STUDENT LEARNING ASSESSMENT REPORT

PROGRAM: Counseling
SUBMITTED BY: Dr. Lisa Jackson Cherry
DATE: SEPTEMBER 30, 2016

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- ALL DIRECT AND INDIRECT DATA COLLECTED ARE BEING STORED ON A SECURE ELECTRONIC DATABASE (PIE or DEPARTMENT OF COUNSELING).
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PLEASE REFER TO THE FOLLOWING LIST TO DEFINE THE COMMON ACRONYMS FOR PROFESSIONAL ORGANIZATIONS IN THIS REPORT:
CMHC: CLINICAL MENTAL HEALTH COUNSELING
P-CMHC: PASTORAL CLINICAL MENTAL HEALTH COUNSELING
SC: SCHOOL COUNSELING
CES: COUNSELOR EDUCATION AND SUPERVISION
CACREP: COUNCIL OF THE ACCREDITATION OF COUNSELING AND RELATED EDUCATIONAL PROGRAMS
NCATE: NATIONAL COUNCIL FOR THE ACCREDITATION FOR TEACHER EDUCATION
LPC: LICENSED PROFESSIONAL COUNSELOR
ACS: APPROVED CLINICAL SUPERVISOR
NBCC: NATIONAL BOARD FOR CERTIFIED COUNSELORS
ACA: AMERICAN COUNSELING ASSOCIATION
ASCA: AMERICAN SCHOOL COUNSELOR ASSOCIATION
VCA: VIRGINIA COUNSELORS ASSOCIATION
VSCA: VIRGINIA SCHOOL COUNSELORS ASSOCIATION

This report will address all M.A. specialty programs in the Department of Counseling: Clinical Mental Health Counseling, Pastoral Clinical Mental Health Counseling, and School Counseling programs. The decision to combine all programs in one report was made in consultation with the Associate Dean, School of Education and Human Services, and the Executive Director of Institutional Effectiveness. Throughout the report each program will be identified and specifics for that program will be discussed for all learning outcomes.
EXECUTIVE SUMMARY

Program description from the Course Catalog: Please copy and paste the current year’s catalog description of this program. This is generally a one-two paragraph description immediately following the name of the program. Please be sure to include the listing of program outcomes as printed.

Marymount offers the M.A. in counseling with three specialization options: clinical mental health counseling, pastoral clinical mental health counseling, and school counseling. The clinical mental health counseling, pastoral clinical mental health counseling, and school counseling specializations are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Marymount’s CACREP, licensure-track counseling program provides an opportunity to earn a degree and complete coursework needed for licensure as a licensed professional counselor (LPC) in 60 credit hours. Individuals are eligible to sit for the National Board of Certified Counselors (NBCC) examination at Marymount toward the end of their program of study and begin the supervised experience necessary to become a licensed professional counselor upon completion of this degree program.

Upon successful completion of the clinical mental health counseling, pastoral clinical mental health counseling, and school counseling specializations, students will be able to:

- display a command of the knowledge base required for professional counselors, including foundation of the counseling field, individual and group counseling skills, tests and measurements, research methods and design, human growth and development, career development, counseling theory, diagnosis and treatment, multicultural counseling, and ethical issues in counseling;
- effectively conduct individual counseling sessions;
- apply ethical and professional standards; and
- demonstrate an understanding of current trends in the job market, self-marketing strategies, and professional, legal, and ethical compliance.

List all of the program’s learning outcomes: (regardless of whether or not they are being assessed this year)

Note: After consultation with Ann Boudinot, the Learning Outcomes listed above and in the current catalog, have been revised to be in compliance with PIE formatting. The first outcome is now separated into 8 distinct learning outcomes which reflect the 8 core competencies in our CACREP accreditation. When separating this outcome into distinct learning outcomes, it was determined several other learning outcomes were redundant. Revisions and deletions were made to the additional outcomes as noted below. In consultation with Ann Boudinot, the department will assess learning outcomes on a two year cycle.

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Year of Last Assessment</th>
<th>Assessed This Year</th>
<th>Year of Next Planned Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate a knowledge base required for professional counselors and as outlined by CACREP in: Advanced Developmental (formerly referred to as Human Growth and Development).</td>
<td>2014</td>
<td></td>
<td>2020</td>
</tr>
<tr>
<td>2. Demonstrate a knowledge base required for professional counselors and as outlined by CACREP in: Multicultural Counseling (formerly referred to as Social and Cultural Foundations)</td>
<td>2014</td>
<td></td>
<td>2020</td>
</tr>
<tr>
<td>3. Demonstrate a knowledge base required for professional counselors and as outlined by CACREP in: Individual Skills (formerly referred to as Helping Relationships)</td>
<td>2014</td>
<td>X</td>
<td>2022</td>
</tr>
</tbody>
</table>
4. Demonstrate a knowledge base required for professional counselors and as outlined by CACREP in: Group Counseling (formerly referred to as Group Work) | 2014 | X | 2022
---|---|---|---
5. Demonstrate a knowledge base required for professional counselors and as outlined by CACREP in: Career Development and Counseling (formerly referred to as Career & Lifestyle Development) | 2014 | | 2020
6. Demonstrate a knowledge base required for professional counselors and as outlined by CACREP in: Testing and Assessment (formerly referred to as Appraisal) | 2014 | | 2018
7. Demonstrate a knowledge base required for professional counselors and as outlined by CACREP in: Research Methods (formerly referred to as Research & Program Evaluation) | 2014 | | 2018
8. Demonstrate a knowledge base required for professional counselors and as outlined by CACREP in: Professional, Legal, and Ethical Issues in Counseling (formerly referred to as Professional Orientation and Ethics) | 2014 | X | 2022
9. Demonstrate an understanding of current trends in the job market through self-marketing strategies. | 2014 | | 2018

Note: The following 3 learning outcomes listed in the previous PIE reports are being deleted or revised. They are redundant with the new separation of learning outcome #1.

