



# **GEORGE FOX**

## **U N I V E R S I T Y**

Graduate School of Counseling

### **ANNUAL REPORT**

Fiscal Year 2024

Academic Year 2023-2024

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# To Our Stakeholders

## Introduction

This annual report serves as compliance for the Council for Accreditation of Counseling and Related Educational Programs (CACREP) requirement for an annual yearly programmatic review. The Graduate School of Counseling (GSC) has three separate programs accredited by CACREP: Clinical Mental Health Counseling; Marriage, Couple and Family Counseling; and School Counseling.

## University Mission

George Fox University, a Christ-centered community, prepares students spiritually, academically, and professionally to think with clarity, act with integrity, and serve with passion.

## Program Mission

The Graduate School of Counseling is grounded in and shaped by our commitment to an integrated understanding of the Christian faith and mental health that embraces diversity and promotes justice. We train graduate level mental health professionals who work in community, private practice, and school settings. Through rigorous academic and clinical training we foster the personal and professional development of students with the goal of promoting relational, psychological, academic, physical, and spiritual well-being.

## CACREP Accreditation Status

The GSC has been awarded with a two-year accreditation period for our three CACREP accredited programs:

### **Clinical Mental Health Counseling (M.A. degree)**

Portland Center, In-Person Synchronous and Digital Synchronous

*Accredited: Two-Year Period through October 31, 2025*

### **Marriage, Couple, and Family Counseling (M.A. degree)**

Portland Center, In-Person Synchronous and Digital Synchronous

*Accredited: Two-Year Period through October 31, 2025*

### **School Counseling (M.A. degree)**

Portland Center In-Person Synchronous only

*Accredited: Two-Year Period through October 31, 2025*

At the time of our virtual site visit in Spring 2021, the GSC was aware of the two CACREP standards that were not met and the need to hire additional core faculty to come into compliance with Standard 1.S. and 1.T.. The site visit confirmed this need and advocated for us to obtain additional faculty to remain in compliance with the CACREP standards regarding FTE student/faculty ratios and core faculty/non-core faculty credit delivery percentages. CACREP

provided a two-year accreditation period in order for us to hire the needed faculty to move into compliance. The GSC was “congratulated for the time, energy, and commitment that they have given throughout this accreditation process. CACREP recognizes that this has been a cooperative endeavor and believes that these requirements can be met within the prescribed two-year period.”

The GSC was awarded an additional two-year accreditation period in August 2023 upon CACREP’s review of our Interim Report demonstrating compliance with Standard 1.T. and projected compliance by Spring 2024 with Standard 1.S.. Upon meeting these standards, CACREP has stated, “In the event of a favorable review by the Board at that time, the accreditation cycle end date for the counseling specialty areas would be October 31, 2029.” The GSC fully anticipates achieving compliance by the prescribed deadline of May 1, 2025.

## Path to Accreditation

The Graduate School of Counseling (GSC) obtained CACREP accreditation for the first time on July 7, 2012. The original eight-year accreditation period was set to expire on October 31, 2020, but in July 2020 the Graduate School of Counseling received a year-long extension through October 31, 2021 as a result of travel concerns and the ongoing COVID-19 global pandemic.

In July of 2019 the Graduate School of Counseling submitted the CACREP self-study for consideration with our application for re-accreditation. CACREP requested an addendum to the self-study in October 2019 for further clarification on several policy and standard items. The GSC submitted the addendum to CACREP in February 2020 and received approval to schedule a site visit in April 2020. Due to the COVID-19 global pandemic, CACREP extended the GSC the opportunity to schedule a Virtual Site Visit, which occurred in March of 2021.

Following the Virtual Site Visit, in July 2021 the CACREP Board accredited each of the GSC’s CACREP degree programs for an additional two years, ending on October 31, 2023. The board required an Interim Report to be submitted to CACREP no later than April 1, 2023 addressing the GSC’s efforts to reach full compliance with Standards 1.S and 1.T.

In August 2022, the GSC received approval from CACREP to close a satellite campus in Salem, OR, thus condensing our in-person course offerings to our Portland Center campus. This decision was made as the GSC looked at the possibility of offering digitally delivered degree programs that would be accessible to more students in more locations across Oregon, Washington, and the United States. The closure of the Salem campus also assisted the GSC in reaching compliance with CACREP Standard 1.S.

During the 2022-2023 academic year, the GSC took advantage of an opportunity extended by CACREP to take a shortened path toward receiving accreditation for digitally delivered programs. CACREP recognized that many programs made significant efforts to continue delivering quality programs to students through digital means during the COVID-19 pandemic and provided an abbreviated reporting process for in-person programs that wished to continue delivering their programs digitally and receive CACREP accreditation. The GSC submitted a

Digital Delivery Substantive Change Report to CACREP in August 2022 and received approval for all three CACREP degree programs to be provided in a Digital Synchronous format to students in February 2023.

After receiving CACREP's approval to launch Digital Synchronous Degree Tracks in February 2023, the GSC chose to formally launch Digital Tracks for two of our three CACREP degree programs: Clinical Mental Health Counseling (CMHC) and Marriage, Couple, Family Counseling (MCFC). Starting in Fall 2023, students enrolling in our CMHC and MCFC programs could choose either an In-Person Synchronous Track taking classes at the Portland Center or a Digital Synchronous Track taking classes via Zoom video conferencing software.

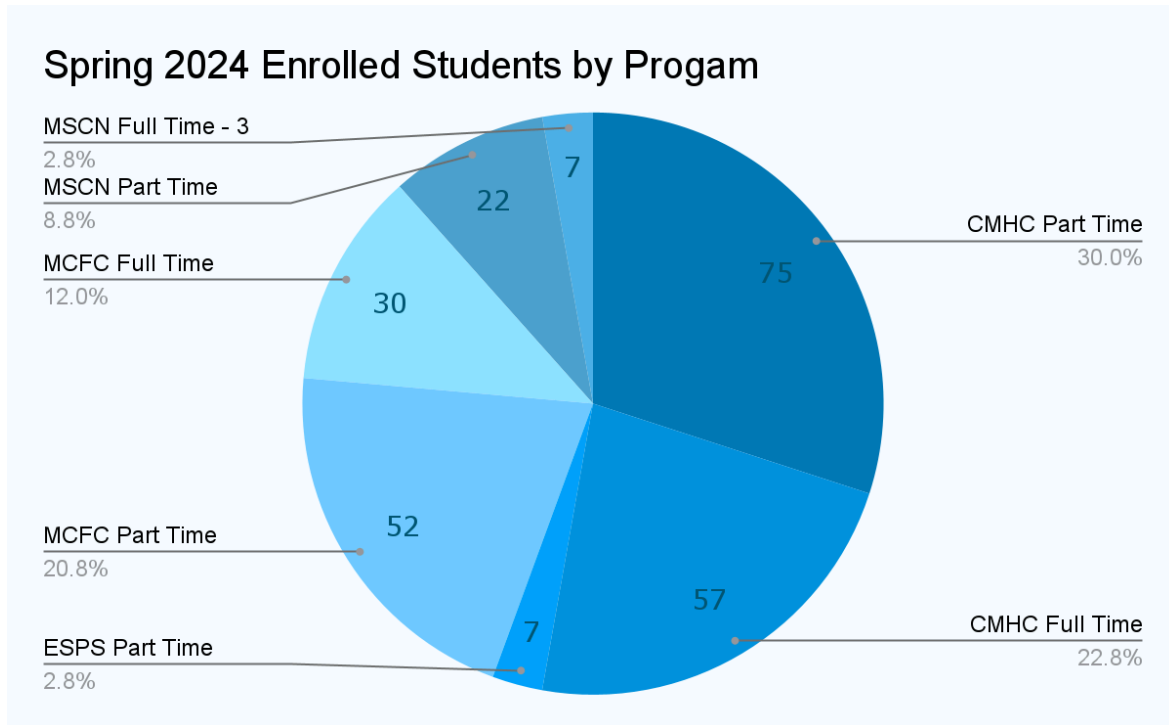
The GSC continued to devote resources to achieving compliance with Standards 1.S. and 1.T., and submitted the requested Interim Report in March 2023. CACREP's review of our report noted that the GSC had achieved compliance with standard 1.T. and showed promising projections to achieve compliance with Standard 1.S. In August 2023, CACREP requested one final Interim Report demonstrating compliance with Standard 1.S. and supporting data be submitted to the board no later than May 1, 2025. At this time an additional two years of accreditation were awarded to the GSC, issuing a new expiration date of October 31, 2025.

The GSC continues to make every possible effort to achieve compliance with Standard 1.S. through the hiring of additional core faculty and careful monitoring of course enrollment, admissions decisions, and core to non-core (adjunct) faculty ratios. We fully anticipate that a report will be submitted in Spring 2025 demonstrating that the GSC has achieved compliance with Standard 1.S. in order to receive the remaining 4-year balance of the 8-year accreditation period CACREP indicated was possible.

# Program Recruitment & Faculty

## Student Learning Community Demographics: 2023-2024 Academic Year

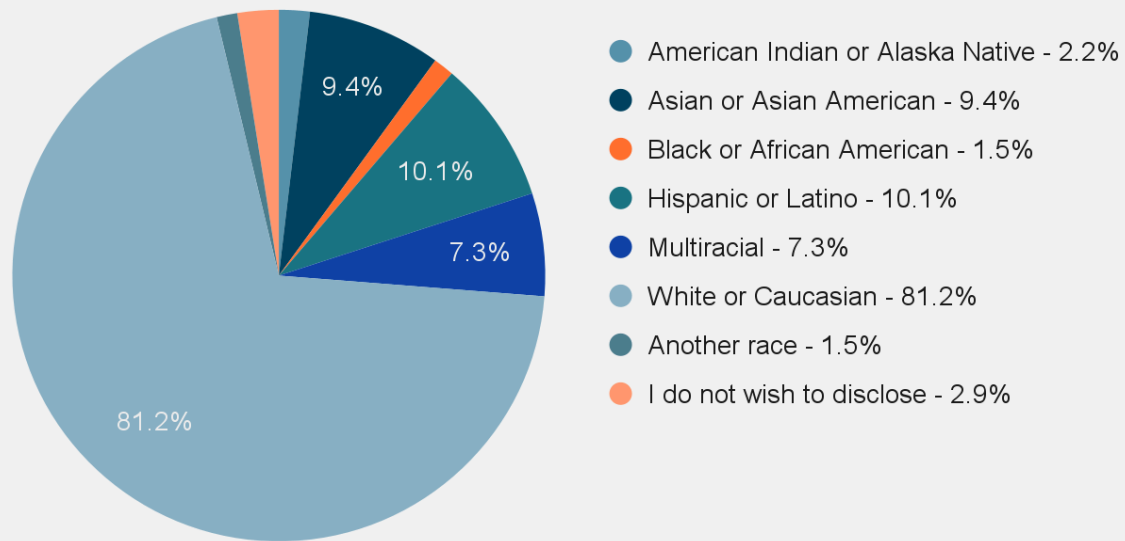
Enrollment data is provided from Spring 2024 and provides a head count for all degree programs the Graduate School of Counseling offers. Demographic data is provided from a response optional Fall 2023 student survey.



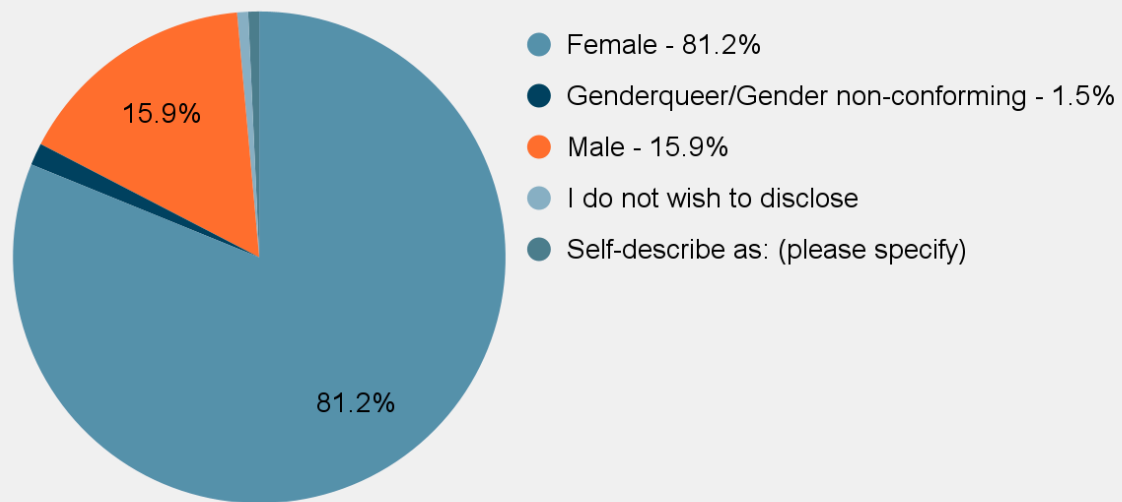
*Note.* Spring term is peak enrollment for the academic year. Part-time enrollment is defined as 8 credits or less; Full-time enrollment is defined as 9+ credits.



## Racial Identity

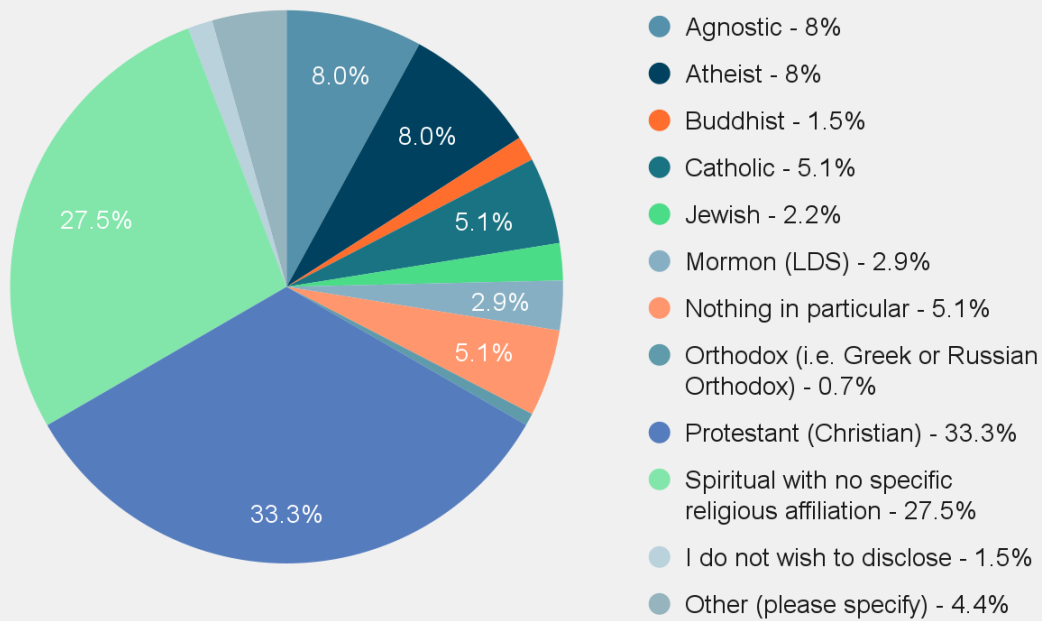


## Gender Identity



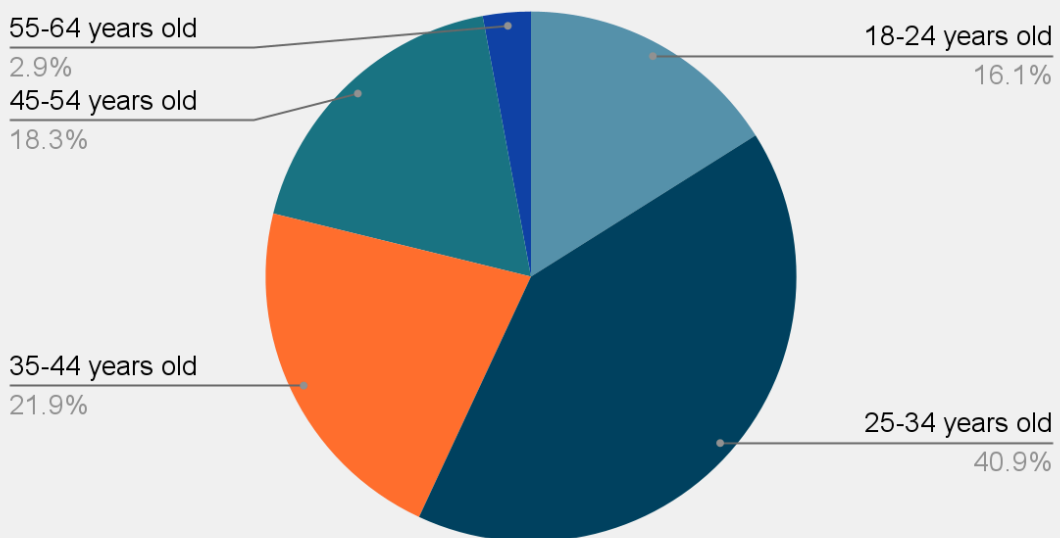
Note. Self-describe as responses included:

## Religious or Spiritual Identity



*Note.* The “Other” religious identities included: Christian, non-denominational, Polytheistic, Affirming Quaker, Anglican, and Church of England.

## Student Age



*Note.* One (1) student did not disclose their age.

## Faculty & Staff Changes

In Fall 2023, two new faculty members were hired.

- Mariah LeFeber, PhD, LPC, BC-DMT joined the full-time faculty team.
- Marilyn Montgomery, PhD, LPC, NCC joined the full-time faculty team. Dr. Montgomery departed at the end of the Summer 2024 term.

