

Student Learning Outcome Assessment
Assessment Year: 2015-2016

Program: School Counseling MAEd and Counseling EdS—
School Counseling and Clinical Mental Health
Counseling Concentrations
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: Susana Bloomdahl
Contact Name: Samir Patel

Continuous Assessment Planning Process:

Data are 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 are collected through a nationally normed comprehensive exam. All data are 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 Coordinator
Samir Patel – Counseling Program Coordinator & Clinical Mental Health Coordinator
Alan Bakes – Counseling Center Coordinator of the COEHS Assessment & Counseling Center
Rebecca Pender – Practicum & Internship Coordinator
Justin Brogan – Recruitment 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 are 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 .

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Criteria for Success:	At least 90% of students will “ <i>exceed standards</i> ” according to faculty evaluation and application of the skill rubric.
Results and Analysis:	84% of students (n = 21) during the fall 2014 and spring 2014 semester met standards for relationship building skills at midterm. Results indicate that though the majority of this sample of students demonstrated foundational counseling skills, demonstration of the skills at a high level was not observed.
Changes Made in Response to the Assessment Process or Results:	It suspected that since this is the first time students are actually demonstrating counseling skills, the criteria for success for this learning outcome might be too ambitious. As a result of this finding, the counseling program revised the achievement target to “At least 90% of students will “ <i>meet standards</i> ” according to faculty evaluation and application of the skill rubric.”
FORMATIVE INSTRUMENT/TEST 2:	Working Stage Skills Rubric (CNS 619)
Instrument/Test Procedures and Description:	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 are 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 .
Criteria for Success:	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).
Results and Analysis:	100% of students (n = 19) during the fall 2015 and spring 2016 semester met or exceeded standards for working stage skills at the conclusion of their respective semesters. Furthermore, 68% of the students from this sample exceeded standards. Results indicate that by the end of the semester most students are gaining the ability to deepen the clinical session.
Changes Made in Response to the Assessment Process or Results:	During the fall 2016 and spring 2017 semesters, a focus on case conceptualization skills will be targeted to help students develop and refine skills that promote the therapeutic alliance.
SUMMATIVE INSTRUMENT/TEST 1:	Midpoint Clinical Application Exam Rubric (taken after completing 30 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)

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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.
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>For the adult case study, 100% (n = 17) met or exceeded standards on the criteria for building clinical relationships on the first attempt (13 students exceeded standards).</p> <p>For the child/adolescent case study, 88% (n = 17) met or exceeded standards on the criteria for building clinical relationships on the first attempt. The two students who did not pass the building clinical relationships criteria during the first attempt, did pass in the second attempt by meeting standards for this criteria.</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. Findings suggest that with some direct feedback, students can meet standards.</p>
Changes Made in Response to the Assessment Process or Results:	When comparing scores from the 2014-2015 academic year with scores from 2015-2016 academic year, results suggest that the counseling faculty efforts to increase the number of case studies in foundational counseling classes yielded significant improvement as evidenced by first time pass rates (100% on adult case studies and 82% on child/adolescent case studies). The program will continue to implement these changes; also, questions and rubrics will be adjusted to better capture relationship building skills.
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 are collected through a formal presentation to two counseling faculty and one non-counseling ELC Department member. Student’s ability to verbally

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	describe and demonstrate intentionality of counseling skills will be evaluated.
Criteria for Success:	At least 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 = 11) met or exceeded the video demonstration that highlights relationship building and working stage counseling skills standard (two students exceeded standards). 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.
Changes Made in Response to the Assessment Process or Results:	During the fall 2016 and spring 2017 semesters, faculty who teach Internship I and Internship II (CNS 794 & CNS 795) will provide supervision that specifically helps students to the develop strong therapeutic alliances with clients.

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 in the subtest areas of the MAKSS.
Results and Analysis:	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. Collecting periods: spring 2016 & summer 2016 n = 24

