



The Department of Counselor Education
Annual Evaluation Plan

2024-2025

for

Clinical Mental Health Counseling

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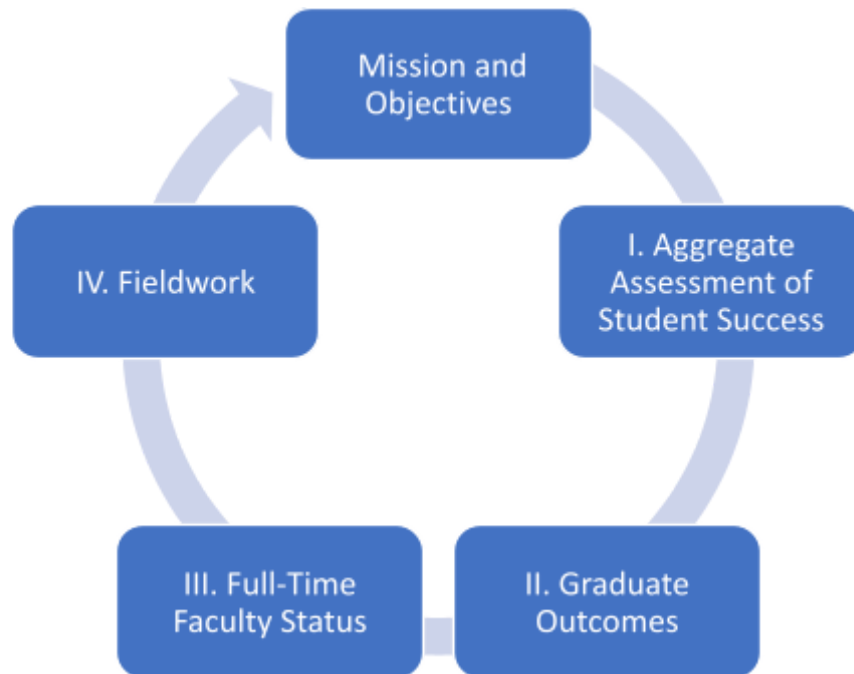
School Counseling



Overview of the Comprehensive Evaluation Plan

The Comprehensive Evaluation Plan (CEP) for the Department of Counselor Education at Clark Atlanta University is designed to implement a continuous and systematic assessment process based on the program mission statement and objectives. The CEP is continuous and informs program improvement efforts. This assessment report is based on the 2024–2025 academic year and also includes three years of aggregated data that support longitudinal analysis and data-driven decision-making.

Figure 1. *Components of the Assessment Plan*



I. Academic Quality Indicators Alignment

The Academic Quality Indicators provide outcome data demonstrating that CACREP standards are addressed across both the foundational curriculum and specialty courses. Mastery of knowledge, skills and professional disposition are assessed at multiple points and times. The Academic Quality Indicators are aligned with the department’s four program objectives, ensuring coherence between curriculum design, instructional delivery, and expected student outcomes.

The Program Objectives are:

1. Introduce theory and concepts to diverse, human behavior, human service systems, and problems in human behavior at all developmental levels.
2. Prepare candidates for licensure as a Professional Counselor in Georgia and to qualify to take the National Counselor Examination.
3. Prepare candidates for advanced studies and/or professional counseling careers in a variety of community/school settings.
4. Train candidates to integrate individual and group counseling methods and practices.

II. The Academic Quality Indicators

The Academic Quality Indicators (AQIs) are aligned with the department's four program objectives. The Program Evaluation for 2024-2025 shows how each objective was met and that the goal of 90% of the students meeting the minimum threshold was achieved except for the number of students passing the National Counselor Exam in 2023 and 2024.

III. Data to be Collected and Academic Quality Indicators

1. Aggregate Assessment of Student Success
 - a. Key Performance Indicators (knowledge and skills) of the eight core courses and four courses of the specialized areas
 - b. Professional Dispositions
2. Graduate Outcomes
 - a. Advanced Studies
3. Full-time Faculty Status
 - a. Employed Faculty
 - b. Retention Rates
4. Fieldwork
 - a. Site Supervisor Evaluations
 - b. Student Evaluations of Site and Site Supervisor
 - c. Student Evaluations of the Field Placement Process

IV. Key Performance Indicators:

Key Performance Indicators are the knowledge and skills of the eight core courses and four courses in specialty areas. Academic data are collected related to student learning outcomes connected to the required curriculum and that program faculty have chosen to represent student knowledge and skills related to program objectives.

V. Thresholds

The minimum performance outcomes for acceptable results associated with program performance, including student achievement that is consistent with the program mission and objectives. The Counselor Education Faculty determines the minimum performance of students per core course and the four specialty courses. Students are expected to meet or exceed the minimum threshold in these courses. Numerical scores on assignments are converted to a KPI Scale Score. The minimum threshold is a KPI score of one.

