



# Oregon State University Cascades

**Oregon State University-Cascades  
Counseling Academic Unit  
Comprehensive Assessment Plan AY24**

Prepared by Oregon State University-Cascades  
Master of Counseling faculty in Cascades, OR.

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## Introduction

Oregon State University-Cascades offers two CACREP-accredited counseling specialty areas: (a) Clinical Mental Health Counseling (CMHC; MCoun option) and (b) School Counseling (SC; MCoun option). We offer our program in-person in Bend, Oregon.

Previously, the OSU-Cascades Master of Counseling (MCoun) program shared accreditation with Oregon State University's e-campus counseling program. The OSU-Cascades counseling program and OSU E-campus programs applied for separate accreditation in 2022.

After successful completion of our site visit in Spring of 2024, the accreditation cycle for the Oregon State University- Cascades Clinical Mental Health Counseling and School Counseling specialty area degree programs runs through October 31, 2032, with a Progress Report due by November 15, 2025. During the OSU-Cascades accreditation, the Board noted the site review team's finding that the plan that was presented was a combined plan with the Corvallis program. As the Cascades program will hold separate accreditation, it needs to evidence that it is implementing a plan specific to the Cascades program. This comprehensive plan is specific to OSU-Cascades and is no longer combined with information from the e-campus MCoun program.

The OSU-Cascades MCoun program has developed this Comprehensive Assessment Plan to systematically evaluate its overall effectiveness and align with the 2016 CACREP Standards. This plan outlines a thorough approach for assessing students' knowledge, skills, and professional dispositions. By implementing this evaluation framework, program faculty can identify strengths and areas for improvement, ultimately informing curriculum enhancements and programmatic decisions.

This comprehensive assessment plan was designed to meet CACREP 2016 Standards 4.A and 4.B (see standards below). A report is produced each year to provide a yearly programmatic review, meeting standards 4.C., 4.D., and 4.E.

## Mission Statements

### **Oregon State University Mission**

As a land grant institution committed to teaching, research, and outreach and engagement, Oregon State University promotes economic, social, cultural, and environmental progress for the people of Oregon, the nation, and the world.

### **Oregon State University-Cascades Mission**

As a campus of Oregon's leading public research university, OSU-Cascades provides globally-relevant education, research and outreach. Our students develop the knowledge and critical thinking ability to lead informed lives, serve their communities and enhance their careers. OSU-Cascades is committed to the diversity and sustainability of the campus and surrounding communities.

### **College of Education Mission**

The College of Education strives to be a leader in innovative and socially-just research, teaching and engagement through responsive approaches for supporting current and future change agents in education, counseling and higher education in Oregon and beyond.

## MCoun Program Mission

The OSU Counseling Program faculty, staff, and students endeavor to support the principles of dignity, respect, integrity, value, and equality in all we do. We prepare professional counselors who promote the social, psychological, and physical well-being of individuals, families, communities, and organizations in order to continually improve global welfare. We believe that professional counselors stand for social, economic, and political justice and therefore must be prepared to be proactive educators, change agents, and advocates in the face of injustice. Development across the lifespan, cultural diversity, and a global perspective are integral to the preparation of professional counselors.

### Program Objectives

1. Students demonstrate sufficient knowledge and skill aligned with core and specialty areas of the CACREP standards, including multicultural and social justice counseling competencies.
2. Students demonstrate professional dispositions required for vocational success in the counseling fields, including an orientation towards multicultural and social justice counseling.
3. Students within the counseling program reflect the demographic diversity of the communities in which they will be working.

### CACREP 2016 Standards Addressed: 4.A.

**4. 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.**

Table 1 below outlines the data collected, when and how the data is collected, and a method for how the data is analyzed. Information regarding how the data is used for curriculum and program improvement is detailed in Standard 4.C.

