

**East Carolina University
College of Allied Health Sciences
Addictions and Rehabilitation Studies
M.S. in Clinical Counseling program
Assessment Plan and Report
AY 2016-2017**

Vital Statistics – MS, Clinical Counseling Program

Program Data

Current enrollment: **59**

Number of students who graduated during academic year 2016-2017: **21**

Program completion rate: **95%**

Licensure examination pass rate: **100%**

Job placement rate of graduates (180 days past graduation): **100%**

Number of program applications received last year: **55**

Student Demographics (only categories with students in them are listed)

Female, African American/Black = **8**

Female, Caucasian/White = **42**

Female, Hispanic/Latino/Spanish American = **1**

Male, African American/Black = **1**

Male, Caucasian/White = **7**

Full-time Faculty Demographics

Female, African American/Black = **0**

Female, Caucasian/White = **4**

Female, Hispanic/Latino/Spanish American = **0**

Male, African American/Black = **0**

Male, Caucasian/White = **6**

Male, Hispanic/Latino/Spanish American = **0**

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Program Outcome Measures and Result

Helping Relationships – CSES (reporting results that were ‘pending’ in AY 2015-2016)

Outcome: Students in the Clinical Counseling program will demonstrate increased counseling self-efficacy over the duration of their program.

MOA: Counselor Self Efficacy Scale – CSES.

CFS: The criterion for success set was, upon completion of the program, the average score of the cohort will be 3 or above.

1. Actions taken: Action taken during the 2015-2016 assessment period: The program received a two-year accreditation in Clinical Mental Health Counseling from the Council for the Accreditation of Counseling & Related Educational Programs [CACREP]. CACREP stipulates standards for student learning within specific areas of clinical mental health counseling, and faculty identify the means of assessment for meeting those standards (e.g., student projects, presentations, exams). Development of helping relationships in counseling is one of these required areas of student learning. The faculty’s chosen means of assessment was Counselor Self-Efficacy Scale scores.

2. Results:

Multiple Comparisons

Dependent Variable: Total_CSES
Bonferroni

(I) Class	(J) Class	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Orientation	Begin Practicum	-14.6100 [*]	1.70013	.000	-19.1307	-10.0894
	End Practicum	-20.0292 [*]	1.91462	.000	-25.1201	-14.9382
	Internship	-28.1216 [*]	2.64521	.000	-35.1552	-21.0880
Begin Practicum	Orientation	14.6100 [*]	1.70013	.000	10.0894	19.1307
	End Practicum	-5.4191 [*]	1.99593	.042	-10.7263	-.1119
	Internship	-13.5116 [*]	2.70464	.000	-20.7032	-6.3199
End Practicum	Orientation	20.0292 [*]	1.91462	.000	14.9382	25.1201
	Begin Practicum	5.4191 [*]	1.99593	.042	.1119	10.7263
	Internship	-8.0925 [*]	2.84437	.029	-15.6556	-.5293
Internship	Orientation	28.1216 [*]	2.64521	.000	21.0880	35.1552
	Begin Practicum	13.5116 [*]	2.70464	.000	6.3199	20.7032
	End Practicum	8.0925 [*]	2.84437	.029	.5293	15.6556

Based on observed means.
The error term is Mean Square(Error) = 142.773.

*. The mean difference is significant at the .05 level.

- End Internship significantly greater than Orientation $p < .001$, Begin Practicum $p < .001$, End Practicum $p < .05$

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Social Cultural Diversity – MAKSS (reporting results that were ‘pending’ in AY 2015-2016)

Outcome: Students in the Clinical Counseling program will demonstrate increased multicultural competence over the duration of their instruction.

MOA: Multicultural Awareness, Knowledge, and Skill Survey - MAKSS

CFS: The criterion for success set was, upon completion of the program, the average score of the cohort will be 80 or above.

1. Actions Taken: Action taken during the 2015-2016 assessment period: The program received a two-year accreditation in Clinical Mental Health Counseling from the Council for the Accreditation of Counseling & Related Educational Programs [CACREP]. CACREP stipulates standards for student learning within specific areas of clinical mental health counseling, and faculty identify the means of assessment for meeting those standards (e.g., student projects, presentations, exams). Development of multicultural competence is one of these required areas of student learning. The faculty’s chosen means of assessment was Multicultural Awareness, Knowledge, and Skill Survey scores.

2. Results:

		Estimates			
Dependent Variable	CLASS	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Awareness	Orientation	2.639	.024	2.591	2.687
	Begin Pract	2.740 ^a	.031	2.680	2.801
	End Pract	2.802 ^a	.048	2.707	2.897
	Internship	2.832 ^a	.059	2.715	2.948
Knowledge	Orientation	2.630	.033	2.565	2.694
	Begin Pract	2.844 ^a	.042	2.762	2.926
	End Pract	2.955 ^a	.065	2.827	3.083
	Internship	2.991 ^a	.080	2.834	3.149
Skill	Orientation	2.532	.046	2.441	2.624
	Begin Pract	2.880 ^a	.059	2.763	2.997
	End Pract	3.030 ^a	.093	2.847	3.212
	Internship	3.177 ^a	.113	2.954	3.401

a. Based on modified population marginal mean.

