

**Student Outcomes Assessment and Success Report AY2017-18**

*Completed reports due from the dean to the Assessment Office via Blackboard by October 15. Deans, assessment coordinators, and/or department chairs set their own internal deadlines for material review and request for refinement if not suitably addressing questions.*

**Unit/Program Name:** Clinical Mental Health Counseling M.S.

**Contact Name(s) and Email(s)** Anna M. Viviani (anna.viviani@indstate.edu)

Before you complete the form below, review your outcomes library and curriculum map to ensure that they are accurate and up to date. If not, you may submit a new version along with this summary. Templates are available on the [assessment website](#).

**Part 1a: Summary of Assessment Activities**

<p><b>a. What learning outcomes did you assess this past year?</b></p> <p>If this is a graduate program, identify the <a href="#">Graduate Student Learning Outcome</a> 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?</b></p>
<p>1. 1.3: Students will use counseling theories to conceptualize client concerns</p>	<p>Student complete case conceptualizations in several courses (COUN533, COUN634, COUN739D, and COUN740) where they complete oral and written case conceptualizations. (Students complete case conceptualizations on one client as an oral presentation in COUN533 and then written and oral case conceptualizations in the remaining courses (COUN634, COUN739D, and COUN740) using different clients for the written and oral cases.</p>	<p>Students are expected to obtain an overall score of at least 80% on these case conceptualizations.</p>	<p>Students in their practicum year received scores on the written case conceptualization of 93.167 out of 100 and scores on their oral case conceptualization of 93.472 out of 100. During their Internship semester, student scores on their written case conceptualization was 87.389 out of 100 and 88.639 out of 10 on their oral case conceptualization. During their Advanced Internship semester, students' average written case conceptualization score was 91.528 out of 100 and 93.719 out of 100 on the oral case conceptualization.</p>	<p>We revised the rubric for the oral and written case conceptualizations about two years ago with greater emphasis on diversity, clinical conceptualization, and application of theory. I do not anticipate making changes again this year as we saw significant improvements with the last changes. We revised our student handbook in August 2018 to more clearly reflect the final case conceptualization that students complete as their cumulating clinical experience. This is another case conceptualization (both oral and written) on a single client that will be presented to the counseling faculty. This final defense will be in</p>

				place of comprehensive examinations. We will host the first of these defenses Spring 2019
2. 2.2: Students will demonstrate skill in working with diverse populations	In addition to their observed clinical opportunities, a section of the case conceptualization includes skill around working with diverse populations. This is measured in COUN533, COUN634, COUN739D, and COUN740 through oral and/or written case conceptualizations.	Students are expected to obtain a score of 4 out of 5 on this section of the case conceptualization rubric.	During practicum, students' average score was 4.33 out of 5.0 on the oral diversity component and 4.375 out of 5.0 on the written diversity component. During Internship, students' average scores were 4.72 out of 5.0 on the written diversity component and 4.813 out of 5.0 on the oral diversity component. During Advanced Internship, students' average score was 4.61 out of 5.0 for the written diversity component and 4.69 out of 5.0 on the oral diversity component. We were impressed to see this score improving as student move through their professional program of study.	We revised the rubric for the oral and written case conceptualizations about two years ago with greater emphasis on diversity, clinical conceptualization, and application of theory. I do not anticipate making changes again this year as we saw significant improvements with the last changes. We revised our student handbook in August 2018 to more clearly reflect the final case conceptualization that students complete as their cumulating clinical experience. This is another case conceptualization (both oral and written) on a single client that will be presented to the counseling faculty. This final defense will be in place of comprehensive examinations.
3. 3.2: Students will accurately conceptualize client problems according to theory and best practices	Two additional sections of the case conceptualization include the application of counseling theory to clinical practice and the student's ability to skillfully conceptualize the clinical case from a theoretical perspective. Students must consider presenting issue and assessment of the client, client goals, diagnostic	Two sections of the oral case conceptualization rubric cover this student learning outcome. Two sections of the written case conceptualization cover this area of student learning. Students are expected to obtain 13 of 15 points on "Diagnostic Impression" and 13 of 15 points on the "Case Conceptualization." On the	In the Practicum semester, students' average scores were 11 & 13 on the written components and 14.25 & 13.75 on the oral components. During the Internship semester, students' average scores on the written components were 13.44 & 13.78 and 12.31 & 12.56 on the oral components.	Again, the rubric had been recently updated to allow faculty to better target key areas of student growth. The change also allowed faculty to improve teaching focus to ensure students leave their program with a solid foundation in theory and best practice. These scores specifically showed areas for improvement for both faculty

