

**Spring/Summer 2014**  
**MTSU Professional Counseling**  
**Program Evaluation**  
**(Student Learning Outcomes)**

## MTSU Professional Counseling Student Learning Outcomes

The Professional Counseling faculty developed the following SLOs for its students:

All Professional Counseling students will demonstrate, integrate and apply knowledge of:

1. professional counselors, the counseling profession and ethical practice.
2. social and cultural diversity.
3. human growth and development.
4. career development.
5. helping relationships.
6. group work.
7. assessment.
8. research and program evaluation.

Students in the clinical mental health counseling concentration will demonstrate, integrate and apply knowledge pertaining to:

9. foundations of clinical mental health counseling.
10. counseling, prevention and intervention in the field of clinical mental health counseling.
11. diagnosis and treatment planning in the field of clinical mental health counseling.
12. diversity and advocacy in the field of clinical mental health counseling.

Students in the school counseling concentration will demonstrate, integrate and apply knowledge pertaining to:

13. foundations of school counseling.
14. counseling, prevention, and intervention in the field of school counseling.
15. diversity and advocacy in the field of school counseling.
16. academic development of students in the field of school counseling.
17. collaboration and consultation in the field of school counseling.
18. leadership in the field of school counseling.

Each of the specialty area SLOs (#9 – #18) have been divided into *knowledge* and *skills and practices* SLOs, which correspond to how CACREP 2009 specialty area standards are divided into these two areas. For example, SLO #9A – which pertains to CMHC students - reads as follows:

- Students in the clinical mental health counseling concentration will demonstrate, integrate and apply knowledge of foundations of clinical mental health counseling (*knowledge*).

SLO #9B is as follows:

- Students in the clinical mental health counseling concentration will demonstrate, integrate and apply knowledge of foundations of clinical mental health counseling (*skills & practices*).

Given that the specialty area SLOs are divided into two sections, there are actually 28 SLOs that the Professional Counseling faculty evaluates (i.e., 8 SLOs that correspond to the CACREP core curricular standards and 20 SLOs that correspond to the CACREP specialty area standards – CMHC and SCCO).

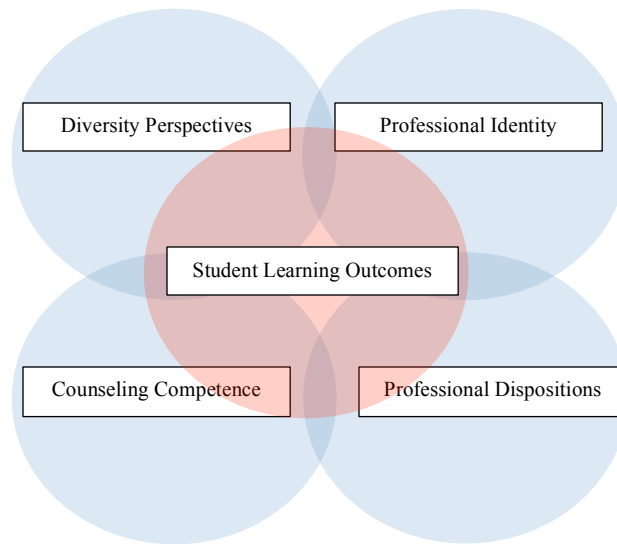
### **Learning Activities and Experiences and Evaluation of Student Learning Outcomes**

Various learning activities and experiences (LAEs) are utilized to help students develop the knowledge, skills and practices of professional counselors that are specified in the common core and specialty area standards throughout the course of their training programs. The Professional Counseling faculty, in turn, use multiple-choice tests such as the Counselor Preparation Comprehensive Examination and the end-of-program knowledge assessment exams to evaluate LAEs pertaining to the eight core curricular area standards and *knowledge standards* of the specialty area standards (i.e., CMHC and SCCO) upon which SLOs are based. Alternatively, grading rubrics, supervisor evaluation forms, etc. are used to evaluate the LAEs pertaining to *skills and practices standards* upon which specialty area SLOs are based. Also, Professional Counseling students are continuously evaluated on four broad dimensions termed “*core counselor characteristics*” discussed in greater detail below.

The Professional Counseling faculty reviews evaluation data and, in conjunction with key players (e.g., advisory board) makes programmatic changes and, when necessary, changes in the measures used to assess outcomes to improve (or more accurately measure) the achievement of outcomes. In addition, the faculty periodically reviews and updates the mission statement and program objectives based on the evolution of training philosophies and standards promulgated by professional associations and accreditation bodies, scholarly writings reported in professional journals, advisory board recommendations, and , in the future, SLO evaluation results.

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## MTSU Professional Counseling Core Counselor Characteristics and Student Learning Outcomes



**Table 1** (next page) lists the core counselor characteristics and the way in which these characteristics are continuously evaluated over the course of students' training programs.

**Table 1**

**Continuous Evaluation of Core Counselor Characteristics**

	Evaluation Period, Method of Assessment & Criterion Level of Performance		
Core Counselor Characteristics	Assessment Devices for 1 <sup>st</sup> evaluation (Beginning of program)	Assessment Devices for 2 <sup>nd</sup> evaluation (Mid-point in program)	Assessment Devices for 3 <sup>rd</sup> evaluation (End of program)
<b>Diversity Perspectives</b>	<ul style="list-style-type: none"> <li>Multicultural Counseling Inventory (MCI) (<i>Source of data: Student</i>)</li> </ul> <p><b>When administered?</b> End of Introduction to Professional Counseling (COUN 6110) class</p> <p><b>Criterion score to be obtained on MCI:</b> (90% of the average MCI score for COUN 6110 students)</p>	<ul style="list-style-type: none"> <li>Multicultural Counseling Inventory (MCI) (<i>Source of data: Student</i>)</li> </ul> <p><b>When administered?</b> End of Multicultural Counseling (COUN 6210) class</p> <p><b>Criterion score to be obtained on MCI:</b> (90% of the average MCI score for COUN 6210 students)</p>	<ul style="list-style-type: none"> <li>Multicultural Counseling Inventory (MCI) (<i>Source of data: Student</i>)</li> </ul> <p><b>When administered?</b> End of internship (COUN 6540, 6920 or 6930) class (last semester of internship)</p> <p><b>Criterion score to be obtained on MCI:</b> (90% of the average MCI score for COUN 6540, 6920 and 6930 students)</p>
<b>Professional Identity</b>	<ul style="list-style-type: none"> <li>Professional Identity and Values Scale – Revised (PIVS-R) (<i>Source of data: Student</i>)</li> </ul> <p><b>When administered?</b> End of Introduction to Professional Counseling (COUN 6110) class</p> <p><b>Criterion score to be obtained on PIVS-R:</b> (90% of the average PIVS-R score for COUN 6110 students)</p>	<ul style="list-style-type: none"> <li>Professional Identity and Values Scale – Revised (PIVS-R) (<i>Source of data: Student</i>)</li> </ul> <p><b>When administered?</b> End of Practicum (COUN 6270) class</p> <p><b>Criterion score to be obtained on PIVS-R:</b> (90% of the average PIVS-R score for COUN 6270 students)</p>	<ul style="list-style-type: none"> <li>Professional Identity and Values Scale – Revised (PIVS-R) (<i>Source of data: Student</i>)</li> </ul> <p><b>When administered?</b> End of internship (COUN 6540, 6920 or 6930) class (last semester of internship)</p> <p><b>Criterion score to be obtained on PIVS-R:</b> (90% of the average PIVS-R score of COUN 6540, 6920 and 6930 students)</p>
<b>Counseling Competence</b>	<ul style="list-style-type: none"> <li>Counselor Skills Rubric (CSR) – Pre-Practicum students (2<sup>nd</sup> skills session assignment) (<i>Source of data: Instructor</i>);</li> <li>Counselor Activity Self-Efficacy Scales</li> </ul>	<ul style="list-style-type: none"> <li>Counselor Skills Rubric (CSR) – Practicum students (client counseling session review of an end-of-semester counseling session) (<i>Source of data: Instructor/Faculty Supervisor</i>);</li> <li>Counselor Activity Self-Efficacy Scales (CASES)</li> </ul>	<ul style="list-style-type: none"> <li>Counselor Skills Rubric (CSR) - interns (CMHC – oral case presentation assignment; SCCO – individual counseling session recording) (<i>Source of data: Instructor</i>)</li> <li>Counselor Activity Self-Efficacy Scales (CASES)</li> </ul>