Awareness

- Orientation significantly less than Begin Practicum $p < .10$, End Practicum $p < .05$, End Internship $p < .05$
- No significant difference among score at Begin Practicum, End Practicum and End Internship

Knowledge

- Orientation significantly less than Begin Practicum $p < .001$, End Practicum $p < .001$, End Internship $p < .001$

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- No significant difference among score at Begin Practicum, End Practicum and End Internship

Skill

- Orientation significantly less than Begin Practicum $p < .001$, End Practicum $p < .001$, End Internship $p < .001$
- No significant difference among scores at Begin Practicum, End Practicum and End Internship

3. Analysis of Results: The criterion for success set was, upon completion of the program, the average score of the cohort will be 80 or above. However, the data was collected and analyzed based on cohort improvement over the course of the program rather than average scores. Results showed that all areas of the MAKSS (Awareness, Knowledge, and Skill) improved from Orientation to the program to Beginning of Practicum but there was no significant difference between beginning of Practicum and completion of Internship. It appears that the first 3 semester which focus on lecture, discussions, and, small and large group activities has a positive impact on student awareness, knowledge, and skills of multicultural counseling issues, perhaps more so than the practical field-site experience. Another possible explanation for these findings, is two semesters is not enough time to see changes in students' scores following field-site placements.

4. Actions for next year: Student learning outcome was partially met, and will be discontinued in its current form. For AY 2017-2018, the overall program evaluation structured for the MS, Clinical Counseling program will be revised to align with the 2016 CACREP accreditation standards.

Career Development (reporting results that were 'pending' in AY 2015-2016)

Outcome: Students in the Clinical Counseling program will demonstrate mastery of career development program planning, organization, implementation, administration, and evaluation.

MOA: The career strategy intervention presentation in ADRE 6380.

CFS: The criterion for success is that 75% of students completing the intervention receive at least 12 of 15 points.

1. Actions taken: Action taken during the 2015-2016 assessment period: The program received a two-year accreditation in Clinical Mental Health Counseling from the Council for the Accreditation of Counseling & Related Educational Programs [CACREP]. CACREP stipulates standards for student learning within specific areas of clinical mental health counseling, and faculty identify the means of assessment for meeting those standards (e.g., student projects, presentations, exams). Career development in counseling is one of these required areas of student

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learning. The faculty's chosen means of assessment was a career strategy intervention presentation.

2. Results: This outcome was developed for AY 2015-2016. However, to balance student coursework load, the ADRE 6380 Career Clinical, Addictions, and Rehabilitation Counseling course, which includes the career strategy intervention presentation, was moved from the fall 2015 semester to summer session II 2016. The criterion for success is that 75% of students completing the intervention receive at least 12 of 15 points.

Updated results: Three out of three students, or 100% received at least 12 of 15 points on the Career Strategy Intervention assignment. The criterion for success is that 75% of students completing the intervention receive at least 12 of 15 points, thus the criterion for success was met.

3. Analysis of Results: The results of AY 2016-2017 for the career strategy intervention presentation, while exceeded the criterion for success, may be skewed as there were only 3 students enrolled in the course in summer session II 2016. The low enrollment in the course was due to the shift from fall semester to summer session, where only students enrolled in spring 2016 (n=3) required this course as part of their matriculation. Enrollment in ADRE 6380 for summer 2017 will be larger, including those admitted to the program fall 2016 and spring 2017. Therefore, reassessment of this means of assessment with a larger course enrollment is needed to accurately determine overall effect on student learning outcome.

4. Actions planned for next reporting year: Student learning outcome met, and this outcome will be discontinued in its current form. For AY 2017-2018, the overall program evaluation structured for the MS, Clinical Counseling program will be revised to align with the 2016 CACREP accreditation standards.

Research and Program Evaluation - Knowledge

Outcome: Students in the Clinical Counseling program will demonstrate mastery of researching and evaluating the efficacy of counseling programs.

MOA: The clinical program evaluation executive summary in ADRE 6550.

CFS: 75% of students completing the Executive Summary assignment will receive at least 24 out of 34 points.

1. Actions Taken: Students in the Clinical Counseling program will demonstrate mastery of principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications. Action taken after AY 2014-2015: The program received a two-year accreditation in Clinical Mental Health Counseling from the Council for the

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2. Results: This outcome was developed for AY 2015-2016. However, to balance student coursework load, the ADRE 6550 Research in Clinical, Addictions, and Rehabilitation Counseling course which includes the clinical program evaluation executive summary assignment was moved from summer session 2016 to the fall semester 2016 (AY 2016-2017).

Updated results: Twenty-four of twenty-four students, or 100% received at least 24 of 30 points on the Executive Summary paper. The criterion for success was that 75% of students completing the summary would receive at least 24 of 30 points, thus the criterion were met.

3. Analysis of Results: While the criterion of 75% of students completing the Executive Summary assignment would receive at least 24 out of 34 points for AY 2016-2017 was met, faculty determined that a more detailed assignment was needed to assess students' knowledge and skills for program evaluation of clinical mental health programs. Thus, a new assignment has been created in ADRE 6550 – Research in Clinical, Addictions, and Rehabilitation Counseling. Specifically, students will conduct a program evaluation aimed at determining the effectiveness of a local level program/agency. The program evaluation will consist of: a) Evaluation plan; b) Data collection & analysis; and c) Final report.

