

## WSU Program Assessment Report (PAR)

Each program must complete this report annually by December 31, reporting on assessment activities from the previous academic year.

**PROGRAM NAME, DEGREE NAME:** Clinical Mental Health Counseling Program, M.S.

**REPORT PREPARED by:** Huma Bashir, Ed.D, Graduate Clinical Mental Health Program Director

**ACADEMIC YEAR COVERED BY THIS REPORT:** 2020 - 2021

### I. PROGRAM LEARNING OUTCOMES

*Each program or major should have at least three measurable student learning outcomes (most programs will have more). Outcomes describe the knowledge, skills, and abilities that a student should attain by completing the degree program. Accredited programs should use the relevant elements of their accrediting body's standards as their learning outcomes.*

#### **Graduates will be able to:**

- Clinical mental health counseling graduates will demonstrate knowledge and understanding of professional counseling orientation and ethical practice (F1).
- Clinical mental health counseling graduates will demonstrate knowledge and understanding of social and cultural diversity (F2).
- Clinical mental health counseling graduates will demonstrate knowledge and understanding of human growth and development (F3).
- Clinical mental health counseling graduates will demonstrate knowledge and understanding of career development theories, models, approaches, and strategies (F4).
- Clinical mental health counseling graduates will demonstrate knowledge and understanding of theories, models, approaches, and strategies for counseling and helping relationships (F5).
- Clinical mental health counseling graduates will demonstrate knowledge and understanding of theories, models, approaches, and strategies for group counseling and group work (F6).
- Clinical mental health counseling graduates will demonstrate knowledge and understanding of methods, procedures, and purposes of assessment and testing in counseling (F7).
- Clinical mental health counseling graduates will demonstrate knowledge and understanding of research and program evaluation methods, designs, and evidence-based practices (F8).
- Clinical mental health counseling graduates will demonstrate knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling (5C).

*(Please note that due to specialized accreditation requirements, accredited programs may be required to assess and report on all program level student learning outcomes every year; accredited programs should report in a manner that will align with their accreditation. Programs not carrying specialized accreditation may assess all of their learning outcomes every year but may choose to report on 2-3 per year, looking at several years of data.)*

## II. PROCEDURES USED FOR ASSESSMENT

*How did you assess the degree to which students achieved your program learning outcomes?*

- A. **Direct Assessment (Evaluation/Observation of Student Work):** *For each learning outcome addressed by this report, state where and when data were collected (in a course, exam, or performance) and how they were evaluated (e.g. rubric, rating scale, key questions from exams, etc.). Specify the course or courses where students demonstrated the outcomes (if applicable) and the assignment(s) that you used for assessment purposes (e.g., capstone project, final examination, research paper, student presentation, performance, portfolio, etc.). If applicable, describe how student papers/works were selected and sample size. Please indicate how you assured that the data are representative. (NOTE: Supervisor's evaluation of student performance in a field/clinical/lab experience could also apply here if connections to the program learning outcomes are clearly indicated.)*

### **Direct Assessment**

**Key Assessments:** All clinical counseling students were required to upload key assessments as evidence that program learning outcomes had been met. Key assessments were aligned with the 2016 CACREP standards for Clinical Counselors include: Social and cultural diversity, group, assessment and evaluation, ethical, legal and professional orientation, career development, counseling, and helping relationships. The key assessments were uploaded to Taskstream, an online portfolio tool.

**Board Exam:** All students take National Counselor Exam (NCE) for graduation.

**Surveys:** Qualtrics was used to survey the alumni and site supervisors/employers. Practicum and internship supervisors completed the university supervisor reports.

- B. **Scoring of Student Work:** *For each learning outcome addressed by this report, describe how you scored students' level of performance of the outcomes. For example, did you use a rubric, rating scale or answer key, or was it scored by a testing company? Who did the scoring?*

### **Scoring of Student Work:**

- Each key assessment has a rubric which is aligned with the appropriate CACREP standards. For each standard, student may receive "does not meet expectation", "meets expectations" or "exceeds expectations". Key assessments are evaluated by the assigning instructor.
  - **NCE:** 83 % passing rate.
  - Site supervisor evaluations of the interns (appendix 5).
- C. **Indirect Assessment (Perceptions of Student Learning):** *For each learning outcome addressed by this report, describe how you indirectly assessed student or alumni perceptions of their learning in relation to the outcome (e.g., course evaluations, focus groups with graduating students, exit survey, alumni survey, etc.).*
- **Exit Surveys:** The chair of the Human Services department solicits data from graduating students by way of an exit survey. The exit survey allows students to provide feedback on their overall satisfaction with the clinical counseling program.

