**Learning Goals for the M.S. in Counseling**

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| What are the learning objectives? | How, where, and when are they assessed? | What are the expectations? | What are the results? | Committee/ person responsible? How are results shared? |
| 1. Candidates will display the required academic preparation and professional dispositions necessary to succeed in the graduate program in Counseling and Student Development. | How:  Admission Rating Sheet  Where:  Department of Counseling and Higher Education  When:  During Admission Process | 1. Top Scores in GPA, Experience, References, Writing Sample, and Group Interview rubric | Spring 2019 Admissions:  **School Counseling**  Expectation 1:  29 Total Applicants Applied  25 Invited to Interview  Expectation 2:  19 Accepted for Admission  \_5 Denied Admission  \_1 Withdrew Admission  **Clinical Counseling**  Expectation 1:  53 Total Applicants Applied  45 Invited to Interview  Expectation 2:  19 Accepted for Admission  1 Deferred Admission (1 year)  19 Denied Admission  \_6 Withdrew Admission | Counseling Admission Committee will compute composite scores and select the top 15 scores for admission.  Each admitted student will be tracked to compare admission score to performance in the program. |
| 2. Candidates will display evidence of a depth of content knowledge.  3. Candidates will display evidence of maintaining professional dispositions. | How:  1) Overall GPA  2) Assessment Rubrics -  Where:  2) Fall: CSD 5500, 5510, 5520, 5530, 5600, 5640, 5942  Spring: CSD 5600, 5620, 5630, 5900, 5920, 5930/5940, 5960, 5970, 5980, 6900/20  3)  Comprehensive Exam  4) School Licensing Exam  5) Clinical Licensing Exam (NCE)  When:  1) Student Review (Fall and Spring)  How:  Student Review Rubric  Where:  Department of Counseling and Student Development  When:  Every Semester (Student Review Conference) | 1) Maintain overall 3.0 or higher GPA  2) 80% of students surveyed indicate course objectives were met - rating each objective at an average of 4 out of 6  3) 90% Pass rate  4) 90% Pass rate  5) 90% pass rate on exam  Meet expectations as established by Rubrics | **1) Overall GPA:** No student was asked to leave due to low GPA  **2) Assessment Rubrics:**  **CSD 5500: Research Methods** –  Importance of research in advancing the counseling profession………….……100% agree  Designs, program evaluations, statistical methods, and research   analysis used in counseling research…………………………………………..92.3% agree  Developed an understanding of principles, models  and application of needs assessment…………………………………………...100% agree  Overall objectives were met……………………………………………............100% agree  **CSD 5510: Professional Orientation**  Knowledge of history and philosophy…………………………………...........100% agree  Awareness of process and resources…………………………………………..100% agree  Application of culturally relevant aspects……………………………………..100% agree  Importance of legal and ethical issues………………………………………....100% agree  Overall objectives were met…………………………………………………...100% agree  **CSD 5520: Theories of Counseling**  Knowledgeable of application of theories, models, and strategies……………100% agree  Importance of legal and ethical issues related to each theory…………...…….100% agree  Application of culturally relevant strategies for establishing  and maintaining in-person and technology assisted relationships…..........…...100% agree  Awareness of suicide prevention models and strategies…………………..…..100% agree  Overall objectives were met……………………………………………...……100% agree  **CSD 5530: Basic Counseling Skills**  Knowledgeable of application of theories and models……………….………91.6% agree  Awareness of counselor characteristics and behaviors……………….………91.6% agree  Application and practiced essential interviewing, counseling  and case conceptualization skills……………………………………..…….....91.6% agree  Knowledge of personal model of counseling……………………………..…..91.6% agree  Overall objectives were met……………………………………………..……91.6% agree  **CSD 5600: Cross-Cultural Counseling**  Knowledgeable of impact on culturally different clients………………….…..100% agree  Awareness of own culture and spiritual beliefs…………………………….…100% agree  Application in culturally diverse society…………………………………..…..100% agree  Awareness of impact of heritage, attitudes, beliefs, understandings,  and acculturative experiences on views of others……………………………..100% agree  Overall objectives were met……………………………………………….…..100% agree  **CSD 5610: Human Development for Counselors**  Knowledgeable of life-span theories………………………………………….90.9% agree  Awareness of the process, behaviors, and resources  for counseling strategies………………………………………………………90.9% agree  Application of culturally relevant theories, concepts, and principles………...81.8% agree  Overall objectives were met…………………………………………………..72.7% agree  **CSD 5620: Group Counseling**  Knowledgeable of group counseling and group work………………………...100% agree  Awareness of processes, techniques and resources……………………………100% agree  Application of theoretical and experiential understanding  counseling theories and methods………………………………………………100% agree  Overall objectives were met…………………………………………….