Student Outcomes Assessment & Success Reports
Annual Reporting Guidelines for Academic Programs

AY 21-

Purpose

Annual Student Outcomes Assessment & Success Reports **(SOASRs)** are first and foremost tools for facilitating faculty reflection, planning, and documentation of efforts to ensure student learning and success. Regular engagement in and transparent reporting of this process also serves as assurance to students and stakeholders of our commitment to student learning and success, as well as an opportunity for strengthening assessment practices and the data they yield.

Regular assessment of student achievement of learning outcomes is an important indicator for faculty to gauge student progress through their academic programs. Unlike course grades, well-designed learning outcomes assessment provides more accurate insights into student mastery of the core intended outcomes of an academic degree program, and can inform faculty planning for success and continuous improvement.

Student learning is central to student success, but we know that success is influenced by many factors. Regular review of accepted measures, such as retention, persistence, and graduation rates provides useful reference points for evaluation of program goals and reflection on the valuable activities faculty engage in to support students and promote their success.

Instructions

1. The annual SOASR documents outcomes from the PRIOR academic year, as outlined in your program assessment plan. The report due this year reflects **AY 21-22**. You do not need to report on all program outcomes every year.
2. Include program faculty, at minimum, in the discussion of assessment results and actions to be taken based on findings, and preferably throughout the assessment process.
3. **NEW FOR 2022:** Complete either the **Table Format** (Option A) **OR** the **Narrative Format** (Option B) report based on what makes sense for your discipline. While both forms will include some narrative reflection and specific data reporting, feedback from faculty suggests this option makes reporting more useful.
4. If helpful, review the SOASR Rubric (separate attachment) that will be used to provide program faculty with feedback on their assessment practices to get a sense of what details would be useful to include in your report.

For programs currently undergoing accreditation review: It is recognized that accreditation review often meets or exceeds institutional evaluation standards. If you 1) report program student learning outcome data to your accreditor, 2) data from the current AY for the SOASR is included in your accreditation report, and 3) your report will be completed by the last day to submit the SOASR, you may request an alternate reporting format to streamline your efforts.

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Updated July 2022

22 STUDENT OUTCOMES ASSESSMENT & SUCCESS REPORT

OPTION A: TABLE FORMAT

Academic Program:	Clinical Mental Health Counseling		Date:	9/7/2022
Author(s):	Amanda White and Anna Viviani			
Verify that each of the following documents is correct and current on the ISU Assessment Results Webpage **by marking with an "X."** Please submit any updated documents and/or corrections as soon as possible to Kelley Woods-Johnson, Assessment & Accreditation Coordinator at kelley.woods-johnson@indstate.edu.			_x_ Learning Outcomes _x__ Curriculum Map _x__ Assessment Plan	
Is this program offered on-campus AND distance? If "Yes," reported data should include students of both, disaggregated.			___ Yes _X__ No ___ Hybrid	

Student Learning Outcomes Assessment Expand table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed Include actual outcome language; enter one per line, add lines as needed	Assessment Strategies Used			Established Benchmark for Proficiency	Actual Student Performance Relative to Benchmark	Prior Results for Comparison (if applicable)
	Course	**Assignment/Activity**	**Evaluation Tool** i.e. rubric, exam key, preceptor evaluation, etc.			
1. Core Standards, 1.3 , Advocacy processes needed to address institutional barriers that impede access, equity and success for clients. CGPS SLO G3: Recognize and act on professional and ethical challenges that arise in their field or discipline.	COUN 710	Community Advocacy and Program Evaluation assignment. This is a second year course for CMHC students in COUN 710 community counseling.	Community Advocacy and Program Evaluation Paper with an outline for the paper in the syllabus. There is not a specific rubric for this assignment but is being developed with the adjunct instructor who taught the course over the summer.	100% of students will achieve a score of 80% or higher.	Mean was 91. 100% of students earned a 80% or better. N=9	There are no prior results for comparison as this assignment was changed in the summer of 2022 to meet our CACREP accreditation standards to include program evaluation.
2. Core Standards, 5.a Theories and Models of Counseling CGPS SLO	COUN 633, 533, 634, 739D and 740	Students are introduced to theories early in their program of study to prepare them for the clinical sequence. Students complete case	COUN 633 Theories Paper. There is a specific rubric for this assignment.	100% of students will achieve a score	Mean was 95.5. 70 percent of students earned 80% or higher. (N=10)	Mean was 97.5 91.6% of students earned 80% or better. (N=5)

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G1: Students demonstrate professional communication proficiencies. G4: Students achieve required in their discipline or profession.		conceptualizations in multiple courses in their program of study.		of 80% or higher		
			COUN 634 Case Conceptualization. There is a specific rubric for this assignment.	100% of students will achieve a score of 80% or higher.	Mean score was 93.67 and 100% of students earned 80% or Better (N=18)	Mean score was 91.69 and 100% of students earned 80% or better (N=5)
			COUN 740 Case Conceptualization. There is a specific rubric for this assignment.	100% of students will achieve a score of 80% or higher.	Mean score was 92.08/100. 93.3% of students earned 80% or better. (N=18)	Mean score was 85.32/100. 60% of students earned 80% or better (N=5)

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3. Core Standard, 7.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.	COUN 635	Career Vignette Final Exam	Final Exam. A vignette is used for this assessment with specific details outlined in the syllabus for grading criteria.	100% of students will achieve a score of 80% or higher.	Mean score was 97. 100 percent of students earned a 80% or better. (N=10)	Our department lost a faculty member and the data associated with the courses that that faculty taught.