	impression, and theoretical orientation in a succinct but thorough manner.	Oral case conceptualization, students are expected to obtain 13 out of 15 points on the 'Counselor's Assessment of the Problem' and 13 out of 15 on 'Progress in Counseling.'	During the Advanced Internship semester, students' written scores for these components were 14.06 & 14.31 with the oral components at 13.88 & 14.25.	teaching and student learning. These have been addressed through changes in texts as well as lessons and experiences within the classroom and clinical experiences.
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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.

#### Notes

- Use your outcomes library as a reference.
- Each outcome must 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 must 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.
- 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: Continuous Quality Improvement

**In no more than one page, summarize 1) the discoveries assessment has enabled you to make about student learning (a. What specifically do students know and do well—and less well? b. What evidence can you provide that learning is improving?); 2) what your assessment plan will focus on in the coming year; and 3) how will this information be shared with other stakeholders?**

1.) While our goals may seem a bit aspirational, we are preparing students to be mental health professionals responsible for the care and well-being of individuals of all ages. Given this, our students must be prepared to move from their master's programs into professional clinical positions immediately upon graduation with limited supervision. We regularly gather information about our students and graduates from multiple sources, one of those being their clinical work which includes their case conceptualizations. We were able to recognize that our students still have work to do on clearly understanding the connection between theory and practice and how that will inform their clinical work with clients. a.) Our student know their theoretical orientation and they know a variety of techniques, however, connecting the two seems to be a continued area for improvement. b.) The improvement in scores from practicum to Internship to Advanced Internship show that our students are learning and slowly acquiring the ability to apply theory to practice. We also see this in their clinical work samples in the Grosjean Clinic and at their sites. 2.) We will continue to assess these same areas as well as the transition from COUN533 (Techniques of Counseling) where the concept of theory to practice is initially introduced. 3.) Stakeholders include faculty, students, administration, and our accrediting body (Council for Accreditation of Counseling and Related Educational Programs – CACREP). Information is provided on our website for students, alumni, prospective students, and employers. Faculty are informed at area meetings throughout the year. Currently we receive very positive feedback from our internship/advanced internship sites as well as local mental health employers about the quality of education our graduates receive. In the last few years these two stakeholder groups asked for our students to have more training in trauma care. We have made our crisis and trauma course required, have provided a course specific to trauma care, and have included more readings around the topic in their practicum, internship, and advanced internship courses.

**Part 2a: Summary of Student Success Activities**

Based on the results of your assessment of student learning outcomes from Part 1 above, reflect on how this data will impact student success within your unit/program.

a. What goals/objectives were established this past year to aid student performance, retention, persistence, and completion?	b. What primary action steps were taken to make progress on each goal and who was responsible?	c. What data informs progress on each goal?	d. What were some accomplishments or achievements for each goal and/or challenges confronted?	e. Please indicate goals that are continuing and any goals that will replace a previous goal. Any additional goals can also be added on a new line.
1. Evaluations of each site and site supervisor will be completed by students in Advanced Internship.	Evaluations were revised and then provided to students in advanced internship by the course instructor. Each student is responsible for completing the evaluations and turning in at the end of the semester.	The data received from the evaluations helps faculty to determine whether a site and site supervisor is providing students with an appropriate learning experience based on accreditation and state licensure standards.	We have not faced any challenges in this area as students appreciate the opportunity to improve our internship site experiences. We have 100% completion rate on this assignment and we feel that students are forthright in completing these assessments.	We will continue to collect this data as it is important for students to have a variety of external sites to complete their internship and advanced internship experience. These assessments give us vital information about the quality of the site and our supervisors.
2. To assist with retention and remediation, we will include an additional formal evaluation period. We have routinely assess at the end of fall and spring semesters.	Historically we have completed these evaluations of skill and disposition at the end of fall and spring each of the two years students are in the program. The program director meets with core faculty and supervisors to gather information about student progress from a variety of sources. This information is documented on the Student Progress Report Evaluation Form. The program director meets with students individually to review the results.	Generally the evaluation allows us to identify any potential concerns and provide remediation in a timely manner. However, our students begin their program of study in June and their first evaluation isn't until December. We felt this was too long for students to wait for feedback and so this summer we will begin providing formal feedback at the end of their first summer.	In the last several years we have seen more students who while academically strong, were not dispositionally appropriate for the counseling field. As gatekeepers of our profession, we felt is fiscally responsible toward our students to identify this sooner to prevent them from completing courses for a degree they likely will not complete.	The Student Progress Report Evaluation Form will be revised this year to include the two additional columns for students' first and second summers.

