

## Directions

For each program outcome, identify the evidence used for assessment, the responsible parties conducting the assessment, and the schedule for and use of assessment results. Note: to achieve sustainability and depth in outcomes assessment, programs are strongly encouraged to distribute assessment of outcomes across a 5-year program review cycle.

	<b>Changes made as a result of using the data/evidence during the past cycle as discussed in Section III.</b>	<b>Evidence to be collected in next PReCIP cycle</b> (Consider direct and indirect evidence)	<b>Responsible Parties</b>	<b>Assessment Schedule</b> (distributed across a 5-year program review cycle)	<b>Plan for Taking Action to “Close the Loop” through the next cycle</b>
<b>Outcome 1 Knowledge (Yr 4 22-23)</b>  <b>Future: Overall Analysis, Year 5, ‘29-30</b>	<b><i>Developed a method for collecting data on Alumni licensure as an LCMHC (VT) or LPC (WI), LADC (VT) or having started an LCMHC/LPC application (Attachment E-VT; CIT-WI)</i></b>	Percent of Alumni licensed as LCMHC/LPC (includes passing NCE &/or NCMHCE). Percent alumni who have begun the application/had education accepted (Attachment E form – VT, CIT – WI).	Program Directors	Update annually. Summarize in Year 5, or as needed for higher education reporting requirements.	PDs will add new alumni to graduate list annually. Propose PT faculty/admin support as needed to research licensure, starting 3 years post graduation for all future alumni.
	<b><i>Added student self-reflection on Learning Outcomes to the Student Satisfaction Questionnaire (SSQ) on key areas of knowledge. Implemented across CSL and CMH programs.</i></b>	Student Satisfaction Questionnaire (SSQ) - student self-ratings on Learning Outcomes. See Sample SSQ in <b>Sample Forms Folder</b> .	Program Directors	Annually, prior to graduation.	Program Directors will use analysis of assessment results to inform faculty development activities, and to review & revise course syllabi to address areas identified for improvement in student knowledge. PT Faculty will be included in dissemination of results and syllabi revisions.
	<b><i>External reviews: Updated agreements with VT Allied Mental Health Board and Wisconsin DSPS</i></b>	VT MOU: MA-CSL VT MOU & WI DSPS: MS-CMH	Program Directors	Biannually, for MOU’s w/ VT Allied Mental Health Board  MS CMH- WI DSPS reviewed the curriculum in 2024	Program Directors will continue this biannual work with the VT AMHB and with WI DSPS, as needed.

	<p><i>Reviewed &amp; approved by NBCC to give NCE exam through 2025.</i></p> <hr/> <p><i>Piloted Individual questions, chosen by the PDS from NCE exam in relevant courses.</i></p> <hr/> <p><b>Reviewed Capstones:</b>  <i>MA - comprehensive exam and  MS - completed Masters Projects</i></p>	<p>2 students completed the NCE exam through program approval.</p> <hr/> <p>After pilot, deferred to individual instructors rather than using this as a comprehensive program approach. Further research needed re which courses this is implemented in and how it is working</p> <hr/> <p>MA- Comprehensive Exam – pass rates. See sample exam in <b>Sample Forms Folder</b>.</p> <p>MS- list of Master’s Project topics; See Sample Masters Project Syllabus and Student Project Examples in <b>Signature Assignments Folder</b></p> <p>School Counseling – Portfolio- VLP</p>	<p>Program Directors</p> <hr/> <p>PDs and PT Faculty.</p> <hr/> <p>Program Directors</p>	<p>Discontinued: Giving the NCE exam through VTSU. CACREP accreditation required after 2025. Students found it costly and burdensome to join NCC.</p> <hr/> <p>PDs will survey PT faculty in Year 1; evaluate for future data collection in Year 2.</p> <hr/> <p>MA-CSL Comprehensive Exam pass rate will be reviewed annually. MS-CMH Signature Masters Projects will be collected annually. Input collected from Faculty &amp; PT Faculty on areas of strength and any areas for improvement. Review in Year 1.</p>	<p>PDs will continue to explore better options for assessment of knowledge.</p> <hr/> <p>PDs will make decisions about implementation of this approach to assessment with PT faculty input. Data collected will be used for curriculum updates by PDs and PT faculty.</p> <hr/> <p>Program Directors will make a plan for any curriculum updates, based on the review, in Year 1.</p>
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	<b>Changes made as a result of using the data/evidence during the past cycle as discussed in Section III.</b>	<b>Evidence to be collected in next PReCIP cycle (Consider direct and indirect evidence)</b>	<b>Responsible Parties</b>	<b>Assessment Schedule (distributed across a 5-year program review cycle)</b>	<b>Plan for Taking Action to “Close the Loop” through the next cycle</b>
<b>Outcome 2 Counselor Disposition (Year 1 &amp; 2 19/20; 20/21)</b>  <b>Future: Overall Analysis: Year 2, '26-27</b>	<i>Developed and piloted a Counselor Disposition Assessment (CDA) in Yr 1 &amp; 2 for Both MA &amp; MS.</i>	Ongoing use of CDA (student self-assessment & faculty assessment). See <b>Sample Forms Folder</b> .	Instructors in the following classes: CSL 5030 & 6820 and CMH 6105	Collect data in CSL 5030 & 6820 and CMH 6105. Request immediate feedback from instructors on any individual students needing a remediation plan and on student strengths and needs on the CDA, to inform curriculum revisions.	Programs will use analysis of CDAs to implement curriculum changes/initiatives.
	<i>Added option of a remediation plan to CDA (Yr 2 &amp; 3)</i>	Number and success of remediation plans	Program Directors	Review data more comprehensively in Year 2.	Advisors will monitor CDA results in early coursework (CSL 5030 & CMH 6105), for any remediation needs identified.
	<i>Integrated the CDA into Field Placement Evaluations (Yr 5)</i>	Faculty & field supervisor assessment. See Sample Field Placement/Internship Evaluation Forms in <b>Sample Forms Folder</b> .	Faculty supervisors of field placement experience	Collect data as part of each student's field placement evaluations (in CSL 6880 and CMH 6155, 6505, 6625). Internship Faculty will alert advisors to any remediation needed. PDs will pilot method for following students progress. Analyze sample in Year 3.	PDs and Advisors will use as needed to monitor student progress and growth in Counselor Disposition. PDs will use to analysis for curriculum improvements.

