



Program Name: Counseling Education, including Clinical Mental Health Counseling and School Counseling

Assessed by - Dr. Kara Kaelber, Chair, Department of Counseling & Human Development

**Date/Cycle of Assessment:
Reporting cycle of Fall 2014 – Summer 2015**

Mission Statement:

Built on Malone University's Foundational Principles, the graduate programs in the Counseling and Human Development department provide knowledge, practice, and skills through educational and clinical experiences, developing professional counselors as intentional practitioners who advocate for client/student growth and development.

Program Goals

1. Prepare and empower students to become advocates, who practice with multicultural competence, a holistic understanding of human nature, and as problem-solvers in collaboration and consultation with others.
2. Encourage the development of proactive and reflective practitioners, grounded in sound theory and techniques, with an ability to utilize technology.
3. Assist students in understanding the interface between personal faith and one's practice and that people have a spiritual dimension that needs valued, nurtured, and accessed for continued growth and development.
4. Exhibit professional competencies including modeling a professional manner in all settings, demonstrating honed intrapersonal and interpersonal skills, practicing with integrity in an ethical and legal manner, and meeting standards for state licensure and certifications.

MALONE UNIVERSITY ANNUAL ASSESSMENT REPORT

Department: Counseling and Human Development
Programs: Counselor Education: Clinical Mental Health Counseling Program and School Counseling Program
Assessed by: Dr. Kara Kaelber
Time Period Covered: Fall 2014 – Summer 2015
Submission Date: October 15, 2015

Program Intended Learning Outcomes (PILO)	Means of Program Assessment & Criteria for Success	Summary of Data Collected	Use of Results
<p>1. Student will demonstrate the acquisition of initial counseling skills foundational to the counseling process.</p>	<p>The <i>Acquisition of Counseling Skills Assessment</i> is utilized in the COUN 564: Theories and Techniques of Counseling II course, which is offered in the spring and summer semesters.</p> <p>The purpose of this assessment is to evaluate student counseling skills acquisition and development as a baseline early in the program.</p> <p>The data collected allows faculty to assess the individual student as well as the program’s effectiveness in preparing future counselors. Feedback on the students’ performance is given during the course as a final grade. If a student does not achieve a minimum of 80% on this assessment, this student will</p>	<p><u>Spring Semester 2015</u> COUN 564 <i>Acquisition Counseling Skills Assessment</i> data: Malone University graduate counseling students (n=21), had a mean score of 94.52 with a range of scores from 88.0 to 100.0 out of 100.0 possible total points. Each of the graduate counseling students passed this assessment, scoring higher than the cut percentage rate of 80%.</p> <p>For each domain (criterion) of this assessment, 100% of the students achieved higher than 85%.</p> <p><u>Summer Semester 2015</u> COUN 564 <i>Acquisition Counseling Skills Assessment</i> data:</p>	<p>Compared to 2013-2014: The 2013-2014 data for this assessment indicated the same results: 100% of the students scored above 80% on this assessment.</p> <p>Recommendations:</p> <ol style="list-style-type: none"> 1. Maintain aspects of this course that promote high achievement on this assessment. 2. Explore potential criterion that could promote higher standards in counseling skill assessment.

