

University of Northern Colorado
2022-2023 Annual Program Report
Professional Counseling Programs
MA-Clinical Mental Health Counseling
MA-School Counseling
MA-Marriage, Couple, and Family Counseling/Therapy

The following is a summary of program-specific information related to student learning outcomes and resulting program modifications based on the analysis of this data. This report also includes information about the number of graduates, student performance on the Counselor Preparation Comprehensive Examination (CPCE), and student performance of the National Counselor Examination (NCE). The data are presented in order of each phase of the program including 1) entry-level assessment, 2) program phase assessments, and 3) end of program assessments.

Overall Program Information for AY 2022-2023

Enrollment during AY 2022-2023= 242 (across all three MA programs and all three sites ó Greeley, Denver, and Loveland)

Graduates during AY 2022-2023= 72 (across all three MA programs and all three sites ó Greeley, Denver, and Loveland)

Completion Rates: 97%

Student demographics by program are as follows:

Program	Female	Male
CMHC	76%	24%
MCFC	88%	12%
SC	82%	18%

Site-Program	Asian	Black or African American	Hispanic or Latinx	Multiracial	White	International Student	Unknown
CMHC	1%	5%	19%	2%	70%	1%	2%
MCFC	-	13%	17%	4%	62%	4%	-
SC	-	2%	37%	4%	57%	-	-

Entry Level Assessments

Program Applications and Admissions

Entry level assessments were gathered via the applications and admissions process. Applicants to the PC program are assessed in a number of ways in order to determine fit for both the PC r tqi tco "cpf 'yj g'eqwpuqpi 'r tqhguukqp0Rtlqt"v'cf o kwpeg'kp'c'RE"o cuvtu'f gi tgg'r tqi tco . applicants must meet minimum entry level requirements, including the following:

ÉCr r ñecpu'o wv'r quugu'c'dceecrwgcvg'f gi tgg'ltqo "c'tgi kqpcmf "ceetgf kwf "eqmgi g'qt university or a comparable degree from a foreign institution.

ÉCr r ñecpu'o wv'j cxg'c'i tcf g'r qlpv'cxgtci g"*I RC+"qh'c'v'gcu'5Ø"qp"c"6Ø'uecrg'qp'yj g most recent 60 credit hours.

ÉCr r ñecpu'yj q'f'q'p'qv'o ggv'yj g'5Ø'I RC'tgs wkt go gpv'o c{ 'o ggv'cp'cf f kkpnc requirement of Verbal and Quantitative scores of 291 combined, and a minimum of 3.5 on the Analytic Writing subtest on the Graduate Record Exam (GRE).

ÉKp'cf f kkp'v'q'I tcf wcv'Uej qqñ'cr r ñecv'qp'tgs wkt go gpw.'yj g'r tqi tco "tgs wkt gu'c personal statement in addition to all other application materials. The personal statement includes (a) work experience, (b) professional experience, (c) interests, (d) self-perceptions, and (e) aspirations.

ÉCr r ñecpu'ctg'tgs wkt gf "v'r tqxkf g'yj tgg'r tqhguukqpcn'hwgtu'qh'tgeqo o gpf cvkqp0

ÉK'ku'tgeqo o gpf gf 'yj cv'cr r ñecpu'j cxg'y q'gctu'qh'y qtm'g'zr gtlgpeg0

ÉCr r ñecpu'ctg'tgs wkt gf "v'cw'gpf "c'r tg-admission screening workshop in which they engage in small group activities and are evaluated on specific personal and professional dispositions.

ÉCr r ñecpu'ctg'tcv'f "lp'yj g'ctgcu'qh'c+i tcf g'r qlpv'cxgtci g."*d'y qtm'g'zr gtlgpegu."*e+ references, (c) statement/content and goals, (e) statement/delivery, and (f) workshop overall rating (this is rating is provided by the workshop form). Applicants are rated on a Likert-scale of 1 to 5: 1 = concerning, 2 = questionable, 3 = acceptable, 4 = strong, 5 = outstanding.

The entry level data for the Summer 2022-Spring 2023 included the following (across all three MA programs and all three sites ó Greeley, Denver, and Loveland):

Number of applicants: 321

Number of applicants admitted to the program: 97

Program Phase Assessments

Program phase assessments include data that is gathered after students are admitted into the program. A description of the data included in the program phases assessment is described below.

Academic Courses and Capstone Assignments

Students are required to complete several academic courses: Clinical Mental Health Counseling (CMHC) students complete 19 academic courses, or 60 hours; School Counseling (SC) students complete 20 academic courses, or 63 hours; and Marriage, Couple, and Family Counseling/Therapy (MCFC/T) students complete 22 academic courses, or 66 hours. Each course includes capstone assignments that students are required to complete. Capstone assignments provide students with an opportunity to demonstrate their knowledge of the course content and allows them to apply content to counseling related constructs and real-world situations. In addition, each course includes a blueprint that provides a list of the required CACREP standards to be addressed in each course and provides the foundation for assessing academic knowledge through the application of grades (A, A-, B+, B, B-, C+, C, C-, D+, D, D-, and F). Students who demonstrate satisfactory knowledge and skills of the standards listed in the course blueprint receive passing grades, whereas those who do not demonstrate satisfactory knowledge and skills, as assessed by capstone assignments and other course content, are at risk for receiving failing grades. Students must maintain a 3.0 in order to graduate from their program. Courses in which "C-", "D+", "D", "D-", "F", "U", "W", "NR", or "I" grades are awarded will not count towards graduate degree program requirements. The UNC Graduate Uej qqrl'o qpkqtu'uwf gpwø'cecf go le'r gthqto cpeg'cpf "vj g'r tqi tco "qh'uwf gpwø'ctg'r gthqto kpi " below the required 3.0 grade point average. During the 2022-2023 academic year, all students in the program performed at or above the 3.0 level.

