

Student Learning Summary Form AY2015-16

Due to your dean by June 1

Due from dean to assessment office by June 15

Degree Program Name: M.S. in Clinic Mental Health Counseling **Contact Name and Email** 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.

Part One

<p>a. What learning outcomes did you assess this year?</p> <p>If this is a graduate program, indicate the Graduate Student Learning Outcome* each outcome aligns with.</p>	<p>b. (1) What method(s) did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?</p>	<p>c. What expectations did you establish for achievement of the outcome?</p>	<p>d. What were the actual results?</p>	<p>e. (1) Who was responsible for collecting and analyzing the results? (2) How were they shared with the program's faculty?</p>
<p>1. Students will demonstrate the ability to assess and interpret client's strengths and needs, recognizing uniqueness in cultures, languages, values, background, and abilities. [H1] Students recognize and act on professional and ethical challenges that arise in their field or discipline.</p>	<p>Final Written Case Presentation in Advanced Internship, COUN 740D.</p>	<p>Students will earn at least 85 out of 100 points (B+).</p>	<p>This year, 11 out of 12 students met the benchmark. The one not meeting the benchmark was 10 points away. The average score on this benchmark was 93.17 (range 99.5-75.5)</p>	<p>Dr. Anna Viviani collected and analyzed data. The information was shared with faculty during counseling area meeting.</p>
<p>2. Students will demonstrate the ability to select appropriate assessment strategies that can be used to evaluate a client's mental health, career, and personal/social development. [H2] Students achieve mastery of the skills (including using appropriate tools) required in their discipline or profession.</p>	<p>Appraisal binder in Psychological Appraisal in Counseling, COUN 628.</p>	<p>Students will earn 43.5 out of 50 points (B+).</p>	<p>This year, 5 out of 6 students met the benchmark. The one not meeting the benchmark was .5 points away. The average score on the assignment was 46 points (range 43-48).</p>	<p>Dr. Anna Viviani collected and analyzed data. The information was shared with faculty during a counseling area meeting.</p>
<p>3. Understands multicultural and pluralistic trends,</p>	<p>Mid-term and Final exam in Multicultural Counseling,</p>	<p>Students will earn 43.5 out of 50 points on both exams</p>	<p>This year, 4 of 8 met the benchmark on the midterm</p>	<p>Dr. Tonya Balch collected and analyzed data. The</p>

including characteristics and concerns within and among diverse groups nationally and internationally (2a). Students achieve mastery of the knowledge required in their discipline or profession.	COUN 666.	(B+).	and 5 out of 8 met the benchmark on the final exam. The average score on the midterm was 40.5 and 43 on the final exam.	information was shared with faculty during counseling area meeting.
4. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling. [A2] Students recognize and act on professional and ethical challenges that arise in their field or discipline.	Ethics Code Examination in Professional Seminar, COUN 738D.	Students will earn an average of 40 out of 50 points on Ethics Code Exam (B+).	The average score on the exam was 83% (41.6; range 37-45). This year, 5 of 6 students met the benchmark. The one who did not was 3 points from the benchmark.	Dr. Anna Viviani collected and analyzed data. The information was shared with faculty during counseling area meeting.

* See <https://www2.indstate.edu/graduate/forms/review.pdf>.

Part Two

In no more than one page, summarize 1) the discoveries assessment has enabled you to make about your students' learning, the curriculum, departmental processes, and/or the assessment plan itself; 2) the changes and improvements you have made or will make in response to these discoveries and/or the coordinator's feedback on the previous summary; and 3) what your assessment plan will focus on in the coming year.

In 2015-2016, the program assessed four student learning outcomes derived from the Council for Accreditation Counseling and Related Educational Programs (CACREP) standards. Faculty members expect all students to earn a minimum B+ or better on all assignments.

- Outcome 1: 11 of 12 students met the expectation. This is a culminating, in-depth assignment that requires attention to detail and a solid knowledge base drawing from multiple core courses. An updated rubric was developed to ensure students were fully aware of all expectations.
- Outcome 2: 5 of 6 of students met the benchmark. Students find relevance in this course as it applies to all aspects of their clinical work and continue to improve. Faculty are adding additional assessments related to career exploration. Students will continue to draw knowledge from this course as they move into internship and advanced internship during their final year.
- Outcome 3: The majority of students met the benchmark. Changing the format to short essays as opposed to multiple choice questions will better reflect classroom instruction and student learning of the subject matter.
- Outcome 4: 5 out of 6 students met the benchmark. The examination appropriately assesses student learning that is focused upon ethical decision-making and law pertaining to clinical mental health counselors (specific to Indiana licensure).

In 2016-2017, the program will continue to focus on CACREP standards that emphasize skill development and professional practice. The four student learning outcomes reviewed this year are critical to students' professional development and will continue to be analyzed. We will also review additional standards including D1, F3, C3, & F3. During 2016-2017 we will also be transitioning to the 2016 CACREP standards (previous 2009 Standards expire this year).