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	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>Awareness Pre/Post</td> <td>Knowledge Pre/Post</td> <td>Skills Pre/Post</td> <td>Total Pre/Post</td> </tr> <tr> <td>25.7/28.8</td> <td>26.1/35.6</td> <td>23.5/33.0</td> <td>75.4/97.4</td> </tr> </table> <p>The results indicate an increase in all areas as it relates to multicultural competence. However, the awareness domain increased minimally.</p>	Awareness Pre/Post	Knowledge Pre/Post	Skills Pre/Post	Total Pre/Post	25.7/28.8	26.1/35.6	23.5/33.0	75.4/97.4
Awareness Pre/Post	Knowledge Pre/Post	Skills Pre/Post	Total Pre/Post						
25.7/28.8	26.1/35.6	23.5/33.0	75.4/97.4						
Changes Made in Response to the Assessment Process or Results:	It seems that students' self-awareness scores continued to increase, when comparing the 2015 scores with the 2014 scores. However, growth in awareness of others continues to be limited. Thus, this concept will be addressed more soundly via class discussions in future semesters.								
FORMATIVE INSTRUMENT/TEST 2:	Cultural Exposure Rubric (CNS 671)								
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.								
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 26 students, 73% exceeded standards and 23% met standards. This result indicates the program is helping students to become more self-aware as well as helping them to develop a greater understanding of diversity and oppression.								
Changes Made in Response to the Assessment Process or Results:	To assist students in developing greater awareness of others, especially as it relates to the social justice, the assignment will be adjusted so that the interview integrates questions related to the interviewees' perspectives of equity, social justice, and current events.								
SUMMATIVE INSTRUMENT/TEST 1:	Midpoint Clinical Application Exam Rubric (taken after completing 30 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)								

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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.
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>For the adult case study, 100% (n = 17) met or exceeded standards on the criteria for multicultural awareness on the first attempt (nine students exceeded the standard).</p> <p>For the child/adolescent case study, 88% (n = 17) met or exceeded standards on the criteria for multicultural awareness on the first attempt (eight students exceeded the standard). One student was able to the retake the exam; on the second attempt that student met the standard.</p> <p>As multicultural counseling is aspirational in nature, the results of this exam speak to the notion that students will continue to develop cultural counseling competencies as they experience diverse cases. Also, this exam demonstrates that with proper supervision, students are able to identify cultural counseling deficiencies that they may possess.</p>
Changes Made in Response to the Assessment Process or Results:	When comparing scores from the 2014-2015 academic year with scores from 2015-2016 academic year, results suggest that the counseling faculty efforts to increase the number of diverse case studies in foundational counseling classes yielded significant improvement as evidenced by first time pass rates. The program will continue to implement these changes, also, questions and rubrics will be adjusted to better capture cultural competencies.
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.

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Criteria for Success:	80% of students will demonstrate competence by scoring higher than national average on the Social and Cultural Diversity portion of the exam.
Results and Analysis:	<p>Results from the fall 2015 and spring 2016 CPCE revealed that all students (n = 7) scored within or above one standard deviation of the national average for the Social & Cultural Diversity section of the CPCE (one student scored above one standard deviation of the national mean). However, only 57% of the students from this sample scored at or above the national mean.</p> <p>Since all students were within or above one standard deviation of the national mean, this finding suggests that our students demonstrate an ability to understand diverse cultural attitudes, beliefs, understandings, and acculturative experiences by the end of their program.</p>
Changes Made in Response to the Assessment Process or Results:	As this marks the second year where 80% of students failed to surpass the national mean as it relates to the Social & Cultural Diversity section of the CPCE, the counseling program has elected to adopt a new study guide for the CPCE.

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 were assessed according to a set rubric that evaluated writing quality and depth of understanding of theory. According to the results, 89% of students (n = 18) met or exceeded standards for effective writing and appropriate understanding of a counseling theory. These results indicated that more than half of "preclinical" students, midway through the semester, are demonstrating a comprehensive understanding of counseling theory.

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Changes Made in Response to the Assessment Process or Results:	During the fall 2016 semester, case studies will be integrated during course of the semester to help students conceptualize cases from a number of theoretical perspectives.
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 meet the outcome criteria for this assessment.
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, 83% of students (n = 18) met or exceeded standards for effective writing and appropriate understanding of a counseling theories. These results indicate that most students have a solid understanding of counseling theories at the end of the semester.
Changes Made in Response to the Assessment Process or Results:	Due to the decrease in percentage of students who met or exceeded the standards from midpoint to final during the fall 2015 semester, an in-class exam will be given in the fall 2016 semester that assesses each student's understanding of their identified counseling theory.
SUMMATIVE INSTRUMENT/TEST 1:	Midpoint Clinical Application Exam Rubric (taken after completing 30 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.
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:	For the adult case study, 88% (n = 17) met or exceeded standards on the criteria for theoretical awareness on the first attempt (nine students exceeded standards).

