

East Carolina University
College of Allied Health Sciences
Addictions and Rehabilitation Studies
M.S. in Clinical Counseling program
Assessment Plan and Report
AY 2017-2018

Vital Statistics – MS, Clinical Counseling Program

Program Data

Current enrollment: **66** (**44** without spring/summer 2018 graduates)
Number of students who graduated during academic year 2016-2017: **22**
Program completion rate: **100%**
Licensure examination pass rate: **100%**
Job placement rate of graduates (180 days past graduation): **100%**
Number of program applications received last year: **56**

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

Female, African American/Black = **6**
Female, Caucasian/White = **48**
Female, Hispanic/Latino/Spanish American = **1**
Male, Caucasian/White = **11**

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**

**East Carolina University
College of Allied Health Sciences
Addictions and Rehabilitation Studies
M.S. in Clinical Counseling program
Assessment Plan and Report (TracDat)
AY 2017-2018**

Program Evaluation Outcome Measures, Results, and Plans for AY 2018-2019

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: My 3-minute video on ethics/Ethical principle review – Students will be assessed on their presentation of ethical standards in ADRE 6050 and ADRE 6991.

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

MOA-2: ADRE 6991 Internship journal. Students will identify and reflect, using code of ethics, on two ethical issues occurring at internship site– assessed during week 3 (time 1) of internship and final journal of internship (time 2).

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: For 2017-2018 assessment period, the instructors of ADRE 6050 and 6991 reviewed and revised the means of assessment (i.e., My 3 minute video on ethics rubric, and Ethical principle review rubric). This outcome is new for AY 2017-2018. This new outcome was added in response to a change in program evaluation criteria set by the program's accreditation standards.

2. Results:

MOA-1: Forty-two of forty-two students, or 100%, in ADRE 6050 received at least 80% of the total points on the My 3 minute video on ethics assignment. Twenty-nine of twenty-nine students, or 100%, in ADRE 6991 received at least 80% of points on the Ethical principle review assignment. The criterion for success (CFS-1) for means of assessment 1 (MOA-1) was **met** as total of seventy-one out of seventy-one students, or 100%, received at least at least 80% of the total points on the Ethics review assignments in ADRE 6050 and 6991.

MOA-2: Twenty-two out of twenty-two students, or 100%, of students received at least 75% of points for the assignment at time 1 and time 2. Based on the data collected from Internship Journals the criterion for success (CFS-2) for means of assessment 1 (MOA-1) was **met**.

3. Analysis of Results: There were no actions taken for AY 2017-2018 as the outcome, MOAs, and CFSs were new for this assessment period, thus analysis will reflect on results and faculty

East Carolina University
College of Allied Health Sciences
Addictions and Rehabilitation Studies
M.S. in Clinical Counseling program
Assessment Plan and Report (TracDat)
AY 2017-2018

perceptions of student action for MOAs. Despite 100% of students meeting the minimum threshold on assignments for both MOA-1 and MOA-2, faculty recognized that students demonstrated difficulty presenting the ethical cannons to clients (or mock role-play in case of video). Specifically, students presented the ethical cannon using highly technical, professional jargon language. Presenting ethical information in this manner may not be well received, or understand by future clients. Thus, faculty/instructors will emphasis more practice and feedback around presentation style regarding ethical cannons.

4. Actions panned for next reporting year: For the AY 2018-2019 assessment period, faculty will integrate in-class demonstrations on the presentation of ethical cannons to clients. Further, each class will include at least one opportunity for students to practice their presentation in class and receive feedback on their presentation clarity and language used.

East Carolina University
College of Allied Health Sciences
Addictions and Rehabilitation Studies
M.S. in Clinical Counseling program
Assessment Plan and Report (TracDat)
AY 2017-2018

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: For the 2017-2018 assessment period, the faculty selected the measurement of student Knowledge and student Skills of multicultural competency throughout their matriculation assessed by scores on the Multicultural Awareness Knowledge and Skills Survey (MAKSS) (i.e., MAKSS Knowledge and MAKSS Skills subscales). This outcome is new for AY 2017-2018. This new outcome was added in response to a change in program evaluation criteria set by the program’s accreditation standards.

2. Results:

MOA-1: A total of seventy-one students completed the MAKSS during orientation (time 1) and end of practicum (time 2). For the Knowledge subscale, the mean score at time 1 was 2.645, and the mean score at time 2 was 2.862. Thus, the criterion for success (CFS-1) for means of assessment 1 (MOA-1) was **met** as the mean score increased between time 1 and time 2.

MOA-2: A total of seventy-one students completed the MAKSS during orientation (time 1) and end of practicum (time 2). For the Skills subscale, the mean score at time 1 was 2.531, and the mean score at time 2 was 2.712. Thus, the criterion for success (CFS-2) for means of assessment 2 (MOA-2) was **met** as the mean score increased between time 1 and time 2.

