

Fall, 2014 & Spring, 2015
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 evaluate (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 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

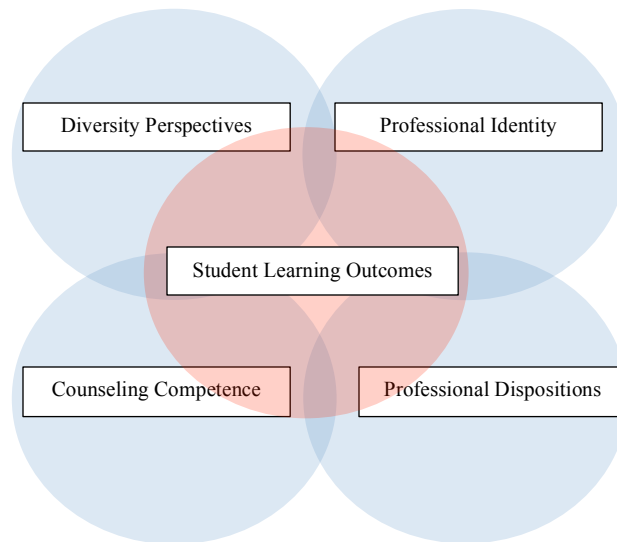


Table 1 (next page) lists the core counselor characteristics and the way in which these characteristics are continuously evaluated over the course of students' training programs.

Table 1

Continuous Evaluation of Core Counselor Characteristics

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

	<p>(CASES) <i>(Source of data: Student)</i></p> <ul style="list-style-type: none"> Competence in Counseling rubric (handbook) <i>(Source of data: Instructor)</i> <p>When administered? End of Pre-Practicum (COUN 6260) class</p> <p>Criterion scores to be obtained on CSR & Competence in Counseling rubric: (Minimum average</p>	<p><i>(Source of data: Student);</i></p> <ul style="list-style-type: none"> Competence in Counseling rubric (handbook) <i>(Source of data: Instructor)</i> <p>When administered? End of Practicum (COUN 6270) class</p> <p>Criterion scores to be obtained on CSR, Competence in Counseling rubric: (Minimum average of</p>	<p><i>(Source of data: Student; last semester of internship);</i></p> <ul style="list-style-type: none"> Competence in Counseling rubric (handbook) <i>(Source of data: Instructor)</i> <p>When administered?</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"> SCCO - COUN 6920: individual counseling session recording; SCCO – COUN 6930: individual counseling session recording; CMHC: COUN 6540 (Quarto or Stevens’ sections): oral case presentation assignment (Counseling Skills Rubric not used in Lee’s section of internship) <p>3) Competence in Counseling rubric - end of each section of internship class (COUN 6540, 6920 & 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>Criterion scores to be obtained on CSR & Competence in Counseling rubric: (Minimum average of 8</p>
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	<p>of 8 out of a possible 10 on rubric)</p> <p>Criterion scores to be obtained on CASES: (90% of the average CASES score of COUN 6260 students)</p>	<p>8 out of a possible 10 on rubric)</p> <p>Criterion scores to be obtained on CASES: (90% of the average CASES score for COUN 6270 students)</p>	<p>out of a possible 10 on rubric)</p> <p>Criterion scores to be obtained on CASES: (90% of the average CASES score for COUN 6540, 6920 and 6930 students)</p>
Professional Dispositions	<ul style="list-style-type: none"> 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> <p>When administered? End of Pre-Practicum (COUN 6260) class</p> <p>Criterion scores to be obtained on PCCDR: (Minimum average of 8 out of a possible 10 on rubric)</p>	<ul style="list-style-type: none"> 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> <p>When administered? End of Practicum (COUN 6270) class</p> <p>Criterion scores to be obtained on PCCDR: (Minimum average of 8 out of a possible 10 on rubric)</p>	<ul style="list-style-type: none"> 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> <p>When administered? End of internship (COUN 6540, 6920 & 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>Criterion scores to be obtained on PCCDR: (Minimum average of 8 out of a possible 10 on rubric)</p>

Professional Counseling Student Learning Outcomes – Fall, 2014 & Spring, 2015

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

SLO #	Area	Outcome Achieved?
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	Yes

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 17 students who took the CPCE in Fall, 2014 & Spring, 2015 (CMHC = 9, SCCO = 8), 17 (i.e., 100%) answered at least 65% of the questions in this category correctly (overall average percentage score on this section of the test = 84%; national average = 71%).
This program outcome was	Achieved
Action Plan	
Use of results	The Professional Counseling faculty will continue to employ instructional and supervisory activities to ensure that students demonstrate, integrate and apply knowledge of professional counselors, the counseling profession and ethical practice.

