

Year

1. Identify the PLO your program assessed this academic year

1. Demonstrate master's level professional counseling dispositions

2. Identify the artifact(s) (i.e. student work) that you used to assess the PLO.

[Papers, presentations, portfolios, test items, specific assignments, capstone

-Internship Final Evaluation Professional Counselor Student Disposition Form-All internship activities including clinical work, case conceptualization presentations, supervisor interactions, etc.

3. Identify the tools (e.g. rubrics, surveys, performance on standardized test questions) used to assess the artifact(s) (i.e. student work

-Internship Final Evaluation Professional Counselor Student Disposition Form

4. Explain the results of the assessment activities

The 4-point likert scale for the "Professional Counseling Student Disposition Form" is included

here: _____ 1 = Does not meet expectations
2 = Partially meets expectations
3 = Meets expectations
4 = Exceeds expectations

Results are included in Table 1 (below). Areas of note are presented in the "Recommendations" section followed by an "Action Report" section to document the department's ongoing "Closing the Loop" activities. Table 1: SP15 Professional Counseling Student Dispositions for Internship Completers (Aggregate and by Program)

D5 D6 D7 D8 D9 D10 D11 CMHC

73.14 43.43 71.29 79.71 79.43 14.36 RC

53.40 40.40 50.50 50.40 40.40 50.00 SC

43.00 75.75 50.50 50.75 75.50 25 Aggregate 163.19 50.50 56.41 63.66 6

63.44 31.38 Column Labels: D1 = Commitment to Wellness; D2 = Commitment to Learning; D3 = Academic Competencies; D4 = Clinical Competencies; D5 = Professional Identity; D6 = Personal Maturity; D7 = Responsibility; D8 = Interpersonal Skills; D9 = Communication Skills; D10 = Problem Solving; D11 = Stress Management Means in all categories across all programs for internship completers met or exceeded the "Meets expectations" rating of "3." Highest means for the overall sample were found in the following Domains: D7- Responsibility (m = 3.66); D8- Interpersonal Skills (m = 3.66); and D6- Personal Maturity (m = 3.63). The lowest means for the overall sample existed in Domains D1- Commitment to Wellness (m = 3.19); D10- Problem Solving (m = 3.31); and D11- Stress Management (m = 3.38).

5. Where applicable, outline the steps you will take to make improvements to the program based on the results of assessment activities identified in #3.

This 2015-2016 AY the department has completed the analysis portion. In AY 2016-2017, the department Assessment Action Committee will conduct further analysis, make decisions, and begin implementation. The following recommendations were made:1)The dep

6. Are there any new resources needed to make program improvements? If so, please include the resources and provide justification for each in the Budget section of the Annual Report.

To fill the currently open tenure-track faculty line and add a new line for a much needed faculty specialist in the CHS department. Both positions will allow us to maintain our accreditation requirements for student/faculty ratios.

Year

1. Identify the PLO your program assessed this academic year

2. Demonstrate master's level theoretical knowledge and competencies in counseling domains

2. Identify the artifact(s) (i.e. student work) that you used to assess the PLO.

[Papers, presentations, portfolios, test items, specific assignments, capstone

Performance on standardized test questions--Counselor Preparation Comprehensive Examination (CPCE)

3. Identify the tools (e.g. rubrics, surveys, performance on standardized test questions) used to assess the artifact(s) (i.e. student work

Performance on standardized test questions-

4. Explain the results of the assessment activities

Results are included in Table 1 (below). Areas of note are presented in the "Recommendations" section followed by an "Action Report" section to document the department's ongoing "Closing the Loop" activities. Results for each program (CMHC, RC, SC) Table 1: SP15 Counselor Preparation Competency Exam (CPCE) Pilot Results (Overall and

Disaggregated by Program) # C1 C2 C3 C4 C5 C6 C7

C8 TOTAL CMHC 138.85 10.23 10.85 11.62 10.23

9.08 10.54 12.46 8.85 RC 5 10.40 11.80 10.40 12.20 9.00

10.20 10.40 11.40 8.85 SC 6 10.33 12.33 12.33 12.33 10.67 10.67 10.00 11.50 9.17 All

Programs- Aggregate 249.54 11.08 11.13 11.92 10.08 9.71 10.38 12.00 8.85 National CPCE-

Aggregate 709 10.26 10.68 10.83 11.73 10.11 9.73 10.53 12.32 8.20 Column Labels: C1 = Human Growth and

