

**Academic Program Review
Assessment Year: 2017-2018**

Program: School Counseling MAED EDS
CIP Number: 13.1101
Department: Educational Studies, Leadership, and Counseling
College: College of Education and Human Services
Accreditation (if applicable): CACREP accreditation for: (a) School Counseling MAEd, and (b) Clinical Mental Health Counseling EdS
Program Director: Samir Patel
Contact Name: Samir Patel

Continuous Assessment Planning Process:

Data is collected and organized by individual faculty for assessments that are addressed in specific courses. Faculty collectively review data that is generated through midterm and capstone projects that require grading through rubrics. Other data is collected through a nationally normed comprehensive exam. All data is reviewed by faculty each semester and put into the program’s annual enhancement plan that is presented and reviewed by the program faculty, department chair and program advisory board. Based on review and input of each party, curriculum or programmatic changes are decided upon.

Participants in the Planning Process:

Susana Bloomdahl – ELC Department Chair & School Counseling Program Coordinator
 Samir Patel – Counseling Program Coordinator
 Alan Bakes – Counseling Center Coordinator of the COEHS Assessment & Counseling Center
 Rebecca Pender – Practicum & Internship Coordinator
 Justin Brogan – Clinical Mental Health Counseling Program Coordinator

Learning Outcome 1: Students who complete the program will demonstrate essential interviewing and counseling skills (CACREP Section II, G5c).	
FORMATIVE INSTRUMENT/TEST 1:	Relationship Building Skills Rubric (CNS 619)
Instrument/Test Procedures and Description:	Foundational relationship buildings skills will be measured in CNS 619 by using a skill rubric based on CACREP standards to assess video-taped counseling sessions submitted by each student at midterm . Data is collected through in-class assessments and graded with a common rubric in terms of proficiency. The rubric describes skill level that “exceeds standards,” “meets standards,” “developing standards,” or “does not meet standards.” Emphasis is placed on the formative development of the Relationship Building Skills .
Criteria for Success:	At least 90% of students will “ <i>meet standards</i> ” according to faculty evaluation and application of the skill rubric.
Results and Analysis:	100% of students (n = 3) during the fall 2017 semester met standards for relationship building skills at midterm. Results indicate that this sample of students demonstrated foundational counseling skills at a high level.

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<p>Changes Made in Response to the Assessment Process or Results:</p>	<p>The small sample size must be noted. Nonetheless, the trend is continuous from previous year reports. Change is not necessary at this time since interventions are producing the desired outcomes.</p>
<p>FORMATIVE INSTRUMENT/TEST 2:</p>	<p>Working Stage Skills Rubric (CNS 619)</p>
<p>Instrument/Test Procedures and Description:</p>	<p>Foundational working stage counseling skills will be measured in CNS 619 by using a skill rubric based on CACREP standards to assess video-taped counseling sessions submitted by each student at the end of the course. Data is collected through in-class assessments and graded with a common rubric in terms of proficiency. The rubric describes skill level that “exceeds standards,” “meets standards,” “developing standards,” or “does not meet standards.” Emphasis is placed on the formative development of the Working Stage Skills.</p>
<p>Criteria for Success:</p>	<p>At least 90% of students will “<i>exceed standards</i>” according to faculty evaluation and application of the skill rubric (CACREP Section II: G.5.b; G.5.c).</p>
<p>Results and Analysis:</p>	<p>66% of students (n = 2) exceeded standards while 33% of students (n = 1) met standards for working skills at the end of the fall 2017 semester. Results indicate that the majority of this sample demonstrated foundational counseling skills at a high level.</p>
<p>Changes Made in Response to the Assessment Process or Results:</p>	<p>Again, the small sample size must be considered (2 of 3 students exceeded standards). Also, counseling skills is developmental in nature. The one student who met standards, but did not exceed standards, will have ample opportunity in the program (e.g., practicum and internship) to refine counseling knowledge and skills. Nonetheless, struggles were noted and data is considered by faculty when working with that student in the future.</p> <p>In terms of the assessment process itself, evidence suggests that the interventions continue to produce desired programmatic results. The program will continue to monitor students’ progress to ensure that learning is maintained and continues to develop in subsequent semesters.</p>
<p>SUMMATIVE INSTRUMENT/TEST 1:</p>	<p>Midpoint Clinical Application Exam Rubric (taken after completing 33 credit hours & when in the semester of or after taking CNS 790; however, this exam assess the mastery level of foundational counseling knowledge, which is required prior to the internship experience)</p>
<p>Instrument/Test Procedures and Description:</p>	<p>The Midpoint Clinical Application Exam is a written exam that consists of two case studies that will assess student understanding of foundational counseling principles (i.e., building clinical relationships, multicultural awareness, theoretical awareness and ethical and professional understanding). The Midpoint Clinical Application Exam is read independently and anonymously by a minimum of two counseling program faculty readers. Evaluation is based on (a) organizational ability, (b) demonstrated knowledge of relevant literature, (c) conceptual understanding, (d) ability to defend a given position, (e) clarity of</p>

