



Program Assessment Report

Academic-CPP-Counseling: Clinical Mental Health
Counseling (MS)

Academic Unit: General Information

Mission Statement

The Counseling Program at Eastern Washington University is committed to the selection, training, supervision, and professional success of counseling students, in keeping with the high standards established by the [Council for the Accreditation of Counseling and Related Educational Programs \(CACREP\)](#). As a regional teaching university, EWU has a proud history of providing education to a high percentage of first-generation college students, often from under-represented and lower socioeconomic communities, a tradition which the Counseling program maintains. Thus, counselor training occurs in a learning community that is intentionally focused on both skills development and personal growth of the counselor-in-training. In this way, Counseling fulfills its purpose of preparing competent and caring professional counselors to meet the needs of diverse urban and rural communities.

The program is both extensive and comprehensive. It is nationally accredited by the Council for the Accreditation of Counseling and Related Educational Programs and fulfills Washington State academic requirements for licensure as a Mental Health Counselor (LMHC). In addition, graduates can complete the National Board of Certified Counselor Exam and are eligible for National Counselor Certification.

Academic-CPP-Counseling: Clinical Mental Health Counseling (MS)

Counseling Program Annual Report Academic Year 2024-2025

The following report details the outcomes of assessments and data collection in accordance with the program's assessment plan. The plan is organized according to three major categories: Student Assessment Data, Retention and Recruitment Data, and Follow-Up Data. The report provides information on our current, prospective, and graduated students, and reflects review and analysis by the program faculty.

In the M.S. in Counseling program, courses and fieldwork experiences are designed to assist students in attaining the following outcomes. The faculty and stakeholders believe the following makes a well-informed practitioner.

The current Program Learning Objectives are:

- 1. Adopt a guiding theory of counseling that will serve as a foundation for practicing counseling in a clinical mental health setting.*
- 2. Apply individual, group and crisis intervention counseling skills for working with persons in different stages of development across the lifespan.*
- 3. Integrate counseling and interdisciplinary advocacy services for children, families, and clients at risk due to crisis, disaster, trauma, addictions, and co-occurring mental health disorders.*
- 4. Develop and maintain multicultural competencies, including a personal commitment to social justice, and ethical practices in accordance with ACA, AMHCA, and NBCC Code of Ethics, Washington State law.*
- 5. Using standardized and informal assessments, plan and evaluate the use of evidence-based or efficacy-based counseling practices and programs.*
- 6. Understand and analyze research to inform counseling practice.*
- 7. Understand and perform professional responsibilities necessary for success as a professional counselor.*
- 8. Demonstrates career development using assessments and career resources.*

The above have been revised due to need for clarity and to align with core standards. The PLOs have to be reviewed by the university's curriculum committees. The plan is for the new PLOs to be used in 2026.

Following the report of data, we will outline specific program modifications because of assessment and other substantial program changes.

Student Assessment Data

Student Learning Outcomes: Key Performance Indicators

*To prepare for accreditation under the 2016 CACREP standard in 2018, the faculty identified key performance indicators (KPIs) to measure the above student learning outcomes with multiple measures and at multiple points of time across the program. The purpose of the assessment of student learning outcomes is to determine how, in aggregate form, students are demonstrating the knowledge and skills identified as indicators of students' preparedness for the counseling profession. The program is undergoing a self-study for the 2024 standards and some of the artifacts that are connected to the KPIs have changed. Those are indicated below by a **

The faculty identified key performance indicators for each of the CACREP core area curricular standards as well as overarching program specialty area standards with a minimum of two assessment points each. Assessments were

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primarily related to course assignments (rated on a 1-3 scale, with 1=Inadequate, 2=Proficient, and 3=Exceptional) or a score on specific sections of the Counselor Preparation Comprehensive Examination (CPCE) that the program uses as an exit requirement for all students.

The following is an overview of the identified KPIs and following the table, a report of the outcomes.

Foundational Areas			Key Performance Indicator *new PLOs.	Assessment Artifact	When Assessed
CACREP Core Areas	2.F.1	Professional Counseling Orientation & Ethical Practice	Students will apply ethical standards of professional counseling organizations in professional counseling.	Ethical Decision-Making Model	PSYC 535 - Intro to CMHC Quarter 1
				CPCE	Stand alone exam, not tied to a class Quarter 6
	2.F.2	Social and Cultural Identities and Experiences	Students will understand and apply the multicultural counseling competencies when working with clinical mental health clients.	Final reflection*	PSYC 590 Multicultural Considerations in Counseling Quarter 2
				CPCE	Stand alone exam, not tied to a class Quarter 6
	2.F.3	Life Span Development	Students will demonstrate knowledge of individual and family development and learning.	Family Systems Movie Conceptualization	PSYC 569 Relational Counseling Quarter 5
				CPCE	Stand alone exam, not tied to a class Quarter 6
	2.F.4	Career Development	Students will understand and apply theories and models of career development and decision making when working with clients.	Personal Career Development	PSYC 542 Career Development Quarter 5
				CPCE	Stand alone exam, not tied to a class Quarter 6
	2.F.5	Counseling Practice and Relationships	Students will adopt a guiding theory of counseling that will serve as a foundation for practicing counseling in a clinical mental health setting.	Advanced Counseling Skills Project	PSYC 572 Advanced Counseling Skills Quarter 2
				CPCE	Stand alone exam, not tied to a class Quarter 6
	2.F.6	Group Work	Students will understand group processes and dynamics for working with persons in different stages of development across the life span.	Group Proposal	PSYC 584 Group Counseling Quarter 3
				CPCE	Stand alone exam, not tied to a class Quarter 6
	2.F.7	Assessment and Diagnostic Processes	Students will use assessment for diagnostic and intervention planning purposes.	Diagnosis of a Fictional Character	PSYC 575 Diagnosis and Treatment Planning Quarter 2
				CPCE	Stand alone exam, not tied to a class Quarter 6

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	2.F.8	Research and Program Evaluation	Students will demonstrate an understanding of the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice.	Developmental Research Paper	PSYC 506 Lifespan Development Quarter 3
				CPCE	Stand alone exam, not tied to a class Quarter 6
Specialty Area: Clinical Mental Health Counseling		Students studying clinical mental health counseling will be able to develop a treatment plan that is informed by diagnosis and evidence-based practice.		Case conceptualization	PSYC 697 First quarter of internship Quarter 4 (summer)
				Case conceptualization	PSYC 697 Final quarter of internship Quarter 7

KPI Results for AY2024-25

Below is a review of our Key Performance Indicators as they align with our current Program Learning Outcomes. This report was generated by Nuventive. Following this collection of data and review, the faculty voted to change the program learning outcomes and review all key performance indicators during the upcoming academic year (25-26).Academic-CPP-Counseling

PLO 1-Adopt a guiding theory of counseling

Adopt a guiding theory of counseling that will serve as a foundation for practicing counseling in a clinical mental health setting.

Outcome Status

Active

Planned Assessment Cycle

2024 - 2025, 2027 - 2028

Curriculum Mapping

PSYC-572 (3)

Mapping

Accreditor - CACREP (Council for Accreditation of Counseling and Related Educational Programs): (X - Selected)

- **2.F.5 Counseling and Helping Relationships:** Students will adopt a guiding theory of counseling that will serve as a foundation for practicing counseling in a clinical mental health setting. (X)

Assessment Method

Assessment Method Status

Active

Assessment Method Category

Simulation

Assessment Method

Advanced Counseling Skills Project

PSYC 572 (Quarter 2)

Performance Target

Student Score Distribution...tba

Results

Summary of Results Date

07/03/2025

Summary of Results

Academic-CPP-Counseling: Clinical Mental Health Counseling (MS)

93% of first year students met the expectation of Proficient of adopting a guiding theory that serves as a foundation for them as they move to providing counseling in their practicum.

Reporting Period

2024 - 2025

Conclusion

Performance Target Met

How many students were assessed?

23

How many students met expectations?

22

How many students did not meet expectations?

0

How many students exceeded expectations?

1

How many students failed to demonstrate the outcome OR did not turn in an assignment?

0

Which faculty were involved in the assessment and how were they involved? (Reliability)

Drs Frank and Johansson taught the course and both graded and rated the assessment.