4. Actions planned for next reporting year: Current student learning outcome met. Faculty has replaced the Executive Summary assignment with a new assignment, the Program Evaluation Project, in ADRE 6550 Research in Clinical, Addictions, and Rehabilitation Counseling. For AY 2017-2018, the Program Evaluation Project will serve as the new means of assessment for this student-learning outcome. The criterion for success will be that 80% of students completing the Program Evaluation Project will receive at least 24 out of 30 points.

Clinical Mental Health Foundations Knowledge – History and Trends

Outcome: Students in the Clinical Counseling program will demonstrate mastery in the knowledge of the history, philosophy, and trends in clinical mental health counseling.

MOA: Interview of a Clinical Mental Health Professional (e.g., LPC) paper for ADRE 6010.

CFS: 75% of students completing the Interview of a Clinical Mental Health Professional paper will receive at least 16 of 20 points.

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1. Actions Taken: Action taken during the 2016-2017 assessment period: The program received a two-year accreditation in Clinical Mental Health Counseling from the Council for the Accreditation of Counseling & Related Educational Programs [CACREP]. CACREP stipulates standards for student learning within specific areas of clinical mental health counseling, and faculty identify the means of assessment for meeting those standards (e.g., student projects, presentations, exams). Knowledge on the history, philosophy, and trends in clinical mental health counseling is one of these required areas of student learning. The faculty's chosen means of assessment was the Interview of a Clinical Mental Health Professional paper.

2. Results: Forty of forty-seven students, or 85.1% received at least 16 of 20 points on the Interview with a Clinical Mental Health Professional paper. The criterion for success was 75% of students completing the Interview of a Clinical Mental Health Professional paper will receive at least 16 of 20 points, thus the criterion were met.

3. Analysis of Results: As this outcome was added for AY 2016-2017 assessment period, there is no 'action taken' to reflect on in terms of the analysis of results. As noted in the results for the outcome (i.e., criterion for success was met), students in the MS, Clinical Counseling program demonstrated mastery in the knowledge of the history, philosophy, and trends in clinical mental health counseling. While this outcome will be discontinued in its current form, assessing students' knowledge of the foundations in counseling will continued to be assessed with new means of assessment.

4. Actions panned for next reporting year: Student learning outcome met, and this outcome will be discontinued in its current form. For AY 2017-2018, the overall program evaluation structured for the MS, Clinical Counseling program will be revised to align with the 2016 CACREP accreditation standards.

Assessment – Skills and Practices

Outcome: Students in the Clinical Counseling program will demonstrate mastery of the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology, leading to diagnoses and appropriate counseling treatment plans.

MOA: Diagnostic case study presentation in ADRE 6250.

CFS: 75% of students completing the project will receive at least 20 out of 30 points.

1. Actions Taken: Action taken during the 2016-2017 assessment period: The program received a two-year accreditation in Clinical Mental Health Counseling from the Council for the

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2. Results: Twenty-eight of twenty-eight students, or 100% received at least 20 of 30 points on the Diagnostic Case Study presentation. The criterion for success was 75% of students completing the Diagnostic Case Study presentation will receive at least 20 of 30 points, thus the criterion were met.

3. Analysis of Results: As this outcome was added for AY 2016-2017 assessment period, there is no 'action taken' to reflect on in terms of the analysis of results. As noted in the results for the outcome (i.e., criterion for success was met), students in the MS, Clinical Counseling program demonstrated mastery of the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology, leading to diagnoses and appropriate counseling treatment plans.

4. Actions planned for next reporting year: Student learning outcome met, and this outcome will be discontinued in its current form. For AY 2017-2018, the overall program evaluation structured for the MS, Clinical Counseling program will be revised to align with the 2016 CACREP accreditation standards.

Counseling, Prevention, & Intervention Knowledge - Advocacy

Outcome: Students in the Clinical Counseling program will demonstrate mastery in advocacy by describing the principles of mental health, including prevention, intervention, consultation, education and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.

MOA: Advocacy project in ADRE 6703.

CFS: 75% of students completing the project will receive at least 80 out of 100 points.

1. Actions Taken: Action taken during the 2016-2017 assessment period: The program received a two-year accreditation in Clinical Mental Health Counseling from the Council for the Accreditation of Counseling & Related Educational Programs [CACREP]. CACREP stipulates standards for student learning within specific areas of clinical mental health counseling, and faculty identify the means of assessment for meeting those standards (e.g., student projects, presentations, exams). Knowledge on the history, philosophy, and trends in clinical mental health

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counseling is one of these required areas of student learning. The faculty's chosen means of assessment was the Advocacy Project.

2. Results: Twenty-four of twenty-six students, or 92.3 % received at least 80 of 100 points on the Advocacy Project. The criterion for success was 75% of students completing the Advocacy Project will receive at least 80 of 100 points, thus the criterion were met.

