

Degree Program Name: Clinical Mental Health Counseling (MS) **Contact Name(s)** Anna M. Viviani **and Email(s)** anna.viviani@indstate.edu

Before you complete the form below, review your outcomes library and curriculum map to ensure that they are accurate and up to date. If not, you may submit a new version along with this summary. Templates are available on the [assessment website](#).

Part One: Summary of Assessment Activities

<p>a. What learning outcomes did you assess this year?</p> <p>If this is a graduate program, identify the Graduate Student Learning Outcome* each outcome aligns with.</p>	<p>b. (1) What assignments or activities did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?</p>	<p>c. What were your expectations for student performance?</p>	<p>d. What were the actual results?</p>	<p>e. (1) Who was responsible for collecting and analyzing the results? (2) How were they shared with the program’s faculty?</p>
<p>1. (1.2) Students will demonstrate knowledge of ethical practices in the field of counseling.</p> <p>CGPS SLO: 2.1.3 Graduate Program Qualitative Narrative: Connection with Assurance of Student Learning: Students recognize and act on professional and ethical challenges that arise in their field or discipline.</p>	<p>(1) Analysis of an ethical dilemma (case study) using an Ethical Decision Making (EDM) model (2) COUN738D Ethics of Professional Practice and faculty review of students’ yearly progress.</p>	<p>Students select an EDM and apply the various steps to the dilemma presented. Students are expected to achieve at least 9 of 10 points (90%) on this assignment.</p> <p>Students are further expected to apply the concepts to their clinical work under the live supervision model. All students are expected to earn at least a score of M (meets expectations) on faculty reviews.</p>	<p>All students (9) scored 100% on this graded project. These scores are consistent from year to year.</p> <p>All students earned at least a score of M on faculty reviews.</p>	<p>(1) Dr. Viviani teaches COUN738D and completes all grading for the class. She is able to compare student understanding from year to year. (2) Results are shared in the first Fall Area meeting with all faculty.</p>
<p>2. (2.1) Students will demonstrate basic knowledge of diverse populations and their needs in counseling.</p> <p>CGPS SLO: 2.1.3 Graduate Program Qualitative Narrative:</p>	<p>(1) Students are introduced to multicultural counseling theory in COUN666. They then apply the knowledge to case conceptualizations in COUN634 practicum), COUN739D internship, and COUN740 Advanced internship. Students are also evaluated each semester</p>	<p>When students take COUN634, COUN739D, and COUN740, they are expected to score at least 4 out of 5 (80%) on the multicultural component of the case conceptualization rubric; and a score of at least M (meets expectations) on the ‘evaluation of counselor</p>	<p>90% of students (9) scored 5 (100%) and 10% of students (1) scored 4.5 (95%) on case conceptualizations. These scores are stable from year to year.</p> <p>All students (10) earned at least a score of M with 3 earning an E (exceeds expectations).</p>	<p>(1) Dr. Balch (and Dr. Johnson) teach COUN666. Dr. Viviani, Dr. Roberts-Pittman, and Dr. Johnson teach COUN739D and COUN740. Student rubrics for each course are maintained in the students’ clinical file for evaluation of individual growth.</p>

<p>Connection with Assurance of Student Learning: Students engage in and meaningfully contribute to diverse and complex communities and professional environments.</p>	<p>through the 'evaluation of counselor behaviors' and 'personal disposition' forms. (2) COUN666, COUN739D, COUN740, and through live observation or review of recordings of their clinical work.</p>	<p>behaviors' and 'personal disposition' forms (N-does not meet, M-meets expectations, and E- Exceeds expectations). Employer surveys are also utilized to assess student knowledge and skill in this area.</p>	<p>Employer surveys consistently rate students positively around issues of diversity.</p>	<p>(2) Results are shared each semester in the executive session of our area meeting.</p>
<p>3. (3.3) Students will demonstrate appropriate use of counseling techniques.</p> <p>CGPPS: 2.1.3 Graduate Program Qualitative Narrative: Connection with Assurance of Student Learning: Students achieve mastery of the knowledge required in their discipline or profession. Students achieve mastery of the skills (including using appropriate tools) required in their discipline or profession.</p>	<p>(1) Through role plays, volunteer clients, and then actual clients, student are supported while applying a variety of counseling techniques (active listening, open ended questions, confrontation, and reflection) in their clinical experiences. (2) Students demonstrate growth in their skills over time in COUN533 (Techniques) [fall 1st year], COUN634 (Practicum) [spring 1st year], COUN739D (Internship) [fall 2nd year], and COUN740 (Advanced Internship) [spring 2nd year].</p>	<p>Students will demonstrate increasing knowledge and skill in the use of counseling techniques as they move through the four course sequence (COUN533, COUN634, COUN739D, and COUN740). This is demonstrated in their identification of specific counseling skill and ability to consistently utilize them. Students are evaluated through case conceptualizations and live and/or recording supervision. Students must score 13.5 of 15 points (90%).</p>	<p>100% of students scored at or above 13.5 of 15 (90%) on their case conceptualizations. Student scores were slightly higher than last year's scores on case conceptualization. Internship site supervisors and employers routinely provide positive feedback regarding our student's understanding and use of counseling skills.</p>	<p>(1) Dr. Viviani teaches COUN533. Dr. Viviani, Dr. Roberts-Pittman, Dr. Johnson, and adjunct instructors routinely teach COUN634, COUN739D, and COUN740. Faculty routinely discusses student growth as well as any area of concern in area meetings. (2) Student's counseling skill growth is discussed at our area meetings multiple times per semester.</p>