Student Success Activities

Use the "Academic Chair" tab in Blue Reports to view your program's data related to retention, persistence, time to/rates of graduation, etc., as applicable (undergraduate v. graduate). Share reflections and activities of program faculty in the table below. Consider curricular, pedagogical, advising, co-curricular, and student support efforts.

Describe current student success activities that are working well.	A. Case conceptualizations work well in the evaluation of student clinical case conceptualization progress, due to this being a data point throughout the clinical sequence. B. Our faculty are utilizing a Teams Report for data collection and that is working well. Teams allow us to collect data semester by semester and have been using this for three terms now. This is allowing for a timelier collection of data. C. Our students typically graduate on time within two years. Periodically we have a student take longer to complete the program due to outside work commitments. Some courses have a higher enrollment due to students working on dual licensure or transferring in for initial licensure.

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D. The Clinical Mental Health Counseling program is intensive in clinical practice and face-to-face work. Students are in practicums and internships throughout the Wabash Valley, local community, and surrounding areas such as Indianapolis and Paris Illinois.

E. During COVID the clinic expanded and increased its footprint in the Wabash Valley, due to being the only clinic willing to see clients face to face and offer telehealth throughout the pandemic.

F. As far as current success as demonstrated by enrollment numbers, degrees conferred and retention numbers for 2021-2022:

Clinical Mental Health Counseling Program
Based on Summer Cohort Enrollment (Beginning of Program)

Statistic	2021	2022
Number of Applicants	30	54
Applicants Accepted	12	15
Number of Students Enrolled	11	12
Number of Graduates	No data yet	No data yet
Completion Rate	No data yet	No data yet
Job Placement Rate	No data yet	No data yet

Based on Blue Reports data and review of current activities, what are the primary areas to focus on improving next year?	A. COVID has changed the landscape of community counseling and has allowed us to expand our internship sites by increasing the number and variety of our placement sites. B. We have more school-based opportunities than we have had in the past. For next year we need to continue to cultivate those internship opportunities for our students.

If you don't have a Blue Reports account, you can request one using the webpage link, or your Department Chair, Associate Dean, or College Assessment Director can assist you.

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Continuous Quality Improvement

Describe primary insights gained from analysis of findings. *What was learned? What questions did it raise? How does current performance compare to past (if applicable), and how might any prior action plans have influenced performance?*	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. For example, we have decided to add to the rotating course content the supervision course for the CMHC students as we know they will likely be asked to provide supervision at some point in their careers. B. We have placed a higher emphasis on suicide prevention and intervention training in the course of the technique to better prepare our students for this growing societal issue. C. With the new DSM-5-TR, there is new information on the cultural context of diagnosis that has been a topic of discussion in the diagnosis course to better prepare our students to be competent in multicultural issues. D. We have improved our ability to host telehealth sessions in the CMHC program while maintaining the structure of the CMHC program as intensively in person. E. Moving forward students' knowledge will be improved on program evaluation as this was an additional piece added to the COUN 710 and students did not fully grasp that piece of the assignment. A rubric is being developed in collaboration with the adjunct who taught this course in the summer of 2022. F. A Teams folder has been created to gather data semester by semester moving forward. This will hopefully prevent data loss from happening in the future which was previously experienced when a faculty member resigned.
What findings-based actions are planned to maintain strong performance and/or improve student learning and success?	A. Our clinic is still using a paper-based medical record system while the industry standard has gone to electronic medical records. EMRS are expensive to purchase and maintain and given the financial concerns at ISU, it is not likely to be corrected in the coming year. Although this is an issue within the Grosjean clinic, when students go onto Internship and Advanced Internship they are gaining experience with EMRS that are being utilized at their placement sites. B. We will continue to work with our internship sites and Alumni employers to evaluate courses and course content for relevant changes that will better meet

	community needs.
What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?	A. KPI will continue to be evaluated and we will as a faculty continue our data collection in Teams. B. For our learning assessment the COUN 710 course will be re-evaluated to improve students' knowledge of program evaluation. C. All of our DATA points will have to be reassessed due to the loss of faculty. D. We will need to assess who will teach CMHC courses moving forward. E. Specifically, I would like to reassess the student learning outcomes addressed in this report next year to see whether or not changes that have been or will be implemented have been successful. COUN 635 and COUN 710 will be assessed to see whether or not the strategies such as clear rubrics, vignettes, and earlier introductions to theory conceptualization will make a difference in student learning outcomes throughout the student's program of study specifically in COUN 633, COUN 634, COUN 739 and COUN 740.
Describe faculty involvement in this assessment, and how will findings be shared with faculty/stakeholders (as applicable)?	A. Each faculty will be responsible for collecting key data points in their classes. B. That data is shared in Teams and through area meetings on a bi-weekly basis. C. Data is shared with outside stakeholders through the program website and ISU Assessment website. D. We also share our accreditation report each report on our program website. E. Historically we have had an advisory board and are in the process of redeveloping that resource.