3. Analysis of Results: As this outcome was added for AY 2016-2017 assessment period, there is no 'action taken' to reflect on in terms of the analysis of results. As noted in the results for the outcome (i.e., criterion for success was met), students in the MS, Clinical Counseling program demonstrated mastery in advocacy by describing the principles of mental health, including prevention, intervention, consultation, education and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.

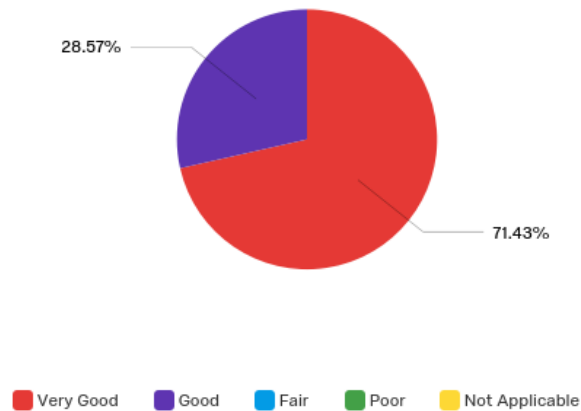
4. Actions planned for next reporting year: Student learning outcome met, and this outcome will be discontinued in its current form. For AY 2017-2018, the overall program evaluation structured for the MS, Clinical Counseling program will be revised to align with the 2016 CACREP accreditation standards.

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Program Surveys

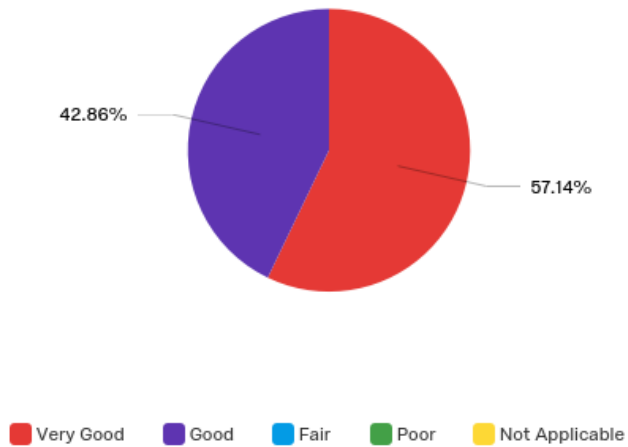
2016-2017 Field Site Supervisor Survey (n=7)

1. Content knowledge (e.g., counseling theories and techniques, human growth and development, legal and ethical information, social and cultural diversity information, clinical mental health and substance abuse counseling information, vocational and career information, research, etc.)?

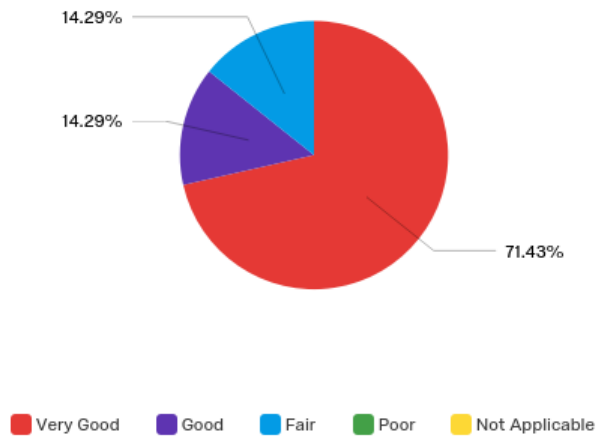


2. Organizational Skills (e.g., record keeping, maintaining client schedules, etc.)?

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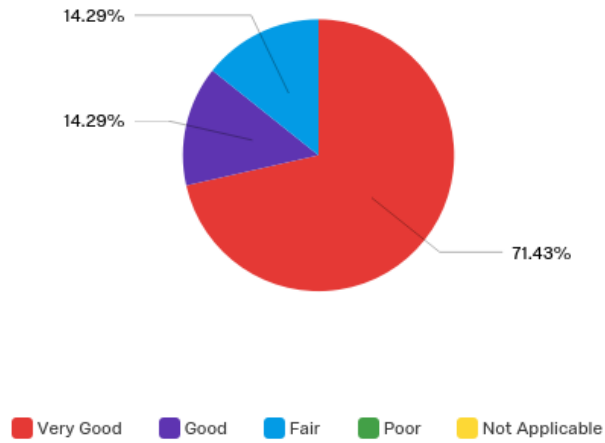


3. Counseling Skills (e.g., development of a helping relationship, assessment/intake skills, individual, group and family counseling skills, etc.)?