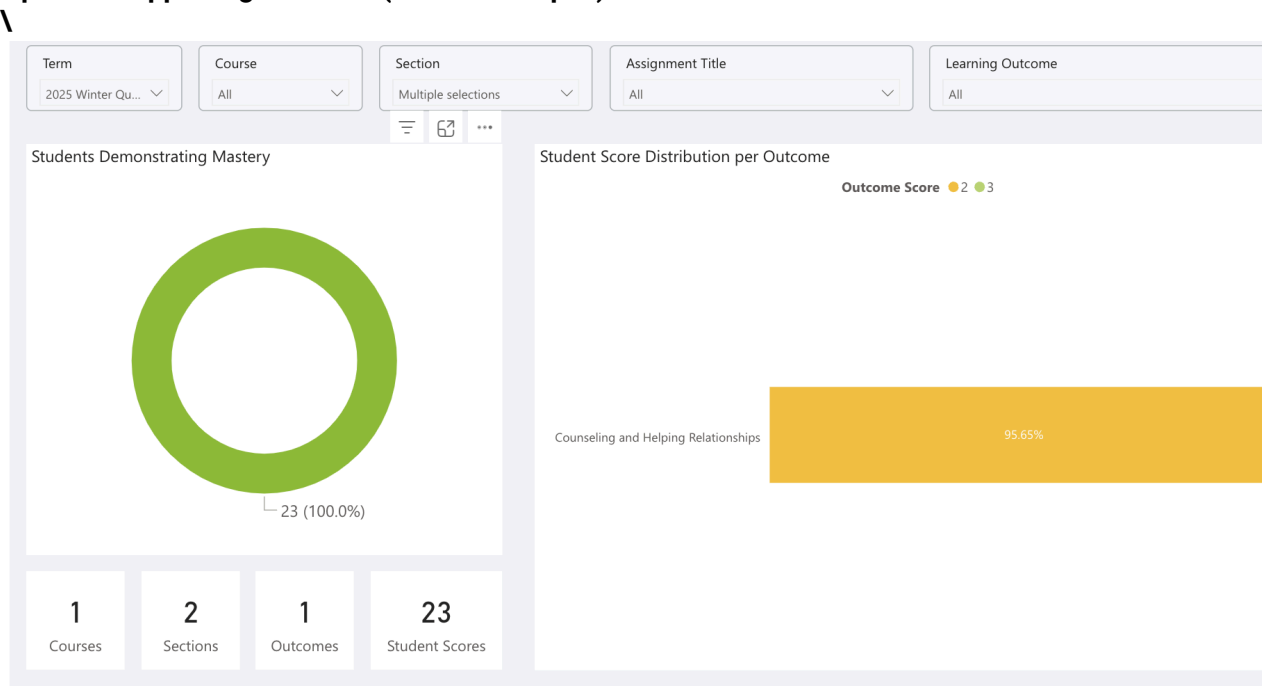
How were results and/or changes communicated to the rest of the faculty in your program?

Results were communicated at the last winter faculty meeting. Overall results are communicated and discussed by all program faculty at the Annual Assessment Meeting that occurs in September of every year.

How well did the assessment tool work?

The assignment measures the outcome.

Optional Supporting Evidence (Tables & Graphs)



Assessment Method

Assessment Method Status

Active

Assessment Method Category

Academic-CPP-Counseling: Clinical Mental Health Counseling (MS)

Exam - Standardized

Assessment Method

Counselor Preparation Comprehensive Exam (CPCE) - (Quarter 7)

Performance Target

90% of students will achieve a score of at least Proficient.

Results

Summary of Results Date

07/14/2025

Summary of Results

Students take the Counseling Practice Exam at the end of their program. This serves as a comprehensive evaluation per EWU Graduate Policy as well as a practice examination for their licensing exam. Seventeen students took the comprehensive exam in March 2025.

Reporting Period

2024 - 2025

Conclusion

Performance Target Met

How many students were assessed?

17

How many students met expectations?

16

How many students did not meet expectations?

1

How many students exceeded expectations?

3

How many students failed to demonstrate the outcome OR did not turn in an assignment?

0

Which faculty were involved in the assessment and how were they involved? (Reliability)

This exam is scored externally. Program faculty met once the scores were delivered in mid April to discuss the scores and use the outcome rubric to determine outcome. A score of Inadequate indicates a score of at least two standard deviations below the national mean on the subscale on the CPCE. A score of Proficient indicates that the student achieved a score of plus or minus one standard deviation from above or below the national mean on the subscale on the CPCE. Finally a score of Exceptional indicates a score of at least two standard deviations above the national mean on the subscale on the CPCE.

How were results and/or changes communicated to the rest of the faculty in your program?

All faculty were present at the meeting to determine results.

How well did the assessment tool work?

Considering feedback from the most recent Self Study submitted to CACREP, the faculty are moving to change this assessment tool in the next academic year to a skills based evaluation.

Optional Supporting Evidence (Tables & Graphs)

<i>CHR subscale of the CPCE</i>	<i>17</i>	<i>1</i>	<i>13</i>	<i>3</i>
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Results

Summary of Results Date

07/10/2025

Summary of Results

Students take the Counseling Practice Exam at the end of their program. This serves as a comprehensive evaluation as well as a practice examination for their licensing exam. Seventeen students took the comprehensive exam.

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Reporting Period

2024 - 2025

Conclusion

Performance Target Met

How many students were assessed?

17

How many students met expectations?

16

How many students did not meet expectations?

1

How many students exceeded expectations?

0

How many students failed to demonstrate the outcome OR did not turn in an assignment?

0

Which faculty were involved in the assessment and how were they involved? (Reliability)

This exam is scored externally. Program faculty met once the scores were delivered in mid April to discuss the scores and use the outcome rubric to determine outcome. A score of Inadequate indicates a score of at least two standard deviations below the national mean on the subscale on the CPCE. A score of Proficient indicates that the student achieved a score of plus or minus one standard deviation from above or below the national mean on the subscale on the CPCE. Finally a score of Exceptional indicates a score of at least two standard deviations above the national mean on the subscale on the CPCE.

How were results and/or changes communicated to the rest of the faculty in your program?

All faculty were present at the meeting to determine results.

How well did the assessment tool work?

This assessment assesses theory.

Optional Supporting Evidence (Tables & Graphs)

POEP subscale of the CPCE	17	1	16	0
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PLO 2-Apply individual, group and crisis intervention

Apply individual, group and crisis intervention counseling skills for working with persons in different stages of development across the lifespan.

Outcome Status

Active

Planned Assessment Cycle

2024 - 2025, 2027 - 2028

Curriculum Mapping

PSYC-569 (3), PSYC-584 (3)

Mapping

Accreditor - CACREP (Council for Accreditation of Counseling and Related Educational Programs): (X - Selected)

- **2.F.3 Human Growth and Development** : Students will demonstrate knowledge of individual and family development and learning. (X)
- **2.F.6 Group Work**: Students will understand group processes and dynamics for working with persons in different stages of development across the life span. (X)

Assessment Method

Assessment Method Status

Active

Academic-CPP-Counseling: Clinical Mental Health Counseling (MS)

Assessment Method

Family Systems Movie Conceptualization

PSYC 569 (Quarter 5)

Performance Target

90% of students will achieve a score of Proficient or higher.

Results

Summary of Results Date

07/09/2025

Summary of Results

All of the second students showed proficiency (a score of Proficient or higher) in assignments evaluating family and relational dynamics in a family portrayed in a film or television series. Given the developmental nature of families and required lens of systemic theories, students demonstrated the ability to apply counseling skills for working with persons in a variety of development stages

Reporting Period

2024 - 2025

Conclusion

Performance Target Met

How many students were assessed?

17

How many students met expectations?

17

How many students did not meet expectations?

0

How many students exceeded expectations?

5

How many students failed to demonstrate the outcome OR did not turn in an assignment?

0

Which faculty were involved in the assessment and how were they involved? (Reliability)

Dr. Frank created this assignment and assessed the outcome for this assignment in this course. Outcome rubrics were developed by faculty in 2017 when the KPIs were created.

How were results and/or changes communicated to the rest of the faculty in your program?

