

## E-Series Form

*Excerpts from NECHE's Statement on Student Achievement and Success Data Forms:*

*The Commission recognizes its dual responsibilities of quality assurance (the public role) and quality improvement (the private role) must be kept in balance. Nowhere is this dual role more in play than in the area commonly summarized by the term 'student assessment.' The Commission's Standards for Accreditation, especially Standard 8, Educational Effectiveness, speak to assessment for improving the academic program and services for students, and they also speak to the Commission's public responsibility for ensuring an appropriate level of student achievement and in making the results used and known – part of its responsibility for being recognized by the federal government as a reliable authority on the quality of education.*

*Intent: To fulfill these responsibilities and provide a framework for institutions and useful information for teams and the Commission, the Commission has developed two sets of data forms, both of which are on the CIHE website (<https://cihe.neasc.org>). The forms are used by the institution to declare their approach to the assessment of student learning and to summarize how the information is used for improvement. They are included with the institution's comprehensive self-study and interim (fifth-year) report and institutions are encouraged to complete the forms early in the report preparation process so they can incorporate data from the forms into their report.*

*Directions: Internally reviewed programs should complete OPTION E1: PART A. and externally accredited programs should complete Option E1: PART B.*

### **OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS (FOR NON-EXTERNALLY ACCREDITED PROGRAMS)**

(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of the most recent program review. (this will almost always match the date of the newest PReCIP report)
<b>The link to Learning outcomes for both programs is embedded within the VTSU website.</b>  <a href="https://vermontstate.edu/academic-programs/clinical-mental-health-ms/">https://vermontstate.edu/academic-programs/clinical-mental-health-ms/</a>	Learning Outcomes Assessments are embedded within the coursework. There is a Capstone in the MS in CMH, called Masters Project, and for the MA in CSL there is a Comprehensive Exam. Licensure requires post-masters exams and supervised practice and is researched as a	The Counseling Dept. Program Directors, and Full and Part-time Faculty  Program directors oversee the process including faculty work groups as needed.	There are multiple changes discussed in the most recent PReCIP report- for example : Creation of a Counselor Disposition Assessment Alignment of Internship final evals Revision of ethics syllabus and rubric/assessment	June 1 2025



	part of the 5 year PReCIP review process.			
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