Content Area Assessment Rubrics

Key Performance Indicators (KPI) including each of the eight CACREP counseling curriculum areas as well as specialty, are assessed using content area assessment rubrics. Rubrics include: (a) Professional Identity and Ethics, (b) Counseling and Helping Relationships, (c) Social and Cultural Diversity, (d) Human Growth and Development, (e) Career Development, (f) Group Counseling, (g) Appraisal and Assessment, (h) Addictions, (i) Research and Program Evaluation, (j) Crisis Intervention, (k) Psychodiagnosis and Treatment Planning, (l) Consultation and Collaboration, (m) Couples, Marriage, and Family, (n) Mental Health Counseling Foundations, (o) Comprehensive School Counseling, (p) Counseling Skills and Application of Knowledge, and (q) Personal Development and Wellbeing. In total there are seventeen assessment rubrics. Each rubric assesses specific content related to the one of the seventeen areas listed above and each rubric is connected to a specific course. Instructors for the courses use the rubrics to assess uwf gpwø'hpqy rfi g'cpf "unkm'qp'c"6-point Likert scale: 4 = Exemplary, 3 = Proficient, 2 Partially Proficient, 1 = Beginning. Each student is evaluated with the rubric upon the completion of the course.

Below are data from each KPI rubric for 2022-2023 averaged across semesters. The standard being assessed is identified below along with how it is being assessed. Mean scores in each area are provided in bold.

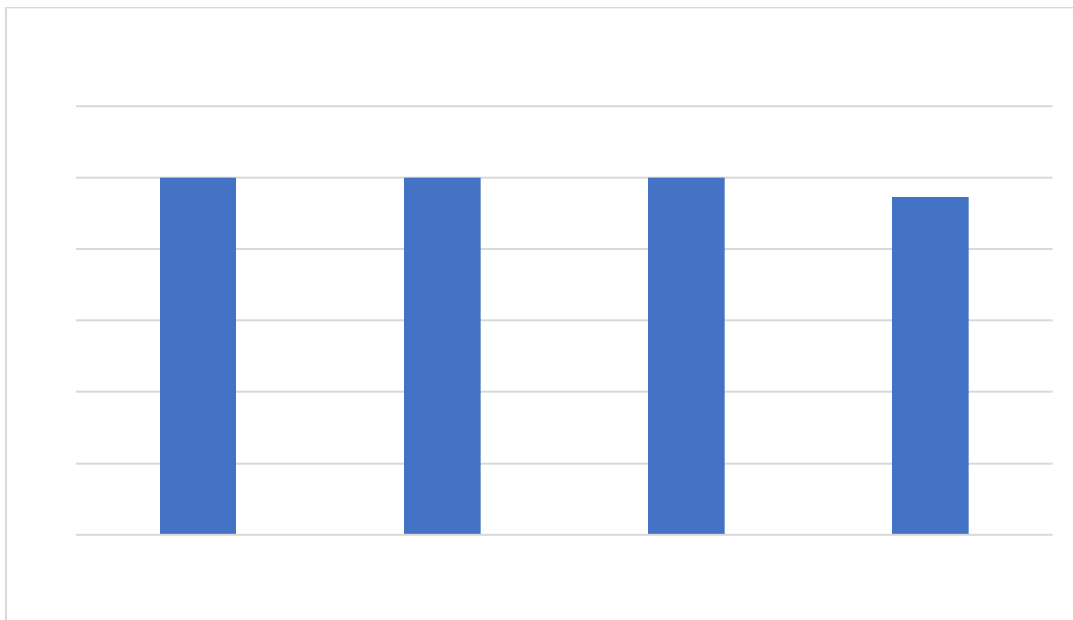
Professional Identity and Ethics

Students will demonstrate an understanding of the counseling profession, develop an identity as a professional counselor, and abide by the counseling-related legal and ethical guidelines. This standard is assessed in APCE 657, Legal and Ethical Aspects of Counseling.

Areas assessed include:

1. Ethical Practice: Student demonstrates knowledge and skills related to ethical professional counseling practice including the application of autonomy, beneficence, non-maleficence, justice, and fidelity in their work across client populations and community settings.
2. Application of Ethical Codes: Student demonstrates the knowledge and skills in applying relevant professional ethical codes to guide their work and decision-making in their practice of counseling.
3. Professional Identity: Student demonstrates an understanding of their professional role and identity as a counselor, and their professional responsibility to their community.
4. Professional Boundaries: Student demonstrates an understanding of the application of professional boundaries in their work with clients and the community; including respecting the values, cultural norms, and beliefs of others, while maintaining an awareness of self.

A mean score was calculated for each area of the rubric. Students scored at least a 3.0 in each area, indicating that they met criteria in the proficient range, demonstrating basic, entry-level knowledge in each area with the exception of professional boundaries which had an average mean of 2.97. This is an area where beginning counseling students sometimes struggle with understanding professional boundaries in a helping relationship. To help increase our mean score, professional counseling faculty incorporated a reflection prompt specifically discussing professional boundaries in one of the course assignments.

