Degree/Certificate: Masters of Science in Counselor Education

Major/Option: Mental Health Emphasis
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Part I – Program SLO Assessment Report for 2014-15

Part I – for the 2014-15 academic year: Because Deans have been asked to create College-Level Synthesis Reports annually, the template has been slightly modified for a) clarity for Chairs and Directors, and b) a closer fit with what the Deans and Associate Deans are being asked to report.

1. **Student Learning Outcome:** The student performance or learning objective as published either in the catalog or elsewhere in your department literature.

   Describe the ethical and legal considerations that govern the practice of mental health counseling.

2. **Overall evaluation of progress on outcome:** Indicate whether or not the SLO has been met, and if met, to what level.
   _____*SLO is met after changes resulting from ongoing assessments, referencing*
       assessment results from the previous year to highlight revisions;
   _____*SLO is met, but with changes forthcoming;*
   __x___*SLO is met without change required*

3. **Strategies and methods:** Description of assessment method and choices, why they were used and how they were implemented.
   1) Consideration of ethical and legal issues in supervised clinical practice in practicum and internship settings with a variety of client populations. Used for practical application.
    (2) National Counselor Exam standardized scores on professional orientation and ethics. Can compare scores to other universities.
   (3) in-class exams, ethical decision making model, and application to cases. Instructor can evaluate and address more immediately than above.

4. **Observations gathered from data:** Include findings and analyses based on the strategies and methods identified in item #3.

   a. Findings:
      (1) Faculty and clinical supervisor observed ethical practice in clinical experience as evidenced by no complaints; (2) performance on professional orientation and ethics section (M= 18.00) of NCE. M=18, SD= 3.20 with a z score of -.77 when compared to other CACREP programs. (3) 100% passed comprehensive midterm and final exam in counseling courses addressing ethical and legal issues (i.e., Introduction to MH Counseling and Professional issues in MH Counseling)

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b. Analysis of findings: Students understand ethical and legal considerations in counseling.

5. **What program changes will be made based on the assessment results?**

　　a) Describe plans to improve student learning based on assessment findings (e.g., course content, course sequencing, curriculum revision, learning environment or student advising).
　　　　a. Review of coursework led to adding more case studies that are timely and relevant intentionally to both introduction course and professional issues (or capstone) course.
　　　　b. Ongoing Plan: Incorporate new laws as passed (ongoing); continue to incorporate CACREP new clinical mental health standards during AY 2015/2016.

　　b) Provide a broad timeline of how and when identified changes will be addressed in the upcoming year.
　　　　a. Case Studies implemented in 2015-16.

6. Description of revisions to the assessment process the results suggest are needed and an evaluation of the assessment plan/process itself.
Ongoing revision of our assessment process overall will continue. There are biweekly programmatic faculty meetings to discuss student progress. Any corrections will be addressed during the quarter and adjusted during the next quarter if applicable (didactic classes are taught once per year).

In response to the university's accrediting body, the Northwest Commission on Colleges and Universities, this section has been added. This should be viewed as a follow up to the previous year's findings. In other words, begin with findings from 2013-14, and then describe actions taken during 2014-15 to improve student learning along, provide a brief summary of findings, and describe possible next steps.

PLEASE NOTE: The College-Level Synthesis report includes a section asking Deans to summarize which programs/certificates have demonstrated "closing-the-loop" assessments and findings based on the previous year's assessment report.

> *Working definition for closing the loop: Using assessment results to improve student learning as well as pedagogical practices. This is an essential step in the continuous cycle of assessing student learning. It is the collaborative process through which programs use evidence of student learning to gauge the efficacy of collective educational practices, and to identify and implement strategies for improving student learning." Adapted 8.21.13 from http://www.hamline.edu/learning-outcomes/closing-loop.html.*

1. **Student Learning Outcome(s)** assessed for 2013-14
   Assess community needs, design, implement and evaluate mental health programs and systems.

2. **Strategies implemented** during 2014-15 to improve student learning, based on findings of the 2013-14 assessment activities.
   Assignment and book in PSYC 520 changed due to instructor changes.

3. **Summary of results** (may include comparative data or narrative; description of changes made to curriculum, pedagogy, mode of delivery, etc.): Describe the effect of the changes towards improving student learning and/or the learning environment.
   Book, assignment and instructor of research methods all change in 14/15. Students passed course at university level, but overall still had one student (out of 7) fail this portion of the comprehensive exam. All students passed this section of the National Counseling Examination, but it continues to be a weaker component of the program.

4. What **further changes to curriculum, pedagogy, mode of delivery,** etc. are projected based on closing-the-loop data, findings and analysis?
   In 15/16, a new instructor is being used due to changes in faculty so while curriculum does not change, instruction does. It is this writers hope that we will stabilize faculty so that there is consistency over year and at that time we can truly understand how effective the instruction has been.

Definitions:

1. **Student Learning Outcome**: The student performance or learning objective as published either in the catalog or elsewhere in your department literature.

2. **Overall evaluation of progress on outcome:** This checklist informs the reader whether or not the SLO has been met, and if met, to what level.

3. **Strategies and methods used to gather student performance data,** including assessment instruments used, and a description of how and when the assessments were conducted. Examples of strategies/methods: embedded test questions in a course or courses, portfolios, in-class activities, standardized test scores, case studies, analysis of written projects, etc. Additional information could describe the use of rubrics, etc. as part of the assessment process.

4. **Observations gathered from data**: This section includes findings and analyses based on the above strategies and methods, and provides data to substantiate the distinction made in #2. For that reason this section has been divided into parts (a) and (b) to provide space for both the findings and the analysis of findings.

5. **Program changes based on the assessment results:** This section is where the program lists plans to improve student learning, based on assessment findings, and provides a broad timeline of how and when identified changes will be addressed in the upcoming year. Programs often find assessment is part of an ongoing process of continual improvement.

6. **Description of revisions to the assessment process the results suggest are needed.** Evaluation of the assessment plan and process itself: what worked in the assessment planning and process, what did not, and why.

Some elements of this document have been drawn or adapted from the University of Massachusetts' assessment handbook, "Program-Based Review and Assessment: Tools and Techniques for Program Improvement" (2001). Retrieved from http://www.umass.edu/oapa/oapa/publications/online_handbooks/program_based.pdf