

# 2020 Academic Assessment Update

**College:**

Beeghly College of Liberal Arts, Social Sciences, and Education

**Department:**

Psychological Sciences & Counseling

**Name of person submitting assessment update:**

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

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](http://www.taskstream.com)), which provides faculty a means to manage all of this additional data.

The Counseling Program Director 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 Director and Program 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 Director 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.

**Prior Year Student Learning Outcomes: List student learning outcome(s) focus during the past academic year.**

SLO 1: Students will demonstrate an understanding of the curriculum content of CACREP's eight core courses  
SLO 3: Students will demonstrate knowledge of, and the ability to apply ethical standards and engage in ethical counseling and professional practices

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

2019-2020: SLO 1 & 3

SLO 1: Students will demonstrate an understanding of the curriculum content of CACREP's eight core courses

SLO 1: ASSESSMENT TOOLS:

- 85% passing rate on the Comprehensive Examination (Direct Measure taken between Practicum I and Practicum II),
- Candidate Program Survey results (Indirect Measure taken in the Spring from the Internship classes),
- 85% passing rate on the ODE/NCE Scores (Direct Measure taken at the end of each student's program).

SLO 3: Students will demonstrate knowledge of, and the ability to apply ethical standards and engage in ethical counseling and professional practices

SLO 3: ASSESSMENT TOOLS:

- 85% passing rate on the Comprehensive examination (Direct Measure taken between Practicum I and Practicum II),
- Employer and Supervisor survey results specific to ethics (Direct Measure taken at the end of the internship class),
- 9 Hour Review Form & Pre-Internship Student Review Form (Direct Measure taken at the completion of at least 9 & 21 credit hours within the program), and
- Professional Development Plans (PDP).

SLO 1: Students will demonstrate an understanding of the curriculum content of CACREP's eight core courses

SLO 1: ASSESSMENT TOOLS:

- 85% passing rate on the Comprehensive Examination (Direct Measure taken between Practicum I and Practicum II),
- Candidate Program Survey results (Indirect Measure taken in the Spring from the Internship classes),
- 85% passing rate on the ODE/NCE Scores (Direct Measure taken at the end of each student's program).

SLO 3: Students will demonstrate knowledge of, and the ability to apply ethical standards and engage in ethical counseling and professional practices

SLO 3: ASSESSMENT TOOLS:

- 85% passing rate on the Comprehensive examination (Direct Measure taken between Practicum I and Practicum II),
- Employer and Supervisor survey results specific to ethics (Direct Measure taken at the end of the internship class),
- 9 Hour Review Form & Pre-Internship Student Review Form (Direct Measure taken at the completion of at least 9 & 21 credit hours within the program), and
- Professional Development Plans (PDP).

**Evidence & Findings Regarding Student Learning: Summarize the student learning evidence and findings—what were student learning strengths and challenges based on the data?**

SLO1:

Comprehensive Exam (CPCE): Passing Rate:

- 86 First-Time Attempts (last two years)
- 90 % First-Time Passing Rate (i.e., 77 pass; 9 fail)

Candidate Program Survey:

- Please See Attached Report

ODE/NCE: Passing Rate

- 13 ODE Attempts
- 77% Passing Rate (i.e., 10 pass; 3 fail)

• 22 NCE Attempts

- 91 % Passing Rate (i.e., 20 pass; 2 fail)

SLO 3:

Comprehensive Exam (CPCE): Passing Rate:

- 86 First-Time Attempts (last two years)
- 90 % First-Time Passing Rate (i.e., 77 pass; 9 fail). Section C 8: Professional Orientation & Ethics continues to be one of the highest scoring areas within the CPCE (M= 11.12 which is slightly lower from the last assessment of KPI 3 [M= 12.01]) for YSU students

Employer and Supervisor Survey: Results specific to ethics

- No intern received a poor rating (i.e., 1) or any narrative that questioned their ability to work ethically at their given internship site (all tracks).

9 Hour and Pre-Internship Student Reviews:

- 92 (Student reviews) with only 5 negative comments related to professionalism: "Comply with terms of your professional development plan." (3); "Ensure all communication/emails are conveyed respectfully." (1) and "Review how much you share and disclose in class." (1)

Professional Development Plans (PDP)

- 7 PDP completed (2 DUI/Substance Use Related; 1 Breaking Internship Contract (Decided to leave Internship Site after Prac. II); 1 Mental Health Concern; 3 Academic Issues (1 grade related & 2 CPCE) )

***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.**

The vast majority of our students have developed adequate knowledge of, and skills related to the curriculum content of CACREP's eight core courses. In addition, students confirmed their sense of mastery: (1) as seen in the candidate/student survey (attached); (2) by their high passing rates on the comprehensive examination (CPCE); and (3) by their high passing rates on licensure examinations (i.e., ODE [77%] & NCE [91%]). We discussed the lower than normal scores on the ODE examination over the last year and decided to: (1) stress the importance, difficulty, and resources available for the exam in the orientation course and in practicum (7007); and (2) to provide discuss/support to student in internship (7009) to aid in their mastery and readiness for the new ODE/Pearson examination.

The vast majority of our students have developed adequate knowledge of, and skills related to applying ethical standards and engaging in ethical practice. In addition, all of the site-supervisors reported interns not only possessing knowledge, but displayed ethical skills specific to ethical practice throughout their practicum and internship experience. In addition, students continue to score very high on Section C 8: Professional Orientation & Ethics within their comprehensive examination (CPCE).

Faculty reviewed comprehensive exam (CPCE) data and determined that we needed to continue to explore changes in COUN 6940 Human Growth and Development to increase relevant content knowledge and skills necessary to increasing student performance on the CPCE/NCE. Additionally, students rated their mastery of life span development as the lowest of all CACREP core area on our candidate/student survey. We recently moved this course from a combined course with family therapy to its own course. The faculty has: changed the assignments to require more assessment of the pertinent knowledge and skills; changed the questions on the midterm and final examination which now will include multiple choice to mirror CPCE/NCE examination; and more adequately aligned the course with the 2016 standards of CACREP. This endeavor/initiative will be continually reevaluated in coming assessments cycles.

Faculty reviewed seven professional development plans and determine that we were being more responsive to students' issues and seeking to implement developmentally appropriate plans to remedy student issues. A continued discussion focused on the orientation courses to continue to increase knowledge of, and skills related to applying ethical standards and engaging in ethical practice. More specifically, some additional case vignettes specifically addressing our recent professional development plans/ dispositions concerns (i.e., DUI/substance related issues, appropriate use of social media; use of phone at internship/ in the field; professionalism; and appropriate boundaries setting) will be implemented.