

Academic Quality Indicators	Minimum Threshold for Meeting Program Objectives	Data Collected	Procedure for Data Collection	Primary Data Collector	Data Analysis and Review	Plan for Meeting Unmet Thresholds	Multi-year Trend Analysis Plan	Data Use for Curriculum and Program Improvement	Program Objective
<b>Individual Student Assessment</b>									
SLOs – key performance indicators	90% of all students meet or exceed key performance indicator assessments	Individual data from performance indicators assessments	Course-embedded assessments in Canvas	CACREP Liaison, Evaluation Committee	Evaluation Committee compile results from Canvas collection of assessments, prepare report	Semi-annual curriculum review	Review annual data every 3 years to evaluate trends and determine curriculum and admissions review revisions	Results reviewed by faculty to determine curricular and course-specific changes to ensure student learning relative to key performance indicators. Results further discussed at twice annual assessment meetings and student review and retention meetings.	1, 4, 6, 8, 9
Dispositions	90% of students meet or exceed expectations on disposition assessments	Disposition assessments completed each semester in COUN 588, COUN 595, and COUN 624	Department Administrator disseminates disposition assessments to course instructors near the end of each semester	Course Instructors	Evaluation Committee compile results from collection of disposition assessments, identifies individual student issues and discusses results at semi-annual program student review and retention meetings. Clinical Coordinator compile site supervisor evaluations. Individual student reviews conducted with course instructor, referred to program review and retention process as needed.	Semi-annual student review and retention meeting to review admissions criteria and review and retention process	Review annual data every 3 years to evaluate trends and determine admissions review and student review and retention revisions	Full faculty review and discussion during semi-annual student review and retention meetings to enhance program, practicum, and internship orientations, as well as site supervisor trainings.	2, 7
Fieldwork Counseling Performance	100% of students meet or exceed	Site supervisor evaluations for Practicum, Internship I, and Internship II	Course instructors disseminate and collect site supervisor evaluations at midterm and final points of each semester	Fieldwork course instructors, Clinical Coordinator	Evaluation Committee compile results from collection of disposition assessments, identifies individual student issues and discusses results at semi-annual program student review and retention meetings	Semi-annual review of data by fieldwork level to determine if challenges are met at earlier levels before endorsement	Annual review of data to determine potential revisions to site supervisor evaluations and to recommend training needs at each fieldwork level.	Annual review of data to determine potential revisions to site supervisor evaluations and to recommend training needs at each fieldwork level.	2, 3, 5, 6
<b>Aggregate Assessment of Student Success</b>									
Entry-Level Key Performance Indicators	100% of all KPIs have an average rating of 2.0 or higher.	Aggregate data from performance indicator assessments	Course-embedded assessments in Canvas	CACREP Liaison, Evaluation Committee	Evaluation Committee compile results from Canvas collection of assessments, prepare report	Semi-annual curriculum review	Review annual data every 3 years to evaluate trends and determine curriculum review revisions	Results reviewed by faculty to determine curricular and course-specific changes to ensure student learning relative to key performance indicators. Results further discussed at twice annual assessment meetings and student review and retention meetings.	1, 4, 6, 8, 9
Doctoral Key Performance Indicators	100% of all KPIs have an average rating of 2.0 or higher.	Aggregate data from performance indicator assessments	Course-embedded assessments in Canvas	CACREP Liaison, Evaluation Committee	Evaluation Committee compile results from Canvas collection of assessments, prepare report	Semi-annual curriculum review	Review annual data every 3 years to evaluate trends and determine curriculum review revisions	Results reviewed by faculty to determine curricular and course-specific changes to ensure student learning relative to key performance indicators. Results further discussed at twice annual assessment meetings and student review and retention meetings.	1, 4, 6, 8, 9
Entry Level Dispositions	100% of all disposition assessments have an average rating of 2.0 or higher.	Aggregate data from disposition assessments completed each semester in COUN 588, COUN 595, and COUN 624	Department Administrator disseminates disposition assessments to course instructors near the end of each semester	Course Instructors	Evaluation Committee compile results from collection of disposition assessments, identifies individual student issues and discusses results at semi-annual program student review and retention meetings	Semi-annual student review and retention meeting to review admissions criteria and review and retention process	Review annual data every 3 years to evaluate trends and determine admissions review and student review and retention revisions	Full faculty review and discussion during semi-annual student review and retention meetings to enhance program, practicum, and internship orientations, as well as site supervisor trainings.	1, 4, 6, 8, 9
<b>Graduate Outcomes</b>									
<b>ZA</b>									
Pass rates on credentialing exams	95% of students pass the NCE on the first attempt. 95% of students completed the degree within the university designated 7 year timeframe	Pass rates on NCE	Request data from NCE	Evaluation Committee	Semi-annual review of results	Semi-annual review of results to determine curricular revisions to ensure content on exams are covered in curriculum and that students have access to study resources.	Review annual data every 3 years to evaluate trends and determine curricular revisions.	Results reviewed and discussed to determine curricular revisions based on results by exam content areas.	
Degree completion rates	100% of graduates are employed within 2 years of degree completion	Degree completion rates from Institutional Research	Request annual degree completion rates	Department Administrator	Semi-annual review of results	Semi-annual review of results to determine program structure and support needs.	Review annual data every 3 years to evaluate trends and determine alumni employment and seek their recommendations for programmatic and alumni support for job seeking.	Results reviewed and discussed to determine programmatic support.	