Deleted: Effectively conduct individual counseling and group counseling sessions (see #3 and #4 above)

Deleted: Apply American Counseling (ACA) and American School Counselor Association (ASCA) ethical and professional standards. (see #8 above)

Revised: Demonstrate an understanding of current trends in the job market through self-marketing strategies. Revised after consultation with PIE due to multiple outcomes; some of which are redundant and are in the new outcomes (#9 above).

Describe how the program’s outcomes support Marymount’s mission, strategic plan, and relevant school plan:
The University Mission, Strategic Plan, School of Education and Human Services Strategic Plan, and the Mission of the Department of Counseling emphasize academic excellence at the graduate level as well as thorough training of students so that they may become effective professional counselors. The Counseling program outcomes address academic excellence and development of student skills so that graduates of the CMHC, PCMHC, and SC programs are competent and qualified professional counselors.
Provide a brief description of the assessment process used including strengths, challenges and planned improvements and provide evidence of the existence of a culture of continuous improvement based on assessment:

The following was written and based on the original 4 learning outcomes submitted by the previous submission by Dr. Michele Garofalo. The following provides an update of any items as met, in progress, or discarded.

**Strengths:** The evaluations from On-Site Supervisors at Internship sites, NCE scores, and graduate student surveys are used in this current PIE report and provides a wealth of information addressing learning outcomes aligned with the CACREP-accreditation and NBCC core competencies for counselors.

**Challenges:** Due to the unique settings of each program (CMHC/PCMHC and SC) several assessments should be revised to align all assessments for consistency of the questions asked. This will be a goal for the 2018 PIE report. The department has a multitude of assessments but will need to be revised to assess the revised learning outcomes.

**PROGRESS UPDATE: Planned Improvements as reported for 2014-2015:**

**School Counseling Program:**

*(Learning Objective # 1)*

- The topic of classroom management will be more thoroughly addressed in CE 561- Practices of School Counseling; CE 597S- Practicum Seminar, School Counseling and CE 599S- Internship Seminar, School Counseling. Additional readings will be assigned, more time will be devoted to this topic in class discussions, and role play situations will be carried out to help prepare students. **MET**

- Speakers and/or field trips will be utilized to strengthen students' skills in the area of classroom management. **MET**

- Students will be encouraged to observe classroom teachers and their On-Site Supervisors during the Practicum and Internship experiences in order to acquire classroom management skills/strategies. **MET**

- The topic of consultation with parents will be more thoroughly addressed in CE 522S- Individual Counseling; CE 561- Practices of School Counseling; CE 597S- Practicum Seminar, School Counseling; and CE 599S – Internship Seminar, School Counseling. More strategies will be presented and practiced through additional role plays. **MET**

- University Supervisor for Practicum and Internship will encourage On-Site Supervisors to provide more opportunities for students to consult with parents. **MET**
• CE 529 Psychopathology of Childhood and Adolescence-Diagnosis and Treatment: Course curriculum will be reviewed and refined to include more opportunities for case examples and techniques for treatment to be included. MET

• CE 500 –Research Methods: Curriculum will be reviewed to determine if there are ways to assist students in comprehension and meeting the challenges presented by this course. MET. New assignments for comprehension was developed

• CE 510- Tests and Measurements: Curriculum will be reviewed to determine strategies for including practice in assessments used in schools. Ways to incorporate more practical applications for school counselors will be explored. MET

• The issue of adding more interactive and experiential activities will be discussed with the faculty in the Department of Counseling. Ideas will be generated for ways to incorporate these activities into the curriculum. In progress

• The curriculum in CE 561 and CE 597S will be structured so that additional class time will be spent addressing the development of data collection and analysis. Students will be given opportunities to practice data collection and analysis. MET

Learning Objective # 2

• On-Site Supervisors will be encouraged to provide more opportunities for student interns to conduct consultations with parents. MET

• Consultations with parents will be addressed in CE 522S. Additional role plays and assignments will be incorporated into the curriculum. MET

• Faculty will continue to provide opportunities for students in the School Counseling program to refine their individual and group counseling skills through course work in CE 522 (Counseling for Individuals) and CE 523 (Group Counseling) MET

• During the Practicum and Internship Seminar classes, counseling skills and consultations will be discussed. Audio tapes of counseling sessions with clients will be presented to class for discussion. Professor and classmates will provide feedback to assist in developing and refining counseling skills. MET

Learning Objective # 4

• School Counseling alumnae who are employed as School Counselors will be invited to share their portfolios and give advice to current students regarding the development of the portfolio, job market, and job search strategies MET
A counselor from the Career Center will speak to Interns about compiling a resume/cover letter, job search strategies, and interview techniques.  MET

Interns will be given extensive written material to include research articles on the job search as well as a variety of sample questions. These sample questions will be addressed through role plays in the School Counseling Internship Seminar. MET

Interns will be required to conduct a simulated interview with Principal or Director of Counseling at their Internship site. MET

ASCA and ACA Legal Standards will continue to be addressed in all courses. Special emphasis will be placed on analysis and application of these standards in the School Counseling Practicum and Internship Seminars.