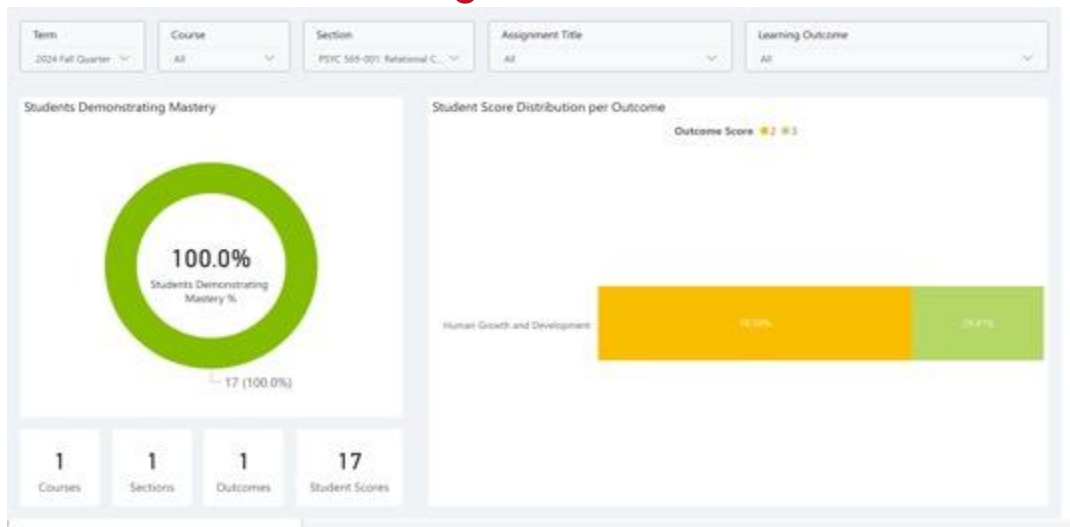
Results were communicated during the last faculty meeting after the assignment was due and graded in fall quarter.

How well did the assessment tool work?

The assignment measures the desired outcome.

Optional Supporting Evidence (Tables & Graphs)

Academic-CPP-Counseling: Clinical Mental Health Counseling (MS)



Assessment Method

Assessment Method Status

Active

Assessment Method Category

Exam - Standardized

Assessment Method

Counselor Preparation Comprehensive Exam (CPCE) - (Quarter 7)

Performance Target

90% of students achieve a score of Proficient on the subscale score.

Results

Summary of Results Date

07/10/2025

Summary of Results

Sixteen of seventeen students met proficiency in the group work standard on their comprehensive examination. Based on this data, students appear to understand group work concepts as a result of the course they take. Students take the Counseling Practice Exam at the end of their program. This serves as a comprehensive evaluation per EWU Graduate Policy as well as a practice examination for their licensing exam.

Reporting Period

2024 - 2025

Conclusion

Performance Target Met

How many students were assessed?

17

How many students met expectations?

16

How many students did not meet expectations?

0

How many students exceeded expectations?

2

How many students failed to demonstrate the outcome OR did not turn in an assignment?

0

Which faculty were involved in the assessment and how were they involved? (Reliability)

Academic-CPP-Counseling: Clinical Mental Health Counseling (MS)

This exam is scored externally. Program faculty met once the scores were delivered in mid April to discuss the scores and use the outcome rubric to determine outcome. A score of Inadequate indicates a score of at least two standard deviations below the national mean on the subscale on the CPCE. A score of Proficient indicates that the student achieved a score of plus or minus one standard deviation from above or below the national mean on the subscale on the CPCE. Finally a score of Exceptional indicates a score of at least two standard deviations above the national mean on the subscale on the CPCE.

How were results and/or changes communicated to the rest of the faculty in your program?

All faculty were present at the meeting where outcomes were determined.

How well did the assessment tool work?

This assessment of knowledge appears to work well.

Optional Supporting Evidence (Tables & Graphs)

GCGW subscale of the CPCE	17	0	12	5
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Assessment Method

Assessment Method Status

Active

Assessment Method Category

Group Project

Assessment Method

Group Work Proposal

Performance Target

90% of students will receive a score of Proficient or above.

PLO 3-Provide accurate assessment, diagnosis

Provide accurate assessment, diagnosis (where appropriate) and treatment planning for a diverse client population–Mental Health Counseling Emphasis.

Outcome Status

Active

Planned Assessment Cycle

2024 - 2025, 2027 - 2028

Curriculum Mapping

PSYC-575 (3)

Mapping

Accreditor - CACREP (Council for Accreditation of Counseling and Related Educational Programs): (X - Selected)

- 2.F.7 Assessment and Testing: Students will use assessment for diagnostic and intervention planning purposes. (X)

Assessment Method

Assessment Method Status

Active

Assessment Method Category

Written Assignment

Assessment Method

Character Analysis

PSYC 575- Diagnosis and Treatment Planning

Performance Target

90% of students will receive a score of Proficient (2) or higher.

Academic-CPP-Counseling: Clinical Mental Health Counseling (MS)

Results

Summary of Results Date

07/09/2025

Summary of Results

All students enrolled in the Diagnosis and Treatment Planning course met the outcome expectation of Proficient or higher. Nine of the 24 students enrolled performed above expectations. The practice of providing a diagnosis needs to be practiced before entering the field and working with clients. This assignment provides an opportunity for students to engage in the practice ethically and get feedback on their process.

Reporting Period

2024 - 2025

Conclusion

Performance Target Met

How many students were assessed?

23

How many students met expectations?

23

How many students did not meet expectations?

0

How many students exceeded expectations?

9

How many students failed to demonstrate the outcome OR did not turn in an assignment?

0

Which faculty were involved in the assessment and how were they involved? (Reliability)

Dr. Hope taught the course, developed the assignment and rubric.

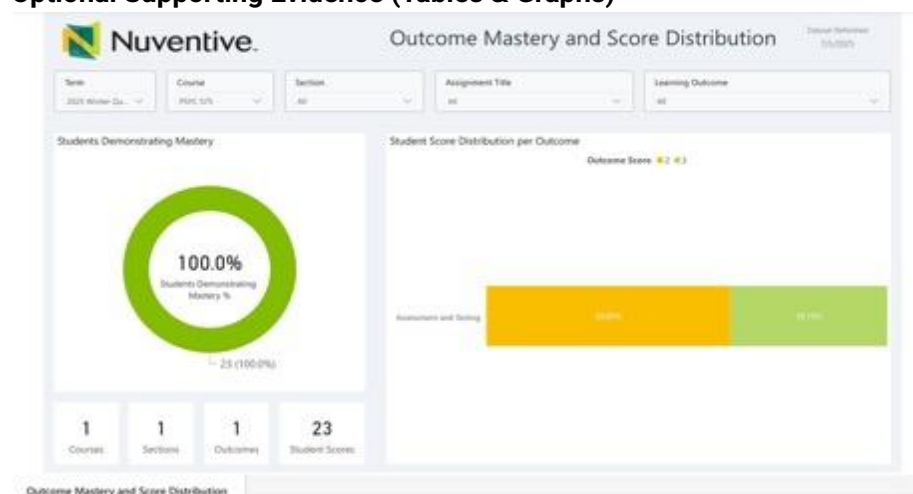
How were results and/or changes communicated to the rest of the faculty in your program?

Results were communicated in the last winter quarter faculty meeting.

How well did the assessment tool work?

The assignment provides an opportunity for students to practice diagnosing a client and writing both a treatment plan and a case conceptualization and receiving feedback prior to entering the field. The assignment meets the goal of the PLO.

Optional Supporting Evidence (Tables & Graphs)



Assessment Method

Assessment Method Status

Active

Assessment Method Category

Academic-CPP-Counseling: Clinical Mental Health Counseling (MS)

Exam - Standardized

Assessment Method

Counselor Preparation Comprehensive Exam (CPCE) - (Quarter 7)

Performance Target

90% of students will receive a score of Proficient on the subscale score.

Results

Summary of Results Date

07/14/2025

Summary of Results

Students take the Counseling Practice Exam at the end of their program. This serves as a comprehensive evaluation per EWU Graduate Policy as well as a practice examination for their licensing exam. Seventeen students took the comprehensive exam in March 2025.

Reporting Period

2024 - 2025

Conclusion

Performance Target Met

How many students were assessed?

17

How many students met expectations?

15

How many students did not meet expectations?

