

STUDENT LEARNING ASSESSMENT REPORT

PROGRAM: Counseling
SUBMITTED BY: DR. WILLIAM STERNER
DATE: SEPTEMBER 24, 2018

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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 a 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. Electives in any specializations should be done in consultations with advisors to meet licensure requirements in other states.

Upon successful completion of the clinical mental health counseling, pastoral clinical mental health counseling, and school counseling specializations, students will be able to demonstrate a knowledge base required for professional counselors and as outlined by CACREP in

- advanced human growth and development;
- multicultural counseling;
- individual skills;
- group counseling;
- career development and counseling;
- testing and assessment;
- research methods; and
- professional, legal, and ethical issues in counseling.

Students also will demonstrate an understanding of current trends in the job market through self-marketing strategies

List all the program’s learning outcomes: *(regardless of whether they are being assessed this year)*

After consultation with Ann Boudinot, the Learning Outcomes listed below have been revised to follow PIE formatting. The first outcome is now separated into eight (8) distinct learning outcomes which reflect the eight (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. In consultation with Ann Boudinot, the department will assess learning outcomes on a two-year cycle.

| Learning Outcome | Year of Last Assessment | Assessed This Year | Year of Next Planned Assessment |
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| 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). | 2014 | | 2020 |
| 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) | 2014 | X | 2018 |
| 3. Demonstrate a knowledge base required for professional counselors and as outlined by CACREP in: Individual Skills (formerly referred to as Helping Relationships) | 2014 | | 2022 |
| 4. Demonstrate a knowledge base required for professional counselors and as outlined by CACREP in: Group Counseling (formerly referred to as Group Work) | 2014 | | 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 Appraisal) | 2014 | X | 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 | X | 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 | | 2022 |
| 9. Demonstrate an understanding of current trends in the job market through self-marketing strategies. | 2014 | | 2020 |

Describe how the program’s outcomes support Marymount’s mission, strategic plan, and relevant school plan:

The University Mission; Strategic Plan; School of Sciences, Mathematics, and Education 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 Department of 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:

Strengths: Data from course rubrics that measure key content knowledge; NCE scores; and *Graduating Student Survey (GSS)*, *Graduating Student Survey—Counseling Alumni Supplement Report (GSS—CASR)*, and *Counseling Alumni Employer Survey (CAES)* data were used in this PIE report. These data provide 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 is being addressed since the Department has numerous assessments tools (specifically course rubrics), but they will need to be revised to assess the new learning outcomes.

Describe how the program implemented its planned improvements from last year:

| Outcome | Planned Improvement | Update <i>(Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)</i> |
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| <p>The Department of Counseling expanded its programmatic evaluation by examining each of the 8 core areas. Previously the outcome measures used: 1) data from the NCE for each of the 8 core areas and 2: data from the Graduating Student Survey and Counseling Alumni Supplemental Report. However, it was determined that specific course content was needed due to limited response data from these two metrics. The Department of Counseling added course rubric data to provide better evaluative measures and to more accurately determine student outcomes.</p> | <p>Integrated key course assignment rubrics to the existing outcome measures to strengthen program outcome evaluation</p> | <p>Rubrics have been developed to measure all learning outcomes. For this report, rubrics examples and data have been included to enhance outcome measures for learning outcomes #1-3.</p> <p>This year the Department of Counseling is working with all faculty to develop standard, consistent course rubrics for all courses and assignments. The goal is to work together as a department to refine rubrics to establish commonality across all courses. To date several courses have established standard, consistent rubrics with the remaining courses working on this during the current and following AY.</p> <p>Further, the Department is reinstating course managers for all CACREP core courses. These course managers will be responsible for ensuring that course syllabi, rubrics, objectives, and assignments align with learning outcomes, as well as making sure that there is continuity across sections and with other CACREP core courses.</p> |

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

Outcomes Assessment 2017-2018

Due to our accreditation self-study, our Learning Outcomes Assessment now aligns with the review by CACREP and our on-site team visit by CACREP. The team visit took place August 2016. A follow-up report to the team visit was submitted in September 2016.