A presentation from a professional in the field (ASCA Representative) will speak to School Counseling students on the topic of professionalism, ethical, and legal issues. Note: This occurs each year in CE 560 and will continue in the future. MET

The faculty will continue to refine the rubric for evaluation of portfolios MET

Clinical Mental Health/Pastoral Counseling Programs:

Learning Objective # 1

The Clinical Mental Health/Pastoral Counseling programs will continue to refine courses and clinical experiences to insure that students continue to be able to apply the necessary knowledge and skill base required for professional counselors. The following suggestions will be discussed with the faculty and implemented as appropriate:

- The topic of increasing student’s comfort level with “challenging” clients will be addressed in greater depth in CE 522C- Counseling for Individuals. Additional lecture will be added on the topic and students will be given more opportunities to role play situations with “challenging” clients and receive feedback from professor and classmates. Discarded. This was met in the last report

- The topic of “challenging” clients will be addressed in CE 597C-Practicum, Clinical Mental Health Counseling/Pastoral Counseling and CE 599C-Internship, Clinical Mental Health Counseling/Pastoral Counseling. Additional roles plays will be added along with strategies for dealing with such clients. Met/In progress/continues

- The multicultural perspective will continue to be addressed in CE 551-Multicultural Counseling. In addition, students will be encouraged to develop sensitivity through discussion/projects in all counseling courses. Met
Learning Objective # 2

- Faculty in the Department of Counseling will continue to provide opportunities for students in the Clinical Mental Health/Pastoral Counseling programs to refine their individual and group counseling skills through course work in CE22 (Counseling for Individuals) and CE 523 (Group Counseling). Met/Continues

- During Practicum and Internship Seminar classes counseling skills and consultations will be discussed. Audio tapes of counseling sessions with clients will be presented to class for discussion. Professor and classmates will provide feedback to assist in developing and refining counseling skills. Met; one tape on consultation is required

Learning Objective #4

- The topic of licensure and job opportunities will continue to be thoroughly discussed in the Internship Seminar. Met/Continues

- Clinical Experiences Coordinator will continue to offer group and individual sessions on the topic of licensure. Met, shifted to 597 and 599.

- The professors of the Internship Seminars will address the job search in greater detail in the Internship Seminar. Met and continues

- ACA Ethical Standards will continue to be addressed in each course with special emphasis on application and analysis occurring during the Clinical Mental Health/Pastoral Counseling Practicum and Internship courses. Professional, ethical, and legal compliance will continue to be discussed to insure that students are able to analyze and apply these concepts. Met and continues

Combined planned improvement for CMHC, PCMHC, and SC Programs 2014-2015:

(Learning Objective # 3)

- The Department of Counseling will continue to focus on ethical, legal, and professional issues in all courses for all students in the School and Clinical Mental Health/Pastoral Counseling programs. MET - all programs

- The Department of Counseling will continue to provide information to students regarding membership in professional organizations at Orientation and throughout the School and Clinical Mental Health/Pastoral programs via the graduate counseling listserv and in all courses. MET- all programs

- The Department of Counseling will continue to promote students’ participation in professional conferences. A team of professors and students will continue to work together to encourage participation in research /presentations and attendance at professional conferences. MET- All programs
Chi Sigma Iota (Graduate Student Counseling Honor Society) will also be involved in promoting student participation in professional conferences. **MET- all programs**

Students in the School and Clinical Mental Health/Pastoral Counseling programs will be required to attend a minimum of one professional development activity in both the Practicum and Internship experiences. **MET- SC**

The Department of Counseling will continue to explore and plan a presentation for faculty and students on the topic of ethical and legal issues. *Note: In the spring of 2013, The Department of Counseling sponsored an in-service for full-time and adjunct faculty on the topic of ethical and legal issues. The presenter was Ms. Nancy Wheeler (attorney and legal consultant for ACA). The goal will be to organize and implement additional presentations on this topic in the future for students and faculty. Met and continues. Panel of licensure and private practice done in spring 2015*

During monthly Department of Counseling meetings, faculty members will continue to discuss strategies for promoting ethical, legal, and professional behavior among all counseling students. **MET- All programs**

**Combined planned improvements for CMHC, PCMHC, and SC Programs (2014-2015)**

*(Learning Objective # 4)*

The Counseling Department will explore the possibility of presenting a career event for students that would include presentations from alumnae who are professional counselors and school counselors. The goal would be to present this career event during the 2015-2016 academic year. **MET- All programs**

The Counseling Department will explore the possibility of presenting training for students and faculty on the topic of ethical/legal issues. The goal would be to present this program during the 2015-2016 academic year. **Met and continues. Panel of licensure and private practice done in spring 2015**
Describe how the program implemented its planned improvements from last year:

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Planned Improvement</th>
<th>Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>Report from UAC: Outcome #1 is very summary in nature, reflecting very</td>
<td>Meet with Assessment Coordinator to make the report less confusing.</td>
<td>Several meetings and numerous conversations have taken place with assessment coordinator (Ann Boudinot) and new department assessment</td>
</tr>
<tr>
<td>detailed competencies. It would be helpful to see how the program</td>
<td>Separate Outcome #1 into 8 core areas for assessment purposes.</td>
<td>coordinator (Lisa Jackson-Cherry) as well as with the Dean (Lois Stover) to present report in less confusing manner (as reported by UAC).</td>
</tr>
<tr>
<td>breaks down these competencies and assesses each one – are their</td>
<td></td>
<td>Data has been gathered to assess each of the 8 core areas. Due to this re-structuring, the original outcomes #2, #3, #4 were deleted</td>
</tr>
<tr>
<td>individual rubrics?</td>
<td></td>
<td>or revised due to redundancy for confusion.</td>
</tr>
</tbody>
</table>

Provide a response to last year’s University Assessment Committee review of the program’s learning assessment report

