

Department of Counseling and Student Affairs
Programs in Clinical Mental Health Counseling; Marriage, Couple, and Family Counseling; and School
Counseling
2013/2014 Assessment Report

Introduction

Each academic year faculty review program assessment/student progression data for the previous and current year in faculty meetings. During each academic year the CACREP liaison accumulates outcome data for each CACREP standard, skills assessments, professional performance reviews, site supervisor evaluations, CPCE results, program essay examination results, graduating student and supervisor/employer, and observations/discussion during faculty meetings to prepare an annual assessment report for the previous academic year. This report is posted on the departmental website. The sections below correspond to the assessment plan for the Department of Counseling and Student Affairs programs in Clinical Mental Health Counseling; Marriage, Couple, and Family Counseling; and School Counseling. In each section there is a summary of the accumulated data and conclusions reached by faculty regarding each of the indicated assessments. Recommendations for action are presented and changes are noted when indicated.

1. Admissions assessment.

This element of the counseling programs assessment includes both objective measures of students' academic qualifications, subjective assessment of students' writing skills and level of personal reflection, and subjective assessment of students' interpersonal skills and style demonstrated during admissions interviews.

- Objective measures include the academic records and the test scores of admitted and enrolled students. The undergraduate GPA of admitted and enrolled students is slowly increasing since the competitive admissions process was initiated for the 2011/2012 academic year. Students who were admitted and enrolled in 2012-2013 had the following GPA averages: CMHC – 3.42, MCFC – 3.06, and School Counseling – 3.02. The faculty anticipated that undergraduate GPAs of incoming students will continue to increase. The GPA's for students admitted for the 2013-2014 academic year confirmed the faculty's prediction as 2 of 3 programs had small overall GPA increases. The 2013/2014 average GPA's were as follows: CMHC 3.37, MCFC 3.08, and School Counseling 3.17. In general, the undergraduate GPA of admitted and enrolled students predicts their academic performance in their programs of study.

The other objective measure of students' academic qualifications includes results on either the GRE or MAT. These scores were reasonably consistent with undergraduate GPA's and were a good predictor of academic performance. The total GRE scores for admitted students for 2012-2013 were: CMHC – 296, MCFC – 292, and School Counseling – 292. For 2013-2014 GRE scores held steady: CMHC - 293, MCFC 293.14, and School Counseling was 293.17. The same observations hold true for performance on the MAT in 2012-2013 scores were CMHC – 394, MCFC – 397, and School Counseling – 391. In 2013-2014 scores were CMHC – 394, MCFC – 400, and School Counseling – 392. Given that these instruments provide comparable results, it appears that applicants should be encouraged to take the MAT given that it is less expensive, takes less time, and offers reasonably similar predictive qualities.

- Subjective assessment of applicants' writing samples (Personal Statements) and admissions interview performance proved to be valuable admissions tools again in

2013/2014. The writing sample involves responses to 6 prompts designed to assess both students' writing skills and depth of reflection. For the most part these prompts were structured to meet CACREP standards regarding admissions. The current writing sample provided an excellent assessment of writing skills and, to some extent, predicted the content of applicants' responses to interview questions. Rubric scores for writing samples for admitted students in 2012-2013 ranged from 32.24/40 for school counseling students and 33.45/40 for CMHC students. The range in rubric scores for 2013-2014 were remarkably consistent with the previous year as were GPA's and test scores: R - 32.24 to 34.5. Faculty suggest that interview questions should be modified to allow for greater exploration of applicants' interpersonal skills and style as well as motivations for seeking entry into a counseling program.

- Applicants' performance during the admissions interview continue give to faculty considerable information regarding applicants' potential as counseling students. While interview questions were revised for 2013-2014, the faculty believe that the admissions interview requires further consideration to maximize the potential of the interview assessment. In 2012-2013 the interview rubric scores ranged from 32.90/50 for MCFC students to 39.95/50 for school counseling students. There was an increase in interview ratings for 2013-2014 with the range of 38.8 for MCFC to 39.95 for School Counseling. Faculty continue discussion and study the admissions interview process and indicate a desire to make changes in the 2015/2016 admissions process.

2. Professional Identity-Knowledge Outcomes

Professional identity knowledge outcomes are measured for each CACREP Professional Identity Standard. These standards include core knowledge outcomes in the areas of Professional Orientation and Ethical Practice, Social and Cultural Diversity, Human Growth and Development, Career Development, Helping Relationships, Group Work, Assessment, and Research and Program Evaluation. In each of these areas students produce critical performances that include course papers, videoed skills demonstrations, course examinations, and course projects. The mean performance outcomes (rubric ratings) for all counseling program students was 3.69/4.0 in 2012-2013 and was 3.78 in 2013-2014 on all Professional Identity Standards. In 2012-2013 the observation that rubric ratings across core courses were continuing a gradual increase is consistent the increase seen in the 2013-2014 outcomes. Instructional outcomes indicate a strong curriculum along with effective instruction and an effective admissions process.