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 17 students who took the CPCE in Fall, 2014 & Spring, 2015 (CMHC = 9, SCCO = 8), 14 (i.e., 82%) answered at least 65% of the questions in this category correctly (overall average percentage score on this section of the test = 75%; national average = 66%).
This program outcome was	Achieved
Action Plan	
Use of results	The Professional Counseling faculty will continue to employ instructional and supervisory activities to ensure that students demonstrate, integrate and apply knowledge of social and cultural diversity.

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 17 students who took the CPCE in Fall, 2014 & Spring, 2015 (CMHC = 9, SCCO = 8), 13 (i.e., 76%) answered at least 65% of the questions in this category correctly (overall average percentage score on this section of the test = 73%; national average = 64%).
This program outcome was	Not achieved
Action Plan	
Use of results	The Professional Counseling faculty will determine possible reasons for students' failure to achieve this student learning outcome and make adjustments accordingly.

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 17 students who took the CPCE in Fall, 2014 & Spring, 2015 (CMHC = 9, SCCO = 8), 10 (i.e., 59%) answered at least 65% of the questions in this category correctly (overall average percentage score on this section of the test = 65%; national average = 59%).
This program outcome was	Not Achieved
Action Plan	
Use of results	The Professional Counseling faculty will determine possible reasons for students' failure to achieve this student learning outcome and make adjustments accordingly.

SLO#5: Professional Counseling students will demonstrate, integrate and apply knowledge of helping relationships.	
Measure: At least 80% of students will answer 65% or more of the questions correctly pertaining to helping relationships on the Counselor Preparation Comprehensive Examination (CPCE).	
Results	
Overall outcome results	Out of 17 students who took the CPCE in Fall, 2014 & Spring, 2015 (CMHC = 9, SCCO = 8), 16 (i.e., 94%) answered at least 65% of the questions in this category correctly (overall average percentage score on this section of the test = 83%; national average = 68%).
This program outcome was	Achieved
Action Plan	
Use of results	The Professional Counseling faculty will continue to employ instructional and supervisory activities to ensure that students demonstrate, integrate and apply knowledge of helping relationships.

SLO#6: Professional Counseling students will demonstrate, integrate and apply knowledge of group work.	
Measure 1: At least 80% of students will answer 65% or more of the questions correctly pertaining to group work on the Counselor Preparation Comprehensive Examination (CPCE).	
Results	
Overall outcome results	Out of 17 students who took the CPCE in Fall, 2014 & Spring, 2015 (CMHC = 9, SCCO = 8), 16 (i.e., 94%) answered at least 65% of the questions in this category correctly (overall average percentage score on this section of the test = 81%; national average = 66%).
This program outcome was	Achieved
Action Plan	
Use of results	The Professional Counseling faculty will continue to employ instructional and supervisory activities to ensure that students 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 17 students who took the CPCE in Fall, 2014 & Spring, 2015 (CMHC = 9, SCCO = 8), 7 (i.e., 41%) answered at least 65% of the questions in this category correctly (overall average percentage score on this section of the test = 62%; national average = 60%).
This program outcome was	Not Achieved
Action Plan	
Use of results	The Professional Counseling faculty will determine possible reasons for students' failure to achieve this student learning outcome and make adjustments accordingly.

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 17 students who took the CPCE in Fall, 2014 & Spring, 2015 (CMHC = 9, SCCO = 8), 14 (i.e., 82%) answered at least 65% of the questions in this category correctly (overall average percentage score on this section of the test = 79%; national average = 65%).
This program outcome was	Achieved
Action Plan	
Use of results	The Professional Counseling faculty will continue to employ instructional and supervisory activities to ensure that students demonstrate, integrate and apply knowledge of research and program evaluation.

Clinical Mental Health Counseling Student Learning Outcomes – Fall, 2014 & Spring, 2015

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	Yes
11A (Knowledge)	Diagnosis & Treatment Planning in CMHC	Yes
11B (Skills & Practices)	Diagnosis & Treatment Planning in CMHC	Yes
12A (Knowledge)	Diversity & Advocacy in CMHC	Yes
12B (Skills & Practices)	Diversity & Advocacy in CMHC	Yes

SLO#9A: Students in the clinical mental health counseling concentration will demonstrate, integrate and apply knowledge of foundations of clinical mental health counseling (knowledge).	
Measure 1: At least 80% 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.	
Results	
Overall outcome results	100% of the CMHC students who took the end-of-program knowledge assessment exam during the fall, 2014 and spring, 2015 semesters (n = 4) answered at least 70% of the questions in this category correctly (overall average percentage score/questions answered correctly = 85%).
This program outcome was	Achieved
Action Plan	
Use of results	The Professional Counseling faculty will continue to employ instructional and supervisory activities to ensure that students demonstrate, integrate and apply knowledge of foundations of clinical mental health counseling (knowledge).