<b>Program Objectives</b>	<b>Data Collected</b>	<b>How &amp; When Collected</b>	<b>How data is reviewed and analyzed</b>
1. Students demonstrate sufficient knowledge and skills aligned with core and specialty areas of the CACREP Standards.	Key performance indicators and Key outcome assessments, see Table 2.	Two KOA per KPI in specified courses throughout the academic year	In 2024 we implemented a learning management system called Student Learning and Licensure (SLL). Data will be analyzed using Canvas and SLL until all data is housed

			in SLL. Students must earn an 86% or a 3.0/4.0 depending on the assignment in order to pass the KPI.
	CPCE	October-April for graduating students	Program Coordinator collects, analyzes, shares monthly results with core faculty
	GPA	Graduate School runs quarterly reports	Graduate school notifies program coordinator of students whose GPA falls below 3.0
	Clinical Skills Evaluation	COUN511 and COUN512	Faculty supervisors review evaluations in Supervision Assist. Students must average 3.0/4.0 or a referral meeting is scheduled.
2. Students demonstrate professional dispositions required for vocational success in the counseling field.	Dispositional Assessment	COUN511, COUN512, and COUN515	Data analyzed using Supervision Assist. Students must average 3.0/4.0 or a referral meeting is scheduled.
	Alumni / site supervisor / employer feedback	Measured Yearly By: alumni/site supervisor/employer feedback on #1, 2, 3 (questions are about extent to which graduates demonstrate sufficient knowledge and skills, professional dispositions, and reflect demographic diversity of communities in which they will be working).	
3. Students within the counseling program reflect the demographic	Applications/ admitted/ enrolled student numbers, broken	December -June of each year (application-interview- admissions)	Assistant Director for Licensure, Accreditation & Assessment and Faculty provide overall analysis of

diversity of the communities in which they will be working.	down demographically		student demographics during application, interview, and admissions process
	Alumni / site supervisor / employer feedback	Measured Yearly By: alumni/site supervisor/employer feedback on #1, 2, 3 (questions are about extent to which graduates demonstrate sufficient knowledge and skills, professional dispositions, and reflect demographic diversity of communities in which they will be working).	

Table 2 outlines the CACREP Core Area and the key performance indicators and key outcomes assessments that are used for each core area.

<b>Table 2: Key Performance Indicators and Key Outcome Assessments</b>					
<b>CACREP Core Area</b>	<b>KPI: Key Performance Indicator</b>	<b>M.Coun Courses</b>	<b>Key Outcome Assessments (KOA) &amp; PLO Level = I = Introduced M= Mastered</b>	<b>Knowledge (assessment type) or Skill</b>	<b>Quarter Measured (Full-time Sequence)</b>
Section 2.F.1. Professional Counseling Orientation and Ethical Practice	1. Maintains strong professional identity and practices ethically and professionally	COUN 541 Counseling Profession	Professional Orientation Paper (I)	K: Research Paper	1
		COUN 515 Internship	Case Presentation 4: Professional Orientation & Ethical Practice (M)	K: Case Conceptualization	8
Section 2. F. 2. Social and Cultural Diversity	2. Recognizes human diversities and social inequities on the microlevel and	COUN 581	Investigating the Lived Experiences of Diverse Populations (I)	K: Research Paper	5

