



## Student Learning Outcomes Assessment Plan and Report

**College:** College of Education

**Department:** Counseling

**Name of Degree Program with Concentration Areas:** Counseling - Addiction, Clinical Mental Health, and School Counseling.

### 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 Report all program areas met all performance outcomes and showed a positive impact on candidate learning. However as a part of continuous improvement and the new CACREP 2016 standards all student learning outcomes have been revised.

### Professional Orientation and Ethical Practice (CACREP II. F.1.j)

**SLO 1:** Students understand ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional 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.

**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. Measurement #1 - CSLG 6101 Ethics and Professional Issues in Counseling - The outcome measure for this standard is the ethical code quiz.
2. Measurement #2 - CSLG 7430 Practicum in Counseling - The outcome measure for this standard is the CCS-R evaluation (item 2A) in CSLG 7430.
3. Measurement #3 - CSLG 7435 Counseling Internship - The outcome measure for this standard is the CCS-R evaluation (Item 2A) in CSLG 7435.
4. The Counselor Preparatory Comprehensive Examination (CPCE) is a national exam created by the <http://www.nbcc.org/Exam/NationalCounselorExaminationForLicensureAndCertification> National Board for Certified Counselors. This is a four-hour examination taken in January and

August each semester. The examination fee is \$50 and students are advised to take the exam two semesters prior to graduation. The purpose of the CPCE is to assess student's professional knowledge in eight (8) core content areas that include: 1) Human Growth and Development, 2) Social and Cultural Diversity, 3) Helping Relationships, 4) Group Work, 5) Career Development, 6) Assessment, 7) Research and Program Evaluation, and 8) Professional Orientation & Ethical Practice. There are 160 total questions or 20 per section on the CPCE; however, only 17 questions in each section are scored because three are unidentified pretest items. The maximum score on the Professional Orientation and Ethical Practice section of the CPCE is 17.

**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. All students enrolled in CSLG 6101 Ethics and Professional Issues in Counseling are given a 10 question ethics application quiz either at mid-semester or the end of the semester. This quiz presents counseling scenarios for student to review. Once reviewed, students are asked to select what section of the ACA Ethical Code best addresses the circumstances of the scenario.
2. All students enrolled in CSLG 7430 Practicum in Counseling are evaluated at the end of the semester using the Counselor Competency Scale-Revised assessment instrument. Item 2A from the instrument is used for this SLO, which reads, "Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, & NBCC; including practices within competencies." Students are rated on a five-point scale, with 5=Exceeds expectations to 1=Harmful.
3. All students enrolled in CSLG 7435 Counseling Internship are evaluated at the end of the semester using the Counselor Competency Scale-Revised assessment instrument. Item 2A from the instrument is used for this SLO, which reads, "Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, & NBCC; including practices within competencies." Students are rated on a five-point scale, with 5=Exceeds expectations to 1=Harmful.
4. The Counselor Preparatory Comprehensive Examination (CPCE) is a national exam administered at the beginning of the Fall and Spring Semester. The CPCE is electronically scored by Center for Credentialing & Education and the results are electronically sent CSLG department for dissemination to students. The maximum score on the Professional Orientation and Ethical Practice section is 17.

Scores from performance measures in CSLG 6101, CSLG 7430, CSLG 7435, and the Professional Orientation and Ethical Practice section of the CPCE are collected using TaskStream data management system, 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 Cato College of Education are housed on a secure website which is accessible to all faculty members within the College.

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**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 counseling students to score an 8 or above on the Ethics Application Quiz.
2. The program expects 85% of all counseling students in the Counseling Practicum course to score a minimum of 4 on item 2A of the Counselor Competency Scale-Revised as assessed by the faculty instructor.
3. The program expects 85% of all counseling students in the Counseling Internship course to score a minimum of 4 on item 2A of the Counselor Competency Scale-Revised as assessed by the faculty instructor.
4. The program expects 85% of students to score a minimum of 10.79 or 1.5 points below the national mean score of 12.29 for the Professional Orientation and Ethical Practice section of the CPCE.