Learning Outcome 1: (#6 in listing of learning outcomes). Demonstrate a knowledge base required for professional counselors and as outlined by CACREP in: Testing and Assessment (formerly referred to Appraisal)

Assessment Activity

| <p>Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i></p> | <p>Performance Standard <i>Define and explain acceptable level of student performance.</i></p> | <p>Data Collection <i>Discuss the data collected and student population</i></p> | <p>Analysis <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i></p> |
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| <p>OM#1: (Direct) At the end of the program, and with the completion of eight (8) required courses (core competencies) outlined by CACREP (listed in the Learning outcomes), students can 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 NCEs, over two years, is calculated and used for this report. Each of the 8 core competency areas (listed in Learning outcomes) are measured and data are compiled and distributed by</p> | <p>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.</p> | <p>Data from the most recent 4 NCEs were used (Fall 16, Spring 17, Fall 17, Spring 18). 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 and National outcomes.</p> | <p>OM#1:</p> <ol style="list-style-type: none"> The mean is calculated over four (4) assessments and compared to the national mean (acceptable level) for comparison purposes in each of the eight (8) core areas. Findings: N=17. Acceptable level: The MU mean in this core category was 15.36 compared to the national mean of 14.29. MU was above the mean as compared to all national counseling programs. |

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| <p>NBCC. Data compared (1) MU results and (2) national results. "Testing and Assessment" is one of the core competency areas on the NCE.</p> | | | |
| <p>OM#2: (Direct) Students who were enrolled in CE510 completed three psychological testing Report Writing assignments based on the following criteria: scoring accuracy, ability to interpret scores in the context of the client's history, clear and concise report writing, and following the required organizational schema. This assessment is the main outcome measure to demonstrate knowledge base for testing and assessment in counseling</p> | <p>An acceptable level of performance in testing and assessment is a score of 84% based on the Report Writing assignments, which is the key metric for the testing and assessment course. An 84% is a B in the departmental grading policy and is the minimum grade required to pass the course.</p> | <p>All students enrolled in CE510 in Fall 2017 and Spring 2018 were used in this assessment data to address this learning outcome. At the end of each course, scores from the Report Writing assignments were average for all the students to determine if the acceptable level of performance was achieved.</p> | <p>OM#2:</p> <ol style="list-style-type: none"> 1. All students in CE510 are evaluated by three Report Writing assignment rubrics. The rubric, using a five-point scale, measures scoring accuracy, ability to interpret scores in the context of the client's history, clear and concise report writing, and following the required organizational schema. Each assignment is worth 100 points for a total of 300 points. Scores from the Report Writing assignments rubric were collected for each student. An average for all the students was calculated and a range of scores determined. Findings: All students ($N=60$) were divided equally into four (4) sections of 15 students in CE510. Two sections were offered in Fall 2017 and two in Spring 2018. The average scores for Fall 2017 sections were 89.5% for section A and 91.5% for section B. For the Spring 2018 sections, the average scores were 90% for section A and 93% for section B. All students scored above the acceptable level because students are required to rewrite reports until they earn a score of 84% or better. The average score for Fall 2017 sections was 90.5% and 91.5% for the Spring 2018 sections, which also was above the acceptable level of performance. For this OM, 100% of |

