

**Student Outcomes Assessment and Success Report AY2020-21** *Consult with your college dean's office regarding due date and how to submit. Deans will submit reports to the Office of Assessment & Accreditation annually by October 15.*

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**Part 1a: Summary of Student Learning Outcomes Assessment**

**NOTE: If data is missing due to COVID-19 transition issues, please describe these issues, their impact on your ability to assess student learning, and what, if anything, will change as a result.**

<p><b>a. What learning outcomes did you assess this past year?</b></p> <p>If this is a graduate program, identify the Graduate Student Learning Outcome each outcome aligns with.</p>	<p><b>b. (1) What assignments or activities did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?</b></p>	<p><b>c. What were your expectations for student performance?</b></p>	<p><b>d. What were the actual data/results?</b></p>	<p><b>e. What changes or improvements were made or will be made in response to these assessment results or feedback from previous year's report? Can expand on this in Part 2.</b></p>
<p>1. Core standards, e, Advocacy processes needed to address institutional and social barriers that impede access, equity and success for clients.</p> <p>CGPS SLO G3: Recognize and act on professional and ethical challenges that arise in their field or discipline</p>	<p>1. We used the advocacy assignment in COUN 710D which students complete in their second year to measure this assignment</p> <p>2. Community Advocacy Project in COUN 710D</p>	<p>1. Students were expected to receive a grade of 45/50 or higher (90%)</p> <p>2. Students were expected to achieve a score of 90% or higher</p>	<p>1. 100% of students successfully completed this assignment at 90% or higher.</p> <p>2. 100% of students successfully completed this assignment at 90% or higher.</p>	<p>Students did very well on this assignment, however, students scoring at 100% is not particularly useful as I would assume that some students do this better than other students. As such, this assessment should continue to be evaluated to ensure that scoring is sufficiently discriminating of and mastery.</p>
<p>1. 1.3: Students will use counseling theories to conceptualize client concerns</p> <p>CGPS SLO G1: Students demonstrate professional communication proficiencies.</p> <p>G4: Students achieve mastery of the knowledge required in their discipline or profession.</p>	<p>Students complete case conceptualizations in multiple courses in their clinical sequence (COUN533, COUN634, COUN739D, &amp; COUN740). A brief oral conceptualization is completed in COUN533 as an introduction to the process, but then each semester of the clinical sequence, students complete oral and written case conceptualizations on a</p>	<p>Students are expected to obtain an overall score of at least 80 out of 100 possible on each of their case conceptualizations (both the written and oral are out of 100).</p>	<p>100% of students met or exceeded the expected rate of 80 out of 100.</p> <p>Students in their practicum (COUN 634) earned scores 93.67 on their oral presentations (also out of 100).</p> <p>During their advanced internship (COUN 740)</p>	<p>After last year we modified the rubric for this assignment to clarify certain points and to increase the specificity of certain domains especially including the multicultural domains. Assignments with the new rubric showed markedly improved depth of thought with regard to cultural differences. However this difference was difficult to show on scores.</p>

	minimum of two clients per semester.		students average oral presentation was 92.34.	
7.i.i. use of assessments relevant to academic/educational, career, personal, and social development  CGPS SLO G5 Achieve mastery of the skills (including using appropriate tools) required in their discipline or profession.	Students complete a vignette in COUN 628 (Psychological Appraisal in Counseling) (year 2) that includes a component related to use of assessments related to counseling. Students also complete a Career binder in Career Counseling (year 1) which they use several career assessments with clients and demonstrate their proficiency in doing so.	Students are expected to complete each assignment at a rate of 80% or higher.	100 percent of students completed each assignment at 80% or higher over the course of the 2020/2021 years.	This datapoint is a new measure for the counseling area. While all students successfully completed the measure at a high level, this may mean that the measure should be adjusted to create a higher level of discrimination to demonstrate level of mastery by the students.  These scores should be reevaluated to test for this.

Note: If you would like to report on more than three outcomes, place the cursor in the last cell on the right and hit "tab" to add a new row.