For data on each specific Professional Identity standard, go to the following page:

<http://www.wku.edu/csa/evaluationdata.php>

3. Clinical/Professional Skills Assessment: Professional Skills and Practices

Professional Skills and Practices are assessed at midterm and at the conclusion of the semester in each of the following classes: CNS 559 Techniques of Counseling (all programs), CNS 590 Practicum (school counseling program), CNS 591 Clinical Mental Health Counseling/Marriage and Family Counseling Practicum, CNS 595 Internship (school counseling program), CNS 596 Clinical Mental Health Counseling/Marriage and Family Counseling Internship. In each course skills are assessed during supervision sessions with faculty and site supervisors. The assessment plan utilizes outcome skills assessment data for CNS 559; midterm site supervisor ratings, final site supervisor ratings, outcome skills assessment data for CNS 590 and CNS 591, and midterm and final supervisor ratings for CNS 595 and CNS 596.

Professional Skills and Practices are assessed accordingly:

Course	Midterm Site Supervisor Assessment	Final Site Supervisor Assessment	Counseling Skills Assessment: Session Video
CNS 559			X
CNS 590	X	X	X
CNS 591	X	X	X
CNS 595	X	X	
CNS 596	X	X	

Below are the mean ratings for the indicated assessments/courses.

CNS 559

Fall 2012

Counseling Skills Assessment: 3.57/4

Spring 2013

Counseling Skills Assessment: 3.82/4

Fall 2013

Counseling Skills Assessment: 3.15/4

Spring 2014

Counseling Skills Assessment: 3.71/4

Counseling Skills Assessment ratings decreased in 2013-2014. These assessment outcomes should be monitored to determine if a response is required. It is hypothesized that skills assessment is becoming more rigorous. Nevertheless, students appear to be developing satisfactory skills at conclusion of the semester. Consistent with 2012-2013, however, ratings appear to be higher than the actual skill level observed by faculty in subsequent clinical courses. Consistent with the 2012-2013 recommendation, clinical course instructors should implement basic skills reviews at the start of practicum and internship classes.

CNS 590

Spring 2013

Midterm Supervisor Ratings: 4.49/5

Final Supervisor Ratings: 4.5/5

Skills Assessment Ratings: 4.0/4

Fall 2013

Midterm Supervisor Ratings: 4.6/5

Final Supervisor Ratings: 4.9/5

Skills Assessment Ratings: 4.0/4

Spring 2014

Midterm Supervisor Ratings: 4.75/5

Final Supervisor Ratings: 4.8/5

Skills Assessment Ratings: 4.0/4

CNS 591

Summer 2013

Midterm Supervisor Ratings: 5.28/6
Final Supervisor Ratings: 5.59/6
Skills Assessment Ratings: 3.92/4

Summer 2014

Midterm Supervisor Ratings: 5.28/6
Final Supervisor Ratings: 5.59/6
Skills Assessment Ratings: 3.42/4

Skills do not appear to be retained at an acceptable level at the beginning of practicum. Faculty supervisors will perform skills review sessions at start of semester.

CNS 595*

Fall 2013

Midterm Supervisor Ratings: 4.66/5
Final Supervisor Ratings: 4.52/5

Spring 2014

Midterm Supervisor Ratings: 4.8/5
Final Supervisor Ratings: 4.65/5

*Fall 2013 was the initial School Counseling Internship.

CNS 596

Fall 2012

Midterm Supervisor Ratings: 4.58/6
Final Supervisor Ratings: 4.69/6

Spring 2013

Midterm Supervisor Ratings: 5.23/6
Final Supervisor Ratings: 5.91/6

Fall 2013

Midterm Supervisor Ratings: 4.9/6
Final Supervisor Ratings: 5.65/6

Spring 2014

Midterm Supervisor Ratings: 5.1/6
Final Supervisor Ratings: 5.94/6

Conversations with site supervisors regarding student performance and results of evaluations are occasionally inconsistent. For example, supervisors describe areas of concern but these concerns do not always appear in the evaluations they submit. Some site supervisors provide exceptionally high evaluations at midterm in initial internships and do not indicate changes in subsequent midterm and final internship ratings. Program faculty will be implementing site supervisor training summer 2015 with a focus on evaluation, supervision theory and procedures.

