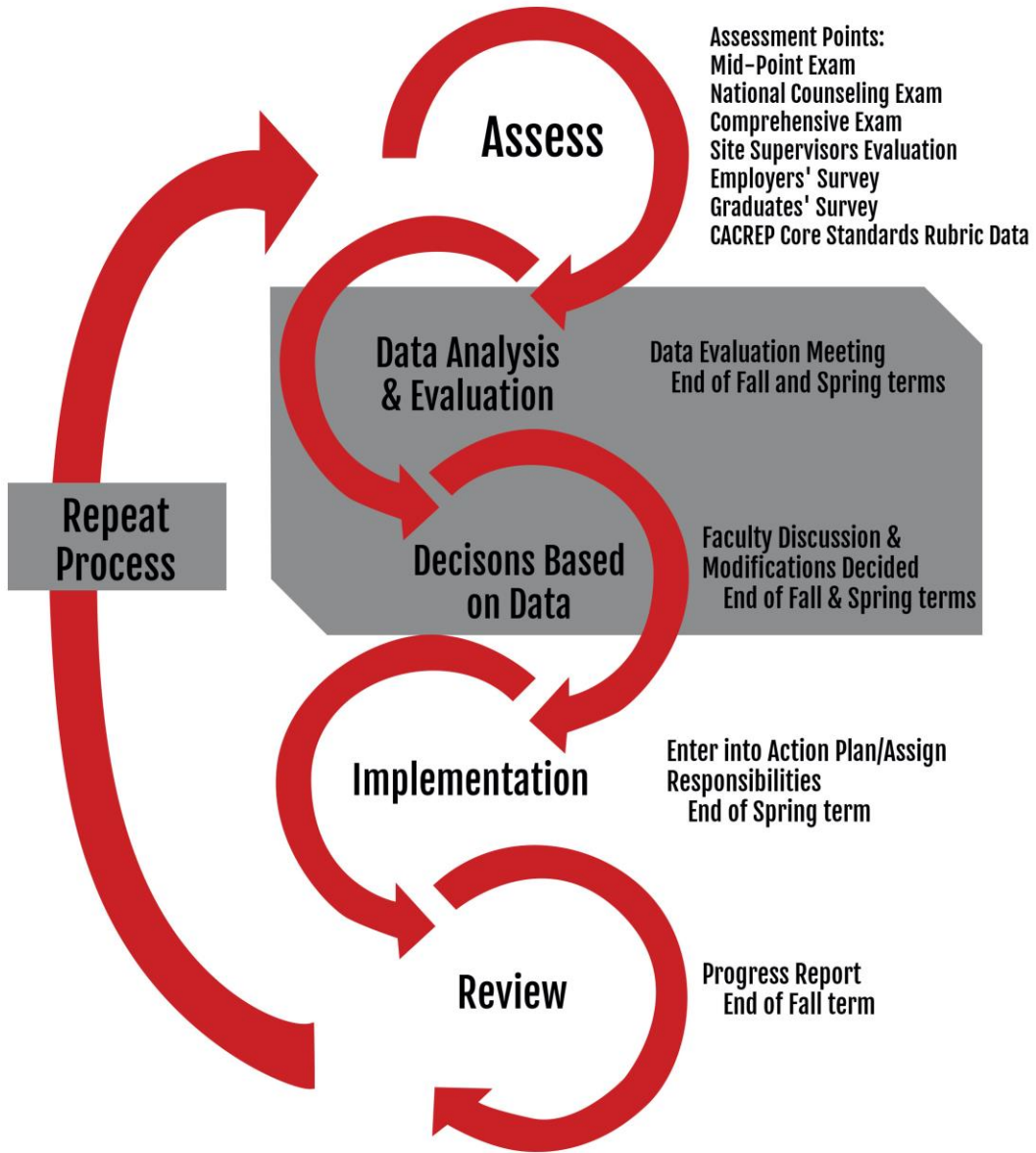


JSU COUNSELOR EDUCATION ASSESSMENT CYCLE



Jacksonville State University
Evidence of Response to CACREP Section 4-A,B,C

EVALUATION OF THE PROGRAM

- A. Counselor education programs have a documented, empirically based plan for systematically evaluating the program objectives, including student learning. For each of the types of data listed in 4.B, the plan outlines (1) the data that will be collected, (2) a procedure for how and when data will be collected, (3) a method for how data will be reviewed or analyzed, and (4) an explanation for how data will be used for curriculum and program improvement.
- B. The counselor education program faculty demonstrate the use of the following to evaluate the program objectives: (1) aggregate student assessment data that address student knowledge, skills, and professional dispositions; (2) demographic and other characteristics of applicants, students, and graduates; and (3) data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates.
- C. Counselor education program faculty provide evidence of the use of program evaluation data to inform program modifications.

The Site Visit Team and subsequent CACREP Report indicated no systematic plan of program evaluation was seen, no specific use of data was indicated, and no use of data to inform program modifications was evidenced.

The following narrative and accompanying documents provide direct evidence that the Jacksonville State University Counseling program faculty has taken action on the directive to set forth a systematic plan for program evaluation, to clearly indicate the use of data in program evaluation, and to clearly document the use of data to inform program modifications (CACREP Standards Section 4 A, B, C).

Formation of Assessment Committee

First, per the suggestion of the Site Visit Team, an Assessment Committee was formed immediately. The Assessment Committee is made up of two faculty members, Dr. Priscilla Wilson, Program Chair, and Dr. Melanie Drake Wallace, Clinical Coordinator, and one additional support person, Leann Barker, Livetext Coordinator.

In the initial Assessment Committee meeting, members discussed and confirmed the specific data sets that would be included in the overall Assessment Plan and evaluated for potential program modifications. Those data sets include: the CACREP Core (and Specialty) Standards, which are mapped multiple times to program courses, via assessment rubrics, and collected via Livetext; the Midpoint Review, an objective exam assessing knowledge of the first eight to ten courses in the program; the Site Supervisor Assessment of Practicum and Internship students; student scores on the National Counseling Exam; and formal follow-up studies via surveys of program graduates and employers of program graduates.

The Assessment Committee also agreed to establish benchmark scores in each of the Assessments/data sets. If/when those specific benchmarks are not met, the Assessment Committee will inform the faculty and initiate a deep dive into related program courses, practices, and process issues, which will result in corresponding program modifications. The Assessment Committee will meet as necessary, but no less frequently than at midterm and during final exam week during Fall and Spring semesters. Full faculty Assessment/Program Evaluation meetings will be held the week before Commencement in the Fall and Spring semesters. While assessment and evaluation is ongoing, the term of the assessment cycle will be the academic year. At the end of the Spring semester, in the Spring Data Meeting, identified program modifications will be included in the Annual Action Plan for the coming academic year.