#### Helpful Hints for Completing this Table

- Use your outcomes library as a reference. Note any alignment with professional standards, as applicable.
- Each outcome should be assessed by at least one direct measure (project, practica, exam, performance, etc.). If students are required to pass an examination to practice in the field, this exam should be included as one of the measures. At least one of the program's outcomes must use an indirect measure (exit interview, focus group, survey, etc.). Use your curriculum map to correlate outcomes to courses. Describe or attach any evaluation tools such as rubrics, scales, etc.
- Identify the score or rating required to demonstrate proficiency (e.g., Students must attain a score of "3" to be deemed proficient; at least 80% of students in the program will attain this benchmark.)
- Note what the aggregate level of proficiency actually was and the number of students included in the cohort or sample (e.g., 85% of the 25 students whose portfolios were reviewed met the established benchmark).

### Part 1b: Review of Student Success Data & Activities

Use [Blue Reports](#) to generate the following information (as well as any other information helpful to you). A dashboard has been created in the Chairs view:

- Cohort Sizes 12 and 5
- Year-to-Year Retention 85%
- 5-Year Graduation Rate (undergraduate); Average time to completion (graduate) 2 years

What worked well in supporting student success this year?

The Clinical Mental Health Counseling program is intensive in clinical practice and face to face work. Students are in practicums and internships throughout the local community as well as the surrounding areas such as in Indianapolis and Paris Illinois. Communication and clinical supervision with our students is vital and we pride ourselves on staying connected with our graduate students. Particularly due to COVID, during the academic year 2020-2021, we allowed students more flexibility in completing requirements for Internship. However, we were able to be mostly face to face resulting in students being able to complete their presentations in person. However, COVID had significant impacts on students in their internship

sites in the community. Faculty worked with sites to ensure that students continued to get meaningful experiences and the hours needed, although faculty needed to be flexible regarding methods of completing internship requirements (increased telehealth). While stressful as a whole, this was helpful for students, and allowed students to complete their coursework while continuing to develop as clinicians. We continued the practice this year as well with many of our internship students at sites that are entirely, or mostly, online. Additionally, we have worked to modify the counseling clinic in the William and Norma Grosjean Clinic to allow students to meet with clients via telehealth on an as needed basis. The Norma and William Grosjean clinic moved to a larger space in University Hall and students now have the opportunity to see more clients in our clinic. This is also useful as we continue to move toward larger cohorts of students. Despite the pandemic and sites moving to a virtual environment, only one of our students did not complete their hours and this was partially related to medical issues that impacted their availability for a portion of the year.

### **What are the most significant opportunities for improvement upon which to focus in the coming year?**

As with last year, we have been as flexible as possible in working with sites to ensure that students get the experiences they need while continuing to have a robust experience that will help them develop into excellent counselors and social justice advocates. Additionally, due to shifting roles in relation to internship coordination along with stressors and requirements from sites along with having a smaller cohort than in previous years thereby requiring more fewer sites this year, we continue to need to develop our communication with sites and site supervisors so that we will continue to have those relationships when we have more students in the upcoming years. Additionally, we need to continue to develop our assessments to ensure that they are giving us a clear picture of student success.

### **Part 2: Continuous Quality Improvement**

**Reflect on the information shared above regarding student learning, success, and career readiness. In no more than one page, summarize:**

- 1) **the discoveries assessment and data review have enabled you to make about student learning, success, and career readiness** (ex: What specifically do students know and do well—and less well? What evidence can you provide that learning is improving? How might learning, success, and career readiness overlap? What questions do your findings raise?)
  - a. Between our assessments and interviews with our sites and employers, we will continue to review the course offerings and content of courses to make sure our content is relevant to issues the counselors are likely to face. We have continued to focus on trauma-informed care and multicultural differences something that we address in each of our courses. We place all of our students in clinical positions or graduate programs upon graduation and they are successful in those endeavors. We conduct yearly site and alumni surveys and these responses regularly report our students as highly best prepared to fill positions upon graduation as compared to graduates from other programs. As with last year, an area for improvement is the use of Electronic Medical Records, this is something that we made some progress on in the last year, however, we have not been able to find an EMR system that would work well with each portion of the Grosjean clinic (Porter, Rowe and Counseling clinic) and that we can afford. This is something we continue to seek. We have improved our ability to host telehealth sessions in the CMHC program while maintaining the structure of the the Clinical Mental Health Counseling Program as intensively in person. We continue to strive to be able to make modifications to work within the needed online environment due to COVID, this is a continued area of growth for us.
  - b. Sites and employers continued recognition that we our students are well prepared and are skilled in diagnosis, techniques, and conceptualization of clients. As such, student knowledge is clearly translating to career readiness and success in the field. Our students also experience a very high rate of employment in the field (100% placement is typical in our program and true for students that graduated in May 2020). The factors, when taken in combination are clear evidence of the success of our program in preparing students.