3. Analysis of Results: There were no actions taken for AY 2017-2018 as the outcome, MOAs, and CFSs were new for this assessment period, thus analysis will reflect on results and faculty perceptions of student action for MOAs. While the students’ mean scores on the MAKSS Knowledge and the MAKSS Skills subscales increased, the mean scores improved minimally. Thus, faculty will focus on integrating assignments within the curriculum that specifically focus on building students’ knowledge and skills for multicultural competency.

4. Actions planned for next reporting year: For the 2018-2019 assessment period, the instructor of ADRE 6370 will facilitate the cultural immersion activity that aims to increase students’ awareness of their own culture on the counseling relationship and processes. Further,

**East Carolina University
College of Allied Health Sciences
Addictions and Rehabilitation Studies
M.S. in Clinical Counseling program
Assessment Plan and Report (TracDat)
AY 2017-2018**

the instructors of ADRE 6360 will add ‘cultural considerations’ discussion as part of the in-class case presentations to increase their application of multicultural competency in client care.

East Carolina University
College of Allied Health Sciences
Addictions and Rehabilitation Studies
M.S. in Clinical Counseling program
Assessment Plan and Report (TracDat)
AY 2017-2018

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% students will receive at least 60% of the points for the HGD component of the assignment.

MOA-2: HGD case study/case file Assignment – assessed during ADRE 6340 and ADRE 6991.

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

1. Actions Taken: For 2017-2018 assessment period, the instructors of ADRE 6250, 6340, 6360, and 6991 reviewed and revised the means of assessment (i.e., Assessment summary rubric, Human growth and development case study rubric, and Case file assignment rubric). This outcome is new for AY 2017-2018. This new outcome was added in response to a change in program evaluation criteria set by the program's accreditation standards.

2. Results:

MOA-1: Forty-six of forty-seven students, or 97.8%, made at least 60% of total points on the HGD component in the assessment summary assignment in ADRE 6250. Twenty-nine of twenty-nine students, or 100%, made at least 60% of total points on the HGD component in the assessment summary assignment in ADRE 6360. Thus, the criterion for success (CFS-1) for means of assessment 1 (MOA-1) was **met** as seventy-five of seventy-six students, or 98.6%, achieved at least 60% of the total points on the assessment summary assignment.

MOA-2: Forty-five of forty-seven students, or 95.7%, made at least 80% of the points on the HGD case study in ADRE 6340. Twenty-nine of twenty-nine, or 100%, made at least 80% of the points on the HGD case file assignment in ADRE 6991. Thus, the criterion for success (CFS-2) for means of assessment 2 (MOA-2) was **met** as seventy-four of seventy-six students, or 97.3%, achieved at least 80% of the total points on the HGD case study/file assignments.

3. Analysis of Results: There were no actions taken for AY 2017-2018 as the outcome, MOAs, and CFSs were new for this assessment period, thus analysis will reflect on results and faculty perceptions of student action for MOAs. While students demonstrated knowledge for how environmental factors affect human development, faculty recognized a continued area of academic growth for students around this outcome. Specifically, students' ability to connect the influence of environmental factors in relation to human development to client treatment planning and clinical outcome factors.

East Carolina University
College of Allied Health Sciences
Addictions and Rehabilitation Studies
M.S. in Clinical Counseling program
Assessment Plan and Report (TracDat)
AY 2017-2018

4. Actions planned for next reporting year: For the 2018-2019 assessment period, the course instructors in ADRE 6250, 6340, 6360, and 6991 will emphasize the role that human development factors impact the overall treatment plan and treatment outcome in client care. Specifically, each assignment listed in MOA-1 and MOA-2 will be modified to include an ‘implications on treatment’ section. To assist with student learning, case examples will be integrated within class to demonstrate the role of human development on the course of client treatment.

East Carolina University
College of Allied Health Sciences
Addictions and Rehabilitation Studies
M.S. in Clinical Counseling program
Assessment Plan and Report (TracDat)
AY 2017-2018

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: Career Self-Study project– assessed during ADRE 6380 and My Test Kit assignment – assessed during ADRE 6401.

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

MOA-2: Career Discussion Board Case Study – assessed during ADRE 6380 and ADRE 6401.

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

1. Actions Taken: For the 2017-2018 assessment period, the instructors of ADRE 6380 and 6401, reviewed and revised the means of assessment (i.e., Career Self Study project rubric, My Test Kit assignment rubric, and Career Discussion Board Case Study rubric). This outcome is new for AY 2017-2018. This new outcome was added in response to a change in program evaluation criteria set by the program’s accreditation standards.

