, and private schools.

Respondents also shared their perspectives regarding the extent to which alumni, site supervisors, and employers believe the City University of Seattle's MA in Counseling program prepares its graduates for professional counseling licensure and employment in counseling-related positions post-graduation. Respondents indicated that the program seemed to prepare its graduates for licensure and employment post-graduation, with 75% of respondents ($n = 9$) providing an At Standard or Exceeds Standard rating. However, two alumni reported that the program had not adequately prepared them for licensure and employment post-graduation, providing a Below or Approaching Standard rating. Out of seven supervisors who responded to the survey, six (85.7%) of the respondents gave an At Standard or Exceeds Standard rating.

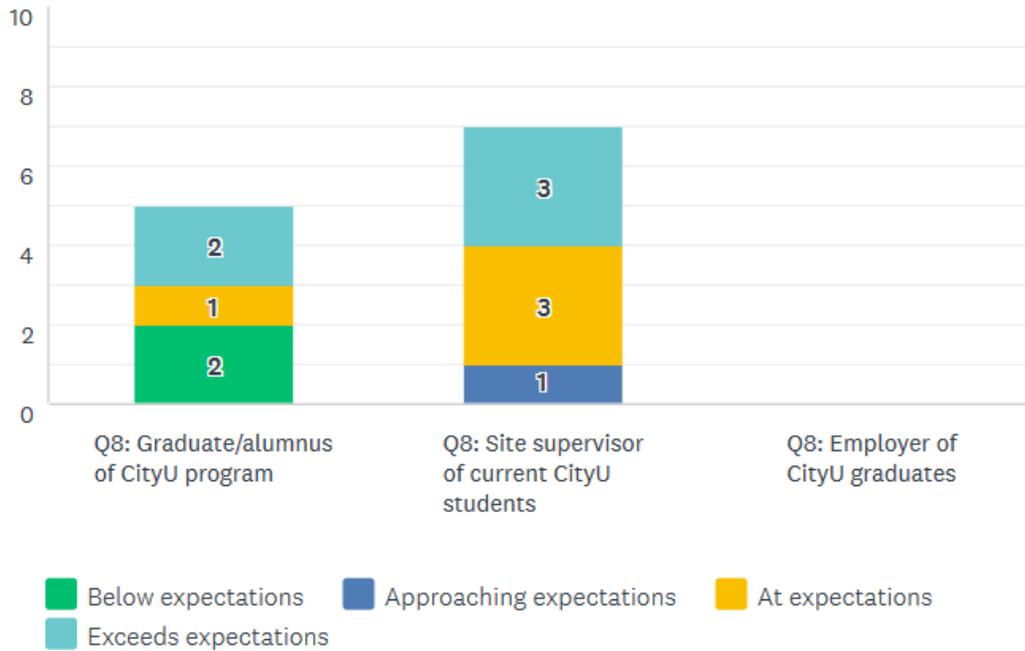


Figure 3. To what extent do you believe the program prepares its graduates for professional counseling licensure and employment in counseling-related positions post-graduation? (N = 12)

Program modifications. The program offered licensure examination preparation guidance in Spring 2018 and scheduled the licensure exam for students while they are in their program. The program’s first NCE exam will be held on October 20th 2018.

Appendix A: Annual Review of Student Progress Form



**Annual Advising Report of Student Progress
(2017 Student Entry to Program)**

**Division of Arts and Sciences
Master of Arts in Counseling (MAC) program**

Name of Student:

Academic Year Reviewed:

Name of Advisor:

Date of Meeting:

Key Performance Indicators (For Students Admitted in 2017)