……..100% agree  **CSD 5630: Practicum**  Knowledgeable of professional identity……………………………………...100% agree  Awareness of process and techniques for intakes, assessments,  and treatment planning……………………………………………………….100% agree  Application of culturally relevant theories and techniques…………………..94.5% agree  Overall objectives were met………………………………………………….100% agree  **CSD 5640: Play Therapy**  Knowledgeable of profession of play therapy………………………………....100% agree  Awareness of the process, techniques, and resources……………………...….100% agree  Application of culturally relevant issues of diversity………………………….100% agree  Overall objectives were met…………………………………………………...100% agree  **CSD 5900: Appraisal**  Knowledgeable of the historical perspectives concerning assessment….……64.3% agree  Awareness of ethical strategies for assessment and instruments…………..…78.6% agree  Application of various models and approaches………………………….……57.1% agree  Understood procedures for assessing risk…………………………………….57.1% agree  Overall objectives were met……………………………………………..……57.1% agree  **CSD 5920: Career Counseling**  Knowledgeable of career theory and models……………………………...…..100% agree  Awareness of process, behaviors, and resources of career counseling………..100% agree  Application of culturally relevant career models and assessment…………...… 90% agree  Understood method of identifying and using  assessment tools and techniques……………………………………………..…90% agree  Overall objectives were met…………………………………………...….....….90% agree  **CSD 5930: Foundations of Clinical Mental Health Counseling**  Knowledgeable of prevention and intervention standards…………….....……100% agree  Demonstrate competency of written skills…………………………………….100% agree  Understanding of legal standards……………………………………………...100% agree  Overall objectives were met…………………………………………………...100% agree  **CSD 5400: Special Topics in Clinical Counseling**  Understand the impact of crisis and trauma…………….....………………..…100% agree  Become familiar with assessing and diagnosing…………………...….....……100% agree  Identify strategies for counseling self-care ……...………………...….....……100% agree  Overall objectives were met………………………………………….………..100% agree  **CSD 5942: School Counseling: Collab., & Consultation**  Knowledge of family-school-community collaboration………………………100% agree  Awareness of school and community teamwork……………………………...100% agree  Apply allied culturally relevant evidence……………………………………..87.5% agree  Overall objectives were met…………………………………………….……..100% agree  **CSD 5943: Foundations and Mtg. of School Counseling Program**  Knowledgeable of history and current trends…………………………………100% agree  Awareness of counseling process……………………………………………...100% agree  Application of culturally relevant models……………………………………..100% agree  Overall objectives were met………………………………………….………..100% agree  **CSD 5960: Family Counseling**  Knowledgeable of family interventions……………………………………….100% agree  Awareness of family counseling situations……………………………..………90% agree  Application of culturally relevant characteristics and needs……………...…….70% agree  Overall objectives were met……………………………………………..……...80% agree  **CSD 5970: Addictions Counseling**  Knowledgeable of counseling strategies……………………………………..57.2% agree  Understanding of impact of chemical dependency…………………………..42.9% agree  Awareness of ethical issues…………………………………………………..42.9% agree  Overall objectives were met………………………………………………….57.2% agree  **CSD 5980: Clinical Diagnosis and Treatment Planning**  Awareness of disorders in DSM……………………………………………….100% agree  Application of psychotherapy and environmental factors…………………….100% agree  Knowledgeable of latest treatments……………………………………….…..100% agree  Overall objectives were met……………………………………………….…..100% agree  **CSD: 6900, 6920: Supervised Clinical Experience**  Knowledgeable of effective and ethical counseling strategies…………….…..100% agree  Awareness of effective strategies……………………………………………...100% agree  Application of various counseling strategies…………………………….……100% agree  Overall objectives were met……………………………………………..…….100% agree  **CSD 6920,21,22 – Supervised School Experience –**  Knowledgeable of effective and ethical counseling strategies………………..93.3% agree  Awareness of effective strategies……………………………………………..86.7% agree  Application of various counseling strategies…………………………………66.7% agree  Overall objectives were met……………………………………………….