2. Results:

MOA-1: Nineteen of thirty-one students, or 61%, received at least 80% of points on the Career self-study project assignment in ADRE 6380. Thirty-nine of forty-seven study, or 82%, received at least 80% of points on the My test kit assignment in ADRE 6401. Thus, the criterion for success (CFS-1) for means of assessment 1 (MOA-1) **not met** as fifty-eight of seventy-eight students, or 74.3%, received at least 80% of points on the assignments.

MOA-2: Thirty-one of thirty-one students, or 100%, of students received at least 80% of points on the Career discussion board case study assignment in ADRE 6380. Forty-three of forty-seven, or 91.4%, received at least 80% of points on the Career discussion board assignment in ADRE 6401. Thus, the criterion for success (CFS-2) for means of assessment 2 (MOA-2) was **met** as seventy-four of seventy-eight, or 94.8%, received at least 80% of the points on the assignment.

3. Analysis of Results: There were no actions taken for AY 2017-2018 as the outcome, MOAs, and CFSs were new for this assessment period, thus analysis will reflect on results and faculty perceptions of student action for MOAs. Faculty recognized the continued need for students to increase their knowledge of and ability to integrate career development assessment within the counseling assessment and treatment process. Specifically, students continue to underperform in their use of career assessments (e.g., surveys, tests, assessments) within the overall clinical assessment process. Further, students’ conceptualization of clinical cases minimizes or omits the inclusion of career areas as part of the client concerns and treatment strategies.

East Carolina University
College of Allied Health Sciences
Addictions and Rehabilitation Studies
M.S. in Clinical Counseling program
Assessment Plan and Report (TracDat)
AY 2017-2018

4. Actions planned for next reporting year: For the 2018-2019 assessment period, instructors in ADRE 6380 and ADRE 6401 will reinforce the role and importance of career development within the client assessment and treatment processes. Specifically, include case study examples for how career development impacts client prognosis. Students will then learn how the results of assessments on career interests, values, and abilities are used to refine client treatment plans.

East Carolina University
College of Allied Health Sciences
Addictions and Rehabilitation Studies
M.S. in Clinical Counseling program
Assessment Plan and Report (TracDat)
AY 2017-2018

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 case conceptualization component

1. Actions Taken: For the 2017-2018 assessment period, the instructors of practicum (ADRE 6360) and internship (ADRE 6991) revised the means of assessment (i.e., evaluation of student performance form). This outcome is new for AY 2017-2018. This new outcome was added in response to a change in program evaluation criteria set by the program's accreditation standards.

2. Results:

MOA-1: Twenty-nine of twenty-nine students, or 100%, in ADRE 6360 received at least 2/3 points on the counseling skills component of the final field site supervisor evaluation of student performance. Twenty-nine of twenty-nine students, or 100%, in ADRE 6991 received at least 2/3 points on the counseling skills component of the final field site supervisor evaluation of student performance. Thus, the criterion for success (CFS-1) for means of assessment 1 (MOA-1) was **met** as total of fifty-eight of fifty-eight students, or 100%, received at least 2/3 points on the counseling skills component of the final field site supervisor evaluation of student performance.

MOA-2: Twenty-nine of twenty-nine students, or 100%, in ADRE 6360 received at least 2/3 points on the case conceptualization component of the final field site supervisor evaluation of student performance. Twenty-nine of twenty-nine students, or 100%, in ADRE 6991 received at least 2/3 points on the case conceptualization component of the final field site supervisor evaluation of student performance. Thus, the criterion for success (CFS-2) for means of assessment 2 (MOA-2) was **met** as total of fifty-eight of fifty-eight students, or 100%, received at least 2/3 points on the case conceptualization component of the final field site supervisor evaluation of student performance.

3. Analysis of Results: There were no actions taken for AY 2017-2018 as the outcome, MOAs, and CFSs were new for this assessment period, thus analysis will reflect on results and faculty perceptions of student action for MOAs. While both CFS-1 and CFS-2 were achieved by 100% of the students, faculty noted areas of growth for assist students in demonstrating essential

East Carolina University
College of Allied Health Sciences
Addictions and Rehabilitation Studies
M.S. in Clinical Counseling program
Assessment Plan and Report (TracDat)
AY 2017-2018

interviewing, counseling, and case conceptualization skills. Specifically, faculty in recognized a need for students to improve upon their integration of theory-driven counseling strategies/techniques. Improvement in this area will enhance students' abilities related to counseling skills and case conceptualization skills.