<p>3. Will develop an organized recruitment plan for CMHC.</p>	<p>To date, information has been gathered about developing a recruitment plan at the masters level. A review of current efforts will be conducted. The program director CMHC will develop this plan with input from CMHC faculty, administration, and other stakeholders.</p>	<p>Previous surveys of individuals who applied but chose another program have been conducted. Better assistantship packages, sooner notification of assistantships, and larger faculty pools to provide mentoring and research opportunities were cited as reasons for choosing other institutions. Our live supervision clinic and CACREP accreditation were our biggest assets. Given the limitations, we must find new and novel ways to draw students to ISU.</p>	<p>Our 2018 cohort census was higher than last year as was the number of prospective students who applied. We have worked with several students to complete the program over three years instead of the traditional two years which has also brought us two new students. Becoming a professional counselor requires dedication and commitment, but we are evaluating ways to accommodate students' personal demands while preparing them for the reality of work in this field.</p>	<p>We will continue to evaluate local need as well as student needs and desires. While we cannot do much to improve the assistantships situation, we can find clinical opportunities to make our program more attractive. Improving our web presence to show national exam pass rates and our 100% placement rate upon graduation are likely factors to consider.</p>
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Notes

- a. These goals could be program/department wide but may also be focused on specific sub-populations of interest (e.g., service course student performance, transfer students, part-time students, students of a particular class year, students of color, etc.).
- c. Retention and completion data, D/F/drop rates, credit hour productivity (defined as credit hour enrollment at start of term versus credit hours earned at end of term) are common data examples. See [Blue Reports](#) database (access from Linda Ferguson in Institutional Research) or the [Office of Institutional Research](#) for ideas.

**Part 2b: Continuous Quality Improvement**

**In no more than one page, summarize 1) the discoveries that attention to student performance, retention, persistence, and completion has enabled you to make about program/department systems, processes, and norms as it effects students; and 2) how this will positively impact student success, including with regard to the readiness of students for graduate study or a career?**

1.) As we began to look at why prospective students chose another institution, it became clear that we cannot compete with other institutions in the area of assistantships. Therefore we must find other ways to be competitive. We are doing this through the clinical experiences and relevancy of the courses to community needs. As part of our national accreditation (CACREP), we are required to assess student, faculty, internship site, and employer satisfaction. Through this we are identifying areas of community need early and are able to adjust course offerings to meet this emerging community needs. This keeps our graduates very competitive in the job market as well as preparing them for doctoral level work if they are interested. Our consistent evaluation of student skill and disposition allows us to identify issues early on so that remediation processes can be put in place early to help students succeed. Rarely do students leave our program, but when they do, it is typically because they realize they did not understand what counselors do or have had personal issues impede their ability to be successful. 2.) As previously stated, we have a 100% placement rate at graduation. This serves to encourage students to persist as they know there will be a job within their profession waiting for them or a graduate school opportunity to pursue their doctoral degree. In the last 11 years, we have only had 3 students not pass the national exam. In

two of those cases, it was because they decided to pursue a clinical psychology degree at the completion of the MA degree and did not study adequately to pass (knowing they would never use the scores). The last student who failed the exam had significant personal issues develop near the time of the exam and she was not allowed to postpone the test date. Overall, our students are well prepared to pass the national exam and obtain novice licensure in Indiana.