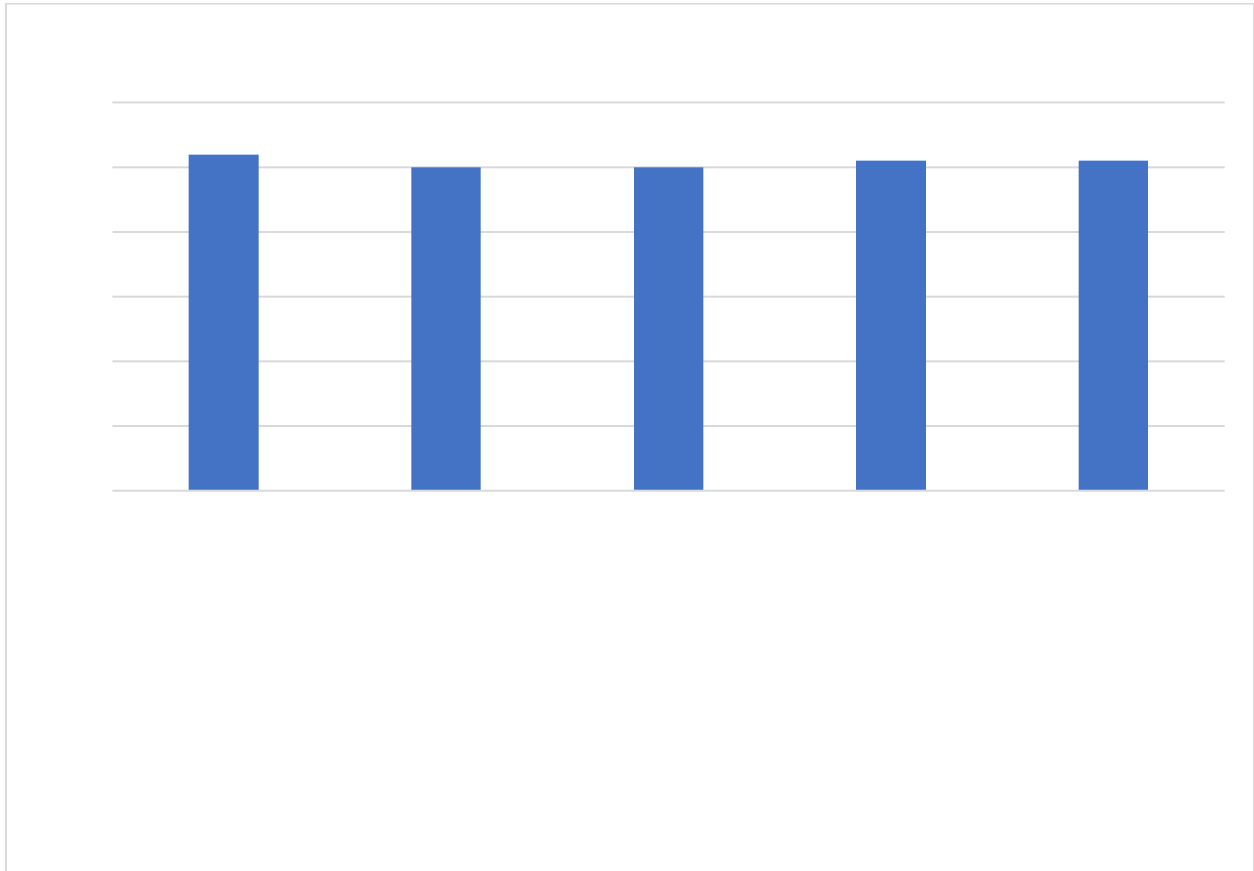


Counseling and Helping Relationships (Counseling Theory)

Students will demonstrate knowledge of major counseling theories and effectively apply theories to individual and group counseling contexts. This standard is assessed in APCE 607, Theories of Counseling.

Areas assessed include:

1. **Helping Relationships:** Student demonstrates knowledge and skills related to the helping process, the application of counseling theories and techniques, as well an understanding of change process models.
2. **Client Characteristics:** Student demonstrates knowledge and skills in the application of counseling theories while considering a holistic view of clients, including their culture, beliefs, values, characteristics, diagnosis, and other needs.
3. **Integration of Client Characteristics:** Student demonstrates the capacity to formulate a clear systemic elements to design a counseling strategy to work with the client; and articulates the
4. **Integration of Theory:** Student demonstrates the ability to synthesize knowledge and theory into new and integrated whole, while also making evaluative decisions about the material, integrating and assessing information from a variety of perspectives and contexts. A mean score was calculated for each area of the rubric. Students scored at least a 3.0 in each area, indicating that they met criteria in the proficient range, demonstrating basic, entry-level knowledge in each area.

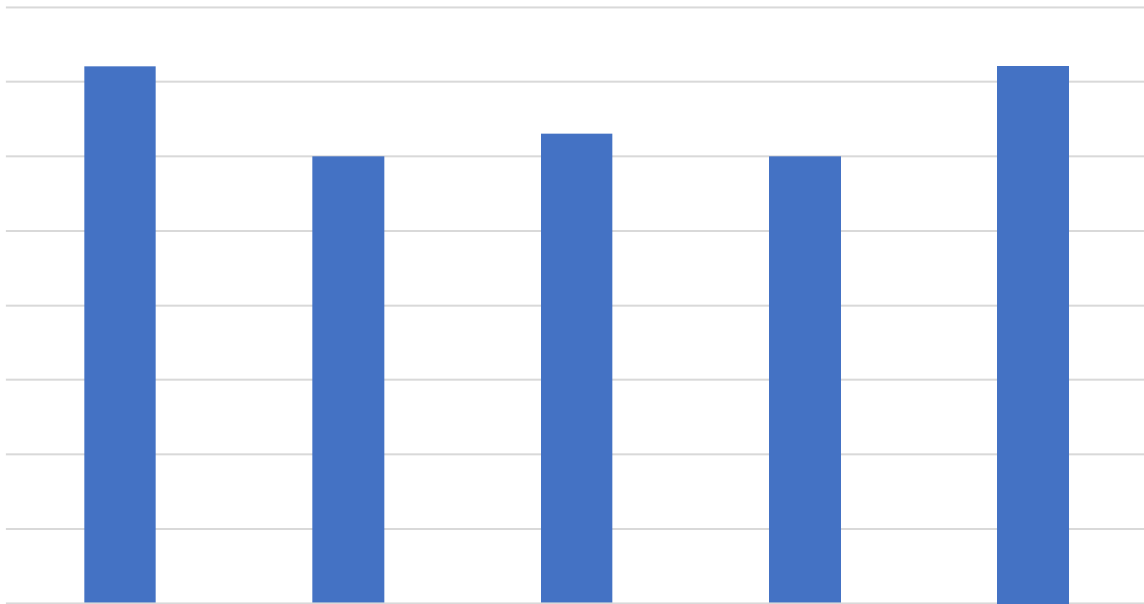


Social and Cultural Diversity

Students will demonstrate knowledge and awareness of social and cultural diversity issues in counseling and demonstrate the ability to implement culturally sensitive counseling interventions. This standard is assessed in APCE 623, Understanding & Counseling Diverse Populations through the following:

1. Multicultural Awareness: Student demonstrates an understanding of diversity which includes racial, ethnic, and cultural heritages; socioeconomic status; age; gender; sexual orientation; and religious and spiritual beliefs, as well as physical, emotional, and mental abilities.
2. Theories and Models: Student demonstrates knowledge and skills in applying theories and models of multicultural counseling, cultural identity development, social justice and advocacy.
3. Strategies: Student demonstrates knowledge and skills for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination that affects client treatment options and opportunities.
4. Multicultural Counseling Competencies: Student demonstrates knowledge of the help seeking behaviors of diverse clients and seeks to gain cultural knowledge. Counselor engages in critical self-reflection concerning multiculturalism.
5. Impact: Student understands the impact of heritage, attitudes, beliefs, understandings, and power and privilege for counselors and clients.

A mean score was calculated for each area of the rubric. Students scored between 3.00 and 3.61 in each area, indicating that they met criteria within the proficient range, demonstrating basic, entry-level knowledge. These scores reflect an increase in student knowledge compared to the previous year, specifically with Impact which increased its mean score from 3.2 to 3.61.



Human Growth and Development

Develop an understanding of the aspects of human growth and an appreciation for the nature of human development and its integration within the counseling process. This standard is assessed in PSY 530, Life Span Developmental Psychology.

Areas assessed include:

1. Development: Student demonstrates an understanding of the theories of individual and family development across the lifespan.
2. Learning Theories: Student demonstrates knowledge and skill in applying learning theories in order to help a client learn new thought patterns and life skills.
3. Theories of normal and abnormal personality development: Student demonstrates an understanding of the theories of normal and abnormal personality development.
4. Addictions and addictive behaviors: Student demonstrates knowledge and application of the theories and etiology of addictions and addictive behaviors.
5. Framework for Abilities: Student has knowledge and the ability to apply a general framework for understanding differing abilities and strategies for differential interventions.
6. Other Factors: Student demonstrates an understanding of biological, neurological, environmental, systemic and physiological factors that affect human development, functioning and behavior.

No data available for AY 2022-2023. Data in this area has historically been challenging to capture due to the courses in this area being taught collaboratively with another department. Faculty who teach in this area were contacted to complete the rubric to assess student learning. Faculty informally reported our students are proficient in this area.

Career Development

Students will apply career development theories and approaches and will demonstrate the application of exploration, problem-solving, and work-life adaptation skills in their work with clients. This standard is assessed in APCE 616, Career Theory and Assessment.

Areas assessed include:

1. Foundations: Student demonstrates an understanding of the history and development of career counseling.
2. Theories: Student demonstrates knowledge of emergent theories of career development and counseling.
3. Principles: Student demonstrates an understanding of the ethics and principles of career development and decision-making over the lifespan.
4. Assessments: Student demonstrates knowledge of formal and informal career and work-related tests and assessments.
5. Contextual: Student demonstrates knowledge about the roles counselors play in career development and the unique needs of diverse populations.

A mean score was calculated for each area of the rubric. Students scored 3.0 in each area, indicating that they met criteria within the proficient range, demonstrating basic, entry-level knowledge.

Group Counseling

Students will demonstrate an understanding of the group counseling process, including theories of group development, group dynamics, the application of group counseling theories, as well as group leadership and management skills. This standard is assessed in APCE 662 Group Dynamics and Facilitation (completed by CMHC & MCFC/T students) & APCE 606 Theories and Practices in Group Guidance (completed by SC students).

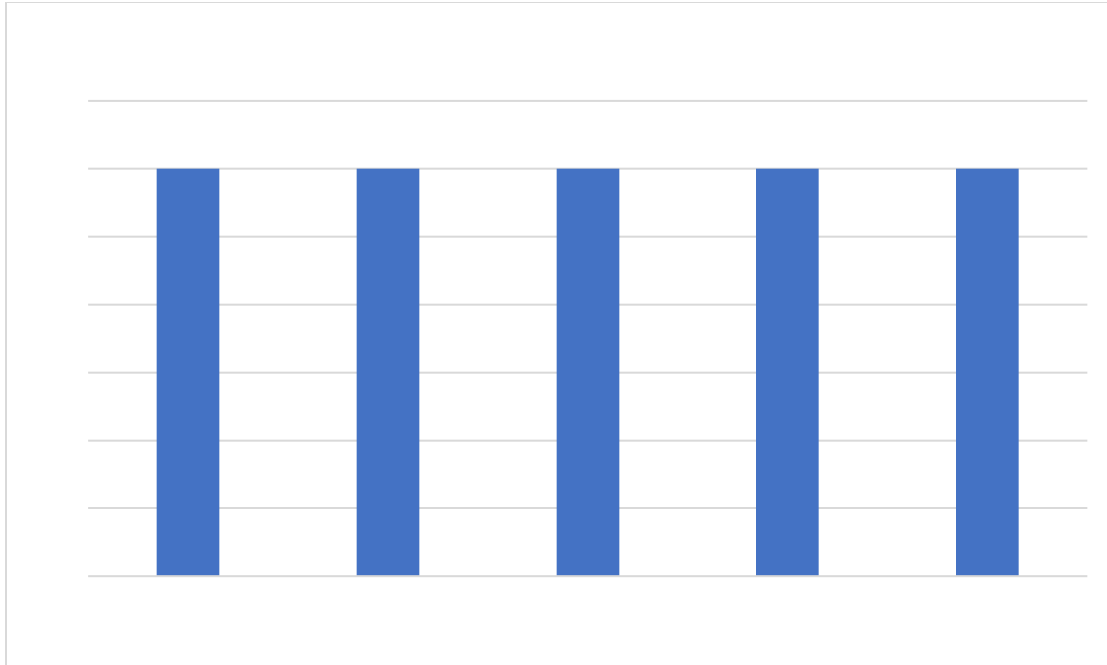
Areas assessed include:

1. Group Development: Student demonstrates an understanding of the group development process, group dynamics, group-related theories, and specific group counseling techniques.
2. Group Process: Student demonstrates knowledge and skill in group formation, including determining group type; group size; recruiting, screening, and selecting members; establishing ground rules as well as methods for ending/terminating the group.
3. Group Strategies: Student demonstrates the ability to describe, select, and appropriately use strategies from accepted and culturally appropriate theories and models for group counseling.
4. Group Management: Student demonstrates the ability to manage the group process, including and issues that may require a modification in the group process or treatment plan.
5. Goal Facilitation: Student demonstrates the ability to facilitate growth of individual group

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Appraisal and Assessment

Students will demonstrate knowledge and skills in the application of assessment and evaluation techniques with diverse groups, across multiple settings, including selecting appropriate assessments, the use of standardized assessments, conducting intakes and interviews, and engaging in risk assessments. This standard is assessed in APCE 673, Appraisal and Assessment. Areas assessed include:



Addictions

Gain knowledge and skills in assessment and treatment of individuals with addictive issues. This standard is assessed in APCE 624, Assessment and Treatment of Substance Abuse.

Areas assessed include:

1. Foundations: Student demonstrates an understanding of the history, development and theories of addiction counseling.
2. Effects: Student demonstrates knowledge of the neurological, behavioral, psychological, physical, and social effects of psychoactive substances and addictive disorders on the user and significant others.
3. Assessments: Student demonstrates knowledge and skill in the psychological tests and assessments specific to addiction counseling.
4. Diversity: Student demonstrates knowledge concerning cultural factors relevant to addiction and addictive behaviors and related programs for preventative measures.
5. Practice: Student demonstrates knowledge of strategies for reducing negative effects of substance use, abuse, dependence and addictive disorders.

A mean score was calculated for each area of the rubric. Students scored between 3.0-3.03 in each area, indicating that they met criteria within the proficient range, demonstrating basic, entry-level knowledge.

Research and Program Evaluation

Students will demonstrate the ability to be effective consumers of research as well as demonstrate the skills needed to conduct research for the purpose of evaluating program and monitoring client outcomes. This standard is assessed in SRM 600, Introduction to Graduate Research.

Areas assessed include:

1. Research Constructs: Student demonstrates knowledge of basic research constructs such as research designs, types of measurement, standards for validity and reliability, standardization of assessments, data analysis techniques, etc.
2. Consumer of Research Literature: Student demonstrates knowledge and skills to objectively analyze research literature and can identify purpose, themes, methodology, design, and general findings; as well as identify how research findings can be effectively and ethically applied in clinical practice.
3. Literature Critique & Evaluation: Student demonstrates knowledge and skill in identifying solid versus faulty research literature, gaps in the research literature, and future research needs.
4. Diversity: Student demonstrates a knowledge of ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation data.

Consultation and Collaboration

Students will demonstrate knowledge and skills necessary for working in multi-disciplinary mental health care systems and the ability to engage in consultation, collaboration, prevention and intervention approaches. This standard is assessed in APCE 660, Psychological Consultation Theory and Practice.

Areas assessed include:

1. Multidisciplinary Teamwork: Student demonstrates an understanding of collaborating across disciplines to provide the best possible outcome for a client.
2. Service, Treatment, & Referral: Student is capable of working collaboratively towards a specific set of treatment goals and has a range of skills concerning intervention, treatment planning and the referral process in order to maintain continuity of care.
3. Evidence Based Treatment: Student demonstrates an understanding of the application of evidence-based treatment strategies and the employment of strategies to evaluate counseling outcomes.
4. Prevention: Student demonstrates knowledge in prevention and early detection and can appropriately detect risks and protective factors.
5. Program Management: Student demonstrates the ability to coordinate services and care in a mutually supportive environment. Student is able to gather formal and informal data from a variety of sources to determine program goals and outcomes.

A mean score was calculated for each area of the rubric. Students scored 3.0-3.05 in each area, indicating that they met criteria within the proficient range, demonstrating basic, entry-level knowledge.

Couples, Marriage, and Family

Students will demonstrate knowledge and skills needed to effectively counsel couples and families and to understand the diverse systems in which they belong. This standard is assessed in APCE 665, Family Systems.

Areas assessed include:

1. Theories and Models: Student demonstrates knowledge of family and systems theories and major models of family interventions.
2. Family and Social Systems: Student demonstrates an understanding of the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.
3. Strategies: Student demonstrates knowledge and skills in the application of assessment and diagnostic strategies in counseling individuals, couples and families.
4. Cultural Factors: Student demonstrates an understanding of the influence of cultural factors relevant to marriage, couples, and family functioning and the impact of cultural factors on the development of roles and the functioning of relationships.
5. Ethical Considerations: Student demonstrates an understanding of the ethical considerations and possible conflicts that may arise when counseling couples and/or families.

A mean score was calculated for each area of the rubric. Students scored between 3.0-3.13

Mental Health Counseling Foundations

Students will demonstrate knowledge of the mental health counseling field, including the foundations of the profession, the role of counselor as advocate and collaborator, and the importance of personal wellness and self-care. This standard is assessed in APCE 650,

discussion at the start of every class to highlight the importance of taking care of oneself as a clinician.

Comprehensive School Counseling

Students will demonstrate an understanding of the foundations of school counseling, the K-12 educational processes, evidence-based prevention and intervention programs that address career, social/emotional, and academic development, as well as the evaluation of program outcomes.

This standard is assessed in APCE 602, Foundations on 7 of SschoolC0.0000P6(e)7(1)7(ig.BT/F1 12 Tf1 0 0 1 72

below expectations, or not applicable. Instructors also indicate their recommendation about whether to (a) continue in the program, (b) review after another semester, (c) offered remedial assistance, (d) make a recommendation.