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| | | | students exceeded the acceptable learning outcome of 84% for CE510. |
| <p>OM#3: (Indirect) Annually, PIE distributes the <i>Graduating Student Survey</i> (GSS) and the <i>GSS—Counseling Alumni Supplemental Report</i> (GSS-CASR). The GSS is sent to all graduating MU graduate students. The GSS-CASR, developed by the Department of Counseling, targets program specific content that aligns with the CACREP core courses. The Department of Counseling also developed and distributes <i>Counseling Alumni Employer Survey</i> (CAES). The CAES is formatted by PIE who forwards the Department a link that is sent out on the Department’s counseling listserv. The GSS, GSS-CASR, and CAES are used as indirect measures for this learning outcome. The GSS asks 18 evaluation of preparation questions including “Use quantitative/qualitative techniques within your professional field.” The GSS-CASR and CAES asks alumni and employers respectively, to evaluate preparedness to be professional counselors and content knowledge across</p> | <p>The GSS assesses preparedness to work as a professional counselor using responses on a 5-point scale from 1 (poor) to 5 (excellent). The GSS-CASR ranks alumni content knowledge responses on a 5-point scale from 1 (unsatisfactory) to 5 (excellent). The CAES ranks employer’s perception of alumni content area knowledge on a scale of 1 (very poor) to 5 (excellent)</p> <p>Department strives for a minimum score of 4 or better</p> | <p>Annually, PIE distributes the <i>Graduate Student Survey</i> (GSS) and the <i>GSS—Counseling Alumni Supplemental Report</i> (GSS-CASR). The GSS is sent to all graduating MU graduate students. The GSS-CASR, developed by the Department of Counseling, targets program specific content that aligns with the CACREP core courses. The Department of Counseling also developed and distributes <i>Counseling Alumni Employer Survey</i> (CAES). The CAES is formatted by PIE who forwards the Department a link that is sent out on the Department’s counseling listserv. The GSS, GSS-CASR, and CAES are used as indirect measures for this learning outcome. The GSS asks 18 evaluation of preparation questions including “determine the most ethically appropriate response to a situation.” The GSS-CASR and CAES asks alumni and employers respectively, to evaluate preparedness to be professional counselors and content knowledge across the</p> | <p>OM3#:</p> <ol style="list-style-type: none"> 1. Annually, the GSS survey is sent to all graduating students. The Department also submits a supplemental survey GSS-CASR with more program specific questions to PIE to administer at the same time. The Department of Counseling also developed and distributes <i>Counseling Alumni Employer Survey</i> (CAES) on the counseling listserv. 2. Findings GSS: Twenty-five ($N = 25$) graduating students completed the GSS. Data were compiled by PIE and submitted to the Department. For the question “Use quantitative/qualitative techniques within your professional field” the mean = 4.28. The mean met and exceeded the minimum score. 3. Findings GSS-CASR: Thirty-one ($N = 31$) alumni completed the GSS-CASR and 29 answered this question “rank the level of education you received in each category.” Data were compiled by PIE and submitted to the Department. The mean = 4.07 (Needs Improvement $n = 2$, Satisfactory $n = 6$, Very Good $n = 9$, and Excellent $n = 12$, and Not Applicable $n = 1$). Mean (4.07) met and exceeded minimum score. <i>It should be noted that the mean calculation reported on the GSS-CASR includes N/A responses. Including N/A responses lowers the mean score for that content area. Since these respondents indicated N/A to the question, they should not be included in the mean score calculation. Thus, the mean</i> |

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| <p>the 8 core domains. Alumni are asked to “rank the level of education you received in each category” and employers are asked “How would you rate Marymount graduates with respect to the following counseling content areas?”</p> | | <p>8 core domains. Alumni are asked to “rank the level of education you received in each category” and employers are asked “How would you rate Marymount graduates with respect to the following counseling content areas?”</p> | <p>score is 4.07, not 3.93, which met and exceeded the minimum score.</p> <p>4. Findings CAES: Twenty-four (N = 24) employers completed the CAES and twenty (n = 20) answered the question “How would you rate Marymount graduates with respect to the following counseling content areas?” Data were compiled by PIE and submitted to the Department. The mean = 4.25 met and exceeded minimum score.</p> |
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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 15.36 compared to the national mean of 14.29 and thus met the accepted level for this core category.

Marymount NCE Results

Comparison of Overall Results

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| <p>Mean=15.36</p> | <p>Mean=14.29</p> |
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OM#2: All students in the CMHC & PCMHC programs enrolled in the two semesters of CE510 during Fall 2017 and Spring 2018 were included in this assessment (N = 60). Students are required to complete three (3) psychological testing **Report Writing** assignments. At the end of each semester, scores from the three rubrics were averaged for each student and a range of scores determined. Given the requirement that students learn through both the writing and rewriting of the assessments, all individual student scores were above the acceptable level of 84%. The mean score for the two Fall 2017 and Spring 2018 sections was 90.5% and 91.5%, respectively. In reviewing this OM, 100% of students exceeded the acceptable level for reporting writing competency.