**Assessment Data**

Spring 2016 -Fall 2016 Assessment Data								
Students	Measure 1	Measure 2	Measure 3	Measure 4	Measure 1	Measure 2	Measure 3	Measure 4
Semester	Sum 2016	Spr 2016	Spr 2016	Spr 2016	Fall 2016	Fall 2016	Fall 2016	Fall 2016
Total Number	15	28	43	30	52	28	39	36
Met Expectations	15	28	43	26	51	26	38	35
Percentage	100%	100%	100%	87%	98%	93%	97%	97%
Group Mean				12.53				13.56

**Changes to be implemented Fall 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 Report, The MA Counseling Program met all performance outcomes and showed a positive impact on candidate learning. No instructional or program changes were needed.

**Student Learning Outcome 2**

**Social & Cultural Diversity  
(CACREP II. F.2.c )**

**SLO 2:** Students are proficient in multicultural counseling competencies.

**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 and different measure was used as the first performance outcome during fall semester because it was a more valid and reliable measure.

**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 the completion of CSLG 6145, two different measures were utilized. For the spring semester, four items related to multicultural competencies, were extracted from the midterm exam. During the Fall semester, the four exam questions were replaced with the Multicultural Awareness, Knowledge, and Skills Survey Counselor Edition-Revised (MAKSS-CE-R) as the first measure (Measure 1). This instrument was selected as it was designed validly measure cultural awareness, knowledge, and skills in counselors.
2. As a part of the completion of CSLG 7430 item 2f on the Counselor Competency Scale-R (CCS-R) is used as the second performance outcome. The CCS-R is a research based rating system developed for evaluating counselors-in-training across their development designed to be aligned with CACREP 2016 Standards. Item 2F of the measure assesses multicultural competence on a range from “below expectation,” to “exceeds expectations.” This rating is determined by student’s practicum instructor.
3. The Counselor Preparatory Comprehensive Examination (CPCE) is a national exam created by the <http://www.nbcc.org/Exam/NationalCounselorExaminationForLicensureAndCertification> National Board for Certified Counselors. This is a four-hour examination taken in January and August of each semester. The examination fee is \$50 and students are advised to take the exam two semesters prior to graduation. The purpose of the CPCE is to assess student’s professional knowledge in eight (8) core content areas that include: 1) Human Growth and Development, 2) Social and Cultural Diversity, 3) Helping Relationships, 4) Group Work, 5) Career Development, 6) Assessment, 7) Research and Program Evaluation, and 8) Professional Orientation & Ethical Practice. There are 160 total questions or 20 per section on the CPCE; however, only 17 questions in each section are scored because three are unidentified pretest items. The maximum score on the Social and Cultural Diversity section of the CPCE is 17.

**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. Student will respond correctly to 75% of the selected multicultural competency questions extracted from the midterm exam in the CSLG 6145 course. The scores will be extracted from the exam and reported by the instructors. During the reporting period the first performance outcome (Measure 1) was changed to the total score on the MAKSS-CE-R which is a standardized assessment that the program faculty believed will be a better measure of the construct of multicultural competency. Students are directed to complete the assessment online through the course measurement system (Canvas, MOODLE, etc.). Student will respond correctly to 75% of the selected multicultural competency questions extracted from the midterm exam in the CSLG 6145 course. The scores will be extracted from the exam and reported by

the instructors. During the reporting period the first performance outcome (Measure 1) was changed to the total score on the MAKSS-CE-R which is a standardized assessment that the program faculty believed will be a better measure of the construct of multicultural competency. Students are directed to complete the assessment online through the course measurement system (Canvas, etc.).

2. All students enrolled in CSLG 7430 Practicum in are evaluated at the end of the semester using the Counselor Competency Scale-Revised assessment instrument. Item 2f from the instrument is used for this SLO, which reads, “Demonstrates awareness, appreciation, & respect of cultural difference (e.g., race, ethnicity, spirituality, sexual orientation, disability, SES, etc.)”. Students are rated on a five-point scale, with 5=Exceeds expectations to 1=Harmful.
3. The Counselor Preparatory Comprehensive Examination (CPCE) is a national exam administered at the beginning of the Fall and Spring Semester. The CPCE is electronically scored by Center for Credentialing & Education and the results are electronically sent CSLG department for dissemination to students. The maximum score on the Social & Cultural Diversity section is 17.

Scores from performance measures in CSLG 6145, CSLG 7430, and the Social and Cultural Diversity section of the CPCE are collected using TaskStream data management system, 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 Cato College of Education are housed on a secure website which is accessible to all faculty members within the College.