	<p>(CASES) <i>(Source of data: Student)</i></p> <ul style="list-style-type: none"> <li>Competence in Counseling rubric (handbook) <i>(Source of data: Instructor)</i></li> </ul> <p><b>When administered?</b> End of Pre-Practicum (COUN 6260) class</p> <p><b>Criterion scores to be obtained on CSR &amp; Competence in Counseling rubric:</b> (Minimum average</p>	<p><i>(Source of data: Student);</i></p> <ul style="list-style-type: none"> <li>Competence in Counseling rubric (handbook) <i>(Source of data: Instructor)</i></li> </ul> <p><b>When administered?</b> End of Practicum (COUN 6270) class</p> <p><b>Criterion scores to be obtained on CSR, Competence in Counseling rubric:</b> (Minimum average of</p>	<p><i>(Source of data: Student; last semester of internship);</i></p> <ul style="list-style-type: none"> <li>Competence in Counseling rubric (handbook) <i>(Source of data: Instructor)</i></li> </ul> <p><b>When administered?</b></p> <p>1) CASES – last semester of internship class (COUN 6540, 6920 or 6930) only.</p> <p>2) Counselor Skills Rubric – last semester of SCCO internship class (COUN 6920 or 6930); first or second semester of CMHC internship class (COUN 6540) – depending on when intern takes Quarto or Stevens’ section of internship</p> <p>Counselor Skills Rubrics is completed on interns for three key assessments:</p> <ul style="list-style-type: none"> <li>SCCO - COUN 6920: individual counseling session recording;</li> <li>SCCO – COUN 6930: individual counseling session recording;</li> <li>CMHC: COUN 6540 (Quarto or Stevens’ sections): oral case presentation assignment (Counseling Skills Rubric not used in Lee’s section of internship</li> </ul> <p>3) Competence in Counseling rubric - end of each section of internship class (COUN 6540, 6920 &amp; 6930) (Competence in Counseling rubric is completed at the end of both semesters of internship; rubric scores are then averaged and the average score is used as the indicator of counseling competence)</p> <p><b>Criterion scores to be obtained on CSR &amp; Competence in Counseling rubric:</b> (Minimum average of 9</p>
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	<p>of 9 out of a possible 10 on rubric)</p> <p><b>Criterion scores to be obtained on CASES:</b> (90% of the average CASES score of COUN 6260 students)</p>	<p>9 out of a possible 10 on rubric)</p> <p><b>Criterion scores to be obtained on CASES:</b> (90% of the average CASES score for COUN 6270 students)</p>	<p>out of a possible 10 on rubric)</p> <p><b>Criterion scores to be obtained on CASES:</b> (90% of the average CASES score for COUN 6540, 6920 and 6930 students)</p>
<b>Professional Dispositions</b>	<ul style="list-style-type: none"> <li>Professional Counselor Candidate Disposition Rubric (PCCDR) <i>(Source of data: Instructor – direct measure based on observations of students in classes and/or mock counseling sessions/role plays)</i></li> </ul> <p><b>When administered?</b> End of Pre-Practicum (COUN 6260) class</p> <p><b>Criterion scores to be obtained on PCCDR:</b> (Minimum average of 9 out of a possible 10 on rubric)</p>	<ul style="list-style-type: none"> <li>Professional Counselor Candidate Disposition Rubric (PCCDR) <i>(Source of data: Instructor – direct measure based on observations of students in classes and/or counseling sessions)</i></li> </ul> <p><b>When administered?</b> End of Practicum (COUN 6270) class</p> <p><b>Criterion scores to be obtained on PCCDR:</b> (Minimum average of 9 out of a possible 10 on rubric)</p>	<ul style="list-style-type: none"> <li>Professional Counselor Candidate Disposition Rubric (PCCDR) <i>(Source of data: Instructor – direct measure based on observations of students in classes and/or counseling sessions)</i></li> </ul> <p><b>When administered?</b> End of internship (COUN 6540, 6920 &amp; 6930) class (PCCDR is completed at the end of both semesters of internship; rubric scores are then averaged and the average score is used as the indicator of professional dispositions)</p> <p><b>Criterion scores to be obtained on PCCDR:</b> (Minimum average of 9 out of a possible 10 on rubric)</p>

**Professional Counseling Student Learning Outcomes – Spring & Summer, 2014**

**Table 2 - Quick Overview of SLO #1 - #8 Results (i.e., SLOs that are based on CACREP core curricular standards)**

<b>SLO #</b>	<b>Area</b>	<b>Outcome Achieved?</b>
1	Professional Orientation	Yes
2	Social & Cultural Diversity	Yes
3	Human Growth & Development	No
4	Career Development	No
5	Helping Relationships	Yes
6	Group Work	Yes
7	Assessment	No
8	Research & Program Evaluation	No



**SLO#1:** Professional Counseling students will demonstrate, integrate and apply knowledge of professional counselors, the counseling profession and ethical practice.

**Measure:** At least **80%** of students will answer 65% or more of the questions correctly pertaining to professional orientation and ethical practice on the Counselor Preparation Comprehensive Examination (CPCE).

**Results**

Overall outcome results	Out of 9 students who took the CPCE in spring and summer, 2014 (CMHC = 5, SCCO = 4), 8 (i.e., <b>89%</b> ) answered at least 65% of the questions in this category correctly ( <b>overall average percentage score on this section of the test = 79%</b> ).
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This program outcome was	Achieved
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**Action Plan**

Use of results	The Professional Counseling faculty will continue to employ instructional and supervisory activities to ensure that students continue to demonstrate, integrate and apply knowledge of professional counselors, the counseling profession and ethical practice.
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**SLO#2:** Professional Counseling students will demonstrate, integrate and apply knowledge of social and cultural diversity.

**Measure:** At least **80%** of students will answer 65% or more of the questions correctly pertaining to social & cultural diversity on the Counselor Preparation Comprehensive Examination (CPCE).

**Results**

Overall outcome results	Out of 9 students who took the CPCE in spring and summer, 2014 (CMHC = 5, SCCO = 4), 9 (i.e., <b>100%</b> ) answered at least 65% of the questions in this category correctly ( <b>overall average percentage score on this section of the test = 77%</b> ).
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This program outcome was	Achieved
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**Action Plan**

Use of results	The Professional Counseling faculty will continue to employ instructional and supervisory activities to ensure that students continue to demonstrate, integrate and apply knowledge of professional counselors, the counseling profession and ethical practice.
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**SLO#3:** Professional Counseling students will demonstrate, integrate and apply knowledge of human growth and development.

**Measure:** At least **80%** of students will answer 65% or more of the questions correctly pertaining to human growth and development on the Counselor Preparation Comprehensive Examination (CPCE).