	<p>be asked to discuss remediation with the instructor and with his or her academic advisor. A remediation plan will be developed and implemented for subsequent skills building courses (i.e., Adolescent Counseling, Counseling Children, Psychodiagnostics) to ensure that the students' performance for other recorded (videotaped) exercises demonstrates the skills expected for that experience.</p> <p>The program as a whole will use the aggregated data to evaluate each specific domain related to counseling skills development. Each domain will be assessed to determine if at least 85% of the students are achieving the expected 80% individual threshold. For all domains that are below 85%, a plan will be developed to remediate this issue. The domains will be assessed in the immediate semester following each section of COUN 564: Theories and Techniques II.</p> <p>Criteria: Malone University graduate counseling students will score</p>	<p>Malone University graduate counseling students (n=14), had a mean score of 94.43 with a range of scores from 84.0 to 98.0 out of 100.0 possible total points. Each of the graduate counseling students passed this assessment, scoring higher than the cut score of 80.0.</p> <p>For each domain (criterion) of this assessment, 100% of the students achieved higher than 85%.</p>	
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	higher than the established percentage score of 80%. For each individual domain (criterion), 85% or more of the students will score at 80% or higher.		
3. Students will collect and review data from clinical mental health counseling and school counseling literature and formulate their findings in a logical and clear writing manner.	<p>The Review of the Literature Assessment is utilized in EDUC 510: Techniques of Research course, which is offered in the fall and spring semesters.</p> <p>Students are assessed specifically on their abilities to write an introduction, synthesize, critique, and provide implications for their respective counseling fields based on the literature and research they gathered on their chosen topic. Additionally, students are evaluated on their writing mechanics and their ability to adhere to the APA writing format and style.</p> <p>Students who do not achieve 80% or above on this assessment are required to meet with their academic advisor to develop and implement a remediation plan that will</p>	<p><u>Fall Semester 2014</u> EDUC 510 <i>Review of the Literature</i> Assessment data: Malone University graduate counseling students (n=16), had a mean overall score of 45.38, with a range of scores from 40.0 to 50.0 out of 50.0 possible total points. All students 16/16 passed this assessment, with one student scoring at the 80% threshold and the rest scoring above this threshold.</p> <p><u>Individual Domains (Criteria)</u> Criterion 1 - Introduction: 100% of the students fully met this criterion. Criterion 2 – Synthesis: 37.5 % partially met this criterion and 62.5% fully met this criterion. Criterion 3 – Critique: 25.0 % partially met this criterion and 75.0 % fully met this criterion. Criterion 4 – Cited Literature: 6.25% partially met this criterion</p>	<p>Compared to 2013-2014: The data collected from 2013-2014 for this assessment was very vague for the individual domains and was reported for counseling students as a group, not as individuals, so it is not possible to compare this data to the present data. Also, there was no indication as to the overall percentage rate of passage on this assessment.</p> <p>Recommendations:</p> <ol style="list-style-type: none"> 1. The Chair of the department will contact the instructor of this course to identify the one student who scored below the 80% threshold on this assessment in the spring semester of 2015. The Chair will request that the student's academic advisor consult with the instructor of the course, then meet with the

	<p>address specific individual domains of this assessment.</p> <p>The program as a whole will use aggregated data to evaluate each specific rubric domain related to research literature review. Each domain will be assessed to determine if at least 85% of the students are achieving the expected 80% individual threshold. For all domains that are below 80%, a plan will be developed to remediate this issue. This data is evaluated annually for the previous academic year's offerings.</p> <p>Criteria: Malone University graduate counseling students will score at or higher than the established percentage rate of 80% on the overall assessment. For each individual domain, 85% of the students will score at 80% or better.</p>	<p>and 93.75% fully met this criterion.</p> <p>Criterion 5 – Implications for Professional Practice: 31.25% partially met this criterion and 68.75% fully met this criterion.</p> <p>Criterion 6 – Writing Mechanics: 100% fully met this criterion.</p> <p>Criterion 7 – Format and Compliance with APA: 12.5% partially met this criterion and 87.50% fully met this criterion.</p> <p>Over 85% of the students either partially or fully met each criterion (domain) for this assessment.</p> <p><u>Spring Semester 2015</u> EDUC 510 <i>Review of the Literature</i> Assessment data: Malone University graduate counseling students (n=20), had a mean overall score of 44.0, with a range of scores from 39.0 to 48.0 out of 50.0 possible total points. All but one student (19/20) passed this assessment, with one student scoring below the 80% threshold (at 78%) and the rest scoring above this threshold.</p> <p><u>Individual Domains (Criteria)</u></p>	<p>student to develop and implement a remediation plan to address deficiencies in criteria.</p> <ol style="list-style-type: none"> 2. The Chair of the Counseling and Human Development Department will meet with the instructor of this course to discuss qualitatively what “partially met” means in each criterion to make a determination about whether or not “partially met” should be considered as meeting or surpassing the 80% threshold on each criterion in this assessment. 3. Continue to compile detailed records of data for the overall cut percentage score of this assessment and the percentage of student passage for each individual domain (criterion) so that comparisons can be made and trends can be observed.
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		<p>Criterion 1 - Introduction: 100% of the students fully met this criterion.</p> <p>Criterion 2 – Synthesis: 20.0% partially met this criterion and 80.0% fully met this criterion.</p> <p>Criterion 3 – Critique: 25.0% did not meet this criterion; 55% partially met this criterion and 20% fully met this criterion.</p> <p>Criterion 4 – Cited Literature: 100.0% fully met this criterion.</p> <p>Criterion 5 – Implications for Professional Practice: 40.0% partially met this criterion and 60.0% fully met this criterion.</p> <p>Criterion 6 – Writing Mechanics: 100% fully met this criterion.</p> <p>Criterion 7 – Format and Compliance with APA: 10.0% partially met this criterion and 90.0% fully met this criterion.</p> <p>Over 85% of the students either partially or fully met each of the criteria in this assessment, except for Criterion 3 – Critique. Only 75% of the students either partially or fully met this criterion.</p>	<p>4. Explore with the Counseling and Human Development Department faculty whether or not this assessment should be included as a key assessment for counselors since the great majority of graduates become practitioners.</p> <p>5. If it is decided that this assessment will remain as a key assessment, explore ways in which the criteria of this assessment can be included in assignments in other courses throughout the counseling programs to improve overall program performance on this assessment.</p>
<p>4. Students will demonstrate the capacity to acquire and utilize the dispositions</p>	<p>The <i>Review and Retention Rubric</i> is administered in each course as a means of evaluating</p>	<p><u>Fall Semester 2014:</u> <i>Review and Retention Rubric</i> data was analyzed from the</p>	<p>Compared to 2013-2014: It was reported that 100% of the students scored a 3.0 or above</p>