*Please prepare this report as a Word document. Do not include any attachments. Instead, provide links to important supporting materials (e.g., detailed—but not student-specific—assessment results; rubrics; minutes; etc.), or upload them to the college’s assessment site in Blackboard.*

The case conceptualization rubrics and the Student Progress Report Evaluation Form are attached

Dear Anna,

Thank you so much for sharing your assessment process and findings for AY 2017-18 with the Assessment and Student Success Councils. You will find a comprehensive synthesis of the feedback compiled by both groups below. It is understood that some of the feedback might encompass practices that you already engage in but that are 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 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)

<b>Program: Clinical Mental Health Counseling</b>	
<b>Assessment Practice Overall Rating:</b> Mature (2.50/3.00) <b>Student Success Practice Overall Rating (notes in blue, below):</b> Developing (1.75/3.00)	
<b>Strengths</b>	<b>Recommendations</b>
<ul style="list-style-type: none"><li>• Clear, simple, specific learning outcomes are measurable.</li><li>• Good description and samples of tools used to accompany measures of student learning, and good spread across different points in the curriculum. Your analysis yielded useful findings from different point in the curriculum that support the strength of this approach to assessment.</li><li>• Strong analysis of findings at different levels of student progress through the program. Great description of how these findings shaped decisions about pedagogy and measures.</li><li>• Good, clear explanation of how information is shared and with whom.</li><li>• <b>Good analysis of recruitment challenge related to assistantships to allow program faculty to focus on other areas of program strength to recruit students.</b></li><li>• <b>Good description of how you came to focus on earlier progress report evaluations to aid students in reflecting on their own progress and considering whether to proceed.</b></li></ul>	<ul style="list-style-type: none"><li>• Adding a note about any rubric development for evaluating written work or pilot testing done with tests and/or surveys or how those have been adjusted from past use based on issues would be a good way to demonstrate instrument validity/reliability when applicable.</li><li>• One opportunity for streamlining pairing this evidence with future CACREP accreditation and grad program review is to note the alignment between your learning outcomes and CACREP standards and Graduate Student Learning Outcomes.</li><li>• In looking at the Written Case Conceptualization Rubric I was surprised to see many of your descriptions for "Meets Expectations" demonstrated a deficit in student performance (ex: "Identifying data is sketchy or incomplete."). This may be my limits of understanding the discipline, but I typically see the Meets Expectations descriptions free of deficits as the baseline level for mastery/competence.</li><li>• If you use evaluations of clinical practice to determine student learning of theory-to-practice connections, you could include it in this plan. Such observations of performance are valuable measures.</li><li>• <b>New goals, hence limited data shared at this point. Consider what data will be shared for these goals for future reports, especially</b></li></ul>

	<p>how you will evaluate whether efforts to increase recruitment have been successful.</p> <ul style="list-style-type: none"><li>• For goal 1, make sure to detail the success/retention goal rather than just the strategy listed in row 1, column a.</li></ul>
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*Scoring Rubric is included below. Example Rubric for Student Success is provided for reference on the last page.  
Score was calculated on a 0 (undeveloped), 1 (developing), 2 (mature), 3 (exemplary) scale.*

Evaluation Criteria	Exemplary	Mature	Developing	Undeveloped
<p><b>Student Learning Outcomes</b></p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcome(s) is specific, measurable, and student-centered.</p> <p>Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.)</p> <p>Learning outcome(s) directly link to college, institutional, and/or accreditor goals/standards.</p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcome(s) is specific, measurable, and student-centered.</p> <p>Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.)</p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcomes(s) is measurable.</p>	<p>No learning outcomes are identified for assessment or the outcomes that are identified are not linked to program outcomes aligned with program coursework (e.g. – curriculum map) or are not measurable.</p>
<p><b>Performance Goals &amp; Measures</b></p>	<p>Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.).</p> <p>Identified measures are designed to accurately reflect student learning, including at least one direct measure.</p> <p>Tools used to measure student performance are described and were reviewed for validity or trustworthiness prior to use (note this in the report; attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).</p>	<p>Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.).</p> <p>Identified measures are designed to accurately reflect student learning, including at least one direct measure.</p> <p>Tools or processes for evaluating student performance on measures are described (attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).</p>	<p>Performance goal(s) is identified for each learning outcome.</p> <p>Identified measures (ex: assignments, projects, tests, etc.) are poorly suited to performance goals or are solely indirect measures.</p> <p>Tools or processes for evaluating student performance on measures are not described.</p>	<p>No goals for student performance of learning outcomes is identified, and/or no measures are provided.</p>