Development; C2 = Social and Cultural Diversity; C3 = Helping Relationships; C4 = Group Work; C5 = Career Development;

C6 = Assessment; C7 = Research and Program Evaluation; C8 = Professional Orientation and Ethical Practice*ALL CMHC,

RC, and SC Subscale means (C1-C8) as well as the TOTAL means fall well within one standard deviation of the National

means for this administration of the CPCE across ALL domains were well within one standard deviation of the national

results in ALL cases. The highest scores for all programs in the aggregate were earned in C8: "Professional Orientation

and Ethical Practice" (m = 12.00) and C4: "Group Work" (m = 11.92). The lowest scores for all programs in the aggregate

were earned in C1: "Human Growth and Development" (m = 9.54) and C6: "Assessment" (m = 9.71).

5. Where applicable, outline the steps you will take to make improvements to the program based on the results of assessment activities identified in #3.

This 2015-2016 AY the department has completed the analysis portion. In AY 2016-2017, the department Assessment Action Committee will conduct further analysis, make decisions, and begin implementation. The following recommendations were made: 1) The dep

6. Are there any new resources needed to make program improvements? If so, please include the resources and provide justification for each in the Budget section of the Annual Report.

To fill the currently open tenure-track faculty line and add a new line for a much needed faculty specialist in the CHS department. Both positions will allow us to maintain our accreditation requirements for student/faculty ratios.

Year Year 3

1. Identify the PLO your program assessed this academic year

5. Design, develop, and implement all aspects of the ASCA National Model

2. Identify the artifact(s) (i.e. student work) that you used to assess the PLO.

[Papers, presentations, portfolios, test items, specific assignments, capstone

Performance on standardized test questions--School Counseling Praxis Exam, COUN 533: Comprehensive Project for School Counseling Program Planning course, COUN 597: School Counseling Internship course assignments (MEASURE Project, Classroom Guidance/Group Counseling Curriculum).

3. Identify the tools (e.g. rubrics, surveys, performance on standardized test questions) used to assess the artifact(s) (i.e. student work

Performance on standardized test questions-

4. Explain the results of the assessment activities

This PLO is designed as a Year 3 assessment and will take place in 2016-2017.

5. Where applicable, outline the steps you will take to make improvements to the program based on the results of assessment activities identified in #3.

Closing the loop activities/improvements will take place in 2017-2018 as per our assessment cycle.

6. Are there any new resources needed to make program improvements? If so, please include the resources and provide justification for each in the Budget section of the Annual Report.

Not applicable as of this date.

Year

1. Identify the PLO your program assessed this academic year

3. Demonstrate, apply, and evaluate master's level theoretical knowledge and competencies in clinical practice with respect to counseling modalities

2. Identify the artifact(s) (i.e. student work) that you used to assess the PLO.

[Papers, presentations, portfolios, test items, specific assignments, capstone

-Final Counseling Practicum Competency Checklist-Practicum activities including clinical work, record keeping, interactions with supervisor, case conceptualization presentations, etc.

3. Identify the tools (e.g. rubrics, surveys, performance on standardized test questions) used to assess the artifact(s) (i.e. student work

-Final Counseling Practicum Competency Checklist

4. Explain the results of the assessment activities

The likert scale for the "Final Counseling Practicum Competency Checklist" is included here: _____ A

minimum rating of 3.0 must be attained on all competencies for the receipt of a "satisfactory" grade. Students can be awarded a maximum amount of 50 points. 1 = Inadequate (needs improvement) 2 = Does not meet standards and criteria 3 = Below average 4 = Approaching standards (needs improvement) 5 = Average 6 = Meets standards 7 = Above average 8 = Exceeds standards 9 = Excellent 10 = Well above standards

CMHC – Clinical Mental Health Counseling (Formerly "CC") RC – Rehabilitation Counseling SC – School Counseling _____ B

Results are included in Table 1 (below). Means in all categories across all programs in all semesters met or exceeded the minimum required rating of 3. Highest means for the overall sample were found in the following Domains: #9- Identifies Professional Role and Functions and Integrates this as a Person (m = 4.53); #2- Ability to Establish and Maintain a Relationship (m = 4.42); #6- Staffing and Case Presentation Competency (m = 4.42); and #1- Ethics (m = 4.35). The lowest means for the overall sample existed in Domain #5- Testing/Assessment Competency (m = 3.46) and Domain #8- Theory and Practice Brought Together in Producing Client Change (m = 3.69).