2

How many students exceeded expectations?

2

How many students failed to demonstrate the outcome OR did not turn in an assignment?

0

Which faculty were involved in the assessment and how were they involved? (Reliability)

This exam is scored externally. Program faculty met once the scores were delivered in mid April to discuss the scores and use the outcome rubric to determine outcome. A score of Inadequate indicates a score of at least two standard deviations below the national mean on the subscale on the CPCE. A score of Proficient indicates that the student achieved a score of plus or minus one standard deviation from above or below the national mean on the subscale on the CPCE. Finally a score of Exceptional indicates a score of at least two standard deviations above the national mean on the subscale on the CPCE.

How were results and/or changes communicated to the rest of the faculty in your program?

All faculty were present at the meeting to determine results.

How well did the assessment tool work?

It appears to work to assess the desired outcome.

Optional Supporting Evidence (Tables & Graphs)

AT subscale of the CPCE	17	2	13	2
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PLO 4-integrate counseling and interdisciplinary advocacy services

integrate counseling and interdisciplinary advocacy services for children, families, and clients at risk due to crisis, disaster, trauma, addictions, and co-occurring mental health disorders;

Outcome Status

Active

Planned Assessment Cycle

Academic-CPP-Counseling: Clinical Mental Health Counseling (MS)

2025 - 2026, 2028 - 2029

Curriculum Mapping

PSYC-697 (3)

Mapping

Accreditor - CACREP (Council for Accreditation of Counseling and Related Educational Programs): (X - Selected)

- **Specialty Area: Clinical Mental Health Counseling:** Students studying clinical mental health counseling will be able to develop a treatment plan that is informed by diagnosis and evidence-based practice. (X)

Assessment Method

Assessment Method Status

Active

Assessment Method Category

Written Assignment

Assessment Method

Case conceptualization (Quarter 7)

PSYC 697 - Internship Mental Health Counseling

Performance Target

90% of students will achieve a score of at least Proficient.

Results

Summary of Results Date

08/08/2025

Summary of Results

This case conceptualization is the last one our students do prior to graduation. All scores show proficiency or higher meaning the performance target was met for this KPI.

Reporting Period

2024 - 2025

Conclusion

Performance Target Met

How many students were assessed?

15

How many students met expectations?

9

How many students did not meet expectations?

0

How many students exceeded expectations?

6

How many students failed to demonstrate the outcome OR did not turn in an assignment?

0

Which faculty were involved in the assessment and how were they involved? (Reliability)

Faculty involved are the instructors of the internship sections in spring - Drs. Frank and Johansson.

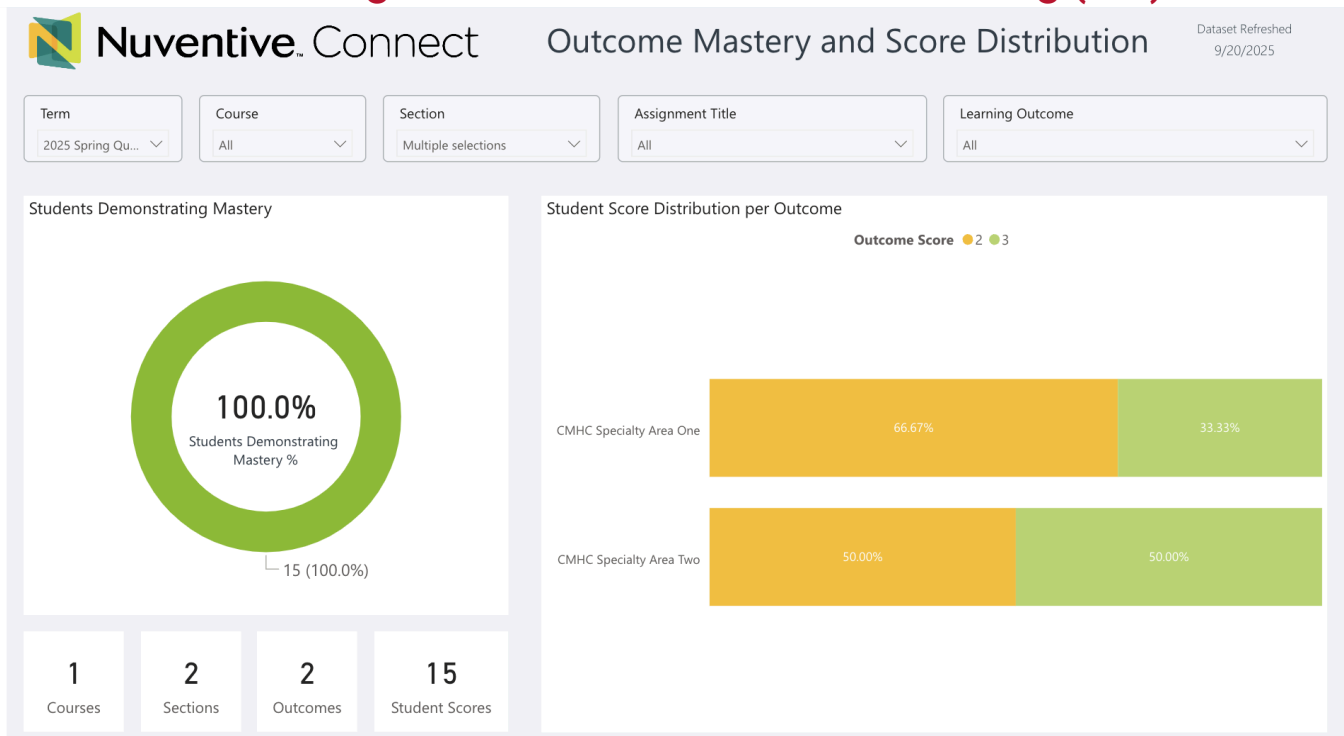
How were results and/or changes communicated to the rest of the faculty in your program?

These results are communicated to the faculty at the last program faculty meeting for the year.

How well did the assessment tool work?

This tool seems to assess what we want it to.

Academic-CPP-Counseling: Clinical Mental Health Counseling (MS)



PLO 5-develop and maintain an ethical decision making model

develop and maintain multicultural competencies, including a personal commitment to social justice, and ethical practices in accordance with ACA Code of Ethics Washington State law;

Outcome Status

Active

Planned Assessment Cycle

2025 - 2026, 2028 - 2029

Curriculum Mapping

PSYC-535 (3), PSYC-590 (3)

Mapping

Accreditor - CACREP (Council for Accreditation of Counseling and Related Educational Programs): (X - Selected)

- **2.F.1 Professional Counseling Orientation & Ethical Practice:** Students will apply ethical standards of professional counseling organizations in professional counseling. (X)
- **2.F.2 Social and Cultural Diversity :** Students will understand and apply the multicultural counseling competencies when working with students or clinical mental health clients. (X)

Assessment Method

Assessment Method Status

Active

Assessment Method Category

Written Assignment

Assessment Method

Ethical Decision-Making Model

PSYC 535

Performance Target

Assessed Quarter 1 with embedded assignment PSYC 535, Assessed Quarter 7 CPCE (Comprehensive Examination)

Academic-CPP-Counseling: Clinical Mental Health Counseling (MS)

Results

Summary of Results Date

07/09/2025

Summary of Results

All of the first year students showed proficiency (a score of Proficient or higher) in developing an ethical decision making model.

Reporting Period

2024 - 2025

Conclusion

Performance Target Met

How many students were assessed?

23

How many students met expectations?

23

How many students did not meet expectations?

0

How many students exceeded expectations?

8

How many students failed to demonstrate the outcome OR did not turn in an assignment?

0

Which faculty were involved in the assessment and how were they involved? (Reliability)

Dr. Hope created this assignment and assessed the outcome for this assignment in this course. Outcome rubrics were developed by faculty in 2017 when the KPIs were created.

How were results and/or changes communicated to the rest of the faculty in your program?

Results were communicated during the last faculty meeting after the assignment was due and graded in fall quarter.

How well did the assessment tool work?

The assignment measures the desired outcome.

Optional Supporting Evidence (Tables & Graphs)



Assessment Method

Assessment Method Status

Active

Assessment Method Category

Exam - Standardized

Assessment Method

COUNSELOR PREPARATION COMPREHENSIVE EXAM (CPCE) (Quarter 7)

Academic-CPP-Counseling: Clinical Mental Health Counseling (MS)

Performance Target

90% of the students will receive a score of Proficient or higher.