**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 students to answer correctly 3 out of four or (75%) on the multicultural competency items on the midterm exam.  
  
The program expects that 85% of students will score a minimum of 90 on the MAKSS-CE-R.
2. The program expects 85% of all counseling students meets or exceeds expectations on item 2F on the of the CCS-R upon final faculty evaluation at the end of their practicum course.
3. The program expects 85% of all counseling students to score a minimum of 7.5 on the Social and Cultural Diversity section of the CPCE.

**Assessment Data**

Spring 2016 - Fall 2016 Assessment Data						
Counseling Students	Measure 1	Measure 2	Measure 3	Measure 1	Measure 2	Measure 3
Semester	Spring 2016	Spring 2016	Spring 2016	Fall 2016	Sum 2016	Sum 2016
Total Number	28	28	30	13	28	36
Met Expectations	26	28	30	13	27	35
Percentage	90%	100%	100%	100%	96%	97%
Mean			11.97			11.89

**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 Report, The MA Counseling Program met all performance outcomes and showed a positive impact on candidate learning. No instructional or program changes were needed.

**Student Learning Outcome 3**

**Human Growth & Development**  
(CACREP II. F.3.r )

**SLO 3:** Systemic and environmental factors that affect human development, functioning, and behavior.

**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.

**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 the completion of CSLG 6104, students complete an exam essay question measuring the identified standard. The rubric has three categories that assesses systemic factors, environmental factors, and multicultural considerations. The rubric value ranges from 0 to 4.
2. As a part of the completion of RSCH 6109, students complete a mock assessment session addressing the identified standard. The rubric has a scale that ranges from 0 = No work provided to a max of 4 = “Comprehensive review of the systemic and environmental factors that may have affected the human development functioning, and behavior of the client”.
3. The Counselor Preparatory Comprehensive Examination (CPCE) is a national exam created by the <http://www.nbcc.org/Exam/NationalCounselorExaminationForLicensureAndCertification> National Board for Certified Counselors. This is a four-hour examination taken in January and August of each semester. The examination fee is \$50 and students are advised to take the exam two semesters prior to graduation. The purpose of the CPCE is to assess student’s professional

knowledge in eight (8) core content areas that include: 1) Human Growth and Development, 2) Social and Cultural Diversity, 3) Helping Relationships, 4) Group Work, 5) Career Development, 6) Assessment, 7) Research and Program Evaluation, and 8) Professional Orientation & Ethical Practice. There are 160 total questions or 20 per section on the CPCE; however, only 17 questions in each section are scored because three are unidentified pretest items. The maximum score on the Human Growth and Development section of the CPCE is 17.

**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. As part of CSLG 6104-Counseling Across the Lifespan, students are evaluated on an exam essay questions that evaluates systemic and environmental factors that affect human development, functioning, and behavior using a four-point value scale.
2. As part of RSCH 6109, students' conduct a mock assessment session that addresses systemic and environmental factors that affect human development, functioning, and behavior. The rubric scale ranges from 0 to 4.
3. The Counselor Preparatory Comprehensive Examination (CPCE) is a national exam administered at the beginning of the Fall and Spring Semester. The CPCE is electronically scored by Center for Credentialing & Education and the results are electronically sent CSLG department for dissemination to students. The maximum score on the Human Growth and Development section is 17.

Scores from performance measures in CSLG 6104, RSCH 6109, and the Human Growth and Development section of the CPCE are collected using TaskStream data management system, 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 Cato College of Education are housed on a secure website which is accessible to all faculty members within the College.

**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 counseling students to score an average of a 3.5 or higher on the Lifespan essay exam rubric items assessing Standard 3.f.
2. The program expects 85% of all counseling students to score a 4 on the mock assessment session rubric item assessing Standard 3.f.

3. The program expects 85% of all counseling students to score a minimum of 8.33 or 1.5 below national mean of 9.83 on the Human Growth and Development section of the CPCE.