* See <https://www2.indstate.edu/graduate/forms/review.pdf>.

Notes

- a. Use your outcomes library as a reference.
- b. Each outcome must be assessed by at least one direct measure (project, practica, exam, performance, etc.). If students are required to pass an examination to practice in the field, this exam must be included as one of the measures. At least one of the program's outcomes must use an indirect measure (exit interview, focus group, survey, etc.). Use your curriculum map to correlate outcomes to courses.
- c. Identify the score or rating required to demonstrate proficiency (e.g., Students must attain a score of "3" to be deemed proficient; at least 80% of students in the program will attain this benchmark."
- d. Note what the aggregate level of proficiency actually was and the number of students included in the cohort or sample (e.g., "85% of the 25 students whose portfolios were reviewed met the established benchmark").
- e. This may be a specific individual, a position (e.g., assessment coordinator), or a group such as the department assessment committee. Minutes should reflect that results are shared with members of the department at least annually.

Part Two: Engagement and Improvement

In no more than one page, summarize:

1) the discoveries assessment has enabled you to make about student learning (a. What specifically do students know and do well—and less well? b. What evidence can you provide that learning is improving?)

Outcome 1: In addition to the Ethical Dilemma Analysis, students are given multiple case scenarios in class to work on as a group. They also have to apply an Ethical Decision Making (EDM) model to solve an ethical case on their final exam. They also complete an exam of the American Counseling Association's ethical code and Indiana licensure code. This course was moved to different places in the schedule of study and even split into a 1 credit and 2 credit course for one year at the suggestion of our accreditor. What we found was that having the course split or offering it late in the program of study did not appear helpful to the students. Therefore we moved it to the first summer that students are enrolled. Students learn about EDM models and practice their use intensely over the summer and then are asked periodically throughout their program of study to apply their knowledge to cases in the clinic. Over the past two years, students have been able to implement their EDM more consistently to situations they encounter. Given the nature of the clinical work our students are engaged in during their program and after graduation, our expectations of their academic and clinical work is high (expectation of 90% or higher on most work) to best prepare them to excel in the field of professional counseling.

Outcome 2: Students routinely are able to have sensitive and important discussions about race and gender issues in our classrooms and community; however, we identified over the last two years a lack of understanding and empathy related to socioeconomic status. Given that, in addition to students taking COUN666 (Multicultural), faculty have added a text devoted to class and classism into the CMHC (and SC) techniques courses. Poverty is a significant issue in our community and faculty felt strongly that we needed to better prepare our students to serve that population. We have not yet identified an assessment measure to monitor student growth in this area.

Outcome 3: Through the use of foundational courses, case studies, discussion boards, and lab experiences, our students have a solid theoretical and clinical foundation prior to entering clinical work. They are then able to grow and mature as practitioners within the Grosjean Clinic's Counseling Clinic prior to their external clinical placements in the surrounding communities. Our clinical sites for internship and advanced internship placements and local employers are surveyed yearly and routinely score our students higher than comparable peers in clinical skill, ethical practice, and autonomy. A challenge that students routinely face is merging theory and practice coherently into a system that they can easily apply. We typically do not see student comfort in this area until well into their advanced internship course/semester. While this is normal developmentally, we would like to find ways to assist the growth/transition to occur earlier. Due to the nature of our clinical master's program, our expectations are necessarily high from admission through graduation. Given this, there is little room for one cohort to improve over any previous cohort. We monitor individual student growth over their course of study and use course evaluations as needed to improve the learning environment. One such change was our move to a Summer I admission which allowed out students to graduate in May with their national peers (which improved their job search choices).

2) the changes you have made or will make in response to these discoveries and/or the coordinator's feedback; and

As data was evaluated to compile this report, it became apparent that not all of our surveys are being administered each semester or year depending on the assessment. This will be discussed at our first area meeting to determine a solution for this. There have been changes in assessment tools (TK20 instead of TaskStream) and faculty (new CMHC coordinator, loss of supporting tenure-track faculty) which have created gaps in our data collection. Again, this will be discussed in our first area meeting for 2017-2018 to determine a system that will run more smoothly regardless of faculty status.

