

## **PROGRAM OUTCOMES REPORT FOR 2012-2013 ACADEMIC YEAR**

### **CACREP Vital Statistics Data**

#### **Program Graduates for the 2012-2013 Academic Year**

Masters of Clinical Mental Health Counseling (MCMH) (Formally referred to as Masters of Psychological Counseling): 25

Masters of School Counseling (MESC) (Formally referred to as Masters of Counselor Education): 9

#### **Program Enrollment Data**

##### Clinical Mental Health

Fall, 2012	Spring, 2013	Summer, 2013
34.5 Part Time	26 Part Time	5 Part Time
30.6 Full Time	42.3 Full Time	44 Full Time

##### School Counseling

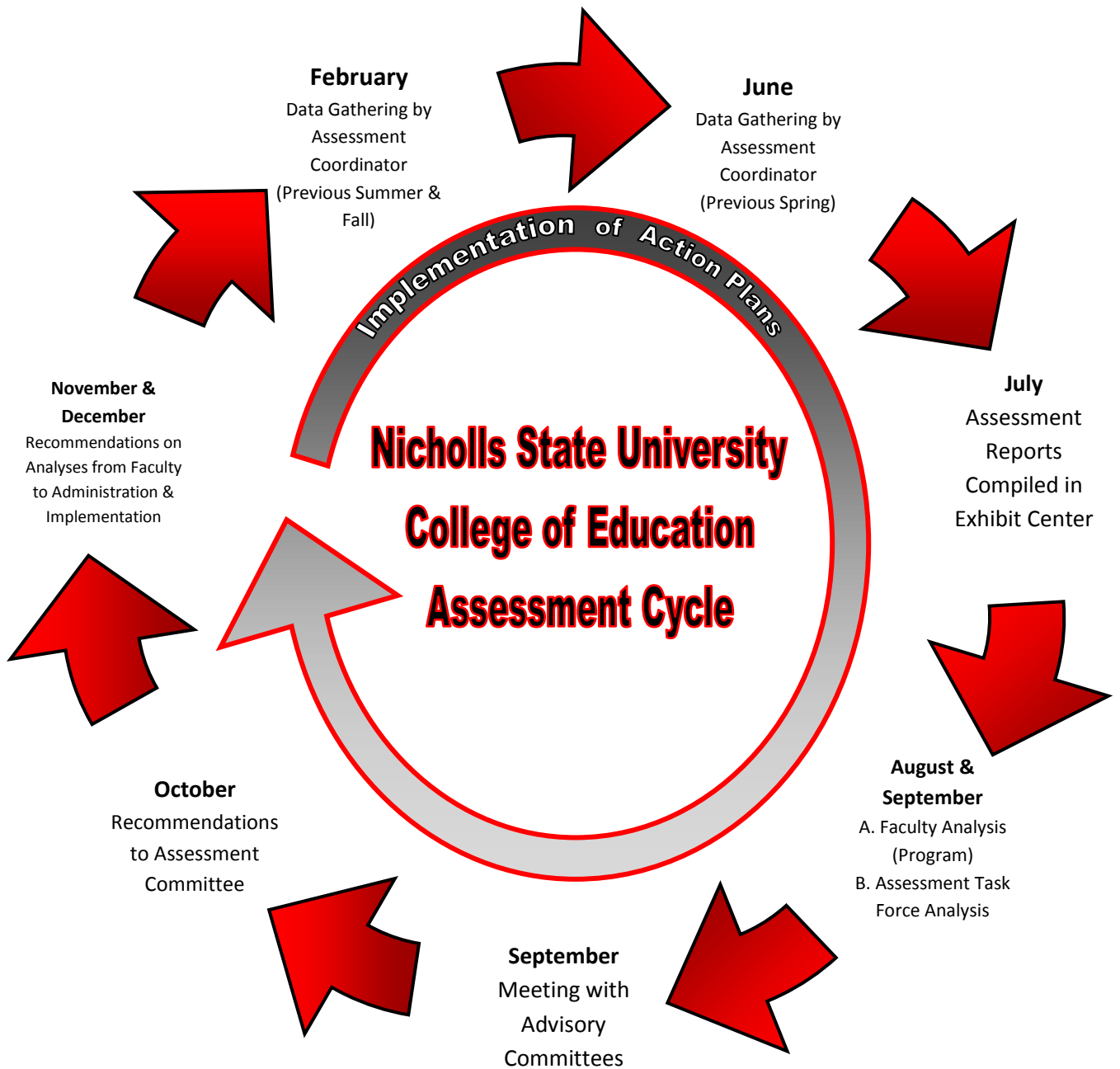
Fall, 2012	Spring, 2013	Summer, 2013
24 Part Time	21.5 Part Time	5 Part Time
14.6 Full Time	16 Full Time	25.5 Full Time

## **PROGRAM EVALUATION FOR 2012-2013 ACADEMIC YEAR**

Beginning Fall, 2011, the Program Faculty for the Clinical Mental Health Counseling (CMH) and School Counseling (SC) Programs began to meet weekly to conduct a self-study in its pursuit to gain accreditation from CACREP (Council for the Accreditation for Counseling and Related Educational Programs). This resulted in the faculty aligning its curriculum to the CACREP standards and incorporating the use of the CPCE (Counselor Preparation Comprehensive Examination) to assess student learning upon exiting the program.