SLO#9B: Students in the clinical mental health counseling concentration will demonstrate, integrate and apply knowledge of foundations of clinical mental health counseling (skills & practices).	
Measure 1: At least 80% of CMHC students will obtain a rubric score of 8 or above 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).	
Results	
Overall outcome results	100% of the CMHC students who were evaluated during the fall, 2014 and spring, 2015 semesters (n = 24; COUN 5655 = 14; COUN 6230 = 10) earned an rubric score of 8 or above on these key assessments (average rubric score = 9.65).
This program outcome was	Achieved
Action Plan	
Use of results	The Professional Counseling faculty will continue to employ instructional and supervisory activities to ensure that students demonstrate, integrate and apply knowledge of foundations of clinical mental health counseling (skills & practices).

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	100% of the CMHC students who took the end-of-program knowledge assessment exam during the fall, 2014 and spring, 2015 semesters (n = 4) answered at least 70% of the questions in this category correctly (overall average percentage score/questions answered correctly = 87.5%).
This program outcome was	Achieved
Action Plan	
Use of results	The Professional Counseling faculty will continue to employ instructional and supervisory activities to ensure that students demonstrate, integrate and apply knowledge of counseling, prevention and intervention in the field of clinical mental health counseling (knowledge).

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 a score of 8 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	100% of the CMHC students who were evaluated during the fall, 2014 and spring, 2015 semesters (n = 14; COUN 6270 = 10; COUN 6540 = 4) earned a score of 8 or above on these key assessments (average rubric score = 9.60).
This program outcome was	Achieved
Action Plan	
Use of results	The Professional Counseling faculty will continue to employ instructional and supervisory activities to ensure that students demonstrate, integrate and apply knowledge of counseling, prevention and intervention in the field of clinical mental health counseling (skills & practices).

SLO#11A: 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).	
Measure 1: At least 80% 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.	
Results	
Overall outcome results	100% of the CMHC students who took the end-of-program knowledge assessment exam during the fall, 2014 and spring, 2015 semesters (n = 4) answered at least 70% of the questions in this category correctly (overall average percentage score/questions answered correctly = 92.5%).
This program outcome was	Achieved
Action Plan	
Use of results	The Professional Counseling faculty will continue to employ instructional and supervisory activities to ensure that students demonstrate, integrate and apply knowledge of diagnosis and treatment planning in the field of clinical mental health counseling (knowledge).

SLO#11B: 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).	
Measure 1: At least 80% of CMHC students will obtain a rubric score of 8 or above 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.	
Results	
Overall outcome results	100% of the CMHC students who were evaluated during the fall, 2014 semester (n = 7) earned a score of 8 or above on these key assessments (average rubric score = 9.12).
This program outcome was	Achieved
Action Plan	
Use of results	The Professional Counseling faculty will continue to employ instructional and supervisory activities to ensure that students demonstrate, integrate and apply knowledge of diagnosis and treatment planning in the field of clinical mental health counseling (skills & practices).

SLO#12A: 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).	
Measure 1: At least 80% 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.	
Results	
Overall outcome results	100% of the CMHC students who took the end-of-program knowledge assessment exam during the fall, 2014 and spring, 2015 semesters (n = 4) answered at least 70% of the questions in this category correctly (overall average percentage score/questions answered correctly = 82%).
This program outcome was	Achieved
Action Plan	
Use of results	The Professional Counseling faculty will continue to employ instructional and supervisory activities to ensure that students demonstrate, integrate and apply knowledge of diversity and advocacy in the field of clinical mental health counseling (knowledge).

SLO#12B: 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).	
Measure 1: At least 80% of CMHC students will obtain a rubric score of 8 or above 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).	
Results	
Overall outcome results	100% of the CMHC students who were evaluated during the fall, 2014 and spring, 2015 semesters (n = 15; COUN 6210 = 6; COUN 6270 = 9) earned a rubric score of 8 or above on these key assessments (average rubric score = 9.60).
This program outcome was	Achieved
Action Plan	
Use of results	The Professional Counseling faculty will continue to employ instructional and supervisory activities to ensure that students demonstrate, integrate and apply knowledge of diversity and advocacy in the field of clinical mental health counseling (skills & practices).