Results

Summary of Results Date

07/14/2025

Summary of Results

Students take the Counseling Practice Exam at the end of their program. This serves as a comprehensive evaluation per EWU Graduate Policy as well as a practice examination for their licensing exam. Seventeen students took the comprehensive exam in March 2025.

Reporting Period

2024 - 2025

Conclusion

Performance Target Met

How many students were assessed?

17

How many students met expectations?

16

How many students did not meet expectations?

1

How many students exceeded expectations?

0

How many students failed to demonstrate the outcome OR did not turn in an assignment?

0

Which faculty were involved in the assessment and how were they involved? (Reliability)

This exam is scored externally. Program faculty met once the scores were delivered in mid April to discuss the scores and use the outcome rubric to determine outcome. A score of Inadequate indicates a score of at least two standard deviations below the national mean on the subscale on the CPCE. A score of Proficient indicates that the student achieved a score of plus or minus one standard deviation from above or below the national mean on the subscale on the CPCE. Finally a score of Exceptional indicates a score of at least two standard deviations above the national mean on the subscale on the CPCE.

How were results and/or changes communicated to the rest of the faculty in your program?

All faculty were present at the meeting to determine results.

How well did the assessment tool work?

This appears to assess the desired outcome.

Optional Supporting Evidence (Tables & Graphs)

POEP subscale of the CPCE	17	1	16	0
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PLO 6-understand and analyze research

understand and analyze research in order to inform counseling practice;

Outcome Status

Active

Planned Assessment Cycle

2025 - 2026, 2028 - 2029

Curriculum Mapping

PSYC-506 (3)

Mapping

Accreditor - CACREP (Council for Accreditation of Counseling and Related Educational Programs): (X - Selected)

Academic-CPP-Counseling: Clinical Mental Health Counseling (MS)

- **2.F.8 Research and Program Evaluation** : Students will demonstrate an understanding of the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice. (X)

Assessment Method

Assessment Method Status

Active

Assessment Method Category

Written Assignment

Assessment Method

Developmental Research Paper (Quarter 3) PSYC 506

Results

Summary of Results Date

07/09/2025

Summary of Results

All of the first year students showed proficiency (a score of Proficient or higher) in a research paper based in lifespan development.

Reporting Period

2024 - 2025

Conclusion

Performance Target Met

How many students were assessed?

24

How many students met expectations?

24

How many students did not meet expectations?

0

How many students exceeded expectations?

6

How many students failed to demonstrate the outcome OR did not turn in an assignment?

0

Which faculty were involved in the assessment and how were they involved? (Reliability)

Dr. Johansson created this assignment and assessed the outcome for this assignment in this course. Outcome rubrics were developed by faculty in 2017 when the KPIs were created.

How were results and/or changes communicated to the rest of the faculty in your program?

Results were communicated during the last faculty meeting after the assignment was due and graded in winter quarter.

How well did the assessment tool work?

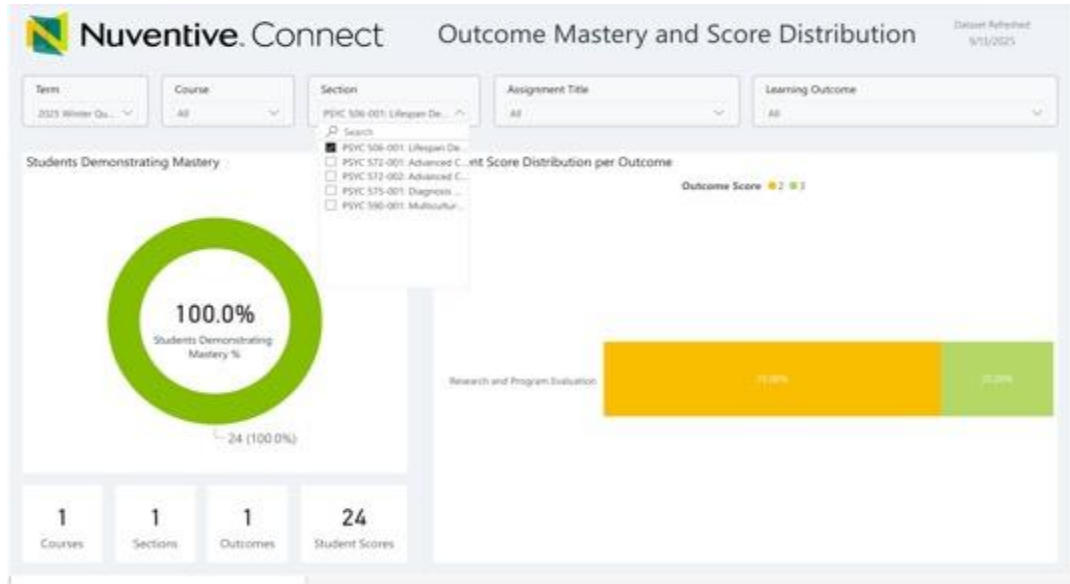
The assignment measures the desired outcome.

Optional Supporting Evidence (Tables & Graphs)

Performance Target

Academic-CPP-Counseling: Clinical Mental Health Counseling (MS)

90% of students will achieve a score of at least Proficient.



Assessment Method

Assessment Method Status

Active

Assessment Method Category

Exam - Standardized

Assessment Method

COUNSELOR PREPARATION COMPREHENSIVE EXAM (CPCE) (Quarter 7)

Performance Target

90% of students will achieve a score of at least Proficient.

Results

Summary of Results Date

07/14/2025

Summary of Results

Students take the Counseling Practice Exam at the end of their program. This serves as a comprehensive evaluation per EWU Graduate Policy as well as a practice examination for their licensing exam. Seventeen students took the comprehensive exam in March 2025.

Reporting Period

2024 - 2025

Conclusion

Performance Target Met

How many students were assessed?

17

How many students met expectations?

15

How many students did not meet expectations?

2

How many students exceeded expectations?

1

How many students failed to demonstrate the outcome OR did not turn in an assignment?

0

Which faculty were involved in the assessment and how were they involved? (Reliability)

Academic-CPP-Counseling: Clinical Mental Health Counseling (MS)

This exam is scored externally. Program faculty met once the scores were delivered in mid April to discuss the scores and use the outcome rubric to determine outcome. A score of Inadequate indicates a score of at least two standard deviations below the national mean on the subscale on the CPCE. A score of Proficient indicates that the student achieved a score of plus or minus one standard deviation from above or below the national mean on the subscale on the CPCE. Finally a score of Exceptional indicates a score of at least two standard deviations above the national mean on the subscale on the CPCE.

How were results and/or changes communicated to the rest of the faculty in your program?

All faculty were present at the meeting to determine results.

How well did the assessment tool work?

The assessment tool appears to measure the desired outcome.

Optional Supporting Evidence (Tables & Graphs)

<i>RPE subscale of the CPCE</i>	17	2	14	1
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PL0 7-understand and perform professional responsibilities

understand and perform professional responsibilities necessary for success as a professional counselor;

Outcome Status

Active

Planned Assessment Cycle

2026 - 2027, 2029 - 2030

Curriculum Mapping

PSYC-697 (3)

Mapping

Accreditor - CACREP (Council for Accreditation of Counseling and Related Educational Programs): (X - Selected)

- **Specialty Area: Clinical Mental Health Counseling:** Students studying clinical mental health counseling will be able to develop a treatment plan that is informed by diagnosis and evidence-based practice. (X)

Assessment Method

Assessment Method Status

Active

Assessment Method Category

Written Assignment

Assessment Method

Specialty Area: Clinical Mental Health Counseling

Case conceptualization 1

Summer PSYC 697

Performance Target

90% of students achieve a score of Proficient (2) or higher.

Results

Summary of Results Date

09/18/2025

Summary of Results

23 students were reviewed during summer 2025. They belong to the 2024-2026 cohort. This represents their first CMHC indicator. All received a score of proficient or higher.

Reporting Period

2024 - 2025

Academic-CPP-Counseling: Clinical Mental Health Counseling (MS)

Conclusion

Performance Target Met

How many students were assessed?

23

How many students met expectations?