**Outcomes Assessment 2015-2016**

Due to our accreditation self-study, our Learning Outcomes Assessment report was moved to align with the review by CACREP and our on-site team visit by CACREP. The team visit took place in August 2016. A follow-up report to the team visit was submitted in September 2016.
Learning Outcome 1: (#3 in listing of learning outcomes). Demonstrate a knowledge base required for professional counselors and as outlined by CACREP in: Individual Skills (formerly referred to as Helping Relationships)

<table>
<thead>
<tr>
<th>Outcome Measures</th>
<th>Performance Standard</th>
<th>Data Collection</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain how student learning will be measured and indicate whether it is direct or indirect.</td>
<td>Define and explain acceptable level of student performance.</td>
<td>Discuss the data collected and student population</td>
<td>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</td>
</tr>
<tr>
<td>OM#1: (Direct) At the end of the program and with the completion of 8 required courses (core competencies) outlined by CACREP (listed in the LO’s), Students are able to take the National Counselor Examination (NCE) which is the qualifying licensure examination for the LPC in most States. The NCE assesses the minimum core competencies for counselors. The mean of 4 NCE’s over two years is gathered and used for this report. Each of the 8 core competency areas (listed in our Learning outcomes) are measured and data is compiled and distributed by the NBCC comparing each institution to national results, all CACREP programs, and all non-CACREP programs. Individual counseling skills - “Helping relationships” is one of the core competency areas on the NCE.</td>
<td>OM#1: Acceptable level of student performance is measured by comparing the MU Mean to the National Mean (all counseling programs across the country) and for the MU Mean to be higher than the National Mean. The program strives to EXCEED the Mean of all CACREP programs.</td>
<td>Data from the most recent 4 NCE’s was used for this data (10/18/14, 4/18/15, 10/17, 15, 4/16/16). The NCE is offered in October and April of each year. Students from all MU CACREP counseling programs (CMHC, PCMHC, SC) are eligible for this examination. Individual scores are not generated and distributed by NBCC due to student confidentiality. The Mean of the test population is generated by NBCC and distributed to institutions with data generated for each core category and comparison data results for MU, National, CACREP, and Non-CACREP.</td>
<td>OM#1: 1. The Mean is calculated over 4 NCE’s and compared to both the National Mean (acceptable level) and National CACREP Mean (Exceeding level) for comparison purposes in each of the 8 core areas. 2. Findings: n=44. Acceptable level: The MU Mean in this core category was 25.18 compared to the National Mean of 20.37. MU was above the mean as compared to all national counseling programs. Exceeding level: The MU Mean in this core category of 25.18 compared to the National CACREP Mean of 24.12. MU met the acceptable level for this report but also exceeded the level of competency as compared to other CACREP accredited programs.</td>
</tr>
</tbody>
</table>
OM#2: (Direct) Throughout the program, students are enrolled in a number of classes that assess clinical counselling skills. CE599C/S is the capstone course where students are required to generate a series of clinical tapes with actual clients which are reviewed by the faculty member assigned to supervise students in the 2-semester internship experience. Faculty uses a rubric with common skills to be assessed for all tapes.

| An acceptable level of clinical performance in clinical skills is a score of 84% on the average of the 6 clinical tapes. An 84% is a B in the departmental grading policy and is the minimum grade required to pass the course. | All students enrolled in CE599C or CE599S in Fall 2015 and Spring 2016 were used in this assessment data to address this learning outcome. Students in all sections of in CE599C and CE599S are required to submit 6 clinical tapes with a client from their internship site. A rubric measuring common clinical skills is used by the faculty member assigned to the class to score this learning outcome which includes variety of clinical skills. The average of the 6 tapes is generated for one score per student. A range is also generated for the entire CE599C/S population used in this assessment. | OM#2: 1. A rubric measuring common clinical skills is used by the faculty member assigned to the class to score this learning outcome which includes variety of clinical skills. The average of the 6 tapes is generated for one score per student. A range is also generated for the entire CE599C/S population used in this assessment. The rubric (see attached) has various points assigned to the numerous categories with a total score of 20 for the first tape and 19 for subsequent tapes (due to the consent being done at the first session). The clinical skills are assessed as: Not Helpful/Ineffective; Helpful/Facilitative; and Helpful/Additive. This scoring system is common and based on Carkhuff's rating scale of clinical skills.

2. Findings: \( n=38 \) [CMHC/PCMHC=29; SC=9]. All students in the CMHC, PCMHC, and SC programs enrolled in the two semester internship during fall 2015 and spring 2016 were included in this assessment \( n=38 \). The minimum point scale for each tape is converted to a percentage. The 6 tapes are average per student for one score. The acceptable level is an average of 84%. Mean scores ranged from 84%-98%. 100% of students met the acceptable level of clinical skill demonstration in this capstone class. |

OM#3: (Indirect) Counseling Alumni Survey- Supplemental Survey (GSS-SS) distributed by PIE with the Graduate Student | The GSS-SS has the following options for the site supervisor to assess this learning outcome: | Annually, graduates of the counseling programs are sent a GSS survey to all graduating students. The department | OM3#: 1. Annually, graduates of the counseling programs are sent a GSS survey to all graduating students. The department also submits a supplemental
Survey (GSS). Annually, graduates of the counseling programs are sent a GSS to all graduating students. The department also submits a supplemental survey (GSS-SS) with more program specific questions to PIE to administer at the same time as the GSS. PIE also sends the department a link to the survey which is distributed on the counseling listserv. The GSS-SS results are used as an indirect measure for this learning outcome. There are 10 questions that are consistent with the majority of the revised learning outcomes in this report, asking students to rank their perception of preparation of their educational training in various areas, including “conducting individual counseling”.