**2) findings-based plans and actions intended to improve student learning and/or success (expansion of Part 1a, box e as needed)**

- a. When students move into the field they typically use electronic management record systems. Our current lack of an EMR presents a challenge to many of our students upon entering internship. Students are typically able to make this transition well, but, moving the Counseling Clinic to an EMR would present students with an opportunity to learn these systems when surrounded by faculty and would enhance the ease of their transition into the field.

**3) what your assessment plan will focus on in the coming year**

- a. For accreditation purposes as a faculty we have chosen to focus on counselors roles and responsibilities as members of an interdisciplinary community, and strategies for identifying and eliminating barriers, prejudices and processes of intentional and unintentional and discrimination. These will align with CGPS standards 2 and 3. We will also continue to assess student excellence in their knowledge and skills through the case conceptualization assignment as this particular assignment, conducted multiple times in the program gives us the most comprehensive understanding of student progress of any assessment we use.

**4) how this information will be shared with other stakeholders** This information is shared via our web-site through our accreditation report each year. We also discuss our areas of focus, and areas of concern with site supervisors on a regular basis.

Thank you so much for sharing your assessment process and findings for AY 2020-21 with the Assessment Council. You will find feedback and ratings on the rubric below. It is understood that some of the feedback might encompass practices that you already engage in but were not documented in this report. As the purpose of this evaluation is focused on recognizing great work and helping faculty improve assessment practice, it is not necessary to retroactively add documentation. Please feel free to let me know if you have any questions or if there is any way I can assist you in further developing assessment practice and use in your program.

This report will be shared with the Associate Dean(s) and Dean of your college and summarized findings will be shared as composite college/institutional data with the President's Office and the Provost's team.

Sincerely,

Kelley (x7975)

Program: Clinical Mental Health Counseling M.S.	Overall Rating: Mature (2.94/3.00)
Strengths	Recommendations
<ul style="list-style-type: none"> <li>• Learning outcomes are clear and measureable. Clear alignment is denoted with professional standards and CGPS outcomes.</li> <li>• Data is taken from multiple points across the curriculum, as well as from multiple types of student performances, including high-impact clinical settings.</li> <li>• An analytical rubric with multiple dimensions of performance is used for at least one outcome (1.3), providing more granular insights and consistent criteria for evaluation.</li> <li>• Expectations for student performance are clear and appropriate, and actual data is provided clearly with useful data points broken out to highlight certain performances.</li> <li>• Excellent, thoughtful discussion is provided about the results, the benefits and limitations of assessments and analysis, and plans for moving forward.</li> <li>• Thorough discussion of how direct assessment data is paired with indirect data from site, employer, and alumni surveys to best understand the extent of student learning, professional practice, and curriculum relevance.</li> <li>• Clear demonstration of faculty engagement in the practice and use of assessment to make decisions about the program, as well as how results are shared with applicable constituents.</li> </ul>	<ul style="list-style-type: none"> <li>• For the outcomes where the analytical tool is not noted (e.g. a rubric), just make a brief note so it is clear how scores were determined.</li> <li>• Consider providing the actual data from your indirect measures to show how they complement the direct measures from your learning outcomes assessment. This may be helpful for future accreditation cycles, marketing messaging, and sharing with your dean or the Provost.</li> </ul>