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AY 21-22 STUDENT OUTCOMES ASSESSMENT & SUCCESS REPORT

OPTION B: NARRATIVE FORMAT

Academic Program:		Date:	
Author(s):			
Verify that each of the following documents is correct and current on the [ISU Assessment Results Webpage](#) **by marking with an "X."** Please submit any updated documents and/or corrections as soon as possible to Kelley Woods-Johnson, Assessment & Accreditation Coordinator at kelley.woods-johnson@indstate.edu.		___ Learning Outcomes ___ Curriculum Map ___ Assessment Plan	
Is this program offered on-campus AND distance? If "Yes," reported data should include students of both, disaggregated.		___ Yes ___ No ___ Hybrid	

Instructions: The narrative format of this report will contain the same information as the table format, but the structure of the narrative is flexible. An outline has been provided for guidance on what to include, but the structure of the narrative need not follow the outline. When applicable, detailed notes from program faculty meetings where assessment was discussed may be copied into this report as the narrative. Please cite to indicate when this is the case.

Student Learning Outcomes Assessment

Program Student Learning Outcomes Assessed this Year

For Each Student Learning Outcome Assessed:

      Assessment Strategies for Each Student Learning Outcome (courses where learning took place, assignments used, tools for evaluation – i.e. rubrics, etc.)

      Established Benchmark for Proficiency

      Actual Student Performance Relative to Established Benchmark (<u>provide specific data rather than general observations</u>)

      Comparison to any Prior Data, if Available

Student Success Activities

Use the "Academic Chair" tab in [Blue Reports](#) to view your program's data related to retention, persistence, time to/rates of graduation, etc., as applicable (undergraduate v. graduate). Share reflections and activities of program faculty in the table below. Consider curricular, pedagogical, advising, co-curricular, and student support efforts.

      Describe primary insights gained from analysis of findings. *What was learned? What questions did it raise? How does current performance compare to past (if applicable), and how might any prior action plans have influenced performance?*

      Based on Blue Reports data and review of current activities, what are the primary areas to focus on improving next year?

Continuous Quality Improvement

Describe primary insights gained from analysis of findings. *What was learned? What questions did it raise? How does current performance compare to past (if applicable), and how might any prior action plans have influenced performance?*

What findings-based actions are planned to maintain strong performance and/or improve student learning and success?

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Updated July 2022

What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?

Describe faculty involvement in this assessment, and how will findings be shared with faculty/stakeholders (as applicable)?

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Student Outcomes Assessment & Success Report Evaluation AY 21-22

Program: MS Clinical Mental Health Counseling

Evaluation: Mature

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.	Great alignment of Core Standards & CGPS Graduate Student Learning Outcomes to evidence learning at necessary levels.	At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)	I'm not sure if the program LOs are not listed, or if the Core Standards are used at the program LOs. The Core Standards are not measurable LOs because a level of mastery is not denoted in the language of the standard (e.g., student *demonstrates*, student *applies*, student *evaluates*, etc.). For the purpose of this evaluation, I will assume faculty have an understanding of program mastery expectations.	Developing
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understanding student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on some related tenants and strategies.	Good use of rich, relevant displays of student learning for assessment. Good use of multiple points of assessment to inform about student learning mastery for 5.a.	Assessment measure(s) is designed for precise alignment to designated outcome(s) Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and/or relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are clearly described when necessary (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)	It is difficult to tell whether analytical rubrics and scoring tools are used to ensure isolation of LO being assessed in the data. No need to change this in the future, but if these aren't being used, I would recommend it for more accurate data. Consider if multiple points of data (like used for 5.a.) would be of benefit for other LOs.	Mature

Results & Analysis Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to thresholds of proficiency, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.		The threshold for proficiency for each outcome is clearly stated relative to the measure/evaluation tool used The threshold for proficiency reflects reasonably high expectations for the program Actual student performance data on assessment measures is shared relative to the stated threshold for proficiency and (when applicable) the evaluation tool used Thoughtful discussion of faculty insights gained from findings is included When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery) When applicable, missing data or significant limitations to how data may be interpreted or applied are described		Mature
Continuous Improvement Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.	Strong involvement of multiple stakeholders in varying sites in the overall assessment process.	Multiple program faculty are involved in the assessment process Plans for maintaining strong performance and/or improving student learning are clearly driven by assessment findings Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty If data from prior assessments is provided, reflection on changes over time and the possible impact any prior interventions is discussed A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment Assessment findings are shared with program faculty and any applicable stakeholders		Exemplary

Contact Kelley Woods-Johnson at kelley.woods-johnson@indstate.edu or x7975 with questions or for support.