Job placement rates	100% of graduates are employed within 2 years of degree completion	Alumni Affairs annual survey results	Request annual self-report of employment from Alumni Affairs survey	Department Administrator	Annual review of job placement rates	Programmatic survey of graduates to ask about job searches and successes.	Review annual data every 3 years to evaluate trends and determine alumni employment and seek their recommendations for programmatic and alumni support for job seeking.	Results reviewed and discussed to determine programmatic support for employment searches.	
<b>Diverse Learning Community</b>									
<b>Demographic Data: Students</b>									
Demographic data for applicants	Applicant diversity is reflective proportionally to the demographic characteristics of the university and surrounding communities.	Self-reported demographic data on student applications	Data sought from application materials	Graduate School	Graduate Program Coordinator requests data from the Graduate School (Graduate Admissions) and reviews analysis of demographic characteristics of applicants each semester.	Examine recruitment processes and messaging regarding diversity.	Review annual data every three years to examine trends in diversity of applicants and admissions decisions, compared with institutional and surrounding community demographic data.	Data examined annually by Admissions committee, shared with full faculty to assist in application review and selection that enhances diversity and other student characteristics.	9
Demographic data for enrolled students	Student diversity is reflective proportionally to the demographic characteristics of the university and surrounding communities.	Self-reported demographic data on student enrollment	Students provide institutional demographic data upon acceptance to the program.	Institutional Research	Department Administrator requests demographic data of current students from Institutional Research annually, shares this data with the Graduate Program Coordinator for review.	Examine admissions decisions and explore programmatic support for underserved and underrepresented students.	Review annual data every three years to examine trends in diversity of enrolled students, compared with institutional and surrounding community demographic data.	Data examined annually by Admissions committee, shared with full faculty to assist in application review and selection that enhances diversity and other student characteristics.	9
Demographic data for degree completion rates	Degree completion rates are comparable for students across all identities.	Self-reported demographic data on student enrollment	Graduates are contacted for alumni surveys.	Career Services, CEHS	Department Administrator forwards demographic data to Graduate Program Coordinator for review and analysis.	Examine programmatic support for underserved and underrepresented students to determine opportunities towards degree completion.	Review annual data every three years to examine trends in completion rates, compared with institutional and surrounding community demographic data.	Data examined annually by full faculty to assist in application review and selection that enhances diversity and other student characteristics.	9
<b>Demographic Data: Full-Time Faculty</b>									
Demographic Data for Applicants for Open Faculty Positions	Applicant diversity is reflective proportionally to the demographic characteristics of the university and surrounding communities.	Self-reported demographic data provided by faculty applicants.	Data sought from Human Resources on demographic data.	Department Chair	Department Chair summarizes demographic data of applicants and shares with faculty.	For future faculty searches, explore recruitment venues with intentional focus on achieving applicant diversity.	Review data for searches conducted in a 5 year period to examine trends and determine adjustments to recruitment strategies.	Data examined to determine needs for faculty diversity compared to current faculty demographics.	
Demographic Data for Employed Faculty	Faculty diversity is reflective proportionally to the demographic characteristics of the university and surrounding communities.	Self-reported demographic data provided by faculty.	Data sought from Human Resources.	Department Chair	Department Chair annually summarizes demographic data.	For future faculty searches, explore recruitment venues with intentional focus on achieving applicant diversity. Examine trends and coordinate with Office for Faculty Excellence and Provost Office for support and needs of underrepresented faculty.	Review data annually and compare year over year demographic data of faculty diversity.	Data examined to determine needs for faculty diversity compared to current faculty demographics.	
Demographic Data for Faculty Retention Rates	Retention rates are comparable for faculty across all identities.	Self-reported demographic data provided by faculty.	Data sought from Human Resources	Department Chair	Department Chair reviews demographic data of faculty retained and faculty who depart the university.	Examine trends and coordinate with Office for Faculty Excellence and Provost Office for support and needs of underrepresented faculty.	Review data over a 5 year period and examine trends in faculty retention by self-reported demographic data.	Data examined to determine needs for support for underrepresented faculty within the department and recommendations to university administration.	
<b>Fieldwork</b>									
Placement Rates	100% of students seeking fieldwork placements each academic term are successful in securing sites.	Placement data from Clinical Coordinator	Clinical Coordinator tracks applications for fieldwork alongside actual placements	Clinical Coordinator	Clinical Committee reviews placement rates	Revise fieldwork placement process to better assist students with finding and securing sites	Review data annually and compare year over year placement rates	Revise fieldwork placement process to better assist students with finding and securing sites	
<b>Stakeholder Engagement Data</b>									
Surveys – graduates, site supervisors, employers	90% of stakeholder surveys indicate that the program is meeting or exceeding expectations across domains.	Annual surveys of graduates, employers, supervisors, graduating students	Annual surveys of graduates, employers, supervisors, graduating students	Department Administrator	Department Administrator collects and oversees data entry of results of the surveys. Evaluation Committee analyzes data for summary report	Examine results to identify areas rated unsatisfactory and discuss with faculty and staff means of improvement, bring to advisory committee for additional recommendations	Review data annually and compare year over year results	Full faculty review and discussion of results to explore modifications to curriculum.	5, 6, 7, 8
Advisory committee feedback	Advisory committee provides constructive feedback at annual meeting for faculty programmatic development	Minutes from annual advisory committee meeting	Annual advisory committee meeting minutes	Department Administrator	Graduate Program Coordinator and Department Chair review content of minutes and bring feedback to the full faculty	Examine content of minutes to review focus of advisory committee meetings to ensure productive use of time and input	Review data annually and compare year over year results	Full faculty review of feedback to explore changes to advisory committee format and curricular changes from advisory committee feedback	