



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 2015 – Summer 2016

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 2015 – Summer 2016
Submission Date: October , 2016

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 2016</u> COUN 564 <i>Acquisition Counseling Skills Assessment</i> data: Malone University graduate counseling students (n=23), had a mean score of 94.7 with a range of scores from 89.0 to 100.0 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><u>Summer Semester 2016</u> COUN 564 <i>Acquisition Counseling Skills Assessment</i> data:</p>	<p>Compared to 2014-2015 (spring & summer): The 2014-2015 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%. For this assessment cycle (2015-2016, spring and summer), only one student in the summer semester of 2016 scored below the 80% threshold on the assessment and this same student also scored below 85% for 4 criteria.</p> <p>Recommendations:</p> <ol style="list-style-type: none"> 1. Maintain aspects of this course that promote high achievement on this 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, Psychodiagnostics) to ensure that the students' performance for other recorded (videotaped) exercises demonstrates the skills expected for that experience.</p> <p>The program as a whole will use the aggregated data to evaluate each specific domain related to counseling skills development. Each domain will be assessed to determine if at least 85% of the students are achieving the expected 80% individual threshold. For all domains that are below 85%, a plan will be developed to remediate this issue. The domains will be assessed in the immediate semester following each section of COUN 564: Theories and Techniques II.</p> <p>Criteria: Malone University graduate counseling students will score</p>	<p>Malone University graduate counseling students (n=13), had a range of scores from 89.0 to 96.0 out of 100.0 possible total points. All of the graduate counseling students (100%) passed this assessment, scoring higher than the cut score of 80%.</p> <p>For each domain (criterion) of this assessment, 100% of the students achieved higher than 85%.</p>	<p>2. Explore potential criteria that could promote higher standards in counseling skill assessment.</p>
--	---	--	--

	higher than the established percentage score of 80%. For each individual domain (criterion), 85% or more of the students will score at 80% or higher.		
3. Students will collect and review data from clinical mental health counseling and school counseling literature and formulate their findings in a logical and clear writing manner.	<p>The <i>Review of the Literature Assessment</i> is utilized in EDUC 510: Techniques of Research course, which is offered in the fall and spring semesters.</p> <p>Students are assessed specifically on their abilities to write an introduction, synthesize, critique, and provide implications for their respective counseling fields based on the literature and research they gathered on their chosen topic. Additionally, students are evaluated on their writing mechanics and their ability to adhere to the APA writing format and style.</p> <p>Students who do not achieve 80% or above on this assessment are required to meet with their academic advisor to develop and implement a remediation plan that will</p>	<p><u>Fall Semester 2015</u> EDUC 510 <i>Review of the Literature</i> Assessment data: Malone University graduate counseling students (n=14), had a mean overall score of 44.0, with a range of scores from 40.0 to 47.0 out of 50.0 possible total points. All students 14/14 passed this assessment, with one student scoring at the 80% threshold and the rest scoring above this threshold.</p> <p><u>Individual Domains (Criteria)</u> Criterion 1 - Introduction: 100% of the students fully met this criterion. Criterion 2 – Synthesis: 57.14% partially met this criterion and 42.86% fully met this criterion. Criterion 3 – Critique: 21.43% did not meet this criterion, 50.0% partially met this criterion and 28.57% fully met this criterion.</p>	<p>Compared to 2014-2015): <u>Fall 2014 and Fall 2015:</u> 100% of the students passed this assessment, with one student scoring at the 80% threshold and the rest scoring above this threshold. For individual domains, in the fall of 2014, over 85% of the students either partially or fully met each criterion (domain) for this assessment. However, in the fall of 2015, over 85% of the students either partially or fully met each criterion (domain) for this assessment except for Criterion 3: Critique. In the fall of 2015, only 78.57% of the students either partially or fully met this criterion with 21.43% not meeting this criterion. <u>Spring 2015 and Spring 2016:</u> In the spring semester for both 2015, one student scored below the 80% threshold (78%) and the rest of the students scored above the 80% threshold. In the</p>