School Counseling Student Learning Outcomes – Fall, 2014 & Spring, 2015

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

SLO #	Area	Outcome Achieved?
13A (Knowledge)	Foundations of SCCO	Yes
13B (Skills & Practices)	Foundations of SCCO	Yes
14A (Knowledge)	Counseling, Prevention & Intervention in SCCO	No
14B (Skills & Practices)	Counseling, Prevention & Intervention in SCCO	Yes
15A (Knowledge)	Diversity & Advocacy in SCCO	No
15B (Skills & Practices)	Diversity & Advocacy in SCCO	Yes
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	Yes
18A (Knowledge)	Leadership in SCCO	Yes
18B (Skills & Practices)	Leadership in SCCO	Yes

SLO#13A: Students in the school counseling concentration will demonstrate, integrate and apply knowledge of foundations of school counseling (knowledge).	
Measure 1: At least 80% 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.	
Results	
Overall outcome results	100% of the SCCO students who took the end-of-program knowledge assessment exam during the fall, 2014 and spring, 2015 semesters (n = 11) answered at least 70% of the questions in this category correctly (overall average percentage score/questions answered correctly = 90.18%).
This program outcome was	Achieved
Action Plan	
Use of results	The Professional Counseling faculty will continue to employ instructional and supervisory activities to ensure that students demonstrate, integrate and apply knowledge of foundations of school counseling (knowledge).

SLO#13B: Students in the school counseling concentration will demonstrate, integrate and apply knowledge of foundations of school counseling (skills and practices).	
Measure 1: At least 80% of SCCO students will obtain a rubric score of 8 or above based on the comprehensive school counseling program proposal (COUN 6160).	
Results	
Overall outcome results	100% of the SCCO students who were evaluated during the spring, 2015 semester (n = 16) earned a rubric score of 8 or above on this assessment (average rubric score = 10).
This program outcome was	Achieved
Action Plan	
Use of results	The Professional Counseling faculty will continue to employ instructional and supervisory activities to ensure that students demonstrate, integrate and apply knowledge of foundations of school counseling (skills and practices).

SLO#14A: Students in the school counseling concentration will demonstrate, integrate and apply knowledge of counseling, prevention, and intervention 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 counseling, prevention, and intervention in the field of school counseling on the end-of-program knowledge assessment exam.	
Results	
Overall outcome results	73% of the SCCO students who took the end-of-program knowledge assessment exam during the fall, 2014 and spring, 2015 semesters (n = 11) answered at least 70% of the questions in this category correctly (overall average percentage score/questions answered correctly = 81.54%).
This program outcome was	Not achieved
Action Plan	
Use of results	The Professional Counseling faculty will determine possible reasons for students' failure to achieve this student learning outcome and make adjustments accordingly.

SLO#14B: Students in the school counseling concentration will demonstrate, integrate and apply knowledge of counseling, prevention, and intervention in the field of school counseling (skills & practice).	
Measure 1: At least 80% of SCCO students will obtain a rubric score of 8 or above 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).	
Results	
Overall outcome results	92% of the SCCO students who were evaluated during the fall, 2014 and spring, 2015 semesters (COUN 6920: n = 12; COUN 6930: n = 14; total n = 26) earned an overall average rubric score of 8 or above on the assessments (average rubric score = 8.50).
This program outcome was	Achieved
Action Plan	
Use of results	The Professional Counseling faculty will continue to employ instructional and supervisory activities to ensure that students demonstrate, integrate and apply knowledge of counseling, prevention, and intervention in the field of school counseling (skills and practice).

SLO#15A: Students in the school counseling concentration will demonstrate, integrate and apply knowledge of diversity and advocacy 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 diversity and advocacy in the field of school counseling on the end-of-program knowledge assessment exam.	
Results	
Overall outcome results	27% of the SCCO students who took the end-of-program knowledge assessment exam during the fall, 2014 and spring, 2015 semesters (n = 11) answered at least 70% of the questions in this category correctly (overall average percentage score/questions answered correctly = 63.72%).
This program outcome was	Not achieved
Action Plan	
Use of results	The Professional Counseling faculty will determine possible reasons for students' failure to achieve this student learning outcome and make adjustments accordingly.

SLO#15B: 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).	
Measure 1: At least 80% of SCCO students will obtain an overall average rubric score of 8 or above 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).	
Results	
Overall outcome results	100% of the SCCO students who were evaluated during the fall, 2014 and spring, 2015 semesters (COUN 6210: n = 12; COUN 6920: n = 13; COUN 6930: n = 14; total n = 39) earned an overall average rubric score of 8 or above on the assessments (average rubric score = 9.05).
This program outcome was	Achieved
Action Plan	
Use of results	The Professional Counseling faculty will continue to employ instructional and supervisory activities to ensure that students demonstrate, integrate and apply knowledge of diversity and advocacy in the field of school counseling (skills and practices).