JSU Comprehensive Assessment Plan

1- Graduate Assessment Survey

Evaluation Activity	Description	Scheduled	Level & Related Program Objectives
Graduate Assessment Survey	Graduates are contacted via email and advised that the survey has been issued for the purpose of input and program improvement.	Spring Semester	Overall systematic program evaluation
			Program Objectives: The survey requests that program graduates evaluate the degree to which the program met each of the program objectives.
Means of collection & Assessment: Graduates are contacted via email and advised that the survey has been issued for the purpose of input and program improvement.			
Measures & Formats: The self-report survey is provided online and utilizes multiple choice and open comment formats. The survey includes measures of preparedness related to program objectives, professional development, and professional identity, advisement, and other program issues.			
Analysis and Utilization: The Assessment Committee views and analyzes the data collected from the survey annually, at the end of the spring semester, and makes recommendations and reports to the program faculty. A summary is also given to the Advisory Council in its annual meeting.			

Modification: Any necessary action resulting from the analysis of the survey data will be discussed with program faculty and a decision will be made about possible modifications to: 1) courses, 2) program, 3) process, and 4) counseling faculty to determine next steps.

Dissemination: Results of this survey and other data sources are placed on the Program Web page at http://www.jsu.edu/education/edres/counselor_education.html. Students and other stakeholders are notified of the survey's availability via email.

2- Employer Survey

Evaluation Activity	Description	Scheduled	Level & Related Program Objectives
Employer Survey	Employers are contacted via email and regular mail and advised that the survey has been issued for the purpose of input and program improvement. (Note: Both graduates and employers are represented on the Advisory Council and are given the opportunity to complete the surveys at the annual Advisory Council meeting in the Spring.)	Spring Semester	Overall program evaluation related to function of program graduates
Means of Collection & Assessment: Employers are contacted via email and/or regular mail and advised that the survey has been issued for the purpose of input and program improvement.			
Measures & Formats: The survey is provided online and/or in hard copy and utilizes a Likert-type rating scale, dichotomous questions, and open comment formats. The survey includes measures of preparedness related to overall professional performance, clinical function, collaboration, ethical behaviors, and overall employability.			
Analysis and Utilization: The Assessment Committee views and analyzes the data collected from the survey annually, at the end of the spring semester, and makes recommendations and reports to the program faculty. A summary is also given to the Advisory Council in its annual meeting.			

Modification: Any necessary action resulting from the analysis of the survey data will be discussed with program faculty and a decision will be made about next steps.

Dissemination: Results of this survey and other data sources are placed on the Program Web page at http://www.jsu.edu/education/edres/counselor_education.html. Students and other stakeholders are notified of the survey's availability via email.

3- Midpoint Review

Evaluation Activity	Description	Scheduled	Level & Related Program Objectives
Midpoint Review	The Midpoint Review Assessment is a multiple-choice instrument, measuring student content knowledge of eight to ten core courses in both school and clinical programs.	The Midpoint is given in the last half of each academic term.	Overall systematic program evaluation & Student level assessment.
Means of Collection & Assessment: The Midpoint Review Exam is conducted by the assigned faculty member, who communicates results to advisers and all faculty.			
Measures & Formats: The Midpoint Review is a 160-200 question multiple choice format. Students earn a passing grade by answering 70% correctly. The exam questions assess content knowledge in eight to ten core courses addressing the Core CACREP Standards and Program Objectives.			
Analysis and Utilization: Two levels of analysis with regard to the program are conducted. First, if any administration of the Midpoint Exam results in less than an 80% Pass rate, then the Assessment Committee looks at the individual scores of candidates to assess specific areas of weakness (i.e. research, group counseling, career counseling, etc.).			
Modification: The analysis described above initiates a faculty evaluation of related course content, assignments, artifacts, and syllabi. Potential and appropriate modifications are discussed and incorporated.			

Dissemination: Results of the NCE are placed on the Counselor Education Program Web page at http://www.jsu.edu/education/edres/counselor_education.html Midpoint results are reported to the Advisory Council annually.

4- National Counseling Exam (NCE)

Evaluation Activity	Description	Scheduled	Level & Related Program Objectives
National Counseling Exam (NCE)	The NCE Assessment measures student content knowledge the Core CACREP areas of study.	The NCE is scheduled on the national testing dates in spring and fall. The Assessment Committee will meet to analyze this data the week before spring and fall commencement.	Overall program evaluation & Student level assessment.
Means of Collection & Assessment: The NCE Exam results are gleaned by the faculty Testing Coordinator, received from students who have taken the exam, and when possible, from NBCC.			
Measures & Formats: The results of the NCE scores in each area tested and recorded by the Assessment Committee.			
Analysis and Utilization: The Assessment Committee looks at the individual scores of candidates in each content area to assess specific areas of weakness (i.e., research, group counseling, career counseling, skills and techniques, etc.). Any content area in which aggregate or average scores fall more than one standard deviation below the national average are noted and brought to the faculty for analysis and discussion.			
Modification: The process described above initiates a faculty evaluation of related course content, assignments, artifacts, and syllabi. Potential and appropriate modifications are discussed and incorporated, with a continuing analysis of student achievement on the NCE in each content area, with follow-up targeting the noted areas of weakness after program/course modifications.			

Dissemination: Results of the NCE are placed on the Counselor Education Program Web page at http://www.jsu.edu/education/edres/counselor_education.html. Midpoint results are reported on to the Advisory Council annually.

4- Comprehensive Objective Exam

Evaluation Activity	Description	Scheduled	Level & Related Program Objectives
Comprehensive Objective Exam (remaining courses)	This assessment is in the form of a 160-200 question multiple choice exam, based on the remaining coursework (10-12 courses) since a student took the Midpoint Exam.	Every semester (Fall Spring, Summer).	Overall systematic program evaluation of all specialty objectives & Student level assessment.
Means of collection & Assessment: The Exam Coordinator (faculty) will administer and score the exam during the student’s final month of matriculation.			
Measures & Formats: The Comprehensive Objective Exam is a 160-200 question multiple choice format. Students earn a passing grade by answering 70% correctly. The exam questions assess content knowledge in ten to twelve core courses addressing all CACREP Core and Specialty Standards not included on the Midpoint Review Exam, and provides further data related to Program Objectives.			
Analysis and Utilization: Individual results will be noted and passed to the Assessment Committee. If fewer than 80% of exam-takers fail to pass the exam during any administration, that Assessment Committee will evaluate scores for specific areas of weakness (content areas where scores were less than 80%). Corresponding courses will be identified for evaluation.			
Modification: The Assessment Committee will lead the full faculty in evaluating the course content and activity for potential modification of course, activity, and/or artifact.			
Dissemination: The results of this assessment are recorded in the Program minutes and posted for the public in the Program Data Portfolio at https://www.livetext.com/doc/11022227 .			

