

Murray State University Assessment Worksheet (Academic)

Department/Program: School Counseling MAED EDS ENDR	Contact person: Samir Patel	Assessment cycle/year: 2018-2020 - Year 1
College: COEHS	Email address: spatel4@murraystate.edu	

(Section 1) Mission/Purpose

Mission -

The mission of the Department of Educational Studies, Leadership, and Counseling is to prepare beginning and continuing professionals to be effective leaders in education, mental health, and diverse career fields.

(Section 2) Program Goals & Institutional Goal Alignment

<p>Goal 1- Students who complete the program will demonstrate professional orientation and ethical practice relating to professional roles, functions and relationships</p> <p style="text-align: right;">Assessment Status (Current Year): <i>Active</i></p>	<p>Institutional Goal Alignment: <i>Applied Knowledge</i></p>
<p>Goal 2- Students who complete the program will demonstrate knowledge and understanding of counseling theories</p> <p style="text-align: right;">Assessment Status (Current Year): <i>Active</i></p>	<p>Institutional Goal Alignment: <i>Applied Knowledge</i></p>
<p>Goal 3- Students who complete the program will demonstrate essential interviewing and counseling skills</p> <p style="text-align: right;">Assessment Status (Current Year): <i>Active</i></p>	<p>Institutional Goal Alignment: <i>Applied Knowledge</i></p>

(Section 3) Assessment of Student Learning Outcomes

Outcome 1: Case Conceptualization, Ethics, and Skills Assessment		Maps to: Goal 1
ASSESSMENT INSTRUMENT:	<p>The Case Conceptualization, Ethics, and Skills Assessment (CESA) is a case study-style exam that will assess student understanding of foundational counseling principles. The CESA is a pass/fail assessment. Students will be eligible for the CESA during the semester in which they are enrolled in practicum, CNS 790. Students must pass the CESA for Internship I enrollment eligibility. The CESA is read independently and anonymously by a minimum of two counseling program faculty and scored using the CESA rubric. The</p>	

	rubric describes skill level that “exceeds standards,” “meets standards,” “developing standards,” or “does not meet standards.”
TYPE:	Direct - Formative
Criteria for Success:	At least 80% of students will “ <i>meet standards</i> ” on the criteria specific to <i>ethical and legal considerations</i> on the CESA.
Results and Analysis:	50% of students (n=8) met standards on the CESA criterion for ethical and legal considerations. This indicates that students who are about half way through the program, may require more robust training in ethical and legal issues.
Was the Target Met?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes Made in Response to the Assessment Process or Results:	Adjustments to curriculum were made as a result of the analysis. A new text was adopted for CNS 625, Legal and Ethical Issues in Counseling. Additionally, new assignments were created to assist student learning with regrades to application of ethical decision-making models.
Outcome 1: Case Conceptualization, Ethics, and Skills Assessment	
Maps to: Goal 2	
ASSESSMENT INSTRUMENT:	The Case Conceptualization, Ethics, and Skills Assessment (CESA) is a case study-style exam that will assess student understanding of foundational counseling principles. The CESA is a pass/fail assessment. Students will be eligible for the CESA during the semester in which they are enrolled in practicum, CNS 790. Students must pass the CESA for Internship I enrollment eligibility. The CESA is read independently and anonymously by a minimum of two counseling program faculty and scored using the CESA rubric. The rubric describes skill level that “exceeds standards,” “meets standards,” “developing standards,” or “does not meet standards.”
TYPE:	Direct - Formative
Criteria for Success:	At least 80% of students will “ <i>meet standards</i> ” on the criteria specific to <i>counseling theories</i> on the CESA.
Results and Analysis:	100% of students (n=8) met standards on the CESA criterion for counseling theories. This indicates that students are proficient in their understanding of the foundational tenets of their counseling theory after practicum.
Was the Target Met?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Changes Made in Response to the Assessment Process or Results:	The counseling program met to discuss the results of the assessment. Counseling faculty will be adding a treatment plan section to the CESA to assess students’ ability set goals, objectives and interventions. This will be an added layer to assess readiness for promotion into internship.
Outcome 1: Case Conceptualization, Ethics, and Skills Assessment	
Maps to: Goal 3	

ASSESSMENT INSTRUMENT:	The Case Conceptualization, Ethics, and Skills Assessment (CESA) is a case study-style exam that will assess student understanding of foundational counseling principles. The CESA is a pass/fail assessment. Students will be eligible for the CESA during the semester in which they are enrolled in practicum, CNS 790. Students must pass the CESA for Internship I enrollment eligibility. The CESA is read independently and anonymously by a minimum of two counseling program faculty and scored using the CESA rubric. The rubric describes skill level that “exceeds standards,” “meets standards,” “developing standards,” or “does not meet standards.”	
TYPE:	Direct - Formative	
Criteria for Success:	At least 80% of students will “meet standards” on the criteria specific to <i>essential interviewing and counseling skills</i> on the CESA.	
Results and Analysis:	88% of students (n=8) met standards on the CESA criterion for essential interviewing and counseling skills. This indicates that all but one student can articulate the fundamental counseling skills needed to establish a therapeutic working alliance.	
Was the Target Met?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Changes Made in Response to the Assessment Process or Results:	Changes to curriculum are not needed at this time; however, faculty discussed the issues related to the one student who did not meet the essential interviewing and counseling skills standard. It was agreed that this student would require extra supervision during his internship experience.	
Outcome 2: Counselor Preparation Comprehensive Exam		Maps to: Goal 1
ASSESSMENT INSTRUMENT:	The Counselor Preparation Comprehensive Exam (CPCE) is a nationally normed, multiple choice exam that is designed to assess counseling students’ knowledge of counseling information. Students are eligible for the CPCE during the semester prior to their graduating semester.	
TYPE:	Direct - Summative	
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:	66% of students (n=3) met standards on CPCE criterion for Professional Orientation and Ethics. This result indicates that the majority of the sample possess a comprehensive understanding with regards to the profession of counseling.	
Was the Target Met?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