**Assessment Data**

Spring 2016 - Fall 2016 Assessment Data					
Counseling Students	Measure 1 Essay	Measure 2 Assessment	Measure 3 CPCE	Measure 1 Essay	Measure 3 CPCE
Semester	Summer 2016	Summer 2016	Spring 2016	Fall 2016	Fall 2016
Total Number	16	19	30	32	36
Met Expectations	15	19	27	27	36
Percentage	94%	100%	90%	85%	100%
Mean			11.27		12.31

**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 Report, The MA Counseling Program met all performance outcomes and showed a positive impact on candidate learning. No instructional or program changes were needed.

**Student Learning Outcome 4**

**Career Development  
(CACREP II. 4. i.)**

**SLO 4:** Professional Counseling students demonstrate an understanding of knowledge for using various assessment tools and techniques during career planning and decision making (CACREP II, 4-I).

**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.

**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 the completion of CSLG 6150 Career Development and Counseling, students are required to complete a quiz that consist of 25 questions. Each question is worth .25 points and maximum point for the quiz is 5. An average score of 4 points or higher is considered passing.
2. As a part of the completion of RSCH 6109 where students complete a Career Case Study where they assess career development using related and appropriate assessments.
3. The Counselor Preparatory Comprehensive Examination (CPCE) is a national exam created by the <http://www.nbcc.org/Exam/NationalCounselorExaminationForLicensureAndCertification> National Board for Certified Counselors. This is a four-hour examination taken in January and August of each semester. The examination fee is \$50 and students are advised to take the exam two semesters prior to graduation. The purpose of the CPCE is to assess student's professional knowledge in eight (8) core content areas that include: 1) Human Growth and Development, 2) Social and Cultural Diversity, 3) Helping Relationships, 4) Group Work, 5) Career Development, 6) Assessment, 7) Research and Program Evaluation, and 8) Professional Orientation & Ethical Practice. There are 160 total questions or 20 per section on the CPCE; however, only 17 questions in each section are scored because three are unidentified pretest items. The maximum score on the Career Development section of the CPCE is 17.

**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. CSLG 6150 Career Development and Counseling is typically taught in the spring semester and during the summer session in traditional, hybrid, and in asynchronous formats. As a part of the completion of this course, students complete a 25 item multiple choice quiz during final week of the semester. The quiz is worth 5 points of the maximum score for the course which is 100.
2. As part of RSCH 6109 students complete a career case study where students conduct an assessment using related assessments. The assignment in worth 20 points.
3. The Counselor Preparatory Comprehensive Examination (CPCE) is a national exam administered at the beginning of the Fall and Spring Semester. The CPCE is electronically scored by Center for Credentialing & Education and the results are electronically sent CSLG department for dissemination to students. The maximum score on the Career Development section is 17 and the minimum score is 7.0 or 1.5 points below the national mean score of 8.44 for this section.

Scores from performance measures in CSLG 6150, RSCH 6109, and the Career Development section of the CPCE are collected using TaskStream data management system, 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 Cato College of Education are housed on a secure website which is accessible to all faculty members within the College.

**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 counseling students to score a minimum of 4 on the Career Development Quiz.
2. The program expects 85% of all counseling students to score a minimum of 18 on the Career Case study.
3. The program expects 85% of all counseling students to score a minimum of 7.0 on the Career Development section of the CPCE.

**Spring 2016 - Fall 2016 Assessment Data**

Counseling Students	Career Quiz Measure 1	Case Study Measure 2	CPCE Measure 3	Career Quiz Measure 1	Case Study Measure 2	CPCE Measure 3
Semester	Spring 2016	Spring 2016	Spring 2016	Sum 2016	Sum 2016	Fall 2016
Total Number	25		30	38	19	36
Met Expectations	23		26	34	19	35
Percentage	92%		87%	89%	100%	97%
Mean	NA		12.53	NA		11.78

**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 Report, The MA Counseling Program met all performance outcomes and showed a positive impact on candidate learning. No instructional or program changes were needed.