<table>
<thead>
<tr>
<th>0: Not applicable</th>
<th>1: Unsatisfactory</th>
<th>2: Needs Improvement/Poor</th>
<th>3: Satisfactory</th>
<th>4: Very Good</th>
<th>5: Excellent</th>
</tr>
</thead>
</table>

Department strives for a minimum score of 4 or better.

2. Findings: (n=27) Twenty-seven alums completed the GSS-SS. Data was compiled by PIE and submitted to the department. Mean=4.63 (Satisfactory, n=3; VG, n=6, Excellent, n=19). Total mean (4.63) of all respondents met and exceeded minimum score.

also submits a supplemental survey with more program specific questions to PIE to administer at the same time. PIE also sends the department a link to the survey which is distributed on the counseling listserv.
**Interpretation of Results**

**Extent this learning outcome has been achieved by students** *(Use both direct and indirect measure results):*

OM#1: The MU Mean in this core category was 25.18 compared to the National Mean of 20.37. MU was above the mean as compared to all national counseling programs. Exceeding level: The MU Mean in this core category of 25.18 compared to the National CACREP Mean of 24.12. MU met the acceptable level for this report but also exceeded the level of competency as compared to other CACREP accredited programs.

<table>
<thead>
<tr>
<th>Marymount NCE Results</th>
<th>Comparison of National Results</th>
<th>Comparison of CACREP Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean=25.18</td>
<td>Mean=20.37</td>
<td>Mean=24.12</td>
</tr>
</tbody>
</table>

OM#2: All students in the CMHC, PCMHC, and SC programs enrolled in the two semesters internship during fall 2015 and spring 2016 were included in this assessment *(n=38 [CMHC/PCMHC=29; SC=9]).* The minimum point scale for each tape is converted to a percentage. The 6 tapes are average per student for one score. The acceptable level is an average of 84%. Mean scores ranged from 84%-98%. 100% of students met the acceptable level of clinical skill demonstration in this capstone class.

OM#3: 27 Alumni from all the counseling programs (CMHC, PCMHC, SC) completed this GSS-SS report. Data generated indicated the students believed the department prepared the student for their current position in clinical skills.

**Program strengths and opportunities for improvement relative to assessment of outcome:**
Students submit a series of 6 clinical tapes for scoring. Students are able to submit additional tapes for additional feedback. Students received direct feedback (written and oral) with the faculty member in the clinical skills development and areas to improve upon. Students also receive clinical supervision form their on-site supervisor for feedback. Additionally, students select clinical tapes to share in the class where peer feedback and suggestions are offered. In clinical coursework, if a student is not meeting the minimum score and cannot demonstrate acceptable clinical skills for graduation during the course, the student is brought up on student review (outlined in the student handbook) and remediation may occur. If the remediation is not effective, transition out of the program may be an option. No students were in this situation in this sample. If the midterm evaluation shows and faculty direct observation of skills are less than the acceptable score, the internship coordinator, faculty supervisor, and on-site supervisor will consult for additional clinical experiences or coordination of opportunities for improvement.

**Discuss planned curricular or program improvements for this year based on assessment of outcome:**
Faculty will review the rubric used for clinical skill development to determine if the rubric is consistently being used and applicable. The NCE results will be reviewed to determine for any curricular revisions although the results indicate the exceeding scores will not impact course revisions. The faculty will plan to meet to review tapes and do group ratings to continue interrater reliability of scoring.
Learning Outcome 2: (#4 in listing of learning outcomes). Demonstrate a knowledge base required for professional counselors and as outlined by CACREP in: Group Counseling (formerly referred to as Group Work)

**Assessment Activity**

<table>
<thead>
<tr>
<th><strong>Outcome Measures</strong></th>
<th><strong>Performance Standard</strong></th>
<th><strong>Data Collection</strong></th>
<th><strong>Analysis</strong></th>
</tr>
</thead>
</table>
| Explain how student learning will be measured and indicate whether it is direct or indirect. | Define and explain acceptable level of student performance. | Discuss the data collected and student population | 1) Describe the analysis process.  
2) Present the findings of the analysis including the numbers participating and deemed acceptable. |
| OM#1: (Direct) At the end of the program and with the completion of 8 required courses (core competencies) outlined by CACREP (listed in the LO’s), Students are able to take the National Counselor Examination (NCE) which is the qualifying licensure examination for the LPC in most States. The NCE assesses the minimum core competencies for counselors. The mean of 4 NCE’s over two years is gathered and used for this report. Each of the 8 core competency areas (listed in our Learning outcomes) are measured and data is compiled and distributed by the NBCC comparing each institution to national results, all CACREP programs, and all non-CACREP programs. “Group counseling” is one of the core competency areas on the NCE. | OM#1: Acceptable level of student performance is measured by comparing the MU Mean to the National Mean (all counseling programs across the country) and for the MU Mean to be higher than the National Mean. The program strives to EXCEED the Mean of all CACREP programs. | Data from the most recent 4 NCE’s was used for this data (10/18/14, 4/18/15, 10/17, 15, 4/16/16). The NCE is offered in October and April of each year. Students from all MU CACREP counseling programs (CMHC, PCMHC, SC) are eligible for this examination. Individual scores are not generated and distributed by NBCC due to student confidentiality. The Mean of the test population is generated by NBCC and distributed to institutions with data generated for each core category and comparison data results for MU, National, CACREP, and Non-CACREP. | OM#1:  
1. The Mean is calculated over 4 assessments and compared to both the National Mean (acceptable level) and National CACREP Mean (Exceeding level) for comparison purposes in each of the 8 core areas.  
2. Findings: n=44.  
   **Acceptable level:** The MU Mean in this core category was 11.62 compared to the National Mean of 10.92. MU was above the mean as compared to all national counseling programs. Exceeding level: The MU Mean in this core category of 11.62 compared to the National CACREP Mean of 11.55. MU met the acceptable level for this report but also exceeded the level of competency as compared to other CACREP accredited programs. |
**OM#2:** (Direct) Students who are enrolled in CE599C/S have an on-site supervisor in the field that completes a midterm and final evaluation over the two-semester placement. Students are required to facilitate or co-facilitate a minimum of 12 counseling groups. One of the questions on the evaluation by the site supervisor measuring this outcome is following: “Intern’s ability to utilize skills effectively, be empathetic and genuine in groups, respond appropriately, and work effectively with group leaders”.

