

WSU Standard Format: Program Level Assessment Report for 2012-2013

PROGRAM NAME, DEGREE NAME: Clinical Mental Health Counseling (CMHC), M.S.

COLLEGE in which PROGRAM is housed: College of Education and Human Services

REPORT PREPARED by: Professor Richard A. Wantz

A. ACTIONS TAKEN TO IMPROVE STUDENT LEARNING What actions did you take in 2012-2013, based on previous assessment findings, to improve student learning in your program? (Refer back to plans indicated in "Response to Assessment Findings" in 2011-2012 Assessment Report.)

The number of students admitted was decreased to meet CACREP accreditation student-to-faculty standards. Curriculum was converted from quarters to semesters.

B. STUDENT LEARNING OUTCOMES ASSESSED AND EXAMINED

Which Program Level Student Learning Outcomes did you assess and examine during 2012-2013? List the Program Level Student Learning Outcomes using the format of "Graduates will be able to _____."

CMHC majors will be able to 1) pass the National Counselor Examination (NCE), 2) pass the National Clinical Mental Health Counselor Examination (NCMHCE), 3) obtain competency with diversity, technology, professionalism, and emotional intelligence, 4) achieve a high cumulative GPA, and 5) rate core faculty as meeting objectives on course curriculum surveys.

(Please note that due to specialized accreditation requirements, accredited programs may be required to assess and report on all program level student learning outcomes every year; accredited programs should report in a manner that will align with their accreditation. Programs not carrying specialized accreditation may assess all of their learning outcomes every year but may choose to report on 2-3 per year, looking at several years of data.)

C. METHODS FOR COLLECTING DATA

Which students were included in the assessment? (For example, all seniors completing Course X in Spring 2013, all graduating seniors, etc.)

Students included in the assessment were enrolled in the CMHC major Fall 2012 and Spring 2013. Also included were the Fall 2012 and Spring 2013 CMHC graduates.

D. ASSESSMENT MEASURES

- What key assessments/assignments/student work did you examine to directly assess the Program Level Student Learning Outcomes listed above?
- What, if any, indirect assessments (e.g. exit survey, alumni survey, focus groups, etc.) did you use to indirectly assess the Program Level Student Learning Outcomes listed above?

The National Counselor Examination (NCE) is the examination all Ohio counseling graduates must pass in order to obtain his/her Professional Counseling (PC) license.

The National Clinical Mental Health Counseling Examination (NCMHCE) is the examination all Ohio Professional Counselors (PCs) must pass in order to obtain his/her Professional Clinical Counseling (PCC) independent practice license.

Student portfolio's assess outcomes in seven areas: Content Knowledge, Pedagogical Content Knowledge, Technology, Emotional Intelligence, Professionalism, Diversity, and Emotional Intelligence, e.g.,

The diversity strand represents the student's commitment to being knowledgeable, competent, and sensitive in working with diverse populations and in diverse settings. This strand includes valuing diversity as socially and culturally beneficial, appreciating the contributions of diverse populations, understanding how to adapt personal responses and professional practices in different contexts, and supporting equitable access and outcomes for all populations.

Emotional intelligence includes: 1. an awareness of one's own emotions and the emotions of others (competence), 2. constructively expressing and controlling feelings (self-regulation), 3. recognition that life is full of choices and each person is responsible for his or her decisions and actions (motivation), 4. the

ability to take the perspective of others (empathy), and 5. listening to others, understanding others, interpreting guidelines for social relationships, and cooperating as a team member (social skills).

The professionalism strand represents the student's commitment of and understanding and demonstrating the qualities and dispositions of professionals. Professionalism is demonstrated through communication and collaboration skills evidenced in interactions with other professionals, community members, students, and families. Team building and the principles of lifelong learning are included in the shared values of education and human services professions.

The technology strand represents student's commitment to being knowledgeable and able to make thoughtful, appropriate applications of technology to add value to the learning and therapeutic process, to determine the essential conditions for effective use, and to understand its powerful role in shaping individual lives and society.

Cumulative GPA

Curriculum Feedback Questionnaires (student ratings of how well faculty meet course objectives)

E. SIGNIFICANT FINDINGS What did you find from your assessments? What did your data reveal about how well students are achieving the Program Level Student Learning Outcomes that you listed above?

CMHC majors are performing optimally on all seven areas of the portfolio, e.g., student were rated a 5.7/6.0 with regards to Diversity, 9/9 on Technology, 8.7/9 on Professionalism, and 5.2/6 on Emotional Intelligence.

CMHC majors are passing the NCE with a 98% pass rate (this percentage is well above the national average and Ohio average). Thirty-eight of 41 first time takers passed. Four of four repeat takers passed in 2012. Two first time failures subsequently passed in 2012 so 42 of 43 examinees passed (J. Rough, Executive Director of OCSWMFTB, personal communications, March 28, 2013).

CMHC alumni who took NCMHCE had a 81% pass rate. This is also well above the national and state rates and considered excellent. Six of eight first time takers passed and 11 of 13 repeat takers passed. So 17 of 21 individuals taking the exam passed in 2012 (J. Rough, Executive Director of OCSWMFTB, personal communications, March 28, 2013).

CMHC majors have a cumulative GPA of 3.8.

Curriculum Feedback Questionnaires (Student ratings of core faculty meeting course objectives)

Fifty percent (N=1115) of student ratings indicated course objectives were "exceeded" and 43.5% (970) indicated objectives were "met" (total number of ratings 2232).

Thirty-five students graduated during the summer 2012, Winter 2012, and Spring 2013 (14 students graduated during spring 2013).

F. DISCUSSION OF RESULTS How were results shared? With whom were they discussed?

The results were shared at the October Human Services (HS) faculty meeting, at the 2013 HS Alumni Conference, and in subsequent department publications including the department webpage.

G. ACTIONS PLANNED TO IMPROVE STUDENT LEARNING

Based on what you learned from your assessment of the Program Level Student Learning Outcomes, what actions do the faculty in your program plan to take to improve student learning in your program/area? Describe the steps faculty have taken/will take to use information from the assessments for improvement of student performance and the program. List additional faculty meetings or discussions and planned or actual changes to curriculum, teaching methods, approaches, or services that are in response to the assessment findings.

No action necessary at this time.

H. SUPPORTING DOCUMENTS (recommended)

Please attach minutes of program faculty meeting where discussion of results and action planning occurred and any other relevant documents.