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	presentation, and (f) CACREP standards. The rubric describes skill level that “exceeds standards,” “meets standards,” “developing standards,” or “does not meet standards.”
Criteria for Success:	At least 80% of students will “ <i>meet standards</i> ” on the criteria specific to the <i>building clinical relationships</i> for the Midpoint Clinical Application Exam.
Results and Analysis:	<p>During the 2017-2018 academic year, a total of four students completed the Midpoint Clinical Application Exam. 25% of these students met standards for <i>building clinical relationships</i>. 3 students were assessed as developing standards.</p> <p>As this exam is given at midpoint in their program, it stands to reason that not all students will be able to demonstrate the skills that are necessary to build clinical relationships. However, the assessment does allow the program to appropriately flag potential issues that could impeded a person’s ability to establish therapeutic relationships.</p>
Changes Made in Response to the Assessment Process or Results:	After reviewing the data from the 2015-2016 report, 2016-2017 report and the 2017-2018 report, the counseling program made significant adjustments to this assessment, including timing of the assessment. The new assessment will capture critical areas of skills that counseling students should possess prior to internship, but are typically developed in practicum. Thus, the new assessment, the Case Conceptualization, Ethics, and Skills Assessment (CESA) will be taken when students are in enrolled in practicum.
SUMMATIVE INSTRUMENT/TEST 2:	Oral Defense Presentation Rubric (CNS 795)
Instrument/Test Procedures and Description:	Relationship building and working stage counseling skills will be measured in Internship II (CNS 795) using a skill rubric to assess video-taped counseling sessions presented during an Oral Defense by each student at the end of the course. Data is collected through a formal presentation to two counseling faculty and one non-counseling ELC Department member. Student’s ability to verbally describe and demonstrate intentionality of counseling skills will be evaluated. The rubric describes skill level that “exceeds standards,” “meets standards,” “developing standards,” or “does not meet standards.”
Criteria for Success:	At least 90% of students will “ <i>meet standards</i> ” on the criteria specific to the <i>video demonstration that highlights relationship building and working stage counseling skills</i> for the Oral Defense presentation.
Results and Analysis:	<p>100% of students (n = 3) exceeded the <i>video demonstration that highlights relationship building and working stage counseling skills</i> standard.</p> <p>These results indicate that, given this sample, students at the conclusion of Internship II have the necessary skills to develop and maintain a therapeutic alliance, while also possessing the skills to enhance client welfare.</p>

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Changes Made in Response to the Assessment Process or Results:	Program is still in the process of creating a new rubric that will assess micro-counseling skills when students are showcasing the counseling sessions.
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Learning Outcome 2: Students who complete the program will demonstrate an ability to understand diverse cultural attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities (CACREP Section II, G2b).

