2019 Academic Assessment Update

College:
Beeghly College of Education

Department:
Counseling, School Psychology and Educational Leadership

Program:
MSEd Counseling

Name of person submitting assessment update:
Matthew Paylo

Contact email:
mpaylo@ysu.edu

Prior Action Steps Status: Outline the status of action steps in previous years and/or since the last assessment submission.

During faculty meetings (which convene once per month), curriculum committee meetings (which convene twice per year), and community advisory board meetings (which convene each spring), the counseling program areas are evaluated by the faculty in light of the program’s mission statement, objectives, and student learning outcomes. Additionally, The Counseling Program faculty have rigorously reviewed SLOs, survey data, Comprehensive Examinations (CPCE), National Counselors Examinations (NCE), ODE examinations, critical tasks in coursework and consulted with administrators, alumni, employers, site supervisors, and students. Considerable program modifications have occurred over the past three years at the program level, individual program track level (i.e., addiction, clinical mental health, school, and student affairs and college counseling), and at the individual class level.

Program Level
Historically, students within all of our program areas have rated their perceived training and preparedness in Human Growth and Development lower than other CACREP core content areas. In addition, many stakeholders at our Community Advisory Board (CAB) meetings have expressed concern that our Human Growth and Development course was split with family systems counseling material. The content covered in this combined course was extensive and may have contributed to students feeling less prepared in Human Growth and Development. Therefore, faculty created a standalone COUN 6940 Human Growth & Development and a standalone COUN 6991 Family Systems Counseling. In addition, all students (regardless of program area) will be required to take COUN 6940 Human Growth & Development and a standalone COUN 6991 Family Systems Counseling. In addition, all students (regardless of program area) will be required to take COUN 6940 Human Growth & Development. COUN 6991 Family Systems Counseling will be offered as an elective course for our clinical mental health counseling (CMHC), addiction counseling (AC), school counseling (SC), and our College Counseling and Student Affairs (CCSA) students.

Track Level
Through the use of our annual candidate survey, clinical mental health counseling (CMHC) students have expressed a strong desire to receive more focused training/coursework in trauma and crisis counseling. In addition, this concern has been voiced by stakeholders at our Community Advisory Board (CAB) meetings. Therefore, the program faculty constructed and will offer COUN 6995 Trauma and Crisis Counseling this coming summer semester. This course will be available as an elective course for the clinical mental health counseling (CMHC) and College Counseling and Student Affairs (CCSA) students.

Course Level
During a recent review of our candidate survey data and our comprehensive exam (CPCE) data, the program faculty determined that a review of COUN 6972 Career Counseling and COUN 6976 Social and Cultural Issues in Counseling was warranted. Faculty have since revised course content, textbooks, assignments, and course syllabi to provide students with the necessary content to increase their knowledge and performance on the CPCE and the NCE.
Prior Year Student Learning Outcomes: List student learning outcome(s) focus during the past academic year.

SLO 5: Demonstrate a professional identity, as well as professionalism, and fitness to practice as a professional counselor
SLO 6: Students will demonstrate knowledge and skills specific to their program areas (i.e., Clinical Mental Health, School, Student Affairs)

Assessment Methods for each reported SLO: Summarize methods used to assess each SLO. Detailed data is not needed, only methods and groups evaluated.

2018-2019: SLO 5 & 6

SLO 5: Demonstrate a professional identity, as well as professionalism, and fitness to practice as a professional counselor

SLO 5: ASSESSMENT TOOLS:
• Positive 21-hour review (Direct Measure taken at the completion of 9 and at least 21 credit hours within the program);
• Positive review on the Practicum II Field-Placement Supervisor Final Evaluation Form (section I) (Direct Measure taken at the end of each student's Practicum II class); Positive review on the Internship Field-Placement Supervisor Final Evaluation Form (section I) (Direct Measure taken at the end of each student's Internship class);
• Passing Comprehensive Examination Scores specific to professional identity (Direct Measure taken between Practicum I and Practicum II);
• Passing scores on the NCE/ODE examination specific to professional identity (Direct Measure taken at the end of each student's program).

SLO 6: Students will demonstrate knowledge and skills specific to their program areas (i.e., Clinical Mental Health, School, Student Affairs)

SLO 6: ASSESSMENT TOOLS:
• Positive review on the Practicum II Field-Placement Supervisor Final Evaluation Form (sections specific to program standards) (Direct Measure taken at the end of each student's Internship class); Positive review on the Internship Field-Placement Supervisor Final Evaluation Form (sections specific to program standards) (Direct Measure taken at the end of each student's Internship class);
• Practicum II & Internship Field-Placement Supervisor Evaluation Form
• 85% passing rate on the NCE Results (for clinical program) (Direct measure taken after 2 years of full-time work/supervision - post master's degree); 85% passing rate on the ODE Exam Results (for school counseling program) (Direct Measure taken at the end of each student's program); 85% passing rate on CPCE (for student affairs program) (Direct Measure taken at the end of each student's program).
Evidence & Findings Regarding Student Learning: Summarize the student learning evidence and findings—what were student learning strengths and challenges based on the data?