**Results**

Overall outcome results	Out of 9 students who took the CPCE in spring and summer, 2014 (CMHC = 5, SCCO = 4), 6 (i.e., <b>67%</b> ) answered at least 65% of the questions in this category correctly ( <b>overall average percentage score on this section of the test = 68%</b> ).
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This program outcome was	Not Achieved
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**Action Plan**

Use of results	The Professional Counseling faculty will determine possible reasons for students' poor performance with regard to this SLO and make adjustments accordingly.
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**SLO#4:** Professional Counseling students will demonstrate, integrate and apply knowledge of career development.

**Measure:** At least **80%** of students will answer 65% or more of the questions correctly pertaining to career development on the Counselor Preparation Comprehensive Examination (CPCE).

**Results**

Overall outcome results	Out of 9 students who took the CPCE in spring and summer, 2014 (CMHC = 5, SCCO = 4), 5 (i.e., <b>56%</b> ) answered at least 65% of the questions in this category correctly ( <b>overall average percentage score on this section of the test = 65%</b> ).
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This program outcome was	Not Achieved
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**Action Plan**

Use of results	The Professional Counseling faculty will determine possible reasons for students' poor performance with regard to this SLO and make adjustments accordingly.
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<b>SLO#5:</b> Professional Counseling students will demonstrate, integrate and apply knowledge of helping relationships.	
<b>Measure:</b> At least <b>80%</b> of students will answer 65% or more of the questions correctly pertaining to helping relationships on the Counselor Preparation Comprehensive Examination (CPCE).	
<b>Results</b>	
Overall outcome results	Out of 9 students who took the CPCE in spring and summer, 2014 (CMHC = 5, SCCO = 4), 9 (i.e., <b>100%</b> ) answered at least 65% of the questions in this category correctly ( <b>overall average percentage score on this section of the test = 82%</b> ).
This program outcome was	Achieved
<b>Action Plan</b>	
Use of results	The Professional Counseling faculty will continue to employ instructional and supervisory activities to ensure that students continue to demonstrate, integrate and apply knowledge of helping relationships.

<b>SLO#6:</b> Professional Counseling students will demonstrate, integrate and apply knowledge of group work.	
<b>Measure 1:</b> At least <b>80%</b> of students will answer 65% or more of the questions correctly pertaining to group work on the Counselor Preparation Comprehensive Examination (CPCE).	
<b>Results</b>	
Overall outcome results	Out of 9 students who took the CPCE in spring and summer, 2014 (CMHC = 5, SCCO = 4), 9 (i.e., <b>100%</b> ) answered at least 65% of the questions in this category correctly ( <b>overall average percentage score on this section of the test = 84%</b> ).
This program outcome was	Achieved
<b>Action Plan</b>	
Use of results	The Professional Counseling faculty will continue to employ instructional and supervisory activities to ensure that students continue to demonstrate, integrate and apply knowledge of group work.

**SLO#7:** Professional Counseling students will demonstrate, integrate and apply knowledge of assessment.

**Measure 1:** At least **80%** of students will answer 65% or more of the questions correctly pertaining to assessment on the Counselor Preparation Comprehensive Examination (CPCE).

**Results**

Overall outcome results	Out of 9 students who took the CPCE in spring and summer, 2014 (CMHC = 5, SCCO = 4), 7 (i.e., <b>78%</b> ) answered at least 65% of the questions in this category correctly ( <b>overall average percentage score on this section of the test = 68%</b> ).
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This program outcome was	Not Achieved
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**Action Plan**

Use of results	The Professional Counseling faculty will determine possible reasons for students' poor performance with regard to this SLO and make adjustments accordingly.
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**SLO#8:** Professional Counseling students will demonstrate, integrate and apply knowledge of research and program evaluation.

**Measure 1:** At least **80%** of students will answer 65% or more of the questions correctly pertaining to research and program evaluation on the Counselor Preparation Comprehensive Examination (CPCE).

**Results**

Overall outcome results	Out of 9 students who took the CPCE in spring and summer, 2014 (CMHC = 5, SCCO = 4), 6 (i.e., <b>67%</b> ) answered at least 65% of the questions in this category correctly ( <b>overall average percentage score on this section of the test = 76%</b> ).
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This program outcome was	Not Achieved
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**Action Plan**

Use of results	The Professional Counseling faculty will determine possible reasons for students' poor performance with regard to this SLO and make adjustments accordingly.
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**Clinical Mental Health Counseling Student Learning Outcomes – Spring & Summer, 2014**

**Table 3 - Quick Overview of SLO #9 - #12 Results (i.e., SLOs that are based on CACREP CMHC specialty area standards)**

SLO #	Area	Outcome Achieved?
9A (Knowledge)	Foundations of CMHC	Yes
9B (Skills & Practices)	Foundations of CMHC	Yes
10A (Knowledge)	Counseling, Prevention & Intervention in CMHC	Yes
10B (Skills & Practices)	Counseling, Prevention & Intervention in CMHC	Partially Achieved (based on one out of three key assessments)
11A (Knowledge)	Diagnosis & Treatment Planning in CMHC	Yes
11B (Skills & Practices)	Diagnosis & Treatment Planning in CMHC	To be determined at end of fall, 2014 semester (achieved in fall, 2013)
12A (Knowledge)	Diversity & Advocacy in CMHC	Yes
12B (Skills & Practices)	Diversity & Advocacy in CMHC	Yes

<b>SLO#9A:</b> Students in the clinical mental health counseling concentration will demonstrate, integrate and apply knowledge of foundations of clinical mental health counseling (knowledge).	
<b>Measure 1:</b> At least <b>80%</b> of students will answer 70% or more of the questions correctly pertaining to foundations of clinical mental health counseling on the end-of-program knowledge assessment exam.	
<b>Results</b>	
Overall outcome results	<b>100%</b> of the CMHC students who took the end-of-program knowledge assessment exam during the spring 2014 semester and summer 2014 session (n = 5) answered at least 70% of the questions in this category correctly ( <b>overall average percentage score/questions answered correctly = 81%</b> ).
This program outcome was	Achieved
<b>Action Plan</b>	
Use of results	The Professional Counseling faculty will continue to employ instructional and supervisory activities to ensure that students continue to demonstrate, integrate and apply knowledge of foundations of clinical mental health counseling (knowledge).

<b>SLO#9B:</b> Students in the clinical mental health counseling concentration will demonstrate, integrate and apply knowledge of foundations of clinical mental health counseling (skills & practices).	
<b>Measure 1:</b> At least <b>80%</b> of CMHC students will obtain a combined overall average rubric score of <b>9 or above</b> based on the community-based program proposal (COUN 5655 – Foundations of Clinical Mental Health Counseling course) and ethical dilemmas activity (COUN 6230 – Legal and Ethical Issues in Counseling course).	
<b>Results</b>	
Overall outcome results	<b>100%</b> of the CMHC students who were evaluated on the two key assessments during the spring 2014 semester and summer 2014 session (n = 25) earned an overall average rubric score of <b>9 or above</b> on the assessments ( <b>average rubric score = 9.52</b> ).
This program outcome was	Achieved
<b>Action Plan</b>	
Use of results	The Professional Counseling faculty will continue to employ instructional and supervisory activities to ensure that students continue to demonstrate, integrate and apply knowledge of foundations of clinical mental health counseling (knowledge).

**SLO#10A:** Students in the clinical mental health counseling concentration will demonstrate, integrate and apply knowledge of counseling, prevention and intervention in the field of clinical mental health counseling (knowledge).

**Measure 1:** At least **80%** of students will answer 70% or more of the questions correctly pertaining to counseling, prevention and intervention in the field of clinical mental health counseling on the end-of-program knowledge assessment exam.