	<p>address specific individual domains of this assessment.</p> <p>The program as a whole will use aggregated data to evaluate each specific rubric domain related to research literature review. Each domain will be assessed to determine if at least 85% of the students are achieving the expected 80% individual threshold. For all domains that are below 80%, a plan will be developed to remediate this issue. This data is evaluated annually for the previous academic year's offerings.</p> <p>Criteria: Malone University graduate counseling students will score at or higher than the established percentage rate of 80% on the overall assessment. For each individual domain, 85% of the students will score at 80% or better.</p>	<p>Criterion 4 – Cited Literature: 100% fully met this criterion. Criterion 5 – Implications for Professional Practice: 35.71% partially met this criterion and 64.29% fully met this criterion. Criterion 6 – Writing Mechanics: 7.1% partially met this criterion and 92.86% fully met this criterion. Criterion 7 – Format and Compliance with APA: 3.57% partially met this criterion and 96.43% fully met this criterion.</p> <p>Over 85% of the students either partially or fully met each criterion (domain) for this assessment, except for Criterion 3: Critique. For Criterion 3, 3 out of 14 students (21.43%) did not meet this indicator. Only 78.57% of these students received an 85% over above on Criterion 3: Critique.</p> <p><u>Spring Semester 2016</u> EDUC 510 <i>Review of the Literature</i> Assessment data: Malone University graduate counseling students (n=11), had a mean overall score of 42.91, with a range of scores from 41.0 to 46.0 out of 50.0 possible total</p>	<p>spring of 2016, 100% of the students passed this assessment with 100% of the students scoring above the 80% percentage rate threshold. For individual domains, over 85% of the students either partially or fully met each criterion (domain) for this assessment, except for Criterion 3: Critique in the spring of 2015 and in the spring of 2016. For Criterion 3: Critique, only 75% of the students either partially or fully met this criterion in the spring of 2015 and only 27.17% of the students either partially or fully met this criterion in the spring of 2016.</p> <p>Recommendations:</p> <ol style="list-style-type: none"> 1. The Chair of the department will contact the instructor of this course to set up a meeting to discuss the declining student performance on Criterion 3: Critique. Based on the data gathered from this meeting, the faculty will create and implement a remediation plan to
--	---	---	--

		<p>points. All students (100% of the students; 11/11) passed this assessment, with 100% of the students scoring above the 80% threshold.</p> <p><u>Individual Domains (Criteria)</u> Criterion 1 - Introduction: 100% of the students fully met this criterion. Criterion 2 – Synthesis: 63.34% partially met this criterion and 36.36 fully met this criterion. Criterion 3 – Critique: 72.73% did not meet this criterion; 18.18% partially met this criterion and 9.09% fully met this criterion. Criterion 4 – Cited Literature: 100.0% fully met this criterion. Criterion 5 – Implications for Professional Practice: 63.64% partially met this criterion and 36.36% fully met this criterion. Criterion 6 – Writing Mechanics: 100% fully met this criterion. Criterion 7 – Format and Compliance with APA: 100.0% fully met this criterion.</p> <p>Over 85% of the students either partially or fully met each of the criteria in this assessment, except for Criterion 3 – Critique.</p>	<p>assist students in improving in this area.</p> <p>2. The new course, COUN 652 Research and Program Evaluation, will replace EDUC 510. This course will be developed as an online course in the summer semester of 2017 and will be first offered in the fall of 2017. Before and during the development of this course, the Counseling and Human Development faculty will analyze each criterion of this assessment to see if this assessment needs to be revised to better meet the needs of graduate counseling students, who will become practitioners primarily.</p>
--	--	--	---

		Only 27.27% of the students either partially or fully met this criterion.	
4. 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>The <i>Review and Retention Rubric</i> 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 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</p>	<p><u>Fall 2015, Spring 2016, Summer 2016:</u> <i>Review and Retention Rubric</i> data was analyzed from the following courses in the Fall 2015, spring 2016, and summer 2016 semesters: (COUN 503, 544, 549, 563, 564, 567, 622, 626, 630, 634, 664, 684, 685). Criterion 1 – Clinical Astuteness: 98.6% of the students (n=384) scored a 3.0 or above. Four students scored below the 3.0 cut score on this criterion. Criterion 2 – Intrapersonal Insight/Dispositions: 99.74% of the students (n=384) scored 3.0 or above. One student scored below the cut score of 3.0 on this criterion. Criterion 3 – Interpersonal Skills: 99.48% of the student (n=384) scored 3.0 or above. Two students scored below the cut score of 3.0 on this criterion. Criterion 4 – Professional Dispositions: 99.22% of the students (n=384) scored 3.0 or above. Three students scored</p>	<p>Compared to 2014-2015: There were two students in the fall 2014, spring 2015, and summer 2015 reporting cycle who scored below 3.0 on at least one criterion. Within the fall 2015, spring 2016, and summer 2016 reporting cycle there was one student who consistently scored below a 3 on at least one 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 student develop and implement a remediation plan to address the areas in