OM#3: Twenty-five graduating counseling students, 31 alumni, and 24 alumni employers from all counseling programs (CMHC, PCMHC, SC) completed the GSS, GSS-CASR, and CAES, respectively. Data generated indicated the students, alumni, and employers believed the department prepared students for their current positions through the testing and assessment course.

Program strengths and opportunities for improvement relative to assessment of outcome:

Testing and Assessment provide quantitative measures to aid in clinical assessment and diagnosis. Like research methods, core knowledge of testing and assessment are integrated into virtually every class in the curriculum across programs. The expectation is that students develop competencies in administering, scoring, and interpreting a variety of commonly used assessment measures by professional counselors. As in clinical coursework, if a student is not meeting the expectations for competencies in the Testing and Assessment course, as put forth by the counseling profession 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 showed a score less than a 3, in any area, the professor and student review team will consult to address concerns related to this component.

Discuss planned curricular or program improvements for this year based on assessment of outcome:

NBCC is phasing out their reporting of scores for the 8 core areas on the NCE. In addition, students in the counseling program are no longer required to take the NCE. As a result, the Department is working to institute an interdepartmental exit exam administered at the end of the student's internship experience. This exam will evaluate student knowledge acquired for all core courses. Other planned improvements for the Testing and Assessment course include adding in different assessment tools across the lifespan that students will be able to apply in their work with clients. Further, since most students at the master's level do not focus their professional work on testing and assessment application and administration, greater focus for this course is on interpretation and application of outcomes that LPCs will use. The Department has integrated the use of iPad technology (the Department has secured a number of iPads) to better align itself with the common practice in the field of using technology-based applications for testing, scoring, and interpreting results.

Learning Outcome 2: (#7 in listing of learning outcomes). Demonstrate a knowledge base required for professional counselors and as outlined by CACREP in: Research Methods (formerly referred to as Research & Program Evaluation)

Assessment Activity

| <p>Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i></p> | <p>Performance Standard <i>Define and explain acceptable level of student performance.</i></p> | <p>Data Collection <i>Discuss the data collected and student population</i></p> | <p>Analysis <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i></p> |
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| <p>OM#1: (Direct) At the end of the program, and with the completion of eight (8) required courses (core competencies) outlined by CACREP (listed in the Learning outcomes), students can 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 NCEs, over two years, is calculated and used for this report. Each of the 8 core competency areas (listed</p> | <p>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.</p> | <p>Data from the most recent 4 NCEs were used (Fall 16, Spring 17, Fall 17, Spring 18). 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</p> | <p>OM#1:</p> <ol style="list-style-type: none"> 1. The mean is calculated over four (4) assessments and compared to the national mean (acceptable & exceeding level) for comparison purposes in each of the eight (8) core areas. 2. Findings: $N=17$. <p>Acceptable and Exceeding level: The MU mean in this core category was 10.69 compared to the national mean of 9.64. MU was above the mean as compared to all national counseling programs.</p> |

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| <p>in Learning outcomes) are measured and data are compiled and distributed by NBCC. Data compared (1) MU results and (2) national results. “Research Methods” is one of the core competency areas on the NCE.</p> | | <p>results for MU and National outcomes.</p> | |
| <p>OM#2: (Direct) Students who were enrolled in CE500 completed a <i>Research Design Paper</i>, which is the main outcome measure to demonstrate knowledge base for research methods in counseling</p> | <p>An acceptable level of performance in research methods is a score of 84% based on the <i>Research Design Paper</i>, which is the key metric for the research methods course. An 84% is a B in the departmental grading policy and is the minimum grade required to pass the course.</p> | <p>All students enrolled in CE500 in Fall 2017 and Spring 2018 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.</p> | <p>OM#2:</p> <ol style="list-style-type: none"> 1. All students in CE500 are evaluated by a <i>Research Design Paper</i> Rubric that measures two research questions and designs for a quantitative or qualitative study. Each section is measured on a scale from 20-50 points. The assignment point range is from 40-100 points. Scores from the <i>Research Design Paper</i> Rubric were collected for each student. An average for all the students was calculated. 2. Findings: All students ($N=29$) enrolled in the Fall 2017 and Spring 2018 CE500 course were included in this assessment. The average score for Fall 2017 ($n = 19$) was 93.74. The average score for Spring 2018 ($n = 10$) was 89.70. The average score for CE500 for 2017-18 AY was 91.72. For this OM, 100% of students exceeded the acceptable learning outcome of 84% for CE500. |
| <p>OM#3: (Indirect) Annually, PIE distributes the <i>Graduating Student Survey</i> (GSS) and the <i>GSS—Counseling Alumni Supplemental Report</i> (GSS-CASR). The GSS is sent to all graduating MU graduate students. The GSS-CASR,</p> | <p>The GSS assesses preparedness to work as a professional counselor using responses on a 5-point scale from 1 (poor) to 5 (excellent). The GSS-CASR ranks alumni content knowledge responses on a 5-point scale from 1</p> | <p>Annually, PIE distributes the <i>Graduate Student Survey</i> (GSS) and the <i>GSS—Counseling Alumni Supplemental Report</i> (GSS-CASR). The GSS is sent to all graduating MU graduate students. The GSS-CASR,</p> | <p>OM3#:</p> <ol style="list-style-type: none"> 1. Annually, the GSS survey is sent to all graduating students. The Department also submits a supplemental survey GSS-CASR with more program specific questions to PIE to administer at the same time. The Department of Counseling also developed and distributes <i>Counseling Alumni</i> |