Program Learning Outcome	Level	Assignment	Score*
1. Professional Counseling Orientation and Ethical Practice: Recognizes and applies professional ethical standards including clear and appropriate relationships with clients, colleagues, and the community	Intro	Professional Ethics and Law (COUN 510): Disclosure Statement	
	Practice	Practicum IV (COUN 633): Practicum Student Evaluation	
	Master y	Internship III (COUN 653): Internship Student Evaluation	
2. Social and Cultural Diversity: Collaborates with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs and socioeconomic status.	I	Multicultural Counseling (COUN 502): Structured Interview with Report	
	P	Practicum IV (COUN 633): Practicum Student Evaluation	
	M	Internship III (COUN 653): Internship Student Evaluation	
3. Human Growth and Development: Develops self-awareness into beliefs about what impacts personal development, and formulate a personal philosophy of counseling grounded in these beliefs	I	Human Growth and Development (COUN 503): Self-Reflection Paper	
	P	Counseling Theories (COUN 526): Philosophy of Counseling Paper	
	M	Practicum IV (COUN 633): Video Case Presentation of Theoretical Approach	
4. Career Development: Appraises the impact of work-related issues on mental health and wellness.	I	Career Counseling (COUN 516): Structured Interview with Report	
	P	Practicum IV (COUN 633): Practicum Student Evaluation	
	M	Internship III (COUN 653): Internship Student Evaluation	
5. Helping Relationships: Establishes and maintains effective counseling relationships.	I	Introduction to Counseling Practice (COUN 501): Skills Practice Triads	
	P	Practicum IV (COUN 633): Practicum Student Evaluation	
	M	Internship III (COUN 653): Internship Student Evaluation	
6. Group Counseling and Group Work: Recognizes and positively influences intrapersonal and interpersonal dynamics when leading and co-leading groups.	I	Group Counseling (COUN 527): Group Leadership and Co-Facilitation Paper	
	P	Practicum IV (COUN 633): Reflection Paper on Group Work	
	M	Addictions and Co-Occurring	

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		Perspectives (COUN 529): Support Group Self-Reflection Paper	
7. Assessment and Testing: Gathers information to assess needs and next steps in the counseling process, including evaluation for suicide/homicide risk and reporting requirements for abuse or neglect of children and vulnerable adults.	I	Professional Ethics and Law (COUN 510): Clinical Ethical Situations	
	P	Testing and Assessment (COUN 525): Administering, Scoring, and Interpreting Assessments	
	M	Internship III (COUN 653): Internship Student Evaluation	
8. Research and Program Evaluation: Locates community resources and critically evaluates research related to core areas of counseling practice.	I	Human Growth and Development (COUN 503): Research Paper and Presentation	
	P	Research Methods and Statistics (COUN 514): Locating Community Resources and Evaluating Research	
	M	Integrative Portfolio Project (COUN 690): Action Research Project	
9. Documentation: Produces written communication that meets professional standards.	I	Introduction to Counseling Practice (COUN 501): Treatment Notes	
	P	Practicum III (COUN 632): Case File Audit	
	M	Practicum IV (COUN 633): Case File Audit	
10. Social Justice: Develops multicultural and social justice counseling competencies through gaining a systemic understanding for the influence of client cultural background in presenting problems and the role of counselors in promoting social justice and the well-being of the greater community.	I	Practicum IV (COUN 633): Student Evaluation by Supervisor	
	P	Foundations of Mental Health Systems (COUN 519): Social Justice Presentation	
	M	Integrative Portfolio Project (COUN 690): Multicultural and Social Justice Advocacy Competencies	
11. Clinical Mental Health Counseling: Identifies presenting symptoms and diagnoses for client cases, and applies counseling theory to case conceptualizations and treatment plans.	I	Psychopathology & Psychopharmacology I (COUN 520): Case Conceptualization, Diagnosis, and Treatment Planning	
	P	Psychopathology & Psychopharmacology II (COUN 521): Case Conceptualization, Diagnosis, and Treatment Planning	
	M	Internship III (COUN 653): Clinical Case Presentation	
12. Marriage, Couple, and Family Counseling: Identifies presenting symptoms and diagnoses for client cases, and applies systems theory to case conceptualizations and treatment plans.	I	Marriage, Couple, and Family Counseling (COUN 512): Assessment and Intervention Paper	
	P	Addictions and Co-Occurring Issues (COUN 529): Co-Occurring Case Evaluation	
	M	Internship III (COUN 653): Clinical Case Presentation	

* Note. 1 = Below Standard, 2 = Approaching Standard, 3 = At Standard, 4 = Exceeds Standard.

Comments on Overall Academic Performance

Comments on Professional Dispositions

Areas for Remediation (if any)

(Student Signature)

(Date)

(Faculty Advisor Signature)



**Annual Advising Report of Student Progress
(2017 Student Entry to Program)**

**Division of Arts and Sciences
Master of Arts in Counseling (MAC) program**

Name of Student:

Academic Year Reviewed:

Name of Advisor:

Date of Meeting:

Key Performance Indicators (For Students Admitted Prior to 2017)

* As a result of MAC's transition to new KPIs last year, data collected for students admitted prior to 2017 are limited and incomplete. Therefore, students will receive their progress qualitatively.

Comments on Overall Academic Performance

Comments on Professional Dispositions

Areas for Remediation (if any)

(Student Signature)

(Date)

(Faculty Advisor Signature)

(Date)