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<b>Outcome 3</b>  <b>Counseling Skills &amp; Practice (Year 4, 22/23)</b>  <b>Future: Overall Analysis: Year 3, '27-28</b>	<i>Improved and Aligned MA-MS Evaluations conducted at the completion of Internships.</i>	Field Placement/Internship Evaluations Forms in <b>Sample Forms Folder</b>	Program Directors	Completed revision of Evaluation forms. Pilot in Year 1. Review in Year 2, Analyze in Year 3.	Program Directors will consider further alignment of field placement documents & evaluations.
	<i>Developed Field Placement Summary Form for student records (Supervisors, Hours, needed for licensure)</i>	Field Placement Summary Form in <b>Sample Forms Folder</b>	Program Directors	PDS have requested that VTSU add the Summary Forms to the Student Record. As VTSU moves to a new records system, PDs will continue to work with OGS and also will pilot alternate storage in Teams or OneDrive in Year 1 of new cycle.	Program Directors will pilot alternate methods of storage and continue to work with VTSU regarding long-term storage options. PDs will identify necessary administrative support for adding internship documentation to the student record/alternate storage system.
	<hr/> <i>Continued current processes for Observations of Interns</i>	<hr/> <i>MA: Case Presentations in Internship Seminar (1 per Term)</i> <i>MS: Observed Sessions (2 minimum per Term)</i>	<hr/> Faculty and/or Site Supervisors	<hr/> Ongoing in seminar/internship courses. Analysis of sample in Year 3	<hr/> PDs will continue discussion and analysis of strengths of each program in Internship structure and methods, including seminars and observations, and implement any recommendations, across the 5 year cycle.
	<hr/> <i>Reviewed pass rates for field placement courses.</i>	<hr/> Grades and final evaluations	<hr/> Internship Faculty alert PDs to any remediation needed for	<hr/> Ongoing	<hr/> PDs will continue to develop remediation plans as needed and attend to any change in the