**Results**

Overall outcome results	<b>100%</b> of the CMHC students who took the end-of-program knowledge assessment exam during the spring semester and summer session (n = 5) answered at least 70% of the questions in this category correctly ( <b>overall average percentage score/questions answered correctly = 84%</b> ).
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This program outcome was	Achieved
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**Action Plan**

Use of results	The Professional Counseling faculty will continue to employ instructional and supervisory activities to ensure that students continue to demonstrate, integrate and apply knowledge of counseling, prevention and intervention in the field of clinical mental health counseling (knowledge).
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**SLO#10B:** Students in the clinical mental health counseling concentration will demonstrate, integrate and apply knowledge of counseling, prevention and intervention in the field of clinical mental health counseling (skills & practices).

**Measure 1:** At least **80%** of CMHC students will obtain an overall average rubric score of **9 or above** based on a combination of the 1) client counseling session review (i.e., highest rubric score of one of the last counseling sessions reviewed at end of semester - COUN 6270), 2) assessment and management of suicide risk assignment (COUN 6540), and 3) oral case presentation assignment (COUN 6540).

**Results**

Overall outcome results	<b>80%</b> of the CMHC students who were evaluated on one out of three key assessments (i.e., client counseling session review) during the spring, 2014 semester (n = 5) earned an overall combined average rubric score of <b>9 or above</b> on these assessments ( <b>average rubric score = 8.88</b> ).
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This program outcome was	Partially Achieved (based on one out of three key assessments)
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**Action Plan**

Use of results	The Professional Counseling faculty will continue to employ instructional and supervisory activities to ensure that students continue to demonstrate, integrate and apply knowledge of counseling, prevention and intervention in the field of clinical mental health counseling (skills & practices). The suicide risk assignment and oral case presentation will be assigned in COUN 6540 during the fall, 2014 semester.
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<b>SLO#11A:</b> Students in the clinical mental health counseling concentration will demonstrate, integrate and apply knowledge of diagnosis and treatment planning in the field of clinical mental health counseling (knowledge).	
<b>Measure 1:</b> At least <b>80%</b> of students will answer 70% or more of the questions correctly pertaining to diagnosis and treatment planning in the field of clinical mental health counseling on the end-of-program knowledge assessment exam.	
<b>Results</b>	
Overall outcome results	<b>100%</b> of the CMHC students who took the end-of-program knowledge assessment exam during the spring semester and summer session (n = 5) answered at least 70% of the questions in this category correctly ( <b>overall average percentage score/questions answered correctly = 92%</b> ).
This program outcome was	Achieved
<b>Action Plan</b>	
Use of results	The Professional Counseling faculty will continue to employ instructional and supervisory activities to ensure that students continue to demonstrate, integrate and apply knowledge of diagnosis and treatment planning in the field of clinical mental health counseling (knowledge).

<b>SLO#11B:</b> Students in the clinical mental health counseling concentration will demonstrate, integrate and apply knowledge of diagnosis and treatment planning in the field of clinical mental health counseling (skills & practices).	
<b>Measure 1:</b> At least <b>80%</b> of CMHC students will obtain an overall average rubric score of <b>9 or above</b> based on a combination of 1) the average rubric score of the final three diagnosis and treatment planning case homework assignments AND 2) the diagnostic interview #2 video recording rubric score.	
<b>Results</b>	
Overall outcome results	The Diagnosis & Treatment Planning in Counseling class – the class in which the key assessments are assigned - was not taught during the spring, 2014 semester.
This program outcome was	Achieved in fall, 2013
<b>Action Plan</b>	
Use of results	The Professional Counseling faculty will continue to employ instructional and supervisory activities to ensure that students continue to demonstrate, integrate and apply knowledge of diagnosis and treatment planning in the field of clinical mental health counseling (skills & practices) during the fall, 2014 semester.



<b>SLO#12A:</b> Students in the clinical mental health counseling concentration will demonstrate, integrate and apply knowledge of diversity and advocacy in the field of clinical mental health counseling (knowledge).	
<b>Measure 1:</b> At least <b>80%</b> of students will answer 70% or more of the questions correctly pertaining to diversity and advocacy in the field of clinical mental health counseling on the end-of-program knowledge assessment exam.	
<b>Results</b>	
Overall outcome results	<b>100%</b> of the CMHC students who took the end-of-program knowledge assessment exam during the spring semester and summer session (n = 5) answered at least 70% of the questions in this category correctly ( <b>overall average percentage score/questions answered correctly = 88%</b> ).
This program outcome was	Achieved
<b>Action Plan</b>	
Use of results	The Professional Counseling faculty will continue to employ instructional and supervisory activities to ensure that students continue to demonstrate, integrate and apply knowledge of diversity and advocacy in the field of clinical mental health counseling (skills & practices).

<b>SLO#12B:</b> Students in the clinical mental health counseling concentration will demonstrate, integrate and apply knowledge of diversity and advocacy in the field of clinical mental health counseling (skills and practices).	
<b>Measure 1:</b> At least <b>80%</b> of CMHC students will obtain an overall average rubric score of <b>9 or above</b> based on a combination of the 1) rubric score for a multicultural role play (COUN 6210) and 2) rubric score for use of the Center clinic intake (COUN 6270).	
<b>Results</b>	
Overall outcome results	<b>100%</b> of the CMHC students who were evaluated on the two key assessments during the spring, 2014 semester and summer, 2014 session (multicultural role play - n = 1; Center clinic intake – n = 5; total n = 16) earned an overall combined average rubric score of <b>9 or above</b> on these assessments ( <b>average rubric score = 9.13</b> ).
This program outcome was	Achieved
<b>Action Plan</b>	
Use of results	The Professional Counseling faculty will continue to employ instructional and supervisory activities to ensure that students continue to demonstrate, integrate and apply knowledge of diversity and advocacy in the field of clinical mental health counseling (skills & practices).

**School Counseling Student Learning Outcomes – Spring & Summer, 2014**

**Table 4 - Quick Overview of SLO #13 - #18 Results (i.e., SLOs that are based on CACREP SCCO specialty area standards)**

<b>SLO #</b>	<b>Area</b>	<b>Outcome Achieved?</b>
13A (Knowledge)	Foundations of SCCO	Yes
13B (Skills & Practices)	Foundations of SCCO	Yes
14A (Knowledge)	Counseling, Prevention & Intervention in SCCO	Yes
14B (Skills & Practices)	Counseling, Prevention & Intervention in SCCO	No
15A (Knowledge)	Diversity & Advocacy in SCCO	Yes
15B (Skills & Practices)	Diversity & Advocacy in SCCO	No
16A (Knowledge)	Academic Development in SCCO	Yes
16B (Skills & Practices)	Academic Development in SCCO	Yes
17A (Knowledge)	Collaboration & Consultation in SCCO	Yes
17B (Skills & Practices)	Collaboration & Consultation in SCCO	To be determined at end of fall, 2014 semester (achieved in fall, 2013)
18A (Knowledge)	Leadership in SCCO	Yes
18B (Skills & Practices)	Leadership in SCCO	Yes

<b>SLO#13A:</b> Students in the school counseling concentration will demonstrate, integrate and apply knowledge of foundations of school counseling (knowledge).	
<b>Measure 1:</b> At least <b>80%</b> of students will answer 70% or more of the questions correctly pertaining to foundations of school counseling on the end-of-program knowledge assessment exam.	
<b>Results</b>	
Overall outcome results	<b>100%</b> of the SCCO students who took the end-of-program knowledge assessment exam during the spring, 2014 semester and summer, 2014 session (n = 1) answered at least 70% of the questions in this category correctly ( <b>overall average percentage score/questions answered correctly = 94%</b> ).
This program outcome was	Achieved
<b>Action Plan</b>	
Use of results	The Professional Counseling faculty will continue to employ instructional and supervisory activities to ensure that students continue to demonstrate, integrate and apply knowledge of foundations of school counseling (knowledge).