Students scoring below expectations or well below expectations were reviewed by the program faculty members (once in fall 2022 and once in spring 2023) to determine if patterns of problematic issues/behaviors were demonstrated across different classes and across semesters. When patterns of problematic issues/behaviors were identified, students were provided with a letter that explained the concerns brought forth by faculty/instructors and recommendations for remediation were provided along with the requirement that they meet with their faculty advisor. Only 12 students were identified to have scored below expectations or well below expectations during this review period and all were provided departmental support.

Clinical Skills Assessment

Assessments in this area are conducted in practicum and internship courses. Assessment data include (a) satisfactory completion of practicum and internship course requirements, (b) satisfactory performance on skills assessed through the Practicum Evaluation Form (in APCE 612), (c) completion of required direct and indirect hours, (d) satisfactory performance at field placement sites as measured through student evaluations by site supervisors, (e) completion of case conceptualizations, and (f) self-supervision ratings.

Counseling Skills & Application of Knowledge ó Students will demonstrate an integration of the knowledge and skills of an effective counselor, through supervised practicum and internship experiences. This standard is assessed in the following courses:

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- ÉCREG'83; Rtceveo "Kk" kpf kxf wcnEqwpugrpi =
- ÉCREG'8; 6 Rtceveo "k" Eqw rgu"("Hco kn" "Vj gtr (=
- ÉCREG'836 kpvgtuj k "k" Uej qqnEqwpugrpi =
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Students are evaluated on the completion of case conceptualizations, as measured by the Case Conceptualization & Treatment Plan Scoring Rubric and on self-supervision skills as measured by the Faculty Cuuguo gpvqh'Uwf gpwø'Ugrh-Supervision. Site supervisors conduct midpoint and endpoint assessments on students during their internship and this data is included below. All data are presented across practicum and internship and across each program (CMHC, CMFT/C, & SC).

Case Conceptualization & Treatment Plan Scoring Rubric. The rubric contains 11 areas, kpenf kpi <*c+ergct lj qtqwi j "kvtqf wevqp"qh"vj g"enrpv.*d+vj g"enrpvu'r tguvpi "eqpegtpu.*e+ uwo o ct { "qh'tgegpvr cu'gxgpw'tgrvgf "v"enrpvu'r tguvpi "eqpegtpu.*f +qxgtxkgy "qh'enrpvu utgpi vj u.*g+uwf gpwøj { r qj gugu'cdqw"vj g"enrpvu kuwguleqpegtpu.*h+uwf gpwø observations about systemic issues that affect their client, (g) formal and informal assessment

Uwf g'p'w'p'y t'g-ups are assessed using a 1-5 Likert scale: 5 = Exceptional (skills and understanding significantly beyond counselor developmental level) 4 = Outstanding (strong mastery of skills and thorough understanding of concepts) 3 = Mastered Basic Skills (understanding of skills/competence evident) 2 = Developing (minor conceptual errors; in process of developing) 1 = Deficits (deficits in knowledge/skills; significant remediation needed).

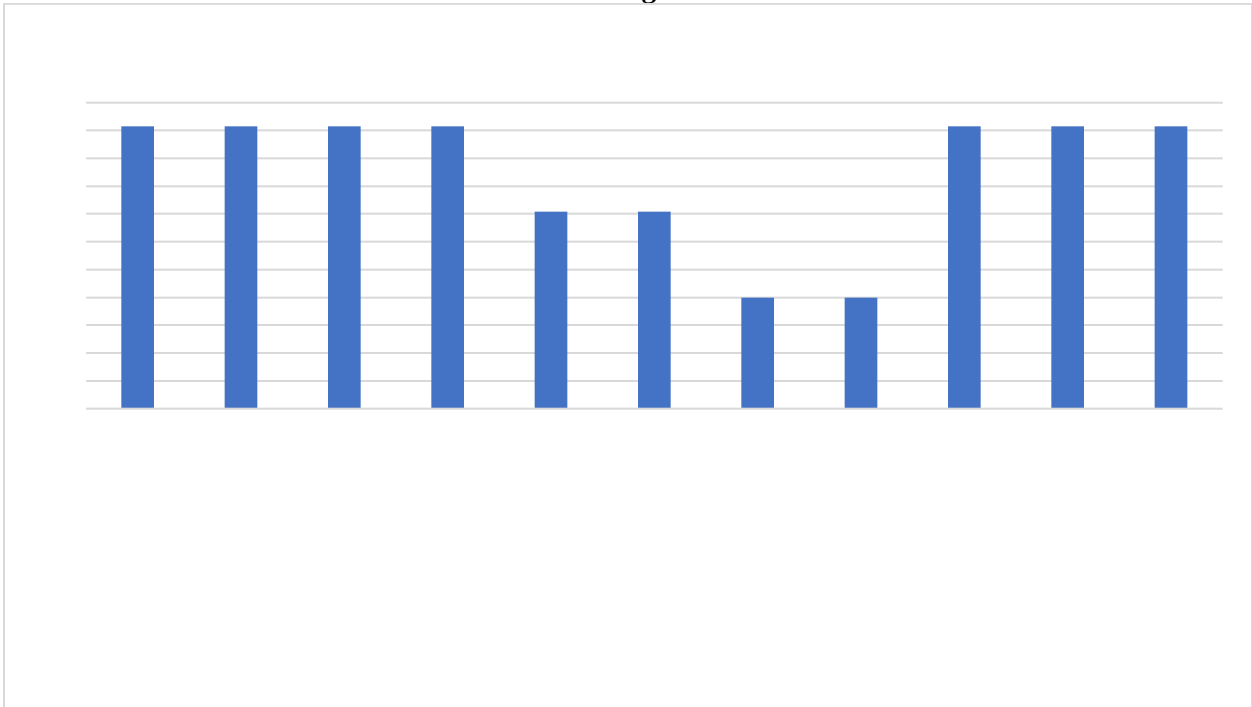
Vj g'i t'c'j u'd'g'm'y 'uj qy 'u'w'f g'p'w'p'y t'c'p'i u'q'p'y g'E'c'ug'E'q'p'g'r w'c'k' c'v'k'p' 'c'p'f 'V't'g'c'v'o g'p'v'R'c'p'" Scoring Rubric completed during Practicum I, Practicum II and Internship.