CNS 595/CNS 596 Critical performance ratings.

Below are ratings for knowledge based assignments for internships in CMHC, MCFC, and School Counseling. These assessments focus on the application of content knowledge in the program areas.

CNS 595:	
Fall 2013	4/4
Spring 2014	3.74/4

*Fall 2013 was the initial School Counseling Internship offering.

CNS 596:	
Fall 2012	3.33/4
Spring 2013	3.48/4
Fall 2013	3.85/4
Spring 2014	3.85/4

Based on this assessment and site supervisor feedback, students continue to demonstrate excellent program area knowledge in counseling settings.

As indicated in the assessment plan, Professional Skills and Practices are also assessed in courses that include experiential components. This data can be found in the following location.

<http://www.wku.edu/csa/evaluationdata.php>

4. Program Area Knowledge Outcomes

Program Area Knowledge Outcomes are assessed in each program on the basis of performance on the critical performances required in courses that address program area standards. Below are the mean total rubric scores for CACREP program area standards.

2013/2013

CMHC:	3.60/4
MCFC:	3.51/4
School Counseling:	3.75/4

2013/2014

CMHC:	3.83/4
MCFC:	3.79/4
School Counseling:	3.73/4

Based on data from the 2012/2013 and 2013/2014 academic years, it appears that rubric ratings across program area courses are continuing an overall gradual increase. Instructional outcomes indicate a strong curriculum, effective instruction, and a sound admissions process. For data on each specific standard for each program go to the following page:

<http://www.wku.edu/csa/evaluationdata.php>

5. Professional Performance Reviews

Each Fall and Spring semester faculty assess students' dispositions using the Professional Performances rubric in each class they are enrolled. Students are sent a letter by their advisor each Fall and Spring providing feedback regarding the results of the professional performance reviews and any recommendations made during faculty meetings regarding student progress.

During the 2012/2013 academic year, 139 letters were sent indicating good progress or satisfactory professional performances and 2 were sent indicating that students will be participating in a remediation process.

During the 2013/2014 academic year, 92 letters were sent. 87 of these letters indicated students were demonstrating good or satisfactory professional performances. 2 letters required students to attend an advisory meeting to discuss performance and 1 letter dismissed a student from their program because of unsatisfactory professional performances.

Faculty members have continue to regard the Professional Performance Review process is an effective way to provide students feedback about their dispositions/professional performances. Given the very low rate of letters requesting advisory meetings and dismissals, faculty conclude that the admissions process is helping to identify applicants with necessary dispositions for admission.

6. Exit Assessment

Exit assessment for students completing the CMHC, MCFC, and School Counseling programs involves 2 assessments: scores on the CPCE and scores on the comprehensive essay examinations for each program. The data below are passing rates for the CPCE and program area essay examinations.

2012/2013 CPCE Passing Rate:	93%
2012/3013 Passing Rate on Program Essay Examination:	93%
2013/2014 CPCE Passing Rate:	89%
2013/2014 Passing Rate on Program Essay Examination:	92%

In 2013/2014, as was the case in 2012/2013, the 2 students who did not pass these exams were required to complete a second essay examination and passed.

The faculty have reached a number of conclusions regarding the CPCE and the program area comprehensive essay examinations:

- a. While CPCE is an efficient assessment with national norms, the faculty question its validity because scores are inconsistent with academic performance.
- b. Professors should consider using more multiple choice exams to prepare students for CPCE and, eventually, the NCE.
- c. Essay questions are effective and will continue to be revised annually to ensure rigor and currency in question content.
- d. The department will continue to use the following policy. Students who do not pass their essay exam will take a second essay exam. Those who are not successful on the second essay exam will take oral exams. Those not passing the orals will be dismissed.

7. Follow-up Assessment

Follow-up assessment includes two surveys. The first is a graduating student survey and the second is a supervisor/employer survey sent every other year.

The total mean rating on the 18 item graduating student survey is 4.19/5. The faculty believe that the overall survey results indicate students are very satisfied with educational experiences. The graduating student survey will be revised for the spring 2016 comprehensive examinations.

The supervisor/employer survey conducted by the counseling programs continues to produce an extremely poor response rate. The survey will be assessed during the 2014.2015 academic year and methods will be identified to increase the response rate. Conclusions at this point involve anecdotal observations consistently offered by site supervisors. This information suggests that graduates are regarded as skilled, ethical, and professional. Finally, interns and practicum students consistently are

regarded as demonstrating strong academic preparation. According to site supervisors, students from our counseling programs significantly outperform others from other institutions.