



Program Name: Counseling and Human Development, 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 2017 – Summer 2018

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 2017 – Summer 2018
Submission Date: October 24th, 2018

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 2018</u> COUN 564 <i>Acquisition Counseling Skills Assessment</i> data: Malone University graduate counseling students (n=42), had a mean score of 90.33 with a range of scores from 81.0 to 99.0 out of 100.0 possible total points. Each of the graduate counseling students (100%) 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>Compared to 2016-2017 (spring): The 2016-2017 data for this assessment indicated 100% of the students scored above 80% on this assessment. Also, for each domain (criterion) of this assessment, 100% of the students achieved higher than 85%.</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 criteria 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., Counseling Children and Adolescents, Assessment in Counseling) 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><u>Summer Semester 2018</u> COUN 564 <i>Acquisition Counseling Skills Assessment</i> data: Malone University graduate counseling students (n=22), had a mean score of 92.36 and a range of scores from 67.0 to 100.0 out of 100.0 possible total points. All of the graduate counseling students but one student (95.45%) passed this assessment, scoring higher than the cut score of 80%.</p> <p>For most domains (criterion) of this assessment, 100% of the students achieved higher than 85%. One student achieved lower than 85% on the following three domains: <i>use of questions, matching client's level of self-exploration, and demonstration of improvement in skills.</i></p>	<p>Compared to 2016-2017 (summer): The 2016-2017 data for this assessment indicated 100% of the students scored above 80% on this assessment. Also, for each domain (criterion) of this assessment 100% of the students achieved higher than 85%.</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 criteria that could promote higher standards in counseling skill assessment. 3. Have the one student who did not pass follow a Remediation Plan designed with goals aimed at improving counseling skills in the domains of use of questions, matching client's level of self-exploration, and demonstration of improvement in skills. 4. Required the one student to re-take the
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	<p>Criteria: Malone University graduate counseling students will score 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.</p>		<p>COUN 564 Theories and Techniques of Counseling II course. The student was required to pass this key assessment at 80% or above.</p>
<p>2. 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>	<p>The Final Project: Review of the Literature Assessment is utilized in the COUN 652 Research and Program Evaluation in Counseling course. This course is offered in the fall, spring, and summer semesters.</p> <p>A similar assessment was formerly utilized for the EDUC 510 Review of the Literature assignment.</p> <p>Students are assessed specifically on their abilities to write an introduction and an overview of their literature review, explain the importance of using research to advance the counseling profession, differentiate quantitative methods used in research, differentiate qualitative methods used in research,</p>	<p><u>Spring 2018</u> COUN 652 Final Project: Review of Literature data: Malone University graduate counseling students (n=14), had a mean overall score of 68.79, with a range of scores from 32.0 to 86.0, out of 90.0 possible total points. Nine out of fourteen students (64.29%) received a score above the 80% threshold. Five out of fourteen students received a score below the 80% threshold.</p> <p><u>Individual Domains (Criteria)</u> Criterion 1 – Introduction: 64.29% of the students met this criterion, scoring 85% or above Criterion 2 – Explanation of Importance: 7.14% of the students met this criterion, scoring 85% or above</p>	<p>COUN 652 is a new course for this academic year, so there is no data from the past academic year (2016-2017) for comparison.</p> <p>Recommendations:</p> <ol style="list-style-type: none"> 1. The Director of the Counseling and Human Development Department will meet with the professor who teaches this course to discuss the outcome data to problem-solve ways in which to improve the scores in this assignment. 2. The Director of the Counseling and Human Development Department will meet with the full-time faculty in the department to