**OM#3:** (Indirect) Counseling Alumni Survey- Supplemental Survey (GSS-SS) distributed by PIE with the Graduate Student Survey (GSS). Annually, graduates of the counseling programs are sent a GSS to all graduating students. The department also submits a supplemental survey (GSS-SS) with more program specific questions to PIE to administer.

<table>
<thead>
<tr>
<th>OM#2</th>
<th>OM#3</th>
</tr>
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</table>
| The Internship On-site Supervisor Evaluation has the following options for the site supervisor to assess the group skills of each intern:  
1=Unsatisfactory  
2=Needs Improvement  
3=Satisfactory  
4=Very Good  
5=Excellent  
Acceptable score is a 3.  
Department strives for a 4-5 or better for exceeding the minimum requirements. | All students enrolled in CE599C or CE599S in Fall 2015 and Spring 2016 were used in this assessment data to address this learning outcome. Students are required to facilitate or co-facilitate a minimum of 12 counseling groups. One of the questions on the evaluation by the site supervisor measuring this outcome is following: “Intern’s ability to utilize skills effectively, be empathetic and genuine in groups, respond appropriately, and work effectively with group leaders”. At the end of each course, scores from the final evaluation are collected for each student, an average for all the students were calculated, and a range of scores determined.  
1. All students in CE599C/S are evaluated by their on-site supervisor using the 5 point assessment to score group skills. At the end of each course, scores from the final evaluation are collected for each student, an average for all the students were calculated, and a range of scores determined.  
2. Findings: (n=38 [CMHC/PCMHC=29; SC=9]). All students in the CMHC, PCMHC, and SC programs enrolled in the two semesters internship during fall 2015 and spring 2016 were included in this assessment (n=38 [CMHC/PCMHC=29; SC=9]). Scores ranged from 3-5 (one student scored a 3). The overall Mean= 4.4 across programs. Individual program scores were as follows:  
CMHC/PCMHC: Mean=4.4.  
SC: Mean=4.0.  
The acceptable level is 3 (satisfactory). 100% of students met the acceptable level of clinical skill demonstration in this capstone class. 95% exceeded the group skills as evaluated by the on-site supervisor. |

<table>
<thead>
<tr>
<th>OM#3#</th>
<th>OM#2</th>
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| The GSS-SS has the following options for the site supervisor to assess this learning outcome:  
0=Not applicable  
1=Unsatisfactory  
2=Needs Improvement/Poor  
3=Satisfactory  
4=Very Good  
5=Excellent | Annually, graduates of the counseling programs are sent a GSS survey to all graduating students. The department also submits a supplemental survey with more program specific questions to PIE to administer at the same time. PIE also sends the department a link to the survey which is distributed on the counseling listserv. The GSS-SS results are |

<table>
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| 1. Annually, graduates of the counseling programs are sent a GSS survey to all graduating students. The department also submits a supplemental survey with more program specific questions to PIE to administer at the same time. PIE also sends the department a link to the survey which is distributed on the counseling listserv.  
2. Findings: (n=27) Twenty-seven alums completed the GSS-SS and 26 answered this question. Data was compiled by PIE and submitted to the |  |
at the same time as the GSS. PIE also sends the department a link to the survey which is distributed on the counseling listserv. The GSS-SS results are used as an indirect measure for this learning outcome. There are 10 questions that are consistent with the majority of the revised learning outcomes in this report, asking students to rank their perception of preparation of their educational training in various areas, including “conduct group sessions”.

Department strives for a minimum score of 4 or better. used as an indirect measure for this learning outcome. Graduates of the CMHC, PCMHC, and SC are requested to complete both surveys. There are 10 questions that are consistent with the majority of the revised learning outcomes in this report, asking students to rank the preparation of their educational training in various areas, including “conduct group sessions”.

department. Mean=4.62 (Satisfactory, n=2; VG, n=6, Excellent, n=18). Total mean (4.62) of all respondents met and exceeded minimum score.

**Interpretation of Results**

**Extent this learning outcome has been achieved by students (Use both direct and indirect measure results):**

OM#1: The MU Mean in this core category was 25.18 compared to the National Mean of 20.37. MU was above the mean as compared to all national counseling programs. Exceeding level: The MU Mean in this core category of 25.18 compared to the National CACREP Mean of 24.12. MU met the acceptable level for this report but also exceeded the level of competency as compared to other CACREP accredited programs.