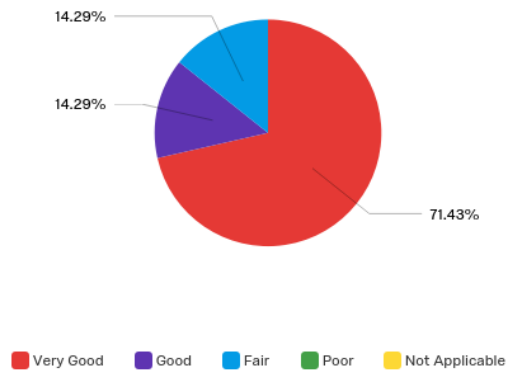


4. Interpersonal skills (e.g., ability to get along with others while getting the job done)?

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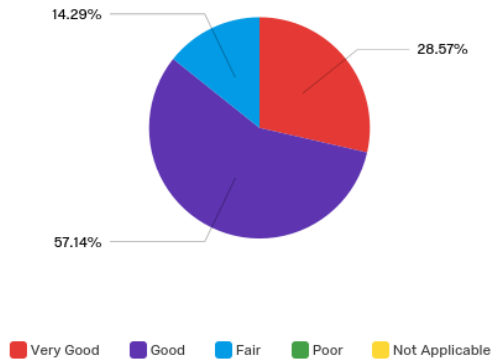


5. Communication Skills?

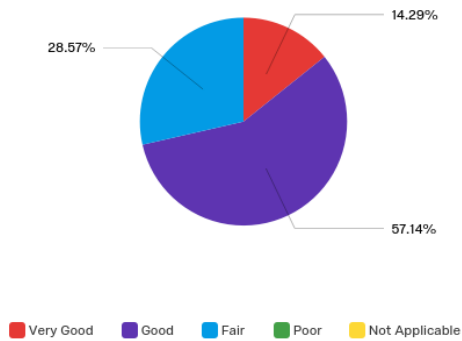


6. Clinical Judgment?

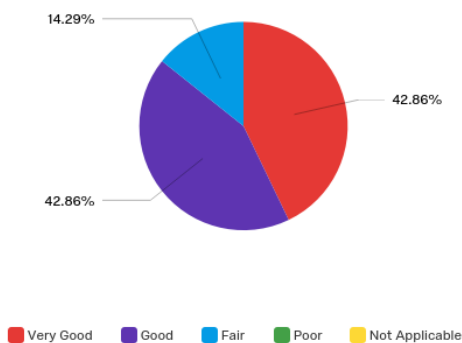
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7. Leadership Skills?

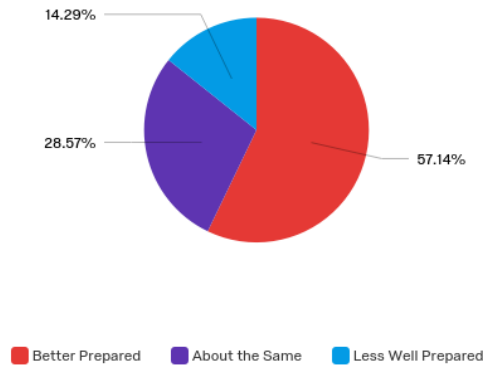


8. Preparation to work in this particular job setting

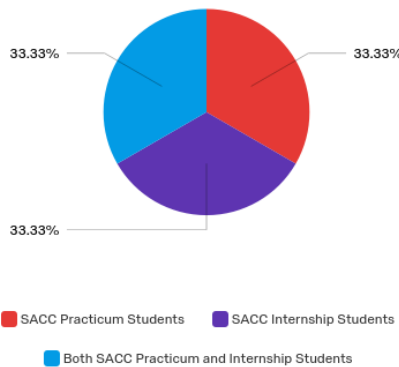


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9. How do East Carolina graduates compare to those you have supervised from other programs?



10. In the past year, I have supervised...



11 Suggestions for improving our students' professional preparation?

more on site clinical, maybe more than a semester or two. practicum more intense to prepare for internship.

I think they are as prepared as one can be while starting out. They will certainly practice all they have learned when they are with me!

You prepare your student very well.

The program does a great job. We are fortunate to have the opportunity to work with ECU students.

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Summary Table

Questions	Very Good	Good	Fair	Poor	Not Applicable	Total Good and Above
Content Knowledge	71.43%	28.57%	-----	-----	-----	100.0%
Organizational Skills	57.17%	42.86%	-----	-----	-----	100.0%
Clinical Skills	71.43%	14.29%	14.29%	-----	-----	85.72%
Interpersonal Skills	71.43%	14.29%	14.29%	-----	-----	85.72%
Communication Skills	71.43%	14.29%	14.29%	-----	-----	85.72%
Clinical Judgement	28.57%	57.147%	14.29%	-----	-----	85.72%
Leadership Skills	14.29%	57.14%	28.57	-----	-----	71.43%
Preparation for Worksite	42.86%	42.86%	14.29%	-----	-----	85.71%

2016-2017 Alumni Survey (n=3)

1. What year did you graduate? (Semester/Year)
Fall/2016 = 1
Spring/2017 = 2

2. How helpful were the following courses in your professional preparation?	Extremely Helpful	Very Helpful	Helpful	Not Helpful	Total
Foundations of Addictions and Clinical Counseling	1	2	0	0	3