FORMATIVE INSTRUMENT/TEST 1:	Multicultural pretest and posttest assessment (CNS 671)								
Instrument/Test Procedures and Description:	Student's formative development of multicultural counseling awareness and skills will be measured by administering the Multicultural Counseling Awareness, Knowledge and Skills Survey (MAKSS) in CNS 671 as a pretest and posttest. Student growth is documented in each of the three subtest areas.								
Criteria for Success:	At least 80% of students will demonstrate growth (improved post-test score) in the subtest areas of the MAKSS.								
Results and Analysis:	<p>The MAKSS-C was designed as a self-assessment (Likert scale ranging from 1 to 4) of multicultural counseling and assess three subscales (10 items per scale): (a) awareness, (b) knowledge and (c) skills. The students were asked to complete MAKSS-C twice during the semester; once at the start of the semester in order to establish a baseline and once at the end of the semester in order to measure progression among the three subscales and total score.</p> <p>Collecting period: summer 2018 n = 7</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Awareness Pre/Post</th> <th>Knowledge Pre/Post</th> <th>Skills Pre/Post</th> <th>Total Pre/Post</th> </tr> </thead> <tbody> <tr> <td>25.7/28.6</td> <td>25/35.3</td> <td>21.3/32.7</td> <td>72/96.6</td> </tr> </tbody> </table> <p>The results indicate an increase in all areas as it relates to multicultural competence.</p>	Awareness Pre/Post	Knowledge Pre/Post	Skills Pre/Post	Total Pre/Post	25.7/28.6	25/35.3	21.3/32.7	72/96.6
Awareness Pre/Post	Knowledge Pre/Post	Skills Pre/Post	Total Pre/Post						
25.7/28.6	25/35.3	21.3/32.7	72/96.6						
Changes Made in Response to the Assessment Process or Results:	Comparing the results from the 2017-2018 report with that of the 2016-2017 report, it seems that that the integration of case studies within the class assisted in increasing multicultural knowledge and skills. An emphasis will be placed on multicultural awareness to promote an increase in this particular domain.								
FORMATIVE INSTRUMENT/TEST 2:	Cultural Exposure Rubric (CNS 671)								

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Instrument/Test Procedures and Description:	Self-awareness, an understanding of diversity, and comprehension of systemic maintenance of oppression will be measured in CNS 671 by the cultural exposure rubric that is based on CACREP standards. Each student will interview two adults who are culturally or ethnically different from him/herself. The students then submits a 3 to 5 page paper, in which the following criteria are assessed: (a) description of how assignment fosters understanding of the experience of diverse clients, and (b) description of how oppression / racism is maintained within the system. The rubric describes skill level that “exceeds standards,” “meets standards,” “developing standards,” or “does not meet standards.”
Criteria for Success:	At least 80% of students will “ <i>meet standards</i> ” on the Cultural Exposure project.
Results and Analysis:	In a sample of 6 students, 33% exceeded standards and 66% met standards. Results suggest that adjustments to the course (which were made as result of the 2016-2017 report), have helped students become more aware and knowledgeable about the systemic maintenance of oppression.
Changes Made in Response to the Assessment Process or Results:	Program will continue to integrate case studies within the class to promote understanding of systemic oppression.
SUMMATIVE INSTRUMENT/TEST 1:	Midpoint Clinical Application Exam Rubric (taken after completing 33 credit hours & when in the semester of or after taking CNS 790; however, this exam assess the mastery level of foundational counseling knowledge, which is required prior to the internship experience)
Instrument/Test Procedures and Description:	The Midpoint Clinical Application Exam is a written exam that consists of two case studies that will assess student understanding of foundational counseling principles (i.e., building clinical relationships, multicultural awareness , theoretical awareness and ethical and professional understanding). The Midpoint Clinical Application Exam is read independently and anonymously by a minimum of two counseling program faculty readers. Evaluation is based on (a) organizational ability, (b) demonstrated knowledge of relevant literature, (c) conceptual understanding, (d) ability to defend a given position, (e) clarity of presentation, and (f) CACREP standards. The rubric describes skill level that “exceeds standards,” “meets standards,” “developing standards,” or “does not meet standards.”
Criteria for Success:	At least 80% of students will “ <i>meet standards</i> ” on the criteria specific to <i>multicultural awareness</i> for the Midpoint Clinical Application Exam.
Results and Analysis:	<p>During the 2017-2018 academic year, a total of four students completed the Midpoint Clinical Application Exam. 50% of these students met standards for <i>multicultural awareness</i>.</p> <p>Both students who met criteria for success for this summative assessment took the multicultural counseling course after it was reconstructed as a result of the 2016-23017 report and were in the</p>