<p>consistent with professional counseling in the areas of clinical and intrapersonal/interpersonal functioning.</p>	<p>counseling dispositions within the following domains: clinical astuteness, intrapersonal insight/dispositions, interpersonal skills, and professional dispositions. This assessment is intended to evaluate the performance and readiness of each student in areas beyond pure academic ability, typically addressed by graded assignments. The desired outcome is to increase the students' awareness that specific non-academic skills are expected as part of the development of a counseling professional. The evaluation form is structured so that the evaluator rates the student on specified behaviors or attitudes identified within each domain.</p> <p>All domains on the Review and Retention Rubric will be evaluated for trends of students entering and progressing through the program. Any domain consistently falling below a cut score of 3.0 will be reviewed and action steps will be taken. A student with a cut score below a 3.0 in any domain will be required to meet with</p>	<p>following courses in the Fall 2014 semester: (COUN 544, 545, 563, 567, 622, 634, 661, 685, 686).</p> <p>Criterion 1 – Clinical Astuteness: 100% of the students (n=125) scored a 3.0 or above.</p> <p>Criterion 2 – Intrapersonal Insight/Dispositions: 99.1% of the students (n=125) scored 3.0 or above. One student scored below the cut score of 3.0 on this criterion.</p> <p>Criterion 3 – Interpersonal Skills: 99.1% of the student (n=125) scored 3.0 or above. One student scored below the cut score of 3.0 on this criterion. This is the same student who scored below a 3.0 on Criterion 2.</p> <p>Criterion 4 – Professional Dispositions: 100% of the students (n=125) scored 3.0 or above.</p> <p><u>Spring Semester 2015:</u> <i>Review and Retention Rubric</i> data was analyzed from the following courses in the Fall 2014 semester: (COUN 564, 622)</p> <p>Criterion 1 – Clinical Astuteness: 100% of the students (n=29) scored a 3.0 or above.</p>	<p>on each of each criterion of the <i>Review and Retention Rubric</i>. In the current reporting cycle, Fall 2014, Spring 2015, and Summer 2015, one student scored below the cut score of 3.0 on two criteria in the fall 2014 semester and the same student scored below the cut score of 3.0 on two criteria in the spring 2015 semester. In the summer semester 2015, 100% of the students scored at or above the 3.0 cut score on all criteria.</p> <p>This student was identified at the end of the fall 2014 and spring 2015 as having deficits in interpersonal and intrapersonal skills. The course instructor and academic advisor met with the student to discuss these deficits. The student was required to create a remediation plan, the academic advisor approved the plan and continues to monitor the student for progress at regular intervals.</p> <p>Recommendations:</p> <ol style="list-style-type: none"> 1. Continue to identify students that score below the 3.0 cut score
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	<p>his/her academic advisor to develop and implement a remediation plan.</p> <p>Criteria: Malone University's graduate counseling students will score a 3.0 or above on each of the following criteria: Criterion 1 – Clinical Astuteness Criterion 2 – Intrapersonal Insight/Dispositions Criterion 3 – Interpersonal Skills Criterion 4 – Professional Dispositions</p>	<p>Criterion 2 – Intrapersonal Insight/Dispositions: 96.6% of the students (n=29) scored 3.0 or above. One student scored below the cut score of 3.0 on this criterion.</p> <p>Criterion 3 – Interpersonal Skills: 96.6% of the students (n=29) scored 3.0 or above. One student scored below the cut score of 3.0 on this criterion. This is the same student who scored below a 3.0 on Criterion 2.</p> <p>Criterion 4 – Professional Dispositions: 100% of the students (n=29) scored 3.0 or above.</p> <p>Summer Semester 2015: <i>Review and Retention Rubric</i> data was analyzed from the following courses in the Fall 2014 semester: (COUN 564, 685, 686) Criterion 1 – Clinical Astuteness: 100% of the students (n=30) scored a 3.0 or above. Criterion 2 – Intrapersonal Insight/Dispositions: 100% of the students (n=30) scored 3.0 or above.</p>	<p>on any of the four listed criteria.</p> <ol style="list-style-type: none"> 2. Require that the identified student develop and implement a remediation plan to address the areas in which the student scored below the 3.0 cut score. 3. The academic advisor will be responsible for monitoring the student's progress. 4. Send reminders to all faculty (full-time and adjuncts) to input the <i>Review and Retention Rubric</i> data into TK20 for each course and to identify any students who fall below the cut score of 3.0 on any of the criteria and report this information to the Chair of the department at the end of each semester.
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		<p>Criterion 3 – Interpersonal Skills: 100% of the students (n=30) scored 3.0 or above.</p> <p>Criterion 4 – Professional Dispositions: 100% of the student (n=30) scored 3.0 or above.</p>	
<p>5. Students will demonstrate requisite counseling skills in an external practicum setting with actual clientele indicating a readiness to practice as a professional counselor.</p>	<p>The <i>Requisite Counseling Skills Assessment</i>, utilized in the COUN 630 Counseling Practicum course, evaluates the core counseling skills necessary for the counselors preparing to complete their academic training. Counselor-in-training acquire, demonstrate, and strengthen counseling and human relation skills through the provision of highly structured and supervised individuals and group counseling services. During the Counseling Practicum course (COUN 630), taken toward the end of the students' coursework, students perform a minimum of 40 hours of direct counseling services with actual clients in a designated setting and utilize videotaping to demonstrate their development of their counseling skills. As a summative evaluation in the course, the</p>	<p><u>Fall Semester 2014</u> In this semester, 100% of the students (n=10) scored above 80%. The range of percentage scores was 92% to 100%.</p> <p><u>Spring Semester 2015</u> In this semester, 100% of the students (n=11) scored above 80%. The range of percentage scores was 92% to 100%.</p> <p><u>Summer Semester 2015</u> In this semester, 100% of the students (n=6) scored above 80%. All of the students (100%) scored 100%.</p>	<p>Compared to 2013-2014: The same results indicated in 2013-2014 were found in the 2014-2015 academic year with 100% of the students scoring above 80%.</p> <p>Recommendations:</p> <ol style="list-style-type: none"> 1. Maintain the rigor within the COUN 563 and COUN 564 courses (Theories and Techniques of Counseling I and II) in which counseling skills and techniques are first taught and assessed. 2. Maintain the assignments within other courses in which counseling skills are practiced and assessed through active learning strategies, role playing, and recorded mock counseling sessions.