Dr. Marilyn Montgomery served as the Director for the In-Person Clinical Mental Health Counseling and Marriage, Couple, Family Counseling programs during the 2023-2024 academic year. Upon her departure from the university, Dr. Michelle Deeg-Davis assumed this director position.

In Spring 2024, two administrative staff members departed the staff team.

- Program Coordinator, Janelle Freitag
- Clinical Administrative Assistant, Kira Sandhu

Janelle Freitag retired from the university after over 20 years of dedicated service and was awarded staff emeritus status. The Clinical Administrative Assistant position was a temporary position that was eliminated by the university upon the departure of Kira Sandhu.

At the end of Summer 2024, the Program Coordinator position was filled by a new hire, Stacy Franks. The responsibilities of the Clinical Administrative Assistant position were divided between the Program & Assessment Manager position and a newly created Clinical Graduate Assistant student worker position. The Clinical Graduate Assistant position was filled early in the Spring 2024 term by an enrolled student.

No other faculty or staff changes were made during the 2023-2024 academic year.

# Program Evaluation

## Program Evaluation & Student Assessment

As part of our CACREP accreditation, the Graduate School of Counseling engages in ongoing systematic program evaluation. This occurs annually with full faculty, during our bi-annual Student Progress Review meetings, and during our weekly faculty meetings throughout the academic year. Our evaluation plan focuses on program assessment, student learning outcomes, alumni surveys, course evaluations, field placement site supervisor evaluations and several other reporting areas. Assessment of our courses and programs are conducted at key transition points throughout the academic year. These include:

- Once per semester through the use of the Student Progress Review
- Once per semester through Student Course Evaluations
- University and Site Supervisor Clinical Assessment
- Annual Alumni Survey
- Annual Student Demographics Survey

Student learning outcomes of 8-12 domain area standards (depending on program) are assessed by key performance indicators that include:

- Key assignments in select courses
- Practicum and Internship evaluations
- Bi-annual review of all students by faculty
- Clinical Portfolio Evaluation by Internal and External Reviewers
- End of Program Review

The results of these program evaluations and assessments of student learning are reviewed in department faculty meetings and appropriate modifications are made.

## Program Objectives & Key Performance Indicator Assessment

The GSC's Program objectives and student learning objectives, or key performance indicators, were revised and approved by the GSC faculty team during the 2018-2019 academic year. Assessment data relating to the key performance indicators has been and continues to be collected each academic year and data points continue to be refined when data and feedback indicate a need to better assess the key performance indicators and adapt to changes in curriculum assignments and advances in the counseling field. The current program objectives and key performance indicators used to assess them are outlined below.

## **Program Objective #1: Train quality master's level mental health professionals**

**KPI 1.1** Demonstrate and articulate an understanding of professional identity and ethical practice as a clinical mental health counselor, marriage couple and family therapist, and school counselor (CMHC, MCFC, MSCN)

**KPI 1.2** Demonstrate knowledge and clinical competence of an ecosystemic approach to human growth and development to understand the needs of individuals and systems at all developmental stages and multicultural contexts as it pertains to CMHC, MCFC, and MSCN fields.

**KPI 1.3** Demonstrate knowledge and articulate an understanding of career development as it pertains to CMHC, MCFC, and MSCN fields.

**KPI 1.4** Demonstrate effective group counseling facilitation and development in a multicultural society.

**KPI 1.5** Demonstrate and articulate an understanding and competence in individual and group approaches to assessment and evaluation as a clinical mental health counselor, marriage, couple and family therapist and school counselor.

**KPI 1.6** Demonstrate and apply relevant research methods and understand basic statistical operations in the application and use, from a multicultural context, in the fields of clinical mental health counseling, marriage couple and family counseling, and school counseling.

**KPI 1.7** Demonstrate reflective and ethical decision making grounded in the knowledge of relevant legal and ethical codes as well as an examination of personal values.

**KPI 1.8** Demonstrate knowledge and application of effective strategies for counseling prevention and intervention and treatment planning

**KPI 1.9** Within a systemic context (couples, marriages and families) demonstrate knowledge and application of effective systemic strategies for counseling prevention and intervention and treatment planning

**KPI 1.10** Demonstrate clinical competence as a counseling intern, including the skills and practices of assessment, diagnosis, treatment, termination, documentation, and ethical practice.

**KPI 1.11** Within a systemic context (couples, marriages and families) demonstrate clinical competence as an MCFC student intern including the skills and practices of assessment, diagnosis, treatment, termination, documentation and the ethical practice of working within a systemic framework.

**KPI 1.12** Demonstrate the knowledge and skills to develop, implement, and evaluate a comprehensive developmental School Counseling program that aligns with the American School Counseling Association's National Model and advances the mission of the school.

**KPI 1.13** Demonstrate skills as educational leaders who can effectively advocate with cross-cultural sensitivity for all students' holistic well-being at individual and systemic levels

**KPI 1.14** Demonstrate how to individually and in collaboration with teachers develop and teach engaging guidance- related curriculum that facilitates students' personal/social, academic, and career development

**KPI 1.15** Effectively consult and collaborate with parents and guardians, teachers, administrators, and other school and community members

**KPI 1.16** Effectively work with data and technology to advocate for all students, to evaluate and improve program effectiveness, and to advocate for the School Counseling profession

**Program Objective #2: Articulate the integration of faith and mental health practice**

**KPI 2.1** Articulate how personal faith informs one's identity and practice as a clinical mental health counselor.

**Program Objective #3: Promote wholeness in the student counselor that then impacts clients' mental health**

**KPI 3.1** Articulate knowledge of the contextual components of the helping relationship and the counseling process, demonstrating knowledge in theories, consultation, ethical relationships, and the integration of technology

**KPI 3.2** Demonstrate application of skill in recognizing one's own limitations as a professional counselor (seeking supervision, self-evaluation and self-care).

**Program Objective #4: Demonstrate cultural proficiency in the practice of mental health counseling**

**KPI 4.1** Demonstrate the personal awareness, theoretical knowledge, and clinical skills needed to engage in multi-culturally sensitive individual and group counseling and advocacy.

**Program Objective #5: To foster and promote the formation and development of professional dispositions related to the counseling profession**

**KPI 5.1** Demonstrate the GSC's adopted Conceptual Framework to Think Critically, Transform Practice, and Promote Justice

# Academic Quality Indicators

In accordance with CACREP accreditation standards, the Graduate School of Counseling annually collects and compiles student and graduate statistics based on responses to the annual Alumni Survey, annual Student Demographics Survey, and Registrar’s Office data.

## Student Learning Outcomes

See Appendix A: CMHC Student Learning Outcome Data, Appendix B: MCFC Student Learning Outcome Data, and Appendix C: MSCN Student Learning Outcome Data for full data on student performance in relation to Key Performance Indicators for the 2023-2024 academic year.

## Fieldwork Outcomes

Each year the GSC supports students as they earn field placements to complete their Practicum and Internship experiences in accordance with CACREP standards and policies, Oregon Board of Licensed Professional Counselors and Therapists (OBLPCT) policies, and Oregon Teacher Standards and Practices Commission (TSPC) policies. From the time of their application to pursue field placement to the start of Field Placement courses, each of the GSC’s degree programs track successful student placement rates.

Degree Program	Historic Average Placement Rates	2024 Placement Rate
Clinical Mental Health Counseling	86%	93%
Marriage, Couple, Family Counseling	83%	95%
School Counseling	88%	83%

## Graduate Outcomes by Program

### Clinical Mental Health Counseling

Total enrolled (as of April, 2024)	132
Number of graduates in the past year	48
Completion rate*	82%
Overall Job placement rate**	97%
Licensure exam pass rate**	100%

## Marriage, Couple and Family Counseling

Total enrolled (as of April, 2024)	82
Number of graduates in the past year	15
Completion rate*	71%
Overall Job placement rate**	100%
Licensure exam pass rate**	100%

## School Counseling

Total enrolled (as of April, 2021)	29
Number of graduates in the past year	4
Completion rate*	79%
Job placement rate**	90%
Licensure exam pass rate**	100%

\*The completion rate was determined by counting students who began, and successfully completed the program between 2017 and 2024, due to our program duration limit of seven years. In examining this data set, we eliminated students who switched from one program to another within the GSC and also eliminated those on current leaves of absence. Thus, the rate was then obtained by those who completed within our identified seven-year time period. We attribute some of the attrition rate to gate-keeping, as well as part-time students that either did not have the necessary time to commit to the program, or decided to take a break from the program indefinitely. Our program is designed to accommodate part-time adult learners, which can naturally lead to an increased attrition rate.

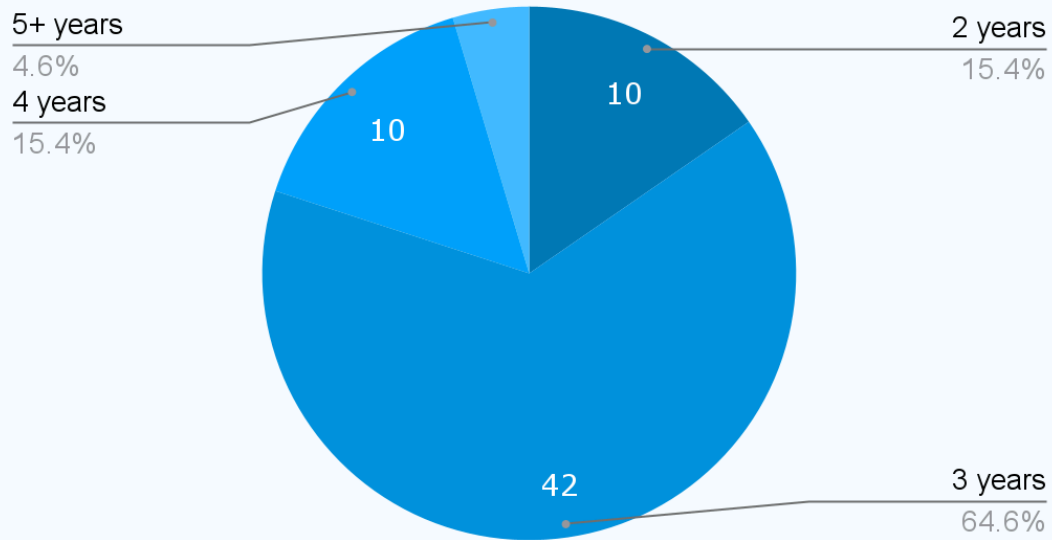
\*\*Obtained from Alumni Survey of alumni from 2019-2024. Pass rate reflects the percentage of students who passed the exam of those who reported taking the exam.

## Graduate Statistics

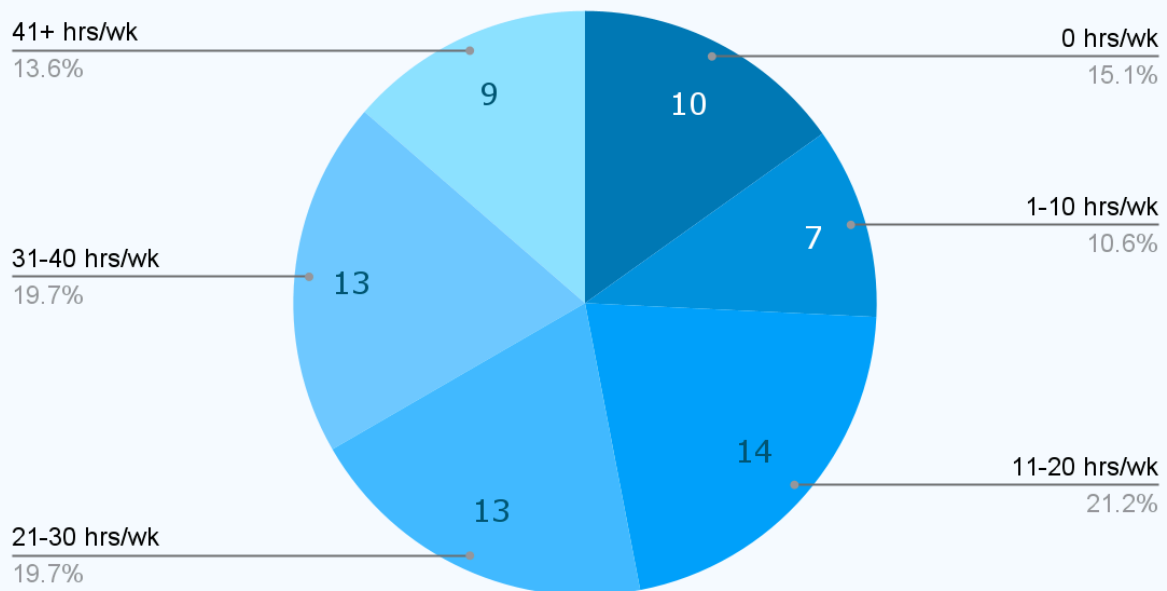
The annual Alumni Survey was sent out to graduates from 2019-2024 and garnered 65 responses. Some highlighted results from the survey are shown following.



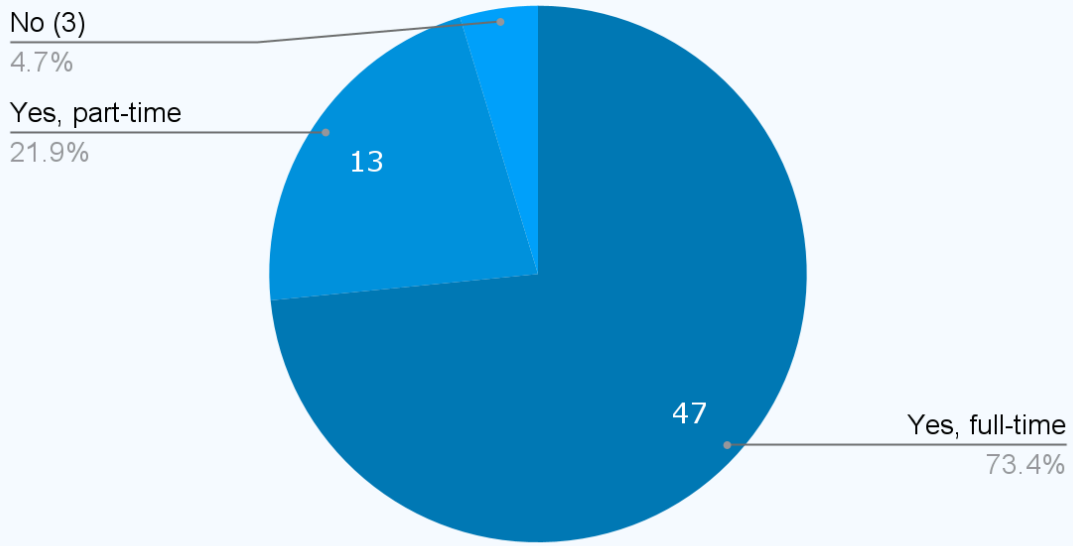
## Length of Time (in years) to Complete Program



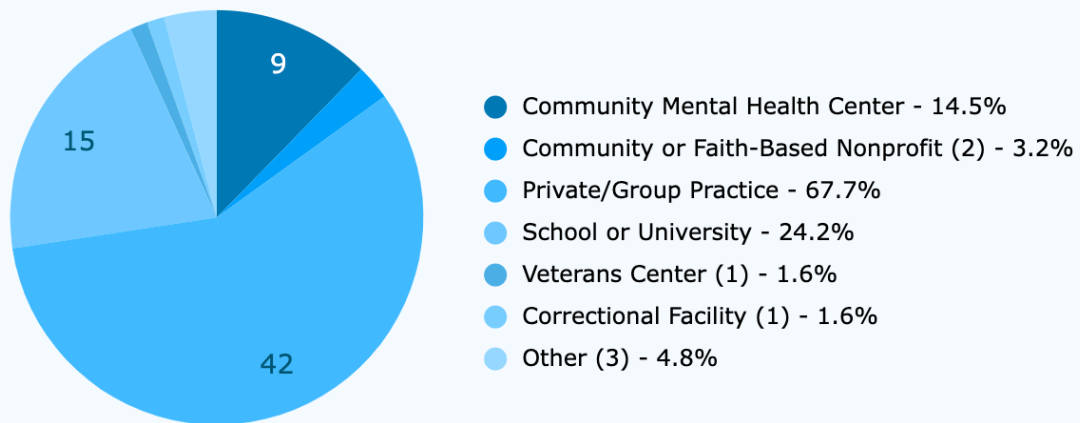
## Average Hours of Employment During Program



## Graduates Currently Employed in Mental Health Field



## Type of Employment



# Programmatic Changes

Based on student feedback, assessment results, administrative directives, and licensing body rule and regulation updates, the Graduate School of Counseling has enacted the following programmatic updates.

## Strategic Initiatives

Our Program also continues to work toward the following strategic initiatives.

### Interprofessional Education Opportunities

The Graduate School of Counseling continues to participate in George Fox University's [Interprofessional Education](#) program where healthcare professional preparation programs collaborate to host learning opportunities for students in their respective programs to gain knowledge and skills in interprofessional collaboration during 2-3 annual workshop events. GSC students in attendance have the opportunity to partner with students in social work programs, physical therapy programs, and medical programs to approach client case conceptualization through a collaborative lens.

### Expanding Curriculum and Elective Options

We continue to add new courses and elective options. These additions are influenced by program evaluations, alumni surveys, and yearly advisory board meetings. These courses are listed under the “Coursework” section below.

### Improving Program Outcomes

In the 2018-2019 academic year we improved program outcomes and the assessment of program outcomes by adding to our student learning outcomes various key performance indicators (KPI's). These continue to facilitate greater understanding of what we hope our students are learning and clearer evaluative standards by which to measure how well our goals are being met. The KPIs continue to be monitored to ensure the best assessment tools are being used and updated as faculty rework course and curriculum requirements.