<b>SLO#13B:</b> Students in the school counseling concentration will demonstrate, integrate and apply knowledge of foundations of school counseling (skills and practices).	
<b>Measure 1:</b> At least <b>80%</b> of SCCO students will obtain an overall average rubric score of <b>9 or above</b> based on the comprehensive school counseling program proposal (COUN 6160).	
<b>Results</b>	
Overall outcome results	<b>100%</b> of the SCCO students who were evaluated on the assessment during the spring, 2014 semester (n = 11) earned an overall combined average rubric score of <b>9 or above</b> on these assessments ( <b>average rubric score = 10</b> ).
This program outcome was	Achieved
<b>Action Plan</b>	
Use of results	The Professional Counseling faculty will continue to employ instructional and supervisory activities to ensure that students continue to demonstrate, integrate and apply knowledge of foundations of school counseling (knowledge).

<b>SLO#14A:</b> Students in the school counseling concentration will demonstrate, integrate and apply knowledge of counseling, prevention, and intervention in the field of school counseling (knowledge).	
<b>Measure 1:</b> At least <b>80%</b> of students will answer 70% or more of the questions correctly pertaining to counseling, prevention, and intervention in the field of school counseling on the end-of-program knowledge assessment exam.	
<b>Results</b>	
Overall outcome results	<b>100%</b> of the SCCO students who took the end-of-program knowledge assessment exam during the spring, 2014 semester and summer, 2014 session (n = 1) answered at least 70% of the questions in this category correctly ( <b>overall average percentage score/questions answered correctly = 92%</b> ).
This program outcome was	Achieved
<b>Action Plan</b>	
Use of results	The Professional Counseling faculty will continue to employ instructional and supervisory activities to ensure that students continue to demonstrate, integrate and apply knowledge of foundations of school counseling (knowledge).

<b>SLO#14B:</b> Students in the school counseling concentration will demonstrate, integrate and apply knowledge of counseling, prevention, and intervention in the field of school counseling (knowledge).	
<b>Measure 1:</b> At least <b>80%</b> of SCCO students will obtain an overall average rubric score of <b>9 or above</b> based on a combination of the 1) rubric score for an individual counseling session recording (COUN 6920) and 2) rubric score for an individual counseling session or small group counseling session recording (COUN 6930).	
<b>Results</b>	
Overall outcome results	<b>40%</b> of the SCCO students who were evaluated on the two key assessments during the spring, 2014 semester (COUN 6920 – n = 2; COUN – n = 3; total n = 5) earned an overall average rubric score of <b>9 or above</b> on the assessments ( <b>average rubric score = 8.57</b> ).
This program outcome was	Not Achieved
<b>Action Plan</b>	
Use of results	The Professional Counseling faculty will determine possible reasons for students' poor performance with regard to this SLO and make adjustments accordingly.

<b>SLO#15A:</b> Students in the school counseling concentration will demonstrate, integrate and apply knowledge of diversity and advocacy in the field of school counseling (knowledge).	
<b>Measure 1:</b> At least <b>80%</b> of students will answer 70% or more of the questions correctly pertaining to diversity and advocacy in the field of school counseling on the end-of-program knowledge assessment exam.	
<b>Results</b>	
Overall outcome results	<b>100%</b> of the SCCO students who took the end-of-program knowledge assessment exam during the spring, 2014 semester and summer, 2014 session (n = 1) answered at least 70% of the questions in this category correctly ( <b>overall average percentage score/questions answered correctly = 75%</b> ).
This program outcome was	Achieved
<b>Action Plan</b>	
Use of results	The Professional Counseling faculty will continue to employ instructional and supervisory activities to ensure that students continue to demonstrate, integrate and apply knowledge of counseling, prevention, and intervention in the field of school counseling (skills & practices).

<b>SLO#15B:</b> Students in the school counseling concentration will demonstrate, integrate and apply knowledge of diversity and advocacy in the field of school counseling (skills and practices).	
<b>Measure 1:</b> At least <b>80%</b> of SCCO students will obtain an overall average rubric score of <b>9 or above</b> based on a combination of the 1) rubric score for a multicultural role play (COUN 6210), rubric score for the advocacy presentation (COUN 6920), and 3) rubric score for use of the M.E.A.S.U.R.E. (COUN 6930).	
<b>Results</b>	
Overall outcome results	<b>60%</b> of the SCCO students who were evaluated on the three key assessments during the fall, 2014 semester and summer, 2014 session (COUN 6210 - n = 20; COUN 6920 – n = 2; COUN 6930 – n = 3; total n = 25) earned an overall average rubric score of <b>9 or above</b> on the assessment ( <b>average rubric score = 9.05</b> ).
This program outcome was	Not Achieved
<b>Action Plan</b>	
Use of results	The Professional Counseling faculty will determine possible reasons as to why students did not obtain a higher average rubric score on the advocacy presentation key assessment and make adjustments accordingly.

<b>SLO#16A:</b> Students in the school counseling concentration will demonstrate, integrate and apply knowledge of academic development of students in the field of school counseling (knowledge).	
<b>Measure 1:</b> At least <b>80%</b> of students will answer 70% or more of the questions correctly pertaining to academic development of students in the field of school counseling on the end-of-program knowledge assessment exam.	
<b>Results</b>	
Overall outcome results	<b>100%</b> of the SCCO students who took the end-of-program knowledge assessment exam during the spring, 2014 semester and summer, 2014 session (n = 1) answered at least 70% of the questions in this category correctly ( <b>overall average percentage score/questions answered correctly = 83%</b> ).
This program outcome was	Achieved
<b>Action Plan</b>	
Use of results	The Professional Counseling faculty will continue to employ instructional and supervisory activities to ensure that students continue to demonstrate, integrate and apply knowledge of academic development of students in the field of school counseling (knowledge).

<b>SLO#16B:</b> Students in the school counseling concentration will demonstrate, integrate and apply knowledge of academic development of students in the field of school counseling (skills & practices).	
<b>Measure 1:</b> At least <b>80%</b> of SCCO students will obtain an overall average rubric score of <b>9 or above</b> on the academic counseling session recording.	
<b>Results</b>	
Overall outcome results	<b>100%</b> of the SCCO students who were evaluated on the key assessment during the spring, 2014 semester (n = 2) earned an overall average rubric score of <b>9 or above</b> on the assessment ( <b>average rubric score = 9.00</b> ).
This program outcome was	Achieved
<b>Action Plan</b>	
Use of results	The Professional Counseling faculty will continue to employ instructional and supervisory activities to ensure that students continue to demonstrate, integrate and apply knowledge of foundations of school counseling (knowledge).

<b>SLO#17A:</b> Students in the school counseling concentration will demonstrate, integrate and apply knowledge of collaboration and consultation in the field of school counseling (knowledge).	
<b>Measure 1:</b> At least <b>80%</b> of students will answer 70% or more of the questions correctly pertaining to collaboration and consultation in the field of school counseling on the end-of-program knowledge assessment exam.	
<b>Results</b>	
Overall outcome results	<b>100%</b> of the SCCO students who took the end-of-program knowledge assessment exam during the spring, 2014 semester and summer, 2014 session (n = 1) answered at least 70% of the questions in this category correctly ( <b>overall average percentage score/questions answered correctly = 93%</b> ).
This program outcome was	Achieved
<b>Action Plan</b>	
Use of results	The Professional Counseling faculty will continue to employ instructional and supervisory activities to ensure that students continue to demonstrate, integrate and apply knowledge of collaboration and consultation in the field of school counseling (knowledge).

