

## ASSESSMENT WEBSITE INFORMATION

**College: Education**

**Degree Program: Mental Health Counseling**

**Chair/Director: Patrick L Peck**

**2012 Report**

### **DATA SAY:**

Comprehensive exams have been used to collect information on student “knowledge” criteria as long as the program has existed. Knowledge criteria are established by national accreditation and state licensure rules and regulations. Recently, results began to demonstrate a decrease in competence regarding human growth and development and career counseling.

### **SO WHAT:**

Career counseling and human growth and development are 2 of the 8 core course curriculum areas identified by licensure and accreditation bodies as critical to the minimum level of competence for professional counselors. Though no evidence existed that students were not performing well on national certification tests, the evidence suggested that students were not performing to the standards that our faculty expect from students graduating from our counseling program.

### **HOW WE CHANGED:**

Career Counseling coursework had been taught for several years by adjunct faculty. In addition, the human growth and development criteria had been taught primarily in one class, the Psycho-Social Aspects of Development course. This course was being taught by an undergraduate professor. Both courses are now being taught, either by a core counseling faculty member, or a full time graduate professor.

### **WHAT WE GOT:**

Given that we have made the changes recently, we will not have results as to the outcome for at least one more semester.



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College: Education

Degree Program: Clinical Mental Health Counseling, Ed.S.

Chair/Director: Patrick L Peck

2013 Report

### DATA SAY:

Student Learning Outcome – Conceptualization skills - based on professional practices, multicultural competencies, and use of culturally responsive modalities

Tool – Practicum/Intern Evaluation Form

Target – At or near 4 on a 1-5 scale

Scores – Mean (M) = 3.85      Standard Deviation (SD) = .63

Student Learning Outcome – Personalization Skills – ability to recognize limitations and seek supervision

Target = 4.0    M = 4.24    SD = .65

Student Learning Outcome – Processing Skills

Target = 4.0    M = 3.94    SD = .54

Student Learning Outcome – Professionalism

Target = 4.0    M = 4.77    SD = .36

### SO WHAT:

Practicum students have surpassed the 4.0 target scores for Professionalism and for Personalization Skills. The students nearly have met the target scores for Processing Skills and Conceptualization Skills.

### HOW WE CHANGED:

We are very pleased with competency scores reflected in practicum/intern evaluations; however, these scores reflect performance of those students who *made it* to our clinical experiences. For 2013-2014, we are shifting our focus to students who have been suspended or have received a grade of C in more than one class. We are reviewing our admissions standards in light of rates of completion.

### WHAT WE GOT:

We will continue to collect and analyze data on student success and completion during 2013-2014.