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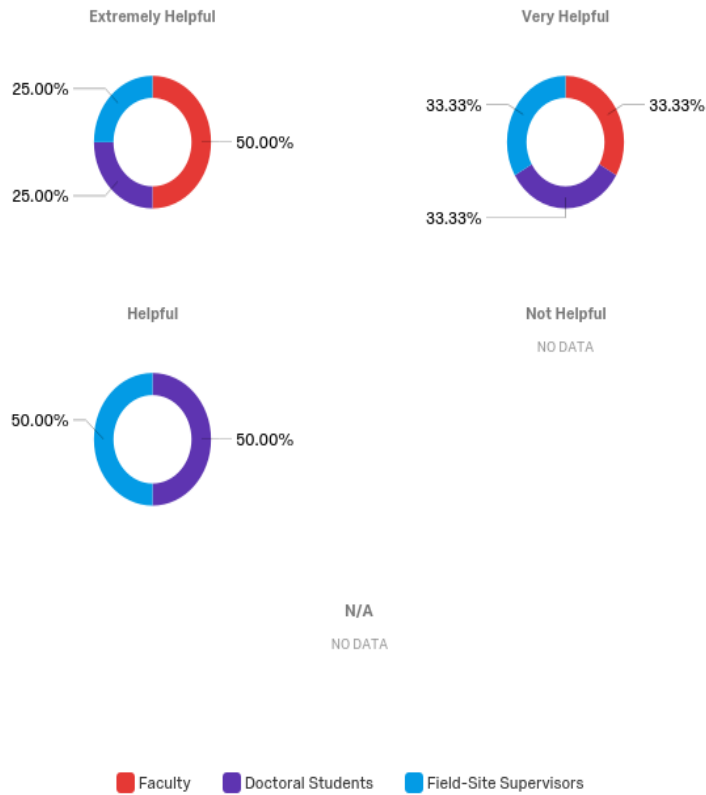
Pre-practicum in Clinical, Addictions, and Rehabilitation Counseling	2	1	0	0	3
Human Growth and Development in Clinical, Addictions, and Rehabilitation Counseling	1	0	2	0	3
Assessment in Clinical, Addictions, and Rehabilitation Counseling	2	0	1	0	3
Personal Growth Group Lab	2	0	1	0	3
Treatment in Addictions and Clinical Counseling	2	0	0	1	3
Introduction to Clinical, Addictions, and Rehabilitation Counseling	2	0	1	0	3
Research in Clinical, Addictions, and Rehabilitation Counseling	1	0	1	0	2
Ethics and Legal Aspects in Clinical, Addictions, and Rehabilitation Counseling.	3	0	0	0	3
Theories in Clinical, Addictions, and Rehabilitation Counseling	2	1	0	0	3
Career Counseling in Clinical, Addictions, and Rehabilitation Counseling	0	0	2	0	2
Clinical and Addictions Counseling	2	0	1	0	3
Multicultural Issues in Clinical, Addictions, and Rehabilitation Counseling	1	1	0	1	3
Family Treatment in Substance Abuse	1	2	0	0	3
Group for Clinical, Addictions, and Rehabilitation Counseling	2	1	0	0	3
Diagnosis and Treatment of Mental and Emotional Disorders	3	0	0	0	3
Practicum in Clinical, Addictions, and Rehabilitation Counseling	3	0	0	0	3
Internship in Clinical, Addictions, and Rehabilitation Counseling	3	0	0	0	3

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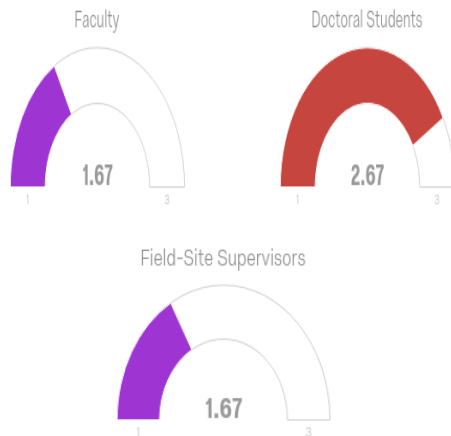
3. How helpful were the following courses in your professional preparation? (Electives)	Extremely Helpful	Very Helpful	Helpful	Not Helpful	Total
Prevention of Drug & Behavioral Addictions	1	0	0	0	1
Contemporary Issues for Addictions	1	0	0	0	1
Research Project/Paper/Thesis	1	0	0	0	1
Employee Assistance Programs	0	0	0	0	0
Medical and Psychosocial Aspects of Disability	1	0	2	0	3
Military and Trauma Counseling	1	1	0	0	2
Introduction to Vocational Evaluation	0	0	0	0	0

4. How helpful was clinical supervision for Practicum from faculty (red), doctoral student (purple) and field-site supervisor (blue)? (n = 3)

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5. How helpful was clinical supervision for Internship (n=3)?



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6. Evaluation of professional preparation: Overall, how well do you think you were prepared as a professional counselor?		Count
Extremely Well		1
Very Well		2
Well		0
Not Very Well		0
N/A		0
Total		3

7. Overall, how well was technology used in delivering the curriculum and meeting program and student needs?		Count
Extremely Well		1
Very Well		2
Well		0
Not Very Well		0
N/A		0
Total		3

8. What courses or topics would you like to see eliminated from the curriculum?
All topics were beneficial, so I don't know of any to be eliminated.
I would like to see a professor that is interested in the topic to teach the clinical addictions course. I did not find it helpful to have research from the 1980s presented in class.

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9. What courses or topics would you like to see added to the curriculum?

Unsure.