<b>SLO#17B:</b> Students in the school counseling concentration will demonstrate, integrate and apply knowledge of collaboration and consultation in the field of school counseling (skills & practices).	
<b>Measure 1:</b> At least <b>80%</b> of SCCO students will obtain an overall average rubric score of <b>9 or above</b> based on the graded 3-session consultation experience.	
<b>Results</b>	
Overall outcome results	The Consultation class – the class in which the key assessment is assigned - was not taught during the spring, 2014 semester.
This program outcome was	Achieved in fall, 2013
<b>Action Plan</b>	
Use of results	The Professional Counseling faculty will continue to employ instructional and supervisory activities to ensure that students continue to demonstrate, integrate and apply knowledge of collaboration and consultation in the field of school counseling (skills & practices) during the fall, 2014 semester.

**SLO#18A:** Students in the school counseling concentration will demonstrate, integrate and apply knowledge of leadership in the field of school counseling (knowledge).

**Measure 1:** At least **80%** of students will answer 70% or more of the questions correctly pertaining to leadership in the field of school counseling on the end-of-program knowledge assessment exam.

**Results**

Overall outcome results	<b>100%</b> of the SCCO students who took the end-of-program knowledge assessment exam during the spring, 2014 semester and summer, 2014 session (n = 1) answered at least 70% of the questions in this category correctly ( <b>overall average percentage score/questions answered correctly = 100%</b> ).
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This program outcome was	Achieved
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**Action Plan**

Use of results	The Professional Counseling faculty will continue to employ instructional and supervisory activities to ensure that students continue to demonstrate, integrate and apply knowledge of leadership in the field of school counseling (knowledge).
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**SLO#18B:** Students in the school counseling concentration will demonstrate, integrate and apply knowledge of leadership in the field of school counseling (skills & practices).

**Measure 1:** At least **80%** of SCCO students will obtain an overall average rubric score of **9 or above** based on a combination of the 1) rubric score for a counseling workshop presentation (COUN 6160) and 2) rubric score for the advocacy presentation (COUN 6920).

**Results**

Overall outcome results	<b>100%</b> of the SCCO students who were evaluated on one of the two key assessments during the spring, 2014 semester (COUN 6160 – n = 11; COUN 6920 – n = 2; total n = 13) earned an overall average rubric score of <b>9 or above</b> on the assessment ( <b>average rubric score = 9.92</b> ).
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This program outcome was	Achieved
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**Action Plan**

Use of results	The Professional Counseling faculty will continue to employ instructional and supervisory activities to ensure that students continue to demonstrate, integrate and apply knowledge of leadership in the field of school counseling (knowledge).
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**Core Counselor Characteristics – Spring & Summer, 2014**

**Table 5 - Quick Overview of Core Counselor Characteristics**

<b>Core Counselor Characteristic</b>	<b>Outcome Achieved?</b>
Diversity Perspectives	Partially
Professional Identity	Achieved
Counseling Competence	Partially
Professional Dispositions	Partially

**Core Counselor Characteristic #1: Diversity Perspectives**

**Measure 1:** At least **80%** of students will obtain a score that is at least 90% of the average score obtained by students on the Multicultural Counseling Inventory (e.g., if the average score of a group of students was 3.10, then 90% of that score would be 2.79; 2.79 would be the minimum criterion score).

**Results**

Overall outcome results	<p><b>1. Beginning-program students:</b> Introduction to Professional Counseling students did not complete Multicultural Counseling Inventory at the end of the spring, 2014 semester.</p> <p><b>2. Mid-program students: 83%</b> of the Multicultural Counseling students who completed the Multicultural Counseling Inventory during the spring, 2014 semester (total completed = 6) obtained a score that was at least 90% of the average score obtained by this group.</p> <p><b>3. End-of-program students: 88%</b> of the clinical mental health counseling and school counseling interns who completed the Multicultural Counseling Inventory during the spring, 2014 semester and summer, 2014 session (total completed = 8; CMHC: 7; SCCO: 1) obtained a score that was at least 90% of the average score obtained by this group.</p>
This program outcome was	Partially achieved (Mid-program and End-of-program students achieved the outcome)

**Action Plan**

Use of results	The Professional Counseling faculty will continue to employ instructional and supervisory activities to ensure that students continue to develop diversity perspectives that inform professional practice.
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<b>Core Counselor Characteristic #2:</b> Professional Identity	
<b>Measure 1:</b> At least <b>80%</b> of students will obtain a score that is at least 90% of the average score obtained by students on the Professional Identity and Values Scale – Revised (e.g., if the average score of a group of students was 3.10, then 90% of that score would be 2.79; 2.79 would be the minimum criterion score).	
<b>Results</b>	
Overall outcome results	<p><b>1. Beginning-program students: 82%</b> of the Introduction to Professional Counseling students who completed the Professional Identity and Values Scale – Revised during the spring, 2014 semester (total completed = 11) obtained a score that was at least 90% of the average score obtained by this group.</p> <p><b>2. Mid-program students: 100%</b> of the Practicum in Counseling students who completed the Professional Identity and Values Scale – Revised during the spring, 2014 semester (total completed = 7) obtained a score that was at least 90% of the average score obtained by this group.</p> <p><b>3. End-of-program students: 100%</b> of the CMHC and SCCO interns who completed the Professional Identity and Values Scale – Revised during the spring, 2014 semester and summer, 2014 session (total completed = 9; CMHC: 8; SCCO: 1) obtained a score that was at least 90% of the average score obtained by this group.</p>
This program outcome was	Achieved
<b>Action Plan</b>	
Use of results	The Professional Counseling faculty will continue to employ instructional and supervisory activities to ensure that students continue to develop professional counseling identities and discuss methods of enhancing efforts in this area in the future.

<b>Core Counselor Characteristic #3: Counseling Competence</b>	
<p><b>Measure 1:</b> At least <b>80%</b> of students will obtain a score that is at least 90% of the average score obtained by students on the Counselor Activity Self-Efficacy Scales (e.g., if the average score of a group of students was 3.10, then 90% of that score would be 2.79; 2.79 would be the minimum criterion score).</p> <p><b>Measure 2:</b> At least <b>80%</b> of students will obtain an overall average rubric score of <b>9 or above</b> based on a key assessment or learning activity and experience in which the Counseling Skills Rubric was used to evaluate counseling competence.</p> <p><b>Measure 3:</b> At least <b>80%</b> of students will obtain an overall average rubric score of <b>9 or above</b> on the counseling competence rubric.</p> <p>Students will meet or exceed all three criteria above in order for this outcome to be achieved.</p>	
<b>Results</b>	
<p>Overall outcome results</p> <p><i>Counselor Activity Self-Efficacy Scales (CASES)</i></p>	<p><b>1. Beginning-program students:</b> Pre-Practicum in Counseling students did not complete the Counselor Activity Self-Efficacy Scales during the spring, 2014 semester.</p> <p><b>2. Mid-program students:</b> <b>86%</b> of the Practicum in Counseling students who completed the Counselor Activity Self-Efficacy Scales during the spring, 2014 semester (total completed = 7) obtained a score that was at least 90% of the average score obtained by this group.</p> <p><b>3. End-of-program students:</b> <b>78%</b> of the CMHC and SCCO interns who completed the Counselor Activity Self-Efficacy Scales during the spring, 2014 semester (total evaluated = 9; CMHC: 8; SCCO: 1) obtained a score that was at least 90% of the average score obtained by this group.</p>
<p>Overall outcome results</p> <p><i>Counselor Skills Rubric (CSR)</i></p>	<p><b>1. Beginning-program students:</b> <b>29%</b> of Pre-Practicum in Counseling students who were evaluated with the Counselor Skills Rubric on their 2<sup>nd</sup> skills session assignment during the spring, 2014 semester (total evaluated = 7) earned an overall average rubric score of <b>9 or above</b> on the assessment measure (<b>average rubric score = 8.53</b>).</p> <p><b>2. Mid-program students:</b> <b>78%</b> of Practicum in Counseling students who were evaluated with the Counselor Skills Rubric on an end-of-semester counseling session reviewed by the instructor or faculty supervisor during the spring, 2014 semester (total evaluated = 9) earned an overall average rubric score of <b>9 or above</b> on the assessment measure (<b>average rubric score = 8.89</b>).</p>