….93.3% agree  **3) Comprehensive Exam: This exam is for both Clinical and School Counseling Students**  Fall 2018 (N = 12) Spring 2019 (N = 13)  100% Pass 100% Pass  0% Fail 0 % Fail  **4) School Professional Licensing Exam (PEL): (N = 7)**  71% Expectations Met  28% Expectations Not Met  **5) Clinical Mental Health Exam ( NCE):**  **Clinical Mental Health Counseling NCE Exam Results (Fall 2018)---Mean Scores**  **Number Tested : 11 Number Passed: 11**  **Pass Rate: 100% University 86.70% National**   |  | | --- | |  | | **CACREP**  **Areas** | University | National | | **Human Growth & Development** | 8.36 | 8.12 | | **Social & Cultural Diversity** | 7.73 | 7.25 | | **Helping Relationships** | 23.00 | 23.25 | | **Group Work** | 11.73 | 11.34 | | **Career Development** | 12.91 | 12.96 | | **Assessment** | 12.09 | 12.22 | | **Research & Program Evaluation** | 8.18 | 8.74 | | **Professional Orientation & Ethical Practice** | 20.82 | 20.95 | | **Total** | **104.82** | **104.87** |  |  | | --- | |  | | **Counselor Work Behavior Areas** | University | National | | **Fundamental Counseling Issues** | 20.27 | 20.21 | | **Counseling Process** | 32.18 | 31.08 | | **Diagnostic & Assessment Services** | 14.36 | 14.55 | | **Professional Practice** | 23.91 | 24.67 | | **Professional Development, Supervision, and Consultation** | 14.09 | 14.36 | | **Total** | **104.82** | **104.87** |   **School Counseling NCE Exam Results (Fall 2018)---Mean Scores**  **Number Tested : 5 Number Passed: 4**  **Pass Rate: 80% University 86.70% National**   |  | | --- | |  | | **CACREP**  **Areas** | University | National | | **Human Growth & Development** | 7.80 | 8.12 | | **Social & Cultural Diversity** | 7.60 | 7.25 | | **Helping Relationships** | 22.00 | 23.25 | | **Group Work** | 11.00 | 11.34 | | **Career Development** | 12.60 | 12.96 | | **Assessment** | 11.40 | 12.22 | | **Research & Program Evaluation** | 8.00 | 8.74 | | **Professional Orientation & Ethical Practice** | 19.20 | 20.95 | | **Total** | **99.60** | **104.87** |  |  | | --- | |  | | **Counselor Work Behavior Areas** | University | National | | **Fundamental Counseling Issues** | 20.20 | 20.21 | | **Counseling Process** | 30.40 | 31.08 | | **Diagnostic & Assessment Services** | 13.20 | 14.55 | | **Professional Practice** | 24.20 | 24.67 | | **Professional Development, Supervision, and Consultation** | 11.60 | 14.36 | | **Total** | **99.60** | **104.87** |   **1) Fall 2018**  **School Counseling:**  33 Good Standing  0 Concern  **Clinical Counseling:**  30 Good Standing  3 Concern \*Three students were put on developmental plan.  **2) Spring 2019**  **School Counseling:**  33 Good Standing  0 Concern  **Clinical Counseling:**  29 Good Standing  2 Concern  1 Dismissed \*One student was asked to leave the program | The data for Learning Objective 2 will be collected by the Department Chair and summarized for review (see end of report).  The data for Learning Objective 3 is collected during Student Review (Fall/Spring).  Students identified for the first time receive a warning and participate in an informal discussion with their advisor. Students identified a second time enter a formalized retention process targeting needed change. |
| 4. Candidates will display evidence of effective critical thinking and problem solving skills. | How:  Assessment Rubric  Where:  1) Fall: CSD 5510, 5530, 5610, 6900-01-02, 6920-21  2) Spring: CSD 5620, 5630, 6900-01-02, 6920-21 | 80% surveyed indicate all objectives were met by rating each objective at an average of 4 out of 6 | See course evaluations under 2 | The data for Learning Objective 4 will be collected by the Department Chair and summarized for review (see end of report). |
| 5. Candidates will display evidence of effective oral and written communication skills. | How:  Assessment Rubric  Where:  1) Fall: CSD 5500, 5510, 5600, 5640, 5960, 6900-01-01, 6920-21  2) CSD 5600, 5630, 5900, 5920, 5960, 5980, 6900-01-02, 6920-21 | 100% surveyed indicate all objectives were met by rating each objective at an average of 4 out of 6 | See course evaluations under 2 | Students are surveyed each semester to determine if course objectives are met.  Results are collected by the Department Chair and summarized for review. |
| 6. Candidates will display evidence of advanced scholarship through research and/or creative activity. | How:  Research Rubric  When:  First Year, First semester  (CSD 5500) | 100% surveyed indicate all objectives were met by rating each objective at an average of 4 out of 6 | See course evaluations under 2 | Students are surveyed each semester to determine if course objectives are met.  Results are collected by the Department Chair and summarized. |