Results and subsequent modifications will be reported to the annual Advisory Council meeting.

5- Site Supervisor Assessment of Practicum & Intern Students

Evaluation Activity	Description	Scheduled	Level & Related Program Objectives
Site Supervisor Assessment of Practicum & Intern Students	Site Supervisors evaluate practicum and internship students every at the end of each semester.	Every semester.	Overall systematic program evaluation of all program objectives & Student level assessment.
<p>Means of collection & Assessment: Site Supervisors submit an online evaluation of each practicum and internship student at the end of each semester. Survey responses automatically go to Livetext and individual and aggregate data are collected there. At the end of Fall & Spring semesters prior to the Assessment Committee meeting after grades are due and prior to commencement. The Assessment Committee evaluates the results of this survey during the last week of each term, Fall and Spring.</p>			
<p>Measures & Formats: The Site Supervisor’s assessment of Practicum and Internship students provides a platform to assess students in most all aspects of real-world counseling, including assessment of student performance related to Program Objectives. The 30+ question instrument asks for students to be rated as Exceptional, Proficient, Basic (Emerging) or Unacceptable.</p>			
<p>Analysis and Utilization: Any student evaluation that results in an Unacceptable or Basic score in an area is reviewed by the University supervisor and may result in student remediation. If less than 80% of Practicum and Internship students in any semester receive evaluation ratings in the Proficient and Exceptional categories, that Assessment Committee will report this to the faculty.</p>			
<p>Modification: Discussion by the full faculty is initiated by the Assessment Committee about potential program modifications in information, Clinical Handbook, clinical preparation, policy, process, as well as appropriateness of site.</p>			

Dissemination: The results of this assessment are recorded in the Program minutes and posted for the public in the Program Data Portfolio at <https://www.livetext.com/doc/11022227>.

6- CACREP Core & Specialty Standards Outcome Report

Evaluation Activity	Description	Scheduled	Level & Related Program Objectives
Standards Outcome Report	Each student is assessed during each course on the CACREP standards (core and specialty) via identified course artifacts developed for that class and related to standards applicable to the course. Aggregate data is reviewed Fall and Spring semester for program modification.	At the end of Fall & Spring semesters	Overall systematic program evaluation & Student level assessment.
Means of collection & Assessment: The JSU Counseling Program faculty assess/evaluate students individually regarding CACREP outcomes through their submissions via the LiveText online system.			
Measures & Formats: The student is ranked using rubrics tied to artifact assignments reflecting assigned CACREP curricular standards on a (1) Unacceptable - Indicates the performance on this outcome or indicator is not acceptable. Improvement activities must be taken, (2) Emerging or basic - Indicates the performance is acceptable but needs additional work and attention. Additional activities are required for performance to meet outcomes, (3) Proficient- Indicates the performance always meets and sometimes exceeds expectations. Current practices are clearly acceptable, or (4) Exceptional- Indicates the performance is outstanding. No improvement is readily identifiable. (Note: the wording of this ranking is adapted to the specific CACREP outcome.)			
Analysis and Utilization: The results of the individual outcomes are evaluated by the instructor for any individual remediation needed for the student and as an aggregate by the Assessment Committee and discussed with program faculty at the end of Fall & Spring semesters data meeting for potential program improvement. Specifically, any standard which results in aggregate of 20% or more of students scoring at the Unacceptable or Emerging levels (as opposed to Proficient or Exemplary), is evaluated by the Assessment Committee and faculty for potential applicable program modification.			
Modification: Depending upon severity or level of deficiency, individual remediation may be undertaken by the instructor either in terms of instruction or student comprehension. The aggregate of the scores is reviewed by the Assessment Committee and discussed with the program faculty at the end of the Fall & Spring semesters. Opportunities for program modification are explored and discussed.			

Dissemination: Resultant program modifications are recorded in the minutes and made available to stakeholders in the Program Data Portfolio at <https://www.livetext.com/doc/11022227>

**Comprehensive Program Initial Evaluation Report
Academic Year Fall 2017 – Summer 2018**

1- **Graduate Assessment Survey- Data Report and Evaluation**

During the 2017-2018 academic year, 18 graduates of the Counselor Education Program self-reported on the following demographic variables (one did not complete this section):

- Program concentration - 12 were Clinical Mental Health Counseling (CMHC) majors, 5 were School Counseling (SCO) majors,
- Gender- 15 were women, and 2 were men,
- Race- 4 were African American, and 13 were White
- Employment- all 17 graduates indicated employment.

The second part of the evaluation survey addressed the eight CACREP common core areas of foundational knowledge. Graduates rated whether the program provided knowledge and/or skill development in each of these areas using a Likert-type scale from low (1) to high (4).

The following are mean scores in each of the common core areas:

- Professional Orientation and Ethical Practice- 3.888889
- Social and Cultural Diversity- 3.666667
- Human Growth and Development- 3.722222
- Career Development- 3.666667
- Helping Relationships- 4
- Group Work/Group Development- 3.888889
- Group Work/Group Purpose and Development- 3.941176
- Assessment- 3.705882
- Research and Program Evaluation- 3.705882

When asked whether their concentration (CMHC or SCO) provided them with competence and skills necessary for entrance into their field, the average score was 3.705882.

On the third part of the evaluation survey, graduates were asked to rate how their needs were addressed during their time in the program. Needs were identified as their evaluation of courses, helpfulness of staff, advisor accessibility and effectiveness, evaluation of student performance, communication with students, impression of student services, and overall rating. The average rating in each of these areas is 3.915033 on a scale of 1-4.

Analysis & Utilization

The fact that all the scores are relatively high could be accounted for by the tendency for the most successful students to respond favorably and therefore a benchmark is difficult to determine. However, a suggestion under consideration is to investigate areas yielding the lowest scores to determine whether the variability reflects an actual weakness.

2- Graduate Employer Survey- Data and Evaluation

Counselor Education Program Employer Assessment
Jacksonville State University

The Counselor Education Program faculty requested employers of our graduates to complete and submit a survey rating their employees' (our graduates') performance. Four employers responded

to our survey including one middle-school counselor and three CMHC counselors who additionally provide clinical supervision. The employers assessed our graduates on a scale of 1-4 (low to high). Seven items were assessed, and the average score was recorded:

Please rate JSU Clinical Mental Health or School Counseling graduates who are employed at your site. How prepared are the graduates to function as a professional counselor at your site?	How prepared are the graduates in effective use of clinical skills?	How prepared for clinical work are the graduates compared with graduates from other institutions?	How prepared are the graduates to exhibit professional/ethical behaviors?	How prepared are the graduates to exhibit professional work ethic (i.e. timeliness, reliability, thoroughness, accuracy etc.)?	How prepared are the graduates to meet ALL responsibilities of the position?	How satisfied are you with the decision to hire JSU graduates?
3.75	3.75	3.5	3.75	4	3.75	3.75

Again, because of the relatively high aggregate averages, a suggestion under consideration is to investigate areas yielding the lowest score (in this case, a 3.5 in comparative preparation) to determine whether the variability reflects an actual weakness. Consideration is being given to a follow-up survey to employers asking for specific areas of preparation in which our graduates were less proficient than graduates of other institutions.