## Coursework

In August 2022, the faculty team began a total curriculum review. The faculty met weekly to discuss potential curriculum changes that were indicated based on alumni survey data, student learning outcome performance data, observations of student learning and performance in the classroom, and CACREP curriculum standards. The faculty team discussed at length the most important changes to make to the existing curriculum and assembled several proposals to the university's curriculum committee for review. The proposals were reviewed and approved by the university for implementation in Fall 2023.

The 2023-2024 academic year was the first year students began enrolling in the new curriculum. Students who were already enrolled in GSC programs were provided with an overview of the curriculum changes and the option to finish their established curriculum program or switch to the new curriculum in Spring 2023 ahead of the Fall 2023 term start. Of

the 169 students enrolled and eligible to choose between curriculums, 86 students chose to switch to the new curriculum and 83 students chose to stay in their established curriculum program (the majority of which were in field placement and set to graduate in the 2023-2024 academic year).

An overview of the curriculum changes made is provided in the following table, with descriptions and rationales provided in the following sections.

Course or Degree Change Proposed & Implemented	Degrees / Certificates Impacted			
	CMHC	MCFC	MSCN	TRI Cert
GCEP 500 Intro to MCFC title change to Intro to Systems Theory & Practice	Y	Y	Y	
GCEP 502 Clinical Practicum for CMHC/MCFC programs number change to 589 & Credits drop from 3 to 2	Y	Y		
GCEP 504 Childhood & Adolescent Disorders credits drop from 3 to 2			Y	
GCEP 506 Classroom Teaching & Learning credits drop from 3 to 2			Y	
GCEP 509 Lifestyle & Career Development credits drop from 3 to 2			Y	
GCEP 530 Psychopathology & Appraisal (3cr) added as required course for MSCN			Y	
GCEP 534 Human Sexuality title change to Sexual Issues in the Clinical Setting; course description change	Y	Y		
GCEP 539 Intro to Trauma Informed Practice (2cr) created and required for CMHC, MCFC, & TRI Cert (combining TRMA 500 and TRMA 501 content)	Y	Y		Y
GCEP 550 Group Theory & Therapy credits drop from 3 to 2	Y	Y	Y	
GCEP 577 Images of God (1cr) eliminated	Y	Y		
GCEP 579 Spiritual Identity (1cr) eliminated	Y	Y		
GCEP 580 Play Therapy Lifespan Applications change to required	Y			
GCEP 587 Interpersonal Neurobiology & Psychopharmacology title changed to Psychopharmacology	Y	Y		
GCEP 599 Treatment Planning (1cr) Summer course eliminated	Y	Y		
GCEP 591 Clinical Internship (1cr) Summer course changed from optional to required	Y	Y		
Elective Requirements Changed	5 cr to 3 cr	6 cr to 3 cr		

## **MA Programs Revisions**

The Clinical Mental Health Counseling program remains 60 credits; the Marriage, Couple, Family Counseling program lowered from 68 credits to 64 credits; the School Counseling Track I program remains 60 credits; the School Counseling Track II program lowered from 63 credits to 62 credits.

GCEP 500 Introduction to Marriage, Couple, and Family Counseling is a misleading title for this course as it is not an introduction to the profession of marriage and family therapy. Rather, it is an introduction to a systemic understanding of human growth and functioning, and of understanding system components in shaping individual and relational health and healing. The new title is GCEP 500 Introduction to Systems Theory and Practice.

GCEP 502 Practicum for CMHC and MCFC shares the same course number and title as GCEP 502 for MSCN, creating confusion for students registering for their respective practicum courses. Changing the course number to GCEP 589 solves this dilemma. The units for this 10 week summer course was also dropped from 3 to 2 units, congruent with the required seat time and course requirements.

In the last couple of years the GSC has noted an uptick in information requests from some GSC School Counseling program alumni about pursuing additional licensure as Licensed Professional Counselors (LPCs). We also get regular inquiries from current students, which sometimes results in them switching from the School Counseling (MSCN) program to the Clinical Mental Health Counseling (CMHC) program. In addition, our admissions team receives inquiries from people interested in both school counseling and LPC careers. These inquiries are likely to increase given that mental health needs in and out of schools have skyrocketed. The GSC has created a path for school counseling students to be eligible for licensure as both School Counselors and LPCs by adding GCEP 530 Psychopathology & Appraisal (3 credits) as a degree requirement for the MSCN program.

MCFC and CMHC students are needing focused training in working with sexual issues in the clinical setting. GCEP 534 Human Sexuality has continually not addressed this need. The course description has been updated to correct this training deficiency, and the course's new title, GCEP 534 Working with Sexual Issues in the Clinical Setting, more accurately reflects its purpose.

The 2-unit GCEP / TRMA 539 Introduction to Trauma-Informed Theory and Practice is a reformulated class based on combining TRMA 500 and TRMA 501, and is now a required course for all CMHC and MCFC students. This change allows our students to demonstrate trauma-informed competencies.

GCEP 550 Group Therapy continues to cover the required course materials of conducting and understanding group therapy and group processes. All MCFC, CMHC, and MSCN students take this course. Compliance with CACREP accreditation and Oregon licensing

requirements are not impacted by this change as only 2 units are required by these entities. This allows our students to continue to demonstrate competencies in group mental health counseling.

GCEP 577 Images of God (1 unit) and GCEP 579 Spiritual Identity (1 unit) course materials are embedded in GCEP 501 Principles and Techniques of Counseling, GCEP 510 Human Growth and Development, and GCEP 561 Spirituality and Clinical Praxis. All MCFC and MCFC students take these courses, all of which form the foundation of GSC spiritual integration training. The GSC's compliance with CACREP accreditation standards and Oregon licensing board regulations are not impacted by this change. This allows our students to continue to demonstrate competencies in spirituality and mental health counseling.

GCEP 580 Play Therapy has long been a MCFC required course, and now becomes a required CMHC course. This change is based on an assessment of CMHC curriculum deficits in which no previous coursework was required regarding working with youth in the clinical setting.

GCEP 587 Interpersonal Neurobiology and Pharmacology was thus named as it reflects a GSC ethos, that our neurobiology is influenced by biological, psychological, relational, and social-cultural factors, and pharmacology alone is only one avenue for changing disruptive mental health conditions. This view was encapsulated under the interdisciplinary theoretical construct called Interpersonal Neurobiology (IPNB). The GSC chose this title for our pharmacology course as it also spoke to our desired student applicant population. IPNB is now embedded in the content of many courses, and is no longer a needed theoretical element to embed in this course's title. Hence, a title simplification, GCEP 587 Pharmacology, more accurately reflects its primary content.

The Field Placement requirements for MCFC and CMHC students have also been reviewed. GCEP 599 Treatment Planning - Summer 2 is not required by CACREP or the Oregon licensing board, and it is not needed during the shortened summer term. Thus, it is being discontinued. However, all interns have been required to take GCEP 591 Internship - Summer 2 in order to provide a continuation of services to clients. Since it was not a required course for CACREP, the GSC has historically counted this as an elective. By now requiring GCEP 591, it more accurately reflects the expectation.

Lowering the current required electives (from 5 to 3 units for CMHC students and 6 to 3 units for MCFC students) allows students to still choose specialty electives while adding a course necessary to train students in trauma-informed care.

## **Certificate Program Revisions**

In addition to the changes made to the GSC's masters degree programs, the Certificate in Trauma Response Services underwent revisions. The certificate was lowered from 12 credits to 7 credits and retitled as a Postgraduate Certificate in Trauma-Informed Care.

## Admissions

The GSC continues to monitor admissions numbers closely to ensure continued compliance with CACREP standards.

## Clinical

We continue to expand the number of clinical placements available to students. In the past year we approved 27 new sites and currently have 176 sites approved for practicum and internship. In addition, 50 new supervisors were approved to provide clinical supervision at newly and previously approved sites.

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# Appendix A: Clinical Mental Health Counseling Student Learning Outcome Data, 2023-2024

## 1.1 Professional Counseling Orientation and Ethical Practice

Demonstrate and articulate an understanding of professional identity and ethical practice as a Clinical Mental Health Counselor

**Outcome Status:** Active

**Outcome Types:** Student Learning Outcome

**Curriculum Mapping**

GCEP 600 (A), GCEP 540 (I), GCEP 592 (R)

Assessment Design	Results
<b>Assessment Method Details:</b> GCEP 540 Professional Orientation: Professional Disclosure Statement <b>Assessment Type:</b> Writing Assignment <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students receive an 83% or higher on their Professional Disclosure Statement <b>Schedule for Results and Actions/Analysis:</b> 8/1	<b>Results Entry Date:</b> 07/27/2025 <b>Results Summary:</b> 98% (85/86) of students received an 83% or higher on their Professional Disclosure Statement <b>Analysis:</b> approaching target, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> No <b>Action Plan for Current Year's Unmet Benchmarks:</b> approaching target, no action needed
<b>Assessment Method Details:</b> GCEP 592 Clinical Internship I: ECF Rubric Ethics Score <b>Assessment Type:</b> Portfolio Review <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive a 2 or higher on the ECF Ethics Score <b>Schedule for Results and Actions/Analysis:</b> 1/1 & 5/1	<b>Results Entry Date:</b> 07/31/2025 <b>Results Summary:</b> 100% (75/75) of students received a 2 or higher on the ECF Ethics Score <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
<b>Assessment Method Details:</b> GCEP 540 Professional Orientation: Ethics Project <b>Assessment Type:</b> Presentation/Performance <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% receive >= 83% Changed target to read: 100% of students will score 83% or higher in 2019-20 from 90 to 100 <b>Schedule for Results and Actions/Analysis:</b> 8/1	<b>Results Entry Date:</b> 07/27/2025 <b>Results Summary:</b> 98% (85/86) of students received an 83% or higher on their Ethics Project <b>Analysis:</b> approaching target, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> No <b>Action Plan for Current Year's Unmet Benchmarks:</b> approaching target, no action needed

Assessment Design	Results
<b>Assessment Method Details:</b> GCEP 600 Clinical Portfolio: CP Unit 8 (Professional Disclosure Statement) <b>Assessment Type:</b> Portfolio Review <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive a 2 or higher on all criteria in Unit 8 of the Clinical Portfolio.	

## 1.2 Human Growth and Development

Demonstrate knowledge and clinical competence of an ecosystemic approach to human growth and development to understand the needs of individuals and systems at all developmental stages and multicultural contexts as it pertains to Clinical Mental Health Counseling.

**Outcome Status:** Active

**Outcome Types:** Student Learning Outcome

**Curriculum Mapping**

GCEP 600 (A), GCEP 520 (R), GCEP 578 (I)

Assessment Design	Results
<b>Assessment Method Details:</b> GCEP 510 Human Growth & Development: Developmental Self Assessment <b>Assessment Type:</b> Writing Assignment <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive a score of 83% or higher on the Developmental Self Assessment (formerly the combined score of their Journals 1&2). <b>Schedule for Results and Actions/Analysis:</b> 5/1 & 8/1	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 88% (32/36) of students received a score of 83% or higher on the Developmental Self Assessment <b>Analysis:</b> approaching target, continue to monitor <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> No <b>Action Plan for Current Year's Unmet Benchmarks:</b> approaching target, continue to monitor
<b>Assessment Method Details:</b> GCEP 500 Intro to Couple and Family Therapy: Family of Origin Paper Parts 1 & 2 (combined score) <b>Assessment Type:</b> Writing Assignment <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive a score of 83% or higher on the combined score of their Family of Origin Paper Parts 1 & 2	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 97% (35/36) of students received a score of 83% or higher on the combined score of their Family of Origin Paper Parts 1 & 2 <b>Analysis:</b> approaching target, continue to monitor <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> No <b>Action Plan for Current Year's Unmet Benchmarks:</b> approaching target, continue to monitor

Assessment Design	Results
<b>Schedule for Results and Actions/Analysis:</b> 5/1 & 8/1	
<b>Assessment Method Details:</b> GCEP 600 Clinical Portfolio: CP Unit 3 (Bio/Psycho/Social/Spiritual) <b>Assessment Type:</b> Portfolio Review <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive a 2 or higher on all criteria for Unit 3. <b>Schedule for Results and Actions/Analysis:</b> 7/15 & 9/15	

### 1.3 Career Development

Demonstrate knowledge and articulate an understanding of career development as it pertains to Clinical Mental Health Counseling

**Outcome Status:** Active

**Outcome Types:** Student Learning Outcome

**Curriculum Mapping**

GCEP 570 (I, R), GCEP 600 (A)

Assessment Design	Results
<b>Assessment Method Details:</b> GCEP 570 Lifestyle and Career Development: Career Autobiography and Analysis <b>Assessment Type:</b> Writing Assignment <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive an 83% or higher on their Career Autobiography and Analysis (Formerly the Reflection Paper). <b>Schedule for Results and Actions/Analysis:</b> 5/1	<b>Results Entry Date:</b> 07/31/2025 <b>Results Summary:</b> 100% (69/69) of students received an 83% or higher on their Career Autobiography and Analysis <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
<b>Assessment Method Details:</b> GCEP 570 Lifestyle and Career Development: Assessment Role Play and Reflection Paper <b>Assessment Type:</b> Exam/Quiz - In Course <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive an 83% or higher on their Assessment Role Play and Reflection Paper (Formerly the Final Exam). <b>Schedule for Results and Actions/Analysis:</b> 5/1	<b>Results Entry Date:</b> 07/31/2025 <b>Results Summary:</b> 98% (68/69) of students received an 83% or higher on their Assessment Role Play and Reflection Paper <b>Analysis:</b> approaching target no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> No <b>Action Plan for Current Year's Unmet Benchmarks:</b> approaching target, no action needed

Assessment Design	Results
<b>Assessment Method Details:</b> GCEP 600 Clinical Portfolio: Unit 8 Scores (Professional Disclosure Statement & Graduate Readiness) <b>Assessment Type:</b> Portfolio Review <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive a 2 or higher on all criteria of Unit 8 of the Clinical Portfolio. <b>Schedule for Results and Actions/Analysis:</b> 7/15 & 9/15	

## 1.4 Group Counseling and Group Work

Demonstrate effective group counseling facilitation and development in a multicultural society.

**Outcome Status:** Active

**Outcome Types:** Student Learning Outcome

**Curriculum Mapping**

GCEP 593 (A), GCEP 592 (R), GCEP 550 (I)

Assessment Design	Results
<b>Assessment Method Details:</b> GCEP 550 Group Therapy: Evaluation of Student Created Group Therapy Proposal <b>Assessment Type:</b> Writing Assignment <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students receive 83% or higher on their Group Therapy Proposal <b>Schedule for Results and Actions/Analysis:</b> 8/1	<b>Results Entry Date:</b> 07/31/2025 <b>Results Summary:</b> 100% (28/28) of students receive 83% or higher on their Group Therapy Proposal <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
<b>Assessment Method Details:</b> Minimum 15 Hour Requirement for Group Counseling in Internship <b>Assessment Type:</b> Field Placement/Internship Evaluation <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will meet the requirement of 15 Group Hours before Graduation <b>Schedule for Results and Actions/Analysis:</b> 6/1	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 100% (40/40) of students met the requirement of 15 group hours before graduation <b>Analysis:</b> Target met <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> Target met
	<b>Results Entry Date:</b> 07/04/2025

Assessment Design	Results
	<b>Results Summary:</b> 100% (40/40) Clinical Mental Health students met the requirement of 15 Group Hours before Graduation. <b>Analysis:</b> No action needed. <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> No action needed.

## 1.5 Assessment and Testing

Demonstrate and articulate an understanding and competence in individual and group approaches to assessments and evaluation as a clinical mental health counselor.