| 7. Overall candidates will perceive program is helping them prepare for professional practice | How:  Exit Survey;  Internship Supervisor Survey  When:  Last Semester | 80% agreement on all items | **Exit Survey: The following were met**  Knowledge of professional functioning…………………………………………..……..95% agree  Ethical and Legal Standards…………………………………………………………..…95% agree  Knowledge of social and cultural foundations…………………………………...……...90% agree  Application of cross-cultural competencies…………………………………………...87.5% agree  Knowledge of human growth and development……………………………………… 87.5% agree  Application of development specific techniques………………………………………87.5% agree  Knowledge of helping relationships…………………………………………………...77.5% agree  Demonstration of basic helping skills and consultation ……………………………..….75% agree  Knowledge of group work………………………………………………………...…...92.5% agree  Facilitate groups……………………………………………………………………….92.5% agree  Knowledge of appraising groups…………………………………………………...……75% agree  Application of quantitative and qualitative techniques……………………………….....75% agree  Knowledge of research and program eval……………………………………………..77.5% agree  Ability to evaluate quantitative and qualitative research………………………….......77.5% agree  Knowledge of foundations and professional practice……...……………………..…..…85% agree  Knowledge of management/coordination of programs as they relate to school……...………………………………………………………………………..……85% agree  Knowledge and skills in program development, implementation, and eval………………………….…………………………………………………………87.5% agree  Knowledge and skills in consultation………………………………………………….97.5% agree  Overall skills essential for professional practice……………………………………...97.5% agree  **Strengths of the program reported on 2018-2019 School and Clinical Counseling Exit Survey**  Students indicated they appreciated the small class sizes, cohort model, relevance of classes and the quality of instruction received. They enjoyed positive relationships with faculty creating a supportive environment. CACREP accreditation was emphasized.  **Challenges of the program reported on 2018-2019 School and Clinical Counseling Exit Survey**  Some students indicated that there was favoritism from professors, poor scholarship opportunities, availability of class times, and emotionally draining. Students also indicated lack of collaboration and consistency between faculty members.  **Internship Supervisor Survey:** Quality of Intern based on Program Preparation:  Electronic surveys were sent out with a follow-up reminder but resulted in only 1 incomplete survey. We will attempt paper surveys next year.  **Clinical Mental Health – (Adequately Prepared/ Well Prepared)**  No data was provided from supervisors.  **Strengths of the program reported on 2018-2019 Clinical Counseling Supervisor Survey**  **(N = 1)**  The program does well with preparing the students for clinical counseling skills. I have received positive feedback from clients, staff, and stakeholders about the supervisee.  **Challenges of the program reported on 2018-2019 Clinical Counseling Supervisor Survey**  **(N = 1)**  Supervisor indicated there was no weaknesses.  **Internship Supervisor Survey:** Quality of Intern based on Program Preparation:  **School Counseling (Adequately Prepared – Well Prepared)**  Knowledge of professional functioning………………………………………………..100% agree  Ethical and Legal Standards……………………………………………………………100% agree  Knowledge of social and cultural foundations…………………………………………100% agree  Application of cross-cultural competencies……………………………………………100% agree  Knowledge of human growth and development……………………………………….100% agree  Application of development specific techniques………………………………………100% agree  Knowledge of career development skills………………………………………………100% agree  Application of career counseling model………………………………………………..100% agree  Knowledge of helping relationships……………………………………………………100% agree  Demonstration of basic helping skills………………………………………………….100% agree  Knowledge of group work……………………………………………………………...100% agree  Facilitate groups………………………………………………………………………..100% agree  Knowledge of appraising groups……………………………………………………….100% agree  Application of quantitative and qualitative techniques………………………………...100% agree  Knowledge of research and program evaluation……………………………………….100% agree  Ability to evaluate quantitative and qualitative research………………………………100% agree  Knowledge of foundations of professional practice……………………………………100% agree  Knowledge and skills in program development………………………………………..100% agree  Knowledge of diagnostic and treatment skills…………………………………………100% agree  Overall knowledge and application…………………………………………………….100% agree  Overall skills……………………………………………………………………………100% agree  Satisfaction with performance………………………………………………………….100% agree  Satisfaction with assistance received…………………………………..………………100% agree  Overall evaluation of intern’s professional preparedness…………………...…………100% agree  **Strengths of the program reported on 2018-2019 School Counseling Supervisor Survey**  Supervisors indicated significant strengths in working with students, rapport building with all members of the school, and clinical skills. Also indicated were ability to run groups, family groups, and support systems.  **Challenges of the program reported on 2018-2019 School Counseling Supervisor Survey**  Supervisors indicated there was no weaknesses. |  |