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| <p>developed by the Department of Counseling, targets program specific content that aligns with the CACREP core courses. The Department of Counseling also developed and distributes <i>Counseling Alumni Employer Survey</i> (CAES). The CAES is formatted by PIE who forwarded the Department a link that is sent out on the Department's counseling listserv. The GSS, GSS-CASR, and CAES are used as indirect measures for this learning outcome. The GSS asks 18 evaluation of preparation questions including "Conduct research to support a position" and "Use quantitative/qualitative techniques within your professional field." The GSS-CASR and CAES asks alumni and employers respectively, to evaluate preparedness to be professional counselors and content knowledge across the 8 core domains. Alumni are asked to "rank the level of education you received in each category" and employers are asked "How would you rate Marymount graduates with respect to the following counseling content areas?"</p> | <p>(unsatisfactory) to 5 (excellent). The CAES ranks employer's perception of alumni content area knowledge on a scale of 1 (very poor) to 5 (excellent)</p> <p>Department strives for a minimum score of 4 or better.</p> | <p>developed by the Department of Counseling, targets program specific content that aligns with the CACREP core courses. The Department of Counseling also developed and distributes <i>Counseling Alumni Employer Survey</i> (CAES). The CAES is formatted by PIE who forwarded the Department a link that is sent out on the Department's counseling listserv. The GSS, GSS-CASR, and CAES are used as indirect measures for this learning outcome. The GSS asks 18 evaluation of preparation questions including "Conduct research to support a position" and "Use quantitative/qualitative techniques within your professional field." The GSS-CASR and CAES asks alumni and employers respectively, to evaluate preparedness to be professional counselors and content knowledge across the 8 core domains. Alumni are asked to "rank the level of education you received in each category" and employers are asked "How would you rate Marymount graduates with respect to the following counseling content areas?"</p> | <p><i>Employer Survey</i> (CAES) on the counseling listserv.</p> <ol style="list-style-type: none"> 2. Findings GSS: Twenty-five ($N = 25$) graduating students completed the GSS. Data were compiled by PIE and submitted to the Department. For the question "Conduct research to support a position" the mean = 4.20 ($n = 25$). For the question "Use quantitative/qualitative techniques within your professional field" the mean = 4.28 ($n = 25$). Both means met and exceeded the minimum score. 3. Findings GSS-CASR: Thirty-one ($N = 31$) responses. To evaluate content knowledge across the 8 core domains, the survey asked, "rank the level of education you received in each category." For the research methods domain ($n = 29$) the mean = 3.81 (Needs Improvement = 2, Satisfactory = 11, Very Good = 6, Excellent = 8, and N/A = 3) which did not meet the minimum score. <i>It should be noted that the mean calculation reported on the GSS-CASR includes N/A responses. Including N/A responses lowers the mean score for that content area. Since these respondents indicated N/A to the question, they should not be included in the mean score calculation. Thus, the mean score is 3.81 (which is approaching the 4.00 acceptable score).</i> 4. Findings CAES: The CAES had 24 responses. To evaluate content knowledge across the 8 core domains the survey asked, "How would you rate Marymount graduates with respect to the following counseling content areas?" For the research methods domain ($n = 16$) the mean = |
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| | | | 4.19 (Poor = 1, Satisfactory = 2, Good = 6, Excellent = 7) which met and exceeded the minimum score. |
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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 10.69 compared to the national mean of 9.64 and thus met the accepted level for this core category.