3- The Midpoint Review- Data and Evaluation

The Assessment Committee established a benchmark of 80% pass rate for all students taking the Midpoint Exam in any term. That is, in any term in which less than 80% of all students taking the Midpoint Exam pass the exam, faculty will investigate the specific areas of the exam (i.e. the eight CACREP Core Areas) in which the deficiencies occurred, evaluate the course mapping, course content, and make essential program modifications. Preliminary examination of Midpoint Exam Data reveals the following results:

	Number Passed	Number Failed	Action
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Date of Midpoint Exam			
July 2018	5		None
April 2018	3	1	Pull Individual Results; examine by core area for weaknesses
December 2017	11		None

Analysis and Utilization

The table above, representing pass/fail rates for the last three iterations of the Midpoint Exam (Fall 2017, Spring 2018, Summer 2018), shows that the April (Spring) 2018 iteration did not meet the benchmark of 80% pass rate on the first attempt. The faculty Midpoint Exam Administrator reviewed the exam of the student who failed and identified areas of weakness including ECG 501 Assessment in Counseling and ECG 553 Theories of Counseling. After discussing these areas with the student and providing additional resources, the student successfully passed the Midpoint Exam the second time four weeks later.

This process will be fully followed and documented beginning in the spring 2019 semester.

4- The National Counseling Exam- Data and Evaluation

The Assessment Committee established a benchmark of one standard deviation below the national average in any area on the given exam. That is, for our institution, if the aggregate average score in any of the core areas of the NCE is one standard deviation or more below the national average score in that area, faculty will investigate the specific areas of the exam (i.e., CACREP Core Areas) in which the deficiencies occurred, evaluate the course mapping, course content, and make essential program modifications.

Analysis and Utilization

During the Spring 2018 administration of the National Counselor Examination (NCE) for Licensure and Certification, a total of 5 Clinical Mental Health Counseling students and 3 passed; a total of 6 School Counseling students took the NCE and 4 passed. On the 8 core areas, the SCO students scored at or above one standard deviation under the national average in all core areas except Assessment. On the 8 core areas, the CMHC students scored at or above one standard deviation under the national average in all core areas except Social and Cultural Diversity and Career Development. Those scores are indicated in the table immediately following.

Program	Core Area	# Questions	JSU Average Correct	Standard Deviation	National Average Correct	Standard Deviation
SCO						
	Assessment	20	11.5	3.83	14.5	2.69
CMHC						

	Social & Cultural Diversity	11	6.0	1.22	7.95	1.68
	Career Development	20	11.8	2.86	14.82	2.55

This benchmark of one standard deviation below the national average will enable faculty to examine current course content and other program areas (i.e., NCE Preparation course, etc.) for positive actions that may be taken to improve scoring in these areas. This will be accomplished in regular faculty meetings during fall and spring semesters and documented accordingly.

5- **Site Supervisors’ Assessment of Practicum and Internship Students- Data and Evaluation**

The Assessment Committee established a benchmark of a 2.5 overall mean score on the 26-item survey of the Site Supervisor Assessment of Counseling Practicum and Internship Students. In other words, if/when site supervisors’ overall mean score on any survey item reports a 2.5 or below, then the content of that item will fall under scrutiny by the Assessment Committee and will be included in the report to program faculty for further investigation.

The Assessment Committee reviewed the data collected from the Site Supervisors’ Assessment of Counseling Practicum and Internship Students for Spring 2017, Fall 2017, & Spring 2018, respectively. These data include both School and Clinical Mental Health Counseling students.

Analysis and Utilization

The results are as follows:

In Fall 2017, a total of 18 Site Supervisors completed the evaluation on LiveText.

The highest mean score was 3.82 and corresponds to the following item:

“Works with others (e.g., other agencies) to access services for students and clients.”

The lowest mean score was 3.29 and corresponds to the following item:

“Uses appropriate procedures in selecting and scoring tests and other assessments.”

In Spring 2018, a total of 14 Site Supervisors completed the evaluation on LiveText.

The highest mean score was 3.86 and appeared three times corresponding to the following items:

“Plans or modifies interventions (treatments), when applicable.”

“Provides feedback about performance or treatment outcomes, when applicable.”

“Adheres to legal mandates and ethical guidelines”

The lowest mean score was 3.31 and appeared two times corresponding to the following items:

“Uses appropriate procedures in selecting and scoring tests and other assessments.”

“Uses assessment data in making treatment or referral decisions.”

In Summer 2018, a total of 3 Site Supervisors completed the evaluation on LiveText.

The highest mean score was 4.00 and appeared three times corresponding to the following items:

“Provides counseling / guidance services for groups.”

“Plans for and schedules delivery of services.”

“Manages service delivery and documents services.”

The lowest mean score was 2.75 and appeared one time corresponding to the following item:

“Interprets and communicates assessment data appropriately.”

Summarizing these results for AY 2017-2018, 35 Site Supervisors completed the evaluation on LiveText.

The highest overall mean score was 3.83 and appeared one time corresponding to the following item:

“Works with others (e.g., with other agencies) to access services for clients (students).”

The lowest overall mean score was 3.26 and appeared one time corresponding to the following item:

“Uses appropriate procedures in selecting and scoring tests or other assessments.”

Taken together, these initial results from Site Supervisors are generally high and no mean score fell below the 2.5 benchmark. However, it is noted that Item 8 on the survey, “Uses appropriate procedures in selecting and scoring tests and other assessments” appeared as the lowest score across data sets, suggesting that assessment is an area worth further investigation. The Assessment Committee recommends that the faculty take a deeper dive into the area surrounding assessment for possible program modifications.

6. Standards Outcome Report

The Assessment Committee established a benchmark of 2.5 or less on any standard outcome. That is, any standard in a term which results in an aggregate score of 2.5 or less, faculty will investigate the corresponding course content, evaluation instruments, and rubrics for the identified CACREP standard and make essential program modifications.