**Student Learning Outcome 5**

**Counseling & Helping Relationships  
(CACREP II. 5. g.)**

**SLO 5:** Students develop essential interviewing, counseling, and case conceptualization skills.

**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.

**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 the completion of CSLG 6110 Counseling Techniques, students are evaluated by the instructor using the Basic Counseling Skills Rubric. The rubric contains five basic skill sets that include 1) Counseling Relationship, 2) Non-verbal Skills, 3) Basic Active Listening Skills, 4) Advanced Counseling Skills, and 5) Personal Growth. required to complete a quiz that consist of 25 questions. Each skill set has a scale that consists of 1 = Does not Meet Expectations, 2 = Meets Expectations, and 3 = Exceeds Expectations. All five basic skill sets are evaluated are more likely developed near the end of semester as a result of the developmental process in the skill development of students.
2. As part of CSLG 7430 in Counseling students are evaluated using Items 1.J, 1.K, and 1.L of the of the Counselor Competencies Scale-Revised (CCS-R). The purpose of the CCS-R is to evaluate counselors' and trainees' skills development and professional competencies. Direct feedback is also provided to trainees regarding their ability to apply counseling skills and facilitate therapeutic conditions. In addition, the CCS-R assesses students' counseling dispositions and behaviors along with practical areas of improvement as ethical effective developing counselors.
3. As part of CSLG 7435 Internship in Counseling students are evaluated using Items 1.J, 1.K, and 1.L of the of the Counselor Competencies Scale-Revised (CCS-R). The purpose of the CCS-R is to evaluate counselors' and trainees' skills development and professional competencies. Direct feedback is also provided to trainees regarding their ability to apply counseling skills and facilitate therapeutic conditions. In addition, the CCS-R assesses students' counseling dispositions and behaviors along with practical areas of improvement as ethical effective developing counselors.
4. The Counselor Preparatory Comprehensive Examination (CPCE) is a national exam created by the <http://www.nbcc.org/Exam/NationalCounselorExaminationForLicensureAndCertification> National Board for Certified Counselors. This is a four-hour examination taken in January and August of each semester. The examination fee is \$50 and students are advised to take the exam two semesters prior to graduation. The purpose of the CPCE is to assess student's professional knowledge in eight (8) core content areas that include: 1) Human Growth and Development, 2) Social and Cultural Diversity, 3) Helping Relationships, 4) Group Work, 5) Career Development, 6) Assessment, 7) Research and Program Evaluation, and 8) Professional Orientation & Ethical Practice. There are 160 total questions or 20 per section on the CPCE; however, only 17 questions in each section are scored because three are unidentified pretest items. The maximum score on the Counseling and Helping Relationships section of the CPCE is 17.

**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. All students enrolled in CSLG 6110 Counseling Techniques, students are evaluated by the instructor using the Basic Counseling Skills Rubric. The rubric contains five basic skill sets that include 1) Counseling Relationship, 2) Non-verbal Skills, 3) Basic Active Listening Skills, 4) Advanced Counseling Skills, and 5) Personal Growth. required to complete a quiz that consist of 25 questions. Each skill set has a scale that consists of 1 = Does not Meet Expectations, 2 =

Meets Expectations, and 3 = Exceeds Expectations. At the end of the semester students are expected to score a minimum of 10 on their final evaluation.

2. All students enrolled in CSLG 7430 Practicum in Counseling are evaluated at the end of the semester using the CCS-R instrument. Items 1.J-Focus of counseling is help client focus or refocus on goals, (i.e. purpose of counseling), Item 1.K - facilitate therapeutic environment by expressing accurate empathy, care, being open and present, and 1.L - facilitate therapeutic environment by expressing appropriate respect and unconditional positive regard. Students are rated on a five-point scale, with 5=Exceeds expectations to 1=Harmful.
3. All students enrolled in CSLG 7435 Counseling Internship are evaluated at the end of the semester using the CCS-R instrument. Items 1.J-Focus of counseling is help client focus or refocus on goals, (i.e. purpose of counseling), Item 1.K - facilitate therapeutic environment by expressing accurate empathy, care, being open and present, and 1.L - facilitate therapeutic environment by expressing appropriate respect and unconditional positive regard. Students are rated on a five-point scale, with 5=Exceeds expectations to 1=Harmful.
4. The Counselor Preparatory Comprehensive Examination (CPCE) is a national exam administered at the beginning of the Fall and Spring Semester. The CPCE is electronically scored by Center for Credentialing & Education and the results are electronically sent CSLG department for dissemination to students. The maximum score on the Counseling and Helping Relationships section is 17.

Scores from performance measures in CSLG 6110, CSLG 7430, CSLG 7435, and the Counseling and Helping Relationship section of the CPCE are collected using TaskStream data management system, 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 Cato College of Education are housed on a secure website which is accessible to all faculty members within the College.