SLO#16A: Students in the school counseling concentration will demonstrate, integrate and apply knowledge of academic development of students 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 academic development of students in the field of school counseling on the end-of-program knowledge assessment exam.	
Results	
Overall outcome results	100% of the SCCO students who took the end-of-program knowledge assessment exam during the fall, 2014 and spring, 2015 semesters (n = 11) answered at least 70% of the questions in this category correctly (overall average percentage score/questions answered correctly = 88.54%).
This program outcome was	Achieved
Action Plan	
Use of results	The Professional Counseling faculty will continue to employ instructional and supervisory activities to ensure that students demonstrate, integrate and apply knowledge of academic development of students in the field of school counseling (knowledge).

SLO#16B: 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).	
Measure 1: At least 80% of SCCO students will obtain an overall average rubric score of 8 or above on the academic counseling session recording.	
Results	
Overall outcome results	92% of the SCCO students who were evaluated on the key assessment during the fall, 2014 and spring, 2015 semesters (n = 12) earned an overall average rubric score of 8 or above on the assessment (average rubric score = 9.00).
This program outcome was	Achieved
Action Plan	
Use of results	The Professional Counseling faculty will continue to employ instructional and supervisory activities to ensure that students demonstrate, integrate and apply knowledge of academic development of students in the field of school counseling (skills & practices).

SLO#17A: Students in the school counseling concentration will demonstrate, integrate and apply knowledge of collaboration and consultation 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 collaboration and consultation in the field of school counseling on the end-of-program knowledge assessment exam.	
Results	
Overall outcome results	100% of the SCCO students who took the end-of-program knowledge assessment exam during the fall, 2014 and spring, 2015 semesters (n = 11) answered at least 70% of the questions in this category correctly (overall average percentage score/questions answered correctly = 91.54%).
This program outcome was	Achieved
Action Plan	
Use of results	The Professional Counseling faculty will continue to employ instructional and supervisory activities to ensure that students demonstrate, integrate and apply knowledge of collaboration and consultation in the field of school counseling (knowledge).

SLO#17B: Students in the school counseling concentration will demonstrate, integrate and apply knowledge of collaboration and consultation in the field of school counseling (skills & practices).	
Measure 1: At least 80% of SCCO students will obtain an overall average rubric score of 8 or above based on the graded 3-session consultation experience.	
Results	
Overall outcome results	100% of the SCCO students who were evaluated on the key assessment during the fall, 2014 semester (n = 13) earned an overall average rubric score of 8 or above on the assessment (average rubric score = 8.98).
This program outcome was	Achieved
Action Plan	
Use of results	The Professional Counseling faculty will continue to employ instructional and supervisory activities to ensure that students demonstrate, integrate and apply knowledge of collaboration and consultation in the field of school counseling (skills & practices).

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	100% of the SCCO students who took the end-of-program knowledge assessment exam during the fall, 2014 and spring, 2014 semesters (n = 11) answered at least 70% of the questions in this category correctly (overall average percentage score/questions answered correctly = 89.18%).
This program outcome was	Achieved
Action Plan	
Use of results	The Professional Counseling faculty will continue to employ instructional and supervisory activities to ensure that students demonstrate, integrate and apply knowledge of leadership in the field of school counseling (knowledge).

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 a rubric score of 8 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	100% of the SCCO students who were evaluated on one of the two key assessments during the fall, 2014 and spring, 2014 semesters (COUN 6160: n = 16; COUN 6920: n = 13; total n = 29) earned a rubric score of 8 or above on the assessment (average rubric score = 9.52).
This program outcome was	Achieved
Action Plan	
Use of results	The Professional Counseling faculty will continue to employ instructional and supervisory activities to ensure that students demonstrate, integrate and apply knowledge of leadership in the field of school counseling (skills and practices).