Analysis and Utilization

The Standards Outcome Report for Fall 2017 and Spring 2018 clearly identified areas for further investigation. For example, standards with aggregate scores falling below 2.5 during Fall 2017 included 2.F.7.e, 5.C.3.a, and 2.F.5.g;

- 2.F.7.e Use of assessments for diagnostic and intervention planning purposes
- 5.C.3.a Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
- 2.F.5.g Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations

Similarly, during Spring 2018, standards with aggregate scores falling below 2.5 included

- 2.F.5.i, 5.C.3.a, and 2.F.5.h.
- 2.F.5.i Use of assessments relevant to academic/educational, career, personal, and social development
- 5.C.3.a Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
- 2.F.5.h Reliability and validity in the use of assessments

Although this initial data analysis is limited in scope, it is valuable to note that one core curricula content area, assessment, appears more than once in these three data sets. Further, this content area is also cross referenced in the Site Supervisors’ Assessment of Practicum and Internship Students. Certainly when any core area shows up as a weak area in more than one of the assessments, it becomes obvious and incumbent that the faculty scrutinize the related course content and take specific action to strengthen content or program policy in that area. To ensure

that the corresponding CACREP standards are sufficiently met, the Assessment Committee will report these findings to the faculty recommending discussion around program modifications. Action steps taken in response to the assessment will be documented in the corresponding minutes (faculty meetings, work sessions, advisory council, etc.).

Summary of Initial Program Data Report – Academic Year 2017-2018

The Assessment Committee's first task was to identify the 6 Data Sets that would form the structure of the JSU Comprehensive Assessment Plan. Fortunately, the data was readily available in LiveText and implementation began immediately. By the end of Fall 2018 semester, the Assessment Committee submitted an initial data report with recommendations for the full faculty to review.

The full faculty met during Finals Week of Fall 2018 to review and discuss findings of the Assessment Committee. Given that the area of "assessment" appeared across multiple domains, including data generated by the National Counseling Exam, the Site Supervisor's Evaluation, and the CACREP standards report, it was the most compelling feature of these data. The faculty agreed with the recommendation to further investigate and clarify how the program met the CACREP Standards and thereby ensuring that students were being successfully trained in the area of assessment.

During the June 2018 Site Visit, the Site Visit Team suggested that we incorporate an objective Comprehensive Exam to supplement the Student Portfolio Presentations being used as a final culminating project. The Midpoint Exam was administered to students once they had successfully completed 10 courses and before matriculating into the clinical sequences of Practicum and Internship. Therefore, to better prepare students for the NCE, the Midpoint Administrator worked with the faculty to develop a multiple-choice objective exam that would reflect all courses in the program. This Comprehensive Exam was first employed during the Fall 2018 semester.

Additionally, starting in the Fall of 2018, all counseling courses began requiring the *Encyclopedia of Counseling* (Rosenthal, 2017) as a way of assisting students to prepare for the JSU Midpoint Exam, the JSU Comprehensive Exam, and the National Counselor Exam (NCE). Plans were to monitor the results for several assessment cycles to determine the full impact.

Actions/Modifications

The faculty did the following:

Focused first on the course content of ECG 501 Assessment in Counseling, reviewing the assignments, projects, and the major artifacts.

The corresponding rubrics were examined for their relevance and clarity in reflecting the Standards.

Following discussion, the faculty made the following modifications:

1. To strengthen student performance on test critiques, the instructor implemented a new

module emphasizing how the specific elements (i.e., reliability, validity, types of test scores, qualification level and norm samples) work in tandem when evaluating an instrument.

2. The instructor created an opportunity for former students to volunteer as test subjects to demonstrate in real-time how to administer, score, and report assessment results.
3. The instructor also prepared videos demonstrating how to translate scoring protocols into written reports.
4. A module was added to ECG 585 Practicum that focused on the various ways to assess clients and how to incorporate assessment results into the case conceptualization.
5. Scores in student relative mastery of assessment, as indicated in the National Counseling Exam, the Site Supervisor's Evaluation, and the CACREP standards report, will continue to be evaluated in the next cycle to determine the effectiveness of program modifications.

Comprehensive Program Evaluation Report Academic Year Fall 2018 – Summer 2019

1. Graduate Assessment Survey- Data Report and Evaluation

The faculty is aware that the lack of data from the Graduate Survey and the Employer's Survey for Academic Year 2018-2019 represents a gap in data collection. The primary factor contributing to the situation included a significant administrative transition. For example, the new Department Head at the time did not have a counseling background and was unfamiliar with program needs and the Department Secretary was unavoidably absent during critical blocks of time. After more than two decades under the guidance of Department Heads who were also counselor educators, the unfamiliarity with counseling knowledge and accreditation needs, combined with the lack of consistent administrative support in the departmental office, led to the temporary lapse of some counseling survey data being collected. This situation is stable once again, and departmental office has full-time employees in the positions of Department Secretary and Department Head, who also is a counselor educator. The JSU Counseling Program has now been able to implement the full and comprehensive data collection system.

2. Graduate Employer Survey- Data and Evaluation

See notes immediately above.

3. The Midpoint Review- Data and Evaluation

The Assessment Committee established a benchmark of 80% pass rate for all students taking the Midpoint Exam in any term. That is, in any term in which less than 80% of all students taking the Midpoint Exam pass the exam, faculty will investigate the specific areas of the

exam (i.e., the eight CACREP Core Areas) in which the deficiencies occurred, evaluate the course mapping, course content, and make essential program modifications.

Examination of Midpoint Exam Data from December 2018–August 2019 revealed the following results:

Date of Midpoint Exam	Total Number	Number Passed	Number Failed	Action
December 2018	6	6	0	None
April 2019	4	4	0	None
July 2019	7	7	0	None

Analysis and Utilization

The table above, representing pass/fail rates for the three iterations of the Midpoint Exam (Academic Year 2018-2019), shows that each of the three iterations met the benchmark of 80% pass rate on the first attempt.

Should the benchmark on any iteration of the Midpoint Exam not meet the benchmark of 80% pass rate, the faculty Midpoint Administrator will review the exam of the one who failed and identify which of the eight core areas was problematic. Faculty will evaluate course syllabi and content, as well as the Midpoint Study Guide, for opportunities to strengthen that area. Note: If data from the Midpoint Exam continues to be non-discriminating and thus disallowing significant assessment of aspects of the program, it will be discontinued as an assessment piece. Consideration will be given to implementing the Counselor Preparation Comprehensive Examination (CPCE) as a Midpoint Exam.

As faculty discuss the possibility of changing to the CPCE, faculty will also take into consideration two other factors: 1) starting in the Fall of 2018, the Counseling Program began requiring the use of the Encyclopedia of Counseling in all courses; 2) starting in the Fall of 2018, the Counseling Program began supplementing the Student Portfolio with an Objective Comprehensive Exam. The use of the Encyclopedia of Counseling throughout the entire JSU Counseling Program that culminates in student success on both the Midpoint Exam and Comprehensive Exam could reflect the Program Changes as opposed to a non-discriminating Exam.