I would like to see a crisis intervention specific course added due to the increased probability of people with substance use disorders being in crisis. Also, a human sexuality course would be great because I did not feel prepared to work with LGBTQIA clients.

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AY 2017-2018 Assessment Period
(2016 CACREP standards noted)

Professional Counseling Orientation and Ethical Practice

Outcome: MS Students will demonstrate understanding of ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. (CACREP 2.F.1.i)

MOA-1 ACA reflection assignment– assessed during ADRE 6010 ACA Reflection Paper and in ADRE 6360.

CFS-1: 80% of students will receive at least 75% of the points for the assignment.

MOA-2: Internship journal. Students will identify and reflect, using code of ethics, on two ethical issues occurring at internship site– assessed during week 3 of internship and final journal of internship.

CFS-2: 80% of students will receive at least 75% of the points for the assignment at time 1 and 80% of the students will receive 85% of the points at time 2.

1. Actions Taken: No actions taken during the 2016-2017 assessment period, the outcome is new for the 2017-2018 assessment period.

2. Results: No results for the 2016-2017 assessment period, the outcome is new for the 2017-2018 assessment period.

3. Analysis of Results: No analysis of results for the 2016-2017 assessment period, the outcome is new for the 2017-2018 assessment period.

4. Actions planned for next reporting year: For the 2017-2018 assessment period, the instructor of internship will develop rubric for assignment (i.e., ACA reflection assignment rubric, internship journal assignment rubric).

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Social and Cultural Diversity

Outcome: MS Students will demonstrate multicultural counseling competencies (CACREP 2.F.2.c)

MOA-1: Knowledge subscale of the MAKSS– assessed during orientation and end of practicum.

CFS-1: Students’ mean knowledge subscale score from time 1 to time 2 will increase.

MOA-2: Skills subscale of the MAKSS – assessed during orientation and end of practicum.

CFS-2: Students’ mean skills subscale score from time 1 to time 2 will increase.

1. Actions Taken: No actions taken during the 2016-2017 assessment period, the outcome is new for the 2017-2018 assessment period.

2. Results: No results for the 2016-2017 assessment period, the outcome is new for the 2017-2018 assessment period.

3. Analysis of Results: No analysis of results for the 2016-2017 assessment period, the outcome is new for the 2017-2018 assessment period.

4. Actions planned for next reporting year: For the 2017-2018 assessment period, the instructor of 6370 will facilitate cultural immersion activity and during 6360, students will add cultural considerations during case presentations.

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Human Growth and Development

Outcome: MS Students will demonstrate an understanding of the systemic and environmental factors that affect human development, functioning, and behavior. (CACREP 2.F.3.f)

MOA-1: Assessment summary assignment – assessed during ADRE 6250 and ADRE 6360

CFS-1: 80% of students will receive at least 60% of the points for the HGD component of the assignment.

MOA-2: HGD case study – assessed during ADRE 6340 and Internship.

CFS-2: 80% of students will receive at least 80% of the points for the assignment.

1. Actions Taken: No actions taken during the 2016-2017 assessment period, the outcome is new for the 2017-2018 assessment period.

2. Results: No results for the 2016-2017 assessment period, the outcome is new for the 2017-2018 assessment period.

3. Analysis of Results: No analysis of results for the 2016-2017 assessment period, the outcome is new for the 2017-2018 assessment period.

4. Actions planned for next reporting year: For the 2017-2018 assessment period, 6250/6360 instructors will add HGD component to assessment summary rubric and 6340/internship instructors will revise rubric for measurement in internship.

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Career Development

Outcome: MS Students will use strategies for assessing abilities, interests, values, personality and other factors that contribute to career development. (CACREP 2.F.4.e)

MOA-1: Consumer report– assessed during ADRE 6401 and internship.

CFS-1: 80% of students will receive at least 80% of the points for the assignment.

MOA-2: Intake-Objective component of Case Strategy Intervention – assessed during ADRE 6380 and internship.

CFS-2: 80% of students will receive at least 66.6% of the points for Intake-Objective component of the assignment.

1. Actions Taken: No actions taken during the 2016-2017 assessment period, the outcome is new for the 2017-2018 assessment period.

2. Results: No results for the 2016-2017 assessment period, the outcome is new for the 2017-2018 assessment period.

3. Analysis of Results: No analysis of results for the 2016-2017 assessment period, the outcome is new for the 2017-2018 assessment period.

4. Actions planned for next reporting year: For the 2017-2018 assessment period, the 6401/internship instructors will revise rubric for measurement in internship (i.e., consumer report) and 6380/internship instructors will revise rubric for measurement in internship (i.e., intake objective component of case strategy intervention).

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Counseling and Helping Relationships

Outcome: MS Students will demonstrate essential interviewing, counseling, and case conceptualization skills (CACREP 2.F.5.g)

MOA-1: Counseling skills component of the field site supervisor evaluation of student performance – assessed during ADRE 6360 final evaluation and ADRE 6991 final evaluation

CFS-1: 80% of students will receive at least 2 out of 3 on the counseling skills component

MOA-2: Case conceptualization component of the field site supervisor evaluation of student performance – assessed during ADRE 6360 final evaluation and ADRE 6991 final evaluation

CFS-2: 80% of students will receive at least 2 out of 3 on the counseling skills component

1. Actions Taken: No actions taken during the 2016-2017 assessment period, the outcome is new for the 2017-2018 assessment period.