**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 counseling students to score a minimum of 10 on the Basic Counseling Skill Rubric in CSLG 6110.
2. The program expects 85% of all counseling students in the CSLG 7430 Practicum in Counseling of score a minimum of 4 on item 1J, 1K, and 1L on the CCS-R based on instructor evaluation.
3. The program expects 85% of all counseling students in the CSLG 7435 Internship in Counseling of score a minimum of 4 on item 1J, 1K, and 1L on the CCS-R based on instructor evaluation.

4. The program expects 85% of students to score a minimum score of 9.95 or 1.5 points below the national mean score of 11.45 for on the Counseling and Helping Relationship section.

**Spring 2016 - Fall 2016 Assessment Data**

Counseling Students	Measure 1	Measure 2	Measure 3	Measure 4	Measure 1	Measure 2	Measure 3	Measure 4
Semester	Spring 2016	Spring 2016	Spring 2016	Spring 2016	Fall 2016	Fall 2016	Fall 2016	Fall 2016
Total Number	30	28	43	30	35	28	44	36
Met Expectations	27	28	43	29	35	26	44	35
Percentage	90%	100%	100%	96%	100%	93%	100%	97%
Mean	N/A			12.77				13.56

**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 Report, The MA Counseling Program met all performance outcomes and showed a positive impact on candidate learning. No instructional or program changes were needed.

**Student Learning Outcome 6**

**Group Work  
(CACREP 6. d. )**

**SLO 6:** Professional Counseling students demonstrate an understanding of knowledge related to the characteristics and functions of effective group leaders.

**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.

**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 the completion of CSLG 6120 and Group Counseling course, students are required to complete a quiz taken from assigned readings. The quiz is comprised of 40 objective questions on quiz and is worth 40 points of the total 200 points for the course.
2. During CSLG 7430 Practicum in Counseling, students are assessed on how well they have meet this SLO on the semester evaluation instrument.
3. The Counselor Preparatory Comprehensive Examination (CPCE) is a national exam created by the <http://www.nbcc.org/Exam/NationalCounselorExaminationForLicensureAndCertification> National Board for Certified Counselors. This is a four-hour examination taken in January and August of each semester. The examination fee is \$50 and students are advised to take the exam two semesters prior to graduation. The purpose of the CPCE is to assess student's professional knowledge in eight (8) core content areas that include: 1) Human Growth and Development, 2) Social and Cultural Diversity, 3) Helping Relationships, 4) Group Work, 5) Career Development, 6) Assessment, 7) Research and Program Evaluation, and 8) Professional Orientation & Ethical Practice. There are 160 total questions or 20 per section on the CPCE; however, only 17 questions in each section are scored because three are unidentified pretest items. The maximum score on the Group Work section of the CPCE is 17.

**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. As a part of the completion of CSLG 6120 Group Counseling, students complete a 40 item multiple choice quiz based on course readings. The quiz is worth 40 points of the maximum score for the course which is 200.
2. As part of CSLG 7430 Practicum, students are expected to participate as a group leader. Students are evaluated on a three-point rubric related to group leadership.
3. The Counselor Preparatory Comprehensive Examination (CPCE) is a national exam administered at the beginning of the Fall and Spring Semester. The CPCE is electronically scored by Center for Credentialing & Education and the results are electronically sent CSLG department for dissemination to students. The maximum score on the Group Work section is 17 and the minimum score is 8.5 or 1.5 points below the national mean score of 11 for this section.

Scores from performance measures in CSLG 6120, CSLG 7430, and the Group Counseling section of the CPCE are collected using TaskStream data management system, 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 Cato College of Education are housed on a secure website which is accessible to all faculty members within the College.

**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 80% of students to score on 32 out of a possible 40 points on the quiz given in CSLG 6120 Group Counseling.
2. The program expects 80% of students to score 2 or higher on the rubric item on group counseling leadership in CSLG 7430.
3. The program expects 80% of all professional counseling students to score a minimum of 8.5 or 1.5 points below national mean score of 11 on the Group Counseling section of the CPCE.