3) what your assessment plan will focus on in the coming year.

Based on our current Outcomes Library, we will focus on 1.3) Students will use counseling theories to conceptualize client concerns, 2.1) Students will demonstrate basic knowledge of diverse populations and their needs in counseling, and 3.2) Students will accurately conceptualize client problems according to theory and best practices. This will allow us to focus on students' conceptualization skills and their sensitivity to diversity issues (most specifically poverty). The CMHC program has offered few online courses with the belief that counselors need face-to-face training. EPSY621 will remain in distance format, however, the other course (COUN628 Appraisal) will no longer be offered as a hybrid course due to technology limitations uncovered last year.

Student Learning Summary Report Rubric :: Office of Assessment & Accreditation :: Indiana State University

Degree Program: Clinical Mental Health Counseling (MS) Date: 10.20.2017

	Level 0 – Undeveloped	Level 1 – Developing	Level 2 – Mature	Level 3 – Exemplary
1. Student Learning Outcomes	<input type="checkbox"/> No outcomes were identified. <input type="checkbox"/> No Curriculum Map was provided.	<input type="checkbox"/> Outcomes were identified. <input type="checkbox"/> Some of the outcomes are specific, measurable, student-centered, program-level outcomes. <input type="checkbox"/> A Curriculum Map was provided.	<input type="checkbox"/> Outcomes are specific, measurable, student-centered, program-level outcomes. <input type="checkbox"/> Outcomes at least indirectly support Foundational Studies Learning Outcomes or the Graduate Learning Goals. <input type="checkbox"/> The Curriculum Map identifies where/to what extent each outcome is addressed. <input type="checkbox"/> At least one outcome was assessed in this cycle.	<input checked="" type="checkbox"/> Outcomes are important, specific, measurable, student-centered program-level outcomes that span multiple learning domains. <input checked="" type="checkbox"/> Outcomes directly integrate with Foundational Studies Learning Outcomes or the Graduate Learning Goals. <input checked="" type="checkbox"/> Outcomes reflect the most important results of program completion (as established by an accreditor or other professional organization). <input checked="" type="checkbox"/> Learning outcomes are consistent across different modes of delivery (face-to-face and online.) <input type="checkbox"/> Outcomes are regularly reviewed (and revised, if necessary) by the faculty and other stakeholders. <i>Don't Know.</i> <input checked="" type="checkbox"/> The Curriculum Map identifies where/to what

				<p>extent each outcome is addressed and offers evidence that students have sufficient opportunity to master the associated learning outcomes.</p> <p><input checked="" type="checkbox"/> Two or more outcomes were assessed in this cycle.</p>
<p>2. Measures & Performance Goals</p>	<p><input type="checkbox"/> No measures are provided.</p> <p><input type="checkbox"/> No goals for student performance are identified.</p>	<p><input type="checkbox"/> Measures are provided, but some are vague and/or do not clearly assess the associated outcomes.</p> <p><input type="checkbox"/> Measures are primarily indirect.</p> <p><input type="checkbox"/> Performance goals are identified, but they are unclear or inappropriate.</p> <p><input type="checkbox"/> Some performance goals are based on course and/or assignment grades, but there is no evidence that grades are calibrated to the outcomes.</p>	<p><input type="checkbox"/> At least one direct measure was provided for each outcome.</p> <p><input type="checkbox"/> Some information is provided to suggest that measures are appropriate to the outcomes being assessed.</p> <p><input checked="" type="checkbox"/> Clear and appropriate standards for performance are identified.</p> <p><input type="checkbox"/> Some performance goals are based on course and/or assignment grades, and general information is provided to demonstrate that grades are calibrated to the outcomes.</p> <p><input type="checkbox"/> Mechanisms used to assess student performance (rubrics, checklists, exam keys, etc.) were provided.</p>	<p><input checked="" type="checkbox"/> Multiple measures were employed, and most are direct.</p> <p><input checked="" type="checkbox"/> Detailed information is provided to show that measures are appropriate to the outcomes being assessed.</p> <p><input checked="" type="checkbox"/> Measures assess some high impact practices (internships, capstone course projects, undergraduate research, etc.)</p> <p><input type="checkbox"/> If students are required to pass a certification or licensure exam to practice in the field, this was included as a measure.</p> <p><input checked="" type="checkbox"/> Some measures allow performance to be gauged over time, not just in a single course.</p> <p><input type="checkbox"/> If a measure is used to assess more than one</p>