	provides socially just and culturally-informed services	COUN 515 Internship	Case Presentation 1: Social and Cultural Diversity (M)	K: Case Conceptualization	6
Section 2. F. 3. Human Growth and Development	3. Develops theory-based understanding of human growth and development and promotes resilience and wellness across the lifespan	COUN 531	Life Transition Biography (I)	K: Research Paper	1
		COUN552	Theory Paper COUN552 Theories II (M)	K: Research Paper	5
Section 2.F.4. Career	4. Develops culturally relevant and technologically current career counseling skills and interventions	COUN 568	Career Counseling Theory Paper (I)	K: Research Paper	5
		COUN 515	Case Presentation 3: Vocational Development, Theory, and Application (M)	K: Case Conceptualization	7
Section 2. F. 5. Counseling and Helping Relationships	5. Demonstrates theory- and evidence-based and culturally relevant counseling skills and practices	COUN 551	Theoretical Orientation Paper (I)	K: Research Paper	1
		COUN 513	Skills Evaluation (M)	S: COUN513 Skills Evaluation	2
Section 2. F. 6. Group Counseling and Group Work	6. Demonstrates theory-based and culturally relevant group counseling skills and practices	COUN 571 Group	Group Proposal (I)	K: Research Paper	2
		COUN 514 Practicum II (CMHC)	Group Application Assignment (Group Proposal & Facilitation) (M)	S: Group Facilitation	4
		COUN 514 Practicum II (SC)	Group Application Assignment/Portfolio (M)	S: Group Facilitation	4
Section 2. F. 7. Assessment and Testing	7. Apply best practices in assessment and testing to evaluate client/student issues and to inform intervention	COUN 567	Instrument Evaluation (I)	K: Research Paper	3
		Program Requirement	Update 2022: CPCE results on the Assessment and Testing section (within 1	K: Exam	7

			SD below the mean) (M)		
Section. 2. F. 8. Research and Program Evaluation	8. Demonstrates ethical and culturally relevant research skills and program evaluation skills	COUN 562	Statistical Analysis and Affinity Diagramming (I)	K: Research Paper	2
		Program Requirement	Update 2022: CPCE results on the Research section (within 1 SD below the mean) (M)	K: Exam	7
Section 2. F. 2.	9. Social Justice Advocacy: Demonstrates the ability to analyze social injustices and to advocate for systemic change	COUN 532	Social Justice Issues Paper (I)	K: Research Paper	4
		COUN515 Internship	Action Research Project (M)	K: Research Paper	5
Section 5. G. 1., 2., 3.	M.COUN - SC Option Develops comprehensive school counseling program based on current best practice	COUN 546 Leadership	Developing a CSCP/Core Assignment (I)	K: Research Paper	1
		COUN 515 Internship III	Skills Evaluation, Spring quarter (M)	S: Clinical Skills Evaluation	8
Section 5. C. 1., 2., 3.	M.COUN - CMHC Applies current best practice in assessment, diagnosis, and treatment planning to promote client wellness	COUN 577 Diagnosis	Case Conceptualization with Diagnosis (I)	K: Case Conceptualization	4
		COUN 515 Internship	(CMH) Case Presentation 2: Assessment, Diagnosis, & Counseling Plans (CMHC) (M)	K: Case Conceptualization	5

**CACREP 2016 Standards Addressed: 4.B.**

**4. 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.

**4.B.1:** In alignment with the MCoun Program objectives one and two, OSU-Cascades MCoun faculty use aggregate student assessment data that address student knowledge, skills, and professional dispositions. Data related to knowledge and skill are captured through Key Outcome Assessments (KOA). The KPI's are distributed across a student's program of study, vary between skill and knowledge, and are covered in a variety of courses (including content courses and field-based courses).

Each KPI is measured twice using different measurements (e.g., case conceptualizations, standardized tests, observations, etc). Table 2 outlines the CACREP Core Area and the key performance indicators and key outcomes assessments that are used for each core area.

All faculty use the following grading scale and rubric when assessing KPI and KOA's:

	B+ 89-91%	C+ 80-82%	D+ 71-73%	F 0-64%
A 95-100%	B 86-88%	C 77-79%	D 68-70%	
A- 92-94%	B- 83-85%	C- 74-76%	D- 65-67%	

0	1	2	3	4
N/A	Below Expectations <b><i>*Revision may be required as per instructor's discretion</i></b>	Progressing Toward Expectations <b><i>*Revision may be required as per instructor's discretion</i></b>	Meets Expectations	Above Expectations
The information provided <i>does not</i> address the outcome and assignment criteria for	The information provided <i>does not adequately</i> address the outcome and assignment criteria for this section. Below or minimal expectations not met.	The information provided <i>is progressing or advancing toward expectations</i> addresses the outcome and assignment criteria for this section.	The information provided <i>adequately meets expectations</i> for the outcome and assignment criteria for this section.	The information provided <i>is above or exceeds expectations</i> for the outcome and assignment criteria for this section.