Student Learning Summary Report Rubric :: Office of Assessment & Accreditation :: Indiana State University

Degree Program: MS in Clinical Mental Health Counseling Date: 7.21.16

	Level 0 – Undeveloped	Level 1 – Developing	Level 2 – Mature	Level 3 – Exemplary
1. Student Learning Outcomes	<input type="checkbox"/> No outcomes are identified.	<input type="checkbox"/> An Outcomes Library was provided. <input type="checkbox"/> Some of the outcomes are specific and measurable. <input type="checkbox"/> Some of the outcomes are student-centered. <input type="checkbox"/> A Curriculum Map was provided.	<input checked="" type="checkbox"/> Outcomes listed in the Outcomes Library are specific, measurable, and student-centered. Two are. <input type="checkbox"/> Outcomes at least indirectly support Foundational Studies Learning Outcomes or the Graduate Learning Goals. <input type="checkbox"/> The Curriculum Map identifies where/to what extent each outcome is addressed. <input type="checkbox"/> At least one outcome was assessed in this cycle.	<input type="checkbox"/> Outcomes listed in the Outcomes Library are specific, measurable, student-centered, and span multiple learning domains. <input checked="" type="checkbox"/> Outcomes directly integrate with Foundational Studies Learning Outcomes or the Graduate Learning Goals. <input checked="" type="checkbox"/> Outcomes reflect the most important results of program completion (as established by an accreditor or other professional organization). <input type="checkbox"/> Learning outcomes are consistent across different modes of delivery (face-to-face and online.) <input type="checkbox"/> Outcomes are regularly reviewed (and revised, if necessary) by the faculty and other stakeholders. <input checked="" type="checkbox"/> The Curriculum Map identifies where/to what extent each outcome is addressed and offers evidence that students have sufficient opportunity to master the associated learning outcomes.

				<input checked="" type="checkbox"/> Two or more outcomes were assessed in this cycle.
2. Measures & Performance Goals	<input type="checkbox"/> No measures are provided. <input type="checkbox"/> No goals for student performance are identified.	<input type="checkbox"/> Measures are provided, but some are vague and/or do not clearly assess the associated outcomes. <input type="checkbox"/> Measures are primarily indirect. <input checked="" type="checkbox"/> Measures include course and/or assignment grades, but there is no evidence that grades are calibrated to the outcomes. <input type="checkbox"/> Performance goals are identified, but they are not specific.	<input checked="" type="checkbox"/> At least one direct measure was provided for each outcome. <input checked="" type="checkbox"/> Sufficient information is provided to suggest that measures are appropriate to the outcomes being assessed. <input type="checkbox"/> Measures include course and/or assignment grades, and general information is provided to indicate that grades are calibrated to the outcomes. <input checked="" type="checkbox"/> Clear and appropriate standards for performance are identified.	<input type="checkbox"/> Multiple measures were provided, and a majority are direct. <input type="checkbox"/> Detailed information is provided to show that measures are appropriate to the outcomes being assessed. <input type="checkbox"/> Measures include course and/or assignment grades, and specific evidence is provided to demonstrate that grades are calibrated to the outcomes. <input type="checkbox"/> Clear and appropriate standards for performance are identified and justified. <input type="checkbox"/> If students are required to pass a certification or licensure exam to practice in the field, this was included as a measure. <input checked="" type="checkbox"/> Measures assess some high impact practices (internships, capstone course projects, undergraduate research, etc.) <input type="checkbox"/> Some measures allow performance to be gauged over time, not just in a single course. <input type="checkbox"/> Mechanisms (rubrics, checklists, criterion-referenced exams, etc.) were provided to demonstrate that the measure provides clear evidence of what