5. Where applicable, outline the steps you will take to make improvements to the program based on the results of assessment activities identified in #3.

The department suggested the following recommendations: 1) The department may want to develop a systematic plan to collect all final evaluation forms from all practicum instructors at the conclusion of each term in order to insure that future analysis of

6. Are there any new resources needed to make program improvements? If so, please include the resources and provide justification for each in the Budget section of the Annual Report.

None currently.

Year

1. Identify the PLO your program assessed this academic year

4. Formulate, conduct, and evaluate master's level research procedures and assessment processes

2. Identify the artifact(s) (i.e. student work) that you used to assess the PLO.

[Papers, presentations, portfolios, test items, specific assignments, capstone

Rubrics--Journal Article Critique, Qualitative Research Write Up, and Research Proposal

3. Identify the tools (e.g. rubrics, surveys, performance on standardized test questions) used to assess the artifact(s) (i.e. student work

Rubrics-

4. Explain the results of the assessment activities

Results are reported in Table 1 (below). Table 1: F12-F14 Use of Research- COUN535: SC Research and Accountability (Overall and Disaggregated by Year)

Assessment	Fall 2013 (n = 18)	Spring 2014 (n = 16)	Fall 2014 (n = 14)	Overall (N = 48)
Journal Article Critique	m = 97.0, SD = 5.8, % ≥ 84% = 179.4%	m = 94.0, SD = 2.8, % ≥ 84% = 179.4%	m = 93.0, SD = 5.7, % ≥ 84% = 168.9%	m = 96.8, SD = 4.8, % ≥ 84% = 479.7%
Qualitative Research Write Up	m = 96.4, SD = 5.3, % ≥ 84% = 161.0%	m = 92.1, SD = 8.0, % ≥ 84% = 138.1%	m = 94.1, SD = 6.6, % ≥ 84% = 159.3%	m = 93.4, SD = 5.9, % ≥ 84% = 449.1%
Research Proposal	m = 97.1, SD = 2.4, % ≥ 84% = 141.0%	m = 94.3, SD = 5.7, % ≥ 84% = 141.0%	m = 88.9, SD = 10.3, % ≥ 84% = 117.8%	m = 92.1, SD = 7.7, % ≥ 84% = 428.7%

Article Critique scores listed here represent an average of the first and second Journal Article Critique scores for each student. **84% represents the minimum overall acceptable end-of-course grade established by the CGCE. It is used here as a baseline standard of performance for the individual course assignments linked to this PLO. Overall means for the Journal Article Critique (m = 96.8, SD = 4.8), Qualitative Research Write Up (m = 93.4, SD = 5.9), and Research Proposal (m = 92.1, SD = 7.7) for the current assessment cycle are encouraging as are the disaggregated means (by semester) for each assessment. Means indicate that course participants, in the aggregate, perform quite well on each of the assessments for assessing students ability regarding PLO4. Additional frequency analysis to evaluate the numbers of students exceeding or falling below a final score of 84% on each assignment, however, provides a slightly different picture. Eighty-four percent represents a “minimum” level of overall performance for graduate students. In other words, those whose overall G.P.A. dips below a 3.0 average, or “B” (represented by a grade average < 84%), are typically placed on academic probation. Students whose grade dips below this point in a particular course typically receive a letter of warning from the CGCE Dean indicating that sustained performance at this level may result in the student being placed on probation. Thus, 84% was used as a previously “established performance bar” to evaluate student outcomes on each of the assessments. Overall, 97.9% of students (n = 47) surpassed the 84% level on the Journal Article Critique assignment; 91.7% (n = 44) surpassed

this level on the Qualitative Research Write Up assignment; and 87.5% (n = 42) surpassed this level on the Research Proposal. While this shows that a strong majority of students are performing well on all of these assignments, it also shows that more students do not meet or surpass the 84% standard on the Research Proposal.

5. Where applicable, outline the steps you will take to make improvements to the program based on the results of assessment activities identified in #3.

The department has made the following recommendations: 1. Discuss the merits of establishing baseline performance expectations for each assignment and subsequently, if deemed appropriate, develop appropriate mechanisms to insure that students are meeting

6. Are there any new resources needed to make program improvements? If so, please include the resources and provide justification for each in the Budget section of the Annual Report.