Changes Made in Response to the Assessment Process or Results:	Despite target not being met, changes are not needed at this time. The lone student who did not hit target was placed on a remediation plan.	
Outcome 2: Oral Defense		Maps to: Goal 2
ASSESSMENT INSTRUMENT:	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.”	
TYPE:	Direct - Summative	
Criteria for Success:	At least 80% 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.	
Results and Analysis:	100% of students (n=2) met standards on the oral defense criterion for counseling theory. This result suggests that at the end of their program, these students not only possessed a strong understanding of their counseling theory; but that they were able to articulate the theory to experts in the field.	
Was the Target Met?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Changes Made in Response to the Assessment Process or Results:	The program faculty discussed the results of this assessment. The faculty are in the process of identifying areas for adjustment within clinical courses to promote case conceptualization through a theoretical lens. In doing so, our students will possess the necessary skills to be highly proficient counselors upon graduation.	
Outcome 2: Oral Defense		Maps to: Goal 3
ASSESSMENT INSTRUMENT:	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.”	
TYPE:	Direct - Summative	
Criteria for Success:	80% 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:	100% of students (n=2) met standards on the oral defense criterion for relationship building and working stage skills. This result suggests that at the end of their program, these students were able to demonstrate intentionality of clinical skills with regards developing and maintaining a therapeutic alliance with clients, and promoting client outcomes via the use of advanced counseling skills.
Was the Target Met?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Changes Made in Response to the Assessment Process or Results:	The program faculty discussed the results of this assessment. The faculty are in the process of identifying areas for adjustment within clinical courses to promote case conceptualization through a theoretical lens. In doing so, our students will possess the necessary skills to be highly proficient counselors upon graduation.

(Section 4) Assessment Stakeholders and Planning	
Continuous Planning Process	<p>The counseling program is dedicated to improve the Program curriculum, organization, and communication by frequent and routine evaluations. Various assessments, groups, and meetings help in the evaluation process.</p> <ol style="list-style-type: none"> 1) At the end of the fall and spring semesters, the counseling faculty review the progress of each student on all CACREP standards and utilize this information to enhance program curriculum and develop student remediation, if necessary. 2) Yearly, the counseling faculty share the outcome reports with Counseling Advisory Board and discuss possible changes to the program. 3) Prior to submission of MSU Assessment reports and plans, the CNS faculty discuss implications of the data in reference to programmatic assessments and overall curriculum structure. Both, the reports and plans, are reviewed by assessment coordinators at the college and university levels for fidelity.
Participants in the Planning Process	<p>Susana Bloomdahl – ELC Department Chair & School Counseling Program Coordinator Samir Patel – Counseling Program Coordinator & Counseling Center Coordinator of the COEHS Assessment & Counseling Center Rebecca Pender Baum – Practicum & Internship Coordinator Justin Brogan – Clinical Mental Health Counseling Program Coordinator</p>

(Section 5) Course Alignment Matrix *Please copy and paste the course alignment matrix for this program below.*

	Goal 1	Goal 2	Goal 3
MAED SCHOOL COUNSELING			

Total Course Requirements, 48 hrs			
ADM 630			I
CNS 619	I, D	I	I, D
CNS 624	I	I, D	I
CNS 635		I, D	
CNS 671	I, D	D	D
CNS 676	D		
CNS 683	D		
CNS 686	D	I	D
CNS 689	D		
CNS 692	I, D	I, D	I, D
CNS 710	I		
CNS 720	I, D		D
CNS 725	D		D
CNS 790	D	D	D
CNS 794	D	D	D
CNS 795	M	M	M
EdS SCHOOL COUNSELING CONCENTRATION			
Total Course Requirements, 60 hrs			
<i>48 hrs transferred from MA School Counseling plus the following:</i>			
CNS 625	I, D		
CNS 694		D	D

CNS 722	D		D
CNS 734	D		D
EdS CLINICAL MENTAL HEALTH COUNSELING CONCENTRATION			
Total Course Requirements, 60 hrs			
ADM 630			I
CNS 618	I, D		
CNS 619	I, D	I	I, D
CNS 624	I	I, D	I
CNS 625	I, D	I	D
CNS 635		I, D	
CNS 671	I, D	D	D
CNS 676	D		
CNS 683	D		
CNS 686	D	I	D
CNS 692	I, D	I, D	I, D
CNS 694		D	D
CNS 710	I		
CNS 722	D		D
CNS 734	D		D
CNS 752	D		D
CNS 790	D	D	D
CNS 794	D	D	D

CNS 795	M	M	M
<i>3 hrs approved electives from the following:</i>			
CNS 746	D	I	D
CNS 748	D	I	D
CNS 760	D	I	D