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	middle of their program. However, the two students who did not meet criteria for success were near the end of their degrees.
Changes Made in Response to the Assessment Process or Results:	After reviewing the data from the 2015-2016 report, 2016-2017 report and the 2017-2018 report, the counseling program made significant adjustments to this assessment, including timing of the assessment. The new assessment will capture critical areas of skills that counseling students should possess prior to internship, but are typically developed in practicum. Thus, the new assessment, the Case Conceptualization, Ethics, and Skills Assessment (CESA) will be taken when students are in enrolled in practicum, which is earlier in their program/degree. This will allow faculty to flag potential issues earlier.
SUMMATIVE INSTRUMENT/TEST 2:	Counselor Preparation Comprehensive Examination (CPCE; taken in the last semester or the semester prior to graduation)
Instrument/Test Procedures and Description:	Students will answer 16 multicultural specific questions on a nationally normed comprehensive exam.
Criteria for Success:	80% of students will demonstrate competence by scoring within or above one standard deviation of the national mean for the Social and Cultural Diversity portion of the exam.
Results and Analysis:	Results from the fall 2017 and spring 2018 CPCE revealed that 83% of students (n = 6) scored within or above one standard deviation of the national average for the Social & Cultural Diversity section of the CPCE. Results suggest that most of our students demonstrate an ability to understand diverse cultural attitudes, beliefs, understandings, and acculturative experiences by the end of their program
Changes Made in Response to the Assessment Process or Results:	The counseling program will change the criteria for success to read “85% of students will demonstrate competence by scoring within or above one standard deviation of the national mean for the Social and Cultural Diversity domain.”

Learning Outcome 3: Students who complete the program will demonstrate knowledge and understanding of counseling theories (CACREP Section II, G5d).	
FORMATIVE INSTRUMENT/TEST 1:	Theoretical Position Paper (CNS 624)
Instrument/Test Procedures and Description:	Students will submit a detailed exploration of his/her preferred counseling theory in CNS 624. The papers will be evaluated using a common rubric to determine student’s accurate understanding and application of his/her counseling theory. The rubric describes theoretical comprehension that “exceeds standards,” “meets standards,” “developing standards,” or “does not meet standards.”
Criteria for Success:	At least 80% of students will “ <i>meet standards</i> ” on the Theoretical Position Paper.
Results and Analysis:	Students (n = 12) were assessed according to a set rubric that evaluated writing quality and depth of understanding of theory. According to the results, 83% of students met or exceeded standards for effective