<table>
<thead>
<tr>
<th>Marymount NCE Results</th>
<th>Comparison of National Results</th>
<th>Comparison of CACREP Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean=11.62</td>
<td>Mean=10.92</td>
<td>Mean=11.55</td>
</tr>
</tbody>
</table>

OM#2: All students in the CMHC, PCMHC, and SC programs enrolled in the two semesters internship during fall 2015 and spring 2016 were included in this assessment (n=38 [CMHC/PCMHC=29; SC=9]). Students are required to facilitate or co-facilitate a minimum of 12 counseling groups. One of the questions on the evaluation by the site supervisor measuring this outcome is following: “Intern's ability to utilize skills effectively, be empathetic and genuine in groups, respond appropriately, and work effectively with group leaders”. At the end of each semester, scores from the evaluation are collected for each student, an average for all the students were calculated, and a range of scores determined. All students in the CMHC, PCMHC, and SC programs enrolled in the two semesters internship during fall 2015 and spring 2016 were included in this assessment (n=38 [CMHC/PCMHC=29; SC=9]). Scores ranged from 3-5. The overall Mean= 4.4 across programs. Individual program scores were as follows: CMHC/PCMHC: Mean=4.4. SC: Mean= 4.0. The minimum acceptable score is 3 (satisfactory). 100% of students met the acceptable level of clinical skill demonstration in this capstone class. 95% exceeded the group skills as evaluated by the on-site supervisor.
OM#3: 27 Alumni from all the counseling programs (CMHC, PCMHC, SC) completed this GSS-SS report, 26 completed this question. Data generated indicated the students believed the department prepared the student for their current position in clinical skills.

**Program strengths and opportunities for improvement relative to assessment of outcome:**
Students must complete CES23C/S Group Counseling Skills which is a pre-requisite for this class. Additionally, they complete a one semester practicum experience where they practice their group counseling skills. Students have numerous opportunities to practice and learn various skills to integrate into group practices. In clinical coursework, if a student is not meeting the minimum score and cannot demonstrate acceptable clinical skills for graduation during the course, the student is brought up on student review (outlined in the student handbook) and remediation may occur. If the remediation is not effective, transition out of the program may be an option. No students were in this situation in this sample. If the midterm evaluation shows a score less than a 3, in any area, the internship coordinator, faculty supervisor, and on-site supervisor will consult for additional group experiences.

**Discuss planned curricular or program improvements for this year based on assessment of outcome:**
The NCE results will be reviewed to determine for any curricular revisions although the results indicate the exceeding scores will not impact course revisions.

**Learning Outcome 3: (#8 in listing of learning outcomes). Demonstrate a knowledge base required for professional counselors and as outlined by CACREP in: Professional, Legal, and Ethical Issues in Counseling (formerly referred to as Professional Orientation and Ethics)**

<table>
<thead>
<tr>
<th><strong>Outcome Measures</strong></th>
<th><strong>Performance Standard</strong></th>
<th><strong>Data Collection</strong></th>
<th><strong>Analysis</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain how student learning will be measured and indicate whether it is direct or indirect.</td>
<td>Define and explain acceptable level of student performance.</td>
<td>Discuss the data collected and student population.</td>
<td>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</td>
</tr>
</tbody>
</table>

**OM#1: (Direct) At the end of the program and with the completion of 8 required courses (core competencies) outlined by CACREP (listed in the LO’s), Students are able to take the National Counselor Examination (NCE) which is the qualifying licensure examination for the LPC in most States. The NCE assesses the minimum core competencies for counselors. The mean of 4 NCE’s over two years is gathered and used for**

**OM#1: Acceptable level of student performance is measured by comparing the MU Mean to the National Mean (all counseling programs across the country) and for the MU Mean to be higher than the National Mean. The program strives to EXCEED the Mean of all CACREP programs.**

Data from the most recent 4 NCE’s was used for this data (10/18/14, 4/18/15, 10/17, 15, 4/16/16). The NCE is offered in October and April of each year. Students from all MU CACREP counseling programs (CMHC, PCMHC, SC) are eligible for this examination. Individual scores are not generated and distributed by NBCC due to student confidentiality. The Mean of the test population is generated by NBCC and

**OM#1:**
1. The Mean is calculated over 4 assessments and compared to both the National Mean (acceptable level) and National CACREP Mean (Exceeding level) for comparison purposes in each of the 8 core areas.
2. Findings: n=44. **Acceptable level:** The MU Mean in this core category was 20.21 compared to the National Mean of 17.73. MU was above the mean as compared to all national counseling programs. **Exceeding level:** The MU Mean in this core category of 20.21 compared to the National
this report. Each of the 8 core competency areas (listed in our Learning outcomes) are measured and data is compiled and distributed by the NBCC comparing each institution to national results, all CACREP programs, and all non-CACREP programs. “Professional orientation and ethical practice” is one of the core competency areas on the NCE.

| OM#2: (Direct) Students who are enrolled in CE599C/S have an on-site supervisor in the field that completes a midterm and final evaluation over the two-semester placement. On-site supervisors are asked: SC- “the degrees to which the intern uses professional, ethical, and legal standards in work” CMHC/PCMHC-“ the degree the intern can identify and articulate ethical dilemmas, state relevant professional and/or agency ethical guidelines make and justify decisions on reasoned ethical principles”. | The Internship On-site Supervisor Evaluation has the following options for the site supervisor to assess the group skills of each intern: 1=Unsatisfactory 2=Needs Improvement/Poor 3=Satisfactory/Average 4=Very Good 5=Excellent Acceptable score is a 3. Department strives for a 4-5 or better for exceeding the minimum requirements. | All students enrolled in CE599C or CE599S in Fall 2015 and Spring 2016 were used in this assessment data to address this learning outcome. At the end of each course, scores from the final evaluation are collected for each student, an average for all the students were calculated, and a range of scores determined. | CACREP Mean of 20.54. MU met the acceptable level for this report but scored .33 points below the CACREP Mean as compared to other CACREP accredited programs.