**PART TWO**

Describe your program’s assessment accomplishments since your last report was submitted. Discuss ways in which you have responded to the CASA Director’s comments on last year’s report or simply describe what assessment work was initiated, continued, or completed.

Since our last assessment we continued the following changes:

1. Change the prefix of courses from CSD to CHE. The change will occur in January 2020.
2. Assessed modified course objectives.
3. Based on licensing exam data, course objective surveys, exit surveys and Internship Supervisor surveys, we are producing graduates who are well-prepared to enter the profession.
4. The Department of Counseling and Student Development is currently accredited through 2021 by the Council of Accreditation of Counseling and Related Programs (CACREP).

**PART THREE**

Summarize changes and improvements in **curriculum, instruction, and learning** that have resulted from the implementation of your assessment program. How have you used the data? What have you learned? In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the future?

Changes and/or improvements in curriculum, instruction, and learning will be implemented as a result of discussing the data collected over the last year.

1. We recently revised most of the counseling courses to reflect new standards as set by the Council of Accreditation of Counseling and Related Programs (CACREP). Course objectives were assessed and indicate CACREP standards are being met. Low ratings in Addictions and Appraisal will be discussed at the fall retreat.
2. In addition the following data will be shared with faculty at the upcoming fall retreat:

* Objective 1: Based on the data, our admission process is working well. Using the admission rubrics and extensive interview process, we are able to select candidates that meet our objectives and ensure our learning community thrives. Both programs maintained strong admission yields.
* Objective 2: Depth of Content was measured using GPA, Course Objectives Surveys, NCE/School Licensing Exams and Comprehensive Exams.

1. 3.0 GPA was maintained by students currently enrolled in the counseling program.
2. Data collected indicated most of the course objectives were perceived as met. Discussion will occur concerning Appraisal and Addictions where survey data fell below the 80% threshold. Clinical students obtained 100% pass rate on the comprehensive and NCE exam. School students obtained 100% pass rate on the comprehensive exam, One hundred percent pass rate on the Comprehensive, 80% NCE, and 71% School Licensing Exam. Two students failed the PEL exam and will be discussed at the fall retreat. One solution is having school students take the PEL in the second year of study.

* Objective 3: We spend considerable time ensuring our students maintain a professional disposition throughout the program. The remedial process we have in place is working given that most of the students flagged with a warning were asked to enter our retention phase and three were put on a formal remedial plan. One student was suspended and asked to reapply the following year.
* Objective 4: With few exceptions critical thinking objectives were met. We will discuss areas that fell below the 80% threshold at the upcoming Fall retreat.
* Objective 5: With few exceptions oral and written communication objectives were met. We will discuss areas that fell below the 80% threshold at the upcoming Fall retreat.
* Objective 7: Exit surveys and indicated we met or exceeded our benchmark of 80% agreement on most items. Overall Exit survey results were positive.

The following areas will be reviewed at the fall retreat:

* + Knowledge of helping relationships…………………………………………………...77.5% agree
  + Demonstration of basic helping skills and consultation ……………………………..….75% agree
  + Knowledge of appraising groups…………………………………………………...……75% agree
  + Application of quantitative and qualitative techniques……………………………….....75% agree
  + Knowledge of research and program eval……………………………………………..77.5% agree
  + Ability to evaluate quantitative and qualitative research………………………….......77.5% agree

Other discussion items include: Some students indicated that there was favoritism from professors, poor scholarship opportunities, availability of class times, and emotionally draining. Students also indicated lack of collaboration and consistency between faculty members.