4. The National Counseling Exam- Data and Evaluation

The Assessment Committee originally established a benchmark of one standard deviation below the national average in any area on the given exam. That is, for our institution, if the aggregate average score in any of the core areas of the NCE is one standard deviation or more below the national average score in that area, faculty will investigate the specific areas of the exam (i.e., CACREP Core Areas) in which the deficiencies occurred, evaluate the course mapping, course content, and make essential program modifications.

Analysis and Utilization

During the Fall 2018 administration of the National Counselor Examination for Licensure and Certification (NCE), a total of 7 School Counseling students took the NCE and 5 passed. On the 8 core areas, the SCO students scored at or above one standard deviation under the national average in all core areas.

Fall 2018						
Program	Core Area	# Questions	JSU Average Correct	Standard Deviation	National Average Correct	Standard Deviation
SCO						
	Assessment	20	9.86	1.95	12.22	2.79

While students in all core areas scored at least within one standard deviation below the national average, it is noted that scoring in the core area of Assessment came the closest to not meeting this benchmark of one standard deviation below the national average. This result will be compared to additional data in the area of Assessment. This benchmark of one standard deviation below the national average will enable faculty to examine current course content and other program areas (i.e., NCE Preparation course, etc.) for positive actions that may be taken to improve scoring in these areas. This will be accomplished in regular faculty meetings during fall and spring semesters and documented accordingly.

During the Spring 2019 administration of the National Counselor Examination for Licensure and Certification (NCE), a total of 6 CMHC students took the NCE and 3 passed. A total of 6 School Counseling students took the NCE and 5 passed. On the 8 core areas, the CMHC students scored at or above one standard deviation under the national average in all core areas. The SCO counseling students scored at or above one standard deviation under the national average in all core areas except for Human Growth & Development.

Spring 2019						
Program	Core Area	# Questions	JSU Average Correct	Standard Deviation	National Average Correct	Standard Deviation
SCO						
	Human Growth & Development	12	5.17	2.858	8.12	2.23

The Fall 2018 and Spring 2019 iteration of the NCE indicated slight improvement in the core area of Assessment; however, the results are less than definitive because it came the closest of all core areas to not meeting the benchmark. Results on the Spring 2019 administration of the NCE, the school counseling students did not meet the benchmark of one standard deviation below the national average in the core area of Human Growth & Development. These results will be compared to the Spring 2019 CACREP Standards Outcome Report to determine whether any other evidence could confirm or refute its validity.

5. Site Supervisors' Assessment of Practicum and Internship Students- Data and Evaluation

The Assessment Committee established a benchmark of a 2.5 overall mean score on the 26-item survey of the Site Supervisor Assessment of Counseling Practicum and Internship Students. In other words, if/when site supervisors' overall mean score on any survey item reports a 2.5 or below, then the content of that item will fall under scrutiny by the Assessment Committee and will be included in the report to program faculty for further investigation.

The Assessment Committee reviewed the data collected from the Site Supervisors' Assessment of Counseling Practicum and Internship Students for Fall 2018, Spring 2019, & Summer 2019, respectively. These data include both School and Clinical Mental Health Counseling students.

Analysis and Utilization

The results are as follows:

In Fall 2018, a total of 16 Site Supervisors completed the evaluation on LiveText.

The highest mean score was 3.75 and appeared one time corresponding to the following items:

“Responds appropriately to constructive feedback from supervisor.”

The lowest mean score was 3.31 and appeared one time corresponding to the following item:

“Uses appropriate procedures in selecting and scoring tests and other assessments.”

In Spring 2019, a total of 14 Site Supervisors completed the evaluation on LiveText.

The highest mean score was 4.00 and appeared one time corresponding to the following item:

“Responds appropriately to constructive feedback from supervisor.”

The lowest mean score was 3.31 and appeared one time corresponding to the following item:

“Uses appropriate procedures in selecting and scoring tests and other assessments.”

In Summer 2019, a total of 10 Site Supervisors completed the evaluation on LiveText.

The highest mean score was 3.50 and appeared four times corresponding to the following items:

“Responds appropriately to constructive feedback from supervisor.”

“Adheres to legal mandates and ethical guidelines.”

“Exhibits understanding of individual differences.”

“Demonstrates sensitivity toward diverse populations in diverse settings.”

The lowest mean score was 2.50 and appeared three times corresponding to the following items:

“Interprets and communicates assessment data appropriately.”

“Administers tests and/or conducts informal assessments.”

“Uses appropriate procedures in selecting and scoring tests and other assessments.”

Summarizing these results for AY 2018-2019, a total of 37 Site Supervisors completed the evaluation on LiveText.

The highest mean score was 3.84 and appeared one time corresponding to the following item:

“Responds appropriately to constructive feedback from supervisor”

The lowest mean score was 3.21 and appeared one time corresponding to the following item:

“Uses appropriate procedures in selecting and scoring tests or other assessments”

Taken together, these initial results from Site Supervisors are generally high and no mean score fell below the 2.5 benchmark.

6. Standards Outcome Report

The Assessment Committee established a benchmark of 2.5 or less on any standard outcome. That is, any standard in a term which results in an aggregate score of 2.5 or less, faculty will investigate the corresponding course content, evaluation instruments, and rubrics for the identified CACREP standard and make essential program modifications.

During AY 2018-2019, the Assessment Committee noted an aberration in the data report specific to the Standards Outcome Report for all three semesters. Further investigation revealed some inconsistencies in rubric construction. For example, some rubrics were developed using a 3-point scale instead of a 4-point scale and certain elements were weighted whereas others were not. To neutralize this discrepancy, the Assessment Committee included the average percentages corresponding to the standards in question. Recommendation was made to faculty to review and make corrections as necessary in constructing rubrics to ensure consistency across rubrics and facilitate accurate data interpretation. Meanwhile, the Assessment Committee recommended that for the purpose of interpreting data, the Average Percentage should be used in lieu of the Element Average points. For example, the benchmark of 2.5 or less on a scale of 4.0 corresponded to an average percentage of 62.5%.

Analysis and Utilization

The Standards Outcome Report for Academic Year 2018-2019 (Fall 2018, Spring 2019, & Summer 2019) are listed below. During the Fall of 2018, no standards were identified as having aggregate scores falling below 2.5 or 62.5%. During Spring 2019, only one standard was identified with an aggregate score falling below 62.5% and it is listed below.

Spring 2019

- 5.C.3.a Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management

Taken together, these data reveal a continuing area of concern in the core area of assessment. The NCE data report indicated that while “assessment” did not fall below the benchmark set by the Assessment Committee, the reported score fell closest to the benchmark than any other core area. Additional evidence that “assessment” continues to represent an area of concern is corroborated by the Spring 2019 Standards Outcome Report for AY 2018-2019: the only standard that did not meet the designated benchmark was Standard 5.C.3.a. (Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management), a fundamental assessment component of Clinical Mental Health Counseling.