	<p><b>3. End-of-program students: 40%</b> of the SCCO interns who were evaluated with the Counselor Skills Rubric on key assignments (i.e., individual counseling session recordings) during the spring, 2014 semester (total evaluated = 5) earned an overall average rubric score of <b>9 or above</b> on the assessment measure (<b>average rubric score = 8.48</b>). CMHC interns do not complete the oral case presentation assignment during the spring semester or summer session.</p>
<p>Overall outcome results</p> <p><i>Competence in Counseling rubric</i></p>	<p><b>1. Beginning-program students: 86%</b> of Pre-Practicum in Counseling students who were evaluated with the competence in counseling rubric during the spring, 2014 semester (total evaluated = 7) earned an overall average rubric score of <b>9 or above</b> on the assessment measure (<b>average rubric score = 8.86</b>).</p> <p><b>2. Mid-program students: 75%</b> of Practicum in Counseling students who were evaluated with the competence in counseling rubric during the spring, 2014 semester (total evaluated = 8) earned an overall average rubric score of <b>9 or above</b> on the assessment measure (<b>average rubric score = 8.63</b>).</p> <p><b>3. End-of-program students: 60%</b> of the CMHC and SCCO interns who were evaluated with the competence in counseling rubric during the spring, 2014 semester (total evaluated = 10; CMHC: 6; SCCO: 4) earned an overall average rubric score of <b>9 or above</b> on the assessment measure (<b>average rubric score = 8.40</b>).</p>
<p>This program outcome was</p>	<p>Partially Achieved (beginning-program students achieved the criterion score on one assessment measure, failed to achieve the score on another measure, and were not rated on a third measure. Mid-program students achieved the criterion score on one assessment measure and failed to achieve the score on two measures. End-of-program students failed to achieve the criterion score on any of the assessment measures.)</p>
<p><b>Action Plan</b></p>	
<p>Use of results</p>	<p>The Professional Counseling faculty will continue to employ instructional and supervisory activities to ensure that students develop a solid set of counseling skills and that they possess a strong sense of self-efficacy therein. The faculty will also discuss methods of enhancing instructional efforts in areas where students did not achieve at expected levels.</p>

<b>Core Counselor Characteristic #4: Professional Dispositions</b>	
<b>Measure 1:</b> At least <b>80%</b> of students will obtain an overall average rubric score of <b>9 or above</b> on the Professional Counselor Candidate Disposition Rubric.	
<b>Results</b>	
Overall outcome results	<p><b>1. Beginning-program students: 88%</b> of Pre-Practicum in Counseling students who were evaluated with the Professional Counselor Candidate Disposition Rubric during the spring, 2014 semester (total evaluated = 8) earned an overall average rubric score of <b>9 or above</b> on the assessment measure (<b>average rubric score = 9.00</b>).</p> <p><b>2. Mid-program students: 38%</b> of Practicum in Counseling students who were evaluated with the Professional Counselor Candidate Disposition Rubric during the spring, 2014 semester (total evaluated = 8) earned an overall average rubric score of <b>9 or above</b> on the assessment measure (<b>average rubric score = 8.38</b>).</p> <p><b>3. End-of-program students: 75%</b> of the CMHC and SCCO interns who were evaluated with the competence in counseling rubric during the spring, 2014 semester (total evaluated = 8; CMHC: 4; SCCO: 4) earned an overall average rubric score of <b>9 or above</b> on the assessment measure (<b>average rubric score = 8.63</b>).</p>
This program outcome was	Partially Achieved (Beginning program students achieved the outcome)
<b>Action Plan</b>	
Use of results	The Professional Counseling faculty will continue to employ instructional and supervisory activities to ensure that students continue to develop professional counseling dispositions and discuss methods of enhancing instructional efforts in areas where students did not achieve at expected levels..

## **Summary of Student Learning Outcomes and Core Counselor Characteristics – Spring & Summer, 2014**

### **Student Learning Outcomes**

In an effort to improve the knowledge and skills of MTSU Professional Counseling students, the Professional Counseling faculty has established a set of student learning outcomes (SLOs) and core counselor characteristics and continuously evaluates them on these variables. This report contains data that describes how students performed during the spring, 2014 semester and summer, 2014 session.

SLOs #1 – 8 assess students' knowledge pertaining to the eight core areas established by CACREP. The Professional Counseling faculty assesses these areas using the CPCE. Eighty percent of the students are required to answer 65% or more of the questions correctly in each of the eight areas. SLOs were achieved in four areas:

- SLO #1 – Professional Orientation
- SLO #2 – Social & Cultural Diversity
- SLO #5 – Helping Relationships
- SLO #6 – Group Work

SLOs were not achieved in four other areas:

- SLO #3 – Human Growth & Development
- SLO #4 – Career Development
- SLO #7 – Assessment
- SLO #8 – Research & Program Evaluation

This is a substantial change compared to fall, 2013 in which only one SLO (#2) was not achieved. Given that this is only the second time that the faculty has used the CPCE to assess SLOs it is too soon to determine whether the decrement in performance was an anomaly or the early indicator of a trend. One student performed quite poorly and admitted that she had not adequately prepared for the test while another student indicated that she does not perform well on standardized tests. Although the Professional Counseling faculty does not wish to make excuses they feel it is important to point out these things as the poor performance of a couple of students can dramatically impact the results of the group as a whole when dealing with small numbers of students.

SLOs #9 – 18 assess knowledge, skills and practices pertaining to the specialty areas. Specifically, SLOs #9 – 12 pertain to CMHC students while SLOs #13 – 18 pertain to SCCO students. Professional Counseling faculty assesses knowledge outcomes using an end-of-program knowledge assessment while skills & practices outcomes are primarily evaluated using a variety of key assessments and associated rubrics.

### **Student Learning Outcomes – Clinical Mental Health Counseling Students**

With regard to SLOs #9 – 12, SLOs were achieved in all four **knowledge** areas:

- #9A - Foundations of Clinical Mental Health Counseling
- #10A - Counseling, Prevention & Intervention in Clinical Mental Health Counseling
- #11A - Diagnosis & Treatment Planning in Clinical Mental Health Counseling
- #12A - Diversity & Advocacy in Clinical Mental Health Counseling

This represents an improvement from the fall, 2013 semester in that all CMHC students exceeded the minimum percentage passing score in the Diversity & Advocacy area.