Core Counselor Characteristics – Fall, 2014 & Spring, 2015

Table 5 - Quick Overview of Core Counselor Characteristics

Core Counselor Characteristic	Outcome Achieved?
Diversity Perspectives	Achieved
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>1. Beginning-program students: 86% of the Introduction to Professional Counseling students who completed the Multicultural Counseling Inventory during the fall, 2014 and spring, 2015 semesters (total completed = 28) obtained a score that was at least 90% of the average score obtained by this group.</p> <p>2. Mid-program students: 100% of the Multicultural Counseling students who completed the Multicultural Counseling Inventory during the spring, 2015 semester (total completed = 14) obtained a score that was at least 90% of the average score obtained by this group.</p> <p>3. End-of-program students: 93% of the clinical mental health counseling and school counseling interns who completed the Multicultural Counseling Inventory during the fall, 2014 and spring, 2015 semesters (CMHC: n = 5; SCCO: n = 11; total n = 16) obtained a score that was at least 90% of the average score obtained by this group.</p>
This program outcome was	Achieved
Action Plan	
Use of results	The Professional Counseling faculty will continue to employ instructional and supervisory activities to ensure that students develop diversity perspectives that inform professional practice.

Core Counselor Characteristic #2: Professional Identity	
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 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).	
Results	
Overall outcome results	<p>1. Beginning-program students: 90% of the Introduction to Professional Counseling students who completed the Professional Identity and Values Scale – Revised during the fall, 2014 and spring, 2015 semesters (total completed = 28) obtained a score that was at least 90% of the average score obtained by this group.</p> <p>2. Mid-program students: 88% of the Practicum in Counseling students who completed the Professional Identity and Values Scale – Revised during the fall, 2014 and spring, 2015 semesters (total completed = 16) obtained a score that was at least 90% of the average score obtained by this group.</p> <p>3. End-of-program students: 94% of the CMHC and SCCO interns who completed the Professional Identity and Values Scale – Revised during the fall, 2014 and spring, 2015 semesters (CMHC: n = 5; SCCO: n = 11; total n = 16) obtained a score that was at least 90% of the average score obtained by this group.</p>
This program outcome was	Achieved
Action Plan	
Use of results	The Professional Counseling faculty will continue to employ instructional and supervisory activities to ensure that students develop professional counseling identities.

Core Counselor Characteristic #3: Counseling Competence	
<p>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 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>Measure 2: At least 80% of students will obtain an overall average rubric score of 8 or above based on a key assessment or learning activity and experience in which the Counseling Skills Rubric was used to evaluate counseling competence.</p> <p>Measure 3: At least 80% of students will obtain an overall average rubric score of 8 or above 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>	
Results	
Overall outcome results <i>Counselor Activity Self-Efficacy Scales (CASES)</i>	<p>1. Beginning-program students: 65% of the Pre-Practicum in Counseling students who completed the Counselor Activity Self-Efficacy Scales during the fall, 2014 and spring, 2015 semesters (total completed = 14) obtained a score that was at least 90% of the average score obtained by this group.</p> <p>2. Mid-program students: 88% of the Practicum in Counseling students who completed the Counselor Activity Self-Efficacy Scales during the fall, 2014 and spring, 2015 semesters (total completed = 16) obtained a score that was at least 90% of the average score obtained by this group.</p> <p>3. End-of-program students: 88% of the CMHC and SCCO interns who completed the Counselor Activity Self-Efficacy Scales during the fall, 2014 and spring, 2015 semesters (CMHC: n = 1; SCCO: n = 7; total n = 8) obtained a score that was at least 90% of the average score obtained by this group.</p>
Overall outcome results <i>Counselor Skills Rubric (CSR)</i>	<p>1. Beginning-program students: 92% of Pre-Practicum in Counseling students who were evaluated with the Counselor Skills Rubric on their 2nd skills session assignment during the fall, 2014 and spring, 2015 semesters (total evaluated = 26) earned an overall average rubric score of 8 or above on the assessment measure (average rubric score = 8.84).</p> <p>2. Mid-program students: 100% 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 fall, 2014 and spring, 2015 semesters (total evaluated = 21) earned an overall average rubric score of 8 or above on the assessment measure (average rubric score = 9.35).</p> <p>3. End-of-program students: 93% of the CMHC and SCCO interns who were evaluated with the Counselor Skills Rubric on key assignments during the fall, 2014 and spring, 2015 semesters (CMHC: n = 5; SCCO: n = 24; total n = 29) earned a rubric score of 8 or above on the assessment measure (average rubric score = 8.91).</p>
Overall outcome results <i>Competence in Counseling rubric</i>	<p>1. Beginning-program students: 96% of the CMHC and SCCO Pre-Practicum in Counseling students who were evaluated with the competence in counseling rubric during the fall, 2014 and spring, 2015 semesters (CMHC: n = 15; SCCO: n = 11; total n = 26) earned an overall average rubric score of 8 or above on the assessment measure (average rubric score = 8.73).</p> <p>2. Mid-program students: No data available.</p> <p>3. End-of-program students: 93% of the CMHC and SCCO interns who were evaluated with the competence in counseling rubric during the fall, 2014 and spring, 2015 semesters (CMHC: n = 13; SCCO: n = 14; total n = 27) earned an overall average rubric score of 8 or above on the assessment measure (average rubric score = 8.52).</p>
This program outcome was	Partially Achieved (Beginning program students did not meet the criteria on Measure 1 (CASES). However, they met the criteria on Measure 2 (Counselor Skills Rubric) and Measure 3 (Competence in Counseling). Mid-program students met the criteria on Measures 1 & 2, but there were no data available for Measure 3. End-of-program students met the criteria on all three measures.)