Summary of Academic Year 2018-2019

During the Spring 2019 Assessment Meeting, the faculty met to discuss findings and review recommendations of the Assessment Committee. It was noted that efforts to strengthen the core area of assessment appeared to be moving the needle slightly toward fully meeting the objective.

Even so, data from the Site Supervisors evaluation, scores on the NCE in Fall 2018, and the CACREP standard noted in the Spring 2019 report, suggest that continued efforts directed toward strengthening assessment are still necessary.

Actions/Modifications

The faculty reviewed recommendations of the Assessment Committee and agreed that due to the irregularity of the Standards Core report data, a review of specific rubrics needed immediate attention. A rubric work session was scheduled in January 2019 where faculty worked together to review rubrics that corresponded to the erroneous data. A deeper investigation revealed the content of the rubrics was pedagogically sound, relevant, and appropriate to the major artifact. Whereas the department wide-expectation was to employ 4 performance levels (4=Exceeds Expectations; 3=Meets Expectations; 2=Basic; & 1=Unacceptable), it was detected that some rubrics had instead been developed using a 3-point scale (i.e., 3, 2, 1, & 0). **This inconsistent application of performance levels was further compounded by the fact that some rubrics utilized weighted criteria and others did not. Once these inconsistencies were identified,** the faculty was able to correct the errors and update rubrics to ensure consistency among faculty in addition to artifacts and rubrics.

To address the apparent dip in student performance in the core area of Human Growth & Development as well as Assessment, the faculty did the following:

1. Reviewed and updated the corresponding course learning modules.
2. Included comparing and contrasting course learning modules with the *Encyclopedia of Counseling* (Rosenthal, 2017).

**Comprehensive Program Evaluation Report
Academic Year Fall 2019 – Summer 2020**

1. **Graduate Assessment Survey- Data Report and Evaluation**
Not available

2.. **Graduate Employer Survey- Data and Evaluation**
Counselor Education Program Employer Assessment

The Counselor Education Program faculty requested employers of our graduates to complete and submit a survey rating their employees’ (our graduates’) performance. A total of 17 employers almost evenly split between CMHC and School Counseling responded to our survey. The employers assessed our graduates on a scale of 1-4 (low to high). Seven items were assessed, and the average score was recorded:

Please rate JSU Clinical	How prepared are the	How prepared for clinical work	How prepared are the graduates to exhibit	How prepared are the graduates	How prepared are the graduates to	How satisfied are you
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Mental Health or School Counseling graduates who are employed at your site. How prepared are the graduates to function as a professional counselor at your site?	graduates in effective use of clinical skills?	are the graduates compared with graduates from other institutions?	professional/ethical behaviors?	to exhibit professional work ethic (i.e. timeliness, reliability, thoroughness, accuracy etc.)?	meet ALL responsibilities of the position?	with the decision to hire JSU graduates?
3.75	3.69	3.62	3.75	3.69	3.63	3.88

Employer narrative comments (actionable excerpts):

“The graduates that I have supervised from the JSU counseling department have all entered their positions with great base knowledge, eagerness to learn more, and constant openness/willingness to seek supervision/help from their peers when they are uncertain of what to do in certain circumstances.... At times, we have needed to review the code of ethics to help maintain/refresh that knowledge, but overall they are prepared... have required assistance in understanding/ knowing how to write clinical documentation;...they do have a base knowledge of documentation and it would be impossible for the JSU department to teach them every way that documentation is processed... more information about Medicaid and insurance billing including wording required in some of the guidelines for this could be a beneficial addition....”

“The only thing I would recommend is there needs to be a class dedicated to serious mental illness...”

“The graduates of JSU that we have hired over the years have been prepared to enter the workforce as counselors. As with any new graduate, there is a learning curve when it comes to documentation procedures. Each employer, agency, etc., documents differently. Some utilize electronic records, some use hard copy (old-school) written records, while others use a combination. There is also a learning curve when documenting in accordance with Medicaid requirements, and even in that arena, the various chapters of the provider's manual may differ (DMH vs DYS vs DHR)”

Analysis & Utilization

The relatively high aggregate averages in this data report make it difficult to determine whether the variability of scores reflect an actual weakness. The Assessment Committee suggested that the faculty might consider investigating the areas yielding the lowest scores (in this case, a 3.62 & 3.63 in comparative preparation).

The highest mean score was 3.88 and corresponded to the following item:

“How satisfied are you with the decision to hire JSU graduates?”

The lowest mean scores were 3.62 and 3.63 and corresponded to the following items, respectively:

“How prepared for clinical work are the graduates compared with graduates from other institutions?”

“How prepared are the graduates to meet ALL responsibilities of the position?”

3. **The Midpoint Review- Data and Evaluation**

The Assessment Committee established a benchmark of 80% pass rate for all students taking the Midpoint Exam in any term. That is, in any term in which less than 80% of all students taking the Midpoint Exam pass the exam, faculty will investigate the specific areas of the exam (i.e. the eight CACREP Core Areas) in which the deficiencies occurred, evaluate the course mapping, course content, and make essential program modifications.

Examination of Midpoint Exam Data from December 2019-April 2020 reveals the following results:

Date of Midpoint Exam	Total	Number Passed	Number Failed	Action
December 2019	5	5	0	None
April 2020	4	4	0	None
July 2020	2	2	0	None

Analysis and Utilization

The table above, representing pass/fail rates for the three iterations of the Midpoint Exam for Academic Year Fall 2021- Summer 2022, shows that these three iterations met the benchmark of 80% pass rate on the first attempt.

Should the benchmark on any iteration of the Midpoint Exam not meet the benchmark of 80% pass rate, the faculty Midpoint Administrator will review the exam of the one who failed and identify which of the eight core areas was problematic. Faculty will evaluate course syllabi and content, as well as the Midpoint Study Guide, for opportunities to strengthen that area.

4. **The National Counseling Exam- Data and Evaluation**

The Assessment Committee established a benchmark of one standard deviation below the national average in any area on the given exam. That is, for our institution, if the aggregate average score in any of the core areas of the NCE is one standard deviation or more below the national average score in that area, faculty will investigate the specific areas of the exam (i.e. CACREP Core Areas) in which the deficiencies occurred, evaluate the course mapping, course content, and make essential program modifications.

Analysis and Utilization

During the Academic Year 2019- 2020, administration of the National Counselor Examination for Licensure and Certification (NCE) occurred in Fall 2019 and Spring 2020. In the Fall 2019, a total of 6 School Counseling students took the NCE and 4 passed. On the 8 core areas, the SCO students scored at or above one standard deviation under the national average in all core areas except Counseling & Helping Relationships and Group Counseling & Group Work. However, in Spring 2020, a total of 5 School Counseling students took the NCE and all 5 students passed. No statistical report was provided during Spring 2020 due to COVID-19 and therefore, it was not possible to identify relative areas of strengths or weaknesses.

