



**Spring 2016 and Fall 2016  
Student Learning Outcomes Assessment Plan and Report**

**College:** College of Education

**Department:** Counseling

**Degree Program:** Clinical Mental Health Counseling – Master of Arts

The Clinical Mental Health Counseling concentration area prepares students for counseling positions in various community based agencies such as mental health centers, private counseling agencies, substance abuse treatment facilities, centers for counseling the elderly, children, and families, business and industry. The assessments used for this program evaluate various skills that all counselors should possess regardless of specialization area.

**Reflection on the Continuous Improvement of Student Learning**

1. List the changes and improvements your program planned to implement as a result of last year's student learning outcomes assessment data.
2. Were all of the changes implemented? If not, please explain.
3. What impact did the changes have on student learning?

Based upon the Assessment 2016 data, the Clinical Mental Health Counseling Program met all performance outcomes and showed a positive impact on candidate learning. The SLOs were updated to reflect the 2016 CACREP Standards.

**Student Learning Outcome 1  
(CACREP Standard C. 1. b)**

**SLO 1:** Clinical Mental Health Counseling students will be able to identify theories and models related to clinical mental health counseling.

**Changes to the Student Learning Outcomes Assessment Plan:** If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Performance Outcome) for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes.

This is a new student learning outcome based on 2016 CACREP Standards.

**Effectiveness Measure:** Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome **and** explain how it assesses the desired knowledge, skill or ability.

1. As a part of completion of CSLG 7170-Introduction to Clinical Mental Health, students complete a community site visit assignment and oral presentation. The evaluation is scored on a 3-point scale. An average score of 2 is considered passing. This scale measures the students' ability to evaluate the site, understand it's applicability, and their ability to gather knowledge. Students

should be able to demonstrate the ability to identify contextual factors, theories and models that are appropriate for effective mental health counseling.

2. As part of completion of CSLG 6153 students complete a course resources list that includes information on best practices for specific diagnoses, and individual, as well as family, support resources for each diagnosis.
3. The NCE is a 200-item multiple choice exam, created by the National Board for Certified Counselors <http://www.nbcc.org/Exam>. Only 160 of the 200 questions are used to determine a minimum passing score. The maximum score for each domain is 20 and overall 160. The NCE is designed to assess students' knowledge of the eight (8) CACREP core content areas: Human Growth & Development, Social & Cultural Diversity, Helping Relationship, Group Work, Career Development, Assessment, Research and Program Evaluation, and Professional Orientation & Ethical Practice. In addition, within the 8 content areas, the NCE also assesses five work behavior domains that include (1) Fundamental Counseling Issues, (2) Counseling Process, (3) Diagnostic and Assessment Services, (4) Professional Practice, and (5) Professional Development, Supervision, and Consultation.

**Methodology:** Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data.

1. In CSLG 7170 students are assigned an experiential assignment that requires them to visit a community clinical mental health site. At the assigned site, students gather information about the services offered, evaluate the process of services, and interview staff. Additionally, students are required to present on a topic that is germane to the setting and provide information on best practices for providing treatment for that selected population. Students are required to reflect on 22 questions provided by the instructor, develop a handout for each class member, and provide materials from their site visit. The presentation and written materials are evaluated using a rubric and uploaded to Taskstream. The scores are evaluated by the instructor.
2. In CSLG 6153 students are assigned a clinical resource list assignment. This assignment entails doing research on best practices and community resources for specific diagnoses. Each student creates an exhaustive list of best practices for treatment based on diagnostic categories in the DSM 5 and provides a list of clinical and social support resources appropriate for clients struggling with the specified diagnosis. The resource list is submitted into taskstream and graded on a 3 point rubric (range from 0 to 9; high score of 3 for each category).
3. As part of licensure process of North Carolina, Clinical Mental Health candidates must pass a National Counselor Exam (*NCE*) administered by the National Board for Certified Counselors. (<http://www.nbcc.org/Exam>). The NCE is offered during April and October of each calendar year and it is also important to note that during every administration of the exam a different form of the test is used and the passing score varies with each administration.

Scores are collected using a data management system, TaskStream, and are analyzed at the college and program level. Simple descriptive statistics are used to analyze the scores, and disaggregated findings are reported by semester at three levels (College, Program and Licensure Area). Once a year results from all assessments administered by the programs are disseminated to the faculty in the College of Education. The data is discussed during a final faculty meeting and next steps are determined to address any needs identified. All strategies determined during this closing the loop discussion are implemented during the next academic year. All data reports

created by the College of Education are housed on a secure website which is accessible to all faculty members within the Cato College of Education.