Action Plan	
Use of results	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. Faculty will use a different data tracking system in the future (Tk20) that will make it easier to submit and track data and evaluate outcomes.

Core Counselor Characteristic #4: Professional Dispositions	
Measure 1: At least 80% of students will obtain an overall average rubric score of 8 or above on the Professional Counselor Candidate Disposition Rubric.	
Results	
Overall outcome results	<p>1. Beginning-program students: 96% of Pre-Practicum in Counseling students who were evaluated with the Professional Counselor Candidate Disposition Rubric during the spring, 2015 semester (total evaluated = 23) earned an overall average rubric score of 8 or above on the assessment measure (average rubric score = 8.88). (Note: No data available for fall, 2014 semester.)</p> <p>2. Mid-program students: 88% of Practicum in Counseling students who were evaluated with the Professional Counselor Candidate Disposition Rubric during the spring, 2015 semester (total evaluated = 8) earned an overall average rubric score of 8 or above on the assessment measure (average rubric score = 8.92). (Note: No data available for fall, 2014 semester.)</p> <p>3. End-of-program students: 94% of the CMHC and SCCO interns who were evaluated with the Professional Counselor Candidate Disposition Rubric during the fall, 2014 and spring, 2015 semesters (total evaluated = 32; CMHC: 13; SCCO: 19) earned an overall average rubric score of 8 or above on the assessment measure (average rubric score = 8.90).</p>
This program outcome was	Partially Achieved (Beginning program students that were assessed one of two semesters achieved the outcome. Mid-program students that were assessed one of two semesters achieved the outcome. End-of-program students that were assessed both semesters 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 professional counseling dispositions. Faculty will use a different data tracking system in the future (Tk20) that will make it easier to submit and track data and evaluate outcomes.

Summary of Student Learning Outcomes and Core Counselor Characteristics – Fall, 2014 & Spring, 2015

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 fall, 2014 and spring, 2015 semesters.

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 the following areas:

- SLO #1 – Professional Orientation
- SLO #2 – Social & Cultural Diversity
- SLO #5 – Helping Relationships
- SLO #6 – Group Work
- SLO #8 – Research & Program Evaluation

SLOs were not achieved in the following areas:

- SLO #3 – Human Growth & Development
- SLO #4 – Career Development
- SLO #7 – Assessment

This is a similar finding to the spring and summer 2014 results in that SLOs #3, #4 and #7 were not achieved. SLO #8 was achieved this time. *Thus, there is a trend that is emerging pertaining to the SLOs that were not achieved.*

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 areas – *knowledge* and *skills & practices*:

- #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

CMHC students continue to demonstrate *knowledge* of core areas of clinical mental health counseling. They improved their performance with respect to *skills & practices* outcomes. 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, this outcome was achieved during the fall, 2014 semester. SLO #10B (Counseling, Prevention & Intervention in Clinical Mental Health Counseling) was partially achieved during the spring and summer, 2014 evaluation period. This outcome is based on a composite score comprised of three key assessments - one of which was new and was not assigned to students until the fall, 2014 semester and another one that had not been used since the fall, 2013 evaluation period. Students performed successfully/met the criterion score for the one key assessment tied to SLO #10B that was assigned during the spring, 2014 semester of internship (i.e., client counseling session review). CMHC students performed successfully on all three key assessments during the fall, 2014 and spring, 2015 evaluation period.

Student Learning Outcomes – School Counseling Students

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

- #13A - Foundations of School Counseling
- #16A – Academic Development in School Counseling
- #17A – Collaboration & Consultation in School Counseling
- #18A – Leadership in School Counseling

SLOs were not achieved in the following knowledge areas:

- #14A - Counseling, Prevention & Intervention in School Counseling
- #15A - Diversity & Advocacy in School Counseling

This is a change from the spring and summer, 2014 evaluation period in which all six knowledge SLOs were achieved by SCCO students. SCCO students did not achieve SLO 15A during the fall, 2013 evaluation period.