	<p>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 Criterion 2 – Intrapersonal Insight/Dispositions Criterion 3 – Interpersonal Skills Criterion 4 – Professional Dispositions</p>	below the cut score of 3.0 on this criterion.	<p>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.
5. Students will demonstrate requisite counseling skills in an external practicum setting with actual clientele indicating a readiness to practice as a professional counselor.	The <i>Requisite Counseling Skills Assessment</i> , utilized in the COUN 630 Counseling Practicum course, evaluates the core counseling skills necessary for the counselors preparing to complete their academic training. Counselor-in-training acquire, demonstrate, and strengthen counseling and human relation skills through	<p><u>Fall Semester 2015</u> In this semester, 80% of the students (n=5) scored above 80%. There was one student who scored below the 80% threshold.</p> <p><u>Spring Semester 2016</u> In this semester, 100% of the students (n=23) scored above 80%.</p> <p><u>Summer Semester 2016</u></p>	<p>Compared to 2014-2015: Fall Semester 2014: In this semester, 100% of the students (n=10) scored above 80%, as compared the fall semester of 2015 in which 4 out of 5 students scored above 80%.</p> <p>Comparing spring 2015 to spring 2016: 100% of the students scoring above 80%.</p>

	<p>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 advisor to develop and</p>	<p>In this semester, 100% of the students (n=6) scored above 80%. All of the students (100%) scored 100%.</p>	<p>Comparing summer 2015 to summer 2016: 100% of the students scoring above 80%.</p> <p>The one student in the fall of 2015, who received below an 80% on this assessment was identified. A remediation plan was developed and implemented to assist this student in developing the deficits in counseling skills that were identified.</p> <p>Recommendations:</p> <ol style="list-style-type: none"> 1. Maintain the rigor within the COUN 563 and COUN 564 courses (Theories and Techniques of Counseling I and II) in which counseling skills and techniques are first taught and assessed. 2. Maintain the assignments within other courses in which counseling skills are practiced and assessed through active learning strategies, role playing, and recorded mock counseling sessions.
--	---	---	--

	<p>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. Explore with faculty and the advisory board ways in which the standards for this assessment can be raised to promote the development of advanced counseling skills.</p>
<p>6. Students will demonstrate skills, knowledge, and dispositions consistent with the professional identity of a professional counselor in</p>	<p>The <i>Internship Supervision Final Evaluation</i> is a combination of a quantitative and narrative tool meant to evaluate the student's knowledge, skills, and</p>	<p>The <i>Internship Supervision Final Evaluation</i> was completed by each Site Supervisor and examined by the Internship Instructor for the following</p>	<p>Compared to 2014-2015: There was no data report compiled for this assessment during this timeframe.</p>

<p>an internship within an external setting.</p>	<p>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 Internship Seminar and the</p>	<p>courses: (COUN 683, 684, 685, 686). Students are assessed on 29 criteria.</p> <p><u>Fall Semester 2015</u> 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.
--	---	--	--

	<p>Department Director if necessary. As a whole, the department will evaluate what may have hindered the student from performing more adequately and evaluate any experiences that other students may need that would allow for better success for all future students. Aggregated scores on the School Counseling Site Supervisor Evaluation of the Intern will yield at or above 4.0 of a 5.0 scale. Aggregated scores on the Clinical Counseling Site Supervisor Evaluation of the Intern will yield at or above 4.0 of a 5.0 scale.</p>		
<p>7. <u>Clinical Mental Health Counseling Students only:</u> Students will successfully pass the clinical mental health counselor licensure examination, the National Counselor Examination (NCE).</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, Social Worker, and Marriage and Family Therapist Board for consideration to be a licensed professional counselor.</p>	<p><u>2015</u> The NCE pass rate was 92.9% (n=14). No data was provided for each sub-category.</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.

	<p>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>3. Continue providing students with NCE study resources.</p>
<p>8. <u>School Counseling Students only</u>: Students will successfully pass the school counselor licensure Examination, OAE 040.</p>	<p>As part of the licensure process in Ohio, school counseling graduate students have to complete an examination to be licensed as a School Counselor. The current examination is the Ohio Assessment for Educators (OAE 040). The passage of this examination indicates that the student has mastered the requisite knowledge for licensure within Ohio and, therefore, the ability to practice school counseling.</p> <p>The results of this examination are sent to the Ohio Department of Education who forwards the results annually to Malone as</p>	<p><u>2015</u> The OAE 040 overall pass rate for Malone University School Counseling students was 100%.</p>	<p>Recommendations:</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.

	part of the criteria for being licensed as a professional school counselor.		
--	---	--	--