23

How many students did not meet expectations?

0

How many students exceeded expectations?

2

How many students failed to demonstrate the outcome OR did not turn in an assignment?

0

Which faculty were involved in the assessment and how were they involved? (Reliability)

Drs Frank and Johansson taught the summer sections of internship in 2025.

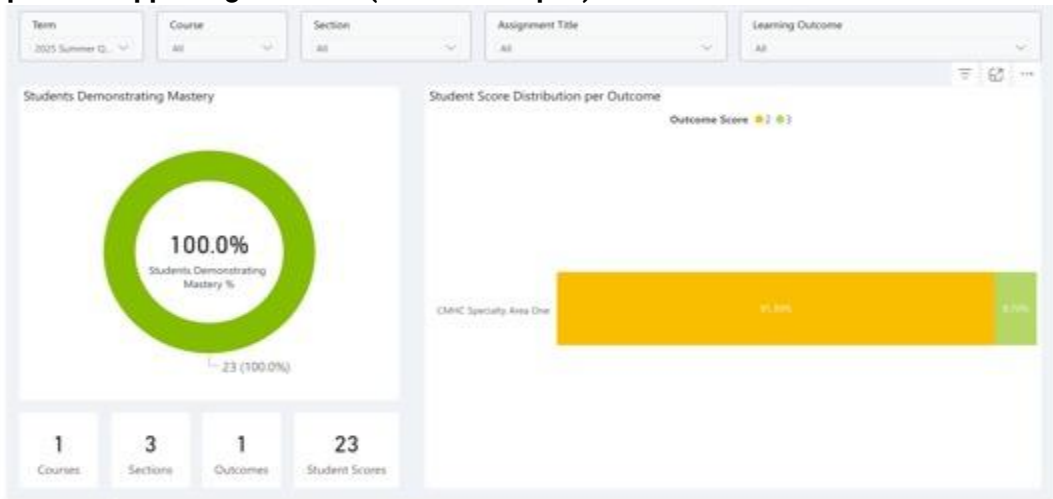
How were results and/or changes communicated to the rest of the faculty in your program?

Results were communicated to the director.

How well did the assessment tool work?

Case conceptualization is a good project to capture the CMHC specialty area because it requires viewing a client through a theory as well as providing a diagnosis and treatment.

Optional Supporting Evidence (Tables & Graphs)



Assessment Method

Assessment Method Status

Active

Assessment Method Category

Written Assignment

Assessment Method

Specialty Area: Clinical Mental Health Counseling

Case conceptualization 2

Spring PSYC 697

Performance Target

90% of students achieve a score of Proficient (2) or higher.

Results

Summary of Results Date

Academic-CPP-Counseling: Clinical Mental Health Counseling (MS)

09/18/2025

Summary of Results

This case conceptualization is the last one our students do prior to graduation. All scores show proficiency or higher meaning the performance target was met for this KPI.

Reporting Period

2024 - 2025

Conclusion

Performance Target Met

How many students were assessed?

15

How many students met expectations?

9

How many students did not meet expectations?

0

How many students exceeded expectations?

6

How many students failed to demonstrate the outcome OR did not turn in an assignment?

0

Which faculty were involved in the assessment and how were they involved? (Reliability)

Dr. Johansson and Dr. Frank teach the spring internship sections.

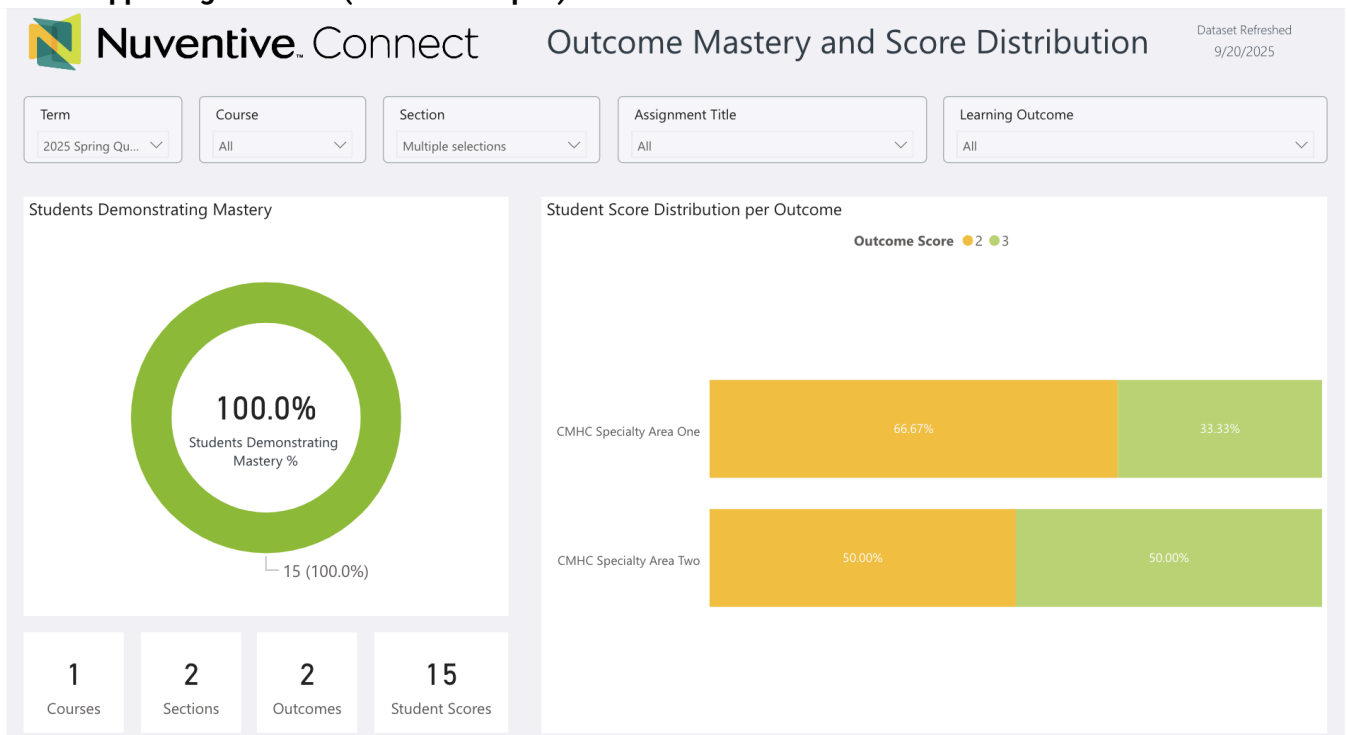
How were results and/or changes communicated to the rest of the faculty in your program?

These results are communicated to the faculty at the last program faculty meeting for the year.

How well did the assessment tool work?

This tool seems to assess what we want it to. At this point, students are expected to be able to engage in an in-depth theoretical conceptualization as well as long-term treatment planning.

Optional Supporting Evidence (Tables & Graphs)



PLO 8-demonstrate career development

demonstrate career development through the use of assessments and career resources.

Outcome Status

Active

Academic-CPP-Counseling: Clinical Mental Health Counseling (MS)

Planned Assessment Cycle

2026 - 2027, 2029 - 2030

Curriculum Mapping

PSYC-542 (3)

Mapping

Accreditor - CACREP (Council for Accreditation of Counseling and Related Educational Programs): (X - Selected)

- **2.F.4 Career Development:** Students will understand and apply theories and models of career development, counseling and decision making when working with clients or students. (X)

Assessment Method

Assessment Method Status

Active

Assessment Method Category

Written Assignment

Assessment Method

Personal Career Development (Quarter 5)

PSYC 542

Performance Target

90% of students achieve a score of Proficient or higher.

Results

Summary of Results Date

07/09/2025

Summary of Results

All students enrolled in the Career Development course in fall 2024 met the desired outcome in this performance indicator. 17 students were enrolled in the course and 16 out of 17 received a score of exceptional on the outcome rubric meaning they performed above expectations for this particular standard.

Reporting Period

2024 - 2025

Conclusion

Performance Target Met

How many students were assessed?

17

How many students met expectations?

17

How many students did not meet expectations?

0

How many students exceeded expectations?

16

How many students failed to demonstrate the outcome OR did not turn in an assignment?