	<p>analyze research in terms of evidence-based practice, provide a summary, evaluate ethical and legal issues involved, and evaluate culturally relevant strategies for interpreting and reporting research, provide a reflection of the learning experience, and utilize APA style and mechanical writing skills.</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 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</p>	<p>Criterion 3 – Quantitative Data Analysis: 42.86% of the students met this criterion, scoring 85% or above Criterion 4 – Qualitative Data Analysis: 28.57% of the students met this criterion, scoring 85% or above Criterion 5 – Analysis of Evidence-Based Practice: 50% of the students met this criterion, scoring 85% or above Criterion 6 – Summary: 57.14% of the students met this criterion, scoring 85% or above Criterion 7 – Evaluation of Ethical and Legal Issues: 64.29% of the students met this criterion, scoring 85% or above Criterion 8 – Evaluation of Cultural Issues: 57.14% of the students met this criterion, scoring 85% or above Criterion 9 – Reflection: 78.57% of the students met this criterion, scoring 85% or above Criterion 10 – Writing Mechanics: 50% of the students met this criterion, scoring 85% or above</p> <p><u>Summer 2018</u> COUN 652 Final Project: Review of Literature data:</p>	<p>discuss ways in which to improve student writing.</p>
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	<p>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>Malone University graduate counseling students (n=10), had a mean overall score of 79.8, with a range of scores from 50.0 to 87.0, out of 90.0 possible total points. Six out of 10 students (60%) received a score above the 80% threshold. Four out of 10 students (40%) received a score below the 80% threshold.</p> <p><u>Individual Domains (Criteria)</u> Criterion 1 – Introduction: 80% of the students met this criterion, scoring 85% or above Criterion 2 – Explanation of Importance: 20% of the students met this criterion, scoring 85% or above Criterion 3 – Quantitative Data Analysis: 70% of the students met this criterion, scoring 85% or above Criterion 4 – Qualitative Data Analysis: 70% of the students met this criterion, scoring 85% or above Criterion 5 – Analysis of Evidence-Based Practice: 90% of the students met this criterion, scoring 85% or above</p>	
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		<p>Criterion 6 – Summary: 70% of the students met this criterion, scoring 85% or above</p> <p>Criterion 7 – Evaluation of Ethical and Legal Issues: 80% of the students met this criterion, scoring 85% or above</p> <p>Criterion 8 – Evaluation of Cultural Issues: 80% of the students met this criterion, scoring 85% or above</p> <p>Criterion 9 – Reflection: 50% of the students met this criterion, scoring 85% or above</p> <p>Criterion 10 – Writing Mechanics: 40% of the students met this criterion, scoring 85% or above</p>	
<p>3. Students will demonstrate the capacity to acquire and utilize the dispositions consistent with professional counseling in the areas of clinical and intrapersonal/interpersonal functioning.</p>	<p>The Review and Retention Rubric is administered in each course as a means of evaluating 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</p>	<p><u>Fall 2017, Spring 2018, Summer 2018:</u> <i>Review and Retention Rubric</i> data was analyzed from the following courses in the Fall 2017, spring 2018, and summer 2018 semesters: (COUN 503, 544, 563, 564, 622, 630, 634, 641, 652, 662, 683, 684, 685, 686).</p> <p>The mean overall score was 18.24 (n=372).</p>	<p>Compared to 2016-2017: <i>Review and Retention Rubric</i> data was analyzed from the following courses in the Fall 2016, spring 2017, and summer 2017 semesters: (COUN 503, 544, 549, 563, 564, 567, 622, 626, 630, 634, 664, 684, 685).</p> <p>Criterion 1 – Clinical Astuteness: 99.19% of the students (n=491) scored a 3.0 or above. Four students scored below the 3.0 cut score on this criterion.</p>

	<p>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 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</p>	<p>Criterion 1 – Clinical Astuteness: 99.73% of the students (n=372) scored a 3.0 or above. One student scored below the 3.0 cut score on this criterion.</p> <p>Criterion 2 – Intrapersonal Insight/Dispositions: 99.73% of the students (n=372) scored a 3.0 or above. One student scored below the 3.0 cut score on this criterion.</p> <p>Criterion 3 – Interpersonal Skills: 99.73% of the students (n=372) scored a 3.0 or above. One student scored below the 3.0 cut score on this criterion.</p> <p>Criterion 4 – Professional Dispositions: 99.66% of the students (n=372) scored a 3.0 or above. Five students scored below the 3.0 cut score on this criterion.</p>	<p>Criterion 2 – Intrapersonal Insight/Dispositions: 99.39% of the students (n=491) scored 3.0 or above. Three students scored below the cut score of 3.0 on this criterion.</p> <p>Criterion 3 – Interpersonal Skills: 99.39% of the student (n=491) scored 3.0 or above. Three students scored below the cut score of 3.0 on this criterion.</p> <p>Criterion 4 – Professional Dispositions: 98.58% of the students (n=491) scored 3.0 or above. Seven students scored below the cut score of 3.0 on this criterion.</p> <p>The students who scored below a 3 on any criterion were required to meet with their academic advisor to develop and implement a remediation plan for the deficits that were identified.</p> <p>Recommendations:</p> <ol style="list-style-type: none"> 1. Continue to identify students that score below the 3.0 cut score on any of the four listed criteria. 2. Require that the identified students develop and implement
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	<p>Criterion 2 – Intrapersonal Insight/Dispositions Criterion 3 – Interpersonal Skills Criterion 4 – Professional Dispositions</p>		<p>a remediation plan to address the areas in which the student scored below the 3.0 cut score.</p> <ol style="list-style-type: none"> 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.
<p>4. 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</p>	<p><u>Fall Semester 2017</u> In this semester, 90.9% of the students (n=11) scored above 80%. One student (9.09%) scored 77.0%. The mean overall score for this assessment was 92.09% with a range of scores from 77-100.</p>	<p>Compared to 2016-2017: Recommendations: <u>Fall Semester 2016</u> In this semester, 100% of the students (n=8) scored above 80%. The mean overall score for this assessment was 94.4% with a range of scores from 82-100.</p>