	<p>students record a final session and write a self-critique of their work. The recorded session and their self-critique are evaluated by the course instructor, utilizing the Requisite Counseling Skills Rubric. The data collected allows faculty to assess the individual student as well as the program's effectiveness in preparing future counselors. Feedback of the student's performance is given during the course as a final grade. If a student does not achieve a minimum of 82% on this assessment, this student will be required to meet with the instructor and their academic advisor to develop and implement a remediation plan put in place prior to entering Internship I in Clinical Counseling (COUN 685) to ensure that the student's performance for further counseling sessions demonstrate the skills expected for that experience.</p> <p>The program as a whole will use the aggregated data to evaluate each specific domain related to counseling skills development. Each domain will be assessed to determine if at least 85% of the</p>		<p>3. Explore with faculty and the advisory board ways in which the standards for this assessment can be raised to promote the development of advanced counseling skills.</p>
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	<p>students are achieving the expected 82% individual threshold. For all domains that are below 85%, a plan will be developed to remediate this issue by the Counseling and Human Development faculty. The domains will be assessed in the immediate semester following each section of Counseling Practicum.</p>		
<p>6. Students will demonstrate skills, knowledge, and dispositions consistent with the professional identity of a professional counselor in an internship within an external setting.</p>	<p>The <i>Internship Supervision Final Evaluation</i> is a combination of a quantitative and narrative tool meant to evaluate the student's knowledge, skills, and dispositions relative to professional clinical counseling.</p> <p>At the end of each semester of Internship, the site supervisor for the Internship and the Faculty for the Internship Seminar will independently complete the Internship Supervision Evaluation for the student's performance. These forms will be compared for differences that indicate possible deficits in the student's demonstrated knowledge, skills,</p>	<p>The <i>Internship Supervision Final Evaluation</i> was completed by each Site Supervisor and examined by the Internship Instructor for the following courses: (COUN 683, 684, 685, 686). Students are assessed on 29 criteria.</p> <p><u>Fall Semester 2014</u> In this semester, 100% of the students scored above 85% overall and on each criterion.</p> <p><u>Spring Semester 2015</u> In this semester, 100% of the students scored above 85% overall and on each criterion.</p> <p><u>Summer Semester 2015</u></p>	<p>Compared to 2013-2014: There was no data report compiled for this assessment during this timeframe.</p> <p>Recommendations:</p> <ol style="list-style-type: none"> 1. Maintain the rigor and standards throughout the counseling programs that promote student preparedness within the 29 criteria found in the Internship Supervision Final Evaluation. 2. Explore these current criteria with faculty and the advisory board to see if some of these criteria should be changed to better