**Outcome Status:** Active

**Outcome Types:** Student Learning Outcome

**Curriculum Mapping**

GCEP 571 (I), GCEP 600 (A), GCEP 530 (I), GCEP 592 (R)

Assessment Design	Results
<b>Assessment Method Details:</b> GCEP 571 Tests and Assessments: Final Exam <b>Assessment Type:</b> Exam/Quiz - In Course <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students receive 83% or higher on their Final Exam <b>Schedule for Results and Actions/Analysis:</b> 5/1 & 8/1	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 90% (37/41) of students received an 83% or higher on their Final Exam <b>Analysis:</b> approaching target, continue to monitor <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> No <b>Action Plan for Current Year's Unmet Benchmarks:</b> approaching target, continue to monitor
<b>Assessment Method Details:</b> GCEP 530 Psychopathology & Appraisal: Final Exam <b>Assessment Type:</b> Exam/Quiz - In Course <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive 83% or higher on their Final Exam <b>Schedule for Results and Actions/Analysis:</b> 5/1	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 75% (36/48) of students received an 83% or higher on their final exam <b>Analysis:</b> faculty review scheduled, continue to monitor. <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> No <b>Action Plan for Current Year's Unmet Benchmarks:</b> faculty review scheduled, continue to monitor.
<b>Assessment Method Details:</b> GCEP 592 Clinical Internship I: ECF Rubric Diagnosis & Treatment Planning Score <b>Assessment Type:</b> Portfolio Review <b>Assessment Method Status:</b> Active	<b>Results Entry Date:</b> 07/31/2025 <b>Results Summary:</b> 100% (75/75) of students will receive a 2 or higher on the ECF Diagnosis & Treatment Planning Score <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes

Assessment Design	Results
<b>Target &amp; Standard:</b> 100% of students will receive a 2 or higher on the ECF Diagnosis & Treatment Planning Score <b>Schedule for Results and Actions/Analysis:</b> 1/1 & 5/1	<b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
<b>Assessment Method Details:</b> GCEP 600 Clinical Portfolio: Units 3 & 4 Scores (Diagnosis & Assessment) <b>Assessment Type:</b> Portfolio Review <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive a 2 or higher on all criteria for Units 3 & 4 of the Clinical Portfolio. <b>Schedule for Results and Actions/Analysis:</b> 7/15 & 9/15	

## 1.6 Research and Program Evaluation

Demonstrate and apply relevant research methods and understand basic statistical operations in the application and use, from a multicultural context, in the field of clinical mental health counseling

**Outcome Status:** Active

**Outcome Types:** Student Learning Outcome

**Start Date:** 01/07/2013

**Curriculum Mapping**

GCEP 566 (I, R), GCEP 600 (A)

Assessment Design	Results
<b>Assessment Method Details:</b> GCEP 566 Research Methods and Statistics: Group Research Paper <b>Assessment Type:</b> Group Project <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive an 83% or higher on the Group Research Paper <b>Schedule for Results and Actions/Analysis:</b> 1/1 & 8/1	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 100% (39/39) of students received an 83% or higher on the Group Research Paper <b>Analysis:</b> target met <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met
<b>Assessment Method Details:</b> GCEP 566 Research Methods and Statistics assignment: Article Critique <b>Assessment Type:</b> Writing Assignment <b>Assessment Method Status:</b> Active	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 100% (39/39) of students received an 83% or higher on the Article Critique <b>Analysis:</b> target met <b>Academic Year:</b> 2023 - 2024

Assessment Design	Results
<b>Target &amp; Standard:</b> 100% of students will receive an 83% or higher on the Article Critique  <b>Schedule for Results and Actions/Analysis:</b> 1/1 & 8/1	<b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met
<b>Assessment Method Details:</b> GCEP 566 Research Methods and Statistics: Group Research Presentation <b>Assessment Type:</b> Presentation/Performance <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive an 83% or higher on the Group Research Presentation <b>Schedule for Results and Actions/Analysis:</b> 1/1 & 8/1	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 100% (39/39) of students received an 83% or higher on the Group Research Presentation <b>Analysis:</b> target met <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
<b>Assessment Method Details:</b> GCEP 600 Clinical Portfolio: Units 2 & 4 Scores (Treatment Model & Model Application) <b>Assessment Type:</b> Portfolio Review <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive a 2 or higher on all criteria in Units 2 & 4 of the Clinical Portfolio. <b>Schedule for Results and Actions/Analysis:</b> 7/15 & 9/15	

## 1.7 Ethical and Legal Practice

Demonstrate reflective and ethical decision making grounded in the knowledge of relevant legal and ethical codes as well as in an examination of personal values

**Outcome Status:** Active

**Outcome Types:** Student Learning Outcome

**Curriculum Mapping**

GCEP 600 (A), GCEP 593 (R), GCEP 540 (I), GCEP 592 (R), GCEP 522 (R)

Assessment Design	Results
<b>Assessment Method Details:</b> GCEP 540 Professional Orientation: Professional Disclosure Statement <b>Assessment Type:</b> Writing Assignment <b>Assessment Method Status:</b> Active	<b>Results Entry Date:</b> 07/27/2025 <b>Results Summary:</b> 98% (85/86) of students received an 83% or higher on their Professional Disclosure Statement <b>Analysis:</b> approaching target, no action needed



Assessment Design	Results
<b>Target &amp; Standard:</b> 100% of students receive an 83% or higher on their Professional Disclosure Statement <b>Schedule for Results and Actions/Analysis:</b> 8/1	<b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> No <b>Action Plan for Current Year's Unmet Benchmarks:</b> approaching target, no action needed
<b>Assessment Method Details:</b> GCEP 592 Clinical Internship I: ECF Rubric Legal & Ethical Issues Scores <b>Assessment Type:</b> Writing Assignment <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive a 2 or higher on the Legal and Ethical Issues portion of their ECF <b>Schedule for Results and Actions/Analysis:</b> 1/1 & 5/1	<b>Results Entry Date:</b> 07/31/2025 <b>Results Summary:</b> 100% (75/75) of students will receive a 2 or higher on the Legal and Ethical Issues portion of their ECF <b>Analysis:</b> target reached, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
<b>Assessment Method Details:</b> GCEP 593 Clinical Internship II: ECF Rubric Legal & Ethical Issues Scores <b>Assessment Type:</b> Writing Assignment <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive a 2 or higher on the Legal and Ethical Issues portion of their ECF <b>Schedule for Results and Actions/Analysis:</b> 5/1 & 8/1	<b>Results Entry Date:</b> 07/31/2025 <b>Results Summary:</b> 100% (16/16) of students received a 2 or higher on the Legal and Ethical Issues portion of their ECF <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
<b>Assessment Method Details:</b> GCEP 522 Advanced Clinical Skills: Paperwork Portion of the Major Assignment <b>Assessment Type:</b> Writing Assignment <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will earn an 83% or higher on the Paper work Portion of the Major Assignment <b>Schedule for Results and Actions/Analysis:</b> 5/1	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 100% (31/31) of students earned an 83% or higher on the Paper Work Portion of the Major Assignment <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
<b>Assessment Method Details:</b> GCEP 600 Clinical Portfolio: CP Unit 5 (Legal/Ethical Issues) <b>Assessment Type:</b> Portfolio Review <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive a score of 2 or higher on all criteria in Unit 5 of the Clinical Portfolio. <b>Schedule for Results and Actions/Analysis:</b> 07/15 & 09/15	

Assessment Design	Results
<b>Assessment Method Details:</b> GCEP 600 Clinical Portfolio: CP Unit 6 (Crisis Management) <b>Assessment Type:</b> Portfolio Review <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive a score of 2 or higher on all criteria in Unit 5 of the Clinical Portfolio <b>Schedule for Results and Actions/Analysis:</b> 07/15 & 09/15	

## 1.8 Treatment Planning and Interventions

Demonstrate knowledge and application of effective strategies for counseling prevention and intervention and treatment planning

**Outcome Status:** Active

**Outcome Types:** Student Learning Outcome

**Curriculum Mapping**

GCEP 600 (A), GCEP 592 (R), GCEP 522 (R)

Assessment Design	Results
<b>Assessment Method Details:</b> GCEP 592 Clinical Internship I: ECF Rubric Diagnosis & Treatment Planning Score <b>Assessment Type:</b> Portfolio Review <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive scores of 2 or higher on the Diagnosis & Treatment Planning section of the ECF rubric <b>Schedule for Results and Actions/Analysis:</b> 1/1 & 5/1	<b>Results Entry Date:</b> 07/31/2025 <b>Results Summary:</b> 100% (75/75) of students received a score of 2 or higher on the Diagnosis & Treatment Planning section of the ECF rubric <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
<b>Assessment Method Details:</b> GCEP 500 Intro to Marriage Couple and Family: Group Work & Online Discussions <b>Assessment Type:</b> Writing Assignment <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive a score of 83% or higher on their Group Work & Online Discussions (Formerly Reflection/Application Postings (Journals)) Combined score.	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 97% (35/36) of students received a score of 83% or higher on their Group Work and Online Discussions <b>Analysis:</b> approaching target, continue to monitor <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> No <b>Action Plan for Current Year's Unmet Benchmarks:</b> approaching target, continue to monitor

Assessment Design	Results
<b>Schedule for Results and Actions/Analysis:</b> 1/1 & 5/1 <b>Assessment Method Details:</b> GCEP 522 Advanced Clinical Skills: Paperwork Portion of the Major Assignment <b>Assessment Type:</b> Writing Assignment <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will earn an 83% or higher on the Paper work Portion of the Major Assignment <b>Schedule for Results and Actions/Analysis:</b> 5/1	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 100% (31/31) of students earned an 83% or higher on the Paper Work Portion of the Major Assignment <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
<b>Assessment Method Details:</b> GCEP 600 Clinical Portfolio: Units 3 & 4 Scores (Diagnosis & Treatment Planning) <b>Assessment Type:</b> Portfolio Review <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive a 2 or higher on all criteria for Units 3 & 4 of the Clinical Portfolio. <b>Schedule for Results and Actions/Analysis:</b> 7/15 & 9/15	

## 1.10 Assessment Diagnosis, Case Management

Demonstrate clinical competence as a counseling intern, including the skills and practices of assessment, diagnosis, treatment, termination, documentation, and the ethical practice.

**Outcome Status:** Active

**Outcome Types:** Student Learning Outcome

**Curriculum Mapping**

GCEP 600 (A), GCEP 530 (I, R), GCEP 592 (R), GCEP 522 (R)

Assessment Design	Results
<b>Assessment Method Details:</b> GCEP 592 Clinical Internship I: ECF Rubric Diagnosis & Treatment Planning Score <b>Assessment Type:</b> Portfolio Review <b>Assessment Method Status:</b> Active	<b>Results Entry Date:</b> 07/31/2025 <b>Results Summary:</b> 100% (75/75) of students received a 2 or higher on their ECF Rubric Diagnosis and Treatment Planning score <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes

Assessment Design	Results
<b>Target &amp; Standard:</b> 100% of students will receive a 2 or higher on their ECF Rubric Diagnosis & Treatment Planning Score <b>Schedule for Results and Actions/Analysis:</b> 1/1 & 5/1	<b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
<b>Assessment Method Details:</b> GCEP 530 Psychopathology and Appraisal: Final <b>Assessment Type:</b> Exam/Quiz - In Course <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students receive a score of 83% or higher on their Final <b>Schedule for Results and Actions/Analysis:</b> 5/1	<b>Results Entry Date:</b> 07/27/2025 <b>Results Summary:</b> 89% (33/37) of students received a score of 83% or higher on their Final <b>Analysis:</b> approaching target, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> No <b>Action Plan for Current Year's Unmet Benchmarks:</b> approaching target, no action needed
<b>Assessment Method Details:</b> GCEP 530 Psychopathology and Appraisal: Case Studies <b>Assessment Type:</b> Writing Assignment <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive a score of 83% or higher on their Case Studies <b>Schedule for Results and Actions/Analysis:</b> 5/1	<b>Results Entry Date:</b> 07/27/2025 <b>Results Summary:</b> 100% (37/37) of students received a score of 83% or higher on their Case Studies <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
<b>Assessment Method Details:</b> GCEP 522 Advanced Clinical Skills: Paperwork Portion of the Major Assignment <b>Assessment Type:</b> Writing Assignment <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will earn an 83% or higher on the Paper work Portion of the Major Assignment <b>Schedule for Results and Actions/Analysis:</b> 5/1	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 100% (31/31) of students earned an 83% or higher on the Paper Work Portion of the Major Assignment <b>Analysis:</b> target met <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
<b>Assessment Method Details:</b> GCEP 600 Clinical Portfolio: Units 3 & 4 Scores (Diagnosis & Treatment Planning) <b>Assessment Type:</b> Portfolio Review <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive a 2 or higher on all criteria for Units 3 & 4 of the Clinical Portfolio. <b>Schedule for Results and Actions/Analysis:</b> 7/15 & 9/15	

## 2.1 Spiritual Integration

Articulate how personal faith informs one's identity and practice as a clinical mental health counselor.

**Outcome Status:** Active

**Outcome Types:** Student Learning Outcome

**Curriculum Mapping**

GCEP 600 (A), GCEP 561 (I, R), GCEP 592 (R)

Assessment Design	Results
<b>Assessment Method Details:</b> GCEP 561 Spirituality & Clinical Praxis - Case Study <b>Assessment Type:</b> Writing Assignment <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive an 83% or higher on the their Case Studies <b>Schedule for Results and Actions/Analysis:</b> 1/1 & 5/1	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 100% (28/28) of students received an 83% or higher on their Case Studies <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
<b>Assessment Method Details:</b> GCEP 577 Images of God: Assignment #1 Personal Mandala <b>Assessment Type:</b> Presentation/Performance <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive a score of 83% or higher on their Personal Mandala <b>Schedule for Results and Actions/Analysis:</b> 5/1	<b>Results Entry Date:</b> 07/31/2025 <b>Results Summary:</b> Not Applicable, class is not offered per degree plans. <b>Analysis:</b> Not Applicable, class is not offered per degree plans. <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> No <b>Action Plan for Current Year's Unmet Benchmarks:</b> Not Applicable, class is not offered per degree plans.
<b>Assessment Method Details:</b> GCEP 592 Clinical Internship I: ECF- Multi-cultural Competencies <b>Assessment Type:</b> Portfolio Review <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive 2's or higher on the Multi-cultural Competencies section of their ECF. <b>Schedule for Results and Actions/Analysis:</b> 1/1 & 5/1	<b>Results Entry Date:</b> 07/31/2025 <b>Results Summary:</b> 100% (75/75) of students received a 2 or higher on their multi-cultural competency section of their ECF <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
<b>Assessment Method Details:</b> GCEP 600 Clinical Portfolio: CP Units 2 & 4 (Treatment Model) <b>Assessment Type:</b> Portfolio Review <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive a score of 2 or higher on all criteria in Units 2 & 4 of the Clinical Portfolio.	

Assessment Design	Results
<b>Schedule for Results and Actions/Analysis:</b> 7/15 & 9/15	

### 3.1 Counseling and Helping Relationships

Articulate knowledge of the contextual components of the helping relationship and the counseling process, demonstrating knowledge in theories, consultation, ethical relationships, and the integration of technology.

**Outcome Status:** Active

**Outcome Types:** Student Learning Outcome

**Curriculum Mapping**

GCEP 567 (R), GCEP 600 (A), GCEP 520 (I)

Assessment Design	Results
<b>Assessment Method Details:</b> GCEP 567 Cultural Foundations and Social Diversity: Personal Integration Response Paper <b>Assessment Type:</b> Writing Assignment <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive a score of 83% or higher on their Personal Integration Response Paper <b>Schedule for Results and Actions/Analysis:</b> 1/1 & 5/1	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 100% (38/38) of students received an 83% or higher on their Personal Integration paper <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
<b>Assessment Method Details:</b> GCEP 520 Personality and Counseling Theory: Video Demonstration <b>Assessment Type:</b> Presentation/Performance <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will earn 83% or higher on their Video Demonstration Project <b>Schedule for Results and Actions/Analysis:</b> 1/1 & 8/1	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 97% (35/36) of students earned an 83% or higher on their Video Demonstration Project <b>Analysis:</b> approaching target, continue to monitor <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> No <b>Action Plan for Current Year's Unmet Benchmarks:</b> approaching target, continue to monitor.
<b>Assessment Method Details:</b> GCEP 588 Clinical Portfolio: Theoretical Congruence <b>Assessment Type:</b> Portfolio Review <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will earn scores of 2 or higher on the Theoretical Congruence Section of their Clinical Portfolio <b>Schedule for Results and Actions/Analysis:</b> 5/1 & 8/1	

Assessment Design	Results
<b>Assessment Method Details:</b> GCEP 600 Clinical Portfolio: CP Unit 4 (Empathic Alliance) <b>Assessment Type:</b> Portfolio Review <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive a 2 or higher on all criteria for Unit 4 of the Clinical Portfolio. <b>Schedule for Results and Actions/Analysis:</b> 7/15 & 9/15	

## 3.2 Counseling and Helping Relationships

Demonstrate application of skill in recognizing one's own limitations as a professional counselor (seeking supervision, self-evaluation and self-care)

**Outcome Status:** Active

**Outcome Types:** Student Learning Outcome

**Curriculum Mapping**

GCEP 593 (A), GCEP 520 (I), GCEP 589 (R)

Assessment Design	Results
<b>Assessment Method Details:</b> 20 Hours of Personal Therapy <b>Assessment Type:</b> Student Self Assessment <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will engage in 20 hours of personal therapy before Graduation <b>Schedule for Results and Actions/Analysis:</b> 6/1	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 100% (40/40) of students engaged and completed 20 hours of personal therapy before graduation <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
<b>Assessment Method Details:</b> GCEP 520 Personality and Counseling Theory: Personal Integration Paper <b>Assessment Type:</b> Writing Assignment <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will earn an 83% or higher on their Personal Integration Paper <b>Schedule for Results and Actions/Analysis:</b> 1/1 & 8/1	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 97% (35/36) of students earned an 83% or higher on their Personal Integration paper <b>Analysis:</b> approaching target, continue to monitor <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> No <b>Action Plan for Current Year's Unmet Benchmarks:</b> approaching target, continue to monitor
<b>Assessment Method Details:</b> GCEP 502 Clinical Practicum: CCS-R (Part 2) <b>Assessment Type:</b> Student Self Assessment	<b>Results Entry Date:</b> 07/31/2025 <b>Results Summary:</b> 100% (41/41) of students received scores of 3 or higher on their CCS-R (part 2)



Assessment Design	Results
<b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive scores of 3 or higher on their CCS-R (Part 2) <b>Schedule for Results and Actions/Analysis:</b> 1/1 & 8/1	<b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
<b>Assessment Method Details:</b> GCEP 593 Clinical Internship II: Full CCS-R <b>Assessment Type:</b> Student Self Assessment <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will earn 3s or higher on their Full CCS-R <b>Schedule for Results and Actions/Analysis:</b> 5/1 & 8/1	<b>Results Entry Date:</b> 07/31/2025 <b>Results Summary:</b> 100% (16/16) of students earned 3s or higher on their Full CCS-R <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed

## 4.1 Social and Cultural Diversity

Demonstrate the personal awareness, theoretical knowledge, and clinical skills needed to engage in multi-culturally sensitive individual, couple, family, and group counseling and advocacy.