4. Actions planned for next reporting year: For the 2018-2019 assessment period, the following changes will be implemented to impact counseling skills and case conceptualization skills. First, ADRE 6330 will increase focus on and practice of theory-driven counseling techniques. The use of experiential activities to enhance student knowledge and skills around theory-driven techniques will be increased. The change in ADRE 6330 is likely to have an impact on the counseling skills component of the field site supervisor evaluation of student performance in ADRE 6360 and ADRE 6991. Second, ADRE 6250 will modify the assessment summary assignment to include more emphasis on the case conceptualization development. Students will be required to conduct their mock-assessment session to elicit data necessary to form appropriate case conceptualizations. Introducing and practicing forming case conceptualizations in a mock session during ADRE 6250 is likely to have an impact on the case conceptualization component of the field site supervisor evaluation of student performance in ADRE 6360 and ADRE 6991.

East Carolina University
College of Allied Health Sciences
Addictions and Rehabilitation Studies
M.S. in Clinical Counseling program
Assessment Plan and Report (TracDat)
AY 2017-2018

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 journal assignment – assessed during ADRE 6350 and ADRE 6991

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 2 out of 3 points for the assignment.

1. Actions Taken: For the 2017-2018 assessment period, the instructors of ADRE 6350, ADRE 6360, and ADRE 6991 revised the means of assessment (i.e., ADRE 6350 rubric, evaluation of student performance form). This outcome is new for AY 2017-2018. This new outcome was added in response to a change in program evaluation criteria set by the program's accreditation standards.

2. Results:

MOA-1: Twenty-nine of twenty-nine students, or 100%, in ADRE 6991 received at least 75% of the total points on the group observation journal assignment. As MOA-1 was developed during the summer of 2017, the assignment was not implemented in ADRE 6350 during summer 2017. Thus, no data was collected from that course for this MOA. Based on the data solely from ADRE 6991, the criterion for success (CFS-1) for means of assessment 1 (MOA-1) was **met** as total of Twenty-nine of twenty-nine students, or 100%, received at least at least 75% of the total points on the group observation journal assignment for internship.

MOA-2: Twenty-nine of twenty-nine students, or 100%, in ADRE 6360 received at least 2/3 points on the group counseling component of the final field site supervisor evaluation of student performance. Twenty-nine of twenty-nine students, or 100%, in ADRE 6991 received at least 2/3 points on the group counseling component of the final field site supervisor evaluation of student performance. Thus, the criterion for success (CFS-2) for means of assessment 2 (MOA-2) was **met** as total of total of fifty-eight of fifty-eight students, or 100%, received at least 2/3 points on the group counseling component of the final field site supervisor evaluation of student performance.

3. Analysis of Results: There were no actions taken for AY 2017-2018 as the outcome, MOAs, and CFSs were new for this assessment period, thus analysis will reflect on results and faculty perceptions of student action for MOAs. Faculty noted the need for students to increase their ability to develop and implement a group counseling intervention. Increasing students' ability to

East Carolina University
College of Allied Health Sciences
Addictions and Rehabilitation Studies
M.S. in Clinical Counseling program
Assessment Plan and Report (TracDat)
AY 2017-2018

plan and develop a group intervention will enhance students' ability to understand therapeutic factors and how they contribute to group effectiveness.

4. Actions planned for next reporting year: For the 2018-2019 assessment period, a group counseling intervention project will be added to ADRE 6350. The project will require students to plan and develop a group counseling intervention for a specific client population, exploring how the group procedure will influence group effectiveness.

East Carolina University
College of Allied Health Sciences
Addictions and Rehabilitation Studies
M.S. in Clinical Counseling program
Assessment Plan and Report (TracDat)
AY 2017-2018

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: For the 2017-2018 assessment period, the instructors of ADRE 6250 and ADRE 6360 revised the means of assessment (i.e., assessment summary rubric). This outcome is new for AY 2017-2018. This new outcome was added in response to a change in program evaluation criteria set by the program’s accreditation standards.

2. Results:

MOA-1: Forty-three of forty-seven students, or 91%, in ADRE 6250 received at least 60% of the total points on the use of screening/assessment tools for diagnosing component of the assessment summary assignment. Seven of twenty-nine students, or 24%, in ADRE 6360 received at least 60% of the total points on the use of screening/assessment tools for diagnosing component of the assessment summary assignment. Thus, the criterion for success (CFS-1) for means of assessment 1 (MOA-1) was **not met** as total of fifty of seventy-six students, or 65%, received at least 60% of the total points on the use of screening/assessment tools for diagnosing component of the assessment summary assignment.

MOA-2: Forty-three of forty-seven students, or 91%, in ADRE 6250 received at least 60% of the total points on the use of screening/assessment tools for treatment planning component of the assessment summary assignment. Four of twenty-nine students, or 14%, in ADRE 6360 received at least 60% of the total points on the use of screening/assessment tools for treatment planning component of the assessment summary assignment. Thus, the criterion for success (CFS-2) for means of assessment 2 (MOA-2) was **not met** as total of forty-seven of seventy-six students, or 62%, received at least 60% of the total points on the use of screening/assessment tools for treatment planning component of the assessment summary assignment.