- **Professional Disposition:** Each student is indirectly assessed 3 times during their tenure in the CMHC program by their advisors at the beginning of course work (9 credit hours), before Practicum, and internship courses.
- **Stakeholders Bi-annual meeting:** volunteers members are invited to provide feedback (i.e., discuss ways to improve or maintain the program)

### III. ASSESSMENT RESULTS/INFORMATION:

*What did you find from your assessments? What did your data reveal about how well students are achieving the Program Learning Outcomes that you listed above? After analyzing your data, present a summary of the data, clearly indicating what any numbers represent (e.g. percentages? means? medians?).*

*NOTE: If any program has both in-person and online offerings, include a comparative analysis of student performance between the modes. If any program is offered at both the Dayton and Lake campuses, provide details regarding assessment across the campuses.*

Please number each corresponding assessment, summary, and analysis.

Assessment	Summary of Findings	Analysis in Relation to Learning Outcome
National Counselor Examination	87 % Passing Rate	NCE passage rate indicates the overall effectiveness of program pedagogy in all learning areas specific to the counseling profession.
CMHC Program Majors Cumulative GPA	3.8	Cumulative GPA represents indicates academic success of program students.
Alumni Survey	Response rate of 26% (8/31). Feedback from survey was positive	Program alumni survey indicates the thoughts, views, and opinions of program alumni and the success of accomplishing program learning goals.
Employers Survey	Employer/site supervisor feedback has been positive  83 % of students find employment.	Employer/Site Supervisor feedback is an indicator of the professional skills, abilities, and competencies of our field placement (Practicum &

		Internship) students at their clinical sites.
<b>Student Evaluation of Instruction</b>	<b>Student feedback of instruction is positive</b>	<b>Student evaluation of instruction is an indicator of the quality and effectiveness of program faculty in accomplishing learning outcomes.</b>
<b>Key Assessment</b>	<b>Key # 3, 5, 6, 7, 8, and 9</b>	<b>Key assessment data is an indicator of student success in meeting key learning objectives within the established accreditation standards.</b>
<b>Bi-annual Stakeholder meetings</b>	<b>Spring 2020</b>	<b><u>Clinical Mental Health Stakeholder Committee:</u></b> <b>CMHC:</b> Kierstyn Crawford, MS, LPCC-S, LICDC <a href="mailto:k.crawford@gesmv.org">k.crawford@gesmv.org</a> (Goodwill Easter Seals) Kathy Biehn, MS, LPCC-S <a href="mailto:kbiehn@empowerdayton.com">kbiehn@empowerdayton.com</a> (Empower Psychology and Wellness) Tiffany Horner, MS, LPCC-S <a href="mailto:thorner@empowerdayton.com">thorner@empowerdayton.com</a> (Empower Psychology and Wellness)

Table: CNL 9530 Case Conceptualization Report

<https://pilot.wright.edu/d2l/le/content/458839/viewContent/3664862/View>

#### **IV. ACTIONS: INFORMATION SHARING AND CHANGES**

*Describe how you shared the results with faculty and other stakeholders. Explain briefly how program faculty will make improvements based upon the assessment findings (e.g. plans to gather more information; changes to the learning outcomes or assessment procedures; changes in course content, instructional approaches, technology, order of course offerings, materials, resources, assignments, policies, funding, advising, planning, training for adjuncts, etc.).*

*Provide updates on any strategies for improvement you noted in previous years' assessment reports to gauge their effectiveness.*

## Information Sharing and Actions

- The data review did not reveal any areas of significant weakness in student learning. The faculty will continue to assess additional data as needed to determine trends and if any corrective measures need to be implemented.
- Ongoing measures that continue to be modified and adopted:
  - Formalizing faculty and student meetings for ongoing quality and improvement and evaluation of Program of Study review. A signed program of study verifies the new student has met with their faculty advisor.
  - Standardizing faculty meetings at measured interval to enhance the advisor/student relationship and evaluate student dispositions. These meetings are critical for faculty and their ability to evaluate student dispositions for professional comportment.
- An annual meeting with program stakeholders is conducted yearly. This meeting of program alumni and clinical site supervisors provides an opportunity to communicate with stakeholders and receive feedback on the success of the program and students. It also allows an opportunity to provide information to stakeholders on program and policy changes on a regular basis.

## V. SUPPORTING DOCUMENTS

Please attach the following:

- A. Minutes of meetings (program faculty, stakeholders, etc.) where discussion of results and action planning occurred and any other relevant documents.
  - B. If you administer a survey to graduating students, please attach a copy of the survey tool that you use. The university currently administers a university-wide survey at the point of application for graduation up to 6 months after graduation and would like to better understand what surveys graduating students may be receiving from their programs or colleges.
- CMHC Survey of Graduating Students