APCE 612 Practicum I in Individual Counseling

The data indicate that practicum students scored between 3.0 and 3.74 which falls within the mastered basic skills range.

In sum, students enrolled in APCE 612 Practicum in Individual Counseling (Practicum I) demonstrate overall strong case conceptualization skills. Students on average were weaker in the assessment information.

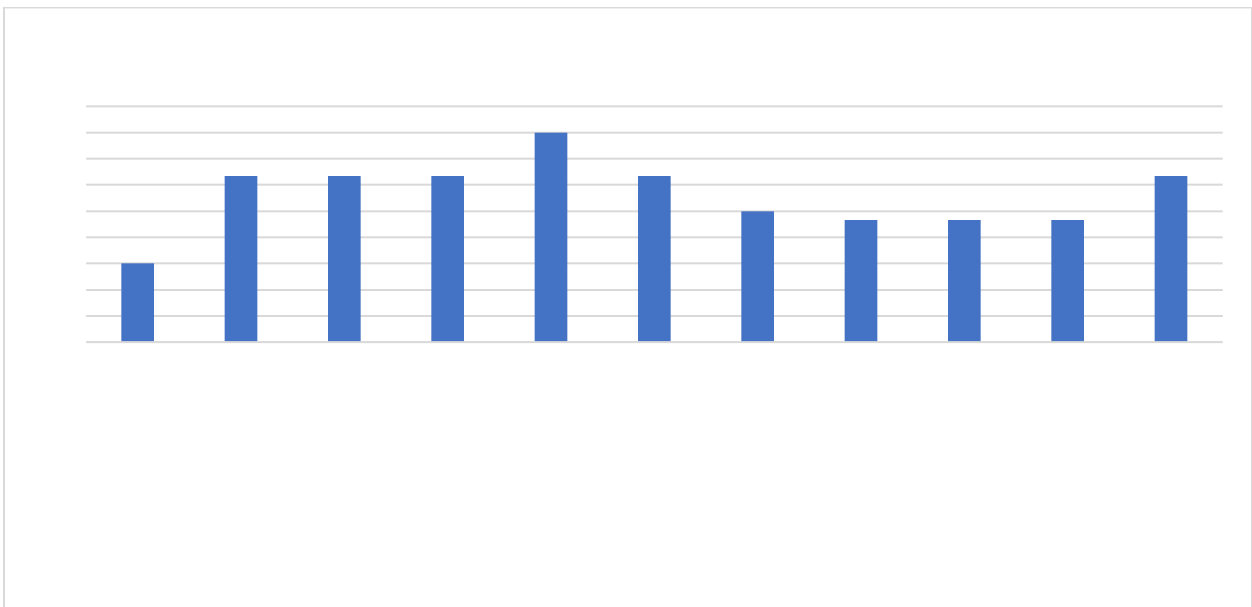
APCE 619 Practicum II in Individual Counseling