3. Analysis of Results: There were no actions taken for AY 2017-2018 as the outcome, MOAs, and CFSs were new for this assessment period, thus analysis will reflect on results and faculty perceptions of student action for MOAs. Faculty opined that the disparity between students in

East Carolina University
College of Allied Health Sciences
Addictions and Rehabilitation Studies
M.S. in Clinical Counseling program
Assessment Plan and Report (TracDat)
AY 2017-2018

ADRE 6250 and ADRE 6360 is likely due to the course flow and matriculation of students. Specifically, the student that were in ADRE 6360 during AY 2017-2018 assessment period were enrolled in ADRE 6250 prior to curriculum changes related to this outcome being implemented. Thus, students who were enrolled in ADRE 6250 in spring 2018, the first semester the curriculum changes were implemented, will be enrolled in ADRE 6360 during AY 2018-2019 assessment period. Therefore, faculty believe the results for ADRE 6360 to be skewed and not representative of the implemented changes for this outcome.

4. Actions planned for next reporting year: For the 2018-2019 assessment period, the MOAs and CFSs will remain the same as the AY 2017-2018 data do not represent a valid representation of changes related to students' ability to demonstrate the use of assessments for diagnostic and intervention planning purposes.

East Carolina University
College of Allied Health Sciences
Addictions and Rehabilitation Studies
M.S. in Clinical Counseling program
Assessment Plan and Report (TracDat)
AY 2017-2018

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 evidence based practice component on final field site supervisor evaluation.

1. Actions Taken: For the 2017-2018 assessment period, the instructors of ADRE 6250, ADRE 6550, ADRE 6360 and ADRE 6991 revised the means of assessment (i.e., evidence-based identification assignment rubric, evaluation of student performance form). This outcome is new for AY 2017-2018. This new outcome was added in response to a change in program evaluation criteria set by the program’s accreditation standards.

2. Results:

MOA-1: Forty-four of forty-seven students, or 94%, in ADRE 6250 received at least 60% of the total points on the evidence-based practice identification component of the assessment summary assignment. Thirty-three of thirty-three students, or 100%, in ADRE 6550 received at least 60% of the total points on the evidence-based practice identification component of the assignment. Thus, the criterion for success (CFS-1) for means of assessment 1 (MOA-1) was **met** as total of seventy-seven of eighty students, or 96%, received at least 60% of the total points on the use of evidence-based practice identification component of the assignment.

MOA-2: Twenty-nine of twenty-nine students, or 100%, in ADRE 6360 received at least 2 out of 3 on the evidence based practice component on final field site supervisor evaluation. Twenty-nine of twenty-nine students, or 100%, in ADRE 6991 at least 2 out of 3 on the evidence based practice component on final field site supervisor evaluation. Thus, the criterion for success (CFS-2) for means of assessment 2 (MOA-2) was **met** as total of fifty-eight of fifty-eight students, or 100%, received at least 2 out of 3 on the evidence based practice component on final field site supervisor evaluation.

3. Analysis of Results: There were no actions taken for AY 2017-2018 as the outcome, MOAs, and CFSs were new for this assessment period, thus analysis will reflect on results and faculty

East Carolina University
College of Allied Health Sciences
Addictions and Rehabilitation Studies
M.S. in Clinical Counseling program
Assessment Plan and Report (TracDat)
AY 2017-2018

perceptions of student action for MOAs. Despite the CFS being exceeded for both MOA-1 and MOA-2, faculty believe additional focus on the appropriate identification of evidence-based practices will enhance student skills for this outcome. Specifically, skills related to the use of electronic databases to search for peer-reviewed sources to identify key literature for evidence-based practices is an area of continued growth.

4. Actions planned for next reporting year: For the 2018-2019 assessment period, the assessment summary assignment in ADRE 6250 will be modified to include a component that assesses students' ability to identify and justify an appropriate evidence-based practice for the case study presented.

East Carolina University
College of Allied Health Sciences
Addictions and Rehabilitation Studies
M.S. in Clinical Counseling program
Assessment Plan and Report (TracDat)
AY 2017-2018

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: For the 2017-2018 assessment period, the instructors of ADRE 6250, ADRE 6360, and ADRE 6991 revised the means of assessment (i.e., assessment summary rubric, evaluation of student performance form). This outcome is new for AY 2017-2018. This new outcome was added in response to a change in program evaluation criteria set by the program's accreditation standards.