Most of the SLOs pertaining to **skills & practices** were also achieved. In particular, SLOs #9B (Foundations of Clinical Mental Health Counseling) & 12B (Diversity & Advocacy in Clinical Mental Health Counseling) were achieved. This is the first time these were evaluated since the Professional Counseling faculty started evaluating SLOs, which is encouraging. SLO#11B (Diagnosis & Treatment Planning in Clinical Mental Health Counseling) could not be evaluated as the course in which the key assessment is associated (i.e., Diagnosis & Treatment Planning in Counseling) was not offered during the spring, 2014 semester or summer, 2014 session. However, it was achieved during the fall, 2013 semester and will be evaluated again at the end of the fall, 2014 semester. Finally, SLO #10B (Counseling, Prevention & Intervention in Clinical Mental Health Counseling) was partially achieved. This outcome is based on a composite score comprised of three key assessments one of which is new and will not be assigned to students until the fall, 2014 semester and another one that has been used in past during the fall section of clinical mental health counseling internship. However, students performed successfully/met the criterion score for the one key assessment tied to the SLO that was assigned during the spring, 2014 semester of internship (i.e., client counseling session review).

### **Student Learning Outcomes – School Counseling Students**

With regard to SLOs #13 – 18, SLOs were achieved in all six **knowledge** areas:

- #13A - Foundations of School Counseling
- #14A - Counseling, Prevention & Intervention in School Counseling
- #15A - Diversity & Advocacy in School Counseling
- #16A – Academic Development in School Counseling
- #17A – Collaboration & Consultation in School Counseling
- #18A – Leadership in School Counseling

This represents an improvement from the fall, 2013 semester in that all SCCO students exceeded the minimum percentage passing score in the Diversity & Advocacy area.



SCCO students performed reasonably well on the *skills & practices* SLOs. SLOs #13B (Foundations of School Counseling), 16B (Academic Development in School Counseling) and 18B (Leadership in School Counseling) were achieved. This represents an improvement from the fall, 2013 when SLOs #16 and 18 were not achieved. This is the first time that #13B was evaluated given that the course in which the key assessment is associated (Foundations of School Counseling) is only offered during the spring semester. SLO #17B was not evaluated as the course in which the key assessment is associated (Consultation) is only offered during the fall semester. However, it was achieved during the fall, 2013 semester.

SCCO students did not achieve two skills & practices SLOs: #14B (Counseling, Prevention & Intervention in SCCO) and 15B (Diversity & Advocacy in School Counseling). The Professional Counseling Faculty had decided to measure achievement of these SLOs by using 10-point-scale rubrics on the corresponding key assessments. On these rubrics, a score of 8 is “Acceptable,” 9 is “Target” and 10 is “Outstanding.” The faculty initially established a criterion score of 9 for the composite score on each of these SLOs. When the faculty implemented the assessment system, however, they gave many students whom they felt to have achieved the SLOs, the score of 8. After having used the rubrics, the faculty came to the conclusion that a score of 9 or 10 is too high with respect to where they want the students to be for outcomes purposes. They have come to realize that the majority of students will not achieve at the 9 or 10 level, which is probably a level at which few (and truly superior) students would fall. The faculty, therefore, decided that a rubric score of 8 would represent a more accurate and fair criterion score.

The Professional Counseling faculty discussed other possible reasons why students did not achieve at established levels on the respective SLOs – especially SLOs #1 – 8 (i.e., core areas of counseling), which are assessed with the CPCE (*knowledge* assessment):

- a few students had not yet taken classes in areas covered on the CPCE (e.g., Career Counseling) in which the associated SLOs were not achieved;
- a long period of time may have passed from the time a student took a class and when they took the CPCE (i.e., could not effectively recall information from the class);
- classes that are of the least interest to students may translate into weaker performance in these areas of the CPCE;
- students may have rented their books and therefore not had these materials to assist in their preparation for the CPCE;
- online delivery of class material may not result in effective learning/retention of course material and skills;
- classes that are more applied result in better learning/retention of course material and skills;
- some students are poor test takers and/or experience test anxiety.

Much of this is speculation and given that the faculty has only completed one year of data collection for SLO purposes, it is too soon to conclude that any of the aforementioned factors play a role in the achievement (or lack thereof) of SLOs.

### **Core Counselor Characteristics**

In addition to Student Learning Outcomes, the Professional Counseling faculty identified four general characteristics or “core counselor characteristics” upon which to continuously evaluate students throughout the course of their programs:

- Diversity Perspectives
- Professional Identity
- Counseling Competence
- Professional Dispositions

These are considered to be characteristics that all professional counselors should demonstrate.

The Diversity Perspectives outcome was partially achieved. A high and sufficient percentage of mid-program and end-of-program students achieved at the requisite criterion level on the Multicultural Counseling Inventory. Beginning-program students forgot to complete the inventory during the spring, 2014 semester.

The Professional Identity outcome was achieved. A high and sufficient percentage of students at all three levels of training achieved at the requisite criterion level on the Professional Identity and Values Scale – Revised.

The Counseling Competence outcome was partially achieved. Beginning-program students forgot to complete the Counselor Activity Self-Efficacy Scales. Although a high and sufficient percentage of mid-program students achieved at an acceptable level on this inventory this was not the case for end-of-program students. It is interesting that their self-perceived level of self-efficacy was lower than that of mid-program students. However, this is consistent with theories of counselor development, which note that as counselor trainees gain greater self-awareness via supervision and self-reflection they become aware of how much they *don't know* or *know how to do*. With greater repetition and practice, however, their self-confidence and belief in their ability to engender change in clients increases, which may not occur until post-graduation.

None of the students achieved at the expected level on the Counselor Skills Rubric and only beginning-program students achieved at the requisite criterion level on the Competence in Counseling rubric. Mid-program and end-of-program students actually performed satisfactorily on the key assessments for which the Counselor Skills Rubric was used to evaluate this core counselor characteristic. In addition, the latter set of students obtained rubric scores in the mid-8 range on the Competence in Counseling rubric. As noted previously, it is likely that the bar was set too high in determining minimum criterion performance for rubric based assessments and/or

that the way faculty interpreted Target performance did not match the descriptions of Target performance on the specified rubrics.

The Professional Dispositions outcome was partially achieved. Beginning-program students achieved at the requisite criterion level on the Professional Counselor Candidate Disposition Rubric. However, mid-program and end-of-program students did not fare as well - more than likely for the reasons specified earlier pertaining to what is considered acceptable for purposes of evaluating professional dispositions and other aspects of students.

### **Plan of Action**

The Professional Counseling faculty met on 7/31, 8/19 and 9/2/14 to review and discuss outcome data and devise a plan of action to address outcomes that were not achieved. The plan of action is as follows:

1. Faculty will make an adjustment in the rubric score for rubrics that are used to evaluate skills and practices outcomes pertaining to the specialty areas (CMHC & SCCO) and core counselor characteristics outcomes and assess how they did. A rubric score of **8** will be the minimum criterion score for this purpose. If students do not achieve at the newly established criterion levels on one or more SLOs, then the faculty will consider things they need to do differently within their respective classes to help students improve their skills & practices.
2. Faculty will consider the content of their courses and whether there are areas/issues/topics they need to cover (or cover differently) to better prepare students for the CPCE.
3. Faculty will identify & implement methods that students can use to better prepare for the CPCE (e.g., making "Encyclopedia of Counseling" a required text in Practicum; providing students with written documentation regarding practical strategies to prepare for the exam).
4. Faculty will obtain information about the CPCE and provide students with information as to how they can prepare for it in advance (i.e., for those who will be taking the exam in the near future) and also place this information in the handbook.
5. With regard to students who fail to complete their inventories as instructed (to evaluate core counselor characteristics), faculty will either establish policies in their respective courses in which students are awarded extra credit for completing inventories or issue an Incomplete if they fail to complete them.