	<p>and dispositions. Any student determined to be deficit in any area will be engaged in a planning process that will address the weak areas.</p> <p>Aggregated data about the preparedness of students for the internship experience will be monitored through the use of the Internship Supervision Evaluation. The evaluation will allow faculty to get feedback on how ready students in the internship were for this experience. Any student perceived as lacking will have remediation by the faculty of the Internship Seminar and the Department Director if necessary. As a whole, the department will evaluate what may have hindered the student from performing more adequately and evaluate any experiences that other students may need that would allow for better success for all future students. Aggregated scores on the School Counseling Site Supervisor Evaluation of the Intern will yield at or above 4.0 of a 5.0 scale. Aggregated scores on the Clinical Counseling</p>	<p>In this semester, 100% of the students scored above 85% overall and on each criterion.</p>	<p>promote student development and preparedness.</p>
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	Site Supervisor Evaluation of the Intern will yield at or above 4.0 of a 5.0 scale.		
7. <u>Clinical Mental Health Counseling Students only:</u> Students will successfully pass the clinical mental health counselor licensure examination, the National Counselor Examination (NCE).	As part of the licensure process in Ohio, students have to complete an examination to be licensed as a Professional Counselor (LPC). The current examination is the National Counselor Examination (NCE) produced through the National Board of Certified Counselors. The results of this examination are sent to the Ohio Counselor, Social Worker, and Marriage and Family Therapist Board for consideration to be a licensed professional counselor. The passage of this examination indicates that the student has mastered the requisite knowledge for licensure within Ohio and, therefore, the ability to practice counseling under appropriate supervision. Total passage rates and each sub-category on the NCE will be evaluated to ensure that students are achieving at 85% overall in each area. Any sub-category not meeting the 85% threshold will be addressed with appropriate action steps taken.	<p><u>2013</u> The NCE pass rate was 92% (n=24).</p> <p><u>2014</u> The Executive Director from the Counselor Social Worker and Marriage and Family Therapist Board (CSWMFT) could not provide data from the NCE for 2014. It was reported that the CSWMFT Board is currently searching for a new test administrator that can provide more detailed data from the NCE.</p>	<p>Recommendations:</p> <ol style="list-style-type: none"> 1. Continue to request data from the CSWMFT Board on the NCE for pass rates and percentage pass rates on each sub-category within the NCE. 2. Once the sub-category percentages can be identified, analyze the data to determine which courses can be improved to promote acquisition of knowledge and pass rates. 3. Continue providing students with NCE study resources.

<p>8. <u>School Counseling Students only</u>: Students will successfully pass the school counselor licensure Examination, OAE 040.</p>	<p>As part of the licensure process in Ohio, school counseling graduate students have to complete an examination to be licensed as a School Counselor. The current examination is the Ohio Assessment for Educators (OAE 040). The passage of this examination indicates that the student has mastered the requisite knowledge for licensure within Ohio and, therefore, the ability to practice school counseling.</p> <p>The results of this examination are sent to the Ohio Department of Education who forwards the results annually to Malone as part of the criteria for being licensed as a professional school counselor.</p>	<p><u>2014</u> The OAE 040 overall pass rate for Malone University School Counseling students was 90%.</p>	<p>Recommendations:</p> <ol style="list-style-type: none"> 1. Request more detailed data form the Ohio Department of Education regarding the overall pass rate and sub-categories of the OAE 040. 2. Once this detailed data is gathered, analyze the data and make necessary changes to School Counseling curricula to promote knowledge acquisition, skill building, and preparedness for this exam. 3. Some OAE 040 study materials have been compiled. Encourage students to utilize these study materials when preparing for this exam.
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