**Performance Outcome:** Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome and the level of proficiency expected.

1. The program expects 85% of all community counseling students score a minimum of 6 on CSLG 7170 site visit assignment rubric.
2. The program expects 85% of students to score a minimum of 6 on the clinical resource assignment.
3. The program expects 90% of students to pass the NCE –this score is <http://www.nbcc.org/Exam>. For the April or Spring Administration the minimum passing score was 90 and for the October or Fall administration the minimum score was 93.

<b>CPCE</b>	Percentage of students who scored higher than one (1) standard deviation below the mean of our students' scores	
	<b>Clinical Mental Health Counseling</b>	<b>Clinical Mental Health Counseling</b>
Semester	<b>Spring 2015</b>	<b>Fall 2015</b>
Number	10	12
Passing	10	12
Percentage	100%	100%

	<b>Spring 2016</b>			<b>Fall 2016 Assessment Data</b>		
<b>Students</b>	<b>CSLG 7170 Measure 1</b>	<b>CSLG 6153 Measure 2</b>	<b>NCE Measure 3</b>	<b>CSLG 7170 Measure 1</b>	<b>CSLG 6153 Measure 2</b>	<b>CPCE Measure 3</b>
Semester	<b>Sum 2016</b>	<b>Spring 2016</b>	<b>Spring 2016</b>	<b>Fall 2016</b>	<b>Sum 2016</b>	<b>Fall 2016</b>
Total Number	16	37	15	41	18	19
Passing	16	37	15	41	18	18
			90 min. score			93 min. score
Percentage	100%	100%	100%	100%	100%	93%

**Additional NCE CNSL Spring 2016 Data**

**UNCC Results**

**CACREP Results**

Eight Core Areas	Items	Mean	Std Dev	N	Mean	Std Dev	N
Human Growth & Development	12	9.40	1.96	15	8.57	2.14	3171
Social & Cultural Diversity	11	7.93	2.02	15	7.08	2.01	3171
Helping Relationships	36	27.13	3.52	15	25.42	4.39	3171
Group Work	16	13.27	1.33	15	11.85	2.17	3171
Career Development	19	15.40	2.26	15	14.63	2.50	3171
Assessment	20	15.00	2.14	15	14.43	2.76	3171
Research & Program Evaluation	16	11.53	2.07	15	9.98	2.71	3171
Professional Orientation & Ethical Practice	30	22.20	2.83	15	20.96	3.42	3171
Score	160	121.90	10.99	15	112.91	16.86	3171
<b>Five Work Behavior Domains</b>							
Fundamental Counseling Issues	32	23.93	2.37	15	22.74	3.86. 5.25	3171
Counseling Process	45	37.13	3.36	15	33.68	3.59	3171
Diagnostic & Assessment Services	25	17.07	3.37	15	16.31	4.63	3171
Professional Practice	38	28.40	3.16	15	25.84	4.63	3171
Prof. Dev. Supervision & Consultation	20	15.33	2.29	15	14.34	2.66	3171
Score	160	121.90	10.99	15	112.91	16.86	3171

**Additional NCE CNSL Fall 2016 Data**

**UNCC Results**

**CACREP Results**

Eight Core Areas	Items	Mean	Std Dev	N	Mean	Std Dev	N
Human Growth & Development	12	9.61	.98	19	8.61	2.06	1814
Social & Cultural Diversity	11	9.50	1.50	19	8.47	1.67	1814
Helping Relationships	36	28.0	3.27	19	25.43	4.45	1814
Group Work	16	13.89	1.32	19	11.86	2.32	1814
Career Development	19	14.33	1.94	19	12.29	2.57	1814
Assessment	20	14.17	2.01	19	13.61	2.77	1814
Research & Program Evaluation	16	11.83	2.55	19	9.68	2.70	1814
Professional Orientation & Ethical Practice	30	24.06	3.08	19	22.10	3.43	1814
Score	160	125.40	11.81	19	112.05	16.97	1814
<b>Five Work Behavior Domains</b>							
Fundamental Counseling Issues	32	23.67	2.79	19	21.62	3.81	1814
Counseling Process	45	38.28	2.72	19	33.97	5.28	1814
Diagnostic & Assessment Services	25	17.67	2.33	19	16.58	3.37	1814
Professional Practice	38	30.00	4.45	19	24.14	4.88	1814
Prof. Dev. Supervision & Consultation	20	15.78	2.44	19	14.74	2.70	1814
Score	160	125.40	11.81	19	112.05	16.97	1814

**Plans for 2017:** Based upon the 2016 assessment data included in this annual report, what changes/improvements will the program implement during the next academic year to improve performance on this student learning outcome?

Based upon the Assessment data, the Clinical Mental Health Counseling Program met all performance outcomes and showed a positive impact on candidate learning. No instructional or program changes were needed. However SLOs will continue to be modified to reflect the 2016 CACREP Standards.