### **Adoption of Assessment Cycle**

A significant program change was the adoption of the Assessment Cycle by the College of Education which looks as follows:



### Adoption of Assessments and Portal System

Program faculty met and discussed the need to also adopt an assessment system that more accurately measured student learning outcome. It was decided that assessments would be imbedded in program coursework to demonstrate

assessment of student learning throughout the program. In order to be consistent with the College of Education assessment cycle, the program faculty for the Clinical Mental Health and School Counseling Programs adopted the use of portal system to establish student competencies throughout their progression through the program. The portal systems for both programs are identified below:

MCMH & MESC Portal					
	Portal 5	Portal 6	Portal 7	Portal 8	Portal 9
Clinical Mental Health	Admission to Program	Exit Foundations Core	Exit Pre-Clinical Practice	Exit Clinical Practice	Exit Program
	Hold's a Bachelor's degree from a regionally accredited institution with a minimum GPA of a 2.5 on all undergraduate coursework or a minimum GPA of 2.75 on the last 60 hours of undergraduate pursued	Must maintain a satisfactory GPA of 3.0	Must maintain a satisfactory GPA of 3.0	Must maintain a satisfactory GPA of 3.0	Must maintain a satisfactory GPA of 3.0
	Has attained the minimum combined GPA/GRE score required for the MCMH	Satisfactory completion of COUN 549-Ethics (PD)	Satisfactory completion of COUN 500-Facilitative Skills (LI)	Satisfactory completion of COUN 520-Practicum I (PN, CA, )	Satisfactory completion of COUN 545-Internship I (PD)
	Has at least nine hours of Psychology, Education, or Family and Consumer Sciences coursework (education classes not eligible for MCMH program)	Satisfactory completion of COUN 511-Theories (CC)	Exhibit satisfactory dispositions on the Dipositions: Counseling Qualities Assessment (COUN 500) (LIE)	Satisfactory completion of COUN 520-Practicum II (CC, TP)	Satisfactory Completion of COUN 546-Internship II
	Submits transcript and three letters of recommendation	Satisfactory completion of EDFR 501-Educational Research (RP)	Exhibit satisfactory completion of COUN 504 - Adult & Child Psychopathology (TP)	Satisfactory pass the practicum exam with a minimum score of 80%	Satisfactory completion of internship hours logged and supervisor evaluations
	Complete a personal statement	Satisfactory completion of COUN 519-Advanced Lifespan Development (Research Paper)	Exhibit satisfactory completion of COUN 505 - Analysis of the Individua (CA)	Satisfactory completion of activity logs	Satisfactory performance on the comprehensive exam and CPCE; COUN596
	Submit to a background check				

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	Portal 5	Portal 6	Portal 7	Portal 8	Portal 9
	Admission to Program	Exit Foundations Core	Exit Pre-Clinical Practice	Exit Clinical Practice	Exit Program
	Hold's a Bachelor's degree from a regionally accredited institution with a minimum GPA of a 2.5 on all undergraduate coursework or a minimum GPA of 2.75 on the last 60 hours of undergraduate pursued	Must maintain a satisfactory GPA of 3.0	Must maintain a satisfactory GPA of 3.0	Must maintain a satisfactory GPA of 3.0	Must maintain a satisfactory GPA of 3.0
	Has attained the minimum combined GPA/GRE score required for the MESC	Satisfactory completion of COUN 549-Ethics (PD)	Satisfactory completion of COUN 500-Facilitative Skills (LI)	Satisfactory performance on Activity logs in COUN 523	Must take the School and Guidance Counseling Praxis
	Has at least nine hours of Psychology, Education, or Family and Consumer Sciences coursework (education classes not eligible for MESC program),	Satisfactory completion of COUN 511-Theories (CC)	Satisfactory disposition score on the Peer Rating Scale (COUN 500) & satisfactory ratings on Counseling Skills Performance (Live interview) (COUN 500)	Satisfactory performance on Professional School Counselor Competencies Evaluation in COUN 523	Satisfactory completion on Activity Logs in COUN 534/535
	Submits transcript and three letters of recommendation	Satisfactory completion of EDFR 501-Educational Research (RP)	Satisfactory completion of COUN 505-Analysis of the Individual (SA)	Satisfactory performance on Student Assessment, Case Conceptualization & Treatment Plan and Progress Notes in COUN 523	Satisfactory performance on Professional School Counselor Competencies Evaluation in COUN 534/535
	Complete a personal statement	Satisfactory completion of COUN 519-Advanced Lifespan Development (Paper)		Satisfactory pass the practicum exam with a minimum score of 80%	Satisfactory performance on Action Research Project: Action Plan COUN 534
	Submit to a background check	Satisfactory completion of COUN 501-Intro of School Counseling (GP)			Satisfactory completion of Action Research Project: Implementation and Analysis COUN 535
					Satisfactory performance on the comprehensive exam and CPCE; COUN595
School Counseling					

Assessments and rubrics were designed and imbedded in coursework throughout the portal system. Assessment rubrics were aligned to CACREP standards and uploaded for use in LiveText in order that data reports could be generated with data to support program evaluation. Assessments and rubrics were piloted in the Fall, 2012 semester. Program faculty also incorporated the use of the CPCE examination to determine program effectiveness.