**Outcome Status:** Active

**Outcome Types:** Student Learning Outcome

**Start Date:** 01/01/2013

**Curriculum Mapping**

GCEP 567 (I, R), GCEP 600 (A), GCEP 510 (I), GCEP 593 (R)

Assessment Design	Results
<b>Assessment Method Details:</b> GCEP 567 Cultural Foundations and Social Justice - Personal Integration Response Paper <b>Assessment Type:</b> Writing Assignment <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive a score of 83% or higher on their Personal Integration Response Paper <b>Schedule for Results and Actions/Analysis:</b> 1/1, 5/1, & 8/1	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 100% (38/38) of students received a score of 83% or higher on their Personal Integration Response Paper <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
<b>Assessment Method Details:</b> GCEP 510 - Human Growth and Development: Postings/Conversations <b>Assessment Type:</b> Writing Assignment <b>Assessment Method Status:</b> Active	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 88% (32/36) of students received a score of 83% or higher on their postings/conversations <b>Analysis:</b> approaching target, continue to monitor



Assessment Design	Results
<b>Target &amp; Standard:</b> 100% of students will receive a score of 83% or higher on their Postings/Conversations (combined score). <b>Schedule for Results and Actions/Analysis:</b> 5/1 & 8/1	<b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> No <b>Action Plan for Current Year's Unmet Benchmarks:</b> approaching target, continue to monitor
<b>Assessment Method Details:</b> GCEP 593 Clinical Internship II: ECF Multicultural Competencies <b>Assessment Type:</b> Portfolio Review <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive a score of 2 or higher on their ECF Multicultural Competencies. <b>Schedule for Results and Actions/Analysis:</b> 5/1 & 8/1	<b>Results Entry Date:</b> 07/31/2025 <b>Results Summary:</b> 100% (16/16) of students received a score of 2 or higher on their ECF Multicultural Competencies <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
<b>Assessment Method Details:</b> SPR - Admissions Video - Hidden Figures Rubric Score <b>Assessment Type:</b> Presentation/Performance <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 90% of admitted students receive a total score of 8 or higher. <b>Schedule for Results and Actions/Analysis:</b> 7/1	<b>Results Entry Date:</b> 07/31/2025 <b>Results Summary:</b> 100% (73/73) of admitted students received a total score of 8 or higher. <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
<b>Assessment Method Details:</b> GCEP 600 Clinical Portfolio: CP Units 1 & 7 (Privilege & Marginalization) <b>Assessment Type:</b> Portfolio Review <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive a 2 or higher on all criteria for Units 1 & 7 of the Clinical Portfolio. <b>Schedule for Results and Actions/Analysis:</b> 7/15 & 9/15	

## 5.1 Dispositions

Demonstrate the College of Education Conceptual Framework to think critically, transform practice, and promote justice.

**Outcome Status:** Active

**Outcome Types:** Student Learning Outcome

**Curriculum Mapping**

GCEP 501 (I), GCEP 593 (A), GCEP 589 (R)

Assessment Design	Results
<b>Assessment Method Details:</b> Semi Annual Student Progress Review <b>Assessment Type:</b> Survey <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 95% Students earn scores of 1-emerging, 2-on target, 3-distinguished <b>Schedule for Results and Actions/Analysis:</b> 8/1	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 11 CMHC students of concern in Fall. 7 CMHC students of concern in Spring. 1 CMHC student of concern in Summer. <b>Analysis:</b> on target, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> on target, no action needed.
<b>Assessment Method Details:</b> GCEP 501 Principles and Techniques of Counseling: CCS-R Part 2- Student Self Evaluation <b>Assessment Type:</b> Student Self Assessment <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 90% of students will receive a score of a 3 or higher <b>Schedule for Results and Actions/Analysis:</b> 1/1, 5/1 & 8/1	<b>Results Entry Date:</b> 07/25/2025 <b>Results Summary:</b> 88% (37/42) of students received a score of a 3 or higher on their CCS-R Part 2 <b>Analysis:</b> approaching target, continue to monitor <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> approaching target, continue to monitor
<b>Assessment Method Details:</b> GCEP 502 Clinical Practicum: CCS-R Part 2 Student Self Evaluation, Site Supervisor & University Supervisor Evaluations <b>Assessment Type:</b> Field Placement/Internship Evaluation <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive a scores of 3 or higher on their Self, Site, & University Supervisor Evaluations <b>Schedule for Results and Actions/Analysis:</b> 1/1 & 8/1	<b>Results Entry Date:</b> 07/31/2025 <b>Results Summary:</b> 100% (41/41) of students received a score of 3 or higher on their self, site and university supervisor evaluations <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
<b>Assessment Method Details:</b> GCEP 593 Clinical Internship II: CCS-R Part 2 Student Self Evaluation, Site Supervisor & University Supervisor Evaluations <b>Assessment Type:</b> Field Placement/Internship Evaluation <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive a scores of 3 or higher on their Self, Site, & University Supervisor Evaluations <b>Schedule for Results and Actions/Analysis:</b> 5/1 & 8/1	<b>Results Entry Date:</b> 07/31/2025 <b>Results Summary:</b> 100% (16/16) of students received a score of 3 or higher on their self, site and university supervisor evaluations <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed

Assessment Design	Results
<b>Assessment Method Details:</b> Admissions - Personal Object <b>Assessment Type:</b> Presentation/Performance <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 90% of admitted students receive total score of 8 or higher <b>Schedule for Results and Actions/Analysis:</b> 7/1	<b>Results Entry Date:</b> 07/31/2025 <b>Results Summary:</b> 100% (73/73) of admitted students received total scores of 8 or higher <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed

# Appendix B: Marriage, Couple, Family Counseling Student Learning Outcome Data, 2023-2024

## 1.1 Professional Counseling Orientation and Ethical Practice

Demonstrate and articulate an understanding of professional identity and ethical practice as a marriage, couple, and family therapist

**Outcome Status:** Active

**Outcome Types:** Student Learning Outcome

**Curriculum Mapping**

GCEP 600 (A), GCEP 540 (I), GCEP 592 (R)

Assessment Design	Results
<b>Assessment Method Details:</b> GCEP 540 Professional Orientation: Professional Disclosure Statement <b>Assessment Type:</b> Writing Assignment <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students receive an 83% or higher on their Professional Disclosure Statement <b>Schedule for Results and Actions/Analysis:</b> 8/1	<b>Results Entry Date:</b> 07/27/2025 <b>Results Summary:</b> 98% (64/65) of students received an 83% or higher on their Professional Disclosure Statement <b>Analysis:</b> approaching target, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> No <b>Action Plan for Current Year's Unmet Benchmarks:</b> approaching target, no action needed
<b>Assessment Method Details:</b> GCEP 592 Clinical Internship I: ECF Rubric Ethics Score <b>Assessment Type:</b> Portfolio Review <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive a 2 or higher on the ECF Ethics Score <b>Schedule for Results and Actions/Analysis:</b> 1/1 & 5/1	<b>Results Entry Date:</b> 07/31/2025 <b>Results Summary:</b> 100% (42/42) of students received a 2 or higher on the ECF Ethics Score <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
<b>Assessment Method Details:</b> GCEP 540 Professional Orientation: Ethics Powerpoint Project <b>Assessment Type:</b> Presentation/Performance <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive an 83% or higher on their Ethics Powerpoint Project <b>Schedule for Results and Actions/Analysis:</b> 8/1	<b>Results Entry Date:</b> 07/27/2025 <b>Results Summary:</b> 100% (65/65) of students received an 83% or higher on their Ethics Powerpoint Project <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed

Assessment Design	Results
<b>Assessment Method Details:</b> GCEP 600 Clinical Portfolio: Unit 8 (Professional Disclosure Statement & Graduate Readiness) <b>Assessment Type:</b> Portfolio Review <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive a 2 or higher on all criteria in Unit 8 of the Clinical Portfolio. <b>Schedule for Results and Actions/Analysis:</b> 7/15 & 9/15	

## 1.2 Human Growth and Development

Demonstrate knowledge and clinical competence of an ecosystemic approach to human growth and development to understand the needs of individuals and systems at all developmental stages and multicultural contexts as it pertains to Marriage Couple and Family Counseling.

**Outcome Status:** Active

**Outcome Types:** Student Learning Outcome

**Curriculum Mapping**

GCEP 600 (A), GCEP 510 (R), GCEP 500 (I)

Assessment Design	Results
<b>Assessment Method Details:</b> GCEP 510 Human Growth & Development: Developmental Self-Assessment <b>Assessment Type:</b> Writing Assignment <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive a score of 83% or higher on the combined score of their Developmental Self-Assessment (Formally the combined Journals score). <b>Schedule for Results and Actions/Analysis:</b> 5/1 & 8/1	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 96% (28/29) of students received a score of 93% or higher on the combined score of their Developmental Self-Assessment <b>Analysis:</b> approaching target, continue to montior <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> No <b>Action Plan for Current Year's Unmet Benchmarks:</b> approaching target, continue to monitor
<b>Assessment Method Details:</b> GCEP 500 Intro to Couple and Family Therapy: Family of Origin Paper Parts 1 & 2 (combined score) <b>Assessment Type:</b> Writing Assignment <b>Assessment Method Status:</b> Active	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 94% (33/34) of students received a score of 83% or higher on the combined score of their Family of Origin paper Parts 1 & 2 <b>Analysis:</b> Approaching Target, continue to monitor. <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> No

Assessment Design	Results
<b>Target &amp; Standard:</b> 100% of students will receive a score of 83% or higher on the combined score of their Family of Origin Paper Parts 1 & 2 <b>Schedule for Results and Actions/Analysis:</b> 1/1 & 5/1	<b>Action Plan for Current Year's Unmet Benchmarks:</b> Approaching Target, continue to monitor.
<b>Assessment Method Details:</b> GCEP 600 Clinical Portfolio: CP Unit 3 (Bio/Psycho/Social/Spiritual) <b>Assessment Type:</b> Portfolio Review <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive a 2 or higher on all criteria for Unit 3 in the Clinical Portfolio. <b>Schedule for Results and Actions/Analysis:</b> 7/15 & 9/15	

### 1.3 Career Development

Demonstrate knowledge and articulate an understanding of career development as it pertains to Marriage Couple and Family Counseling

**Outcome Status:** Active

**Outcome Types:** Student Learning Outcome

**Curriculum Mapping**

GCEP 570 (I, R), GCEP 600 (A)

Assessment Design	Results
<b>Assessment Method Details:</b> GCEP 570 Lifestyle and Career Development: Career Autobiography and Analysis <b>Assessment Type:</b> Writing Assignment <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive an 83% or higher on their Career Autobiography and Analysis (Formerly: Reflection Paper) <b>Schedule for Results and Actions/Analysis:</b> 5/1	<b>Results Entry Date:</b> 07/31/2025 <b>Results Summary:</b> 100% (28/28) of students received an 83% or higher on their Career Autobiography and Analysis <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
<b>Assessment Method Details:</b> GCEP 570 Lifestyle and Career Development: Assessment Role Play and Reflection Paper <b>Assessment Type:</b> Presentation/Performance <b>Assessment Method Status:</b> Active	<b>Results Entry Date:</b> 07/31/2025 <b>Results Summary:</b> 100% (28/28) of students received an 83% or higher on their Assessment Role Play and Reflection Paper <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024

Assessment Design	Results
<b>Target &amp; Standard:</b> 100% of students will receive an 83% or higher on their Assessment Role Play and Reflection Paper (Formerly: Final Exam). <b>Schedule for Results and Actions/Analysis:</b> 5/1	<b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
<b>Assessment Method Details:</b> GCEP 600 Clinical Portfolio: Unit 8 Scores (Professional Disclosure Statement & Graduate Readiness) <b>Assessment Type:</b> Portfolio Review <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive a 2 or higher on all criteria of Unit 8 of the Clinical Portfolio. <b>Schedule for Results and Actions/Analysis:</b> 7/15 & 9/15	

## 1.4 Group Counseling and Group Work

Demonstrate effective group counseling facilitation and development in a multicultural society.

**Outcome Status:** Active

**Outcome Types:** Student Learning Outcome

**Curriculum Mapping**

GCEP 593 (A), GCEP 592 (R), GCEP 550 (I)

Assessment Design	Results
<b>Assessment Method Details:</b> GCEP 550 Group Therapy: Evaluation of Student Created Group Therapy Proposal <b>Assessment Type:</b> Writing Assignment <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students receive 83% or higher on their Group Therapy Proposal <b>Schedule for Results and Actions/Analysis:</b> 8/1	<b>Results Entry Date:</b> 07/31/2025 <b>Results Summary:</b> 100% (10/10) of students received an 83% or higher on their Group Therapy Proposal <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
<b>Assessment Method Details:</b> Minimum 15 Hour Requirement for Group Counseling in Internship <b>Assessment Type:</b> Field Placement/Internship Evaluation <b>Assessment Method Status:</b> Active	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 100% (14/14) of students met the requirement of 15 group hours before graduation <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024

Assessment Design	Results
<b>Target &amp; Standard:</b> 100% of students will meet the requirement of 15 Group Hours before Graduation <b>Schedule for Results and Actions/Analysis:</b> 6/1	<b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
	<b>Results Entry Date:</b> 07/04/2025 <b>Results Summary:</b> 100% (14/14) Marriage, Couple, and Family students met the requirement of 15 Group Hours before Graduation. <b>Analysis:</b> No action needed. <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> No action needed.

## 1.5 Assessment and Testing

Demonstrate and articulate an understanding and competence in individual and group approaches to assessments and evaluation as a marriage, couple and family counselor.

**Outcome Status:** Active

**Outcome Types:** Student Learning Outcome

**Curriculum Mapping**

GCEP 571 (I), GCEP 530 (I), GCEP 600 (A), GCEP 592 (R)

Assessment Design	Results
<b>Assessment Method Details:</b> GCEP 571 Tests and Assessments: Final Exam <b>Assessment Type:</b> Exam/Quiz - In Course <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students receive 83% or higher on their Final Exam <b>Schedule for Results and Actions/Analysis:</b> 5/1 & 8/1	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 78% (11/14) of students received an 83% or higher on their final exam <b>Analysis:</b> faculty review schedules, continue to monitor <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> No <b>Action Plan for Current Year's Unmet Benchmarks:</b> faculty review scheduled, continue to monitor
<b>Assessment Method Details:</b> GCEP 530 Psychopathology & Appraisal: Final Exam <b>Assessment Type:</b> Exam/Quiz - In Course <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive 83% or higher on their Final Exam <b>Schedule for Results and Actions/Analysis:</b> 5/1	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 86% (19/22) of students received an 83% or higher on their Final Exam <b>Analysis:</b> approaching target, continue to monitor <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> No <b>Action Plan for Current Year's Unmet Benchmarks:</b> approaching target, no action needed



Assessment Design	Results
<b>Assessment Method Details:</b> GCEP 592 Clinical Internship I: ECF Rubric Diagnosis & Treatment Planning Score <b>Assessment Type:</b> Portfolio Review <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive a 2 or higher on the ECF Diagnosis & Treatment Planning Score <b>Schedule for Results and Actions/Analysis:</b> 1/1 & 5/1	<b>Results Entry Date:</b> 07/31/2025 <b>Results Summary:</b> 100% (42/42) of students received a 2 or higher on the ECF Diagnosis & Treatment Planning Score <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
<b>Assessment Method Details:</b> GCEP 600 Clinical Portfolio: Units 3 & 4 Scores (Diagnosis & Assessment) <b>Assessment Type:</b> Portfolio Review <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive a 2 or higher on all criteria for Units 3 & 4 of the Clinical Portfolio. <b>Schedule for Results and Actions/Analysis:</b> 7/15 & 9/15	

## 1.6 Research and Program Evaluation

Demonstrate and apply relevant research methods and understand basic statistical operations in the application and use, from a multicultural context, in the field of marriage, couple, and family counseling

**Outcome Status:** Active

**Outcome Types:** Student Learning Outcome

**Curriculum Mapping**

GCEP 566 (I, R), GCEP 600 (A)

Assessment Design	Results
<b>Assessment Method Details:</b> GCEP 566 Research Methods and Statistics: Group Presentation <b>Assessment Type:</b> Group Project <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive a score of 83% or higher on the Group Presentation <b>Schedule for Results and Actions/Analysis:</b> 1/1 & 8/1	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 100% (18/18) of students received a score of 83% or higher on the Group Presentation <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed

Assessment Design	Results
<b>Assessment Method Details:</b> GCEP 566 Research Methods and Statistics Assignment: Article Critiques <b>Assessment Type:</b> Writing Assignment <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive an 83% or higher on their Article Critiques <b>Schedule for Results and Actions/Analysis:</b> 1/1 & 8/1	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 88% (16/18) of students received an 83% or higher on their Article Critiques <b>Analysis:</b> approaching target, continue to monitor <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> No <b>Action Plan for Current Year's Unmet Benchmarks:</b> approaching target, continue to monitor
<b>Assessment Method Details:</b> GCEP 566 Research Methods and Statistics: Group Research Paper <b>Assessment Type:</b> Group Project <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive a score of 83% or higher on their Group Research Paper <b>Schedule for Results and Actions/Analysis:</b> 1/1 & 8/1	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 100% (18/18) of students received a score of 83% or higher on their Group Research Paper <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
<b>Assessment Method Details:</b> GCEP 600 Clinical Portfolio: Units 2 & 4 Scores (Treatment Model & Model Application) <b>Assessment Type:</b> Portfolio Review <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive a 2 or higher on all criteria in Units 2 & 4 of the Clinical Portfolio. <b>Schedule for Results and Actions/Analysis:</b> 7/15 & 9/15	

## 1.7 Ethical and Legal Practice

Demonstrate reflective and ethical decision making grounded in the knowledge of relevant legal and ethical codes as well as in an examination of personal values

**Outcome Status:** Active

**Outcome Types:** Student Learning Outcome

**Curriculum Mapping**

GCEP 600 (A), GCEP 593 (R), GCEP 540 (I), GCEP 592 (R), GCEP 524 (R), GCEP 514 (R)