2. Results: No results for the 2016-2017 assessment period, the outcome is new for the 2017-2018 assessment period.

3. Analysis of Results: No analysis of results for the 2016-2017 assessment period, the outcome is new for the 2017-2018 assessment period.

4. Actions planned for next reporting year: For the 2017-2018 assessment period, the instructors of practicum/internship will revise the means of assessment (i.e., evaluation of student performance form).

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Group Counseling and Group Work

Outcome: MS Students will understand therapeutic factors and how they contribute to group effectiveness. (CACREP 2.F.6.c)

MOA-1: Group observation assignment – assessed during ADRE 6350 and ADRE 6360

CFS-1: 80% of students will receive at least 75% of the points for the assignment.

MOA-2: Group counseling component of the field site supervisor evaluation of student performance – assessed during ADRE 6360 final evaluation and ADRE 6991 final evaluation

CFS-2: 80% of students will receive at least 85% of the points for the assignment.

1. Actions Taken: No actions taken during the 2016-2017 assessment period, the outcome is new for the 2017-2018 assessment period.

2. Results: No results for the 2016-2017 assessment period, the outcome is new for the 2017-2018 assessment period.

3. Analysis of Results: No analysis of results for the 2016-2017 assessment period, the outcome is new for the 2017-2018 assessment period.

4. Actions planned for next reporting year: For the 2017-2018 assessment period, the instructors of ADRE 6350 and practicum/internship will revise the means of assessment (i.e., ADRE 6350 rubric, evaluation of student performance form).

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Assessment and Testing

Outcome: MS Students will demonstrate use of assessments for diagnostic and intervention planning purposes. (CACREP 2.F.7.e)

MOA-1: Assessment summary assignment – assessed during ADRE 6250 and ADRE 6360

CFS-1: 80% of students will receive at least 60% of the points for the ‘use of screening/assessment tools for diagnosing’ component of the assignment

MOA-2: Assessment summary assignment – assessed during ADRE 6250 and ADRE 6360

CFS-2: 80% of students will receive at least 60% of the points for the ‘use of screening/assessment tools for treatment planning’ component of the assignment

1. Actions Taken: No actions taken during the 2016-2017 assessment period, the outcome is new for the 2017-2018 assessment period.

2. Results: No results for the 2016-2017 assessment period, the outcome is new for the 2017-2018 assessment period.

3. Analysis of Results: No analysis of results for the 2016-2017 assessment period, the outcome is new for the 2017-2018 assessment period.

4. Actions planned for next reporting year: For the 2017-2018 assessment period, the instructors of ADRE 6250 and ADRE 6360 will revise the means of assessment (i.e., assessment summary rubric).

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Research and Program Evaluation

Outcome: MS Students understand identification of evidence-based counseling practices.
(CACREP 2.F.8.b)

MOA-1: Evidence based practice identification component of assignment rubric – assessed during ADRE 6250 and ADRE 6550)

CFS-1: 80% of students will receive at least 60% of the points for the ‘evidence based practice identification’ component of the assignment

MOA-2: Evidence based practice component of the field site supervisor evaluation of student performance – assessed during ADRE 6360 final evaluation and ADRE 6991 final evaluation

CFS-2: 80% of students will receive at least 2 out of 3 on the counseling skills component

1. Actions Taken: No actions taken during the 2016-2017 assessment period, the outcome is new for the 2017-2018 assessment period.

2. Results: No results for the 2016-2017 assessment period, the outcome is new for the 2017-2018 assessment period.

3. Analysis of Results: No analysis of results for the 2016-2017 assessment period, the outcome is new for the 2017-2018 assessment period.

4. Actions planned for next reporting year: For the 2017-2018 assessment period, the instructors of ADRE 6250, ADRE 6550, practicum, and internship will revise the means of assessment (i.e., evidence-based identification assignment rubric, evaluation of student performance form).

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Foundations/Contextual Dimensions/Practice: Clinical Mental Health Counseling specialty

Outcome: MS, Clinical Counseling Students will demonstrate mastery of completing the intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management. (CACREP 5.C.3.a)

MOA-1: Assessment summary assignment – assessed during ADRE 6250 and ADRE 6991

CFS-1: 80% of students will receive 80% of the points for this assignment

MOA-2: Diagnosing and assessment component of the field site supervisor evaluation of student performance – assessed during ADRE 6360 final evaluation and ADRE 6991 final evaluation

CFS-2: 80% of students will receive at least 2 out of 3 on the counseling skills component

1. Actions Taken: No actions taken during the 2016-2017 assessment period, the outcome is new for the 2017-2018 assessment period.

2. Results: No results for the 2016-2017 assessment period, the outcome is new for the 2017-2018 assessment period.

3. Analysis of Results: No analysis of results for the 2016-2017 assessment period, the outcome is new for the 2017-2018 assessment period.

4. Actions planned for next reporting year: For the 2017-2018 assessment period, the instructors of ADRE 6250, practicum, and internship will revise the means of assessment (i.e., assessment summary rubric, evaluation of student performance form).