**Spring 2016 - Fall 2016 Assessment Data**

Counseling Students	Measure 1 6120 Quiz	Measure 2 Practicum	Measure 3 CPCE	Measure 1 6120 Quiz	Measure 2 Practicum	Measure 3 CPCE
Semester	Spring 2016	Spring 2016	Spring 2016	Fall 2016	Fall 2016	Fall 2016
Total Number	20	11	30	17	26	36
Met Expectations	16	11	30	16	26	36
Percentage	80%	100%	100%	91%	100%	100%
Mean			12.2			14.14

**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 Report, The MA Counseling Program met all performance outcomes and showed a positive impact on candidate learning. No instructional or program changes were needed.

**Student Learning Outcome 7**

**Assessment and Testing  
(CACREP II.F.7.g)**

**SLO 7:** Know statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.

**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.

**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 the completion of statistics activity in RSCH 6101, where students are expected to identify and interpret frequency tables, measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.
2. As a part of the requirements in RSCH 6109, students are expected to complete Knowledge Demonstration Quiz #2, where their knowledge of frequency tables, measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations will be assessed.
3. The Counselor Preparatory Comprehensive Examination (CPCE) is a national exam created by the <http://www.nbcc.org/Exam/NationalCounselorExaminationForLicensureAndCertification> National Board for Certified Counselors. This is a four-hour examination taken in January and August of each semester. The examination fee is \$50 and students are advised to take the exam two semesters prior to graduation. The purpose of the CPCE is to assess student's professional knowledge in eight (8) core content areas that include: 1) Human Growth and Development, 2) Social and Cultural Diversity, 3) Helping Relationships, 4) Group Work, 5) Career Development, 6) Assessment, 7) Research and Program Evaluation, and 8) Professional Orientation & Ethical Practice. There are 160 total questions or 20 per section on the CPCE; however, only 17 questions in each section are scored because three are unidentified pretest items. The maximum score on the Assessment section of the CPCE is 17.

**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. RSCH 6101 is offered in Fall, Summer, and Spring semesters and this activity is conducted during the semester.
2. As part of RSCH 6109 students complete Knowledge Demonstration Quiz #2 that is administered during week 3 of the course.
3. The Counselor Preparatory Comprehensive Examination (CPCE) is a national exam administered at the beginning of the Fall and Spring Semester. The CPCE is electronically scored by Center for Credentialing & Education and the results are electronically sent CSLG department for dissemination to students. The maximum score on the Group Work section is 17 and the minimum score is 9.5 or 1.5 points below the national mean score of 11.04 for this section.

Scores from performance measures in RSCH 6101, RSCH 6109, and the Assessment section of the CPCE are collected using TaskStream data management system, 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 Cato College of Education are housed on a secure website which is accessible to all faculty members within the College.

**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 counseling students to score a minimum of 2 on the RSCH 6101 Statistics Activity Quiz.
2. The program expects 85% of all counseling students to score and 8 on Knowledge Demonstration Quiz #2 in RSCH 6109.
3. The program expects 85% of students to receive a passing score of 9.5 or higher on the Assessment portion of the CPCE exam.

**Spring 2016 - Fall 2016 Assessment Data**

Counseling Students	Measure 1 Stats Quiz	Measure 2 6109 Quiz	Measure 3 CPCE	Measure 1 Stats Quiz	Measure 2 6109 Quiz	Measure 3 CPCE
Semester	Spring 2016	Sum 2016	Spring 2016	Fall 2016	Sum 2016	Fall 2016
Total Number	13	18	30	21		36
Met Expectations	12	18	25	20		32
Percentage	94%	100%	83%	94%		88%
			11.27			11.58

**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 Report, The MA Counseling Program met all performance outcomes and showed a positive impact on candidate learning. No instructional or program changes were needed.

**Student Learning Outcome 8**

**Research & Program Evaluation  
(CACREP II. F.8.h)**

**SLO 8:** Students have knowledge and understanding statistical methods used in conducting research and program evaluation.