this section or is not applicable.				
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Professional dispositions are assessed each quarter of COUN511: Pre-Practicum, COUN512: Practicum, and COUN515: Internship. While dispositions are evaluated quarterly, students must pass two benchmarks to proceed in their clinical placements. These benchmarks are placed in COUN511: Pre-Practicum and in the second quarter of COUN512: Practicum.

<b>Table 5: MCoun Clinical Skills and Disposition Evaluation Scale</b>
N - No opportunity to observe
1 - Student’s performance rarely or never meets the criterion expected for their developmental level
2 - Student’s performance minimally or inconsistently meets the criterion for their developmental level
3 - Students’ performance consistently progresses toward or meets the criterion expected for their developmental level
4 - Student’s performance consistently exceeds criterion for their developmental level

**4.B.2.** In alignment with the MCoun Program objective three, OSU-Cascades MCoun faculty document demographic and other characteristics of applicants, students, and graduates. This includes, but is not limited to demographics, first generation status, and veteran status. This data is gathered at the application stage, for students admitted, enrolled, and then those who graduate. Upon graduation, alumni, site supervisors and employers are asked in a yearly survey if students/graduates, “reflect demographic diversity of communities in which they will be working.”

We review demographic data during faculty meetings. This helps us develop strategies to:

1. Understand trends from the application phase to graduation
2. Support discussions and action steps to increase diversity among students
3. Build and maintain an inclusive learning community

**4.B.3.** Each year, the MCoun program coordinator sends out a survey requesting feedback from graduates, site supervisors, and employers of program graduates. This survey includes questions related to program objectives, dispositions, demographics, and space for qualitative feedback. Information regarding how the data is used for curriculum and program improvement is detailed in Standard 4.C.

**CACREP 2016 Standards Addressed: 4.C.**

**4.C. Counselor education program faculty provide evidence of the use of program evaluation data to inform program modifications.**

**Program Modifications- KPI:** Review and analysis of data occurs continuously in the program. Prior to 2024, we maintained a database using Canvas for their performance on each KPI. Beginning in 2024, we implemented a management system called Student Learning and Licensure (SLL). Students must earn an 86% or a 3.0/4.0 depending on the assignment in order to pass the KPI. Faculty advisors reach out to students who have any below standard KPI ratings to remediate these performance issues. This is outlined in our Student Handbook and is part of our remediation process. Students with below standard ratings for any KPI must meet with their advisor to determine a plan for demonstrating introductory or mastery-level competence for that KPI. Remediation plans are put in place until students are able to demonstrate the minimum requirements for the KPI or dispositional evaluation.

At this time, no formal feedback has been provided on the KPI assignments. However, through MCoun team meetings, we routinely discuss placement of the KPI’s and content to ensure they are still meeting the needs of the students and those they serve in the Central Oregon community. One KPI that will be updated in the 2024-2025 academic year is for COUN561: Research. Through anecdotal information, the faculty believes this KPI could be updated to better reflect the counseling work students do and the research skills they would benefit from.