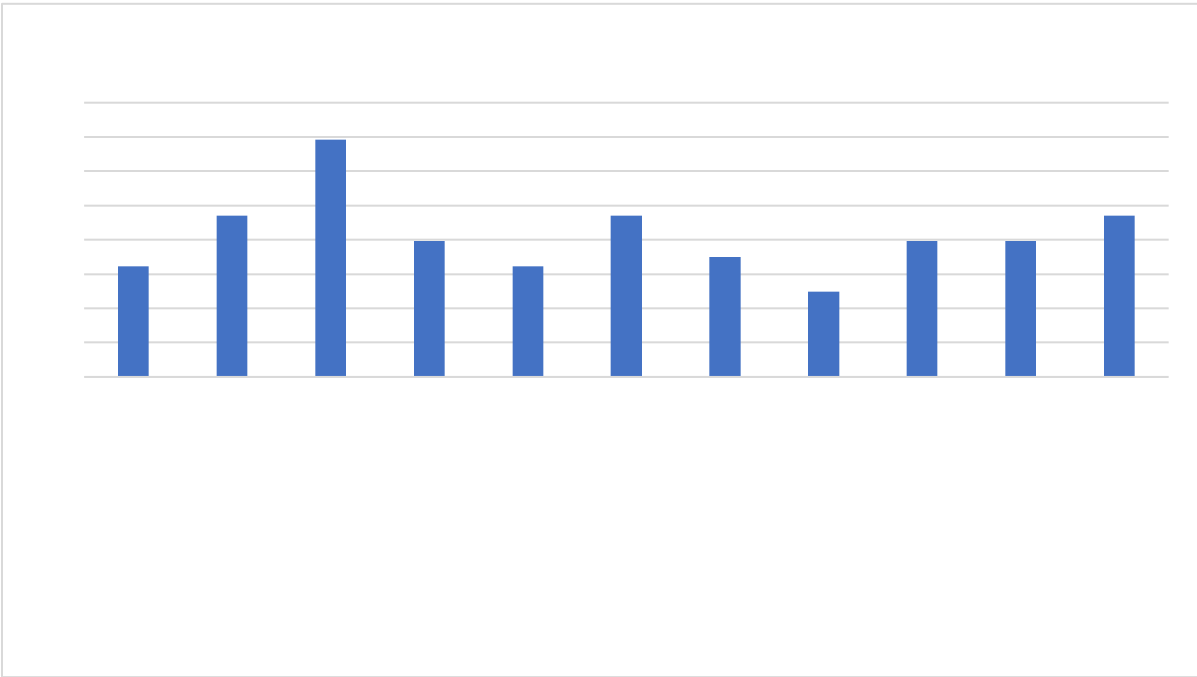
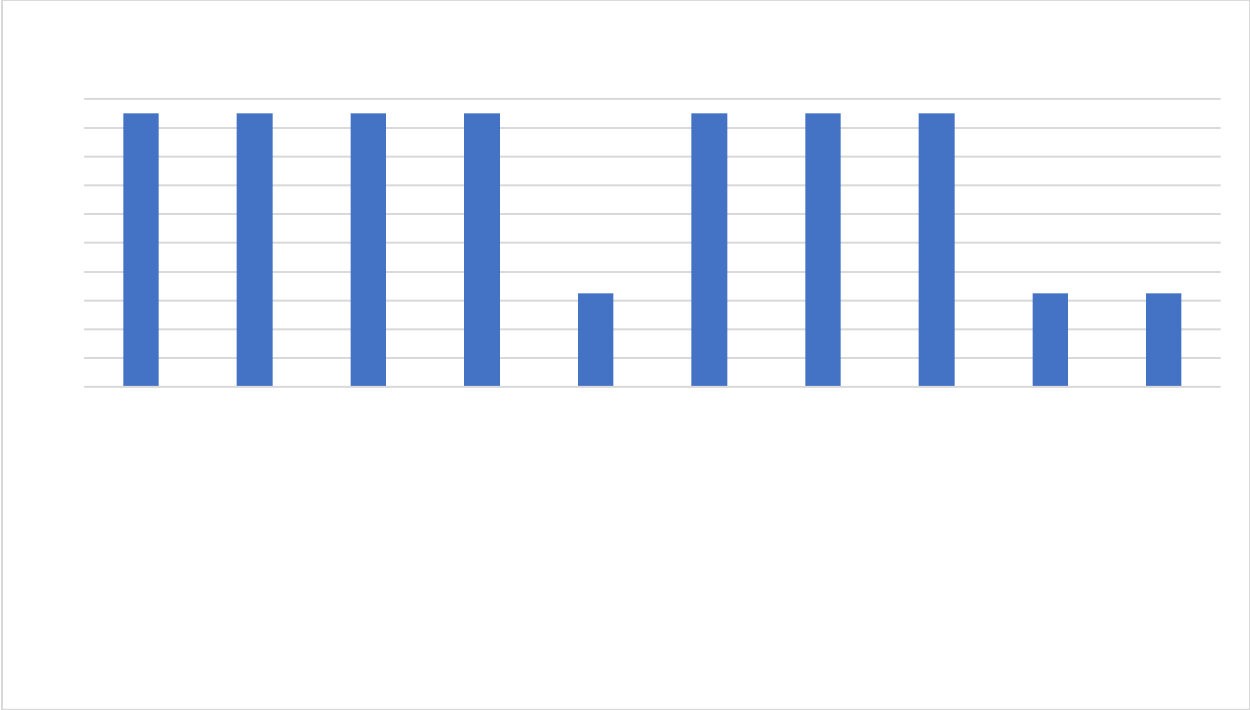


The data indicate that Practicum II students scored between 3.0 and 3.31 which falls within the mastered basic skills range.

Assessment Information is an area of improvement as well as Diagnosis. Prognosis, Intervention and Overall Conceptualization all improved from last year.

Internship: APCE 614 Internship in School Counseling, APCE 691 Internship in Clinical Counseling: Couples & Family Therapy, APCE 692 Internship in Community Counseling





During Internship, with students performing well within the mastered basic skills range. Further, when students engage in self-supervision during Practicum II, and Internship, we see a gradual increase in their skills as they advance through these three experiences.

Self-Supervision Ratings: During practicum and internship students engage in self-supervision

written reflections throughout the semester. Their written reflections are assessed by their course instructor in the areas of a) culturally appropriate attending skills, b) empathy and

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clients). This is an area the program faculty will consider in program evaluation and program modifications.

Overall, site supervisor ratings of students indicate students are meeting the learning objectives that are established during their internship training experience. Feedback from site supervisors remains remaining objective, and using supervision. One of the noted areas for growth has been in developing confidence with navigating sessions (i.e., interjecting/interrupting).

End of Program Assessments

Counselor Preparation Comprehensive Examination

Equally important to the successful completion of the program is the successful passing of a comprehensive examination. Students are required to complete the nationally standardized Counselor Preparation Comprehensive Examination (CPCE). The CPCE is a knowledge-based exam that reflects the eight core curriculum areas approved by CACREP. Eligible students may take the exam in the fall, spring, or summer semesters. In addition, the program made the decision

4	95.3	5.2	92	103	589	80.7	14.9	3	116
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Summary of Use of Data for Program Decision-Making

- É Vj g'f cv'i cyj gtgf 'Htqo 'y j lej "gxcncvqu'uwf gpwø'r tqhgukqpcr!' dispositions and wellness (as rated by course instructors) shows that students mostly function within the meets expectations range and this is the expectation for students in our program. Additionally, this aided the faculty (instructors and advisors) in identifying students who may be in need of additional support and/or professional development during biannual student reviews. Further, this data was used by the APCE Review and Retention Committee for student referrals in the development of plans to help students to improve their professionalism and personal wellness. The Faculty Assessment Form will continue being implemented for these reasons.
- É Report data was provided to faculty and instructors in order to aid them in making decisions about course content helping them to identify areas where students may need more instruction and/or support. This data was employed by faculty/instructors to aid them in making curriculum changes such as changing course textbooks, adding/changing readings, changing assignments, etc.
- É Practicum and internship data, such as case-conceptualization and self-supervision data were used by practicum and internship instructors and program faculty to identify areas where individual students need more support and instruction in specific areas. Site supervisor assessment data is used in the same way and aids in determining students who are struggling in certain areas at their site, allowing faculty instructors and university supervisors to provide more support and supervision in specific areas. This data also serves as a tool to aid faculty and site supervisors to use a common language and assessment tool, which helps them to discuss and address student concerns more effectively.