Those scores indicated in the table immediately following reflect Fall 2019 administration of the NCE:

Fall 2019						
Program	Core Area	# Questions	JSU Average Correct	Standard Deviation	National Average Correct	Standard Deviation
SCO						
	Counseling & Helping Relationships	56	31.67	11.88	39.00	7.32
	Group Counseling & Group Work	25	14.17	5.56	17.31	3.05
Spring 2020		All 5 SCH students passed				

This benchmark of one standard deviation below the national average will enable faculty to examine current course content and other program areas (i.e. NCE Preparation course, etc.) for positive actions that may be taken to improve scoring in these areas. This will be accomplished in regular faculty meetings during fall and spring semesters and documented accordingly. It is noted that the school counseling students in Fall 2019 did not meet the identified benchmark in the core areas of Counseling & Helping Relationships and Group Counseling & Group Work. There was little, if any, corroborating evidence in other data sets suggesting any relative weakness in these areas. Further, the following semester, Spring 2020, all 6 school counseling students passed the NCE and no core areas fell below the benchmark. The faculty will continue to monitor core areas that popped up once and remain alert to any additional corroborating evidence of a possible weakness.

5. **Site Supervisors’ Assessment of Practicum and Internship Students- Data and Evaluation**

The Assessment Committee established a benchmark of a 2.5 overall mean score on the 26-item survey of the Site Supervisor Assessment of Counseling Practicum and Internship Students. In other words, if/when site supervisors’ overall mean score on any survey item reports a 2.5 or

below, then the content of that item will fall under scrutiny by the Assessment Committee and will be included in the report to program faculty for further investigation.

The Assessment Committee reviewed the data collected from the Site Supervisors' Assessment of Counseling Practicum and Internship Students for Fall 2019 Spring 2020, & Summer 2020, respectively. These data include both School and Clinical Mental Health Counseling students.

Analysis and Utilization

The results are as follows:

In Academic Year 2019-2020, a total of 36 Site Supervisors completed the evaluation on LiveText.

In Fall 2019, the highest mean score was 3.93 and appeared two times corresponding to the following items:

“Responds appropriately to constructive feedback from supervisor.”

“Adheres to legal mandates and ethical guidelines.”

The lowest mean score in Fall 2019 was 3.23 and appeared two times corresponding to the following items:

“Administers tests and/or conducts informal assessments.”

“Uses appropriate procedures in selecting and scoring tests and other assessments.”

In Spring 2020, the highest mean score reported by the Site Supervisors was 4.00 and appeared one time corresponding to the following item:

“Responds appropriately to constructive feedback from supervisor”.

The lowest mean score in Spring 2020 was 3.31 and appeared one time corresponding to the following item:

“Uses appropriate procedures in selecting and scoring tests and other assessments.”

Reviewing the Site Supervisors' overall evaluation for AY 2019-2020 revealed the following results:

The highest mean score was 3.95 and appeared one time corresponding to the following item:

“Responds appropriately to constructive feedback from supervisor”.

The next highest score was 3.8 and appeared one time corresponding to the following item:

“Demonstrates sensitivity toward diverse populations in diverse settings”.

The lowest mean scores was 3.3 and appeared one time corresponding to the following item:

“Demonstrates understanding of counseling theories and proficiency in applying techniques to help individual clients in groups (relative to intern's level of experience)”.

The next lowest score was 3.375 and appeared two times corresponding to the following two items, respectively:

“Uses appropriate procedures in selecting and scoring tests or other assessments.”

“Interprets and communicates assessment data appropriately.”

Taken together, these results from Site Supervisors for AY 2019-2020 are generally high and no mean score fell below the 2.5 benchmark. Once again, the Assessment Committee noted that the core area of Assessment is undeniably a continuing thread detected across multiple data sets and spanning multiple semesters of data collection.

6. Standards Outcome Report

The Assessment Committee established a benchmark of 2.5 or less on any standard outcome. That is, any standard in a term which results in an aggregate score of 2.5 or less, faculty will investigate the corresponding course content, evaluation instruments, and rubrics for the identified CACREP standard and make essential program modifications.

Analysis and Utilization

The Standards Outcome Report for Academic Year 2019-2020 (Fall 2019, Spring 2020, & Summer 2020) are listed below. During the AY 2019-2020, no standards were identified as having aggregate scores falling below 2.5 or 62.5%. Because all scores were relatively high, the Assessment Committee identified standards with corresponding lower scores that came closest to the 2.5 benchmark. For example, during the Fall 2019, the following four standards reported scores of 2.66, 2.60, 2.68, & 2.714, respectively:

- 2.F.1.b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
- 2.F.2.f. help-seeking behaviors of diverse clients
- 2.F.5.m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
- 5.C.1.e. psychological tests and assessments specific to clinical mental health counseling

It is apparent that 2.F.5.m and 5.C.1.e likely corroborate the expressed need from graduates and employers for more attention to “serious mental health issues”, and most certainly to the ongoing need to improve students’ knowledge and practice of assessment.

Summary of Academic Year 2019-2020

First and foremost, it is noted that the spring 2020 semester was interrupted by the closure of campus due to the Covid-19 pandemic. The universal pandemic created interruption in normal cycles of data collection and evaluation. The closure of public schools, disruption of practicum internship sites for both clinical mental health and school counseling students, and the continued closure of campus for summer 2020, made the normal annual evaluation at the end of Spring 2020 term impossible. Plans for the 2020-2021 academic year and data collection and evaluation cycle are expected to return to a more normal process. However, as corroborating data across numerous data sets have indicated, and the previous narratives from 2017-2018 and 2018-2019 consistently describe, the key core area of “assessment” will continue to be addressed, both in appropriate course content, rubric measurement, and evidencing student gains in this area. Furthermore, evaluations and narrative comments from employers have also given specific feedback that will result in modification to and strengthening of course content in the areas of (1)

documentation in both the school counseling and clinical mental health counseling arenas, and (2) information and training in the area of “more serious mental health “ issues.

For 2020-2021, the faculty will engage in discussions highlighting more serious mental health issues in keeping with employer feedback. Preliminary examination of course content would lead to including subject matter in several different courses including, but not limited to, ECG 540 DSM, ECG 560 Addictions, ECG 530 Marriage, Couple & Family, ECG 585 Practicum, ECG 588 Crisis, & ECG 589, Psychological First Aid. Such a broadened focus upon serious mental health issues is an ideal opportunity to incorporate a larger working knowledge of how assessment is at the heart of effective identification and treatment of mental health issues (i.e., 5.C.3.a.Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management).