Assessment Design	Results
<b>Assessment Method Details:</b> GCEP 540 Professional Orientation: Professional Disclosure Statement <b>Assessment Type:</b> Writing Assignment <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students receive an 83% or higher on their Professional Disclosure Statement <b>Schedule for Results and Actions/Analysis:</b> 8/1	<b>Results Entry Date:</b> 07/27/2025 <b>Results Summary:</b> 98% (64/65) of students received an 83% or higher on their Professional Disclosure Statement. <b>Analysis:</b> approaching target, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> No <b>Action Plan for Current Year's Unmet Benchmarks:</b> approaching target, no action needed
<b>Assessment Method Details:</b> GCEP 524 Family Therapy: Development and Reflection Paper #3 <b>Assessment Type:</b> Writing Assignment <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive an 83% or higher on their Development and Reflection Paper #3 <b>Schedule for Results and Actions/Analysis:</b> 1/1	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 100% (24/24) of students received an 83% or higher on their Development and Reflection Paper #3 <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
<b>Assessment Method Details:</b> GCEP 592 Clinical Internship I: ECF Rubric Legal & Ethical Issues Scores <b>Assessment Type:</b> Writing Assignment <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive a 2 or higher on the Legal and Ethical Issues portion of their ECF <b>Schedule for Results and Actions/Analysis:</b> 1/1 & 5/1	<b>Results Entry Date:</b> 07/31/2025 <b>Results Summary:</b> 100% (42/42) of students received a 2 or higher on the Legal and Ethical Issues portion of their ECF <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
<b>Assessment Method Details:</b> GCEP 593 Clinical Internship II: ECF Rubric Legal & Ethical Issues Scores <b>Assessment Type:</b> Writing Assignment <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive a 2 or higher on the Legal and Ethical Issues portion of their ECF <b>Schedule for Results and Actions/Analysis:</b> 5/1 & 8/1	<b>Results Entry Date:</b> 07/31/2025 <b>Results Summary:</b> 100% (11/11) of students received a 2 or higher on the Legal and Ethical Issues Portion of their ECF <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
<b>Assessment Method Details:</b> GCEP 588 Clinical Portfolio: CP Rubric Legal & Ethical Issues Scores <b>Assessment Type:</b> Portfolio Review <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive a score of 2 or higher on the Legal & Ethical portion of the CP	

Assessment Design	Results
<b>Schedule for Results and Actions/Analysis:</b> 5/1 & 8/1	
<b>Assessment Method Details:</b> GCEP 588 Clinical Portfolio: CP Rubric Crisis Management Scores <b>Assessment Type:</b> Portfolio Review <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive a score of 2 or higher on the Crisis Management portion of the CP <b>Schedule for Results and Actions/Analysis:</b> 5/1 & 8/1	

## 1.9 Treatment Planning and Interventions

Within a systemic context (couples, marriages and families) demonstrate knowledge and application of effective systemic strategies for counseling prevention and intervention and treatment planning

**Outcome Status:** Active

**Outcome Types:** Student Learning Outcome

**Curriculum Mapping**

GCEP 600 (A), GCEP 500 (I), GCEP 592 (R), GCEP 524 (R), GCEP 514 (R)

Assessment Design	Results
<b>Assessment Method Details:</b> GCEP 592 Clinical Internship I: ECF Rubric Diagnosis & Treatment Planning Score <b>Assessment Type:</b> Portfolio Review <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive scores of 2 or higher on the Diagnosis & Treatment Planning section of the ECF rubric <b>Schedule for Results and Actions/Analysis:</b> 1/1 & 5/1	<b>Results Entry Date:</b> 07/31/2025 <b>Results Summary:</b> 100% (42/42) of students received a score of 2 or higher on the Diagnosis & Treatment Planning section of the ECF rubric <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
<b>Assessment Method Details:</b> GCEP 500 Intro to Marriage Couple and Family: Group Work & Online Discussions <b>Assessment Type:</b> Writing Assignment <b>Assessment Method Status:</b> Active	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 100% (34/34) of students will receive a score of 83% or higher on their Group Work & Online Discussions <b>Analysis:</b> Target met; no action needed. <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> Target met; no action needed.

Assessment Design	Results
<b>Target &amp; Standard:</b> 100% of students will receive a score of 83% or higher on their Group Work & Online Discussions (Formerly: Reflection/Application Postings Journals) Combined score <b>Schedule for Results and Actions/Analysis:</b> 1/1 & 5/1	
<b>Assessment Method Details:</b> GCEP 514 Family Therapy: Reflection Paper #3 <b>Assessment Type:</b> Writing Assignment <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive a score of 83% or higher on their Reflection Paper #3 <b>Schedule for Results and Actions/Analysis:</b> 5/1	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 100% (17/17) of students received a score of 83% or higher on their Reflection Paper #3 <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
<b>Assessment Method Details:</b> GCEP 600 Clinical Portfolio: Units 3 & 4 Scores (Diagnosis & Treatment Planning) <b>Assessment Type:</b> Portfolio Review <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive a 2 or higher on all criteria for Units 3 & 4 of the Clinical Portfolio. <b>Schedule for Results and Actions/Analysis:</b> 7/15 & 9/15	

## 1.11 Assessment Diagnosis, Case Management

Within a systemic context (couples, marriages and families) demonstrate clinical competence as a marriage, couple, and family counseling student intern including the skills and practices of assessment, diagnosis, treatment, termination, documentation, and the ethical practice of working within a systemic framework.

**Outcome Status:** Active

**Outcome Types:** Student Learning Outcome

**Curriculum Mapping**

GCEP 600 (A), GCEP 530 (I, R), GCEP 592 (R), GCEP 524 (R), GCEP 514 (R)

Assessment Design	Results
<p><b>Assessment Method Details:</b> GCEP 592 Clinical Internship I: ECF Rubric Diagnosis &amp; Treatment Planning Score</p> <p><b>Assessment Type:</b> Portfolio Review</p> <p><b>Assessment Method Status:</b> Active</p> <p><b>Target &amp; Standard:</b> 100% of students will receive a 2 or higher on their ECF Rubric Diagnosis &amp; Treatment Planning Score</p> <p><b>Schedule for Results and Actions/Analysis:</b> 1/1 &amp; 5/1</p>	<p><b>Results Entry Date:</b> 07/31/2025</p> <p><b>Results Summary:</b> 100% (42/42) of students received a 2 or higher on their ECF Rubric Diagnosis &amp; Treatment Planning Score</p> <p><b>Analysis:</b> target met, no action needed</p> <p><b>Academic Year:</b> 2023 - 2024</p> <p><b>Target Met?:</b> Yes</p> <p><b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed</p>
<p><b>Assessment Method Details:</b> GCEP 588 Clinical Portfolio: CP Rubric Diagnosis and Treatment Planning Score</p> <p><b>Assessment Type:</b> Portfolio Review</p> <p><b>Assessment Method Status:</b> Active</p> <p><b>Target &amp; Standard:</b> 100% of students receive a 2 or higher on their CP Rubric Diagnosis and Treatment Planning Score</p> <p><b>Schedule for Results and Actions/Analysis:</b> 5/1 &amp; 8/1</p>	<p><b>Results Entry Date:</b> 07/11/2025</p> <p><b>Results Summary:</b> 100% (14/14) of students received a 2 or higher on their CP Rubric Diagnosis and Treatment Planning Score.</p> <p><b>Analysis:</b> No action needed.</p> <p><b>Academic Year:</b> 2023 - 2024</p> <p><b>Target Met?:</b> Yes</p> <p><b>Action Plan for Current Year's Unmet Benchmarks:</b> No action needed</p>
<p><b>Assessment Method Details:</b> GCEP 530 Psychopathology and Appraisal: Final</p> <p><b>Assessment Type:</b> Exam/Quiz - In Course</p> <p><b>Assessment Method Status:</b> Active</p> <p><b>Target &amp; Standard:</b> 100% of students receive a score of 83% or higher on their Final</p> <p><b>Schedule for Results and Actions/Analysis:</b> 5/1</p>	<p><b>Results Entry Date:</b> 07/24/2025</p> <p><b>Results Summary:</b> 86% (19/22) of students received a score of 83% or higher on their Final Exam</p> <p><b>Analysis:</b> approaching target, continue to monitor</p> <p><b>Academic Year:</b> 2023 - 2024</p> <p><b>Target Met?:</b> No</p> <p><b>Action Plan for Current Year's Unmet Benchmarks:</b> approaching target, continue to monitor</p>
<p><b>Assessment Method Details:</b> GCEP 530 Psychopathology and Appraisal: Case Studies</p> <p><b>Assessment Type:</b> Writing Assignment</p> <p><b>Assessment Method Status:</b> Active</p> <p><b>Target &amp; Standard:</b> 100% of students will receive a score of 83% or higher on their Case Studies</p> <p><b>Schedule for Results and Actions/Analysis:</b> 5/1</p>	<p><b>Results Entry Date:</b> 07/24/2025</p> <p><b>Results Summary:</b> 100% (22/22) of students received a score of 83% or higher on their Case Studies</p> <p><b>Analysis:</b> target met, no action needed</p> <p><b>Academic Year:</b> 2023 - 2024</p> <p><b>Target Met?:</b> Yes</p> <p><b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed</p>
<p><b>Assessment Method Details:</b> GCEP 514 Couple Therapy: Reflection Paper #3</p> <p><b>Assessment Type:</b> Writing Assignment</p> <p><b>Assessment Method Status:</b> Active</p> <p><b>Target &amp; Standard:</b> 100% of students will receive a score of 83% or higher on their Reflection Paper #3</p>	<p><b>Results Entry Date:</b> 07/24/2025</p> <p><b>Results Summary:</b> 100% (17/17) of students received a score of 83% or higher on their Reflection Paper #3</p> <p><b>Analysis:</b> target met, no action needed</p> <p><b>Academic Year:</b> 2023 - 2024</p> <p><b>Target Met?:</b> Yes</p>

Assessment Design	Results
Schedule for Results and Actions/Analysis: 5/1	Action Plan for Current Year's Unmet Benchmarks: target met, no action needed

## 2.1 Spiritual Integration

Articulate how personal faith informs one's identity and practice as a Marriage Couple and Family Counselor.

**Outcome Status:** Active

**Curriculum Mapping**

GCEP 600 (A), GCEP 561 (I, R), GCEP 592 (R)

Assessment Design	Results
<b>Assessment Method Details:</b> GCEP 592 Clinical Internship I: ECF Rubric Multi-Cultural Comp Scores <b>Assessment Type:</b> Writing Assignment <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive a 2 or higher on the Multi-Cultural Comp portion of their ECF <b>Schedule for Results and Actions/Analysis:</b> 1/1 & 5/1	<b>Results Entry Date:</b> 07/31/2025 <b>Results Summary:</b> 100% (42/42) of students received a 2 or higher on the Multi-Cultural Portion of their ECF <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
<b>Assessment Method Details:</b> GCEP 577 Images of God: Assignment #1 Personal Mandala <b>Assessment Type:</b> Presentation/Performance <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive a score of 83% or higher on their Assignment #1 Personal Mandala <b>Schedule for Results and Actions/Analysis:</b> 5/1	<b>Results Entry Date:</b> 07/04/2025 <b>Results Summary:</b> Not Applicable, class is not offered per degree plans. <b>Analysis:</b> Not Applicable, class is not offered per degree plans. <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> No <b>Action Plan for Current Year's Unmet Benchmarks:</b> Not Applicable, class is not offered per degree plans.
<b>Assessment Method Details:</b> GCEP 561 Spirituality & Clinical Praxis: Case Study Assignment <b>Assessment Type:</b> Writing Assignment <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> Target: 100% of students will receive a score of 83% or higher on their Case Study Assignment <b>Schedule for Results and Actions/Analysis:</b> Schedule for Data Collection: 1/1 & 5/1	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 100% (9/9) of students received a score of 83% or higher on their Case Study Assignment <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
<b>Assessment Method Details:</b> GCEP 600 Clinical Portfolio: CP Units 2 & 4 (Treatment Model)	



Assessment Design	Results
<b>Assessment Type:</b> Portfolio Review <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive a score of 2 or higher on all criteria in Units 2 & 4 of the Clinical Portfolio. <b>Schedule for Results and Actions/Analysis:</b> 7/15 & 9/15	

### 3.1 Counseling and Helping Relationships

Articulate knowledge of the contextual components of the helping relationship and the counseling process, demonstrating knowledge in theories, consultation, ethical relationships, and the integration of technology.

**Outcome Status:** Active

**Outcome Types:** Student Learning Outcome

**Curriculum Mapping**

GCEP 567 (R), GCEP 600 (A), GCEP 520 (I)

Assessment Design	Results
<b>Assessment Method Details:</b> GCEP 567 Cultural Foundations and Social Diversity: Personal Integration Response Paper_copy <b>Assessment Type:</b> Writing Assignment <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive a score of 83% or higher on their Personal Integration Response Paper <b>Schedule for Results and Actions/Analysis:</b> 1/1. 5/1 & 8/1	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 100% (12/12) of students received a score of 83% or higher on their Personal Integration Response Paper <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
<b>Assessment Method Details:</b> GCEP 520 Personality and Counseling Theory: Video Demonstration <b>Assessment Type:</b> Presentation/Performance <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will earn 83% or higher on their Video Demonstration Project <b>Schedule for Results and Actions/Analysis:</b> 1/1 & 8/1	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 100% (20/20) of students will earn 83% or higher on their Video Demonstration Project <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
<b>Assessment Method Details:</b> GCEP 600 Clinical Portfolio: CP Unit 4 (Empathic Alliance)	



Assessment Design	Results
<b>Assessment Type:</b> Portfolio Review <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive a 2 or higher on all criteria for Unit 4 of the Clinical Portfolio. <b>Schedule for Results and Actions/Analysis:</b> 7/15 & 9/15	

## 3.2 Counseling and Helping Relationships

Demonstrate application of skill in recognizing one's own limitations as a professional counselor (seeking supervision, self-evaluation and self-care)

**Outcome Status:** Active

**Outcome Types:** Student Learning Outcome

**Curriculum Mapping**

GCEP 593 (A), GCEP 520 (I), GCEP 589 (R)

Assessment Design	Results
<b>Assessment Method Details:</b> 20 Hours of Personal Therapy <b>Assessment Type:</b> Student Self Assessment <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will engage in 20 hours of personal therapy before Graduation <b>Schedule for Results and Actions/Analysis:</b> 6/1	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 100% (14/14) of students engaged in 20 hours of personal therapy before graduation <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
<b>Assessment Method Details:</b> GCEP 520 Personality and Counseling Theory: Personal Integration Paper <b>Assessment Type:</b> Writing Assignment <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will earn an 83% or higher on their Personal Integration Paper <b>Schedule for Results and Actions/Analysis:</b> 1/1 & 8/1	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 100% (20/20) of students earned an 83% or higher on their Personal Integration Paper <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
<b>Assessment Method Details:</b> GCEP 502 Clinical Practicum: CCS-R (Part 2) Self-Evaluation <b>Assessment Type:</b> Student Self Assessment <b>Assessment Method Status:</b> Active	<b>Results Entry Date:</b> 07/31/2025 <b>Results Summary:</b> 100% (20/20) of students received a score of 3 or higher on ther CCS-R (part 2) <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024

Assessment Design	Results
<b>Target &amp; Standard:</b> 100% of students will receive scores of 3 or higher on their CCS-R (Part 2) <b>Schedule for Results and Actions/Analysis:</b> 1/1 & 8/1	<b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
<b>Assessment Method Details:</b> GCEP 593 Clinical Internship II: Full CCS-R Self-Evaluation <b>Assessment Type:</b> Student Self Assessment <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will earn 3s or higher on their Full CCS-R <b>Schedule for Results and Actions/Analysis:</b> 5/1 & 8/1	<b>Results Entry Date:</b> 07/31/2025 <b>Results Summary:</b> 100% (11/11) of students received a 3 or higher on their Full CCS-R <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed

## 4.1 Social and Cultural Diversity

Demonstrate the personal awareness, theoretical knowledge, and clinical skills needed to engage in multi-culturally sensitive individual, couple, family and group counseling and advocacy.

**Outcome Status:** Active

**Outcome Types:** Student Learning Outcome

**Curriculum Mapping**

GCEP 567 (I, R), GCEP 600 (A), GCEP 510 (I), GCEP 593 (R)

Assessment Design	Results
<b>Assessment Method Details:</b> GCEP 567 Cultural Foundations and Social Diversity: Personal Integration Response Paper <b>Assessment Type:</b> Writing Assignment <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive a score of 83% or higher on their Personal Integration Response Paper <b>Schedule for Results and Actions/Analysis:</b> 1/1, 5/1, & 8/1	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 100% (12/12) of students received a score of 83% or higher on their Personal Integration Response Paper <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
<b>Assessment Method Details:</b> GCEP 593 Clinical Internship II: ECF Multicultural Competencies <b>Assessment Type:</b> Portfolio Review <b>Assessment Method Status:</b> Active	<b>Results Entry Date:</b> 07/31/2025 <b>Results Summary:</b> 100% (11/11) of students received a score of 2 or higher on their ECF Multicultural Competencies <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes

Assessment Design	Results
<b>Target &amp; Standard:</b> 100% of students will receive a score of a score of 2 or higher on their ECF Multicultural Competencies <b>Schedule for Results and Actions/Analysis:</b> 5/1 & 8/1	<b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
<b>Assessment Method Details:</b> GCEP 510 Human Growth and Development: Book Club Discussion Posts. <b>Assessment Type:</b> Writing Assignment <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive a score of 83% or higher on their Book Club Discussion Postings/Conversations (combined score) <b>Schedule for Results and Actions/Analysis:</b> 5/1 & 8/1	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 100% (29/29) of students received a score of 83% or higher on their Book Club Discussion Postings/Conversations <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
<b>Assessment Method Details:</b> SPR - Admissions Video - Hidden Figures Rubric Scores <b>Assessment Type:</b> Presentation/Performance <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 90% of admitted students receive total score of 8 or higher <b>Schedule for Results and Actions/Analysis:</b> 7/1	<b>Results Entry Date:</b> 07/31/2025 <b>Results Summary:</b> 100% (33/33) of MCFC admitted students received a total score of 8 or higher <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
<b>Assessment Method Details:</b> GCEP 600 Clinical Portfolio: CP Units 1 & 7 (Privilege & Marginalization) <b>Assessment Type:</b> Portfolio Review <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive a 2 or higher on all criteria for Units 1 & 7 of the Clinical Portfolio. <b>Schedule for Results and Actions/Analysis:</b> 7/15 & 9/15	

## 5.1 Dispositions

Demonstrate the College of Education Conceptual Framework to think critically, transform practice, and promote justice.