				<p>outcome, a clear explanation is offered to substantiate that this is appropriate.</p> <p><input type="checkbox"/> Clear and appropriate standards for performance are identified and justified.</p> <p><input checked="" type="checkbox"/> Mechanisms used to assess student performance (rubrics, checklists, exam keys, etc.) were summarized as well as provided to demonstrate that the measure provides specific evidence of what students know/can do.</p> <p><input type="checkbox"/> If performance goals are based on course and/or assignment grades, specific evidence is provided to demonstrate that grades are calibrated to the outcomes.</p>
<p>3. Results</p>	<p><input type="checkbox"/> No data are being collected.</p> <p><input type="checkbox"/> No information is provided about the data collection process.</p> <p><input type="checkbox"/> No results are provided.</p> <p><input type="checkbox"/> Students are meeting few of the performance standards set for them.</p>	<p><input type="checkbox"/> Some data are being collected and analyzed.</p> <p><input type="checkbox"/> Some results are provided.</p> <p><input type="checkbox"/> Insufficient information is offered to demonstrate that data collection, analysis, and interpretation processes are valid.</p> <p><input type="checkbox"/> Students are achieving</p>	<p><input checked="" type="checkbox"/> Data are being collected and analyzed.</p> <p><input checked="" type="checkbox"/> Results are provided.</p> <p><input checked="" type="checkbox"/> Some information is offered to demonstrate that data collection, analysis, and interpretation processes are valid and meaningful.</p> <p><input type="checkbox"/> Students generally are achieving the performance</p>	<p><input type="checkbox"/> Clear, specific, and complete details about data collection, analysis, and interpretation of results are provided to demonstrate the validity and usefulness of the assessment process.</p> <p><input checked="" type="checkbox"/> Students generally are achieving the performance standards expected of them and demonstrate continuous improvement on standards</p>

		some of the performance standards expected of them.	standards expected of them.	they have yet to achieve/achieve less well. <input type="checkbox"/> If students are required to pass a certification or licensure exam to practice in the field, the pass rate meets the established benchmark.
4. Engagement & Improvement	<input type="checkbox"/> No one is assigned responsibility for assessing individual measures. <input type="checkbox"/> Assessment primarily is the responsibility of the program chair. <input type="checkbox"/> No improvements (planned or actual) are identified. <input type="checkbox"/> No reflection is offered about previous results or plans.	<input type="checkbox"/> The same faculty member is responsible for collecting and analyzing most/all assessment results. <input type="checkbox"/> It is not clear that results are shared with the faculty as a whole on a regular basis. <input type="checkbox"/> Plans for improvement are provided, but they are not specific and/or do not clearly connect to the results. <input type="checkbox"/> Little reflection is offered about previous results or plans.	<input checked="" type="checkbox"/> Multiple faculty members are engaged in collecting and analyzing results. <input type="checkbox"/> Results regularly are shared with the faculty. <input type="checkbox"/> The faculty regularly engages in meaningful discussions about the results of assessment. <input type="checkbox"/> These discussions lead to the development of specific, relevant plans for improvement. <input type="checkbox"/> Improvements in student learning have occurred as the result of assessment.	<input type="checkbox"/> All program faculty members are engaged in collecting and analyzing results. <input checked="" type="checkbox"/> Faculty regularly and specifically reflect on students' recent achievement of performance goals and implement plans to adjust activities, expectations, outcomes, etc. according to established timelines. <input type="checkbox"/> Faculty and other important stakeholders reflect on the history and impact of previous plans, actions, and results, and participate in the development of recommendations for improvement. <i>Other Stakeholders?</i> <input type="checkbox"/> Continuous improvement in student learning occurs as the result of assessment. <i>As you note, given standards are</i>

				<i>high, this may not be possible.</i> <input checked="" type="checkbox"/> Outcomes and results are easily accessible to stakeholders on/from the program website. <input checked="" type="checkbox"/> Assessment is integrated with teaching and learning.
Overall Rating	<input type="checkbox"/> Level 0 – Undeveloped	<input type="checkbox"/> Level 1 - Developing	<input checked="" type="checkbox"/> Level 2 – Mature	<input type="checkbox"/> Level 3 – Exemplary

COMMENTS:

Thank you for completing your 2016-17 Student Learning Report!

Yours clearly is a mature assessment program: I particularly appreciate that the faculty always are looking for areas where improvement is needed and developing actionable plans to ensure that improvement occurs (even though, as you note, because standards are high, continuous improvement should not be expected) . Thanks, too, for providing the document that details assignments, includes the rubrics used to assess them, and demonstrates their alignment to the outcomes.

Because we are gearing up for the Higher Learning Commission (which will visit ISU in 2020 or 2021 as part of the accreditation reaffirmation process), it is particularly important for us to be able to provide evidence that we are systematically assessing our curricular and co-curricular programs; using the information we derive from that process to develop actionable plans for improvement in student learning; and documenting the improvements that result. You already are addressing these issues—just keep doing it in your 2018 Student Learning Summary Report!