2. Results:

MOA-1: Forty-seven of forty-eight students, or 98%, in ADRE 6250 received at least 80% of the total points on the assessment summary assignment. Twenty-nine of twenty-nine students, or 100% in ADRE 6991 received at least 80% of the total points on the assessment summary assignment. Thus, the criterion for success (CFS-1) for means of assessment 1 (MOA-1) was **met** as total of seventy-six or seventy-seven students, or 99%, received at least 80% of the total points on the assessment summary assignment.

MOA-2: Twenty-nine of twenty-nine students, or 100%, in ADRE 6360 received at least 2/3 points on the diagnosing and assessment component of the final field site supervisor evaluation of student performance. Twenty-nine of twenty-nine students, or 100%, in ADRE 6991 received at least 2/3 points on the diagnosing and assessment component of the final field site supervisor evaluation of student performance. Thus, the criterion for success (CFS-2) for means of assessment 2 (MOA-2) was **met** as total of fifty-eight of fifty-eight students, or 100%, received at least 2/3 points on the diagnosing and assessment component of the final field site supervisor evaluation of student performance.

3. Analysis of Results: There were no actions taken for AY 2017-2018 as the outcome, MOAs, and CFSs were new for this assessment period, thus analysis will reflect on results and faculty perceptions of student action for MOAs. Despite the CFS being exceeded for both MOA-1 and MOA-2, faculty believe improvement upon students' performance on the diagnostic formulation

East Carolina University
College of Allied Health Sciences
Addictions and Rehabilitation Studies
M.S. in Clinical Counseling program
Assessment Plan and Report (TracDat)
AY 2017-2018

and overall case conceptualization is desired. Enhancing the quality of diagnostic formulation and case conceptualization will likely improve students' ability to demonstrate mastery of completing the biopsychosocial assessment.

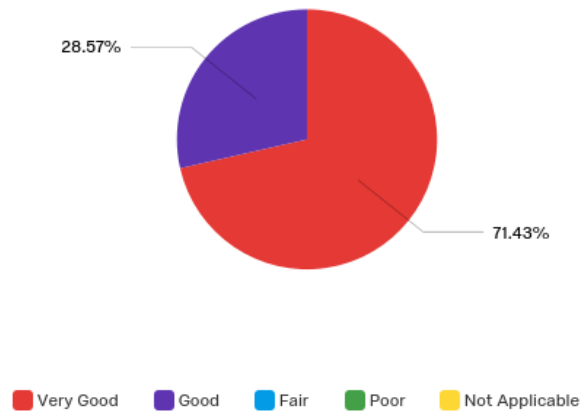
4. Actions planned for next reporting year: For the 2018-2019 assessment period, one in-class case study activity will be added to ADRE 6250. These case study activities will require students to produce a diagnostic formulation and case conceptualization for review and discussion. Students will have the opportunity to practice these skills and receive feedback prior to the assessment summary assignment.

**East Carolina University
College of Allied Health Sciences
Addictions and Rehabilitation Studies
M.S. in Clinical Counseling program
Assessment Plan and Report
AY 2017-2018**

Program Surveys

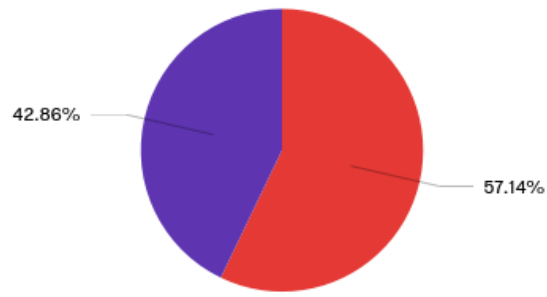
2017-2018 Field Site Supervisor Survey (n=7)

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.)?



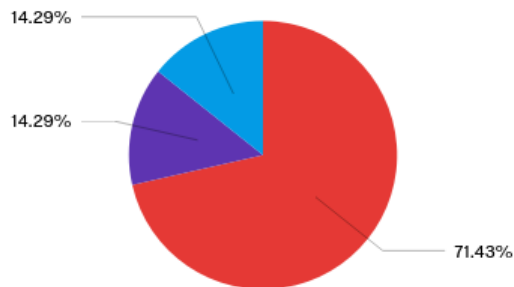
2. Organizational Skills (e.g., record keeping, maintaining client schedules, etc.)?

East Carolina University
College of Allied Health Sciences
Addictions and Rehabilitation Studies
M.S. in Clinical Counseling program
Assessment Plan and Report
AY 2017-2018



Very Good Good Fair Poor Not Applicable

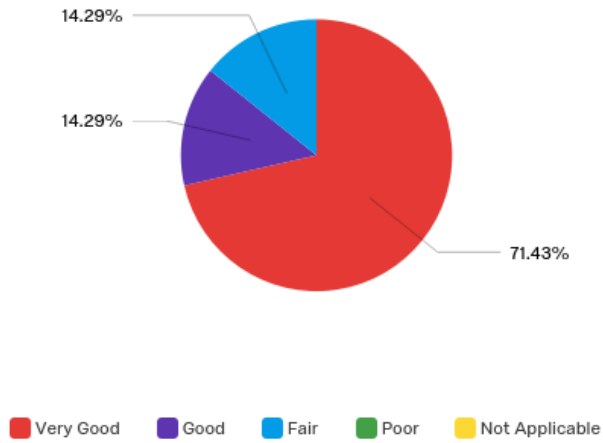
3. Counseling Skills (e.g., development of a helping relationship, assessment/intake skills, individual, group and family counseling skills, etc.)?