**Outcome Status:** Active

**Outcome Types:** Student Learning Outcome

**Curriculum Mapping**

GCEP 501 (I), GCEP 593 (A), GCEP 589 (R)

Assessment Design	Results
<b>Assessment Method Details:</b> Semi Annual Student Progress Review <b>Assessment Type:</b> Survey <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 95% Students earn scores of 1-emerging, 2-on target, 3-distinguished <b>Schedule for Results and Actions/Analysis:</b> 8/1 <b>Documents:</b> 753	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 2 students in the MCFC program were of concern in the Fall 4 students in the MCFC program were of concern in the Spring 1 student in the MCFC program were of concern in the Summer <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
<b>Assessment Method Details:</b> GCEP 501 Principles and Techniques of Counseling: CCS-R Part 2- Student Self Evaluation <b>Assessment Type:</b> Student Self Assessment <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 90% of students will receive a score of a 3 or higher <b>Schedule for Results and Actions/Analysis:</b> 1/1, 5/1, & 8/1	<b>Results Entry Date:</b> 07/25/2025 <b>Results Summary:</b> 94% (37/39) of students will receive a score of a 3 or higher <b>Analysis:</b> approaching target, continue to monitor <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> No <b>Action Plan for Current Year's Unmet Benchmarks:</b> approaching target, continue to monitor
<b>Assessment Method Details:</b> GCEP 502 Clinical Practicum: CCS-R Part 2 Student Self Evaluation, Site Supervisor & University Supervisor Evaluations <b>Assessment Type:</b> Field Placement/Internship Evaluation <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive a scores of 3 or higher on their Self, Site, & University Supervisor Evaluations <b>Schedule for Results and Actions/Analysis:</b> 1/1 & 8/1	<b>Results Entry Date:</b> 07/31/2025 <b>Results Summary:</b> 100% (20/20) of students received a score of 3 or higher on their self, site and university supervisor evaluations <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
<b>Assessment Method Details:</b> GCEP 593 Clinical Internship II: CCS-R Part 2 Student Self Evaluation, Site Supervisor & University Supervisor Evaluations <b>Assessment Type:</b> Field Placement/Internship Evaluation <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive a scores of 3 or higher on their Self, Site, & University Supervisor Evaluations <b>Schedule for Results and Actions/Analysis:</b> 5/1 & 8/1	<b>Results Entry Date:</b> 07/31/2025 <b>Results Summary:</b> 100% (11/11) of students received a score of 3 or higher on their self, site and university supervisor evaluations <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed

Assessment Design	Results
<b>Assessment Method Details:</b> Admissions- Personal Object <b>Assessment Type:</b> Presentation/Performance <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 90% of admitted students receive total score of 8 or higher <b>Schedule for Results and Actions/Analysis:</b> 7/1	<b>Results Entry Date:</b> 07/31/2025 <b>Results Summary:</b> 100% (33/33) of admitted students received a total score of 8 or higher <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed

# Appendix C: School Counseling Student Learning Outcome Data, 2023-2024

## 1.1 Professional Counseling Orientation and Ethical Practice

Demonstrate and articulate an understanding of professional identity and ethical practice as a school counselor.

**Outcome Status:** Active

**Outcome Types:** Student Learning Outcome

**Curriculum Mapping**

GCEP 515 (R), GCEP 511 (I), GCEP 519 (A)

Assessment Design	Results
<b>Assessment Method Details:</b> GCEP 511 Legal & Ethical Issues: Intro Flyer with Confidentiality Disclosure <b>Assessment Type:</b> Writing Assignment <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive an 83% or higher on their Intro Flyer with Confidentiality Disclosure <b>Schedule for Results and Actions/Analysis:</b> 8/1	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 100% (9/9) of students will receive on 83% or higher on their Intro Flyer with Confidentiality Disclosure <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
<b>Assessment Method Details:</b> GCEP 511 Legal & Ethical Issues: Final Exam <b>Assessment Type:</b> Exam/Quiz - In Course <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive an 83% or higher on their Exam <b>Schedule for Results and Actions/Analysis:</b> 8/1	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 100% (9/9) of students received an 83% or higher on their Exam <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
<b>Assessment Method Details:</b> GCEP 519 School Counseling Portfolio: SCP Section 4, #10 Work Sample Rubric <b>Assessment Type:</b> Portfolio Review <b>Assessment Method Status:</b> Active	

Assessment Design	Results
<b>Target &amp; Standard:</b> 100% of students will receive a 2 or higher on the SCP Section 4, #10 Work Sample Rubric <b>Schedule for Results and Actions/Analysis:</b> 5/1	
<b>Assessment Method Details:</b> GCEP 516 School Counseling Internship I: Supervision Evaluations (Form 13i) <b>Assessment Type:</b> Field Placement/Internship Evaluation <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will earn a score of 3 or higher (updated Oct 2021) <b>Schedule for Results and Actions/Analysis:</b> 1/1	<b>Results Entry Date:</b> 07/07/2025 <b>Results Summary:</b> 100% (5/5) of students received a score of 2 or higher on Form 13i. <b>Analysis:</b> No action needed. <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> No action needed.

## 1.2 Human Growth and Developments

Demonstrate knowledge and clinical competence of an ecosystemic approach to human growth and development to understand the needs of individuals and systems at all developmental stages and multicultural contexts as it pertains to School Counseling.

**Outcome Status:** Active

**Outcome Types:** Student Learning Outcome

**Curriculum Mapping**

GCEP 510 (R), GCEP 500 (I), GCEP 519 (A)

Assessment Design	Results
<b>Assessment Method Details:</b> GCEP 510 Human Growth & Development: Developmental Self Assessment <b>Assessment Type:</b> Writing Assignment <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive a score of 83% or higher on the Developmental Self Assessment (2F3e) (Formerly combined score of their Journals 1&2) <b>Schedule for Results and Actions/Analysis:</b> 5/1 & 8/1	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 75% (9/12) of students received a score of 83% or higher on the Developmental Self Assessment <b>Analysis:</b> faculty meeting scheduled, continue to monitor <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> No <b>Action Plan for Current Year's Unmet Benchmarks:</b> faculty review scheduled, continue to monitor
<b>Assessment Method Details:</b> GCEP 500 Intro to Couple and Family Therapy: Family of Origin Paper Parts 1 & 2 (combined score)	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 75% (6/8) of students received a score of 83% or higher on the combined score of their Family of Origin Paper Parts 1 & 2

Assessment Design	Results
<b>Assessment Type:</b> Writing Assignment <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive a score of 83% or higher on the combined score of their Family of Origin Paper Parts 1 & 2 <b>Schedule for Results and Actions/Analysis:</b> 5/1	<b>Analysis:</b> faculty review scheduled, continue to monitor <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> No <b>Action Plan for Current Year's Unmet Benchmarks:</b> faculty review scheduled, continue to monitor
<b>Assessment Method Details:</b> GCEP 519 School Counseling Portfolio: SCP Work Sample #4 <b>Assessment Type:</b> Portfolio Review <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students receive a score of 2 or higher on the Work Sample #4 <b>Schedule for Results and Actions/Analysis:</b> 5/1	

### 1.3 Career Development

Demonstrate knowledge and articulate an understanding of career development as it pertains to MSCN fields.

**Outcome Status:** Active

**Outcome Types:** Student Learning Outcome

**Curriculum Mapping**

GCEP 509 (I, R), GCEP 519 (A)

Assessment Design	Results
<b>Assessment Method Details:</b> GCEP 509 Lifestyle & Career Development: Career/College Readiness Program Proposal & Presentation Rubric <b>Assessment Type:</b> Presentation/Performance <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive an 83% or higher on their Career/College Readiness Program Proposal & Presentation <b>Schedule for Results and Actions/Analysis:</b> 5/1 & 8/1	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> Scores not collected this year <b>Analysis:</b> Scores not collected this year <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> scores not collected
<b>Assessment Method Details:</b> GCEP 509 Lifestyle & Career Development: Career Software Survey <b>Assessment Type:</b> Writing Assignment <b>Assessment Method Status:</b> Active	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> Scores not collected this year <b>Analysis:</b> Scores not collected this year <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes



Assessment Design	Results
<b>Target &amp; Standard:</b> 100% of students will receive an 83% or higher on their Career software survey <b>Schedule for Results and Actions/Analysis:</b> 5/1 & 8/1	<b>Action Plan for Current Year's Unmet Benchmarks:</b> Scores not collected this year
<b>Assessment Method Details:</b> GCEP 519 School Counseling Clinical Portfolio: SCP 3 Year Growth Plan <b>Assessment Type:</b> Student Self Assessment <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% or students will receive a 2 or higher on their 3 year growth plan <b>Schedule for Results and Actions/Analysis:</b> 5/1	<b>Results Entry Date:</b> 07/07/2025 <b>Results Summary:</b> 100% (5/5) of students receive a 2 or higher on their 3 year growth plan. <b>Analysis:</b> No action needed. <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> No action needed.

## 1.4 Group Counseling and Group Work

Demonstrate effective group counseling facilitation and development in a multicultural society.

**Outcome Status:** Active

**Outcome Types:** Student Learning Outcome

**Curriculum Mapping**

GCEP 517 (R, A), GCEP 550 (I)

Assessment Design	Results
<b>Assessment Method Details:</b> GCEP 550 Group Therapy: Evaluation of Student Created Group Therapy Proposal <b>Assessment Type:</b> Writing Assignment <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students receive 83% or higher on their Group Therapy Proposal <b>Schedule for Results and Actions/Analysis:</b> 8/1	<b>Results Entry Date:</b> 07/31/2025 <b>Results Summary:</b> 100% (5/5) of students received an 83% or higher on their Group Therapy Proposal <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
<b>Assessment Method Details:</b> Minimum 15 Hour Requirement for Group Counseling in Internship <b>Assessment Type:</b> Field Placement/Internship Evaluation <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will meet the requirement of 15 Group Hours before Graduation <b>Schedule for Results and Actions/Analysis:</b> 6/1	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 100% (5/5) of students met the requirement of 15 Group Hours before graduation <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
	<b>Results Entry Date:</b> 07/04/2025

Assessment Design	Results
	<b>Results Summary:</b> 100% (5/5) School Counseling students met the requirement of 15 Group Hours before Graduation. <b>Analysis:</b> No action needed. <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> No action needed.
<b>Assessment Method Details:</b> GCEP 517 School Counseling Internship II: Group Case Formulation (GCF) <b>Assessment Type:</b> Field Placement/Internship Evaluation <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will complete the GCF assignment. <b>Schedule for Results and Actions/Analysis:</b> 8/1	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 100% (6/6) of students completed the GCF assignment <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed

## 1.5 Assessment and Testing

Demonstrate and articulate an understanding and competence in individual and group approaches to assessments and evaluation as a school counselor.

**Outcome Status:** Active

**Outcome Types:** Student Learning Outcome

**Curriculum Mapping**

GCEP 571 (I), GCEP 519 (A), GCEP 569 (R)

Assessment Design	Results
<b>Assessment Method Details:</b> GCEP 571 Tests and Assessments: Final Exam <b>Assessment Type:</b> Exam/Quiz - In Course <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive a score of 83% or higher on their Final Exam. <b>Schedule for Results and Actions/Analysis:</b> 5/1 & 8/1	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 90% (31/41) of students received a score of 83% or higher on their Final exam <b>Analysis:</b> approaching target, continue to monitor <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> No <b>Action Plan for Current Year's Unmet Benchmarks:</b> approaching target, continue to monitor
<b>Assessment Method Details:</b> GCEP 569 Action Research and Design: Action Research Project <b>Assessment Type:</b> Group Project <b>Assessment Method Status:</b> Active	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 100% (5/5) of students received 83% or higher on their Action Research Project <b>Analysis:</b> target met, no action needed

Assessment Design	Results
<b>Target &amp; Standard:</b> 100% of students will receive 83% or higher on their Action Research Project <b>Schedule for Results and Actions/Analysis:</b> 5/1	<b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
	<b>Results Entry Date:</b> 07/07/2025 <b>Results Summary:</b> 100% (5/5) of students will receive 83% or higher on their Action Research Project <b>Analysis:</b> No action needed. <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> No action needed.
<b>Assessment Method Details:</b> GCEP 519 School Counseling Portfolio: #9, Work Sample <b>Assessment Type:</b> Portfolio Review <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students receive a score of 2 or higher on the #9 Work Sample Rubric <b>Schedule for Results and Actions/Analysis:</b> 5/1	
<b>Assessment Method Details:</b> GCEP 517 School Counseling Internship II: LCF Assessment Strategy Section <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive a 2 or higher on their LCF Assessment Strategy Section <b>Schedule for Results and Actions/Analysis:</b> 6/1	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> scores not collected this year <b>Analysis:</b> scores not collected this year <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> No <b>Action Plan for Current Year's Unmet Benchmarks:</b> scores not collected this year
<b>Assessment Method Details:</b> GCEP 519 School Counseling Portfolio: LCF Score (Assessment included) <b>Assessment Type:</b> Field Placement/Internship Evaluation <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students receive a score of 2 or higher on the LCF Score (Assessment included) <b>Schedule for Results and Actions/Analysis:</b> 5/1	

## 1.6 Research and Program Evaluation

Demonstrate and apply relevant research methods and understand basic statistical operations in the application and use, from a multicultural context, in the field of school counseling.

**Outcome Status:** Active

**Outcome Types:** Student Learning Outcome

**Curriculum Mapping**

GCEP 566 (I), GCEP 519 (A), GCEP 569 (R)

Assessment Design	Results
<b>Assessment Method Details:</b> GCEP 569 Action Research and Design: Action Research Project <b>Assessment Type:</b> Group Project <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive an 83% or higher on their Action Research Project <b>Schedule for Results and Actions/Analysis:</b> 5/1	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 100% (5/5) of student received an 83% or higher on their Action Research Project <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
<b>Assessment Method Details:</b> GCEP 566 Research Methods and Statistics: Paper <b>Assessment Type:</b> Writing Assignment <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive 83% or higher on their paper. <b>Schedule for Results and Actions/Analysis:</b> 1/1 & 8/1	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 100% (1/1) of students received an 83% or higher on their paper <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
<b>Assessment Method Details:</b> GCEP 566 Research Methods and Statistics: Presentation <b>Assessment Type:</b> Presentation/Performance <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive 83% or higher on their presentation. <b>Schedule for Results and Actions/Analysis:</b> 1/1 & 8/1	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 100% (1/1) of students received an 83% or higher on their presentation <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
<b>Assessment Method Details:</b> GCEP 519 School Counseling Portfolio: #9, Work Sample <b>Assessment Type:</b> Portfolio Review <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students receive a score of 2 or higher on the #9 Work Sample Rubric <b>Schedule for Results and Actions/Analysis:</b> 5/1	

## 1.7 Ethical and Legal Practice

Demonstrate reflective and ethical decision making grounded in the knowledge of relevant legal and ethical codes as well as in an examination of personal values

**Outcome Status:** Active

**Outcome Types:** Student Learning Outcome

**Curriculum Mapping**

GCEP 502 (R), GCEP 511 (I), GCEP 519 (A)

Assessment Design	Results
<b>Assessment Method Details:</b> GCEP 511 Ethical and Legal Issues: exam <b>Assessment Type:</b> Exam/Quiz - In Course <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive an 83% or higher on their Exam <b>Schedule for Results and Actions/Analysis:</b> 8/1	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 100% (11/11) of students received an 83% or higher on their Exam <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
<b>Assessment Method Details:</b> GCEP 519 School Counseling Portfolio: Section 4, #10 Work Sample Rubric <b>Assessment Type:</b> Portfolio Review <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive a score of 2 or higher on the #10 Work Sample section of the SCP Rubric <b>Schedule for Results and Actions/Analysis:</b> 5/1	
<b>Assessment Method Details:</b> GCEP 511 Ethical and Legal Issues: Role Play <b>Assessment Type:</b> Presentation/Performance <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive an 83% or higher on their Role Play <b>Schedule for Results and Actions/Analysis:</b> 8/1	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 100% (9/9 ) of students received an 83% or higher on their Role Play <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
<b>Assessment Method Details:</b> GCEP 502 SC Clinical Practicum: Form 13 &14 scores <b>Assessment Type:</b> Field Placement/Internship Evaluation	

Assessment Design	Results
<b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> No benchmark established yet <b>Schedule for Results and Actions/Analysis:</b> 1/15	

## 1.12 School Counseling Programing

1.12 Demonstrate the knowledge and skills to develop, implement, and evaluate a comprehensive developmental School Counseling program that aligns with the American School Counseling Association's National Model and advances the mission of the school

**Outcome Status:** Active

**Outcome Types:** Student Learning Outcome

**Curriculum Mapping**

GCEP 505 (I, R), GCEP 519 (A)