Assessment Results
SLO 5:
• 21-Hour Reviews (9-Hour reviews)
  o Reviewed 119 reviews over last 2 semesters
    ♦ 2 reviews highlighted issues regarding professionalism (monitor self-disclosure, cell-use in classroom)
    ♦ Other issues of coming more prepared for class, participating more frequently in class, working on writing skills, and preparing more for examinations were cited in a few of the reviews.
  • Positive reviews on the employer and supervisor survey results specific to professionalism (Prac II- Internship)
    o Generally, extremely positive reviews on students’ professionalism.
      o 2 site supervisors mentioned concerns about professionalism in their evaluation summary.
    ♦ Passing scores on the comprehensive examination (CPCE) professional orientation and ethics section (8):
      o 92 % passing rate over last 3 semesters (N=37 [34 pass and 3 fails])
      o Our students continue to meet the overall expectations on the CPCE—Performing constantly high on the professionalism section (M= 10.97).
      ♦ 85% passing rate on the NCE/ODE examination
        o ODE
        ♦ Currently 86 % Passing Rate (6 pass; 1 fail)
        o NCE
        ♦ 2018-2019: 88% Passing Rate (22 pass; 3 fails)

Additional Comments:
• Professional Development Plan (PDP) = 7 over last 3 semesters (3 dealt with professionalism concerns)

SLO 6:
• Positive reviews on the employer and supervisor survey (Prac II- Internship)
  o Generally, extremely positive reviews on students’ knowledge, skills, work ethic, time management, and initiative on the supervisors’ evaluation forms for the last 3 semesters.
  • Practicum II & Internship Field- Supervision Evaluation Form
    o 95 (0-100) is the average overall ratings for students over the last 2 semesters (N=28 students).
    ♦ 85% passing rate on the ODE/NCMHCE/ CPCE examination
      o ODE
        ♦ Currently 86 % Passing Rate (6 pass; 1 fail)
      o NCE
        ♦ 2018-2019: 88% Passing Rate (22 pass; 3 fails)
      o CPCÉ (Student Affairs students)
        ♦ 2018-2019: 81% Passing rate (13 pass; 3 fails)
        ♦ Lowest areas on CPCE for SA students: Career & Social & Cultural

Additional Comments:
• Average of 31.21 (New Form with range from -38 to 38) for session evaluations over the last 2 semesters.
• Average of 23.94 (1-25) for SA session evaluations over last 2 semesters.

Optional: Attach copies of any surveys, rubrics, or other assessment tools or data as appropriate. (Note: Maximum 10 files. Maximum file size: 50 MB.)
Use of Results: Indicate specifically how this evidence was used to improve student learning in the program.

During this review of our comprehensive exam (CPCE) data, the faculty determined that we needed to change the textbook in COUN 6972 Career Counseling and the syllabus (i.e., structure, assessments, resources, and assignments) to provide students with more of the content knowledge necessary to increase their performance on the CPCE. Faculty changed the textbook in COUN 6972 Career Counseling and the syllabus (i.e., structure, assessments, resources, and assignments). The curriculum committee approved these changes to COUN 6972. Over the last few CPCE administrations (2019), the subsection of career has not been the lowest scoring subsection with an increase in average scores (M= 11.07).

During the review of our SLO 6 data, faculty decided to add additional assessment measures to more fully evaluate the specific knowledge and skills within each counseling track (i.e., addiction, clinical mental health, school, and student affairs/college counseling). In addition, faculty reviewed and established new critical tasks with assessment rubrics for every course within our entire program, which highlights the core CACREP standards and specific CACREP track (i.e., addiction, clinical mental health, school, and student affairs and college counseling) standards that are being addressed. This was done through the use of TaskStream (i.e., www.taskstream.com), which provides faculty a means to manage all of this additional data.

The Counseling Program Coordinator will stress the importance on ethic, professionalism, and professional practice more explicitly in the new student orientation. This involves outlining and reviewing candidate review/retention policies (i.e., 9-12 hours and before prac/internship [21 hours]) more thoroughly with all students. In addition, each track coordinators (i.e., addiction, mental health, school & college, and school) will stress the importance of ethics, professionalism, and professional practice before placing the students at their respective internship site. The Counseling Program Coordinator and Track Coordinators have increased the discussion on the importance on ethic, professionalism, and professional practice in the new student orientation and on each initial internship placement meetings. In addition, the new student orientation meeting has been altered this year (Fall 2019) from a large group format to a small group format to more adequately address specific professional practice issues to new students.

Additionally, counseling faculty will send out supportive resources for all site supervisors on the best practices in supervision - to aid supervisors in their supervision with YSU interns. These resources will aid supervisors in how to utilize supervision to enhance ethical decision-making, professionalism, and professional practice. The Counseling Program Coordinator sent out 10 PowerPoint's to all former and current site supervisors on the best practices in supervision to aid supervisors in their supervision with YSU interns. In addition, counseling faculty are providing a free supervision workshop for site supervisors (Fall 2019) to aid in this process.