SCCO students achieved all of the *skills & practices* SLOs. SLO #17B was not evaluated during the spring and summer, 2014 evaluation period as the course in which the key assessment is associated (Consultation) is only offered during the fall semester. However, this SLO was achieved during the fall, 2014 semester. SCCO students did not achieve two skills & practices SLOs: #14B (Counseling, Prevention & Intervention in SCCO) and 15B (Diversity & Advocacy

in School Counseling) during the previous evaluation period, but achieved them this time around.

Change in Evaluation of Skills & Practices Student Learning Outcomes

Professional Counseling Faculty evaluate key assessments (associated with SLOs) with rubrics using a 10-point-scale. On these rubrics, a score of 8 is “Acceptable,” 9 is “Target” and 10 is “Outstanding.” The faculty initially established a score of 9 as the required score to achieve a skills & practices outcome. This was the “target.” When the faculty implemented the assessment system, however, they gave many students whom they felt 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 was too high with respect to where they wanted the students to be for outcomes purposes. They discovered that the majority of students would 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 (i.e., Acceptable) would represent a more accurate and fair score. Having changed this part of the evaluation process resulted in a higher achievement of skills & practices outcomes during the fall, 2014 and spring, 2015 evaluation period.

Reasons for Non-Achievement of SLOs

The Professional Counseling faculty discussed possible reasons why students did not achieve at established levels on the respective SLOs (all of which were *knowledge-based* SLOs...by the way, the same is true this time around...the SLOs that were not achieved were all knowledge-based SLOs - #3, #4, #7, #14A & #15A):

- there are always some students who have not 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;
- test questions were based on material that was not covered in classes or textbooks.
- we come from a real applied/applicable perspective and so they might not get the content
- different people teaching class in different ways (e.g., Human Growth & Development)
- how much did they actually prepare for Human Growth & Development on CPCE?

- School counseling knowledge exam pertaining to counseling & diversity areas – there were only 4 students who took the exam and so even one student failing could dramatically impact the overall percentage required. Also, small number of items in the areas assessed could also negatively impact results.

Core Counselor Characteristics

In addition to Student Learning Outcomes, 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 achieved during the fall, 2014 and spring, 2015 evaluation; it was only partially achieved during the previous evaluation period. All three groups of students – beginning program, mid-program, and end-of-program – completed the Multicultural Counseling Inventory during the current evaluation period and a sufficient number of them achieved at the requisite criterion level on this device.

The Professional Identity outcome was also 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. A sufficient number of beginning-program students did not achieve at the requisite criterion level on the Counselor Activity Self-Efficacy Scales. Unlike the spring and summer, 2014 evaluation period, however, end-of-program students achieved at the requisite criterion level. Likewise, all three groups achieved at the expected level on the Counselor Skills Rubric; none of them achieved at this level last time. This positive change may be the result of using a more realistic rubric score (i.e., 8 – Acceptable). There were no Competence in Counseling rubric scores available for mid-program students. However, beginning program and end-of-program students achieved at the requisite criterion level on this rubric.

The Professional Dispositions outcome was partially achieved. All three groups of students achieved at the requisite criterion level on the Professional Counselor Candidate Disposition Rubric. However, data was only available for spring, 2015 for beginning-program and mid-program students.

Plan of Action

The Professional Counseling faculty met on 7/23/15 & 8/20/15 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. A CPCE study guide will be placed on the D2L community website as well as D2L internship course sites.
5. Faculty will survey students that took the Counselor Preparation Counseling Exam (CPCE) to determine a) if the courses in the Professional Counseling program properly prepared them for the exam, b) how they went about preparing for the exam, and c) recommendations to help students prepare for the exam.
6. With regard to students who fail to complete their inventories (to assess Core Counselor Characteristics) as instructed, 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.
7. Dr. Lee will add discussion boards that are more content based/use textbook material in her Career Counseling class
8. Tests for online classes
 - a. There will be no more open-book tests for online tests OR faculty will reduce the amount of time that students can take tests such that if they did not study the material prior to the test they will not have enough time to look for the answers when they take the test.
 - b. Select test items from exams earlier in the semester will be “sprinkled” into exams later in the semester to ensure learning/retention of information.

- c. Setting exams in D2L as “one item at a time” so they cannot print the entire test and take it that way
- 9. Items on End-of-Knowledge Assessment (i.e., exam) – Diversity & Advocacy area
 - a. Review test items to determine if they match content of material that is covered in Multicultural Counseling class. Revise items, if necessary.