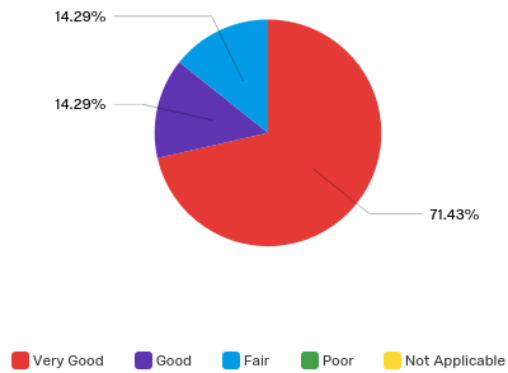
Very Good Good Fair Poor Not Applicable

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

**East Carolina University
College of Allied Health Sciences
Addictions and Rehabilitation Studies
M.S. in Clinical Counseling program
Assessment Plan and Report
AY 2017-2018**

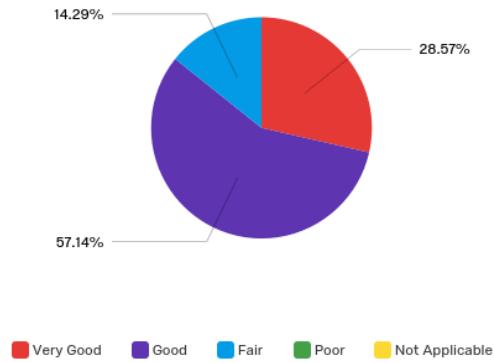


5. Communication Skills?

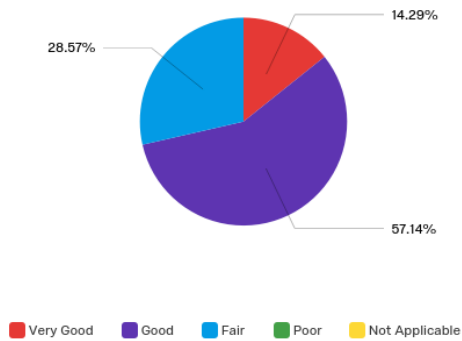


6. Clinical Judgment?

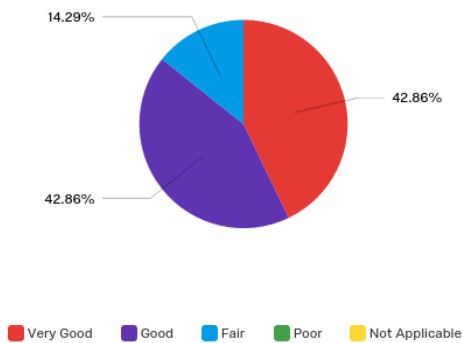
**East Carolina University
College of Allied Health Sciences
Addictions and Rehabilitation Studies
M.S. in Clinical Counseling program
Assessment Plan and Report
AY 2017-2018**



7. Leadership Skills?

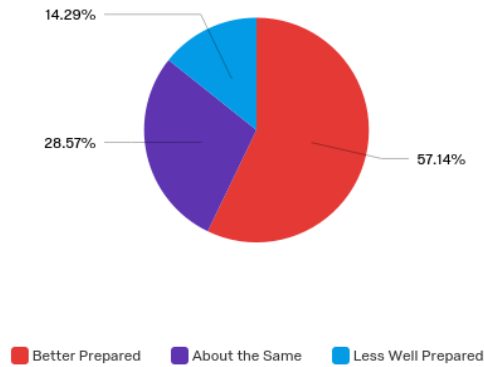


8. Preparation to work in this particular job setting

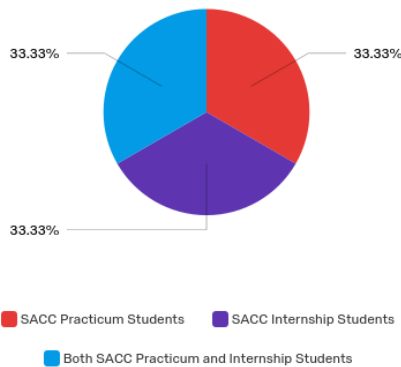


**East Carolina University
College of Allied Health Sciences
Addictions and Rehabilitation Studies
M.S. in Clinical Counseling program
Assessment Plan and Report
AY 2017-2018**

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.