0

Which faculty were involved in the assessment and how were they involved? (Reliability)

Dr. Johansson

How were results and/or changes communicated to the rest of the faculty in your program?

Outcome results were shared with faculty at the last faculty meeting of the fall quarter in which the Career course is taught.

How well did the assessment tool work?

The assignment assessed student knowledge of career development in clients.

Optional Supporting Evidence (Tables & Graphs)

Academic-CPP-Counseling: Clinical Mental Health Counseling (MS)



Assessment Method

Assessment Method Status

Active

Assessment Method Category

Exam - Standardized

Assessment Method

COUNSELOR PREPARATION COMPREHENSIVE EXAM (CPCE) (Quarter 7)

Performance Target

90% of students will achieve a score of at least Proficient.

Results

Summary of Results Date

07/14/2025

Summary of Results

Students take the Counseling Practice Exam at the end of their program. This serves as a comprehensive evaluation per EWU Graduate Policy as well as a practice examination for their licensing exam. Seventeen students took the comprehensive exam in March 2025.

Reporting Period

2024 - 2025

Conclusion

Performance Target Met

How many students were assessed?

17

How many students met expectations?

17

How many students did not meet expectations?

0

How many students exceeded expectations?

1

How many students failed to demonstrate the outcome OR did not turn in an assignment?

0

Which faculty were involved in the assessment and how were they involved? (Reliability)

Academic-CPP-Counseling: Clinical Mental Health Counseling (MS)

This exam is scored externally. Program faculty met once the scores were delivered in mid April to discuss the scores and use the outcome rubric to determine outcome. A score of Inadequate indicates a score of at least two standard deviations below the national mean on the subscale on the CPCE. A score of Proficient indicates that the student achieved a score of plus or minus one standard deviation from above or below the national mean on the subscale on the CPCE. Finally a score of Exceptional indicates a score of at least two standard deviations above the national mean on the subscale on the CPCE.

How were results and/or changes communicated to the rest of the faculty in your program?

All faculty were present at the meeting to determine results.

How well did the assessment tool work?

The assessment tool appears to assess the desired outcome.

Optional Supporting Evidence (Tables & Graphs)

CD subscale of the CPCE	17	0	16	1
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Skills Evaluations: Counseling Practicum & Internship

Each quarter, students in PSYC 694 & 697 are assessed on their development and performance of counseling skills. We intentionally review skills performance quarterly to determine how we can best sequence courses throughout the curriculum to show a positive developmental trajectory. The data are then reported for the academic year by program area to help us determine the number of students who are exceeding, meeting, or falling below expectations. The 2024-25 data available for this report suggest that master's students are successfully developing their counseling skills in Counseling Techniques: 100% of Clinical Mental Health Counseling students met or exceeded expectations in their counseling skills assessment from quarter to quarter during internship.

AY19-20 saw the addition of PSYC 571 Counseling Skills and 572 Advanced Counseling Skills. These courses continue to be well received and provide the faculty with a gatekeeping opportunity. In AY24-25, all students passed PSYC 571 and PSYC 572.

Professional Dispositions

A key component of our assessment plan is to review the professional dispositions of students each quarter. The dispositions reflect our expectations for student behavior and development that is fitting for the counseling program and profession. The ideal is that students are rated quarterly by all program faculty. We do this informally every quarter by discussing any dispositional issues that arise at faculty meetings. Then we assess this formally using the CCS-R in the winter quarter of their first year and again in the fall or winter quarter of their final year.

The advisor reports the students' average scores and provides feedback at the advisor meeting. In the case that a student falls below a 3.0 on any item or if the mean of the total score is below 3.0, faculty collectively create a professional development plan for the student. This plan is communicated to the student via the advisor, and with the program director (if needed). Beginning in 2019-2020, the assessment of professional dispositions are done via Tevera. Tevera is a third-party supervision software that allows us to also give the CCS-R, the adopted scale for professional dispositions.

The informal review of dispositions over the past year suggests that most students are suited to the program and are engaging in appropriate and developmentally sound ways relative to the dispositions. The faculty continues to discuss any concerns and referrals are made to assigned advisors to communicate concerns and develop remediation plans for success throughout the program.

Academic-CPP-Counseling: Clinical Mental Health Counseling (MS)

Comprehensive Exam Results

We are pleased to report that 94% of our second-year students passed the CPCE or comprehensive examination. One student was given an oral examination after not achieving the minimum score needed to pass. Feedback regarding the registration process for the exam was taken and will be addressed moving forward. In addition, administration of the exam changed since the last time the CPCE was given to students. Feedback was taken from students and has heavily weighed on the process that will unfold in the future.

National Counselor Exam (NCE) Results

In the spring of 2025, 6 of our graduating students took the NCE. All six passed the exam yielding a 100% pass rate.

The average national score was 110.8, and our students average was 123.3.

This number meets and exceeds our performance target of 90%.

The program will continue to inform the students of benefits to taking the NCE during the program and will continue to monitor this change in testing over future quarters.

Job Placement Data

As of the end of summer 2025, when this report was written, approximately 11 of 14 respondents or 79% of the clinical mental health counseling graduates were employed at the time of writing this report (3 months after graduation). One student reported they are applying for a professional program and one was awaiting word following an interview.

This does not quite meet our target of 90%, but will re-engage with our graduates at the 6 month mark.

Demographic Data

A review of this data provides us with information on who is applying to our program as well as completing.

Please note that applicants are not required to offer this information, and they can select more than one category.

Demographic Data for All Applicants in 2025

Race/Ethnicity	Male	Female	Other Gender	Not reported
Alaskan/Native American	0	0	0	0
Asian	4	10	1	3
Black/African American	1	1	0	3
Native Hawaiian/Pacific Islander	0	0	0	0
White/Caucasian	43	101	6	5
Hispanic/Latinx	0	0	0	0
Unknown or not reported	1	6	0	1
Two or more	2	11	1	0
Veteran or Military Status	3	1	0	0
First Gen Student	11	65	0	0

Academic-CPP-Counseling: Clinical Mental Health Counseling (MS)

Upon review of the racial/ethnic data provided, it is noteworthy that despite recruitment and commitment to diversity the applicant pool remains predominantly Caucasian/White. Although this is reflective of the broader community in which the university is situated, and indeed the student population, the program would like to recruit a more diverse applicant pool. We will work diligently to recruit from diverse communities in the AY25-26 year.

We do recognize that many of our applicants do represent first generation to college or graduate school families. Our university is known to foster and embrace this population, and our graduate program is indicative of that. Our number of applicants has grown since each year after our pause in admissions.

Please note that applicants are not required to offer this information, and they can select more than one category.

Newly Admitted/Enrolled Fall 2025 Students

Race/Ethnicity	Male	Female	Other Gender	Not reported
Alaskan/Native American	0	0	0	0
Asian	1	0	0	0
Black/African American	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0
White/Caucasian	3	11	0	0
Hispanic/Latinx	1	1	0	0
Unknown or not reported	0	1	0	0
Two or more	0	2	0	0
Veteran or Military Status	0	0	0	0
First Gen Student	1	6	0	0

Demographic Data for Current Students Fall 2025

Race/Ethnicity	Male	Female	Other Gender	Not reported
Alaskan/Native American	0	0	0	0
Asian	0	3	0	0
Black/African American	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0
White/Caucasian	5	11	1	0
Hispanic/Latinx	0	3	0	1
Unknown or not reported	0	0	0	0
Two or more	0	1	0	0
Veteran or Military Status	2	1	0	0
First Gen Student	0	8	0	2

Please note that applicants/students are not required to offer this information, and they can select more than one category.

Academic-CPP-Counseling: Clinical Mental Health Counseling (MS)

Graduates 2025

Race/Ethnicity	Male	Female	Other Gender	Not reported
Alaskan/Native American	0	0	0	0
Asian	0	1	0	0
Black/African American	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0
White/Caucasian	3	6	0	0
Hispanic/Latinx	0	2	0	0
Unknown or not reported	0	0	0	0
Two or more	0	2	0	0
Veteran or Military Status	0	0	0	0
First Gen Student	0	0	0	0

In 2025, we had a lower completion rate than in past years. The cohort began with 22 students and 16 graduated, or 73% completion rate. This was for a variety of reasons including student medical leave of absences, leaving the program to pursue another degree choice, and for performance issues. Two of the original cohort extended their study and will complete in three years rather than two.