<b>Analysis &amp; Results</b>	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with clear description of quality analysis (e.g., analysis follows accepted statistical or qualitative procedures).</p> <p>Results are shared in relation to performance goals.</p> <p>Results are discussed in relation to college, institutional, and/or accretor goals/standards.</p>	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with clear description of analysis (e.g., analysis follows accepted statistical or qualitative procedures).</p> <p>Results are shared in relation to performance goals.</p>	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with little description of analysis.</p>	<p>No data is being collected.</p> <p>No results are provided.</p>
<b>Sharing &amp; Use of Results for Continuous Improvement</b>	<p>Clear information is provided about sharing and using results to inform practice.</p> <p>Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice.</p> <p>A plan for adjusting performance, goals, assessment, and/or program components based on results is outlined.</p>	<p>Clear information is provided about sharing and using results to inform practice.</p> <p>Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice.</p>	<p>Limited information is provided about sharing or using results to inform practice.</p> <p>Some discussion of what was learned from results is provided.</p>	<p>No information is provided about sharing or using results to inform practice.</p> <p>No evidence of reflection on results is provided (ex: discussion, conclusions drawn)</p>
<b>Overall Rating</b>	<input type="checkbox"/> Exemplary	<input checked="" type="checkbox"/> Mature	<input type="checkbox"/> Developing	<input type="checkbox"/> Undeveloped

**Student Success Activities Report Rubric (Part 2 of Student Outcomes Assessment Report)**

**Office of Student Success/Office of Assessment & Accreditation Evaluation Date:**

<b>Evaluation Criteria</b>	<b>0 Undeveloped</b>	<b>1 Developing</b>	<b>2 Mature</b>	<b>3 Exemplary</b>
<b>Goals/ Objectives</b>	No goals/objectives are identified.	Goals/objectives are poorly suited to addressing student performance, retention, persistence, and/or completion.  Goals/objectives may also be modest at best such that little effort is required.	Goals/objectives are generally clear and reasonably well suited to addressing student performance, retention, persistence, and/or completion.  Goals/objectives are also generally at least moderately aggressive such that appropriate effort is required.	Goals/objectives are all clear and well suited to addressing student performance, retention, persistence, and/or completion.  Goals/objectives are also at least moderately aggressive in all cases such that appropriate effort is required.
<b>Action Steps</b>	No action steps are identified.	Action steps are weak, underdeveloped, and/or poorly suited to making progress on goals/objectives.  No person(s) or group(s) indicated who will be responsible for the actions.	Action steps are generally clear and reasonably well suited to making progress on goals/objectives.  Person(s) or group(s) responsible for the actions are indicated in most cases.	Action steps are all clear and well suited to making progress on goals/objectives  Person(s) or group(s) responsible for each action are indicated, ideally with a timeline.
<b>Data that Informs Progress on Each Goal/Objective</b>	No data, quantitative or qualitative, is identified.	Data to inform progress are poorly suited to measure progress on goals/objectives.	Data to inform progress are generally well suited to measure progress on goals/objectives.	Data to inform progress are all well suited to measure progress on goals/objectives.
<b>Assessment of Outcomes and Continuous Improvement</b>	For goals/objectives in place the prior year, no reflection provided on achievements/challenges, sharing results, and/or plans for improvement or change based on results.  No reflection on outcome assessment plan for continuous improvement provided for new goals/objectives.	For goals/objectives in place the prior year, modest at best reflection provided (and/or is vague or of questionable connection to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results.  Modest at best reflection on assessment plan for continuous improvement provided for new goals/objectives.	For goals/objectives in place the prior year, generally appropriate reflection provided (and is reasonably well connected to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results.  Reasonable reflection on assessment plan for continuous improvement provided for new goals/objectives.	For goals/objectives in place the prior year, strong reflection is provided in all cases (and is well connected to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results.  Well-developed reflection on assessment plan for continuous improvement provided for new goals/objectives.
<b>Overall Rating</b>	<input type="checkbox"/> <b>Undeveloped</b>	<input type="checkbox"/> <b>Developing</b>	<input type="checkbox"/> <b>Mature</b>	<input type="checkbox"/> <b>Exemplary</b>