

Eastern Kentucky University (EKU) Clinical Mental Health Counseling (CMHC) Program Assessment Summary Report

EKU CMHC Master of Arts Program 2024 – 2026 Assessment Cycle

Program-Level Learning Objectives (PLLOs)

The CMHC program has established three PLLOs aligned with the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) accreditation standards and professional counseling ethics:

PLLO #1: Theoretical Orientation Construction

Students will construct their personal theoretical orientation for future clinical counseling practice through critical analysis and integration of counseling theories with their personal backgrounds and values.

PLLO #2: Dispositional and Skill Competencies

Students will demonstrate the necessary dispositional counselor characteristics and skill competencies required for clinical practice.

PLLO #3: Core Knowledge Areas

Students will demonstrate knowledge in the eight common core areas of counseling practice established by CACREP (2024).

Assessment Results

PLLO #1: Theoretical Orientation Construction

Assessed via a theoretical orientation paper in course COU 840.

- ***Criterion:*** 80% of students will minimally score “Meets Expectations” (i.e., a 3 on a 1 to 4 Likert Scale) on every item of the assignment grading rubric.
- ***Previous Cycle (2022-2024):*** 35% of students met criterion.
- ***Current Cycle (2024-2026):*** 66.7% of students met criterion.

Key Findings:

- Nearly doubled the success rate from previous cycle.
- Students scored highest on discussing personal background information (M = 3.70).
- Students scored lowest on ethical and multicultural considerations (M = 3.19).
- 14.8% of students struggled specifically with ethical and multicultural considerations and learning summaries.

Program Assessment Summary:

Significant improvement demonstrates effectiveness of previously implemented strategies (e.g., MindTap quizzes, scaffolded assignments, clearer rubric review) though target not yet achieved.

PLLO #2: Dispositional and Skills Competencies

Assessed via completion by supervisors of students' Professional Counseling Performance Evaluation (PCPE) forms in Internship, COU 881.

- ***Criterion:*** 90% of students will score 2 or higher on all items of the PCPE.
 - ***Note:*** Prior criterion was 100% of students.
- ***Previous Cycle (2022-2024):*** 0% of students met criterion.
- ***Current Cycle (2024-2026):*** 100% of students met criterion.

Key Findings:

- Significant improvement [of 100%] from previous cycle.
- Average scores based on supervisor type:
 - *Faculty supervisors*, M = 2.87
 - *Site supervisors*, M = 2.82
- Areas of needed growth:
 - Students struggled most with challenging skills (M = 2.40-2.61) and confidence (M = 2.48-2.63).
 - Additional areas for growth included reflection of meaning (M = 2.56), treatment planning (M = 2.52), and interventions (M = 2.56).

Program Assessment Summary:

Exceptional improvement from 0% to 100% success rate, exceeding the target. Changes to scorer training on the PCPE proved highly effective.

PLLO #3: Core Knowledge Areas

Assessed via students' performance on the Counselor Preparation Comprehensive Examination (CPCE).

- ***Criterion:*** 90% of students will score one standard deviation below the CPCE national score average or higher to successfully pass the exam.
 - ***Note:*** Prior criterion was 100% of students.
- ***Previous Cycle (2022-2024):*** 87.5% of students met criterion.
- ***Current Cycle (2024-2026):*** 85.7% of students met criterion.

Key Findings:

- 12 of 14 students met criterion.
- Average total score was 95.07 [out of possible 136.00 and compared to national averages of 96.56 in Fall 2024 and 91.05 in Spring 2025].
- Students scored highest in professional orientation and ethical practice (M = 12.79), human development (M = 12.64), and group work (M = 12.29).
- Students scored lowest in social and cultural diversity (M = 10.50), research and program evaluation (M = 11.14), and counseling relationships (M = 11.29).
- Pattern in lowest scores consistent with that from previous cycle.

Program Assessment Summary:

Slight decrease from previous cycle, remaining just below the target. Areas of strength and weakness have remained consistent, suggesting need for targeted curriculum adjustments.

Planned Improvements for Next Cycle

PLLO #1: Theoretical Orientation Construction

1. **Require Tevera registration verification** before assignment due date to ensure complete data collection.
2. **Change reflection component to summary format** to better match student skill development level and provide additional learning reinforcement.
3. **Mandate writing center consultation** requiring students to attend one meeting with NOEL Studio for APA formatting review.

PLLO #2: Dispositional and Skill Competencies

1. **Enhance site supervisor communication** by informing them of student skill goals and clarifying accurate conceptualization of challenging skills.
2. **Implement Imposter Syndrome curriculum** across internship sections to address confidence issues.
3. **Expand reflective teams approach** in group supervision during internship to provide more practice with challenging skills.

PLLO #3: Core Knowledge Areas

1. **Increase CSI-hosted study sessions** with enhanced promotion through monthly newsletters and targeted invitations to improve student participation.
2. **Conduct student needs survey** [in Fall 2025] to identify additional CPCE preparation strategies and implement findings in Spring 2026.