Please note that applicants/students are not required to offer this information, and they can select more than one category.

Surveys: Graduates, Employers, Supervisors, Graduating Students

The program regularly surveys graduates of the program, employers of our graduates, internship site supervisors, and students according to our Comprehensive Assessment Plan. The purpose of these assessments is to ascertain aspects of the program that are effective in preparing students for their work experience, evaluating our program objectives, and determining needed adjustments to the curriculum to meet constituent needs and to best serve the consumers our graduates will work with at their internship and employment sites.

A review of our Comprehensive Assessment Plan was due at the end of this academic year. Gaps have been identified in data from employers. This is largely due to not having contact information from graduates. Conversations around how and when to gather data was discussed at the annual meeting.

Completer Survey – Exit Interviews

Overall, the feedback from the cohort was positive including:

- Faculty availability
- Faculty responsiveness
- Diversity in faculty interests and research
- Built relationships with students

Some of the feedback for the program to improve:

- Create more space for connection with peers
- Improve CPCE test taking experience
- Change instructors for PSYC 544

Graduates' (or alumni) Survey

Students who graduated in June 2024 were sent an alumni survey in February 2025.. Below is a summary of the results.

Academic-CPP-Counseling: Clinical Mental Health Counseling (MS)

Out of 14 graduates, 7 completed the survey, which is a 50% return rate.

Of the 7, all were employed at the time of completion in either private practice or a community agency.

The survey questions ask about experiences with the faculty ranging from communication to help with paperwork. Overall the respondents say that the faculty of the program were helpful. Most answers were varying levels of “agree.”

The survey also has questions about perception of training of certain applicable skills. This section highlights some areas of improvement. The following areas have been rated as needing improvement by students graduating in 2024: case management, treatment planning, multicultural skills, caring for persons with special needs, working with parents, and play therapy skills. Overall the qualitative input from the graduates was positive.

In addition, the survey was also sent to students who graduated in 2025 in the Professional Issues course in their last quarter of study. The faculty agreed that this may capture a better response. Timing of surveys will continue to be a conversation among faculty and advisory boards.

Of 17 graduates, 14 completed the survey. Of the 14, 7 still had not secured employment when they completed this survey. One respondent reported will be continuing in school. The survey questions ask about experiences with the faculty ranging from communication to help with paperwork. Overall the respondents say that the faculty of the program were helpful. Most answers were varying levels of “agree,” with most being “agree” or “strongly agree.”

The survey also has questions about perception of training of certain applicable skills. This is a limitation as these students are not yet employed doing these skills. This section highlights some areas of improvement. The following areas have been rated as needing improvement by students graduating in 2025: case management, treatment planning, and caring for persons with special needs. Graduates in 2025 rated their training “better” than those graduates in 2024. Overall the qualitative input from the graduates was positive.

Site Supervisor Survey

This survey was revised in the AY24-25 and was sent to site supervisors in August 2025.

Nine site supervisors responded to this survey. This survey has 30 questions. The first half of the questions ask the supervisors about their experience of the student intern and how well the intern has been prepared for the clinical experience. These questions are answered using a 5 point likert ranging from poor to outstanding. No answers were below the mid point (average).

The second half of the survey asks about the communication and relationship between the site, site supervisor and the faculty. A 7 point likert scale was used and no answers were reported under the midpoint with the majority being “agree” or “strongly agree.”

The results of the survey support the ongoing supportive feedback that the program receives quarterly at the site visits.

Employers Survey

This survey was revised in the AY24-25 and was sent to employers in August 2025.

Seven employers responded to this survey. We ask for the setting and the types of clients seen at the setting. There are three main questions that ask the employer to rate the EWU graduate on a 5 point scale for the following considerations: knowledge, skills and professional characteristics (or dispositions). Related to knowledge there were some areas that the results indicate that need improvement: lifespan development, testing, case management and research. Related to professional behaviors or characteristics: there were no areas that needed improvement.

Academic-CPP-Counseling: Clinical Mental Health Counseling (MS)

Related to skills there were some areas that the employers rated that need improvement: case management, career counseling, multicultural counseling, counseling for persons with special needs, working with parents, child and adolescent counseling, substance abuse counseling. Qualitative comments suggest that our graduates are doing well compared to graduates of other training programs. Some employers said our graduates are preferred.

It is important to note that the topics that appeared as needing improvement were chosen by one or two of the seven respondents.

When discussed at the annual assessment meeting on September 17, 2025, the faculty decided to review and revise the graduate, site supervisor, and employer surveys. Some of the prompts need to be updated to reflect change in the field as well as to match our program learning outcomes. Lastly, a review of likert scales will be conducted. This will be done in the fall quarter in preparation for the first MHAB meeting in mid November.

Program Accreditation Review

Current accreditation under the 2016 Standards continues through March 2026.

The program submitted a Self Study Report to CACREP in October 2024. CACREP requested additional information by December 2025. Faculty are working towards creating an addendum to the Self Study.

Program Modifications

The table below shows the actual program modifications for the AY23-24 based on the above data. The table below summarizes these changes to demonstrate their connection to specific assessment areas.

Below were the proposed changes for AY24-25

Program or Curricular Modification	Linked Assessment Outcome or Discussion	Action	Feedback
Comprehensive Assessment Plan	Review of plan in accordance with 2024 CACREP standards	Updated plan added to Self-Study	CACREP reviewers requested additional information with a deadline of December 2025
Adoption of 2024 CACREP standards		Review of all curricula to adhere to new standards	Implemented and sent to CACREP via Self Study.
Creation of Self-Study Report		Submit Self-Study Report to CACREP September 30, 2024	Self-Study Report to CACREP October 1, 2024
Comprehensive Exam Date Moved		Move from the first week of spring quarter to the last week of winter quarter. Change made due to reporting methods of CCE. The change will allow students to know the outcome in April,	The timing of CPCE will be continued. The method of administration will be changed for AY 25-26 based on continued feedback from students.

Academic-CPP-Counseling: Clinical Mental Health Counseling (MS)

		<i>not May. Allows for retake of exam in the last quarter if needed.</i>	
<i>Student request for more focus on working with children</i>		<i>Provide more opportunity to talk about developmental issues in class. Have at least one assigned reading per course related to children or adolescents</i>	<i>Program surveys from 2025 graduates would suggest that this has been addressed. Will continue to monitor in course evaluations and alumni surveys.</i>
<i>Student request for creating more space for connection with peers</i>		<i>Provide more voluntary space or time to connect once per month.</i>	<i>Students resonated with changes made to connect cohorts more. Provided social interaction opportunities as well as opportunities to connect in the classroom.</i>

Proposed changes for 25-26

Program or Curricular Modification	Linked Assessment Outcome or Discussion	Action	Feedback
Comprehensive Exam Administration Changed	<i>Students provided feedback on administration issues of the CPCE. Admin on campus had many technical issues causing undue stress.</i>	<i>Move to have students take exams either via their own computers at home or a testing center.</i>	
Change to PLOs	<i>Upon review and feedback from CACREP reviewers, it was noted that the PLOs did not directly reflect and connect to the KPIs leaving a disconnect in data and program assessment.</i>	<i>Faculty constructed new PLOs that connect to each core CACREP area. Will seek feedback from the Mental Health Advisory Board and put forth change into the CPAC system to be reflected in future catalogs. Updated assessment reports will reflect new PLOs beginning next AY25-26.</i>	
Map PLOs to KPIs	<i>Based on new PLOs the KPIs will be remapped.</i>	<i>New PLOs in review at university level as of September 24, 2025</i>	
Review Surveys	<i>Upon review of annual surveys, the faculty decided to update questions including clarifying language and likert scales.</i>	<i>Program faculty to review surveys by Nov 1, 2025 in order to ask the MHAB for external review on Nov 18, 2025 .</i>	

Academic-CPP-Counseling: Clinical Mental Health Counseling (MS)

Addendum to CACREP Self Study Report	<i>Initial review of the Self Study Report resulted in team reviewers asking for clarifications in an addendum.</i>	<i>Addendum and evidence due to CACREP in early December 2025. The faculty aim to submit this in early October 2025. The next step should be a site visit.</i>	
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