### **MCMH Portal System Student Progression as of June 2013**

Portal 5	Portal 6	Portal 7	Portal 8	Portal 9
35	16	8	28	16

#### **Data Assessment Meeting, December 7, 2012**

On December 7, 2012, program faculty met and conducted a data assessment of the results of the CPCE examination administered to students in both programs. The committee determined from the results that both programs were 1 standard deviation of the National Mean in every subject area despite the fact that the students tested did not benefit from full alignment to CACREP standards. Program faculty also felt that a recommendation at that time was also that the need is established to continue implementing CACREP changes to bring our students closer to the National mean.

#### **Data Assessment Meeting February 27, 2013**

On February 27, 2013, program faculty met again and conducted a data assessment which included data from the use of rubrics and skills assignment piloted in the Fall, 2012 and the results of exit surveys of program graduates and on site supervisors. The data revealed the MCMH and MESC program strengths as incorporating the use of rubric grading for identified skills throughout the program; the assessments focused on more student learning outcomes; students and Onsite Supervisors seem prepared and pleased with the preparation of our students who graduate from our programs. The data revealed MCMH and MESC program weaknesses as rubrics used in the Fall, 2012 semester must be revised to fit program needs and expectations; faculty must work toward consistency in how rubrics are scored and graded; Identification of acceptable standards for students in order to pass practicum and internship; graduates felt more skills related to clinical mental health counseling is needed. Committee Recommendations are continued use of rubrics in Spring 2013; continued inclusion of current material and method of instruction; Revision of rubrics used in Fall, 2012 to include in courses for Spring, 2013; attendance at training on how to be more consistent

with rubric grading ; continue support of the use of assessment skills recently included in the program.

### **Data Assessment Meeting July 9, 2013**

On July 9, 2013, the program faculty met again to review the following data: rubrics and skills assignments used in Spring, 2013, Results of Exit Surveys of program graduates and on site supervisors, Results of past 3 CPCE exam administrations. The faculty identified the strengths of the CMHC and MESC programs as follows: Continued use of rubric grading for identified skills throughout the program focus on more student learning outcomes; Students and Onsite Supervisors seem prepared and pleased with the preparation of our students who graduate from our programs; As our program continues to align itself closer to CACREP standards, our student scores on the CPCE continue to increase and get closer to the national mean. The faculty identified the weaknesses of the CMHC and MESC programs as follows: Rubrics used in the Fall, 2012 and Spring, 2013 must continue to be revised, More work toward consistency in how rubrics are scored and graded, More emphasis on faculty to use Livetext rubrics in courses, Our students continue to score below the National Mean in Career, Appraisal, Research and Ethics. Committee recommendations for CMHC and MESC program strengths are continued use of rubrics in courses to assess skill outcomes during the 2013-2014 academic year ; continue to survey graduates and onsite supervisors for information about graduate students when they exit the program; possible recognition for students who score high on the CPCE;

Conduct advisory meetings in September, 2013 with program faculty, current and former students and personnel in cooperating agencies for further input about the program. Committee recommendations for CMHC and MESC program weaknesses are Continued revision of rubrics in the Fall semester; Schedule norm rubric training by colleagues in the university to work toward more consistency

with scoring; Meeting at the beginning of the semester with faculty who must score rubrics to emphasize the use of Livetext; Continue to work with curriculum to align with standards to improve student scores on the CPCE; Conduct advisory meetings in September, 2013 with program faculty, current and former students and personnel in cooperating agencies for further input about the program.

<b>Table of CPCE Results</b>								
<b>Descriptive Statistics</b>	<b>N</b>	<b>Spring 2012 Mean</b>	<b>N</b>	<b>Fall 2012 Mean</b>	<b>N</b>	<b>Spring 2013 Mean</b>	<b>N</b>	<b>National Mean</b>
Human Growth and Development	20	9.65	15	10.53	11	11.55	1261	10.32
Social and Cultural Foundations	20	9.45	15	7.27	11	10.36	1261	9.8
Helping Relationships	20	9.25	15	9.07	11	9.36	1261	9.56
Group Work	20	10.1	15	8.33	11	11.64	1261	11.65
Career and Life Development	20	6.95	15	8.33	11	7.45	1261	8.37
Appraisal	20	9.3	15	9.4	11	8.73	1261	9.83
Research and Program Evaluation	20	8.8	15	7	11	9.27	1261	10.06
Professional Orientation and Ethics	20	9.15	15	9.27	11	9.3	1261	10.12
<b>Total:</b>	20	72.65	15	69.2	11	77.66	1261	79.71