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	writing and appropriate understanding of a counseling theory. Results indicate that the majority of the students understood their selected theory, mid-way through the semester.
Changes Made in Response to the Assessment Process or Results:	Results indicate the adjustments made to the course after reviewing data from the 2016-2017 report have resulted in desired outcomes. The program will continue to have students orally present their case conceptualizations of weekly case studies to promote overall understanding of theoretical tenets.
FORMATIVE INSTRUMENT/TEST 2:	In-class Exam (CNS 624)
Instrument/Test Procedures and Description:	At the end of the semester, an assessment that measures student understanding of counseling theory will be given in CNS 624.
Criteria for Success:	At least 90% of students will answer exam content with 85% accuracy.
Results and Analysis:	Students were assessed according to a set rubric that evaluated writing quality and depth of understanding of multiple theories. According to the results, 75% of students (n = 12) met exam content with at least 85% accuracy. Though criteria for success was not met, it should be noted that only one student scored under an 80%; essentially, indicating that our students had a solid understanding of counseling theories.
Changes Made in Response to the Assessment Process or Results:	Results indicate the adjustments made to the course after reviewing data from the 2016-2017 report have resulted in desired outcomes. The program will continue to have students orally present their case conceptualizations of weekly case studies to promote overall understanding of theoretical tenets.
SUMMATIVE INSTRUMENT/TEST 1:	Midpoint Clinical Application Exam Rubric (taken after completing 33 credit hours & when in the semester of or after taking CNS 790; however, this exam assess the mastery level of foundational counseling knowledge, which is required prior to the internship experience)
Instrument/Test Procedures and Description:	The Midpoint Clinical Application Exam is a written exam that consists of two case studies that will assess student understanding of foundational counseling principles (i.e., building clinical relationships, multicultural awareness, theoretical awareness , and ethical and professional understanding). The Midpoint Clinical Application Exam is read independently and anonymously by a minimum of two counseling program faculty readers. Evaluation is based on (a) organizational ability, (b) demonstrated knowledge of relevant literature, (c) conceptual understanding, (d) ability to defend a given position, (e) clarity of presentation, and (f) CACREP standards. The rubric describes skill level that “exceeds standards,” “meets standards,” “developing standards,” or “does not meet standards.”
Criteria for Success:	At least 80% of students will “ <i>meet standards</i> ” on the criteria specific to <i>theoretical awareness</i> for the Midpoint Clinical Application Exam.
Results and Analysis:	During the 2017-2018 academic year, a total of four students completed the Midpoint Clinical Application Exam. 50% of these

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	<p>students met standards for <i>theoretical awareness</i>; 2 were developing standards.</p> <p>As this exam is given at midpoint in their program, it stands to reason that not all students will be able to demonstrate the skills that are necessary to articulate the application of the tenets of their theoretical orientation. However, the assessment does allow the program to appropriately flag potential issues that could impeded a person's ability to establish therapeutic relationships.</p>
Changes Made in Response to the Assessment Process or Results:	<p>After reviewing the data from the 2015-2016 report, 2016-2017 report and the 2017-2018 report, the counseling program made significant adjustments to this assessment, including timing of the assessment. The new assessment will capture critical areas of skills that counseling students should possess prior to internship, but are typically developed in practicum. Thus, the new assessment, the Case Conceptualization, Ethics, and Skills Assessment (CESA) will be taken when students are in enrolled in practicum.</p>
SUMMATIVE INSTRUMENT/TEST 2:	<p>Oral Defense Presentation Rubric (CNS 795)</p>
Instrument/Test Procedures and Description:	<p>The oral defense will assess a student's application of counseling theory during CNS 795 via a three step process: (a) a submission of a graduate paper on one's theoretical approach to counseling; (b) an oral presentation of his/her understanding of the counseling theory; and (c) showing of a video-recorded, internship session that highlights the application of the counseling theory with an actual client. The rubric describes skill level that "exceeds standards," "meets standards," "developing standards," or "does not meet standards."</p>
Criteria for Success:	<p>At least 90% of students will "<i>meet standards</i>" on the criteria specific to the <i>oral presentation of his/her counseling theory</i> for the Oral Defense presentation.</p>
Results and Analysis:	<p>100% of students (n = 3) exceeded the <i>video demonstration that highlights relationship building and working stage counseling skills</i> standard (two students exceeded standards).</p> <p>These results indicate that, given this sample, students at the conclusion of Internship II have the necessary skills to develop and maintain a therapeutic alliance, while also possessing the skills to enhance client welfare.</p>
Changes Made in Response to the Assessment Process or Results:	<p>The counseling program's effort integrate specific pedagogical strategies resulted in the improvement with regards to students' abilities to conceptualize cases from a theoretical orientation. Due to small sample size, the counseling program will continue to integrate the strategies.</p>