Marymount NCE Results

Comparison of Overall Results

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| Mean=10.69 | Mean=9.64 |
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OM#2: All students in the CMHC, PCMHC, and SC programs enrolled in the two semesters research methods during Fall 2017 and Spring 2018 were included in this assessment (N=29). All students in CE500 are evaluated by a *Research Design Paper* Rubric that measures two research questions and designs for a quantitative or qualitative study. Each section is measured on a scale from 20-50 points. The assignment point range is from 40-100 points. Scores from the *Research Design Paper* Rubric were collected for each student. All students (N=29) enrolled in the Fall 2017 and Spring 2018 CE500 course were included in this assessment. The average score for Fall 2017 (n = 19) was 93.74. The average score for Spring 2018 (n = 10) was 89.70. The average score for CE500 for 2017-18 AY was 91.72. In reviewing the descriptive data for this OM, 100% of students exceeded the acceptable learning outcome of 84% for CE500.

OM#3: Twenty-five graduating counseling students, 31 alumni, and 24 alumni employers from all counseling programs (CMHC, PCMHC, SC) completed the GSS, GSS-CASR, and CAES, respectively. Data generated indicated the students, alumni, and employers believed the department prepared students for their current positions through the research methods course.

Program strengths and opportunities for improvement relative to assessment of outcome:

Research Methods are key components for the program. Research methods and design knowledge are integrated into virtually every class in the curriculum across programs. As in the clinical coursework, if a student is not meeting the expectations for competencies in research methods put forth by the counseling profession 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 showed a score less than a 3, in any area, the professor and student review team will consult to address concerns related to this component.

Discuss planned curricular or program improvements for this year based on assessment of outcome:

NBCC is phasing out their reporting of scores for the 8 core areas on the NCE. In addition, students in the counseling program are no longer required to take the NCE. As a result, the Department is working to institute an interdepartmental exit exam administered at the end of the student's internship experience. This exam will evaluate student knowledge acquired for all core courses. Other planned improvements for the Research Methods course include changing the curriculum to capture the increased focus in the counseling field on the use and application of qualitative research. Also, with an increased number of students pursuing professional development experiences at conferences (local, national, and international) and as part of the Department's global experience

opportunities through submission of posters and formal papers, this course is placing more emphasis on content knowledge to assist in preparing for these peer reviewed activities (more detailed focus on literature reviews, writing techniques, critical thinking, and APA competencies).

Learning Outcome 3: (#2 in listing of learning outcomes). Demonstrate a knowledge base required for professional counselors and as outlined by CACREP in: Multicultural Counseling (formerly referred to as Social and Cultural Foundations)

Assessment Activity

| <p>Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i></p> | <p>Performance Standard <i>Define and explain acceptable level of student performance.</i></p> | <p>Data Collection <i>Discuss the data collected and student population</i></p> | <p>Analysis <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i></p> |
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| <p>OM#1: (Direct) At the end of the program, and with the completion of eight (8) required courses (core competencies) outlined by CACREP (listed in the Learning outcomes), students can 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 NCEs, over two years, is calculated and used for this report. Each of the 8 core competency areas (listed in Learning outcomes) are measured and data are compiled and distributed by NBCC. Data compared (1) MU results and (2) national results. "Multicultural</p> | <p>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.</p> | <p>Data from the most recent 4 NCEs were used (Fall 16, Spring 17, Fall 17, Spring 18). 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 and National outcomes.</p> | <p>OM#1:</p> <ol style="list-style-type: none"> 1. The mean is calculated over four (4) assessments and compared to the national mean (acceptable & exceeding level) for comparison purposes in each of the eight (8) core areas. 2. Findings: $N=17$. Acceptable and Exceeding level: The MU mean in this core category was 8.16 compared to the national mean of 8.22. MU was below the mean compared to all national counseling programs. Marymount did not meet the acceptable level for this OM. |