| OM#2: 1. All students in CE599C/S are evaluated by their on-site supervisor using the 5 point assessment to score group skills. At the end of each course, scores from the final evaluation are collected for each student, an average for all the students were calculated, and a range of scores determined. 2. Findings: (n=38 [CMHC/PCMHC=29; SC=9]) All students in the CMHC, PCMHC, and SC programs enrolled in the two semesters internship during fall 2015 and spring 2016 were included in this assessment (n=38 [CMHC/PCMHC=29; SC=9]). Scores ranged from 4-5. The overall Mean= 4.3 across programs. Individual program scores were as follows: CMHC/PCMHC: Mean=4.3. SC: Mean=4.3 The acceptable level is 3 (satisfactory). 100% of students met the acceptable learning outcome in this capstone class and 100% exceeded the outcome as evaluated by the on-site supervisor. |
OM3#: (Indirect) Counseling Alumni Survey - Supplemental Survey (GSS-SS) distributed by PIE with the Graduate Student Survey (GSS). Annually, graduates of the counseling programs are sent a GSS to all graduating students. The department also submits a supplemental survey (GSS-SS) with more program specific questions to PIE to administer at the same time as the GSS. PIE also sends the department a link to the survey which is distributed on the counseling listserv. The GSS-SS results are used as an indirect measure for this learning outcome. There are 10 questions that are consistent with the majority of the revised learning outcomes in this report, asking students to rank their perception of preparation of their educational training in various areas, including “recognize and respond to ethical and legal issues”.

The GSS-SS has the following options for the site supervisor to assess this learning outcome: 0=Not applicable 1=Unsatisfactory 2=Needs Improvement/Poor 3=Satisfactory 4=Very Good 5=Excellent

Department strives for a minimum score of 4 or better.

Annually, graduates of the counseling programs are sent a GSS survey to all graduating students. The department also submits a supplemental survey with more program specific questions to PIE to administer at the same time. PIE also sends the department a link to the survey which is distributed on the counseling listserv. The GSS-SS results are used as an indirect measure for this learning outcome. Graduates of the CMHC, PCMHC, and SC are requested to complete both surveys. There are 10 questions that are consistent with the majority of the revised learning outcomes in this report, asking students to rank the preparation of their educational training in various areas, including “recognize and respond to ethical and legal issues”.

OM3#

1. Annually, graduates of the counseling programs are sent a GSS survey to all graduating students. The department also submits a supplemental survey with more program specific questions to PIE to administer at the same time. PIE also sends the department a link to the survey which is distributed on the counseling listserv.

2. Findings: (n=27) Twenty-seven alums completed the GSS-S. Data was compiled by PIE and submitted to the department. Mean=4.52 (Satisfactory, n=3; VG, n=2, Excellent, n=21). Total mean (4.52) of all respondents met and exceeded minimum score.
Interpretation of Results

Extent this learning outcome has been achieved by students (Use both direct and indirect measure results):
OM#1: The MU Mean in this core category was 20.21 compared to the National Mean of 17.73. MU was above the mean as compared to all national counseling programs. Exceeding level: The MU Mean in this core category of 20.21 compared to the National CACREP Mean of 20.54. MU met the acceptable level for this report but scored .33 points below the CACREP Mean (although not statistically significant) as compared to other CACREP accredited programs.

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</tr>
</tbody>
</table>

OM#2: All students in the CMHC, PCMH, and SC programs enrolled in the two semesters internship during fall 2015 and spring 2016 were included in this assessment (n=38 [CMHC/PCMH=29; SC=9]). On-site supervisors are asked:
CMHC/PCMHC-“the degree to which the intern uses professional, ethical, and legal standards in work”
SC- “the degrees to which the intern uses professional, ethical, and legal standards in work”
CMHC/PCMHC-“the degree the intern can identify and articulate ethical dilemmas, state relevant professional and/or agency ethical guidelines, make and justify decisions on reasoned ethical principles”.

At the end of each semester, scores from the evaluation are collected for each student. At the end of the course, the on-site final supervision evaluations are compiled and data collected for this report. An average for all the students was calculated and a range of scores determined. All students in the CMHC, PCMHC, and SC programs enrolled in the two semesters internship during fall 2015 and spring 2016 were included in this assessment (n=37). Scores ranged from 4-5. The overall Mean=4.3 across programs. Individual program scores were as follows: CMHC/PCMHC: Mean=4.3. SC: Mean=4.3. The minimum acceptable score is 3 (satisfactory). 100% of students met the acceptable level and 100% exceeded this learning outcome as evaluated by the on-site supervisor.

OM#3: 27 Alumni from all the counseling programs (CMHC, PCMH, SC) completed this GSS-SS report. Data generated indicated the students believed the department prepared the student for their current position in clinical skills.

Program strengths and opportunities for improvement relative to assessment of outcome:
Professional, ethical, and legal issues are strengths of the program. Professional, legal, and ethical issues are integrated into virtually every class in the curriculum across programs. As in the clinical coursework, if a student is not meeting the professional, ethical, and legal guidelines put forth by the counseling profession and the statutes at any time during the program, the student is brought up on student review (outlined in the student handbook) and remediation may occur. If the remediation is not effective, transition out of the program may be an option. No students were in this situation in this sample. If the midterm evaluation shows a score less than a 3, in any area, the internship coordinator, faculty supervisor, and on-site supervisor will consult for concerns related to this component.

Discuss planned curricular or program improvements for this year based on assessment of outcome:
The NCE results will be reviewed to determine for any curricular revisions although the results indicate the exceeding scores will not impact course revisions. CMHC/PCMHC and SC programs will coordinate improved and more consistent on-site supervisor evaluation questions to be used in future data collection. There is not a common evaluation as they are in specific counseling settings.