Learning Outcome 4: Students who complete the program will demonstrate professional orientation and ethical practice relating to professional roles, functions and relationships (CACREP Section II: G1j). SLO 4 was not assessed for 2017-2018 report

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FORMATIVE INSTRUMENT/TEST 1:	Disposition Meeting #1 (occurs at the end of each semester)
Instrument/Test Procedures and Description:	Files for students who are newly admitted to the Counseling Program will be accessed at the end of their first enrolled semester. Counseling faculty will collectively review and assess student dispositions, professional attitudes and behaviors using a common rubric. The common rubric describes professional orientation and ethical understanding as “exceeds standards,” “meets standards,” “developing standards,” or “does not meet standards.”
Criteria for Success:	At least 90% of students will “ <i>meet standards</i> ” for professional orientation and ethics on the standard rubric.
Results and Analysis:	SLO 4 was not assessed for 2017-2018 report
Changes Made in Response to the Assessment Process or Results:	SLO 4 was not assessed for 2017-2018 report
FORMATIVE INSTRUMENT/TEST 2:	Disposition Meeting #2 (occurs at the end of semester in which the student was enrolled in Practicum [CNS 790])
Instrument/Test Procedures and Description:	Files for students who completed practicum (CNS 790) will be accessed at the end of that semester. Counseling faculty will collectively review and assess student dispositions, professional attitudes and behaviors using a common rubric. The common rubric describes professional orientation and ethical understanding as “exceeds standards,” “meets standards,” “developing standards,” or “does not meet standards.”
Criteria for Success:	At least 90% of students will “ <i>meet standards</i> ” for professional orientation and ethics on the standard rubric.
Results and Analysis:	SLO 4 was not assessed for 2017-2018 report
Changes Made in Response to the Assessment Process or Results:	SLO 4 was not assessed for 2017-2018 report
SUMMATIVE INSTRUMENT/TEST 1:	Midpoint Clinical Application Exam Rubric (taken after completing 33 credit hours & when in the semester of or after taking CNS 790; however, this exam assess the mastery level of foundational counseling knowledge, which is required prior to the internship experience)
Instrument/Test Procedures and Description:	The Midpoint Clinical Application Exam is a written exam that consists of two case studies that will assess student understanding of foundational counseling principles (i.e., building clinical relationships, multicultural awareness, theoretical awareness, and ethical and professional understanding). The Midpoint Clinical Application Exam is read independently and anonymously by a minimum of two counseling program faculty readers. Evaluation is based on (a) organizational ability, (b) demonstrated knowledge of relevant literature, (c) conceptual understanding, (d) ability to defend a given position, (e) clarity of presentation, and (f) CACREP standards. The rubric describes skill level

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	that “exceeds standards,” “meets standards,” “developing standards,” or “does not meet standards.”
Criteria for Success:	At least 80% of students will “ <i>meet standards</i> ” on the criteria specific to <i>ethical and professional understanding</i> on the Midpoint Clinical Application Exam.
Results and Analysis:	SLO 4 was not assessed for 2017-2018 report
Changes Made in Response to the Assessment Process or Results:	SLO 4 was not assessed for 2017-2018 report
SUMMATIVE INSTRUMENT/TEST 2:	Counselor Preparation Comprehensive Examination (CPCE; taken in the last semester or the semester prior to graduation)
Instrument/Test Procedures and Description:	Students will answer 16 professional orientation and ethics specific questions on a nationally normed comprehensive exam.
Criteria for Success:	80% of students will demonstrate competence by scoring within one standard deviation of the national average on the Professional Orientation and Ethics portion of the exam.
Results and Analysis:	SLO 4 was not assessed for 2017-2018 report
Changes Made in Response to the Assessment Process or Results:	SLO 4 was not assessed for 2017-2018 report