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| <p>Counseling” is one of the core competency areas on the NCE.</p> | | | |
| <p>OM#2: (Direct) Students who were enrolled in CE551 completed a <i>Group Presentation and Activity</i>, which is the main outcome measure to demonstrate knowledge base for Multicultural counseling</p> | <p>An acceptable level of performance in research methods is a score of 84% based on the <i>Research Design Paper</i>, which is the key metric for the research methods course. An 84% is a B in the departmental grading policy and is the minimum grade required to pass the course.</p> | <p>All students enrolled in CE551 in Fall 2017 and Spring 2018 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.</p> | <p>OM#2:</p> <ol style="list-style-type: none"> 1. All students in CE551 are evaluated using a <i>Group Presentation and Activity</i> rubric that measures various content for a designated cultural group. The assignment point range is from 0-35. Scores from the <i>Group Presentation and Activity</i> rubric were collected for each student. An average for all students was calculated and a range of scores determined. 2. Findings: All students ($N=27$) enrolled in the Fall 2017 and Spring 2018 CE551 course were included in this assessment. The average score for Fall 2017 ($n = 20$) was 32/35 (91%). The average score for Spring 2018 ($n = 7$) was 34.4/35 (98%). The average score for CE551 for 2017-18 AY was 95%. For this OM, 100% of students exceeded the acceptable learning outcome of 84% for CE551. |
| <p>OM#3: (Indirect) Annually, PIE distributes the <i>Graduating Student Survey</i> (GSS) and the <i>GSS—Counseling Alumni Supplemental Report</i> (GSS-CASR). The GSS is sent to all graduating MU graduate students. The GSS-CASR, developed by the Department of Counseling, targets program specific content that aligns with the CACREP core courses. The Department of Counseling also developed and distributes <i>Counseling</i></p> | <p>The GSS assesses preparedness to work as a professional counselor using responses on a 5-point scale from 1 (poor) to 5 (excellent). The GSS-CASR ranks alumni content knowledge responses on a 5-point scale from 1 (unsatisfactory) to 5 (excellent). The CAES ranks employer’s perception of alumni content area knowledge on a scale of 1 (very poor) to 5 (excellent)</p> | <p>Annually, PIE distributes the <i>Graduating Student Survey</i> (GSS) and the <i>GSS—Counseling Alumni Supplemental Report</i> (GSS-CASR). The GSS is sent to all graduating MU graduate students. The GSS-CASR, developed by the Department of Counseling, targets program specific content that aligns with the CACREP core courses. The Department of Counseling also developed and distributes <i>Counseling</i></p> | <p>OM3#:</p> <ol style="list-style-type: none"> 1. Annually, the GSS survey is sent to all graduating students. The Department also submits a supplemental survey GSS-CASR with more program specific questions to PIE to administer at the same time. The Department of Counseling also developed and distributes <i>Counseling Alumni Employer Survey</i> (CAES) on the counseling listserv. 2. Findings GSS: Twenty-five ($N = 25$) graduating students completed the GSS. Data were compiled by PIE and submitted to the Department. For the question “Determine the most ethically |