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	<p>For the child/adolescent case study, 82% (n = 17) met or exceeded standards on the criteria for theoretical awareness on the first attempt (six students exceeded standards). Two students had an opportunity to retake the exam; one met standards and the other exceeded standards on the second attempt.</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 needed to fully conceptualize cases from a theoretical lens. However, findings suggest that with some direct feedback, students can meet standards.</p>
Changes Made in Response to the Assessment Process or Results:	During the 2016-2017 academic year there will be a concerted effort to provide case studies in the foundational counseling courses to better prepare students for the midpoint clinical application exam. Also, questions and rubrics for the midpoint exam will be adjusted to better capture theoretical knowledge.
SUMMATIVE INSTRUMENT/TEST 2:	Oral Defense Presentation Rubric (CNS 795)
Instrument/Test Procedures and Description:	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.
Criteria for Success:	At least 80% of students will "meet standards" 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 = 11) met or exceeded the oral presentation of his/her counseling theory (three students exceeded the standard). These results indicate that, given this sample, students, at the conclusion of the Internship II have the necessary skills to conceptualize cases through the lens of their counseling theory.
Changes Made in Response to the Assessment Process or Results:	During the fall 2016 and spring 2017 semesters, faculty who teach Internship I and Internship II (CNS 794 & CNS 795) will integrate pedagogical strategies to improve student ability to conceptualize cases from a theoretical orientation.

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).

FORMATIVE INSTRUMENT/TEST 1:	Exam #2 (CNS 617)
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Instrument/Test Procedures and Description:	Midway through the semester, students' understanding of the counseling profession, preparation standards, and service will be assessed via Exam #2 in CNS 617.
Criteria for Success:	At least 90% of the students will meet the outcome criteria on this exam.
Results and Analysis:	During the fall 2015 semester, 10 students were enrolled in CNS 617. The following scores demonstrate the breakdown for Exam #2: Exceeds standards - 40% Meets standards - 30% Developing standards - 10% Did not meet standards – 20% Results indicate that most students in the sample are developing their understanding of the counseling profession by midterm. However, 3 of the 10 students did not meet the standard.
Changes Made in Response to the Assessment Process or Results:	As this assessment report marks the second year where 90% of students failed to meet the outcome criteria, the counseling program revised the criteria for success to “At least 80% of the students will meet the outcome criteria on this exam.”
FORMATIVE INSTRUMENT/TEST 2:	Case Study Assignment/Rubric (CNS 617)
Instrument/Test Procedures and Description:	Student knowledge and understanding of ethical issues in counseling will be measured by evaluating a case study assignment in CNS 617, Introduction to Counseling. Data are collected through in-class assessments and graded with a rubric based on the CACREP standards for professional orientation and ethics. 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> ” for professional orientation and ethics.
Results and Analysis:	During the fall 2015 semester, 10 students were enrolled in CNS 617. The following scores demonstrate the breakdown for the CNS 617 case study assignment: Exceeds standards – 60% Developing standards – 40% Results indicate that students in this sample possessed a solid understanding of ethics by the end of the semester.
Changes Made in Response to the Assessment Process or Results:	When comparing 2014-2015 results to the 2015-2016 results, it seems that scores on the case study assignment increased. The counseling program will revisit aspects of the assessment/outcome to

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	ensure that students maintain progression with regards to overall understanding of professional and ethical issues.
SUMMATIVE INSTRUMENT/TEST 1:	Midpoint Clinical Application Exam Rubric (taken after completing 30 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.
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:	<p>For the adult case study, 94% (n = 17) met or exceeded standards on the criteria for ethical and professional understanding on the first attempt (five students exceeded standards).</p> <p>For the child/adolescent case study, 100% (n = 17) met or exceeded standards on the criteria for ethical and professional understanding on the first attempt (10 students exceeded standards).</p> <p>Results from this portion of the exam continue to indicate that students are well versed in demonstrating ethical and professional understanding at midpoint in the program.</p>
Changes Made in Response to the Assessment Process or Results:	During the 2016-2017 academic year there will be a concerted effort to provide case studies in the foundational counseling courses to better prepare students for the midpoint clinical application exam. Furthermore, questions and rubrics will be adjusted to better capture professional and ethical understanding.
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.

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Criteria for Success:	80% of students will demonstrate competence by scoring higher than national average on the Professional Orientation and Ethics portion of the exam.
Results and Analysis:	<p>Results from the fall 2014 & spring 2015 CPCE revealed that 71% of the students who took the CPCE (n = 7) scored within or above one standard deviation of the national average for the Professional Orientation and Ethics section of the CPCE. However, only 29% of this sample scored at the national mean. One student is currently in the process of completing a remediation plan that focuses on Professional Orientation and Ethics.</p> <p>Findings suggest that most students who complete the program can demonstrate ethical practice relating to professional roles, functions and counseling relationships.</p>
Changes Made in Response to the Assessment Process or Results:	As this marks the second year where 80% of students failed to surpass the national mean as it relates to the Professional Orientation and Ethics section of the CPCE, the counseling program has elected to adopt a new study guide for the CPCE.