**East Carolina University
College of Allied Health Sciences
Addictions and Rehabilitation Studies
M.S. in Clinical Counseling program
Assessment Plan and Report
AY 2017-2018**

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%

2017-2018 Alumni Survey (n=3)

1. What year did you graduate? (Semester/Year)
Fall/2017 = 1
Spring/2018 = 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

East Carolina University
College of Allied Health Sciences
Addictions and Rehabilitation Studies
M.S. in Clinical Counseling program
Assessment Plan and Report
AY 2017-2018

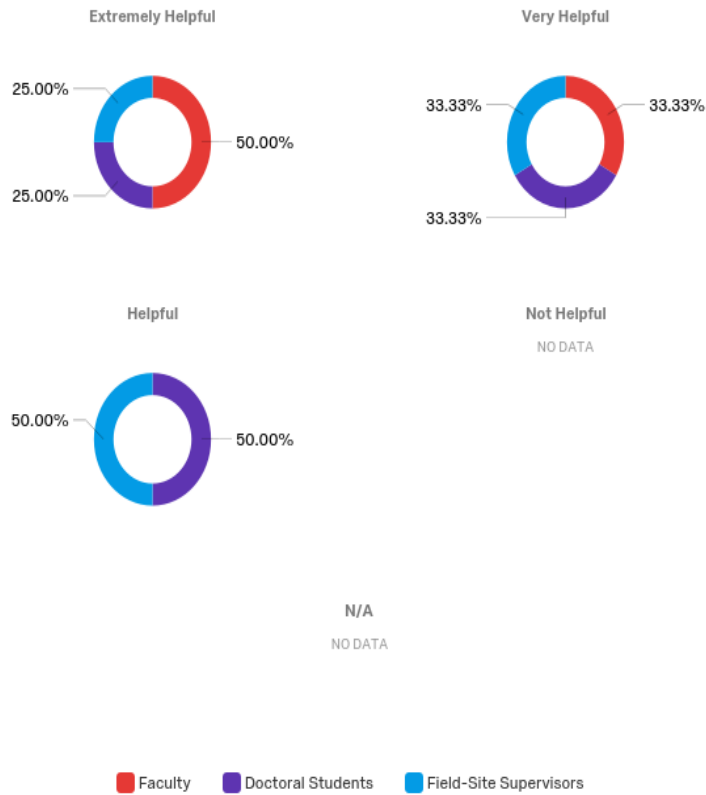
Pre-practicum in Clinical, Addictions, and Rehabilitation Counseling	2	1	0	0	3
Human Growth and Development in Clinical, Addictions, and Rehabilitation Counseling	1	0	2	0	3
Assessment in Clinical, Addictions, and Rehabilitation Counseling	2	0	1	0	3
Personal Growth Group Lab	2	0	1	0	3
Treatment in Addictions 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

East Carolina University
College of Allied Health Sciences
Addictions and Rehabilitation Studies
M.S. in Clinical Counseling program
Assessment Plan and Report
AY 2017-2018

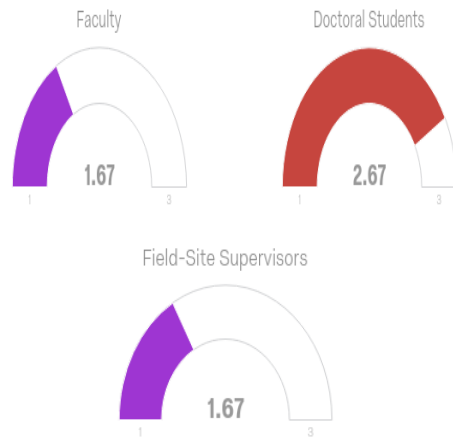
3. How helpful were the following courses in your professional preparation? (Electives)	Extremely Helpful	Very Helpful	Helpful	Not Helpful	Total
Prevention of Drug & Behavioral Addictions	1	0	0	0	1
Contemporary Issues for Addictions	1	0	0	0	1
Research Project/Paper/Thesis	1	0	0	0	1
Employee Assistance 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)

**East Carolina University
College of Allied Health Sciences
Addictions and Rehabilitation Studies
M.S. in Clinical Counseling program
Assessment Plan and Report
AY 2017-2018**



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



East Carolina University
College of Allied Health Sciences
Addictions and Rehabilitation Studies
M.S. in Clinical Counseling program
Assessment Plan and Report
AY 2017-2018

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.	

**East Carolina University
College of Allied Health Sciences
Addictions and Rehabilitation Studies
M.S. in Clinical Counseling program
Assessment Plan and Report
AY 2017-2018**

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.