	<p>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 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</p>	<p><u>Spring Semester 2018</u> In this semester, 100% of the students (n=16) scored at or above 80%. The overall mean score for this assessment was 97.31% with a range of scores from 90-100.</p> <p><u>Summer Semester 2018</u> This course was not offered in the summer semester of 2018.</p>	<p><u>Spring Semester 2017</u> In this semester, 100% of the students (n=18) scored at or above 80%. The overall mean score for this assessment was 97.11% with a range of scores from 80-100.</p> <p><u>Summer Semester 2017</u> In this semester, 99.93% of the students (n=15) scored above 80%. The mean overall score for this assessment was 88.0% with a range of scores from 67-95. One student scored below the 80% threshold.</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.
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	<p>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 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>3. Have students who score below 80% on this assessment, meet with their Academic Advisor to develop and implement a Remediation Plan. Students who receive a final score on this assessment below 80% are required to re-take the COUN 630 Counseling Practicum course. The one student who scored 77% on this assessment is required to re-take the COUN 630 course.</p>
<p>5. Students will demonstrate skills, knowledge, and dispositions consistent with the professional identity of</p>	<p>The <i>Internship Supervision Final Evaluation</i> is a combination of a quantitative and narrative tool meant to evaluate the student's</p>	<p>The <i>Internship Supervision Final Evaluation</i> was completed by each Site Supervisor and examined by the Internship</p>	<p>Compared to 2015-2016: <u>Fall Semester 2015</u></p>

<p>a professional counselor in an internship within an external setting.</p>	<p>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, 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</p>	<p>Instructor for the following courses: (COUN 683, 684, 685, 686). Students are assessed on 29 criteria.</p> <p><u>Fall Semester 2017</u> In this semester, 100% of the students scored above 85% overall and on each criterion.</p> <p><u>Spring Semester 2018</u> In this semester, 100% of the students scored above 85% overall and on each criterion.</p> <p><u>Summer Semester 2018</u> In this semester, 100% of the students scored above 85% overall and on each criterion.</p>	<p>In this semester, 100% of the students scored above 85% overall and on each criterion.</p> <p><u>Spring Semester 2016</u> In this semester, 100% of the students scored above 85% overall and on each criterion.</p> <p><u>Summer Semester 2016</u> In this semester, 100% of the students scored above 85% overall and on each criterion.</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 promote student development and preparedness.
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	<p>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 Mental Health Counseling Site Supervisor Evaluation of the Intern will yield at or above 4.0 of a 5.0 scale.</p>		
<p>6. <u>Clinical Mental Health Counseling Students only:</u> Students will successfully pass the clinical mental health counselor licensure examination, the National Counselor Examination (NCE).</p>	<p>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,</p>	<p><u>2017:</u> The combined pass rate for the NCE and NCMHCE in 2017 was 80% (n=30). The pass rate for the NCE in 2017 was 95% (n=21).</p>	<p>Compared to 2016: The Ohio Counselor Social Worker and Marriage and Family Therapist (OCSWMFT) Board, who issues counseling licenses, did not provide a breakdown between the NCE pass rate and the NCMHCE pass rate. The NCMHCE is a licensure exam that graduates take no sooner than two years after receiving their</p>

	<p>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>		<p>first level of licensure (LPC) after passing the NCE. Typically, the pass rate for the NCMHCE is significantly lower than the NCE. Therefore, we do not have an accurate pass rate for the NCE in 2016. The Program Director requested this information from the Executive Director of the OCSWMFT Board and a breakdown of each sub-category for future NCE pass rate reports.</p> <p>The combined pass rate for both the NCE and NCMHCE for 2016 was 85.37% (n=41).</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.
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			<ol style="list-style-type: none"> 3. Continue providing students with NCE study resources. 4. Discuss options for providing a workshop to prepare LPCs who have graduate from Malone University to prepare for the NCMHCE.
<p>7. <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>2017-2018:</u> For the first attempt on the OAE 040, the pass rate for School Counseling students was 72.73% (n=11). Eight students passed and three students failed the OAE 040.</p> <p>The OAE 040 pass rate for School Counseling students was 81.82% (n=11) for the best attempt. Nine students passed and 2 students failed the OAE 040.</p>	<p>Compared to 2016-2017: Recommendations: The OAE 040 pass rate for School Counseling students was 75% (n=12). One student took the OAE 040 4 times; failing it 3 times and passing it the 4th time. The remainder of the students who took the OAE 040 passed it on the first try.</p> <ol style="list-style-type: none"> 1. OAE 040 study materials have been compiled. Continue to send these student materials to all students enrolled in internship. 2. Maintain the high standards leading of the School Counseling Program. 3. Provide additional training for School Counseling adjunct instructors to improve

			the quality of the program.
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