Table 1: *Conversion scores for signature assignments*

KEY PERFORMANCE INDICATOR (KPI) SCALE SCORES

Signature Assignment Score	KPI Conversion Score
100-90	2
89-80	1 (minimum expectation)
79-0	0

There are eight foundational curriculum core areas:

1. Career Counseling
2. Counseling Diverse Populations
3. Group Counseling
4. Human Growth & Development
5. Individual and Group Appraisal
6. Introduction to Counseling
7. Professional, Ethical and Legal Applications
8. Research and Measurement

The Specialty Courses are:

1. Clinical Mental Health Counseling Internships I & II
2. School Counseling Internships I & II

VI. How Data is Collected

Data is collected across multiple points in times. First, academic data is collected each semester when the core courses and/or specialty courses are taught. Course rubrics are used to grade signature assignments. These scores are converted to a KPI scale

score. Second, faculty visit clinical sites for counselors-in-training observations and then complete the observation forms that have a rating scale. Qualtrics is used to collect all survey data. Qualtrics is the chief source for collecting and storing this data. In the specialty courses, the capstone research paper rubric is used to collect and report data.

VII. The Procedure for How and When Data will be Collected

Assessments links to Qualtrics are used throughout each semester. Faculty use one assessment link to evaluate student dispositions and KPIs at the end of each semester. An assessment link is emailed to graduates and site supervisors use an assessment link for fieldwork evaluation.

VIII. Method for how and when data will be reviewed or analyzed

The faculty uses a rubric to grade signature/KPI assignments, then converts grades earned to the KPI scale score. The KPI scores are entered into Qualtrics for each student, individually. Faculty completes the KPI assessment work at the end-of-semester. A close-out form showing that this work is completed is submitted to the administrative assistance at the end of each semester for quality assurance. There are four points of reviews and analyzation of data. The assessment director (Associate Dean) sends the assessment results to the program directors each semester for the School of Education Data Retreat (December/May).

The faculty department's Student Professional Dispositions and Engagement meeting students not meeting expectations academically and/or professionally are discussed. At the Student Professional Dispositions and Engagement meeting informal assessments are conducted during the fall semester (September-November) and during the spring semester (February-April). Here student data helps to determine what students are not meeting expectations and thereby needs help, what students are meeting expectations as well as what students are exceeding expectations.

At the end of each academic year, the department holds its Program Evaluation Retreat where each of its four program objectives is reviewed and then noted as met or unmet; evidence is provided for each objective, and needs for continuous improvement are discussed and strategies for implementation are recorded.

IX. Process for addressing unmet minimum thresholds

First, faculty meet individually with students who do not meet threshold expectations. It is then determined if a Disposition Rubric is needed. Second, the Disposition Rubric is used to address students with unmet academic and professional minimums. Students

who do not meet the minimum thresholds meet with the faculty of instruction. A conference is held to determine what is needed for students to experience success. The student's advisor or program director may attend this conference. If the student's improvement is not observed in two weeks, a Remediation Plan is developed with the student and the faculty member. The student's advisor or program director may attend this conference. Third, students who do not meet the minimum threshold after the implementation of the Remediation Plan are subject to receiving an incomplete or failing grade. Students who have an incomplete grade have one semester to complete the necessary work to earn a passing grade. The course must be repeated if a failing grade is earned. Curriculum and program improvements are addressed throughout the academic year.

To further explain this process, the Student Success Formula is reviewed as it is a tool to help support and retain students. See p.6 for the Student Success Formula schema.

X. Procedure for identifying and analyzing trends in the data across multiple years

Counselor Education data is housed in Qualtrics. Trends in student learning and disposition over time are observed and reviewed by the faculty and Associate Dean of Academic Affairs & Accreditation. This dean holds the assessment retreats at the end of the fall and spring semesters. The reviews and analyses help to inform curriculum and program improvements. At the department's annual Evaluation Retreat, faculty reviews the annual data as well as data from two preceding academic years.

XI. How data will be used for curriculum and program improvement

Counselor Education uses data to modify the curriculum, improve student learning outcomes, help ensure student competence in core and specialty counseling standards, and review instructional pedagogy. The assessment of student professional disposition is important data. The program procedures and processes are influenced by the data collected.

Finally, Counselor Education uses data to plan for the next academic year, to make faculty hiring requests, increase professional opportunities for faculty and students, review the master schedule, determine textbook adoptions, assess the advisement procedures and establish financial needs.

Figure 2: Student Success Formula



Counselor Education

The Student Success Formula