				<p>students know/can do.</p> <p><input type="checkbox"/> If a measure is used to assess more than one outcome, a clear explanation is offered to substantiate how this is effective.</p>
<p>3. Results</p>	<p><input type="checkbox"/> No data are being collected.</p> <p><input type="checkbox"/> No information is provided about the data collection process.</p> <p><input type="checkbox"/> No results are provided.</p> <p><input checked="" type="checkbox"/> Students are meeting few of the performance standards set for them. But standards are quite aspirational.</p>	<p><input type="checkbox"/> Some data are being collected.</p> <p><input type="checkbox"/> Some data are being analyzed.</p> <p><input type="checkbox"/> Some results are provided.</p> <p><input type="checkbox"/> Insufficient information is offered to demonstrate that data collection, analysis, and interpretation processes are valid.</p> <p><input type="checkbox"/> Students are achieving some of the performance standards expected of them.</p>	<p><input checked="" type="checkbox"/> Data are being collected and analyzed.</p> <p><input checked="" type="checkbox"/> Results are provided.</p> <p><input checked="" type="checkbox"/> Some information is offered to demonstrate that data collection, analysis, and interpretation processes are valid.</p> <p><input type="checkbox"/> Students generally are achieving the performance standards expected of them.</p>	<p><input type="checkbox"/> Clear, specific, and complete details about data collection, analysis, and interpretation of results are provided to demonstrate the validity of the assessment process.</p> <p><input type="checkbox"/> Students generally are achieving the performance standards expected of them and demonstrate continuous improvement on standards they have yet to achieve.</p> <p><input type="checkbox"/> If students are required to pass a certification or licensure exam to practice in the field, the pass rate meets the established benchmark.</p>
<p>4. Engagement & Improvement</p>	<p><input type="checkbox"/> No one is assigned responsibility for assessing individual measures.</p> <p><input type="checkbox"/> Assessment primarily is the responsibility of the program chair.</p> <p><input type="checkbox"/> No improvements (planned or actual) are identified.</p> <p><input type="checkbox"/> No reflection is offered about previous results or plans.</p>	<p><input type="checkbox"/> The same faculty member is responsible for collecting and analyzing most/all assessment results.</p> <p><input type="checkbox"/> It is not clear that results are shared with the faculty as a whole on a regular basis.</p> <p><input type="checkbox"/> Plans for improvement are provided, but they do not clearly connect to the results or are too vague to implement.</p> <p><input checked="" type="checkbox"/> Little reflection is offered</p>	<p><input checked="" type="checkbox"/> Multiple faculty members are engaged in collecting and analyzing results. Two</p> <p><input checked="" type="checkbox"/> Results regularly are shared with the faculty.</p> <p><input checked="" type="checkbox"/> The faculty regularly engages in meaningful discussions about the results of assessment.</p> <p><input checked="" type="checkbox"/> These discussions lead to the development of specific, relevant plans for improvement.</p>	<p><input type="checkbox"/> All program faculty members are engaged in collecting and analyzing results.</p> <p><input type="checkbox"/> Faculty regularly and specifically reflect on students' recent achievement of performance standards and implement plans to adjust activities, performance goals, outcomes, etc. according to established timelines.</p> <p><input type="checkbox"/> Faculty and other important stakeholders reflect on the</p>

		about previous results or plans.	<input type="checkbox"/> Improvements in student learning have occurred as the result of assessment.	<p>history and impact of previous plans, actions, and results, and participate in the development of recommendations for improvement.</p> <input type="checkbox"/> Continuous improvement in student learning occurs as the result of assessment.	<input checked="" type="checkbox"/> Outcomes and results are easily accessible to stakeholders on/from the program website.	<input checked="" type="checkbox"/> Assessment is integrated with teaching and learning.
Overall Rating	<input type="checkbox"/> Level 0 – Undeveloped	<input type="checkbox"/> Level 1 - Developing	<input checked="" type="checkbox"/> Level 2 – Mature	<input type="checkbox"/> Level 3 – Exemplary		

COMMENTS

Strengths, Concerns, Recommendations for Improvement

1. Learning Outcomes

Two of the four outcomes are specific and measurable; the other two could be, if you replace “understand” (which cannot be measured) with a more specific verb such as analyze, apply, etc. I noticed that these outcomes do not match those in the outcomes library or the curriculum map. Please update these documents prior to submitting your 2017 report. You’ll find links to templates at <https://www.indstate.edu/assessment/plan-components>.

2. Measures & Performance Goals

You’re using a good variety of direct measures, but I would appreciate having more details about them. What must be included in the appraisal binder, for example, and what criteria do you use to assess it and determine whether students met your expectations? Are the exam questions coded so that you know which areas students perform best and worst in? You note that you use a rubric to assess the case presentation. In your next report, include links to such documents so that I can verify that the measures truly do assess the associated outcomes, and so that I can see that you are collecting specific information that can be used to help improve future students’ performance. What are your plans to develop an indirect assessment measure? Last, the performance expectations are aspirational (100% of students must earn the equivalent of a B+). This is absolutely fine, but in this case it means they rarely will be achieved. If you are comfortable with this, so am I! If not, you could revise the standards to something like “90% of students will earn at least a B+.”

3. Results

Again, owing to program’s high expectations, none of the outcomes were achieved in this cycle. Is this performance typical of previous years’? The results would be much more meaningful if you included specific information about what students did well and less well . They also would provide you with some specific direction for making future improvements.

4. Engagement & Improvement

Two individuals collect and analyze data which are shared with the larger faculty. I also see that you post program outcomes on your website—good! You identify two plans for improvement that are related to the outcomes you assessed (though they are not tied to any specific results): Revising the rubric associated with outcome 1 and adding career exploration information in the course related to outcome 2. Have you previously implemented changes based on assessment? Were they successful? Can you share evidence that student learning is improving? Are program graduates successful?