	<p>-----</p> <p><i>Developed spreadsheet of placements; participated in field placement initiative with VT's designated agencies. (Including VCP internship committee)</i></p>	<p>-----</p> <p>Placement lists. Reviewed type and range of placement sites and feedback from site supervisors; See lists in <b>Signature Assignments</b> Folder</p>	<p>-----</p> <p>individual students.</p> <p>Program Directors and Faculty, in coordination with Workforce Partners (e.g. Vermont Care Partners)</p>	<p>-----</p> <p>Annually</p> <p>Years 1 -5. Spreadsheets of sites updated annually; Priorities for change summarize in Year 4.</p>	<p>-----</p> <p>currently high (almost 100%) pass rates.</p> <p>PDS and Internship Faculty will continue coordination with placement sites.</p> <p>Summarize field sites recommendations and implement programmatic changes, such as simplified processes and paperwork. Prioritize and Request support from VTSU: -compensation for site supervisors -- resources for internship coordination, outreach &amp; support</p>
	<b>Changes made as a result of using the data/evidence during the past cycle as discussed in Section III.</b>	<b>Evidence to be collected in next PReCIP cycle (Consider direct and indirect evidence)</b>	<b>Responsible Parties</b>	<b>Assessment Schedule (distributed across a 5-year program review cycle)</b>	<b>Plan for Taking Action to "Close the Loop" through the next cycle</b>
<p><b>Outcome 4 Ethics (Year 3, 21/22)</b></p> <p><b>Future: Overall Analysis: Year 4, '28-29</b></p>	<p><i>Aligned assignments across MA/MS programs:</i></p> <p><i>Revised and implemented a shared assignment (case analysis &amp; student's personal code of ethics) in CSL 5140 and CMH 6665</i></p> <p><i>Developed scoring rubric/ for the shared assignment. Analyzed sample of scores from each program, with PT faculty assistance (neutral, additional rater).</i></p> <p><i>Integrated new content in the Ethics courses based on combination of CDA and faculty feedback</i></p>	<p>Ethics: Revised Personal Code of Ethics Assessment (See in current Assessment in <b>Sample Forms Folder.</b>)</p>	<p>Faculty for Ethics Course (both MA &amp; MS)</p>	<p>Annual completion of assessment. Pilot revisions as developed.</p> <p>Year 4 focus for analysis of assessment results</p>	<p>PDS, Faculty and PT Faculty will revise shared assignments and rubrics.</p> <p>Faculty will update ethics content in the Ethics courses and across the curricula.</p>

	<i>(competence to practice, AI and other technology, telehealth.)</i>				
<b>Outcome 5</b>  <b>Leadership &amp; Systems Change (Year 5, 23/24/25)</b>  <b>Future: Overall Analysis: Year 1 and ongoing.</b>	Based on past assessments, MS-CMH added content of Supervision to Organizational Leadership course.	Analysis of Organizational Leadership, Supervision & Systems Change content in program curricula, across programs.	Program Directors	Year 1: Identify Introduction, Application and Mastery of content across programs, Prioritize additions. Years 2-5: consider additional assessments.	PDs and Faculty: Assess content, prioritize additions, clarify assessments related to organizational leadership, systems change & supervision in both programs, with more emphasis in MA-CSL.
	----- MA-CSL and MA-CMH aligned and began collecting similar Alumni Employment Data.	----- Alumni Employment Survey. See <b>Sample Forms Folder</b> .  Alumni in clinical, administrative and academic leadership positions at the state, local, national level.	----- Program Directors	----- Annual collection of Alumni Employment Data	----- PDs will summarize to inform any additional curriculum changes and for dissemination to stakeholders (academic colleagues, internship placements and other workforce partners, funding opportunities, and recruitment).
	----- MA-CSL and MA-CMH reviewed Capstones – MA-CSL Comprehensive Exam and MS-Masters Projects). No immediate changes, as this was found to be an area of strength.	----- Capstone Assignments: MA-CSL Comprehensive Exam and MS-CMH Signature Assignments in CMH 6705 on Community/Systems Change projects. See <b>Signature Assignments Folders</b> .	----- Program Directors and Faculty will continue to gather Model Capstone Assignments,	----- Annually.	----- PDs will review Capstones for curricular strengths and areas for improvement.
	----- PDs and Faculty participated in several new Workforce Initiatives, to inform present and future curricular offerings:	----- PDs will continue to identify and prioritize Workforce Collaborations and Initiatives, that keep the	----- Program Directors and Faculty.	----- PDs and Faculty will review as part of department meetings and to inform curriculum,	----- PDs will summarize and prioritize new initiatives.

	<p>VT AMHB (Barriers to Licensure), VCP Internship and Higher Education Collaboration, DMH Problem Gambling Initiatives and Training, DSU Strategic Planning.</p> <p>Programs encouraged student professional development by requiring membership in professional organizations at time of internship, and encouraged and facilitated conference attendance.</p>	<p>curriculum relevant and state of the art.</p> <p>Continue to collect evidence of student membership – documentation in CSL 6880, CMH 6155, 6505, 6625.</p>	<p>Program Directors and Faculty.</p>	<p>annually, and in Year 5.</p> <p>Ongoing</p>	<p>Continue MA/MS requirement- student membership in ACA, AMHCA, ASCA at the point of fieldwork.</p> <p>Continue support &amp; encouragement for student conference participation, which also strengthens workforce partnerships</p> <p>PDs will consider adding student self-reflection questions in this area to the SSQ.</p>
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