**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.

**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 the completion of statistics activity in RSCH 6101, students review a research article and critique evaluation methods, research questions, identify sampling, validity, variables and statistical design.
2. As a part of the requirements in RSCH 6109, students are expected to complete Knowledge Demonstration Quiz #2, where their knowledge of frequency tables, measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations will be assessed.
3. The Counselor Preparatory Comprehensive Examination (CPCE) is a national exam created by the <http://www.nbcc.org/Exam/NationalCounselorExaminationForLicensureAndCertification> National Board for Certified Counselors. This is a four-hour examination taken in January and August of each semester. The examination fee is \$50 and students are advised to take the exam two semesters prior to graduation. The purpose of the CPCE is to assess student's professional knowledge in eight (8) core content areas that include: 1) Human Growth and Development, 2) Social and Cultural Diversity, 3) Helping Relationships, 4) Group Work, 5) Career Development, 6) Assessment, 7) Research and Program Evaluation, and 8) Professional Orientation & Ethical Practice. There are 160 total questions or 20 per section on the CPCE; however, only 17 questions in each section are scored because three are unidentified pretest items. The maximum score on the Research and Program Evaluation section of the CPCE is 17.

**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. As part of RSCH 6101-Research Methods, students review a research article and critique evaluation methods, research questions, identify sampling, validity, variables and statistical design.
2. As part of RSCH 6109 students complete Knowledge Demonstration Quiz #2 that is administered during week 3 of the course
3. As part of the Counselor Preparatory Comprehensive Examination (CPCE) is a national exam administered at the beginning of the Fall and Spring Semester. The CPCE is electronically scored by Center for Credentialing & Education and the results are electronically sent CSLG department for dissemination to students. The maximum score on the Group Work section is 17 and the minimum score is 9.4 or 1.5 points below the national mean score of 10.81 for this section.

Scores from performance measures in RSCH 6101, RSCH 6109, and the Research and Program Evaluation section of the CPCE are collected using TaskStream data management system, 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 Cato College of Education are housed on a secure website which is accessible to all faculty members within the College.

**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 counseling students to score a minimum of 2 on the RSCH 6101 Statistics Activity Quiz.
2. The program expects 85% of all counseling students to scores a 10 on Knowledge Demonstrations Quiz # 2 in RSCH 6109.
3. The program expects 85% of students to score a minimum of 9.5 or higher on the Research and Program Evaluation section of the CPCE.

**Spring 2016 - Fall 2016 Assessment Data**

Counseling Students	Measure 1	Measure 2	Measure 3	Measure 1	Measure 2	Measure 3
Semester	Spring 2016	Spring 2016	Spring 2016	Fall 2016	Sum 2016	Sum 2016
Total Number	13	18	30	21		36
Met Expectations	12	18	24	20		31
Percentage	94%	100%	87%	94%		86%
			11.70			12.58

**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 Report, The MA Counseling Program met all performance outcomes and showed a positive impact on candidate learning. No instructional or program changes were needed.

**Additional Data MA Program Data  
CPCE Results Spring 2016**

Content	N	UNCC Mean	National Mean
Human Growth & Development	30	11.27	9.83
Social & Cultural Diversity	30	11.97	9.00
Helping Relationships	30	12.77	11.45

Group Work	<b>30</b>	<b>12.20</b>	<b>11.00</b>
Career Development	<b>30</b>	<b>9.97</b>	<b>8.44</b>
Assessment	<b>30</b>	<b>11.27</b>	<b>11.04</b>
Research and Program Evaluation	<b>30</b>	<b>11.7</b>	<b>10.81</b>
Professional Orientation and Ethical Practice	<b>30</b>	<b>12.53</b>	<b>12.29</b>
<b>Total</b>	<b>30</b>	<b>93.67</b>	<b>83.86</b>

**Additional Data MA Program Data  
CPCE Results Fall 2016**

<b>Content</b>	<b>N</b>	<b>UNCC Mean</b>	<b>National Mean</b>
Human Growth & Development	<b>36</b>	<b>12.31</b>	<b>9.83</b>
Social & Cultural Diversity	<b>36</b>	<b>11.89</b>	<b>9.00</b>
Helping Relationships	<b>36</b>	<b>13.56</b>	<b>11.45</b>
Group Work	<b>36</b>	<b>14.14</b>	<b>11.00</b>
Career Development	<b>36</b>	<b>11.78</b>	<b>8.44</b>
Assessment	<b>36</b>	<b>11.58</b>	<b>11.04</b>
Research and Program Evaluation	<b>36</b>	<b>12.58</b>	<b>10.81</b>
Professional Orientation and Ethical Practice	<b>36</b>	<b>13.56</b>	<b>12.29</b>
<b>Total</b>	<b>36</b>	<b>101.39</b>	<b>83.86</b>