**Program Modifications- Student Feedback:** The MCoun faculty routinely solicit feedback from students enrolled in the MCoun program. The results of this survey are reviewed by faculty in a faculty meeting. This year this meeting occurred on November 18<sup>th</sup>. A sample of themes and modifications that emerged are summarized in the table below:

<b>Table 6: Themes and Modifications based on Student Feedback</b>	
<b>Sample of Feedback Themes</b>	<b>Modification Discussed</b>
<ul style="list-style-type: none"> <li>• A lot of feedback regarding PT faculty</li> <li>• Take steps to support PT faculty better</li> <li>• Better communication regarding universal expectations—aligning FT and PT faculty practice</li> </ul>	<ul style="list-style-type: none"> <li>• Implement quarterly orientation with additional structure and materials. Provide template Canvas shells. First revamped Orientation took place December 17, 2024.</li> </ul>
<ul style="list-style-type: none"> <li>• Peers contributing to each other’s classroom environment</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to uphold dispositions.</li> <li>• Discuss in orientation summer 2025 the cohort model- giving feedback to each other, supporting learning environment</li> </ul>
<ul style="list-style-type: none"> <li>• Lack of understanding of the teaching evaluation for faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss in orientation summer 2025 how the teaching evaluation is used, who has access</li> </ul>

In addition to the yearly survey, the MCoun program implemented a new summer structure including two 4-week intensives rather than one 8-week quarter. Students were sent a survey regarding their experience. Roughly 30% of MCoun students completed the survey. In general, their results were evenly

distributed (roughly 57% expressed the 4-week course schedule worked well for them). Due to this, the faculty will maintain the two 4-week intensives during summer 2025.

**Program Modifications- Graduate/Site Supervisor/Employer Feedback:** Annually, the MCoun faculty solicit feedback from alumni, site supervisors, and employers of graduates from the MCoun program. The results of this survey are reviewed by faculty in a faculty meeting. This year this meeting occurred on November 18<sup>th</sup>. In a review of this survey, the feedback from stakeholders is positive. While there were two qualitative comments, at this time, there are no program modifications based on the feedback. However, through analysis of the data, faculty would like to implement a Likert scale in hopes of increasing information that can be gathered in the survey.

**Anticipated Program Modifications:** As stated previously, the accreditation cycle for the Oregon State University- Cascades Clinical Mental Health Counseling and School Counseling specialty area degree programs runs through October 31, 2032, with a Progress Report due by November 15, 2025. Between now and November 2025, the MCoun faculty will work to address the requirements outlined by the CACREP board. These include, but are not limited to:

- Direct evidence of coverage of Standards F.1-8 in course syllabi
- Updated written supervision agreements
- Continued evidence that our annual assessment plan is specific to the Cascades program
- Continued evidence that we use program evaluation data to inform program modifications
- A revised approach to the identification and assessment of KPIs to be more specific, rather than an amalgamation of standards

In academic year 2024-2025, the MCoun program has two clinical-line faculty positions open. The positions close in January 2025. These faculty lines are to ensure compliance with standards 1.S. and 1.T.

**Substantial Program Modifications:** No substantial program modifications occurred.

#### **CACREP 2016 Standards Addressed: 4.D.**

**4.D. Counselor education program faculty disseminate an annual report that includes, by program level, (1) a summary of the program evaluation results, (2) subsequent program modifications, and (3) any other substantial program changes. The report is published on the program website in an easily accessible location, and students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors) are notified that the report is available.**

This report can be found on the Master of Counseling webpage > Program Details > Accreditation. It can also be found by clicking [here](#).

Stakeholders are notified by email about the availability of the report.

**CACREP 2016 Standards Addressed: 4.E.**

**4.E. Counselor education program faculty must annually post on the program’s website in an easily accessible location the following specific information for each entry-level specialty area and doctoral program: (1) the number of graduates for the past academic year, (2) pass rates on credentialing examinations, (3) completion rates, and (4) job placement rates.**

This information can be found on the Master of Counseling webpage > Program Details > Accreditation.

It can also be found in Table 4 or by clicking [here](#).

<b>Table 7: Data listed below is for Academic Year 2023-2024</b>		
	<b>Clinical Mental Health Counseling Track</b>	<b>School Counseling Track</b>
Graduates	20	4
Pass Rates on Credentialing Examinations	100%	n/a
Completion Rates	89%	50%
Job Placement Rates	100%	100%