Assessment Design	Results
<b>Assessment Method Details:</b> 505 - Comprehensive Counseling and Guidance Project <b>Assessment Type:</b> Presentation/Performance <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive an 83% or higher on their Comprehensive Counseling and Guidance Project <b>Schedule for Results and Actions/Analysis:</b> 1/1	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 100% (7/7) of students received an 83% or higher on their Comprehensive Counseling and Guidance project <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
<b>Assessment Method Details:</b> GCEP 519 School Counseling Clinical Portfolio: SCP #1, Work Sample Rubric <b>Assessment Type:</b> Portfolio Review <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive a 2 or higher on their Work Sample <b>Schedule for Results and Actions/Analysis:</b> 5/1	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 100% (5/5) of students received a 2 or higher on their Work Sample <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed

## 1.13 Cross-Cultural Leadership

Demonstrate skills as educational leaders who can effectively advocate with cross-cultural sensitivity for all students' holistic well-being at individual and systemic levels

**Outcome Status:** Active

**Outcome Types:** Student Learning Outcome

**Curriculum Mapping**

GCEP 509 (I), GCEP 517 (A), GCEP 502 (A), GCEP 511 (R)

Assessment Design	Results
<b>Assessment Method Details:</b> 509 - Career/College Readiness Program Proposal & Presentation Rubric - Diversity Sections <b>Assessment Type:</b> Presentation/Performance <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive an 83% or higher on the Diversity Section of their Career/College Readiness Program Proposal & Presentation <b>Schedule for Results and Actions/Analysis:</b> 5/1 & 8/1	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 100% (7/7) of studnets received a 83% or higher on Diversity Section of their Career/College Readiness Program Proposal & Presentation. <b>Analysis:</b> Target met; no action needed. <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> Target met; no action needed.
<b>Assessment Method Details:</b> GCEP 511- Role Play <b>Assessment Type:</b> Presentation/Performance <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive an 83% or higher on their Role Play <b>Schedule for Results and Actions/Analysis:</b> 8/1	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 100% (9/9) of students received an 83% or higher on their Role Play <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
<b>Assessment Method Details:</b> 502 - BCF Diversity Section <b>Assessment Type:</b> Writing Assignment <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> No Benchmark Established Yet <b>Schedule for Results and Actions/Analysis:</b> 1/1	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> No benchmark established yet. 100% (6/6) of students received a score of 3 or higher on the BCF diversity score. <b>Analysis:</b> target met, no action needed. <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed.
<b>Assessment Method Details:</b> 516/7 - LCF Diversity Section	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 100% (6/6) of students received a 2 or higher on their LCF Diversity Section

Assessment Design	Results
<b>Assessment Type:</b> Writing Assignment <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive a 2 or higher on their LCF Diversity Section <b>Schedule for Results and Actions/Analysis:</b> 1/1 & 5/1	<b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed

## 1.14 Curriculum Development

Demonstrate how to individually and in collaboration with teachers develop and teach engaging guidance-related curriculum that facilitates students' personal/social, academic, and career development

**Outcome Status:** Active

**Outcome Types:** Student Learning Outcome

**Curriculum Mapping**

GCEP 507 (R), GCEP 509 (I), GCEP 519 (A)

Assessment Design	Results
<b>Assessment Method Details:</b> GCEP 507 Teaching Practicum for School Counselors: Teaching Work Sample <b>Assessment Type:</b> Field Placement/Internship Evaluation <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive a 2 (proficient) or higher on their work sample evaluation <b>Schedule for Results and Actions/Analysis:</b> 5/1	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 100% (4/4) of students received a 2 or higher on their work sample evaluation <b>Analysis:</b> target met, no action needed. <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed.
<b>Assessment Method Details:</b> GCEP 509 Lifestyle and Career Development: Career/College Readiness Program Proposal <b>Assessment Type:</b> Presentation/Performance <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive a score of 83% or higher on their Career/ College Readiness Program Proposal <b>Schedule for Results and Actions/Analysis:</b> 5/1 & 8/1	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 100% (7/7) students received a score of 83% or higher on their Career/ College Readiness Program Proposal. <b>Analysis:</b> Target met; no action needed. <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> No <b>Action Plan for Current Year's Unmet Benchmarks:</b> Target met; no action needed.
<b>Assessment Method Details:</b> GCEP 517 School Counseling Internship: Classroom Guidance Hours	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 100% (6/6) of students completed their classroom guidance hours <b>Analysis:</b> target met, no action needed.



Assessment Design	Results
<b>Assessment Type:</b> Field Placement/Internship Evaluation <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> Yet to be implemented/established <b>Schedule for Results and Actions/Analysis:</b> 5/1	<b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed.

## 1.15 Consultation & Collaboration

Effectively consult and collaborate with parents and guardians, teachers, administrators, and other school and community members

**Outcome Status:** Active

**Outcome Types:** Student Learning Outcome

**Curriculum Mapping**

GCEP 518 (R), GCEP 505 (I), GCEP 519 (A)

Assessment Design	Results
<b>Assessment Method Details:</b> 505 - Comprehensive Counseling & Guidance Project <b>Assessment Type:</b> Writing Assignment <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive an 83% or higher on their Comprehensive Counseling & Guidance Project <b>Schedule for Results and Actions/Analysis:</b> 1/1	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 100% (7/7) of students received an 83% or higher on their Comprehensive Counseling & Guidance Project <b>Analysis:</b> target met, no action needed. <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed.
<b>Assessment Method Details:</b> SCP - #7 Work Sample Rubric <b>Assessment Type:</b> Portfolio Review <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive a 2 or higher on their work sample <b>Schedule for Results and Actions/Analysis:</b> 8/1	
<b>Assessment Method Details:</b> 516/7 - LCF Case Coordinating & Involvement Sections <b>Assessment Type:</b> Field Placement/Internship Evaluation <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> No goal or benchmark set <b>Schedule for Results and Actions/Analysis:</b> 1/1 & 5/1	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 100% (6/6) of students completed the LCF <b>Analysis:</b> target met, no action needed. <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed.

## 1.16 Use of Technology & Data

Effectively work with data and technology to advocate for all students, to evaluate and improve program effectiveness, and to advocate for the School Counseling profession

**Outcome Status:** Active

**Outcome Types:** Student Learning Outcome

**Curriculum Mapping**

GCEP 509 (I, R), GCEP 519 (A), GCEP 569 (R)

Assessment Design	Results
<b>Assessment Method Details:</b> GCEP 509 Lifestyle & Career Development: Career Software Survey <b>Assessment Type:</b> Survey <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive an 83% or higher on their Career software survey <b>Schedule for Results and Actions/Analysis:</b> 5/1 & 8/1	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 100% (7/7) of students received an 83% or higher on their Career Software Survey <b>Analysis:</b> Target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> Target met, no action needed
<b>Assessment Method Details:</b> GCEP 569 Action Research Design 2: Action Research Project <b>Assessment Type:</b> Writing Assignment <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive an 83% or higher on their Action Research Project <b>Schedule for Results and Actions/Analysis:</b> 5/1	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 100% (5.5) of students received an 83% or higher on their Action Research Project <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
<b>Assessment Method Details:</b> GCEP 519 School Counseling Portfolio: SCP #8 Work Sample Rubric <b>Assessment Type:</b> Portfolio Review <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive a score of 2 or higher <b>Schedule for Results and Actions/Analysis:</b> 5/1	
<b>Assessment Method Details:</b> GCEP 509 Lifestyle & Career Development: Proposal Presentation <b>Assessment Type:</b> Presentation/Performance <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive an 83% or higher on their presentation	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 100% (6/6) of students will receive an 83% or higher on their presentation <b>Analysis:</b> Target met, no action needed. <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> Target met, no action needed.

Assessment Design	Results
Schedule for Results and Actions/Analysis: 5/1 & 8/1	

## 2.1 Spiritual Integration

2.1 Articulate how personal faith informs one's identity and practice as a professional school counselor

**Outcome Status:** Active

**Outcome Types:** Student Learning Outcome

**Curriculum Mapping**

GCEP 517 (R), GCEP 561 (I), GCEP 519 (A)

Assessment Design	Results
<b>Assessment Method Details:</b> GCEP 561 Spirituality & Clinical Praxis: Case Study <b>Assessment Type:</b> Writing Assignment <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students receive an 83% or higher on their Case Study <b>Schedule for Results and Actions/Analysis:</b> 1/1 & 5/1	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 100% (11/11) of students received an 83% or higher on their Case Study <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
<b>Assessment Method Details:</b> GCEP 517 School Counseling Internship II: LCF Diversity Section <b>Assessment Type:</b> Field Placement/Internship Evaluation <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will score 2's or higher on the Diversity Section of the LCF. <b>Schedule for Results and Actions/Analysis:</b> 5/1	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 100% (6/6) of students scored 2 or higher on the Diversity Section of the LCF <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
<b>Assessment Method Details:</b> GCEP 519 School Counseling Portfolio: #6 Work Sample Rubric <b>Assessment Type:</b> Portfolio Review <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive a score of 2 or higher on the #6 Work Sample Section of the School Counseling Portfolio. <b>Schedule for Results and Actions/Analysis:</b> 5/1	

### 3.1 Counseling and Helping Relationships

Articulate knowledge of the contextual components of the helping relationship and the counseling process, demonstrating knowledge in theories, consultation, ethical relationships, and the integration of technology

**Outcome Status:** Active

**Outcome Types:** Student Learning Outcome

**Curriculum Mapping**

GCEP 567 (R), GCEP 502 (A), GCEP 520 (I)

Assessment Design	Results
<b>Assessment Method Details:</b> 567 - Class Group Presentation <b>Assessment Type:</b> Group Project <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive an 83% or higher on their Class Group Presentation <b>Schedule for Results and Actions/Analysis:</b> 1/1, 5/1, & 8/1	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 100% (2/2) of students received an 83% or higher on their Class Group Presentation <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
<b>Assessment Method Details:</b> 520 - Video Demonstration <b>Assessment Type:</b> Presentation/Performance <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive an 83% or higher on their Video Demonstration <b>Schedule for Results and Actions/Analysis:</b> 1/1 & 8/1	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 100% (5/5) of students received an 83% or higher on their Video Demonstration <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
<b>Assessment Method Details:</b> 502 - Case Presentation with BCF <b>Assessment Type:</b> Presentation/Performance <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> No Goal or Benchmark Set Yet <b>Schedule for Results and Actions/Analysis:</b> 1/1	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 100% of students completed the BCF <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
<b>Assessment Method Details:</b> 502 - Combined Evaluations Scores from Form 13 & 14 <b>Assessment Type:</b> Field Placement/Internship Evaluation <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> No goal or benchmark established yet	<b>Results Entry Date:</b> 07/31/2025 <b>Results Summary:</b> 87% (8/7) of students received a combined evaluation score of 3+ on forms 13 & 14 <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed

Assessment Design	Results
Schedule for Results and Actions/Analysis: 1/1	

## 3.2 Counseling and Helping Relationships

Demonstrate application of skill in recognizing one's own limitations as a professional counselor (seeking supervision, self-evaluation and self-care).

**Outcome Status:** Active

**Outcome Types:** Student Learning Outcome

**Curriculum Mapping**

GCEP 520 (I, R), GCEP 519 (A)

Assessment Design	Results
<b>Assessment Method Details:</b> 20 Hours of Personal Therapy <b>Assessment Type:</b> Presentation/Performance <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will engage in 20 hours of personal therapy before Graduation <b>Schedule for Results and Actions/Analysis:</b> 5/1	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 100% (5/5) of students engaged in 20 hours of personal therapy before graduation <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
<b>Assessment Method Details:</b> 520- Personal Integration Paper <b>Assessment Type:</b> Writing Assignment <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive an 83% or higher on their Personal Integration Paper <b>Schedule for Results and Actions/Analysis:</b> 1/1 & 8/1	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 80% (4/5) of students received an 83% or higher on their Personal Integration paper <b>Analysis:</b> approaching target, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> approaching target, no action needed
<b>Assessment Method Details:</b> SCP #11 Work Sample Rubric <b>Assessment Type:</b> Portfolio Review <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive a 2 or higher on their work sample <b>Schedule for Results and Actions/Analysis:</b> 5/1	
<b>Assessment Method Details:</b> SCP - Counselor Reflection Response for LCF. <b>Assessment Type:</b> Student Self Assessment <b>Assessment Method Status:</b> Active	

Assessment Design	Results
<b>Target &amp; Standard:</b> 100% of students will receive a 2 or higher on their work sample <b>Schedule for Results and Actions/Analysis:</b> 5/1	

## 4.1 Social and Cultural Diversity

Demonstrate the personal awareness, theoretical knowledge, and clinical skills needed to engage in multi-culturally sensitive individual and group counseling and advocacy.

**Outcome Status:** Active

**Outcome Types:** Student Learning Outcome

**Curriculum Mapping**

GCEP 517 (A), GCEP 567 (R), GCEP 510 (I), GCEP 519 (A)

Assessment Design	Results
<b>Assessment Method Details:</b> GCEP 567 Cultural Foundations & Social Justice: Class Group Presentation <b>Assessment Type:</b> Group Project <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive an 83% or higher on their Class Group Presentation <b>Schedule for Results and Actions/Analysis:</b> 1/1, 5/1, & 8/1	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 100% (2/2) of students received an 83% or higher on their Class Group Presentation <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
<b>Assessment Method Details:</b> GCEP 517 School Counseling Internship II: Form 15 Evaluation -Item #6 <b>Assessment Type:</b> Field Placement/Internship Evaluation <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive a 2 or higher <b>Schedule for Results and Actions/Analysis:</b> 5/1	<b>Results Entry Date:</b> 07/07/2025 <b>Results Summary:</b> 100% (5/5) of students received a 2 or higher on Form 15 Item #6 <b>Analysis:</b> No action needed. <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> No action needed.
<b>Assessment Method Details:</b> GCEP 510 Human Growth & Development: Book Club Discussions <b>Assessment Type:</b> Presentation/Performance <b>Assessment Method Status:</b> Active	<b>Results Entry Date:</b> 07/24/2025 <b>Results Summary:</b> 100% (12/12) of students received an 83% or higher on their Book Club Discussions <b>Analysis:</b> Target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes

Assessment Design	Results
<b>Target &amp; Standard:</b> 100% of students will receive an 83% or higher on their Book Club Discussions (Formerly Postings/Conversations) <b>Schedule for Results and Actions/Analysis:</b> 5/1 & 8/1	<b>Action Plan for Current Year's Unmet Benchmarks:</b> Target met, no action needed
<b>Assessment Method Details:</b> GCEP 519 School Counseling Clinical Portfolio: SCP #6 Work Sample Rubric <b>Assessment Type:</b> Portfolio Review <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students will receive a 2 or higher <b>Schedule for Results and Actions/Analysis:</b> 5/1	
<b>Assessment Method Details:</b> SPR - Admissions Video - Hidden Figures Rubric Scores <b>Assessment Type:</b> Presentation/Performance <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 90% of admitted students receive total score of 8 or higher <b>Schedule for Results and Actions/Analysis:</b> 7/1	<b>Results Entry Date:</b> 07/31/2025 <b>Results Summary:</b> 100% (13/13) of admitted students received a total score 8 or higher <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed

## 5.1 Dispositions

Demonstrate the College of Education Conceptual Framework to Think Critically, Transform Practice, and Promote Justice

**Outcome Status:** Active

**Outcome Types:** Student Learning Outcome

**Curriculum Mapping**

GCEP 517 (A), GCEP 502 (R), GCEP 501 (I)

Assessment Design	Results
<b>Assessment Method Details:</b> GCEP 501 Principles & Tech: CCS-R Part 2 - Student Self-Evaluation <b>Assessment Type:</b> Student Self Assessment <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 90% of students receive a 3 or higher <b>Schedule for Results and Actions/Analysis:</b> 1/1, 5/1, & 8/1	<b>Results Entry Date:</b> 07/25/2025 <b>Results Summary:</b> 87% (8/7) of students received a 3 or higher <b>Analysis:</b> approaching target, continue to monitor <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> No <b>Action Plan for Current Year's Unmet Benchmarks:</b> approaching target, continue to monitor

Assessment Design	Results
<b>Assessment Method Details:</b> Admissions - Personal Object <b>Assessment Type:</b> Presentation/Performance <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 90% of admitted students receive total score of 8 or higher <b>Schedule for Results and Actions/Analysis:</b> 7/1	<b>Results Entry Date:</b> 07/31/2025 <b>Results Summary:</b> 100% (13/13) of admitted students received a total score of 8 or higher <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
<b>Assessment Method Details:</b> GCEP 502 SC Clinical Practicum: CCS-R Part 2 (Student Self- Evaluation) <b>Assessment Type:</b> Student Self Assessment <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students receive a 3 or higher <b>Schedule for Results and Actions/Analysis:</b> 1/1	<b>Results Entry Date:</b> 07/31/2025 <b>Results Summary:</b> 100% (8/8) of students received a 3 or higher on their CCS-R student self review <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed
<b>Assessment Method Details:</b> GCEP 517 School Counseling Internship II: CCS-R Part 2 (Student Self-Evaluation) <b>Assessment Type:</b> Student Self Assessment <b>Assessment Method Status:</b> Active <b>Target &amp; Standard:</b> 100% of students receive a 3 or higher <b>Schedule for Results and Actions/Analysis:</b> 5/1	<b>Results Entry Date:</b> 07/31/2025 <b>Results Summary:</b> 100% (5/5) of students received a 3 or higher on their CCS-R (student self-evaluation) <b>Analysis:</b> target met, no action needed <b>Academic Year:</b> 2023 - 2024 <b>Target Met?:</b> Yes <b>Action Plan for Current Year's Unmet Benchmarks:</b> target met, no action needed