Evaluation Criteria	3 Exemplary	2 Mature	1 Developing	0 Undeveloped
<p><b>Student Learning Outcomes</b></p>	<p>Identified, aligned learning outcomes are specific, measurable, student-centered, and program-level. Outcomes directly integrate institution or college-level learning goals.</p> <p>Outcomes are consistent across modes of delivery (if applicable).</p> <p>More than one outcome is assessed this cycle, and rationale is provided for why they were selected for assessment.</p>	<p>Identified, aligned learning outcomes are specific, measurable, student-centered, and program-level. Outcomes support institution or college-level learning goals.</p> <p>Outcomes are consistent across modes of delivery (if applicable).</p> <p>At least one outcome is assessed this cycle.</p>	<p>Learning outcomes are identified and alignment with courses is demonstrated.</p> <p>Outcomes are consistent across modes of delivery (if applicable).</p> <p>At least one outcomes is assessed this cycle.</p>	<p>No learning outcomes are identified, and/or alignment of learning outcomes to courses is not demonstrated (e.g. – curriculum map).</p>
<p><b>Performance Goals &amp; Measures</b></p>	<p>Performance goals are clear and appropriate, and rationale is provided for why these were selected.</p> <p>Identified measures and tools are assigned to each outcome, are clear and intentionally designed to address student performance on aligned outcomes, and rationale and examples are provided (e.g. – rubrics, checklists, exam keys). Most are direct measures, and their design enhances the validity of findings.</p> <p>Licensure exams and high-impact practices are reflected in measures (if applicable).</p>	<p>Performance goals are clear and appropriate.</p> <p>Identified measures and tools are assigned to each outcome, are clear and intentionally designed to address student performance on aligned outcomes, and examples are provided (e.g. – rubrics, checklists, exam keys). At least one direct measure is included.</p>	<p>Performance goals are identified with little rationale or clarity.</p> <p>Identified measures are poorly suited to performance goals, underdeveloped, or are solely indirect measures.</p>	<p>No goals for student performance of learning outcomes are identified, and/or no measures are provided.</p>

<p><b>Analysis &amp; Results</b></p>	<p>Data collection process is clear and designed to produce valid/trustworthy results. The process is useful to those collecting and/or interpreting data.</p> <p>Data is collected and analyzed with clear rationale and description.</p> <p>Results are provided with thoughtful discussion of analysis and description of conclusions that can be drawn.</p>	<p>Data collection process is clear and designed to produce valid/trustworthy results.</p> <p>Data is collected and analyzed with clear rationale and description.</p> <p>Results are provided with some discussion of analysis.</p>	<p>Description of data collection is unclear as to process and quality. <i>(some cases – see notes)</i></p> <p>Some data is collected and analyzed with little rationale or description.</p> <p>Some results are provided with no discussion of analysis.</p>	<p>No information is provided about the data collection process, and/or no data is being collected.</p> <p>No results are provided.</p>
<p><b>Sharing &amp; Use of Results for Continuous Improvement</b></p>	<p>A plan for sharing information and included program faculty and appropriate staff in discussion and planning is detailed and enacted. Outcomes and results are easily accessible on the program website or other appropriate designated area.</p> <p>Plans for improvement or change based on results are clear and connected to results. If few students met performance goals, this is included in discussion and plans.</p> <p>Reflection if offered about results or plans moving forward, and compares prior year plans to current outcomes in an effort to foster continuous improvement as a result of assessment process.</p>	<p>A plan for sharing information broadly across program faculty is detailed and enacted.</p> <p>Plans for improvement or change based on results are clear and connected to results. If few students met performance goals, this is included in discussion and plans.</p> <p>Reflection is offered about results or plans moving forward.</p>	<p>Information is provided about sharing results, but sharing is limited in scope or content.</p> <p>Plans for improvement or change based on results are incomplete, vague, or not clearly connected to results.</p> <p>Little reflection is offered about results or plans moving forward.</p>	<p>No information is provided about sharing results and/or plans for improvement or change based on results.</p> <p>No evidence of reflection on results in provided.</p>
<p><b>Overall Rating</b></p>	<p><input type="checkbox"/> Exemplary</p>	<p><input checked="" type="checkbox"/> Mature</p>	<p><input type="checkbox"/> Developing</p>	<p><input type="checkbox"/> Undeveloped</p>