### Mission Statement:
Alfred University’s graduate program in counseling prepares individuals for counseling positions in elementary, middle and high schools, colleges and universities, mental health centers and social service agencies. Students acquire core knowledge and clinical skills that enable them to enter the profession of counseling. We (the faculty) strive to create a rigorous scholarly and supportive atmosphere for students to develop intellectually with a deep sense of social consciousness and self-awareness. We value teaching, scholarship, and service, which contribute to the mission of Alfred University.

- Number of graduates: 4
- Completion rate: 75%; Exam pass rate (NCMHCE): 95.45%; Job placement rate: 100%.

### Broad Learning Goals

<table>
<thead>
<tr>
<th>Goal</th>
<th>Specific Learning Objectives</th>
<th>Learning Assessment Activities</th>
<th>Assessment Methodology</th>
<th>Assessment Date(s)</th>
<th>Results of Assessments</th>
<th>Recommendations</th>
</tr>
</thead>
</table>
| A    | Objective A: To prepare counseling students in the acquisition of a comprehensive and scholarly knowledge base relevant to the profession of counseling. | Students will demonstrate knowledge in each of the eight common core curricular areas:  
- Prof Orientation/Ethics  
- Social/Cultural Diversity  
- Human Development  
- Career Development  
- Helping Relationships  
- Group Work  
- Assessment  
- Research/Program Evaluation | Counselor Preparation Comprehensive Exam (CPCE) | Standardized test measures | Spring semester of a student’s final year in the program | 100% of students scored above the minimum cutoff-score, which is set at one standard deviation below the national mean, the typical score set by programs that utilize the CPCE as an exit exam. The counseling program as a whole had a total mean score that was above the national exit exam mean (95.12 vs. 85.67). | This is the first year the program utilized the CPCE as an exit exam, and we will continue to do so as we feel it is a good measure curricular knowledge. Continue with the plan of an advisor’s meeting with every student to review CPCE results, as part of the last official advising meeting; Utilize remediation plans for any students falling below the minimum passing score; Recommend that students purchase the NCE/CPCE Study Guide (Erford, Hays, & Crawford, 2014) or the Encyclopedia of Counseling (Rosenthal, 2013) as a test prep. |

### Curricular Area Mean

<table>
<thead>
<tr>
<th>Curricular Area</th>
<th>AU Mean</th>
<th>National Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof Counseling &amp; Ethical Prac</td>
<td>11.25</td>
<td>11.37</td>
</tr>
<tr>
<td>Social Cultural Diversity</td>
<td>9.75</td>
<td>9.88</td>
</tr>
<tr>
<td>Human Development</td>
<td>11.88</td>
<td>10.39</td>
</tr>
<tr>
<td>Career Development</td>
<td>11.5</td>
<td>10.34</td>
</tr>
<tr>
<td>Helping Relationships</td>
<td>13.12</td>
<td>11.40</td>
</tr>
<tr>
<td>Group Work</td>
<td>13.75</td>
<td>11.77</td>
</tr>
<tr>
<td>Assessment</td>
<td>11.38</td>
<td>9.97</td>
</tr>
<tr>
<td>Research</td>
<td>12.5</td>
<td>10.55</td>
</tr>
</tbody>
</table>
Goal B: To prepare counseling students in the acquisition of professional knowledge, clinical skills and abilities in the areas of individual, group, and family interventions.

Objective B-1: Students will demonstrate professional knowledge necessary to address a wide variety of circumstances within the clinical mental health counseling context.

Objective B-2: Students will demonstrate professional skills and practices necessary to address a wide variety of circumstances within the clinical mental health counseling context.

Key CMHC Assessments measuring CACREP section III student learning knowledge outcomes
CMHC Practicum and Internship performance evaluations measuring CACREP section III student learning skills and practices
Skill rubrics used for all key assessments, qualifying exams, case studies, counseling skills demonstrations, and research papers.
Rating scales completed by practicum and internship supervisors
Ongoing throughout the program
End of the semester during a student’s practicum and internship experience

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In terms of aggregate outcomes, the Mental Health Counseling track adequately met expectations or better (based on a 4-point scale) in the demonstration of professional knowledge, skills, and practices, for each CACREP section III CMHC domain, as follows:

<table>
<thead>
<tr>
<th>Domain</th>
<th>Knowledge</th>
<th>Skills &amp; Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations</td>
<td>3.36</td>
<td>3.22</td>
</tr>
<tr>
<td>Couns, Prev, &amp; Interv</td>
<td>3.53</td>
<td>3.34</td>
</tr>
<tr>
<td>Diversity &amp; Advocacy</td>
<td>3.4</td>
<td>3.25</td>
</tr>
<tr>
<td>Assessment</td>
<td>3.38</td>
<td>3.06</td>
</tr>
<tr>
<td>Research &amp; Evaluation</td>
<td>3.67</td>
<td>3.67</td>
</tr>
<tr>
<td>Diagnosis</td>
<td>3.6</td>
<td>3.47</td>
</tr>
</tbody>
</table>

Continue using multiple key assignments to validate the professional skills and practice student learning outcomes.
Implement other section III standards into the rubric of each qualifying exam question.

Key case presentations for Internship in Mental Health Counseling will further target professional counseling skills and practices in the content areas of ethics and professional practices, counseling prevention and intervention, assessment and diagnosis, and diversity and advocacy.

Goal C: To prepare counseling students to become competent, self-aware, and socially conscious in order to work in a variety of settings serving a diverse population.

Objective C: Students will engage in personal and professional growth experiences that will allow them to assess their academic progress, personal and professional development skills, self-understanding, interpersonal effectiveness, and commitment and readiness to enter the counseling field.

Student Progress Monitoring Evaluations
Faculty and self-rating scale
Ongoing throughout the program
End of a student’s first;
End of a student’s practicum semester;
Mid-term of a student’s final semester.

100% of 2nd year students adequately met expectations or better on terms of overall progress in the program, which measures, academic progress, counseling dispositions, and personal and professional development skills (n=4).
87.5% of 1st year students adequately met expectations or better for overall progress in the program (n=7).
12.5% of 1st year students were in progress towards goals (n=1).

Continue to measure personal and professional development through the student progress monitoring process.
Will revise student monitoring progress form by adapting part 2 of the Counselor Competency Scale (CCS-R).
Continue to generate remediation plans for students who do not meet expectations as determined by the Scholastic Standards Committee and core faculty (Ongoing).