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| <p><i>Alumni Employer Survey (CAES).</i> The CAES is formatted by PIE who forwarded the Department a link that is sent out on the Department’s counseling listserv. The GSS, GSS-CASR, and CAES are used as indirect measures for this learning outcome. The GSS asks 18 evaluation of preparation questions including “Determine the most ethically appropriate response to a situation” The GSS-CASR and CAES asks alumni and employers respectively, to evaluate preparedness to be professional counselors and content knowledge across the 8 core domains. Alumni are asked to “rank the level of education you received in each category” and employers are asked “How would you rate Marymount graduates with respect to the following counseling content areas?”</p> | <p>Department strives for a minimum score of 4 or better.</p> | <p><i>Alumni Employer Survey (CAES).</i> The CAES is formatted by PIE and forwards the Department a link that is sent out on the Department’s counseling listserv. The GSS, GSS-CASR, and CAES are used as indirect measures for this learning outcome. The GSS asks 18 evaluation of preparation questions including “Determine the most ethically appropriate response to a situation” The GSS-CASR and CAES asks alumni and employers respectively, to evaluate preparedness to be professional counselors and content knowledge across the 8 core domains. Alumni are asked to “rank the level of education you received in each category” and employers are asked “How would you rate Marymount graduates with respect to the following counseling content areas?”</p> | <p>appropriate response to a situation” the mean = 4.76 (n = 25). The mean met and exceeded the minimum score.</p> <p>3. Findings GSS-CASR: Thirty (N = 30) responses to the multicultural counseling question were received. To evaluate content knowledge across the 8 core domains, the survey asked, “rank the level of education you received in each category.” For the multicultural counseling domain (n = 30) the mean = 3.90 (Unsatisfactory = 2, Needs Improvement = 2, Satisfactory = 5, Very Good = 8, Excellent = 12, and N/A = 1) which did not meet the minimum score. <i>It should be noted that the mean calculation reported on the GSS-CASR includes N/A responses. Including N/A responses lowers the mean score for that content area. Since these respondents indicated N/A to the question, they should not be included in the mean score calculation. Thus, the mean score is 3.90 (which is approaching the 4.00 acceptable score).</i></p> <p>4. Findings CAES: The CAES had 24 responses. To evaluate content knowledge across the 8 core domains the survey asked, “How would you rate Marymount graduates with respect to the following counseling content areas?” For the multicultural counseling domain (n = 22) the mean = 4.55 which met and exceeded the minimum score.</p> |
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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 8.16 compared to the national mean of 8.22. MU was below the national mean and thus did not meet the accepted level for this core category.

Marymount NCE Results

Comparison of National Results

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| Mean=8.16 | Mean=8.22 |
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OM#2: All students in the CMHC, PCMHC, and SC programs enrolled in the two semesters of multicultural counseling during Fall 2017 and Spring 2018 were included in this assessment ($N=27$). All students in CE551 are evaluated using a *Group Presentation and Activity* rubric that measures various content for a designated cultural group. The assignment point range is from 0-35. Scores from the *Group Presentation and Activity* rubric were collected for each student. An average for all students was calculated and a range of scores determined. The average score for Fall 2017 ($n = 20$) was 32/35 (91%). The average score for Spring 2018 ($n = 7$) was 34.4/35 (98%). The average score for CE551 for 2017-18 AY was 95%. In reviewing the descriptive data for this OM, 100% of students exceeded the acceptable learning outcome of 84% for CE551.

OM#3: Twenty-five graduating counseling students, 30 alumni, and 24 alumni employers from all counseling programs (CMHC, PCMHC, SC) completed the GSS, GSS-CASR, and CAES, respectively. Data generated indicated the students, alumni, and employers believed the department prepared students for their current positions through the multicultural counseling course.

Program strengths and opportunities for improvement relative to assessment of outcome:

Multicultural counseling is one of the strengths of the program. Multicultural counseling issues are integrated into virtually every class in the curriculum across programs. It is expected that students develop MCC competencies in all facets of their professional work including clinical, research, and testing and assessment. As in the clinical coursework, if a student is not meeting the multicultural counseling competencies as put forth by the counseling profession 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 showed a score less than a 3, in any area, the professor and student review team will consult to address concerns related to this component.

Discuss planned curricular or program improvements for this year based on assessment of outcome:

NBCC is phasing out their reporting of scores for the 8 core areas on the NCE. In addition, students in the counseling program are no longer required to take the NCE. As a result, the Department is working to institute an interdepartmental exit exam administered at the end of the student's internship experience. This exam will evaluate student knowledge acquired for all core courses. Other planned improvements for the Multicultural counseling course include ensuring rubrics, assignments, and course content are consistent across all sections since multiple faculty teach this course. Given the changes in the counseling field regarding advocacy and social justice competencies, content areas will be expanded to account for these issues along with addressing concerns with marginalized populations, dealing with microaggression, and other relevant content. Further, integrating new multimedia that addresses current multicultural trends is also planned for the next year.

Appendices